

Other guidance documents available from the Learning for Living pathfinder project

■ ■ These two modules contain the resources required to deliver training for staff – at Level 3 and at Level 4 – in adapting and creating learning materials to meet different learning needs. Each includes trainer notes along with participant information and activity sheets. Two DVDs are included with activities to exploit the learning within them. Both modules explain the principles that underpin effective learning – and how to put these into practice.

■ This document is aimed at those working with parents or carers who have learning difficulties or disabilities in family literacy, language and numeracy. It explains the principles of, and context to, family learning, before moving into advice on: working in partnership; needs assessment; planning; implementation and review.

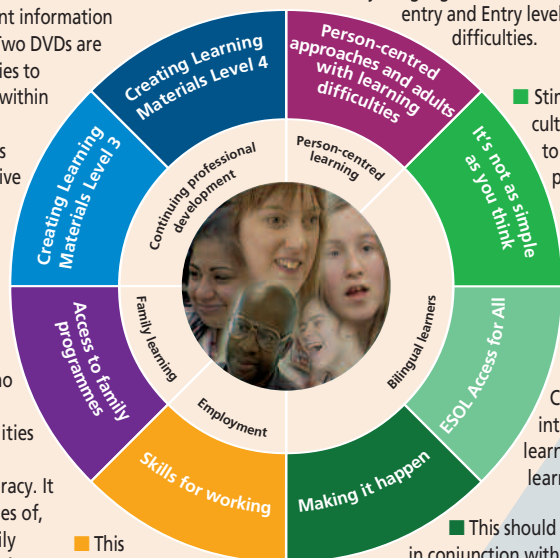
■ This guidance offers you ideas and suggestions on how to help those supporting learning literacy, language and numeracy in a vocational context. It provides advice for working both with learners and with employers; in voluntary and work experience placements as well as paid employment.

■ The purpose of this guidance is to support you in developing individualised programmes of learning, within the context of literacy, language and numeracy, for adults working at Pre-entry and Entry levels and who experience learning difficulties.

■ Stimulating debate about different cultural viewpoints on disability and to support culturally sensitive provision. It includes a distillation of current understanding alongside action research case studies.

■ Access for All has provided the model for this guidance but linked to the ESOL Core Curriculum. This guidance is intended to support inclusive learning for bilingual learners with learning difficulties or disabilities.

■ This should be used in conjunction with ESOL Access for All and provides advice for those working with people who have learning difficulties and ESOL needs. It reviews current issues in provision and in practice and includes four case studies which illustrate key points and provide exemplar activities for use with these learners.



Skills for Life:
The national strategy for improving adult literacy and numeracy skills

Pathfinders
learning for living

Creating learning materials

Continuing professional development modules at Level 3 and Level 4

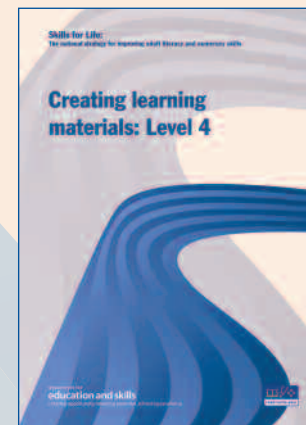
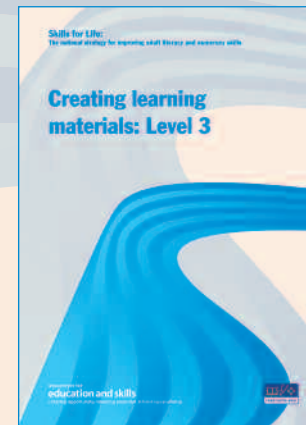
Developed as part of the Learning for Living pathfinder project: Developing Access to *Skills for Life* for Adults with Learning Difficulties or Disabilities.

Why 'Creating Learning Materials'?

Because it is at the heart of what you do in working with people with learning difficulties or disabilities to develop their skills to increase their life choices.

What is special about the 'Creating Learning Materials' modules?

- Every element of the module relates directly to your own working situation.
- The modules are based on the nature of learning and materials to support the learning process.
- They concentrate on materials to enhance learning through naturally occurring situations as well as learning activities you have devised.
- They emphasise that literacy, language and numeracy make the most difference to people's lives when developed in conjunction with the Wider Key Skills of:
 - Working with Others;
 - Problem Solving;
 - Improving Own Learning and Performance.



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LEARNING FOR LIVING CONSORTIUM



department for
education and skills
creating opportunity, releasing potential, achieving excellence



What will I gain from the training?

You will have an interactive experience designed to help you to improve your practice.

You will:

- experience multisensory activities to relate to your own learners;
- have an opportunity to evaluate existing materials;
- adapt materials using ICT;
- see a range of examples of learners on DVD;
- be able to discuss ideas with others, and relate each activity to your own working situation;
- evaluate the effect of learning preferences;
- consider ways of using differentiation;
- suggest ways of using materials to support embedding literacy, language and numeracy in an everyday situation.

Who are the modules for?

They are for all practitioners who are working with people with learning difficulties or disabilities, to develop their literacy language and numeracy skills. You may be working in any context, including education, work-based learning, prisons and voluntary and community settings. These learners may be developing their literacy (including communication), language and numeracy skills, as they are required for their progress on vocational courses, to gain access to work or to become more personally independent. We use the term 'learner' to describe anyone who is developing his or her skills in any context.

Who are these learners?

The learners are 16+ years old, with no upper age limit. They are people who experience barriers to learning. They may include learners who have:

- been identified as having learning difficulties;
- a physical or sensory impairment;
- unseen disabilities such as long-term health conditions or mental health difficulties, autistic spectrum disorders or dyslexia;
- experienced disrupted learning experiences and difficulties with learning, which have led them to work at a significantly lower level than the majority of their peers (for example, some people in offender establishments).

They will be working at Pre-entry, Entry levels 1, 2 and 3 and Levels 1 and 2 of the Adult Literacy, Numeracy and ESOL Core Curricula.

How long does the training take?

The taught time is three sessions, equivalent to three days, plus up to 25 hours of self-directed study.

How does it fit with other training?

Both Level 3 and Level 4 can be run as continuing professional development (CPD) modules of training.

The Level 4 module can be used as an integral part of initial teacher training, as it covers much of the minimum core of literacy, language and numeracy for inclusion in all post-16 teacher education programmes.

Who can run the training?

A detailed module guide and trainer notes enable an experienced trainer to deliver the module. There is a participant pack containing information sheets and activity sheets. The essential materials required to run the training are provided, including two excellent DVDs. The clips they provide represent the range of contexts and levels covered by the modules. They give essential footage for some of the activities, and a number of clips to illustrate particular points and for differentiation.

Where can we get the materials?

You can download the modules from the *Skills for Life* Quality Initiative website: www.sflqi.org.uk

You can also obtain a CD-ROM version with DVDs from Department for Education and Skills publications, quoting refs CLM3 (Level 3) or CLM4 (Level 4):

Department for Education and Skills Publications
PO Box 5050
Sherwood Park
Annesley
Nottingham
NG15 0DJ

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