

Skills for Life:

The national strategy for improving adult literacy and numeracy skills

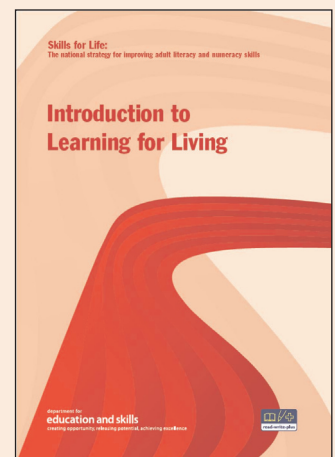
Learning for Living

Developing Access to *Skills for Life* for Adults with Learning Difficulties or Disabilities

Introducing the guidance documents

■ Introduction to Learning for Living

This introductory document provides you with an overview of how to use and navigate your way around the various Learning for Living guidance documents and DVD materials, an explanation as to why they have been developed and what we mean by the terms 'learning difficulties and disabilities'. We have included an explanation of the core values and principles that underpin each of the guidance documents, together with suggestions as to how these can be applied in practice, irrespective of the learning situation. The voice of learners and practitioners are featured throughout and we strongly recommend that you read this introductory document prior to using any of the Learning for Living guidance documents. You will also find information on those organisations that contributed to the pathfinder activities.



When ordering (see back page) please quote ref: ITLFL.

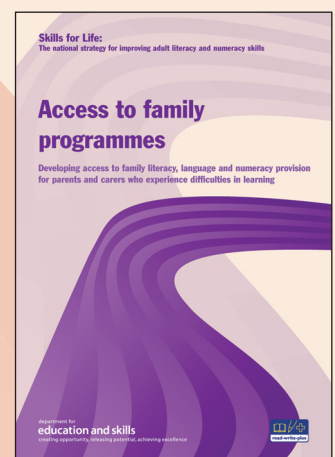
■ Access to family programmes

What is this guidance about?

The *Access to Family Programmes* guidance document outlines the importance of developing specific guidance for family literacy, language and numeracy programmes for parents who have learning difficulties or disabilities. The guidance document focuses specifically on the context of programmes for parents and carers and are intended to complement other generic resources for supporting adults who experience difficulties in learning such as the Department for Education and Skills publication *Access for All*.

Who is it for?

The guidance document may be of interest to those of you who are managers, teachers, support staff and those with specialist knowledge of adults who have learning difficulties or disabilities who work with parents and carers.



Why use it?

As providers, managers, teachers and support staff these guidance materials will offer you support and guidance for enhancing accessibility into family literacy, language and numeracy provision. They identify for you the importance of improving access for parents and carers who experience learning difficulties or disabilities, providing information to support providers' strategic planning, as well as to support staff development. As teachers, the guidance will provide you with strategies for supporting learners in the teaching and learning process. They explore examples of staff development and awareness raising that may support this process.

What this guidance contains

The guidance materials fall into six sections including appendices:

- 1** *The aims of Access to Family Programmes*
- 2** *The context for Access to Family Programmes*
- 3** *Approaches to engaging and teaching parents/carers who experience learning difficulties or disabilities within family literacy, language and numeracy programmes*
- 4** *Staff development*
- 5** *Conclusions and recommendations*
- 6** *Appendices and further reading*

When ordering (see back page) please quote ref: ATFP.

■ ESOL Access for All

Guidance on making the ESOL Core Curriculum accessible

What is this guidance about?

ESOL Access for All is intended to support inclusive learning for bilingual learners with learning difficulties or disabilities. It is modelled on the original *Access for All* but directly linked to the ESOL Core Curriculum. In addition, it updates the original content of *Introducing Access for All*², expands it and includes issues that are particularly relevant to bilingual learners and their teachers. It is intended as a working document that you use to support your planning, teaching and understanding.

Who is it for?

It is designed for those of you working with, or managing provision for, bilingual learners in programmes linked with the ESOL Core Curriculum in post-16 education or training.

Why use it?

We hope it will provide you with useful information for both your teaching and professional development. Specifically it will help you understand the issues and barriers to learning in order to select appropriate strategies for bilingual adults with learning difficulties or disabilities in your teaching sessions. It will also help with strategic planning of such provision and the further development of inclusive learning.

What this guidance contains

ESOL Access for All has five sections and is published in two parts. Part 1 comprises sections 1, 2 and 3 and Part 2 comprises sections 4 and 5.



1 Background and key issues

2 Effects of learning difficulties or disabilities on learning

This section gives you crucial information and examines issues relating to particular learning difficulties or disabilities, including the impact of a particular impairment on learning, the use of technology and helpful approaches to consider when you are working with this group of learners. You should read this section before dipping into the relevant curriculum sections of the guidance.

3 Inclusive learning: Meeting the challenges

This section presents brief case studies of different bilingual learners with learning difficulties or disabilities, describing aspects of their language learning journey and case studies of organisations working towards inclusion.

4 The ESOL curriculum and barriers to learning

This is the main part of the guidance and contains the five main sub-sections reflecting the five levels (Entry 1, 2 and 3, and Level 1 and 2) and content (speaking, listening reading and writing) of the ESOL curriculum. We indicate where learners with learning difficulties or disabilities may encounter barriers to learning and suggest strategies for how you might address these. This section also contains an index of additional information notes (cross-referenced in sections 2 and 4) that provide you with specific pedagogic advice, additional information on a particular topic or further details on the use of particular resources.

5 Appendices

- Bibliography
- Resources – this includes sub-sections on a) suppliers, b) books and other print materials, c) tactile and other multisensory resources, d) software and suppliers.
- Useful organisations and Websites
- General interest

ESOL Access for All, together with additional materials, including action research undertaken by ESOL specialists and learners with impairments, is also available to you on CD-ROM and as a Web-based version.

When ordering (see back page) please quote ref: EAFa.

■ It's not as simple as you think: Cultural viewpoints around disability

What is this document about?

This is a research document that explores the sometimes contradictory and still-emerging issues of different cultural viewpoints on disability. It includes a distillation of current understanding alongside action research case studies undertaken by ESOL specialists and learners with disabilities from ethnic communities. It is intended to push the boundaries of our understanding and provoke further debate and discussion.

Who is it for?

It is intended for those who want to explore issues of cultural perspectives on learning difficulties or disabilities in more depth. The case studies provide vivid insights into different cultural perspectives and individual experiences.



Why use it?

We hope this research document will illuminate your experience and understanding. The research can be used in different ways, for example to:

- provoke further debate and discussion;
- support classroom teaching;
- support the management and planning of provision;
- plan formal staff development sessions.

What this document contains

The document has four sections:

1 Introduction

This introduces you to the research and provides you with an overview of some of the issues.

2 Results of research

This section records and discusses the findings of the research conducted in the Eritrean community in South London.

3 Results of research

This section records and discusses the findings of the research conducted in the Turkish community in North London.

4 Case studies

This section has case studies of learners with disabilities studying ESOL. Throughout the research document, the implications for teaching and learning are explored while avoiding over-simplifying the issues.

When ordering (see back page) please quote ref: CVAD.

■ Making it happen: An inclusive approach to working with people with learning difficulties who have ESOL needs

What is this guidance about?

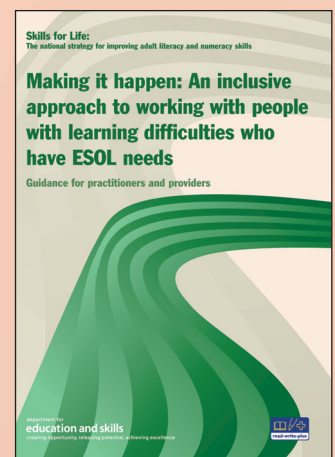
The purpose of the guidance is to provide you with support on how you can teach ESOL to this group of learners and to highlight for you some of the important issues that need to be considered when you are developing provision for individuals with learning difficulties who have ESOL needs. This guidance should be used in conjunction with *ESOL – Access for All guidance on making the adult ESOL core curriculum accessible*.

Who is it for?

This guidance is for practitioners, managers and providers working with adults with learning difficulties who have ESOL needs. That is, individuals with learning difficulties who require support to develop skills in English, as it is not their home language. Learners may be working towards or at entry level in ESOL.

Why use it?

We hope that you will find the guidance useful as a stimulus to developing your own provision. In order to support this group of learners, a key theme that runs throughout the guidance is the importance of joint



working between teams who have an ESOL specialism and those whose work focuses on learners with learning difficulties.

You can use this guidance in different ways. You might want to:

- dip into relevant sections that interest you;
- use the examples to stimulate debate and generate your own ideas;
- plan formal staff development sessions.

What this guidance contains

The guidance is presented in four sections.

1 *Developing provision*

This first section will be of particular interest to you if you are a provider, manager or practitioner concerned with developing provision for individuals with learning difficulties who have ESOL needs. It highlights the main themes of inquiry of the project survey, which focused on issues in current provision, and summarises the findings. There are suggested action points for practitioners and managers to support the development of provision.

2 *Key issues in ESOL practice*

This section gives you more detail of how you can work with individuals with learning difficulties to support the development of their ESOL skills. It starts by outlining key issues in working with ESOL learners with learning difficulties. It goes on to look in detail at the four component skills of ESOL:

- Speaking and Listening
- Reading and Writing

A number of activities are described that can be used to teach these skills. In several places in this section, specific references are made to *ESOL Access for All*.

3 *Case studies of learners*

Section 3 consolidates the material in section 2 by providing you with four case studies: three of individual learners and one of a group of learners. The case studies are based on actual individuals who have learning difficulties and are ESOL learners. After each case study there are exemplar activities and strategies that you could use when working with these learners.

4 *Resources*

This section of the guidance provides you with a list of resources and Websites that practitioners have identified as being helpful in their work with people with learning difficulties who have ESOL needs.

When ordering (see back page) please quote ref: MIH.

■ Person-centred approaches and adults with learning difficulties

What is this guidance about?

The purpose of this guidance is to support you in developing individualised programmes of learning, within the context of the skills for life curriculum, for adults working at pre-entry and entry levels 1, 2 and 3 and who experience learning difficulties. This guidance should be used in conjunction with the *Adult Pre-Entry Curriculum Framework for Adult Literacy and Numeracy* and the *Core Curriculum for Adult Literacy and Numeracy and Information and Communications Technology (ICT) at entry level* (Department for Education and Skills, 2005).

Who is it for?

This guidance is written for practitioners working in a variety of settings, including community and work-related contexts, with people who experience a range of difficulties in learning.



Why use it?

We hope that you will find the materials useful as a stimulus to developing your own provision. You can use these materials in different ways. Each of the four main sections stand alone, so for instance you might want to:

- dip into relevant sections that interest you;
- use the examples to stimulate debate and generate your own ideas;
- plan formal staff development sessions.

What this guidance contains

The pack has five sections:

1 *Skills for life*

This section introduces the skills of literacy, numeracy and ICT as well as other important skills such as problem solving, working with others and improving own learning and performance.

2 *Person-centred approaches to learning*

This section describes how person-centred approaches can be used to incorporate communication, literacy, numeracy and ICT skills as well as other important priorities into individual learning plans. The process, which keeps the learner at the centre, is cyclical and has five interlocking phases. Each phase is illustrated with examples drawn from work in different settings and with different learners. There is also a CD-ROM to accompany this section.

3 *Staff development*

Four DVDs, which can be used for staff development, accompany this pack. This section provides some practical ideas for using the material individually, as part of a team or as the basis for staff training.

4 *Personal accounts*

These three accounts are based on diaries and reports written by practitioners about their everyday work. They provide insights into how they approach their work and their thoughts about some of the issues that they confront.

5 *Appendices: Additional useful information*

In this section you will find:

- an overview of the content of the DVDs;
- Web-based sources of further information;
- text-based sources of further information.

When ordering (see back page) please quote ref: PAALD.

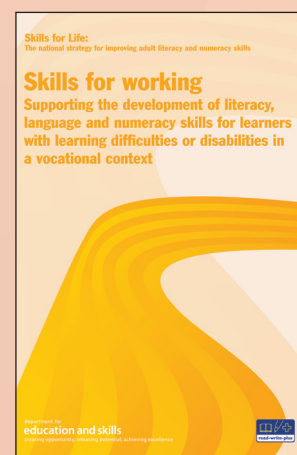
■ Skills for working

What is this guidance about?

This guidance offers you ideas and suggestions on how to support the development of literacy, language and numeracy skills for learners in a vocational context.

Who is it for?

The guidance is written for managers, practitioners and support staff working with adult post-16 learners with learning difficulties or disabilities. The principles and approaches will be relevant to staff working across a range of settings including those working in prisons. In terms of literacy, language and numeracy skills, the learners range between Pre-entry and Level 2 and the illustrative case studies in the guidance represent a diverse group of individuals.



Why use it?

We hope these materials will provide you with useful information and advice when working with learners in a vocational context and help you to consider how you integrate literacy, language and numeracy into your provision.

You can use this guidance in different ways. You might want to:

- dip into relevant sections that interest you;
- use the examples to reflect on how you work, stimulate debate and generate your own ideas;
- plan formal staff development.

What this guidance contains

This guidance is organised into six sections.

1 Introduction

This introduces the guidance: the learners; the terminology that is used throughout; the principles underpinning it; and how to get the best out of using it.

2 Creating opportunities

This section covers working with learners who are using the adult core curricula and includes information on the learning cycle, embedding *Skills for Life*, wider skills, assessment and staffing.

3 Working with employers

This section guides you in the process of researching and identifying potential employers; making the case to employers for employing your learners; how you can support employers; and the benefits of voluntary work and work experience placements.

4 Moving on

This section covers the various routes learners can take and the support you can provide including: job search; family involvement; job coaching and 'buddying'; self-employment; and support in the workplace.

5 Staff development

Two DVDs and accompanying practitioner notes are included as a resource for you to use as part of your ongoing staff development in your organisation. They feature stimulating and thought-provoking material from a range of settings.

6 Appendices

In the appendices there are sample illustrative materials, a list of useful organisations, references and further reading and a glossary of terms used in the guidance.

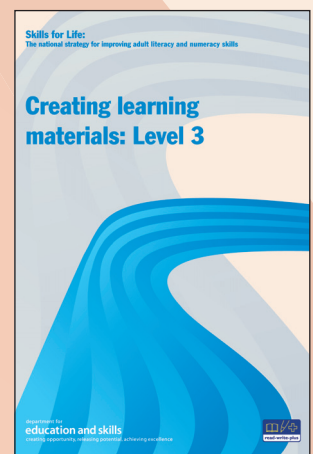
When ordering (see back page) please quote ref: SFW.

■ ■ Creating learning materials: Continuing professional development modules at Level 3 and Level 4

What are these modules about?

These two CPD modules have been developed at both Level 3 and Level 4 and they focus on the creating of learning activities and the materials needed to support them.

They include elements on embedding, adapting existing materials and exploring the effect of learning preferences, all delivered through a series of activities which makes the learning both enjoyable and rewarding.



Who are they for?

These modules are for all practitioners who support adults with learning difficulties to develop their literacy, language and numeracy skills.

The learners are of 16+ years of age with no upper age limit. They can be at any level from Pre-entry up to and including Level 2 and in any context including work-based learning, day and residential care and prisons.

Why would I want to use them?

We believe that the modules will enhance the delivery of literacy, language and numeracy skills by making them more relevant and appropriate for learners. As practitioners, the modules will also help you with both your own teaching and professional development. We consider the modules to be of fundamental importance in ensuring that the quality of a learner's experience will be more enriched and, therefore, help to develop their full learning potential.

What these modules contain

Each module has three sessions with a number of elements. The modules contain information about delivery in the trainer notes and more detailed advice in the participant information and participant activity sheets.

Two DVDs contain clips to illustrate the content of the elements and provide additional footage to help differentiate some activities to support both modules.

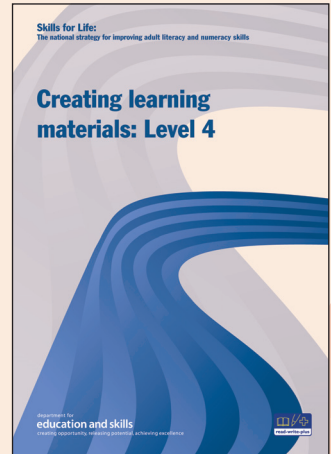
Level 3

- Session 1: Understanding the learner
- Session 2: Exploring materials
- Session 3: Maximising learning

Level 4

- Session 1: Principles and values in practice
- Session 2: Skills for life in action
- Session 3: Ensuring a learner-centred approach in practice

When ordering please quote refs: CLM3 or CLM4.



Copies of all the guidance documents can be obtained free, quoting the relevant code, from:

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