



Learning for Living Newsletter

NIACE is leading the Learning for Living Consortium which is working with learners who experience a range of difficulties in learning literacy, language and numeracy

The aim of this project was to research and develop guidance for teachers, practitioners, carers, support workers, employers and everyone involved in this learning process. Feedback was received from practitioners and providers in a variety of contexts such as colleges, prisons and offender institutions, care settings, day centres, work-based learning providers and voluntary and community organisations. The guidance has now been rewritten to reflect the feedback that these organisations have provided.

The Learning for Living suite of guidance is aimed at anyone working with people with learning difficulties or disabilities

in the areas of communication, literacy, language and numeracy, and also in the area of the Wider Key Skills of Working with Others, Problem Solving and Improving Own Learning and Performance. Some of you may also be working with ICT as a way of supporting learners.

In this fourth issue of the newsletter we provide you with a brief look at the final guidance, including the accompanying DVDs. We hope that you will find the guidance documents useful as a stimulus to: develop your own provision; plan formal staff development sessions; support your teaching; use the examples to reflect on how you work or to stimulate further debate.

For details on how to order your free copies of the guidance, please go to our website:

www.dfes.gov.uk/readwriteplus/learningforliving

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Learning for Living guidance

Person-centred approaches and adults with learning difficulties

Guidance to support you in developing individualised programmes of learning, within the context of the *Skills for Life* curriculum. Includes: a section on person-centred approaches to learning; four DVDs which can be used for staff development; and three personal accounts written by practitioners about their everyday work.

"We were reminded of the essential holistic nature of planning and that we should start with each learner's life goals and aspirations, not with a target which is subject specific." (Essex Adult Community Learning)



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

A research document that explores the still-emerging issues of different cultural viewpoints on disability. Includes: results of two research studies conducted in the Eritrean community in South London, and in the Turkish community in North London; and case studies of learners with disabilities studying ESOL.

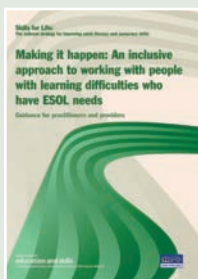
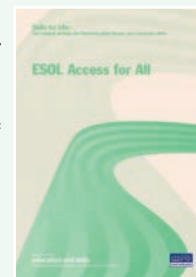
"The Western term 'learning difficulty', in particular, has no easy translation into many languages. ... Work in the Turkish community showed no translation for the concept of 'moderate learning difficulty' while 'severe learning difficulties' were defined in terms of mental health rather than learning."



ESOL Access for All: Guidance on making the ESOL Core Curriculum accessible

Guidance to support inclusive learning for bilingual learners with learning difficulties or disabilities. Includes: key issues and the effects of particular learning difficulties or disabilities on learning; brief case studies of different bilingual learners with learning difficulties or disabilities; and the five main sub-sections of the ESOL curriculum and barriers to learning.

"Refugees and asylum seekers have varying needs, experiences and aspirations. Their status as a refugee or asylum seeker is a situation rather than an identity, and it is important not to make assumptions about their needs."



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

Guidance to support you in teaching ESOL to learners with learning difficulties, and with issues to consider when developing provision for these learners. Includes: a section on developing provision; key issues in ESOL practice; four case studies of ESOL learners who have learning difficulties; and a list of helpful resources.

"No one member of staff has expertise in both ESOL and LDD." (Workshop participant)

Skills for working

Guidance containing ideas and suggestions on how to support the development of literacy, language and numeracy skills for learners in a vocational context. Includes: creating opportunities for these learners; working with employers; supporting learners to move on; and two DVDs to support staff development.

"It's about being able to access the same job market as everyone else, and not be excluded from that because you're a disabled person." (Participant in focus group)



Access to family programmes

Guidance focusing on family literacy, language and numeracy programmes for parents or carers who have learning difficulties or disabilities. Includes: approaches to engaging and teaching parents or carers; and a section on staff development.

"Family learning programmes, in North Devon, seem to attract Pre-entry learners to the Early Start programmes that run in non-educational settings, such as community centres or village halls. Due to our funding being finite, partners prioritise parent/carers that have the most need. Increasingly this has led to greater numbers of learners with Pre-entry and milestone achievement levels." (Family literacy, language and numeracy development worker, Devon LEA)



Creating learning materials – continuing professional development modules at Level 3 and Level 4

CPD modules focusing on the creating of learning activities and the materials needed to support them. Includes elements on embedding, adapting existing materials and exploring the impact of disabilities on learning. Two DVDs contain clips illustrating the content of the elements.

Learning for Living DVDs and ideas for staff development

Eight DVDs accompany the set of guidance materials, and each guidance document provides specific information on how they complement the written material. Each DVD has the facility to be viewed with subtitles and signing. Why not consider using one of these DVDs for staff development at your organisation?

Skills for working



DVD 1: Creating Opportunities

Embedding Literacy, Language and Numeracy

Contains examples of embedding literacy, language and numeracy across a range of settings. Learners and staff talk about their approaches and what works for them.

Working Together

Shows the importance of effective communication between staff and learners. It highlights how the quality of communication with learners is instrumental in achieving success.

Putting Learners at the Centre

Shows learners in a range of settings and how they are empowered to take responsibility for their learning.

DVD 2: Moving Forward

Learners and Technology

Looks at how technology can support people in a learning environment and at work.

Working with Employers

Focuses on supporting people into employment. We are introduced to Yvonne, a learner on a work preparation programme.

Moving On

Learners talk about their learning programmes, their different experiences and future aspirations.

Creating Learning Materials: CPD modules at Levels 3 and 4



DVD 1: The Voice of the Learner

Contains clips of eight learners describing their learning experiences and needs. They represent the seven categories detailed in *Access for All*, i.e. individuals: who are blind or visually impaired; who are deaf or hearing impaired; with dyslexia and related specific learning difficulties (for example dyspraxia, dysgraphia, dyscalculia); with physical impairments; with learning difficulties; with autistic spectrum disorders; and with mental health difficulties.

DVD 2: Learners in Action

Contains examples of the main teaching points in the modules. They help to illustrate the reality of classroom practice and cover embedding literacy, language and numeracy, differentiation and multisensory approaches to learning, a resources workshop for those working with learners at the early Milestones and adaptations using technology.

Person-centred approaches



DVD 1: Learning in Formal Settings

Apple Tree Café (FE)

Shows how communication, literacy, numeracy and other key skills are embedded in the tasks involved in running a small café as a commercial enterprise. It encapsulates the entire process from food and room preparation to clearing up and evaluation.

Drake Hall HMP

Highlights the learning opportunities available in a prison. It shows a literacy class for learners at Entry level 2/3, based on the Highway Code. We hear from a classroom assistant and an open learning adviser, both of who are prisoners themselves.

Hereward College (FE)

Contains a strong emphasis on using technology to provide a variety of learning opportunities. Three learners are shown using a range of communication aids, which have been customised to their individual needs. We also hear from a speech and language therapist involved in assisting these learners.

DVD 2: Learning at Home and in the Community

Victoria and Lisa

Provides an insight into the daily lives of two women with high support needs (profound and complex learning difficulties). We see them making choices in their day-to-day activities, their interactions with members of support staff and their families.

Home Farm Trust

We see three very different learners being supported by a community inclusion service. It shows how learning opportunities are created in the community and how learning is embedded in a range of different contexts, such as a supermarket and a hotel garden.

DVD 3: Learning on Work-Based Programmes

Birmingham Rathbone

Looks at how literacy, numeracy and other key skills are embedded in entry to employment (E2E) training courses. We see horticulture and childcare sessions in progress and hear from the curriculum managers.

MacIntyre

We see a day in the life of a working office. Learners with a range of difficulties in learning carry out a series of tasks, alongside office staff. It captures the interactions between learners and office staff and illustrates the tasks they carry out.

DVD 4: Thematic Clips

Brief practical examples of some of the main ideas contained in the pack. They help to illustrate the values that underpin the materials, as well as the processes involved in person-centred learning.

LEARNING FOR LIVING CONSORTIUM



Multimedia workshops

Three multimedia workshops were held in Autumn 2005 in London, Bristol and Mansfield. The events gave participants (from the pathfinder sites) the opportunity to share ideas of useful resources and use hands-on examples of ICT and multimedia. The examples encouraged creative practice in teaching and learning.

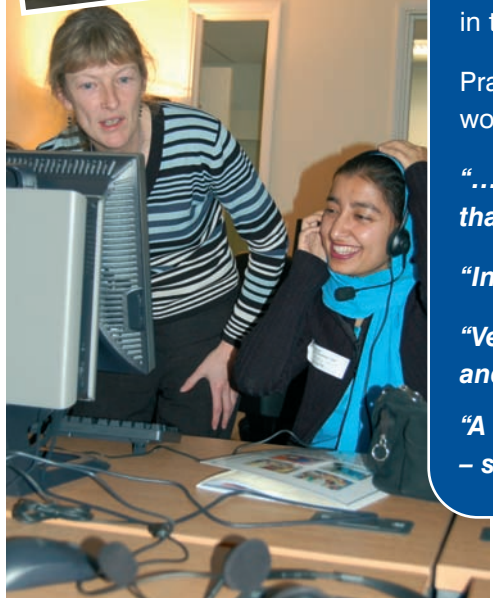
Practitioners were very positive about the workshops:

"... useful, I have some ideas already that I want to try out."

"Informative, practical and useful."

"Very enlightening – giving new ideas and examples."

"A chance to see what people are using – sharing ideas ... very practical."



Alternative versions of this newsletter can also be made available on request.

To order an alternative version of the newsletter or to be added or removed from our distribution list please contact Emma Tierney: Tel. 0116 204 2826; e-mail: emma.tierney@niace.org.uk

