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Welcome to this resource

Thank you for choosing our product, and we hope that you will find it an easy and useful tool. This Applied Literacy, Language and Numeracy (LLN) Resource is part of a series of Foundation Programmes that have been developed by Workforce Development Ltd (parent Company of Applied Education Resources).

The design of this resource is in response to the Government's *Adult Literacy Strategy* to address the need for a user-friendly tool for tutors and learners. This resource has the added benefit of incorporating the Foundation Learning Progressions (FLPs) Framework, as a measure and reference for learner progress, and its structure is based on the best practice Foundation Learning Model¹.

This resource is very different from most traditional approaches to LLN delivery. Our goal was to ensure:

- Resources would be user-friendly and could be applied to a range of learning situations – one to one, classroom and workplace
- An individual's need could be easily assessed and mapped to the FLP Framework
- Lessons could be tailored easily to learner's individual needs
- Progress could be monitored easily by tutor and learner
- Materials would work well for Maori and Pasifika learners

What does 'embedding literacy' mean?

Embedded literacy and numeracy combines the development of LLN with the development of vocational (work) and other skills. It includes opportunities to improve, speaking, listening, reading, writing, number, measurement and statistics competencies as defined in the Tertiary Education Commission (TEC) Foundation Learning Progressions for Adult Learners.

Getting the most out of this resource

The Applied Literacy, Language and Numeracy Resource may be utilised by Tertiary Education Organisations (TEOs), Secondary School, Private Training Establishments (PTEs), industry trainers, Industry Training Organisations (ITOs), and Wananga.

Other benefits of embedding literacy and numeracy:

- Improves retention and completion
- Improves rates of progression to higher level learning
- Contributes to the learners' social and economic wellbeing
- Improved learner/employee satisfaction
- Increased accuracy of reports
- Improved safety
- Reduction in staff absenteeism

¹ DfES, UK (2003) - The Learning Journey – see Additional Resources Section

Outcomes are further improved by incorporating the following into the delivery and design of programmes:

- Principles of Adult Learning
- Interactive participation
- Recognition of learner experiences, knowledge, motivation and needs
- Strengths-based approach to diagnosis and assessment
- Self reflection and self evaluation practices

What this resource contains

This package comes complete with User Guide (ring binder) and CD. The ring binder contains:

- A complete User Guide with examples and explanations
- Master copies of the Initial Diagnostic Assessment (IDA), including Instructions and Marking Guide
- Master copies of all forms (Group Delivery Plan, Individual Learning Plan, Surveys and Certificate Templates)
- Completed 'How To' example paperwork guide for learner engagement and progress in the programme
- Easy to use LLN Learner Activity Modules for steps 1 to 6 of the FLPs
- Easy to use 'Starting Points' Activities for learners who have LLN development needs below Step 1 on the FLPs.

The CD contains all of the above in an easy to navigate directory, as well as the Foundation Progressions Support Resources for delivery, in electronic formats for ease of use, printing and storage.

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**PREPARING FOR
INITIAL DIAGNOSTIC ASSESSMENT**

Preparing for Initial Diagnostic Assessment

The Initial Diagnostic Assessment (IDA) has been developed by Workforce Development to identify learners' strengths and weaknesses in the literacy and numeracy outcomes of the FLPs framework. It is a training tool which assists the tutor to identify a wide range of learner LLN abilities within vocational contexts, subjects and workplace applications.

The IDA can establish areas of priority for the tutor to deliver a programme that meets the learners' LLN needs. Where learners are enrolled on vocational courses/programmes this diagnostic will help the tutor identify areas that are particular to the course requirements in the literacy framework. If learners lack certain skills tutors will be able to adapt and deliver lessons to equip learners with the skills required to complete their vocational qualification successfully. If learners are attending a Human Resource workshop on report writing, the trainer can focus on the spelling, decoding, vocabulary, language and text features, planning, composing, revising and editing Progressions.

The IDA does not replace the tutor's judgements, but helps the tutor make them with all the other knowledge and background they have regarding the learner's situation and need. Ideally, the tutor is looking for a judgement of best fit based on the learner's attitude, goals and current knowledge and practices. This IDA and LLN Learner Activity Modules are intended to deepen the tutor's knowledge of the FLPs and how appropriate they are for embedding literacy outcomes into vocational qualifications or as a structured guide for tutors delivering programmes with LLN as a secondary outcome.

Pre-Assessment Attitude Surveys

The pre-assessment Attitude Surveys are intended to gather information about the learner's strengths, needs and potential barriers. For example, if a learner doesn't read regularly this could indicate a barrier to achieving their learning outcomes and will point out a strategy that the tutor/trainer may need to address in order to improve outcomes for their learner.

The purpose of the Attitude to Reading Survey is to collect the following on each learner:

- Reading habits that support learning success
- Reading habits that may be a potential barrier to learning
- Self-perceptions
- Reading strategies and goals

The purpose of the Attitude to writing survey is to gather the following learner information:

- Writing habits that support learning success
- Writing habits that may be a potential barrier to learning
- Self-perceptions
- Writing strategies and goals

This above survey information can be presented in the student's Individual Development Plan (IDP), enrolment documents and in follow-up discussions with learners to promote positive learning outcomes.

Administering the IDA

The IDA is only intended to be used once for each learner. Further assessment to review achievement of goals is done through formative assessment only and should be supported with evidence collected in a learner's file or portfolio.

The IDA is not expected to be administered in its entirety. Only select the LLN skills appropriate for the course or programme. If the learner will not be using computation, measurement and statistical reasoning skills on the programme then do not administer those parts of the IDA. The most important areas are reading and writing. For some programmes, number and measure would be appropriate. The Reasoning Statistically section may be appropriate for learners who are required to produce data of results and/or analyse them.

True and accurate assessment occurs when the tutor facilitates self-reflection and self-directed learning on the part of the learner. Quality Assurance requirements also cite self-reflection and self-assessment as integral strategies of successful adult learning. Only in situations where learners are not so confident or able to make that level of decisions can the tutor step in and take a more active role. Evidence of success should be referenced in the assessment at all times. The Applied LLN Resources are structured in a way to do the following:

- prompt the tutor to reflect on the description of the Progression before learning
- apply the skills and knowledge in the paper into real life experiences
- give the learner an opportunity to gather the evidence in the paper to sign off the outcomes of the paper

All this is done in the context of the vocational qualification, workshop, lesson, workplace context, learner interest or need.

Some courses/programmes may only require assessments in reading and writing. Others may require numeracy where courses expect a minimum level of numeracy ability such as in a hospitality or carpentry qualification where measurement, estimation and basic mental manipulation of number is required.

It is possible for the tutor and the learners to go through the IDA and mark together. Then you might like to look at the completed and marked assessments and identify the skills they need to develop or learn. Isolate the progressions which will be used to structure a learning journey. The activities in this programme facilitate that reflection and it all begins with the diagnostic assessment.

If a learner has been assessed on steps 5-6 on spelling, decoding and vocabulary and steps 2-3 on comprehension and reading critically then there seems an obvious area of priority for the learner.

If a learner has attained steps 1-2 in spelling, decoding and vocabulary then there may be a need for the tutor to look at speaking and listening to address the learner's knowledge of vocabulary and decoding skill. There may be a need to look more closely at specialist and technical vocabulary to boost their confidence to attain those levels. This increased awareness of vocabulary will be delivered in the context of a relevant theme and add to that understanding and skill.

If a learner has been assessed on steps 1-2 on the multiplicative progression then the tutor will need to look at the additive progression (skip counting) in order to help the learner gather some more knowledge about the basics of multiplication.

The FLPs are not separated and categorised – they are a learning web of skills and abilities that equip learners with life-long experiences. There is method in their structure and also in their delivery by the tutor. It takes time and reflection to establish an understanding and method.

The IDA covers Reading, Writing, Make Sense of Number to Solve Problems, Reasoning Statistically and Measure, Shape and Space.

Speaking and Listening

Even though there are speaking and listening resources in this programme a formal diagnostic for them has not been designed because it is recommended that any assessment of speaking and listening is done more effectively in more informal situations at the discretion of the tutor who knows the learner well and the learner has built a comfortable and professional relationship with them.

Reading

There are two reading texts that assess the learner across most of the steps in the Progressions. It uses a simple text to assess competency in steps 1-2 and a more complex text to assess steps 3-6.

Ask the learner to read the two texts to you. You will get an idea of whether one or the other is more appropriate. They can attempt the first text to build up their confidence and then go on to the next one if they feel they can do it. The texts should not be discussed. The assessment is looking at the learner's independent ability to read a text and engage with its structure and meaning.

As the tutor marks the assessment use the Learner's Progressions Record to judge the best-guess level and place the outcomes on the Learner's Progressions Record.

Writing

The writing activity is assessed and the outcomes placed directly onto the Learner's Progressions Record using the step descriptors in the Learner's Progressions Record. The tutor can gather a full range of steps across the Progressions.

Make Sense of Number to Solve Problems

The assessments give the full range of steps 1-6 across all Progressions. They have been adapted from the recommended TEC diagnostic exercises.

This diagnostic can be done 1-1 with the tutor as a verbal assessment. The benefit of using this method is that the tutor can better assess what types of strategies the learner is using to solve problems than if they did it as a written test where the learner doesn't write down how they got to the answer.

It is essential that the tutor gathers the types of methods learners are using. If the learner finds it difficult to work something out in their head then they will need to use pen and paper method perhaps. This is also a good way of identifying the strategies they use like place value (partitioning or rounding and compensating), algorithm (pen and paper) or calculator. If learners have to resort to calculator they also need to explain to the tutor why they think the calculator answer is

reasonable. Therefore they will have to use a mental or pen and paper method to check the accuracy of the calculator.

If learners cannot continue with the higher step questions and they have tried then the tutor can move onto the next Progression.

During marking the results can be applied to the Learner's Progressions Record.

Reasoning Statistically

The assessment activities can help diagnose the learner's ability across the following steps of the Progressions. They are adapted from the TEC diagnostic exercise. The outcomes can then be placed onto the Learner's Progressions Record.

Progression 1 – Preparing Data for Analysis – Steps 1-3

Progression 2 – Analysing Data for Interpretation – Steps 3-5

Progression 3 – Interpreting Data to Predict and Conclude Answers – Steps 3-6

Progression 4 – Probability – Steps 1-4

Measure and Interpret Shape and Space

The two activities that are adapted from the TEC Diagnostic exercise measure learner's abilities across steps 4-6 and can then be placed onto the Learner's Progressions Record.

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PREPARING FOR LEARNING

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Preparing For Learning

Diagnosing Literacy Language and Numeracy (LLN) needs can be done in a number of ways depending upon the context the tutor is working in.

For some tutors there is a need to know at enrolment whether the learner has LLN needs. Uptake of the course/programme will depend upon the amount of work the learner will need to do if there are concerning LLN needs. If the learner does have LLN needs and there will be additional support and delivery time required, then the learner needs to know this and make their decision before the course starts. An IDA may need to be administered because the enrolment procedure may not give enough literacy information about the learner. It is important that enrolment procedures are assessed to see if the tutor can identify the main areas of LLN:

- understanding a piece of text and answering questions correctly and accurately
- identifying level of accurate spelling and understanding of high frequency and regular everyday words to more complex multi-syllabi everyday words, specialist/technical vocabulary and academic vocabulary
- can locate details and important information in a text
- identify purpose and audience in a read text and in their own writing
- write a variety of sentence structures from simple to complex, using details and elaboration to make writing more interesting and using connectives when joining sentences
- have an understanding of basic punctuation, use of lower and upper case letters, tense
- proofreading and correcting errors of spelling, grammar and punctuation
- planning and composing their writing to include appropriate use of sentence structure and vocabulary for the audience and content of information and details
- revising and editing their writing to be better suited to the purpose and audience by adding details and changing words
- make accurate calculations with a variety of operations – addition, subtraction, multiplication, division, proportional reasoning
- demonstrate a level of knowledge in place value, number sequence and number facts

The Learner's Progressions Record is central to the whole way the Applied LLN Resources are delivered. Progressions that require the most attention are prioritised in the learner's goals. The learner goals are written at the beginning of the Learner's Progressions Record and will establish the main progressions for working on that are related to the vocational or expected outcomes of the programme or course.

When the tutor has analysed the enrolment/IDA they can place the outcomes onto the Learner's Progressions Record. If a learner is considered competent, in one of the Step 3 outcomes, then the tutor records that as achieved in the correct box, with the date and where the outcome was achieved – i.e. the IDA. From that day the learner would be working on Step 4 of that progression if it was considered a prioritised progression.

The learner feedback allows the learner to see where they sit on the Foundation Learning Progressions (FLPs) and what FLPs require the most attention. The Learner's Progressions Record is detailed enough so the learner can see where they are currently as well as the outcomes of the step they need to work from. These can be highlighted to allow easier reference.

During this discussion the tutor can also discuss other areas like learning styles, self-directed learning goals, thinking skills or study skills that they have observed and identified as requiring development. As the programme gets underway more of these needs may be easier to identify through the activities and can inform the goals of the following review period. At this time new Progressions can be prioritised as well as specific skills like those described above.

The review period should be scheduled no more than 8 weeks from the beginning of the programme. Eight weeks is a substantial amount of time where gains can be measured and recorded through reflective analysis by the tutor and learner.

It is not expected that tutors will administer the IDA again at these review periods. The IDA is to be used only once. Tutors need to use their own and their learner's observations and reflections by looking at the learner's work to get an idea as to whether they're achieving the outcomes of the steps they're working on. Tutors need to focus on existing and scheduled activities for assessing progress. There is no need to design additional material. This is formative assessment.

Where outcomes are being achieved it is initially recorded in the self assessment sections at the back of each Applied LLN Activity Module. The learner may not be assessing their performance against one piece of work but several weeks of work perhaps. The learner also needs to reference the evidence in that review for achieving any outcomes. Evidence can be stored with a portfolio or file of work with the Learner's Progressions Record.

Where outcomes are achieved it then needs to be noted on the Learner's Progressions Record – the date it was achieved and where the evidence is to be found. The Learner's Progressions Record builds a picture of work and outcomes achieved. Evidence needs to be copied perhaps and stored in the learner's file or portfolio.

At the review the learner and tutor write their own reports of gains made. The number of FLP steps achieved is recorded, as well as a detailed report of which ones were achieved with references to specific work, quality of work, most enjoyable assignments, feel good moments, collaborative projects, learning/thinking styles and study skills. Tutor may also comment on the following – attendance, punctuality, attitude to work, completion of assignments and deadlines.

These reports will also establish and inform the next goals to be summarised at the front of the Learner's Progressions Record.

This builds a good report of self and tutor assessment, promotes reflection, self-direction and goal setting.

Skills Building Activities

Skills Building Activities can be found in each of the Applied LLN Activity Modules and are based on the framework demands of the Progressions. In the Numeracy outcomes, learners engage in a mix of skill and knowledge-based and application-based questions. In the Literacy outcomes, learners engage in activities that are applied into the texts and contexts of their course/programme, workplace environment or personal interest. The tutor needs to select texts and activities from their training or education plans that can be integrated with the Applied Resource papers.

Learner Applied Contexts

At the end of Applied LLN Activity Module learners are given the opportunity to compose questions, problems and situations where they would apply the skills they have been developing in the course of the module. In the numeracy modules learners go on to work those skills into real-life problems and solve them.

Self Assessment – Evaluating My Learning Outcomes

At the end of each module the learner assesses their own performance against the specific elements of the FLP descriptors and identifies evidence of success. The Applied LLN Resources promote as much learner self-direction as possible and this needs to be facilitated by a professional tutor, who is well-versed in adult learning as a discipline and the demands of the FLPs.

Study Skills

Different study skills are required for different programmes and courses. All learners are required to read and understand the meaning of their texts. However, some learners are required to read, understand and engage with a text on a critical and analytical level. Therefore, the tutor needs to know what they expect from a learner in regards to the texts he or she provides for them.

Study Skills can be taught as part of the Applied LLN Resources in the contexts that are relevant to the learners' needs and unit requirements. Reading skills, note-taking skills, comprehension strategies, computer literacy, planning, mind-mapping, critical thinking, brainstorming, essay writing, revision/exam preparation strategies and communication techniques are all valuable themes for learners to express and develop their literacy.

Learning Models

There is an enormous diversity of learning models that can be incorporated into learning delivery including Collaborative/Cooperative Learning, Critical Thinking, Problem-Solving, Inquiry Learning and Thinking Skills.

Tutors can also gather information on learners' learning styles and preferences to help inform how the programme is delivered and will feed into the goal setting of the Learner's Progressions Record.

Lesson Planning

Lesson planning is done through two methods:

- tutor's learning outcomes for an individual or group of individuals
- learner's informal self-directed activity goals

A tutor may have identified specific needs in a class or with an individual, such as writing. If a class has a range of writing needs from step 2 to step 5, for example, then the tutor can raise the learners' awareness as a group. If the tutor is delivering a lesson where learners have to present a report that analyses applied techniques or procedures for a skill of their vocational qualification then the tutor can address how learners can achieve a better outcome by looking at how they write.

The tutor can ask learners to look at what step they're working on from their Learner's Progressions Record and list the items they want to improve, develop or learn. They could be briefly listed on the whiteboard to identify the group or individual needs. This establishes some of the goals of the writing task while also meeting the needs of the unit standard requirements or brief of the tutor/trainer's session.

A **Group Delivery Plan** template has been included in this package - see the completed example overleaf - to help tutors isolate the skills they want to promote, as a planning and assessment tool for improving LLN outcomes. Anything that improves the LLN outcomes is going to improve the content outcome – e.g. a unit standard. Individual learners identify their outcomes, not the tutor. But the tutor needs to be aware of the structure and progression of the outcomes in order to facilitate this individual reflection and goal-setting. The tutor needs to have the knowledge of where the learner's are on the FLPs.

The tutor then needs to make sure they have the Applied LLN Activity Modules for the range of needs in their group. The tutor will need to look at where the learner is currently sitting on the FLPs and have the appropriate modules ready for the learner to use.

When the tutor has established the broader outcomes - Language and Text Features (grammar, sentence complexity, punctuation, tense, connectives) - for the group, or individual in the lesson, the learner can focus on their specific outcomes before they start the project and then complete it at home. There is an Individual Learning Plan (ILP) that can be used as a prompt and in conjunction with the specific module. See a completed ILP example over leaf. The learner uses their Learners Progressions Record to identify their Specific Learning Outcome in a FLP to set the success criteria of a writing task.

A tutor may only identify one or two FLPs per week in a Strand like Reading With Understanding or Writing, to focus on with their learners. The next week may be spent looking at sentence structure. Every four weeks all the LLN skills covered can be reviewed in an informal discussion, focussing on gains made, examples of work that have achieved specific steps and be placed in the learner's portfolio or file as evidence.

Group Delivery Plan and **Individual Learning Plan** templates can be found in the 'Forms' folder of the CD ROM, or, Forms section of this User Guide.

Group Delivery Plan

Title/Unit/Module	<i>Making Stocks and Sauces – compare and contrast the different types of stocks and sauces and what you would use them for and preparation required.</i>
Date	<i>6-10 July 2009</i>
Strand/Progressions	<i>Write to Communicate – Spelling, Vocabulary, Language and Text Features</i>
Learner	Progression/Step Number
JP	Spelling – Step 3
Liam	Vocabulary – Step 2
Kath	Language and Text Features – Step 2
Learning Intentions for display, Learner Progression Focus, Questions, Activities	
<p>Explain to learners that we are looking at improving and developing the quality of our writing and communication – ask learners to look at their Learners Progressions Record and tell you the Progression and Step they want to look at today. Write their name, progression and step above.</p> <p>Discussion – when writing notes and instructions what types of vocabulary do we want to focus on using examples from workbooks and texts read. Some learners will be looking at improving their knowledge and use of everyday words while others are looking at specialist and technical</p> <ul style="list-style-type: none"> • high frequency – list examples on board • everyday – list examples (JP is working on spelling everyday/3-4 syllables, Liam needs to develop his understanding/meaning of everyday words) • specialist/technical – list examples <p>Ask learners to relate this to the spelling and vocabulary step they're working on in the Learners Progressions Record and read out the descriptions of the steps they're working on – this will establish their goals for the writing at home.</p> <p>Use examples of words to make sure everyone understands their meaning and use. Ask learners to give examples. Give strategies to learners for spelling words – chunking words into syllables, using a dictionary, etc.</p> <p>Discuss types of sentences they will need to use – words, phrases, simple sentences, complex sentences. Discuss what tense and punctuation they would use. Write some examples of simple and complex sentences from the workbook and discuss how learners can express their ideas better by modelling their sentences on them. (Kath will be working on basic grammar, punctuation and simple sentence structure).</p> <p>They can briefly list their goals for this assignment in their book so they know what to work on when they write their notes at home. They will see if they achieved the goals when their writing is finished.</p>	

Individual Learning Plan

Name: Joe Bloggs

Title/Unit/Module	<i>Making Stocks and Sauces – compare and contrast the different types of stocks and sauces and what you would use them for and preparation required.</i>
Date	<i>6-10 July 2009</i>
Strand/Progressions	<i>Write to Communicate – Spelling</i>
Step Number and Description	
<p>Spelling – Step 3</p> <p><i>I can use strategies for spelling most everyday words with fluency and accuracy; I analyse words to spell 3 and 4 syllable words.</i></p>	
<p>Plan</p> <p>What do I need to do? What does this piece of work need to have to achieve the above outcome(s) and improve my literacy?</p>	
<p><i>I need to work through the Step 3 paper first and look at different words. I can do that with a friend to help me on my study day or with my brother at home.</i></p> <p><i>I then need to list all the words I have difficulty with in this unit and check my spelling of everyday words and 3-4 syllable everyday words. I can use the workbook and textbook to check the spellings as well as the spell-check on the computer. If I don't have the computer I can use the dictionary.</i></p> <p><i>When I have finished writing about the different stocks and sauces I will check my spellings by breaking them in to syllables and making sure the letters sound right. If they don't look right I will use the spelling strategies above and the ones in the Literacy Paper.</i></p>	

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**WORKING WITH PROGRESSIONS
AND GETTING STARTED**

Working with and Mapping the Foundation Progressions Into Everyday Contexts

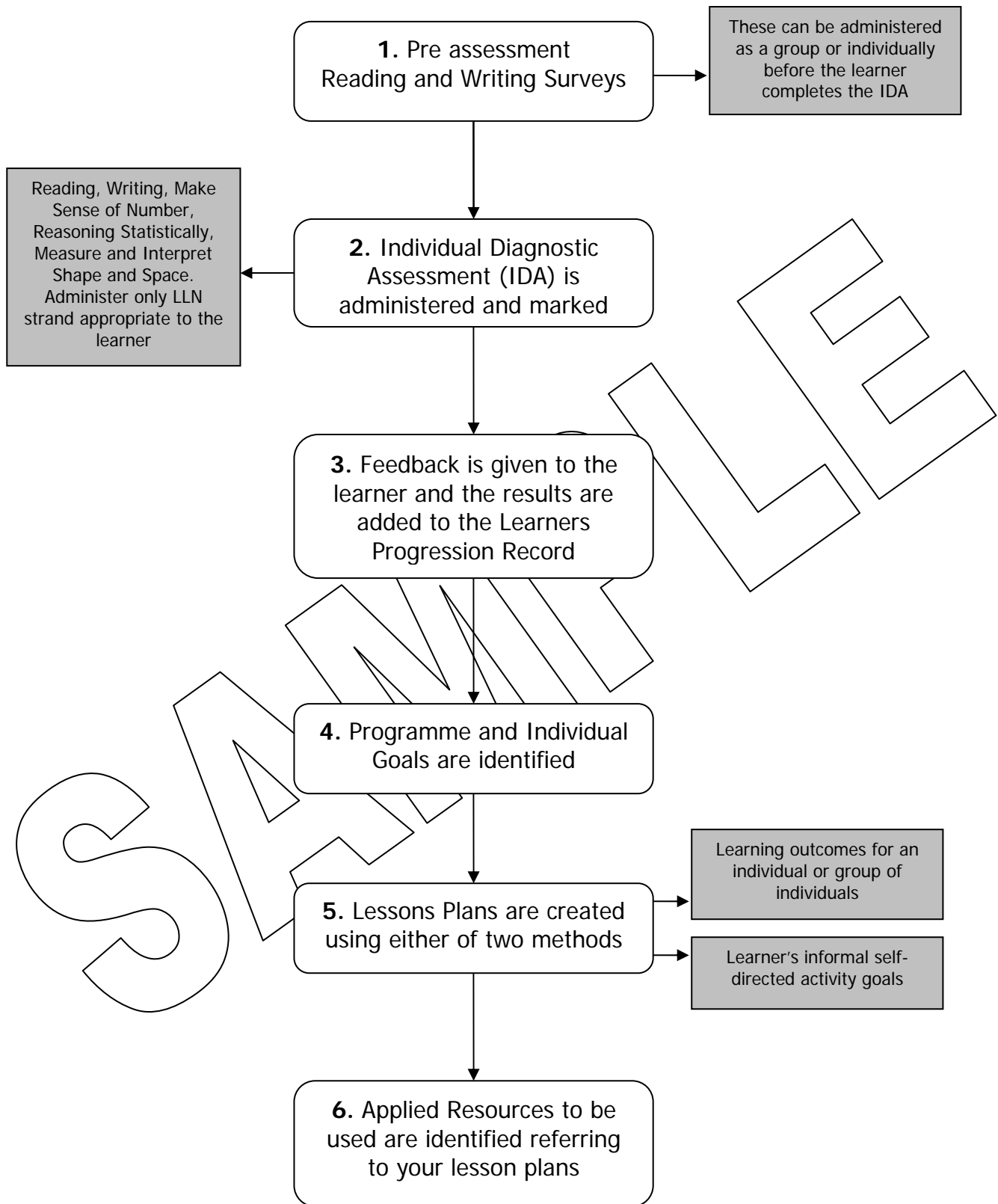
The Foundation Learning Progressions (FLPs) are a framework of literacy and numeracy outcomes. They establish a web of skills, knowledge, concepts and attitudes required for a learner to access Level 3+ courses and programmes and engage confidently in a knowledge-based society.

The Progressions are not intended to be a strict curriculum of coverage across all the strands (speaking, listening, reading, writing, number, statistics and measure, shape and space) but a flexible and robust framework to assist tutors to guide their learners to better literacy. Providers and their tutors select the most appropriate and relevant elements of the Progressions based upon a diagnostic assessment that outlines the areas of greatest need for the learner, and the needs of the course or programme that the learner is on. A diagnostic does not have to be a formal purpose-designed tool. However, the provider needs to ensure that any evidence they use to ascertain the level of literacy skills of their learners needs to be able to extend across the skills and knowledge of the Learning Progressions that apply to the course or programme the learner is participating in.

The Applied Resources are designed in such a way so that the tutor can select the steps of the Progressions that address the needs of the learner. Introductory activities in the papers ask the learner where they would need to use the skills that are practiced in the paper and establish motivation and need.

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Getting Started – 6 Easy Steps



Speak to Communicate and Listen with Understanding

Speak to Communicate and Listen with Understanding have been modularised in the Applied Resources. Speaking and listening are so embedded within each other that it isn't considered appropriate to split them in delivery. There is one module written for each step. The modules develop competency through a discussion and understanding of what makes good listeners and speakers. Appropriate contexts where these skills are used are discussed and then applied.

The speaking and listening Applied Resources are appropriate for ESOL learners and lower level literacy learners who might not be able to access the Step One activities in the Progressions. Since speaking and listening are a pre-requisite for reading and writing at step one, these papers would help the tutor with ideas and resources. The Speaking and Listening papers can also be used in conjunction with the Starting Points resource which is ideal for learners with ESOL needs and little or no knowledge of reading and writing skills. The tutor could also follow up the speaking and listening activities with activities from the reading and writing strands. These could consolidate the discussion into the written form.

These modules are not a system of worksheets for learners but lesson guidance for the tutor. Each paper contains a matrix of speaking and listening skills taken from the Progressions. They are really a prompt for the tutor to use when they are discussing applied speaking and listening contexts that are relevant to the learner's course, programme or interest.

For example, in the Step 4 module a workplace literacy tutor who is talking about applying speaking and listening in a workplace context could talk about the kinds of words that a learner would use. A discussion could follow about meaning, choice of alternative words that would improve meaning and clarity and reflect on examples that are relevant to the learner. The tutor would then go on to talk about how meaning can be made more clear by intoning our voice, using hand and body gestures, rhythm of speaking, what to say or do if meaning is lost, whether the exchange was polite and non-threatening and then consider strategies to overcome these problems.

The speaking and listening modules are designed for speaking and listening with learners, not writing. However, if a tutor is talking about learners presenting a talk, speech or presentation on their own or with others then conversations would revolve around questions such as, "What makes a good presentation?" "What skills does a good speaker have?" and "What content and reference to evidence could we use?" "How could you incorporate that skill into your talk to me or a group?" Some tutors and learners may need to make some notes as prompts.

Learners have the opportunity to self assess their performance as well as receive feedback and suggestions from their peers and/or tutor.

Here are some tips for delivering speaking and listening outcomes:

- Choose themes that the learners need to talk about. They need be related to their course or programme, personal and community situations, the texts they have to read and their writing tasks and assessments.
- Establish speaking and listening time when no reading or writing is done. It's ok to just talk sometimes as it will establish a good foundation for future reading and writing. Speaking and listening is important, even more for cultures where the spoken word is considered highly important, socially and politically.
- Allow learners to get to know the tutor and other learners before doing any formal speaking and listening projects. Trust is very important in speaking and listening.
- Establish ground rules for speaking and listening together, if necessary.

Activities include:

- Informal and unplanned conversation – e.g. day-to-day, casual 'chit-chat', greetings, polite exchanges, etc.
- Formal presentation or talk about a theme/context related to the course, programme or interests of the learner.
- Formal group-based problem-solving situation where tutor sets up an activity to assess speaking and listening exchanges between learners in a collaborative project that is relevant to their study and/or interest.

Read with Understanding

Mapping Your Texts

When the tutor is preparing lessons where a text needs to be used it is important to map the text before. This will establish the level at which to pitch the questions about the text and makes the text more useful for the purpose of the unit being studied and the literacy outcomes for the learner. One can use a summary chart - *Tane's Text Map below* - to assess where the texts being used sit on the FLPs framework..

For example, we can summarise the following email text on the following Progressions.

Dear Matt,

Please note that the factory will be closed for maintenance for the three days next week – Monday to Wednesday. Staff are required to come in for training on the new equipment and should report at the usual time and go to the meeting room in admin building. Paper and pens will be provided. Lunch and breaktime coffee and snacks will be provided also. The three days will also include an update on the health and safety requirements with the new machinery and they will be issued with a new uniform.

Get this message to them and we look forward to seeing the team next week.

Cheers,

Tane

Read with Understanding Text Map of Tane's Email

Progression/Step	1	2	3	4	5	6
Decoding						
Vocabulary						
Language and Text Features						
Comprehension						
Reading Critically						

When using texts with the learners it is possible to have learners assess the level of the text before they engage with it. It familiarises them with the Progressions requirements and is effective in promoting reflection when they come to read and write their own texts independently.

When tutors bring their course texts to the lesson along with the Applied Resources they challenge the learner to study literacy and numeracy skills while at the same time adding value to the texts and resources that are relevant to the learner's subject of study or interest.

Learners and tutors can also map the learners writing in much the same way to ascertain standards of literacy against the guidance in the Learning Progressions.

Progression Summaries for the Read with Understanding Strand:

Decoding

This is the process by which learners decode regular and irregular everyday words, specialised/technical words, multi-syllabic words and complex/irregular words. The most able decoder will be able to decode unfamiliar words rapidly and accurately. Note: Get is a regular word because the individual letter sounds relate to their initial sound. Cough is an irregular word because the letter /g/ does not relate to its regular initial sound but is changed by the presence of the /h/ and becomes the /gh/ digraph.

Vocabulary

Vocabulary is defined by the understanding and application of everyday words, signs, symbols, word families, acronyms, abbreviations, figurative and literal meanings, academic words, specialist words, root words, prefixes and suffixes. A learner with high ability will have a knowledge and accurate use of specialist and academic vocabulary.

Language and Text Features

Language and Text Features promotes an understanding of how to meaningfully put together words, phrases, simple sentences, compound sentences, punctuation (from full stops and capitals to commas, colons and semicolons), elaborate simple sentences by joining clauses and adding phrases and words, recognise different text types (instructions, explanations, reports, narratives, persuasive texts), different text forms (letters, forms, newspapers, magazines, adverts, signs, posters, text book, brochure) and how texts can combine one or more of both and develop use of paragraphing, details, references, cause and effect in description.

Comprehension

Learners are challenged to identify their purpose for reading, use comprehension strategies, locate information, know what to do when comprehension breaks down, read a range of complex texts to summarise and synthesise information, evaluate effectiveness of comprehension strategies, using inner and outer sources of knowledge to improve knowledge, purpose and meaning.

Reading Critically

A critical reader will identify the different purpose(s) of a text; will know that readers and writers have a perspective/point of view; can identify the levels of meaning in a text (surface and underlying); compare and evaluate information from different sources; identify how writers suit the vocabulary, sentence structure, overall structure to the readers needs and purpose; can evaluate the validity of the writer's truth and information; evaluate the writer's view, attitude, bias and agenda.

Write to Communicate

Teaching Spelling

The spelling demands are moulded by the following Progressions:

- Decoding (Read with Understanding)
- Vocabulary (Read with Understanding)
- Spelling (Write to Communicate)
- Vocabulary (Write to Communicate)

There is a general rule-of-thumb for the classification of words:

- high frequency words
- everyday words
- specialist/technical words
- academic words.

In order to apply the decoding, spelling and vocabulary demands into the Applied Resources and maintain some consistency, word lists were established in the Decoding units of the reading resources. Whenever the tutor is doing any form of word study with learners it is important to always refer to the lists established here.

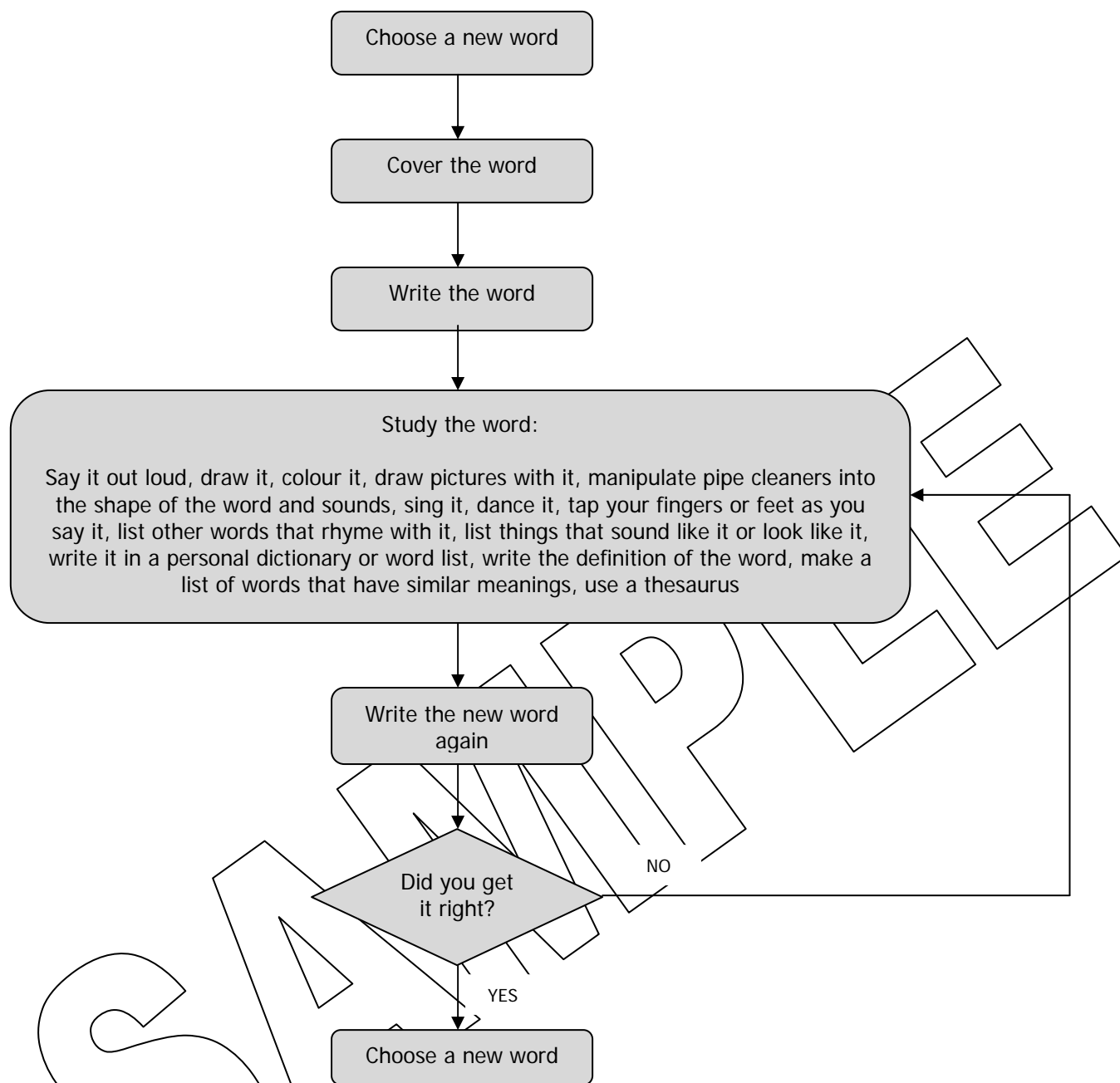
For example, if the tutor is working from the Step 4 Spelling Progression of the Write to Communicate Strand, it is necessary to have a copy of the Step 4 Decoding Progression of the Read with Understanding Strand. This will have all the words that the learner needs to know that relate to that step descriptor.

The words from these lists were selected from the New Zealand Council for Educational Research publication Spell-Write. They are based on the most common words that are used in writing. They reflect the 'important principle that spelling is primarily a skill of writing, which is best mastered within the context of learning to write'. However, learning to spell is also complemented by the tutors ability to provide relevant and challenging opportunities to read, and in doing so promotes the skills associated with Decoding words – visual, auditory, kinaesthetic, phonetic and morphemic skills to name a few.

There are seven essential lists containing a total of 290 words found in three quarters of most writing. They generally align with Step 1 of the Progressions. Everyday words are taken from this publication too. Simple everyday words generally align with Step 2 and complex everyday words with Step 3.

The Victoria University of Wellington publishes Averil Coxhead's Academic Word Lists and these have been used for Steps 4-6. Specialised/Technical words are generally Step 4 with complex and academic words at Step 5. Step 6 establishes an automatic and accurate standard of decoding and spelling any word.

A general method of learning new words is explained by the following flowchart:



Individual tutors and providers may have already established their own word lists. Any wordlist can be incorporated into the descriptions of the Progressions but will require a level of analysis and classification before any teaching. There are many spelling schemes and wordlists on the market, and most are based on research of the most commonly used words in the English language.

It is expected that tutors will bring together the learners contextual needs when using the Applied Resources. The generic nature of the resources allows tutors of from a variety of tertiary backgrounds to use the resources and show how learner literacy and numeracy so easily progresses with reflective practice.

Progression Summaries for the Write to Communicate Strand:

Purpose and Audience

Learners can write with purpose, awareness of their audience and identify the goals they want to achieve in their writing. Their audience and goals prompts them to consider the most effective vocabulary, sentence structure, voice, tone and style. In their revising and editing they consider the appropriateness of their text type and form to the purpose and audience.

Spelling

Learners show an expanding ability to spell high frequency words with regular and irregular spelling patterns, everyday words, common three and four syllable words, specialised words, know how to build complex words using the root, prefix and suffix structures. Learners develop an ability to apply an awareness of accuracy of their spelling attempts. The more adept learner will be able to spell a wide range of unfamiliar, less familiar or recently learned words rapidly and accurately. The spelling lists in this progression are based on the Decoding word lists in the Read with Understanding Strand.

Vocabulary

The learner shows a growing knowledge of words and applies them in their writing. They use everyday words, including adjectives, into their personal, community and workplace lives. They can identify the connections between words (collocations). They have a growing knowledge of specialised vocabulary and know words can be formed from roots, prefixes and suffixes. A learner with an extensive knowledge of vocabulary applies them in their writing around a wide range of topics.

Language and Text Features

A learner develops their writing from simple sentences with basic grammar and punctuation to more complex sentence structures where clauses and simple sentences have been joined into compound sentences using connectives, details and elaboration. The learner uses a growing awareness of text types (instructions, explanations, reports, narratives and persuasive texts) and text forms (letters, forms, newspapers, magazines, adverts, signs, posters, text books and brochures). As learners write longer texts they begin to use paragraphing and a full range of punctuation.

Planning and Composing, Revising and Editing

It was considered better practice to modulate the Planning and Composing Progression and the Revising and Editing Progression because the two are interconnected. Therefore, the tutor always focuses on Planning, Composing, Revising and Editing at each step.

The learner who is planning and composing basic texts might use templates and familiar conventions. Longer texts require learners to consider some ideas before writing. Writers of complex texts will use planning strategies and paragraphing to organise their work. More advanced writers will use more complex sentences structures, consolidate information from a number of sources and establish a voice that is appropriate to the purpose and audience of the writing. Learners also show an ability to incorporate text structures and types into their writing in effective ways. Learners may also have a developing knowledge and application of tools to help them write.

Revising and Editing at the basic stages will include proofreading a text for spelling, punctuation and grammar errors. More complex revising and editing comes in looking at the text and assessing its suitability for the audience, such as changing words, adding details and information into the

sentences and adding in whole new sentences, perhaps even a paragraph. More advanced writers might want to move around sentences and paragraphs to improve the flow of information and meaning for the needs of the reader. Writers can adjust the text to modify the tone.

Make Sense of Number to Solve Problems

The number strand is divided into two types of Progressions – Strategies and Knowledge. Strategies refer to the methods the learner uses to manipulate numbers and the Knowledge refers to the size and characteristics of the numbers the learner is working with.

Progression Summaries for the Make Sense of Number to Solve Problems Strand:

Additive Strategies (inc. Subtraction)

Learners develop their addition and subtraction skills starting with a basic counting of objects, counting on and back and developing to using partitioning strategies such as deriving from known facts, making tens, using tidy numbers, place value partitioning, standard algorithm, calculator and using reversibility. This is done in the context of single, double and multi-digit numbers, decimals, integers and fractions applied to personal, community and workplace situations.

Multiplicative Strategies (inc. Division)

Learners develop the multiplication and division skills from a basic counting of objects and skip counting to strategies such as repeated addition, deriving from known facts, place value partitioning, reversibility, using equivalent expressions, calculator, converting between fractions and percentages and using standard algorithms. This is done in the context of single, double and multi-digit numbers, decimals, fractions and percentages.

Proportional Reasoning Strategies

Learners find fractions of a set using basic equal sharing. More able learners will use multiplication and division to find fractions of a whole number, use equivalent fractions and convert between decimals, fractions and percentages. Advanced learners will be able to solve problems using proportions, ratios and rates.

Number Sequence Knowledge

Learners develop their knowledge of number from working with numbers 0-20, 0-100, 0-1000, 0-1 000 000 and finally integers, fractions, decimals, percentages. Across all those number ranges learners show ability in counting forwards and backward and skip counting in tens, hundreds, thousands, tenths, hundredths, etc. They can order fractions.

Place Value Knowledge

Learners show an awareness and understanding that numbers can be seen as counting units such as 10, 100, 1000, etc and that numbers can be defined by how many tens they have or thousands. Learners understand that there are 10 tenths in a whole and can describe any number by how many tenths, hundredths, thousandths they have. Learners can convert percentages to decimals and vice versa and know what happens to a number when it is divided or multiplied by a power of 10.

Number Facts Knowledge

Learners show an expanding knowledge of number facts from basic numbers that add to 5, 10 and the decade facts, through to addition and subtraction facts to $10 + 10$ and multiplication and division facts to 10×10 . They develop their knowledge of multiplication facts with tens, hundreds and thousands, fraction and decimals groupings, factors, conversion of fractions, decimals and percentages and exponents.

The Applied Resources have been designed for each individual step in each individual Progression of this Number strand.

Reasoning Statistically

There are four progressions in this strand:

- Preparing Data for Analysis
- Analysing Data for Interpretation
- Interpreting Data to Predict and Conclude
- Probability

The Applied Resources have been modulated in the first three Progressions so that each module has a component of preparing data, analysing data and interpreting data. Modules have been designed for each step.

Probability is designed as a stand-alone Progression and there are individual papers for each step.

Progression Summaries for the Reasoning Statistically Strand:

Preparing Data

Preparing Data is all about sorting objects, representing data using objects, tables, pictographs, bar graphs, line plots, line graphs, histograms, stem-and-leaf plots, box plots, scatter plots and graphing time-series data. The learner looks at median, mean, variables and can clear out irrelevant data.

Analysing the Data

Analysing the Data is all about describing the data, its features, shapes, making comparisons between data and looking at averages.

Interpreting the Data

Interpreting the Data promotes the learner to make statements on the data, drawing conclusions and making predictions based on evidence of the data. Learners can also make conjectures about the populations from which the samples were taken.

Probability

Probability develops ability to identify possible outcomes in single and multiple-stage situations, describe events in terms of chance or likelihood, fractions, ratios and percentages. Learners compare trials, apply the law of large numbers and apply the notion of 'expected value'.

Measure and Interpret Shape and Space

There are three progressions in this strand:

- Shapes and Transformations
- Location
- Measurement

Applied Resources have been designed for each individual step of each Progression.

Progression Summaries for the Measure and Interpret Shape and Space Strand

Shapes and Transformations

Learners sort and describe objects, discuss 2D and 3D shapes, look at shapes from different perspectives and transform shapes by flipping, turning, scaling and sliding them.

Location

Learners develop their abilities to describe, name and interpret positions in space, give instructions for movement, use grid co-ordinates, describe routes and distances using scales and bearings.

Measurement

Learners measure, compare, order, use benchmarks and carry out conversions in length, areas, volume, capacity, weight, angle, temperature, time, power to appropriate levels of precision.

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**LEARNER ACTIVITIES
STARTING POINTS**

Starting Points

For Learner Levels below FLP Step 1

Starting Points is designed for learners who cannot be placed on the steps of the Progressions. These include learners who might have ESOL needs or learners who cannot relate some or all the sounds of the alphabet with the written letters. They may be learners with large gaps in their education and/or have identified learning difficulties.

ESOL learners need not be labelled as having learning difficulties or be taught with learners with learning difficulties. In their mother tongue they are able and intelligent. ESOL learners find learning a new language very frustrating and tiring because they can't express their needs, thoughts and feelings like they can in their own language. Even more frustrating is the fact that they can express their needs, thoughts and feelings only not to everyone.

When they're learning new words, conventions and texts, ESOL learners have to translate the instructions or text into their own language, find the answer and then translate it back into English. This takes time and some tutors make the assumption that because the learner doesn't seem to be doing anything, the tutor can complete the answer for them and move on. What is often happening is that the learner is doing a great deal of thinking. This is why ESOL learners require a huge amount of time spent on speaking and listening skills before consolidating the learning with reading and writing tasks. This is why it is essential that ESOL learners are placed in a class where the emphasis is on speaking and listening skills. Here they absorb huge amounts of information even if they don't speak very much at all at the beginner stages. This can be a problem in a group situation where they may only be one ESOL learner. Ideally an ESOL learner would benefit from some 1-1 tuition before being immersed into a group situation. Learners with this level of literacy have low self-esteem and require more 1-1 initially to boost their confidence and self-image.

Most ESOL learners already have a grounding in the Roman alphabet so it is just a case of assessing the individual's knowledge and finding the gaps. For some learners they may have to learn the Roman alphabet from scratch because the written form of their mother tongue may not have a Roman alphabet like ours but a completely different script, e.g. Thai, Mandarin or Tamil.

The Starting Points Applied Resources contains ideas and strategies for the tutor to employ in order to meet the needs of the learner heading towards step one of the Progressions. Starting Points is a preparation for Decoding, Vocabulary and Language and Text Features (Read with Understanding) and Spelling, Vocabulary and Language and Text Features (Write to Communicate).

Starting Points is intended to get learners onto step one of these progressions – to have all the sound knowledge to identify, spell and understand the meaning of high frequency and everyday words, read, understand and write simple phrases and sentences.

The best course of action to take with these learners is to find out what they need to read and then start with these resources. They might be signs or symbols in the community, text found in the home or in their workplace – everything they need to be able to engage in life.

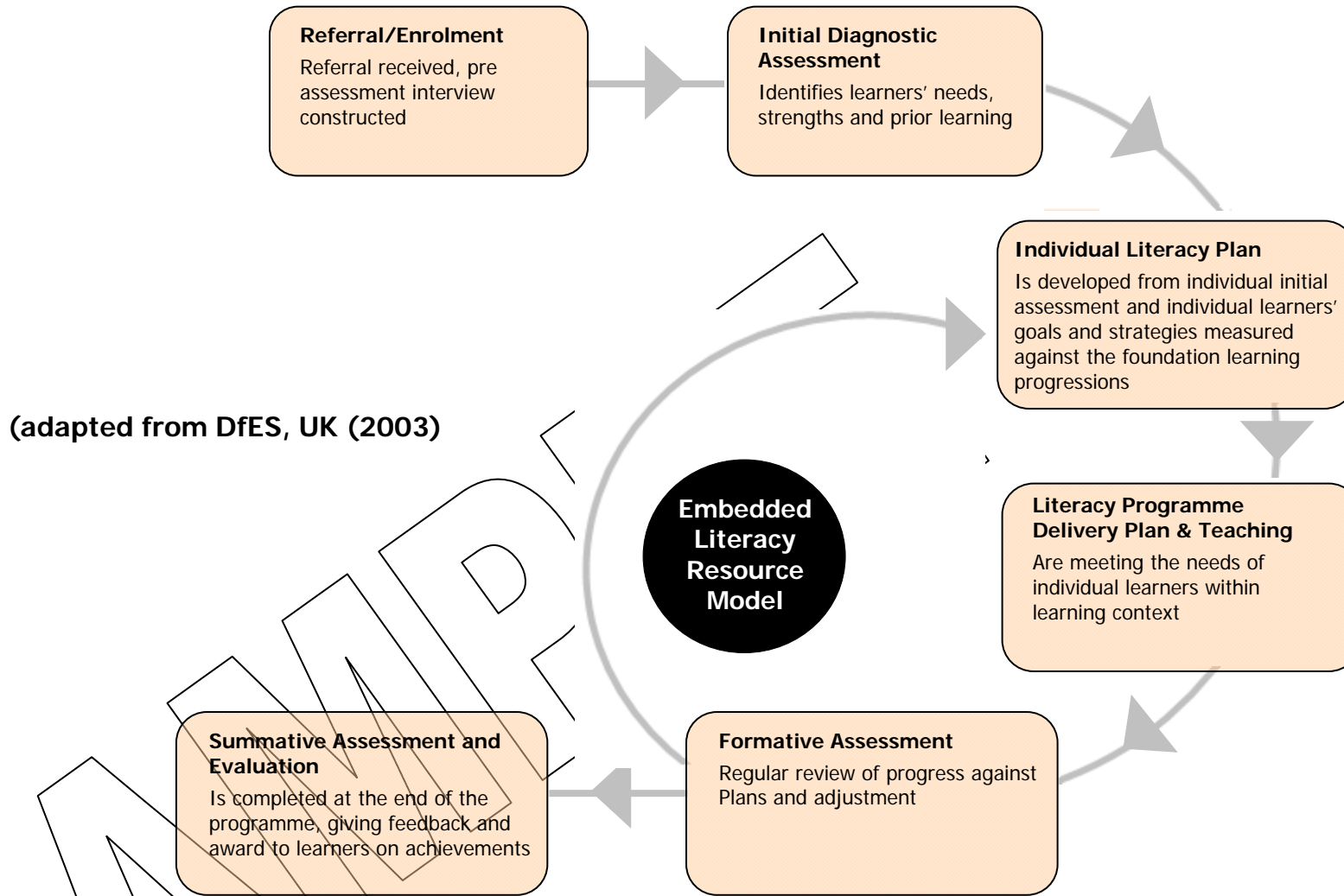
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ADDITIONAL RESOURCES

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Additional Resources

Best Practice Model - The Learning Journey



The Six Principles of Adult Education

There are six principles of adult education put forward by Knowles, Holton III and Swanson (2005) that underpin the provision of quality adult learning and are prompted by some interesting questions.

1. The Need to Know

How can the tutor ensure that their learners understand why they need to learn something? How will this improve outcomes? How will this improve delivery? How will this improve engagement? What does the tutor need to ask, say or do to give the learner an opportunity to reflect on their need to know why they are learning something?

2. The Learner's Self-concept

Who is responsible for learning? If learning is successful and outcomes achieved, who takes credit for that? If outcomes are not successful who takes the responsibility for that? Are learners to be directed and guided by the tutor or should they be allowed to be more self-directed? What are self-directed practices? Will learner outcomes be affected by a tutor who does most of the thinking and a learner who relies on being told what to do and has little opportunity to think for themselves? How does this knowledge influence the types of questions and activities the tutor delivers? How does it affect the relationship between the tutor and the learner? How do learners want to be treated and spoken to?

3. The Role of Experience

How can learners be acknowledged for their experience they bring to the learning table? What skills, abilities and knowledge can the tutor appraise in their learners? How can learners be encouraged to reflect on their own experiences, knowledge and beliefs in order to learn from and develop them? How can sharing knowledge and experiences between learners and tutors become educational in itself? What activities and questions can the tutor develop that help learners acknowledge and appreciate their own experiences and knowledge? How can learners become more reflective of their own prejudices and become more open to new ideas and perspectives? All learners bring their own skills and knowledge. How can we identify how we gathered those skills and knowledge? What skills and knowledge do we need to acquire more skills and knowledge?

4. Readiness to Learn

What do you do in your lessons to promote the learners readiness to learn? How does this help your lesson and the outcomes of it? What does the tutor do to help learners feel ready for learning? What do learners need to have, feel and know in order to be ready for learning? What kinds of questions or activities will help explore this in the class?

5. Orientation to Learning

How does the tutor ensure that their courses and programme are not just subject-oriented but also life-oriented? Have learners been given the opportunity to reflect on their orientation to learning? What kinds of concepts, attitudes, skills and knowledge are being shared with the learners that might be considered secondary outcomes? How is theory learning balanced with application and practice? Is learning embedded in doing and transferring to real life or is it too theory-based? Does the tutor give learners the opportunity to think about how they would apply their learning in their vocations, study habits, home and community life?

6. Motivation to Learn

How does the tutor motivate their learners to be motivated internally rather than the externally? What can the tutor say, do and plan for when promoting learner motivation? What kinds of questions and attitudes does the tutor try to draw out of his/her learners before, during and after lessons? What undermines learner motivation? What promotes learner motivation?

At the heart of these six principles of adult learning is the overarching aim of the tutor and the rapport required between the tutor and learner:

- To help learners see themselves as active inquirers and goal setters of their learning.
- To help learners value their life experiences and knowledge.
- To transform their learners' professional abilities and qualifications for the betterment of themselves and those around them.

SMART Goal Setting

The goals are based on the SMART acronym. Goals should be:

- **S**pecific
- **M**easureable
- **A**chievable
- **R**ealistic
- **T**ime-related

Specific

A specific goal is a **clear outcome**.

Examples: Define types of words – high frequency, everyday, specialist and academic. Specify types of text being read and written (reports or forms). Specify the tenses to be practiced, types of punctuation (commas, capitals, apostrophes), or how much reading to do at home as support for the class work.

It also relates to a **specific situation or purpose**.

Examples: Practice filling in workplace forms correctly, completing reports with correct sentence structure and punctuation, writing a piece of narrative for a member of the family which has been composed and edited thoroughly. Specify an actual assignment from a unit that needs to be planned, researched, composed and edited with no support.

It also establishes the **time period** it is to be achieved in, e.g. in two weeks time or by the next 8 week review period.

Measureable

Goals must be able to be measured by a particular date. That is why a specific piece of work is established at the beginning and with a specific period in which it must be achieved.

Achievable

The tutor needs to make sure that the goal is not just achievable but also challenging. This will maintain interest and motivation. If the goal is too easy or too general the learner may not be motivated to attend. If the step selected is too challenging or broad the learner will become too overwhelmed and frustrated. Striking the balance is essential.

Relevant

Goals need to be relevant and motivating for the learner. The tutor needs to relate the outcomes of the Progressions to learner interests and needs such as workplace literacy tasks, personal or community needs or course/programme outcomes.

Time-related

Agree with your learner the time period in which they might achieve this outcome. Smaller steps can be established along a timeline in order to reach the goal. Again it must be achievable within the framework of the demands of the course or programme and the abilities of the learner.

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FORMS

Form Templates:

- **Attitude to Writing Survey**
- **Attitude to Reading Survey**
- **Group Delivery Plan**
- **Individual Learning Plan**
- **Learner's Progressions Record**
- **Certificate of Achievement Template**

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CD ROM RESOURCES

CD ROM Contents:

- **User Guide**
- **Initial Diagnostic Assessment**
- **Marking Guides**
- **Learner Activities (Including Starting Points)**
- **Planning Forms and Surveys**
- **Learner Progressions Record**
- **Certificate of Achievement Template**