

Limerick and Clare Education and Training Board (LCETB), Further Education & Training

Framework for the Integration of Language, Literacy and Numeracy (ILLN)



lcetb

Bord Oideachais agus Oiliúna
Luimnigh agus an Chláir
*Limerick and Clare
Education and Training Board*

Further Education & Training Division





LCETB FET

Framework for the Integration of Language, Literacy and Numeracy (ILLN)



LCETB FET Vision for the Future: Excellent quality further education and training will inspire people to realise their personal and professional potential and contribute to the social, cultural and economic development of the region.

LCETB FET Core Purpose: We provide relevant and innovative further education and training opportunities that address the needs and aspirations of our learners, local communities and employers.

Aim of the Framework for the Integration of Language, Literacy and Numeracy (ILLN): The LCETB FET service provides a diverse range of education and training options, our learners are young people and adults of all ages, full-time and part-time, based in classrooms, the community, workplaces or at home. The LCETB FET Framework for the Integration of Language, Literacy and Numeracy (LLN) is part of a wider strategy to 'increase levels of active inclusion through the provision of high-quality, more accessible and flexible education, training and development interventions and supports to suit the individual' (SOLAS, p.91).

'Active inclusion means enabling every citizen, notably the most disadvantaged, to fully participate in society, including having a job.' (SOLAS, p. 91) In a further education context, 'active inclusion' means enabling every learner to fully participate in the educational opportunities available to them. Since language, literacy and numeracy skills are essential to all areas of learning, it is necessary to ensure that literacy and numeracy interventions and supports are available to all learners.

The LCETB Framework for the Integration of Language, Literacy and Numeracy (LLN) outlines our approach to providing language, literacy and numeracy interventions and supports to meet the needs of all learners who participate in the programme strands that comprise the LCETB FET sector education and training opportunities. These interventions and supports aim to:

- Increase access to education, training and skill development opportunities by introducing language, literacy and numeracy supports across all programmes;
- Increase levels of active inclusion by improving learner engagement, participation and achievement;
- Strengthen learner resilience by better preparing learners for further education, employment and career mobility.

DEFINITION OF LITERACY

Modern definitions recognise that literacy and numeracy practices are much more than a collection of basic skills. Literacy and numeracy practices are socially developed and culturally embedded ways of using words, signs and symbols to serve particular social or cultural purposes. Literacy involves listening, speaking, reading, writing, numeracy and using everyday technologies to communicate and handle information. It includes more than technical skills of communication: it also has personal, social and economic dimensions. Literacy increases the opportunity for individuals and communities to reflect on their situation and explore new possibilities and initiate change, (National Adult Literacy Agency).

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Integrating literacy and numeracy involves recognising that there are distinct social and communicative practices within the context of a specific subject area or discipline. As well as learning practical and technical skills, learners need to develop competence in using these 'specialised' ways of communicating and interpreting information and ideas. Integrating language, literacy and numeracy also means becoming aware of the socially developed and culturally embedded practices that shape communications between staff and learners at all stages including publicity, recruitment, information materials and practices.

Integrating language, literacy and numeracy across the FET divisions contributes to the SOLAS wider goal of active inclusion and is the responsibility of everyone: senior management, managers, learning practitioners (teachers, tutors and instructors), administrators and learners. We need to ensure that we are providing all learners with access to the language, literacy and numeracy development supports needed to engage and participate effectively on a given course.

VALUES

LCETB FET Framework for the Integration of Language, Literacy and Numeracy (LLN) requires a commitment by all staff to the following shared values:

- A commitment to inclusion and equality, based on the belief that learners who have the required subject-related aptitude can, with appropriate supports, engage with the course content and concepts;
- A culture of care and of positive learning relationships based on professional trust and respect. This includes relationships between management, staff and learners, and with external partners and networks;
- Commitment to excellence in learner-centred procedures and practices;
- Respect for diversity in language, literacy and numeracy in learning groups, and a commitment to draw on this as a positive resource for learning.

STRATEGIC PRIORITIES:

1. To engage proactively with the SOLAS National FET Literacy and Numeracy Strategy;
2. To strengthen the corporate level LCETB wide commitment and capacity to promote, develop and encourage language, literacy and numeracy interventions across all programmes;
3. To enhance structures and resources at individual centre and programme level to support an inclusive learning environment;
4. To value and support learning practitioners collaboration on the integration of language, literacy and numeracy supports at all levels of learning.



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Priorities

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Priority 1

To engage proactively with the SOLAS National FET Literacy and Numeracy Strategy

SOLAS are currently engaged in developing a National FET Literacy and Numeracy strategy that will recognise that 'people with low proficiency are easily caught in a 'low skills trap' as they are less likely to participate in learning activities and are more at risk of poverty and social exclusion.' (P92) The strategy also proposes that literacy and numeracy should be 'integrated or embedded in FET programmes, as appropriate' (p. 99) and also that 'additional funding may be required where embedding of literacy and numeracy is deemed appropriate.' (p. 100) As well as recognising the need to commit funding for embedding literacy and numeracy across the FET sector the SOLAS strategy also emphasises the need to support staff through Continuing Professional Development. (p.101)

The following key considerations are taken from the SOLAS FET STRATEGY 2014-2019 and will underpin and influence the SOLAS National FET Literacy and Numeracy strategy and in turn influence this LCETB Framework for the Integration of Language, Literacy and Numeracy (LLN). The key considerations from the SOLAS FET Strategy are:

- To increase levels of 'active inclusion' by developing broader access routes and range of provision, including distance and blended learning, as appropriate;
- To broaden access through greater collaboration to facilitate movement between programme strands in particular progressing learners from basic education and preparatory courses into higher levels of learning. This movement can be supported by 'encouraging increased participation, completion and attainment of Major awards at QQI Levels 1, 2, 3 with regard to priority target groups aligned with the National Skills Strategy;'
- To design appropriate assessment which plays a key role in recognising prior learning, identifying readiness and needs so that learners may be placed in an environment where they can actively engage in learning;
- To inform national FET practice in Literacy and Numeracy through ongoing action research, data collection, analysis and evaluation.



2

Priority 2

To strengthen the corporate LCETB wide commitment to active inclusion through developing and supporting the integration of language, literacy and numeracy across all programmes

Through changes and enhancements to institutional policies and structures the LCETB will:

- Formally adopt a Plain English approach to all LCETB communications with the public, programmes, staff and learners;
- Support and resource centres and programmes to develop a sustainable policy and plan supporting the integration of language, literacy and numeracy across their provision;
- Provide the necessary time, space and resources for ongoing development, implementation and evaluation of integrated language, literacy and numeracy practice in order to build staff capacity and share learning;
- Build mutual respect between colleagues and provide a clear role for all staff in promoting language, literacy and numeracy integration. This includes managers, learning practitioners, administrators, guidance and support staff;
- Actively promote and support collaborative and shared initiatives across programme strands and centres in order to develop appropriate screening, initial assessment and tailored language, literacy and numeracy supports;
- Explore the potential of technology enhanced learning (TEL) to enhance the teaching and learning processes in the design and delivery of language, literacy and numeracy programmes;
- Create linkages through preparatory courses, bridging courses and parallel learning supports in order to open up progression routes between programmes;
- Place learners at the heart of planning and decision making by ensuring that evidence of progress on the integration of language, literacy and numeracy (including learner feedback), is included in the LCETB FET self-evaluation and quality assurance processes.



3

Priority 3

To enhance structures and resources at individual centre and programme level to support an inclusive learning environment

In working towards creating an actively inclusive learning environment where collaboration and cooperation are supported by structures and policies programme/centre managers will:

- Prioritise the implementation of the language, literacy and numeracy framework in yearly planning and programme/centre level action plans;
- Ensure that appropriate learning supports, including language, literacy, numeracy are in place throughout the learning journey e.g. at the beginning, during the course and during assessment periods;
- Engage in active ongoing dialogue with learners to provide better quality, more responsive learning opportunities; enhance quality assurance through an in-depth, rigorous evaluation process and evidence to inform self-assessment, inspection and external monitoring;
- Develop staff capacity, through CPD, to build on and improve their language, literacy and numeracy practices;
- Adopt policies, practices and curriculum design approaches which support language, literacy and numeracy development appropriate to learners, subjects and levels;
- Facilitate a range of collaborative and innovative approaches to the integration of language, literacy and numeracy into teaching/training and learning;
- Provide a budget for the development of materials and resources based on good language, literacy and numeracy practice;
- Recognise and value efforts made by learning practitioners to integrate language, literacy and numeracy into their practice;
- Ensure that the layout, design and language used in promotion, advertising and recruitment materials and strategies follow Plain English and 'literacy friendly' guidelines.



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Priority 4

To value and support learning practitioners collaboration in the integration of language, literacy and numeracy at all levels of learning

A framework for the development of an integrated approach where the language, literacy and numeracy practices of a particular course are made visible, examined and developed by tutors and learners has the potential to benefit all learners. In implementing the framework, the contribution of learning practitioners cannot be overestimated. Learning practitioners will be supported to:

- Work together using a Community of Practice approach to raise the visibility of language, literacy and numeracy in relation to course content, materials, activities and assessment;
- Identify joint objectives to ensure that all learners have access to the language, literacy and numeracy support appropriate to the content and level of the course;
- Develop joint materials and resources to meet integrated teaching and learning needs for language, literacy and numeracy;
- Implement timely and targeted interventions to meet language, literacy and numeracy development needs directly related to a course, in a way that does not isolate or stigmatise the learners;
- Advocate and promote the use of Universal Design for learning principles to develop more inclusive options for promotion and recruitment, course design and delivery, assessment and progression;
- Support differentiated learning in response to diversity of learner experience such as 'gaps' or 'mismatches' between learner and course design, content, methodologies and communication structures;
- Facilitate reasonable accommodation of learners;
- Evaluate the effectiveness of language, literacy and numeracy interventions and supports designed to meet the joint objectives for integrating language, literacy and numeracy.





What Success Will Look Like



- Each programme and service will have a centre level policy and plan on integrating language, literacy and numeracy across their provision;
- Each programme and service will actively incorporate learner feedback and engagement into the self-evaluation and programme improvement process of the quality cycle;
- All phases of each programme: access, induction, teaching, training and learning, assessment, progression will have literacy-friendly procedures and practices including internal referral and supports;
- Course-related literacy support will be built into vocational or subject classes and learners will have access to specialist language, literacy and numeracy supports as required;
- There will be clarity on roles and working partnerships between all involved, particularly between vocational subject teachers, literacy specialists and learning support staff;
- There will be continuing professional development opportunities available to support managers, learning practitioners and other staff to develop and sustain the approach.



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Priority 1 National Level

To engage proactively with the SOLAS National FET Literacy and Numeracy Strategy

Priority 2 LCETB Level

To strengthen the corporate LCETB wide commitment to active inclusion through developing and supporting the integration of language, literacy and numeracy across all programmes

Priority 3 Programme Level

To enhance structures and resources at individual centre and programme level to support an inclusive learning environment

Priority 4 Individual Level

To value and support learning practitioners collaboration in the integration of language, literacy and numeracy for the benefit of learners engaged in programmes across all levels