

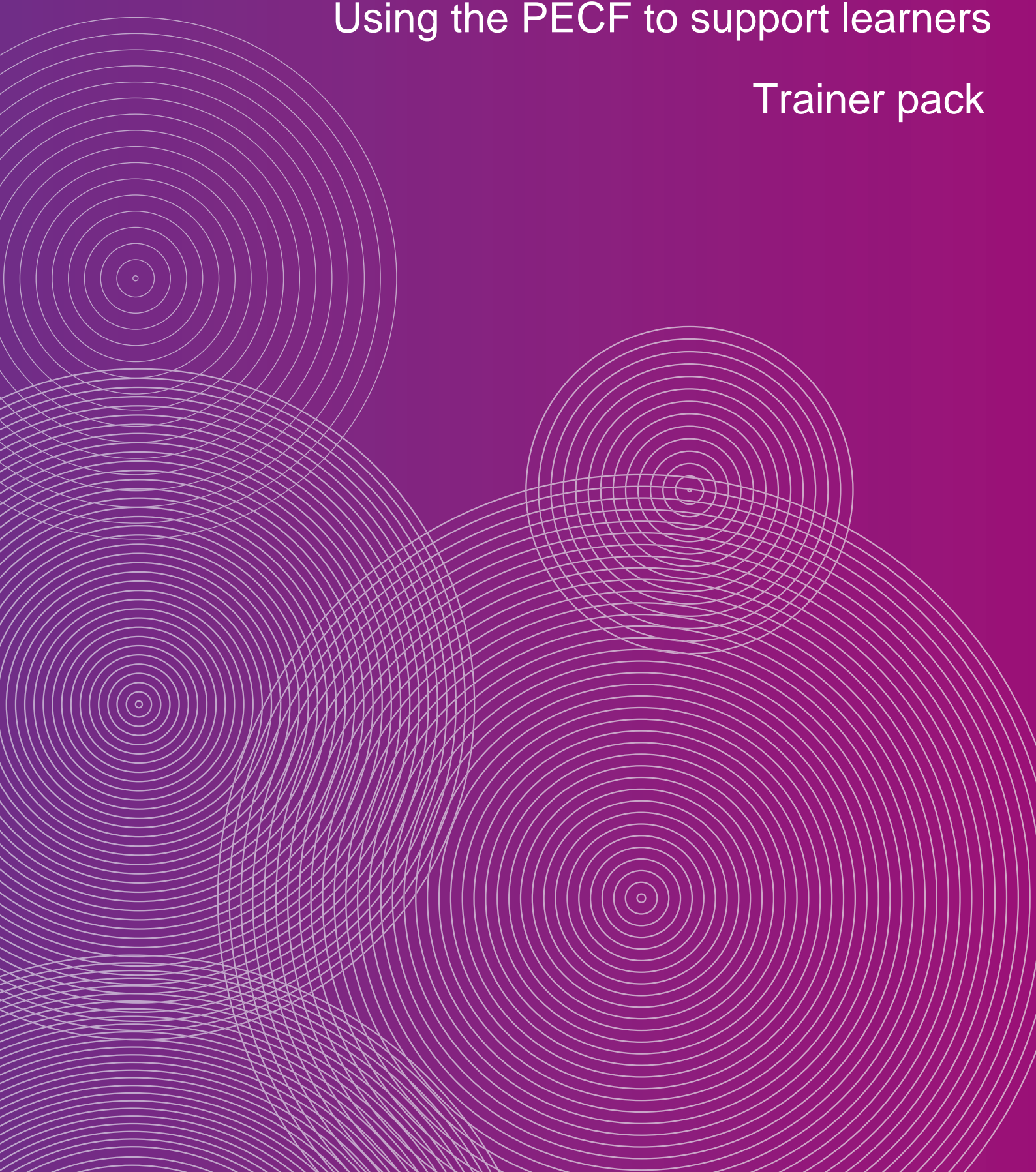


Quality
Improvement
Agency

Skills for Life
Improvement Programme

Using the PECF to support learners

Trainer pack



Developing literacy (communication), language and numeracy skills with learners with learning difficulties using person-centred approaches

E1-2

**A one-day continuing professional development
opportunity for practitioners**

Trainer pack

(The day will include an opportunity to become familiar with the PECF for staff who have not undertaken the PECF training.)

Introduction

The Skills for Life Improvement Programme is new. It builds on previous initiatives, making best use of people, systems and materials to help deliver the Skills for Life strategy in the future. It is an innovative programme designed to support creative change in a wide variety of self-improving organisations.

The programme is delivered through three separate strands:

- Strand 1 – Workforce development
- Strand 2 – A whole organisation approach to quality improvement
- Strand 3 – Innovation in teaching and learning

The Skills for Life Improvement Programme is delivered by a consortium led by CfBT. It includes some of the key national agencies. These are:

- CfBT Education Trust
- Edexcel/ Pearson
- Epic
- General Federation of Trade Unions
- LLU+ London South Bank University
- Learning and Skills Network
- National Foundation for Education Research
- The National Institute of Adult Continuing Education
- National Research and Development Centre
- Skill: National Bureau for Students with Disabilities
- The Network
- University of Wolverhampton

Course Information	1 day Participatory training
Target Group	<p>Job role Managers and Practitioners</p> <p>Subject Specialism Vocational Literacy Numeracy</p> <p>Sector FE, ACL, Prison, WBL or any sector engaging with learners with learning difficulties and/or disabilities whose literacy and/or numeracy skills have been assessed predominately at pre entry level.</p>
What will the session be like?	This is a participative day with participants reflecting on their own experiences and those of their colleagues. Reflection will be facilitated through individual and small group work and at times whole group activities.
Rationale	<p>What is the expected improvement in teaching and learning as a result of attending this course?</p> <p>By attending the training day participants will understand the concept of ‘beginning with the learner’ and how working in this manner will make for a more meaningful learning experience for both learner and teacher. Particular focus will be paid to those learners who have been assessed against the Pre-entry Level Curriculum Framework for their literacy, communication and /or numeracy skills. Participants should develop a deeper understanding of using the PECF in a person-centred manner.</p>
Aims	To understand how person-centred planning/approaches should underpin the learning experiences/‘learning journey’, including literacy (communication), language and numeracy, of people with learning difficulties, and how the use of the curricula can support the development of skills in a person-centred context.

Contextualising the PECF in terms of person-centred approaches and adults with learning difficulties

Entry criteria	To be managing/working/facilitating learning for learners with learning difficulties and/or disabilities whose literacy and numeracy skills have been predominately assessed against the Pre-entry Level Curriculum Framework.
Course overview	The Learning for Living Pathfinder Project culminated in the publication of a suite of guidance documents. This one-day course focuses on one of the publications, <i>Person-centred approaches and adults with learning difficulties</i> . The training event uses the concept of the learning journey, underpinned where appropriate, by the Pre-entry Level Curriculum Framework and seeks to contextualise it within a person-centred approach.
Notes on equality of opportunity and inclusivity	The premise of this training day is that learners are central in the learning journey. The link is made during the day between working in person-centred ways and the concept of Inclusive Learning (FEFC, 1996).
Trainer experience or qualifications required	Trainers need to be very familiar with the <i>Pre-entry Level Curriculum Framework</i> (DfES, 2002) and the Pathfinder document, <i>Person-centred approaches and adults with learning difficulties</i> (DfES, 2006). In addition, they should have a sound knowledge of <i>Valuing People</i> (DH, 2001) and its impact on people with learning difficulties. In addition, trainers need to have a deep understanding of the concept of Person-centred Approaches and as educators recognise the link to the Humanistic Approach of teaching and learning and the work of Carl Rogers. They should also be experienced trainers, have worked with learners with learning difficulties and/or disabilities and have a minimum of a Certificate in Education (PCE).
Pre-training activities	Trainers should familiarise themselves with the two documents the course is built on. In addition visit www.helensandersonassociates.co.uk and visit the reading room for various articles on person-centred planning and person-centred approaches. Also visit www.valuingpeople.gov.uk and read about person-centred planning and approaches on the Valuing People website.

Resources

Resources to be available for participants at the session	<p>Each participant must have a copy of the <i>Pre-entry Level Curriculum Framework</i> (DfES, 2002) and <i>Person-centred approaches and adults with learning difficulties</i> (DfES, 2006).</p> <p>Reference copies of the following documents should be available:</p> <p><i>A Fresh Start</i> (DfEE, 1999)</p> <p><i>Freedom To Learn</i> (DfEE, 2000)</p> <p><i>Inclusive Learning</i> (FEFC, 1996)</p> <p><i>Learning for Living and Work</i> (LSC, 2006)</p> <p><i>Through Inclusion to Excellence</i> (LSC, 2005)</p> <p>Maudslay, L. (2005) <i>Changes and choices: valuing people in the curriculum. Guidance for colleges and post 16 education providers on implementing the Disability Discrimination Act</i>, LSDA.</p> <p>Department of Health, <i>Valuing People: a new strategy for learning disability for the 21st century. Towards Person-centred Approaches, Planning with People. Guidance for Partnership Boards</i>. Available to download from: www.dh.gov.uk/learningdisabilities</p> <p>Department of Health (2001) 'Valuing People. A New Strategy for Learning Disability for the 21st Century' – A White Paper, HMSO.</p> <p>A complete set of the Learning for Living Pathfinder Documents (DfES, 2006)</p>
Equipment required	<p>Flipchart</p> <p>Laptop with speakers and DVD and CD capability</p> <p>Internet connection</p> <p>Sticky notes, thick markers</p> <p>Participant packs, PECF document and <i>Person-centred approaches and adults with learning difficulties</i> document.</p>

Useful websites

www.helensandersonassociates.co.uk

A very comprehensive website. Visit the reading room.

www.valuingpeople.gov.uk

The website to visit for anything to do with person-centred planning and person-centred approaches.

www.circlesnetwork.org.uk

Circles Network is a national voluntary organisation formed in 1994 with educational aims to build inclusive communities.

Session plan and resources for: Contextualising the PECF in terms of person-centred approaches and adults with learning difficulties.

Aim

For participants to:

- become familiar with the PECF and its referencing system, and how it supports them in developing skills with their learners
- reflect on some of the key stages of the learning journey and how literacy (including communication), language and numeracy skills can be developed using person-centred approaches.

Time	Content	Resources		
		No.	Style	Title
10.00 am	<p>Trainers welcome and introduce themselves to participants.</p> <p>A fun way for participants to find out a little bit about their colleagues is to ask questions such as:</p> <p>Stand up if you are from FE...</p> <p>Stand up if you are from the Prison sector</p> <p>Stand up if you are from WBL...</p> <p>Finish off with a few non-educationally based statements..</p> <p>Stand up if you dislike chocolate..</p> <p>Stand up if you travelled by train this morning...</p> <p>Stand up if like cabbage...</p> <p>Trainers provide housekeeping details.</p> <p>Trainers draw participants' attention to Q cards (sticky notes) on all tables, these are for participants to record points or questions they would like the trainer to address during the day. The trainers will collect them in throughout the day and address them at appropriate points.</p>		Sticky notes/ Q Cards	Title slide showing whilst the introductions and housekeeping are being carried out.

	Trainers present the aims of the day using PowerPoint	1.1.1	Ppt x 1	Aims of the day
10.15	<p>Activity: Presentation</p> <p>To introduce the publications on which the day is based, their background and how they are linked.</p>	1.2.1a 1.2.1 b 1.2.2 1.2.3 1.2.4	Ppt x 5	<p>PCA and adults with learning difficulties.</p> <p>The Pre-entry Level Curriculum Framework.</p> <p>What do they have in common?</p> <p>The LSC states that its vision for people with.....</p>
10.30	<p>Presentation</p> <p>To introduce the concept of person-centred approaches.</p> <p>Trainers will need to draw on the pre-training reading they were asked to undertake.</p>	1.3.1 1.3.2a 1.3.2 b	Ppt x 3	<p>What are person-centred approaches?</p> <p>How do person-centred approaches and learning link?</p>
10.40	<p>Activity 1: Participants undertake an audit activity based on a case study. (Allow 30 minutes for this activity.)</p> <p>Trainers direct participants to the case study and the worksheets for this activity. Ask participants to pair up on their tables.</p> <p>Participants may not get as far as the last worksheet, 'Implications for...' Trainers will need to walk the room to see how participants are progressing.</p>	1.4.1 1.4.2 1.4.3	Case study Worksheet Worksheet	<p>Case study</p> <p>'Approaches used in case study'</p> <p>'Implications for.....'</p>
11.05	<p>Feedback</p> <p>Trainers have prepared on flipchart the answers to the first question. Put on display. Participants can self check their own answers against the flipchart.</p> <p>Ask participants to feed back from each table two person-centred approaches used in the various organisations represented.</p> <p>Generate a short discussion about how the lists compared.</p>	1.4.4	Prepared flipchart	

11.15	Tea/Coffee break			
	<p>Resume at 11.30</p> <p>Note: this activity is differentiated into Activity A and Activity B:</p> <p>Trainers need to divide the participants into two sets: those familiar with the PECF and those less so.</p> <p>Those unfamiliar with PECF will undertake the following:</p> <p>Activity A:</p> <p>To examine the core principles in terms of ‘person-centredness’.</p> <p>To familiarise yourself with the PECF – its layout and referencing system.</p>			
10 mins	<p>Paired work on tables:</p> <p>Ask participants to open Page 6 of the PECF or use the handout in the participant pack. Explain to them that drawing on the work on person-centred approaches you would like them to examine the principles and agree which ones relate to the thinking behind person-centred approaches. For ease of feedback ask participants to number the principles 1 – 12.</p>	1.5.1A	Handout in participant pack or Page 6 of PECF	The following core principles underpin the document.
5 mins	<p>Feedback:</p> <p>Collate the information from each table on a flipchart to the group and draw out the similarities.</p>			
15 mins	<p>Presentation:</p> <p>Using the three slides introduce the layout and reference system of the PECF. This is very much based on the original training.</p>	1.5.2A 1.5.3A 1.5.4A	Ppt x 3	The layout of the PECF Diagram of Page 75 of the PECF Rti/M5/1

5 mins	<p>Activity: Ask the participants to test themselves using the worksheet entitled 'Identify the reference'.</p> <p>Feedback: Ask them to self-check against the grid on page 10/11 of the PECF.</p>	1.5.5A	Worksheet and PECF	Identify the reference Page 10/11 of the PECF document
20 mins	<p>Activity: Ask participants to further test out their knowledge by completing the 'Finding your way around the document' worksheet. Ask the participants not to use the overview section but instead to delve into the document itself.</p>	1.5.6A	Worksheet	Finding your way around the document
5 mins	<p>Feedback: Ask for answers from the floor.</p> <p>Activity B: Aim: To examine teaching practice, paying specific attention to the development of learners' communication, literacy and numeracy skills, in light of the current focus on person-centred learning.</p>			
5 mins	<p>Ask the participants to read the extract from a teacher's reflective diary. Explain that it comes from a teacher who works in a Supported Learning Team with learners (aged 16-19 years) who have learning difficulties. The extract relates to a residential she took the learners on.</p>	1.5.1B		Extract from reflective diary.
15 mins	<p>Ask them to work in pairs to discuss how the teacher demonstrates an awareness of being person-centred.</p> <p>Ask them to write their thoughts on sticky notes and then AS A WHOLE TABLE endeavour to cluster the notes into common thoughts.</p>		Sticky notes	

5 mins	<p>Feedback:</p> <p>Get each table to feed back to front and trainer to record the common clusters on to a flipchart.</p>		Flipchart	
10 mins	<p>Activity:</p> <p>Ask them to return to the reflective diary and, working on their own, identify three skills the teacher writes about. Ask them to use the grid in their participant packs to relate the skill to a reference/indicator in the PECF.</p>	1.5.2B	Worksheet	Grid
5 mins	<p>Feedback:</p> <p>Ask participants to move around and exchange their answers with at least two other people.</p>			
20 mins	<p>Activity:</p> <p>Ask the participants to watch the DVD of the three learners in the Apple Tree Café. As the DVD starts put it into context. (See additional trainer notes) and point them to the worksheet in the participant pack to make notes as they watch.</p> <p>Working in small groups, produce a set of top tips for working in a person-centred manner. Ask them to draw on what they saw in the DVD and what was written in the reflective diary. Participants should write their ideas on flipcharts and place on wall for others to view.</p> <p>The trainer needs to walk the room and engage with all tables as there will be no formal feedback. Feedback is in flipchart format.</p>	1.5.3B	DVD of Apple Tree Café	
		1.5.4B	Worksheet	Now look at the video of the three learners at work in the Apple Tree Café....
			Flipcharts, thick markers and bluetack.	Top tips for teachers on being person-centred....
60 mins	LUNCH			

5 mins	Resume at 1.30 with Assessment:	1.6.1	Ppt	Assessment
10 mins	Presentation: Briefly go over the key points in the assessment cycle. Activity: As a whole table activity ask participants to agree on the key features of person-centred assessment – suggest they use the page in their participant pack to make a record of what is discussed at the table, it will act as an aide memoire later.	1.6.2	Worksheet	The key features of person-centred assessment
5 mins	Feedback: Take suggestions from floor and record onto a flipchart.		Flipchart	
5 mins	Presentation: Show the assessment and planning cycle drawing out the features of person-centred approaches. (See additional trainer notes.)	1.6.3	Ppt	The Planning and Assessment Cycle
15 mins	Activity: Give each table a number 1 or 2. Point out the worksheet entitled Initial and diagnostic assessment. Ask the tables with the Number 1 to look at Phase 1 of the cycle and the tables with the number 2 to look at Phase 2 of the cycle. Each group must consider the opportunities that exist within these phases to assess literacy, communication and numeracy needs.	1.6.4		Worksheet
5 mins	Feedback: Get all the table 1s together and likewise the table 2s, and ask them to share their thoughts with each other. Please note: There is an additional activity (Task-based Initial Assessment) which may be undertaken, depending on time. It will take about 15/20 mins.		Flipchart	

5 mins	<p>Setting goals and targets:</p> <p>Presentation: Introduce this part of the day by explaining that a learner’s long-term and short-term goals should reflect the learner’s hopes and aspirations. These should be expressed in a positive manner (see page 65 of <i>Person-centred approaches and adults with learning difficulties</i> for some examples).</p>			
20 mins	<p>Activity: Ask participants to read the case study of Peter. Working in pairs, ask them to complete the accompanying worksheet.</p> <p>Ask them to record the results of the activity onto a pre-set flipchart you give them.</p>	1.7.1	Case study and worksheet	Setting Goals and Targets
10 mins	<p>Feedback: Put all the flipcharts on the wall and ask participants to have a look at what others have written. As a trainer draw out any common themes. Ask questions of them such as: <i>How do you work with your learners to support them in setting their own goals and targets? What does your organisation do to enable a learner identify what their learning support needs are?</i> Ensure you bring the person-centred viewpoint to the discussion.</p>	1.6.3		Go back to the slide on the PowerPoint with The Planning and Assessment Cycle or direct participants to it on page 27 of <i>Person-centred approaches and adults with learning difficulties</i> .
10 mins	<p>Tea/Coffee Break</p> <p>Resume at 3pm with Progress and Achievement.</p>			
10 mins	<p>Presentation: Explain that this refers back to Phase 4 of The Planning and Assessment Cycle – How am I doing?</p>			

<p>10 mins</p> <p>5 mins</p> <p>15 mins</p>	<p>In order for this part of the process to be truly person-centred the questions that need to be asked are: Do learners get the chance to:</p> <ul style="list-style-type: none"> – choose the information to put in their portfolio – think what is happening with their plan and if it needs to be changed? <p>Show the PowerPoint entitled Progress. Explain that the concept of the three types of progress mentioned in Inclusive Learning has firmly taken root.</p> <p>Go through the three examples of progress on the slides.</p> <p>Activity: Ask participants to undertake Activity 7 – worksheet.</p> <p>Feedback: Take feedback to the front of the room and ask for one example of each type of progress.</p> <p>Activity: Introduce this activity by explaining that for progress and achievement to be person-centred learners should be empowered to recognise it for themselves. Multimedia can be used to support the process.</p> <p>Ask participants to read the examples of how this can be facilitated and on each table share between themselves how they use multimedia to support learners with recognising their own progress. Suggest that they make notes on the worksheet as this will act as an aide memoire when they return to their organisation. Write their findings on flipcharts for others to see.</p>	<p>1.8.1</p> <p>1.8.2</p> <p>1.8.3</p> <p>1.8.4</p> <p>1.8.5</p> <p>1.8.6</p>	<p>Ppt x 4</p> <p>Worksheet</p> <p>Short case studies</p> <p>Flipcharts/ bluetack/ marker</p>	<p>Slide entitled 'Progress'</p> <p>Slides with examples of progress x 3</p> <p>Worksheet entitled 'Think of one of your learners who has demonstrated progress'</p>
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5 mins	<p>Presentation: Introduce the final part of the day with the slide 'Meaningful Individual Learning Plans'. Explain that if ILPs are truly person-centred than they will be meaningful. Point out the ILPs on Pages 77/78 of <i>Person-centred approaches and adults with learning difficulties</i>. Point out that the CD-ROM in the book contains instructions of how to put together an ILP using PowerPoint.</p>	1.9.1	Ppt x 1	
10 mins	<p>Activity: Show the CD of Jimmy's ILP. As you show it ask participants to jot down their thoughts on Activity sheet 9. Trainers please note: Be comfortable and knowledgeable in using the CD ILP.</p> <p>Feedback: Invite feedback and comments from the floor. There may be some negative comments about how long it would take etc. Try and turn them into positives – ensure you keep the person-centred concept to the fore.</p>	1.9.2	CD Rom and worksheet from participant pack.	Jimmy's ILP
5 mins	<p>Summarise the day, referring back to the slide on the aims. Ask participants to fill in their evaluation documents.</p>			

