

Skills for Life Quality Initiative

## Planning to Embed Literacy, Language and Numeracy



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Skills for Life Quality Initiative

### Aim:

- To support you to plan to embed literacy, language and/or numeracy skills development in a vocational or other course

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Skills for Life Quality Initiative

### Outcomes:

- Understanding of what is meant by embedded literacy, language and/or numeracy programmes
- Understanding of the key literacy, language and numeracy skills required by your learners in a selected unit of a vocational or other course
- Using a checklist for planning and delivering effective embedded programmes

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- Awareness of how to embed literacy, language and numeracy teaching and learning opportunities in your scheme of work for the selected vocational or other unit
- Knowledge of the purpose, layout and content of the Materials for Embedded Learning
- An embedded teaching session plan for the selected vocational or other course

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### What do we mean by ‘embedding’?

**Embedded teaching and learning** combines the development of Literacy, Language and Numeracy (LLN) with vocational and other skills. The skills acquired provide learners with the confidence, competence and motivation necessary for them to succeed in qualifications, in life and in work.

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### What does recent research have to say about embedded approaches?

- Embedding Skills for Life significantly improves vocational Level 2 retention and Skills for Life achievement.
- The latest evidence from the National Research and Development Centre’s (NRDC) study of approaches to FE vocational delivery shows significant impact of a team based approach.

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### A positive association between embedded approaches and...

- Higher retention and achievement rates on vocational courses
- Achievement of literacy/language qualifications
- Achievement of numeracy qualifications
- Learners stating that they felt better prepared for work in the future

*NRDC 2006 'Embedding literacy, language and numeracy in post-16 vocational programmes – the impact on teaching and learning'*

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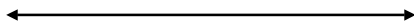
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### In a study of 79 vocational courses Each course rated on a scale of embeddedness



**From Point 1**  
Separate vocational and LLN:  
Learners experience their LLN development and vocational studies as entirely, or almost entirely, separate.

**To Point 4**  
Fully embedded or integrated:  
Learners experience their LLN development as an integral part of their vocational studies.

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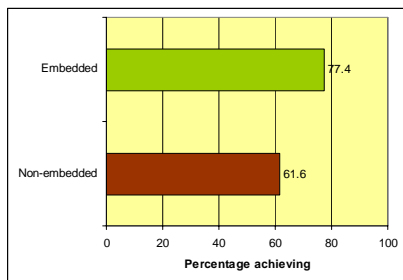
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### Learners completing vocational programmes For all learners in the sample



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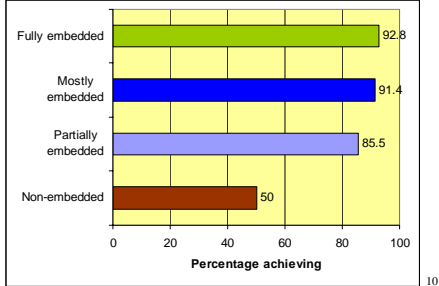
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**Learners achieving a literacy/ESOL qualification**

For learners below Level 2 in literacy/language and numeracy on initial assessment



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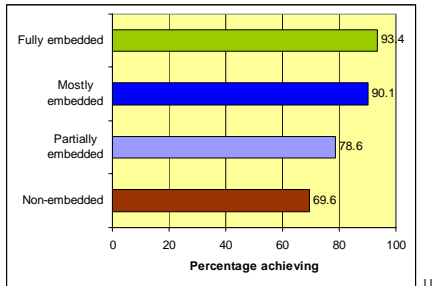
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**Learners achieving numeracy qualifications**

For learners below Level 2 in literacy/language and numeracy on initial assessment



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**Different models of embedded delivery**

- Dual skills teaching – one teacher
- Integrated team teaching
- Linked or contextualised teaching
- Other forms of active collaboration between two or more teachers who are supporting learners' progress towards their vocational goals, including their literacy, language and numeracy support

(National Research and Development Centre for Adult Literacy and Numeracy's research into embedded teaching and learning, 2005)

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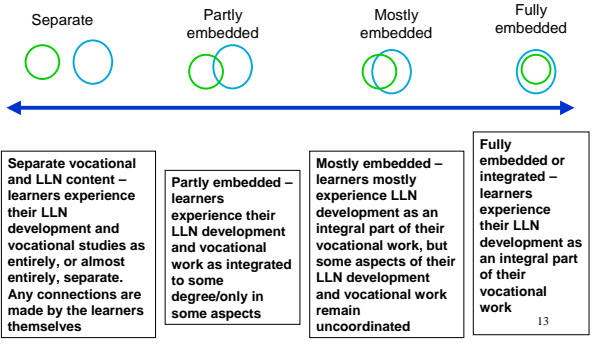
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### Developing embedded approaches



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### Some of the most significant factors associated with achievement

- Learners perceive both their vocational and Skills for Life development are delivered by a single team
- Formal shared planning between vocational staff, LLN staff supports integration of LLN into vocational teaching
- LLN teachers are viewed by staff and learners as contributing to learners' vocational aspirations

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### Some of the most significant factors associated with achievement

- LLN teachers understand and engage with the vocational area as part of their work
- LLN teachers are willing to develop their skills in relation to the vocational area
- Vocational teachers are willing to develop their skills in relation to LLN.

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“The message is clear: form a team to embed the literacy development of your learners and 15 per cent fewer will walk. And, of course, the 43 per cent increase in literacy achievement is a bonus.”

David Wylie, Skills Development Manager, Skills for Life  
LSC South East Region  
*Reflect, Issue 6 October 2006*

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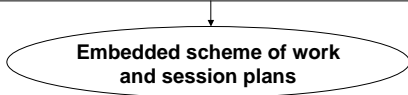
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Requirements of the vocational or other course



- Literacy, language and numeracy (LLN) skills development is informed by:
- specific LLN skills (including level) needed by learners to succeed on the course
  - your knowledge of the aspects of the course learners typically find difficult due to insecure LLN skills
  - your knowledge of the LLN levels of learners identified through the initial assessment process.

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“Achievements in embedded literacy, numeracy and language should always be relevant to the demands of learners’ vocational or other learning, although they should not be limited by them.”

*(Raising Standards: A Contextual Guide to Support Success in Literacy, Numeracy and ESOL Provision – Embedded Learning, DfES, updated May 2005)*

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**“Successful embedded learning will have clear mapping of literacy, numeracy and language skills against both vocational course and other course requirements.”**

*(Raising Standards: A Contextual Guide to Support Success in Literacy, Numeracy and ESOL Provision – Embedded Learning, DfES, updated May 2005)*

**“(In effective practice) schemes of work are appropriately detailed and link to the core curricula for literacy and numeracy.”**

*(Adult Learning Inspectorate/Ofsted, 2002)*

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**“The teaching of specific vocational or other skills must include explicit teaching, where appropriate, of the relevant literacy, numeracy and language skills required to support them. If this skills development is not tackled, then there is a very real danger that learners’ vocational or other skills will be insecure, and that skills will not be transferable.”**

*(Raising Standards: A Contextual Guide to Support Success in Literacy, Numeracy and ESOL Provision – Embedded Learning, DfES, updated May 2005)*

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**“(Teachers in an effective embedded learning context) set tasks that are within the capabilities of learners, but that give opportunities for real development of skills... tasks that combine literacy, numeracy and language and vocational or other course objectives.”**

*(Raising Standards: A Contextual Guide to Support Success in Literacy, Numeracy and ESOL Provision – Embedded Learning, DfES, updated May 2005)*

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**“(In effective practice) learners have access to a good range of high-quality embedded learning materials that support their literacy, numeracy and language needs as well as their vocational or other learning needs.”**

*(Raising Standards: A Contextual Guide to Support Success in Literacy, Numeracy and ESOL Provision – Embedded Learning, DfES, updated May 2005)*

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### Materials for embedded learning

Materials for embedded learning:

- a target *Skills for Life* and vocational teachers
- b focus predominantly on Levels 1 and 2
- c are mapped to:
  - national occupational standards
  - adult literacy/numeracy core curricula
  - key skills: Communication and Application of Number.



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### Features of embedded learning materials

- Teacher notes
- Learner pages
- Source materials
- Glossary
- Integrated assignments (*not in 'community' contexts*)
- Check-it tests
- Mapping charts
- Audio CD
- Available in both PDF and Word versions
- Supporting interactive materials

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### Learner pages: Focus and Task

- Materials are divided into **modules**.
- Each module has a number of **themes**.
- Themes are divided into **Focus pages** and Task pages.
- Focus pages are intended as a summary of the teaching for the learner to take away and review as required.



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### Source materials

- Contain examples of resources and documents taken from the workplace.
- Provide an excellent resource which can be used flexibly by teachers.
- Teachers can add to this resource using other workplace realia.
- Some source materials can be adapted or customised.



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### Materials for embedded learning – Activity

- How useful are the teacher notes?
- How useful are the tips for differentiating the activity?
- How effective is the activity:
  - in developing the stated skills?
  - in engaging and motivating learners?
- How useful would these materials be to support your delivery?
- How would you envisage using the materials?

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### Successful session planning (1)

Decide the learning objectives of the session. In embedded sessions there will be dual learning objectives.

Plan a variety of activities to support learners to achieve the learning objectives. Consider the organisation of the learning environment.

Plan how you are going to assess achievement of the learning objectives.

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### Successful session planning (2)

When planning, take account of individual learners' levels, needs and learning preferences.

Select appropriate resources including the use of e-learning.

If there are co-teachers, additional support tutors or assistants, decide who does what.

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### Successful session planning (3)

Introduce the session by setting the scene and explaining the learning aims and objectives.

Ensure that the session builds on previous learning.

End with a summary of the session and ensure that all participants – teachers, learners and support workers – take part in reviewing and evaluating the session.

(Standards Unit 'Improving Teaching and Learning' project)

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**Outcomes:**

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