

## Teaching and Learning Change Programme

### CPD builder

Embedding literacy, language and numeracy into Construction and the built environment teaching

### Introduction

Recent research has found that programmes that embed literacy, language and numeracy (LLN) can lead to a 16 per cent improvement in retention and achievement of vocational qualifications. This piece of research published by the [National Research and Development Centre for adult literacy and numeracy](#) makes interesting reading.

This CPD builder will help you to think about how to embed LLN in to your programme. The Sustainability resources for Construction and the built environment (CBE) have dual vocational and LLN objectives. Each one demonstrates how to improve one or two LLN skills that occur naturally. There are two main messages in this CPD builder.

- Collaborate with a colleague who has experience of teaching LLN.
- Focus on the development of one or two naturally occurring LLN skills at a time.

### Learning objectives

After using this CPD builder, you should:

- understand what is meant by embedding LLN
- know how to choose skills on which to focus
- understand the importance of working collaboratively with LLN specialists and other staff
- value the development of your learners' LLN skills.
- You can download an RTF version of this CPD builder and adapt it.

## Embedding literacy, language and numeracy into Construction and the built environment teaching

Reflection: where am I now?

Record your initial reflections in your CPD portfolio

Skills I will need to embed LLN into my teaching	I am confident	I have some experience	I need to work on this
I can identify which LLN skills could be developed at different stages of the course			
I can identify LLN skills individual learners need to develop to improve their employability			
I can plan collaboratively with an LLN specialist			
I can work collaboratively with subject colleagues to plan how to embed LLN			
Knowledge I will need to embed LLN in to my teaching			
I know what is meant by LLN.			
I am familiar with the standards for LLN.			
I know what is meant by embedding LLN.			
I understand the value of embedding LLN for the learners.			

## **Embedding literacy, language and numeracy into Construction and the built environment teaching**

### **Suggested activities and resources**

What is embedding?

Why embed LLN?

Planning to embed LLN

Embedded LLN in the CBE resources

Choosing and using resources

### **Skills for Life, key skills or functional skills?**

Ideas for further development

### **Support for your CPD**

## Embedding literacy, language and numeracy into Construction and the built environment teaching

### What is embedding?

Literacy, language and numeracy can be described as embedded when learners have the opportunity to develop vocation skills and LLN skills concurrently. The teacher would choose to develop the LLN skills that occur naturally in the context of the session.

If you are asking learners to write a report on how to improve the sustainability of new buildings, as well as covering the vocational learning, you would also need to help them learn how to write a report. Report writing requires a range of skills: finding sources to use for research, organising information logically, using an appropriate tone and style and knowing how to lay out a report. You can see from this that report writing is a complex skill. For learners working at Level 1 it would be more appropriate to ask them to make some numbered notes under headings.

Although learners will use a range of LLN skills in every learning context, this does not necessarily mean that those skills are being improved. Learners may be asked to make notes in every session, but this does not make them good note takers. Learners need explicit guidance on how to improve.

To get an overview of strategies for teaching embedded LLN go to the **Embedding LLN Quick start guide**.

### Why embed LLN?

Learners usually participate in a vocational learning programme so that they will be able to get a job. Look at any person specification for a job and you will see that employers value skills such as communication, team working, listening, personal organisation, problem solving and numeracy. Having a range of these skills will help learners to gain, retain and progress in employment.

Embedding is not just about helping learners to achieve LLN qualifications; it's about helping them to improve their vocational learning. Recent **research** (Casey et al 2006) has shown that vocational courses that had LLN embedded had a 26% higher success rate than courses with no embedding.

An additional benefit of embedded practice where subject or vocational area teachers work alongside LLN specialists is that learners become aware that vocational experts use and value LLN skills as an integral part of their professional role.

Learners say that embedding LLN helps them to see the relevance of the skills they need to the tasks in hand. This improves learners' engagement and motivation to develop the LLN skills needed for achievement and progression.

## Planning to embed LLN

Planning is the key to embedding LLN successfully in to your programme.

- Work with LLN specialists, Subject Learning Coaches or other colleagues.
- Invite LLN specialists to come in to your sessions or team meetings.
- Locate and use resources that demonstrate how to embed LLN.
- Examine your scheme of work to see where learners can develop specific LLN skills.
- Start small, think big:
  - start embedding skills into one unit or module of your programme at a time.
  - choose one or two LLN skills to develop at a time.

Look at: **Planning to embed literacy, language and numeracy** for an overview of the planning process.

Work collaboratively with an LLN specialist or other colleague who can help you to identify specific skills and relate them to the Skills for Life core curriculum or other set of standards that may be relevant. Aim to develop one or two LLN skills in a session. Give guidance about how that skill can be improved and provide opportunities to practice.

You will find examples of how to select skills and relate them to the **Adult literacy and numeracy core curriculum** in the **Teacher guidance** for Materials and processes for sustainable living.

## Embedded LLN in the CBE resources

All the **Teacher guides** in the CBE resources demonstrate how you can embed naturally occurring LLN. Subject specialists worked collaboratively with LNN specialists to produce the materials.

## Using the CBE resources with learners

At the beginning of each **Teacher guide** for CBE you will find a table outlining the vocational and LLN objectives to be developed in each activity. You will see that the LLN skills are closely linked to the vocational activity that takes place. If, for example, the learners are asked to take part in a discussion, then a few minutes are spent identifying what makes a productive discussion. Although the learners may be using a wide range of skills during the session, only one or two are singled out for development.

The **teacher guidance** shows you how to help learners improve specific LLN skills.

At the end of each session encourage learners to recall both the content of what they have been learning and the learning skills they have been using. It is important to highlight that these are the transferable skills that we use repeatedly in many situations.

When LLN skills have been developed in a session, ask learners to identify:

- which LLN skills they have been using
- why they are important
- where they can be used again.

### **Choosing and using resources**

**The Excellence Gateway** hosts a range of resources from different projects. You can also join an on line community of practice.

**The Skills for Life Improvement Programme** provides links to a range of LLN projects, materials and guidance. You can also join a community of practice. The Skills for Life Health check is a self assessment tool. Sections H and I focus on how to embed LLN in the curriculum.

The resources from the **Key Skills Support Programme** will be found on the Excellence Gateway from July 2008. **Using and adapting resources for key skills and Skills for Life teaching** will help you to adapt your own or others' materials for embedding. There are **key skill resources** for both work based learning (workbooks and 'How to...' sheets) and classroom use. The toolkits for **Initial assessment** and **Teaching speaking and listening** have some excellent ideas for embedded learning.

The **CfBT** site hosts embedded materials for a range of vocational areas. There are guidance notes for **Embedding LLN in Construction programmes** which were produced by the Skills for Life Quality Improvement Programme in 2006.

The **Embedded Learning Portal** has a useful search engine to guide you to the embedded learning materials in **Trowel occupations, Painting operations and Skills for construction**, and **Skilled for Health** resources.

**BBC Skillswise** has modules on vocabulary for plumbing, carpentry, electrics , plastering and decorating.

The Teaching and Learning Programme's **Skills for Life: a guide for Subject Learning Coaches** is useful for vocational teachers who want to embed LLN into their programmes.

The **DCSF** has produced a **Skills for Life Raising Standards Guide** for embedded learning which identifies standards for embedded learning and relates them to the Common Inspection framework.

The National Research and Development Centre has produced a range of **resources** and research to support embedded teaching and learning.

### **Skills for Life, key skills and functional skills**

There are currently three different LLN standards in use: Skills for Life, key skills and the functional skills. Skills for Life and key skills have traditionally been used for different audiences, but the functional skills aims to incorporate elements of both.

For a summary of the differences, go to **Skills for Life, basic skills, key skills, functional skills – what’s the difference?** in Effective teaching and learning.

### **1. Skills for Life (SfL)**

The **Adult Literacy, language and numeracy standards** are used with post 16 learners who are aiming to improve their LLN skills. These skills are available from Entry level 1 to Level 2. The SfL **core curricula** provide frameworks to identify and meet individual learning needs. They also include examples of teaching strategies. Use the interactive version to search for a particular skill and be taken to the relevant part of the curriculum.

The QIA’s **Skills for Life Improvement Programme** offers a range of support projects.

## 2. Key skills

**Key skills** are often used with learners who are studying vocational programmes such as National Diplomas and apprenticeships. There are 6 key skills: communication, application of number, ICT, Improving own Learning and Achievement, Working with Others and Problem Solving. Each skill is available at Levels 1 to 5. The key skills resources will be found on the **Excellence Gateway** from July 2008.

**Level crossing** demonstrates how learners can progress from Skills for Life to key skills qualifications. **Leading from the middle** demonstrates how managers can lead the change from key skills to functional skills.

## 3. Functional skills

The three **functional skills** of English, mathematics and ICT will be part of the new Diplomas, relevant GCSEs and apprenticeships. They will replace the key skills of communication, application of number and ICT. The Functional skills **standards** cover from Entry level 1 to Level 2, and will be extended to level 3. They are currently being **piloted** so there could be changes. Use Skills for Life or key skills for referencing in the short term.

## 4. Assessment

- The same tests are used for Skills for Life and key skills at Levels 1 and 2. **Practice tests** can be found on the internet.
- Skills for Life at Entry levels 1 to 3 are currently internally assessed and externally moderated.
- Key skills for communication, number and ICT at Levels 1 to 5 have portfolios and externally set tests.
- The functional skills are being piloted until August 2010. Currently a task based **assessment** following a mastery model is used. This means that learners need to be competent in all the components. There is no portfolio.

## Ideas for further development

Prepare and use one of the **Sustainability activities** that focuses on the embedding of LLN. Ask your Subject Learning Coach, a colleague or your LLN specialist either to observe, or to debrief you on your experience. Use the learner and teacher reflection sheets at the back of each resource.

You could join an on line **Skills for Life forum**

Table embedding LLN as an agenda item at your next team meeting. Invite an LLN specialist or other more experienced colleague to attend. Consider how:

- the results of LLN initial and diagnostic assessment are used
- individual learning plans contribute to integration of LLN and vocational learning

- you can work and plan together
- to let learners see that LLN and vocational staff work together as a team
- and where to begin an embedding pilot.

On a scale of 1 to 5, how does your organisation score on the key success factors for embedding identified by **research**? What action can you take?

- Do you have formal shared planning between vocation and LLN staff?
- Do departmental and organisational structures support embedding?
- Does the staff development policy and provision support embedding?
- Are LLN teachers viewed as essential contributors to learners' vocational aspirations?
- Do LLN teachers engage with vocational teaching as part of their work?
- Are LLN teachers willing to develop their skills and knowledge in relation to vocational area?
- Are vocational staff willing to develop their LLN skills?
- Are initial and diagnostic assessment used to inform embedded teaching and learning?

As you start planning your CPD, you may find it helpful to look at: **Putting CPD into action**, a reflective tool that provides a framework for thinking about what you need to do and how you will do it. It offers prompts, questions and signposts to the Institute for Learning's CPD process. Use this as you develop and carry out your professional development plan.

### Support for your CPD

You can work through the ideas in the **CPD builder** on your own but you are likely to find it more enjoyable and challenging if you seek the support and involvement of colleagues. Explore some of the following options.

**Subject Learning Coaches (SLCs), Advanced Practitioners and mentors** can support your professional development but you can also work informally with colleagues in your team. Look out for face-to-face or virtual networks of colleagues with similar interests to your own.

**Learners** can contribute to your professional development. Involve them as you plan, try out and evaluate new approaches. They are the experts on their learning and insight into what works well can help them as well as you.

Guidance notes in the **CPD library** can help you as you try out and evaluate new ideas and record the outcomes for your CPD portfolio.

For more information about your CPD entitlement and the professional registration requirements for teachers in the FE system, visit the **Institute for Learning** website at <http://www.ifl.ac.uk>

As you reflect on your professional development needs and experiences, refer to the reflective tool: **Putting CPD into action**. This can help you put together your CPD plan and consider the evidence you might look for.

### **Support from QIA's Teaching and Learning Programme**

**SLCs** play a central role in the Teaching and Learning Programme. They support individuals, teams and organisations to release their potential. Find out who the SLCs are in your organisation and ask how they can help.

Coaching has been shown to have the most positive and lasting impact on practice. Find out more about the **Professional Training Programme** for SLCs at [www.subjectlearningcoach.net](http://www.subjectlearningcoach.net)

Coaches participate in regional **Subject Coaching Networks** and other **peer and community activity** such as virtual networks and action research projects to collaborate, bring and exchange ideas and resources developed within their organisations.

### **Management Support Programme**

The support of senior managers is vital to the successful deployment of SLCs in your organisation. Find out more about the Managers Support Programme at [www.subjectlearningcoach.net/managers](http://www.subjectlearningcoach.net/managers)

## Embedding literacy, language and numeracy into Construction and the built environment teaching

Reflection: where am I now?

Now record your experiences and reflections in your CPD portfolio

Skills I have been developing	I am confident	I have some experience	I need to work on this
How to identify which LLN skills could be developed at different stages of the course			
Which LLN skills individual learners need to develop to improve their employability			
Work collaboratively with an LLN specialist to plan how skills can be developed at different stages of the course			
Work collaboratively with colleagues teaching my subject to plan how to embed LLN			
<b>Knowledge I have been developing</b>			
I know what is meant by LLN.			
I am familiar with the standards for LLN.			
I what is meant by embedding LLN.			
I understand the value of embedding LLN for the learners.			