

FACILITATION GUIDE:
RESOURCES FOR EMBEDDING
LITERACY AND NUMERACY IN ACE

Te Kupenga o Manukau

Ehara taku toa i te toa takitahi engari taku toa he toa takitini



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BACKGROUND

Te Kupenga o Manukau is a network of community education providers, established in 2005 in Manukau. Our members include primary and high schools, tertiary education institutions and community groups that run courses and programmes for adults, families and others. The Network's purposes are to:

- keep in touch with our communities' education needs and wishes
- encourage more adults to become involved with ACE
- encourage and support our members and other groups that provide ACE learning opportunities
- celebrate our communities' education achievements

From the beginning, supporting language development has been a priority for our Network: te reo, literacy, ESOL, community and foreign languages. To this end, we undertook a survey of language tutors' needs and included the results in an on-going commitment to support language education in our professional development plans. While the government cut to ACE funding in 2009 was devastating, the requirements for use of the remaining funds actually fit well with community needs in Manukau. Therefore, the Network quickly focussed on how to support providers and tutors in meeting the new conditions, which resulted in a, successful, grant application to the professional development fund administered by ACE Aotearoa for this project.

Work on this project began in June; the Advisory Group completed its feedback on the tutor resources in early August; the writers facilitated three trials of the tutor resources by the end of August, which provided input to this Facilitation Guide. Three different facilitators trialled the Guide in the following month, which has resulted in this draft version. A trial by a Maori facilitator with a Maori group and by a Pasifika facilitator with a Pasifika group are scheduled for November. The final report is due in December.

This Facilitator Guide is to support the delivery of workshops for ACE tutors that introduce literacy and numeracy teaching using an embedded approach. The workshops will help tutors learn about and use the **Resources for Embedding Literacy and Numeracy in ACE**.

The **Resources for Embedding Literacy and Numeracy in ACE** are notes written specifically for ACE tutors, providing them with information, activities and practical ideas for helping learners build their literacy and numeracy during an ACE course.

WORKSHOPS TO SUPPORT ACE TUTORS USING THE RESOURCES

The government now requires funded ACE programmes to have a focus on building the literacy and numeracy skills of learners.

ACE courses provide opportunities for learners to strengthen their literacy and numeracy skills at the same time as they are learning about a subject of personal interest to them. Tutors can use straightforward strategies and techniques to help learners build their reading, writing, speaking and listening and number skills alongside teaching their main subject. ACE tutors are not expected to become specialists in literacy and numeracy teaching or teach everything about literacy and numeracy. What they can do is select and develop the literacy and numeracy teaching skills that best suit their ACE subject, the context and their learners.

As learners build their literacy and numeracy skills they become more confident learners and understand more of the course content. This increased understanding makes them more engaged. Tutors who embed literacy and numeracy skills into what they do report that they have to repeat themselves less and their teaching becomes more effective and enjoyable.¹

The facilitator does NOT have to be an expert in literacy and numeracy – this is a shared learning journey for facilitators and tutors, just as it will be a shared journey for tutors and learners back in the ACE course. Remind tutors that they don't have to become literacy experts either. Most of the information needed are in these resources.

As a facilitator though here are a few useful things to think about in your preparation. Remember there is a glossary of key terms at the back of this guide.

1. Literacy (reading, writing, speaking and listening) and numeracy (number work, shape and measurement and data analysis) are all broad topics. **Managing the scope of literacy and numeracy** is always a challenge and it is helpful to focus on what is presented in any one course rather than what is not. For example in a course on being an effective consumer being able to work with money and numbers is important, whilst on a course on weaving or water-colours it may be less important. Try to bring your focus and that of workshop participants to what is presented in their courses.
2. **Reading** is not limited to print-based material i.e. reading words. However 'reading' occurs whenever a person tries to make sense of something – think about looking out of the window because you want to hang out your washing and 'reading' the weather – will it rain or not? Think about what we 'read' into how someone looks, how we 'read' whether the vegetables in a shop look fresh or a bit tired, whether fruit is ripe and ready to eat, whether a group of learners are getting tired and need a 5 minute break and stretch in order to refocus their attention. In all cases the reading is to make meaning about a particular circumstance or text.
3. **Text** is any written, visual or oral material used on the course that needs 'reading' – it could be a newspaper article, a photograph, a cake in the oven, a piece of music, a video clip, a plant, a dance sequence. Throughout your workshops try and use the word text in this broad way. Ask participants to think about a text they use in their course and use this as a focus for work around the strategies in the resources. All the strategies can be used with any text in any course.
4. Teaching involves many different strategies – asking questions, giving explanations, using prompts, giving feedback, having discussions and modeling. **Modelling** involves giving demonstrations of what is expected and reflecting on the process. Modelling is important in these workshop sessions because the activities suggested are all literacy or numeracy teaching activities that the participants could take back and use within their courses. For examples all the activities use the Before During and After strategy. Where activities are used in the workshop plan there is a prompt for you to discuss the name of the activity, to

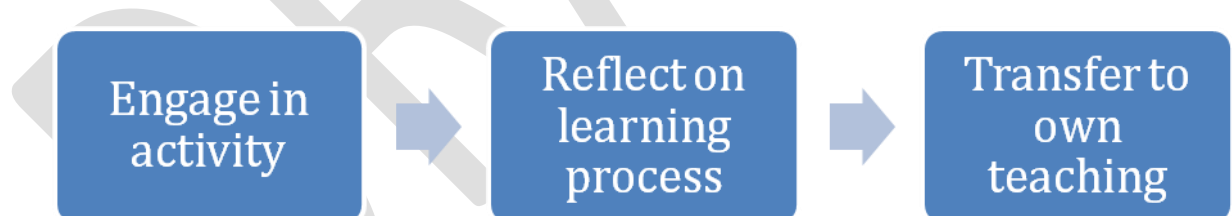
¹ For more information, see <http://www.literacyandnumeracyforadults.com/Educator-resources/The-Theoretical-Framework>

outline what is involved, to reflect on how the group felt about engaging in the activity, and to think about where they could use this in their course.

For example you could say: “We have just done a Think, Pair, Share activity. What did I ask you to do first... yes to have a **think** about a topic, then I asked you to get into **pairs** and talk to your neighbor and **share** your thinking. How did you feel about doing this activity? How do you think this helps with building literacy skills? Yes it could be to help with your comprehension, to provide opportunities for speaking and listening, to affirm what you already know and to get some peer teaching to occur. Where do you think you could use this in your course?”

5. Allowing time for reading and expecting learners to re-read are both powerful teaching tools in literacy and numeracy development. If we want learners to improve their skills we have to give them time to practice. If you are not used to giving reading time then allowing set amount of time e.g. 7 minutes for reading and timing the group is helpful to begin with. You will quickly see how much reading the group can manage in a specific time frame and will be able to adjust how much time to allocate accordingly. Remember to set up reading time using the BDA framework! Encouraging learners to go back and reread is important. Often learners with literacy needs think that good readers read something once and then hold everything in their head and never look back at a piece of reading. We need to show and explain to learners that good reader continually refer to their text as they are using it. Rereading can be encouraged in many ways, e.g. to find some specific information such as the answer to a question, to find illustrations of examples in the text, to scan for words not fully understood or easy to read, to generate questions and so on.

The workshop activities are based on the teaching and learning ideas in the Resources. The facilitator will model the activities and the tutors will be able to practice the teaching activities and reflect on how to transfer these teaching activities and techniques into their own ACE courses.



USING ALL FIVE RESOURCES IN ONE WORKSHOP

[this section to be developed]

CUSTOM-DESIGNED WORKSHOPS

This section provides a structure for facilitators to use when running a two-hour workshop for ACE tutors to help them understand embedding literacy and numeracy.

It provides information about five separate workshop sessions which can be combined in different ways. Each session is based on one of the Resources and can be run in about an hour. The facilitator can select which combination of resources will be most useful for their programme. Before running the workshop for ACE tutors, the facilitator needs to have read all the resources thoroughly.

The facilitator can either use the workshop activities in the order they are written here or in a flexible way depending on their skills and experience and the context in which they are working.

FURTHER INFORMATION

Te Kupenga O Manukau has a number of resources to help ACE tutors embed literacy and numeracy at <http://www.tkom.org.nz/>

The *Literacy and Numeracy for Adults: Te Arapiki Ako* website has more information and resources on literacy and numeracy teaching at <http://literacyandnumeracyforadults.com>

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GLOSSARY

The following is a list of acronyms and specialist terms, with descriptions of how they are used in this Guide and the tutor resources.

ACE	Adult and Community Education: education that is outside the compulsory (primary and secondary school) and tertiary (most courses in polytechnics, universities, private training establishments) sectors
BDA	before, during, after: an approach to promoting comprehension
embedding	When teachers are embedding literacy and numeracy, they are helping learners develop some literacy and numeracy skills at the same time that they are learning about the course subject
K-W-L	know-want to know-learned: a BDA strategy to promote comprehension
literacy	Literacy includes reading, writing, speaking and listening
numeracy	Numeracy includes the knowledge and skills needed to apply mathematics to everyday family and financial matters, work and community tasks
strategy	in these resources, a strategy is an approach to developing literacy or numeracy
suggestion	in these resources, a suggestion provides details about how a tutor can apply a strategy to activities that are designed to promote learning about a topic
text	in a literacy context, text not only includes written material such as an evaluation form, course handout, political speech; it also includes other visual material such as tivaevae, a chart, photograph, map; aural material such as a waiata, birdsong; tactile material such as earth samples, fabric; olfactory material such as herbs; multi-modal such as a YouTube clip or dance sequence

APPENDIX 1: LIST OF RESOURCES FOR ACE TUTORS

Copies of the following resources for tutors are available on the Te Kupenga o Manukau ACE Network website: www.tkom.org.nz

<i>resource title</i>	<i>overview</i>	<i>learning outcomes</i>
What is Embedding? A resource for ACE tutors	An overview of literacy and numeracy and an embedded approach to teaching and learning aims to achieve. This is a core resource and provides underpinning knowledge for the other resources.	<ul style="list-style-type: none">• Tutors develop an understanding of an embedded approach to literacy and numeracy teaching• The 'BDA' framework is modelled to tutors
Embedding and Comprehension: a resource for ACE tutors	This helps tutors to think in a structured way about how they introduce and engage with topics. The resource breaks teaching into 3 phases – before during and after. It is a simple but highly effective tool for strengthening teaching and is based on an active model of reading.	<ul style="list-style-type: none">• Tutors will understand how to use five comprehension strategies• The 'BDA' framework is modelled to tutors
Embedding and BDA: a resource for ACE tutors	This helps tutors and learners to work with the vocabulary of their subject in a variety of dynamic and interesting ways. It includes ways of teaching new words and also how to get learners to engage in new words.	<ul style="list-style-type: none">• Tutors will understand, experience and use the Before, During, After (BDA) technique• Tutors will plan targeted teaching activities around a specific resources or topic
Embedding and Vocabulary: a resource for ACE tutors	This supports tutors to help learners understand what they read. It provides some simple and effective comprehension strategies such as predicting, connecting with what learners already know, and checking understanding.	<ul style="list-style-type: none">• Tutors will understand how to use four vocabulary techniques• The 'BDA' framework is modelled to tutors
Embedding and Numeracy: a resource for ACE tutors	This supports tutors to recognise opportunities for identifying numeracy in daily lives, expanding opportunities for building numeracy skills, managing the anxiety many learners have about maths, putting numbers in order and working with units of measure.	<ul style="list-style-type: none">• Tutors will be able to identify numeracy in daily lives and their ACE courses• Tutors will understand maths anxiety• Tutors will understand two approaches to working with numbers• The 'BDA' framework is modelled to tutors

APPENDIX 2: PLACE VALUE

STRATEGY 1: Using the place value chart

Place value is essential to understanding and being able to work with numbers. "Our number system is based on the number 10. The place of a digit in a number indicates the size of that digit and the places increase by a factor of 10 if you move to the left and decrease by a factor of 10 as you move to the right."

The digit 0 is important as a place holder to indicate the number of groups of ten (10). Once ten groups of 10 have been counted a second placeholder is used to indicate the number of groups of 10 tens (hundreds) (1200) and so on. Look at this example using a place-value chart.

Millions			Thousands			Ones		
100s	10s	1s	100s	10s	1s	100s	10s	1s

The patterns of ones, tens, hundreds repeats for thousands and millions. Recognizing this pattern helps with reading large numbers.

Place value in a cookery class

Hone teaches cookery to a group of male ACE learners. These learners are motivated to learn by being able to cook for their families and children. Hone recognizes that some of his learners struggle with using numbers and seem to miss out numbers particularly when they have to write down larger numbers e.g. for shopping lists 450 gm flour is often written as 405 gm flour. Hone thinks they might not have a good understanding of place value so he decided to introduce them to the place value chart.

Hone draws up the 1s, 10s and 100s chart on the board. He writes in the number 333 and points to each 3 in turn and asks what they represent – 3, 30 and 300. He explains that as the number moves to the left column it increases by a factor of 10 (or $\times 10$) and if the number moves to the right it decreases by a factor of 10. He also points out that $300+30+3 = 333$.

Hone asks the learners to spend some time using their own place value chart and to put in some numbers of their own and to think about what each number represents and how they could create a number sum as he has modeled. Hone brings the group together and they discuss the full place value chart. He puts in a number such as:

Millions			Thousands			Ones		
100s	10s	1s	100s	10s	1s	100s	10s	1s
		7	5	8	5	1	4	2

Hone makes sure that the group can read this number. Then he points to each digit and asks the learners what amount it represents. He changes one of the numbers to a 0 and has a discussion about how 0 acts as a place holder (he gives an example of what happens to a number if the placeholder 0 is missed out or misplaced e.g. 450 becomes 45 or 405). Hone repeats this exercise with different numbers.

In small groups the learners work with their own full place value chart to put in numbers, to read them back to the group and to discuss the value of each digit and the component parts of the number as before. In this way Hone helps the learners to recognise that place value provides a lot of information and is useful in reading numbers and important when writing numbers correctly.

APPENDIX 3: WORKSHOP OUTLINE: INTRODUCING ALL FIVE RESOURCES

Introduction (20 min)

Resources needed:

- course information sheet
- registration form
- assessment form

INTRODUCTION		
Time	Instructions	Resource
	<p>very tight timing so need to start promptly</p> <p>Activity 0a – Welcome/mihi, karakia</p> <ul style="list-style-type: none"> • evolution of the resources, thanks for funding 	
	<p>Activity 0b – housekeeping</p> <ul style="list-style-type: none"> • exits, toilets, break • paperwork 	
end by	<p>Activity 0c – introductions</p> <ol style="list-style-type: none"> 1. everyone to stand up and organise themselves alphabetically in a horseshoe, according to first name; round of first names 2. reorganize themselves in relation to what they teach; round of first names and topics 3. sit down 	

Session 1: Embedding – the what, why and how (45 min)

Session 1: Embedding – the what, why and how?		
Time	Instructions	Resource
	<p>Activity 1a: Brainstorm (before)</p> <ol style="list-style-type: none"> 1. <u>On the whiteboard</u> have 3 columns headed literacy, numeracy and embedding. 2. Ask tutors to work in pairs and identify up to three things that they know about these each term. 3. Each pair comes to the board and writes their points for each column. [leave on board] 	
	<p>Activity 1b: Read, ask and answer questions (before & during)</p> <ol style="list-style-type: none"> 1. Read out the title of the resource; ask them to write down a question they expect this resource to answer 2. Ask participants to read the resource and as they read, to look for the answer to their question. 3. Ask for some to share their question with the group and whether or not they found the answer (not what it was); make sure you get some who did and some who didn't 	hand out <i>Embedding</i> resource
	<p>Activity 1c: Reflect on learning (after)</p> <ol style="list-style-type: none"> 1. Return to brainstorm activity on whiteboard: Is there any new information the group can add to the brainstorm? What are the main point participants learned from their reading? 	
end	<p>Activity 1d: Review</p> <ol style="list-style-type: none"> 1. Explain that there have been three activities all to do with Before/during/after (BDA) which is the focus of the next resource. Explain that this approach helps learners read with a purpose and is useful in ACE sessions. 2. With the three terms <u>on the board</u>; ask them to recall the strategies used for each in this session <p style="text-align: center;">BEFORE DURING AFTER</p> 3. Ask them to talk in pairs about which strategies they might not be able to use in their own courses 	

by	4. Ask the whole group for any examples of a strategy that couldn't be used in a particular course; brainstorm to see if there are possibilities	
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Session 2: Before During and After (45 min)

Session 2: Making the most of your subject – can include tea break		
Time	Instructions	Resource
	<p>Activity 2a (before)</p> <ol style="list-style-type: none"> 1. Explain: The Before, During and After (BDA) technique is used to structure a teaching session and materials to help increase learners' engagement with the task in hand. 2. Ask participants to think about whether they use this technique already in their teaching; ask how many think they do and give some examples 	
	<p>Activity 2b (during)</p> <p>Ask the tutors to read the resource thinking about:</p> <ul style="list-style-type: none"> • How would you describe the BDA technique to a group of learners? <p>[combine this work with having a cup of tea – okay to bring food back to the room]</p>	hand out <i>BDA</i> resource
end by	<p>Activity 2c (after)</p> <ol style="list-style-type: none"> 1. Ask participants to work in a small groups to practise describing the BDA technique to one another in the way they would to learners 2. In the whole group, talk about the challenges and issues about using BDA – and any ideas for addressing them 3. Hand out worksheet with suggestion that it might be helpful for applying this strategy in their own courses 	<i>BDA</i> worksheet

Session 3: Working with comprehension (30 min)

Session 3: Working with comprehension		
Time	Instructions	Resource
	<p>Activity 3a: (before)</p> <ol style="list-style-type: none"> 1. Explain the Know/Want to know/learn is another version of BDA 2. Ask participants to in pairs complete the first two columns of the KWL chart based on: <ul style="list-style-type: none"> • What they already Know (k) about comprehension and • 'What they Want (w) to know' about this topic. 	hand out <i>KWL</i> worksheet
	<p>Activity 3b: (during)</p> <p>Ask participants to read the resource, focusing on:</p> <ul style="list-style-type: none"> • what is comprehension? • which strategy that supports comprehension do they like most and which least 	hand out <i>Comprehension</i> resource
end by	<p>Activity 3c: (after)</p> <ol style="list-style-type: none"> 1. Ask participants to complete the 'What they Learned' section of the KWL chart. 2. Ask participants to discuss in small groups: <ul style="list-style-type: none"> • what they learned from the reading • how the KWL chart was useful and how it shaped their thinking and reading • which of the 5 strategies they would prefer to use and which unlikely to use 	

Session 4: Working with vocabulary (30 min)

Session 4: Working on vocabulary		
Time	Instructions	Resource
	<p>Activity 4a: (before) Ask the group:</p> <ol style="list-style-type: none"> 1. What do we want learners to be able to do with new vocabulary? (Prompt – <i>speak, understand, read and spell</i>) 2. Ask each participant to list 5 words that are specialist vocabulary for your course or topic. Talk to the person next to you about how you teach these at the moment? 	
	<p>Activity 4b: (during)</p> <ol style="list-style-type: none"> 1. As participants read, identify 5 specialized vocabulary words to do with 'embedding literacy' in the text 2. Brainstorm and note on board some of these terms 	hand out <i>Working with vocabulary</i>
end by	<p>Activity 4c: (after)</p> <ol style="list-style-type: none"> 1. In pairs, discuss <ul style="list-style-type: none"> • how easy the strategies would be to use in their own courses – which easiest, which hardest • give a couple of examples of which strategies they could use for what • how much preparation would be involved 	

Session 5: Working with numbers (30 min)

Session 5: Working with numbers		
Time	Instructions	Resource
	<p>Activity 5a: (before)</p> <ol style="list-style-type: none"> 1. Ask participants to think about numeracy skills they used this morning between waking up and going to 'work' (or whatever else they did today) 2. Have people quickly call out examples; emphasise that these are all numeracy activities that are embedded into our most ordinary activities - so it's a real problem for people that don't have the skills 	
	<p>Activity 5b: (during)</p> <ol style="list-style-type: none"> 1. Divide the participants into 5 groups. <ul style="list-style-type: none"> • Allocate one strategy to each group. 2. Ask participants to read their section, select a spokesperson and prepare short presentation for whole group <ul style="list-style-type: none"> • a short summary and • opinion about what they have read. 3. Each group presents to the whole group. 	hand out <i>Working with numbers</i>
end by	<p>Activity 5c: (after)</p> <ol style="list-style-type: none"> 1. Give participants a few minutes to think about a numeracy strategy they could use in their own course 2. In a round ask each participants to share their own example; if they can't think of one, ask for ideas from the group 	

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Conclusion (10 min)

Resources needed:

- Evaluation form
- certificates with names filled in from registration forms

Conclusion		
Time	Instructions	Resource
end by	Activity 1 – closing remarks; karakia Activity 2 – complete evaluation forms & pick up certs on the way out	eval form in folders; certificates

APPENDIX 4: DESIGNING YOUR OWN WORKSHOP OUTLINE

Session 1: Embedding – the what, why and how (55 min)

Outcome:

- Tutors develop an understanding of an embedded approach to literacy and numeracy teaching
- The ‘Most of your subject’ framework is modelled to tutors

Resources needed:

- Resource: What is embedding?
- Resources: Working on Making the most of your subject
- White board and pens
- Paper and pens for tutors

Session 1: Embedding – the what, why and how?		
Time	Instructions	Resource
15 mins	<p>Activity 1 - Brainstorm</p> <p>On the whiteboard draw 3 columns headed literacy, numeracy and embedding Ask tutors to work in pairs and discuss what they know about these terms. Each pair comes to the board and writes three key points for each column from their conversation. When everyone has finished briefly ask tutors to reflect on their involvement in this activity and make links to asking learners to engage this activity in the classroom.</p>	White board and pens
20 mins	<p>Activity 2 – Read, ask and answer questions</p> <p>Explain the background (written for ACE tutors, to provide ideas and techniques for engaging with literacy and numeracy in ACE teaching – say this is one of 5 resources they will get today.) Ask them to think of a question they expect this resource to answer (such as how much work will this be for me?) Ask participants to read the resource to themselves and as they read, to look for the answer to their question.</p> <p>When everyone has finished reading, in pairs take turns to ask and answer the questions they had, using information from the text.</p> <p>Have a group discussion about the main points the tutors got from the resource.</p> <p>Then ask the tutors to reflect on the question and answer activity – what literacy skills does the activity build? How many times did you have to read and reread? (this is an important reading technique) How easy was it to create the questions? Where could you use this question and answer activity in your course?</p>	What is embedding? resource
5 mins	<p>Activity 3: Reflect on learning</p> <p>Return to brainstorm activity – is there any new information the group can add to the brainstorm? What have participants learned from their reading?</p>	
15mins	<p>Review</p> <p>Explain that there have been three activities all to do with the <i>What is embedding?</i> resource.</p> <p>Explain that one was done before reading, one during reading and one after reading. Ask participants to tell you what the activities were. Prompt the tutors to identify for: (before) finding out what people know before a topic, brainstorm; (during) read, ask and answer questions; (after) reflect on learning, edit brainstorm.</p> <p>Explain that this approach helps learners read with a purpose and is useful in ACE sessions.</p>	

Session 2: Making the most of your subject (55 min)

Outcome:

- Tutors will understand, experience and use the Before, During, After (BDA) technique
- Tutors will plan targeted teaching activities around a specific resources or topic
- To model the BDA technique

Resources needed:

- Resources: Making the most of your subject
- White board and pens
- Paper and pens for tutors
- An ACE text of the facilitator's choice

Session 2: Making the most of your subject		
Time	Instructions	Resource
10mins	<p>Activity 2a Explain: The Before, During and After technique is used to structuring your teaching around your materials to help increase learners' engagement with the task in hand. This technique is outlined in the Resource.</p> <p>Ask participants to predict what might be in the resource based on the title (a Before reading task).</p> <p>Write the suggestions on the white board (remember to capture all ideas no matter how small)</p>	Resource: <i>Making the most of your subject in ACE</i>
15 mins	<p>Activity 2b Give out the resource:</p> <p>Ask the tutors to read it, thinking about two questions:</p> <ul style="list-style-type: none"> • How they might describe the BDA technique to a group of learners? • How the BDA technique could be used in their teaching? (a During reading task) <p>Write these questions up so participants can refer to them.</p>	
10mins	<p>Activity 2c Ask participants to work in a small group: Practise describing the BDA technique to one another. Discuss how it might be incorporated it into a sessions. Talk about the challenges and issues about using it (an After reading task).</p>	
20mins	<p>Activity 2d Ask participants, in pairs or small groups, to work with one of their own resources or with one provided.</p> <p>Create a list of ideas for activities to do before, during and after engaging with the task. Have a large group discussion to share ideas with the wider group.</p> <p>Prompt: how many of the ideas will work with any text or resource? (an After reading task)</p>	ACE teaching resource BDA handout

Session 3: Working with comprehension (60 min)

Outcome:

- To understand and use 5 comprehension strategies
- To model the BDA technique

Resources needed:

- Resources: Working with Comprehension
- KWL handout
- White board and pens
- Paper and pens for tutors

Session 3: Working with comprehension		
Time	Instructions	Resource
5mins	<p>Explain: that you will use the BDA technique to engage with <i>Working on comprehension</i></p> <p>Participants will experience activities at each stage of BDA as well as get a thorough understanding of the concepts and ideas in the Resource.</p>	Resource: <i>Working with comprehension</i>
10 mins	<p>Activity 3a Before reading task:</p> <p>Ask participants to: in pairs complete the first two columns of the KWL chart based on 'What they Know' (k) about comprehension and 'What they Want (w) to know' about this topic.</p> <p>Prompt: try and write middle column as a question? (This provides more focus and a different way of thinking and writing than just a bullet point comment.</p> <p>Say they will read more about using a KWL chart in the resource.</p>	KWL handout)See end of guide)
15mins	<p>Activity 3b During reading task:</p> <p>Ask participants to:</p> <ul style="list-style-type: none"> - Identify what is comprehension? - identify 5 strategies that support comprehension. - identify what they do as they read that helps them to understand what they are reading. <p>Hand out resource and allow time for reading. You may want to put the task up on the whiteboard so participants can refer to them.</p>	
5mins	<p>Activity 3c After reading task I</p> <p>Ask participants to complete the 'What they Learned (l)' section of the KWL chart.</p> <p>Reflect on learning from reading</p> <p>Ask participants how the KWL chart was useful and how it shaped their thinking and reading.</p>	

5mins	<p>Activity 3d After reading task 2</p> <p>Ask participants to: give a definition of comprehension from the text.</p> <p>Ask participants to: identify 5 strategies that support comprehension Note that some strategies have already been used in this workshop e.g. predicting, brainstorming (make links to prior knowledge), asking questions.</p> <p>Note that there are many comprehension strategies, these are common and useful as teaching strategies</p>	
5mins	<p>Activity 3e After reading task 3</p> <p>Ask participants to: identify what they did to help them comprehend what they were reading.</p> <p>Prompt: underlining, fiddling with something, getting comfortable, having a drink or something to eat, taking a break, asking someone a question, reading aloud, rereading a phrase, sentence or paragraph, making notes, underlining or highlighting, thinking to a real situation, imagining or visualizing themselves trying something out, rephrasing something or putting it into their own words etc.</p> <p>These are all useful strategies. Link these personal strategies to the environment in the classroom where we may ask learners to read.</p>	
10 mins	<p>Activity 3f After reading task 4</p> <p>Ask participants to discuss which of the 5 strategies they would prefer to use, how they could use them in their next teaching session and which would be more difficult to put into practice. This will be best done in small groups.</p>	

Session 4: Working with vocabulary (60 min)

Outcome:

- To understand 4 vocabulary techniques
- To model the BDA technique

Resources needed:

- Resources: Working with Vocabulary
- White board and pens
- Paper and pens for tutors

Session 4: Working on vocabulary		
Time	Instructions	Resource
20	<p>Activity 4a: Before reading task</p> <p>As the group What is vocabulary? (Prompt for distinction between– personal vocabulary – known and used words and specialized vocabulary - words or terms related to a topic or subject area.) What do we want learners to be able to do with new vocabulary? (Prompt – speak, understand, read and spell)</p> <p>Ask each participant to list 5 words that are specialist vocabulary for your course or topic. Talk to the person next to you about how you teach these at the moment?</p> <p>Large group feedback. (Note some people might not see themselves as explicitly teaching vocabulary but just using it in class is modeling use which is a form of teaching)</p>	
20	<p>Activity 4b: During reading task 1 Identify 5 specialized vocabulary words in the text</p>	Resource: <i>Working with vocabulary</i>
	<p>Activity 4c: During reading task 2 Identify the 4 vocabulary techniques outlined in the resource</p>	
	<p>Activity 4d: During reading task 3 Think about what preparation the tutor had to do in order to teach vocabulary using these techniques in her classroom.</p>	
20 minutes	<p>Activity 4e: After reading task 1</p> <p>Put the 4 vocabulary techniques in order of how easy they would be to use. In pairs discuss your order and explain how you could use the easiest two in your teaching.</p> <p>In pairs pick one of your most challenging technique and plan a way of trying the technique in the classroom</p>	
	<p>Activity 4f: After reading task 2 In pairs discuss the preparation the tutor in the resource had to do in order to teach vocabulary using these techniques in her classroom. Consider how that would impact on your approach to your teaching.</p>	

Session 5: Working with numbers (60 min)

Outcome:

- To identify numeracy in daily lives and ACE courses
- To recognize and explore ways of managing math anxiety
- To explore ways to teach ordering of numbers
- To engage learners in units of measure
- To model the BDA technique

Resources needed:

- Resources: Working with numbers
- White board and pens
- Paper and pens for tutors
- Resources: matching sheet, numbers on cards, juice boxes

Session 5: Working with numbers		
Time	Instructions	Resource
20 mins	<p>Activity 5a: Before reading task 1</p> <p>Ask participants to stand in a line across the room. Ask participants to put themselves in order according to height – smallest to tallest. (Discuss how they did the task).</p> <p>Ask participants to reorder themselves by how far they have travelled to be there this morning – closest to furthest. (discuss what other skills they had to use to do this task e.g. speaking and listening, deciding on unit of measure – distance or travel time).</p> <p>Ask participants to reorder themselves by how good they were at maths at primary school – from poor to excellent.</p> <p>Ask participants to reorder themselves by how good they were at maths on leaving secondary school – from poor to excellent (discuss the difference from the last ordering – who moved, who didn't and why. Ask the people from either end about their experiences of maths at school).</p> <p>Explain to participants that they have been using numeracy skills for this task – estimating, measurement, units of measure, ordering as well as touching on the feeling generated by numeracy and maths.</p>	Whiteboard and pens
10mins	<p>Activity 5b: Before reading task 2</p> <p>In pairs make a list of the numeracy tasks that each participant has engaged in that morning – e.g. reading clocks, timing an egg cooking, timing in the shower, calculating distances when driving, understanding time when listening to radio etc Prompt for calculations, reading numbers and dials, charts and graphs, measurement, estimation, fractions, decimals and percentages, money, time etc</p> <p>Ask participants to sort their lists into groups: number and calculations, measurement and shape, and data and statistics.</p>	

	<p>Ask participants to add to the lists any specific numeracy tasks their learners have to do on their ACE course. Are any added – of so which ones?</p> <p>Reflect on the number of items on the lists, ask for volunteers to say which heading they feel they are strongest and which heading their learners would find most challenging.</p>	
10mins	<p>Activity 5c: During reading task 1</p> <p>Divide the participants into 5 groups. Allocate one focus point and one scenario to each group.</p> <p>Ask participants to read their section, select a spokesperson and together prepare a short summary and opinion presentation about what they have read. Prompt: This section is about.... Tutors can... we think...</p> <p>Each group presents to the rest of the group.</p> <p>Provide time for the whole group to read through the entire resource at the end. Allow time for questions and answers</p>	Resource; Working with numbers
10 mins	<p>Activity 5d: After reading 1</p> <p>Set up the techniques suggested in the resource – including Ordering numbers (on cards) Using juice boxes for discussion on unit conversions Matching abbreviations and terms for units of measure</p> <p>Ask participants to have a go with each resource and think about how they can adapt it to their course and what they would need to do to use it in their teaching.</p>	Resources: matching sheet, numbers on cards, juice boxes Handout 3: Netball coaching resource
10 mins	<p>Activity 5c: After reading 2</p> <p>In small groups ask participants to plan a session for their course that will include at least one of the numeracy ideas from the resource. Discuss the outcome they intend and what the challenges might be.</p>	

APPENDIX 5: WORKSHOP HANDOUTS

Sample Workshop Activity Instructions and Notes

(for workshop including all five resources)

SESSION 1: EMBEDDING – THE WHAT, WHY AND HOW

Activity 1a: (in small group)

what words, ideas, descriptions do you associate with each of the following:

<i>literacy</i>	<i>numeracy</i>	<i>embedding</i>

Activity 1b: What is one question you would expect to find the answer for in a resource titled *Working with Embedding: Questions and answers for tutors?*

Your question:

Was the answer in the resource?

Activity 1d: (in small group)

	Before	During	After
activities in Session 1			
can I use in my teaching?			

SESSION 2: BEFORE, DURING AND AFTER

Activity 2a: Some examples of already using BDA in your own teaching (or maybe some aspects of it)

Activity 2b: (while reading) How would you describe BDA to a group of learners?

Activity 2c: (whole group)

<i>Challenges/issues in using BDA</i>	how to address them

SESSION 3 (inc tea break): WORKING WITH COMPREHENSION

Activity 3b: (while reading)

What is comprehension?

Which comprehension strategy do you like best? why?

Which comprehension strategy do you like least? why?

Activity 3c: (in small group)

What did you learn from the reading?

Was the KWL chart useful? how did it shape your thinking and reading?

Which of the strategies are you most likely to use? why

Which least likely? why

SESSION 4: WORKING WITH VOCABULARY

Activity 4a: (whole group) What do you want learners to be able to do with vocabulary?

(in small group) List 5 words that are specialist vocabulary for your course/topic; how do you teach them?

Activity 4b: (while reading) List 5 specialised vocabulary to do with 'embedding literacy'

Activity 4c: (in small group)

How easy would it be to use the Vocab strategies in your own course? easiest? hardest?

Some examples of which strategies could be used to teach what:

How much preparation would be involved if you used those strategies?

SESSION 5: WORKING WITH NUMBERS

Activity 5a: numeracy skills you used this morning between waking up and going to work

Activity 5b: (in small group)

summary of our assigned strategy

our opinion of it

Activity 5c:

an example of a numeracy strategy I could use in my course/teaching:

HANDOUT FOR TUTORS

Planning activities using BDA	
Name or outline of text:	
Before activities E.g. Predict..., brainstorm on..., pose questions about..., define terms, describe own experience etc	
During activities E.g. Find... highlight...underline...tick...create questions...find answer...find definition... etc	
After activities E.g. Summarise...list key points...think of an example... relate to own experience...reflect on impact...identify audience... etc	

KWL

HANDOUT TO USE WITH TUTORS AND LEARNERS

What do I Know about.....?	What do I want to know about.....?	What have I learned about.....?

DRAFT

NETBALL COACHING

MATCHING MEASUREMENT TO CATEGORIES: Handout for Tutors

Instruction: Draw a line to match the measurement to the object. The first one is done for you.

30.5 m	ball circumference
15.25m	goal post height
50mm	court length
90cm	half time interval
3.05m	per quarter
690-710 mm	centre circle diameter
2 minute	court width
400-450cm	court marking width maximum
3 second	maximum time per injury
15minutes	ball holding maximum
1 hour	ball weight
5 minute	game time

APPENDIX 6: TKOM RESOURCES FOR AN ACE PROFESSIONAL DEVELOPMENT WORKSHOP

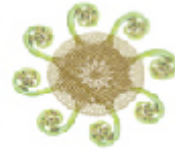
E-versions of these resources are available to members of our website; to become a member, simply request an account (www.tkom.org.nz). You are welcome to adapt the resources to suit your own purposes as long as you acknowledge the source.

Please note that we print the attendance certificates as A5, to distinguish from the A4 certificates which are given for 'completion', that is, when an assessment has been provided.

DRAFT

Te Kupenga o Manukau

Ehara taku toa takitahi engari he toa takitini



Our Network invites all community education tutors and coordinators (that is, anyone who provides any kind of learning activities for adults), to a workshop introducing the newly-developed resources to support embedding literacy:

Embedding Literacy in Community Education

Thursday September 23, 9.30 to 1pm: Glenfield College, Prefab B, Kaipatiki Road; parking nearby (map sent on request)

Wednesday September 29, 6-9:30 pm: Waitakere Community Resource Centre, 8 Ratanui Street, Henderson (up the service lane behind the National Bank), parking on site

Tuesday October 5, 9.30am to 1pm: Te Whare Awhina Community House, 4 Tamworth Close, Manurewa; parking on street

This is a FREE workshop; it includes refreshments and free copies of the resources

In the 2009 Budget, the government strongly emphasised literacy and numeracy as priorities. Embedded literacy/numeracy is a particularly good approach to this for community education courses for adults. This workshop will provide an introduction to embedding, plus activities tutors can use to enhance vocabulary, comprehension, and numeracy skills for learners at any level.

The content of the workshop is the same at the different venues.

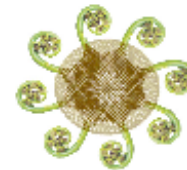
RSVP and Registration: There are only 15 places available at each workshop; so RSVP as soon as possible to admin@awea.org.nz (your name and preferred date)

NB: if you are interested but can't come to any of these sessions, contact us so that we can put you on the list to be advised of future workshops

Thanks to the ACE Professional Development Panel for their funding support

Te Kupenga o Manukau

E hara taku toa taki tahi engari he toa taki tini



EMBEDDING LITERACY IN COMMUNITY EDUCATION (a 3.5 hour workshop)

PURPOSE OF THE WORKSHOP

In the 2009 Budget, the government strongly emphasised literacy and numeracy as priorities. Embedded literacy/numeracy is a particularly good approach to this for community education courses for adults.

This workshop will provide an introduction to embedding, plus activities tutors can use to enhance vocabulary, comprehension, and numeracy skills for learners at any level.

COURSE CONTENT

An outline is provided below:

- introduction to embedding literacy and numeracy in community education
- strategies and suggestions for embedding literacy
- strategies and suggestions for embedding numeracy

RECOGNITION OF PARTICIPATION

All people who participate in the workshop will be given a Certificate of Attendance.

A Certificate of Completion will be given to those who

- have attended and
- have provided a short (about 1 page) written description of how they will apply at least one suggestion in a community education context (form available to provide guideline of what is required)
- the written description should be submitted within one month of attendance at the workshop

QUERIES, PROBLEMS, ETC

AWEA on behalf of Te Kupenga o Manukau ACE Network:

For queries, comments, feedback on workshop or resource content:	For administrative queries (future course dates, certificates, etc):
Christine Herzog	Traci Mangu
coordinator@trc.org.nz	admin@awea.org.nz
	274-4270 (phone & fax)

This resource was developed by Alison Sutton, COMET and Ginnie Denny, MarginZ, as part of a project for Te Kupenga o Manukau ACE network. The project was funded by the ACE Aotearoa Professional Development Steering Group.



Te Kupenga o Manukau ACE Network Literacy Project, August 2010. Resources for tutors
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PROFESSIONAL DEVELOPMENT REGISTRATION

Course Name Embedding Literacy Facilitator _____ Date _____
We are required to provide statistical summaries of who attends our courses; so we need to request that you complete this form. We observe the principles governing the release of information as set out in the Privacy Act. Please print all answers.

- 1) PREFERRED NAME _____
- 2) NAME OF ORGANISATION _____
- 3) MAILING ADDRESS _____

 SUBURB & TOWN/CITY (and zipcode if known) _____
- 4) PHONE - work () _____ 4) EMAIL _____
- 5) GENDER male female
- 6) ETHNIC ORIGIN (please enter '1' for the ethnic group you most strongly identify with plus any others that apply)
 Pakeha/NZ European _____ NZ Maori _____ Pacific Islander _____ Asian _____
 Other (please specify) _____

- 7) How did you know about this course?
- | | |
|--------------|--------------------------|
| TKOM website | <input type="checkbox"/> |
| TKOM email: | <input type="checkbox"/> |
- | | |
|-----------------|--------------------------|
| ACE coordinator | <input type="checkbox"/> |
| other: | <input type="checkbox"/> |
- | | |
|--------------|--------------------------|
| TKOM minutes | <input type="checkbox"/> |
|--------------|--------------------------|

From time to time we send out information which we think will be of interest.

If you do NOT want such information please tick this box

admin only:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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TKOM WORKSHOP EVALUATION

Course Name EMBEDDING LITERACY

Date _____

1 I came to this workshop because (you may tick as many boxes as apply):

I wanted to learn more about the topic₁
 it would be helpful to my work₃

I wanted to apply it to a specific situation₂
 I wanted to support the Network₄

other: _____

2 My main expectation, before this workshop started, was that it would

3 Was this expectation met? yes no n/a any comment:

	strongly disagree	disagree	neither	agree	strongly agree	not sure
4 I have learned new ideas and/or gained new information	1	2	3	4	5	ns
5 I have found the session interesting and worthwhile	1	2	3	4	5	ns
6 The resources (e.g., hand-outs) are useful	1	2	3	4	5	ns
7 The workshop was well-planned in terms of activities & discussion	1	2	3	4	5	ns
8 The workshop was about the right length	1	2	3	4	5	ns
9 The facilitator was well prepared	1	2	3	4	5	ns
10 The facilitator created an environment in which I felt able to participate	1	2	3	4	5	ns

11 Overall, I would rate this workshop: very poor₁ poor₂ satisfactory₃ good₄ excellent₅ not sure₆

12 How do you think what you learned in this workshop will make your practice more effective for your learners?

13 Any suggestions for improvements to this workshop? please be as specific as possible

- ♦
- ♦
- ♦

14. Any suggestions for future topics for workshops:

-
-
-

July 2010



ACKNOWLEDGEMENT OF ATTENDANCE

THIS IS TO CERTIFY THAT

HAS ATTENDED AN ACE PROFESSIONAL DEVELOPMENT COURSE

Embedding Literacy in Community Education
(3.5 hours)

Content

- introduction to embedding literacy & numeracy in community education
 - strategies for embedding literacy
 - strategies for embedding numeracy

.....
Kaiako (tutor)

.....
Te Rā (date)

There was no charge for this workshop thanks to a grant from the ACE Aotearoa Professional Development Steering Group.



Koia! Koia! ACE
Adult & Community Education
is lifelong learning.