

Trainer pack

**Developing creative
and holistic
approaches to
teaching English at
Entry level**

Module 11

Course information

Course information	Length of session: 3 hours, depending on size of group and prior knowledge and experience of participants. Trainers can customise, shorten and lengthen the session to suit the audiences and settings. The session as it stands is intended to be 3.5 hours long, inclusive of 30 minutes for registration and breaks.
Audience	Job roles: English and functional English teachers teaching Entry level learners Sector/setting: FE colleges, training providers, adult and community learning, offender learning

Notes to trainer

Handouts and resources

All resources are included at the end of this document, for ease of printing. Handouts are also shown, for your information. A separate participant pack is also available containing handouts and PowerPoint notes.

Terminology

Whilst this CPD focuses on teaching English at the Entry levels, participants will come from a range of backgrounds and with varying experience. You may need to spend a little time ensuring you have a shared vocabulary. In particular, several terms are in current use for describing adult literacy, language and numeracy. These include basic skills (a term still used in some settings); adult literacy, language and numeracy – variously abbreviated to LLN, ALN, ALAN; and Skills for Life. The term 'English, maths and ESOL' will replace these, but expect participants to use terms with which they are familiar. Note that some sources of information used in this training employ previously current terminology.

Aim

To develop a holistic approach to the development of English at Entry level using creative and learner-centred techniques

Outcomes

By the end of the session participants will have:

- identified some strategies for eliciting learners' literacy practices in different domains of their lives;

- discussed teaching and learning strategies which promote creative and holistic approaches, including strategies for speaking and listening, reading and writing;
- developed criteria for assessing creative approaches to teaching and learning; and
- developed ideas for using a range of resources, including ICT.

Module overview

Activity		Content
1	Welcome and starter activity	Defining holistic approaches and reflecting on what the concept means for literacy teaching and learning.
2	Introductions, aims and intended outcomes	Introductions. Overview of session.
3	Watching DVD and evaluating techniques used for eliciting from learners what they do with literacy outside the classroom	Strategies for eliciting learners' literacy practices in different domains of their lives.
4	Small group work to come up with features of creative approaches	Focus on creative approaches – definition and features.
5	Sorting techniques for teaching and learning appropriate for creative approaches	Understanding of 'creativity' in literacy teaching and learning – focus on problem solving and developing capacities to generate and evaluate new ideas. Identifying teaching and learning strategies that promote active, creative and holistic learning.
6	Small group discussion leading to whole group discussion	Developing criteria for creative and holistic learning. Formulating a checklist to use in evaluating teaching and learning approaches.
7	Model an exemplar and apply criteria	Use checklist to evaluate an exemplar of creative and holistic approaches with Entry level literacy learners.
8	Small group work to formulate	Use checklist and handout to stimulate

	own ideas for projects	collaborative generation of ideas.
9	Sharing ideas	Small groups to make 'market stall' showing some ideas for teaching and learning activities and how they can be adapted for different entry levels, students groups and contexts.
10	Where do I go from here?	Review and recap of session. Progression planning for further development in own practice.

Trainers

Trainer experience or qualifications	Trainers must be qualified adult literacy / English teachers with experience of group teaching at all Entry levels (5 years minimum). Recent experience as a literacy teacher trainer (2 years minimum)
Reference material for trainers	<p>Trainer notes</p> <p>Grief, S (2007) <i>Collaborative Writing</i>, NRDC</p> <p>Hughes, N and Schwab, I (2010) <i>Teaching Adult Literacy Principles and Practice</i> NRDC: McGraw Hill</p> <p>Luke A and Freebody P (1999) http://www.readingonline.org/research/lukefreebody.html</p> <p>Pardoe S and Ivanic R (2007) <i>Literacies for Learning in Further Education</i> (DVD) Public Space & Lancaster University www.lancaster.ac.uk/LFLFE</p> <p>Education Scotland's 'The Journey to Excellence' website: http://www.journeytoexcellence.org.uk/resourcesandcpd/research/summaries/rsfosteringcreativity.asp www.journeytoexcellence.co.uk/resourcesandcpd/research/summaries/</p> <p>For further information about Geoff Petty: http://www.geoffpetty.com</p>

Resources

Resources for reference during the session	<p>Trainer notes</p> <p>Pardoe S and Ivanic R (2007) <i>Literacies for Learning in Further Education</i> (DVD) Public Space & Lancaster University: www.lancaster.ac.uk/LFLFE</p> <p>Youtube! excerpt available on http://www.youtube.com/watch?v=kyjlqggwuGY</p>
Pre-course activity for participants	None
Useful websites	For access to the Literacies for Learning research:

www.lancaster.ac.uk/LFLFE

For information about other LSIS CPD programmes, look at this menu page on the Excellence Gateway:
<http://www.excellencegateway.org.uk/node/21318>

For information about the adult core curriculum:
<http://www.excellencegateway.org.uk/sflcurriculum>

For information about functional skills:
<http://www.excellencegateway.org.uk/node/21154>

For access to all NRDC research:
<http://www.nrdc.org.uk/index.asp>

Before the session the trainer needs to:

A flip chart and pens are required for several activities.

TN 1: sticky notes (3-4 different colours if possible) plus an interactive whiteboard or flip chart.

TN 3: set up DVD or YouTube video in correct place. The trainer will need a copy of the DVD and booklet 'Literacies for Learning in Further Education' by Simon Pardoe and Roz Ivanic. It is helpful to read the first two sections of the booklet and the website at www.lancaster.ac.uk/LFLFE. Alternatively the clip is available on YouTube on <http://www.youtube.com/watch?v=kyjlqggwuGY>. The clip is just over 9 minutes long and probably it is worth playing the whole of it, however the section on use of 24-hour clock diagram is from approximately 4 minute 20 seconds to approximately 7 minute 7 seconds.

TN 5: prepare resource cards in **R 1**. Note that you can remove or add to this set of teaching and learning approaches, according to the experience and expertise of the participants.

TN 9: mobile phone or digital camera to photograph resource and lesson plan ideas – for distribution electronically.

Copies of the Participant pack. Note that this includes copies of handouts and PPT slide notes.

An evaluation form, if required.

Session plan

Aim

To develop a holistic approach to the development of English at Entry level using creative and learner-centred techniques

Outcomes

By the end of the session participants will have:

- identified some strategies for eliciting learners' literacy practices in different domains of their lives;
- discussed teaching and learning strategies which promote creative and holistic approaches, including strategies for speaking and listening, reading and writing;
- developed criteria for assessing creative approaches to teaching and learning; and
- developed ideas for using a range of resources, including ICT.

Suggested timings are for guidance purposes only. Trainers should adapt content to meet the needs and experience level of the participants

TN – trainer notes HO – handout R – resource PPT – PowerPoint

Time	Content	Resources		
		No.	Style	Title
Time in minutes 15m	TN 1. Welcome and starter activity Purpose of this activity: to welcome participants, gauge their understanding of holistic teaching and allow some time for them to introduce themselves to each other.	PPT 1-3	Slides	Introduction
Cumulative total (Total 15m)	Using PPT 1-3 , ask participants for their definition of 'holistic' in the context of teaching English; ideas from small groups collated on a flip chart or interactive whiteboard (IWB).	Sticky notes (different colours for each small group) plus flip chart or IWB		

Time	Content	Resources		
		No.	Style	Title
15m	TN 2. Introductions, aims and objectives of session Purpose of this activity: to some aspects of a holistic approach and confirm the aim and planned outcomes. Trainer presents features of a holistic approach to literacy / English teaching (PPT 4) and compares with participants' ideas. Confirm that an integrated / holistic approach meets the need of functional skills well, where the full range of skills is required for problem solving tasks. PPT 5 – aim and outcomes. Introduction of yourself and participants. HO 1 – self-reflection sheet.	PPT 4-5	Slides	Features of a holistic approach
(total 30m)		HO 1	Handout	Aim and outcomes of session Self-reflection sheet
20 min	TN 3. Introduce context of research and discussion points Purpose of this activity: to consider learners' uses of literacy and how this information can be captured. Watch DVD / YouTube clip, elicit views on discussion points in HO 2 and ask participants to evaluate the techniques used for eliciting from learners what they do with literacy outside the classroom. How might this impact on their own practice? If there is time, show participants the three examples of 24-hour clock diagrams in PPT 6 , PPT 7 and PPT 8 .	DVD / YouTube excerpt	DVD / online excerpt: literacies around the clock	Literacies for learning in further education
(total 50 min)		HO 2	Handout	Literacies inside and outside the classroom
		PPT 6-8	Slides	Examples of clock diagrams
10 mins	TN 4. Creative approaches to teaching and learning – introduction Purpose of this activity: to define what is meant by 'creative approaches' and begin to think about approaches. Use PPT 9 to begin to consider what is meant by 'creative approaches' and	PPT 9	Slide	What are creative approaches

Time	Content	Resources		
		No.	Style	Title
(total 60 mins)	why they are a good thing. Ask participants to think of the features of creative approaches; follow up with HO 3 : What are creative approaches?	HO 3	Handout	? Promoting creativity in the classroom
30 mins	<p>TN 5. What are creative approaches to teaching and learning?</p> <p>Purpose of this activity: to begin to identify specific creative approaches.</p> <p>Show PPT 10, which has the activity instructions. Participants work in groups of 3-4. Give a set of cards made from R 1 to each group. Ask each group to sort the cards into 3 categories: Category A: an approach that can be used creatively and / or holistically Category B: may (with some adaptation) be used creatively and / or holistically Category C: is unlikely to lend itself to creative / holistic use</p> <p>Encourage participants to share ideas about why they place each card in each category and why some might not fit easily into any category. Draw participants' attention again to HO 3 (list of suggested strategies) – do these creative approaches match the ideas given on the cards?</p>	PPT 10	Slide	Instructions
(total 90 mins)		R 1	Sort cards	Creative approaches
		HO 3	Handout	Promoting creativity in the classroom
20 mins	<p>TN 6. Developing a checklist</p> <p>Purpose of this activity: to give participants the opportunity to consider how to evaluate teaching approaches for creativity, and to draw up a checklist.</p> <p>Still in their groups of 3-4, participants discuss how they decided to place method cards in one category or another. What were the criteria they used to make judgements?</p> <p>Use this discussion to draw up a checklist of criteria on a flipchart sheet.</p>	Flipchart paper and pens		
(total 110 mins)				

Time	Content	Resources		
		No.	Style	Title
	Display and share the ideas.			
25mins	<p>TN 7. Model exemplars and apply criteria</p> <p>Purpose of this activity: to examine an exemplar of a literacy session, using their checklist.</p> <p>Using PPT 11, introduce Judith's lesson and explore strategies for developing reading as a holistic activity.</p> <p>Presentation: using PPT 12-13, look at the Luke and Freebody 'Four Resources' model, which suggests four integrated aspects to the development of literacy skills.</p> <p>Using HO 4, ask participants to identify which of the 'Four Resources' is used for each of the reading activities from Judith's lesson, as shown in PPT 14-16.</p> <p>Take feedback and confirm the 'correct' responses using PPT 17-19, which sum up how Judith's lesson could be viewed as both holistic and creative.</p> <p>Use the checklist created in the previous session (TN 6) to evaluate Judith's session.</p>	<p>PPT 11</p> <p>PPT 12-13</p> <p>PPT 14-16</p> <p>HO 4</p> <p>PPT 17-19</p> <p>Checklist created in TN 6</p>	<p>Slide</p> <p>Slides</p> <p>Slides</p> <p>Handout</p> <p>Slides</p>	<p>Judith's lesson</p> <p>Reading as a holistic activity</p> <p>What did the teacher do?</p> <p>What might be 'Four Resources' involve?</p> <p>How was this a holistic session?</p>
20 mins	<p>TN 8. Developing the outline of a creative / holistic lesson</p> <p>Purpose of this activity: to encourage participants to develop ideas for creative and holistic teaching, putting into practice the ideas discussed previously.</p>	<p>Flip chart paper and pens</p> <p>Computer if possible</p>		
15 mins	<p>TN 9. Market stall – sharing ideas from small groups</p> <p>Purpose of this activity: to give participants the opportunity to share ideas.</p> <p>Ideas developed in TN 8 are presented</p>	<p>Personal mobile phones to capture</p>		

Time	Content	Resources		
		No.	Style	Title
(total 170 mins)	in various ways (as selected by participants) to share. Participants can photograph the ideas using their mobile phones.	photos of resources		
10 mins	<p>TN 10. Review and recap of session</p> <p>Individual progression planning</p> <p>Purpose of this activity: to allow time for reflection and wrap up the session.</p> <p>Use PPT 20 to focus participants on actions. Allow participants some time to complete HO 1: Reflection sheet. Give information about other LSIS CPD programmes.</p> <p>Complete an evaluation form, if one is required.</p>	<p>PPT 20</p> <p>HO 1</p> <p>Evaluation form</p>	<p>Slide</p> <p>Handout</p>	<p>Where do I go from here?</p> <p>Reflection sheet</p>
(total 180 mins)				

TN 1

Trainer notes

Time	Content	Resources		
		No.	Style	Title
Time in minutes 15m	TN 1. Welcome and starter activity	PPT 1-3	Slides	Introduction
Cumulative total (Total 15m)	Using PPT 1-3 , ask participants for their definition of 'holistic' in the context of teaching English; ideas from small groups collated on a flip chart or interactive whiteboard (IWB).	Sticky notes (different colours for each small group) plus flip chart or IWB		

Purpose of this activity: to welcome participants, gauge their understanding of holistic teaching and allow some time for them to introduce themselves to each other. Use **PPT 1-2** to introduce the session.

The discussion question for this activity is in **PPT 3**. It may be useful to print copies of the slide to lay out on tables for participants to engage with as soon as they enter the room, and as a 'warm-up' while waiting for latecomers.

The general aim of the task is to get an idea of participants' understanding of the term 'holistic' (and hence their expectations of the session); and to define our understanding of the term in the context of this session. Be aware that some participants may understand 'holistic' as the opposite approach to the more skills-development focus that may have been encouraged by organisations attempting to reach particular targets. In other words what it isn't, rather than what it is.

Alternative

You may wish to do the introductions, aims and objectives first, before this activity.

Differentiation

It may be useful to mix participants in small groups, based on their literacy / English teaching experience and / or teaching contexts.

Ask participants to consider how a holistic approach supports functional skills. This

might be the opportunity to confirm the approaches required for functional skills, with the planning and carrying out of tasks that integrate reading, writing, speaking and listening (as well as ICT and maths). Holistic by nature perhaps?

TN 2

Trainer notes

Time	Content	Resources		
		No.	Style	Title
15m (total 30m)	TN 2. Introductions, aims and intended outcomes of session Trainer presents features of a holistic approach to literacy / English teaching (PPT 4) and compares with participants' ideas. Confirm that an integrated / holistic approach meets the need of functional skills well, where the full range of skills is required for problem solving tasks. PPT 5 – aim and outcomes. Introduction of yourself and participants. HO 1 – self-reflection sheet.	PPT 4-5 HO 1	Slides Handout	Features of a holistic approach Self-reflection sheet

Purpose of this activity: to some aspects of a holistic approach and confirm the aim and planned outcomes.

PPT 4 gives some ideas of the features of a holistic approach. Link these with learner motivation and learner identity (i.e. the learner using literacy / English for personal purposes as well as within the classroom). The trainer can compare participants' ideas with those on the slide and give an overview of the session as outlined in the aim and outcomes. Later in the session, there will be an opportunity to discuss 'creative' approaches in more detail.

PPT 5 gives the aims and intended objectives. Asking participants to introduce themselves briefly will also give you an opportunity to gauge their level of expertise and their expectations of the course.

Introduce **HO 1**: Self-reflection sheet and confirm that they should complete this with notes during each activity and that time will be given at the end of the session to complete this. Note that you can replace this handout with one of your own choice.

Aim

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Outcomes

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- discussed teaching and learning strategies which promote creative and holistic approaches, including strategies for speaking and listening, reading and writing;
- developed criteria for assessing creative approaches to teaching and learning; and
- developed ideas for using a range of resources, including ICT.

TN 3

Trainer notes

Time	Content	Resources		
		No.	Style	Title
20 min (total 50 min)	TN 3. Introduce context of research and discussion points Watch DVD / YouTube clip, elicit views on discussion points in HO 2 and ask participants to evaluate the techniques used for eliciting from learners what they do with literacy outside the classroom. How might this impact on their own practice? If there is time, show participants the three examples of 24-hour clock diagrams in PPT 6 , PPT 7 and PPT 8 .	DVD / YouTube excerpt HO 2 PPT 6-8	DVD / online excerpt: literacies around the clock Points for discussion Slides	Literacies for learning in further education Literacies inside and outside the classroom Examples of clock diagrams

Purpose of this activity: to consider learners' uses of literacy and how this information can be captured.

The trainer will need a copy of the DVD and booklet 'Literacies for Learning in Further Education', by Simon Pardoe and Roz Ivanic. It is helpful to read the first two sections of the booklet and the website at www.lancaster.ac.uk/LFLFE to understand the context of this major research project. It is important to offer a brief introduction to the research, explaining that it is based on a social view of literacy. Note that for some participants, this may be new information and you will need to explain briefly what is meant by a social view of literacy.

If the DVD is not available in your institution, and you have online access, a 9.26 minute excerpt is available on YouTube:

<http://www.youtube.com/watch?v=kyjlqggwuGY> You may have time to watch the whole excerpt but if not, then the section from 4m 20sec to approx. 7m 7 sec is about completing the 24-hour literacy diary.

HO 2: Literacies inside and outside the classroom should be introduced before participants watch the DVD. Ask participants to evaluate the technique used for eliciting from learners what they do with literacy outside the classroom.

Facilitate pair or small group discussion of questions after watching the video. *How much of what these students recorded as literacy events would be seen as valuable by: them / their teacher / or society as a whole?*

Think about any discrepancies there may be between learners' everyday reading and writing and the kinds they need to do for college / formal learning / the workplace.

How does this information inform how you plan learning? How might this information impact on your own practice?

Elicit main points in whole group.

Differentiation

Use **PPT 6-8** to demonstrate the technique used in more detail and to offer further information on learners' use of the resource (see notes below).

PPT 6

This is Jack. By talking to him after this activity, I found that 'reading the back of cigarette packet' was in Spanish – he said 'I haven't a clue what it means', but then it transpired that he had tried to work out what the words meant by using the English translation.

A conversation ensued about how the 3 students were interested in different languages – one was into German bands and worked out what the lyrics meant; one quoted some Greek she knew; they all said they were 'interested' in other languages.

He said he read some novels – especially Adrian Mole 'the teenage one' - when his mum's boyfriend was 'knocking him about' and that helped him to cope. He said he'd read a lot of Stephen King books, and liked to go to book sales to try and find more. 'The Evil One's mother' has a website about gothicness (?) and his job is to edit the website, going into the forums and deleting bad language, then sending an email to the perpetrators to tell them not to do it again.

He also does DJ-ing with his stepfather. He said it's all on a computer so he doesn't have to do anything about putting records on, but he "fiddles with the decks". This is clearly a skill he has acquired in his own life outside college.

PPT 7

This shows how this student has some flair for design. She said she liked reading, unlike the other students in her group. She read the leaflets when she had an eating disorder because she wanted to understand it and get better. She saw her leisure reading (mostly true stories) as related to her course (childcare) and said she finds it easier to read things when they're written like stories.

PPT 8

By creating their own clock faces the students can be said to be taking ownership of their lives. By doing this clock activity they can realise just how much they do outside of college. They can also tell us as much or as little as they want.

Alternatives

The chosen excerpt for viewing is 'Literacies around the clock' in the 'Actions for Understanding' section. This is just one of three strategies included on the Lancaster DVD and on the YouTube excerpt. One or two of the other sections, e.g. 'Photographing literacy practices', are also interesting and may be useful in profiling a wider range of learners.

TN 4

Trainer notes

Time	Content	Resources		
		No.	Style	Title
10 mins	TN 4. Creative approaches to teaching and learning – introduction Use PPT 9 to begin to consider what is meant by 'creative approaches' and why they are a good thing.	PPT 9	Slide	What are creative approaches?
(total 60 mins)	Ask participants (in pairs / groups) to think of the features of creative approaches; follow up with HO 3 : What are creative approaches?	HO 3	Handout	Promoting creativity in the classroom

Purpose of this activity: to define what is meant by 'creative approaches' and begin to think about approaches.

In recent years, there has been a growing acceptance that creativity is not just about gifted people coming up with big ideas. If we are using our intelligence, we can be creative in any activity. Creativity is about generating ideas or producing things, making them into something of value. We all have the potential to be creative and this is a skill that needs to be developed in us as teachers and in our learners. The ability to work with others and develop creative partnerships is a key skill for learners in employment and in their personal lives.

Elicit what participants consider 'creative' approaches to teaching and learning, using **PPT 9** as a starting point. Why are creative approaches a good idea? Do they result in higher achievement? Better learner engagement? More relevance to the demands of life and work? Then move on to the question: 'How can we promote creativity in the classroom?'

Ask participants to think of creative approaches – what does this mean in the classroom? Draw learners' attention to **HO 3** on suggested approaches / features for promoting creativity in the classroom. The handout offers a range of suggestions for participants to scan and critique. Participants may have other suggestions to include.

TN 5

Trainer notes

Time	Content	Resources		
		No.	Style	Title
30 mins	<p>TN 5. What are creative approaches to teaching and learning?</p> <p>Show PPT 10, which has the activity instructions. Participants work in groups of 3-4. Give a set of cards made from R 1 to each group. Ask each group to sort the cards into 3 categories:</p> <p>Category A: an approach that can be used creatively and / or holistically</p> <p>Category B: may (with some adaptation) be used creatively and / or holistically</p> <p>Category C: is unlikely to lend itself to creative / holistic use</p> <p>Encourage participants to share ideas about why they place each card in each category and why some might not fit easily into any category. Draw participants' attention again to HO 3 (list of suggested strategies) – do these creative approaches match the ideas given on the cards?</p>	PPT 10	Slide	Instructions
		R 1	Sort cards	Creative approaches
(total 90 mins)		HO 3	Handout	Promoting creativity in the classroom

Purpose of this activity: to begin to identify specific creative approaches.

R 1 has 17 cards, plus a few blanks, each naming a method or approach that might be used in a literacy or functional skills class. These need to be copied onto coloured card and cut up so that there are enough sets for each group of 3 or 4 participants.

Before the session, the trainer should go through the cards and discard those methods which seem inappropriate to the participants attending the session; in addition there are three blank templates for trainer to add in any additional methods they deem useful and appropriate.

Show instructions on **PPT 10**.

Key question: Which methods work best for creative literacy teaching?

Acknowledgement: this activity is adapted from an activity by Geoff Petty
<http://www.geoffpetty.com>

Instructions

1. Work in small groups of 3-4.
2. Discard any methods / approaches you would never use.
3. Place each method card in one of the following categories assuming the teaching method is used in isolation (i.e. not in combination with another method):

Category A is a method that can be used creatively.

Category B may (with some adaptation) be used creatively.

Category C is unlikely to lend itself to creative use.

4. Look at the cards you have placed in category B. Is there anything you could do to them to use them more creatively, e.g. turn them into more collaborative activities. Could some methods become more creative if they were used in combination rather than in isolation?

Differentiation and extension

You could choose methods on cards most relevant to the group and individual participants.

To extend the activity, you could suggest that participants could also evaluate methods as to how holistic they are, or how they could be used more holistically.

If time, ask participants to look through the suggested strategies on **HO 3** and comment on their usefulness. Perhaps participants could comment on any of these they currently use and find helpful.

TN 6

Trainer notes

Time	Content	Resources		
		No.	Style	Title
20 mins	TN 6. Developing a checklist Still in their groups of 3-4, participants discuss how they decided to place method cards in one category or another. What were the criteria they used to make judgements?	Flipchart paper and pens		
(total 110 mins)	Use this discussion to draw up a checklist of criteria on a flipchart sheet. Display and share the ideas.			

Purpose of this activity: to give participants the opportunity to consider how to evaluate teaching approaches for creativity, and to draw up a checklist.

Following the sorting activity, ask participants to develop their own checklist to use in evaluating teaching and learning approaches. This should start with small group discussion. Small groups should note the criteria they consider important on a flip chart. It may be useful to distinguish between 'creative' and 'holistic' approaches. It would be useful to try out checklist questions with some of the learning approaches considered in the previous activity.

The trainer then asks each small group to display their flipchart and discuss the criteria they identify as important within the whole group. The trainer collates ideas from groups on the interactive whiteboard, or flip chart.

Extension

It might be useful for one or more groups to focus their thinking on evaluating ICT-based approaches, e.g. using social media in collaborative work; using ICT to develop presentations; making a short film.

If a printer is available, participants could receive a printed copy of the collated criteria during the session, or this could be emailed to participants after the session.

TN 7

Trainer notes

Time	Content	Resources		
		No.	Style	Title
25mins	TN 7. Model exemplars and apply criteria			
(total 135 mins)	Using PPT 11 , introduce Judith's lesson and explore strategies for developing reading as a holistic activity.	PPT 11	Slide	Judith's lesson
	Presentation: using PPT 12-13 , look at the Luke and Freebody 'Four Resources' model, which suggests four integrated aspects to the development of literacy skills.	PPT 12-13	Slides	Reading as a holistic activity
	Using HO 4 , ask participants to identify which of the 'Four Resources' is used for each of the reading activities from Judith's lesson, as shown in PPT 14-16 .	PPT 14-16	Slides	What did the teacher do?
	Take feedback and confirm the 'correct' responses using PPT 17-19 , which sum up how Judith's lesson could be viewed as both holistic and creative.	HO 4	Handout	What might be 'Four Resources' involve?
	Use the checklist created in the previous session (TN 6) to evaluate Judith's session.	PPT 17-19	Slides	How was this a holistic session?
		Checklist created in TN 6		

Purpose of this activity: to examine an exemplar of a literacy session, using their checklist.

PPT 11-18 refer to a real lesson which took place in 2011 in an Entry 1/ Entry 2 literacy class in a further education college in London. The teacher has been given a pseudonym. The lesson has been chosen as an example of a session that was planned for literacy learning to take place in a holistic way. Note that the lesson was planned using adult core curriculum references, but that the lesson could equally be for English functional skills. Indeed, the lesson plan includes the integrated use of ICT, and could readily have been extended to include functional maths (costs, times, planning a route, etc).

PPT 11: the teacher had clear aims and objectives which can be seen to cover two levels of the adult literacy core curriculum at text, sentence and word, with reading and writing objectives (although the lesson also involved speaking and listening).

Aim: to enable learners to prepare an information sheet for use on Kew Gardens visit

Outcomes: *by the end of the session learners will:*

- Use a dictionary to find the meanings of key text words Rw/E2.3
- Navigate Kew Gardens website Rt/E1.2
- Use paired reading to gather information about Kew Gardens Rw/E2.2; Rs/E2.2
- Produce group writing Kew Information sheet Wt/E2.1

The ultimate aim of the session was for the group to produce an information sheet that would assist them in their planned visit to Kew Gardens. This project engaged and motivated the learners as it was relevant and useful to them. Although individually it might have been a complex and difficult task, as a collaborative task it enabled all group members to contribute to and identify with the final product.

Teachers will note that although the lesson aim was to produce a piece of writing, the steps to be taken towards that outcome are mostly through reading. This demonstrates to the learners that in order to create an information sheet, relevant information has to be found, sifted through with a critical eye and appropriate information selected. These are all reading skills (although as a collaborative activity, they also involve speaking and listening). Finally to create the information sheet, the information needs to be put together, reordered for coherence; images were added to make it more attractive and readable. Note that this process models the problem-solving process used for functional skills.

We have linked the session with an approach to developing reading skills that emphasises reading as a holistic activity. This is the Four Resources model – see **PPT 12** – developed By Allan Luke and Peter Freebody in Australia in 1990. Luke A & Freebody P (1999)

<http://www.readingonline.org/research/lukefreebody.html>

Their model argues that these four resources are all necessary (but none is sufficient on its own) for reading any text with learners working at any level. The resources are not hierarchical skills. Luke and Freebody stress that they should all be tackled simultaneously for reading to be learned effectively.

The value of this model:

- It recognises that the acquisition of literacy skills is a complex and many-faceted issue, which involves developing a variety of skills at all levels.
- A beginner reader can be critical about the texts s/he reads and a developing reader still needs to find a way through the codes and conventions that characterise different genres of text.
- An effective literacy teacher is one who is able to apply all four of these resources appropriately to meet the needs and goals of every learner with every text.

PPT 13 shows how each of the four resources relates to literacy learning techniques.

PPT 14-16 give details of the content of the session, focusing on the reading activities organised by the teacher: before, during and after reading.

Using **HO 4**, ask participants to look at each activity and its purpose, and decide which of the 'Four Resources' is used for each activity. If time allows they can consider all three of the charts (before, during and after), otherwise just select one

Note that there are some technical terms used in this handout as well as **PPT 13** – it may be a good idea to check participants' understanding of these terms.

A 'correct' version of the charts is shown below.

Ask participants to apply their own set of criteria (as developed in **TN 6**) to Judith's session and see how far it meets their criteria for a holistic / creative lesson.

What did the teacher do? Correct responses

Before reading

Activity	Purpose...	Which of the Four Resources?
Elicited reading strategies from learners	to remind learners that different types of reading require different strategies	meaning making text use
Used dictionaries to look up key words which appear in later reading (in pairs)	to understand vocabulary that would occur in later reading to develop a strategy for dealing with unfamiliar words	meaning making
In pairs matched cut-up versions of words	to see how words can be broken down / built up from smaller 'chunks' (syllables; morphological elements)	code breaking
Feedback in pairs to whole group (one to write word on board and one to explain the meaning)	to check learning of vocabulary to share learning of new words (and promote peer learning techniques)	meaning making
Elicited what they know about the topic from an image projected on board	to activate schema of topic to introduce relevant vocabulary	meaning making
Elicited from learners what they might want to	prediction strategies	meaning making

find out about Kew from the website and what information they might expect to find there	to relate reading to purpose	text use
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During reading

Activity	Purpose...	Which of the Four Resources?
Asked learners to tell her how to find the Kew Gardens website (using a search engine)	to skim read to draw attention to particular strategies needed to locate an online text	code breaking meaning making text use
On Kew homepage, elicited from learners how they can check their predictions (how to use the menu; what icons to click on; how to scroll down; how to use hyperlinks)	to scan read to draw attention to particular strategies needed to read and find information from an online text to use images / icons to find information	code breaking meaning making
Clicked on <i>Garden Attractions</i> and noted those listed	to make links between online and print-based texts to demonstrate how more detail can be found by clicking on links	meaning making text use
Handed out (simplified) hard copies of each attraction to read in more detail (paired reading)	to read for detail to search for information within a text to practise paired reading for fluency	meaning making
Handed out word bank for learners to use to support their reading	to use strategies to find the meaning of unfamiliar words	code breaking meaning making

After reading

Activity	Purpose...	Which of the Four Resources?
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Each pair filled in a short question sheet based on their text	to check understanding to revise and reuse new vocabulary	meaning making
Using highlighters, each pair marked up 1 or 2 interesting points in their text they would like included in the group information sheet	to select key points from a text to make a critical judgment of what is key information	meaning making text analysis
Learners read out to whole group the key facts they found	to share information selected to make joint decision about what to include in information sheet	text use text analysis
Group decided and ordered what they wanted to go on the Kew info sheet	to make a collaborative response to text to prepare for collaborative writing	text use text analysis
Teacher wrote info sheet on board as scribe for learners' input	to write collaboratively	making meaning
Teacher printed out copy of the sheet for each learner to take on group trip to Kew	to make use of collaboratively produced text	text use

PPT 17 confirms how the session relates to the four resources.

PPT 18 and **PPT 19** give some ideas about how it was holistic and creative.

Extension

Participants might want to discuss the points from **PPT 18-19** and / or add others of their own.

TN 8

Trainer notes

Time	Content	Resources		
		No.	Style	Title
20 mins (total 155 mins)	TN 8. Developing the outline of a creative / holistic lesson Working in small groups, participants plan the outline of a lesson or project for a particular group of learners, using holistic approaches and encouraging creativity. They should be prepared to present this in a 'market place' (in the next session).	Flip chart paper and pens Computer if possible		

Purpose of this activity: to encourage participants to develop ideas for creative and holistic teaching, putting into practice the ideas discussed previously.

Participants work in small groups (ideally 2-3 per group) and decide on one or two lessons or projects to plan collaboratively. The group may use the context and profile of a real group of learners to facilitate the exercise; they should be prepared to outline ideas which meet learners' needs both holistically and creatively.

Participants will need flip chart paper and pens, or use of a computer and should choose how to present their ideas as a 'market stall' for participants in the other small groups.

TN 9

Trainer notes

Time	Content	Resources		
		No.	Style	Title
15 mins (total 170 mins)	TN 9. Market stall – sharing ideas from small groups Ideas developed in TN 8 are presented in various ways (as selected by participants) to share. Participants can photograph the ideas using their mobile phones.	Personal mobile phones to capture photos of resources		

Purpose of this activity: to give participants the opportunity to share ideas.

Each small group produces a stall with ideas for individual lessons or projects. Participants can take notes, or can photograph stalls or proposed resources using their mobile phones.

The trainer should also photograph the result using a digital camera – the ideas can then be circulated via email or online.

TN 10

Trainer notes

Time	Content	Resources		
		No.	Style	Title
10 mins (total 180 mins)	TN 10. Review and recap of session Individual progression planning Use PPT 20 to focus participants on actions. Allow participants some time to complete HO 1 : Reflection sheet. Give information about other LSIS CPD programmes. Complete an evaluation form, if one is required.	PPT 20 HO 1 Evaluation form	Slide Handout	Where do I go from here? Reflection sheet

Purpose of this activity: to allow time for reflection and wrap up the session.

Trainer gives a summary of key points of session, checking if participants consider that the aim and outcomes of the session have been achieved (see **PPT 2-3**).

If time, the trainer can suggest participants discuss in pairs and make personal notes of personal professional planning as suggested on **PPT 20**

They should also complete their personal reflection sheet (**HO 1**) with their reflections and observations, personal and organisational action points.

Resources

R 1: Creative approaches

Handouts

HO 1: Reflective log

HO 2: Literacies inside and outside the classroom

HO 3: Promoting creativity in the classroom

HO 4: What did the teacher do?

R 1: Creative approaches

Print on card (ideally coloured) and cut out each 'Creative approach' card.

Teacher talk The teacher gives a verbal input, explaining and describing etc, perhaps with an interactive whiteboard or flipchart to assist.	Teacher questions, learners answer The teacher asks a question, then learners either put up their hands or call out the answer.
Teacher demonstrates / models The teacher shows learners how to do something. For example a teacher showing learners how to punctuate different types of sentence.	Learners create a leaflet or poster Learners are given a 'design brief' such as ' <i>design a leaflet / poster encouraging young people to stop smoking</i> ' and work alone or in pairs to create it.
Buzz group Learners work in a small group for a few minutes to answer a question or complete a task. The teacher asks for volunteers to give their groups' answers.	Individual writing task for students Learners are asked to do a short piece of writing in the class or on their own.
Teacher-led whole-class discussion The teacher asks learners a question and then volunteer or nominated learners give their answer to the class. Some learners may also ask questions or make contributions.	Worksheet(s) Learners are given a worksheet or a series of worksheets with a range of graduated questions: that is, starting easy and getting harder.
Learners watch a video or film This involves watching the video or film, no other activity is set.	Pair checking Learners check each other's work, for example check each other's spelling, punctuation, etc, after this work has been done individually.

Tests and quizzes These may be oral or written. Questions are asked, learners respond. The teacher then establishes the correct answers and learners or teacher marks the responses.	Experiment / practical ‘recipe style’ Learners are given a task to do along with the materials needed, and are also given a detailed description of how to do the task.
Project work Learners are given a topic to research using books, leaflets, internet, etc. Students may be given references or asked to find the material for themselves.	Learner presentation Learners are given a topic to explain to the class. They may work alone or in a small group to prepare, plan and deliver the presentation. Materials and plans might be checked by the teacher before the presentation.
Visits or visitors Learners have appropriate visits or visitors, perhaps arranging aspects of the visit themselves.	Reading comprehension Learners read appropriate texts. They are given oral or written questions to answer after reading.
Role play / drama Learners are given a situation to play out between them. They may be given roles or choose them for themselves.	Other method (please state):
Other method (please state):	Other method (please state):

HO 1: Reflective log

This log is a working document to record your thoughts, ideas and actions as you go through the session.

Reflections and observations

Personal action points

Actions for the organisation

HO 2: Literacies inside and outside the classroom

Points for discussion

Watch the extract from the film 'Literacies for learning in further education: literacies around the clock' or the YouTube clip with the same information. You can jot down some notes while you are watching if you like.

After you have seen the extract, consider the following questions and discuss with others within your group.

1. How much of what these learners recorded as literacy events would be seen as valuable by:
 - them
 - their teacher
 - society as a whole?
2. Think about the discrepancy between learners' everyday reading and writing and the kinds they need to do for college or training other programmes. How might you use this information for:
 - programme planning
 - choice of activities in lessons
 - choice of materials and resources
 - other aspects of learning?

HO 3: Promoting creativity in the classroom

The following strategies are not specific to teaching literacy / English but they are particularly effective for functional skills as they reflect the collaborative working and problem-solving approaches needed.

- Use a wide range of teaching and learning approaches, including as wide a range of ICT-based approaches as is possible in local circumstances.
- Offer regular opportunities for problem-solving, experimenting, collaborative work and discussion, including using ICT.
- Share objectives with learners, encourage learners' ownership of objectives and give them opportunities to choose ways of working.
- Create opportunities for active learning and for learners to question what is going on.
- Use creative thinking techniques such as mind mapping.
- Actively encourage learners to question, to make connections, to explore ideas and to think about possibilities.
- Encourage learners to improvise and think 'outside the box'.
- Ask open-ended questions, such as 'How might you...?' and 'What if...?'
- Model creative thinking and behaviour by joining in with activities, e.g. writing.
- Encourage learners to share ideas with others and to talk about their own progress; encourage file-sharing, the use of social media where appropriate and other digital media.
- Encourage learners to develop criteria so they can judge their own work, in particular its value and originality.
- Facilitate open discussion of the learning problems learners are facing and how they can solve them.
- Use failures or setback as opportunities to learn.
- Make good use of praise, encouragement and positive language.
- Create safe opportunities to learn through imagined experience, e.g. exploring ideas through drama techniques such as role-play.
- Give learners responsibility to think for and organise themselves.

- Check that formative assessment procedures reflect and reward creativity.

These ideas have been taken and adapted from Education Scotland's 'The Journey to Excellence' website:

<http://www.journeytoexcellence.org.uk/resourcesandcpd/research/summaries/rsfosteringcreativity.asp>

HO 4: What did the teacher do?

Before reading

Activity	Purpose...	Which of the Four Resources?
Elicited reading strategies from learners	to remind learners that different types of reading require different strategies	
Used dictionaries to look up key words which appear in later reading (in pairs)	to understand vocabulary that would occur in later reading to develop a strategy for dealing with unfamiliar words	
In pairs matched cut-up versions of words	to see how words can be broken down / built up from smaller 'chunks' (syllables; morphological elements)	
Feedback in pairs to whole group (one to write word on board and one to explain the meaning)	to check learning of vocabulary to share learning of new words (and promote peer learning techniques)	
Elicited what they know about the topic from an image projected on board	to activate schema of topic to introduce relevant vocabulary	
Elicited from learners what they might want to find out about Kew from the website and what information they might expect to find there	prediction strategies to relate reading to purpose	

During reading

Activity	Purpose...	Which of the Four Resources?
Asked learners to tell her how to find the Kew Gardens website (using a search engine)	to skim read to draw attention to particular strategies needed to locate an online text	
On Kew homepage, elicited from learners how they can check their predictions (how to use the menu; what icons to click on; how to scroll down; how to use hyperlinks)	to scan read to draw attention to particular strategies needed to read and find information from an online text to use images / icons to find information	
Clicked on <i>Garden Attractions</i> and noted those listed	to make links between online and print-based texts to demonstrate how more detail can be found by clicking on links	
Handed out (simplified) hard copies of each attraction to read in more detail (paired reading)	to read for detail to search for information within a text to practise paired reading for fluency	
Handed out word bank for learners to use to support their reading	to use strategies to find the meaning of unfamiliar words	

After reading

Activity	Purpose...	Which of the Four Resources?
Each pair filled in a short question sheet based on their text	to check understanding to revise and reuse new vocabulary	
Using highlighters, each pair marked up 1 or 2 interesting points in their text they would like included in the group information sheet	to select key points from a text to make a critical judgment of what is key information	
Learners read out to whole group the key facts they found	to share information selected to make joint decision about what to include in information sheet	
Group decided and ordered what they wanted to go on the Kew info sheet	to make a collaborative response to text to prepare for collaborative writing	
Teacher wrote info sheet on board as scribe for learners' input	to write collaboratively	
Teacher printed out copy of the sheet for each learner to take on group trip to Kew	to make use of collaboratively produced text	