Collaboration in post-secondary settings: a localised practice?

ACAL
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Professor Diana Coben and Niki McCartney
National Centre of Literacy & Numeracy for Adults (New Zealand)
Pauline O’Maley and Tao Bak
Victoria University
How well are we doing and how do we know?

LN project: professional development (2005)

Learning Progressions (2008)

Assessment Tool (2011)

Business as Usual (2012)
Challenges

- Step by step implementation approach
- Business as Usual
- High churn factor
- Meeting needs of priority learners
Strengthening Literacy and Numeracy:
Theoretical Framework (TEC, 2009)
The Learning Progressions’ Framework

- Know the demands
- Know the learner
- Know what to do
National Centre of Literacy and Numeracy for Adults Professional Development:
Embedded Literacy and Numeracy (ELN) Whole Organisation Overview Overview Diagram

- ELN Vision, Aims, Targets
- Curriculum development
- Teaching, Learning and Assessment
- Practices
- Resources and Facilities
- Specialised LN support
- Stakeholder Engagement
- Information, Advice and Guidance
- Policies and Procedures
- Human Resources and Professional Learning
- External Partnerships
- Management information systems
- Finances and funding
- Leadership, Roles and Responsibilities
- Accountability systems
- Communication
- Self-assessment

Measuring Outcomes

Value
## Self-assessment: curriculum development

### National Centre of Literacy and Numeracy for Adults Professional Development:

**Self-Assessment Embedded Literacy and Numeracy (ELN) Whole Organisation Framework**

**(Supporting NZQA Key Evaluation Questions)**

**Curriculum development**

Judgment scales for each ‘good practice’ statement: 1 = we have not started on this; 2 = we have made a start, but there is much scope for improvement; 3 = we do this well, but there are a few aspects to improve; 4 = we do this very well

<table>
<thead>
<tr>
<th>Topic area</th>
<th>What is good practice</th>
<th>Prompting questions</th>
<th>Judgment</th>
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<tbody>
<tr>
<td><strong>Learning Pathways</strong></td>
<td>Learning pathways (i.e. a series of programmes that build on each other) are aligned with stakeholder needs and goals.</td>
<td>How well are learning pathways aligned with the L&amp;N needs and goals of stakeholders? How effective is the organisation in responding to its learners and providing appropriate programmes and services?</td>
<td>1 2 3 4</td>
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<tr>
<td></td>
<td>All learning pathways allow for ongoing learner development in literacy AND numeracy.</td>
<td>How well do learning pathways provided by the organisation assist with ongoing literacy AND numeracy development of learners?</td>
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<tr>
<td><strong>Programme objectives</strong></td>
<td>Programme objectives allow the majority of learners to improve their L&amp;N abilities and practices.</td>
<td>How does the organisation ensure that programme objectives are described to allow the majority of learners to improve their L&amp;N abilities and practices?</td>
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<td>Each programme has explicit L&amp;N objectives that have been mapped against the Learning Progressions.</td>
<td>How does the organisation ensure that each programme has explicit L&amp;N objectives that have been mapped against the Learning Progressions?</td>
<td></td>
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<tr>
<td></td>
<td>In each programme the L&amp;N objectives are such that they are challenging but achievable for the target group of learners in the programme.</td>
<td>How does the organisation ensure that in each programme the L&amp;N objectives are such that they are challenging but achievable for the target group of learners in the programme?</td>
<td></td>
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<tr>
<td><strong>Programme structure</strong></td>
<td>The programme structure (selection and sequence of courses, modules, units) allow learners to</td>
<td>How does the organisation ensure that the structure of its programmes allows learners to continuously develop their</td>
<td></td>
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Whole organisation approach for improved LN outcomes

KTD
Clear LN aims & outcomes appropriate for the LN demands of the context

KTL
LN evidence to inform decision making, planning & implementation

KWTD
On-going formative assessment, critical review & action plans
Sharing the learning space at Victoria University

Tao Bak, Pauline O’Maley, (and John Hamilton)

shared curriculum space

student

disciplinary lecturer

literacy specialist

collaborative teaching space
Two examples of collaborative practice
Health Sciences and Social Work

Part of collaborative process responding to context:

• who students are
• what unit content demands
• discipline culture
• collaborators
First Steps: Post Entry Language Assessment (PELA)

Capturing student capacity/proficiency
- Establishing literacy profile of student cohort
- Identifying students ‘at risk’
- Informing the process and scope of language support

Linked layers of purpose
- Dialogue on language and literacy
- Bridges between discipline and literacy specialists
- Platform for curriculum change

Building student awareness
- Language and literacy on students’ ‘radars’
- Awareness of and participation in language and literacy support

Building institutional understanding
- Platform for curriculum change
Model from Health Sciences

Whole cohort

Optional attendance

Students self-selecting

Puts language and literacy on students’ ‘radars’

Linked to key assessments

• PELA writing Activity
• Workshop (WEEK 2)

• Tutorial series – Getting started with assignments (online)
  (WEEKS 3-10)

• Individual consultations
  • Brief enquiries
  • Feedback on essay drafts
  • Post assessment (?)

Sense of ongoing support

Post-assessment follow up
Normalisation of language and literacy development

• Whole cohort initial activities
• Academic literacies learning embedded within curricula:
  – Contextualised content (discipline-specific)
  – Assignment-specific
  – Assignment-specific writing models provided
• On-going access to support for all students
• Feedback to all students on areas for improvement

Emphasis on academic literacy acquisition as a ‘journey’
Becoming a community of readers: academic literacies in the social work classroom

Reading to:
• engage critically with texts
• build one’s own body of content knowledge
• engage with models for one’s own writing and development of one’s own voice
• build efficacy
• build cultural capital
• become a participating member of a discourse community

Focus:
• close readings of subject texts,
• encouraging discussion about difficulties the readings presented and strategies for overcoming these.
Our approach

Shared delivery - including planning of activities, working together in classes, assessment design, evaluation

Focus on meaning making and on making explicit what counts as knowledge in social work
Situationg the work

academic literacies model

Grabe & Stoller (2002)
Exposure

Salvatori (2002)
Grappling with difficulties

van Pletzen (2006)
Interrogating assumptions

Reading specific research
The student voice – two strong themes

Meaning making

I find myself constantly asking things weekly and having someone like that assures me and allows me to move ahead with the course.

At first I was very much struggling with the reading as I felt it was too long, hard and complicated. But now with the help of different ideas and techniques given by our tutor it is much easier to know the reading structure and what it is about. I have definitely improved my reading ability.

Affective outcomes (Cadman’s (2010) pedagogy of connection)
Mapping language and literacy development within units and across courses

- Desirability of a coordinated approach
- Identification of units with greater language and literacy ‘loads’
- Identification of learning opportunities (e.g. where new writing genres are introduced)
- Identification of ‘hot spots’ within courses
Making collaboration work

- Organic process vs Institutional policy
- Challenges in initiating and sustaining collaboration
- Some conditions favouring collaboration
  - *Shared goals* for student language and literacy development
  - Regular and meaningful communication (with adequate time allotted)
  - Full access to course content for literacy specialist
  - *Shared input* into curriculum review and development
  - Perceived *shared responsibility* for language and literacy development

“Go forth and collaborate”
References


References

National Centre of Literacy and Numeracy for Adults

- www.literacyandnumeracyforadults.com


Ministry of Education

- The Māori education strategy: Ka Hikitia - Accelerating Success 2013 -2017
- The Pasifika Education Plan – 2013 – 2017
- He Kakano http://hekakano.tki.org.nz/
- Te Kotahitanga http://tekotahitanga.tki.org.nz/


Good practice guidelines

• Whole organisation approach
  – acknowledges complexity & tensions
• (L)LN is everyone’s responsibility
• Clear and usable framework(s)
  – Supports localised practice
• (L)LN performance data utilisation across whole organisation