Transforming ideas into action when Foundation Skill needs are identified
Ann Leske: LLN Specialist
Consultant and Teacher

Leonie Francis: Riverina Institute TAFENSW
Head Teacher LLN Education Pathways
Workshop focus

Strategies to promote Foundation Skills development to build learners’ vocational literacies

Using the Foundation Skills Workforce Development Project (SA) Training Validation Tool as a platform

Located at the IBSA Building Strong Foundations Resources Training Plan Validation Tool
# Workshop focus

<table>
<thead>
<tr>
<th>Australian Core Skills Framework</th>
<th>Employability Skills</th>
<th>Digital Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>Teamwork</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Problem solving</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>Initiative and enterprise</td>
<td></td>
</tr>
<tr>
<td>Oral communication</td>
<td>Planning and organising</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning</td>
<td></td>
</tr>
</tbody>
</table>
How have literacy and numeracy research outcomes informed our practice?

How do national politics affect individual learners?
Links to Research/Policy Resources

- ALLS 2006
- ISC No More Excuses
- National Foundation Skills Strategy for Adults
- AIG Getting it Right Foundation Skills in the Workplace
- PIAAC
Transforming Ideas into Action

Shifting from knowing that LLN core skills are Embedded within a training benchmark To .............

Explicit attention to building LLN core skills:
Deliberate, Planned, Purposeful, Directed, Specific, Focused, Targeted, Intentional

What skills are needed to thrive?
( NZ National Centre for Literacy and Numeracy workshop recording approach to Knowing the Learn, Knowing the LLN Demand and Knowing what to do.)
We are using this tool because it enables us to give explicit attention to building the core skills required.

Interpreting the Training Plan Validation Tool
(Refer to the paper-based resources)

Planning delivery approaches

Developing Core Skills
Relates to Steps 6, 7, 8, 9 and 10 of Addressing Foundation Skills The 10 Step Process’
Transforming Ideas into Action

Delivery/Instruction opportunities/Support Strategies

(Refer to S4L Grid in paper-based resources)
Adult Learning strategy
See paper-based resource – including Cone of learning

or

Adult Literacy Strategy??
Inclusive delivery approaches
(From Taking the Lead Attachment K from Three R’s Revisited)
### What support is recommended for the ASF level?

<table>
<thead>
<tr>
<th>ACSF Level 1</th>
<th>ACSF Level 2</th>
<th>ACSF Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explicitly available</td>
<td>Support close by</td>
<td>Recognises when advice is needed</td>
</tr>
<tr>
<td>Needs help or advice</td>
<td>Seeks help and advice</td>
<td></td>
</tr>
<tr>
<td>Examples and Models explained and</td>
<td>Examples available</td>
<td>Examples, and models can be accessed when needed</td>
</tr>
<tr>
<td>easily accessed</td>
<td>Models available</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Easily accessible</td>
<td></td>
</tr>
</tbody>
</table>
Calculations in Nursing

New Zealand LLN teachers discuss how they approached an identified barrier to learning
(NZ National Centre for Literacy and Numeracy)

This is an example of transforming ideas into action
How have you assessed LLN outcomes?
Resources addressing more than one core skill:

- SSA Model for Integrating Foundation Skills Support in sport, fitness and recreation training pge 47 Also Service Skills Australia Model for Integrated Foundation Skill Support (MIFSS 2)
- © Commonwealth of Australia 2013
- (Pps 58 – 62, and page 35 are within the paper-based resources )
- Literacy Face to Face Resource for Volunteer Adult Literacy Tutors
- http://www.bbc.co.uk/skillswise/0/
- The Get Real Factor Agrifood ISC 2009
- Now Read This ANTA 2003
- What Works video series (Ideas that Work)
- QCAL Tutor Tips
Learning

01 Active awareness of self as a learner, planning and management of learning: identity, goals and planning

02 Acquisition and application of strategies that facilitate learning: locating and organising, using knowledge and scaffolding, learning with and from others

- Assistance to shape goals and strategies
- Assistance to locate necessary information
- Offer explicit feedback
- Inspire and encourage (Tim Minchin – ‘life’)
- On online journal site
- Opportunities to reflect on progress UK Excellence Gateway Effective Teaching and Learning
Reading

03 Audience purpose and meaning strategies: prediction, prior knowledge, critical analyses

04 Reading strategies: Text navigation, comprehension, decoding, fluency, language patterns, vocabulary

- Demystify Technical Language (SSA Taking the Lead)
- Identifying potentially difficult words (strategy from NZ National Centre for Literacy and Numeracy)
- NZ Learning Progression (Teaching Adults to Read with Understanding)
- Reading and Writing (Now Read This (from p33))
- Authentic texts
Writing

05 Audience purpose and meaning making: range, structure, plan, draft, review

06 The mechanics of writing: vocabulary, grammar, punctuation, spelling, legibility

- Authentic texts
- **NZ Learning ProgressionS** Teaching Adults to Write to communicate
Oral Communication

07 Speaking: range and context, audience and purpose, cohesion, grammar, pronunciation, non-verbal

08 Listening: listens for relevant information, derives meaning

- [NZ Learning Progressions](#) Teaching Adults to Listen and Speak to Communicate
- [Communicating WELL](#) TLISC Teacher Guide and Student workbook, scroll down to find Communicating WELL unit
Numeracy

Learning
09 Identifying mathematical information in meaning and texts

10 Using and applying mathematical knowledge and problem solving processes

11 Communicating and representing mathematics

- Numeracy (A Professional Development Resource for WEL Practitioners)
- Khan academy (example concept of division)
- Building Strength with Number VALBEC
Numeracy skill development
Embedding numeracy

Embedding numeracy example
Ann Leske:
LLN Specialist
Consultant and Teacher
annleske@concen.net.au

Leonie Francis:
Riverina Institute TAFENSW
Head Teacher LLN Education Pathways
Leonie.francis@tafensw.edu.au