

Teaching and Learning
Move On with your learners – numeracy

Move On with your learners
Work-based learning
(Level 2 numeracy)

Background

As part of the work of the Greater Merseyside *Skills for Life* Professional Development Unit, a work-based learning task group was established in 2002 to address the *Skills for Life* development needs of that sector. The results of a training needs analysis indicated that the priority training needs were opportunities to plug personal skills gaps at Level 2 and gain practical knowledge on how to support learners on vocational training programmes who required support with literacy and numeracy. In response, a Move On approach was implemented. A five-day intensive training programme was developed: Move On with your learners (Level 2 literacy), incorporating literacy support strategies alongside Level 2 literacy skills and concepts with entry to the National Certificate in Adult Literacy at Level 2 being the summative assessment. The programme was piloted in January 2004 with 15 work-based learning assessors taking part. There was 100% retention on the programme and 93% achievement. There was very positive evaluation with 100% of participants saying they would recommend the training to colleagues. Ten of the original pilot groups have since completed the Level 3 Subject Support Certificate. The training was rolled out across the North West and continues to be well received. The literacy training package has now been made available nationally, and the materials are included in *Move On with a National Qualification*, File 2 Part 3.

A numeracy version of Move On with your learners has been developed in response to sector demand and mirrors the literacy programme in approach, methods and style.

Teachers representing further education colleges based in Lancashire and Greater Merseyside have contributed to the numeracy materials and the development process.

Issues to consider when delivering

The programme should be presented and delivered as professional development training. Promotion and marketing from within the sector were key factors in take-up. Participants were provided with stationery packs, personal whiteboards and markers and a range of resources (see below).

Target audience

- Work-based learning assessors, or vocational tutors, where initial assessment indicates they are operating at Level 2, and diagnostic assessment reveals gaps in their skills profile at Level 2
- Work-based learning assessors, or vocational tutors, who require a qualification to evidence their numeracy skills and knowledge at Level 2.

Proposed delivery model

The delivery model of the pilot programme was a blended learning approach, incorporating a three-hour taster followed by 30 hours of class contact time supplemented by independent learning using a combination of paper-based and computer-based resources. Because of the intensive nature of the course, and the specific objectives, it is recommended that the delivery includes the taster session, in order to prepare the participants for the course and ensure that the participants recruited are the target audience. In contrast to the literacy model, it is recommended that the numeracy programme is delivered over ten weeks rather than five, to allow participants the opportunity and time to consolidate skills developed during the taught sessions through independent learning.

Although the core content produced here represents 30 hours of taught input, the intention is not to suggest that Level 2 skills in numeracy can be developed within this time, or that this intensive approach is appropriate to all potential participants. It may be appropriate with an audience that will be using the skills and knowledge developed in this programme as a foundation for further numeracy development, and who are in a position to consolidate those skills through application, such as those participants intending to progress to a Level 3 Subject Specialist qualification in numeracy. For learners whose primary learning goal is to evidence the development of Level 2 numeracy skills for entry or completion of a generic teaching qualification such as the Certificate in Education, but who will have few opportunities to consolidate those skills through application after completing the course, you may choose to structure the course over a longer period of time, expanding the sessions through lengthening the time taken for some of the activities, and supplementing with additional material, alternative strategies or tutorial support. As always with *Skills for Life* learning, the delivery model will be informed by the skills, priorities and motivation of the learners.

Aims and objectives

Training aim

- To enable participants to brush up and consolidate personal numeracy skills at Level 2, explore *Skills for Life* support strategies and gain the National Certificate in Adult Numeracy.

Objectives

- To provide participants with an enjoyable experience of learning that meets their personal goals and interests.
- To cover all numeracy concepts included in Level 2 tests.
- To build participants' confidence, particularly in responding to the *Skills for Life* support needs of learners within their organisations.
- To enable participants to experience the benefits of group teaching and learning and peer support.
- To enable learners to achieve the National Certificate in Adult Numeracy at Level 2.

Module outlines

The content and emphasis of the core material presented in this training package reflects the individual priorities and skills profile of the pilot group. When adapting this material for a different audience, it is recommended that the core material is adapted and supplemented to suit their particular skills profile and learning goals.

Each module contains a specific skills focus, support strategy tips and skills/test practice using generic and contextualised materials.

Module 1

- Enrolment and registration
- Introduction to the programme
- Identification of starting levels
- Taster activities to reflect Level 2 skills
- Sample test questions and approaches.

Module 2

- Techniques for working with whole numbers
- Review of the laws of arithmetic through active learning approaches.

Module 3

- Number operations involving decimals
- Exploration of strategies for analysing learners' errors.

Module 4

- Approaches for solving problems involving fractions, decimals and percentages.

Module 5

- Strategies for using common measures, calculating ratios and using scale.

Module 6

- Money conversion and formulae
- Formative assessment and review of progress.

Module 7

- Perimeter, area and volume of 2D and 3D shapes.

Module 8

- Averages and range within practical contexts
- Skills required for test success.

Module 9

- Handling data at Level 2.

Module 10

- Assessment and test entry.

Teacher's notes

Each module contains a session plan, teacher's notes, a PowerPoint presentation, a programme journal and some activity and information sheets. The teacher's notes give more support and information about the individual activities than can be included in a session plan, and the session plan and teacher's notes should be used in parallel. Where an activity in the session plan is self explanatory, there is no additional information supplied in the teacher notes.

Session plans

Within each session there is a focus on skills acquisition and practice, and test preparation and practice. There are opportunities for paired and small group activities to raise participants' confidence. There are also opportunities to address individual needs, documented in individual learning plans drawn up between the deliverer and the participants. Reference is made to how skills might be applied to support learners, reinforced by information handouts.

Deliverers will need to prepare or provide additional materials in some sessions, particularly where a blended delivery model, with the expectation of independent learning, is adopted. These are listed under Resources and materials below.

Finding your way around the materials

To help you follow the materials, the headings in the teacher's notes sections match those in the Activity and time column of the session plans. The titles of handouts and activity sheets required for each activity are shown in bold type in both teacher's notes and session plans, as are slides from the PowerPoint presentation when it is suggested that they are used as support.

PowerPoint presentation

Copies of the presentation handouts should be provided for each participant, although where the PowerPoint presentation includes 'answer' slides, you may wish to distribute these at the end of the session.

Programme journal

At the end of each module participants should be encouraged to complete their programme journal. It gives them an opportunity to reflect on what they have learnt and identify any issues that they might want to discuss in their organisation, etc. Between modules they can record any instances where they apply in practice the skills and

approaches covered in the sessions; they can then share these with the members of the group at the start of the next session.

The programme is intensive. Participants will receive a lot of material which will be referred to throughout the training and which will be a useful future reference. It is important that participants organise their material from the start. It would be useful to provide ring binders, dividers and plastic wallets during the first session.

Resources and materials

Resources and materials used are listed at the end of each session plan, and these should be supplemented with additional materials as indicated below.

Participants will require personal whiteboards and markers, as they will be encouraged to use active learning approaches throughout the programme. Copies of the *Adult Numeracy Core Curriculum* should also be available at every session.

All participants in the pilot were provided with a Practice Test CD-ROM, a CD-ROM of Hot Topics, Move On maths methods module (see File 2 Part 8) in hard copy, a CD-ROM containing the Liverpool Community College Numeracy Flexipacks, and paper-based versions of the L Henry Skillsheet series. In addition, participants were shown how to access the resources available on the Move On Learner Route on the Move On web site at www.move-on.org.uk, and the links to the *Skills for Life Teaching and Learning Materials* (www.dfes.gov.uk/readwriteplus/Learning_Materials_Main) and Key Skills Trainer (www.keyskills4u.com).

The material selected for independent learning tasks will be dictated by the individual learning goals on the participants' ILPs.

Module 1

Deliverers need to have diagnostic assessment activities available. In the pilot course, participants were requested to conduct their own diagnostic assessment for numeracy at Level 2 using the diagnostic tools they used with their learners, and provide print outs of the results at the first session. Deliverers also need materials to support independent learning on directed numbers.

Module 2

Deliverers need materials to support independent learning on place value, estimation and approximation, long multiplication and division.

Module 3

Deliverers need materials to support independent learning on number operations involving decimals, and ordering, approximating and comparing decimals.

Module 4

Deliverers need materials to support independent learning on fractions and percentages, particularly adding and subtracting fractions, and percentage increase and decrease.

Module 5

Deliverers need materials to support independent learning on common measures, particularly conversion tables and reading scales, and calculating with units of measure between systems using conversion tables and scales.

Module 6

Deliverers need materials to support independent learning on money conversion, and formulae; and materials to support learning for individual priorities identified in the review process for N1, N2 and MSS1.

Module 7

Deliverers need materials to support independent learning on perimeters, area and volume.

Module 8

Deliverers need materials to support independent learning on mean, median and mode and range.

Module 9

Deliverers need to provide examples of resources that support *Skills for Life* learners that have been used effectively by existing teachers.

It would be useful to provide participants with a copy of *The Skills for Life Teaching Qualifications Framework: A User's Guide* (available from DfES Publications tel. 0845 60 222 60) or copies of the Routemap (see p. 258).

Module 10

Deliverers need to provide on-screen navigation practice material provided by the awarding body, or copies of awarding body marking sheets so participants can practise recording answers.