



gardener

This short film was premiered at the Edinburgh Filmhouse on 5 July during the two-day Deaf Focus film festival. This is Scotland's major Deaf cinema event. The success of the first Deaf festival the previous year with Deaf and hearing audiences alike, and perhaps the influence of the recent recognition of British Sign Language as an official language, has resulted in this year's festival having an extended programme.

The script for 'gardener' came from Alan Bailey, a profoundly deaf Community Based Adult Learning literacy student and described a day in his life as a gardener. It is presented as a simple, routine experience made interesting by opportunities to observe natural forms.

His ideas were scribed from British Sign Language into written BSL English. This is Alan's natural way of writing and so it was felt that this form represented his ideas closer than standard English.

Employing captions with written BSL English and working closely with Alan, Gerry Duffy, CBAL Volunteer Tutor with Signing Deaf Students and CBAL Graphics Resource Worker for Edinburgh, formed and developed the

ideas into a film.

BSL English was also used because it presented the ideas in a poetic structure which could be used as a framework for the film. Each caption of verse was illustrated by a sequence of images.

The following line from 'gardener' illustrates the differences between BSL and standard English

face lines leaf lines same

This could, with an understanding of BSL, be interpreted into standard English as

The lines on my face are like the veins on the leaf

The film was paired with 'Groeï' ('Growth'), a poem in Dutch Sign Language which evoked similarities between the development of a human being and the seasons. This film made compelling use of embedded literacies and signed performance.

In 'gardener', the choice of sound for a profoundly deaf person was a perplexing challenge. The most valid option at the time was to use two viewpoints: the film viewer's and the gardener's. The film viewer's has a lawnmower sound or natural sounds and the gardener's view has silence.

The Arts Show

Gerry discussed issues relating to making deaf films in 'The Arts Show' (BBC Radio Scotland) on 30 June with Matt Hulse, Festival Director, and Sam Dore, a deaf actor and film-maker well-known in the field.

More information

If you wish to find out more about the film or would like a transcript of the radio interview, contact Gerry on 0131 558 3545 (voice), 0131 558 9355 (fax), 07742438535 (text) or email: gerry.duffy@educ.edin.gov.uk

See a Quicktime movie of the film or find out more about Alan Bailey at www.d-arts.edin.org

If you wish to find out more about the Deaf Focus film festival go to www.deaf-focus.org.uk

If you wish to find out more about Sam Dore check out www.burstardrumfilms.net

Gerry Duffy

Websites & Literacies

Following Sandra Hawker's recent trip to Boston, she recommends taking a look at the following websites which summarizes the material from the workshop based on her Boston trip called 'Websites & Literacies'. Sandra comments,

'I do think that this sort of work is the way of the future and the way to inject life and vigour into adult literacy. If some groups could be linked up to the Boston international virtual school project it would be really inspirational for the students and give them something a bit out of the ordinary.'

www.alri.org

This site of the Adult Literacy Resource Institute attached to the University of Massachusetts, Boston, has inspiration for tutors and students to draw and build on with the CBAL website in Edinburgh.

www.otan.us/webfarm/emailproject/scool.htm

This website is an innovative international project that some of our programmes might wish to participate in. It demonstrates virtual visits, which are web pages made from visitors' (i.e. students') field trip photos, recordings and writings. They are made by students using cameras, tape recorders and possibly other technology. The site gives step by step instructions for creating a virtual visit, how students and teachers can engage in a web-based learning project even with limited experience using technology.

BEAN THERE?

www.cbal-literacies.edin.org/studentpage

The CBAL student website will be soon be augmented with material from two CBAL City Centre & Leith student magazines: 'Tollcross Tales' and 'Students' Summer Magazine'.

The new sites, planted and watered by Gerry Duffy, will be the web equivalent of the printed magazines.

For details about the printed magazines contact Dougie Bishop on 0131 556 2944 or email: douglas.bishop@educ.edin.gov.uk

For further details about the webpages contact Gerry (pictured).





NHS Lothian recently organised a Health & Literacy seminar at the Scottish Health Service Centre in Edinburgh. It was part of their series of seminars entitled 'Health Inequalities'.

The seminar was chaired by GP, Dr Ewan Crawford, Clinical Director of North West Edinburgh Health Care Co-operative. Ewan admitted that as a GP, literacy issues hadn't been high on the agenda for the Health Service and it is only now that these issues are starting to be addressed.

Prue Pullen, Development Coordinator for Learning Connections which is part of Communities Scotland, began by giving an overview of Adult Literacy in Scotland and the Scottish approach to literacy and numeracy.

She went on to talk about how literacy has a key role in tackling health inequalities and how literacy affects health. People with low literacy levels may struggle with essential health information such as appointment slips, consent forms, doctors' directions and access to services. They may find signage confusing in health centres and hospitals and may not feel able to take part in decision making. This can therefore create low self esteem so often the person won't self refer or seek help in understanding their illness. It's also more likely that they may tell a nurse they can't read but may never tell a doctor.

Improving Communication

Prue explained how health workers can help to improve communication by using clear simple English for signs and leaflets, having improved information on medication – what it is for, why, side effects, etc. and they can make sure that patients understand, feel able to question and feel involved in their own care.

One of the main issues with health and literacy is finding a way to encourage health workers to recognise and support clients who want to develop their uses of literacies. Prue commented that by offering initial support with tasks such as form filling and reading, a relationship can begin to be established which may then make it easier for the health worker to suggest referral to a literacy worker.

Good Practice

Lynne Francis, Community Education Manager gave examples of good practice happening around the UK. These included a writer in residence in surgeries in Sheffield; a learning advisor based in surgeries in Gloucester; the CLAN health & literacy post in Edinburgh and an A-Z of your Child's Health produced by North West Edinburgh Local Health Care Co-operative.



Dramatic entrance

Perhaps the message was most powerfully conveyed by actors from Right Style Theatre. The actors performed three short scenes each one aiming to raise awareness of how someone with literacy needs might feel within a health care setting.

The central character was a young single Dad who was attending the clinic with his sick baby. We observed him being given complicated directions, listening to the Doctor's explanation of his baby's symptoms and then being asked to fill in a form with his new address details. The scenes were re-played but this time the audience was asked to stop the performance in order to comment on how a character could have reacted differently. This led to a lively exchange of views and debate and proved to be an extremely effective method of highlighting the issues raised.

In recognition of the impact that literacy has on health and inequalities, Lothian Primary Care Trust Health Inequalities Forum is examining ways of how the health service can tackle this issue.

They are doing this on three levels:

- LEVEL 1 encouraging health service workers to identify learners and refer them appropriately
- LEVEL 2 ensuring that NHS employees needs are met, e.g. through workplace learning
- LEVEL 3 looking at producing guidelines on good practice, e.g. information leaflets and signage

More Information

For more information on health & literacy please contact Elspeth Hosie or Jo Aitkenhead from CLAN Edinburgh, tel: 0131 537 4230 or email elspeth@clanedinburgh.org

jo@clanedinburgh.org

or contact Kate Burton, Public Health Practitioner for North West Edinburgh Health Care Co-operative at kate.burton@lpct.scot.nhs.uk

ICT & Literacies

What exactly is ICT?

ICT stands for 'Information and Communications Technology'. So the new Development Officer post allows CLAN to explore the potential of desktop, laptop and palm top* computers, digital cameras, televisions, spellcheckers, mobile phones, etc. in literacies learning.

We are putting together a list of the ICT 'kit' that CLAN can make available on loan to literacies workers in Edinburgh and will send the list (and a simple guide to arranging to borrow items) to everyone on the Literacies Practitioners list. If you are not on the list yet, please contact Mags Morgan at CLAN Edinburgh so that your name and details can be added. You can contact Mags on 0131 270 6072 or email: mags@clanedinburgh.org

ICT & Literacies Survey

Thanks to all the literacies workers who responded to the survey sent out in May. The findings will be available by the end of the summer and are already being used to shape the work plan for the new ICT & Literacies Development post.

Catherine Macrae

* Don't panic, this term is new for me too. My teenage daughter informs me that it is the correct term for the hand held gadgets that you can take notes with or enter addresses and (the more expensive versions perhaps) navigate your way round places using global positioning satellites.

WEB RESOURCES

Decimals and fractions

Students and tutors confused by decimals and fractions can find and download explanations of popular maths misconceptions (and how to avoid them) at www.counton.org/resources/misconceptions/index.shtml

Explanations include, for example, multiplying decimals, dividing whole numbers by fractions and decimal places. There are 22 in all.

PROS: The explanations are well laid out on the page with good use of analogies such as 'when we point at boxes containing 6 eggs each and say '3 of those boxes please', we walk out with 18 eggs, that is 3 times 6'.

CONS: You need to have Adobe Acrobat installed (though there is a link to install this free software) and some of the language is demanding, such as 'to understand why the rule works, we look at its individual component parts'.

Grammar and spelling

Grammar and spelling guides and learning activities can be found in the Tools of Writing section of the Open University's online toolkit 'Effective Use of English' at www3.open.ac.uk/learners-guide/learning-skills/english/sect5/index.htm

Tools of Writing covers a variety of topics including sentences, paragraphs, spelling strategies and memory. The 'Effective Use of English' toolkit is part of the OU's Learners' Guide to Learning Skills and has other useful resources such as 'Assessing Your Writing'.

PROS: There is good use of colour in the explanations and many topics have short follow on activities with answers.

CONS: The pages assume the user is an Open University learner and so refer to essays and assignments and use examples from academic writing.

Word search puzzles

Students and tutors who like to make up their own word search puzzles can download free software from www.schoolhousetech.com/products/wordsearch/download.htm

Word Search Factory allows you to create grids with answer sheets, using between 10 and 30 scrambled words, depending on the size of the grid.

PROS: You have a number of options e.g. displaying or hiding the word list, using upper or lower case in a variety of font sizes and styles, placing words horizontally, vertically and/or diagonally.

CONS: The riddles and graphic in the page header can seem childish (although these can be changed) and when closing the programme or worksheet, you are not prompted to save it.

Story writing

Internet story writing is a new writing genre you might like to try. A lovely example can be found at www.gillianhoodless.co.uk/chooseyourownstory

This project (by an Edinburgh College of Art graduate) allows you to choose your way through an online story, each choice can be as random or purposeful as you want.

PROS: Great way of exploring writing in short bursts, using and making new meanings with quotes from songs, poetry, tv, etc. The project, and your own adaptations of the idea, has huge potential for exploring the politics of genre and language.

CONS: Can't think of any, I really like this one.

If you have ideas for Web Resources or want to know where to find something, let me know!

Catherine Macrae

Tel: 0131 270 6034 or email: catherine@clanedinburgh.org



Examples of Gillian's work, Edinburgh College of Art Degree Show 2003

TRAINING IN ADULT LITERACIES LEARNING

Online Training

If all goes well, staff training for 'Adult Literacies Awareness' will be available online by the beginning of autumn.

The training will initially be open to staff employed by CEC Education Department, but will hopefully be rolled out to staff from other agencies.

It's aimed at people who want to find out more about adult literacies, and/or might come across people with literacy/numeracy difficulties in their work.

Participants will be offered the opportunity to explore their own understanding of what 'being literate' means, get information on the state of adult literacy in Scotland and other parts of the world, find out more about the causes and effects of literacy needs in adult life and think about how to discuss the subject with people they might meet during the course of their work.

The training will also give information on the various 'literacies' projects and organisations in Edinburgh, and who to contact to refer potential students on.

My colleague Margaret Jessop and I are developing this training as part of a pilot project by Continuing Professional Development, exploring the potential of online staff training. So far it's been an interesting experience and we hope the outcome will be informative as well as enjoyable!

If you are interested in finding out more information, you can contact me at claudia.esslinger@educ.edin.gov.uk.

NU BN

Gillian Lawrence took up her new post as Training Officer with CLAN Edinburgh on 30 June. You can contact Gillian on 0131 270 6070 or email: gillian@clanedinburgh.org



Get Qualified!

It's finally happened, the 'Introduction to Adult Literacies Learning' (ITALL) has been validated by the SQA (Scottish Qualifications Authority). So, for the first time there is a qualification specifically for people who work as literacies tutor assistants in Scotland.

A 'tutor assistant' could be working one-to-one with students or support a tutor in a group, they might be volunteers or get paid for their work; the important thing is that in either case they will usually be supported and supervised by an experienced literacies worker.

The qualification takes the shape of a 'Professional Development Award' (PDA). This is SQA speak for a qualification which is made up of more than one SQA unit. This usually means a self contained piece of learning, with on-going assessment available at different levels and it is usually linked to a specific occupational area, in this case adult literacies tutoring.

This new qualification consists of three units:

1. Adult Literacies Learning in Scotland
2. Working with Adult Literacies Learners
3. Learning and Teaching in Adult Literacies

In order to get the qualification tutors will have to achieve all three units. The qualification is really aimed at people new to adult literacy tutoring. It gives an introduction to developments in adult literacies in Scotland, current thinking and new approaches (unit 1), working with adult learners - building relationships and supporting adult learners, self directed learning and the learner centred approach (unit 2), and negotiating and delivering learning activities in adult literacies (unit 3). Units 1 and 2 will take about ten hours of learning. Unit 3, the most important one will take about twenty hours.

People currently working as volunteer and support tutors might be interested in gaining this qualification. They may already have been through a very similar training, such as the CEC CBAL 'Introductory Training for Adult Literacies Tutoring' - also known as 'Volunteer Training'. If this is the case it will be possible to go for the 'Accreditation of Prior Learning' (APL), which involves gathering evidence showing that the Learning Outcomes of the Unit have been achieved previously, or 'Assessment on Demand', opting for assessment without going through the training.

This is only stage one of the proposed National Training Framework of Qualifications in Adult Literacies and more advanced qualifications are currently being developed. So, watch this space.

Now that there is the option for assistant tutors to become qualified, it's down to the partners in CLAN to decide what to do with this. Again, keep watching out for news!



Award Ceremony

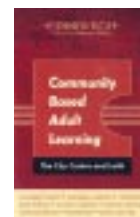
Stevenson College Edinburgh held its first Student Award Ceremony in June. The ceremony was held to recognise outstanding achievement.

Michelle Frizzell received the CLAN Edinburgh award for learning achievement. Michelle is described as an extremely enthusiastic young woman who, despite having health problems returned to education and made an enormous commitment to her learning.

Pocket-sized

The new CBAL City Centre & Leith brochure can be picked up from South Bridge Resource Centre at Infirmary Street.

For more information tel: 0131 556 2944 or visit www.cbal-literacies.edin.org/citycentre



Book Party

Look out for news of a Summer Book Party to be organised by the libraries soon. The event is for existing literacies students and will be by invitation only.

More Bytes

If you would like to contribute to the next issue of Beans or have any comments (controversial or otherwise) with regard to the items you have read in this issue, please contact the editor.

Contributions for the next issue should reach the editor's desk by **Friday 1 August**.

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