

Dyslexia group triumphs at RaPAL Conference

Though the dyslexia group have only been together for a short time, they took on the challenge of planning and organising a workshop for the June RaPAL Conference in Belfast.

"We worked together, identifying our different strengths and abilities to decide how we could all contribute to the workshop. We had very little time and most of us had never done a workshop before so we were all a bit nervous."

Although many felt the pressure, the group worked together as a team and delivered a fabulous participative workshop.

They began by exploring what dyslexia means to people. This allowed all the participants to expand their knowledge and also to look at some positives which are often ignored, such as creativity and 'seeing the bigger picture'.

Learning styles and preferences and the importance of using a multi-sensory approach were explored through a juggling exercise.

Some of the group said, *"Everything fell into place, we made it fun by getting everyone to join in with all the activities ... People seemed to appreciate the personal knowledge and experiences."*

Positive Feedback

"As part of the dyslexia group we work with learning logs which allow us to record what we will take from each session and what we feel is important to remember to pass on to other learners."



The group gave these to the workshop participants as an evaluation tool and were delighted with all the responses.

"I have had various training programmes on dyslexia but this one was probably the best because it was delivered by people with dyslexia."

"Excellent workshop, informative and fun! ... A stimulating and thought provoking workshop. I will use aspects of it myself in the future ... As a tutor I must promote different learning styles and not just my preferred style ... The workshop gave me a chance to reflect on how I learn."

As the group reflected on their workshop the only thing they felt could have been done differently was time!

"We'd like to do longer workshops in the future as we have so much knowledge to share."

Conferences

Conferences are planned by Dyslexia Scotland in September and October and the group are hoping to be involved so be prepared to hear more!

The dyslexia group are looking for new members. Meetings are on Thursdays, 10.30-12.30 at McDonald Road Library.

If you are working with learners who may be interested, please tell them about it and encourage them to contact Gillian on 0131 270 6070.

CLAN Training Programme

Sessions are free and designed for literacies practitioners
To book, please e-mail: caroline@clanedinburgh.org

	DATE	TIME	TITLE	VENUE
SEPTEMBER	Tue 25 Sept	5-7pm	Intro to Tutoring SQA Units	Canon Street
	Sat 29 Sept	10am-1pm	Add on Numeracy Training	The Number Shop
	Tue 2 Oct	4.30-7pm	Dyslexia Awareness	Canon Street
OCTOBER	NEW Sat 6 Oct	10am-12.30pm	Mentoring Tutors	Canon Street
	Tue 9 Oct	1-4pm	Deaf Awareness	St Columba's by the Castle
	Wed 24 Oct	4.30-6.30pm	SQA Numeracy Workshop	Canon Street
NOVEMBER	Sat 3, 10 and 24 Nov	10am-4pm	WIGALL	The Number Shop
	Tue 13 Nov	4.30-7pm	ALN Curriculum Framework: (1) Assessment Workshop: Learning Planning and Progress	Canon Street
	Tue 13 Nov	10am-12noon	(2) Managers' Overview Workshop	Canon Street

● Training for staff in Challenge Funded and other interested organisations

SEPTEMBER	Thur 20 Sept	10am-4pm	Getting Started – Introduction to ALN	St Columba's by the Castle
	Fri 28 Sept	10am-4pm		St Columba's by the Castle
	Fri 5 Oct	10am-4pm		St Columba's by the Castle
	Fri 12 Oct	10.30am-1pm		Venue to be confirmed
OCTOBER	Tue 9 Oct	9.30am-12.30pm	CLAN Awareness Raising Training	St Columba's by the Castle
NOVEMBER	NEW Tue 9 Oct	9.45am-4pm	Getting Started – Introduction to ALN – Working with Deaf Learners ALN Awareness – Deaf Awareness Reading and Writing Approaches Writing and Numeracy Approaches Assessment, ICT and Resources Session	St Columba's by the Castle
	Tue 23 Oct	9.45am-4pm		
	Tue 30 Oct	9.45am-4pm		
	Tue 6 Nov	9.45am-4pm		

You are also welcome to attend Dyslexia and Deaf Awareness sessions

Introduction to Tutoring SQA Units

For tutors and staff supporting tutors:

- where do I get my Unit Descriptor?
- what are NABs and do I have to use them?
- what about paperwork?
- assessments? How do I do them?
- what's internal verification?
- what about levels/materials?
- who can give support?

We will be covering these questions and try to answer any others you have.

Add on Numeracy Training

Introduction to adult numeracy tutoring for people who have been through 'Introductory Training for Adult Literacies Learning' (ITALL) or equivalent (ABE volunteer training, 'Getting Started', etc.) or would like a refresher.

The content will include:

- skills and possible methods used in doing calculations for fractions, decimals, time and money
- suitable computer programs/resources
- a variety of approaches when tutoring students with learning disabilities
- the meaning of progress in adult numeracy
- the place of group work in adult numeracy provision.

Mentoring Tutors

New workshop for tutors who will be working with new volunteer Tutor Assistants from Autumn. Sessional Tutors will be paid to attend this workshop.

Aims to develop understanding of:

- the content of the ITALL course which was revised this summer, especially Unit 4, Delivering Learning in Adult Literacies
- what makes a good Tutoring Mentor including giving feedback
- the social practices approach.

Deaf Awareness

Aims to give a general perspective on deafness and to raise awareness of the difficulties and needs of deaf people, especially BSL (British Sign Language) users.

The content will include:

- exploring definitions of deafness, social and medical models of deafness and the language and culture of BSL users
- considering how adult learning provision, including literacy and numeracy, can be made accessible to BSL users
- understanding different types of communication support for BSL users and deaf people.

SQA Numeracy Workshop

Would you like to:

- ask a SQA Moderator directly for comments on materials?
- gauge levels of work specific learners are doing?
- ask what you can do if the learner needs lots of help and wants to achieve a complex task?
- ask other questions?

The purpose of this development visit is to offer support from quality SQA assurance and has no policing/penalties attached for centres!

Working in Groups with Adult Literacies Learners (WIGALL)

Aims to prepare tutors who have been working one to one with adult literacy and/or numeracy learners for group tutoring. The course content is negotiated and can include:

- the purpose and nature of tutoring and learning in literacy/numeracy groups
- the dynamics involved in working in groups and the implications of these for tutoring and learning
- methods and approaches for learning about reading, writing and numbers in groups
- preparing and delivering a 15 minute presentation about a group work session you would like to tutor in your group.

An Adult Literacy and Numeracy Curriculum Framework for Scotland

(1) Assessment Workshop: Learning Planning and Progress

Aims to develop participants' understanding of assessment as outlined in the Curriculum Framework (CF) document.

Offers opportunities for participants to:

- try out appropriate tools and approaches for learning, planning and recognising progress
- share knowledge, experience and practical ideas.

(2) Managers' Overview Workshop

Overview of the Curriculum Framework for staff who manage, organise and 'oversee' literacies provision.

The workshop aims to:

- provide an introduction to the CF
- identify how the CF can improve the development and quality of both dedicated and integrated ALN learning programmes
- offer a networking opportunity for managers from CLAN partners and Challenge Funded organisations and projects.



Dyslexia Awareness

Basic introduction to dyslexia and how it impacts on adult learners which includes identifying dyslexia and support available.

CLAN Awareness Raising Training

Interactive workshop for managers and frontline support staff in contact with people who may benefit from participating in CLAN learning programmes.

The workshop aims to:

- ensure participants have the relevant information and awareness to refer service users to CLAN provision
- develop participants' knowledge of the range of CLAN learners and provision
- develop participants' understanding of the Scottish approach to adult literacy and numeracy
- consider the readability of their written communication with service users
- respond to appropriate issues participants raise and plan further joint working and staff development.

Getting Started – An Introductory Course in Adult Literacy and Numeracy (working with deaf learners)

Four day course for those interested in working with deaf learners and based on the CLAN principles of inclusion and lifelong learning. SQA accreditation may be available.

Aims to enable participants to:

- support potential literacy or numeracy learners within their own settings
- consider how they might integrate learning about literacy or numeracy within other learning programmes
- attract new learners from priority groups identified in the Adult Literacy and Numeracy Plan.

EUS Summer Provision

Shorter summer courses at Edinburgh University Settlement (EUS) have involved getting out of the classroom to explore Edinburgh and make the most of the season. Two courses developed for July and August were the Art and Literacies course and the Edinburgh Festival course.

"The Festival course involved learners participating in and reviewing events throughout the city", said Joanna Patterson.

"Initially, EUS learners completed a survey based on the different sections of the Fringe Festival guide. The results showed that learners were interested in most of what the Festival had to offer. This variety was reflected in our scheduled events which included visiting the Picasso Exhibition at the Dean Gallery and participating in a discussion with Cam Kennedy, the author and illustrator of the Kidnapped graphic novel."

The aim of the project was to allow learners to engage in critical thinking activities whilst visiting a variety of festival shows and then to write a review of what they had seen.

New Beans at EUS

Kerry McDonald

I started as CLAN Project Assistant at EUS at the beginning of June, having previously worked there as a part-time permanent CLAN Literacies Tutor.

I am currently collaborating with Arts Worker, Hannah Lamb, to develop and pilot an Art and Literacies short course, and I am also running a short course in IT for Literacies Learners. I am also looking at ways in which we can build on the support we already offer Volunteer Tutor Assistants. I hope to consult workers and volunteers throughout the CLAN partnership to produce a good practice pamphlet for tutors and volunteers.



Joanna Patterson

Before moving down to Edinburgh eighteen months ago, I worked with Adult Basic Education and the WEA in Inverness as a Literacies Tutor and assistant to the ABE co-ordinator.

I am currently working as CLAN Project Leader at EUS in the centre of the city. This involves developing, co-ordinating and publicising the literacies courses we run at the Regent Road site and at outreach projects in partnership with Turning Point Scotland and the Edinburgh Refugee Centre.



Contact Kerry and Joanna on 0131 550 6801.
E-mail: kerrym@eus.org.uk or joannap@eus.org.uk

RESEARCH BYTES

Literacies practitioners' views

“ I can't just walk out and not be prepared for the students

“ The part-time hours and the bits and pieces here and there are brilliant

These two different views were recorded by researchers who interviewed Skills For Life staff in England and were discussed in an article which appeared in *reflect*, issue 7, March 2007, entitled 'Working long hours but not feeling valued enough' - www.nrdc.org.uk/content.asp?CategoryID=951

In an article in Numeracy Briefing, May 2006, Jane Brooks highlighted an uncomfortable fact: "The teaching cohort for literacy and numeracy has been partially generated through the goodwill of others - due to historical factors of relying on volunteers in an under-funded educational sector, volunteers who often become teachers themselves."

How far do these different views coincide with the views of Scottish and Edinburgh ALN practitioners?

The Evaluation of the Scottish Adult Literacy and Numeracy (ALN) Strategy, 2004, which interviewed seventy-eight tutors, found that fifteen interviewees pointed to difficulties with the retention and recruitment of tutors. This was felt to be associated with poor pay and unfavourable employee working terms and conditions. This appeared to be a particular issue for part-time sessional and volunteer tutors.

Local response

At the CLAN Action Group on International Women's Day, Sheila McWhirter drew attention to the predominance of women in the literacy and numeracy workforce and therefore to the relevance of this issue to an equalities agenda. In the UK, 78% of all part-timers are women and part-time workers receive 40% less training than their full-time counterparts.

Sheila outlined 'significant legal frameworks' which could help tackle these issues: the Gender Equality Duty, Part-Time Workers (Prevention of Less Favourable Treatment) Regulations and the 1993 EU Working Time Directive.

She collated examples of alternative approaches where permanent full-time and part-time posts have been created in other areas - including the Western Isles, Perth and Kinross, Dundee and Fife - where all posts were turned into fractional, permanent appointments.

If you would like a copy of Sheila's paper, 'Enhancing the Learning Experience: issues regarding training uptake and part-time staff', please e-mail caroline@clanedinburgh.org or phone 0131 270 6072.

Consider e-mailing your own views to gillian@clanedinburgh.org where they will be collated for the CLAN Action Group.

The next Beans will be out in October. If you would like to contribute, send your items to Fiona Holmes, CLAN Edinburgh, 1-3 Canon Street, Edinburgh EH3 5HE. Tel: 0131 270 6073. Fax: 0131 270 6074. E-mail: fiona@clanedinburgh.org Web: www.clanedinburgh.org