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	NALA (2013) Integrating Literacy: Guidelines for further education and training centres (2013) ETBI (2019) Integrating language, literacy and numeracy into ETB further education and training courses Department of Education and Skills (2011) *Literacy And Numeracy For Learning And Life: The National Strategy to improve literacy and numeracy among children and young people 2011-2020*

	Department of Education and Skills (2015) *Ireland's National Skills Strategy 2015-20* NEPS (2013) Developing Basic Literacy and Numeracy Skills in Youthreach and Community Training Centres Department of Education and Skills (2015) Operator Guidelines for Youthreach SOLAS (2018) Integrating Literacy and Numeracy Final Report

Purpose

The purpose of this strategy is as follows:

1. To outline the philosophy and approach of Cork ETB to integrating literacy into all aspects of Youthreach provision

2. To support CETB Youthreach Centres to develop a centre's integrated approach to language, literacy, numeracy.

This strategy is in line with the following and applies to all CETB Youthreach Centres:

- *The Department of Education and Skills Operator Guidelines for Youthreach*

- Strategic Goal 2 of the 2014-2019 SOLAS FET Strategy

- National Skills Strategy 2015-2025

- Literacy And Numeracy For Learning And Life - The National Strategy to Improve Literacy and Numeracy among Children and Young People 2011-2020 (DES July 2011)

- Department of Education and Skills Adult Literacy Review (January 2013)

Section 1: Understanding the concept of Integrating Literacy

It is important to define what is meant by literacy and its integration.

Literacy involves listening, speaking, reading, writing, numeracy and using everyday technology to communicate and handle information (NALA, 2013)

Integrating literacy involves developing and delivering subject specific courses, using a literacy orientated approach.

It involves a whole centre approach, relying on the involvement of all students and staff for its success.

Why Integrate literacy?

The table below illustrates the benefits of using an integrated approach, in comparison to a segregated approach

Pre-Literacy Integration	Post literacy integration
Poor retention rates Students unprepared for further education and/or the workplace	- Higher retention rates - A higher proportion of students achieving vocational qualifications - A higher proportion of students achieving language, literacy and numeracy qualifications - Students reported that they are better prepared for future job roles. (ETBI, 2016)

Discipline and class participation issues are common	• Discipline issues are reduced as a result of increased class participation • The use of SAPs (Student Action Plans) provide the teachers with the knowledge to prevent, where possible, a discipline issue from arising
The course and its learning outcomes are not suitable to the student's individual needs	• The awareness of literacy issues ensures that the learning outcomes are achieved in an appropriate manner, meeting the needs of the student
Teachers work in isolation	• Collaborative teaching can then occur
QQI Driven approach	• The integration of literacy into all aspects of the curriculum ensures a more student-centred approach, giving the young person the best opportunity for success and progression
The integration of literacy is completed by the literacy support person in the centre. Staff and resource have little input; hence their skill base does not improve. The approach to teaching does not evolve with the changing needs of the young people	• The process involves the participation of all staff. An ethos is created amongst staff to provide a student-centred approach. • Staff support not only the students, but each other
All centre documentation was presented with unnecessary jargon and in a manner that was not suited to the struggling reader	• All centre documents will in time, be user friendly, using the plain English format

Section 2: Roles and Responsibilities

The Centre Coordinator and Resource Persons, with the support of staff are responsible for ensuring:

- There is a whole centre approach to integrating literacy, as documented in an Integrating Literacy Action Plan
- Procedures   and practices at all phases of the programme in particular, access, induction, teaching and learning and assessment and progression are reader friendly
- Course-related literacy support is built into every subject area
- Systems are in place to facilitate effective communication between subject staff and literacy support staff

- Literacy appears on the agenda of every staff meeting
- Literacy support and development is integrated into the centre's other plans and procedures: for example, CEIP, quality assurance reviews, programme development plans and assessment plans (NALA, 2013)
- continuous professional development is provided for all staff around integrating literacy into FET programmes. (ETBI, 2016)

The Literacy Support Person in each Youthreach centre should:

- Provide additional language, literacy, numeracy and ICT support to students as required on a 1-to-1 or small group basis
- Support other teachers to integrate literacy within their subject areas.
- Provide feedback at staff meetings where necessary
- Develop and support any initiatives, events, projects within the centre to promote the integration and development of literacy

The role of Teachers in the Integration of Literacy

Teachers are expected to integrate literacy into their course, regardless of their subject area. Literacy, language and numeracy is at the core of all programmes; hence it must be at the core of every subject.

The following are areas for teachers to reflect upon when assessing their approach to literacy. A teacher delivering a course in a literacy friendly manner should be attempting to adhere to the points below:

- Students are familiar with the subject specific language

- Literacy/numeracy development appears in the scheme of work and lesson plans
- Awareness of the different individual learning styles of students
- Teaching techniques are varied to accommodate the needs of students
- Teachers are aware of students' goals from their Student Action Plan
- Collaboration with colleagues occurs when possible
- Willingness to attend literacy training

If areas for improvement are identified, they should be used as targets in the Literacy Action Plan.

Section 3: Creating and Utilising your centre's Integrating Literacy Action Plan

Integrating literacy requires an approach which is specific to each centre. Research has shown that there is no 'one-size-fits-all' approach to effectively integrating literacy and numeracy. Each Youthreach centre should

develop an Integrating Literacy Action Plan which reflects the needs of their students, and the capabilities of their staff. The plan might include the following elements:

- A literacy awareness programme for all staff
- Identification and assessment of individual students' literacy needs.
- Identification of the literacy demands of each course and subject area.
- Developing student induction courses that facilitate each of the above.
- Embedding literacy in course planning and delivery.
- Using Student Action Plans to support students' needs.
- Providing effective evaluation and summative assessment.
- Implementing effective literacy teaching and learning practices.
- Developing appropriate teaching materials and resources.
- Approaching QQI with literacy in mind, simplifying the documentation included in the portfolios and assessment.

The goal of your policy should be to:

1. Build language, literacy, numeracy and ICT Skills into subject teaching and learning.
2. Enable students to have access to specialist language, literacy and numeracy support according to need.
3. Provide access to other specific supports according to need (such as assistive technology or other learning aids); and
4. Facilitate ate effective communication and teamwork between all Teachers

How to develop your literacy action plan:

Pre policy	During	Review
1. **Review** current provision and practice in the centre in relation to integrating literacy.	As a staff complete the action plan questionnaire (see appendix 4) to identify areas of success and possible areas of improvement	Revisit this questionnaire as the policy evolves, reviewing your targets and success
2. **Affirm** the current good practice of teachers in building literacy support and development into their course work. Identify areas that require improvement	Teachers agree to adopt techniques that reflect the good practice of their colleagues, creating a whole centre approach Resources are shared and targets for the inclusion of such practices are created	At staff meetings, staff discuss the use of techniques and their success/limitations within their subject area. Suggestions from staff are made with future modifications and improvements in mind.
3 Identify **actions** that you can reasonably carry out, **within** the **timescale** of the centre's strategic plan. Example: the development of subject specific key words presented in all classrooms	Discuss the progress of the actions and targets. Make any necessary modifications	Upon completion of the timeframe, review your targets. Were they met? If so, what area next requires your attention?

Section 4: How to achieve the integration of literacy

People: Staff commitment and engagement in the integration of literacy is key to success. Literacy and numeracy can also be supported by personnel from outside of centres, for example local and not so local heroes for whom literacy skills have made a difference, librarians, authors etc

Texts: Centres should have a plentiful supply of texts at different levels that students will want to read (newspapers, magazines, fiction and non-fiction books, graphic novels, poetry, electronic texts). They will also require a substantial stock of mathematics equipment, posters and games. Some will be found as part of the equipment used on the courses; others might be useful placed around the centre. It is essential that the resources, while appropriate to the students reading ability, is also age appropriate in its subject matter and appearance. Protecting the dignity of the young person is paramount.

Time and Space: Time and space are needed to teach, to assess and to reflect on assessment data.

The physical environment of centres and classrooms are important resources for promoting literacy and numeracy. Classrooms should have storage and display areas for course-related literacy and numeracy materials and should be safe, comfortable and suitable for one-to-one and small group tuition.

Teaching techniques: The approaches of the teacher must be as diverse as the students they are teaching. Mixed ability and continuous intake results in the need for teachers to be flexible and creative in their approach. Refer to section 3 for more information.

Technology: Many young people engage more comfortably with technology than with traditional forms of text. Centres should attempt each year to improve student access to and use of technology. The NALA distance learning programme can also be utilised.

Reasonable accommodation: Reasonable accommodations are available for QQI certification processes. Accommodations are granted to students who have a diagnosed condition. For those who have not had such a diagnosis, but may warrant an educational assessment, the coordinator should take the necessary steps to organise such an assessment.

Details regarding accommodations can be read in Cork ETB QA Procedures.

Challenges of integrating literacy and their possible solutions:

Challenge	Solution
QQI time constraints: The demands of QQI and the pressure of achieving certification results in the sacrifice of literacy development	To ensure that time is made available, collaborative teaching/the sharing of resources must occur. QQI time constraints are often occurring due to the lack of cross curricular communication. Students may be repeating assignments, taking unnecessary time.

	If it is integrated within your module, the student will develop their skills while completing your QQI component.
	N.B Literacy is at the core of every module. The student who improves their literacy will inevitably complete the module faster, hence, to ignore literacy, is counter productive
The centre does not have the budget to provide books and reading materials	Using the materials within the centre will negate the need for purchasing texts. The forms used in the 'business' of the course, such as registration forms, the training allowance or pay slip; the timetables; the information on noticeboards; the centre's website or social networking page; and of course the textbooks or other materials used in the teaching and learning of the various subjects.
	Students access I.T as part of their course. Time can be allocated for the student to read E/ebooks, online newspaper articles or online content such as blogs, articles etc.
Teachers do not have time to simplify texts	The students can complete the simplification of texts. By including a paraphrasing question in every comprehension, each student will in essence, reword your assignment. The students will have created your texts, for future students.
	Source your materials from relevant sources such as skills workshop which have resources reflecting various levels
The need for literacy development is not referred to in the marking scheme of my module descriptor.	It is good practice and a necessity for all teachers to help the development of each student's literacy skills. Regardless of subject matter, a whole school approach must be taken. Time is essential when integrating literacy. A student will receive on average,

	three-four hours of English classes per week. When all staff embrace the integration of literacy, students will have 22 hours to improve their literacy.
Communication amongst staff	The challenge of staff communicating when working on varying days is a challenge. However, every centre has an email account which should be used for communication between staff regarding the use of resources etc. Office training will be provided which represents another forum for teachers to communicate.
A lack of knowledge/ skill	Often, teachers are reluctant to approach literacy as they feel they are ill equipped to deliver such approaches. The use of key words and creating an ethos where encouraging students to proofread their work, and correct any errors is a simplistic yet effective way of improving literacy. A simple approach can often yield profound results.

Section 5: Integrating Literacy Methodologies

Through the early phases of the course you will get to know the students' course-related literacy strengths. Incorporate the following to ensure a literacy friendly approach:

- Help students identify their relevant prior knowledge and experience.
- Plan activities that help students to value and use those strengths within their course work
- Know your students' course related needs.
- Be alert to any support needs they may have
- Build relevant literacy goals into your course and lesson planning
- Help students to identify personal and group goals and plans.
- Use a mix of individual work, small group and whole group work for each key topic or task. 'Think-pair-share' routines might be useful

Section 6: Initial Assessment

The most frequent and valuable type of assessment in centres is **formative assessment**, or *assessment for learning*. It begins at induction and continues as part of an assessment - feedback - teaching cycle. It happens

across all subjects when teachers observe students' strengths and weaknesses and then adjust teaching to target these. It happens when they reflect on work in students' absences. It happens when students self-assess and communicate their observations to teachers. (NEPS, 2013)

All students should be assessed informally when they start in Youthreach to ensure that they are placed in a class group appropriate to their level and that they can be provided with any additional supports required.

Informal Assessment

For many students, formal assessments can often be a daunting process. Using formal assessments to assess the ability of a student, who has in many cases rebelled against the formalities of mainstream education, is often counterintuitive. With this in mind, it is important that centres have the opportunity and discretion to create and utilize an assessment that best suits their student body. If a centre chooses to complete a centre specific assessment, the initial assessment should begin at enrolment. **Appendix 1** contain guidelines for the informal initial assessment of students. **Appendix 2** contains examples of assessments that can be used to assess for level 3 and **Appendix 3** has an example for level 4. These assessments give an initial indication of the student's reading, writing, maths, vocabulary, interpretation, concentration and handwriting skills. This, along with the student's completion of the enrolment form, discussions at interview and school records will provide sufficient information for an initial placement.

Formal Assessment

Formal assessment can be conducted at a later stage, where deemed necessary, when the student is more comfortable in the centre. The following assessments are used in Youthreach centres. Each centre should determine which assessment they use as part of their Literacy Action Plan (See Appendix 5).

- SOLAS Initial and Ongoing Assessment Toolkit
- BKSB
- Cognitive Ability Test (CAT) 4
- Cognitive Ability Test (CAT) 5
- Wide Range Achievement Test (WRAT) 4
- Wide Range Achievement Test (WRAT) 5
- FAST assessment with the aid of ART 2

Formal Assessments are frequently revised and modified to reflect the evolving needs of the young people. As a result, other forms of assessment may be included in the policy in the future. Centre's are encouraged to use the assessment that best suits the needs of their learners and the ethos of their centre.

Information on the above assessments can be found on the Integrating Literacy Community of Practice Channel on the Youthreach Teams site.

Assessment for specific learning disabilities

An EU High Level group on literacy recently recommended that the term 'struggling reader' be used for everyone with literacy difficulties whether or not a diagnosis of dyslexia or specific learning difficulty applies. They advise that the primary focus should be on the provision of support for learning, in the expectation that everyone can make progress in literacy given adequate time and the right kind of teaching.

Section 7: Plain English Approach

Cork ETB centres will endeavour to use plain English guidelines in all Youthreach policies.

Literacy-friendly access procedures will help to remove barriers that may prevent people from starting or persisting in your centre's courses and other provision.

Steps to take in the introduction of Plain English Approach

1. Ensure all documentation is jargon free, making it as interesting as possible.
2. Encourage student involvement in the process. In doing so, it will cover QQI learning outcomes in various modules, while ensuring that documentation is created for the students, by the students.
3. Review and if necessary, revise the **materials** used in induction, such as information on health and safety, the centre rules or code of conduct, materials on training allowances, grants, registration, and the students' timetables.
4. Make sure that **signage** in the building is clear. Use plain English or Gaeilge Shoiléir for such documents and signage. See www.simplyput.ie.
5. Review the induction process with students, to get their views on its effectiveness.
6. Use student feedback to plan how to continually improve future integrated induction programmes.

Section 8: Continuous Professional Development (CPD)

Teachers who adhere to best practice teach in a manner that is inclusive of all students. The following represent some examples of CPD which can be used to ensure that best practice continues.

*   Provide opportunities for **managers** to explore literacy issues and to identify practical ways to support staff in integrating literacy across the curriculum.
*   **Peer learning:** Facilitate staff to learn with and from each other, sharing their good practice in integrating literacy.
*   Facilitate staff to carry **out action learning projects** on integrating literacy. This might involve trying out particular teaching and learning strategies in one 'pilot' course or subject or across courses;
*   When staff take part in external training in integrating literacy, plan opportunities for them to share the key learning points with their colleagues.
*   Provide literacy awareness training for all new staff, tailored to their particular work role.

Appendix 1: Initial Assessment Guidelines

The mindset behind completing such an assessment is to ensure that your student is in the appropriate level for your centre. Formative assessments are beneficial when teachers are following a set and standardized curriculum. As that is not the case in QQI, the most accurate means of ensuring that a young person will study the appropriate level in your centre, is through the use of your centre/teacher resources. The approach is simple, but effective. If a student can, with ease, complete a comprehension or task taken from a QQI level 3 folder, then they are capable for a level three class in your centre. The ease at which they complete the task will dictate the level they will study.

The process of completing an informal assessment:

Step 1: At Enrolment

➢ The assessment of a student's literacy begins at the enrolment stage.

➢ Through the young person's ability to interact and complete the enrolment form, the staff/Coordinator develop an initial impression of the young person's capabilities.

➢ School records are ascertained to give some insight regarding their state exam results and any educational or psychological assessments that may have been completed.

Step 2: Centre Assessment

➢ During induction the young person completes their initial assessment.

➢ The assessment tests the young person's ability regarding literacy, numeracy, listening skills and handwriting. A listening exercise has been included to ascertain the young person's concentration levels. In many cases the literacy level of a Youthreach Student is undermined by their concentration. Often a poor result in formal assessments reflects their concentration level, and not their literacy, hence, the inclusion of a listening exercise.

➢ The assessment involves a reading comprehensions based on a familiar topic, specifically Facebook. Familiarity with the topic may relax the young person and give a more accurate account of their ability. Figures and statistics have been included to give a basic insight into their numerical ability.

➢ During the assessment, the assessor will complete the simple questionnaire. (See appendix 4)

➢ The assessment results are then recorded in the Assessment sheet, taken from SOLAS

Step 3: Post Assessment

➢ If the assessor is still unsure, then step 1 & 2 is repeated, using the assessment resources which represent the next QQI level. Centres may also opt for the young person to shadow the timetable of separate

groups and levels, to best ascertain their level. **This is purely optional, and at the discretion of the Coordinator and staff and is not a compulsory aspect to the assessment process** The ability of the young person to complete the tasks in the classes will highlight the level best suited to them. By allowing the young person to participate in class, the teacher can establish the impact of the young person's presence in the room and amongst the group. A new student can dramatically change the dynamic of a group and in some cases, can undermine the progress that has been made. Staff come together to communicate their experience with the young person. A decision is then made.

Step 4:

- ➢ The young person is allocated an appropriate group
- ➢ The SAP is created identifying the young person's literacy, numeracy and listening skills, accompanied by the recommended subject specific levels to be completed.

Appendix 2: Sample Initial Assessment Level 3

Student Name:

Level 3

A day in the life of the man behind your Facebook page

Here's a look at a typical day for Facebook owner Mark Zuckerberg:

After waking up at 8 a.m., the Facebook founder immediately checks Facebook, Facebook Messenger, and WhatsApp on his phone.

By 9am it's time to work out. Zuckerberg exercises about three times a week. Sometimes he brings his dog, Beast, along. He says running with his pet has the "added bonus of being funny because it's like seeing a mop run."

Once he's gotten his exercise in, Zuckerberg's not too picky about what he eats for breakfast. He'll usually just dig into whatever he feels like that day. He doesn't like to waste time on small decisions.

That's also why he wears the same thing almost every day. Zuckerberg's "work uniform" is jeans, sneakers, and a grey T-shirt. When asked about his clothes in 2014, he replied: "I really want to clear my life to make it so that I have to make as few decisions as possible.

By 10.30 a.m. Zuckerberg is at work. He puts in 50 to 60 hours a week at Facebook, but he thinks about it constantly.

When he's not working, Zuckerberg spends some time learning new things. In 2015, he challenged himself to read a new book every two weeks.

Whether he's traveling or working, Zuckerberg spends time with his wife, Priscilla Chan, and his daughters, Max and August.

Every night before going to bed, he tucks his children in with a traditional Jewish prayer.

Questions:

Q.1 Fill in Mark Zuckerberg schedule:

(assessing ability to extract key pieces of information and reformat it)

Time	What he does
	Wakes Up
9 a.m.	
10.30 a.m.	

Q.2 If Mark Zuckerberg works 60 hours over six days. How many hours a day does he work? (assessing basic numeracy)

Q.3 Work is not the most important thing in Marks life. Pick out the parts of the text that show this? (assessing inference, reading for understanding)

Q.4 Name Zuckerberg's children

Q.5 Read the list of words below. Put a tick beside the words that you would use to describe Mark Zuckerberg (assessing understanding of vocabulary, handwriting and interpretation)

Wealthy

Lazy

Busy

Normal

Smart

Why did you choose these words?

Q.6 Mark Zuckerberg is a billionaire. Is there anything about his life that surprised you?

Q.7 Pick a paragraph from the text. Read it aloud (Assessing reading fluency/word recognition and awareness of grammar/punctuation)

Q.8 listening activity

Zuckerberg is one of the youngest billionaires in the world. His Father is a dentist while his mother is a psychiatrist. He created Facebook in college. He did not finish college because he wanted to focus on Facebook.

Repeat the paragraph as best as you can.

(assessing listening and concentration ability)

Appendix 3: Sample Initial Assessment Level 4

Student Name: _____

Could you live without Facebook?

Read the article below and find out about the man behind your Facebook page.
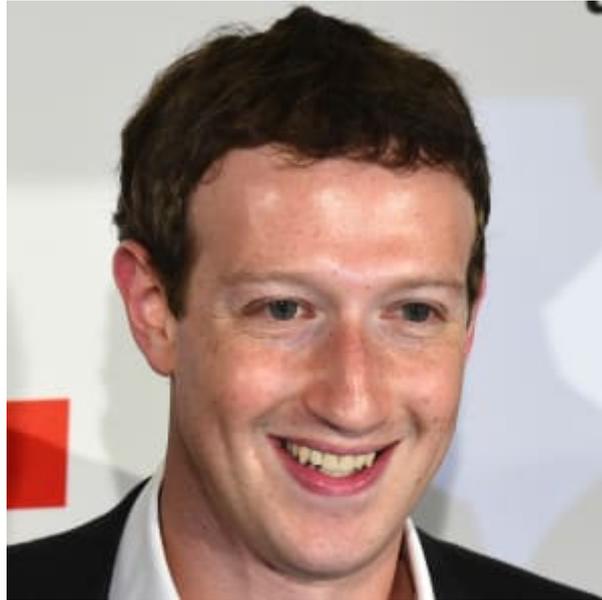
Mark Zuckerberg is co-founder of the social-networking website Facebook. He is also one of the world's youngest billionaires.

He was born into a wealthy and well-educated family. His Father ran a dental practice while his Mother worked as a psychiatrist before having four children-Mark, Randi, Donna and Arielle.

Zuckerberg developed a talent for computers at an early age. At twelve, he created a computer messaging programme, similar to Facebook messenger, to help his Father in his dental surgery. The programme allowed the receptionist to message Mark's father without having to leave her desk.

In school, Mark's interest in computers grew. When his parents discovered that their son's knowledge of computers surpassed that of his school teachers, they decided to hire a private teacher to further their son's computer skills. While still in secondary school, he was approached by companies interested in buying his programmes. Microsoft offered him a job before he finished school, knowing that Zuckerberg had huge potential. He declined every offer.

In 2002 Zuckerberg started college in Harvard. While in college he created Facebook. In 2004 he dropped out of college so he could focus on developing Facebook.

Facebooks membership climbed from 1 million in 2004 to 5 million in 2005. In 2019, it was estimated that Zuckerberg was worth 62.3 billion dollars, making him the eighth wealthiest person in the world.

In 2012 he married his girlfriend Priscilla Chang. they met in Harvard when she was studying medicine. Zuckerberg has too daughters, max born in 2015, and august born in 2017

While he works 60 hours a week, he always makes time for his family, ensuring that he puts his children to bed every night.

He has promised to donate half of his wealth to charity over the course of his life.

Question: level 4

Q.1 Mark was born into a well-educated, wealthy family. Pick out the details from the text that suggest this.

(assessing student's ability to read for detailed understanding/inference)

Q.2 Zuckerberg was born on May 14th, 1984. What age is he now?

(basic numeracy)

Q.3 The paragraph typed in purple has spelling mistakes and is missing some capital letters and full stops. Rewrite the paragraph, fixing the mistakes

(assessing knowledge of spelling and punctuation)

Q.4 Zuckerberg works 60 hours a week. If he works six days a week, how many hours does he work each day?

(assessing numeracy)

Q.5 Choose a paragraph from the text. Read it aloud

(Assessing reading fluency, word recognition, eyesight and awareness of punctuation)

Q.6 Pretend you are Mark Zuckerberg. Fill out his form using the details from the text

(testing ability to extract particular facts, understanding of vocabulary, and reformatting)

First Name:	Surname:
Date of Birth:	Occupation:
Married or Not:	Wealth/earnings
Parents Occupations:	Siblings:
Children:	

Listening Activity

Mark Zuckerberg wakes up at 8am. The first thing he does is check his Facebook and messenger accounts. After that he walks his dog who is called Beast. When he comes home, he has breakfast and then goes to work where he spends 60 hours of his time every week. When he is finished work, he comes home and reads his children a Jewish prayer before their bedtime.

Questions:

What time does he wake up?

What kind of pet does he have? What is his name?

What is the first thing he does when he wakes up?

What kind of prayer does he read to his children before bedtime?

Note to Assessor:

A4 paper is provided to allow the student to write as much, or as little, as they deem necessary, to answer the assessment questions.

Listening Activity

Appendix 4: Assessment Feedback form to be completed by Assessor and made available to all staff

Performance Task Observation Schedule						
Student's Name						
Teacher's Name		**Date**				
Task			**Competence Demonstrated**			
Level			**Not at all**	**To some extent**	**Mostly**	**Yes**
Learning Outcome	**Knowledge/Skill:**					
	Fluency: without hesitation:					
	Independence: with help					
	Context: in settings needed					
	Other (please insert)					
Notes:						
Learning Outcome	**Knowledge/Skill:**					
	Fluency: without hesitation:					
	Independence: with help					
	Context: in settings needed					
	Other (please insert)					
Notes:						

(Section three, page 78 of 'The Initial and Ongoing Assessment of Adult Literacy and Numeracy at NFQ levels 1-3 Guidelines, Toolkit and Research Report')

Appendix 5: Action Plan Questionnaire for Integrating Literacy and Numeracy

Centre:

Name:

Statement	Rating 1-3 1: Not at all 2: Needs improvement 3.Working well	Actions to be taken	Completion date
1. Literacy, numeracy and language development is integrated into all aspects of the course			
2. Students are assessed prior to being assigned a group, and throughout the year. Feedback is provided to all staff			
3. A range of teaching techniques and resources are used to cater for the individual needs of the students			
4. Coordinator and staff ensure that all documentation presented to students uses the plain English approach			
5. Subject specific key words are presented in all classrooms			
6. Collaborative teaching occurs			
7. Staff receive training around literacy integration			

Appendix 6: Sample Template for a Centre Literacy Action Plan

Action Plan for Integrating Literacy and Numeracy

Centre:

Name:

Research shows that we are more likely to act on our intentions if we identify the exact situation when we intend to act and say what we intend to do in that situation. It helps motivate us to see through our intentions if we understand the benefits this might bring to us and our organisation.

Working through the Draft Integrating Literacy and Numeracy Policy, with reference to the Aims for Teachers and Tutors in Further Education and Training, complete the grid below in relation to each of the eight aims that are outlined

1. Literacy, Numeracy and Language development is integrated into all aspects of your course/s.

What actions do you need to take to establish or improve this aim?	How does this relate to your personal or organisational goals?	When do you aim to have this completed?

2. Students' competencies in literacy and numeracy are assessed at several points during their time in the programme and the results of these assessments shared with all members of the staff team.

What actions do you need to take to establish or improve this aim?	How does this relate to your personal or organisational goals?	When do you aim to have this completed?

3. Use a range of teaching strategies and methodologies to support students who may have difficulties in literacy, language and/or numeracy related to the programme.

What actions do you need to take to establish or improve this aim?	How does this relate to your personal or organisational goals?	When do you aim to have this completed?

4. Use Plain English when designing notes and handouts.

What actions do you need to take to establish or improve this aim?	How does this relate to your personal or organisational goals?	When do you aim to have this completed?

5. Literacy proof assessment guidelines, briefs, tasks, etc

What actions do you need to take to establish or improve this aim?	How does this relate to your personal or organisational goals?	When do you aim to have this completed?

6. High-quality displays promoting the development of subject specific literacy and numeracy are evident in the centre.

What actions do you need to take to establish or improve this aim?	How does this relate to your personal or organisational goals?	When do you aim to have this completed?

7. Collaborate with other subject tutors to integrate assessment where possible

What actions do you need to take to establish or improve this aim?	How does this relate to your personal or organisational goals?	When do you aim to have this completed?

8. Staff receive regular training to improve their capacity to integrate language, literacy and numeracy into subject teaching

What actions do you need to take to establish or improve this aim?	How does this relate to your personal or organisational goals?	When do you aim to have this completed?