

Action resource worksheet 1



The tutor's approach¹

This worksheet is based on implementing a wealth model approach to adult literacy and numeracy tuition as set out in the **Guidelines for Good Adult Literacy Work** (NALA, 2012).

The wealth model approach

The wealth model is the simple idea that adult learners bring many different experiences and strengths into the class with them. A good tutor will use these experiences and strengths as a resource. They will respect the learner for what they have already done and achieved in their lives to date and regard their experience as a very good starting point for meeting new challenges.

Learning about a learner's experiences and knowledge helps to show where their strengths, goals and interests lie. Knowing their goals and interests means that the tutor can make tasks relevant and useful. This moves adult education away from 'merely useful knowledge' to giving and getting 'really useful knowledge' – the knowledge that learners need to change their lives for the better.

The wealth model in practice

Transformative learning is a way of making it possible for learners to take action and develop new perspectives on themselves, their families and wider society. Slowly, the tutors build evidence of the learner's ability. This ability is evident in the learner's portfolios and their increasing confidence. These contradict negative self-belief, and replace it with a positive and realistic one.

1 To accompany the report 'The wealth model in adult literacy: transformative learning in action'

Guidelines for good adult literacy work: Guideline 1

Adult literacy work is based on a philosophy of adult education which is concerned with personal development and social action.

This guideline shows the importance of the tutor's grounding in a learner-centred approach.

Top tips

- **Ensure positive outcomes early on.**
This results in success breeding success. The learner can replace old negative expectations of themselves with more positive ones.
- **Respect the questions that the learner asks.**
Questions are an indication that the learner is engaged and interested. Handling questions is a normal part of practice. Treating the learner with respect means that they feel 'heard' even if the question is not directly about the topic being discussed.
- **Use discovery learning.**
Learners love to discover new things, new words and to see patterns emerging. With discovery learning the learner can engage with the task without worrying about getting things wrong.
- **Extend learning in the classroom.**
The learner may not always be aware of other learning opportunities that are available to them. They may need to be encouraged, or have their attention drawn to other accessible and likely beneficial opportunities.
- **Learn from the learners.**
The wealth model recognises that the learner and not just the tutor has knowledge. Enabling the learner to tell the tutor about a process or topic enables the learner to recognise this for themselves. Their own knowledge comes to the surface.

My three top tips on my approach in the classroom:

1.

2.

3.

The 'Not Like School' checklist

Ways my classroom is 'Not Like School'	Check
It is an informal, relaxed learning environment	
We agree ground rules and everyone understands the reason for a ground rule	
There is peer teaching and learning	
There is mutual respect	
I see learners as adults with prior experience, knowledge and skills to draw on	
The prior skills and experience of the learner can be relevant	
I learn from the group	
The advantages of going for certification are identified	
I see myself as a facilitator of learning	
I create collaborative classrooms	
I know how the curriculum is negotiated	
I provide critical literacy and numeracy skills so people can read the word to read the world	



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National Adult Literacy Agency
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