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The National Adult Literacy Agency (NALA) is an independent member based organisation, working on improving adult literacy and numeracy in Ireland since 1980.

We are:

- the voice of adults wishing to improve their literacy and numeracy skills, and
- committed to raising adult literacy and numeracy levels.

WIT and NALA collaborated to design, develop and deliver third level programmes specifically for adult literacy practitioners to develop their professional competencies as tutors and facilitators.

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The tutors

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Read all about it: Case studies of teaching and reading to adults in Ireland (2014)

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Introduction

Between 2014 and 2016, the National Adult Literacy Agency (NALA) published a series of case studies that researched and described adult literacy practice in Ireland. These research projects were carried out in partnership with the School of Lifelong Learning and Education, Waterford Institute of Technology (WIT)¹.

The case studies research aimed to get an in-depth insight into specific teaching and learning strategies that support adult literacy development, and to provide supports to improve the quality of adult teaching and learning. These supports include supplying relevant learning materials and information on new and existing effective teaching and learning approaches.

In this report, we provide a review of the data from the interviews with 13 tutors from 10 Education and Training Boards (ETBs) based on implementing a wealth model approach to adult literacy and numeracy tuition as set out the **Guidelines for Good Adult Literacy Work** (NALA, 2012). The review describes what the tutors are saying about their understanding, values, and practices in relation to adopting a wealth model approach to delivering adult literacy and numeracy tuition and to enabling participation for different groups of adult literacy learners.

¹ Read all about it: case studies of teaching reading to adults in Ireland and Meeting the challenge: strategies for motivating learners in adult education in Ireland are available to download from www.nala.ie

Guidelines for Good Adult Literacy Work (2012)

The **Guidelines for Good Adult Literacy Work** set out and explore the principles, approaches and philosophy which underpin good adult literacy work in Ireland. The principles for good adult literacy work are that:

- Adult literacy work is based on a philosophy of adult education which is concerned with personal development and social action.
- Adult literacy learning is an active and expressive process. Students have the right to explore their own needs and interests, set their own goals and decide how, where and when they wish to learn.
- Adult literacy work respects different beliefs, cultures and ways of being. An ethical code of trust and confidentiality underpins all aspects of the work.
- Students' knowledge and skills are vital for the effective organisation of adult literacy work. Students should have the opportunity to be involved in all aspects of provision.
- Adults learn best when the decision to return to education is their own and the environment is supportive, relaxed and friendly.

The principles reflect the importance of student-centred learning, literacy as a social practice and a humanistic approach to adult learning. According to the Guidelines:

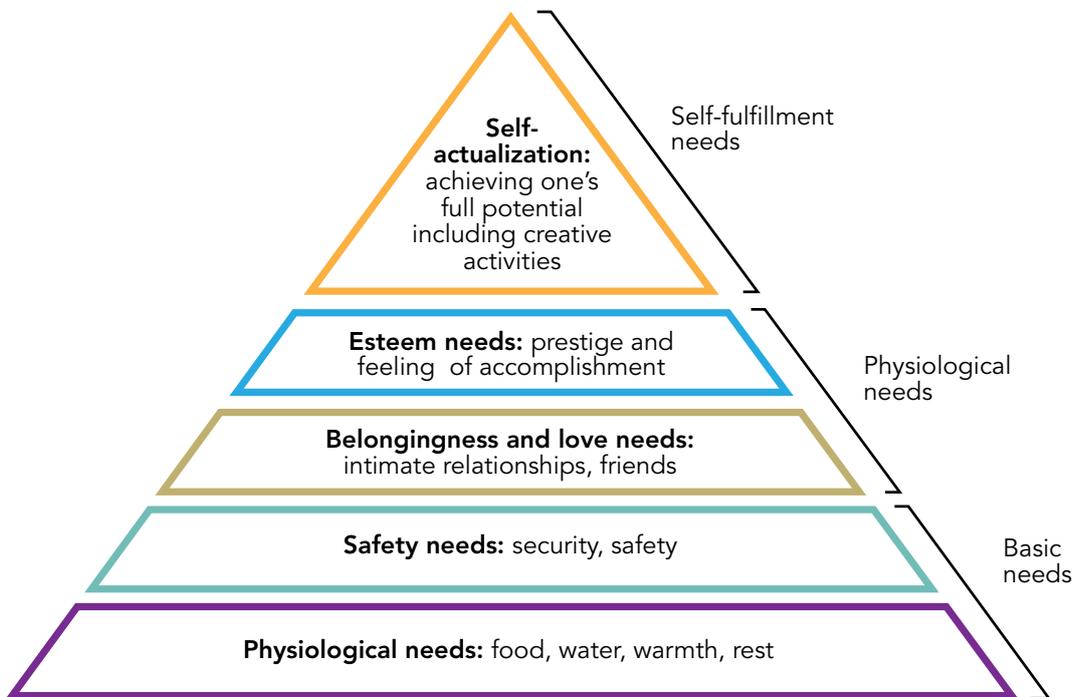
adult basic education in Ireland is based on a belief that effective learning builds on the wealth of life experience which adults bring to their work on literacy development (NALA, 2012, p:14)

The wealth model approach to education aims to help the learner realise their own knowledge and strengths. Learners are encouraged to explore opportunities for further learning from an understanding of their own life experience and the questions this raises (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, as a very good starting point for meeting new challenges, and respect the learner for what they have already done and achieved in their lives to date. Knowing the learner's goals and interests means that the tutor can make tasks relevant and useful.

The tutor holds the vision of the learner as curious, wanting to become a better worker, spouse, parent, and knower, even if at times the learner can lose sight of their own potential. 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 (Thompson, 1997).



Maslow and the wealth model

Maslow (1968) suggested a hierarchy of human needs based on two groupings: deficiency needs and growth needs. Within the deficiency needs, each lower need must be met before moving to the next higher level. Once each of these needs has been satisfied, if at some future time a deficiency is detected, the individual will act to remove the deficiency.

The contemporary understanding of Maslow's hierarchy of needs would have tutors lower their expectations of learners if the learner has to struggle with basic needs for safety and security. However, the wealth model has provided evidence that when a higher-order goal is identified, the motivation to take action to overcome apathy and work to meet lower-order needs increases. The tutor meets the psychological and esteem needs in the middle of the diagram above by getting to know the learner and the group, normalising what they might be feeling, working with strengths and gaps, and using opportunities for the group to get to know each other and be able to work together, and facilitating a space where people are respected and feel safe.

The wealth model in practice

The 13 tutors included in this review see their learners as having a wealth of strengths, learning styles, experiences, and skills to bring to the learning encounter. Most learners will have spent time in a school but a barrier be it societal, economic or personal may have blocked their ability to learn – but not their desire to learn.

The ability to learn can be activated by the belief that the ability exists, and often the tutor holds that belief even if the learner does not. Negative self-beliefs can result in a learner not being aware of their strengths. Such beliefs are expressed in different ways by different learners. Expressing them can be part of the transformational learning journey they are undergoing. Mezirow (2000) describes transformative learning as 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 evidence in the learner's portfolios and their increasing confidence. These contradict negative self-belief, and replace it with a positive and realistic one.

Where does negative self-belief come from?

The depth of negative self-belief often comes from the length of time spent in a formal educational environment that is characterised by a 'cultural deficit' view of many learners (Papen, 2005). In this view, the learner, their family or their community is blamed for failing to achieve. The criticism of this view is that it ignores the gap between the learner's world and the world of the school. It blames the victim, ignoring the fact that the ability of their family to benefit from education is severely restricted, or that learning must be expressed in a form that suits some groups more than others.

It also ignores the structural aspects of education that impact negatively on many learners. The structural aspects are those that are outside of a learner's control, such as timetabling and costs.



How does the wealth model improve self-belief?

The wealth model, on the other hand, comes from examining the ability to benefit from the education system and identifies the significant differences in outcomes by class, gender, race and other factors. Responsibility for learning becomes shared between the tutor and the learner. This helps to improve the learner's self-belief.

The tutor knows it is working well when a learner's self-limiting beliefs are unlearned and replaced with a better sense of learning strengths and achievements. The following chapters illustrate what tutors do that works well for learners and the impact of the Guidelines for Good Adult Literacy Practice on learners and learning.

A good metaphor for teaching in adult literacy is ten-pin bowling, with each pin representing an aspect of good practice. Sometimes the teacher or tutor can get all ten pins felled in one go; more often, some of the pins are hit, with others left neglected. However, any one pin can result in a good outcome for the learner, and it is important to recognise this rather than worry about what might not have been achieved this time.

A non-judgmental approach

The wealth model fosters a non-judgmental approach. This is a precondition for being a helper, according to Carl Rogers (1969). A non-judgmental approach does not mean suspending judgement for ever: rather, it means suspending it temporarily until you have more information. It is often the fear of being judged negatively that holds an adult learner back from trying things out or from taking risks. The relevant information may be gained from the learner through:

- direct questioning;
- informal conversations;
- groupwork activity.

It could be that some tutors fear that being non-judgmental allows learners to 'get away' with wasting the resources of a programme, or wasting the tutor's time. However, being open to learners' stories means that the learner does not have to put all their efforts into holding onto the type of identity or behaviour that they think is acceptable. This then frees them to up to focus on learning activities. That said, the learner must feel safe and respected to let their true identity be seen. This is done by fostering respect in the classroom, and many tutors do this almost informally. If the social and relational aspects are right, many learners will look forward to attending adult tuition.

Finally

This review has been developed as a practical resource for those engaged in the delivery of adult literacy tuition. The review aims to provide examples of practice under themes relating to a wealth model approach to adult literacy practice. The themes are:

- Tutor approaches;
- The learner's goals and interests;
- Working with different beliefs, cultures and ways of being;
- Learners' knowledge and skills;
- The learning environment.

Each thematic chapter includes:

- A brief introduction of the topic under consideration;
- Top tips;
- Examples to help illustrate some element of the practice in the specific theme under discussion.

Chapter 1

The tutor's approach

Guidelines for Good Adult Literacy Work – principle 1

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

Because literacy in modern society is a complex issue, adult literacy work must enable students to connect to their literacy and numeracy learning with the reality of their daily lives, and with past experience. Therefore, personal development is an integral part of the learning process. In addition, literacy learning may lead individuals and groups to relate their own experiences to wider social issues (NALA, 2012, p:23).



This guideline shows the importance of the tutor's grounding in a learner-centred approach. This approach reflects adult education principles, especially the desire that adults have for 'Really Useful Knowledge', the knowledge that they need to change their life. In this approach, tutors attend to the learning process as much as the topic. The topic is never allowed to overshadow the learning method, thus avoiding the 'I teach them, but they don't learn' effect.

The tutor's approach will lead them to selecting methods that suit the learner and group.

Top tips

- Ensure positive outcomes early on
- Respect the questions that the learner asks
- Use discovery learning
- Extend learning in the classroom
- Learn from the learners

Ensure positive outcomes early on

Ensuring positive outcomes early on, according to Fiona Kieran, tutor, results in success breeding success. Fiona recognises that some students' goals and actions set them up for failure because that has been normal for them in their school experience. This needs to be avoided:

I hate to see this happening... that they set themselves up for failure, because I'm definitely not going to set them up for failure, that's not why I'm here.

Impact

The impact of this careful approach is that the learner can undo their unconscious habits and gradually replace old negative expectations of themselves with more positive ones.

Respect the questions that the learner asks

Fiona encourages the learners to ask questions, and it is important that the questions and the questioner are treated with respect:

They need to understand [that] their questions are valid, even if they are slightly off-topic, and it makes them say "well, that is important". If it is important to them, it is important to me, and I say "we will get back to it" or "why don't we look that up"?, or "stay for a couple of minutes after, and we'll have a little look up". So I always leave time in between classes for that kind of thing.

Impact

The tutor sees the questions as an indication that the learner is engaged and interested, even when the questions might not be directly about the topic being discussed. Handling questions is a normal part of practice. Treating the questioner with respect means that the learner feels heard,

and can 'park' the question until later, thereby freeing them to stay with the discussion or task.

This also counteracts what may have been the previous experience of the learner in the school setting, where questions may not have been allowed, or where they were used as an opportunity to ridicule them.

Discovery Learning

Tutor Clare Hatcher gets the learner to discover something themselves: she reports how she loves to get the learners to discover new things about words, to see patterns. Creating activities that enable the learner to come up with answers creates more interest:

They're so engaged in it because they want to find out – they want to see. Do you know, they're really looking at it and with a really open mind, whereas if you give people exactly what they have to do, sometimes they're more worried about doing it right.

Impact

The learner can engage with the task without worrying about getting things wrong. The task is more like solving a puzzle, more light-hearted, and not about being examined or assessed. People are naturally curious, and removing fear makes the discovery process enjoyable.

Extend learning in the classroom

Sorcha Moran, tutor, has learned to gauge when the learner can take on more if she thinks it will benefit the learner. A good relationship helps:

When they know you a bit, as well, they kind of trust you.

Any new task or unexpected task may challenge the learner. When the learner trusts the tutor, this enables the learner to 'have a go' and try something because they are also trusting that the tutor thinks they can do it. They believe that the tutor is pushing them but also keeping their best interest at heart.

Elaine Clifford, tutor, encourages learners to think beyond the time they are with us.

It's about providing them with those tools and www.writeon.ie for us would be an important element of that. [And] the Jobs Club is upstairs – it's on the second floor in the building.

The issue of accreditation can cause learners and their tutors to be anxious. The attitude of the tutor is crucial in helping a learner overcome any fear or resistance they may have what going for certification involves and what they can get out of it. Máiréad O'Riordan, tutor, tells learners that there are advantages in developing and using Quality & Qualifications Ireland (QQI) - Level programmes: the work in the folder reminds them of what they can do.

They have this massive folder at the end, and you can say "Look you've done it", and they say "But, I can't remember it all"... but "You can remember some of it, can't you?" And it is a really good way of doing it. And, then, that gives them a little bit of confidence to go on a step further, and if you have a positive group dynamic and they can all tell each other "Oh my God look what you've done!"

Impact

Having some sense that there is more out there for the learner after their time with the tutor and taking part in a programme is very motivating for a learner. The learner may not be aware of other learning or employment opportunities that are close at hand and may need a little encouragement or their attention drawn to accessible and likely beneficial opportunities.

The learner is encouraged – not forced – to try for the certification and to compile evidence of their learning in a folder. This contrasts with the ‘blind’ exam approach they may have experienced before. This too is another step for them to see how different adult education can be, and how learner-friendly it is.

When folders are used, the learning achieved by their peers in the class is obvious. This enables the learner to ‘own’ their learning achievements more. A folder makes the learning more tangible, and less forgettable.

Learn from the learners

Fiona Kieran, tutor, values allowing the learner explain a concept to her because

They get a great kick of explaining stuff to you, and it helps them as well [recognise] their thought process about how they would explain it, and it helps with their vocabulary. And not just “put the yoke in the yoke”. I say: “explain it to me, as if I don’t understand it”.

Impact

The impact of this approach on the learner is best illustrated by William Glasser’s poem:

We Learn

10% of what we read

20% of what we hear

30% of what we see

50% of what we see and hear

70% of what we discuss with others

80% of what we experience

95% of what we teach to someone else

Tutors also bear this in mind when working with groups (see Chapter 5). The wealth model recognises that the learner and not just the tutor has knowledge; that the learner, and not just the tutor, is a knower. Enabling the learner to tell the tutor about a process or topic enables the learner recognise this for themselves. Their own knowledge comes to the surface. Their sense of themselves as a knower is transformed.

Chapter 2

Learner needs, setting goals, deciding how, where and when to learn

Guidelines for Good Adult Literacy Work – principle 2

Adult literacy learning is an active and expressive process. Students have the right to explore their needs and interests, set their own goals and decide how, where and when they wish to learn.

Adult learning is most successful when the learner is actively involved in the process and is encouraged to express their ideas and draw on their experiences. The learner should be enabled to explore the methods and materials which help them to learn most effectively and to take an active part in defining their goals and planning the learning programme. This has implications for training of tutors, teaching and learning approaches, choosing materials, including use of technology, and the assessment of learning.

Some learners may benefit from the range of flexible options that are available such as blended learning, non-centre based learning, additional technological supports and distance learning (NALA, 2012, p:23).



This Guideline shows the importance of attending to learner goals, needs and choices. Learners should have the right to set their own learning goals and make their own decisions with regard to how, when and where they wish to learn. As a rule, adult learners go through an initial assessment when they first come to a literacy service. This assessment can be done in a number of ways, depending on the service and the procedures they have in place. Some services use a 'Skills Checker' to determine the correct entry level, others may call it a 'guided conversation'. The assessment is usually carried out by an adult literacy organiser (ALO) or a resource tutor. The result of the initial assessment is passed to the tutor who will then carry out a more detailed assessment with the learner. Together they decide on an individual learning plan that will identify the learner's long and short term goals.

Initially, tutors plan for a new group using generic examples until they meet the group of learners or the individual learner. Tutors base their knowledge of what might work on experience. After the initial meetings and discussions with the learners, the tutor plans learner-centred sessions and they match materials and activities to learning styles, learners' goals, learners' strengths, and the learners' interests.

The planning can happen in distinct stages – before the tutor meets the learner and group, as soon as the tutor gets to know the learners and the group, and what is to happen to the learner and group after the programme ends. Each programme comes to life when the tutor meets the learners.

Top tips

- Build the relationship with the learner and the group
- Actively involve the learner as much as possible
- Adapt to suit different needs, goals, and learning styles
- Develop material for the learner and group

Build the relationship

Dialogue enables the tutor find out the learner's strengths and gaps, their goals, their life circumstances, their learning styles, what is relevant to them, and what interests them. It is the type of relationship that enables learners negotiate what would interest them. As Peter Cleary, tutor, puts it:

Maybe you find some common ground with the person. In general, when the human connection is made, then the learning will follow.

Impact

The impact of finding common ground with the learner is that it not only relaxes them and settles them into the new environment, but it allows them reveal more about themselves, thus enabling the tutor respond appropriately, and make the topics and tasks more relevant to the learner. Peter illustrates how this is essentially about working with what is human about all of us: we are social beings, and we relax more when we get to know people. When we are more relaxed, our emotions are not blocking our ability to learn, and we can actively listen to the tutor.

Actively involve the learner

A learner may have become so accustomed to being a passive learner that they expect the tutor to supply them with the knowledge and skills and decide on topics. Overturning this and transforming the learner into an active learner can start with asking what they want to do.

Máiréad O'Riordan, tutor, does this to get people involved in their own learning

The best thing I always find is just get people involved in their own learning, and give them some control over what they want to do, and how they want to do it – I do find that good.

Máiréad gives people choices about what they want to do:

Well I would try at the very start of a year to kind of give them an outline if it is a year class, or a six week class, or a four week class, then ask “Well what would you like to do”? We make a list of what everybody wants to do, and sometimes it can be good to plonk these up on the wall and tick them off as you go along.

Even if the group are following an accredited programme, there are still choices that should involve the group: Máiréad states that it is important that you give people choices as to the order they want to do things, and “how they want to do it”.

In Tralee, Eleanor, Peter and Andrew, tutors, ask the learners what will be useful for them. According to Eleanor,

I always say to them as well “What do you want from the class? Have you any ideas for the next few weeks of any topics that you might like to cover, topics that are going to be useful outside in the real world?”

Active involvement applies to checking in with the learner and the group how a lesson went. For example, the tutor might think it went well, but not always realise that the learner may have struggled.

Impact

The impact of this for the learner is that they feel valued. According to Máiréad O’Riordan, tutor,

They need to feel valued, and their opinions need to be valued, and they need to feel that they can bring something to the class as well as me just throwing stuff at them. They have something to put in as well.

This kind of input does not mean that the class is totally learner-controlled, but it means that the tutor gives the learner control over choices, and accustoms the learner to a more self-directed approach to learning.

Adapt to suit different needs, goals, and learning styles

As stated earlier, adults will identify their learning goals. The learner and tutor then decide on lesson plans. The tutor will spend time with the learners outlining how the class will help them achieve their goals. The more the tutor gets to know the learner, the more relevant the material, topic or process will be.

Learners may initially be puzzled about the general questions asked by their tutor, for example 'can you tell me something about your name?' However, such questions are intended to both relax the learner and give the tutor more information.

Impact

It may not happen this way all of the time, but tutors take time to explain why a particular activity or material is being used, and this enables the continued interest and engagement of the learner.

Develop material for the learner and group

Initial Tutor Training always advises tutors to develop their own materials. This avoids the use of materials that are not age-, culture-, or gender-relevant. Tutors in many adult literacy schemes share their materials and some put them on line. Adapting materials enables the learner to relate the topics and activities to their own lives: Eleanor, Peter and Andrew in Tralee state that it is part of social practice. You find something you can adapt, rather than something you're foisting on the learner.

The Skillchecker developed in Co. Donegal gives tutors a good indication of which level learners are at. It takes about ten minutes to administer, and it is mapped to the QQI Framework.

Caroline McCabe, tutor, uses a learning styles questionnaire which achieves two outcomes: the first is that the learners themselves recognise that “everybody learns differently”, and the second outcome is that the tutor can develop worksheets for the range of styles in the group, “you have to be prepared to work on every style”.

Another development in Co. Donegal is a Core Skills Workbook that Martina Needham, ALO, said encourages tutors to adapt material for different interests:

Say you have somebody who’s interested in model airplanes - you are not going to get worksheets in something like that. So, I think it’s important that tutors know and are given the skills to be able to adapt materials to meet their student’s needs.

The evidence that the Co. Donegal material is of good quality is that schools requested the materials because of the Donegal context. Materials that are developed can be mapped onto QQI levels. The Workbook is:

Learner-centred with clear outcomes that can be mapped on the same work and the context to meet the learner’s needs. And, that was what we put in the notes for the students and the notes for the tutor as they went through it.

Impact

Due to a lack of suitable resources some tutors may be tempted to use materials developed for schoolchildren, but this may cause a bad reaction among adult learners. Good materials for adult learners, on the other hand, are requested by schools, as in the case of Co. Donegal’s work. The social practice model means that materials reflect people’s locality, and this can be appreciated by schoolchildren as well as adult learners. Age-appropriate materials avoid evoking negative memories of being in a classroom.

Materials can be found on the tutor’s corner on the NALA website – www.nala.ie the internet, from other tutors, and from the materials used by learners such as receipts for shopping, bills, or supermarket flyers (see Chapter 4).

Chapter 3

Working ethically and with different beliefs, cultures and ways of being

Guidelines for Good Adult Literacy Work – principle 3

Adult literacy work respects different beliefs, cultures and ways of being. An ethical code of trust and confidentiality underpins all aspects of the work.

This addresses the central issue of respect for difference and diversity. Adults who return to learning come from many different social and cultural backgrounds. Adult literacy tutors and organisations need to operate from a clear position of respect for different beliefs, languages, cultures and ways of life. This variety should be seen as providing opportunities for all participants in a learning group or programme. Confidentiality and respect must be established from the outset in order for students to feel safe. They can then begin to develop the trust that is needed if meaningful learning is to take place (NALA, 2012, p: 23-24).



This Guideline highlights and recognises the important issue of culture, diversity and respect. Adult literacy tutors have spent considerable time in a formal education system that represents and reflects one set of beliefs, one culture, and one way of being. Adult literacy work, however, requires the tutor to place that worldview in context, and by so doing, understand that learners come from diverse backgrounds, with different beliefs and values. Such values frame learners' and tutors' expectations. Without dialogue, expectations cannot be clarified.

Top tips

- Get to know the expectations of the group and clarify them
- Link with the local community

Group expectations

All of the illustrations throughout this report reflect the ability of tutors to have an outline plan before meeting a group but as soon as possible, discuss and even negotiate topics, activities, and ground rules. Adults learn best, according to Kolb (1984), when this kind of discussion takes place, even if the tutor is working with a set syllabus. A key part of this type of discussion is clarifying expectations.

Expectations usually reflect our ways of being at an unconscious level. Discussing them allows them be brought to a conscious level. The tutor can identify what aspects of the programme can be changed and what can't be changed, and the learner can adjust accordingly.

Impact

The effect of understanding that people come from different cultures with different beliefs means that everyone, no matter how diverse the group, can respect each other for their culture and beliefs, provided that those beliefs do not interfere with anyone else's learning tasks. Discussions around expectations, for example, will soon enable the group to understand that they have experiences, concerns, fears and hopes in common.

Link with the local community

A good tutor does not take either their own knowledge about the area for granted or their ability to identify what is available locally.

Roseanne Dunne, tutor, helps her English for Speakers of Other Languages (ESOL) learners engage with free activities because she observed how disconnected a lot of the ESOL learners are from Irish communities in which they live.

They have no idea what is going on in Limerick. All they know is Citizens Information if they have a problem with their rent, or social welfare. They'd have no idea [about events] like Riverfest, festivals going on, or things that are free in Limerick.

The Tralee tutors, Eleanor, Peter and Andrew, organise a film night in Kenmare.

We do an ESOL movie night because we found a lot of people were saying, oh we don't use our English outside the classroom. We started inviting other learners, say from ITABE, to get a bit of a social thing going and get people chatting in English outside the classroom and in the real world.

Impact

Ireland is becoming an increasingly multicultural society, with ESOL tutors at the interface between many immigrants and Irish society. These tutors show that working respectfully with learners from different cultures means thinking about their needs, and creating new opportunities for them to interact with Irish people. This is also an opportunity for Irish people to learn more about learners from different cultures².

2 Further reading: Interculturalism. Section N of *Getting Started in Adult Literacy and Numeracy* tutor training resource pack

Chapter 4

Learners' knowledge and skills

Guidelines for Good Adult Literacy Work - principle 4

Students' knowledge and skills are vital for the effective organisation of adult literacy work. Students should have the opportunity to be involved in all aspects of provision.

Students have experience and knowledge which are essential for the successful planning, development and evaluation of adult literacy provision. Their views and understanding need to inform the way provision is organised, particularly publicly, course options, student support, resources and social activities. Students should be actively encouraged to become involved in the organisation, for example, to take a seat on the board. However, some students choose to attend only for tuition and this choice should be respected. (NALA, 2012, p:24).



This Guideline asks tutors and organisations to actively encourage learners to become involved in the organisation and in how provision is organised. Adult learners are not empty vessels, to be filled with the knowledge held by the tutor. They already are experts in their own experiences, as well as having their unique mix of learning strengths. While it is in the power of the adult literacy service to involve the learners in all aspects of provision, it is in the power of the tutor to draw on the knowledge and skills of the learner to good effect.

Top tips

- Draw on the learners' prior knowledge and experience appropriately
- Work with the interests of the learner
- Work with the life circumstances of the learner
- Extend the learning outside of the classroom

Draw on learners' prior knowledge and experience

Good practice in working with adults is to establish what the learners already know about a subject. Máiréad O'Riordan, tutor, uses appropriate questions to elicit what the learner knows. Skilful use of questions will help the learner to think about their prior experience and knowledge of a subject.

Fiona Kieran, tutor, advises that the prior experiences of the group can be used well if the group is safe for learners to say what they know once they are comfortable in the group. Their prior knowledge of a workplace can be relevant when discussing a topic like health and safety awareness.

Everyone has something – someone has worked in textile, someone else has worked in building sites, someone else was in hospitality, someone else is a stonemason – this is a group of men now we’re talking about – they are telling me more than I’m telling them!

Clare Hatcher, tutor, incorporates a check of knowledge of the topic when she introduces it and then would have a discussion on the topic “before we would do any reading”.

Elaine Clifford, tutor, states that the tutor’s respect for the life experience of the learner is reflected in the resources you provide them with:

It’s not about handouts and reading to them. They’re overwhelmed with information and they can get a lot of it online, so this is where we try to enhance ICT skills, to make it relevant to them.

Tutors do not ever put learners on the spot and ask the learner to talk about an aspect of their experience that might make them feel uncomfortable. If a tutor wishes to incorporate the particular experience of a learner in discussion in the class, they should agree this with the learner beforehand.

Once the tutor gets to know the learner, it is easier to make the topics relevant to what the learner already knows. Caroline McCabe, tutor, states that the longer you are with a group, the better you can gauge their individual need.

The more time we spend together the more confidence I have that I can cater to everybody’s needs. But, the longer you are together and with time, you can gauge. So the first couple of classes are the hardest and once you get a feel for the capabilities of each person, it does get easier.

Expectations of formal education might need to be challenged, especially if the thought of having to do an exam causes a barrier to learning.

Máiréad O’Riordan, tutor, identifies the advantages of a group preparing for an National Framework of Qualifications (NFQ) Level 3 award for learners who would not consider doing a traditional exam.

People do see the value that you get a Level 3 without the big exam just by preparing a folder. Once they realise that they'll get something out of it, and if they enjoy coming, it's a big thing.

Impact

The learner can connect new learning to previous experience, and see how and where new knowledge can be applied. They are guided to transform information into knowledge, and shown how to access relevant information.

These examples illustrate tutors' considerations at the outset of a course, during a course, and show how they bring the learners' attention to what they can get at the completion of a course.

Work with the interests of the learner

Peter Cleary, tutor, develops materials that will interest the learner. He also created a website for them.

It [the site] was probably inspired by the lack of reading material. I wanted something that our average student would find interesting, so I wanted a kind of a broad range of topics in there, and I wanted something too that they could read the story online, they can have the audio of me reading it, and they can read it on the webpage if they want.

Clare Hatcher, tutor, uses what the learner likes to do as material as getting the 'Eureka moment'.

One of my learners who has gone away every weekend with her club, and the first time she could read the menu was, 'Eureka'! They might not be able to say that's what they want to read but when they can read it, they're glad, they know that's what they want to read.

Roseanne Dunne, tutor, as mentioned in Chapter 3, helps her ESOL learners engage with free activities because she observed how disconnected a lot of the people from different countries and cultures are from Irish communities.

Caroline McCabe, tutor, provides an example of one learner's interest.

His social life revolves around dancing, and he told me recently that because he now isn't afraid to pick up the local newspaper and have a stab, he says "I don't get it all, but I get the gist of it", so he's finding out about dances and things that he was missing out on before.

Another example is how the group showed an interest in one learner's work on bees.

So he might say "there's a thing there on bees today, can I read that"? And they'll say "sure, read it out, we'll all have a listen". I don't know are they really interested in listening about bees or is it because he's interested, but they do definitely show a group interest.

Fiona Kieran, tutor, uses a student's interest in the RTÉ programme Fair City.

She is big into her soaps, and telling stories. There's loads of stuff out there, even the RTÉ website, that's where I got all the stuff about Fair City, and there is a little paragraph on every episode, and it's great.

Máiréad O'Riordan, tutor, speaks about the disengaged student who engaged when the maths was related to scuba diving.

We discovered he loved scuba diving. We were doing fractions and times you know "if half your tank is gone, how many minutes have you left?" So we did this whole lesson... and he said to me afterwards, "you did this for me" and I said "yes, I did". Now luckily I knew a bit about that myself because if we had something like, I don't know, engines, I wouldn't have had a clue! But I did a whole lesson based on this, and it was great actually. .. So I would try and do that, and I would spend a lot of time planning lessons.

The Tralee tutors, Eleanor, Peter and Andrew, ask what will be useful to the learners:

[We] always say to them as well what do you want from the class? Have you any ideas for the next few weeks of any topics that you might like to cover that are going to be useful outside in the real world.

Clare Hatcher, tutor, states that it is worthwhile identifying what the learner can do already.

Because the learner can be so general in their goals, or find it very difficult to identify goals, I started using a questionnaire about what things would you like to work on, so you can begin to help them identify their needs. And then I would have a mid-term review, where I would ask the learner, what have we done.

The challenge for the tutor is to assess how to combine the interests and goals of the learner with their ability for a task. For Clare, the task has to be relevant to both their needs and their ability *and* “where they’re at”.

When the tutor has a good sense of the interests of the learner, materials can be adapted to be relevant to the learner. Margaret Ryan, tutor, states.

It has to be relevant in real life, it has to meet whatever need is there. Sometimes they will come in with something and it is an immediate need that must be dealt with.

Clare Hatcher, tutor, uses texting for spelling for meaning.

What we need to be doing is getting them to spell so that somebody can understand. And it’s texting that’s made me think about this.

Angela Cahill, tutor, uses supermarket flyers for numeracy and literacy to learn about

Good value, what’s not good value, and build in reading, as well as the numerical context there.

Sorcha Moran, tutor, uses everyday tasks like shopping when teaching Maths.

They start relating it to what they were trying to learn in school and that they're "oh so that's what that means". And they also start relating it to things they're doing every day. It makes people realise "you know actually it wasn't me that was the problem, that it was either my situation or my learning circumstances, or that I had to leave school early, or that the system didn't suit my learning style". Maths is related to all parts of life, so it's an easy one, you can always relate it to what they're doing every day, or to their personal interests. You've got to link it to something they already understand, or that they are familiar with in their own life.

Máiréad O'Riordan, tutor, says that relevance is a big advantage when she teaches Maths:

It's easy in Maths to make it relevant – but I think you absolutely have to make it relevant and they can see why they are learning it, and that really helps.

Impact

The impact is that the learner's frame of reference about their ability to learn is transformed. The tutors show how they enable the learner to build their own skills. This can be by using existing material or relating new knowledge to practical examples that the learner knows. Understanding what the learner is interested in, or their goals, helps the tutor make the material and teaching more relevant to the learner. This is the social practice model in action.

The social practice aspect of adult literacy guides the tutor towards finding or creating activities and material that are relevant. The Tralee tutors, Eleanor, Peter and Andrew, see that the social practice model contrasts with negative prior experiences of education. Adapting materials is "part of social practice rather than something you're foisting on the learner". The learner does not feel that lessons and tasks are being imposed on them, whether they are interested in it or not: working with their goals and interests brings new learning to life. In addition, learning

that can be applied becomes deep, rather than being shallow and soon forgotten.

These examples also show how tutors create a lesson that enables the learner to connect new learning with their prior experience and reframe it. The results are empowering. Mezirow's (2000) transformation theory states that everyone needs to be able to reframe their assumptions throughout their life to develop more reliable ways of interpreting the world and guiding future actions.

Work with the life circumstances of the learner

For many learners, their normal life tasks and responsibilities resume the minute they set foot outside the classroom. The mobile phone has eroded the traditional boundary between life and the classroom, and the adult can now be reached when in class unless the ground rules state that phones are switched off. Tutors discuss ground rules with learners so that a reasonable approach is agreed.

Margaret Ryan, tutor, works with a group of refugee women. She respects how well these women are coping with the changes and other challenges they face.

A lot of them, their children are just flying in this society and for them they feel they're losing everything.

Margaret respects the effort made by the group to attend classes.

It is a huge commitment to say you're going to do anything on the same day every week for forty weeks of the year.

Understanding the impact of negative school experiences on a group of learners resulted in Donegal tutors taking a different approach to assignments at the initial stage. According to Caroline McCabe, tutor:

There's no such thing as correcting, no such thing as handing up work to me and letting me see how you're getting on, too early for that, it would be just too daunting for them.

Máiréad O'Riordan, tutor, takes the approach that if learners miss a few classes.

You have to be open to them coming back and not give people grief about it. Say "fine, come in if you can".

Impact

Respecting the life circumstances of the learner allows the learner to relax, knowing that they can meet demands on their family or other responsibilities without jeopardising their place, or that they can re-commit later to a programme if they are having difficulties. The learner does not have to act as if they are fully able to commit their life to the classroom and learning. They are not judged if other demands on their attention make them lose concentration.

Tutors, by getting to know the social practice of the learner, admire and respect the effort and commitment the learner often makes to learn.

Many adults can't leave their families and communities and move to where good employment opportunities are available in the same way that young people are more likely to be able to do. Mobility for work requires adults break their existing community relationships and find the time to establish new relationships and lives. This can be far too risky for many adults who may prefer to 'bloom where they are planted'.

There are two type of risks faced by adult learners: living in an area of socio-economic disadvantage, and being educationally-disadvantaged adults. Opportunities are fewer in disadvantaged areas, and fewer again for disadvantaged adults. Getting to know the learner also gives the tutor the chance to suggest referrals or links to additional services that can help.

The lower the social and economic position of an individual, the more risks they face when making a change in their life (Tett, 2004). For example, the €20 cost of a textbook represents a different proportion of income for different people. The €20 is:

- just under 100% of the weekly income of an asylum-seeker in receipt of €21.60,
- 10% of the income of someone on Jobseeker's Benefit of €198 per week, and
- just under 3% of the weekly income of a worker earning the average industrial wage of €709 per week.

People on smaller incomes are more likely to see the expenses associated with education as a cost rather than as an investment. Despite this, the cultural deficit model of education blames them for not investing in themselves to be able to earn more after getting a qualification. Not every adult is able to go out and earn good money after getting a qualification. Good, steady, and well-paid jobs are more of a feature of urban areas rather than rural areas. Many adults are the carers of others, and cannot afford to buy in childcare or social care if earning a low rate of pay.

When tutors get to know the life circumstances of the learner, they better appreciate the risks learners face and respect them even more.

Extend the learning outside of the classroom

Chapter 1 gives examples of tutors whose approach is to increase the opportunities for the learner to learn. They do this inside the classroom (by seeing the advantages of using an accredited programme) and outside the classroom by encouraging learners to link in with accessible and relevant services. The following examples show how tutors think about 'homework', without necessarily calling it that and the learner perceiving it as a burden. When a tutor gets to know the learner and their

life circumstances, they can use more opportunities to increase the time that the learner engages with relevant tasks, and enables learners engage with the idea of practice or 'homework'.

Clare Hatcher, tutor, works out what aids to learning can be used at home. This requires the tutor knowing what is available at home.

I always want to have the learners to have some aid at home, something they can use, something tangible, some little technique that they can be working on. It might work, it might not work but it gives them a bit more power at home.

Fiona Kieran, tutor, waits until conditions are right before she gives homework.

Once they are here for a while then they are an established group, they go home with something every time. It might only be one sheet, but they go home with something every time, because it is too much of a gap between classes, so they have something to do.

Learning can be extended by enabling the tutor identify opportunities to the learner. Imagine not being able to hear about or read about social and cultural activities in your area that are accessible and free as well as fun. Roseanne Dunne (Chapter 2) recognises the need for immigrant groups to stay with what is familiar to them. However, if people stay with their friends too much, this means they don't practise speaking English. She gets her groups to work on finding out what free activities are going on locally, such as festivals. Eleanor, Peter and Andrew, tutors in Tralee (Chapter 2) do this by connecting with other groups in their adult learning centre, and organising a movie night for them all.

Peter Cleary, tutor, identifies the technical equipment learners might have at home that will support their learning. He does not take technical support or family support for granted but finds out first what is there. Peter also assesses the extent to which the learner is comfortable using technology:

So when you are dealing with a young person that is comfortable around technology, you can use these tools a lot more readily.

For Angela Cahill, tutor, getting to know the group means that she can then get them to use calculators and dictionary apps on their Smartphones. She did this because all the learners had 3G on their phones, and they would all use their phones as a calculator. She encouraged them to download a dictionary app and said “now, you can use it as a dictionary”.

Impact

Extending learning outside of the classroom enables learning to become more fluent. Peter Cleary, tutor, incorporates this into his planning: “going for the fluency”. A feature of learning is that it takes time and tasks to learn. The more practice that the learner can do – the more they learn. This can overcome the problem of insufficient time for attending classes.

Chapter 5

The learning environment

Guidelines for Good Adult Literacy Work – principle 5

Adults learn best when the decision to return to education is their own and the environment is supportive, relaxed and friendly.

Adults who decide to work on their literacy have taken an important and often difficult step. Students are more likely to attend regularly and stay in tuition when they see that their needs and concerns are at the heart of the organisation, and that good tutoring and resources provide the best possible conditions for learning. Ideally adult literacy learning should not be linked to welfare benefits or employment. Students based in other settings, such as training workshops, the workplace or prisons, should have the right to decide whether they wish to work on their literacy skills. Adults learn best when they enjoy the process. Learning provides opportunities for new social relationships. Adults and young people often find that their learning benefits from the chance to relax informally with other students and tutors. In addition, interaction in a learning group contributes to the learning process, and to the development of both the individual students and the organisation. (NALA, 2012, p:24-25).



This Guideline draws attention to how a good, safe environment is necessary to provide the best possible conditions for adult learning. Building trusting relationships with learners is how it all starts. Relationships are not just about the relationship between the learner and the tutor, but are also between the learners themselves. The tutors we talked to actively encourage peer relationships. This gives the learner more opportunities to understand the process of learning and how different learning styles are normal.

Top tips

- Get to know the learner and the group
- Normalise thoughts and feelings
- Normalise strengths and gaps ('spiky profiles')
- Use opportunities for group interactions

Get to know the learner and the group

This involves not just the tutor getting to know the members of the group, but allowing the group to get to know each other and know the tutor, in a more relaxed and friendly manner. As Peter Cleary, tutor, says.

Maybe you find some common ground with the person. In general, when the human connection is made, then the learning will follow.

Impact

A relaxed learner is more open to learning. Emotional barriers to learning are reduced.

Normalise thoughts and feelings

All learners will have some reaction to being in a strange space. It can make some learners feel anxious until they recognise that this is a normal part of being in a new and perhaps challenging situation. Caroline McCabe, tutor, attends to this concern at the outset when working with a new group.

I will say to them “listen, that question comes up if you think ‘I don’t want to be the worst of the group’”, and I would say to them, “no two learners are exactly the same. You’re going to have strengths and you’re going to find yourself leaning over somebody else and helping them with something”.

Caroline does not want learners falling back into what might be negative processes familiar from school. She says to the group,

It’s not like school, ‘sit down there’, ‘shut up and do as you’re told’. You will be interacting with the other people, you will have strengths, they will have strengths.

Impact

Learners know that they are in the hands of an experienced tutor when the tutor can reflect their unarticulated thoughts and feelings, and say that their questions are normal. The tutor discusses the kind of learning process that will be used and assures learners that she will not be didactic by ordering them about or giving them instructions and expecting them to behave like good schoolchildren. Interacting with their peers will also be part of the process. All learners are seen as having some strengths, and once the tutor points this out and activities involve peer teaching illustrated in the next section, learners see this for themselves.

This relates to the next point about the Spiky Profile idea in the adult literacy classroom.

Normalise strengths and gaps (spiky profiles)

Having gaps in basic skills does not mean that the individual has problems with all of the basics of reading, writing, verbal communication and number work. We all have things we are good at and other things we struggle with, and it works in much the same way with basic skills. People's abilities tend to be 'spiky'. This means that they can be very good at one thing but have a real difficulty with another, which can interfere with their overall performance. Tutors see the strengths and gaps as an opportunity.

Fiona Kieran, tutor, sees how computers can be very useful as a leveller in a group,

Because none of them had ever used computers before, and now they are mad about them.

Fiona normalises that all have strengths and gaps,

The learners don't seem to understand that they're not the only ones there (who are worried about making mistakes), and that's why being in a group actually works. I'd say the relief when they realise, "Oh well actually I'm better at this, and then they're better at this" and all are at different levels.

Margaret Ryan, tutor, pairs up students for peer teaching because peer teaching can be

Great for socialisation as well and some of them might have a little bit of computer skills. When they work together there's a bit of peer teaching and there's chat in the room and somebody is doing something or 'how do you do this?' and somebody answers.

Tutor Caroline McCabe states that the group recognise each other's strengths.

We try to do as much group work together, whether it's bringing them to talk, bringing them to discuss what we're doing, and I think that that helps them all work together and then they will encourage each other. One woman, started (to read) and well it was short of getting a round of applause, the praise that she got, they were all praising her saying "you're flying, you're far better than us and we're here all our lives". They really do give encouragement to each other.

Fiona Kieran, tutor, describes it as follows,

You get to know your students, and you get to know what they are able to do, and it is just kind of making sure there is something there for everyone. Like we might do something here, and someone's handwriting is quicker so they are finished faster than someone who actually got the gist of it beforehand. So it's just trying to accommodate everyone.

Impact

A great advantage of a group is that the learners can quickly see the strengths of their peers, which makes them more open to recognising their own strengths. This reframing of themselves can mean they learn a lot more and faster because old, negative messages about their ability can be put to one side and not interfere with their concentration. The peer teaching process described earlier in the poem by William Glasser also helps learning to be deeper.

Use opportunities for group interactions

A skilled tutor will use as many opportunities as possible to foster a safe environment and respectful relations between the learners. This accelerates learning. According to Caroline McCabe, tutor,

I try to do as much group work together, whether it's bringing them to talk, bringing them to discuss what we're doing and that, and I think that that helps them all work together and then they will encourage each other.

The tutors know the importance of providing a safe space and relaxed environment to help the learner overcome any initial anxiety, build relationships, encourage the social aspect of learning. Important discussions can also take place during break time, between peers and between tutor and learner. According to Caroline: "you can discover more about a learner's interests while having a wee bit of conversation over the tea break".

Tutors believe that it is their role to provide a safe and positive learning environment where learners feel valued and their opinions are heard.

Impact

The impact of having a good group dynamic and being able to interact and peer teach is that learners enjoy the experience. They leave it with a sense of having achieved something through enjoyable relationships, helping a peer, and especially, through informal conversations with a tutor. These lead to better outcomes.

Conclusion

The previous chapters stated the principles set out in the Guidelines for Good Adult Work and what they mean, and the Top Tips that tutors say have a good impact on learners. These tutors are all experienced in using the wealth model of adult literacy and being learner-centred where the needs, concerns and experience of the learners are the focus of learning. A common thread throughout the review is respect for learners and the tutors learning about learners, as follows:

Respectful relationships: Good adult literacy practice places great value on the importance of building relationships based on respect, trust, and learner-centred practice in the classroom. The tutors in this review focus on getting to know the individual learner in order to build strong relationships that will help foster motivation. They do this by helping the learner clarify their goals, challenging the learner to take on new learning tasks when they are ready to do so, and having an enjoyable group dynamic so that the learner looks forward to coming to class and the group.

Start with tutors learning about learners: The wealth model starts with the tutors learning about the learners. When it works well, and the learner can share their skills and knowledge, the tutor learns from the individuals and the group. As with good practice in adult literacy, the tutors here have shared their own learning and insights with the wider field of practice. Tutors continue to share and learn at the annual NALA Tutor Forums. The NALA/WIT courses are run so that practitioners can share their learning and link their practice to theory, again reflecting the wealth model.

The examples provided in this report give us ideas about what can happen in the wealth model of adult literacy when working with learners whose initial experience of education may have been poor, or who blame themselves for not succeeding in education first time round. An adult learner needs to know that their experience of adult literacy tuition will not be like their previous experience of formal education, so many tutors state that they like to establish, early in the relationship with a group, that this will not be like school. The impact of this is shown in the table on the following page, showing what 'not like school' means in comparison with being 'like school'.

Not Like School

A more informal, relaxed learning environment

Using agreed ground rules; everyone understands the reason for a ground rule.

Peer teaching and learning

Mutual respect

Learners are seen as adults with prior experience, knowledge and skills to draw on

Using the prior skills and experience of the learner

Tutor learns from the group

Advantages of going for certification are identified

Tutor as a facilitator of learning

Collaborative classrooms

The curriculum is negotiated

Critical literacy: reading the word to read the world

Like School

Formal, rule bound

Rules are imposed, not discussed or understood

Interaction with peers could be viewed as cheating, or as a danger that the class will go out of control

Learners may be treated disrespectfully or shouted at

Learners' prior experiences are not seen as relevant, nor are they drawn on

The learner is seen to be like an empty vessel, to be filled with the knowledge given by the teacher

Learning is one-way only, done by the learner, provided by the teacher.

Certification is compulsory, characterised by blind, terminal examinations

Teacher as the leader and instructor

Competitive classrooms

The curriculum is fixed, not open to negotiation

Functional literacy: reading the word to fit into the world, not be critical about society

Not all learners, of course, have had negative school experiences. However, if the learner has spent a long time in formal education, the norms of the cultural deficit model will have been internalised. The result is passive learners expecting to work as individuals, be assessed in blind terminal examinations, and expecting certification to be compulsory. This is illustrated by a Framework of Power (Cranton 1994; Starhawk 1987), as follows:

At the start: Power-Over

Learners expect the tutor to be like a teacher to instruct, monitor behaviour and judge them. They expect and allow the teacher to have power over them in the classroom, but may resist this type of relationship by daydreaming, coming in late, getting distracted by their phone and so on. They may not know what 'not like school' means, or not understand why it is or should be different.

During: Power-With

The relaxed and safe environment means that when tutor and peers are trusted and respect is normal, the group process can result in cooperative or even collective activities. Plans can be made for social activities; resources and information can be shared. Often learners say, at this point, that they have made friends in the group. The group may initiate discussion with the tutor, or feel able to raise an issue by framing it as "we would like/can we" and so on. Tutors see the creativity of the learners emerge.

At The End: Power-To

When the group process works well, tutors recognise this when they hear learners make remarks about actions and plans such as "I want to", "I will" or even better, describe actions they have already taken by themselves. These are indicators that the learner has gained confidence in their abilities and have become more self-directed. They are no longer relying on a tutor to tell them what to learn.

The job of social institutions, such as the school or the family, is to make the inequality temporary between child and parent, or child and teacher (Baker-Miller, 1976). As soon as the process is complete, the child becomes an adult, equal to the parent, equal to the teacher. For many adults, equality between the learner and the teacher has never happened. This resulted in the learner in adulthood being dependent on others to direct them, their learning, even their lives. By being 'not like school', the learner knows that this time, the outcome will be different. Power is shared as soon as possible – learners become equal to the tutor and able to direct their own learning more.

A safe space in the adult literacy classroom allows the learner to reflect on aspects of their own life and hear the stories of others. This guides them towards a greater understanding of social and economic structures. Learners become more effective at identifying the actions they can take along with the supports they need for managing risks. This is how the wealth model makes knowledge 'really useful'.

It is hoped that this report when read in conjunction with the Guidelines for Good Adult Literacy Work will be a useful resource to individual practitioners and organisations working in the area of adult literacy and numeracy learning.

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Appendix 1

Useful NALA websites

www.nala.ie

www.nala.ie/tutorscon

www.nala.ie/resources

www.writeon.ie

www.simplyput.ie

www.makingcents.ie

www.healthliteracy.ie

www.helpmykidlearn.ie

www.literacytools.ie

NALA resources

Research reports

What's in it for me: the benefits of engaging in adult literacy learning in Ireland	http://bit.ly/2QjRrQ8
A review of adult numeracy policy and practice in Ireland	http://bit.ly/2oVx4Mr
Meeting the challenge: strategies for motivating learners in adult education in Ireland	http://bit.ly/2ocJnF0
Making it go further: a financial numeracy action learning project	http://bit.ly/2x2H1MB
A Wealth of Practice: case studies of financial numeracy practice in Ireland	http://bit.ly/2Qop7vY
Read all about it again: action learning project with adult literacy tutors	http://bit.ly/2wYITpx
Read all about it: case studies of teaching reading to adults in Ireland	http://bit.ly/2oWbMP0
English for Speakers of Other Languages (ESOL): Blended learning. Project report	http://bit.ly/2oW1KNS
What really counts next: action learning project with numeracy tutors	http://bit.ly/1zCwjGL
What really counts: case studies of adult numeracy practice in Ireland	http://bit.ly/2QijclE
A framework for meeting the professional development needs of tutors in adult numeracy in the Irish Further Education and Training Sector	http://bit.ly/2ktrMY9
Doing the maths: the training needs of numeracy tutors in Ireland, 2013 and beyond	http://bit.ly/2MiF0k4
Adult literacy and numeracy in action: six case studies of practice work in Ireland	http://bit.ly/2CBeJxO

Other useful publications

The Guidelines for Good Adult Literacy Work <http://bit.ly/2oRbZoH>

Curriculum development: An evolving model for adult literacy and numeracy education <http://bit.ly/2ohKVgF>

Getting Started in Adult Literacy and Numeracy: A Tutor Training Resource Pack <http://bit.ly/2Qh2XeV>

Curriculum Development in Intensive Tuition in Adult Basic Education. A report on a research project in Ireland 2006 - 2007 <http://bit.ly/2NCjnjL>

Literacy

Workbook and support books

Brushing up: spelling, grammar and punctuation <http://bit.ly/1yexSH8>

Better handwriting <http://bit.ly/1tE9xbw>

Write On: Learning Support Book

Read Write Now (radio series) <http://bit.ly/2layvXL>

Read Write Now 1 (TV series) <http://bit.ly/2jTMOWG>

Read Write Now 2 (TV series) <http://bit.ly/2kJxLYB>

Read Write Now 3 (TV series) <http://bit.ly/2kEA1R>

Read Write Now 4 (TV series) <http://bit.ly/2jTMMmB>

Read Write Now 5 (TV series) <http://bit.ly/2jTJY8Y>

Really Useful Guide to words and numbers 1 <http://bit.ly/2jTRAlg>

All our worksheets developed over the years are on this website:

<http://resources.writeon.ie/>

Videos

Check out our **YouTube channel** for lots of learning videos and tutor tips – click on playlist: <https://www.youtube.com/user/nationaladultliterac>

Themes

Sports Literacy pack <http://bit.ly/1skHJKu>

Health literacy

- Health Pack
- Health Exercises

<http://bit.ly/2hcXlxz>

<http://bit.ly/1mQZ9uM>

Numeracy

Time 4 Learning numeracy workbook <http://bit.ly/2kJAtgD>

Brushing up: maths workbook – 4 parts <http://bit.ly/2kyC32H>

Brushing up 2: maths workbook <http://bit.ly/2kEyXwC>

Workplace

Clocking in to clocking out (tutor resource)

Using technology at work <http://bit.ly/2jT9m3r>

Managing your time at work <http://bit.ly/2kEJubf>

Looking after health and safety at work <http://bit.ly/2leXt46>

Supporting diversity at work <http://bit.ly/2kiucrF>

Using maths at work <http://bit.ly/2lfrkKz>

Steps to Safety workbook, chapters on:

Safety signs <http://bit.ly/2kiEg3R>

Handling information <http://bit.ly/2lfbuPY>

Health and hygiene <http://bit.ly/2kJw8Kc>

Working safely <http://bit.ly/2kitVos>

Filling in an accident report form <http://bit.ly/2kd6Sc7>

Integrating literacy in education and training

The integration of language, literacy and numeracy in VEC further education programmes (Joint IVEA-NALA document, 2012) bit.ly/2nCMBAY (Joint IVEA-NALA)

Integrating literacy: Guidelines for further education and training centres bit.ly/2d3rq4U

Guidelines for vocational and workplace trainers bit.ly/2lavZ3w

Skillwords - Resource pack for vocational education and training programmes bit.ly/2kdjrEt

Designing materials

Preparing Learning Materials guide bit.ly/2jrN1G6

Writing and Design Tips <http://bit.ly/1ehZ1ns>



National Adult Literacy Agency
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National Adult Literacy Agency

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1800 20 20 65

NALA website:

www.nala.ie

Literacy learning websites:

www.writeon.ie

www.helpmykidlearn.ie



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European Union

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European Social Fund

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