

Arrangements Document for Professional Development Award

ESOL Literacies: Teaching Adults Reading, Writing and Numeracy (G7PY 16)

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1 Rationale

This PDA is a unique Scottish teacher training qualification. It provides access to continuing professional development for qualified ESOL tutors and has been developed to fill the significant gap in existing ESOL teacher training qualifications.

At present, there is no standard or accredited model of teacher training in teaching adult ESOL literacies. ESOL learners requiring literacies support in English are currently often taught either by ESOL tutors with little literacies training, or by Adult Literacies tutors with little training in ESOL methodology. In addition, many of these learners may have few or no literacy skills in their mother-tongue, which makes them doubly disadvantaged. The need for qualified ESOL tutors to have access to an accredited teaching qualification in adult ESOL literacies, to a consistent national standard, is pressing.

We have adopted the definition of adult literacies as:

‘The ability to read, write and use numeracy, to handle information, to express ideas and opinions, to make decisions, and solve problems, as family members, workers, citizens and lifelong learners.’

(*Adult Literacy and Numeracy in Scotland Report 2001*, Page 7)

For the purposes of this PDA, the definition of an adult ESOL literacies learner is:

‘Someone who may or may not be literate in his/her own mother-tongue and who has little or no literacy in English; whose spoken English may range from basic to fluent.’
(Adapted from London Language & Literacy Unit, South Bank University).

The PDA has been designed in Scotland with the active national ESOL agenda in mind. It also aligns itself with the development of a qualifications framework alongside the Adult Literacy and Numeracy qualifications framework for literacies teaching.

The origin of the PDA has its foundations in:

- ◆ research carried out by Glasgow ESOL Forum and Scottish Enterprise Glasgow published in *The Glasgow ESOL Survey 2000 Report* (2000)
- ◆ the recommendations of the Scottish Executive’s *Adult Literacy and Numeracy in Scotland (ALNIS) Report* (2001)
- ◆ the recommendations of the Scottish Refugee Integration Forum’s *Action Plan and Supporting Document* (2002)

The role of ESOL tuition, and in particular the acquisition of literacies skills, is pivotal to meeting the socio-economic aspirations of ESOL learners, including the greatly increased population of refugees and asylum seekers and resident ethnic minority communities.

Expanding the provision of literacies tuition, to a consistent national standard, enhances the opportunities for equal access to education for all, in particular those learners who are most seriously disadvantaged by lack of literacies skills in English and possibly also their mother-tongue. Access to education and improvement in literacies skills reduces barriers to future learning, as well as to social, economic and employment opportunities for this disadvantaged group of learners.

There is also an increased demand for ESOL literacies provision for refugees and resident ethnic minority citizens seeking naturalisation under recent Home Office legislation (Crick, B. et al. *The New and the Old: Life in the United Kingdom* (2003) and *Life in the United Kingdom: a Journey to Citizenship* (2004), Home Office).

The Glasgow ESOL Forum worked in partnership with Learning Connections (Communities Scotland) to ensure that the PDA is valid in terms of the social practice approach and is compatible with the ethos and structure of the Adult Literacy and Numeracy Curriculum Framework for Scotland 2005, for teaching literacies. The PDA consequently incorporates the theory and practical elements of reflective and critical thinking wherever possible. The PDA is in accordance with the seven principles set out in the *Literacies in the Community** pack:

- 1 promoting self-determination
- 2 developing an understanding of literacies
- 3 recognising and respecting difference and diversity
- 4 promoting participation
- 5 developing equitable, inclusive and anti-discriminatory practice
- 6 developing informed practice
- 7 drawing on partnerships

**Literacies in the Community. Resources for practitioners and managers.* City of Edinburgh Council (2000). Available from Learning Connections, tel 0131 479 5494.

2 Aims

This PDA is designed for qualified teachers of English to Speakers of Other Languages to enable them to apply the reflective and social practice models to working with adult ESOL literacies learners.

The principal aim of the PDA is to provide the competences required by qualified ESOL practitioners to teach literacies to adult ESOL literacies learners, to a national standard, ensuring consistency and quality of both training for ESOL tutors and provision for ESOL learners.

The term ‘literacies’ incorporates both literacy and numeracy — teaching adult ESOL literacies will include reading, writing and numeracy. In the case of numeracy, it often means teaching the language/vocabulary of numeracy or awareness of uses of numeracy in a UK context (eg handling British money; 24hr clock, etc) to ESOL learners. Learners will have varying literacies needs, and the PDA addresses teaching mixed-level classes and learners with jagged profiles. Numeracy will rarely be taught in isolation, but will be embedded in the lesson.

Specifically, the PDA should enable candidates to:

- 1 apply the principles of adult ESOL literacies and adult literacies in Scotland
- 2 evaluate approaches and strategies to support the adult ESOL literacies learner throughout the learning cycle
- 3 apply approaches and strategies for teaching adult ESOL literacies learner(s)
- 4 create and adapt materials for use in teaching adult ESOL literacies learner(s)

3 Access

The PDA is intended to be taken as part of Continuing Professional Development (CPD) by qualified ESOL practitioners* in centres across all sectors, including:

- ◆ community learning and development
- ◆ the voluntary sector
- ◆ further education
- ◆ higher education.

The PDA is appropriate for qualified ESOL practitioners working in, for example:

- ◆ paid employment
- ◆ a voluntary capacity
- ◆ teaching mixed-level groups with large numbers of learners
- ◆ teaching small groups
- ◆ teaching individuals on a 1:1 basis

It is possible for newly qualified teachers to access the PDA. However, it is desirable that candidates should have some experience of being an employed teacher, in addition to the minimum teaching qualification. It is an essential requirement that candidates have access to adult ESOL literacies learners.

Candidates should have already undertaken assessed, observed teaching practice as part of their teaching qualifications, and should have the prerequisite knowledge and skills of general ESOL methodology, teaching practice and lesson planning. The PDA will build on the experience and skills of these tutors.

The PDA is also suitable for ESOL teachers who are qualified to, for example, postgraduate, Masters, or PhD levels, as the PDA provides continuing professional development in the specialist area of ESOL literacies.

For the purposes of this PDA, it is also expected that candidates should have a knowledge of:

- ◆ the specific methodologies and the language/linguistics involved in teaching English to Speakers of Other Languages
- ◆ different learning styles
- ◆ the complex issues surrounding cultural diversity
- ◆ the value of cultural diversity

In addition, candidates should:

- ◆ be fluent users of literacy and numeracy
- ◆ have an interest in and commitment to the development of ESOL and specifically adult ESOL literacies provision in Scotland

*For the purposes of this PDA, 'qualified ESOL practitioners' means tutors with minimum qualifications of CELTA (Cambridge Certificate in English Language Teaching to Adults); Trinity Cert. TESOL (Trinity College Certificate in Teaching English to Speakers of Other Languages) or equivalent at SCQF Level 7 or 8.

Core Skills profile for entry

It is assumed that candidates undertaking this PDA will already possess a high level of Core Skills, particularly in the areas of Communication, Numeracy and Working with Others. The recommended Core Skill profile for entry to this PDA is:

Core Skill	SCQF Level
Communication	
◆ Oral communication	6
◆ Written communication	6
Numeracy	
◆ Using Graphical Information	6
◆ Using Number	6
Information Technology	4
Problem Solving	
◆ Critical Thinking	5
◆ Planning and Organising	5
◆ Reviewing and Evaluation	5
Working with Others	6

Exit profile for Core Skills

On successful completion of this PDA, candidates will receive automatic certification of the Problem Solving Core Skill. While undertaking this PDA, candidates may gather suitable evidence that could be ‘topped up’ to meet the standards of the remaining stand-alone Core Skills Units in Communication, Numeracy, IT and Working with Others at Higher level.

Core Skill	Mode/method	Strength against Core Skills framework
Communication Written communication: ♦ Reading ♦ Writing	Formative assessment	Good
Oral communication	Teaching and learning	Minimal — entry skills level high, therefore opportunities for enhancement reduced
Outcome 1: reading about principles and social practice approach in complex documents. Reflective accounting provides opportunities for writing, as does completing, recording documentation with the learners, ie ILPs, programmes of work, records of learner progress in Outcome 2. Adapting materials from Outcome 4. Opportunities for Oral Communication through peer discussion/presentations of case studies. Oral communication evidenced through spoken negotiation of ILP with learner, assessment, discussion with learner about progress. Existing skills levels in, eg, delivery of lessons, communication, is expected to be already high.		
Numeracy ♦ Using graphical information ♦ Using number	Teaching and learning	Minimal — candidates working on learners’ numeracy skills; some opportunity to enhance candidates’ own numeracy skills, but this is not assessed
Dependent on learner needs. Is evidenced through assessment recording mechanisms and delivery of lesson.		
Information Technology	Formative assessment	Strong
Use of the Internet for research purposes. Outcome 2 may involve use of IT to develop ILPs, programme of work, recording progress. Outcome 4 for identifying, creating, adapting materials. Use of different packages, such as Word and Excel.		
Working with Others	Teaching and learning	Minimal — opportunities relate mainly to working with learners and not peer group (as required by Core Skills framework)
Opportunities for group work through peer discussions/presentations, discussions to support practice, helping others understand context.		

4 Structure

The PDA is a single Unit with 16 SCQF credit points at SCQF level 8 (2 HN Credits). While the exact time allocated to this PDA is at the discretion of the centre, the notional design length is 80 hours.

There are four mandatory Outcomes, which are integrated and co-dependent.

- 1 Apply the principles of adult ESOL literacies and adult literacies in Scotland.
- 2 Evaluate approaches and strategies to support the adult ESOL literacies learner throughout the learning cycle.
- 3 Apply approaches and strategies for teaching adult ESOL literacies learner(s).
- 4 Create and adapt materials for use in teaching adult ESOL literacies learner(s).

Candidates must achieve the required number of assessed elements to be eligible for the award. **All Outcomes are mandatory.** There are no optional Elements.

5 Guidance notes for centres

Content and context

The PDA is intended for qualified ESOL practitioners who are preparing to teach adult ESOL literacies learners in a non-supervised context. The PDA seeks to provide ESOL-qualified practitioners with the specific and specialist methods and tutoring techniques to teach adult ESOL literacies. It will provide models of initial assessment for adult ESOL literacies. It will highlight appropriate tutoring resources and the candidate will also be required to adapt and create his/her own tutoring materials.

The PDA will raise awareness of the social practice approach and the principles of the adult literacies context in Scotland, and how these relate to ESOL literacies.

The PDA encourages reflective and critical evaluation on the part of the candidate in relation to their own training and also encourages the candidate to begin to raise awareness of critical thinking with his/her learners.

Delivery and assessment

Candidates will normally undertake the PDA as part of a taught course.

While the exact time allocated to the PDA is at the discretion of the centre, the notional design length is 80 hours. It is strongly recommended that sufficient time is allocated for exploration of theory into practice, peer discussion, debate and exchange of ideas and good practice.

An outline of the training course delivered by the Glasgow ESOL Forum is given below to provide **guidance** to those thinking of delivering this PDA.

The training course was designed in the following manner.

- ◆ **A pre-course session.** This includes a self-reflective questionnaire for completion by candidates; pre-course activities; background reading; current research articles. It is recommended that an online forum is set up to allow trainers and candidates to introduce themselves. The benefits of an online forum are explained in more detail below.
- ◆ **Ten face-to-face training sessions.** Each session is prefaced in the training pack by a schedule, which outlines purpose, content and suggested timings for each activity. It should be emphasised that number of training sessions and the timings for specific activities are for guidance only and will be determined by individual training centres' circumstances and environment, and time required by candidates to meet objectives.

An online forum was set up (at Smartgroups) to facilitate sharing of ideas and experiences amongst candidates, to provide a professional discussion platform and to promote good practice — before, during and after training. This enabled candidates to download additional feedback and documentation after each training session. The online forum also allowed issues to be raised by candidates and trainers to enable research, reflection and discussion prior to the next training session.

Because of the volume and complexity of the course content and training materials, candidates benefited from co-delivery of training by two trainers. Wherever possible, it is better if two trainers co-deliver the training to facilitate the range of activities in each session and to support group-work, eg one trainer scribing and the other co-ordinating the discussion.

Various delivery mechanisms for a taught course are possible, eg one whole day per week over 10 weeks; one evening per week over 20 weeks. While it would be possible to run the training intensively each day over two weeks, a break in the middle of the training period must be built in to allow candidates sufficient time away from training to review and reflect on their current teaching practice and the impact the training will have upon their future teaching practice. In the case of an intensive course, we would suggest one week of training and one week of reflection, followed by the second week of training. Reflection is a crucial part of the PDA.

It is recommended that training providers delivering the PDA refer to the Glasgow ESOL Forum *ESOL Literacies: Teaching Adults Reading, Writing and Numeracy Training Pack (2004)*, which comprises comprehensive training materials. The pack has been developed by the Glasgow ESOL Forum on a strictly non-commercial basis. It will be available in paper and CD-ROM formats, free of charge, to training providers through:

- ◆ The Glasgow ESOL Forum: www.enquiries@glasgowesol.co.uk
- ◆ Learning Connections: clare.elazebbi@communitiesscotland.gsi.gov.uk.

This will be on the basis that the Training Pack must be used on a ‘not-for-profit’ basis.

The use of this pack is not a mandatory requirement for delivery. Deliverers may use their own training materials or mix and match materials from the training pack.

Teaching context and assessment of candidates

It is recommended that candidates’ adult ESOL literacies teaching practice should take place in the context of a group or whole class. However, for candidates who may be employed teaching on a one-to-one basis (eg with Community Learning and Development or on a voluntary basis), provision has been made in items 1–7 of the evidence requirements. Candidates are required to evidence items 1–7 with a minimum of one learner, but they **must** reflect (in the reflective practice accounts) on how they have, or would, adapt their teaching practice to a mixed-level group, including adult ESOL literacies learners. The PDA has a specific training component on working with mixed-level groups.

It is acknowledged that learners’ attendance can sometimes be irregular. Therefore, in the exceptional circumstances of the learner withdrawing before the programme of work is completed, candidates can provide evidence from their work with another learner, so long as items 1–7 of the Evidence Requirements are reproduced for the new learner. The candidate must inform the centre delivering the training in such circumstances. Justification for substitution of learner must be provided in the reflective practice accounts.

Tutoring contact time

Candidates' own class/learner teaching and learning contact time should be carried out over a minimum of four separate lessons (**minimum** of four hours in total) to give the candidate the opportunity to meet all the Evidence Requirements. Planning and other preparation may be completed in time set aside during a training programme, or in the candidate's own time.

The materials used for the teaching and learning activities (including evidence of those **created** and **adapted** by the candidate) and the reflective practice accounts will be presented in a portfolio, which also includes one adult ESOL literacies learner's individual profile, a completed initial assessment, a completed individual learning plan and a programme of work covering a minimum of four separate lessons (**minimum** of four hours) covering reading, writing and numeracy. This should also incorporate feedback from the learner on the learning activities, eg how the learner was consulted, how their preferences were incorporated into activities and a record of progress.

Candidates should, wherever possible, illustrate approaches used to raise the learner's awareness of critical thinking to learning.

Candidates should have an understanding of the barriers to learning for ESOL literacies learners. Candidates should use different diagnostic tools for assessing the literacy and numeracy needs of adult ESOL literacies learners. They should also be aware of a range of ways to identify and support specific learning difficulties and/or additional support needs in the adult ESOL literacies learner.

A variety of assessment methods should be used. Assessments should be conducted via interviews, discussions, diagnostic approaches and checklists. The purpose of an initial assessment is to establish a relationship with the learner, to acknowledge the knowledge, skills and understanding that the learner brings, to gain some understanding of their needs and goals and to allocate the learner to appropriate provision. More detailed assessment of the learner's English can be carried out after they have joined a class or group. As the learner gains confidence in the learning environment, goals and needs will become clearer to the learner.

Some of the assignments will need to be completed after the formal training component, and all assessment elements will be submitted in a single portfolio. All components of the portfolio are mandatory and are detailed in the SQA Unit Descriptor: DM0E 35 ESOL Literacies: Teaching Adults, which is available via the website (www.sqa.org.uk).

There is detailed guidance on assessment of the PDA in the *PDA: ESOL Literacies: Teaching Adults Reading, Writing and Numeracy Assessment Exemplar* (March 2005), which is available from the SQA secure website.

The exemplar includes:

- ◆ guidelines for meeting the Evidence Requirements document, which provides the minimum assessment criteria
- ◆ knowledge and skills matrix, which summarises the knowledge and skills covered in each training session and cross-references these to each Outcome
- ◆ an assessment grid, to facilitate and standardise the assessment process
- ◆ completed examples of portfolio components, eg learner profile, initial assessment, individual learning plan, record of progress.

Open and distance learning

Some centres, particularly those situated in rural or isolated areas, and those with small numbers of candidates, may wish to consider alternative delivery mechanisms, such as open or distance learning. This PDA, while suitable for delivery by open or distance learning, benefits from peer discussion and review opportunities.

Peer and group discussion and exchange of ideas and experience are a crucial part of the training, and provision must be made to accommodate this. Possibilities could include the use of online training, video-conferencing, video diaries, online forums, or a mixture of these. Face-to-face individual or group tutorials, similar to the Open University system, could also form part of the training.

Moderation procedures

SQA has removed devolvable approval status for this PDA due to the specialised nature of the qualification. All SQA approved centres will need to apply for approval to deliver the PDA and should contact the SQA Approval Section. There will be 100% visiting moderation for a minimum of the first year of delivery.

Assessors of the PDA should:

- ◆ ideally have or be working towards the ‘A’ Units
- ◆ be delivering either ESOL or adult literacy, or both, to a level appropriate to the qualification
- ◆ be competent in assessment of the type involved in the qualification
- ◆ be familiar with the procedures and documentation for the qualification
- ◆ have sufficient links/partnerships in place for candidates to have access to work with ESOL literacies learners

Organisations that are not SQA-approved centres, and which are interested in delivering this PDA, can either apply to the SQA Approval Section or work in partnership with an approved centre.

Articulation and progression

The PDA is designed as a stand-alone continuing professional development award for qualified ESOL teachers to teach in the specialist area of adult ESOL literacies.

The PDA has not been designed for progression to any **specific** further training or qualification. However, some possible articulation and/or progression routes are listed below. This list is not exhaustive. The relevance and suitability of further qualifications will depend upon candidates’ individual circumstances, existing qualifications, interests, and desired career path.

- ◆ **Cambridge-ESOL DELTA and Trinity Diploma** — next level up from entry-level Certificate. Suitable for teachers with minimum two years of teaching experience. (*Cambridge-ESOL and Trinity College London*)

- ◆ **CELTA FE** — Certificate in Further Education Stage 3 for ESOL subject specialists. Covers subject-specialist knowledge, generic FE, Adult and Community Education teaching. Suitable for experienced ESOL teachers with a high level of theoretical knowledge of ESOL. Trinity College London developing similar two-stage generic FE/ESOL subject teaching qualification. (*Cambridge-ESOL*)
- ◆ **Certificate in Adult Learner Support (Literacy/Numeracy/ESOL) Level 2** — suitable for candidates supporting learning in a variety of settings eg adult education, community groups, etc. Particularly relevant to those who work in a voluntary capacity. (*City & Guilds*)
- ◆ **ITALL (PDA: Introduction to Teaching Adult Literacies Learners — stage 1 of the national training framework of qualifications in adult literacies)** — first-level qualification in adult literacies designed for tutor assistants and voluntary tutors; provides a useful introduction to (native-speaker) adult literacies. Development of a second-level qualification for qualified adult literacies tutors and/or those with prior experience is under development (*Learning Connections*).
- ◆ **MA in Adult Literacy, ESOL and Numeracy** (*Lancaster University*) — online/distance learning designed for experienced teachers of adult literacy, numeracy and ESOL. **Postgraduate Diploma** also available. (*Lancaster University*).
- ◆ **MA in ELT & Applied Linguistics** — suitable for DELTA-qualified teachers who wish to expand their theoretical knowledge (*Kings College*).
- ◆ **MA in Language Teaching (MALT): TESOL** — concentrated focus on theory and practice of language teaching. (*Lancaster University*).
- ◆ **MALT: Applied Linguistics** — suitable for experienced teachers wishing to develop research skills or to broaden classroom skills/language teaching techniques, possibly with a view to progressing to PhD (*Lancaster University*).
- ◆ **Postgraduate Certificate in Adult Literacy and Numeracy** — suitable for candidates with 2.1 Honours degree or equivalent; covers theories of adult teaching and learning, policy/curriculum development in adult literacy and numeracy and action research (*University of Glasgow*).
- ◆ **TQFE** — in-service training for FE teachers; also available via PDA Advanced Certificate and Diploma routes; distance learning possible (eg *University of Dundee*; *University of Stirling*).

Employment progression routes

Acquisition of this award will provide a benchmark for professional competence in the ESOL literacies field. It will provide the necessary training, strategies and tools to support ESOL teachers who are already teaching ESOL literacies but who do not have previous ESOL literacies training. It will also enhance the employability of ESOL teachers who wish to develop their careers within the ESOL literacies field.

Recognition by professional bodies

The Scottish Executive's Professional Development Forum has expressed support for the award and shown an interest in its inclusion in the National Index of CPD (Further Education) teacher training Units. The award will, however, have a wider scope than FE, as it will be accessible by suitably qualified ESOL tutors from all sectors, including Community Learning and Development and the voluntary sector.

Credit transfer

This is not applicable as this is a new Unit. There is no predecessor or revised Unit.

Candidates with special/additional support needs

The Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when assessing a candidate's suitability to undertake this PDA.

For more detailed information, please see our document *Guidance on Special Assessment Arrangements for Candidates with Additional Support Needs* (www.sqa.org.uk).