

ENGLISH MATHS ESOL

ANNUAL
CONFERENCE

RESILIENCE AND RESPONSIVENESS

Thursday 3 November 2016
Imperial College Union, London

#EMESOLConf



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A joint conference by



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RESILIENCE AND RESPONSIVENESS

3 NOVEMBER 2016

Improving adults' literacy, numeracy and language skills benefits individuals, society and the wider economy. Ensuring that this is well understood and well supported by policymakers - both within adult learning and more broadly across the work of Government - has never been more important at this time of wide-reaching policy change.

Within the sector, providers and practitioners will need to be responsive to the challenges and opportunities current developments bring. These include, for example, the devolution of the Adult Education Budget, increased flexibilities in locally agreed funding deals and the implementation of Functional Skills reform.

Practitioners and researchers in adult literacy, numeracy and ESOL have, collectively, a great deal of know-how about what works in adult literacy, numeracy and ESOL. It's important that this knowledge, experience and established good practice is not only maintained, but extended, shared and brought to bear on current opportunities and policy developments – for the benefit of policymakers, providers and new practitioners, and not least, for the benefit of all adults, including those with the greatest disadvantages, who stand to benefit from improved language, literacy and numeracy skills.

Participants will benefit from:

- increased understanding of the policy context in relation to adult literacy, numeracy and ESOL, and the opportunity to engage with policymakers and key national stakeholders
- insights from recent research into adult literacy, numeracy and/or ESOL
- shared practice, resources and ideas from new and innovative projects in adult literacy, numeracy and/or ESOL
- the opportunity to reflect on their own practice in adult literacy, numeracy and/or ESOL, and network with others in the field.

PROGRAMME AT A GLANCE

09:30	Registration, refreshments and exhibition opens
10:00	Welcome, overview and introductions
10:05	English, maths and ESOL: the current state of play
10:20	Do international basic skills league tables matter?
10:45	Functional Skills Reform Update
11:10	Refreshments and exhibition viewing
11:30	Workshops
1	Bridging the Gap Between ESOL and Functional Skills
2	Can an open online course like Citizen Maths help tackle the (level 2) maths challenge?
3	The workplace and basic skills: opportunities for adult literacy
4	Trends in adult literacy (and numeracy) levels since 1981: resilient and unresponsive?
12:45	Lunch, exhibition viewing and networking
13:30	Chair's introduction to the afternoon sessions
13:35	Implications of the devolved Adult Education Budget for local adult literacy, numeracy and ESOL provision
14:00	Workshops
5	Coaching to support self-directed English and maths learning
6	Client Care and Self-Advocacy
7	Reimagining assessment and tracking for maths and English
8	Talk English project: demonstrating the impact of community English language learning
15:15	Panel discussion with Q&A
15:40	Closing remarks
15:45	RaPAL publication launch: Resilience: Stories of Adult Learning
16:15	Close

CONFERENCE SUPPORTER



The Education and Training Foundation works with teachers, trainers, leaders and employers. We give them the professional development that helps them deliver excellent further and vocational education and training.

Priorities include maths and English, apprenticeship delivery, leadership and the sector Professional Standards.

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EXHIBITOR LISTING

Ascentis

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The Education & Training Foundation

Learning and Work Institute

National Numeracy

NATECLA

OCR

RaPAL
(Research and Practice in Adult Literacies)

Trinity College London

SAVE THE DATES

5 December 2016

Youth Employment Convention 2016

5/6 July 2017

IntoWork Convention

Contact Learning and Work Institute Events

www2.learningandwork.org.uk

events@learningandwork.org.uk

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INFORMATION

Coat rails

Self-service coat rails are available in the main room (Concert Hall, level 2). Please note that items are left at your own risk.

Disabled access

The venue is fully accessible. If you require assistance, please ask a member of the venue staff. A member of staff will also be happy to assist.

Emergency procedures

In the event of an emergency, delegates should make their way quickly and calmly to the nearest exit without collecting their belongings. In the event of an emergency procedure or evacuation, in the first instance, delegates should follow the guidance and instructions of the venue staff, and subsequently, the emergency services (if applicable).

Be social

Follow the event on Twitter

@LearnWorkUK

#EMESOLConf

Speaker presentations

All presentations (where provided to us) will be uploaded onto the event webpage and attendees notified by email.

ABOUT THE PARTNERS



Learning and Work Institute is a new, independent policy and research organisation dedicated to lifelong learning, full employment and inclusion. We bring together over 90 years of combined history and heritage from the 'National Institute of Adult Continuing Education' and the 'Centre for Economic & Social Inclusion'. Our vision is for a prosperous and fair society in which learning and work provide opportunities for everyone to realise their potential and ambitions throughout life. We work with governments, education and training providers, community organisations and employment specialists to research what works, influence policy and practice, develop new ways of thinking, and help implement new approaches.



NATECLA (National Association for Teaching English and other Community Languages to Adults) is the national forum and professional organisation for ESOL practitioners.

As an independent charity, NATECLA offers high quality, relevant training opportunities for the ESOL community, provides expert advice to government bodies and other agencies and lobbies on issues that affect our teachers and learners. We have recently led on the production of an ESOL strategy document for England which we hope will be adopted by government and other stakeholders to allow more migrants to have access to high quality provision.

We have regional branches across the UK to lead on organising events and other activities more locally, run a training arm to provide high quality, in-house, CPD opportunities for ESOL departments and publish three publications for members and the wider community.



Research and Practice in Adult Literacies (RaPAL) is the only UK-wide organisation that focuses on the role of literacies in adult life. We promote effective and innovative practices in adult literacies teaching, learning and research; and support adult literacies practitioners and researchers. We enjoy engaging in debates that touch on English language and literacy, numeracy and digital skills across homes, communities and workplaces.



Institute of Education

Founded in 1902, UCL Institute of Education is today unique amongst faculties of education in its scale and in the depth and breadth of its expertise, unparalleled both in its impact nationally and in its work with education systems overseas. In the 2016 QS rankings, the Institute was placed first in the world for education for the third year running, ahead of Harvard, Stanford and Melbourne.

Our research addresses society's most important challenges and our teaching inspires our students by providing them with first-hand experience of leading-edge research and knowledge creation. We play an important global role, contributing to international academic and policy-related arenas and networks developing the fields of education and social science worldwide.



The University and College Union (UCU) is a trade union that represents over 110,000 academics, lecturers, trainers, instructors, researchers, managers, administrators, computer staff, librarians and postgraduates in universities, colleges, prisons, adult education and training organisations across the UK.

As the key voice of practitioners in post-16 education, UCU seeks to influence education policy across a range of issues. These include structures in the sector, funding, quality, the curriculum, professional development, learner support and governance.

RESILIENCE AND RESPONSIVENESS

PROGRAMME 3 NOVEMBER 2016

09:30	Registration, refreshments and exhibition opens	Dining Hall (level 1)
10:00	Welcome, overview and introductions Chair: Pip Kings , Former Director of Development, NRDC and Learning and Work Institute Associate	Concert hall (level 2)
10:05	English, maths and ESOL: the current state of play Speaker: Stephen Evans , Chief Executive, Learning and Work Institute	
10:20	Do international basic skills league tables matter? Speaker: Dr Jan Eldred , Learning and Work Institute Senior Research Fellow	
10:45	Functional Skills Reform Update Speaker: Sue Southwood , Programme Manager, Education and Training Foundation	
11:10	Refreshments and exhibition viewing	Dining Hall (level 1)
11:30	Workshop sessions	
1	Bridging the gap between ESOL and functional skills Speaker: Tammela Platt , ESOL Curriculum Lead, City Gateway Women's Programmes Moving ESOL students to Functional Skills English courses is a challenging but often necessary step in order to facilitate their progression into further study and work. This workshop will explore teaching strategies for the challenges of teaching Functional Skills English to non-native English speakers. The session will focus on particular difficulties for non-native speakers and will introduce practical classroom activities that can be used to support students in their preparation for the Functional Skills exams.	Concert Hall (level 2)
2	Can an open online course like Citizen Maths help tackle the (level 2) maths challenge? Speaker: Seb Schmoller , Citizen Maths Project Director, Calderdale College / Citizen Maths; Graham Griffiths , Lecturer in Education, UCL Institute of Education In 2011, hundreds of thousands of people signed up for HE-level open online courses developed by US academics. The MOOC phenomenon was born. Could the same approach successfully be applied at lower academic levels? Over the last two years, Calderdale College (funded by the Ufi Trust, and working with UCL's Institute of Education and OCR) has attempted to find out, with Citizen Maths, a free, open online maths resource at (level 2). This session will provide a candid self-assessment of the progress we've made, and what we've learned. This workshop will help participants:	Meeting room 1/2 (level 1)

- Learn about the nuts and bolts of Citizen Maths
- Get a better understanding of the problems and possibilities of online learning as a way of supporting mathematics learning
- Discuss some of the practicalities of creating and deploying a service like Citizen Maths with students and staff.

3	<p>The workplace and Basic Skills: Opportunities for Adult Literacy</p> <p>Speakers: Alex Stevenson, Head of English, Maths and ESOL, Learning and Work Institute; Dr Sam Duncan, UCL Institute of Education, Senior Lecturer in Adult Education and Literacies</p>	Meeting room 3 (level 3)
	<p>This session looks at the relationship between the workplace and adult literacy development as an opportunity within the current policy context - one in which adult literacy practitioners and providers can bring their established know-how to bear on the challenges and learning opportunities which may be posed by workplace literacies. The session will help participants to:</p> <ul style="list-style-type: none"> • Explore the potential relationships between adult literacy development and places of work. • Provide an update on opportunities for workplace basic skills within the current policy context. • Share insights from recent research in England, and from Europe, into the impact of what are sometimes called 'poor basic skills' in the workplace, and the implications for practice. • Enable participants to share current practices and challenges, and identify future opportunities to develop workplace basic skills, using adult literacy approaches. 	
4	<p>Trends in adult literacy (and numeracy) levels since 1981: resilient and unresponsive?</p> <p>Speaker: Greg Brooks, Emeritus Professor of Education, University of Sheffield</p>	Meeting room 4 (level 3)
	<p>There have been eight nationally representative cross-sectional surveys of the literacy and numeracy levels of adults aged 16-65 in the UK in the period 1981-2012. In all cases bar one, the resulting graphs have a shallow inverted u-shape, such that average levels improve from ages 16-24 up to 25-34, then plateau, then decline from about age 40 onwards.</p> <p>There has been very little evidence of improvement. This session will present the results of the analysis, and ask attendees to share their insights.</p>	
12:45	Lunch, exhibition viewing and networking	
13:30	<p>Chair's introduction to the afternoon sessions</p> <p>Chair: Pip Kings, Former Director of Development, NRDC and Learning and Work Institute Associate</p>	Concert Hall (level 2)
13:35	<p>Implications of the devolved Adult Education Budget for local adult literacy, numeracy and ESOL provision</p> <p>Speaker: Joanne Keatley, Principal and Wendy Meredith, Curriculum Leader for English and ESOL, Birmingham Adult Education Service</p>	

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| 5 | <p>Coaching to support self-directed English and maths learning</p> <p>Speakers: Alexander Braddell, Director, Oxfordshire Skills Escalator Centre CIC Ltd; Bob Read, Association of Colleges, Eastern Region, Training and Development Adviser</p> <p>Classroom teaching helps many adults to improve their English and maths skills, but to sustain and develop those skills adults need to go on learning outside of and beyond the classroom. Many learners, however, lack both the strategies and the confidence to engage in this sort of self-directed learning.</p> <p>Non-directive coaching is an approach specifically designed to help people become more effective self-directed learners. It has proved effective in a range of contexts, but we know relatively little about its potential in the field of adult English, maths and ESOL learning.</p> <p>For the past two years, the Erasmus+ project, Autonomous Literacy Learners – Sustainable Results (ALL-SR) has been exploring that potential through pilots across a range of contexts (including at work) in the UK, the Netherlands and Germany. Results suggest that coaching has rich potential to reinforce and extend English, maths and ESOL learning.</p> <p>This workshop offers participants an opportunity to consider</p> <ul style="list-style-type: none"> • What we mean by non-directive coaching in the context of English, maths and ESOL learning
practical ways of organising coaching
Possible barriers and limitations • The session will also include a short film showing a group of low-level learners coaching each other. | Concert Hall
(level 2) |
| 6 | <p>Client Care and Self-Advocacy</p> <p>Speaker: Tara Furlong, Consultant, Designing Futures Ltd and RaPAL</p> <p>The complexity of day-to-day personal advocacy, and associated social and community development, is increasing. What are the implications for literacies education? How does this impact on writing a letter, developing promotional literature, or presenting theses? The domain of professional services is a growing market, as is the aspirational client care of other sectors (e.g. legal, financial, technological, HR, marketing, property). Drawing on recent research, decisive factors in advocacy, client or project management and problem resolution include:</p> <ul style="list-style-type: none"> • The framing of an individual or client in linguistic terms, such as in what ways they may be agitative, pertinent features of a situation; • A professional's representation of that situation, such as critical items, risk factors or avenues for action; and • The relationship established between client and professional. <p>The workshop looks at communicative features within literacy practices which may contribute to self-advocacy, poor or exceptional client care, including un/certainty and (lack of) clarity regarding agency, action and risk as well as an inexplicit sense of manners/ rudeness. Genre and register features of successful communication include stages in the structure and accompanying content, features of the style and vocabulary used (in particular agency, and risk) and interpersonal techniques. The workshop concludes with looking at the implications in, for example, Functional Skills classes and curriculum development.</p> | Meeting
room 1/2
(level 1) |

7	<p>Reimagining assessment and tracking for maths and English</p> <p>Speaker: Ian Grayling, Executive Director, CETTAcademy</p> <p>CETTAcademy is currently delivering an Education and Training Foundation contract to review research and practice in assessment (initial and diagnostic) and tracking of maths and English. There are now 12 Effective Practice Guidelines, underpinned by a new process model of Assessment.</p> <p>These guidelines will challenge providers who place too much reliance on testing as a substitute for real-time support by specialist teachers. Furthermore, the process model transcends the prevailing, stage-based definitions of assessment, emphasising steps that empower learners through a more learner-centred approach, with significant implications for pedagogy as well as for assessment. The model also counters the imprecise language currently associated with assessment, review and ILPs.</p> <p>The workshop's purpose is to enable participants to:</p> <ul style="list-style-type: none"> • Rethink assessment and tracking from first principles. • Reflect on the affective (emotional) aspects of assessment, alongside the cognitive; • Consider further potential impacts on motivation, self-efficacy and resilience. 	Meeting room 3 (level 3)
8	<p>Talk English project: demonstrating the impact of community English language learning</p> <p>Speakers: Michaela Salmon, Area Adult Education Manager, Manchester Adult Education Service (Manchester City Council); Ash Patel, Head of Research, Learning and Work Institute,</p>	Meeting room 4 (level 3)
<p>Funded by the Department of Communities and Local Government (DCLG) Talk English aims to improve the language skills of people with little or no English and help them to integrate into the wider community.</p>		
<p>The Talk English project have recently taken part in a large scale Randomised Control Trial (RCT) to measure the impact of English Language provision, alongside DCLG, Learning and Work Institute, BMG and the English Speaking Board.</p>		
<p>This workshop, will share materials and discuss the experience of taking part in an RCT. Following the presentation participants a chance to share their practice and discuss questions, such as 'how important is it to get learners to practise their English outside of the classroom and how this can be facilitated.</p>		
15:15	Refreshments available	Dining Hall (level 1)
<p>Panel Discussion with Q&A</p>		
15:40	<p>Closing remarks</p> <p>Chair: Pip Kings, Former Director of Development, NRDC and Learning and Work Institute Associate</p>	Concert Hall (level 2)
15:45	<p>RaPAL Publication Launch: Resilience: Stories of Adult Learning</p> <p>Speaker: Tara Furlong, Chair, RaPAL (Research and Practice in Adult Literacies) (Research and Practice in Adult Literacies) and contributors Chris Nicholls and Gillian Lawrence</p>	Concert Hall (level 2)
16:15	Close	

PLENARY SPEAKER BIOGRAPHIES

Dr Janine Eldred

Janine is Senior Research Fellow at Learning and Work Institute. Jan worked at NIACE in the areas of widening participation; literacy, language and numeracy; health and disability equalities; young adults as well as international aspects of adult learning. She was an Assistant Director for NIACE until 2010 when she became a Senior Research Fellow, in a freelance capacity.

She has worked as a teacher and tutor organiser in Adult Basic Skills, a community outreach worker, a Local Government Officer and a Head of Faculty in a College of Further Education. Jan has a Masters degree and a Doctorate in Adult Literacy and was advisor to Lord Boswell of Aynho, the Chair of the Commissioners of the NIACE Inquiry into Adult Literacy in England.

Her current work includes working with colleagues on the European Agenda for Adult Learning in the UK (L+WI is the National Co-ordinator), on insights into the impact of adult learning on work, health and communities. She supports her local authority Adult and Community Learning Service and is chair of her local Citizens' Advice Bureau.



Stephen Evans

Stephen Evans became Chief Executive in 2016 after two years as Deputy Chief Executive, where he was responsible for Learning and Work Institutes research and development work. He joined from Working Links, a leading provider for employment and skills services, where he led on policy, strategy and business development. Prior to this, he worked for the London Development Agency as Director of Employment and Skills, commissioning programmes and leading the work of the London Skills and Employment Board; was Chief Economist at the Social Market Foundation; and spent six years as Senior Policy Advisor in HM Treasury, leading on policy to cut child poverty, increase employment and boost productivity.



Joanne Keatley

Joanne is Principal at Birmingham Adult Education Service; she has been at the helm since June 2015. Prior to taking up her first role as Principal she was Vice Principal at Walsall Adult and Community College with responsibility for Curriculum. Joanne began her management career in education back in the heady days of the Gremlins as Skills for Life Manager for a Community College in the Midlands. Joanne qualified as a teacher in 1991 and has taught ESOL, EFL and literacy at FE colleges and private and public sector organisations. She is passionate about adult learning as a tool for social and economic empowerment.



Pip Kings

Former Director of Development, NDRC and Learning and Work Institute Associate. Pip was the Development Director at the National Research and Development Centre for adult literacy, language and numeracy (NRDC) at the Institute of Education. In this capacity Pip has led on recent research and development projects for LSIS, BIS, IfL. She managed the teacher education strand of the National Skills for Life Support Programme. Prior to joining NRDC Pip worked at the Learning and Skills Council as London Regional Skills for Life lead where she collaborated on the development of a London Skills for Life strategy.

Wendy Meredith

Wendy Meredith is Curriculum Leader for English and ESOL at Birmingham Adult Education Service. Prior to this, she worked as Subject Leader responsible for quality improvements and tutor training. Before joining BAES, Wendy has worked as lead trainer for a social enterprise, training young adults to work as PAs/carers for disabled children, and spent 8 years in the role of Operations Director for an IT recruitment agency. Wendy began her teaching career as a family literacy and English tutor working in deprived communities across Birmingham; and inclusion is very much part of her identity as a teacher and curriculum manager.



Sue Southwood

Sue is Programme Manager Professional Standards and Workforce Development at The Education and Training Foundation.

Sue has lead responsibility for the Foundation’s work on maths, English and learners with Special Educational Needs and/or Disabilities (SEND). Before joining the Foundation in September 2014, Sue was Head of Basic Skills at NIACE where she worked for 9 years. Sue began her career as Literacy and GCSE English teacher for Norfolk County Council.

An experienced manager with over 25 years’ experience in the sector, Sue has left a variety of national programmes to develop and improve practice and has written several publications. Prior to joining NIACE, Sue held a number of posts including, Curriculum Manager for City and Islington College and spending a year in Spain as an EFL Teacher.

Sue set up and managed workplace basic skills at work programmes for Northern Foods, Ford Motor Company and Transport for London.



Tara Furlong

Tara has twenty years’ experience in adult education and training in the private and public sectors in the UK and abroad, specialising in integrated English language, literacies and digital learning. She is involved in delivering

professional development via national organisations in the UK, and publication work; and has an established history of designing and implementing systemic curriculum quality initiatives in education providers. She has an ongoing interest in the relationship between multi-modal and contextualised versus abstracted learning; and its mirror in social and literate practice and language across life spheres. As well as work with Designing Futures Ltd, Tara does pro bono work for RaPAL (Research and Practice in Adult Literacies), BALID, is an active local school governor; and is engaged in postgraduate studies in educational leadership with UCL, Institute of Education.

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