

IMPACT AND INNOVATION PROGRAMME 9 NOVEMBER 2017

CORRECT AS OF 1 NOVEMBER 2017 – SUBJECT TO CHANGE

09:30 **Registration, refreshments and exhibition opens**

10:00 **Welcome**

Chair: **Alex Stevenson**, Head of English, Maths and ESOL, Learning and Work Institute

10:05 **Introduction**

Speaker: **Stephen Evans**, Chief Executive, Learning and Work Institute

10:20 **Adult Basic Skills: Impact on Poverty Reduction**

Speaker: **Katie Schmuecker**, Head of Policy, Joseph Rowntree Foundation

10:45 **Translanguaging: Implications for Innovation in Policy and Practice**

Speaker: **Professor Li Wei**, Chair in Applied Linguistics, UCL Institute of Education

11:10 **Refreshments and exhibition viewing**

11:30 **Workshops**

1 **The role of Initial Teacher Education**

Speaker: **Dr Irene Schwab**, Lecturer in Adult Literacy and ESOL Teacher Education, UCL Institute of Education

In this workshop I will present the findings of the EdD thesis which was a qualitative study, investigating adult literacy teachers' beliefs and pedagogic practices in teaching reading and how this is shaped by both their Initial Teacher Education and the current superdiverse teaching context, where skillsets of literacy and ESOL teachers increasingly overlap. Two key issues to be explored in the workshop are the function of specialist teacher education when literacy classes are largely composed of multilingual learners, and the place of learner-centred practice when the dominant discourse is around skills and employability. A discussion following the input will explore the implications for those interested in literacy and ESOL teaching and teacher education.

2 **How to get high achievement in GCSE maths with part-time adult learners?**

Speakers: **Nick Bailey**, Vice Principal, **Lorraine Kemp**, Senior Lecturer, Thurrock Adult Community College

A quick resume of the strategy adopted, informed by research as part of 'Teach Too', that has led to consistent high achievements for part time adult learners following 1-year GCSE courses (A*-C 86% and 85% and 100% funding success) in the last 2 years. We will share the strategy and learning gained that has provided the insight and how this has been translated into classroom practice, pre-course assessment and advice for learners. Thurrock Adult Community College has bucked the trend of poor performance in GCSE maths and wants to share the 'secrets' of our learners' success.

3 **Developing bilingual skills through Content and Language Integrated Learning**

Speaker: **Dr Graham Hall**, Lecturer, Coleg Meirion-Dwyfor

An ability to work effectively in more than one language is a valuable skill for students. Bilingualism may be important in a variety of professions, for example: in attending meetings or working on projects abroad; working with minority groups in the community; or working in areas of Britain where Celtic languages are in common use in schools, public services and the media.

This presentation describes a research project at a Further Education college in Wales, to evaluate methods for developing bilingualism during vocational training. Taking part were students of a Foundation Degree in Applied Computing with various levels of second language skill.

4 **Workshop 4 Digital as a ‘third basic skill’**

Speakers: **Susan Easton**, Head of Digital Skills and Learning, Learning and Work Institute; **Karen Hanson**, Manager, Lifelong Learning, Skills and Communities, Sheffield City Council

In October 2016, the UK government announced plans to make training in basic digital skills free for adults lacking relevant qualifications. Following this, in March 2017, the Department for Digital, Culture Media & Sport published the UK Digital Strategy which included Digital skills & inclusion as one of its “seven” pillars, encompassing “Digital Capability”; “Digital Skills for the economy” and “Working Together.”

This session will offer an update on progress to date, including a delegate discussion to explore key questions related to the digital entitlement curriculum, its implementation, the opportunities, barriers and issues for adult education providers.

12:45 **Lunch, exhibition viewing and networking**

13:30 **Chair’s introduction to the afternoon sessions**

13:35 **Update on Functional Skills Reform**

Speaker: **Sue Southwood**, Head of English and Maths, Education and Training Foundation

14:00 **Workshops**

Grab and go refreshments available

5 **GCSE English at Middlesbrough College: from 13% High Grades in 2016 to 32% in 2017**

Speakers: **Dr Philida Schellekens**, Consultant, Schellekens Consultancy; **Kate Burgess**, Middlesbrough College

Come and find out how Middlesbrough College turned around its GCSE English outcomes within one year. Manager Kate and consultant Philida worked with the English team to improve the quality of teaching and learning. Perhaps most importantly, we worked to improve the quality of feedback on students’ work. The team went from feeling disheartened to adopting new strategies with increasing confidence. Better student attendance and motivation indicated that we were on course to improve outcomes but the GCSE grades blew us away! We are not resting on our laurels and have firm plans to improve further.

6 **Experimenting with contextualising GCSE mathematics**

Speaker: **Katharine Davies**, Curriculum resource developer, Mathematics in Education and Industry

Students with a level 3 in GCSE maths are now required to resit the course. Often these students question the reason for doing this as they see little point in resitting something that doesn’t appear to have any relevance to their future. Putting mathematics in context can

often change student's perception of the subject by making it relevant and realistic. This session will look briefly at research into contextualising GCSE mathematics, examples of good contextualised resources to use in the classroom and when and how to use these materials. It will also look at pseudo contexts and when not to use contextualisation and delegates can decide whether prepared examples would be good to use, or, if not, how they can be improved.

7 **Supporting transition from ESOL learning to apprenticeships**

Speakers: **Liz Davies**, Senior Researcher, **Hazel Klenk**, Research Intern, Learning and Work Institute

To meet the Government's target of 3 million apprenticeship starts by 2020 it is crucial that those who want to undertake an apprenticeship are supported to achieve this. For some, having English as a second language and having not yet achieved a GCSE English or maths Grade A-C. English language skills may be a barrier to accessing and/or successfully completing an apprenticeship

There is a need to develop a better understanding of the ways in which learners can – or might be supported to – progress from ESOL learning into an apprenticeship.

The workshop will share early findings from research to understand barriers and best practice to facilitate the transition from ESOL learning to apprenticeships (and/or access to apprenticeships for those with an ESOL need).

Delegates will be invited to share their own experiences and discuss how best practice may be replicated in order to inform the development of a practical guidance resource for providers.

8 **Making Space for Creative and Social Practices Approaches in Adult Literacy, Numeracy and ESOL Classes**

Speaker: **Dr Sam Duncan**, Senior Lecturer in Adult Education and Literacies, UCL Institute of Education

How can practitioners ensure that there is sufficient time and space in literacy, numeracy and ESOL classrooms to take more social practice and/or creative approaches? Practitioners often experience conflicting pressures arising from the desire to respond to learners' needs and interests, balanced against the demands of external assessment, administrative duties, inspection and expectations of high success rates. This session will explore adult literacy, ESOL and numeracy teachers' experience of this 'making space' and how it can be seen as grounded in professional vision about the nature of literacy, numeracy and ESOL teaching and learning. We will examine participatory, social-practice-based and creative approaches, the ideas behind them and how they can, and should, be used even in times of conflicting pressures on class time. In particular, the session will help participants to identify how this can be a win – win, for example by re-shaping administrative requirements into something meaningful to learners.

15:15 **Panel Discussion**

Speakers: **Conference partners; Sue Pember**, Director of Policy, HOLEX; **Gillian McFarland**, Head of Post-16 Basic Skills, Department for Education; **Sue Southwood**, Head of Maths and English, Education and Training Foundation

15:45 **Chair's closing remarks**

16:00 **Close**