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| **Thematic Area** | **Integrating literacy and numeracy across programme areas and NFQ levels** |

**Suggested resources to support implementation of the thematic area in FET:**

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| --- | --- | --- | --- | --- |
| **Theme/Topic** | **Type** | **Relevance** | **Author/Source** | **Web Link** |
| **Literacy-friendly Further Education and Training -** [Title] | PDF  | An exploration of the potential for a whole organisation approach to integrating language and literacy in further education and training in Ireland. Report on NALA research exploring language and literacy issues and opportunities in the context of an FE College, and particularly in the context of Level 5 vocational courses. Presents findings, recommendations and guidelines emerging from the research, for providers, colleges and teachers.  | Hegarty, A. & Feeley, M. 2009 NALA in cooperation with Liberties College | Full report and guidelines: <https://www.nala.ie/resources/literacy-friendly-further-education-and-training-research-2009>  |
| Hegarty, A. & Feeley, M. 2009 NALA in cooperation with Liberties College | Main Messages:<https://www.nala.ie/sites/default/files/publications/Literacy-friendly%20further%20education%20and%20training%20report%202009_2.pdf> |
| **Living Literacy:** Whole organisation approach to literacy and numeracy in a vocationaleducation and training setting[Title] | PDF | NALA report on research carried out with and for Newbridge Youth Training and Development Centre (NYTDC). The research explored the procedures used to implement a whole-centre approach to literacy and numeracy. The report describes and discusses* effective **procedures** supporting the whole centre integrated approach;
* the **impact** on learners, staff and the organisation; and
* The development and use of **integrated initial assessment** activities and tools as part of the research project.
 | McSkeane, E. 2009. NALA and NYTDC[Research funding was awarded to NYTDC as first prize in the NALA-EBS Adults Continuing Education Awards, 2007. Sponsored by Educational Building Society]  | <https://www.nala.ie/resources/living-literacy-whole-organisation-approach-integrating-literacy-vocational-training> (Executive Summary)  |
| **‘You wouldn’t expect a maths teacher to teach plastering’** [Title]  | PDF | Report from a major research project in the UK involving teachers and learners on vocational courses. It found that where vocational teachers embedded LLN support in their practice and where there was teamwork between vocational and LLN teachers, the outcomes for learners improved significantly.  | Casey H et al, 2006.National Research and Development Centre for adult literacy and numeracy (UK) | <http://dera.ioe.ac.uk/22311/1/doc_3188.pdf>  |
| **Literacies for learning in further education** [Research and practice project]  | Website  | Website of a research project carried out by Lancaster University and Stirling University. In cooperation with four FE colleges (two each in England and Scotland). Teachers made small changes to practice informed by the characteristics of the reading and writing that students used effectively in other areas of their lives.  | Literacy Research Centre Lancaster UniversityJoint project: Lancaster University and Stirling University2005-2007 | <http://www.lancaster.ac.uk/lflfe/>  |
| Video | An overview of the project. An extract (9 minutes) from a longer film made as part of the ‘Literacies for learning in FE’ project referenced above. | PublicSpace Film Content | <https://www.youtube.com/watch?v=kyjlqggwuGY> |
| **IVEA [ETBI] paper: The integration of language, literacy and numeracy in VEC** (ETB) **further education programmes**  | PDF | IVEA (ETBI) paper describing a whole-organisation approach to integrating language, literacy and numeracy into ETB (then VEC) FET programmes. It discusses what is meant by ‘literacy’ and by ‘integrating’ literacy. It describes the practical implications - for ETBs, colleges and centres, and for teachers and students. It includes guidelinesfor centres and teachers. | IVEA 2012 [ETBI]In cooperation with IVEA-NALA Working Group on integrating literacy  | <http://e123452.weebly.com/uploads/1/2/0/1/12012149/ivea_-_nala__agreed_document__on_integrating_literacy_into_further_education_programmes.pdf>  |
| **Integrating literacy: Guidelines for FET Centres** [Title] | PDF | Outlines procedures for whole-centre approach to literacy and numeracy. Includes guidelines on doing a literacy and numeracy analysis of courses and services; teamwork between subject teachers and literacy and numeracy staff; strategies subject teachers can use to integrate language, reading, writing and numeracy development into their course content.  | NALA 2013 Bláthnaid Ní Chinnéide | <https://www.nala.ie/sites/default/files/publications/integrating_web_1.pdf> |
| <http://www.etbi.ie/wp-content/uploads/2013/11/integrating_web_1.pdf>  |
| **Developing basic literacy and numeracy skills in Youthreach and Community Training Centres – guidelines for staff** [Title]  | PDF  | Chapter 3, on integrating literacy, covers: 1: Whole-centre approach 2: Subject audit / course materials 3: Motivation and engagement of students 4: Differentiation of methods and levels of support 5: Reading comprehension strategies. The guide provides information and strategies staff can use to support learners who struggle with language, reading, writing and or numeracy. | National Educational Psychological Service 2013  | <http://www.youthreach.ie/wp-content/uploads/LITERACY-AND-NUMERACY-GUIDELINES-FOR-YOUTHREACH-CTCS-2013.pdf>  |
| **Guidelines for Vocational and Workplace Trainers** [Title] | PDF | For teachers or trainers who are delivering very short courses or single sessions  | NALA 2011Revised 2016 |  <https://www.nala.ie/sites/default/files/publications/integrating_literacy_guidelines_for_voc_workplace_trainers_updated_2016.pdf>  |
| **Whole-organisation approach:** **BTEI Guidelines to Enhance Cooperation between Back to Education Initiative and Adult Literacy Programmes**[Title] | PDF | The guide includes recommendations for integrating literacy in BTEI programmes, summarising the approach as follows: • Teachers of the core subjects know and use inclusive, literacy-aware methods and materials…• Students have access to a dedicated course-related literacy supportService...• There is effective and systematic communication between subject staffand literacy support staff ….• Management have systems in place to facilitate that communication and teamwork. | Further Education UnitDepartment of Education and Science (2008) in collaboration with the IntensiveTuition in Adult Basic Education (ITABE) National Advisory Group. | <https://www.education.ie/en/Schools-Colleges/Services/Further-Education-and-Training/Back-to-Education-Initiative-BTEI-/btei_adult_literacy.pdf>  |
| **What’s good for dyslexia is good for all – A guide for those working in the Further Education and Training Sector in Ireland** [Title] | PDF | This guide provides important information and useful tips to FET practitioners, based on the experience of learners and teachers on the Career Paths for Dyslexia Programme (Dyslexia Association of Ireland).  | Dyslexia Association of Ireland (DAI)SOLAS2016 | <http://www.dyslexia.ie/wp-content/uploads/2016/04/13173_dyslexia_assoc_fet_guidelines_12pp_v3.pdf>  |
| **Supporting students with dyslexia –Guidelines for staff in further education** | Webpage | Information and suggestions on how to support students with dyslexia, in lectures, assignments and examinations.  | Special Education Support Service | <http://www.sess.ie/dyslexia-section/further-education>  |
| **Student voices: teaching and learning strategies**(title) | Video | For this AHEAD video third level students were invited to speak about * how they learn best,
* teaching styles and methods that work for them;
* suggestions on assessment; and
* One piece of advice they would give to lecturers and teachers to help them improve their practice.

The varied strategies described are useful for students at any level, and particularly for anyone struggling with the language and literacy demands of a course.  | AHEADAssociation for Higher Education and Disabilities[www.ahead.ie](http://www.ahead.ie) | <https://www.youtube.com/watch?v=uZOKvbgYqQQ> |
| **Inclusive learning approaches for literacy, language, numeracy and ICT** [Title]  | PDF | This guide from the UK includes suggestions on:* inclusive learning strategies,
* designing accessible materials,
* identifying the language, literacy, numeracy and ICT demands of a subject or course (a ‘skills audit’),
* Helping learners develop relevant communication, reading, writing, numeracy and ICT skills as part of subject-learning.
 | Lawton, Tina & Turnbul, TinaLifelong Learning UK2007 | [http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/LLUK-00680-2007.pdf](http://webarchive.nationalarchives.gov.uk/20130401151715/http%3A//www.education.gov.uk/publications/eOrderingDownload/LLUK-00680-2007.pdf)  |
| **Accessible materials:** **Plain English** | Website | Clear communication and accessible information helps overcome literacy barriers to participation and learning. This site has guidelines and tools for designing clearer documents, forms, signage, timetables and other materials. See examplesbelow. | NALA | <http://www.simplyput.ie>  |
| Plain English guidelines at a glance | <http://www.simplyput.ie/downloads/plain_english_guildlines_at_a_glance.pdf> |
| Checklist for documents | <http://www.simplyput.ie/downloads/plain_english_checklist_for_documents.pdf>  |
| Checklist for forms | <http://www.simplyput.ie/downloads/plain_english_checklist_for_forms.pdf>  |
| Checklist for numbers  | <http://www.simplyput.ie/downloads/plain_english_checklist_for_numbers.pdf> |
| **Information for all: European standards for making information easy to read and understand**[Title] | PDF | These standards are aimed at making information easy for people with intellectual disabilities to understand. They are also useful when designing material for anyone who finds it difficult to read. They cover print and online communication. | Inclusion EuropeProduced in the framework of the EU Project “Pathways to adult education for people with intellectual disabilities” | <http://easy-to-read.eu/wp-content/uploads/2014/12/EN_Information_for_all.pdf>  |
| **Writing clear content for the web** | Webpage | These suggestions on developing content for a website are line with international Web Content Accessibility Guidelines (WCAG).  | AbilityNet | <https://www.abilitynet.org.uk/>  |
| W3C (World Wide Web Consortium)  | <https://www.w3.org/WAI/gettingstarted/tips/writing>  |
| **Universal Design: accessible communication** | PDF  | The ‘Universal Design Toolkit for Customer Engagement – Tourism’ includes guidelines and checklists on writing good web content. It also has checklists and guidelines for mobile web and apps; emails; documents; texting; social media | Developed by Dolmen ([www.dolmen.ie](http://www.dolmen.ie)) on behalf of the Centre for Excellence in Universal Design at the National Disability Authority, Ireland  | <http://universaldesign.ie/Products-Services/Customer-Engagement-in-Tourism-Services/Electronic%20and%20Web.pdf>  |
| **Materials integrating literacy and numeracy into workplace safety programme** | PDF  | FAS-NALA workbook designed for students on Skills for Work courses. Example of basic literacy and numeracy materials contextualised to subject content – in this case, health and safety at work. 5 chapters, downloadable separately: Safety Signs; Handling information; Health and hygiene; Working safely; Filling in an accident report form.  | FAS-NALA 2006 | <https://www.nala.ie/resources/steps-safety-module-1-safety-signs>  |
| Handling information: <https://www.nala.ie/resources/steps-safety-module-2-handling-information>  |
| Health and safety: <https://www.nala.ie/resources/steps-safety-module-3-health-and-hygiene> |
| Working safely: <https://www.nala.ie/resources/steps-safety-module-4-working-safelY> |
| Filling in an accident report form:  <https://www.nala.ie/resources/steps-safety-module-5-filling-accident-report-form> |
| **Overview of integrating or ‘embedding’ literacy and numeracy in subject teaching** | Prezi  | Topics include: * setting literacy and numeracy objectives and activities **as part of** the subject or vocational area
* joint planning between vocational teachers and literacy and numeracy teachers
* Methods and materials for developing subject-related vocabulary, oral communication, reading, writing and maths.

This Prezi relates to the UK context but much of its content is relevant in Ireland.  | prezi.comFeb 2014 | <https://prezi.com/m/ve0jjtfmzodm/embedding-english-and-maths/> |
| **Identifying the literacy and numeracy demands of a subject or vocational area**  | Video | BBC Skillswise site has a series of videos showing the particular kinds of spoken communication, reading, writing, and mathematics embedded in vocational areas. This particular example is from the Beauty, Hair and Fashion industry.  | BBC Skillswise | <http://www.bbc.co.uk/skillswise/topic/hair-beauty-and-fashion>  |
| PDF - Chart  | Example of chart recording the language, literacy and numeracy demands of a vocational area.  | Excellence Gateway | <http://www.excellencegateway.org.uk/content/import-pdf14058>  |
| **Integrated session plan**  | PDF - template | A sample template for an integrated session plan, for recording vocational learning objectives and content and the related literacy and numeracy objectives and activities. Example: Travel and tourism (UK context). | wikieducator.org | <http://wikieducator.org/images/c/c7/Session_Plan.pdf>  |
| **Excellence Gateway**  | Website -Resources portal | The Excellence GatewayWebsite has thousands of resources and can be searched and filtered by subject, organisation, theme, audience.  | Education and Training Foundation, UK | <http://www.excellencegateway.org.uk> |
| This is the link to the ‘**embedding**’ (integrating) section of the Excellence Gateway portal. Many vocational areas are covered, and there are CPD modules and materials on embedding literacy and numeracy in vocational courses. | <http://www.excellencegateway.org.uk/search?content=embedding>  |
| This is the link to the portal’s **interactive learning resources** for literacy and numeracy.  | <http://www.excellencegateway.org.uk/interactive-resources> |
| **BBC Skillswise:** **Vocational literacy and numeracy resources** | **Interactive learning website** | This is the link to BBC Skillswise resources for developing the literacy and numeracy embedded in vocational areas, including: Construction; Manufacturing; Food, drink and hotels; Transport and warehouse; IT and office; Leisure and tourism; Retail; Transport and warehouse (UK context) **See below** for link to other vocational areas covered on this site.  | BBC Skillswise | <http://www.bbc.co.uk/skillswise/topic-group/private-sector> |
| BBC Skillswise resources for: Nursing and care; Environment and cleaning; Childcare and teaching; Armed forces and security and for ‘Jobskills’. For each vocational area the **resources****include** * a two-minute **video** introducing ‘why English and Maths skills are useful’ in the particular context, and
* **interactive learning materials**: fact sheets, worksheets, quizzes and

games to develop the relevant language, literacy and numeracy at different levels (UK context) | BBC Skillswise | <http://www.bbc.co.uk/skillswise/topic-group/public-sector>  |
| **Skillsworkshop.org: resource sharing** | Website | Free adult literacy and numeracy resources, developed and contributed by practitioners. See link for an example of an ‘embedded literacy’ resource available on the website.  | Site owned and maintained by **Maggie Harnew. The author of the particular materials given here as an example, is Linda Haslam** | <http://www.skillsworkshop.org/resources/embedded-literacy-social-care-anatomy>  |
| **New Zealand –resources for embedded literacy and numeracy on vocational courses for adults** | Website  | The National Centre of Literacy and Numeracy for Adults (NCLNA) is funded by the Tertiary Education Commission and hosted by the University of Waikato. This link is to the ‘Embedded literacy and numeracy’ section of the NCLNA website. It includes videos, case studies and guidelines. (Some of the videos are referenced separately below). | National Centre of Literacy and Numeracy for Adult(NCLNA)Tertiary Education Commission(New Zealand) | <http://www.literacyandnumeracyforadults.com/resources/356158>  |
| **Accounts from teachers on vocational programmes (New Zealand)** | Playlist  | A playlist of videos from New Zealand. Teachers on Trades Courses describe how they help learners develop the course-related language, reading, writing and numeracy as part of learning a subject or carrying out a task. **See below** for links to some of the individual videos. | National Centre of Literacy and Numeracy for Adultsin cooperation with Whitirea Community College Tertiary Education Commission  | <http://www.literacyandnumeracyforadults.com/resources/356509> |
| Video | **Title: Successful learners supported with embedded literacy.** (9 minutes)Students preparing **assignment.** Strategies shown include writing frames, skimming, scanning, glossaries and tapping into prior knowledge. | <http://www.literacyandnumeracyforadults.com/resources/356511>  |
| Video | Title: Comprehension skills to unpack an assignment (7:25) Tutors guiding students through the steps in **reading and understanding** an **assignment brief** and in **planning** the writtenassignment. Tutors make the reading and writing strategies explicit early in the course, so that students can transfer them to future tasks.  | <http://www.literacyandnumeracyforadults.com/resources/356512> |
| **Accounts from teachers (Australia)** | Online video library  | ‘**Language, literacy and numeracy** [LLN] **in training and assessment: Ideas that work**’Is a series of 33 videos for staff in vocational programmes.Sixteen of these are on ‘Practical LLN tips for trainers and assessors’. Teachers and trainers discuss how they support students with the reading, writing and numeracy involve in their vocational subjects. There are links to some of the specific videos below.  | Commonwealth of Australia 2015 Ideasthatwork.com | <http://www.ideasthatwork.com.au/what-works-for-lln//> |
| Reading  | <http://www.ideasthatwork.com.au/what-works-for-lln/develop-your-learners-reading-skills/>  |
| Writing | <http://www.ideasthatwork.com.au/what-works-for-lln/develop-your-learners-writing-skills/> |
| Numeracy | <http://www.ideasthatwork.com.au/what-works-for-lln/develop-your-learners-numeracy-skills/>  |
| Team teaching | <http://www.ideasthatwork.com.au/what-works-for-lln/team-teaching//>  |
| **Graphic organisers and other literacy, numeracy and Assessment for Learning strategies for teaching and learning** [Title] | PDF | This resource presents and describes how to use various types of graphic organisers to scaffold learning, reading comprehension, writing and numeracy in the subject areas. It includes a set of 14 blank templates for graphic organisers. | Professional Development Services for Teachers (PDST) Dublin 2015 | <http://pdst.ie/sites/default/files/PDST%20GRAPHIC%20ORGANISER%20ENG%20FINAL.pdf>  |
| **Methodologies to support literacy and effective practice** [Title]  | Website | Practical guidance for teachers in any subject on activities to help students develop key vocabulary, oral literacy, reading comprehension strategies and writing strategies. (Developed for post-primary, the strategies described are also useful in FET) | Claire Matthews Christina ClarkePDST Dublin 2015  | <http://pdst.ie/sites/default/files/Literacy%20Methodologies%202015.pdf> Home page: <http://pdst.ie/>  |
| Language development and verbal communication | Webpage | Extract from NALA guidelines (2013) | NALA | <https://www.nala.ie/tutors/integrating-literacy/approaches/language-development> |
| **Key words and concepts** | Website and app | Enables learners and teachers to create interactive flash cards, quizzes, tests, games for learning key course vocabulary, concepts and content.  | [quizlet.com](http://quizlet.com/) | <http://quizlet.com/> |
| App  | Tool for making wordposters or wordclouds from text. Learners can customise the shape and image.  | [Tagxedo.com](http://www.tagxedo.com) | [www.Tagxedo.com](http://www.Tagxedo.com) |
| **Speaking and listening skills** | video | Teachers on vocational courses speak about strategies to help learners develop speaking and listening skills. (Australia) | Commonwealth of Australia 2015Ideasthatwork.com | <http://www.ideasthatwork.com.au/what-works-for-lln/develop-your-learners-speaking-and-listening-skills//>  |
| **Skillwords****Resource Pack** | PDF | Materials (Levels 1-3) contributed by instructors in woodwork, catering, art, music, pottery, electronics, computer skills, horticulture. The focus is on key words and concepts and on the basic reading, writing and numeracy involved in a task or topic.  | NALA 2003  | <https://www.nala.ie/sites/default/files/publications/Skillwords_1.pdf> |
| **Reading is Thinking** | Posters | This set of posters shows **10 reading strategies and how to use them**. Teachers can explicitly teach these strategies and support learners to use them as they engage with the course texts. | National Behaviour Support Service(NBSS) | <http://www.nbss.ie/publications-resources?page=3> |
| **Before, During and After Reading and learning strategies: Overview**  | PDF | This frame from the NBSS website presents a one page overview of reading strategies that can be explicitly taught and integrated into the teaching and learning of any subject. It categorises these according to when to use the strategy, for what purpose, and with what focus. For many of the strategies listed here, the NBSS site has supporting tools and guides. See example below. | F. RichardsonNational Behaviour Support Service(NBSS) | <http://www.nbss.ie/sites/default/files/publications/bda_frame_0.pdf> |
| PDF | **Example:** This NBSS guide deals with the before-reading strategy of Anticipation. The guide explains the **purpose** of the particular strategy, how to **explicitly teach it** in the context of any subject**,** and includes blank **template**s.  | F. RichardsonNBSS | <http://www.nbss.ie/sites/default/files/publications/anticipation_guides_comprehension_strategy.pdf>  |
| Website  | This is the link to the home page of the National Behaviour Support Service website. It has a wide range of resources including graphic organisers and guides on before, during and after reading strategies. |  NBSS | <http://www.nbss.ie> |
| **25 Reading strategies that work in every content area**  | Webpage  | This page is a straightforward list of 25 strategies for reading comprehension. | [www.teachthought.com](http://www.teachthought.com)  | <http://www.teachthought.com/pedagogy/literacy/25-reading-strategies-that-work-in-every-content-area/>  |
| **Ensuring Student Success With Complex Text**  | PDF | Practical guidance for how teachers and learners can collaborate on *‘***5 Access Points for Comprehending Complex Texts’** (Frey and Fisher). These are: 1. Purpose and Modelling 2. Close and Scaffolded Reading Instruction3. Collaborative Conversations 4. An Independent Reading Staircase5. Demonstrating Understanding and Assessing Performance  | CorwinLiteracy [US]Fisher and Frey’s PD Resource Center for Close and Critical Reading Based onFrey, N., & Fisher, D. (2013). *Rigorous reading: 5 access points for comprehension complex texts*. Thousand Oaks, CA: Corwin. | <https://www.corwin.com/sites/default/files/612_gs_whitepaper.pdf>  |
| **Cracking the reading code: Stories from students** [New Zealand]  | Videos | Eight short videos, the first of three resources in this pack. Students speak about overcoming blocks to academic reading, describing strategies that work to overcome those blocks and to develop reading confidence and skills. Accompanied by a **Tutor Guide** and a **Guide to reading non-fiction** (**see below**) | Poutama Academic Learning ServicesWhitireia New Zealandwith funding from Ako Aotearoa  | <https://akoaotearoa.ac.nz/ako-hub/ako-aotearoa-central-hub/resources/pages/cracking-reading-code-videos#Tutors> |
| Cracking the Reading Code: **A Guide for reading non-fiction**  | PDF  | Includes a chart of ‘what-who-when-where-why-how’ questions to guide students’ preparation for effective reading.  | Mary Silvester Whitireia New ZealandPoutama Academic Learning Services2012 | <https://akoaotearoa.ac.nz/download/ng/file/group-6/a-guide-for-reading-non-fiction.pdf>  |
| Cracking the Reading Code: **Tutor Guide**  | PDF | This gives suggestions on how to use the eight videos and the Guide for reading non-fiction. For each video, the guide gives a synopsis and a number of discussion questions.  | Clare Hazledine and Mary Silvester Whitireia New ZealandPoutama Academic Learning Services2012 | <https://akoaotearoa.ac.nz/download/ng/file/group-6/cracking-the-reading-code-tutor-guide.pdf>  |
| **Reading strategies in the subject areas** | Webpage  | Extract from NALA guidelines  | NALA 2013 | <https://www.nala.ie/tutors/integrating-literacy/approaches/reading-strategies>  |
| Video | Teachers share experience of supporting students to develop the reading skills needed for their course and for work.  | Commonwealth of Australia 2013Ideasthatwork.com | <http://www.ideasthatwork.com.au/what-works-for-lln/develop-your-learners-reading-skills/>  |
| **Six tips for supporting students’ writing in the subject areas**  | PDF | ‘Embedding literacy: ideas and suggestions for putting literacy at the heart of your lessons’. This guide focuses on six categories of strategies to support writing: * Writing Frames
* Sentence starters
* Using exemplar work
* Ways into writing
* Planning
* Writing basics (Spelling; Key words; Punctuation)
 | TSL Education Ltd 2013TES Connect Digital Publishing  | <http://st-peters.bournemouth.sch.uk/tlplus/wp-content/uploads/2013/11/Embedding-Literacy.pdf> |
| **Writing – a scaffolded approach** | **PDF**  | Designed for post-primary settings, much of the content is relevant in FET. Contents include (for example) a frame to help teachers reflect on the **writing demands of a subject**; tips for teaching and learning **spelling**; and a description of **four stages** in explicitly teaching a writing strategy. | Professional Development Services for Teachers(PDST) | <http://pdst.ie/sites/default/files/Writing%2C%20A%20Scaffolded%20Approach%20Sep%202015.pdf>  |
| **Scaffolding students’ writing** | Prezi | Topics include an outline and description of **four stages** in scaffolding writing: Build knowledge of the topic; model the text type; joint construction; independent writing. Provides **list of apps and other ICT tools** to support writing. The **Writer’s Toolkit** presented includes: Graphic organisersKWLsWriting FramesWriting checklistsBlooms taxonomyKey wordsSemantic mappingDictionary | Literacy TeamProfessional Development Services for Teachers  | <http://www.pdst.ie/pdst.ie/mfl2015/scaffolding> |
| **Writing in the subject areas** | Webpage | Extract from NALA guidelines (2013) | Nala.ie | <https://www.nala.ie/tutors/integrating-literacy/approaches/writing-strategies> |
| **Academic writing**  | PDF | **Academic English Companion** Information, tips and checklists, to help with the following:* How to avoid common spelling/grammatical errors
* How to use the apostrophe
* How to match nouns and pronouns
* How and when to use commas
* How and when to use colons/semi-colons/hyphens
* How to write a written assignment/essay/report
* How to write a summary
 | Institute of Technology Tallaght Dublin 2008 | <http://millennium.it-tallaght.ie/screens/academic_english_companion.pdf> |
| **A guide to writing assignments** | Booklet (print) |  “You’re actually a good writer…Building an argument - A guide to writing assignments” [Title] A guide for learners on how to build a written argument and structure an assignment. The Guide can be ordered on the AHEAD website at €5 plus postage. | Helen CarrollAHEAD  | <https://www.ahead.ie/buildinganargument>  |
| **Online research: note-taking, summarising and****avoiding plagiarism** | Poster | Tips on good note-taking and summarising when researching online. Presents 5 steps students can take, and 7 ways teachers can help, to avoid plagiarism. (See also p20 in Academic English Companion referenced above). | Hackney Community College UK | <http://improving-teaching.excellencegateway.org.uk/content/etf2181>  |
| **Checklist for proofreading**  | PDF | Teachers in any subject can support students to use effective proofreading strategies. This is an example of a proofreading checklist from a third level course in New Zealand.  | The Learning Centre F Block Otago Polytechnic Learning.centre@op.ac.nz | <http://wikieducator.org/images/c/c1/Checklist_proof-reading.pdf>  |
| **Strategies for Spelling** | PDF | Describes spelling strategies that teachers can share with students.  | Youthreach and City of Dublin VEC Psychological Service  | <http://www.youthreach.ie/wp-content/uploads/Strategies-for-spelling.pdf> |
| **Spelling – Skillswise resources** | Website – interactive learning  | Videos and learning games to develop spelling skills, grouped under Plurals; Prefixes and suffixes; Root words; Common letter patterns; Memory aids; Words to watch out for  | BBC Skillswise | <http://www.bbc.co.uk/skillswise/topic-group/spelling> |
| **Brushing Up – Improving spelling, punctuation and grammar** | PDF | Strategies and practice exercises on spelling, punctuation and grammar. Useful reference for teachers and a resource for anyone wishing to brush up on these skills.  | NALA 2014 | <https://www.nala.ie/sites/default/files/publications/nala_brushing_up_workbook.pdf>  |
| **Better Handwriting for Adults**  | PDF | Useful for anyone wishing to improve their handwriting. Divided into three sections: 1. Getting ready for writing 2. Practice makes perfect 3. Quick fixes | Meliosa Bracken and Pamela Buchanan NALA | <https://www.nala.ie/sites/default/files/publications/better_handwriting_for_adults.pdf> |
| **Write On: Learning Support Book** | PDF | For anyone wishing to improve basic skills in reading, writing, and numeracy (Levels 1-3).  | NALA | <https://www.nala.ie/sites/default/files/publications/Write%20on%20-%20a%20learning%20support%20book_1.pdf>  |
| **Guides to teaching maths in the vocational areas** | i-Books with supporting film clip | At this link, among other useful resources, you will find i-Book **guides for vocational teachers** to help them to teach the maths involved in their area. The guides were developed as part of the **Maths Pipeline** Programme There is a guide each on: 1. Construction and environment2. Health and Social Care 3. Hospitality and Catering 4. Hairdressing and Beauty TherapyEach guide is accompanied by a film clip to stimulate discussion, and within each guide there are links to other useful films, websites and documents. **See the example** below: Guide, video/film clip, from Health and Social Care area.  | Education and Training Foundation2015Developed by Mathematics in Education and Industry (MEI) andThe National Centre for Excellence in the Teaching of Mathematics [UK] Created as part of the Maths Pipeline Programme | <http://maths.excellencegateway.org.uk/workbased-learning>  |
| i-Book  | **Example:** Health and Social Care: Vocational maths guide | <http://www.excellencegateway.co.uk/content/etf2075>  |
| Film clip | **Example**: A film clip from the Maths PipelineSeries of resources. Staff and students talk about the maths skills required in Health and Social Care and show some of the approaches they use to embed  | <http://www.excellencegateway.co.uk/content/etf2075>  |
| <https://www.youtube.com/watch?v=UTXxNxvsYeo&feature=youtu.be>  |
| Maths into their vocational course. This accompanies the Maths Pipeline Guide for Health and Social Care (above) See also the videos from Construction, Hospitality and Hairdressing – Each video deals with different aspects of maths and is useful across different vocational areas. | The videos from all four vocational areas can also be found here: <https://www.ncetm.org.uk/resources/48181>  |
| The Guides from all four vocational areas can also be found here:<https://www.ncetm.org.uk/resources/48181>  |
| **Real World Mathematics: ‘Maths Eyes’** | PDF Website | **Maths Eyes – A Resource Pack** The resources aim to help teachers and learners develop ‘maths eyes’ – ways of looking at the environment to see the maths embedded in it - and use this to develop competence in * Number (including algebra);
* space and shape;
* data handling and chance;
* patterns and relationships;
* problem solving

The introduction to the pack explains the ‘Real World Maths Cycle’ (pp 8-11) – a model for identifying and developing the maths concepts and skills embedded in practical tasks and activities.  | **Resource Pack**: Dr Terry Maguire Ciarán O’SullivanJohn O’Mahony Mairéad Ryan,Marie Morgan Chris MeehanCiara O DonnellDublin West Education Centre andInstitute of Technology Tallaght | Resource Pack: <http://www.haveyougotmathseyes.com/wp-content/uploads/resources/mathseyes_resource_pack.pdf> |
| Website | The mathseyes website has information and resources to help people develop the ability to ‘see’ the mathematics embedded in our everyday environment and activities. Integrating numeracy and mathematics into subject teaching and learning involves ‘opening our eyes’ to the mathematics embedded in particular subjects, skills, activities and resources. | Creator: Dr Terry MaguireThe website is managed by the Maths Eyes team: Institute of Technology Tallaght; Dublin West Education Centre;  EPI-STEM UL and the National Forum for the Enhancement of Teaching and Learning in Higher Education  | Website: <http://www.haveyougotmathseyes.com>  |
| Video | Dr Terry Maguire, DirectorNational Forum for the Enhancement of Teaching and Learning in Higher Education, explains how teachers can use ‘maths eyes’ to design a ‘maths trail’ around a route that is familiar to the learners (for example, the centre itself).  | NALA Dr Terry Maguire | <https://www.youtube.com/watch?v=n5gkIz19ywU>  |
| Maths and the eureka moment | Video | A story illustrating how building ‘maths eyes’ and ‘real world’ solutions can help motivate and encourage learners to engage with, and succeed in, the maths on their course.  | NALA Dr Terry Maguire | <https://www.youtube.com/watch?v=9ckmGf2puos>  |
| **Uncovering the maths embedded in an activity, task or topic** | video | Dr John Keogh, Institute of Technology, Tallaght, describes a process of uncovering, with the learner, the maths that is already embedded in a task or activity or topic they engage in. Vocational and numeracy teachers use a similar process to identify the maths inherent in course content and activities.  | NALAJohn Keogh, | <https://www.nala.ie/content/tips-uncovering-invisible-maths>  |
| **Numeracy in the subject areas** | Webpage | Extract from NALA guidelines (2013)  | NALA | <https://www.nala.ie/tutors/integrating-literacy/approaches/numeracy>  |
| **Numeracy resources on Excellence Gateway** | Webpage: interactive learning resources | Interactive learning resources for numeracy skills development, at different levels. (UK)  | [Education](http://www.excellencegateway.org.uk/interactive-resources/numeracy) and Training Foundation (UK) | <http://www.excellencegateway.org.uk/interactive-resources/numeracy>  |
| **Brushing Up – a maths workbook** | PDF | Resource for anyone wishing to brush up on basic numeracy skills (QQI levels 1-2). | NALA 2014 | <https://www.nala.ie/resources/brushing-maths-workbook>  |
| **NALA resource repository for literacy and numeracy skills** | **Website**  | For FET learners who wish to brush up on specific literacy and numeracy skills. Collection of NALA print resources including **readers** at various levels and **workbooks** with tips and exercises. Categorised by ‘level’ (1-3) and ‘subject’ (the particular skill area within reading, writing, numeracy, technology - for example, ‘fractions’).  | Writeon.ie | <http://resources.writeon.ie/>  |
| **Using digital tools to develop and enhance learning and literacy skills** | PDF  | This document lists a range of **websites and apps** that can be used in the context of any subject to develop academic literacy and digital literacy. The list of digital tools was produced for the post primary context, but many are also suitable for FET. | National Behaviour Support Service | <http://www.nbss.ie/sites/default/files/publications/web_tools_for_learning_and_literacy_2_low_res.pdf>  |
| **ICT in the subject areas** | Webpage  | Extract from NALA guidelines (2013) | NALA | <https://www.nala.ie/tutors/integrating-literacy/approaches/ict>  |
| Assistive technologies to support literacy and learning |  | Karl O Keeffe, Enable Ireland, explains the uses and advantages of a number of assistive technology tools to support adult literacy and learning | NALA Karl O Keeffe | <https://www.youtube.com/watch?v=MFdmAwa4DnE>  |
| **Making the connection – using software and apps in blended learning**  | Video  | Alison Jones, Adult Literacy Organiser in Galway Roscommon ETB, gives five ‘top tips’ for tutors or teachers who are starting out on using apps in their teaching and learning practice. | NALA Alison Jones | <https://www.youtube.com/watch?v=K_qRyVoQe9g>  |
| **Using digital tools to enhance subject learning – Examples from PDST** | Website | The Technology in Education website of the Professional Development Service for Teachers has a large number of videos on the use of software and apps in post primary context. **See below** for some examples of the videos available at this link. | Professional Development Service for Teachers(PDST) | <http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/> |
| Video | Example from post-primary sector: (5 minutes)Shows use of digital tools for researching and planning assignments, giving peer feedback and for evaluation.  | PDSTwithNoel Ward, Coláiste na Carraige | <http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/#166061303>  |
| Video | Example from post-primary sector: (6 minutes)History teacher discusses how technology can be used to support student learning. Students use digital tools to create content. | PDSTwithFrieda Crehan, Malahide Community School | <http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/#156843991>  |
| **Distance and blended learning (literacy and numeracy)** | **Distance Learning Website** | Learners on FET courses at any level may wish to brush up on literacy, numeracy and or technology skills. The [www.writeon.ie](http://www.writeon.ie) site has learning content at Levels 1-4 and access to QQI certification at Levels 2 and 3. Learners can use the site independently, or with support from a Distance Learning Service phone tutor, or with their teachers and peers in a FET blended learning programme.  | NALA | [www.writeon.ie](http://www.writeon.ie) Freephone: 1800 20 20 65 |
| **Team teaching and integrating learning across programme modules** | Video | Maggie O Sullivan-Graham and Paula Tiller, Kerry Adult Literacy and Basic Education Service, describe how they approached team planning and team teaching on a course integrating learning outcomes across three strands: reading, writing and personal development. The course was at Level 2 and the approaches described can apply across all levels.  | NALA youtube channel | <https://www.nala.ie/tutors/continuous-professional-development/videos/conferences?page=1> [Scroll down to bottom of this page of video clips]  |
| **Working together:****Integrated language, literacy and numeracy support in vocational education and training**  | PDF | A report on a study of language, literacy and numeracy (LLN) teachers and vocational teachers ‘working together’ to integrate LLN support into vocational courses. (Australian context) | Stephen Black and Keiko YasukawaUniversity of Technology, Sydney Publisher: Broadway, New South Wales Centre for Research on Learning and Change 2011 | <https://www.uts.edu.au/sites/default/files/working-together-report.pdf> |
| **Adult literacy and basic skills in a changing sector: 7 priorities to consider**  |  | Developed by the Adult Literacy Organisers Association, the priorities outlined in this document include integrating literacy and numeracy development as core to learning at all levels in FET.  | Adult Literacy Organisers AssociationIrish Vocational Education Association 2012 | <http://www.etbi.ie/wp-content/uploads/2013/09/literacy_vision.pdf>  |
| **Top Tips for new college students with disabilities** | Video | A short video providing useful tips for students starting out on their course. Most of the tips would be useful for any student, particularly anyone with literacy needs. FET staff could refer to this video in order to * share these tips with students, particularly in induction, and
* Plan how to provide opportunities for students to apply them.
 | AHEAD[www.ahead.ie](http://www.ahead.ie)  | <https://www.youtube.com/watch?v=x_U4BzOesds>  |
| **Professional development in integrating**  | Webpage | Information on Maynooth University Level 7 Certificate Course in Integrating Literacy | Maynoothuniversity.ie | <https://www.maynoothuniversity.ie/study-maynooth/undergraduate-studies/courses/certificate-integrating-literacy> |
| Webpage  | The Literacy Development Centre (LDC) at WIT provides courses leading to **third level qualifications** for managers and tutors working in adult literacy and numeracy, and for FET practitioners working in literacy support.  ‘Integrating literacy in adult and further education’ is a module on the Higher Certificate in Adult and Further Education.  | Waterford Institute of Technology.ie  | <https://www.wit.ie/schools/education/LDC>  |
| PDF | Outline of NALA workshop in integrating literacy | Nala.ie | <https://www.nala.ie/sites/default/files/content-page/attachments/nala_training.pdf>  |

 **Useful Organisations:**

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| **Name** | **Contact Information** |
| Adult Literacy Organisers Association | [www.aloa.ie](http://www.aloa.ie) (under construction at time of writing – October 2016)  |
| Association for Higher Education Access and Disability | [www.ahead.ie](http://www.ahead.ie) **Address:** East Hall, UCD, Carysfort Avenue, Blackrock, Co Dublin.**Phone:** 01 7164396**Email:** ahead@ahead.ie  |
| Dyslexia Association of Ireland | [www.dyslexia.ie/](http://www.dyslexia.ie/) Address: DAI, 5th Floor, Block B, Joyce’s Court, Talbot Street, Dublin 1.Phone: 01 877 6001Email:  info@dyslexia.ie |
| Education and Training Board Ireland | [www.etbi.ie](http://www.etbi.ie) **Address: Piper's Hill, Kilcullen Road, Naas, Co Kildare, IrelandPhone: 045-901070 / 045-901698****Email:** info@etbi.ie  |
| National Adult Literacy Agency | [www.nala.ie](http://www.nala.ie) **Address: Sandford Lodge, Sandford Close, Ranelagh, Dublin 6Phone: 01-412 7900****Email:** info@etbi.ie |
| National Behaviour Support Service  | [www.nbss.ie](http://www.nbss.ie)**Address: Navan Education Centre, Athlumney, Navan, Co. Meath   C15 RK03Phone: 046 9093355****Email:** **nbss@ecnavan.ie** |
| Professional Development Service for Teachers | [www.pdst.ie](http://www.pdst.ie) Address: 4 Joyce Way, Park West Business Park, Nangor Road, Dublin 12Phone: 01-4358587 Email: info@pdst.ie |
| **PDST Technology in Education:** **Phone: 01-7008200** **Email**: technologyineducation@pdst.ie |

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| **MOOCs (Massive Online Open Courses)** |
| Free access to online coursesSearch regularly for new courses and new start dates | <https://www.mooc-list.com/>  |