

Collaboration in post-secondary settings: a localised practice?

ACAL

2 October 2013

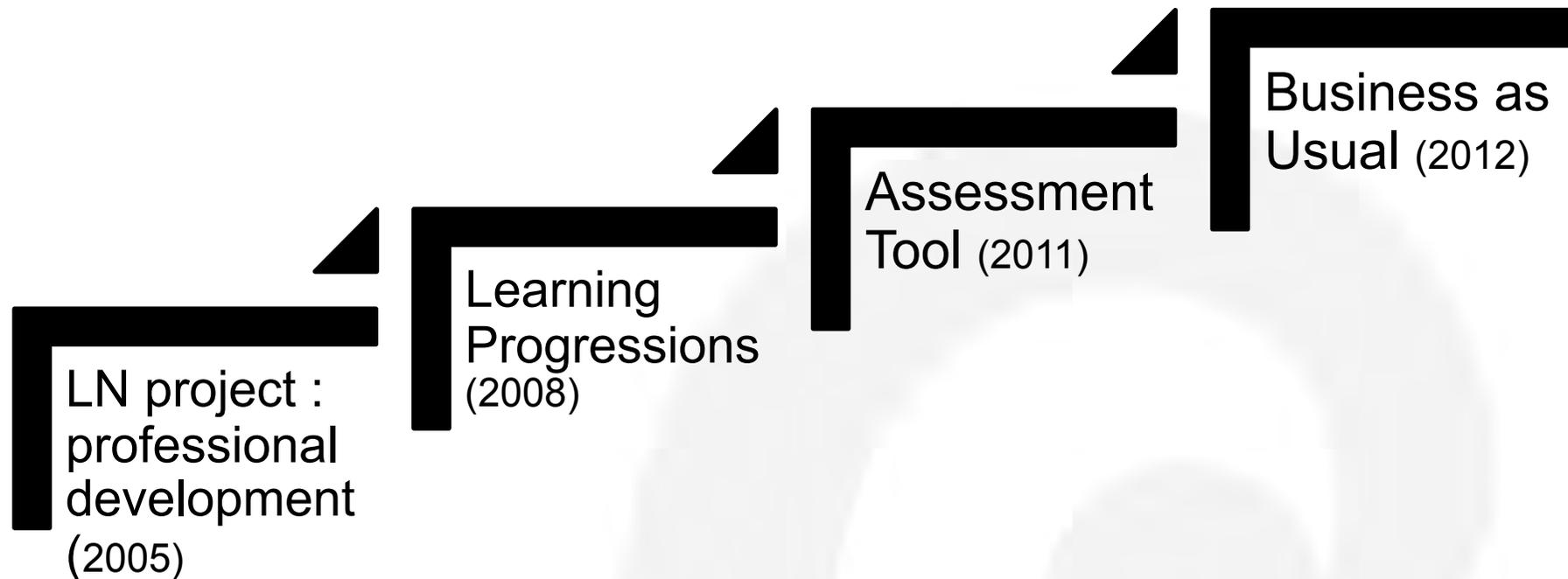
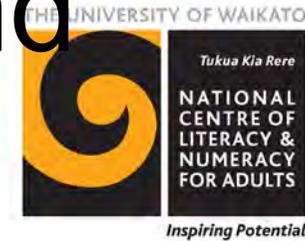
Professor Diana Coben and Niki McCartney

National Centre of Literacy & Numeracy for Adults (New Zealand)

Pauline O'Maley and Tao Bak

Victoria University

How well are we doing and how do we know?



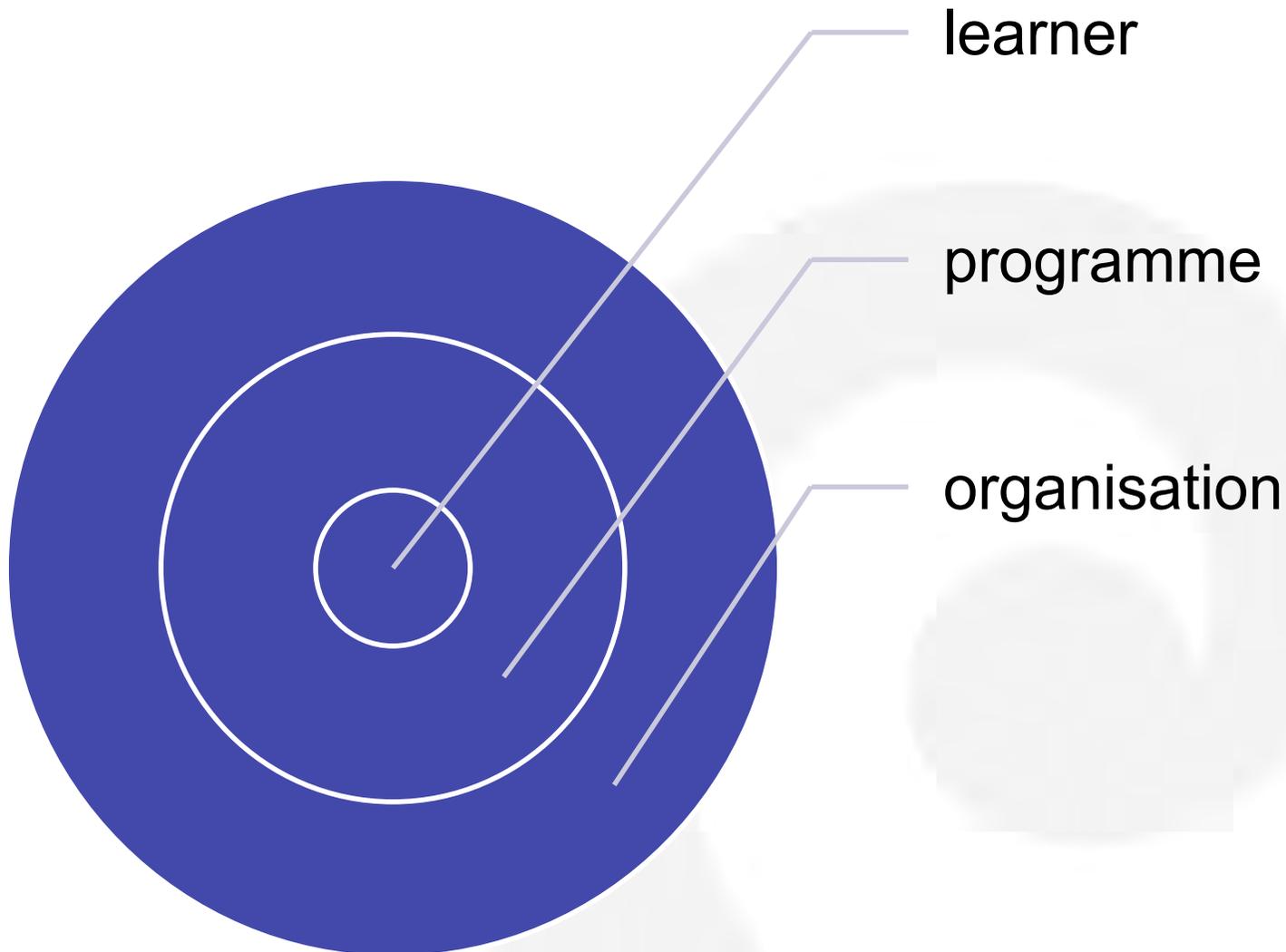
Challenges



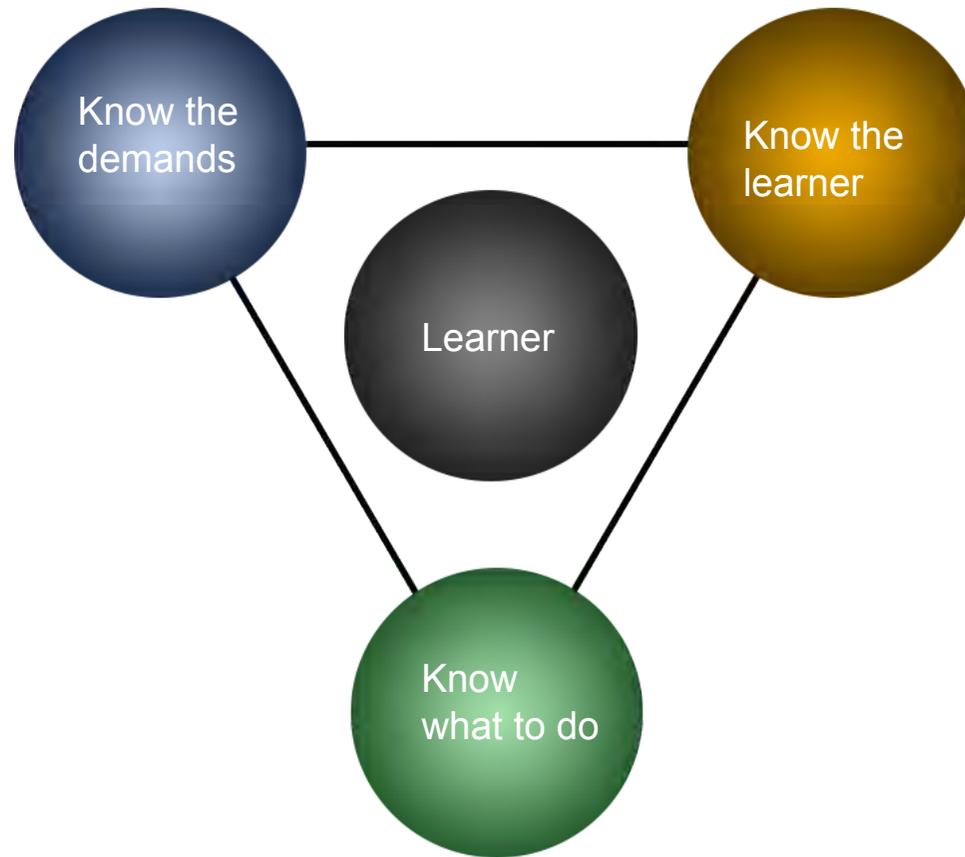
- Step by step implementation approach
- Business as Usual
- High churn factor
- Meeting needs of priority learners

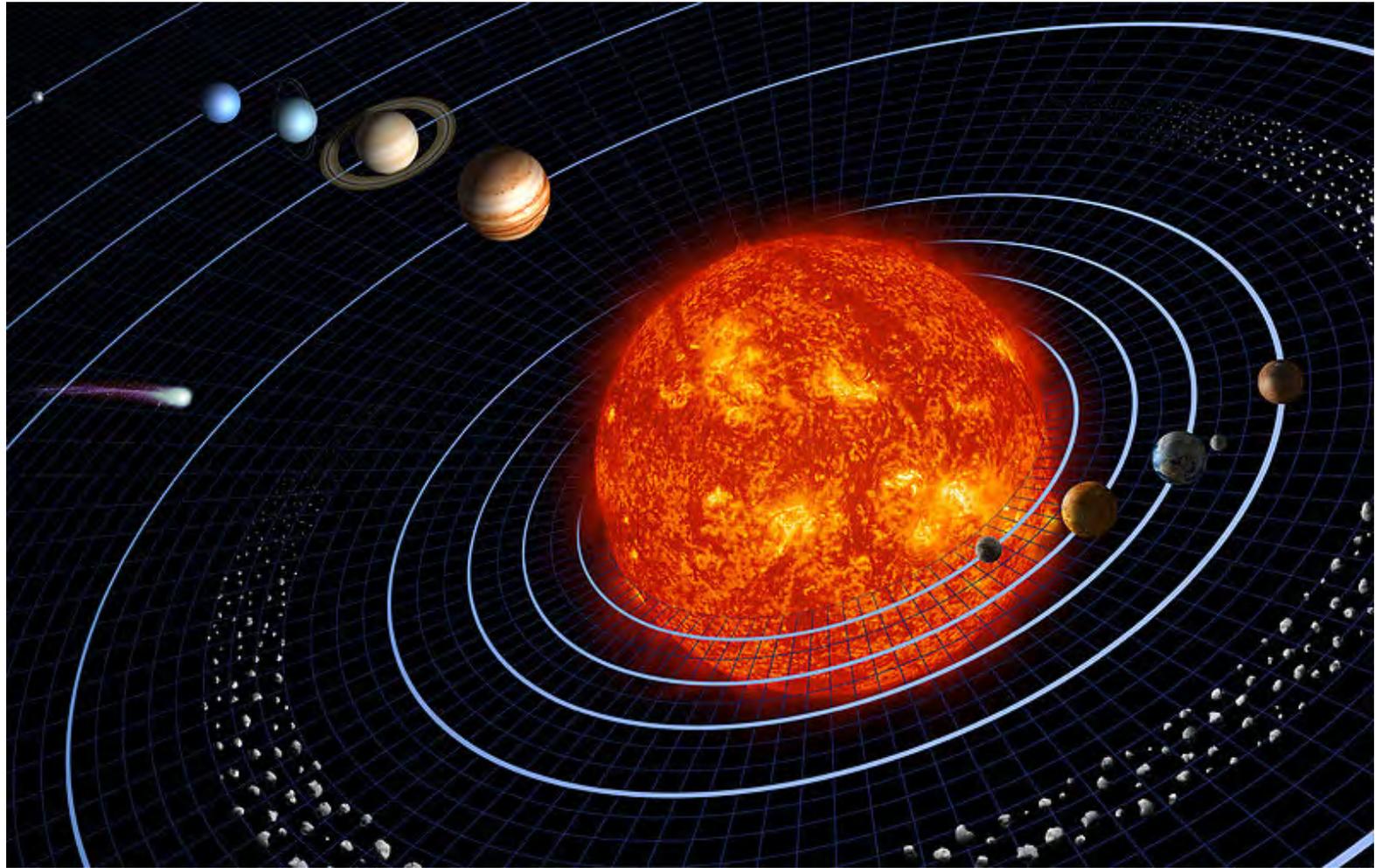
Strengthening Literacy and Numeracy:

Theoretical Framework (TEC, 2009)

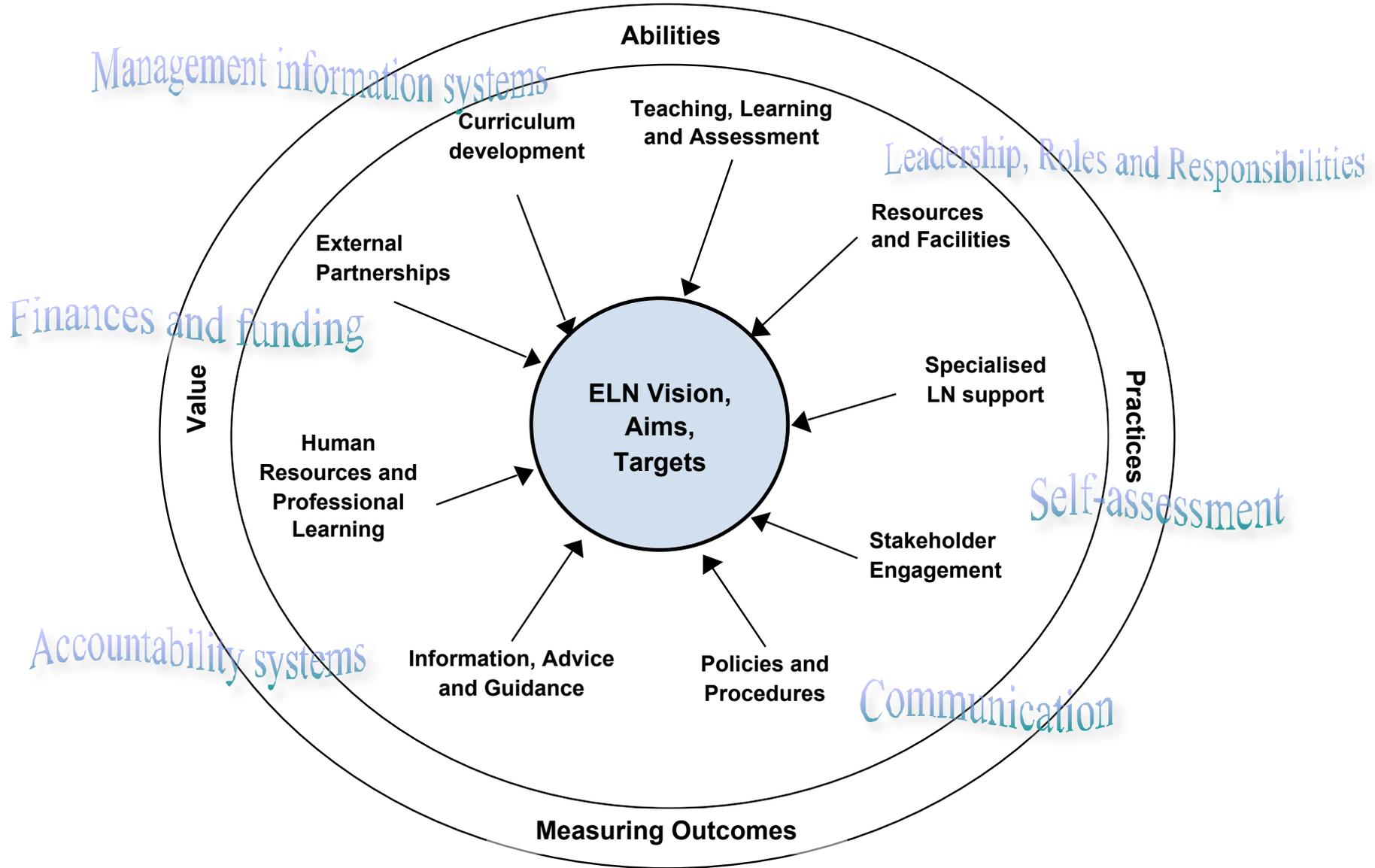


The Learning Progressions' Framework





National Centre of Literacy and Numeracy for Adults Professional Development:
Embedded Literacy and Numeracy (ELN) Whole Organisation Overview Diagram



Self-assessment: curriculum development



National Centre of Literacy and Numeracy for Adults Professional Development:

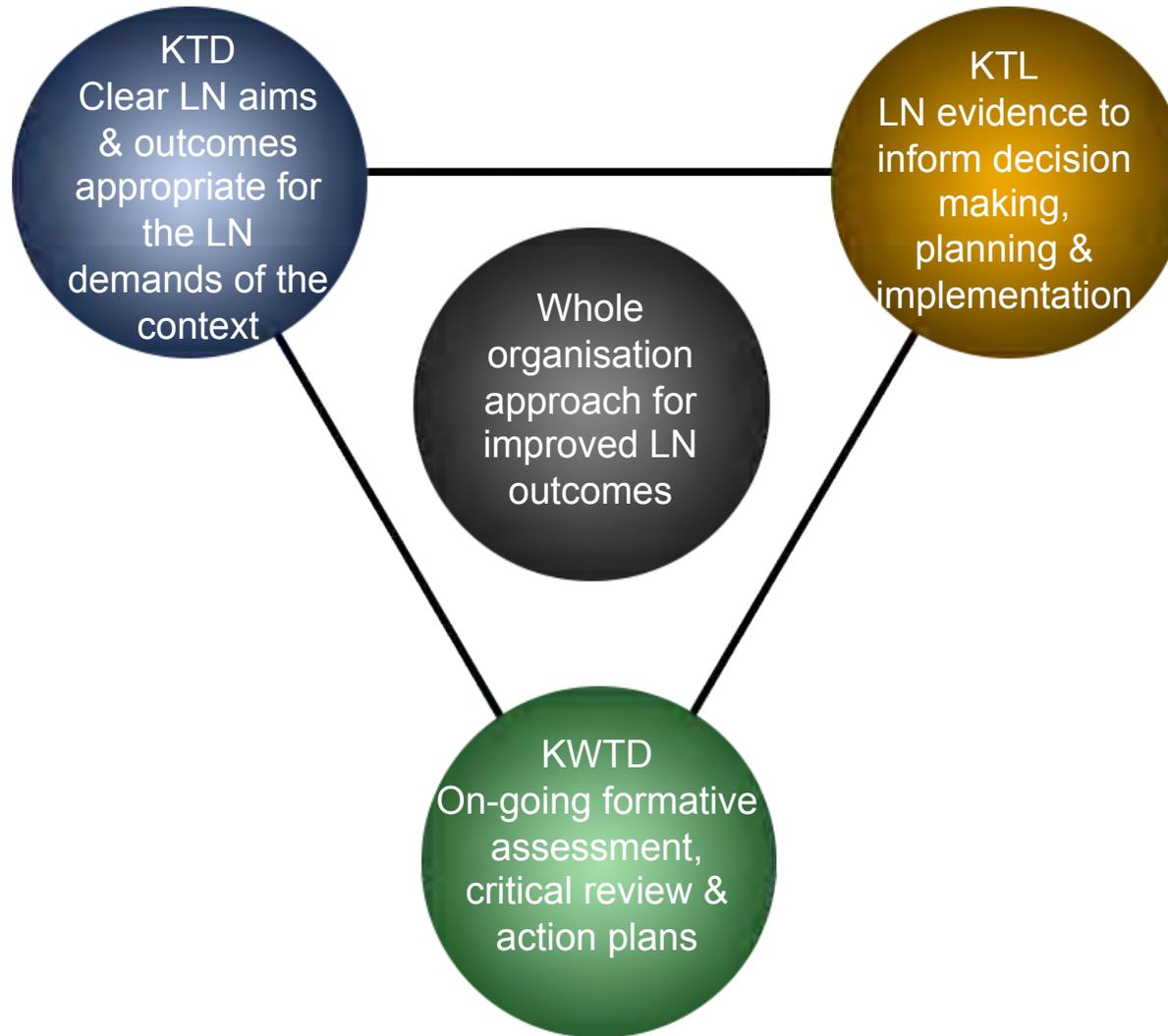
Self-Assessment Embedded Literacy and Numeracy (ELN) Whole Organisation Framework

(Supporting NZQA Key Evaluation Questions)

Curriculum development

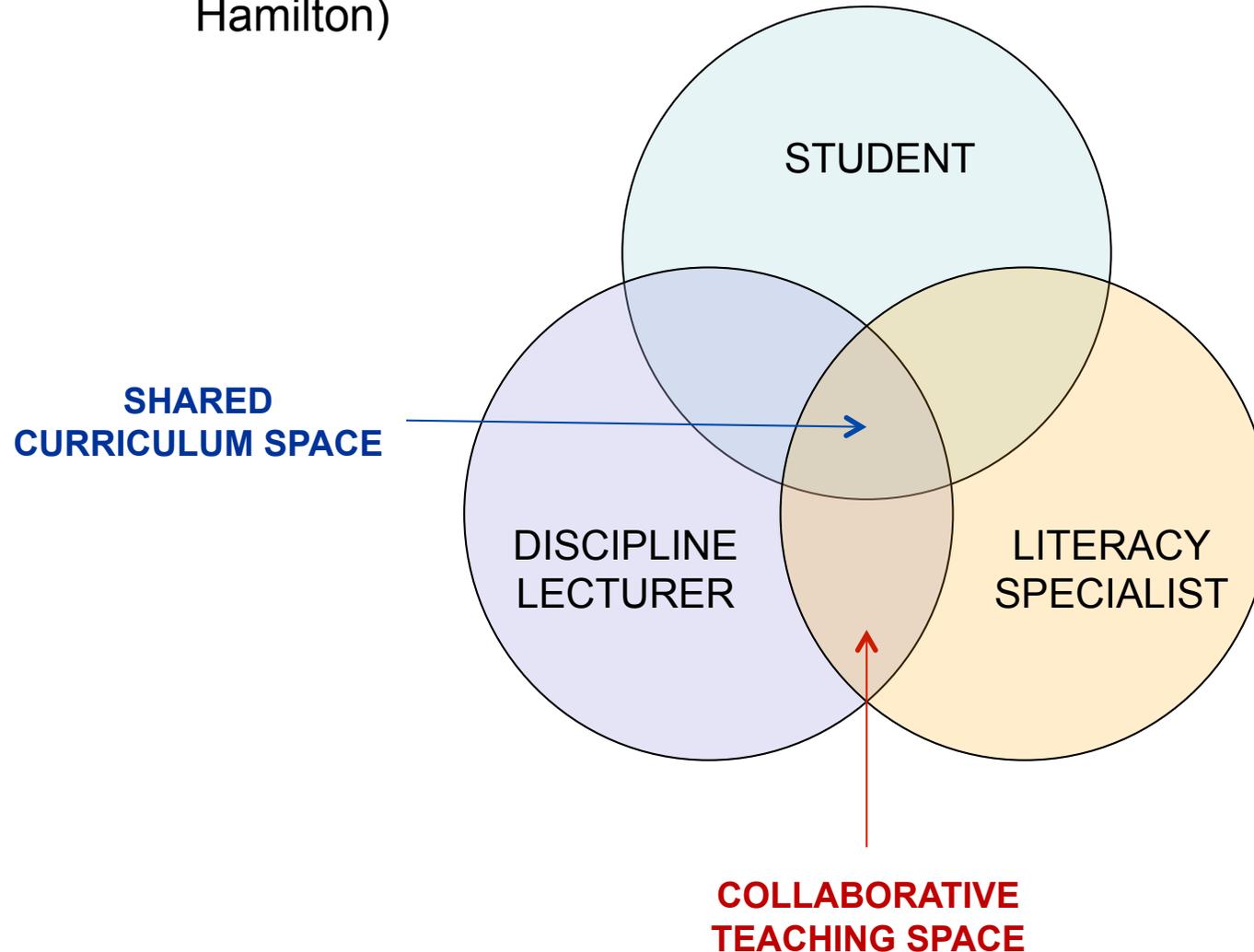
Judgment scales for each 'good practice' statement: 1 = we have not started on this; 2 = we have made a start, but there is much scope for improvement; 3 = we do this well, but there are a few aspects to improve; 4 = we do this very well

Topic area	What is good practice	Prompting questions	Judgment			
			1	2	3	4
Learning Pathways	Learning pathways (i.e. a series of programmes that build on each other) are aligned with stakeholder needs and goals.	How well are learning pathways aligned with the L&N needs and goals of stakeholders? How effective is the organisation in responding to its learners and providing appropriate programmes and services?				
	All learning pathways allow for ongoing learner development in literacy AND numeracy.	How well do learning pathways provided by the organisation assist with ongoing literacy AND numeracy development of learners?				
Programme objectives	Programme objectives allow the majority of learners to improve their L&N abilities and practices.	How does the organisation ensure that programme objectives are described to allow the majority of learners to improve their L&N abilities and practices?				
	Each programme has explicit L&N objectives that have been mapped against the Learning Progressions.	How does the organisation ensure that each programme has explicit L&N objectives that have been mapped against the Learning Progressions?				
	In each programme the L&N objectives are such that they are challenging but achievable for the target group of learners in the programme.	How does the organisation ensure that in each programme the L&N objectives are such that they are challenging but achievable for the target group of learners in the programme?				
Programme structure	The programme structure (selection and sequence of courses/modules/units) allow learners to	How does the organisation ensure that the structure of its programmes allows learners to continuously develop their				



Sharing the learning space at Victoria University

Tao Bak, Pauline O'Maley, (and John Hamilton)



Two examples of collaborative practice

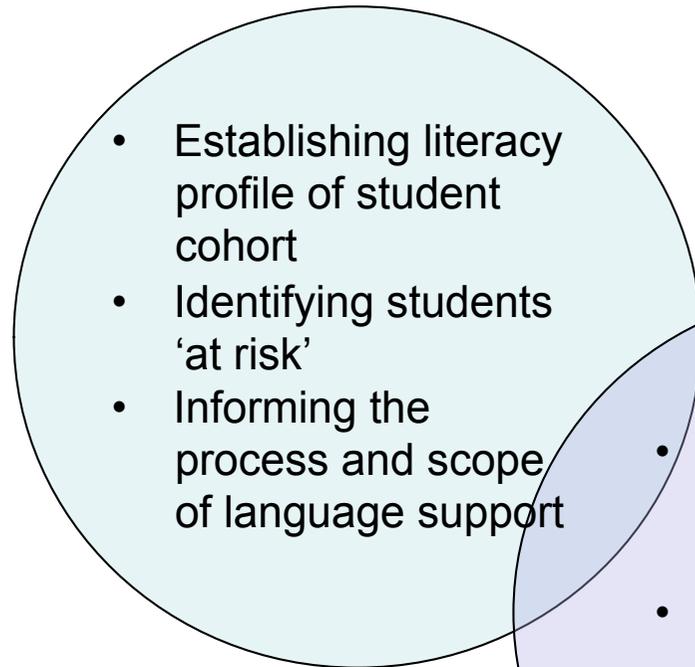
Health Sciences and Social Work

Part of collaborative process responding to context:

- who students are
- what unit content demands
- discipline culture
- collaborators

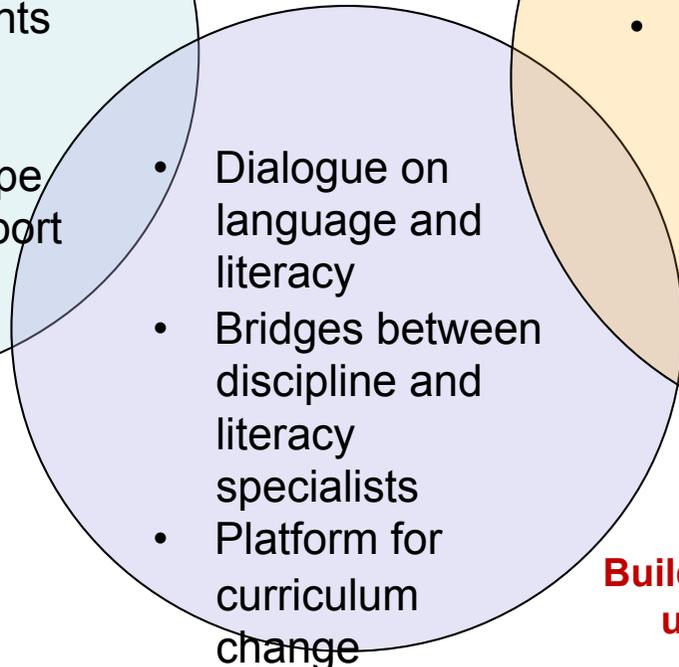
First Steps: Post Entry Language Assessment (PELA)

Capturing student capacity/proficiency



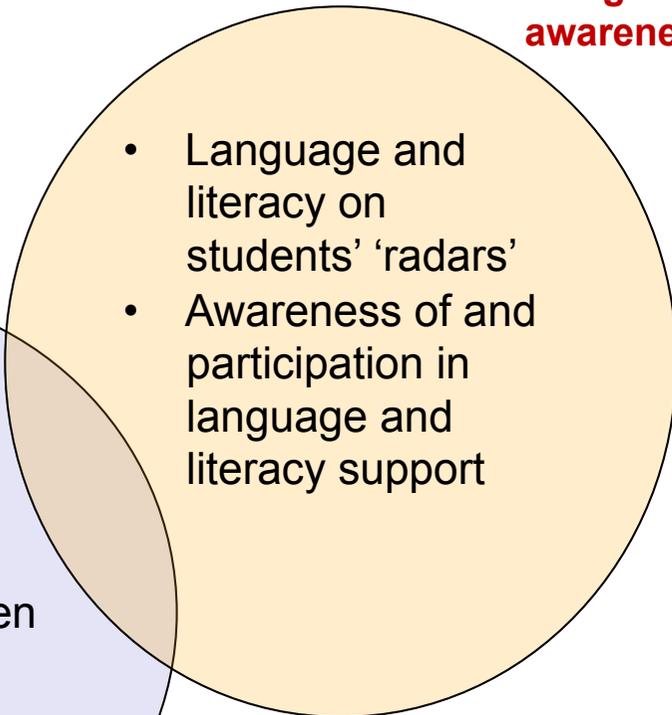
- Establishing literacy profile of student cohort
- Identifying students 'at risk'
- Informing the process and scope of language support

Linked layers of purpose



- Dialogue on language and literacy
- Bridges between discipline and literacy specialists
- Platform for curriculum change

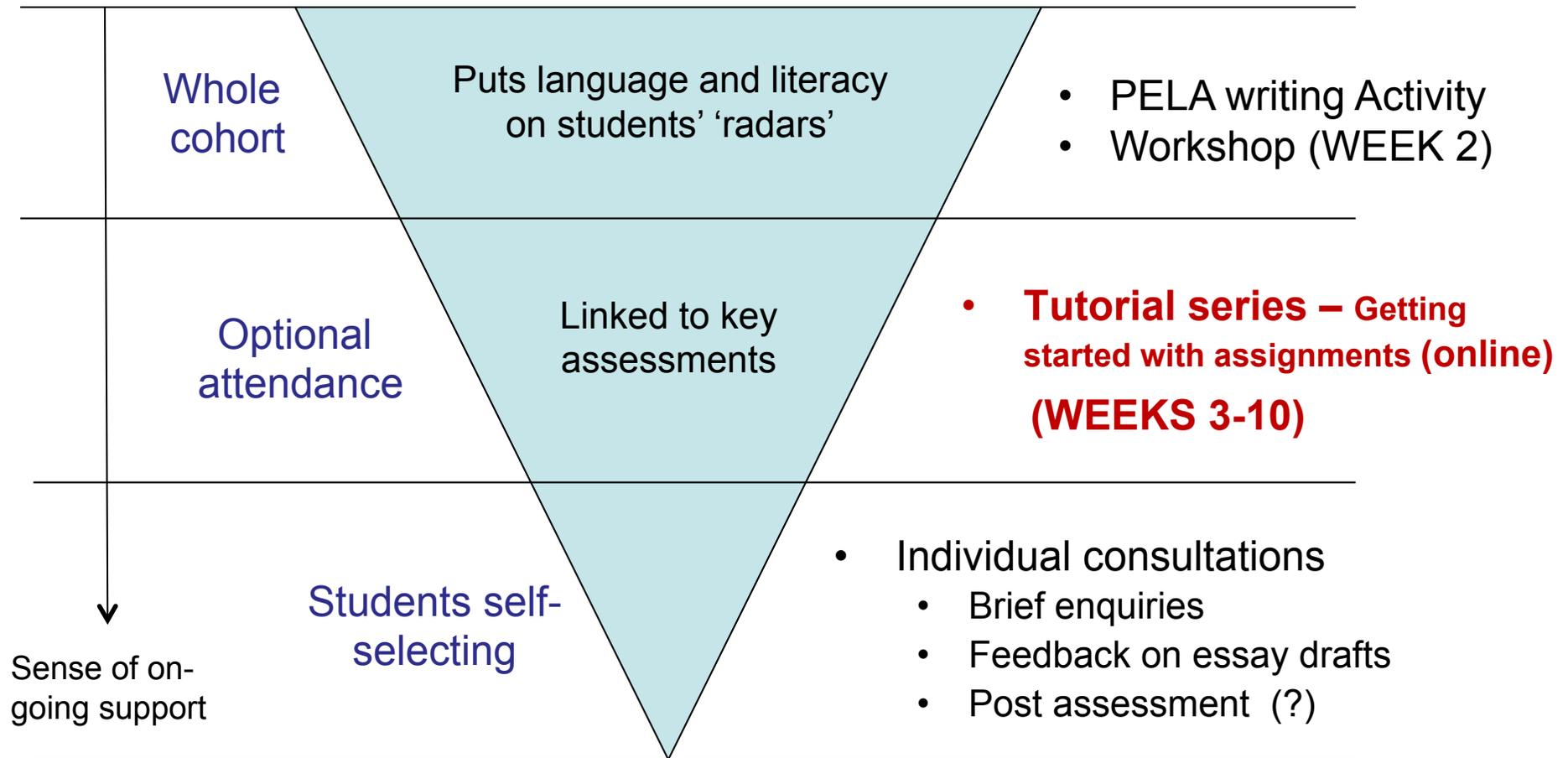
Building student awareness



- Language and literacy on students' 'radars'
- Awareness of and participation in language and literacy support

Building institutional understanding

Model from Health Sciences



Post-assessment follow up

***Normalisation* of language and literacy development**

- Whole cohort initial activities
- Academic literacies learning embedded within curricula:
 - Contextualised content (discipline-specific)
 - Assignment-specific
 - Assignment-specific **writing models** provided
- On-going access to support for all students
- Feedback to all students on areas for improvement

Emphasis on academic literacy acquisition as a 'journey'



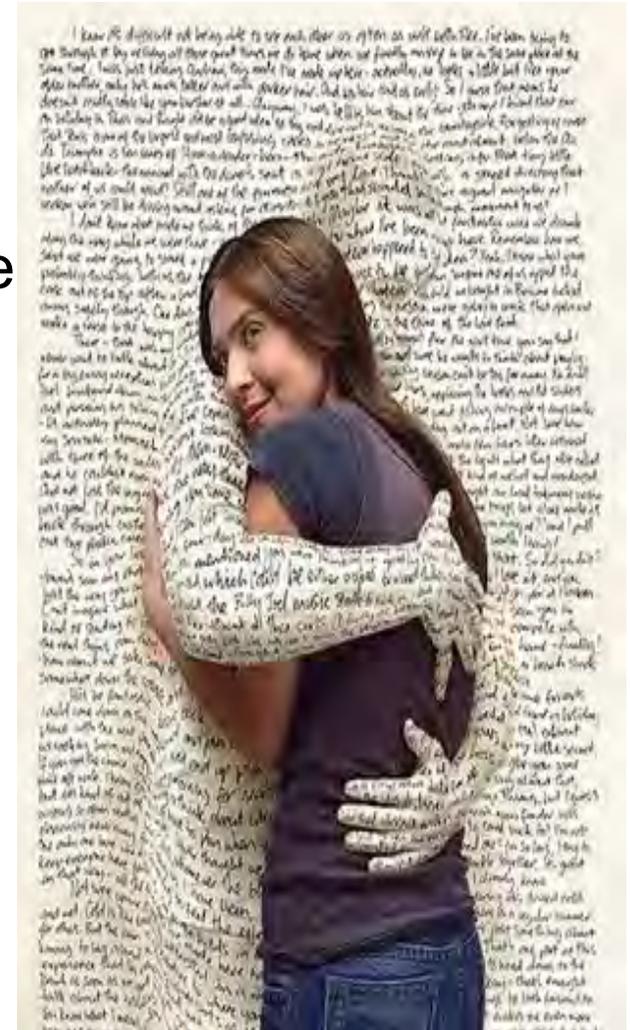
Becoming a community of readers: academic literacies in the social work classroom

Reading to:

- engage critically with texts
- build one's own body of content knowledge
- engage with models for one's own writing and development of one's own voice
- build efficacy
- build cultural capital
- become a participating member of a discourse community

Focus:

- close readings of subject texts,
- encouraging discussion about difficulties the readings presented and strategies for overcoming these.



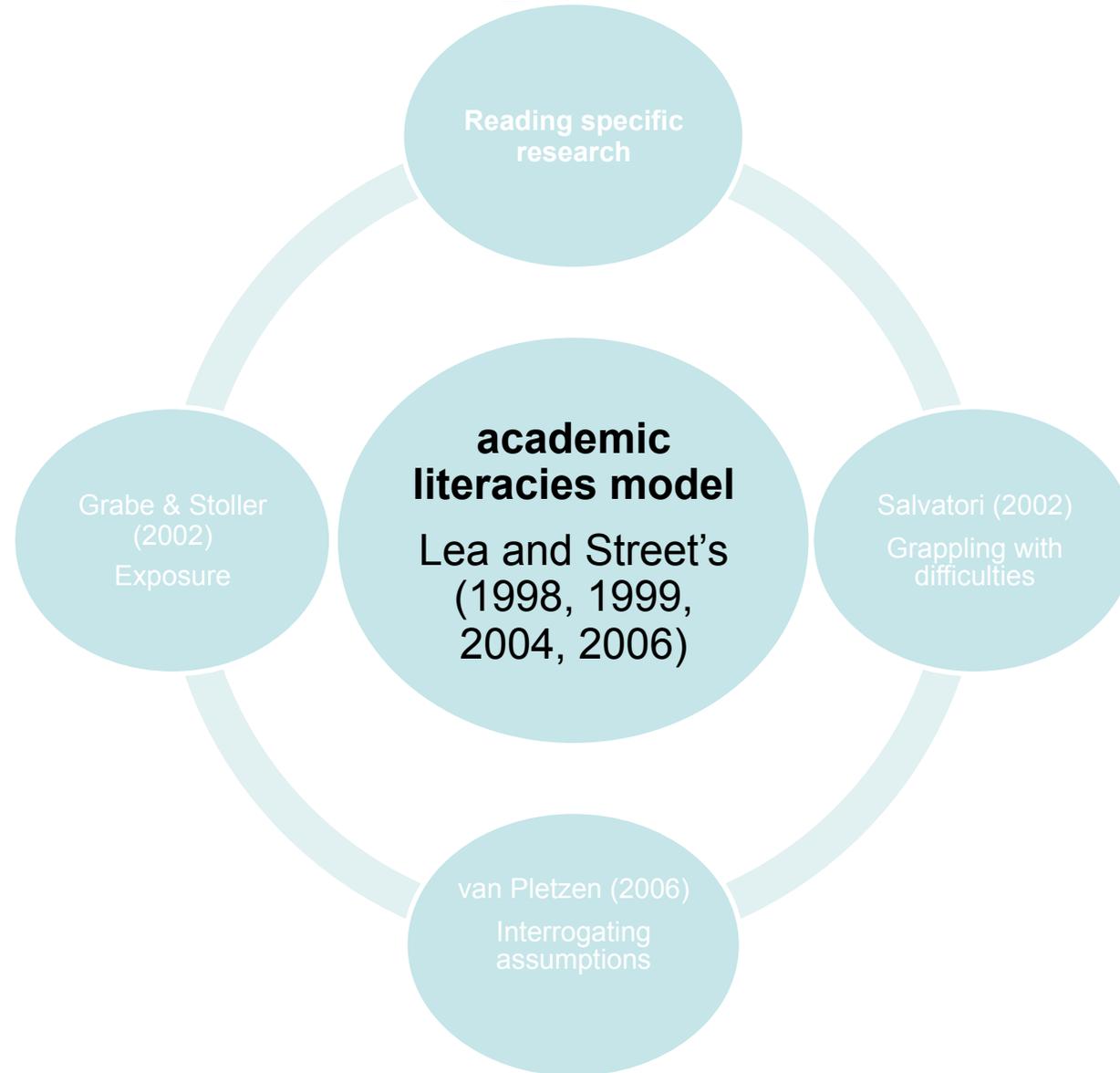
Our approach

Shared delivery - including planning of activities, working together in classes, assessment design, evaluation



Focus on meaning making and on making explicit what counts as knowledge in social work

Situating the work



The student voice – two strong themes

Meaning making

I find myself constantly asking things weekly and having someone like that assures me and allows me to move ahead with the course..

At first I was very much struggling with the reading as I felt it was too long, hard and complicated. But now with the help of different ideas and techniques given by our tutor it is much easier to know the reading structure and what it is about. I have definitely improved my reading ability.

**Affective outcomes
(Cadman's (2010) pedagogy
of connection)**

Mapping language and literacy development within units and across courses

- Desirability of a coordinated approach
- Identification of units with greater language and literacy 'loads'
- Identification of learning opportunities (e.g. where new writing genres are introduced)
- Identification of 'hot spots' within courses



“Go forth and collaborate”



Making collaboration work

- Organic process v Institutional policy
- Challenges in initiating and *sustaining* collaboration
- Some conditions favouring collaboration
 - *Shared goals* for student language and literacy development
 - Regular and meaningful communication (with adequate time allotted)
 - Full access to course content for literacy specialist
 - *Shared input* into curriculum review and development
 - Perceived *shared responsibility* for language and literacy development

References

Arkoudis, S 2012, *Embedding English language learning in higher education curricula*, Australian Government Office for Learning and Teaching. Accessed Sept 3 2013, <<http://www.olt.gov.au/grants-and-projects>>.

Cadman, K 2005, Towards a 'pedagogy of connection' in critical research education: A REAL story, *Journal of English for Academic Purposes*, vol 4,

Dunworth, K 2013, *Degrees of Proficiency: Building a strategic approach to university students' English language assessment and development*, Australian Government Office for Learning and Teaching. Accessed 3 Sept 2013 <<http://www.olt.gov.au/resources/good-practice>>.

Grabe, W & Stoller, F 2002, *Teaching and Researching Reading*, Pearson Education Ltd, Essex, England.

Lea, M & Street, B 1998, Student writing in higher education: An academic literacies approach, *Studies in Higher Education*, vol 23, pp157-172.

Lea, M & Street, B 1999, Writing as academic literacies: Understanding textual practices in higher education, in C Candlin & Hyland K (eds) *Writing : Texts, processes and practices*, Longman, London.

Lea, M 2004, Academic Literacies: a pedagogy for course design, *Studies in Higher Education*, vol 29, no 6.

Lea, M & Street, B 2006, The academic literacies model, *Theory into Practice*, vol 45, no.4, pp368-377.

Salvatori, M 2002, Reading Matters for Writing in Helmers, M, *Intertexts: Reading pedagogy in College Writing Classrooms*, Routledge, Hoboken.

Van Platzen, E 2006, A body of reading: making 'visible' the reading experiences of first-year medical students, in L Thesen, and E van Pletzen *Academic Literacy and the Languages of Change*, Continuum, New York.

References



National Centre of Literacy and Numeracy for Adults

- www.literacyandnumeracyforadults.com

NZQA. (2009). *Using Evaluation to Strengthen Organisational Self-Assessment*. Wellington, NZ: NZQA.
<http://www.nzqa.govt.nz/providers-partners/self-assessment/make-self-assessment-happen/tools-and-resources/>

NZQA. (2010). *Tertiary Evaluation Indicators*. Wellington, NZ: NZQA.
<http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/tertiary-evaluation-indicators/>

Ministry of Education

- The Māori education strategy: Ka Hikitia - Accelerating Success 2013 -2017
- The Pasifika Education Plan – 2013 – 2017
- He Kakano <http://hekakano.tki.org.nz/>
- Te Kotahitanga <http://tekotahitanga.tki.org.nz/>

Learning and Skills Improvement Service. (2010). *Literacy, Language and Numeracy Health Check: A whole organisation approach to improving quality*. <http://archive.excellencegateway.org.uk/>

Quality Improvement Agency for Lifelong Learning. (2008). *Raising Standards: A contextual guide to support success in literacy, numeracy and ESOL provision*. Nottingham, England: Author

Reder, S. (2012). *Participation, Proficiency and Practice: What the research says*. Presentation by Steve Reder, February 8, 2012. Webinar,
<http://www.centreforliteracy.qc.ca/learningevents/participation-proficiency-and-practice-what-research-says-presentation-steve-reder-fe>

Good practice guidelines

- Whole organisation approach
 - acknowledges complexity & tensions
- (L)LN is everyone's responsibility
- Clear and usable framework(s)
 - Supports localised practice
- (L)LN performance data utilisation across whole organisation