



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

‘One size does not fit all’

How five tertiary education organisations
embed literacy, language and numeracy

Case study findings

This series covers research on teaching and learning in literacy, language and numeracy and analyses of international surveys on adult literacy and numeracy.

Authors

Linda Leach, Nick Zepke, Penny Haworth, Massey University
Peter Isaacs

Acknowledgements

The authors would like to express warm thanks to the following people and organisations:

The five tertiary organisations that agreed to participate in the project.

The managers and teachers in each organisation who agreed to be interviewed, gave up precious time to be interviewed, and took time to check and approve transcripts and/or read the draft case study report.

Those who provided organisation documents.

Special thanks go to the individuals in each organisation who were our first line of contact and liaised with us throughout the project. They often went the extra mile to ensure that the project ran smoothly, the researchers had access to the necessary information and people, and the information in the case study was accurate.

Wills Nepia, for his contribution to the project.

Dr Stephanie Doyle, whose careful reading and thoughtful comments as our peer reviewer were appreciated. Esther Harcourt, Anne Lee and David Earle at the Ministry of Education. We appreciate the interest they took and the support they gave us during the project. We also valued the freedom they gave us to be in control of the project.

Anne Alkema from the Department of Labour for support and access to unpublished studies relevant to our review.

All views expressed in this report, and any remaining errors or omissions, remain the responsibility of the authors.

Published by

Tertiary Sector Performance Analysis and Reporting
Strategy and System Performance
MINISTRY OF EDUCATION

© Crown Copyright

All rights reserved.

All enquiries should be made to the publisher.

This report is available from the Ministry of Education's Education Counts website:
www.educationcounts.govt.nz

June 2010

ISBN (web) 978-0-478-34273-4

‘One size does not fit all’

1	Executive summary	1
2	Introduction	4
	2.1 Research questions	4
	2.2 Review of literature	5
	2.3 Methodology	6
	2.4 Structure of this report	7
3	Wānanga case study	8
	3.1 Introduction	8
	3.2 Governance	9
	3.3 Management	13
	3.4 Pedagogy	14
	3.5 Professional development	16
	3.6 Conclusion	17
4	Institute of Technology and Polytechnic case study	19
	4.1 Introduction	19
	4.2 Governance and management	19
	4.3 Pedagogy	22
	4.4 Professional development	25
	4.5 Conclusion	27
5	English language Private Training Establishment case study	28
	5.1 Introduction	28
	5.2 Governance and management	30
	5.3 Staff	32
	5.4 Pedagogy	34
	5.5 Conclusion	38
6	Private Training Establishment case study	39
	6.1 Introduction	39
	6.2 Governance	39
	6.3 Management	41
	6.4 Pedagogy	43
	6.5 Professional development	45
	6.6 Conclusion	46
7	Industry Training Organisation case study	48
	7.1 Introduction	48
	7.2 Governance	49
	7.3 Management	50

7.4	Pedagogy	54
7.5	Professional development of workplace trainers	57
7.6	Conclusion	58
8	Addressing the research questions by identifying themes	60
8.1	Concluding comments	63
9	References	64

FIGURES

1	Multidimensional nature of literacies represented within a wānanga context	10
2	Findings for subsidiary research questions	62

1 EXECUTIVE SUMMARY

This report was commissioned by the New Zealand Ministry of Education. It focuses on a particular facet of literacy education: *embedded* literacy, language and numeracy (LLN) including English as an Additional Language (EAL), and biliteracy. It was shaped by a research question and a number of subsidiary questions set by the Ministry: *How do tertiary education organisations profile, develop and deliver effective literacy, language and numeracy within programmes?* Answers were drawn from five case study institutions: a wānanga, an Institute of Technology and Polytechnic (ITP), two Private Training Establishments (PTEs), one of which specialises in English as an Additional Language, and an Industry Training Organisation (ITO). Each case study organisation was in a different phase of implementation and went about embedding literacy, language and numeracy slightly differently. Conclusions were drawn from each case study as follows.

Wānanga

The vital contribution of literacy and numeracy for Māori success is recognised and has historically been highly profiled within the organisation in the case study. The model of LLN profiled focuses on a holistic literacy inclusive of cultural, critical and functional literacies. Philosophy, development and practice are shaped by ongoing conversations within the organisation, conversations that are informed by diverse views and assumptions but are co-ordinated by a champion. The organisation has achieved a consensus to embed cultural, critical and functional literacies in foundation-level vocational programmes. This view of literacy belongs to a situational, social practice discourse thought to be well matched to Māori needs and aspirations, but that is at odds with a narrower technical and economic discourse. Strategic thinking about developing embedded holistic literacy is ongoing. This aims for a whole-of-organisation approach that is currently being piloted in one part of the organisation. A strategic document has been prepared that contains both a strong philosophical position and a detailed implementation plan. The strategy is being implemented by a high-level steering committee whose members penetrate to all levels of the organisation and who oversee curriculum design and staff training. A bottom-up approach is also evident in the pilot programme that is expected to inform and influence programmes across the organisation. A strong learner focus is evident. Staff training is ongoing and plans for developing new approaches are being prepared.

Institute of Technology and Polytechnic

There is a whole-of-organisation focus with a champion influencing organisational commitment to LLN. While aligning with the government-initiated model of embedded LLN, staff also understand that there is no single model of embedded provision. While a focus on functional literacy is evident, there is recognition of critical literacy. Policies and procedures inform organisational direction and practice. An organisational plan for developments to 2011 is in place. Both TEC funding and professional development have been major drivers, though there is also a professional commitment to LLN provision. Some partnerships with ITOs have been developed. Staff appointments support LLN delivery. Teaching is student centred, as is LLN provision. LLN provision is promoted as ‘good teaching’, as ‘deliberate acts of teaching’ and as ‘built in not bolted on’. Staff responsible for flexible learning, staff development and LLN are encouraged to work in partnership. The friendly approach of the ‘specialists’ is a key factor in tutor take-up; these people work well together and with tutors. Opportunities exist for vocational and literacy specialists to work together.

Private Training Establishment (English as an Additional Language)

Embedding LLN creates authentic, contextualised learning that addresses functional needs. Staff and organisational flexibility is necessary to cope with external and internal changes. Funding-driven and assessment-oriented organisational cultures can be counterbalanced by student-centred approaches. Student-centred approaches become an integral part of organisational culture when driven from the top by a champion. Collaborative teamwork enhances the effectiveness of planning, meeting student needs, assessment, materials development, and professional support.

Private Training Establishment

The culture in the organisation focuses on successful outcomes for learners in both LLN and vocational qualifications. There is a specific person appointed to act as a champion for LLN within the organisation. A learning centre is charged with the development of initial assessment, support for learners and vocational tutors as well as monitoring and evaluating progress. Qualifications and courses are mapped onto the progressions and so identify the LLN requirements. A matrix for learners and classes identifies the LLN needs of each learner for the programme they are currently undertaking. There is provision of time for literacy specialist tutors and vocational tutors to plan and evaluate their work collaboratively. Tutors have gained considerable confidence through the policy of requiring all tutors to gain a literacy qualification. There is provision of regular ongoing professional development, mentoring and support.

Industry Training Organisation

Embedding literacy in workplaces is championed by the ITO and its LLN co-ordinator. Workplaces also have LLN champions seeking to create a learning organisation to support their employees. All sites recognise the importance of identifying, supporting and developing LLN needs of employees while at the same time upskilling employees in workplace practice. There is a broad understanding of the nature of LLN. This includes communication needs of individuals, critical thinking, and not just reading and writing. Workplaces review their own internal resources through the learning from this project and employees voice their opinions with confidence on what could be improved. Workplaces agree that the ITO model being implemented is sustainable. Group training is seen as a good model for developing social practices and supporting cross-cultural needs. Trainers are prepared to begin shifting their teacher-directed training to a constructivist and learner-centred approach. Organisations notice improvement in employees' confidence, quality of workplace practice and desire for ongoing learning.

Integrated findings

We synthesised case study conclusions into an integrated set of findings. Only case study conclusions identified in all five organisations were synthesised. We were able to synthesise eight findings as follows:

- Every organisation has an 'LLN champion', either in the form of a strategic manager or as a unit within the structure. The champion envisages and drives embedding.
- All organisations have developed a coherent philosophy for embedding literacy. While in all cases this is supportive of developing LLN skills for work and the economy, LLN for social practice is also supported in varying degrees.

- In all case studies there is a clear involvement in and commitment to embedded literacy across the whole organisation.
- All have developed, and are using, comprehensive policy and planning documentation to implement provision.
- There is a strong commitment to learners and learning. It is fair to say that the organisations are learner centred.
- In all case studies, embedded literacy is supported because it offers contextual learning by preparing learners for the vocational and social context in which they will work and live.
- There is strong emphasis on tutor training and professional development through individual support such as mentoring and achieving literacy qualifications.
- When it comes to providing embedded literacy programmes, each case study organisation goes about the task slightly differently. Within considerable similarities, there are marked differences.

2 INTRODUCTION

This report forms part of a project designed to answer the research questions and sub-questions detailed in the Ministry of Education Request for Proposals. The first part of the project was a review of international literature on the embedding of literacy, language and numeracy (LLN). While the review is briefly summarised in this report it will be available as a separate publication (Leach et al., in press).

The focus of this report is the second part of the project – five case studies that investigated the design and delivery of LLN in tertiary organisations in Aotearoa New Zealand.

2.1 Research questions

In its Request for Proposals the Ministry of Education specified the research question and sub-questions as:

How do tertiary education organisations profile, develop and deliver effective literacy, language and numeracy within programmes?

- What profile does LLN provision have within vocational and industry training courses run by tertiary education organisations?
- How is LLN provision represented within the management of TEOs?
- Where does LLN fit within TEOs (e.g. specialist departments)?
- Is there an LLN component in initial tutor training?
- What ongoing support to teach LLN skills do specialist and vocational tutors receive?
- How are LLN tutors attracted and retained?
- Are tutors full-time or part-time, casually or permanently employed?
- What experience and qualifications do tutors within TEOs have to teach LLN skills to adults and to embed that teaching within programmes?
- How are any changes in LLN skills of adult learners measured?
- What is the effect of the new LLN tutor qualifications on the organisation and composition of the LLN tutor workforce within organisations?
- How explicit are LLN skill requirements in course outlines and descriptions of programmes?

This project was designed to answer these research questions so is a descriptive study rather than an evaluative one. While this report presents conclusions drawn from individual cases as well as findings from across the cases we also note that it is a snapshot in time, describing the situation in the organisations at a particular point in their development and delivery of embedded LLN.

2.2 Review of literature

This review focused on the provision of embedded literacy in a variety of post-school contexts. The Skills for Life Development Centre (2006, p. 8) definition of embedded literacy in vocational contexts, which is used in this study, is:

Embedded teaching and learning combines the development of literacy, language, and numeracy with vocational and other skills. The skills acquired provide learners with the confidence, competence and motivation necessary for them to succeed in qualifications, in life and work.

The literature review conducted as part of the project (Leach et al., in press) showed that the amount of literature being published is increasing rapidly as interest grows in adult LLN and as research centres, especially in the United Kingdom and Australia, report on a variety of projects. There is also a growing number of studies in Aotearoa New Zealand, supported by the Ministry of Education, the Tertiary Education Commission and the Department of Labour. A theoretical framework and guidelines for embedding for different sectors have been published (TEC, 2009a, 2009b, 2009c, 2009d). Some recent studies focus on provision for Māori (e.g. May, 2009; McMurchy-Pilkington, 2009; Mlcek et al., 2009; White et al., 2009); some explore ESOL in the workplace (Wright, 2008). The review noted the emergent nature of this international literature and identified four strands in the international literature: vocational LLN, English as an Additional Language (EAL) and biliteracy, LLN practice, and critical literacy/New Literacy Studies (NLS).

Internationally, interest is growing in LLN provision and in findings related to what works for adult students in different contexts. Some studies found benefits from embedding (Casey et al., 2006; Roberts et al., 2005; Skills for Life Development Centre, 2006; Vorhaus, 2006), although embedding was understood in different ways. Casey et al. (2006) identified a scale of embedding: (1) no embedding: learners experience vocational training and LLN as separate activities; (2) partly embedded: LLN development and vocational studies are integrated to some extent; (3) mostly embedded: LLN is part of vocational study but activities are not always coordinated; and (4) fully embedded or integrated: LLN development is an integral part of the vocational studies. Fully embedded programmes may involve two teachers timetabled to teach together, or one teacher teaching more than one subject area, where the embedding is achieved through separate LLN sessions within an integrated whole. There is no single perfect model of embedding. Rather, there is evidence that multiple, not unitary, approaches to provision work best, that more flexible patterns of participation are needed (Vorhaus, 2006), that a 'one size fits all' approach is not the best (Rogers & Kramer, 2008).

Four major factors are associated with successful embedding – a 'built in not bolted on' approach (Millar & Falk, 2002; Wickert & McGuirk, 2005): first, a whole-of-organisation involvement and commitment (Ní Chinnéide, 2008; Skills for Life Development Centre, 2006); second, close collaboration between vocational and LLN teachers (Barton & Pitt, 2003; Callan & Ashworth, 2004; Casey et al., 2006); third, identification of learners' needs in terms of both vocational and LLN provision (Guthrie, 2008); and, finally, planning (King & Bingman, 2004), professional development (Berghella et al., 2006; Casey et al., 2006; Dymock, 2007), and resource development (Berghella et al., 2006).

In addition to these four major factors, studies found that learning needs to be contextualised and authentic for the student (Burt et al., 2003; Nunavut Literacy Council & Northwest Territories Literacy Council, 2007). While the learner, their learning needs and their interests are central, this should not produce an individualised approach, as collaborative learning and group interactions result in improved outcomes. Tailoring learning to the individual (personalisation) rather than having learners work alone (individualisation) works well (Green & Howard, 2007). Good practice is underpinned by adult education principles (Derbyshire et

al., 2005) and constructivism (McKenna & Fitzpatrick, 2005). Flexibility in teaching methods (Tusting & Barton, 2007) and active learning (Balatti et al., 2006) are desirable. Initial training (Berghella et al., 2006; Dymock, 2007) and ongoing professional development for teachers are essential (Casey et al., 2006; Wickert & McGuirk, 2005). Organisations need to be adequately resourced, provide quality learning resources and create and maintain an infrastructure that supports embedded LLN (Guenther, 2002). Studies show differences between EAL and literacy learners, such that separate provision is advocated or, at least, teachers who are trained in both literacy and EAL (Wright, 2008). EAL learners bring diverse levels of literacy knowledge and have diverse needs which need to be recognised in provision (Orem, 2005). There is also a need for bilingual tutors and professional development for tutors (Roberts et al., 2004; Shameem et al., 2002).

An important factor in discussions about LLN provision is the international shift in theories evident in the last two decades (Maclachlan & Cloonan, 2003): from a focus on functional approaches to one that espouses a critical, integrated, social practice view, sometimes referred to as New Literacy Studies. This shift is also understood as competing conceptual paradigms (Rogers & Kramer, 2008), an ideological divide (Murray, 2005) or two literacy discourses (Crowther et al., 2003). Further, there are different understandings about the benefits of LLN, for example human capital (Reio et al., 2005) or social capital perspectives (St. Clair, 2008), and about a deficit approach and the use of power in LLN provision (Crowther et al., 2003; Tett & Maclachlan, 2008). These changes make conversations about LLN more complex and miscommunications more likely.

2.3 Methodology

The research design used for the project was case study, “an intensive, holistic description and analysis of a single entity, phenomenon or social unit” (Merriam, 1988, p. 16). Justification for researching individual institutions is found in literature on student retention (Braxton & Lien, 2000; McInnis et al., 2000; Zepke et al., 2005), which shows differences in factors influencing students between multiple and single institution studies. While each aspect of the project was planned collaboratively, individual case studies were researched by a researcher who contacted the organisation, liaised with a contact person, visited the site/s, gathered and analysed the data and wrote up the case – with one exception, which is described below. Ethics approval for the project was gained from Massey University Human Ethics Committee (Southern A Application 08/49).

Five cases were researched in organisations deliberately chosen from across the sector: two Private Training Establishments (PTEs), one wānanga, one Industry Training Organisation (ITO) and one Institute of Technology and Polytechnic (ITP). Organisations known by the researchers or the Ministry of Education to be embedding LLN were invited to participate. One PTE approached refused, saying it was not yet doing enough embedded LLN to participate. Data-gathering methods included document analysis of relevant organisational documents, interviews with managers who had responsibility for LLN provision, and focus group interviews with vocational teachers who were embedding LLN in their practice and with literacy specialists. Most interviews lasted about an hour and were conducted face to face; in one case study two interviews were conducted by telephone. Interviews were recorded and transcribed; and transcriptions were returned to participants for checking, modification and approval to be used. A number of participants made changes to the transcripts, often related to changing oral into written language; some participants approved transcripts without changes. One person in one organisation asked that any quotations to be included in the report be sent to them for prior approval. This was done and approval given. One focus group in one case study did not approve the transcript of their interview so data from this were not included in the case.

A framework for data analysis was developed by examining the research questions and the findings from the literature review. This produced four categories of ideas that were sought in the data: governance (e.g. vision, goals, strategic planning and resources), management (e.g. how embedding is managed, programmes developed, quality assured), pedagogy, and professional development. Data analysis included the use of NVivo by three of the researchers, hard copy and onscreen highlighting of selected text and handwritten notes to identify and record evidence of these four categories in the participants' comments and the organisational documents. Data were read and re-read to identify themes for each category. Each case was written up individually, sent to others in the research team and to the organisation for peer review, revised, then edited and incorporated into this report.

However, research projects seldom go exactly as planned. In this instance we had to address several issues that arose during the project. One researcher withdrew from the project at an early stage and was replaced by another. Unfortunately that second person also withdrew – after some data had been gathered but prior to writing up the case. One of the project co-ordinators then analysed the data that had been gathered, did two further interviews with key informers and wrote up the case study. One set of data was removed when the participants did not sign the release of transcript form.

As with any research, there are limitations with this study. First, it is a snapshot in time, a picture of the development and delivery of LLN in these organisations at the time the data were gathered. Already they have moved on; things have changed; LLN embedding is being done differently. Further, in most cases, the snapshot was taken during the early days of the embedded LLN initiatives. Second, while the five cases were deliberately chosen to reflect different parts of the tertiary sector, they are not representative of the sector. Our findings cannot be generalised to other similar institutions or to the tertiary sector as a whole. Third, participants in each case study do not represent the people involved in that organisation. Findings from each case cannot be generalised to the organisation. There will be other views and practices not evident here. The cases also reflect the views of managers and tutors; they don't include student views or those of the funding bodies. Fourth, in this kind of study the researcher is not an objective bystander. Each person brings their subjectivity to the research process. Each case and the project findings in some way reflect our interpretations of the data we gathered. The report needs to be read with that in mind. As in all research, the focus of the study was shaped by the specified research questions. Different questions may have elicited different information and findings. Finally, this is a descriptive study and does not contain evaluative information about the success of the organisations in delivering LLN.

2.4 Structure of this report

In the following sections we first present the five case studies. Each case study ends with specific conclusions as is appropriate to our case study design. We present the case studies on the basis of their experience in providing embedded LLN, from the least experienced at the time of writing to the most experienced. We then identify and comment on eight themes that emerged across all five of the cases, linking these findings to the literature. We do this because we believe key findings based on similarities that emerged across such different contexts are especially strong. Finally, we comment briefly on answers to each of the subsidiary research questions we identified in the case study data.

3 WĀNANGA CASE STUDY

He whakapahuhu kahukura

Nick Zepke

3.1 Introduction

This case study investigates how one wānanga is exploring the provision of embedded literacy, language and numeracy (LLN). It documents how the institution attempts to follow its own vision for literacy using its foundation principles while at the same time attempting to support government policy. At the time of writing, embedding literacy is still a project, an aspiration, although strategic thinking and planning are for a whole-of-institution approach.

The wānanga supports the government and its agent, the Tertiary Education Commission (TEC), in their view that literacy is an economic good that prepares learners to be effective contributors in the workplace. *The Literacy, Language and Numeracy Action Plan 2008-2012* (TEC, 2008, p. 6) describes LLN as follows:

Literacy is the written and oral language people use in their everyday life and work; it includes reading, writing, speaking and listening. Skills in this area are essential for good communication, critical thinking and problem solving in the workforce. It includes building the skills to communicate (at work) for speakers of other languages. Numeracy ... includes the skills needed to apply mathematics to everyday family and financial matters, work and community tasks.

The Wānanga recognises this view of LLN as very important, labelling it ‘functional’ – a literacy that prepares people to function successfully at work, at home and in the community (Skills for Life Development Centre, 2006).

The Wānanga also holds and defends a wider view of literacy. It is very aware of its legal responsibility, as articulated in the Education Amendment Act 1989, to ensure that its provision is underpinned by tikanga and āhuatanga Māori (Māori tradition) (*He Whakapahuhu Kahukura* (HWK), 2009). Hence it espouses the provision of multiple literacies: cultural and critical literacy as well as functional literacy (HWK, 2009).

We want to ensure that our programme provision encompasses three things, cultural literacy, critical literacy and functional literacy and that they are interlocked and linked. They all support each other in the emancipation and conscientisation of our students so that we can improve the lot of others and they can experience higher levels of wellbeing and freedom and so that is why we engage in literacy. (A3)

The Wānanga’s holistic view of literacy recognises each aspect to be of equally high importance. Its approach is to recognise that functional literacy when it is separated from cultural and critical literacies does not support the advancement of the Mātauranga Māori world view to which the Wānanga is committed (HWK, 2009).

In this case study we trace the development of the Wānanga’s approach to embedding these integrated holistic literacies. Twenty-two people generated the data supporting the case study: four in individual interviews and 18 in two focus groups. Two of the interviews were with people in strategic positions working across the whole Wānanga; one was interviewed twice.

Two were managers charged with implementing aspects of the strategy. One focus group consisted of eight tutors who were involved in the embedding; the other consisted of 10 support team leaders and advisors. Participants contributed in two phases. During the first phase data were gathered from the focus groups and three managers by one researcher; in the second the two strategic leaders were interviewed by phone by a second researcher.¹

The case study structure is shaped by the research questions set in the project brief and the literature review. It is organised under four major headings: Governance, Management, Pedagogy, and Professional development. Under governance the study considers the wānanga's vision for embedded literacy and outlines some of the struggles underpinning strategic planning; under management it describes how embedding is managed and how learning cultures are established and maintained, and it provides some information about resourcing. The section on pedagogy outlines favoured approaches to learners and teaching and describes how assessments are made. The professional development section covers past and future training opportunities for kaiako (tutors).

3.2 Governance

Visioning

Research repeatedly recommends that embedded literacy is “built in not bolted on” (Millar & Falk, 2002; Wickert & McGuirk, 2005). The focus is on students and their needs for building both social and human capital (Balatti et al., 2006; Crowther et al., 2003; Tett & Maclachlan, 2008; Tusting & Barton, 2008). The vision for literacy provision in the Wānanga mirrors these findings from the literature. In the strategic document *He Whakapahuhu Kahukura* (2009, p. 4), a whole-of-organisation approach to literacy is pictured as in Figure 1. In the inner circle is mauri ora, human consciousness and the human spirit. It suggests that holistic literacy is an aspect of conscious wellbeing. The second circle identifies the three pillars of literacy – cultural literacy, critical literacy and functional literacy. The third circle is where holistic embedded literacy contributes to achieving cultural, social, economic and intellectual transformations. The fourth circle, Aotearoa Identity, ensures that the Wānanga's holistic embedded literacy programmes contribute to the identity and wellbeing of Aotearoa.

¹ The views expressed are those of the people we interviewed and do not necessarily accord with those of the TEC.

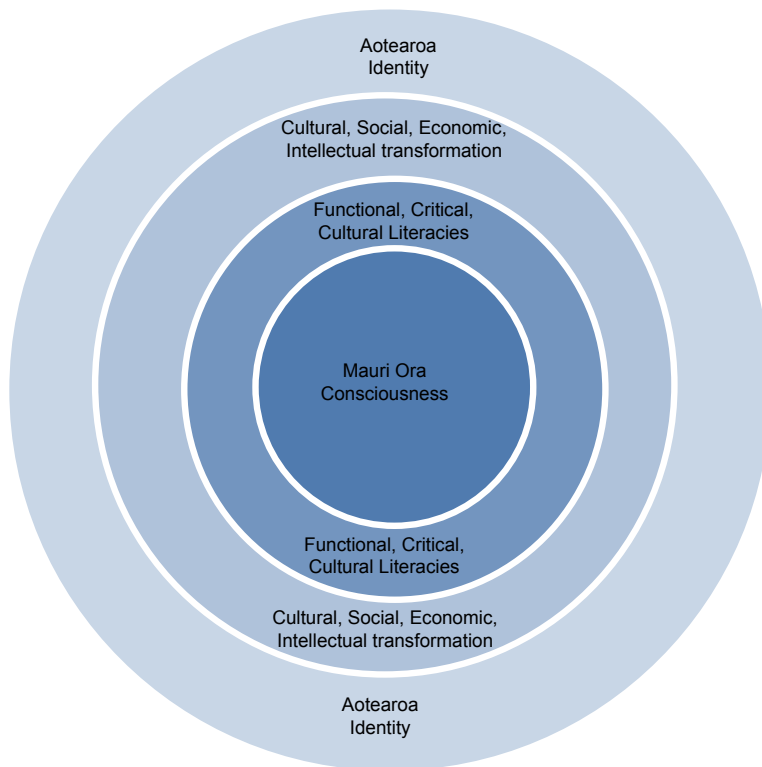


Figure 1. Multidimensional nature of literacies represented within a wānanga context

He Whakapahu Kahukura summarises the vision as follows:

The importance of a culturally and critically literate workforce that is able to make powerful use of the elements of sound functional literacy to support consciousness and emancipation is an essential element of success. (HWK, 2009, p. 6)

Interviews and focus groups, referred to as, for example, A3, C1, reinforce the written vision. The Wānanga has always been involved in literacy work. But its emphasis has traditionally been on “cultural literacy and so building a strong sense of pride [in] where you come from and your ancestral or cultural connections” (A3). The view of cultural literacy that emerged is visualised in one interview as a tree that is firmly rooted in the ground and is constantly growing and strengthening (B1). Given its belief that supporting economic goals is an important function, the Wānanga “aims to embed functional literacy into our vocational programmes” (B1). On the critical side, the vision is “very akin to the Freire model of using literacy to read the world, name the world, describe the world and transform the world, so we are looking for greater agency” (B1). Functional literacy enables students to read the world, the cultural aspects enable them to name the world and the critical approach empowers them to transform the world.

The politics of literacy education

Translating vision into a coherent strategy is never easy. Two different conversations have affected progress. On the one hand, getting agreement with TEC on LLN provision is difficult and has not been achieved at the time of writing. From TEC’s perspective, it seems that the Wānanga’s implementation of embedded literacy has been too slow.

We got to a stage that we were very slow in designing our strategy. One reason was because we had so many internal debates whether we should just take the money, and others were that we wanted a deeper understanding of what we were going to be placing in our communities for this generation and the next and so we were what TEC would call slow, but we might call it ... discerning, so TEC became frustrated with the pace that we wouldn’t just pick it up and run. (B1)

A number of participants expressed their view that TEC was uncomfortable with the Wānanga's vision of a holistic literacy education comprising cultural, critical and functional literacies. Both 'functional' and 'cultural' literacy "sit outside the [government's] policy direction and they don't want us to focus on them" (B1). "[Yet] if we can't learn to read, write, speak and listen through our culture, whose culture are we supposed to do it through?" (B1). Drawing on statute and Waitangi Tribunal findings, one respondent worried that TEC's position may be a "deal breaker". "If TEC won't allow us to advance our cultural paradigms in embedded literacy, then we don't have a strategy that we can support. If we don't own the strategy, then how likely are we to honour it?" (B1).

The other conversation impacting on development and implementation involves Wānanga staff. There was general agreement among research participants that a literacy strategy is necessary for the organisation, but, particularly in the focus groups, there were many different views about how literacy education could best be provided. This suggests that, among participating tutors and advisors at least, a consensus about the approach the Wānanga should take is still developing. A number of participants were clear about the way embedded functional literacy worked and were supportive of it. There were others who seemed uncertain, expressing divergent views, not unusual in a shift to new policies and directions. One reported that "if they [students] have literacy issues I send them to an external organisation because it is not our policy to support students with numeracy or literacy issues so I send them to Literacy Aotearoa or some other agency"(F2). Another asked, "Is [embedded literacy] not a curriculum of its own?" (F2) and also observed, "I think it's a specialised area, whatever that is." One recognised the frequency of literacy issues and was in favour of an intervention "if that's what the student wants though" (F1). This idea was supported by another: "I guess I am reminded of a student's comments in the last year on a course, 'I came to learn how to carve not learn how to read; if I wanted to read I would get on a reading programme'" (F2).

So "one of the key issues is around the meaning of literacy and the words have been a huge thing to overcome" (C1). This is not surprising. The last two decades have seen a significant shift in theories about literacy (Maclachlan & Cloonan, 2003): from a focus on functional approaches to one that espouses a critical, integrated, social practice view, sometimes referred to as New Literacy Studies. In NLS, literacy is understood as situational, taking its meaning and impact from the social context within which it is embedded and configured by the institutional life of organisations that shape such everyday activities, the ideologies and social relations that frame them (Hamilton, 2006). This shift is sometimes seen as competing conceptual paradigms, functional and critical/participatory (Rogers & Kramer, 2008); as an ideological divide, between frameworks that attempt to develop functional literacy primarily for competence in the workplace and Freireian approaches to literacy that attempt to use literacy as a means for people to liberate themselves from oppression (Murray, 2005). The shift is also seen as two literacy discourses – one technical and concerned with providing vocationally relevant literacy; the other regarding literacy as a social practice based in a specific, everyday context and promoting active citizenship (Crowther et al., 2003).

Strategic planning

The Wānanga is now focusing the vision into a strategic plan.

We've got to a position and that was always hardest in the Wānanga ... and I find if you take your time at the front end and get your position right, what you stand for and what you are about, it's easier to hit the water, so we have got to a position and are now moving at a great pace ... towards our goals and if we can get through this stuff with TEC, I think it will really take off. (B1)

A strategic document has been produced. *He Whakapahu Kahukura* affirms that holistic literacy will be embedded: "Tauira will experience access to the areas of cultural and critical

literacy integrated within functional literacy that is itself embedded within Marau (Māori world view)” (HWK, 2009, p. 8). It commits the Wānanga to working with key shifts in government policy and STEP priorities to deliver embedded literacy provision to students with foundation learning needs. It aims to increase the numbers of tutors who have participated in professional development for effective teaching in embedded functional literacy and numeracy. But along with upskilling in embedded functional literacy, the Wānanga commits to developing tutors who can synthesise functional delivery with cultural and critical literacy. *He Whakapahuhu Kahukura* includes some detailed responses to TEC’s guidelines leading to a capability plan. A detailed implementation plan is being developed which will integrate the TEC requirements within the overall strategy. The document reaffirms that:

Through embedding functional literacy and numeracy, ... [the Wānanga] will develop an approach that is consistent with our philosophy, the needs of our taura, kaiako. The approach will support the marau we develop, offer and resource and will support Aotearoa identity. (HWK, 2009, p. 9)

He Whakapahuhu Kahukura sets out the theoretical underpinnings for the strategy. It also addresses TEC’s guidelines for practice in considerable detail. A number of staff came to be very keen “to try and move this from a theoretical basis ... to a practical level” (C1). The institution commissioned a literature review to provide it with information on how indigenous people around the world had addressed literacy issues. The literature review enabled the Wānanga “to help formulate our position ... and to offer as many points of view as possible ... [to] help us move forward” (A2). It also helped to fill an institutional knowledge gap about holistic literacy practices.

I was aware that we didn’t have great knowledge in this field so I wanted to develop a wider group of people who could talk about this [embedded literacy] and also wanted to get a distributed leadership approach to literacy in the institution. So I wanted to bring as many ... [people as possible] into the picture by creating a steering group. The steering group would drive literacy practice in the institution. (B1)

The steering group has wide representation and a formal list of tasks and responsibilities distributed among its members. It exercises oversight of all aspects of the implementation of the literacy strategy such as budget, curriculum, student support, assessment and staff training. A national co-ordinator for the roll-out of the literacy programme provides strategic and operational advice to the steering group (HWK, 2009).

Another feature of the strategic approach is to craft implementation plans. *He Whakapahuhu Kahukura* addresses TEC guidelines by identifying and selecting specific level 1-3 courses for embedding functional literacy, identifying specific resource requirements and preparing a plan for effective evaluations. Curriculum development strategies specify that all programme learning outcomes will include reference to functional, cultural and critical literacies. Tutors delivering level 1-3 programmes will use learning progressions to develop resources, lesson plans and notes for students. There is considerable emphasis on training (HWK, 2009).

The way we got this going was to find an area and a group of tutors who were open and interested in this and to champion it at a local level and ... bringing in from the TEC two progression trainers who we knew would have the right skills to be safe to work with those tutors and permission to run the pilot was where we started. That commenced in February and is still running through and what it created was a ground-up approach, to create some impetus from the tutors themselves about the value and that they could see the value for the students they were teaching. (C1)

Thirty-five teachers and support staff were involved in piloting the progressions. This focus on one group of programmes is working “extremely well. ... It’s given us a core group of tutors

who understand it [embedded literacies], are enthusiastic and have then shaped the plan about how we are going to approach embedding” (C1). Another advantage of the selective pilot project “is some ability for people in other parts of the organisation to explore what this looks like without committing to the whole story” (C1).

3.3 Management

“The view of Wānanga is that we have always been involved in literacy but it hasn’t been what is commonly now called functional literacy” (A3). Indeed, the *Greenlight* adult literacy programme is mentioned fondly by a number of research participants as an example of the longstanding focus on literacy within the Wānanga. But *He Whakapāhuhu Kahukura* also notes that the institution “has been involved in the development of functional literacy programmes and staff training since 2003” (HWK, 2009, p. 8). Nevertheless, the deliberate embedding of functional literacy along with cultural and critical literacies is very recent, aspirational even. Implementation is not yet across the whole institution. It has been conceived as a ‘top-down’ strategic initiative and a ‘bottom-up’ pilot programme. Information about management is therefore emerging rather than final. Despite this, it is possible to construct a partial picture of management practices.

Leading embedding

Some managers and focus group members interviewed admitted to “still struggling a bit with the concept of embedding” (A1). Other focus group members and managers were comfortable with the concept. They were keen to discuss two management issues around embedding: how the pilot project is to be introduced and managed across the whole institution and who should take responsibility for this. “We have a rough model of a bottom-up approach for developing embedded literacy; now thought needs to be given actually to how you might implement that approach across the institution and how it might actually work in practice as far as different curricula are concerned” (C1). To this end a curriculum alignment project “is looking at how literacy might be embedded in our level 3 and 4 programmes” (A3). One manager thought an attitude change across the whole organisation was needed to manage the implementation process. “What it will take is for everyone to feel that they have investments [in embedding literacy] and acting on that” (A1). Who should take responsibility for this seems to be a contested point. One thought “it needs to be its own office like a supported unit” (F1); another argued that “the major supplier of literacy support is actually student support and that should have the formal function within the Wānanga” (A3). There was agreement with this: “I think that student support have a really strong role to play in terms of determining ... a literacy issue” (F2). But perhaps the most frequently stated opinion agreed with “I believe it should sit everywhere. ... Responsibility should be across every single department ... that is everybody” (A2).

Operational planning

This last idea is being implemented. A management structure to support embedding functional literacy has been set up as a special project within the Wānanga (HWK, 2009). It has been shaped by an ongoing discussion among staff, “who have enjoyed it. I have had some senior staff ... critique it [the structure]” (B1). The structure consists of a sponsor who operates at the strategic level. The responsibilities of this position are to exercise oversight of the steering committee, budget provision and line-managers associated with the project. The steering group contributes to decision making and ensures that embedding functional literacy is properly coordinated. Members of the committee have various responsibilities for selecting programmes for embedding, for curriculum re-alignment, for the organising of student services and for tutor training. A fixed-term strategic advisor is expected to ensure effective training and professional development of staff, provide strategic advice to the steering committee, offer support and advice in the embedding process and liaise with external agencies. There are two project coordinators. One has responsibilities around providing quality assurance expertise, assistance

with integration of embedded literacy into ‘business as usual’ and, upon the completion of the project phase, providing institutional memory. The other is responsible for the training side of the project. This role is charged with delivering progressions and other tutor training, supervising the training team, and working closely with the strategic advisor and other project co-ordinator. Reporting directly to the training co-ordinator are trainers, who undertake the training and also are charged with helping to support the embedding process.

Creating literacy learning cultures

The Wānanga is well established, so already has a strong learning culture. This is well summarised in *He Whakapahuhu Kahukura* as:

Mātauranga Māori, tikanga and āhuatanga Māori ... [which] provide the basis for learning in uniquely Māori world view ways and from Māori educational paradigms. These benefit taura by implementing methodologies that are student centred, holistic, and contextually and culturally relevant for the environment. (HWK, 2009, p. 6)

But it was well accepted by research participants that embedding functional literacy across the organisation creates fresh challenges. “We are very busy and stretched but it’s [embedding literacy] good for our taura” (F1). The ‘top-down’ and ‘bottom-up’ features of the current strategy are expected to create a literacy learning culture that penetrates to all levels and functions of the organisation. The steering group applies distributive leadership principles to create “a wider group of people who could talk about this field and show benefits to staff observing progress on the pilot project” (B1). A number of participants echoed the thoughts of one participant that creating a positive literacy learning culture “is a big challenge and it needs to be a collaborative effort; we need to take ownership of it as an organisation” (F2). Participants seemed committed to implementing the functional literacy strategy well: “I know we have been slow but want to pick up the benefit of how other people have done it and also it’s an acknowledgement of the complexity of it and engaging with an organisation of this size which is very busy and doing a lot of things ... at the moment” (C1). There was a realisation “that it [embedding literacy] is actually not a top-up and it’s not an add-on. It is something that is actually fundamental” (A1).

Resourcing

Resourcing the functional literacy initiative has been complex. This is creating challenges:

The government drivers are that you have to make 3-5% profit each year and we’re moving into a position in 2011 where our EFTS are going to go from 21,000 to 19,000, so we can’t add head count or revenue costs to our bottom line so we have to subsume a lot of this business as usual activity over time into our existing practice, so we are going to have to ask our student support staff to do more with less. It’s not ideal, to be honest. (B1)

3.4 Pedagogy

Approaches to learning

Nearly all participants admitted to a focus on student success. Different participants, however, offered different interpretations of what this means. One thought that it “means having programmes, making decisions, having directions that are about what the students need, not what is required by the funders or anyone else” (F1). Another concurred: “A student has the right and ability to determine their own choices; our role is to present them with those choices” (F2). A third offered a more extreme view:

Basically the student is the centre of my thoughts and action. The student [in a] biblical sense is god and all of my actions and energy focus on that, so relationships are guided by

serving the student so if you don't like me or if I don't like you, that's not in the picture; you need me, I need you because we are both focused on the same end point. (F1)

The strong student focus was transferred to teaching embedded literacy. One participant offered that "literacy needs to be relevant ... in terms of their experiences so it builds on what they already have and you extend them" (A1). Another felt that literacy learning should be felt but not noticed: "Literacy is like assessment; it's best when you don't know it's happening" (A3). Another displayed a student focus by suggesting:

I think that when you are teaching literacy it needs to be contextualised. I think it's really important that when testing for literacy levels, that it is content that students can relate to so one size doesn't fit all; you can't have one assessment tool for all. (F1)

Approaches to teaching

These strongly student-centred approaches to learning are apparent when participants discuss their approaches to teaching. They seemed to recognise that, explicit or not, students have individual learning plans:

I think we need to know about why they come to the class in the first place. Because we believe in the Wānanga in enhancement and the support of the individual, that is why they come to us, for a unique experience. (A2)

A number of participants emphasised that their teaching should take into account the context from which students come, thereby "ensuring that the contexts that are used are familiar to the students. [This] is vital because from there you set them up to succeed, not starting on a back foot" (F1). Others emphasised the importance of diversity. There were those who mentioned cultural diversity: "We must acknowledge our mix of students, that we come from all different cultures. Different sorts of cultures hold different sorts of values and different levels of value" (F2). A number also stated that their approaches to teaching needed to recognise different learning styles: "I think learning styles need to be considered when assessing and teaching literacy" (F2). This participant summarised neatly a consensus about suitable approaches to teaching their students:

I have always been of the opinion that a student wishes to complete a course of study that they have enrolled on and that my role is to do everything I can to help them be successful on that journey, whatever that entails. (F2)

Their affirmation of a student-focused approach to teaching generally was also evident when participants discussed teaching literacy specifically. While there were some differences of opinion about the value of embedding functional literacy and how to do it, in general participants agreed that teaching literacy needs to be student focused. Some advocated embedded literacy because:

That is the approach I would like to see because literacy for Māori has a huge history for being uncomfortable, you know, can't read, can't write, get the smack, remedial class take you out or bring someone to sit next to you, all of those kind of little things that have huge memories and painful memories for some people. So I would love to be able to make sure the literacy is stealth, subtle, painless and people just know that in some way it's happening that they aren't sure just how it's happening but it's happening and they are feeling great because of it. (A3)

Another participant "found that separating subject knowledge and literacy and numeracy can be quite isolating for some of our students. So if we embed literacy it becomes a natural part of the learning" (F1). Another thought that if "it is a skill they want or an interest they have, obviously the literacy and numeracy must be part of that" (F1). One participant saw that "trust is a huge

thing for our students. If you bring in someone as the literacy kaiako to work alongside the subject area kaiako it really undermines the taonga” (F2). But there were also some warning words:

We have to be really careful that our literacy programme doesn't take them in a direction they didn't want to go and then they pull out because for many of them this is the only chance that they will get to re-engage with education and if we don't get it right the stakes are high for us. (A1)

Assessing literacy learning

Participants offered a range of thoughts on assessment. Some were concerned about how to assess literacy levels. They were searching for a suitable assessment tool.

The next challenge we have now is the tool. The tool we're hoping to use ... measures functional literacy really well but we would really like a tool that tells us that culturally it's doing some good stuff and critically it's doing some good stuff because that would then fit nicely with our strategy. ... When you are a marginalised minority group in New Zealand you always have to do something different and to add to it and enhance it to make it relevant to your context. (B1)

Other participants wanted to discuss the assessment process. Again contextualisation was a dominant theme. There was broad agreement that what were called 'one size fits all' tests can disadvantage learners who have not experienced the context behind test items. "I think that when you are testing literacy it needs to be contextualised" (F2). Another argued this even more strongly: "I think it's really important that when testing for literacy levels, that it's with content that students can relate to so one size doesn't fit all; you can't have one assessment tool for all" (F1). Others were concerned that "the word assessment and the word panic go together" (F1). This participant said, "We don't tell students they are having a test; it's more of a game and we assess them through that, more through observation" (F1). This participant was supported by another dealing with numeracy, who thought that "we need to look at bringing a more practical balance into some of the assessments because some of the games we play tell us where they are at with fractions, decimals, percentages and all of that" (F1).

3.5 Professional development

Professional development of tutors working in the embedded literacy project is high on the Wānanga's agenda. Much has already been achieved or is in train. In 2007 a group of staff participated in the National Certificate in Adult Literacy (both Vocational and Educator Level 5) with Literacy Aotearoa. Later in 2007 staff participated in the pilot *Learning for Living* progression for adult literacy. Early in 2009 "A group of tutors were identified who were open and interested in [embedding literacy] and to champion it at a local level" (C1). The Wānanga brought in from TEC two progression trainers "who we knew would have the right skills to be safe to work with those tutors" (C1).

From February to June, 35 staff participated in the Learning Progressions for Adult Literacy. A working party focus group was established to assist in drafting this Capability Development Proposal. A staff member from this group was nominated to represent the wānanga sector in the review of the Literacy and Numeracy Assessment Tool Reference Group. (HWK, 2009, p. 8)

This training is ongoing at the time of writing and is creating "some impetus from the tutors themselves about the value of embedding literacy ... for the Māori ... students they were teaching" (C1).

In addition to the training process focusing on tutors involved in the current literacy project, there is a commitment to raise the capability of all tutors in embedded literacy teaching. But at the time of writing further development of training is still aspirational. There is a goal to achieve a consistent teaching approach. The variety of educational philosophies influencing practice is seen as a strength and one interviewee commented, “I want them to bring all of those gifts that they bring with them, but I also want a baseline consistency” (B1). Three separate strategies are designed to achieve consistency in diversity. One is to train learning support staff to be literacy specialists. “I want student support staff that are employed [to] either come with a high degree of literacy training ... or that they are committed to literacy training and development as a requirement of the job” (B1). It will be the job of this group of about 20 people to train tutors across the organisation. Another strategy is to use tutor training in specific programmes:

Instead of our training development being for things like Māori for the office and letter writing, we may redirect some of those funds to embedding literacy in wānanga teaching, embedding functional literacy, embedding cultural literacy, embedding critical literacy as normal training and development. (B1)

Such strategies will result in “distinctive and powerful wānanga educators ... [that] might be certified” (B1). Certification will probably be over three years and there could be monetary recognition of this.

3.6 Conclusion

This case study describes how one wānanga attempts to follow its own vision for literacy education while at the same time honouring government policy. It provides a number of insights into the profiling, development and delivery of embedded literacy within the Wānanga.

- The vital contribution of literacy and numeracy to Māori success is recognised and has historically been highly profiled within the organisation.
- The model of literacy education profiled within the organisation focuses on a holistic literacy inclusive of cultural, critical and functional literacies.
- Philosophy, development and practice are shaped by ongoing conversations within the organisation, conversations that are informed by diverse views and assumptions.
- The organisation has achieved a consensus to embed cultural, critical and functional literacies in foundation-level vocational programmes.
- This view of literacy belongs to a situational, social practice discourse thought to be well matched to Māori needs and aspirations, but that is at odds with a narrower technical and economic discourse.
- Strategic thinking about developing embedded holistic literacy is ongoing. This aims for a whole-of-organisation approach that is currently piloted in one part of the organisation.
- A strategic document has been prepared that contains both a strong philosophical position and a detailed implementation plan.
- The strategy is being implemented by a high-level steering committee whose members penetrate to all levels of the organisation and who oversee curriculum design and staff training.

- A bottom-up approach is evidenced in the pilot programme that is expected to inform and influence programmes across the organisation.
- A strong learner focus is evident among staff.
- Staff training is ongoing and plans for developing new approaches are being prepared.

4 INSTITUTE OF TECHNOLOGY AND POLYTECHNIC CASE STUDY

Experiences of embedding LLN

Linda Leach

4.1 Introduction

This case explored the organisational factors affecting delivery of embedded LLN in an Institute of Technology and Polytechnic (ITP). The case study ITP is located in a North Island city. It offers a wide variety of courses, from certificate to degree level, that focus on vocational outcomes. It offers face-to-face and online modes, part- and full-time courses. It also has a recognised regional facilitation role.

In the organisational structure LLN delivery is the responsibility of the Academic Director. Recent changes have resulted in several people and groups now reporting to him: a Foundation Learning Review Team; a Literacy and Numeracy Steering Group (replacing the former FLQA Group), which is responsible for embedding; the Literacy and Numeracy Co-ordinator; the Language, Literacy and Numeracy Advisor; the Flexible Learning Facilitator; and the Staff Development Advisor. Interest in embedded literacy began in 2007, with three people attending regional clusters. Developments have accelerated through 2009. LLN provision has focused on programmes at levels 1-3, although tutors teaching above these levels have expressed an interest in learning more. From 2010 the ITP will address embedding at all levels.

For this case study three individual interviews were conducted with managers and two with tutors; three focus groups involved a total of 10 tutors. In this section the findings from the data analysis are presented under three headings: Governance and management, Pedagogy, and Professional development. Governance and management have been combined to better fit the data from the case. When quotations are used they are reference to the interview or focus groups and page, for example, P3:1, P4:2.

4.2 Governance and management

At this ITP, organisational change for embedded literacy has been driven from within the organisation. The vision, strategic planning, policy setting and monitoring have been led by organisational staff. The changes have, however, been supported by the governing body. Evidence for this is provided in approved institutional documents. For example, *Investing in a Plan* includes a key performance indicator related to increasing foundation-level skills of students in level 1-3 programmes and the ITP applied for Capability Development Funding in 2008. In its application it identified a key goal to “include literacy and numeracy embedding in (its) core business at organisational level” (p. 3). Partnerships with other regional providers and Industry Training Organisations (ITOs) are encouraged and fostered

The vision to embed literacy and numeracy at the ITP was initiated by staff members. One had good knowledge of adult literacy, was networking closely with colleagues nationally, was informed about research, had completed the National Certificate in Adult Literacy Education (NCALE) and became aware of the direction the TEC was beginning to take: “All foundation tutors at polytechnics were obviously going to be targeted as people to deliver the literacy and

numeracy in their pre-existing courses” (P3:1). It took time to accept the new direction but, together with the “very astute” line manager, who saw that “this is something we are not going to have an option about” (P3:5), a case was made to management. They “have been on board ... our CE and our Academic Director have been right there from the beginning and it’s been fantastic” (P3:2). While the rationale presented to management included accessing the funding and support available from TEC – “the carrot there is money” (P3:2) □ it was also based on a belief that embedded literacy “had the underpinning of sound research” (P3:3) and a realisation that “20 of our staff and five managers are going to get rich staff development” (P3:7). Management support was crucial because “selling an idea has got to trickle down from the top” (P3:5).

There is a sense in the ITP that there was no real choice; they had to embed. “I don’t think there was any choice given to us” (P1:5); “A huge emphasis has been put on it from TEC” (P2:1); “TEC requires us all to understand and accept that embedding literacy and numeracy in all foundation programmes is a reality – we have no option” (*Literacy and numeracy embedding overview*, p. 1).² This has resulted in LLN developments that align closely with TEC expectations. An example is the case of language. Initially language was included in developments but this was refocused to literacy and numeracy when TEC took the emphasis off language: “We were starting to develop something about Te Reo, but when we realised that wasn’t going to be a compulsory thing it went away” (P1:4). However, once committed to the organisational change approach promoted by the government through TEC and evident in the literature (Skills for Life Development Centre, 2006), the Institute engaged in strategic planning and policy development, with a focus on certificate courses from levels 1-3. This resulted in significant change. As one person put it: “The Institution has gone from sod all and a bit of one-to-one literacy support ... to all of a sudden involving the whole of the Institution. It’s pretty exciting but it’s a big undertaking” (P5:1). Another said: “This is a very good organisation strategy that has been well supported” (P4:10).

Literacy and numeracy embedding appeared in *Investing in a Plan 2008* and the *Foundation Learning Strategic Plan 2008*; a Literacy and Numeracy Steering Group was established and linked to the Foundation Learning Quality Assurance (FLQA) Working Group; a new Literacy and Numeracy Policy replaced the Foundation Learning Policy in February 2009 and a Flexible Learning Policy was developed; Literacy and Numeracy Capability Funding was approved for 2009, providing essential resources in a smaller institution; two positions (Literacy and Numeracy Co-ordinator and Language, Literacy and Numeracy Advisor) were created and appointments made in April 2009. A commitment to professional development saw three staff attend the initial regional clusters, then 25 attend the TEC literacy and numeracy clusters in 2008 and 2009. Structurally, the new literacy positions and the Steering Group report to the Academic Director. They work in a Staff Development Team that includes the Staff Development Advisor and Flexible Learning Facilitator, thus providing valuable linkages. Further linkages are created by Academic Advisors. Located in each department they work alongside tutors while collaborating with the literacy specialists: “They are very much the champions of policy” (P5:12).

Operational planning for LLN embedding has focused on the capability development action plan. Programmes to be targeted for LLN embedding from 2009 to 2011 have been identified and plans to implement embedding have been developed and approved. These include: programme reviews to ensure LLN outcomes are explicit; mapping LLN components to the progressions; diagnostic assessment; use of appropriate resources and deliberate acts of LLN teaching; rewriting and development of course materials as appropriate; providing staff development; and supporting staff to complete qualifications such as the National Certificate in Adult Literacy Education (NCALE). Plans are in place for 2009-2011.

² The internal ITP documents discussed in this section are not referenced fully to protect the institution’s anonymity.

Embedding is being led by a group of people whose vision initiated the process and people who have now been appointed to positions with responsibility to lead development. Staff at the institution recognise the leadership role key people have played, including one seen as the champion: “People see her as a natural champion and that helps with the process” (P1:5); “It is personality driven. If we’ve got someone like [name] to do it, it’s brilliant” (P2:14); “They are such lovely people to work with and they believe in what they are doing. They are experts in their field and have a wonderful way of working with people, drawing them in and getting them involved” (P4:2). Commitment to embedding has also created a sense that it is being driven. For example, purposes one and two in the Literacy and Numeracy Co-ordinator job description begin “Drive institute-wide”; the Literacy and Numeracy Capability Development Funding proposal (p. 3) identifies key ‘drivers’ as the Tertiary Education Strategy and the Key Performance Indicators, and one participant said, “There are two ... on the ground now to drive this project and I think driving is what is going to be required” (P3:1). In spite of this there is a view that embedding is at an early stage: “Embryonic in development” (P1:1); “It’s still in its infancy” (P2:1); and that change has been slow: “It’s a very slow, slow progress” (P2:1); deliberately slow: “We have been trying to implement it slowly ... we are not pushing” (P1:1); while “Making sure the momentum continues” (P4:6). While take-up by staff does vary: “We have got the early adopters that are positive ... but we have also got pockets of absolute resistance” (P1:1) there has also been a lot of interest: “We also talked about a trickle starting off then we had a literacy and numeracy tsunami on our hands ... the take-up has been amazing” (P3:8).

Learning cultures for staff are being crafted in a variety of ways. Being part of literacy and numeracy clusters has “brought people together for the first time ... we are viewing ourselves as cross discipline teams ... for the first time people are seeing this huge cohort of cooperation” (FG1:3); “It’s had a uniting effect on the tutorial staff across departments where you would usually be polarised and isolated” (FG3:4). Team teaching “worked really well in the classroom” (P4:4); specialists are seen as “that team of support” (P2:14) and individuals are working together in partnerships and teams. Support for staff is most evident in release to attend professional development clusters, the development of personal plans to monitor workload and the provision of literacy/numeracy specialists within the Institute. The availability of a Flexible Learning Facilitator to assist with embedded literacy and numeracy is a support that is not yet well used: “People’s lives are just so busy and it’s just another thing they don’t have time for” (FG1:7).

Time emerged as the major issue facing staff: “The biggest problem we face is time. People have time allocated to do it [attend clusters] but often other responsibilities and duties encroach” (P4:6); “There are so many other things a tutor has to grapple with. ... I can see our tutors ... just ‘what am I doing with the students at nine o’clock?’ let alone ‘how am I embedding literacy?’” (P5:2); “People are time poor ... our poor tutors are stretched in a million different ways” (P4:3); “If you are really taking care of your students it’s hard to find time for other things” (FG2:3); “Wouldn’t 48 hours in a day be wonderful?” (FG2:8). A second issue concerned getting cover for teaching release. While the funding was available and appreciated, it was not always possible to get a replacement tutor:

They have a highly specialised teaching area; they haven’t got people lined up behind them ready to step in, so the handover, at the times it has to be [to fit the clusters], is just impossible. So he hasn’t been able to make good on the funding that is available. (FG2:3)

I can say I was given 100 hours within my workload plan to enable me to do this (attend clusters) and we managed to find someone who could come first term, but for the second term she is not able to come in so I’m going to have to miss some ... you need to be there for the whole thing. (FG3:2)

Let's take welding tutors. You can't just pull in some welder for two hours a week ... freeing up tutors does become an issue. (P5:6)

The third concern was that the TEC funding the Institution relies on to facilitate embedding may disappear:

I've seen this before with projects that come from the Ministry ... they give us ... money and we do it for two years and then it dies ... so with the literacy I suspected it would be the same. (P4:4)

4.3 Pedagogy

At an institutional level, pedagogy has been supported by the development of relevant policies and quality assurance processes: "We've recently reviewed all of our course development policies and documents ... as we have been aware of what's coming, so we have already implemented it within all our guidelines for developing courses" (P1:10). At programme level, pedagogy was thought about in different ways. Participants talked about one-to-one literacy support, team teaching by a vocational tutor and literacy specialist, and the version of embedded literacy being promoted by TEC – the vocational tutor learning to identify and teach the literacy and numeracy skills in their course content. Some felt there was still a place for one-to-one provision: "We are meeting the needs that embedding can't do because it isn't dealing with the one-to-one issue" (FG2:2). Some thought different literacy needs require different approaches:

We classify a learner as 'can', 'can do with help', 'can't'. The 'can do with help', I firmly believe will blossom with the tutor providing embedded literacy and numeracy ... but certainly the high needs people ... that is not the job of a vocational tutor. A vocational tutor can't do specialist work. (FG2:7)

Some thought that a variety of pedagogies was desirable: "The more ways you have available the better I would think. ... I would not support one initiative because you may only capture one group of students ... you have to come at it from different perspectives" (P4:11). Some valued team teaching and wanted it to continue but again noted funding issues: "Yes, team teaching happened here last year, but we have moved on from that as TEC don't really want to fund that anymore" (P2:2); "I would like to see more team teaching" (P2:3). The government approach to embedded literacy also had its advocates:

I've never liked the concept of literacy programmes. Four hours a week and learn to read. I've always thought that was crap. ... I've never liked the concept of the introduction to literacy studies. If you really seriously want to improve the literacy in somebody who wants to be a photographer, put him in a photography course and put the literacy and learning skills in there and I can assure you, if they have the ability, they will have the best chance of learning. So it's a great concept – bring it on! (P5:16)

Some realised embedding had been occurring in the ITP prior to the recent initiative: "She didn't realise herself ... that she was doing this embedding and so we had it started" (P1:4); "In some ways embedding literacy and numeracy has been going on without us kind of knowing" (FG3:5). There is a clear intention in the Literacy and Numeracy Policy that the LLN requirements will be identified: "Delivery materials ... will be mapped to ensure that the literacy and numeracy demands of courses are identified" (4.1). For some tutors, pedagogy emerged at the lesson level: "It's about pulling the lesson plans apart; we can add in literacy and numeracy ... that is the biggest thing" (FG1:5).

A few felt their pedagogy was under pressure:

Teaching unit standards when we have had our class contact hours cut. ... We are being measured on outcomes such as retention and completion. ... I have to shoot for the goal and that is to prepare them for the assessments ... as much as I would like them to get the numeracy, get the literacy and certainly embed it in our resources and our assessment ... we've had to cut out all these nice frilly things. I absolutely agree with you ... we're teaching the same content in a lot fewer hours and big classes. (FG3:6)

Others saw embedding could be achieved in: "Small steps ... he does some pre-reading activities, introducing the vocabulary ... alerting them to key words ... small, small steps that become part of their routine and they do it automatically and in minutes not hours" (FG2:15).

The amount of assessment with unit standards was referred to as a complicating factor in LLN embedding, particularly in relation to the progressions: "They are already writing and dealing with assessments, 240 of them, so to overlay the complexity of progressions around someone's literacy and numeracy development, nah ... they [teachers] might go and hang themselves" (FG2:5). However, assessment was most often spoken about as diagnostic assessment:

We stopped immediately and redirected them to the Introduction to Tertiary Studies because we don't want to see students fail. It's not good for their self-confidence and their future achievement and so it's better that they go down in the courses and succeed at that level and then slowly build up. ... You want to be kind to them but realistic as well. (FG3:7)

I think we could be a lot more proactive if we had a test of some sort ... which is linked to the progressions we have been working on and if you could find out where the chinks are in the students' knowledge then you could hone in ... or if it is critical then we have to redirect them elsewhere where they get specific help to continue on the course ... it would be fairer to the student and would help us. Because much as we would like to, the time situation is a problem. (FG3: 8-9)

One manager was aware of the potential for diagnostic assessment to be used as a deficit approach (Crowther et al., 2003; Tett & Maclachlan, 2008) and to cut across principles of embedded LLN:

As long as alongside that screening questionnaire staff are looking at their programme and saying, "Well, there is an issue with the textbook; it's not just the student. How else could we embed literacy and numeracy concepts in our teaching?" So they are looking at what they can do and not just saying, "Well, toss the student away." (P4:9-10)

The Literacy and Numeracy Policy also suggests that a deficit approach could be avoided: "Students who do not meet the academic entry criteria requirements will undertake a pre-entry assessment task (literacy and numeracy) *to enable them to enter the programme of study* or be referred to an alternative programme" (4.3, emphasis added). There was a concern that an assessment based on the progressions could be overwhelming for tutors:

When tutors could see that 10 students had a weakness here and five had a weakness there ... they would struggle to know what to do with it. ... It will be like "What the hell do I do?" (FG2: 15)

Teaching in the Institution is clearly focused on students. A statement in the institutional document *A guide to effective teaching and learning* states: "Our students (learners) are the reason we exist. They deserve to get the best teaching and learning opportunities that we can give them" (p. 3). Staff also commented: "It's about the students as well. It's only going to

benefit them” (FG1:13); “I don’t know of anyone who isn’t here to support their students” (P1:4). They work to improve student outcomes: “The better you get at putting [ideas] across and the more variety [of methods] then it’s going to benefit the students” (FG3:5); “Our success rate in exams went up 100% and students that we knew never ever had the capability of passing exams, with that help and support [team teaching] were getting through” (P4:4). Outcomes were understood as more than hard outcomes, for example as soft outcomes and value added:

We have even gone a little bit further than that and have developed a chart for monitoring soft outcomes. ... So if we ever get into a situation where we are talking about completion, retention and we are looking at value added, we have actually got some evidence behind it. (P1:11-12)

Adult education principles are integrated into the good teaching practices espoused in *A guide to effective teaching and learning* and an awareness of them was evident in some comments: “They might be fantastic tradespeople but they are new to teaching adults” (P5:2); “There is a need I am seeing with the embedding that they are more about staff development teaching adults” (P5:16). Several phrases about pedagogy recurred throughout the interviews. Embedding literacy was seen as “good teaching” involving “deliberate acts of teaching” in a way that was “built in not bolted on” (Millar & Falk, 2002; Wickert & McGuirk, 2005). “In the cluster groups I just recognised good teaching strategies, learning strategies rather than teaching, good learning strategies” (P5:5):

The thing with embedding literacy is that it’s not a whole lot of extra work, just good teaching practice ... it’s a matter of slotting in five or 10 minutes somewhere to make sure the students have understood, which is good teaching practice. (FG1:3)

There are also efforts to link embedded LLN pedagogy with flexible learning through the appointment of a Flexible Learning Facilitator, resulting in a growing awareness among tutors:

I used to pooh-pooh it. I used to say, “No you can’t do e-learning with foundation students,” until I realised e-learning isn’t at all distance learning. ... It can be classroom based where students work individually and I found that a really good way to help. (P2:3)

Most staff seemed to be aware of the progressions and referred to them as part of LLN embedding: “One of the progressions in reading is the critical reading” (FG2:12); “They will do an online assessment to see where they would sit on the progressions” (FG1:9); “Because I have experience of the progressions I was able to make sure that we were covering the progressions” (P2:5). Some saw some potential issues for staff: “I think for them [tutors] to cope in their busy worlds with the detail of progressions and the different categories is a complexity I don’t see them managing” (FG2:14).

There were different views on whether embedded LLN was functional or critical (Maclachlan & Cloonan, 2003), focusing on the development of human capital (Reio et al., 2005) or social capital outcomes (St. Clair, 2008) at this ITP. Some thought the focus was functional:

A critical aspect of the politics of literacy and things like that is just alien speak for those people [level 2] and it’s not needed. They actually need informational stuff to help them get skills and knowledge that help them do something pragmatic. (FG2:12)

It is nearly all functional. ... I think it [critical literacy] would blow the mind of half the vocational tutors. (P2:13)

Others thought there was a place for critical literacy:

Many people would argue that you could teach critical reading from the initial introduction to reading. ... I do not believe you have to be at a certain maturational level to be a critical person and understand how people are positioning you against themselves. (FG2:12)

Some saw a progression across programme levels:

Levels 1-3 I suspect it will be functional ... but really, at the end of it [degrees], you want to produce a graduate who is a critical consumer of knowledge and information ... they [students] are really meant to be going out there and being able to do a job, and hopefully, to think on top of that job. (P1:13-14)

One reflected views in more recent literature that the functional/critical divide is too simplistic (McCaffery et al., 2007):

I don't see ... much of a division between the two. ... I like to look at the whole person. ... I am really behind people being employable and being able to go through a promotion within their workplace ... embedding literacy is good for that because I think it gives grounding not only in your vocational field and your course-specific literacy and numeracy but it's going to enlarge your views as a person as well. (P3:14)

4.4 Professional development

The need for adequate professional development is highlighted in the literature (Askov et al., 2003; Tett & Maclachlan, 2008; Wickert & McGuirk, 2005) and evident in the ITP data. There is a commitment to professional development for LLN embedding at the organisational level: purpose 5 in the *Capability Funding Development Proposal* highlights professional development and identifies specific goals and actions relating to providing staff development opportunities, releasing tutors to attend them and supporting tutors to complete the National Certificates in Adult Literacy Education (NCALE) (Educator) and (Vocational). Information on LLN embedding is to be included in staff induction (*Capability Funding Development Proposal*) and foundation learning courses will be developed and delivered by staff who have completed the appropriate induction and training (*Literacy and Numeracy Policy 4.4*). A Staff Development Advisor was appointed in July 2009 and the job descriptions for the Literacy and Numeracy Co-ordinator and Language, Literacy and Numeracy Advisor, both appointed in April 2009, include the provision of training for staff, development of resources and collaboration with the Staff Development Advisor. The ITP plans to offer LLN clusters, modelled on the TEC ones, from 2010. This organisational commitment is especially important given that “staff development was a big black hole here ... it wasn't even running a CAT [Certificate in Adult Teaching] course so there was nothing happening for our tutors” (P3:6-7) and that “staff development hasn't been on the radar for a while ... so there is a hunger and a thirst from staff to learn more” (P4:3). It also demonstrates the importance of the professional development opportunities available through the TEC literacy and numeracy clusters.

Professional development has focused on these TEC clusters: three tutors completed the regional clusters; 25 completed the literacy cluster in 2008; and 25 were engaged in the numeracy cluster in 2009. Most staff have welcomed the opportunity for professional development: “We were fearful that this was another thing on top of people. But we have been genuinely surprised at how people have lapped it up” (P1:15); “It is some of the best tutor development that has come out of the system for tertiary tutors – it's great” (P5:3); “From the first day you could see the light bulbs going on all around the room. Like, ‘this is not difficult, I can do this’, and in actual fact it is damned good professional development. ... I used to love

going and got a lot out of it” (P4:2); “For me it’s been very relevant ... it gives you a fresh approach” (FG3:11).

There were additional benefits from attending the cluster, most importantly the impact of working together: “Bringing people together and owning those problems within their courses and talking to each other and sharing experiences, whether they have experienced that in business, in construction, in building, has been really valuable” (FG2:2); “I have valued even more hearing how maths is being taught and applied in the different courses across campus” (FG3:4). Many also referred to the awareness-raising effect of the clusters: “Awareness ... it’s the realisation of how much there is in the programme of literacy and numeracy” (FG1:10); “The more I attended, the more I saw the kind of things they were talking about” (FG1:2); “It really raised awareness and I think we used it to identify students with some literacy problems that probably wouldn’t have been identified without the clusters” (FG3:2). The success of the clusters also lay in the approach taken by the presenters: “The people who run the sessions are so positive and are such good teachers that it’s fun, almost like I feel everyone would benefit” (FG3:4); “At the same time the presenters are doing best practice teaching as well, so you get ideas from them” (FG3:5). One downside of the clusters is the time they take: “The clusters are quite time consuming” (FG1:5); “In some weeks it was eight hours of meetings on top of what you already have ... and there was no time to do any work in those weeks and I thought it was outrageous” (FG2:17); and, for some, the time they are scheduled: “The time schedules were really peak teaching times ... so you had this conflict of interest [be student centred or attend the clusters]” (FG3:2).

While the focus of professional development has been the clusters, in-house professional development is now also available through the recently appointed advisors and other qualifications are also supported by the ITP. One tutor is enrolled in the Master of Literacy and Numeracy; one has completed the Master of Education (Adult Education); one has completed the NCALE (Educator) and five are enrolled; and one has passed the NCALE (Vocational) and two are enrolled. There were some different views on the NCALE: “I would like to think that numbers of our tutors will do the NCALE” (P3:13); “For me the NCALE is a piece of paper to keep the ivory tower people happy because I have a literacy qualification but the ... cluster work was actually far more useful and valuable for me” (P2:9).

Issues related to qualifications emerged. Some tutors, who already hold a professional qualification and have a Certificate in Adult Teaching (CAT), now face being required to complete the NCALE as well:

I can see that [NCALE] being fraught with difficulties ... for us to start asking the automotive tutor and everyone to now do another qualification, I can see that it’s not going to be well received ... so we may just have to be clever and try to repackage it so that people are exiting or getting trained with both [CAT and NCALE] and then make that not as stiff a hurdle as it currently looks like when separate. (P1:8-9)

I have the Level 5 NCAET [National Certificate in Adult Education and Training]. I have ticked that box. I have done what I had to. And if they are going to give me another box to tick, well. I did that because it was a job requirement and was free. But if you now say to me it’s a job requirement and I’m going to have to pay something towards it, I don’t know if I’ll be so inclined. (FG3:9)

Some reward structures are in place to recognise qualifications. A financial reward may be given to staff who attended cluster meetings without a reduction in teaching hours (*Capability Development Funding Proposal*). More importantly, the NCALE would be considered in any career progression application: “Brownie points, yes, informally ... that would definitely be the brownie point in your portfolio” (P3:13). Finally, some people identified a sensitive professional development issue that will take careful handling and potentially has an important

impact on successful LLN embedding: “Some of the staff actually have literacy and numeracy issues, so to actually expect them [to do qualifications] is quite a hard concept” (P1:9).

4.5 Conclusion

A number of organisational factors in embedded LLN provision emerge from the data in this ITP. Many related to the findings in the literature review. They are summarised in the following bullet points:

- There is a whole-of-organisation focus.
- A champion has influenced organisational commitment to LLN.
- Government funding and professional development have been major drivers, though there is also a professional commitment to LLN provision.
- Policies and procedures inform organisational direction and practice.
- An organisational plan for developments to 2011 is in place.
- There is a commitment to professional development.
- Some partnerships with ITOs have been developed.
- Staff appointments support LLN delivery.
- Teaching is student centred; LLN provision is student centred.
- LLN provision is promoted as ‘good teaching’, as ‘deliberate acts of teaching’ and as ‘built in not bolted on’.
- Partnership between flexible learning, staff development and LLN is fostered.
- While aligning with the government-supported approach to embedded LLN, staff also understand that there is no single model of embedded provision.
- The friendly approach of the ‘specialists’ is a key factor in tutor take-up; these people work well together and with tutors.
- Opportunities exist for vocational and literacy specialists to work together.
- While some focus on functional literacy, there is recognition of critical literacy.

5 ENGLISH LANGUAGE PRIVATE TRAINING ESTABLISHMENT CASE STUDY

Adult English as an Additional Language literacy, language and numeracy

Penny Haworth

5.1 Introduction

This chapter of the report examines organisational factors influencing provision of embedded literacy, language and numeracy (LLN) at a Private Training Establishment (PTE) offering programmes for adults with English as an Additional Language (EAL). It is presented in five sections: Introduction (context, programmes, funding, the place of LLN, and perceptions about embedding this); Governance and administration (organisational structure, compliance and accountability, flexibility, external networking, staff roles, and internal communication); Staff (qualifications and experience, induction and professional development); Pedagogy (teaching/learning approaches, learner-centredness, student expectations, LLN support, planning, learning resources, and assessment); and Conclusion. Individual interviews were conducted with four managers and with a focus group of four tutors from a range of programmes.

Context

The PTE is referred to as Twotowns, and its two campus locations as Downtown and Uptown (all names in this report are pseudonyms). Both regions are designated refugee resettlement areas and both sites now have only EAL students. The primary focus of the case study is Downtown, the 'Head Office' (D), which began 15 years ago with a variety of Training Opportunities Programmes (TOPs). Downtown has 100 students, mainly from Asian nations, with equal enrolments from two groups - international students, and permanent residents, including refugees (PRs). About 75% of PRs are studying full-time, and most have some literacy in EAL and first language, although some arrived with no prior computer experience (L). In contrast, Uptown enrolls only PRs, many with low or pre-literate levels of English and first language literacy.

Programmes

The core programme at Twotowns is a two-year Certificate of English for Living in New Zealand (ELNZ). This includes in-house modules, ESOL (English for Speakers of Other Languages) unit standards, and general unit standards related to literacy, numeracy (e.g. measurement), business processes (e.g. computer skills), communication (e.g. interview skills), and work and study skills. Students can pursue an academic strand or an employment strand, or a combination of these. A parallel course, taught by a bilingual tutor, is under consideration. Some students with tertiary qualifications in their first language are preparing for examinations such as the International English Language Testing System (IELTS) for university entry, or Occupational English Test (OET) for entry to nursing training. Students can also receive literacy, language and numeracy support that is tailored to meet individual work or study needs, including computer literacy – support provided by the literacy specialist. It may be one to one or in small groups and usually takes place outside the mainstream class. The literacy specialist informally refers to this support as the Foundation Learning Programme (FLP). This enables new students to catch up with class work and is vital to the support of students with a huge diversity of needs (see more below).

Student recruitment

Students are accepted “in order of arrival ... or availability of class” (D), and “you can join a class any Monday and you can go up from one level to the next level when you are ready” (A). Students are mainly recruited through word of mouth. Pamphlets in several languages are also available from Work and Income New Zealand (WINZ).

Funding

Funding comes from several sources including international (at the Downtown campus only), student achievement component, work-related TOPs, and Tertiary Education Commission (TEC) literacy and numeracy support.

The 2008 Investment Plan (IP) indicates that Twotowns is “able to offer a total of 136 [TOPs and student achievement component-funded] places over two sites, but TEC acknowledge this is insufficient” (p. 14). More places are needed for PRs: “We’ve got them coming from WINZ (Work and Income New Zealand). We have them from all over the place ... needing the literacy and the numeracy. ... We have to say ‘No’” (O).

Each campus has a waiting list: “Today, eight more refugee families arrived in the city. There are 11 adults in that group who ... require English language training ... and I have five spaces left on my course” (A).

In the past Twotowns has bridged funding shortfalls: “Last year ... [the Director] actually provided free places for about 10 students ... out of his own goodness really” (A). However, this is no longer possible: “If you have more students registered than 103% you ... will have your funding removed” (O).

Retaining funding is a constant concern. A perception in the organisation is: “If we don’t use our funding allocation we lose it the following year” (O). Twotowns has “to be constantly vigilant looking for new funding sources” (D) and changes to regulations have resulted in the need to respond quickly.

Three further factors influence funding. Firstly, it is felt that TEC is geared for large institutions, but “In a small institution just one family going from one place to another can make a difference” (D). Secondly, if students gain employment or move to work-related training at another institution before completing ELNZ, long-term funding is threatened. Finally, it is difficult for some adults to achieve a level 3 qualification (the only level available to a PTE) in just two years: “It’s *completely* impossible to achieve those results with low-level literacy students. We would estimate it would take probably four to five times that length ... maybe 10 times” (D).

The place of LLN

LLN is the priority: “It’s huge. ... It’s like the same as breathing – for us. ... It’s all we do” (A).

LLN is vital for learners’ advancement:

[Students] need literacy and numeracy to be able to get jobs ... to be able to go on to [polytechnic] to do a trade ... do another TOPs training course ... go on to university. ... If a person doesn’t speak proper English, they are deemed to be dumb [even if] they have huge qualifications in their own country. (O)

Literacy is broadly interpreted, echoing Hymes’ (1967) theory of communicative competence (knowing when to say what and to whom):

We don’t only have language literacy, we have cultural literacy, and we have employment literacy. ... If you are trying to transition people into work ... you have to make them aware not that they are wrong in what they do, but we do it differently. (A)

Academic literacy is part of this: “In our universities there are tutorials, and labs, and seminars, and people have to give PowerPoint presentations, and ... be involved in discussion groups ... our learning environments are much more interactive” (A).

Computer literacy was an important “tool to assist the language learning process” (L), and some refugees needed additional support:

They had heard about computers. They had never seen one or used one. Now these people can use Microsoft Word, they can write, play games, make charts and tables, and some of them are even brave enough to ‘teach’ their siblings ... [they all have] an e-mail address. (L)

Embedding LLN

Both FLP and ELNZ integrate LLN and content: “It’s woven through. It’s kind of continuous. ... It fits with their needs, so it’s not something which is ... stand-alone” (L). ELNZ is also described as “parallel embedded literacy” (D).

Embedding supports work-related goals. Some students wanted to be mechanics:

They were paired up with a ... tutor. We ... got some textbooks from the library on automotive mechanics, the vocab was taught. ... Neither of the guys had drivers’ licences, so we got the road code and went through that. ... So ... when they went out into a work experience placement they had some confidence. (L)

Another student was prepared for work experience in a nursery: “We spent time talking about plants. He helped make the rooftop garden upstairs” (L).

There is also a desire to integrate everyday numeracy: “They need to be able to do that to buy groceries, to go to the bank, to just do ordinary ... things” (D).

The benefits of embedding LLN include:

- Embedding is motivating for adults: “You have to embed that literacy and hang it on something that they already have” (A).
- Meaning is emphasised over accuracy in ELNZ, so embedding enhances learner-centred planning and makes assessment more authentic: “Unit standards provide really good bones for learning, really good bones ... but ... you need to put flesh on them in order to make them worthwhile and ... you grow them differently depending on what the student requires” (A).
- Embedding also encourages collaboration between LLN and class teachers.

However, it is felt that ideals are hard to attain: “No matter how much embedding you do it’s not enough” (D). There is also some scepticism: “A motor mechanic or a cook ... [is] not necessarily going to be very skilled at doing literacy and numeracy, and ultimately you will end up going back to your specialist person” (D).

5.2 Governance and management

Twotowns is described as “one of the few remaining language schools which offer ESOL at the lowest levels” and aims to help learners achieve their goals (IP, 2008, p. 1). Classes are small, generally around 12 students, and it is believed to be important to “retain class size and quality” (D).

Organisational structure

The academic and administrative leader is based at Downtown. He is supported by a Finance Manager and a National-Regional Office Manager. The Centre Manager at Uptown and the Director collaborate on policy, course review and developing teaching programmes, with input from other staff and students.

Compliance and accountability

External funding necessitates accountability and compliance. WINZ approves learners into programmes; the government collects information about international, migrant and refugee students; and qualification completions are tracked on the official database as well as being accessible to staff: “I have a big wall area ... [showing] all our PRs ... we put in a square when the student passes [a unit standard]. So, if a student moves ... class, the teacher can look up there” (O).

Stakeholders sometimes conflict: “We have to provide a service, not only to the student but to the government” (A), and create pressures: “The compliance burdens are far in excess. Really what we’re trying to do is help the student to move on” (D).

Flexibility

Flexibility is needed: “At the moment we have got quite a heavy academic emphasis ... but at other times we might be much more a general institution. It’s constantly changing depending on the numbers and on the needs of the students” (D).

Having several funding sources is helpful: “We have managed because we have four or five different areas of funding coming in, so if one area drops the other comes up, and if the other area goes down the other goes up” (O).

Initially having two branches made financial survival easier: “A couple of years ago we had a shortage of funding in [Downtown] but we had a surplus of funding in [Uptown]” (D). However, “Now ... they are [regarded as] two different regions. ... We can’t transfer money from one [branch] to the other” (D).

Funds can, however, be used flexibly within each branch. For instance, although the goal is to deliver FLP to 50 students over 46 weeks, at an hour per student per week, this can be adjusted according to needs:

The last intake of Bhutanese refugees ... was a young group of people who had done two or more years of tertiary study. ... They were only here for six months and then I could put someone else in. (A)

[This] group last year didn’t come in until July. I counted their hour a week from July (about 20 hours each). (L)

External networking

Wider organisational links are important: “[The Director] is very, very good at networking” (O). Collaboration rather than competition is critical to survival:

[In this city] ... we all offer something different. ... Sometimes it’s better for us to say [to a student], ... “Have you thought about going to [community college] ... before you come here?” ... When you are starting from a pre-literate place at 20 [years old], becoming a nurse is a long way away. ... You have to get your English up to a certain standard ... then look perhaps ... [at] another TOPs-funded course ... Care of the Elderly. (A)

Students are supported in making a transition:

When we send students off to [the polytechnic] ... for the first semester, they come back here and have lunch ... and use the computers ... but by the end of the semester we see less of them. ... I say to the students we are always here and you can always come back and ask us. There are a lot of trust issues, especially with refugees. ... They have to build that trust with [polytechnic staff]. (A)

Flexible arrangements are important:

I will often say to a training provider, “I have a student who is ready to go to [a course for training care-givers]. ... Can she come and try?” If it doesn’t work out I will take her back. ... If the student isn’t ready to move on we will get feedback ... which we can feed back to the teachers. (A)

Staff roles

Tutors are employed to teach five days a week, five hours a day, on a 12-week cycle. Managers’ often hold several roles; for example, the literacy specialist helps to organise work experience, and the Assessment Moderator also looks after assessment and pastoral care. In contrast, tutors feel there are long contact hours without much variety: “Five hours a day – just English, English, English; it can be a bit much at times, especially towards the end of the week” (T).

Separating students into academic and employment streams in the afternoon is being trialled. This helps students get through assessments, but it does become monotonous for the teacher. In particular, teaching low-level students all day is viewed as demanding: “At higher levels you can take a bit of a break, give them a reading exercise and you ... can do marking or something. ... At the lower level you’ve got to be encouraging them and you are going constantly” (T).

Internal communication

Weekly staff meetings are held, and reporting occurs regularly; for example, the literacy specialist reported to the Director in September on “how we are going in terms of meeting the delivery criteria – the numbers” (L). Informal processes are, however, harder to monitor:

We do have staff meetings, and I will probably call the Director of Studies on a regular basis. We don’t record those anywhere. That’s one of the issues. NZQA do audits. ... How many meetings do we have? Where’s your documentary evidence? (D)

Informal exchanges support moderation (A and L); pastoral care (A, L, D and T); and programmes (L and A); as well as communicating student progress and learning: “I talk to teachers. ... I keep them up to date about how their students are going in the FLP programme” (L). There are also opportunities to share resources informally:

Teachers will come ... and ... say, “Have you got something on this?” ... “Can you put some work into that before I get into my programme next month?” ... We have a half hour at morning tea from 10.30 to 11am. ... We finish at 3pm but the majority of the staff hang around till 4.30 or 5pm. (A)

5.3 Staff

Teachers have to be flexible: “You really need staff who are willing to go with constant change, who are willing to set up a programme, and then basically walk away from it and set up something different” (D).

Qualifications

Teachers all have Bachelor’s degrees and several have higher qualifications. It is also useful for staff to have a range of experiences:

[For PRs] English isn't the only vehicle; it's getting a job. It's very difficult to get an English language teacher to refocus their thinking ... when they feel the student doesn't have sufficient English. (D)

Teachers believe that staff should have "some sort of ESOL qualifications". They also think that overseas experience helps create cross-cultural sensitivity: "[Students] are from overseas, from a different culture ... so they look at things differently and you've got to have empathy" (T).

Teacher appraisals criteria (classroom skills, lesson management, management skills, and professional development) have an implicit rather than an explicit focus on LLN. Criteria for ESOL pedagogy (speaks clearly and distinctly, speaks in appropriate style, uses appropriate register, pre-teaches essential vocabulary, and corrects students effectively) also suggest a greater emphasis on oracy.

Induction and professional development

Each new teacher is inducted by the Academic Director, with input tailored to the particular position. A number of resources support this, for example *Putting IT in Adult LLTeracy: Tips and strategies for integrating computer and information technology into adult literacy programs* (see: www.ns.literacy.ca). Specific EAL development is also provided through the *English-as-a-second language tutor training kit: a learner-centred approach to tutoring adult ESL learners – tutor training manual* (Rutten-James, 2003). This covers: adult learning; culture and communication; learning styles; assessment; integrated teaching strategies; strategies for different levels; teaching reading, grammar, speaking and pronunciation; lesson planning; EAL literacy; and assessment of pre-literate and non-literate learners.

The strong collaborative culture supports staff induction: "Because this team is so robust I got heaps of help. It doesn't take long with people guiding your footsteps" (T).

It is also recognised that EAL students pose special professional challenges:

I can't assume that I understand somebody else's life, somebody else's background, somebody else's culture. ... I'm white, middle aged and grew up in New Zealand. I have nothing in common with somebody who has lived for 23 years in a refugee camp. (A)

Student roles can be different: "Students usually sit back, until they see that speaking out and being involved does not involve a penalty" (A); and there different cultural expectations: "This unit on taxation ... a lot of students come from backgrounds where they think cheating the government is acceptable" (D).

The Assessment Moderator and the Literacy Specialist have attended external courses: "We did a moderator's course together the year before last, and so we know what to look for to achieve consistent standards" (L). This supports mentoring of other staff: "We marked the standard together, so that she had a benchmark" (A). As teachers are well qualified, however, some external requirements are seen as rigid:

It's virtually been imposed on us that we upskill staff to do adult literacy certificates. ... It seems a bit strange because some people can get those skills through other means, like primary school [teacher] training or secondary school [teacher] training or various forms of literacy and numeracy training. (D)

Authentic experiences could contribute usefully to professional knowledge. For example, (L) sits in the back during a driving test so that he can observe and later provide more authentic language input for his students.

5.4 Pedagogy

ELNZ work preparation modules include work experience placements, but mainly classes are taught face to face. Computers are also important, and Moodle is used for quiz work and discussion.

Teaching/learning approaches

An English-only approach is mainly used:

English is the only language that we use in the classrooms. ... If you allow the two Korean speakers to speak, it excludes the rest of the class. ... We do ... some Māori language. ... So when someone says “It’s *kai* time”, you have to know what that means, or “*Kia ora*”, or “Bring your *whānau* around”. ... That’s part of the culture of the country they are in. (A)

ELNZ emphasises communicative teaching methods; therefore oracy is a priority: “Nobody is going to be able to get a job without a reasonable level of communicative skills ... oracy is an important [part] of the literacy” (L); and literacy can be delayed: “We use a lot of speaking and listening. ... Writing can come later” (A).

Communicative methods are also visible in tutor performance review criteria like: “Facilitates rather than instructs”, and “Restricts teacher talk to a minimum”.

There is an awareness of different learning styles, but learners are encouraged to take responsibility for their learning: “That’s not ... the teacher’s sole responsibility” (A).

Learner-centredness

Student needs are central, and this is led from the top: “I would probably talk to [all students] on a weekly basis ... some more than others ... juggling different classes, with the different programmes, with the different funding, with different student aspirations” (D).

Students are interviewed on arrival: “I see 95% of them, so I know which class they go into, I get a good idea of where they are heading” (D). Meeting everyone’s needs is, however, difficult: “I can’t design courses quickly enough to suit all student needs” (D), and class placement is complex. The IP indicates older migrants can “not [be] well catered for” (p. 3) in classes with younger students who learn more quickly.

Formal and informal evaluation of student satisfaction is ongoing:

It’s not something we do once. It’s not always formal, because formal things often don’t work that well. It’s casual – like: “How are you going? Your class is good? Your teacher is good? You’re doing the work? ... How are the kids? Would you rather come in the morning instead of all day? ... Is this the right place?” (A)

An effort is made to include students’ cultures in class work, and to select modules and unit standards appropriate to students, but teachers feel it is much easier to individualise input in one-on-one and small group provisions.

Pastoral and community concerns are frequently linked to FLP content: “Students ... will seek my help assisting them to read, interpret, understand and respond to everyday matters such as power and telephone accounts” (L).

Student needs underpin LLN embedding, even when help with English grammar is sought; for example, a student asked about the use of ‘in’ and ‘at’, “particularly in the application of these when making appointments to see people” (L).

Student expectations

Student expectations can be at odds with institutional requirements: “[I’m caught between] NZQA and TEC and the aspirations of the students” (D).

Although “They are generally quite happy ... [if they are placed] at similar levels” (D), student expectations can negatively influence self-assessment:

A lot of [PRs] will tell us, “I can’t get a job.” ... We say, “Why is that?” and they will often say, “Because my English is not good enough.” ... Unfortunately if they get told often enough about their English they start to believe it. (D)

If you are surrounded by people who can’t speak English and you can speak a little bit you seem to think you are very good. ... They think they are better than what the teacher is telling them. (D)

It is therefore helpful to have external examinations:

They will go to either [the university or a private tertiary institution] to sit their IELTS. ... It’s an outsider who has no interest in trying to keep the student longer. ... That’s good because it reinforces what our teachers are trying to tell them. (O)

Moving students on can be hard, but it is also rewarding:

It would be very easy if there could be an expectation that you could just stay here ... especially if you come from a background of uncertainty and unrest. ... I don’t think it empowers people to let them do that. ... It’s our responsibility to transition them on. (A)

LLN support

The literacy specialist provides some in-class support: “I’ll go in at a teacher’s request and help deliver a particular part of their programme. ... You don’t push it. ... Eventually the trust between teachers develops” (L).

PR students can receive additional literacy and numeracy, either one to one or in small groups of no more than five students (A). (L) refers to this as FLP, but acknowledges that “other people ... may talk about it as the ‘One-to-One Programme’”.

FLP appears to have “a remedial role” (L): “The focus is on a specific skill or knowledge set needed to overcome a barrier to learning encountered in the core programme” (L). Nonetheless, it supports both teachers and learners:

I will ... work intensively ... to close the learning gap, and then I do the retesting ... and report back to the class teacher. (L)

If a teacher has 12 or 14 students in the class, and there is a student struggling with a specific aspect, then they work with [L] to bring them up to speed with the rest of the class. (A)

When you have one student wanting to do mechanics out of 14 you can’t concentrate on that in the class. (L)

Consultation also informs content: “Every six weeks I meet with teachers, individually, and we have a look at the TOPs students and the PRs who qualify [for literacy funding] and identify the areas of learning that their teacher says they are having difficulty with” (L).

Flexibility is important:

I go around and ask, ‘Can I see so and so on Monday from 9.45 to 10.30 – is that convenient?’ ... [A teacher may] say, ‘I don’t want you to have anyone on Friday morning because I’m doing an assessment’. ... I can alter my programme to accommodate. ... I try to vary the times of withdrawing the students from each class, so ... they are not always absent for a critical part of that teacher’s day ... so the same students don’t miss out on the same things each day. (L)

FLP is embedded with class content; otherwise “the student ends up doing two curricula for two different people. It becomes an imposition of extra learning. The essence of support is lost. ... There is also the need to consider the continuity of the student’s core programme” (L).

Individual time is also important: “If you are going to hurry the student along because you have three-quarters of an hour, then the lesson erodes value from the person” (L).

It is felt that more recognition could be given to excellence: “Providers who have successful literacy and numeracy programmes should be rewarded in some way as encouragement to persevere” (L).

Planning

Planning is integrated with learning needs and assessment:

We put a resource pack together for the teachers to utilise – to teach in their programme – and then when ... they have hit those performance criteria in a unit standard, we do the testing. (A)

Planning requires a sense of progression:

We have the [Twotowns] modules which we have developed in-house on areas that our students require. ... There are level 1, level 2 and level 3 modules. ... For example, we have got shopping for food at level 1 ... identifying this is meat, this is fruit, this is dairy and this is where you buy them at the supermarket ... this is the money, a \$10 note and a 50c piece. ... [At level 2] you identify different food groups, there is a trip to the supermarket, lots of role playing. ... Level 3 ... gets more into consumer law and what your rights and responsibilities are ... hire purchase ... so it’s ... shopping in the retail environment. (A)

Planning also has to accommodate a few part-time enrolments:

The teachers know that the full bulk of the learning is done in the mornings, because ... if any part-timers came they came in the morning. ... There’s two hours in the afternoon, and some of our classes are slightly smaller in the afternoon as there are no part-timers. (L)

Learning resources

Textbooks and materials are kept in a central resource bank from which tutors select in consultation with the students. Tutors can also devise their own modules, which are then added to the bank. The resource bank supports teacher preparation, but also ensures overall programme coherence:

We work across those eight levels ... teachers do have specific resources for their class that they have created ... but there is nothing more disheartening for a teacher ... [than when] the students say, “Oh we’ve done that!” ... So there are specific resources for each level. (A)

Materials often emerge from collaborative endeavour:

[With the] module on civil defence we start with the performance criteria. ... We look at the resources that are needed. ... We go to the teachers, ... the library. ... [The Ethnic Centre] had just received copies of the civil defence emergency procedure in several different languages, so I picked up copies of those to add to the resource pack. Our Office Manager ... might come across something on a website, or ... when she's out she might see something and bring it back. ... We work really well as a team here. (A)

Collaboration also occurs between campuses: "I e-mailed [Uptown] to say, 'What are you using and can we can switch resources?' ... [D] will take stuff down and bring things back" (A).

Assessment

Due to regular Monday intake and promotion, learner selection relates to spaces within existing classes. There is "an entry test when students first come in" (O).

EAL assessment includes writing about goals for the next five years; multi-choice grammar items; and a short oral interview. Numeracy is also assessed. Although an NZQA unit standard might involve simple calculations with whole numbers, problems might be expressed in quite complex language (e.g. Unit 8489) (A).

Course tutors undertake assessment, and internal and external moderation is undertaken so materials are consistent with Twotowns and NZQA policies. Samples (10% of student work, across 25% of units taught per year) are collected and reassessed as part of internal post-assessment moderation. Moderation also occurs across campuses to ensure consistency in delivery, teaching, and unit standard version (A).

ELNZ students complete at least 10 modules or unit standards at both levels 1 and 2. They must also complete 40 credits at level 3. The aim is to achieve one credit per 10 hours of student study time, and complete ELNZ within two years. Students are expected to complete a module every one to two weeks, after which they are assessed as competent or not and receive feedback related to the learning outcomes. Procedures are in place for re-evaluation and/or independent evaluation. Students who do not pass are encouraged to repeat that module.

Non-unit standard assessments also provide regular feedback on progress in reading, writing, listening, speaking, vocabulary and grammar related to class and home work.

Several assessment issues emerge:

- Level of ESOL unit standards: "We have always believed that ... an ESOL unit standard ... was below the English level of a native speaker; but ... they are ... say[ing] that a level 1 ESOL is a level 1 core skill. ... So around the country there is an inconsistency" (O).
- Coherence between ESOL and general unit standards: "Those very low-level ones ... by the time we get to the unit standard ... we would have hoped they would have learnt such a basic skill" (L).
- National Student Index: Sometimes several Chinese people registered under the same name (O).
- ELNZ level: "We need to ... [be able to] register qualifications at level 1 and level 2, especially for all our ESOL and beginners' levels" (O).
- Course completion and student goals: "They passed every one of our courses. That's a 100% pass rate [although] they didn't ... [complete] the qualification" (O).

- Discrepancies in credits: “A very, very simple low level ESOL unit standard perhaps shouldn’t carry five credits when a significant unit standard – like developing a CV – only carries two credits” (L).
- Change: “Now I have to work out how we are going to put this other system [Adult Literacy Progressions] in place” (D).
- Adult Literacy progressions: “Many of the migrant learners have not reached the basic level the progressions start at” (L).
- Conscientious staff: “Because it’s ... micro pieces of learning, assessments go on forever, and if you are a conscientious teacher it does take a lot of time. ... I think you have to go back to allowing teachers to make judgements” (D).

Shared experiences are helpful:

I’ve written a story about a school trip to the beach. ... Most students ... by the time they get to this unit standard ... will have gone on a bus ... with people from different cultures; they will have played games – football, volleyball – on the beach; they will have had lunch; ... so that is a shared experience. ... We can test [comprehension] for this unit standard. (A)

It is generally agreed that assessment has to be meaningful and appropriate: “I will not test a unit standard ... just because it’s there. ... It’s got to fit. ... If I focus on achieving [it] ... just because it’s a unit standard, then we all fail” (L).

5.5 Conclusion

Key organisational factors influencing LLN delivery in this case study:

- Embedding LLN creates authentic, contextualised learning that addresses functional needs.
- Staff and organisational flexibility is necessary to cope with external and internal changes.
- Funding-driven and assessment-oriented organisational cultures can be counterbalanced by student-centred approaches.
- Student-centred approaches become an integral part of organisational culture when driven from the top.
- Collaborative teamwork enhances the effectiveness of planning, meeting student needs, assessment, materials development, and professional support.

Emerging issues:

- Links between ESOL and general assessment measures may need clarifying.
- Adult Literacy Progressions may be inappropriate for lower-level EAL needs.
- Prioritising oracy over literacy needs in LLN provisions for EAL learners can be problematic.

6 PRIVATE TRAINING ESTABLISHMENT CASE STUDY

Embedding LLN in vocational programmes

Peter Isaacs

6.1 Introduction

The Private Training Establishment (PTE) that is the subject of this case study is a medium to large organisation and provides a range of qualifications in specific content areas as well as courses through its family/whānau programme and learning centre. The PTE is looking to widen the delivery of literacy, language and numeracy (LLN) to include workplace literacy and is now beginning to deliver the National Certificate in Adult Literacy Education (NCALE).

Ensuring that learners have the literacy and numeracy to successfully complete their programme of learning is central to its operations. From an initial observation it is clear that there is a welcoming culture of support. This culture is constructed and embedded in the operations of the PTE and not something that is added on. This positive culture provides for ongoing formal and informal support across the whole organisation that includes learners, management, tutors and other staff.

The management and staff pride themselves on their professionalism and the ‘hard work’ that they carry out. Central to the discussion at all levels of the organisation are the welfare and learning needs of the learners to successfully negotiate their courses. The literacy needs of learners are clearly established through an initial assessment process. This assessment identifies the education needs of the learner for the course as a whole and in particular the LLN assistance that will be necessary to meet the requirements of the material being covered as it arises in the delivery of the programmes.

For this case study three interviews were conducted with managers; and there were two focus groups of tutors and an interview with one tutor. Participants in one of the focus groups had concerns with the quality of one of the transcripts and this was subsequently removed from the data analysis.

The structure of this case study focuses on four dimensions. First is governance, which includes the policy and strategic direction for the PTE. Second is the management and implementation of the strategic direction in the day-to-day operation of the PTE. The third is pedagogy, which includes planning for and developing of learning, issues of assessment, determining learner outcomes, how the learning is student centred, building confidence, teaching according to adult education principles, flexibility, and collaboration among tutors and management. The fourth refers to the provision, promotion and accessibility of professional development. There is a final section that indicates some key factors for success that are exemplified by this PTE.

6.2 Governance

The PTE is governed by two directors who set the strategic direction of the organisation. At the management and implementation level the Managing Director, Project Manager, literacy manager and heads of department ensure that that direction is implemented. Programmes and

practices are regularly reviewed as a means of ensuring improved capability within the PTE to respond to the needs of learners.

Governance of an organisation focuses on setting its strategic direction and how it will achieve that. The strategic direction articulated in the strategic plan and policy documents identifies LLN as an important focus for the PTE. This is carried through into a range of activities of the PTE including advertising programmes that include a statement that the provision of LLN is part of the programme. In the process of engaging both vocational and literacy specialist tutors they are made aware that their work entails the delivery of LLN.

The strategic objectives for the organisation require that all programmes include the following key components.

- An environment that is educational, fun, motivational and responsive to student needs, to encourage lifelong learning.
- Comprehensive literacy assistance for all students through the Student Learning Centre to remove low literacy as a barrier to achievement.
- Industry skills and nationally recognised qualifications that are current.
- Relevant and transferable foundation skills.
- Establishment and monitoring of policies, procedures and practices that orientate organisational managers, board members and other stakeholders.

These objectives underpin the culture of the organisation.

The PTE has a commitment to the provision of LLN and has done so for many years. In 2002 the current literacy manager was employed as a specialist literacy tutor. The PTE is a Training Opportunities Programme (TOPs) provider, which was a factor in the development of literacy into the programme structure. Government funding policies played a part in that development but it was pointed out that changes in those policies could also be a barrier. There has been considerable success for learners and that is attributed to the LLN provision.

I would say that our commitment to literacy is strong. The point of tension comes between funding and what we want to deliver. ... Historically we've been a Youth and TOPs provider, with a commitment to literacy for our own learners and what I have noticed over the years is that our outcomes ... are significantly higher than those contracted for. ... We attribute a significant amount of that positive difference to the literacy services that we provide. (M1)

The commitment to the LLN programme is founded on the proven results of the tuition and the outcomes for learners. This success is derived from the expertise of staff, and the systems developed, that has led to the PTE enjoying a good reputation with the funding agencies as well as the local community and businesses.

Our students do progress in significant numbers to places like university, which is pretty much unheard of out of TOPS courses considering they walk in the door meeting the TOPS criteria. So our commitment to literacy comes from proven results and we believe it makes a difference and we have evidence to say that that is the case. There is a commitment to literacy too in the sense that it is as a business ... we have developed good expertise, good resources, good systems and we are acknowledged for those and so we see ourselves in a strategic direction also moving and staying with literacy. (M1)

In terms of the future direction of the PTE, a cautionary note was voiced concerning changing in funding regimes and the uncertainty that has created.

There is a point of tension between what we want to do operationally and what the government is deciding not to fund anymore. ... There are barriers and issues to overcome in terms of what we want to keep providing for our students. ... Yet we know operationally that that makes a significant difference, so the point of tension is how do we fund LLN well and make sure our vocational tutors have the support they need to embed literacy really well and it's good quality and they are supported and have the time and those sorts of things. (M1)

The PTE faces cuts in its funding, particularly for its learning centre. Despite these developments the PTE is looking at other directions to deliver LLN. This includes the development of workplace literacy and the delivery of the NCALE qualification. The major concern for the PTE is to ensure the programmes are appropriate for the needs of the community in which it is located. The PTE has not charged for tuition and is not considering doing so.

Now in this community ... it's a totally different socio-economic make-up in the business community and if we charge, I don't believe the uptake will be the same ... we are about making a difference in this community. There's a good argument for us not to charge. (M1)

The governance body and the management are aware of the adult literacy issues in New Zealand. Their planning is based on market analysis that provides the information about potential learners who might participate in a particular course or programme. This is supported by the experience of working in this community context for a number of years. The analysis of statistics assists in making an educated guess or estimation of the likely literacy issues and other issues that students might bring. Part of the planning process involves regular reviews of the structure, systems and reporting processes to address barriers faced by learners; these include a range of social issues including health, disabilities, poverty etc.

6.3 Management

The literature review findings point to collaborative relationships and good teamwork as important for the success of embedding literacy in vocational courses (Casey et al., 2006). The interviews with management and staff of the PTE and documentation provide strong evidence that considerable emphasis is put on building a supportive culture. It is based on providing the best possible tuition for the learners that enrol with the PTE. Its approach is first and foremost student centred. Tutors, both vocational and specialist LLN, have a commitment to supporting the learner in developing their literacy and numeracy. There is evidence of trust in each other's expertise and ability, and there is an open door policy that enables management, staff and learners to have access to each other. It appears to be part of the process of support and delivery of the programmes and is not something that is just added on or the responsibility of another department. It was stressed that the relationship with the Managing Director was very important.

I think what is important is that you need to be given an opportunity for that role to exist because if you don't give people an opportunity to be heard then that whole dialogue of mentoring cannot take place. So I think the manager is really important in that she allows that environment of literacy and numeracy to take place. I will stand up and say things. She allows me to do that. You need a manager who will allow someone to say, "No that's not right, it's not about funding, it's about good teaching," and this is about good teaching. (M3)

It's very clear in communication ... we are all here for the same purpose and ... it makes a huge difference when you're interacting with people. (T)

My first impression coming along here is that there is a tremendous amount of support; in fact it's policy that is written, that we will support all our students in whichever that may be, whether it's extra one on one, having embedded literacy integrated into the course. (T)

I think it's the culture and another thing that really impresses me is the open door policy of the senior managers. There's never been a feeling of – you shouldn't come here. There is that approachability of all our managers. (T)

Operational planning for LLN is the responsibility of the literacy manager, who works with the managers of the various programmes and has particular responsibility for the student learning centre. This position is very important within the structure of the organisation and the person in the current position acts as the champion for literacy. The role carries two aspects, one of which is about supporting, guiding and managing the literacy staff and in conjunction with the other managers seeing that LLN is embedded in the programme delivery.

Initially tutors have one hour per week with me for mentoring ... and we have vocational literacy team meetings and they have set up their own team meetings and their own agenda with what they are going to discuss. (M3)

There is also the role of advocating for literacy provision to the Directors. This is a significant role in that the literacy manager makes the case for the needs of the learners and the implications for tutors and their professional development. All of this is linked to the effectiveness of the service delivery of the PTE and ultimately its reputation in the community.

The literacy manager is also responsible for ensuring that tutors, both vocational and literacy specialist, have opportunities to meet and discuss developments for learners. The manager also has responsibility for ensuring the quality of the provision. The culture of the organisation is facilitated by the literacy manager and provides support for tutors, both vocational and literacy specialist. It is a practice the Directors have encouraged in the PTE's desire to increase the effectiveness of the various programmes. The PTE's:

Commitment to literacy and numeracy is because the organisation believes in the educational and transformative values to students and won't back away from that, even at its own cost. Underpinning literacy and numeracy will always play a part; it will continue to be and will become more important. (M3)

An important issue for the work of the PTE is the employment of people who will fit in with the culture of the organisation. The policy of the PTE is to advertise positions. However, this is supplemented by knowledge of the local community that leads to knowing the people who may be available. This latter aspect refers particularly to the vocational tutors. The positions for literacy tutors are advertised but from time to time there are people who may be shoulder tapped.

Vocational tutors are expected to have the relevant qualifications in the subjects that they will tutor. There is also the expectation that they will upskill in the subjects they tutor and will complete the National Certificate in Adult Literacy Education (Vocational) (NCALE Voc). There is ongoing support for tutors both formally and informally. The experience of the PTE is that it takes about a year for the vocational tutors to be completely inducted into literacy and numeracy. The specialist literacy tutors are all expected to complete the specialist National Certificate in Adult Literacy Education (Educator) (NCALE Educator) and in general they are expected to have other teaching qualifications or have come from some other teaching background.

6.4 Pedagogy

The learning centre is pivotal to the embedding of literacy in the vocational courses. The staff are either trained literacy specialists or are in training. Each learner who arrives at the PTE is given an initial assessment, carried out by one of the literacy specialist tutors. The initial assessment is to determine the literacy gaps to be addressed for the learner to succeed with their chosen course. The assessment is matched with the progressions. The literacy specialist tutors work with the vocational tutors to develop the learning outcomes for each student. This entails building into the vocational course programme the literacy components that are necessary for the successful completion of the student's programme of study. They also provide workshops for the vocational courses on a weekly basis. In this they provide literacy and numeracy tuition that is contextualised to the literacy and numeracy requirements of the course. Tutors at the learning centre are also available for one to one where that is appropriate.

Thank goodness we have the learning centre ... those tutors over there do an awful lot of one on one and workshops. Our tutors [vocational] would not have the time to do all the literacy work that is done here. ... And we're learning. I mean I'm not a literacy specialist. ... And although we can still do the job, we embed it and work every way we can, but if someone has a real block and a real fear, we need the specialists there to get them started. (T)

In learning for adults there has to be some meaning and a sense of why am I doing this and I have found that at the learning centre with our parents, they have sometimes given up forever on gaining literacy and numeracy, but when it comes to their kids, it's a whole different story and they want their kids to do better than they did and so that's like the carrot. (T)

The embedding of literacy involves assessment and mapping of the progressions onto the course content. The processes developed are very detailed. Each of the courses and their various components are mapped onto the progressions. In this way the LLN requirements for each programme are identified for each tutoring session. Collaboration between the vocational tutors and the literacy specialist tutors facilitates the development of a matrix for each group of learners. The matrix identifies the capacity of the learners to meet the LLN requirements of each session. The lesson plans are then developed to take into account the various LLN and vocational course needs of the learners. "Yes, it's a biggie and I know there have been guys who would not have made it without it" (T).

Everyone knows about learning progressions. We all understand exactly where the students are and where to go. Not just about where they are but how to get them to the next step. (T)

Some courses have two contextualised literacy workshops a week. In one course they have one contextualised literacy workshop, with specific focus on literacy and numeracy learning that is important for the course. The vocational tutors are not part of the delivery of the workshops but they work closely with the literacy specialist tutors to co-design each session. So the literacy tutors work through the process in their workshops. Where learners require one-on-one tutoring, their individual needs are assessed in relation to the material on the course or goals they have set. The vocational tutors provide the embedded literacy. The threefold approach includes contextualised workshops, the one on one and the embedded literacy.

The PTE has experienced difficulties in providing the LLN for what is referred to as the mixed mode courses. These courses involve elements of distance learning and block courses. For one course a literacy screening test is used. In the past when this course was delivered in mixed mode without having a screening test, people failed. The literacy content was seen as too difficult for them without ongoing support. Learners now have content workshops and there are

some tutorials. These tutorials focus on the literacy and numeracy skills that are required to meet their course requirements. Similar changes have recently been made to another course.

Literacy tutors provide the mapping of progressions where the vocational tutors are not at the stage of doing that. In one course, tutors with some experience of LLN are more conversant with embedding literacy. Those vocational tutors who are familiar with the progressions do that mapping themselves and start creating assessments. In such situations the literacy tutor is a support person and provides one-on-one tuition where required. The literacy tutors also provide the workshops that provide opportunities for learners to practise their LLN skills.

The literature stresses the importance of collaboration between vocational tutors and literacy specialists (Casey et al., 2006). The time for these meetings is allocated as part of the process of the preparation and delivery of the embedded literacy. Some groups meet fortnightly and others every three weeks, while some other tutors meet informally to chat and discuss different issues as they arise.

There is an emphasis on providing vocational tutors with skill and confidence to embed LLN and evidence that this is being successful.

I think that initially the LLN provision was very dependent upon the literacy tutors. But more and more they [the vocational tutors] are less dependent as they have grown in their own confidence and ability to embed literacy and address issues that have arisen. They are coming up with their own ideas. But I think there is a move away from being dependent now and I think for most courses there is a sharing of knowledge rather than a dependency. (M3)

Vocational tutors need to understand the role of LLN in learning that is related to vocational work (Casey et al., 2006). Literacy tutors can also learn from the vocational tutors, especially in terms of the needs of the learners.

I also think that literacy tutors have just as much to learn from vocational tutors. Last year we got a new literacy tutor who doesn't know much about the courses here, so she was very dependent on the vocational tutors to give her context for what was going to work for what she knew. (M3)

The planning and monitoring processes are based around the matrix referred to above. This maps the course work to the progressions and is linked to the LLN needs of the learners. This is then used to monitor the progress of learners.

We can track each student to see how they are progressing or if they have slipped anywhere and then there will be a meeting between the literacy tutors and the course tutors. (T)

While the teaching approaches are focused on embedding LLN as outlined above, they encourage tutors to be innovative, and encourage learners to try new things in new ways so as to build confidence and independence.

I think what we try and do here is not make them sit in a classroom all day long. It's very hands on and very interactive. With literacy it seems they are happy to read, but it can be totally different. (T)

From life experience, it is when you make things more interesting and fun our students really respond to that. And again, as an organisation, the PTE has got shelves of resources at the student learning centre that are open to any tutor. (T)

Part of the teaching practice involves spending time looking at approaches to the different needs of the learners.

We have regular meetings with the different teams and tutors from the course to discuss the literacy and any particular students they are concerned about. We talk about how we are going to deal with that. (T)

Another issue that arose concerned the different understanding of the meaning of literacy. The tutors and management are aware of the different approaches to literacy, which they contextualise within the framework of the vocational courses.

I think we do a bit of everything. Possibly some of our one-on-one tends to look initially at functional, but I think in our courses we look at critical literacy. How you apply literacy in making real decisions in problem solving in the workplace. (M3)

Well reading and writing is literacy. But today, it's effective communication, like listening and speaking; you still have writing, numeracy, like ICT etc. It's basically how you function. It's about functioning within society or within any group. (T)

We start out at that vocational level, but with students I work with there is always encouragement to ask those 'what if' questions. You get them thinking a little more. (T)

Social issues are addressed in the course content as they are related to the context of the lives of the learners.

All of our programmes have quite a large chunk of general communication skills where people need to reflect on themselves as an individual part of the community, family and looking at their own self-esteem, their beliefs, their own pathway, so I think there is that flavour and we do a number of workshops that look at how people feel about their own levels of confidence.

There is discussion that focuses on responsibilities; now the students ran that whole day, they took responsibility for the money, for organising the thing and each one of the groups does an events day and I think that amazing skills came out. They provided food; they did everything for 80 odd people. (T)

6.5 Professional development

The training manager initially works with new appointee tutors on a weekly basis.

If we were going to make integrated literacy work, they really needed mentoring and we developed systems. (M3)

But the tutors here are expected to keep current in literacy and numeracy provisions.

The literacy manager explained the support and structure for LLN and how the vocational tutors are supported in their tasks.

Well for the first year they are inducted, so there is an induction of understanding the process, working through the tasks and assessment, teaching and how to embed literacy, creating forms for assessment and eventually by the end of the year they might be ready to start looking at progressions. But we've only started to look at the progressions. We are concentrating on recognising the demands of the course and being able to recognise those opportunities to teach and embed literacy and numeracy. (M3)

The professional development as outlined earlier in this case study is both formal and informal. All tutors are required to gain the NCALE that is relevant to their work. There is regular support and mentoring from the literacy manager and there is the upskilling of tutors in their specialty.

6.6 Conclusion

There is a strong culture within this PTE that focuses on outcomes for learners. There is no single model of embedding (Casey et al., 2006; Skills for Life Development Centre, 2006) and this PTE is an example of one way to respond to the needs of the learners in their community. The literature indicates that successful embedding in vocational courses was the result of the ways institutions made the programme and structure work for learners, and how well it became an integral part of vocational learning. Such an approach is a strong feature of this PTE.

The structural features such as policies and organisational arrangement provide a firm base. In addition embedding requires teamwork between vocational and LLN teachers, shared understandings and beliefs among all staff involved. This teamwork requires strong support and commitment from the governing body and management, as the collaboration at the tutor level alone will be inadequate to fully meet the needs of students (Barton & Pitt, 2003; Callan & Ashworth, 2004). This case study demonstrates that the PTE has invested considerable time and effort to create a collaborative learning environment. This has become an accepted way of working.

This PTE provides a whole-of-organisation commitment, which drives the provision of services for students. The PTE provides an example of an approach to embedding literacy that is working for the learners, tutors and management. Of importance is that any learning to be derived from this programme requires attention not only to what happens but also to how it is carried out. This includes how the culture of the organisation has been constructed and implemented. The relationships that have been developed and fostered between the different tutors and management in this PTE are important elements of success. This is not something that can necessarily be easily replicated. But the approaches identified in the literature and the examples provided by this PTE provide a framework that could be adapted to suit the structures and personnel in other and different settings.

A significant feature of this PTE is the constant reviewing of practice. This is taking place at all levels of the organisation. This finding is not so explicitly recorded in the literature but it was suggested that it has allowed this PTE to develop its capability, which has led to successful outcomes for learners and increased the confidence of the tutors in the delivery of the services.

One of the issues to be faced by this PTE is that of funding. While there has been funding for the development of the learning centre and the provision of skilled literacy specialist tutors, this funding has now ceased. The learning centre is considered pivotal to the successful embedding of LLN in the vocational programmes of the PTE; however, it is also significant in ensuring that the learners gain the necessary support for the literacy and numeracy they require to successfully attain their vocational goals. This finding echoes the findings of Casey et al. (2006), who note that success was more significant where there were both specialist and vocational tutors working collaboratively. It did not mean that the tutors worked in the class together but the roles of the literacy and vocational tutors were clearly understood by each group as were the implications of each other's work in achieving successful outcomes for learners. This PTE provides an example of one way of responding to the embedding of LLN that successfully achieves positive outcomes for its learners. However, the government funding cuts will put pressure on the resources of the organisation as it works to maintain this element of its services.

Finally the key factors of success can be identified as:

- The development of a culture in the organisation that has as its focus successful outcomes for learners in both LLN and vocational qualifications.
- A specific person who acts as a champion for literacy within the organisation.
- The learning centre with its focus on the development of initial assessment, and on support for both learners and vocational tutors, as well as on monitoring and evaluating progress.
- The mapping of the qualifications and courses onto the progressions to identify the LLN requirements.
- The development of a matrix for learners and classes that identifies the LLN needs of each learner for the programme they are currently undertaking.
- The close collaboration of vocational and literacy specialists.
- The provision of time for literacy specialist tutors and vocational tutors to plan and evaluate their work collaboratively.
- The threefold approach to literacy provision: embedded, one on one, and contextualised workshops.
- The confidence that tutors have gained through the policy of requiring all tutors to gain a literacy qualification.
- The provision of regular, ongoing professional development, mentoring and support.

7 INDUSTRY TRAINING ORGANISATION CASE STUDY

The integrated workplace learning project

Nick Zepke

7.1 Introduction

This case study explores how one Industry Training Organisation (ITO) provided embedded LLN for its workforce. It had identified shortcomings in LLN skills among support workers as barriers to their completion of their base qualifications. The ITO sought and gained funding from the Tertiary Education Commission to develop the *Integrated Workplace Learning Project*. This project aimed to “help support trainees with their workplace literacy demands while they were also completing the National Certificate in Community Support Services (Foundation Skills) qualification”, and sought to “support employers and workplaces to begin to understand and address workplace literacy needs” (ITO, 2008, p. 145).

The ITO ran a pilot programme with four health providers from 2007, and after evaluating its effectiveness rolled out a second stage involving 30 health providers in 2008 and 2009 (ITO, 2009). This second stage was completed in mid 2009. Most industry stakeholders prefer to embed level 2 and 3 training in their workplaces. Some workplaces don’t provide the education/training themselves, but contract out this function to specialist training providers or health providers with a training arm. The 34 health providers involved in this project employ support workers themselves while also providing training. *The Integrated Workplace Learning Project* played an integral part in embedding workplace learning. It was developed, led and monitored by a project manager who reported to a director who in turn reports to the Chief Executive.

This case study surveys embedded literacy provision by five health providers located in both main islands, in cities and provincial centres. Fourteen people contributed to the data: 10 through individual interviews, and four in focus groups. Two of the participants were in strategic positions in the ITO; five were health provider managers; five were workplace trainers in embedded programmes; and two were literacy specialists supporting workplace trainers. The sample was organised by the ITO and all participants were supportive of the programme, some enthusiastically so.

The case study structure is shaped by a literature review and the research questions set in the project brief. It is organised under four major headings: Governance, Management, Pedagogy, and Professional development of workplace trainers. Under governance the study reviews the ITO’s goals, strategic planning and resourcing; and under management it describes how embedding is managed, how learning cultures are established and maintained, and how programmes are supported and quality assured. The section on pedagogy outlines favoured approaches to – and methods of – teaching; and outlines how assessments are made and learner outcomes achieved. The professional development section covers training opportunities for trainers and describes the qualification structure available to these participants.

7.2 Governance

Purposes

According to the ITO's website (ITO, 2009), "a significant role for any Industry Training Organisation (ITO) is to work with their industry (sector) to establish standards of competency for workers which then allow the development of national qualifications and career pathways for the workforces the ITO is supporting". To achieve this purpose the ITO has developed a number of national qualifications based on unit standards ranging from levels 2 to 6. Since 2007 it has aimed to embed training within actual workplaces or, where workplaces do not maintain a training function, within programmes offered off site by education providers. The embedded LLN project was developed to fulfil these two key purposes: to meet industry's LLN needs by embedding LLN provisions within workplace training programmes; and to embed LLN skills for trainees who are enrolled in the National Certificate in Community Support Services (Foundation Skills) (Level 2), which staircases into the National Certificate in Community Support Services (Core Competencies) (Level 3).

Strategic planning

The ITO prepared for embedding LLN very systematically. An initial needs analysis aimed to identify the needs of learners and providers, together with service requirements. A very complex picture emerged. Carers in this sector provide support for clients living at home or in residential care. Carers are predominantly female, aged from 35 onwards, working part-time, and with no previous qualifications. Most of them face challenges in balancing home life with part-time work, and most lack confidence in their ability to complete a formal qualification. Amongst the carers are a high number of migrants. Some of these workers are nurses who cannot become registered in New Zealand because they don't meet the International English Language Testing System (IELTS) requirements. They are using care and support work to develop their English language skills and to understand New Zealand's culture. A call for expressions of interest went out to the sector, and both home-based and residential care workers participated in the project (A1).

When identifying the capabilities of health providers, the ITO looked at a number of factors: a health provider's level of understanding of LLN needs; employees' current status in terms of learning objectives and qualifications; the health provider's aims and objectives; and the options of on-site or off-site delivery. Results showed that the nature of health providers varies greatly, as do their training needs and capacities. Some health providers are located in rural New Zealand and others are in cities; some are privately owned residential homes and others are government-funded community service groups; some are small and others are large national organisations. Their interests, needs and resources also vary greatly: some have resident trainers with varying qualifications; others offer extensive training programmes; while some have little (or no) experience of on-site training. In short, there was a lot of work involved in familiarising participating health providers with embedded LLN. This diversity of needs had significant resource implications and posed challenges in delivering high-quality programmes (A1).

The ITO developed workplace profiles for each health provider:

What I did was a workplace profile on resource capability and then I looked at the workplace trainers' profiles and skill sets to help identify the types of support that they may need. (A1)

Many organisations did not have dedicated trainers but could identify a staff member to take on this role. Where the ITO felt that there would be sufficient and ongoing support for such staff members it agreed to provide training. But new trainers had much to learn about LLN and it was decided to contract literacy tutors to mentor, support and upskill in-house trainers in the delivery of embedded LLN. It was felt that literacy specialists understood adult education, industry training and language development in LLN. The project ensured that at least half the providers

had educationally qualified trainers while the other half was afforded support by literacy specialists. At the end of the two-stage project half of the providers had employed literacy specialists to support the vocational tutors while half of the vocational trainers had gained educational qualifications (ITO, 2009).

The workplace profiles generated a conceptual model that supported both trainees and trainers. Trainees developed their LLN skills while studying for the National Certificate in Community Support Services (Foundation Skills); workplace trainers were supported by workshops, an extensive resource folder, and the facility to obtain a study grant to raise their qualification level (ITO, 2008). Workplace managers were charged with assisting capability building by constantly raising awareness of LLN issues. But given the diversity in the sector, this model could not be unitary:

We don't have one model; we try to keep it personalised. There are some commonalities on what seems to work, but we keep personalising it. (A1)

This situation engendered flexible approaches within clear guidelines. For example, a Pasifika provider with high-need learners was accommodated beyond the boundaries set by the model; and another provider who objected to the timing and extent of requirements was able to renegotiate these provisions.

Starting with that approach, I found about halfway through the learning the health providers phoned me and said can we extend it, can we have longer hours, it's working, but we can't manage it, so it was driven from their experience. And I kept it flexible and kept the literacy tutor on longer where needed ... that has been a challenge at times. (A1)

Resourcing

The *Integrated Workplace Learning Project* enabled the ITO to provide a number of training options: each health provider could have a literacy tutor working alongside a trainer for the first round of group sessions; half the health providers had a literacy tutor to support the workplace trainer or professional development in literacy for workplace trainers with educational qualifications; a number of workshops were offered for all trainers and workplace advisors to provide regional support in building on-site capability, supported by an extensive training folder; workbooks were provided to help facilitate trainees' achievement of the certificate. The contract provided for 480 trainees to be enrolled.

7.3 Management

Embedding

All five managers were supportive of embedding literacy in workplace training. One went so far as to say that it could not be taught on its own (F1). Because the lead organisation, the ITO, provided strong direction and support, there was considerable agreement about what embedding might achieve.

I think embedding literacy for me is putting the trainee or learner in a situation whereby they feel empowered to be actually able to engage in the topic, think through it, learn a little bit more as they go along and then actually relate it back to their work. (C2)

There was also marked agreement about how to deliver embedded LLN. The agreed 'model' usually consisted of group sessions of 10-12 employees who attended classes every fortnight for 24 weeks (ITO, 2009), although some variations of this model were mentioned; for example, at least one provider arranged with an external literacy provider to teach some staff in one-on-one sessions (C1). Sessions focused on the skills needed by health and disability sector care workers

when working with clients. These skills were presented and discussed in workbooks produced by the ITO. Each workbook covered one of the nine unit standards comprising the National Certificate in Community Support Services (Foundation Skills) Level 2. Where requested, literacy specialists supported workplace trainers for a negotiated period.

In general, workplace trainers and literacy tutors worked well together. Indeed some workplace trainers seemed quite dependent on literacy specialists: “I couldn’t have got started being a trainer without [name]” (E2). But there is also evidence of tension:

I am very enthusiastic about embedding but it rests and falls on the vocational tutor. [At one stage] I had to assume the task of the vocational tutor ... because the tutor didn’t have the confidence and it’s made me more convinced that the crucial role is the literacy knowledge. (G2)

On the other hand:

We’ve had some trouble with literacy tutors, not a lot, but it’s hard to find the right person. Sometimes we get tutors who focus solely on one-on-one and we stay away from that because we look at a group situation. (A1)

Whether or not embedded literacy skills were transferable showed up another area of tension. One manager, in particular, disagreed with what she saw as TEC’s assumption that embedding literacy in one workplace could be transferred to another: “I’m not sure if that is necessarily so and there is a lot of stuff around that I think should be explored” (G1).

Creating learning cultures

The literature (e.g. Guenther, 2002; Maclachlan & Cloonan, 2003; Suda, 2001; Tett & Maclachlan, 2008) suggests that successful embedding requires positive cultural and structural surroundings for learners. The data offered three strong themes in relation to creating and maintaining learning cultures, namely: support provided to trainers; maintaining a balance between workplace training and literacy development; and the connections between literacy skills and social living.

Support of trainers was seen as vital to the success of the project. The sentiment “people need ongoing support” (D2) was often repeated. The nature of the support needed varied widely but often cited the availability of literacy specialists, the collegiality of teamwork, and the provision of financial and learning resources. It was acknowledged that the ITO put into place a delivery model supported by workshops and training resources; made available a limited supply of literacy specialists; and opened training pathways and organised learning and delivery get-togethers (A2). According to one manager these support measures create a:

Sustainable model of teaching and learning wherein we have started to develop skills and knowledge around literacy that we can embed into our programme and develop our support workers into becoming more independent learners, to have more confidence around language and reading and then thinking about that reading and what it means to them in terms of their practice and how they can translate their knowledge into practical skills. (B1)

Individual health providers seem to have built on this model. A number of them mentioned initiatives in creating supplementary lesson plans and learning resources. Three also provided extra finance to train the trainers.

But a number of participants were concerned that literacy could come to outweigh the vocational aspects of training. While they recognised that embedding literacy in the training

programmes for support workers was vital and took place within its vocational context, they saw a danger in the purpose of the training they provided being overlooked.

I think one of the challenges for me is that our core subject is disability; it's not literacy and I understand and recognise the value of embedding literacy as added to the course material but at the same time it's getting that balance and keeping sight of the fact that our core subject is disability and that is an ongoing challenge. (F2)

This participant felt that the training was becoming unbalanced and favoured literacy over basic vocational skills training. Another felt that tensions between vocational and literacy goals were inevitable, and that it was up to workplace trainers to ensure that a sound balance was maintained (B2). Another suggested that the purposes of literacy and vocational learning were not in conflict. Both try "to get the employees to become critical thinkers ... [in] a complex environment, working with multi-cultural needs" (D1). Both aspects of training help trainees to adapt to ever-evolving changes.

Researchers like Crowther et al. (2003) and Tett and Maclachlan (2008) argue that literacy learning has a social purpose. This stance was fully endorsed by participants: "I see literacy very much as a social practice" (G2), and "If you educate a woman you educate a family. So ... literacy is about society" (C1).

One support for literacy as a social practice came from the notion of equivalence. Support workers are seen to be part of – and to work in – society. Consequently, similar skills are needed in the workplace and in life (D1). Skills such as listening, paraphrasing, interpreting, questioning, clarifying, summing up and reporting back are vital to a support worker but also inherent in daily life (B1). Another support focused on the notion of transfer:

I do think that improved literacy will definitely improve the quality of home life and the ability to service their own needs, both within households and community participation. (E1)

But transfer was not supported unanimously. One participant was clear: "I don't see literacy as necessarily a transferable skill" (G2). Another support for literacy as a social practice was based on inclusion: "You can't run a group of Māori women and not include their families ... their children's homework and their other relationships" (D1).

Supporting programmes

Participants said a lot about programme support, and most expressed views about human and learning resources. One strong theme related to employment conditions and remuneration. Literacy tutors were more concerned about employment conditions than were their peers. They focused on the lack of job security: "I probably can't keep doing this because there is just not any regular work really" (G2); and timing issues: "There is a shortage of time for vocational trainers to develop learning plans and resources" (G2). Some workplace trainers, too, thought that they were paid a pittance, and saw issues around:

Remuneration structures and benchmarking positions, having proper job descriptions, having a salary structure, looking at and reviewing people's performance and where they sit at a local, regional and national level. (D2)

But many also considered that their trainees should be compensated for the time spent in training. Some health providers "pay support workers to come into class ... paying them for the time they are here and they are not actually earning money" (B2). But this participant also observed that this arrangement left trainees out of pocket as they still lost money. Since many companies will not pay trainees to attend courses, programme quality is reduced.

There was considerable discussion about the learning resources supporting the programme. Participants mentioned courses and the resource folder, mostly favourably. But most comment was generated about the nine workbooks supporting delivery of the unit standards. Both quality and use were described. In the main, participants agreed that the workbooks are relevant (E2), useful (G1), impressive (G2), and suitable for embedding literacy in workplace learning (F1).

I believe a big reason why the completion rate is high is because of the workbooks that have been designed. The workbooks they are using now ... scaffold [learning] in bite size chunks, very user friendly, lots of white pages, pictures. (A2)

This positive judgement was not quite unanimous. One provider reported that trainees find the books “very, very difficult, so a lot of our time is spent going through the ... books as part of the literacy thing” (B1). This provider develops its own resources: card matching, case studies and client scenarios, and role plays. Other trainers took a similar approach and probably used the workbook as intended: “It’s a generic book and the smart providers have used that as a minimum base and built their needs around it” (A2). Other providers work through the workbooks systematically (C1).

Quality assurance

While this case study cannot evaluate the *Integrated Workplace Learning Project*, it is important to describe the processes used to quality assure the project. Two sets of information about quality assurance may be noted. The first centres on evaluations and reviews carried out by the ITO. Its contract with TEC required the ITO to submit six-monthly progress reports (ITO, 2009). These reports were based on fortnightly or monthly reports from providers and included attendance sheets; questionnaires and/or meetings with managers, workplace trainers, literacy tutors and trainees; information on qualification completions; and evaluations of pre- and post-literacy assessments. In addition, the ITO commissioned two researchers to conduct a formal evaluation to be published in August 2009. In general terms the ITO is positive about the project:

I’m noticing that ... the health providers are changing; they are putting in a better structure around their training and support mechanisms, [although] some still have a wee way to go. (A1)

Some challenges were reported in the April 2009 evaluation, however, including unevenness in the way providers conducted training, a shortage of qualified assessors in some organisations, and variability in pay structures. Co-ordinating an expanding project was recognised as another challenge.

Health providers also review their work on an ongoing basis. In a report to the ITO, one noted very positive achievements, in particular that a strengthened organisational infrastructure had delivered a cost-effective training system, improved productivity and staff retention, and enhanced the quality of client care (ITO, 2009).

Providing the certificate qualification to care and support workers has made a huge difference to the women, [whose] confidence and self-esteem have increased dramatically. (D1)

From ongoing monitoring, a professional development focus has emerged that centres on identifying literacy needs, and using learning progressions within the workplace to guide the support provided (ITO, 2009). Another provider received daily feedback from trainers and trainees that identified achievements by – and challenges to – the whole organisation. Achievements included the people-centredness of the organisation, which enabled it to take account of cultural differences. “Challenges are significant because to really embed literacy in

the organisation, it needs to have verifiers and assessors” (E1). And assessors are in short supply.

Another health provider suggested that a novel way of assuring the quality of their programme is to conduct literature searches that identify best practice in embedded literacy delivery (B1).

7.4 Pedagogy

The evidence obtained suggests that teaching approaches, methods and assessment practices are located within an adult education framework that is constructivist and learner centred, with an approach to literacy that brings to mind Freire’s observation that literacy is the ability to read the word and the world (Freire & Macedo, 1987).

Approaches to teaching

All participants who voiced opinions supported the broad definition of literacy advanced in the *Literacy, Language and Numeracy Action Plan* (TEC, 2008, p. 6):

Literacy is the written and oral language people use in their everyday life and work; it includes reading, writing, speaking and listening. Skills in this area are essential for good communication, critical thinking and problem-solving in the workforce. It includes building the skills to communicate (at work) for speakers of other languages. Numeracy is the bridge between mathematics and real life. It includes the knowledge and skills needed to apply mathematics to everyday family and financial matters, work and community tasks.

When describing their own approach to literacy teaching, participants mentioned all the skills listed in the definition, adding paraphrasing, interpretation of instructions, understanding subjective and objective data, recognising and accessing tacit knowledge, and summation and clarification (B1). Repeatedly they mentioned the importance of teaching critical thinking. “There was a culture in the workforce where people didn’t really question things” (A1). There was, therefore, strong support for an approach to teaching that went beyond traditional technical literacy.

I think the course itself and the learning in it ... is much wider and it does encompass cultural literacy and the ability to make sense of the world ... and so a literate person is making sense of things around them. (F2)

Another summarised the general opinion about suitable teaching approaches: “We want to develop people’s life skills; work skills yes, but life skills” (G2).

Most participants consciously located their teaching approach in adult education. Knowledge is seen to be constructed “in relation to [trainees’] own background of experiences and their own learning and they can textualise it to the framework that we have” (B1). Before they become support workers, trainees usually have a great deal of experience with people that they can apply when learning literacy skills. The ITO supports a reflective approach to learning by providing workplace trainers with resources in the trainers’ resource folder that show how reflection can be built into literacy training. While some participants were subject centred, most were unashamedly learner centred: “Our first priority is the learner. In planning and teaching we are very focused on the needs of learners” (G2). Literacy tutors were seen as champions of adult education ideas and practices.

Literacy tutors had a strength in understanding the concepts around adult education, industry training, and language development in literacy and numeracy with [which] we created a model with the health providers. (A1)

Interestingly, some workplace trainers qualified in adult education took a little longer to use an adult education approach to literacy, language and numeracy development than the trainers who had no formal qualifications (A2).

Teaching methods

The ITO ran workshops and provided a resource folder to help workplace trainers develop suitable teaching methods. These resources favoured teaching methods that were activity based.

Instead of the trainer telling them what they need to know and controlling the learning, we encourage group learning, trainees writing on the board, not just trainers, so they are continuously using their literacy, language and numeracy skills while learning. (A1)

Some workplace trainers continue to use transmission mode teaching. But most have undergone a transformation.

I think we were very much stand in front of the class like delivery and now it's much more activity based that we try to talk for little periods of time then give them an activity and even if it's a word-matching activity or matching a statement or a phrase with a particular word. (F1)

Sometimes sessions are broken up into little activities “with everyone contributing” (D1). One health provider described concept mapping to develop critical thinking skills:

What we found at the beginning was that there was an inability to see hierarchy, an inability to see links and cross-links and relationships and at the end we found that a lot of these things developed. (B2)

Group work was strongly favoured as a teaching method, while the occasional need for individualised instruction was acknowledged:

We believe that the group learning is very effective. We have a high Māori population and we work better as a group, so the groups that we offer for training do have the concept in there. Māori words are used within the programme. It's the processing; we offer group get-togethers for a meal, a sharing of food time, as part of the whole thing, so it's all embedded in there, not just the literacy, but a cultural aspect. (D1)

This social aspect of learning was emphasised repeatedly.

I'm pretty sure with this particular group, they would come if they weren't getting paid because they enjoy it. It's fun and they are getting something from it. (A2)

Also mentioned frequently was that in groups the support workers gained confidence, which they often lacked (D2). The enthusiasm for having trainees work in teams transferred to literacy and workplace trainers.

We do a lot of group work or pair work and with two tutors in a teaching situation you are more able to engage with the workers, both of you. (G1)

Assessment of learning

The ITO has developed literacy assessments that are mapped on the draft learning progressions. Assessments aim to help identify individual learner needs, help to inform support needs for each learner, and enable comparisons to be made with post-assessments. The assessments were designed around the workbooks, and included an example of a workplace procedure and policy document. The feedback about assessment tools seems mixed.

It gives me some discomfort, but we do need to assess where they are at and a literacy assessment tool is one way of doing it, but it's not necessarily a good way straight off in a sector where they are not confident in doing any formal qualifications. (A1)

And participants offered strong comments, for example:

I think, if you have seen these pre-assessment things, and I know we're on tape, but for a person who is having literacy and numeracy issues, that is quite a daunting process. They have to read that and have to answer. Like "If hazards are managed, does that mean incidents will not happen? Give a reason for your answer". (C2)

However, some participants found the assessment tools useful.

As far as embedding literacy goes along with that, pre-assessments have been really helpful because that helps us to look at individuals rather than just a group. (F2)

On the other side of the assessment coin is an assessment process to gauge achievements on the nine unit standards leading to the National Certificate in Community Support Services (Foundation Skills). The process here matched the requirements of the New Zealand Qualifications Authority (NZQA) for workplace assessment. Unit standards are assessed by a qualified workplace assessor supported by verifiers and attestations. Workplace verifiers confirmed competency in practical tasks, and understanding of workplace policies and procedures. Alongside verification were assessment portfolios completed by trainees for each unit standard. These portfolios contained evidence not occurring naturally. There were few comments by participants on this process, possibly because it followed established and well-known NZQA guidelines. However, becoming a verifier requires training and one provider seemed to have some difficulties in obtaining one (E2). The trainer in this establishment:

Would change how we did the assessments. I think it is much better to do the assessments as they go, so it's still fresh in [trainees'] minds. They learn by making mistakes and we can go over them as they go. I'm starting to do some of the assessments now. (E2)

Learner outcomes

Participants waxed lyrical about the outcomes their trainees had achieved. Outcomes can be stated subjectively by judging the distance a trainee has travelled since training began, and objectively by using selected outcome measures. Overwhelmingly the outcomes stated were subjective. Positive impacts of the training process on work performance were mentioned: "I would say [training] had a big impact on job performance" (C2); and "From the employment point of view I now see them as being competent to do the role they have been employed to do" (C1). Social growth was an outcome often mentioned: "I think it has amazing positive social spin-offs ... for these people" (D2), and "I see the increased confidence and competence of people that talk in team meetings, so there is a whole social literacy as well" (F2). Confidence grew greatly: "They felt much more comfortable about talking at a senior level about what was going on in client care that was not working for them and was not working for the clients" (G1); and "When they first started coming to the classes they wouldn't really speak in a group, now they do" (E2). The changes recounted in many instances suggested that the embedded literacy experience had been transformational:

I think one of the biggest things we've seen is the distinct change in the way the staff operate, the way they think, the way they talk, the way they dress. Everything about them is different from beginning to now and that is miraculous. (D2)

While evidence of subjectively framed positive outcomes was plentiful, objective evidence was scarce. But despite this lack of evidence, the indicators available confirm the affirming impression gained from reading the subjective data. At the time of doing this case study, the

status of the 27 health providers who had completed training onsite (393 employees) was that: 75% trainees had completed the National Certificate in Support Services (Foundation Skills) qualification; 15% had left employment before completing; and 10% needed further support. The remaining seven health providers are still undertaking training and started in a later cohort (A1). One of the health providers mentioned that in two completed courses a 100% success rate was achieved:

And that many who have completed the level 2 foundation are asking what is next and are really keen to move onto the core competency and I guess we have that issue in terms of doing it. (F1)

Another mentioned that:

We have 118 care workers that we employ and 106 of those care workers are enrolled in the national qualification both at level 2 and at level 3 and so far we have 48 who have completed our national qualification. (D1)

7.5 Professional development of workplace trainers

Training of workplace trainers was an important value underpinning this case study. Even though the ITO does not have a formal ‘tutor training’ programme, it has encouraged workplace trainers to upgrade qualifications. The project was designed so that at least half the health providers had educationally qualified trainers, while those who were not so qualified were encouraged to enrol in the National Certificate in Adult Literacy Education. Among the 12 people interviewed: two held postgraduate qualifications in education or adult education; two held bachelor degrees; two held diplomas; and four held national certificates. Two workplace trainers were currently enrolled in educational programmes. One of the managers uses ongoing university study to check that practice is based on theory (B1). At the interviews six workplace trainers or managers had qualified for the National Certificate in Adult Literacy Education, and one literacy specialist is putting the final touches to a Master’s in this area. Participants were generally keen to upgrade their qualifications: “Yes, I have enrolled in the National Certificate in Adult Literacy Education and also I’m hoping to do the adult education and learning” (E2). Some were sceptical at first, but “having completed the course ... we have changed and done a lot of work in terms of changing our teaching styles” (F2). Opinions about the value of adult literacy education were positive:

I also did the certificate in adult literacy, so that was a great help too. That showed you the progressions and a bit more in-depth understanding of [training] than you would get from just working. (C2)

The ITO also offered ‘not for qualification’ training in the form of one- and two-day workshops.

We brought the literacy tutors on board and we decided that we would bring all health providers and literacy tutors involved in the project together because we felt there was a lot of learning they could get from each other because of their dynamic differences. (A1)

The focus of this professional development was to look at the qualification resource workbooks and the health providers’ operational resources. Participants spent time unpacking the LLN requirements of those resources and the employees’ roles.

In later cohorts we have had workplace trainers contribute to new trainers’ professional development by sharing the learning they have gone through and how they have worked with trainees. (A1)

Many participants started study groups, and there was an increase in the number of employees wanting to move on to higher qualifications. The professional development strategy seems to have been a success:

I believe that [the ITO has] done an incredible job in our sector at moving us from untrained, unregulated to where we're actually beginning to see the development of real career pathways. It has enabled us as an organisation to develop relationships with funders we would never have imagined. (E1)

The emphasis on training has resulted in major changes: "It has grown a life of its own, so the employers are now starting to think like educators" (A2). A number of health providers employed outsiders to train their trainers:

They cost a lot of money and what I'm looking to cultivate this year is a 'train the trainer' process to grow our own trainers and then strategically placing them in the organisation, so when we need training I am not constantly going out to providers and paying thousands of dollars. If we can provide the trainers, we can provide the service. (E1)

There is a growing recognition that people need ongoing support: "Self-directed learning is good for some people, but not the majority because there is a real need for people to work in teams with a qualified trainer" (D2). Considerable support was retained for the team teaching model introduced by the ITO with individual health providers trying to maintain it.

I think the model that the ITO is working on is good □ I think a literacy person working alongside a workplace training person who is recently trained for a reasonable period of time so they actually learn how they can embed the literacy through the whole series of lessons they are going to deliver. (G1)

7.6 Conclusion

This case study describes how one ITO led managers, workplace trainers and adult literacy specialists in embedding LLN provision with a number of health and disability providers. It found general agreement among participants that embedding literacy in workplace training was important, worked well and was sustainable, even though it also faced some challenges. This case study was not designed as an evaluation and cannot claim to be one. Nevertheless it provides important insights into effective practice as well as challenges in embedding literacy into workplace settings. Key insights include:

- Embedding literacy in workplaces is championed from within the ITO.
- Workplaces also have LLN champions seeking to create learning organisations to support their employees.
- All sites recognise the importance of identifying, supporting and developing LLN needs of employees while at the same time upskilling employees in workplace practice.
- There is a broad understanding of the nature of LLN. This aligns well with the wider communication needs of individuals, including critical thinking, and not just reading and writing.
- Workplaces are reviewing their own internal resources through the learning from this project and employees voice their opinions with confidence on what could be improved.

- Workplaces agree that the ITO model being implemented is sustainable. The professional development approach (literacy tutors, educational qualifications, workshops, trainers' resource folder, improvement of workbooks) is seen as effective.
- Group training is seen as a good model for developing social practices and supporting cross-cultural needs.
- Trainers are prepared to begin shifting their teacher-directed training to a constructivist and learner-centred approach.
- Organisations notice improvement in employees' confidence, quality of workplace practice and desire for ongoing learning.

8 ADDRESSING THE RESEARCH QUESTIONS BY IDENTIFYING THEMES

The overarching research question guiding this project was: *How do tertiary education organisations profile, develop and deliver effective literacy, language and numeracy within programmes?* In this section we address this question by synthesising conclusions listed at the end of each case study into an integrated set of findings. We relate these integrated findings to the literature.

Although all case study conclusions are supported by data, not all conclusions listed at the end of the case studies are synthesised here. We decided to synthesise only case study conclusions identified in all five organisations. Case study conclusions not synthesised nevertheless offer valuable information about the provision of embedded literacy. We were able to synthesise eight findings.

1. In all case studies an ‘embedded literacy champion’ has emerged from within the organisation. The champion acts in various ways. Usually an individual who envisions and drives developments, energises and motivates people, the champion could be at the top of the organisational hierarchy, but could also be a literacy enthusiast. In two cases the champion works with an organisational unit that enables selected individuals to spread enthusiasm and structure across the organisation. This is the only finding not referred to in the literature we reviewed.
2. All case study sites have developed strong philosophies in favour of embedding literacy. The meaning given to the concept, however, differs among organisations. In two instances the core of this philosophy is to develop functional literacy or literacy to build human capital (Reio et al., 2005) – a literacy that prepares people to function successfully at work, at home and in the community (Skills for Life Development Centre, 2006). In another, the focus is on developing critical, human and social capital literacies at the same time (Crowther et al., 2003). Yet another organisation sees functional literacy as just one element in a holistic vision that also features critical and cultural literacy (May, 2009).
3. In all case studies there is a clear involvement in and commitment to embedded literacy across the whole organisation. But again there are differences in the way this is conceived, developed and implemented. In one case it is the main business of the organisation; in two others it operates alongside other programmes; in two others it is envisioned and managed by the strategic management of the organisation and operated locally in different geographical locations. This ‘same but different’ view of embedding literacy finds support in the literature. Millar and Falk (2002) argue that embedded literacy is ‘built in not bolted on’ and the Skills for Life Development Centre (2006) calls for a whole-of-organisation approach. This finding also supports the notion that ‘one size does not fit all’ (Rogers & Kramer, 2008) and that there is no single perfect model for embedding literacy (Casey et al., 2006).
4. A range of planning and policy documents have been developed in all organisations. Such documents support the whole-of-organisation approach (Skills for Life Development Centre, 2006). They include official documents such as applications for funding, investment plans for TEC and literacy embedding overviews. But other documents have been prepared to suit the needs of each organisation. These documents have different formats and content. For example, one organisation has a medium-term development plan, another an extensive document that focuses on embedding literacy not only within programmes but also within a very strong institutional philosophy, while others have produced a variety of policy documents, project guidelines and teaching resources. According to Casey et al. (2006), the

availability of planning documents is necessary for the successful implementation of embedded literacy.

5. In all case studies we found a strong emphasis on learners and learning, with a number of participants noting a shift from teacher-directed transmission to constructivist and learner-centred approaches (Burt et al., 2003). While the learner, their needs and interests are considered central in all five organisations, they also recognise that learning should be personalised not individualised – tailored to suit individual needs but not forcing them to learn by themselves (Green & Howard, 2007). In all case studies there is evidence that they prefer their learners to work in groups, although individual tuition is possible in some. Learner focus also featured when tutors discussed the need for learners to be involved in planning for learning (Skills for Life Development Centre, 2006), for flexibility in teaching methods (Tusting & Barton, 2007) and for active learning (Balatti et al., 2006).
6. One of the recurring reasons given to support the view that ‘one size does not fit all’ is that literacy learning needs to fit the context for which learners are being prepared. In all case studies this is the very rationale for embedding literacy. This view is supported by Burt et al. (2003) and the Nunavut Literacy Council and Northwest Territories Literacy Council (2007), who add that literacy learning also needs to be authentic to the student. Within this consensus, however, there are differences in the way contextual authenticity is interpreted. In three case studies the context is primarily vocational and embedded literacy has a functional focus. In two organisations the functional focus is affected by other considerations: language learning in one and cultural literacy in the other.
7. In all case studies we found a very strong commitment to training and professional development of staff. Researchers in the field emphasise that such commitment to upskilling staff is vital when embedding literacy (Berghella et al., 2006; Casey et al., 2006; Dymock, 2007). The case study organisations offer a qualifications track for their staff. In most this is well advanced with a number of staff having already gained certificates; in some the expectation may be for new staff to hold a literacy qualification. In some organisations there is also a ‘bottom-up’ approach that emphasises mentoring and other personal support (Wickert & McGuirk, 2005).
8. The seven integrated findings report conclusions common to all case studies. We also found diversity within these commonalities. Under each integrated finding lurk at times subtle differences in the way the finding is conceived and implemented. This finding emphasises again that ‘one size does not fit all’ (Rogers & Kramer, 2008) and that there is no single perfect model for embedding literacy (Casey et al., 2006).

The eighth finding is possibly the most informative one. Despite the commonalities, there are considerable differences in the provision of embedded literacy. Our considered responses to the subsidiary research questions that underpin the main question highlight these variations and differences. Figure 2 demonstrates this point.

Subsidiary Research Question	Comment
What profile does LLN provision have within training courses run by tertiary education organisations?	Profiles vary. In one case it is the main business of the organisation; in others it remains a project among other projects. In some organisations embedded literacy provision is relatively mature; in others it is at a beginning.
How is LLN provision represented within the management of TEOs?	LLN provision is represented differently in strategic management. It varies from being the champion for and driver of embedded literacy provision to a more removed oversight role.
Where does LLN fit within TEOs (e.g. specialist departments)?	While in two organisations specialist units are charged with supporting embedded literacy, provision is not generally managed or located in specialist departments.
Is there an LLN component in initial tutor training?	The emphasis is on specialist training and qualifications in teaching literacy. In some cases training for literacy even competes with basic tutor training.
What ongoing support to teach LLN skills do specialist and vocational tutors receive?	Each case study organisation is very conscious of the need to support tutors/trainers. A variety of support, ranging from formal courses to cluster meetings and personal mentoring and support, is offered.
How are LLN tutors attracted and retained?	In some cases tutors/trainers are recruited from existing staff. Others are recruited with a primary focus on vocational/language/foundation teaching. Some specialist literacy tutors are employed to deliver literacy training.
Are tutors full-time or part-time, casually or permanently employed?	Employment varies across the case studies: some literacy specialists are full-time, even permanent; but many jobs in some organisations are part-time and casual, transitory even.
What experience and qualifications do tutors within TEOs have to teach LLN skills to adults and to embed that teaching within programmes?	Experiences and qualifications vary. Most are highly skilled vocational and language practitioners, who draw on their experiences in their fields. Some were teachers in schools before taking up literacy as a specialty. Qualifications range from postgraduate to certificate. A growing number are gaining qualifications in literacy teaching, again ranging from masterates to certificates.
How are any changes in LLN skills of adult learners measured?	The emphasis is on student outcomes such as completion in vocational subjects and workplace performance in workplace provision.
What is the effect of the new LLN tutor qualifications on the organisation and composition of the LLN tutor workforce within organisations?	While all case study organisations support the tutor qualification, their effect on the organisation is minimal, since when embedded well, literacy development is part and parcel of 'business as usual'.
How explicit are LLN skill requirements in course outlines and descriptions of programmes?	In most cases, embedding literacy is still a work in progress and LLN skill requirements are not yet explicit in course documentation.

Figure 2. Findings for subsidiary research questions

8.1 Concluding comments

The research questions underpinning this research asked for a description of how five different types of tertiary education organisations embed literacy into their programmes. Together, the case studies provided rich data to enable a number of findings.

Most were common to all case studies. Every organisation had a ‘literacy champion’ that envisioned and drove embedding, developed a coherent philosophy for embedding literacy across the whole organisation, developed comprehensive policy and planning documentation to implement provision, focused on learners and learning preparing them for the context in which they would work and showed a strong commitment to tutor training and professional development.

But within each commonality there were differences. Each case study organisation was in a different phase of implementation. A very important finding is that when it came to providing embedded literacy programmes, each case study organisation went about the task slightly differently. The answers to the subsidiary research questions highlight this finding: ‘one size does not fit all’. This is also strongly supported in the literature.

9 REFERENCES

- Askov, E., Johnston, J., Petty, L., & Young, J. (2003) *Expanding access to adult literacy with online distance education*, Cambridge, MA: National Center for the Study of Adult Learning and Literacy.
- Balatti, J., Black, S., & Falk, I. (2006) *Reframing adult literacy and numeracy course outcomes: a social capital perspective*, Adelaide: National Centre for Vocational Education Research.
- Barton, D., & Pitt, K. (2003) *Adult ESOL pedagogy: A review of research, an annotated bibliography and recommendations for future research*, London: National Research and Development Centre for Adult Literacy and Numeracy.
- Berghella, T., Molenaar, J., & Wyse, L. (2006) *The professional development requirements of workplace English and literacy programme practitioners*, Adelaide: National Centre for Vocational Education Research.
- Braxton, J. M., & Lien, L. A. (2000) The viability of academic integration as a central construct in Tinto's interactionist theory of college student departure. In J. M. Braxton (Ed.), *Reworking the student departure puzzle*, pp. 11-28, Nashville, TN: Vanderbilt University Press.
- Burt, M., Peyton, J., & Adams, R. (2003) *Reading and adult English language learners: a review of the research*, Washington, DC: Center for Applied Linguistics.
- Callan, V., & Ashworth, P. (2004) *Working together: industry and VET provider training partnerships*, Adelaide: National Centre for Vocational Education Research.
- Casey, H., Cara, O., Eldred, J., Grief, S., Hodge, R., Ivanic, R., et al. (2006) "You wouldn't expect a maths teacher to teach plastering": *embedding literacy, language and numeracy in post-16 vocational programmes – the impact on learning and achievement*, London: National Research and Development Centre for Adult Literacy and Numeracy.
- Crowther, J., Hamilton, M., & Tett, L. (Eds.). (2003) *Powerful literacies*, Leicester: National Institute of Adult Continuing Education.
- Derbyshire, J., O'Riordan, C., & Phillipps, R. (2005) *Guidelines for good adult literacy work*, Dublin: National Adult Literacy Agency.
- Dymock, D. (2007) *Community adult language, literacy and numeracy provision in Australia: diverse approaches and outcomes*, Adelaide: National Centre for Vocational Education Research.
- Freire, P., & Macedo, D. (1987) *Literacy: reading the word and the world*, South Hadley, MA: Bergin and Garvey.
- Green, A., & Howard, U. (2007) *Insights – skills and social practices: making a common cause*, http://www.nrdc.org.uk/publications_details.asp?ID=120
- Guenther, J. (2002) *What makes 'good' literacy and numeracy provision? Case study research of regional Australia*, Nathan: Adult Literacy and Numeracy Australian Research Consortium.
- Guthrie, H. (2008) *Views from the sector on enhancing vocational education and training provider capability*, Adelaide: National Centre for Vocational Education Research.

Hamilton, M. (2006) Just do it: literacies, everyday learning and the irrelevance of pedagogy, *Studies in the Education of Adults*, 38(2), pp. 125-140.

He Whakapahuhu Kahukura. (2009) Unpublished institutional document.

Hymes, D. (1967) Models of the interaction of language and social setting, *Journal of Social Issues*, 23(2), pp. 8-28.

ITO. (2008) *Integrated Workplace Learning Project*, Unpublished paper.

ITO. (2009) *Career pathways and training at work*, <http://www.careerforce.org.nz/>

King, J., & Bingman, B. (2004) *An EFF handbook for program improvement: using the Equipped for the Future approach to quality*, Knoxville, TN: Equipped for the Future.

Leach, L., Zepke, N., Haworth, P., Isaacs, P., & Nepia, W. (in press) *Organisational factors that affect the delivery of adult literacy, language and numeracy provision: a review of international literature*.

Maclachlan, K., & Cloonan, M. (2003) Three dimensional change? The relationship between theory, policy and adults' understandings of literacies, *Research in Post-Compulsory Education*, 8(1), pp. 123-136.

May, S. (2009) *Hangaia te mātāpuna o te mōhio: learning foundations for Māori adults*, http://www.educationcounts.govt.nz/publications/maori_education/55461/1

McCaffery, J., Merrifield, J., & Millican, J. (2007) *Developing adult literacy: approaches to planning, implementing and delivering literacy initiatives*, Oxford, UK: Oxfam GB.

McInnis, C., James, R., & Hartley, R. (2000) *Trends in the first year experience in Australian universities* (No. 00/06), Canberra: Evaluations and Investigations Programme, Higher Education Division, Department of Employment, Education, Training and Youth Affairs.

McKenna, R., & Fitzpatrick, L. (2005) *Integrated approaches to teaching adult literacy in Australia: a snapshot of practice in community services*, Adelaide: National Centre for Vocational Education Research.

McMurchy-Pilkington, C. (2009) *Te pakeke hei ākonga: Māori adult learners*, http://www.educationcounts.govt.nz/publications/maori_education/55462/1

Merriam, S. (1988) *Case study research in education: a qualitative approach*, San Francisco, CA: Jossey-Bass.

Millar, P., & Falk, I. (2002) *Addressing the literacy and numeracy needs of workers through training packages: a case study in delivery*, Paper presented at the 5th Australian Vocational Education and Training Research Association (AVETRA) National Conference.

Mlcek, S., Timutimu, N., Mika, C., Aranga, M., Taipeti, N., Rangihau, T. R., Temara, T. M., Shepherd, Y., & McGarvey, H. (2009) *Te piko o te māhuri, tērē te tupu o te rākau*, Wellington: Ministry of Education. http://www.educationcounts.govt.nz/publications/maori_education/55460/1

Murray, D. (2005) ESL in adult education. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 65-84), Mahwah, NJ: Lawrence Erlbaum Associates.

Ní Chinnéide, B. (2008) *Integrating literacy: NALA guidelines for further education and training centres*, Dublin: National Adult Literacy Agency.

Nunavut Literacy Council & Northwest Territories Literacy Council. (2007) *Improving essential skills for work and community: workplace and workforce literacy*, Author.

Orem, R. (2005) *Teaching adult English language learners*, Malabar, FL: Krieger Publishing Company.

Reio, T., Wormley, K., & Boyle, M. (2005) *Family literacy and HRD: a preliminary program evaluation of Next Step*, Paper presented at the Academy of Human Resource Development International Conference, Estes Park, CO.

Roberts, C., Baynham, M., Shrubshall, P., Barton, D., Chopra, P., Cooke, M., et al. (2004) *English for Speakers of Other Languages (ESOL): case studies of provision, learners' needs and resources*, London: National Research and Development Centre for Adult Literacy and Numeracy.

Roberts, C., Baynham, M., Shrubshall, P., Brittan, J., Cooper, B., Gidley, N., et al. (2005) *Embedded teaching and learning of adult literacy, numeracy and ESOL: seven case studies*, London: National Research and Development Centre for Adult Literacy and Numeracy.

Rogers, R., & Kramer, M. A. (2008) *Adult education teachers: designing critical literacy practices*, New York: Lawrence Erlbaum Associates.

Rutten-James, M. (2003) *English-as-a-second language tutor training kit: a learner-centred approach to tutoring adult ESL learners* □ *tutor training manual*, <http://www.nald.ca/library/learning/ttk/ttm/cover.htm>

Shameem, N., McDermott, K., Martin-Blaker, J., & Carryer, J. (2002) *Through language to literacy: a report on the literacy gains of low-level and pre-literate adult ESOL learners in literacy classes*, <http://www.esolht.org.nz/news/research/nr1191379686.pdf>

Skills for Life Development Centre. (2006) *Practical guidelines for embedding skills for life into vocational programmes*, Brighton: Author.

St. Clair, R. (2008) Reading, writing, and relationships: human and social capital theory in family literacy programs, *Adult Basic Education and Literacy Journal*, 2(2), pp. 83-93.

Suda, L. (2001) *Policies and pedagogies for lifelong literacy: international perspectives for the 21st century*, Canberra: Australian Department of Employment, Education, Training and Youth Affairs.

Tertiary Education Commission. (2008) *Literacy, Language and Numeracy Action Plan (2008-2012). Raising the literacy, language and numeracy skills of the workforce*, <http://www.tec.govt.nz/Documents/Reports%20and%20other%20documents/literacy-language-numeracy-action-plan-17-september.pdf>

Tertiary Education Commission. (2009a) *Strengthening literacy and numeracy: theoretical framework*, <http://www.literacyandnumeracyforadults.com/Research-collections/The-Theoretical-Framework>

Tertiary Education Commission. (2009b) *Strengthening literacy and numeracy through embedding: guidelines for Industry Training Organisations*, <http://www.literacyandnumeracyforadults.com/New-Zealand-overview/Information-for-organisations/Information-for-ITOs>

Tertiary Education Commission. (2009c) *Strengthening literacy and numeracy through embedding: guidelines for Institutes of Technology and Polytechnics*, <http://www.literacyandnumeracyforadults.com/New-Zealand-overview/Information-for-organisations/Information-for-ITPs/Guidelines-for-ITPs>

Tertiary Education Commission. (2009d) *Strengthening literacy and numeracy through embedding: guidelines for Private Training Establishments*, <http://www.literacyandnumeracyforadults.com/New-Zealand-overview/Information-for-organisations/Information-for-PTEs/Guidelines-for-PTEs>

Tett, L., & Maclachlan, K. (2008) Learners, tutors and power in adult literacies research in Scotland, *International Journal of Lifelong Education*, 27(6), pp. 659-672.

Tusting, K., & Barton, D. (2007) *Programmes for unemployed people since the 1970s: the changing place of literacy, language and numeracy*, London: National Research and Development Centre for Adult Literacy and Numeracy.

Vorhaus, J. (2006) *Four years on: findings and messages for policy and practice*, London: National Research and Development Centre, http://www.nrdc.org.uk/publications_details.asp?ID=74#

White, H., Oxenham, T., Tahana, M., Williams, K., & Matthews, K. (2009) *Mā te huruhuru ka rere te manu: how can language and literacy be optimised for Māori learner success?* http://www.educationcounts.govt.nz/publications/maori_education/55459/8.-references

Wickert, R., & McGuirk, J. (2005) *Integrating literacies: using partnerships to build literacy capabilities in communities*, Adelaide: National Centre for Vocational Education Research.

Wright, C. (2008) *Providing for ESOL learners in workplace language, literacy and numeracy (LLN) training programmes in New Zealand: exploring the issues*, Unpublished paper, Department of Labour.

Zepke, N., Leach, L., & Prebble, T. (2005) Now you have got them, can you expect to keep them? Factors that influence student departure and persistence, *New Zealand Journal of Educational Studies*, 40(1&2), pp. 181-199.

