Joining the Pieces: Literacy and Numeracy – **Create**: the third part to the picture.

Where will we travel in the future?
Explore new practices and understandings and provide ongoing professional development for creative educators.
Intertek Genalysis

- part of the global Intertek Group
- over 1000 laboratories and offices globally
- over 30,000 employees
- LTT has worked with Intertek Genalysis since 2006
• 103 trainees are currently enrolled in LTT qualifications

• 251 trainees have successfully completed LTT qualifications
‘Get it Right’

WHY

• know methods better
• improve quality
• develop team ‘thinking’
• career pathway
• build training culture

J MCH ACAL Conference Sept 2012
WHO

• acid digest dept.
• whole of dept. approach
• 2 IC, shift supervisors, team members: 5 shifts
• between 6-10 participants/session
• mix of gender, nationalities and English language skills, previous training/learning
WHEN

• 6 two hour sessions March-August 2012
• 2 sessions on Thursdays
WHAT

• literacy educator initially planned and led sessions supported by VET trainer … ‘true’-team relationship
• non-targeted, non-accredited, contextualised content, broad ranging
• embedded LLN in delivery of work skills
• complement existing accredited training
HOW

• build on tasks that people already do... existing knowledge base... build on range of activities that people already engage in and feel comfortable about (Tett, 2005)

• energetic, lively, interactive
• teacher/trainer peripheral role
• primary focus is work skills including understanding and critical thinking skills
What the research tells us

• embedded/integrated provision is little researched (e.g. Black & Yasukawa, 2011)
• but support for LLN practices to be embedded/fully integrated in workplace practices
• delivery should draw on learners’ own resources
Interpersonal and communication skills are “particularly important”

- develop positive, trusting relationships
- create welcoming, supportive, non-threatening atmosphere
- be empathetic and understanding and respectful

Success often depends on ability of trainer...
• need for the ‘new practitioner’ (Mitchell et al., 2006)...let go of certainties like pre-set curriculum and teacher-centred approach
• see and do things differently...pedagogical change (Tett & Maclachlan, 2008)
• be able to flexibly adapt teaching approaches to meet need of group
• some robust evidence that greater impacts associated with trainers who are qualified teachers (e.g. Brooks et al., 2004)
• positive outcomes when delivery is planned, clear, structured
• LLN teachers and vocational teachers need to be equal partners, ‘working together’ (Black & Yasukawa, 2011)
• need to create a climate where diversity of literacies and learner contexts are actively encouraged and views are listened to and acted upon
• moving beyond a standardised curriculum to demonstrating high levels of emotional intelligence in interaction with learners (MacLeod & Straw, 2010)

• focus on what learners can do…not on what they cannot do (Black & Yasukawa, 2011)