



Recognition

of Experiential & Accredited Learning

for

Adult Educators



Toolkit
(Scotland)



Funded by the European Union

With the support of the Lifelong Learning programme of the European Union

Project Name: Recognition of Experiential and Accredited Learning (REAL)

Project number: 527723-LLP-1-2012-1-UK-GRUNDTVIG-GMP

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Published by

© Stirling School of Education
University of Stirling
Scotland, UK
FK9 4AL

UNIVERSITY of
STIRLING 

Title: Recognition for Adult Educators (REAL) Toolkit (Scotland)

ISBN: 978-0-9932310-1-8

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Introduction

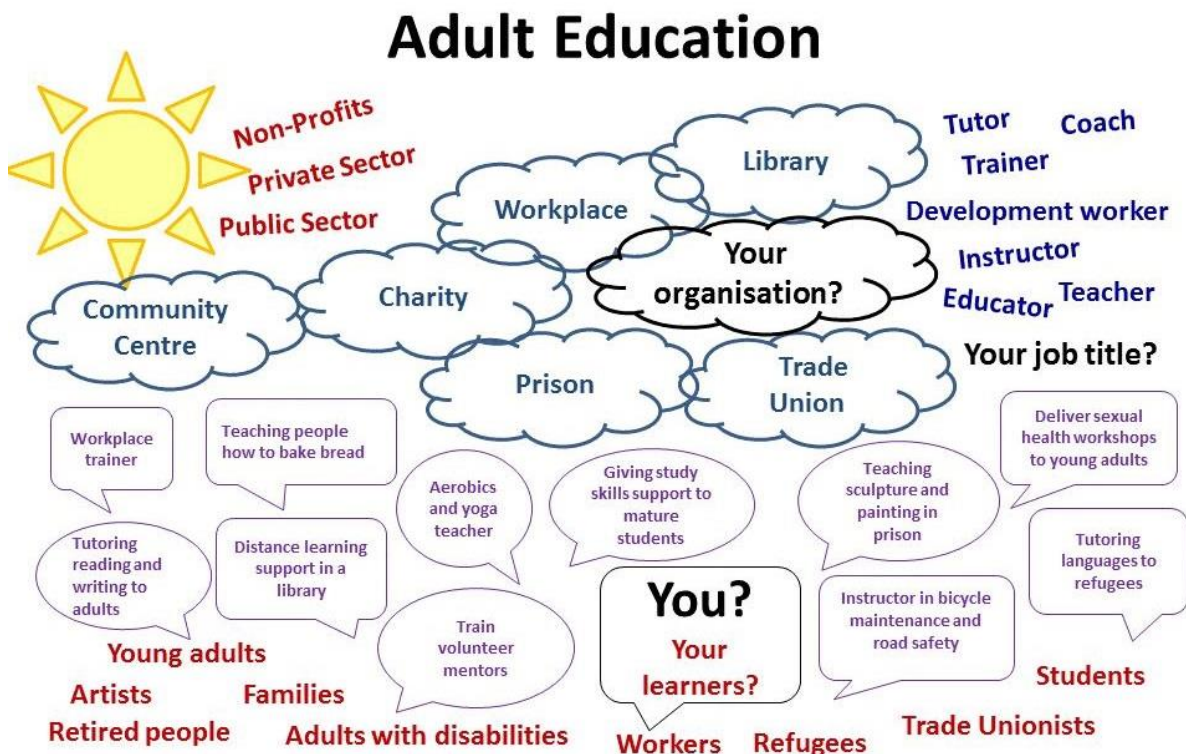
We understand that many experienced, knowledgeable and competent adult educators do not have a formal teaching qualification. If this situation applies to you, then this toolkit aims to help you gain recognition for what you have learned so far as an adult educator by universities, colleges and employers.

In particular, the activities in the toolkit are geared towards helping you identify what you have learned from your work with learners and to represent this in ways that other people, including managers, employers and universities, might recognise and understand. Recognition could mean:

- Getting a place on a course at college, university or with a training provider
- Gathering evidence to help you make a claim for credit towards a qualification, shortening the normal period of study
- Gathering the information necessary to writing excellent job applications or for formulating relevant and effective answers during job interviews.

This toolkit can also be utilised to assist you in making plans for your Continuous Professional Development (CPD), with a view to achieving excellence in the practice of adult education.

Who is the REAL Toolkit for?



We know that adult education is very diverse. It operates across the public, private and non-profit sectors, with educators and learners coming from all walks of life. This toolkit is geared specifically toward those for whom the education of adults takes up the bulk of their job.

The principles and values behind the REAL Toolkit

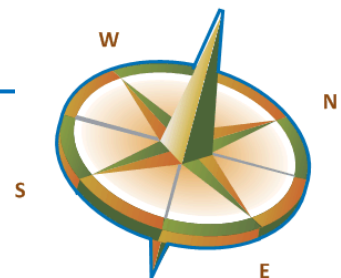
You should be aware that the toolkit supports a process called **Recognition of Prior Learning (RPL)**. RPL is a process through which the learning you have gained from your experience can be counted. Usually this would involve building up a portfolio of evidence about your ‘experiential learning’ as an adult educator. The portfolio can then be used to help you meet your goals in employment, study or to improve your practice.

We designed the toolkit so that it might assist you in gaining more understanding about what you have learned that represents excellence in adult education. The exercises and activities were designed by adult educators for adult educators, with the aim of meeting your learning needs.

Question – How long will it take to use this Toolkit?

Answer – If you are an experienced adult educator, then putting together a full portfolio of evidence of your learning could take 10-15 hours.

However, if you are using the toolkit as part of your CPD, or just to give yourself some ideas about how you might improve your practice, it will take a short time.



What does RPL involve?

Before you use the toolkit, there is an important guiding principle that you must understand:

What you have LEARNED as an adult educator is being recognised NOT just what you have DONE

Example

Fatima and Mairi both teach the same topics/subjects to adults with very similar needs. Both educators face very similar challenges. However Mairi delivers the same course as last year and learns little that is new. On the other hand, Fatima draws upon all her previous experience to perceive and overcome the challenges. She engages with practitioner networks to find out some of the latest ways of teaching the course. She uses this knowledge to amend the course so that it better suits the future employment needs of the learners, as well as making the course more challenging, interesting and enjoyable.

This involves using the smart board in ways that she hasn't attempted before, broadening her experience of e-learning techniques. Fatima also consults a colleague from a third party organisation that specialises in supporting people with specific learning disabilities and uses this knowledge to consider how best to support some of the learners in the group. This also increases Fatima's professional networks so that she might signpost learners more effectively for additional support in the future.

This, amongst other activities, leaves Fatima a more experienced and successful educator as a result of the process of teaching the course. In other words, Fatima has learned more from her teaching experience than Mairi.

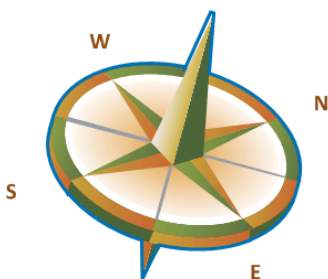
An RPL process encourages and permits Fatima to claim recognition for her additional experiential learning as an adult educator. But to provide evidence for this, she needs a way to record what she has **LEARNED**, not just what she has **DONE**, because what she has **DONE** on first appearances is exactly the same as Mairi.

Formative and summative assessment

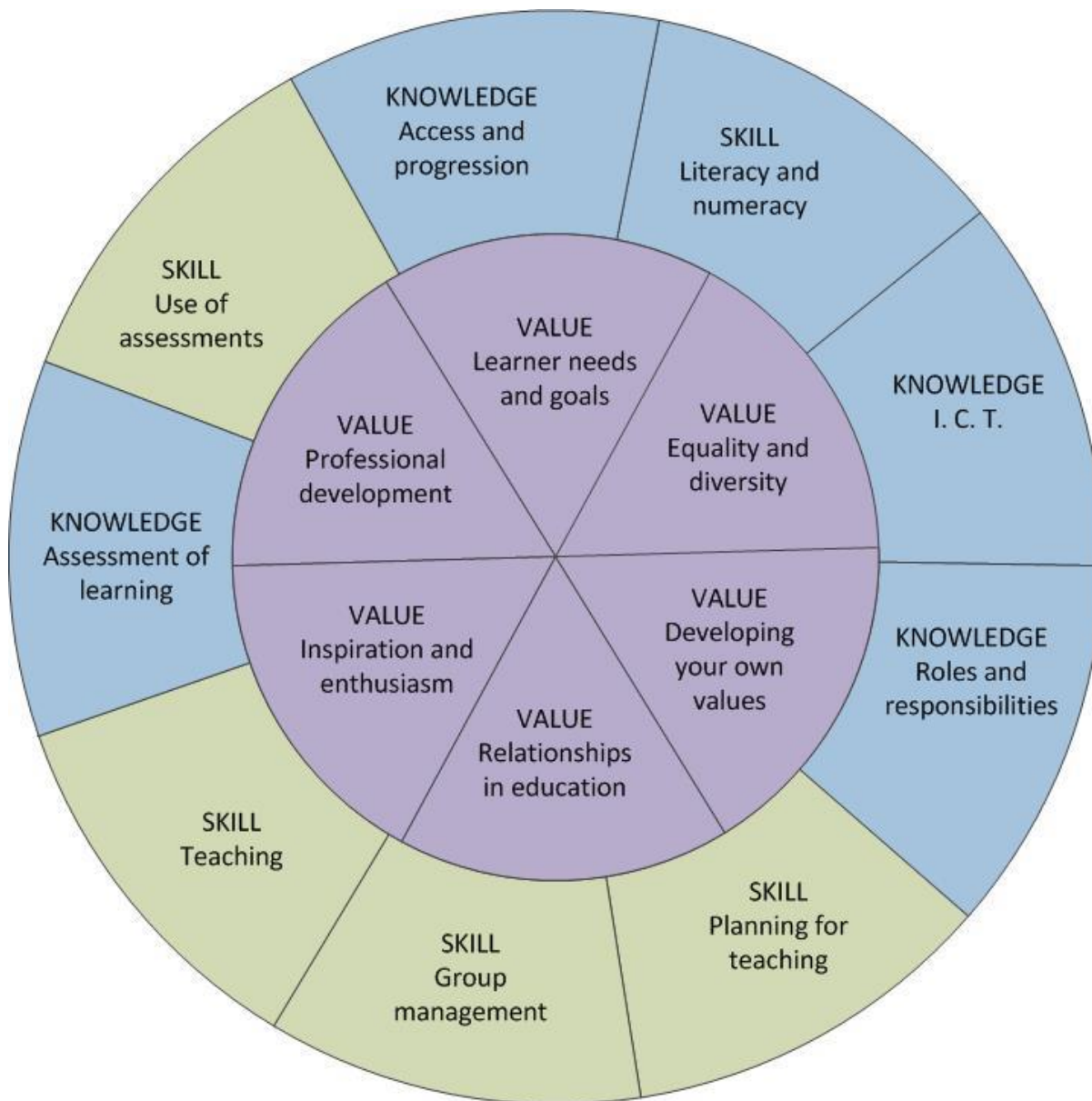
Using this toolkit does not automatically lead you towards receiving a qualification in adult education. Instead, the overall approach taken in this toolkit is *formative* rather than *summative*; that is to say we aim to assist your further professional development.

The toolkit is used for the *formative* assessment of experiential prior learning, which means that it aids recognition of somebody's prior informal learning of skills, knowledge and competencies. This will allow you to identify ways in which your knowledge, skills and competencies can be further developed through future learning opportunities, be they 'on the job' or through accredited taught courses.

You will be placing a value on your experiential learning that relates directly to the Scottish Credit and Qualifications Framework (SCQF). This level (SCQF levels 7-10) does not stand in for or replace the formal accreditation of an awarding body. However the toolkit does provide a framework for you to gather and organise evidence, helping you to make a claim for credit towards a qualification.



You will self-assess your level for each of the competencies set out in the REAL Competency Framework, which is available in full as a separate document.



REAL Competencies for Adult Educators

Available at <http://www.realrpl.eu/scotland-toolkit/>

SCQF Level

4

5

6

7

8

9

10

11

12

Broadly Comparable to

National 4 (Int 1), National Certificate (NC) or Modern Apprenticeship SVQ 1

National 5 (Int 2) Modern Apprenticeship SVQ 2

Scottish Higher/Modern Apprenticeship SVQ3

Advanced Higher/Higher National Certificate (HNC)

Higher National Diploma (HND)

Ordinary Degree

Honours Degree

Masters Degree/Post Graduate Certificate

PhD



WHAT IS THE SCQF?

The SCQF is Scotland's lifelong learning framework. It provides a shared context for learning in Scotland. The aims of the SCQF are to:

- Help people of all ages and circumstances to access appropriate education and training over their lifetime to fulfil their personal, social and economic potential;
- Enable employers, learners and the public in general to understand:
 - The full range of Scottish qualifications
 - How qualifications relate to each other and to other forms of assessed learning
 - How different types of qualification can contribute to improving the development and utilisation of the skills of the workforce
 - How Scottish qualifications relate to qualifications in other countries
 - How using SCQF Level Descriptors can assist with qualifications development and benchmarking skills and experience in all sectors.
- Provide a Framework which can support the aims of fair work and social justice by ensuring that it provides tools and resources which can recognise prior learning, support progression and improve social inclusion

The SCQF provides a way of comparing qualifications and learning in Scotland. It starts with level 1, which indicates basic learning, and goes up to level 12 which indicates very complex learning. Every qualification placed on the SCQF has a number of credit points attached to it. Credit points tell you how long it takes to complete the learning, with each credit point equalling 10 hours of learning.

The SCQF helps to show how different qualifications and learning programmes relate to each other. This allows learners to identify progression routes between qualifications, and helps to make credit transfer opportunities more visible. Mainstream Scottish qualifications such as, Highers, Higher National Certificates and Diplomas, Degrees and Doctorates, all have SCQF Levels and SCQF Credit Points assigned to them and there are many other learning programmes recognised on the SCQF which support employment sectors, the voluntary sector and young people in terms of their wider achievement.

<http://scqf.org.uk/the-framework/search-database/>

The SCQF is underpinned by a set of descriptors which show how the learning gets more demanding as the levels increase. These descriptors or competencies set out the skills that a learner should be demonstrating at each SCQF level and are used as a tool in the recognition of prior learning (RPL) to establish the level of learning an individual has achieved. This is particularly beneficial for career development or for access to a formal learning programme.

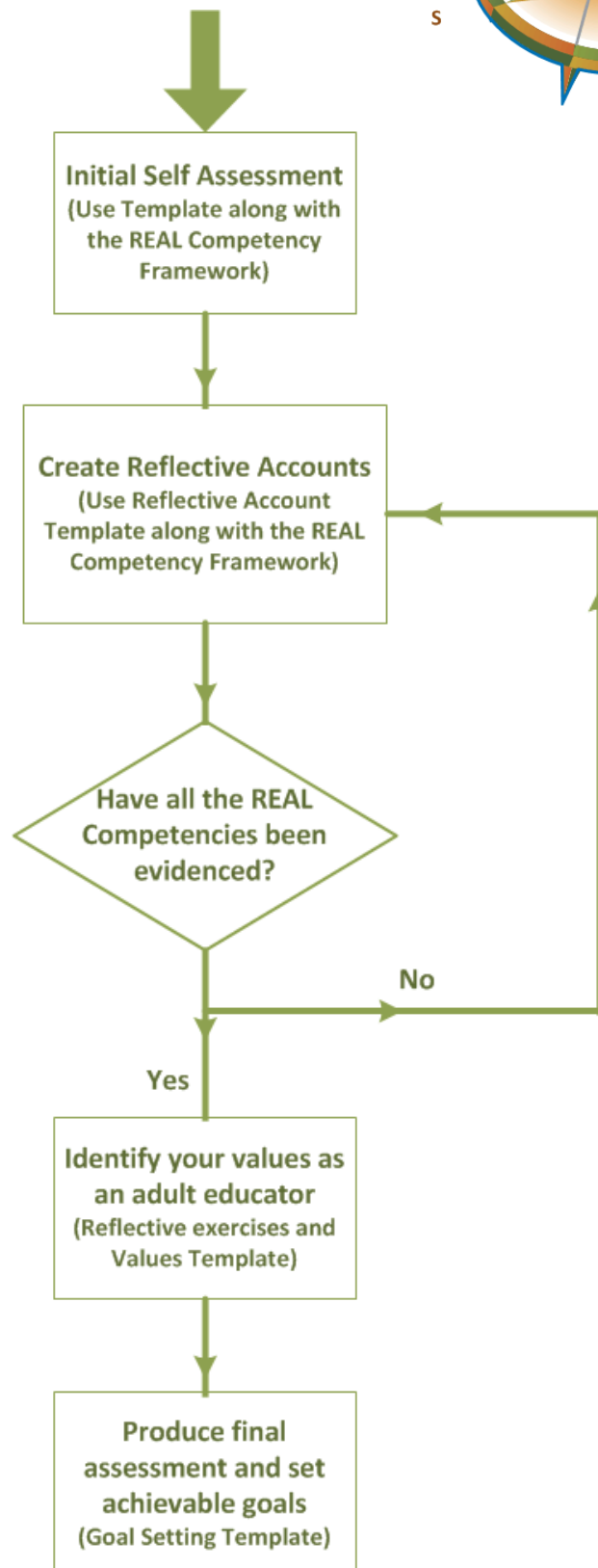
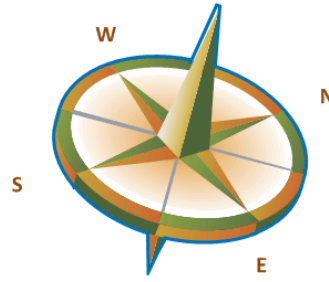
You will also accumulate the evidence you need to prove the value of your prior learning as an adult educator. To demonstrate a *proven competence*, it is vital that you have evidence to support your self-assessment. This will take the form of reflective accounts and this toolkit will assist you to create these.

Engaging in a Personal Process - with Support

The activities that you will undertake in using this toolkit are essentially private matters. In recalling experiences and events which have been the reality of your teaching experience you will be asked to think beyond the actual situation, which may have been happy, hard, amusing or sad. You will move beyond this to consider your own learning and the ways you have since changed in your approach to your work. The process is not always easy and you will sometimes need to 'give yourself space' to weigh up what it is that you have really learned.

To some extent this activity is personal and private, but it can also be very helpful to find a supportive person to talk through some of your ideas with. As an adult educator, you may endorse the idea that learning is always a social experience, with the potential to transform lives. If so, it would make sense to engage with at least one other whilst identifying what *you* have learned that makes you a competent adult educator. This would probably be someone who knows you quite well and certainly someone you trust. It will allow you to discuss a piece of 'evidence' that you are thinking of putting forward to confirm your knowledge or skill as an educator. The role that the other person takes is sometimes described as that of a *mentor*, especially when it is formalised into a more structured process. There is a separate toolkit to assist mentors - see <http://www.realrpl.eu/>

The process you will undertake:



1 Initial assessment against the competency framework

To begin with, you are going to embark on an initial assessment against the competency framework. You will read the competencies and the associated SCQF level (from 7-10) and record your immediate response as to what your level might be for each.



You will need

- 1) Initial Self-Assessment Template – available in Appendix 4 of this document, or as a separate pdf that you can type onto and save
- 2) REAL Competency Framework available as a separate document

Both of these, along with the document you are reading now can be downloaded at:

<http://www.realrpl.eu/scotland-toolkit/>

Read through each competency in the Framework and:

- I. Record your initial feeling as to what your level should be for each competency
- II. Jot down ideas for evidencing each level in the space provided. At this stage this need only be a few words to jog your memory later when you use this template as a starting point for the evidence gathering that will justify your final assessment.



You will probably score a different level across a range of competencies, e.g. score Level 7 for SK6, but Level 9 for SK9. So make sure you read the descriptors for all the levels attached to each competency, or you could under/over score yourself.

If you are having trouble deciding between one level and another, please see Appendix 1 which contains a short summary linking the role of the adult educator to the SCQF levels.

Frequently Asked Questions

Question - If an adult educator can provide evidence that they are working at Level 10, does that also mean that they have simultaneously fulfilled the criteria to achieve Levels 7, 8, and 9?

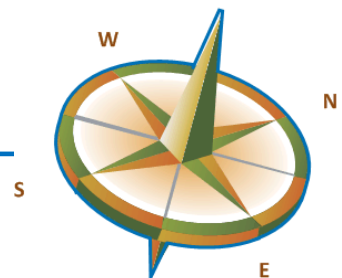
Answer – Yes. If you self-assess at a particular level, then you will be able to evidence all the levels beneath it as well. If you can't then you may have self-assessed too highly.

Question – I don't like to blow my own trumpet. How can I be sure that I am not being too hard on myself when I self-assess?

Answer - The purpose of this toolkit is to enable you to give yourself a pat on the back for all the hard work that has contributed to your learning so far as an adult educator, as well as helping you to make plans for your future. After using the toolkit, you can re-assess yourself and increase your level if you think you were too harsh on yourself.

Question - what about over-confident colleagues who might assess themselves higher than they really should?

Answer – this is why the self-assessment is worthless unless it is backed up by evidence. Remember, RPL is about what you have ACTUALLY DONE AND LEARNED, not what you THINK YOU CAN DO. Using this toolkit will help to reveal *proven competency*.



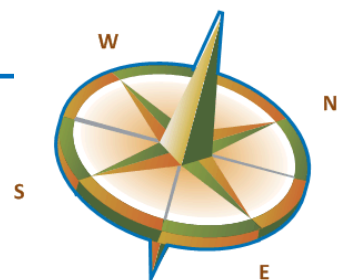
Question – Do I have to fulfil all the example demonstrations of a competency in order to achieve a particular level?

Answer – Not necessarily. You must be confident that you broadly meet the criteria. Remember this isn't a science, but you should be comfortable that you can evidence your learning for a specific competency at a particular level.

Question – I think that some of the competencies don't really describe my role as an adult educator. They just don't fit with my understanding of adult education. What should I do?

Answer – Don't let this put you off using the toolkit. We created a Competency Framework which maps directly onto National Occupational Standards produced in consultation with adult educators, as well as matching against SCQF Levels. This enables the Toolkit (and you) to meet the criteria set out by employers as well as colleges and universities. We have done our best to make the wording meaningful for adult educators.

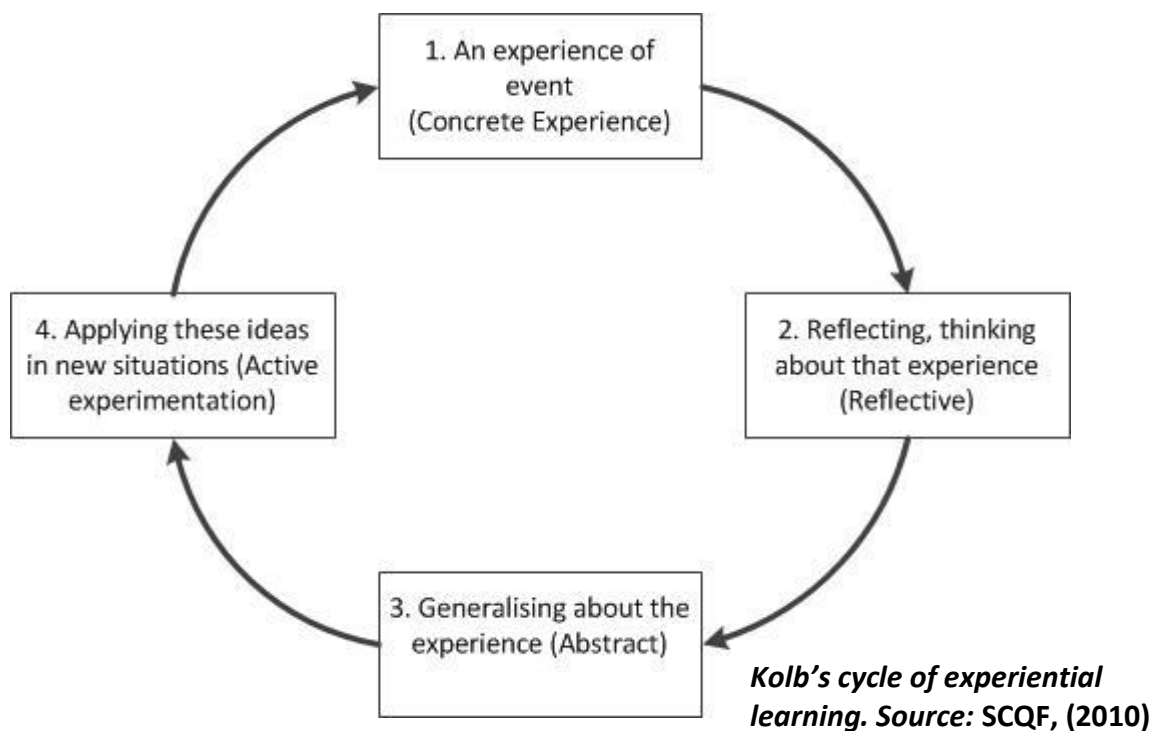
Remember, this toolkit is a vehicle for you to use to become a better educator or to receive the recognition that you deserve. Despite your reservations, it should still be fit for this purpose. Feel free to substitute your own interpretation of competencies. But if you deviate too far from the framework you may not collect the evidence that employers, colleges and universities insist upon.



2 Gathering the evidence to support your self-assessment

The next stage is to gather evidence to both support and finalise your self-assessment. This will involve creating reflective accounts which outline what you have learned.

Reflective accounts are recognised by the SCQF as a valid form of evidence gathering as part of RPL processes. This means that they can be used as part (or all) of the evidence that you will put forward when you seek a formal claim for recognition of your prior learning. They can also be adapted to produce model answers on applications for admittance to courses of study, on job applications, or to prompt you at job interviews. Your writing can also help you to identify what you have yet to learn, enabling you to be proactive in planning your CPD.



The use of reflective accounts to identify your learning rests on the assumption that processes of reflection can lead to deeper forms of learning (Moon, 2000). Kolb's cycle of experiential learning is often utilised to illustrate this idea (see above). Reflection means channelling all your observations, feelings, reactions

and responses to a scenario in such a way that processes of ruminating, experimenting and exploring the issues are encouraged.

The idea of reflection being linked to learning is popularly adopted by many adult educators. In particular there is the idea that reflection (and learning) can only be understood as a social (and educational) activity. If this is your view, then it is important that you engage with a mentor or role model adult educator whilst working on your reflective accounts.

Starting to create your own reflective accounts

Choosing an appropriate scenario to reflect upon.

Start by reading through the activities that you have completed so far in the toolkit. This will help you to decide which events or projects you want to reflect upon. These will be events where you felt you had learned a lot, that you are most proud of, or where you feel you are strong in your competency.



It is helpful to reflect upon a scenario which could uncover a range of your experience, perhaps relating to more than one aspect of your job at the same time.



Don't forget that RPL is about recognising the skills, knowledge and competencies that you have right now. It is not important to record learning that took place many years ago. If you were at a job interview, you would mention work that you have done recently rather than projects that you worked on twenty-five years ago.



Use the REAL Competency Framework to inform your choice of scenarios to reflect upon.



As a starting point, a useful question to ask might be 'What am I most proud of in my role as an adult educator?' This could mean reflecting upon how a problem or challenge was overcome rather than dealing with an easy situation.

- a) Select a scenario
- b) Remember that RPL is about what you have *learnt*, not what you have *done*. Stating that you have developed a new course, or worked on a particular adult education project is not sufficient. You need explain what you learned from this experience
- c) Think about your audience when writing. A guide might be to imagine it being read by a prospective employer, an HR department, or a lecturer reading your college application form
- d) Once you have completed your reflective account, reread it. This might trigger ideas for further writing and further evidence of what you have learned as an adult educator
- e) Continue this process until you feel that you have covered a range of competencies, demonstrating evidence of a range of aspects of your job e.g. teaching, assessment, building relationships, planning for teaching, using e-learning environments. This could mean writing three or more separate reflective accounts

A writable pdf version of a template for reflective accounts is available to download and type onto at <http://www.realrpl.eu/scotland-toolkit/> Alternatively, you may print out the template in Appendix 3 of this toolkit.

Matching reflective writing against the REAL Competency Framework

We have included some examples of exemplary and poor reflective writing, so that you have some guidance about what to include and what to avoid. This includes demonstrating how accounts might be matched against SCQF Levels using the REAL Competency Framework.

These can be found in **Appendix 2**.

3 Engaging with reflective writing to identify your values as an adult educator

This section of the toolkit is concerned with gathering evidence of learning associated with Competency V3 'Developing your own values'. Taking responsibility for developing your own values leaves you better equipped to identify new ways of working so that you keep learning and developing as a practitioner.

All adult educators hold values which inform how they go about their work. Values can be informed by education policy, learning theories, politics, role models, discussions or personal experiences of being an adult educator over an extended period of time. However, you may not have attempted to set out your values until now, so we have a choice of exercises below that will help you with this task. You are invited to complete at least one exercise. But if you find it helpful, feel free to attempt them all.

Role Model Exercise (15 minutes)

Select an adult educator who you admire and look up to. This could be someone you know, have read about, or who features in a film.

Write down five characteristics that you admire about their ways of working. Now write down what this tells you about your own values as an adult educator.

Autobiography Exercise 2 (15 minutes)

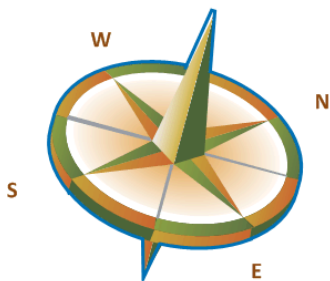
Select a real situation that you experienced with a learner or group of learners when, despite your best efforts, you were not happy with the outcome. Try and choose a situation which left you wishing you had done something differently, unhappy, worried or concerned in some way.

Write about this as if you were telling an autobiographical story about your life. Describe as much detail as you can, explaining why you were left with negative feelings. Give the story a title.

Student perception Exercise 3 (15 minutes)

Imagine you are one of your own learners. What would they have to say about you as an adult educator? Describe your values from their perspective.

Start your writing: My name is _____ and _____ is my teacher. Then describe what the named learner thinks your values are, backed up with evidence from what they have observed you do (or not do) in the classroom or education environment.



Putting your values on paper

If you have completed one or more of the exercises above, then use this writing to help you. Please describe:

- ✓ Your values in the context of adult education
- ✓ How your values influence your activity as an adult educator
- ✓ How you came to hold these values.

- ✓ Are there aspects of your values that you are dissatisfied with or would like to develop further?
- ✓ How could you go about achieving this in your current role?
- ✓ Could you find an alternative role in adult education that fits better with developing your values?

Now re-assess yourself against V3 'Developing your values'.

The RPL process is a process that can help you to set goals to improve your practice, as well as assist in planning changes in career direction. This section aims to assist you in identifying goals that you would like to achieve in the future. Your goals should be:

Learner Centred. For example, a goal to learn to use music software must be linked to the needs of learners rather than your wish to take up music as a personal hobby.

Specific and achievable. Make sure that goals are achievable in your current role or you could set yourself up to fail and put yourself under unnecessary pressure.

Evidenced. You must be able to identify exactly how you will know when you have achieved your goal and what you have learned from the experience.

Undertaken. You cannot state that you have achieved a goal because you think you are capable of doing what is required. You must be able to demonstrate that you have actually *done it*. Not only that, you must be able to identify what you have learned from your doings as an adult educator, because it is this learning that may be recognised.

Identifying goals

Goals can be identified by analysing your reflective accounts. What kind of experience as an adult educator do they describe? What:

- Surprises you
- Makes you feel uneasy
- Are you dissatisfied with
- Do you feel you could be better at
- Do you really enjoy and wish you could do more of
- Do you reckon you are very good at?

Answering these questions should give an indication of what you might want to work on next as an adult educator.

If you identify a range of goals, rank them according to how important they are to you and your desired career. Then select three to work upon in the coming period.

Your goals (available in Appendix 5 and separately as a ‘type onto’ pdf)

No.	Goal	How the goal is to be achieved and how it is to be evidenced	Completed by (mm/yyyy)

Congratulations! You have completed the RPL process.

You may complete your final self-assessment template (Appendix 6, or available as a separate pdf file that you may type onto at <http://www.realrpl.eu/scotland-toolkit/>)

Appendix 1 - Judging between one level and another

The REAL Competency Framework gives examples to provide guidance about and an indication of which level you are working at for each competency. Broadly speaking, here are the demarcations between the levels:

Level 7

A less experienced but nonetheless committed adult educator. You may work to support a more experienced tutor, primarily supporting learners on a one-to-one basis. You usually teach groups of learners whilst under the supervision of a more experienced practitioner. You have some knowledge of adult education policy and perhaps of some theories of education as well. You are very committed to the values integral to the role of an adult educator such as equality and diversity. You take these responsibilities seriously, but receive support from colleagues in order to be confident that you are putting this into practice. You respond positively to advice from colleagues and managers to progress your CPD.

Level 8

A more experienced and committed adult educator. You routinely plan for, manage and teach groups of learners and can undertake all associated tasks (e.g. administering assessments, addressing additional support needs) independently and without support. Occasionally you seek support from colleagues, but you can judge for yourself when to do this. You have a competent knowledge of your subject specialism, assessments and related education policies, including some understanding of theories of education and/or learning. You are aware of your own values as an adult educator and how they influence your practice, taking control over your own CPD processes. You also take some responsibility for supporting colleagues, perhaps helping less experienced educators or running occasional workshops for colleagues. You are competent in your use of I.C.T. for educational purposes e.g. updating Moodle with resources for your learners.

Level 9

You have prolonged experience as an adult educator and have a high level of expertise. Your expertise goes beyond your specialist subject area, across other significant fields such as supporting equality and diversity, addressing additional support needs, or supporting literacy needs and you confidently deliver CPD or training to colleagues in one or more such areas. You design, deliver and evaluate complete programs of learning. You routinely plan, manage and teach groups of learners with complex needs or in unpredictable environments, e.g. learners who are overcoming multiple barriers to participation in learning. You work collaboratively with colleagues to co-create learning programs. You have expertise in some areas of I.C.T., e.g. you may deliver blended e-learning, or manage an e-forum for learners.

Level 10

You are a highly experienced and innovative practitioner who, consequently, provides consultancy or training to education providers both inside and outside of your organisation. You play a key role in initiating, co-ordinating and maintaining networks of practitioners with the aim of supporting the needs of learners. You play a strategic role in the development of education opportunities in your organisation, ensuring that these incorporate core values relating to adult education. Your practice is informed by research and/or a deep engagement with the latest policy and theory relating to education and learning. You design, create and evaluate programs of learning, or co-ordinate collaborative projects with these aims. The resultant programs are made available to other educational organisations. You customise I.C.T. to enhance your work, for example, in the co-design of blended e-learning modules.

Appendix 2- Reflective Writing Examples

<p>Competencies demonstrated: Learner Needs and Goals (V1), Equality and Diversity (V2) Relationships in Education (V5), Roles and Responsibilities (SK1), Planning for Teaching (SS4), Group Management (SS5), Teaching (SS6), Information Communication Technology (SK3) and Literacy and Numeracy (SK2)</p>	<p>Level: 9</p>
<p>Description of the scenario What took place:</p> <ul style="list-style-type: none"> A project called News Circle (NC) ran a number of classes for learners with complex needs ranging from a variety of substance addictions, mental health problems to learning difficulties and it was thought the creation of the NC would be useful and allow the knowledge, skills and understanding from all the other classes to be captured and displayed as part of a monthly Newsletter. <p>The context:</p> <ul style="list-style-type: none"> The NC project was an ideal platform in which to do this as it was able to draw in learners from a variety of other classes including computing and creative writing and give them a specific achievable goal to work to. All the learners were recruited from existing classes and were of different levels of ability and age. However they had all shown an interest in the Newsletter project and were keen to use their existing knowledge in a more practical way. <p>Relationships with learners/colleagues:</p> <ul style="list-style-type: none"> As part of the initial interviews for the creation of their Individual Learning Plans (ILPs), I was able to find out what their hobbies and interests were, as well as get a key understanding of their preferred learning styles and methods of learning. As a result of this detailed ILP I was also able to make a considered judgement on how to manage the group dynamics. <p>My approach to meeting the scenario:</p> <ul style="list-style-type: none"> 2 pairs of learners were working to similar goals and had comparable learning styles, so it made sense to pair them up together. John and Stuart were interested in using the internet for web searching and wanted to write stories, Joanne and David both liked Hearts football club and wanted to keep in touch with friends and family using e-mail, so although their actual learning goals were different, they had interests in common. So again it made sense to pair them up. Sheena the last member of the group obviously preferred working on her own, and had a very particular learning style which did not really fit in with the other group members. However while she was not yet happy about using a computer she was interested in writing stories for the Newsletter and John offered to type them up for her. This maintained the group dynamic and prevented Sheena from feeling excluded. <p>The outcome of my approach:</p> <ul style="list-style-type: none"> The outcome was designed to allow a crossover from the dedicated classes that were already running at the News Circle project, in computing, creative writing, and the Special Interest Group. It aimed to provide a more integrated literacy approach to learning that allowed us to negotiate the curriculum based on the subject matter that the learners were interested in 	

This is a very detailed description of the scenario, demonstrating deep levels of engagement and understanding from the adult educator

Consideration of Learner Needs and Goals (V1) and importance of Relationships in Education (V5) in the context of a complex learning situation where learners have diverse needs (Equality and Diversity, V2)

Consideration of policy for adult literacies education

Planning for Teaching (SS4) in complex teaching scenario

while letting them use the literacy skills, knowledge and understanding they had learned in the other classes. The focus was to encourage group task involvement while acknowledging the individual learners' aims and goals

- Although the class was made up of learners with varying literacy abilities, the News Circle Project allowed them to work together and demonstrate their skills, knowledge and understanding of their chosen topics both individually and as a group, another key requirement of the Curriculum for Excellence and clearly mapped out in the Curriculum Wheel (N.B. Scottish Adult Literacies policy). As each session talk and topic was negotiated with the learners the previous week, the learners were able to make their own choices on what they wished to do and what level of difficulty they were comfortable with. This also allowed them to offer help and support to each other and as a result facilitated a variety of transferable skills being spread throughout the group, helping to build confidence in both the donor and the recipient.
- The group worked very well together and examples of their interest and engagement were very obvious.
- While Sheena due to her dislike of using computers was not included in the e-mails, the other group members would always ask me to print off any topics they thought she would like and give them to her.
- After reading the chosen topic material a group discussion would then take place, this might be white board based or just a round robin approach, but while these group discussions could be quite lively and I would sometimes have to work hard to get them back on the chosen topic, once focused it was then difficult to bring the discussion to an end, and extra homework about the topic was frequently asked for.

My thoughts/feelings:

- The timings of the session plans seemed to suit the group's learning style very well.
- The pairings were a good match but when crossover of gathering information occurred e.g. web site searches or e-mail information requests occurred both pairs seemed happy to share their processes. E-mail contacts were made between the group members and interesting and relevant topics of information were disseminated across the group including the tutor and volunteer.
- The learners seemed to be very engaged and enjoyed their status as "reporters" for the NC project, it was obvious that the confidence and sense of empowerment they gained from this project would carry on through other classes and inspire them to further learning.

Teaching (SS6)

Helpful to read thoughts of adult educator about the project

Careful!

Would need to have evidence of this e.g. 'feedback forms from learners showed that ...'

Additional information, ideas, suggestions

Further observations:

- As can be seen from these reflections the sessions so far have had a positive impact on the learners' lives, both in class and in their personal lives. The Adult Literacy and Numeracy Curriculum Framework states that "learning should be rooted in the social context and purposes of the learner". As a result of this requirement the Newsletter class was created with this ethos in mind.

Relevant other knowledge:

- Learner participation in the newsletter involved each learner experiencing a multitude of other skills and enhanced their knowledge and understanding of other topics, e.g. modern studies, design and photography which many had not thought about before.

Suggestions or views of colleagues or learners.

The Newsletter was viewed very positively by other colleagues, who were happy to encourage their own learners to contribute to the offerings of the Newsletter and to read it as part of their own learning experience.

Theory of learning/education offering understanding of the scenario:

- When designing a new literacies project, the key elements of both the Adult Literacy and Numeracy Curriculum Framework and the Curriculum for Excellence (C for E), should be referenced to ensure that the learners needs are fully met. The News Circle newsletter project in particular was designed to take a social practice approach as championed by both the ALN framework and the C for E. This ensures the learner is encouraged to learn through her/his own choice of method and style and is very central to the teaching process.
- The Curriculum Framework model as represented in “The Wheel” was used to make sure that key areas of Curriculum requirements were met. As has been mentioned, the class had a positive impact on the learners, home/community life resulting in improved lifestyle behaviours benefiting friends, family and the whole community. “Critical thinking and critical awareness” was enhanced, “writing to convey information ideas and thinking” was integrated into the sessions, and “learning through research” and “co-operating with others” was also a key goal that was fully recognised. All these elements are closely reflected in Curriculum Framework and can be specifically referenced in “The Wheel”.

Other factors e.g. social, moral, ethical or political contexts:

- The Newsletter covered a multitude of topics and allowed for interesting and varied group discussions, which enabled the learners to explore social issues, political decisions etc. in a full and frank manner with members of their own social group and others.

My reflective account of the scenario:

Relating, exploring, reinterpreting from different perspectives, linking theory and practice, experimenting, theorising, considering new ways or new understandings, or generalising the scenario, making generalisations.

- As can be seen from the session plans a variety of materials and learning resources were used. The websites used were mostly BBC Skillswise and WebWise. This was because they allowed the learners to further practice their web surfing skills and desk top navigation they had previously been doing in their computing class, while simultaneously working on their writing skills and grammar. Gmail was chosen as an e-mail forum because of its ease of use and familiarity. The learners themselves discussed what forums they wished to look at, and I was able to help research the information they needed and ensured they were appropriate before encouraging membership. Group discussions and some white board brainstorming on topics of interest for the group soon revealed that the favourite subjects were based on the town’s more dark and dangerous history. A fascination

This additional information is useful as it demonstrates the adult educator’s engagement with thinking about what they have learned

This series of useful reflections demonstrates a deep level of engagement by the adult educator informing their understanding of what they have learned

for ancient streets, and ghostly goings on emerged, so I carried out research on these topics to find simple but interesting articles that would encourage the group's reading efforts. The Graphic novel of "Kidnapped" was chosen because of its Robert Louis Stevenson connection on the basis that its simple format was interesting enough to keep the more able readers in the group involved while the picture and concise writing was not too complex for the less confident readers in the class.

- Also discussion regarding the articles and stories picked helped encourage and support the learners' critical thinking and promoted confidence in their own opinions and beliefs.
- While the learners' engagement in the class has been very obvious, it did appear at the start of the class that there might be some barriers to the learning process. This was because the NC project was originally created as a project for homeless and vulnerable adults. However despite at least 2 of the group living in Hostel accommodation and leading somewhat hectic lifestyles their attendance was good and support workers frequently commented on their improvement not just in computer knowledge but general lifestyle behaviour. Other than John's hearing aid there was no one with a physical disability, and aside from the occasional problem with faulty headphones, (had to buy new ones), John was able to join in with all the sessions. Sheena was very shy and unconfident and missed a couple of sessions, but once she was contacted and reassured that she could work on her own using a book or join in when she wanted, her attendance improved, as did her group work and ability to work well with others. Joanne occasionally had child care problems, and would have to miss a class, but once her e-mail was set up, she would contact the tutor to let her know and ask for homework to be e-mailed to her.

These reflections demonstrate consideration of Learner Needs and Goals (V1) and the importance of Relationships in Education (V5) in the context of a complex learning situation where learners have diverse needs

These reflections on Learning match with Learner Needs and Goals (V1), Equality and Diversity (V2) Relationships in Education (V5), Roles and Responsibilities (SK1), Planning for Teaching (SS4), Group Management (SS5), Teaching (SS6), Information Communication Technology (SK3) and Literacy and Numeracy (SK2). The information provided earlier in the account demonstrate how this learning was achieved

What I have learnt as an adult educator in relation to the above competencies:

- I have in particular learnt the importance of group dynamics, and how to successfully steer through the "Storming, norming and forming" group development.
- I also became more confident in using the ALN framework and "Wheel" to plan my sessions and ensure the expectations of both the group as a whole and individually were met.
- My ability to liaise with other colleagues and partner providers and ensuring a smooth transition between different teaching strategies and environments was also fully exercised.
- The need for thorough planning and preparation was also reinforced into my "value system" as was the importance of being flexible and providing a number of teaching strategies to replace any barriers to learning that occurred like problems with missing wifi, unexpected website changes etc.
- This flexibility was also required when dealing with such a wide variety of learners' personalities and abilities.
- The ability to show a calm and unflustered front to the learners despite any problems arising was also enhanced.

Reflective Writing example 2

Competencies demonstrated:	Level:
Learner Needs and Goals (V1) Importance of Relationships in Education (V5)	7 7
<p>Description of the scenario:</p> <ul style="list-style-type: none"> • What took place • the context • relationships with learners/colleagues • your approach to meeting the scenario • the outcome of your approach • your thoughts or feelings <p>I was tutoring a creative writing class of 7 adults in our local community centre. The room we were working in was hot and so we left the door open. While this cooled the temperature it meant that we saw others walking about the centre and once or twice other centre users stuck their head round the door to say hello.</p> <p>The participants have been coming to the group for a while and usually take part in an animated manner. While they seemed to enjoy today's session, they were reluctant to read out their work or even discuss their ideas in the group.</p> <p>I realised that they felt exposed to the rest of the centre and by reading out their own work. I closed the door but the atmosphere had changed and we were unable to achieve very much.</p> <p>I felt disappointed that the group members didn't want to take part as they usually do. I think they felt unnecessarily anxious as well as frustrated at not getting very much work done.</p>	
<p>Additional information, ideas, suggestions, Feed in additional ideas:</p> <ul style="list-style-type: none"> • Further observations • Relevant other knowledge • Suggestions or views of colleagues or learners • Theory of learning/education offering understanding of the 	

This reflection relates to a small event in the classroom rather than a larger scale scenario such as the design and delivery of a complete project. This means that the account demonstrates learning in relation to a smaller range of competencies. Specifically - Learner Needs and Goals (V1) and importance of Relationships in Education (V5)

scenario

- **Other factors e.g. social, moral, ethical or political contexts**

As a creative writing teacher I understand the anxieties adults sometimes face when attempting to express themselves. There are many strategies to deal with this situation; I need to explore some of these strategies further. I can speak to colleagues and look at online resources to help me do this.

The group work element of the session really didn't work, one of my colleagues has lots of ideas for group work exercises and I'll ask if she minds me sitting in with her class a few times for some ideas.

My reflective account of the scenario:

Relating, exploring, reinterpreting from different perspectives, linking theory and practice, experimenting, theorising, considering new ways or new understandings, or generalising the scenario, making generalisations.

The group work dynamics and safe environment was affected by the anxieties of the participants in a situation where they felt exposed to external influences. I had lost some of the trust of the group members that I had established over the previous weeks.

I need to ensure the room is comfortable in temperature and that, when doing groupwork, we close the door so that we have a secure environment to work in.

We may need to focus on group work dynamics and collaborative working for a while to ensure we can all work together in the future.

What I have learnt as an adult educator in relation to the above competencies:

I've learned that the teaching environment can have an impact on the work of the group members and that it is important to consider collaborative work, group work dynamics and building trust during the session, as well as the session content.

These reflections demonstrate learning in the area of Learner Needs and Goals (V1) and importance of Relationships in Education (V5) in the context of a complex learning situation where learners have diverse needs

Reflective Writing Example 3

Competencies demonstrated: SK7 Assessment for learning and teaching	Level: 7
Description of the scenario: I understand the difference between formative and summative assessment and their uses. I use a range of assessments, formative earlier on in the course and summative towards the end. At times I tell students the assessment is formative but if it is of sufficient quality I suggest that they might want to submit it as a summative assessment.	
Additional information, ideas, suggestions: I understand and apply appropriate and fair methods of assessment to inform the teaching and learning of individual learners. I provide constructive and timely feedback to support individual learners' progression and achievement.	
My reflective account of the scenario: The learners do not like assessments but the repeated use of formative assessment reassures them that they can do the work, this means the final assessment is not so daunting.	
What I have learnt as an adult educator in relation to the above competencies: I have learned to use formative assessments in the run up to using summative assessments and that is an effective way of enabling learners to complete the coursework.	

This is probably the correct level but we know very little from this account about what happens in the teaching environment

This isn't a description of a scenario, it's a description of the tutor's understanding of formative and summative assessment. We know nothing of the subject being taught or who the students are. The description of a scenario could include what took place, the context, relationships with learners/colleague, your approach to meeting the scenario, the outcome of your approach and your thoughts or feelings. For example, the tutor could have described a scenario where s/he organised formative/summative assessments

This is a statement of understanding and an assertion that the tutor works appropriately. The statements are not back up using examples of practice. This section could include further observations on the scenario, suggestions or views of colleagues or learners, theory of learning/education offering understanding of the scenario, other factors e.g. social, moral, ethical or political contexts. For example, some reference to an article or guidance the tutor has read on assessment

These comments may be fair enough but a reflective account should be illustrating assertions with examples from practice. So here, if the tutor had described a scenario, s/he could then relate other scenarios to this one, reinterpret it from a different perspective, link theory and practice, consider new ways or new understandings, or make generalisations. For example, the tutor here could compare how students react to formative and summative assessments by comparing a couple of scenarios for her/his experience with the group

This is ok but it's difficult to see where the learning came from as the reflective account contains no illustration of how this learning took place. A better response would include examples of where the tutor learner how the assessments worked and actions they might take in further to improve on their work around assessments

Reflective Writing Example 4

Competencies demonstrated: SK3 Promoting the benefits of technology, e-learning and ICT in own subject specialist area -Learners' skills	Level: 9
Description of the scenario: <p>I run a local history class in the Community Centre. The students are older adults who attend once a week for two hours. The all sit at a PC to carry out individual work and then come together in the middle of the room to talk through issues and information as a group. The members are Jean, Paul, Norman, Sarah and Gloria. Jean works on her family history in the area. Paul, Norman and Sarah try to find out information via internet searches and Gloria is aiming to compile a file of information that the group finds out. They work well together and enjoy the sessions.</p>	
Additional information, ideas, suggestions: <p>I know and understand computing and digital technologies very well and aim to look at using tablets when we can find some funding to buy some.</p>	
My reflective account of the scenario: <p>The students work well together and all chat through the work, helping each other as they go. The work is relevant to their lives, for example, it relates to their families and local area. Sometimes not all of the students turn up as the weather affects their mobility and they can't always reach the centre in poor weather.</p>	
What I have learnt as an adult educator in relation to the above competencies: <p>I have learned about the lives of the students, finding out about life in the area and discovering information with the students via internet searches. This information helps me run the class smoothly and in a student centred way.</p>	

The level here is too high. The tutor may be equating his knowledge of ICT with the Level awarded. From the little information we have here, the tutor is probably more likely to be Level 7

This is a general description of a group, not an scenario that occurred during the group. The scenario should illustrate how the tutor is adept at promoting technologies and ICT skills. This description lacks any context, outline of the tutors' relationships with learners, outcome or the tutors' thoughts or feelings

This doesn't really add anything of value to the reflective account, what we are looking for here are suggestions or views of colleagues or learners, theory of learning/education offering understanding of the scenario, social, moral, ethical or political contexts. For example, it might be worth exploring what the teaching methodology is and why it was decided to make use of ICT to support the learning

This isn't reflective at all, it is a description of what the students interests and issues of access. Reflection involves relating, exploring, reinterpreting from different perspectives, linking theory and practice, experimenting, theorising, considering new ways or new understandings, or generalising the scenario, making generalisations. For example, if we had a scenario to consider, the tutor might have reflected on how well it went, what could have been done differently and what factors influenced the way the scenario took place

This is a list of things the tutor has learned alongside the students. This section should be about what the tutor has learned about promoting the benefits of ICT teaching in subject specialist areas. For example, if we had a scenario described, the tutor could have learned what to do differently the next time

Appendix 3 – Reflective Writing Template

Competencies demonstrated:	Level:
Description of the scenario: <ul style="list-style-type: none"> * What took place * the context * relationships with learners/colleagues * your approach to meeting the scenario * the outcome of your approach * your thoughts or feelings 	
Additional information, ideas, suggestions, Feed in additional ideas: <ul style="list-style-type: none"> * Further observations * Relevant other knowledge * Suggestions or views of colleagues or learners * Theory of learning/education offering understanding of the scenario * Other factors e.g. social, moral, ethical or political contexts 	
My reflective account of the scenario: Relating, exploring, reinterpreting from different perspectives, linking theory and practice, experimenting, theorising, considering new ways or new understandings, or generalising the scenario, making generalisations.	
What I have learnt as an adult educator in relation to the above competencies:	

Appendix 4 - Initial self-assessment template

No.	Competency	Initial level e.g. 8	Action e.g. ❖ Ideas for evidence ❖ Area requiring action
V 1	LEARNER NEEDS AND GOALS		
V2	EQUALITY AND DIVERSITY		
V3	DEVELOPING YOUR OWN VALUES		
V4	PROFESSIONAL DEVELOPMENT		
V5	RELATIONSHIPS IN EDUCATION <ul style="list-style-type: none"> • Relationships with learners • Relationships with colleagues 		
V6	INSPIRATION AND ENTHUSIASM		
SK1	ROLES AND RESPONSIBILITIES AS A SUBJECT SPECIALIST TEACHER		
SK2	LITERACY AND NUMERACY		
SK3	INFORMATION COMMUNICATION TECHNOLOGY Promoting the benefits of technology, e-learning and ICT in own specialist area: <ul style="list-style-type: none"> • Own skills • Learners/students' skills 		
SS4	PLANNING FOR TEACHING		
SS5	GROUP MANAGEMENT		
SS6	TEACHING		
SK7	ASSESSMENT OF LEARNING		
SS8	USE OF ASSESSMENTS		
SK9	ACCESS AND PROGRESSION		

Appendix 5 – Goal Setting

No.	Goal	How the goal is to be achieved and how it is to be evidenced	Completed by (mm/yyyy)

Appendix 6 – Final Assessment

Summary self-assessment Name _____ Date _____

No.	Competency	Level e.g 8	Evidence (identify reflective account)
V 1	LEARNER NEEDS AND GOALS		
V2	EQUALITY AND DIVERSITY		
V3	DEVELOPING YOUR OWN VALUES		
V4	PROFESSIONAL DEVELOPMENT		
V5	RELATIONSHIPS IN EDUCATION		
V6	INSPIRATION AND ENTHUSIASM		
SK1	ROLES AND RESPONSIBILITIES AS A SUBJECT SPECIALIST TEACHER		
SK2	LITERACY AND NUMERACY		
SK3	INFORMATION COMMUNICATION TECHNOLOGY		
SS4	PLANNING FOR TEACHING		
SS5	GROUP MANAGEMENT		
SS6	TEACHING		
SK7	ASSESSMENT OF LEARNING		
SS8	USE OF ASSESSMENTS		
SK9	ACCESS AND PROGRESSION		

Space for your notes