

Support for Literacy, Language and Numeracy Programme

Improving literacy, ESOL and numeracy teacher training

Regional plan for literacy, ESOL and numeracy teacher training – East Midlands, January 2011



Training the literacy, ESOL and numeracy teaching workforce

The focus for this regional plan is the training and development of teachers who specialise in English (literacy and ESOL) and Maths (Numeracy) in the context of both Skills for Life and Functional Skills.

The fundamental principle underpinning this plan is that we in the East Midlands must ensure that we can meet the literacy, ESOL and numeracy needs of our learners; this can only happen if we make sure there are sufficient high quality literacy, ESOL and numeracy specialists in the region.

The need for a regional approach to teacher training for literacy, ESOL and numeracy specialists has long been recognised in the East Midlands; it has been written about ever since the Moser Report and the birth of the Skills for Life Strategy, and woven into successive regional Skills for Life initiatives and strategic reports.

With this paper, however, we hope to move from recognition of the need, to an emerging plan to implement the changes that are needed to realise a fully qualified and effective literacy, ESOL and numeracy workforce.

Objectives

The plan will:

- describe the regional context
- identify the number/percentage of qualified literacy, ESOL and numeracy teachers in the region
- identify the literacy, ESOL and numeracy teacher training provision in the region
- describe the main successes and opportunities for literacy, ESOL and numeracy teacher training in the region
- describe the main issues and challenges for literacy, ESOL and numeracy teacher training in the region
- identify the priorities for the region for the period 2010 - 2013
- outline actions to be taken by teacher training planners and providers for the period 2010 - 2013

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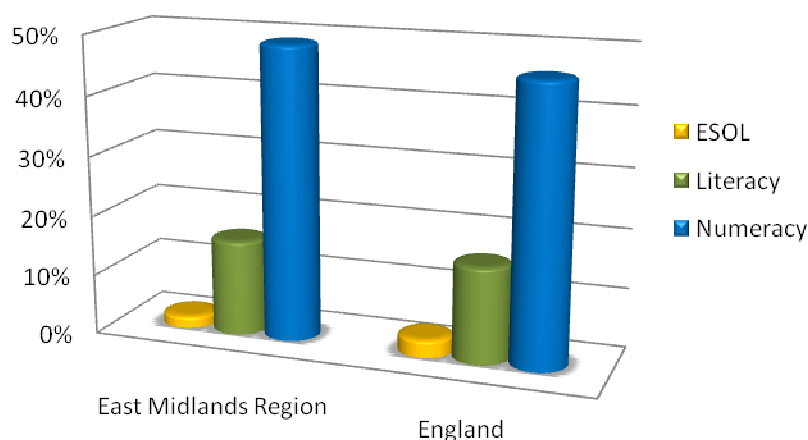
1. Background and context

English (literacy and ESOL) and Maths (Numeracy) needs

If we take as our starting point the overarching aim of meeting the English and Maths needs of learners, then it makes sense to look briefly at the level of need within our region.

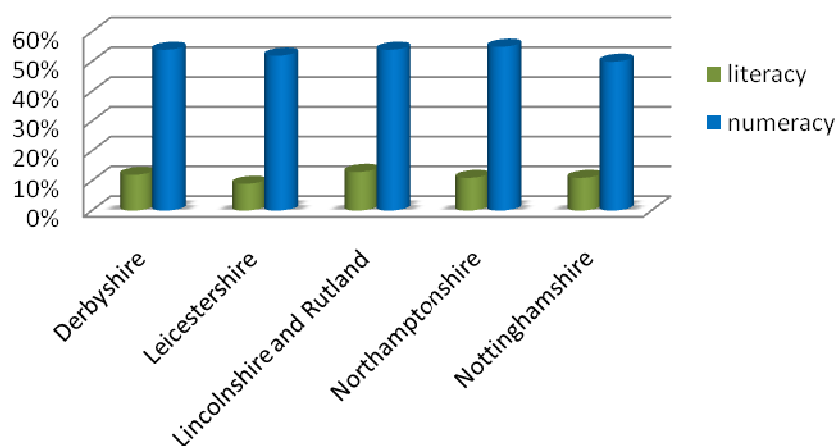
Data from the DfES 2003 *National Skills for Life Survey* suggests that the percentage of people with very low skills (below Level 1) in the East Midlands is roughly average for the country as a whole. The percentage of people with numeracy needs is slightly higher than the national average, and the ESOL needs are lower.

Percentage of adults with below Level 1 skills



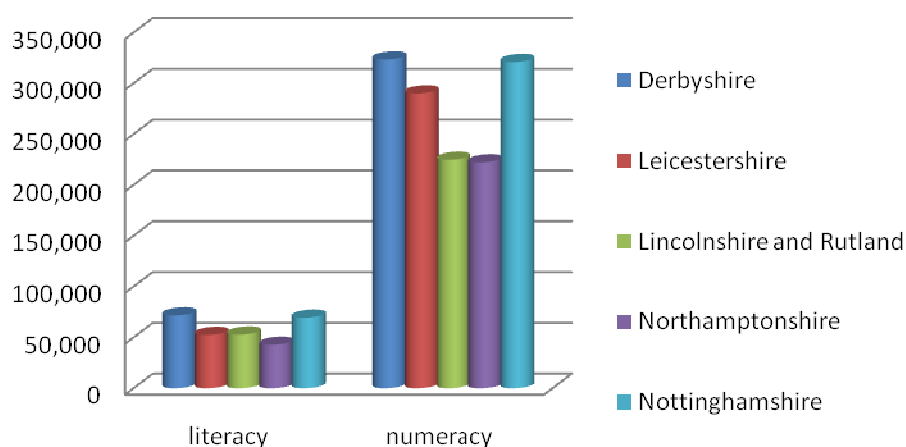
When we look at levels of literacy and numeracy need sub-regionally, the striking thing about the 2003 data was the similarity between each county in terms of the *percentage* of people with skills below Level 1. (The actual number of people with low skill levels in each county reflects the overall populations, of course.)

Percentage of adults with skills below Level 1



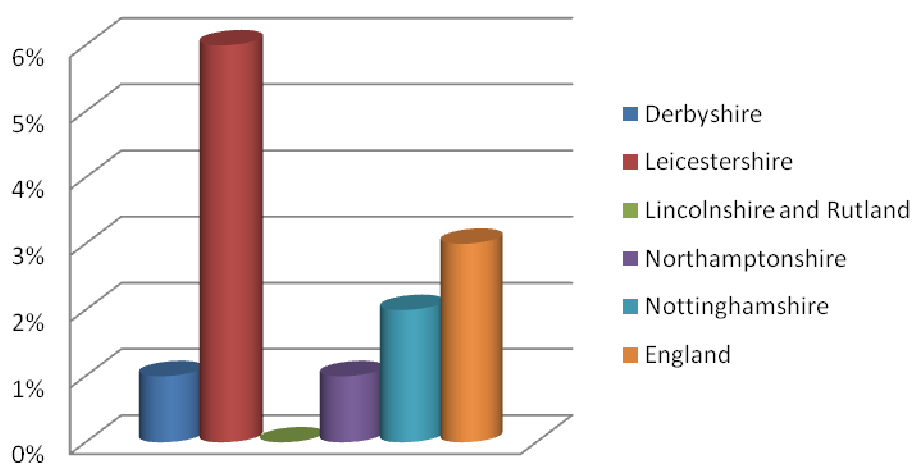
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Number of adults with skills below Level 1

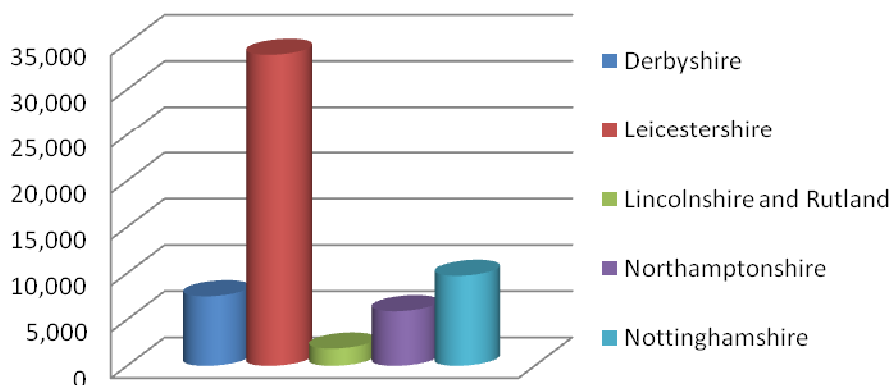


With ESOL skill levels, however, a huge variation is indicated within the region. Also significant for our planning is the fact that in all but one of the counties the level of need is substantially less than the national average.

Percentage of adults with ESOL needs below Level 1



Number of adults with ESOL needs below Level 1



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As a result of meeting regional 2010 targets from the Skills for Life Strategy this number may well have decreased but there is not yet any data to give current need levels. A report for the House of Commons Public Accounts Committee in 2009, *Skills for Life: Progress in Improving Adult Literacy and Numeracy*, suggests that there is still a high need and that as a country we still have too many people with low skill levels. Each year significant numbers of young people leave school with English and Maths skills below level 1 – about 6% and 8% respectively – and many more without level 2 skills. The East Midlands performs below the national average, and is the third worst region in terms of achievement of GCSEs in English and Maths.

So, although we do not have accurate need data, there is clear evidence of ongoing need. EMDA, in the *East Midlands Skills Priorities Statements for 2011 – 2013*, reported that in 2008-2009 almost one-fifth of enrolments for young people aged 16 – 18 and approximately one-fourth of enrolments for adults (post-19) were registered as Skills for Life courses, and said that stakeholders in the region see a need to continue supporting learners with literacy, language and numeracy at a similar level.

Demography

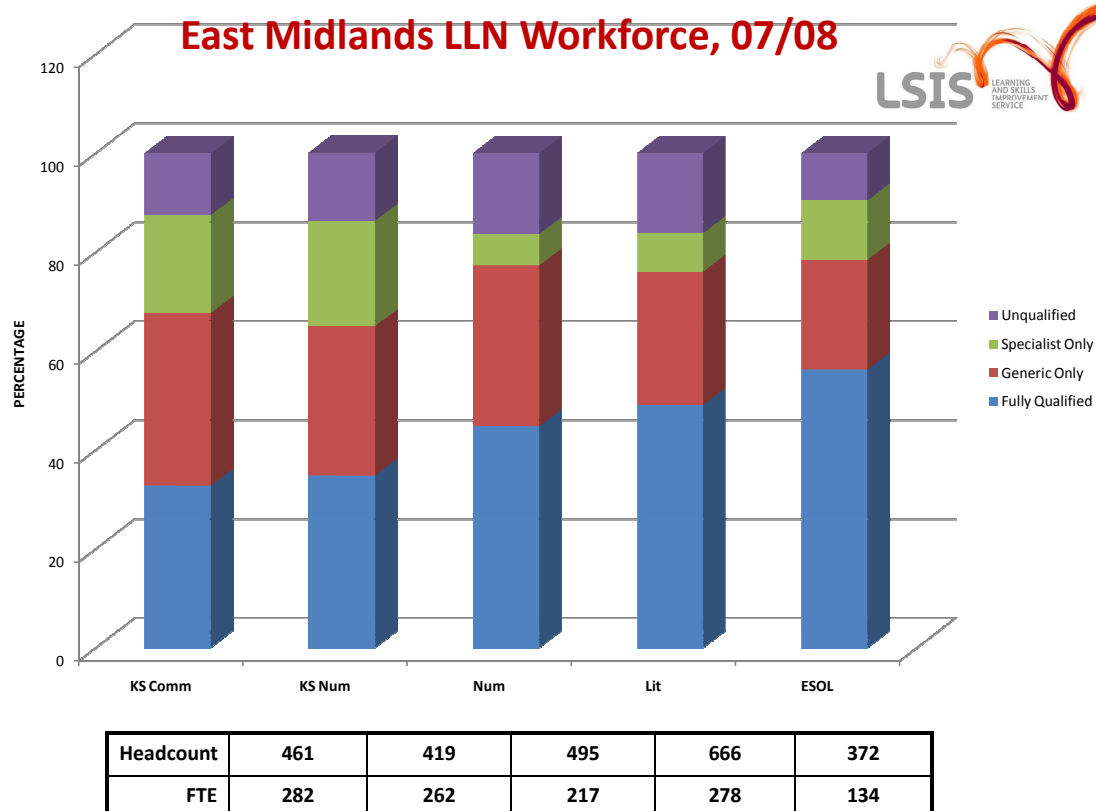
Demographic data from the East Midlands provides some key information which has implications for a regional teacher training plan.

- 8.6% of England's population lives in the East Midlands and the region is growing at a faster rate than the national average
 - This has implications for regional growth planning
- 90% of the region is rural and 29% of the population live in rural areas
 - This makes it difficult for some teachers to access local specialist programmes
- The East Midlands has the second lowest overall population density in England
 - This makes it hard for providers in some areas, specifically in Lincolnshire, to attract a large enough cohort to deliver traditional teacher education
- The East Midlands is England's fourth largest region in terms of area
 - This means that travel between sub-regions to access training is not always practical
- The ethnic minority population is 6.5% (including 4.5 non-EU), against a national average of 9.1%, but there is considerable variation within the region. The sub-region with the highest percentage of ethnic minorities is Leicestershire, and ethnic minority populations are much higher in larger urban areas than in rural areas; e.g. in Leicester City the ethnic minority population is 39%.
 - This means that the need for specialist ESOL teachers is very localised
- The East Midlands has a high proportion of businesses that are in low-skill sectors
 - This means that a key challenge for the region is to move away from the low pay, low skill equilibrium. (EMDA).

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2. The Literacy, ESOL and numeracy teaching workforce

Our most up-to-date and comprehensive information about the literacy, ESOL and numeracy teaching workforce comes from the LLUK national survey of the LLN workforce of 2007-2008. This data suggested that less than half of the workforce is fully qualified, i.e. with both generic and subject specialist teaching qualifications.



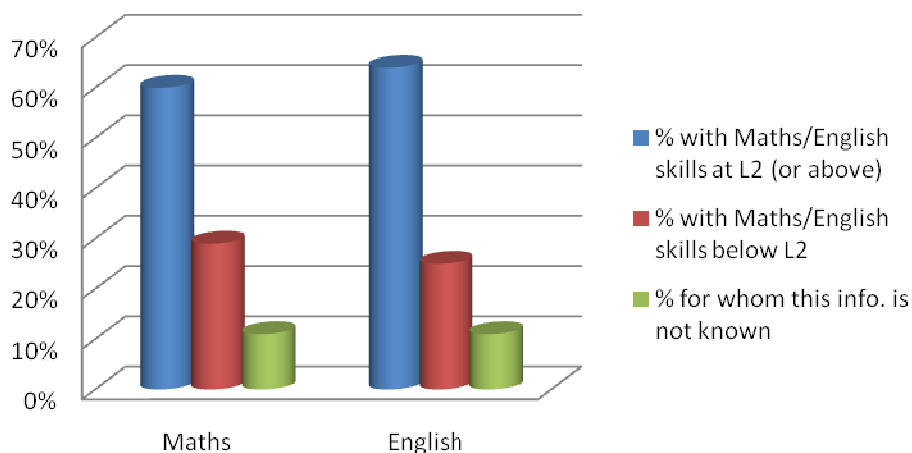
The LLUK data confirmed findings about the numbers of qualified staff from small scale regional research carried out as part of the Skills for Life Improvement Programme, and also suggests some regional improvement in numbers of qualified LLN staff between 06/07 and 07/08. In 08/09 and 09/10 it is likely to have improved further, but we anticipate a levelling off due to current issues and uncertainties in 10/11. (These issues are explored below.)

The regional data had more limitations than the national data – the sample was small, was not random and was not representative as it focused on work-based learning providers rather than FE colleges – yet one thing worth noting was that over two-thirds of Skills for Life teachers were delivering two or three subjects out of literacy, numeracy and ESOL, and therefore need more than one subject specialist qualification to be classed as fully qualified. (Alternatively providers need to work towards greater specialisation of the workforce.)

The regional research mentioned above also looked at the personal Maths and English skills of LLN teachers and vocational trainers.

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Maths and English Skills of teachers in the East Midlands

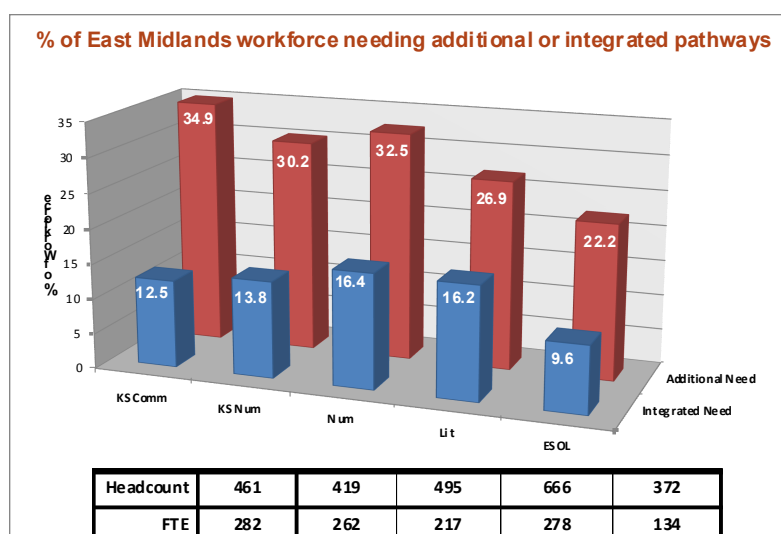


The percentage of teachers who have Maths and English skills below Level 2 (29% and 25% respectively) is clearly too high if the Learning and Skills sector is to provide high quality teaching and learning.

We found wide variation in the personal Maths and English skills of teachers and trainers from one organisation to another, and from one type of provision to another. Whilst the majority of FE teachers have achieved Level 2, the same is not true for vocational teachers in work-based learning. This is clearly something that has implications for potential applicants for the Level 5 subject specialist awards.

Subject specialism training needs

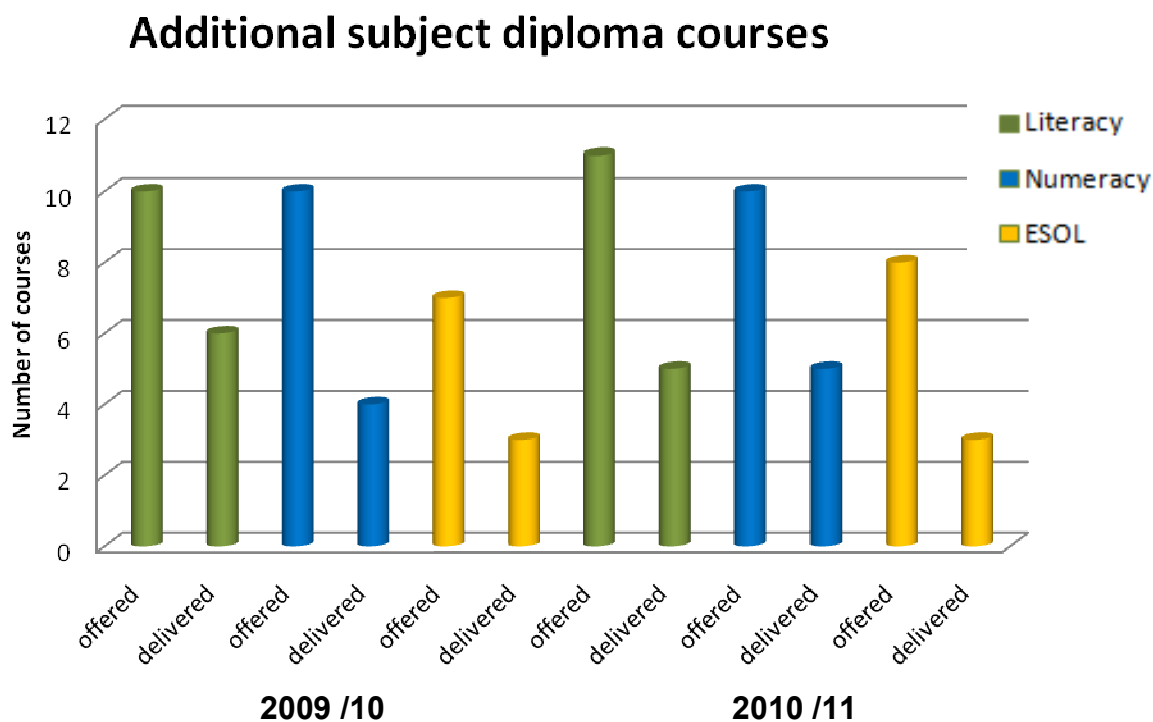
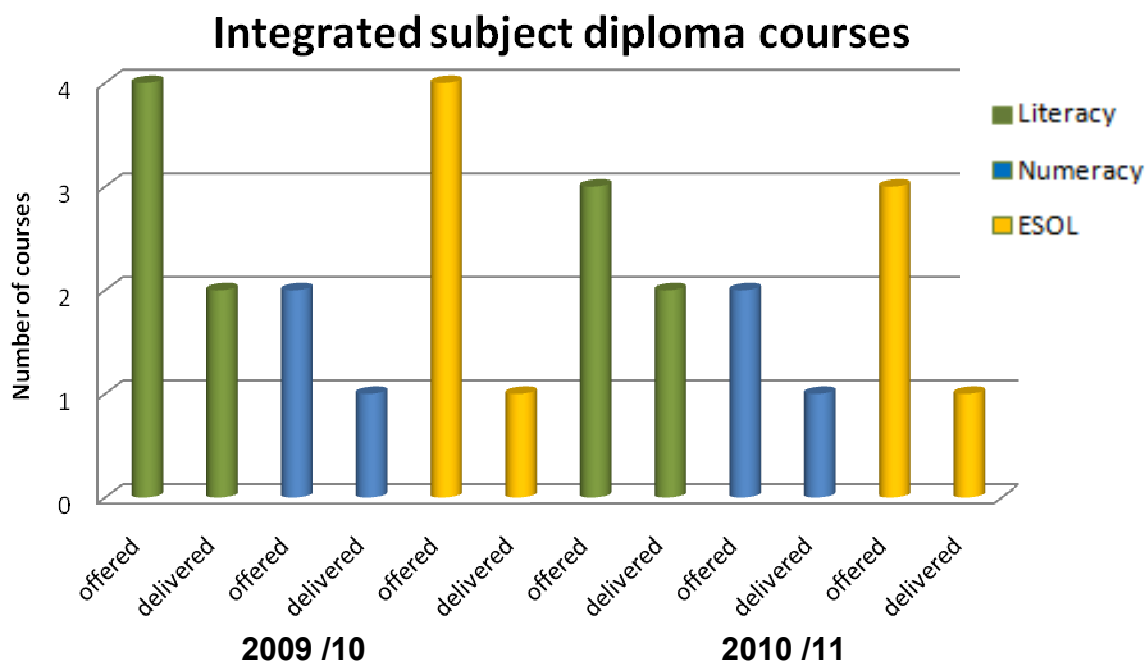
If we translate the LLUK workforce data into need for subject specialist teacher training, it is clear that considerable provision seems to be required within the region.



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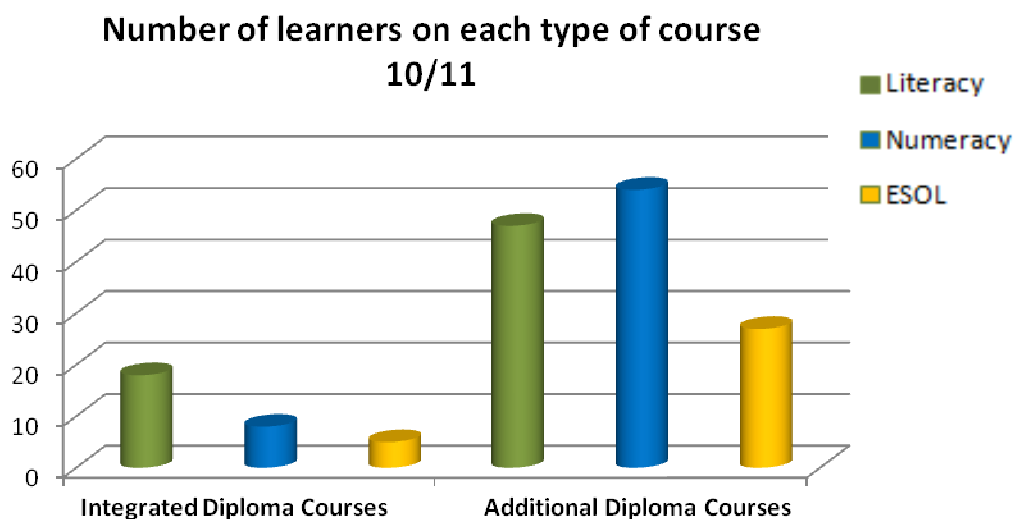
3. Literacy, ESOL and Numeracy teacher training provision

Since the 2007 reforms, teacher training providers in the East Midlands have responded well to the push to develop and offer the subject specialist qualifications. What has been less successful, however, has been the take up of the places on offer. The charts below show the provision for 09/10 and 10/11. In both years, 37 courses were offered and 17 actually ran.



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The next chart looks at the number of learners who have enrolled on LLN diploma courses this year. In total the number is only 159 across all specialisms. Last year's data is incomplete, but the information we have indicates that actual enrolments may have declined this year. The data demonstrates the huge gap between the potential need demonstrated by LLUK and the actual demand that has materialised.



This issue of need versus demand is explored further below.

Current regional provision

There are some key points arising from the data on regional provision:

- Only 1 provider offers Fully Integrated course
- Only 2 providers offer Partially Integrated courses
- Only 1 provider offers a Blended Learning programme and for only one course
(See Appendix 1 for full details of current provision.)

There is, generally, little flexibility in the provision offered; most trainees are expected to complete the generic Diploma and then take an Additional Diploma. As suggested earlier, the rural nature of the East Midlands and the relatively low population density in some areas does suggest that a highly flexible pattern of delivery would be preferable.

It is, therefore, interesting and potentially useful to note some of the more flexible delivery options currently in use in the region.

Derby College offers a combined Level 5 Literacy/ESOL Fully Integrated DTLLS. Trainees are awarded with the subject specialist certificate in which they specialised.

North Warwickshire & Hinckley College offers Partially Integrated DTLLS for all three subjects, Literacy, Numeracy and ESOL. Delivery in year one combines the 3 specialisms and at the end of the year those who want the Additional Diploma are awarded their certificates. Those who need to follow the integrated route continue into year two and move onto a generic DTLLS. They also offer contextualised PTLLS courses in all 3 subjects, Literacy, Numeracy and ESOL, delivered for both pre- and in-service staff as well as non teaching staff for whom the course might be useful. Pre-service will start with this

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course and move onto the Additional Diploma pathway or the Partially Integrated pathway as appropriate.

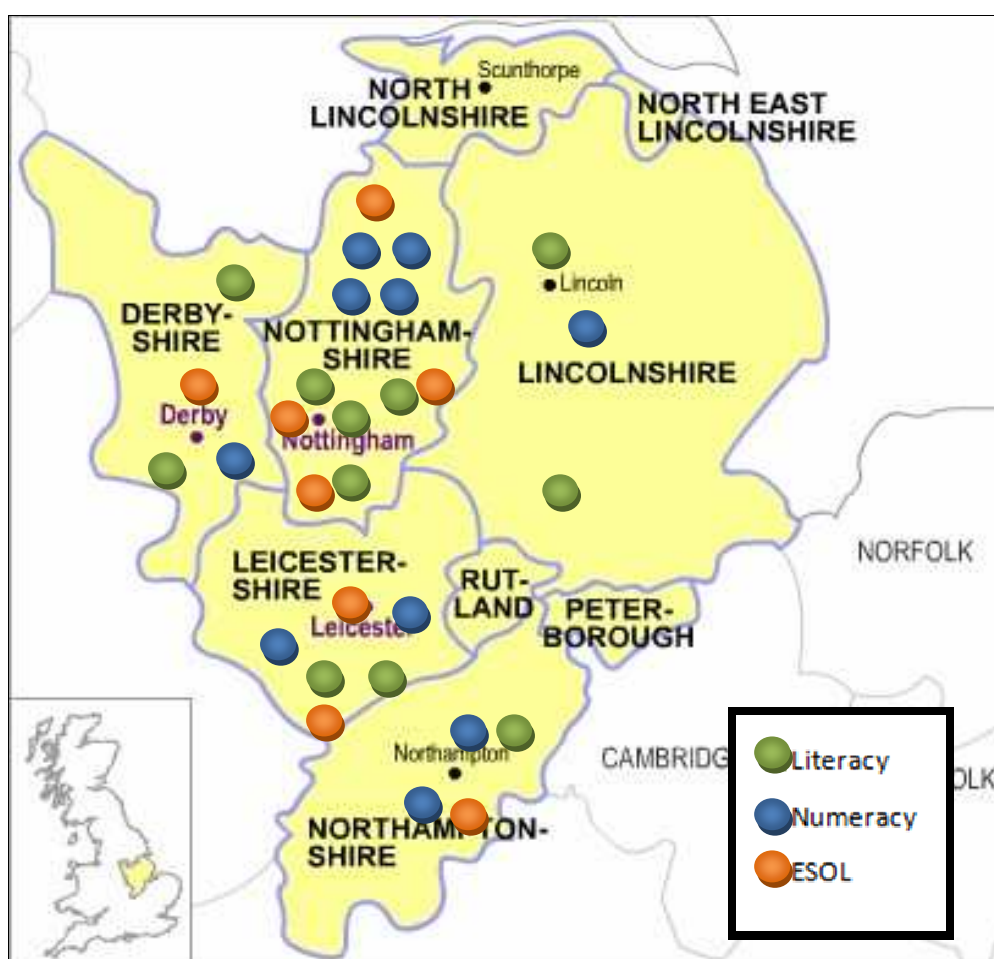
Tresham College combined the Literacy and Numeracy Additional Diploma courses this year, because of very small cohorts. Modules that are the same for the two subjects are taught together, and where evidence of the subject specialism is required they differentiate by output, for example pairing a Literacy and Numeracy trainee to deliver a joint presentation or asking them to complete subject specific case studies.

Northampton College offer the Trinity College TESOL, which incorporates the PTLLS modules, so for someone wanting both the generic qualification and the ESOL specialism, they advise them to do the TESOL first because they will then only need to do one year of the generic afterwards.

South Nottingham College offers Partially Integrated DTLLS and Additional Diplomas. The subject specialist units are completed in the first year, and then the second year is generic. The Additional Diploma trainees are integrated within the Partially Integrated Diploma groups so that small cohorts can be accommodated. Second year trainees join generic diploma cohorts.

Regional spread of provision

It is worth examining the spread of provision across the region. As noted above, learner demographics suggest that the need for teachers is fairly evenly spread across the region for literacy and numeracy, but for ESOL the need is localised.



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What can be seen straight away from this map is that there is not an even spread of provision across the region. The implications for regional planning are that either we have to grow quickly the provision in the under-represented counties – which may seem unrealistic given the shortfall in demand this year – or we need to increase access to flexible delivery to overcome some of the geographic/logistical barriers to enrolment.

As part of the regional plan, we need to map future provision based on the demographic needs of learners and the corresponding need for qualified teachers.

4. Successes and opportunities

Partially Integrated Pathways

One success within our region has been the development of the Partially Integrated route by North Warwickshire and Hinckley College and South Nottingham College. Both have found that small cohorts become viable through this delivery option. Moreover, the Partially Integrated route provides opportunities for:

- buddying (vocational specialist with LLN specialist), which could lead to effective embedding models
- enriched experience from being in a mixed vocational cohort
- generic and subject specialist strands could be delivered by collaborating partners

One FE college found that the choice of awarding organisation influences how flexibly they can offer the DTLLS, i.e. how a Partially Integrated programme can be delivered. Clearly this is something that needs to be examined further.

East Midlands CPD website

Another success in the region has been the maintenance of the East Midlands CPD website. The website is now funded by EMCETT and was redeveloped and updated during 2010. It continues to act as a really useful source of information for LLN practitioners and it has the opportunity to be an effective 'one-stop-shop' for information about literacy, ESOL and numeracy in the region and beyond. For example, all regional teacher training for subject specialists is listed on the website, and users can contact the web content manager for information.

LLN Subject Learning Coaches

EMCETT has increased the numbers of LLN teachers completing the Subject Learning Coach programme. The aim is to use the coaches to rebuild LLN CPD networks.

Collaborative and consortia-based delivery

The most significant opportunity for the region at present is the potential for developing collaborative and consortia-based delivery.

Discussion on collaboration has already begun between New College Nottingham, South Nottingham College and Castle College.

Some embryonic consortia for Concurrent Pathway delivery are emerging, supported by EMCETT. North Warwickshire College are working with Leicester College, and Derbyshire Adult and Community Learning are working with In Touch Care in Sheffield.

LLUK review (phase 1 findings) of personal skills requirements

The current proposals from the LLUK review of qualifications for learning professionals include the development of Level 3 qualifications in English and Maths for teachers of Literacy/ESOL and Numeracy respectively. We see this as an opportunity to address a common issue found by teacher training providers, and to develop a regional model of Level 3 personal skills provision for potential trainees.

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5. Challenges for the region

Need versus demand

As noted earlier, data from the region shows that need does not translate into demand for subject specific teacher training. This issue has frequently and consistently been mentioned by teacher trainers during advisory visits, peer exchange meetings and in telephone research for this report.

Factors contributing to the low demand include:

- lack of awareness of the regulations and requirements for teachers of English and Maths (more so within the voluntary and private sector training providers)
- uncertainty over statutory requirements (e.g. mandatory for FE, but driven – or not - by contractual requirements for WBL and ACL)
- uncertainty over requirement – now and in the future – for Functional Skills teachers, so employers are unwilling to train staff until they know they have to
- uncertainty over qualification routes
- lack of geographically convenient provision (or appropriate mode of delivery)
- funding issues - feedback from FE colleges is that employers are putting aside funding for training for the generic qualifications but not the specialist awards, and employees themselves do not want to fund their own training
- no more ESF funding
- the need to meet entry/eligibility requirements
- difficult to recruit from VCS employers because many staff don't have the necessary 75 teaching hours and unpaid voluntary teaching hours cannot be counted - whilst the situation has been helped by the recent change allowing 50% of this total to be 1 to 1 or 1 to 2 teaching hours, many still can't meet the requirements

Another enduring observation about the lack of demand is that practitioners feel so much is still changing/at risk of changing that it may be better to put off the doing the qualifications until there have been decisions at Government level and clarity on requirements. This is particular true for those who teach Functional English and Maths.

So, a huge challenge for the region is to encourage take up, and this needs to be written into the regional plan so that providers can recruit large enough cohorts to run a course.

We need to find out:

- What generates demand for LLN teacher training?
- Are we delivering the right number of qualifications in the right place according to demographic need or learner need?
- What is the need in the wider learning and skills sector, outside FE colleges?
- Are there any funding opportunities?
- What barriers are preventing teachers accessing courses? Number of teaching hours; difficulty with APL; lack of knowledge about workforce reforms; qualification requirements of those teaching functional skills; personal skills.

Developing teacher trainers

Building the capacity and quality of ITT/CPD for LLN teachers will also depend on the availability of excellent teacher trainers for both the generic and subject specific elements

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of teacher training. Regional planning must include the need to develop and sustain sufficient effective teacher trainers within each of the subject specialisms.

Shared (consortium) provision

There are a number of regional drivers for developing shared provision.

- Demographic – as noted above the geography of the region presents challenges for traditional face-to-face delivery. For example, Grantham College carried out extensive targeted, marketing to local learning and skills providers, in particular prisons, but had virtually no response.
- Provision for internal staff now reduced to very low cohort sizes which are uneconomical to deliver – increasing the pressure for shared (consortium) provision. For example West Nottinghamshire College struggled to get a large enough cohort so are not running any courses this year. Likewise, this year Lincoln College is running only the Literacy Additional Diploma for in-service staff from the prison service. If not for this group they would not be running a course at all. At Northampton College, the ESOL course did not recruit enough this year so did not run.
- ITE (LLN) still provider-led rather than demand-led and this is unlikely to be remedied without incentives that encourage complementary, co-ordinated and coherent provision across the region.
- The need for an effective CPD-APL pathway (particularly partly integrated) is becoming more apparent, especially when trainees who have completed a PTLLS are trying to access Diploma courses. Such a pathway will be dependent on a consortium approach if it is to work really smoothly.
- Experience within the region suggests that consortia are critical for FEIs to successfully run teacher training as a commercial offer to the wider sector. Where well established networks and partnerships exist the programmes can flourish, but elsewhere programmes are ‘provider-centric’ and institutions struggle to match their offer to the needs of the wider sector.

Provision of preparation programmes

Teacher trainers consistently point to the need for better preparation programmes. Considerable numbers of trainees need to improve their personal skills to pass entry requirements (especially numeracy trainees) and also need support with academic study skills. Some have voiced their concerns about the ability of some trainees to teach LLN to others, given their own low skills.

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6. Priorities and plan for the next three years (2010 - 2013)

The priorities in the plan below represent the views expressed by teacher training providers during the LLN Support Programme advisory visits and from matters discussed at a peer exchange group meeting.

A key message is that we must move forward from talking about the issues to actually developing and implementing a regional plan.

Priorities	Actions	Outcomes	Lead	Date
Priority 1 - Business Case for LLN ITE (Needed across the EMids)	Bullet-pointed business case - relating ITE (and CPD) to improve learner outcomes, OFSTED and IfL/SFA compliance.	SMT 'buy in' to the need for LLN ITE.	EMCETT to draft	March 11
	Clarify funding streams. Clarify map of provision..	Clear guidance regarding programme availability and financial implications	Theme G PEG to review EMCETT	Sept 11
Priority 2 - A Coherent Regional Strategy for LLN ITE	Re-launch the EM Strategic LLN Group – linking delivery capacity to learner demographics.	A more realistic and targeted LLN provision, adequately resourced by LLN teachers.	EMCETT	Sept 11
	Building and facilitating partnerships between ITT/CPD providers to facilitate collaborative provision, including the 'Concurrent' and 'Partly Integrated Pathways';	Shared (consortium) provision.	Providers	Sept 11 to 2013
		Pooling resources (e.g. teacher educators and mentors), specialist modules, cross-sector enrichment opportunities, etc – in order to widen access, maximise strengths and reduce the costs of high quality provision.	EMCETT via website, fora and wikis	Sept 11 to 2013
		Sharing best practice in flexible delivery models and pathways.	As above	
		Peer support available from other more experienced providers and Subject Learning Coach Networks.	EMCETT already facilitate	Sept 11 to 2013
	Development of a transferable ILP that will follow the trainee teacher throughout their development and across providers (will require AO and provider support).	Maximise flexibility of access and progression.	EMCETT with AOs and Providers	Jun 12

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<p>Priority 3 – Support the Development of Blended-Learning Delivery</p>	<p>Develop and disseminate models of blended-learning delivery.</p> <p>Seek advice on ICT infrastructures</p>	<p>Increased flexibility in delivery in individual providers and across consortia.</p> <p>Improved geographical access and viable cohorts.</p>	<p>EMCETT</p> <p>JISC, LSIS</p>	<p>11/12</p>
<p>Priority 4 - Regional Plan for Preparing LLN teachers for L5 ITE</p>	<p>Develop suitable resources and provision to support personal skills in LLN</p> <p>Cascade L3 Bridging (N) and develop equivalent L+L blended-learning provision.</p> <p>Develop on-line resources to support: Critical Thinking; Interpretation of Assessment Criteria; Academic Writing; Reflective Practice.</p>	<p>LLN teachers better able to access and progress through ITE.</p>	<p>Providers LSIS</p> <p>EMCETT and LLN partners</p> <p>EMCETT</p>	<p>2011/12/13</p> <p>Mar 11 to Jun 12</p> <p>Mar 11</p>
<p>Priority 5 - Regional CPD Plan for LLN Teachers</p>	<p>Promote the idea of CPD as a process, not a training event.</p> <p>Work with AOs to enable a CPD route to specialist awards.</p> <p>Develop a framework of CPD modular provision which can be offered standalone or to build always to a specialist award.</p>	<p>Professional development situated in real-time, quality improvement.</p> <p>More flexible timescale for LLN teachers to reach QTLS.</p>	<p>EMCETT</p> <p>EMCETT and AOs</p>	<p>2011/12/13</p> <p>Mar 13</p>

Compiled by Elaine Scott and Ian Grayling on behalf of EMCETT

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Appendix 1

Teacher training opportunities in region in 2010/ 11

Courses offered 2010/11

This academic year 2010/11 a total of 12 providers offered (but 10 are delivering) nationally recognised accredited teacher training for adult literacy, numeracy and ESOL teacher in the East Midlands.

A total of 37 courses were offered and 17 are being delivered.

7 in Literacy, 6 in Numeracy, 4 in ESOL,

4 are Integrated, 13 are Additional

Summary of teacher training programmes planned for and being delivered this current year 10/11

East Midlands	Literacy		Numeracy		ESOL		Totals	
	Offered	delivered	offered	delivered	offered	delivered	offered	delivered
Integrated subject diploma	3	2	2	1	3	1	8	4
Additional subject diploma	11	5	10	5	8	3	29	13
Totals	14	7	12	6	11	4	37	17

Teacher training courses being delivered in the East Midlands Region 2010/11

This table shows the number of learners on each course

		Integrated Diplomas			Additional Diplomas		
		Literacy	Numeracy	ESOL	Literacy	Numeracy	ESOL
Derbyshire	Chesterfield College				6		
	Derby College	5		3	5	17	5
Lincolnshire	Lincoln College				12		
	Grantham College		4		0		
Nottinghamshire	New College Nottingham				0	0	0
	Castle College				0	8	0
	West Nottingham College				0	0	
Leicestershire	South Nottingham College	9	1	1	8	9	3
	Leicester College				6	12	5
Northamptonshire	North Warwickshire and Hinckley College	4	3	1	7	3	5
	Northampton College						9
	Tresham College				3	5	
Total		18	8	5	47	54	27

Figures correct Jan 2011 but subject to change
0 indicates that a course was offered but didn't run.

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(last year) Teacher training opportunities in region in 2009/10

Courses offered 2009/10

Last year 2009/10 a total of 12 providers offered (but 17 actually delivered) nationally recognised accredited teacher training for adult literacy, numeracy and ESOL teacher in the East Midlands.

A total of 37 courses were offered but 17 were delivered.

Delivered:

8 Literacy, 5 Numeracy, 4 ESOL,

4 were Integrated, 13 were Additional

Summary of teacher training programmes planned for and being offered in this current year 09/10

East Midlands	Literacy		Numeracy		ESOL		Totals	
	Offered	delivered	offered	delivered	offered	delivered	Offered	delivered
Integrated subject diploma	4	2	2	1	4	1	10	4
Additional subject diploma	10	6	10	4	7	3	27	13
Totals	14	8	12	5	11	4	37	17

Teacher training courses delivered in the East Midlands Region 2009/10

This table shows the number of learners who were on each course

		Integrated Diplomas			Additional Diplomas		
		Literacy	Numeracy	ESOL	Literacy	Numeracy	ESOL
Derbyshire	Derby College	10		5	14	7	2
	Chesterfield College				0	0	
Lincolnshire	Lincoln College				12		
	Grantham College					6	
Nottinghamshire	New College Nottingham						
	Castle College				6	8	11
	West Nottingham College				8	0	
	South Nottingham College	3	6	1			
Leicestershire	Leicester College				11		4
	North Warwickshire and Hinckley College	3	8	5	4	1	5
Northamptonshire	Northampton College						0
	Tresham College				7	6	
Total		16	14	11	62	28	22

Figures correct Jan 2011

0 indicates that a course was offered but didn't run.

