

# Autonomous Literacy Learners - Sustainable Results (ALL-SR)



Erasmus+

**ALL-SR (2014-16) is a European project that aims to develop self-directed adult literacy\* learning, particularly among L2 speakers.**

\* By 'literacy' we mean reading, writing, numeracy and essential digital skills.

## Tools

- Training and manual for coaches
- Competency table for autonomous literacy learning
- Learners portfolio
- Some instruments for strategy learning

## ALL-SR project team

In the Netherlands Drs. Elwine Halewijn, ITTA (project leader)  
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In Germany Dr. Alexis Feldmeier, Westfälische Wilhelms-Universität Münster  
Stefan Markov MA, Universität Leipzig

UK Alexander Braddell, OSEC CIC Ltd  
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## ALL-SR UK workplace pilot site

### JEWISH CARE

is the largest provider of health and social care services for the Jewish community in the UK. Every week, Jewish Care's 1,500 professional staff and 3000 volunteers give care and support to 7,000 people and their families, including older people, people with mental health needs, people with dementia, MS, Parkinson's, strokes and those who are visually impaired.

www.jewishcare.org

### Volunteer literacy and language coaches

To help its overseas staff develop their English, Jewish Care offers a programme of one-to-one workplace coaching and mentoring from volunteer literacy and language coaches. Participation in the programme is optional for staff, ensuring learner motivation. Volunteer coaches come from a range of backgrounds and Jewish Care supports them with materials and guidance, including input from managers on the member of staff's learning needs. Coaching sessions focus on work-related literacy and language. The key aim is to build the learner's confidence. To achieve this, the coach needs simply to show sympathetic interest in the learner and their learning – enabling Jewish Care to run a successful, light-touch, workplace literacy and language development programme.

ALL-SR's UK partner, OSEC, will work with Jewish Care, its volunteer literacy coaches and staff learners to pilot the ALL-SR coaching approach in the autumn and winter of 2015.



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## Coaching

### Briefing for coaches

#### Who are we?

We are a small educational research team working on a European project: Autonomous Literacy Learners – Sustainable Results (ALL-SR). The project began in 2014. It will end in 2016. Our team includes six researchers, two from the Netherlands, two from Germany and two from the UK.

#### What is our project about?

ALL-SR is looking at new ways to help people develop and sustain the skills they need to use information and communicate effectively in daily life (including work). These skills include speaking, listening, reading and writing; also numeracy and essential digital skills.

#### What is the aim of the project?

The project aims to develop and pilot a coaching programme to help adult literacy learners develop the skills, strategies and confidence they need to become more effective self-directed learners, better able to take advantage of the many literacy learning opportunities that arise naturally in daily life (including work). The project will equip participating coaches (including non-professional, volunteer coaches) with the skills and resources they need to help learners take charge of their own literacy learning. The project will then work with the coaches and learners to trial this approach and learn from the experiences of all participants.

#### Why support self-directed literacy learning?

Classroom teaching helps many adults to improve their literacy skills, but to sustain and develop those skills adults need to go on learning outside of and beyond the classroom. Self-directed learning allows adults to do this, greatly extending the benefits of any tuition they receive. As a **participating coach**, you will receive free training and support from our project to equip you with the skills and resources you need to help learners in this way. The project will then work with you and your learners to trial this approach over a 12-week period.

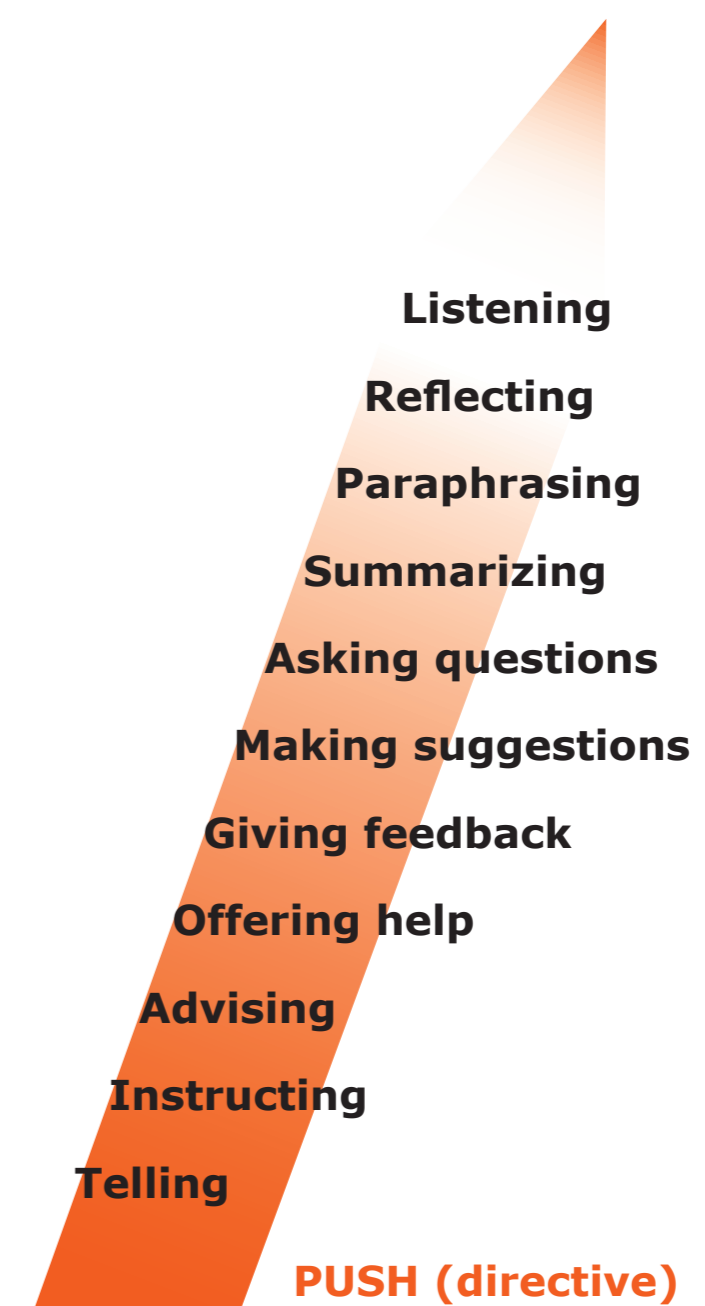
#### How will the coaching sessions work?

The learner chooses the learning they want to undertake. The coach helps the learner to think through how best to approach it. Please note The ALL-SR project does not aim to teach literacy skills directly. It aims to help adult literacy learners improve their own literacy skills through self-directed learning.

#### How does the research part work?

Pilots will take place in each of the three partner countries (the Netherlands, Germany and the UK). Results will be compared at the end of the project. To understand those results properly, we need to collect information about what happens during the project – including what you do and what you think about your experiences during the project. For this reason we would like your written consent for us to collect information about what you do during the project. If you are happy to help us in this way, please sign our consent form. It explains how we ensure data protection and how we safeguard your confidentiality.

### PULL (non-directive)



## Competences for autonomous literacy learning

COMPETENCE	1 Learning management and awareness	2 Problem posing and goal setting	3 Planning	4 Selection and realization	5 Monitoring and evaluating
KNOWLEDGE, SKILLS, ATTITUDES	The learner (a) understands that s/he is primarily and ultimately responsible for their own learning; (b) recognises that s/he must take a proactive role in the learning process and (c) is able to do so.	The coachee can identify and describe the problems they encounter related to literacy <sup>1</sup> that and set realistic goals related to solving those problems.	The coachee can plan steps in a learning project <sup>2</sup> in order to achieve his or her own learning goals.	The coachee can find learning resources and can select from a variety of learning strategies in order to achieve his/her individual learning goals.	The coachee can monitor his/her own learning processes; can evaluate his/her own learning progress; and can draw conclusions for further learning.
	The coachee takes a positive attitude towards learning and actively manages his / her learning process. He/ she is willing and able to take responsibility within the learning process.	The coachee can express dissatisfaction related to his/her own literacy competencies and specify literacy problems / literacy learning goals.	The coachee can locate and activate internal resources (knowledge and strategies to problem-solve and learn; attitudes and behaviour) and external resources (social resources, time and space for learning, learning resources) to enable/facilitate his/her literacy learning.	The coachee recognises literacy challenges in everyday life and knows how to use the texts they encounter (i.e. in relation to those literacy challenges) as learning resources to develop their own literacy skills.	The coachee can select and use resources (e.g. schedules) that help him/her to monitor and evaluate his/her competencies.
	The coachee is aware of and can speak about his/her strengths and weaknesses in autonomous/self-directed literacy learning and is aware of personal preferences in learning.	The coachee can describe problems s/he has encountered and/or objectives related to literacy, with reference to specific contexts and the literacy-related materials that s/he encounters in those contexts.	The coachee can organise his/her learning conditions (e.g. suitable time, place etc).	The coachee knows how to search for appropriate literacy learning resources for self-directed learning and knows how to use them.	The coachee can critically review their literacy learning progress and make adjustments to their learning plan and/or goals to optimise their development as a self-directed literacy learner.
	The coachee can identify and cooperate with learning partners.	The coachee can set concrete literacy learning goals and describe how those goals relate to other goals (e.g. become better at report writing to progress at work; become better at filling in on-line application forms to find a better job).	The coachee can identify learning activities to achieve specified goals.	The coachee can reflect on effective familiar literacy and/ or language learning strategies. S/he can learn/ try out new strategies and reflect on further individual use.	The coachee can evaluate learning resources in order to reach his/her learning goal(s).
	The coachee can ask for help at different stages of the learning process and for various kinds of help.	The coachee can reflect on and describe possible causes of whatever difficulties they may encounter in their literacy learning.	The coachee can organize learning activities in order to achieve specified goals.	The coachee can find ways to practise with learning resources and does so independently.	The coachee can evaluate strategies and methods in order to reach the learning goal.
	The coachee can maintain (self-) motivation, can develop self-efficacy <sup>3</sup> and can show persistence.		The coachee can review their learning plan for potential problems and propose solutions/mitigations.	The coachee can evaluate both the learning process <sup>4</sup> and its outcomes.	
EXAMPLES OF TOOLS AND INSTRUMENTS	Portfolio Learner diary Checklists	Portfolio	Portfolio Planning sheets	Online platforms Strategy cards Apps and programs Books	Portfolio Learner diary Checklists