



## **Industry Training Organisation**

# **Supporting Information and Requirements for ITO Embedded Literacy and Numeracy Projects**

**May 2009**

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### **Strategic Context**

#### ***Overview***

The Government's Tertiary Education Strategy 2007-12 (TES) has identified lifting literacy and numeracy levels for the workforce as a priority outcome for investment in the tertiary sector. This priority is supported by investment across the whole tertiary sector, including investment in Institutes of Technology and Polytechnics (ITPs), Wānanga, Industry Training Organisations (ITOs), and specialist literacy providers.

ITOs are expected to contribute to this priority through arranging for the delivery of industry training programmes that include embedded literacy and numeracy.

From April 2009, the TEC will invest in the embedding of literacy and numeracy training as part of Investment Plans.

For more information on some of the terms and concepts used in this document, please refer to Appendix one.

#### ***Purpose***

The purpose of the Literacy and Numeracy funding is to:

- build the capability of ITOs to arrange for the delivery of industry training with embedded and/or strengthened literacy and numeracy;
- deliver embedded literacy and numeracy to industry trainees with the goal of increasing levels of literacy and numeracy within the NZ workforce; and
- prepare ITOs to embed literacy and numeracy within increasing volumes of Industry Training provision, especially from 2011.

## **Funding**

The funding framework has two distinct components:

- a capability component; and
- a trainee learning component.

### *Capability Component*

ITOs need to take a whole-of-organisation approach to ensuring that literacy and numeracy skill development is an integral part of the business as usual for the ITO.

By the completion of the capability phase, the ITO will have:

- incorporated literacy and numeracy development into its strategic planning;
- integrated literacy and numeracy development into business as usual activities;
- developed a systematic approach to embedding literacy and numeracy into qualifications;
- reviewed and strengthened existing resources;
- developed a systematic approach to assess the literacy and numeracy needs of trainees and monitor their progress;
- changed their delivery mechanisms to integrate literacy and numeracy learning;
- delivered the relevant training to a group of trainees; and
- engaged with industry sectors and stakeholders in a strategic way.

### Funding available

Any investment will reflect the size and complexity of the industries served by the relevant ITO. Please note that this is a change from the basis on which investment decisions have been made in the past.

Your Investment Manager will provide you with more information on the maximum level of investment that is available.

### *Trainee Learning Component*

This funding is to raise the literacy and numeracy skills of industry trainees enrolled in named National Qualification(s). The funding is intended to primarily support the costs associated with this for the providers (including workplaces and tertiary education organisations) of the training rather than the ITOs that arrange this training.

At the completion of this phase:

- trainees will have participated in embedded literacy and numeracy training while participating in the named National Qualification(s);
- trainees will have a before and after assessment of their literacy and numeracy levels;
- the ITO will have provided the TEC with statistical information relating to trainees and their learning gain; and
- the ITO will have undertaken regular progress reviews and improved its processes and systems as a result of these reviews.

### Funding available

Any investment will reflect the size and complexity of the industries served by the relevant ITO. Please note that this is a change from the basis on which investment decisions have been made in the past.

Your Investment Manager will provide you with more information on the maximum level of investment that is available.

## **Criteria for TEC approval**

### *Capability component*

ITOs need to agree to meet the milestones and associated performance targets, time-frames and indicators set out in the 'Embedded Literacy and Numeracy – ITO capability component' document.

The TEC investment is to be used to ensure sustainable capability is embedded within the organisation.

### *Trainee Learning Component*

ITOs need to agree to meet the milestones and associated performance targets, time-frames and indicators set out in the 'Embedded Literacy and Numeracy – trainee learning component' document.

The ITO proposal for the Trainee Learning Component of the funding needs to articulate that ITO can arrange for the delivery of industry training within the agreed timeframe, i.e. that the ITO has built capability to the point where you are able to carry out this phase, has identified and is managing risks, and has an appropriate budget plan.

The TEC investment is to be used to achieve measurable gains in literacy and numeracy skills by learners, and to primarily support the costs associated with this for the providers (including workplaces and tertiary education organisations) of training. The TEC expects that the majority of monitored trainees will be able to demonstrate a measurable improvement in their literacy and numeracy skills at the completion of their qualification.

The TEC will be looking for:

- value for investment in terms of benefit to learners (the learners will receive quality embedded literacy and numeracy training);
- scalability of the ITO's approach (the project will form a base for increased levels of industry training with embedded literacy and numeracy); and
- sustainability (the embedding of literacy and numeracy in industry training is part of business as usual).

## **Application Process**

You can discuss the embedding of literacy and numeracy in industry training with your Investment Manager or Advisor.

Investment decisions are made on a regular basis subject to available funding. ITOs intending to develop their capability to embed literacy and numeracy and provide opportunities for learners should submit the application forms by the following deadlines:

- 12 June 2009; or
- 30 September 2009.

## **Monitoring and Reporting**

The monitoring and reporting requirements for each type of ITO Embedded Literacy and Numeracy Project (Capability Component and Trainee Learning Component) are set out in the application forms for each type of project.

A reporting template will be provided.

The reports will focus on the progress of the project, including the achievement of milestones, any issues that have arisen, and how the ITO is managing these.

### Key terms and concepts

#### ***What are Literacy and Numeracy?***

Literacy and numeracy are defined as:

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

Numeracy is the bridge between mathematics and real life. It includes the knowledge and skills needed to apply mathematics to everyday family and financial matters, work and community tasks.

In these guidelines, the term “literacy and numeracy” is used to refer to all of the literacy, language and numeracy skills described in the learning progressions. For simplicity, “literacy and numeracy” is used in these guidelines to denote either literacy or numeracy or both.

#### ***What is embedded literacy and numeracy?***

Embedded literacy and numeracy combines the development of literacy and numeracy with the development of vocational and other skills. It includes opportunities to improve reading, writing, speaking, listening, number, measurement and statistics competencies, as defined in the Learning Progressions<sup>1</sup> along with the existing programme of learning.

In an embedded approach, literacy and numeracy skills are taught within course content and skill development, not in separate unrelated blocks of learning. There is also explicit assessment of literacy and numeracy skills alongside assessment of other course outcomes.

A course that embeds literacy and numeracy will have:

- explicit learning outcomes for literacy and numeracy;
- a literacy and numeracy diagnostic assessment;
- deliberate teaching of literacy and numeracy that is contextualised to the relevant curriculum and in response to the diagnosed learner needs; and
- assessment of learners’ progress in literacy and numeracy.

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<sup>1</sup> The Learning Progressions for adult literacy and numeracy, published by the TEC, provide a framework that shows what adult employees know and can do at successive points as they develop their expertise in literacy and numeracy learning. The framework can be used as a guide when identifying next steps for adult employees. For further information, please go to the TEC website: [www.tec.govt.nz](http://www.tec.govt.nz)

It is expected that raising learners' literacy and numeracy skills will make a long term contribution to their social and economic wellbeing. At an institutional level, this could also improve course retention, completion and rates of progression to higher level learning.

### ***The Learning Progressions for Adult Literacy, Language and Numeracy***

The Learning Progressions provide a framework that shows what adult learners know and can do at successive points as they develop their expertise in literacy and numeracy learning. The framework can be used as a guide when identifying the next steps for adult learners.

The learning progressions provide a basis for developing or adapting curricula, programmes assessment tools and teaching and learning activities. Learning Progressions have been developed in 7 strands:

- Listen to understand;
- Speak to communicate;
- Read with understanding;
- Write to communicate;
- Make sense of number to Solve Problems;
- Reason statistically; and
- Measure and interpret shape and space.

For further information including background material, the Learning Progressions and teaching resources go to <http://www.tec.govt.nz/templates/standard.aspx?id=1016>