Supplemental Materials

Practitioner

Instruction

Contents

Instruction

Adult Learning Principles

Becoming familiar with adult learning theory and principles helps practitioners become more effective in their teaching practice.

Andragogy

Educator and theorist Malcom Knowles created the term **andragogy** to describe "the art and science of helping adults learn." [1] It uses approaches to learning that are problem based and collaborative rather than instructional, and it emphasizes more equality between teacher and learner.[2]

Knowles identified these six principles of adult learning.

Adult learners:

- are internally motivated and self-directed;
- bring life experiences and knowledge to learning experiences;
- are goal oriented;
- are relevancy oriented;
- are practical; and
- like to be respected.

Implications for Practice

Knowles suggested that adult educators:

- ✓ Set a cooperative climate for learning in the classroom.
- ✓ Assess the learner's specific needs and interests.
- ✓ Develop learning objectives based on the learner's needs, interests and skill levels.
- ✓ Design sequential activities to achieve the objectives.
- ✓ Work collaboratively with the learner to select methods, materials and resources for instruction.
- ✓ Evaluate the quality of the learning experience and make adjustments, as needed, while assessing needs for further learning.

Adapted from: TEAL (2012). *TEAL Center fact sheet no. 11: Adult learning theories*. https://teal.ed.gov/tealGuide/adultlearning

[1] TEAL (2012)

[2] QOTFC (2007). Adult learning theory and principles. In *The Clinical Educator's Resource Kit*. http://www.qotfc.edu.au/resource/?page=65375

Self-Directed Learning

Self-directed learning (SDL) is a "process in which individuals take the initiative, without the help of others, in planning, carrying out and evaluating their own learning experiences."[3] The learner makes the decisions about content, methods, resources and evaluation of their learning.

This type of learning is not for everyone and can be challenging for adults with low level literacy skills who may lack independence, confidence, internal motivation or resources. Practitioners in classroom settings can include SDL techniques for those individuals who are ready and willing to work independently. Self-direction is a critical part of persistence[4] in adult education.

Implications for Practice

The practitioner can help the learner to:

- ✓ Conduct a self-assessment of skill levels and needs to determine appropriate learning objectives.
- ✓ Identify the starting point for a learning project.
- ✓ Match appropriate resources (books, articles, content experts) and methods (internet searches, lectures, electronic discussion groups) to the learning goal.
- ✓ Negotiate a learning contract that sets learning goals, strategies and evaluation criteria.
- ✓ Acquire strategies for decision-making and self-evaluation of work.
- ✓ Develop positive attitudes and independence relative to self-directed learning.
- ✓ Reflect on what the learner is learning.
- ✓ Encourage and support learners throughout the process, helping them recognize their own growing thought processes and strategies.
- ✓ Offer a variety of options as evidence of successful learning outcomes.

Adapted from: TEAL (2012). *TEAL Center fact sheet no. 11: Adult learning theories*. https://teal.ed.gov/tealGuide/adultlearning

[3] TEAL (2012)

[4] Persistence is defined as "adults staying in programs for as long as they can, engaging in self-directed study when they must drop out of their programs, and returning to programs as soon as the demands of their lives allow." (Comings, Parrella, & Soricone, 1999, p.3, http://files.eric.ed.gov/fulltext/ED437579.pdf)

Universal Design for Learning

Universal Design for Learning (UDL)[5] is a set of principles for curriculum development that gives all individuals equal opportunities to learn. UDL is designed to serve all learners, regardless of ability, disability, age, gender or cultural and linguistic background. UDL provides a blueprint for creating instructional goals, methods, materials and assessments that work for everyone.[6]

UDL is not a one size fits all solution, but a flexible approach that can be customized and adjusted for individual needs. The framework consists of three main principles:

1) **Multiple means of presentation:** Present information and content in different ways.
2) **Multiple means of action and expression:** Provide different ways for learners to express what they know.
3) **Multiple means of engagement:** Tap into learners' different interests by offering choices of content and tools, and motivate by offering adjustable levels of challenge.

Implications for Practice

- ✓ **Use different strategies to present content.** Case studies, music, role-plays, hands-on activities, field trips, guest speakers and web-based communications are a few examples.
- ✓ **Use a variety of materials.** To present, illustrate and reinforce new content, use materials such as online resources, videos, podcasts, manipulatives and authentic materials from the learners' lives.
- ✓ **Provide cognitive supports.** Give learners organizing clues, present background information for new concepts, and scaffold learning.
- ✓ **Teach to a variety of learning styles.** Build movement into learning. Present materials orally and in writing. Use visual aids.
- ✓ **Provide flexible opportunities for assessment.** Allow learners to demonstrate their learning in multiple ways including oral, visual and written.

Adapted from: TEAL (2010). *TEAL Center fact sheet no. 2: Universal design for learning*. https://teal.ed.gov/sites/default/files/Fact-Sheets/2_TEAL_UDL.pdf

Check out the National Center on Universal Design for Learning for practitioner friendly tools, resources and examples of UDL (www.udlcenter.org/implementation/examples).[7]

[5] The term universal design originates in a movement in architecture and product development that aims to make places and things more accessible to individuals with disabilities (TEAL, 2010).
[6] TEAL (2010)
[7] CAST (Centre for Applied Special Technology). http://cast.org/udl/index.html

Explicit Teaching

Explicit teaching can be summarized as: I do, We do (together), You do (independently).

Key features of explicit teaching:

- ✓ Focus instruction on identified curriculum content.
- ✓ Connect to prior knowledge and skills when beginning a learning sequence.
- ✓ Establish and maintain clear learning goals and expectations for each lesson.
- ✓ Teach and expect learners to use metalanguage (language used to talk about language) in ways that support learning.
- ✓ Deconstruct and sequence teaching to focus on the steps that lead to new knowledge, deeper understandings and/or more sophisticated skill.
- ✓ Describe and model concepts and processes clearly, using 'think aloud' and examining models and inferior examples.
- ✓ Vary instruction in response to immediate and reflective feedback.
- ✓ Ask questions to continually monitor understanding and progress, and inform immediate feedback.
- ✓ Provide scaffolded learning experiences for learners to practise, synthesise and consolidate learning.
- ✓ Develop the capability of learners to self-regulate and learn independently.

Adapted from: Teaching Australian Curriculum English. *Explicit instruction* [webpage]. Melbourne: Education Services Australia. http://www.teachingacenglish.edu.au/explicit-teaching/overview/explict-overview.html

Formative Assessment

Formative assessment is rooted in a constructivist view of learning that requires learners' deep involvement and engagement. This means that practitioners are not just giving feedback but engaging in a dialogue about learning.

According to Derrick, Ecclestone and Merrifield (2007) the ten best practices in formative assessment are to:

1) Make it part of effective planning for teaching and learning, which should include processes for feedback and engaging learners.
2) Focus on how students learn.
3) Help students become aware of *how* they are learning, not just *what* they are learning.
4) Recognize it as central to classroom practice.
5) Regard it as a key professional skill for practitioners.
6) Take account of the importance of learner motivation by emphasizing progress and achievement rather than failure.
7) Promote commitment to learning goals and a shared understanding of the criteria being assessed.
8) Enable learners to receive constructive feedback about how to improve.
9) Develop learners' capacity for self-assessment so that they become reflective and self-managing.
10) Recognize the full range of achievement of all learners.

Adapted from: Jackson, C. & Schaetti, M. (2014). *Measurement and assessment in adult literacy and essential skills: A critical literature review*. Literacy and Essential Skills: Learner Progression Measures Project. Calgary, AB: Bow Valley College. https://centreforfoundationallearning.files.wordpress.com/2013/10/lpm-literature-review.pdf

Giving Constructive Feedback

Constructive feedback is timely, specific and task-focused. Following are 12 tips for giving feedback:

1) **Feedback should be educative in nature.** Feedback gives learners information about what they are doing correctly and incorrectly. However, the focus of feedback should be on what the learner is doing right. Use the concept of the 'feedback sandwich': compliment, correct, compliment.

2) **Be sensitive to the individual needs of the learner.** Some learners need to be nudged to achieve a higher level and others need to be handled very gently so as not to discourage learning and damage self-esteem.

3) **Feedback should reference a skill or specific knowledge.** Learners need to understand the different skills and what constitutes success.

4) **Feedback needs to be regular.** Regular check-ins let learners know where they stand in terms of their set goals.

5) **Host one-on-one conferences.** Having a one-on-one meeting with a learner is one of the most effective means of providing feedback.

6) **Feedback can be given verbally, non-verbally or in written form.** Be sure to keep your frowns in check.

7) **Use post-it notes.** Seeing comments written out helps learners remember. However, do not use red pen to cross out learner work or make comments.

8) **Concentrate on one skill.** It makes a greater impact on a learner when only one skill is critiqued at a time, for example punctuation or word choice.

9) **Educate learners on how to give feedback to each other.** Model what appropriate feedback looks like and sounds like to learners. Training learners to give each other constructive feedback helps them learn from each other.

10) **Give genuine praise.** If you are constantly saying "Good job" or "Nice work", these phrases become meaningless over time. Be specific, and go beyond with encouragement and praise, when it is warranted.

11) **"I noticed…".** Acknowledging learners and the efforts they are making goes a long way to positively influencing performance. Be specific in your comments.

12) **Invite learners to give YOU feedback.** What did they like about your class? What didn't they like? What would they do differently? What did they learn most from you as a teacher?

Adapted from: Edwards, L. (2013, June 11). *Giving student feedback: 20 tips to do it right* [blog post]. http://www.opencolleges.edu.au/informed/features/giving-student-feedback/

Habits to Encourage in Learners

Learning Habits[1]

Knowing your learner means you have a good sense of what strong learning habits they already have and what habits would be helpful in strengthening their skills.

- ✓ Developing strategies to help learning, for example, organization strategies, memory strategies, time management, routines, practice time
- ✓ Understanding and recognizing one's own progress
- ✓ Taking more control of own learning; becoming less passive
- ✓ Setting specific goals for learning, and for life
- ✓ Developing responsibility for working toward goals
- ✓ Developing responsibility for own learning
- ✓ Moving toward self-directed learning
- ✓ Taking risks with learning based on already-acquired knowledge
- ✓ Self-monitoring skills for accuracy
- ✓ Choosing appropriate strategies for dealing with different types of tasks

Prewriting Activities[2]

Prewriting activities help the learner generate, explore and organize ideas prior to writing. Three examples – freewriting, graphic organizers and creating vocabulary lists – are described below.

Freewriting. This is a way to have learners get down their thoughts without worrying about spelling, grammar or punctuation. Give the learner a topic or big idea and ask them to write for three minutes without stopping. Discuss afterwards.

Graphic Organizers. Graphic organizers are visual ways of organizing concepts, ideas and relationships:

- *Mindmapping*. Encourages learners to begin with a central idea or topic and expand outward to connecting ideas and subtopics using words or images.
- *Concept Maps*. Most concept maps are hierarchical with the broad concept first, which is then broken down into connected subtopics and further to specific ideas.
- *Flowcharts*. These show a time sequence of events or ideas (e.g., a recipe or directions).
- *Venn Diagrams*. These compare and contrast pieces of information using a visual representation such as overlapping circles.

Creating Vocabulary Lists. Creating vocabulary lists, word walls, word webs and personal glossaries help learners express themselves on a new topic. Leave the lists visible in the classroom for maximum effectiveness.

Drafting and Composing[3]

The basic parts of writing include words, sentences and text (paragraphs). Here are some basic guidelines to review with the learner:

Words:

- Choose clear, everyday language that is familiar to the audience.

Sentences:

- Use basic sentence structure (subject/verb/object)
  - Example: *Bob ran to the store.*
- Use the **active** voice as much as possible – the subject of the sentence is the actor in the sentence.
  - Example: *The mailman delivers the mail every day.*
- Use words that clearly describe what you want to say (adverbs and adjectives)
  - Examples: *quickly, dark, heavy, fresh, pretty, noisy, slowly*
- Keep sentence length short.
- Make sure each sentence has only one idea.
- Use bulleted or numbered lists to help the audience understand information.

Text (Paragraphs):

- Put the most important information at the beginning.
- Put ideas that are alike together in paragraphs.
- Connect ideas in one paragraph to ideas in the following paragraph by using transitions. (Learners may need an explanation of transitions and examples, such as *in the meantime, also, first, next, then, finally*).
- Keep paragraph length to four or five sentences.
- Use a variety of sentence lengths.
- Use a positive tone to engage your audience.

Practitioner Tip: Using a learner's own writing to develop his or her skills around best word choice, sentence structure and text organization creates a more meaningful and relevant context for the learner to develop writing skills and strategies.

[1]Adapted from: Rhyasen Erdman, C. (2014). *Alberta Reading Benchmarks for Adults* (2nd ed.). Calgary, AB: Bow Valley College. http://www.arbforadults.ca/

[2]Adapted from: NWT Literacy Council. (2006). *Writing for results: A hands-on program to develop clear, effective writing skills: Instruction manual with participant handouts*. Yellowknife, NT. http://www.nwtliteracy.ca/Writing%20for%20Results_small.pdf. U.S. Department of Education, Office of Vocational and Adult Education. (2012). *TEAL (Teaching Excellence in Adult Literacy) Just Write! Guide*. Washington, DC. https://teal.ed.gov/documents/TEAL_JustWriteGuide.pdf.

[3]Adapted from: NWT Literacy Council. (2006). *Writing for results: A hands-on program to develop clear, effective writing skills: Instruction manual with participant handouts*. Yellowknife, NT. http://www.nwtliteracy.ca/Writing%20for%20Results_small.pdf

What to teach at Level 1A

This is a list of suggestions on what to teach at this level. There are many print and online resources available for these topics and skills. Choose those that best suit your learners' needs.

- ✓ Show many samples of environmental print. Discuss their purposes. Discuss their formats. Point out organizing features.
- ✓ Discuss reasons for writing in different contexts – Home, Community, Work.
- ✓ Show written documents from home, community and work contexts.
- ✓ Teach mechanics of writing – how to hold pen/pencil; how to position paper; where to begin on paper; left-right, top-down directionality.
- ✓ Teach alphabet – in correct order, upper and lower case, names of letters, formation of letters.
- ✓ Teach sound/symbol relationship.
- ✓ Teach numerals.
- ✓ Teach strategies for accurate copying.
- ✓ Teach strategies for copying information into a formatted document (e.g., personal information form).
- ✓ Teach familiar templates/formats (e.g., addresses, phone number).

What to teach at Level 1B

This is a list of suggestions on what to teach at this level. There are many print and online resources available for these topics and skills. Choose those that best suit your learners' needs.

- ✓ Teach the use of periods, question marks, capital letters, spacing between words and sentences. These act as sign posts to readers.
- ✓ Teach spelling strategies – phonics (consonant sounds, short vowels, word families), sounding words out, etc.
- ✓ Teach spelling of high frequency sight words (e.g., *the*, *of*, *and*).
- ✓ Teach learner to set up word banks for spelling and to increase vocabulary.
- ✓ Discuss ways to choose the correct words for different contexts (home, work, community), styles (formal, informal) and purposes.
- ✓ Teach the basic elements of a sentence (subject, predicate).
- ✓ Teach verb tenses, their use and spelling.
- ✓ Teach subject/verb agreement.
- ✓ Practice writing simple sentences. These have only one clause.
  For example: *I like* _____. *I don't like* _____.
- ✓ Practice writing basic familiar information (personal information).
- ✓ Practice using visual prompts to sequence events (e.g., daily life).
- ✓ Practice filling in basic documents with 5-8 fields, with basic familiar information.

What to teach at Level 1C

This is a list of suggestions on what to teach at this level. There are many print and online resources available for these topics and skills. Choose those that best suit your learners' needs.

- ✓ Review regular spelling strategies – phonics (consonant sounds, short and long vowels, digraphs, word families), regular spelling rules.
- ✓ Build upon existing word banks with words as learners need them.
- ✓ Teach homonyms.
- ✓ Teach compound words.
- ✓ Teach common prefixes (e.g., *pre-, un-, de-*) and suffixes (e.g., *-ful, -able-, -er, -est*).
- ✓ Review grammar – pronouns, prepositions, adjectives and adverbs, and their purposes.
- ✓ Review verb tenses and subject/verb agreement.
- ✓ Review elements of sentences (subject, predicate, complement).
- ✓ Teach how to write simple compound sentences (two independent clauses).
  For example: *I like ice cream but I don't like pie.*
- ✓ Teach use of conjunctions and use in compound sentences.
- ✓ Teach writing simple and compound sentences about different but familiar topics (home, community, work).
- ✓ Practice writing multiple sentences for practical purposes and self-expression.
- ✓ Review punctuation use (period, question mark). Teach exclamation mark.
- ✓ Teach pre-writing strategies (brainstorming, word lists, graphic organizers).
- ✓ Teach the concepts of audience, purpose and subject matter focus and how to choose the correct words for these.
- ✓ Teach simple strategies for reviewing/editing own writing.
- ✓ Review document use skills with simple charts/tables/schedules for familiar contexts. They should have 2-4 variables.

What to teach at Level 2A

This is a list of suggestions on what to teach at this level. There are many print and online resources available for these topics and skills. Choose those that best suit your learners' needs.

- ✓ Review spelling strategies. Teach irregular spelling rules.
- ✓ Expand writing vocabulary by teaching prefixes and suffixes, compound words and homonyms.
- ✓ Review pronouns, prepositions, adjectives and adverbs, and teach conjunctions for use in compound sentences.
- ✓ Review verb tense and subject/verb agreement.
- ✓ Review writing simple and compound sentences. Teach parts of a sentence (subject, predicate, complement).
- ✓ Review punctuation – period, question mark, exclamation mark. Teach use of comma, apostrophe and quotation marks.
- ✓ Review templates such as letters, emails, forms, tables, schedules.
- ✓ Practice writing paragraphs using a template (topic sentence, supporting details, concluding sentence).
- ✓ Practice writing multiple sentences for practical purposes using a template (e.g., workplace email). Use appropriate tone, structure and audience.
- ✓ Practice writing multiple sentences for self-expression using a template (e.g., personal letter). Use appropriate tone.
- ✓ Teach editing strategies for spelling, punctuation, subject/verb agreement, purpose and audience.
- ✓ Teach document use with simple charts/tables/schedules. Use contexts of home, community and work.

What to teach at Level 2B

This is a list of suggestions on what to teach at this level. There are many print and online resources available for these topics and skills. Choose those that best suit your learners' needs.

- ✓ Review spelling rules – regular, irregular, prefixes, suffixes, compound words, homonyms.
- ✓ Review appropriate word choices for purpose, tone, audience.
- ✓ Review grammar, verb tenses, subject/verb agreement.
- ✓ Review punctuation (period, question mark, exclamation mark, comma, apostrophe, quotation marks).
- ✓ Review parts and types of sentences, simple and compound. Teach complex sentences and uses of appropriate conjunctions.
- ✓ Review strategies for writing and organization (brainstorming, mind maps, webbing, graphic organizers).
- ✓ Teach strategies to achieve appropriate form, structure and tone for different audiences and purposes.
- ✓ Practice writing multiple sentences for practical purposes that express a single idea.
- ✓ Practice writing multiple sentences for self-expression.
- ✓ Practice writing paragraphs.
- ✓ Teach editing strategies to review and evaluate writing for accuracy, completeness, purpose, tone and audience.
- ✓ Teach document use of charts/tables/schedules for more than one context with multiple variables and fields.

Level 2 – The Concept of Purpose

Before learners start any writing project, it is important for them to be clear about their purpose, or reason for writing.

The following are some things to consider when working with learners to help them understand the purpose of their writing:

- Why are they writing? (inform, organize, remember, describe, record, request).
  For example, effective word choices can be used to create a sense of mood and urgency.

- What do they want to happen as a result of their writing?
  For example, they may be advertising their car for sale and want people to purchase it.

- What do they want the audience to do or know as a result of their writing?
  For example, they may be writing to tell people about an event coming up and inviting them to attend.

- What style of writing will be best suited for their purpose? (formal or informal)
  Learners will need to think about their audience when deciding about style. In most cases, a formal writing style is more suited to workplaces or the community (e.g., a note to the teacher). An informal style may be more suited for communication with friends and family.

- What format is best suited for their purpose? (email, form, list, want ad, paragraph, poster).
  Learners need to consider which format will work best for their needs. For example:
  - They may be required to write their supervisor a short email answering a question. Emails have a specific format.
  - A poster may advertise an event or a lost pet. It is important to include all the relevant information.
  - A note to the teacher may be a short paragraph explaining a child's absence. It will be helpful for practitioners to review the elements of good paragraph construction with the learner.

Adapted from: NWT Literacy Council. (2006). *Writing for results: A hands-on program to develop clear, effective writing skills: Instruction manual with participant handouts*. Yellowknife, NT. http://www.nwtliteracy.ca/Writing%20for%20Results_small.pdf

Learner prompts for additional practice thinking about purpose

Think about and write down the purpose for writing each type of document.

Type of Document	Newsletters
Examples	Community, government
Purpose	

Type of Document	Flyers
Examples	Community programs, employment, education
Purpose	

Type of Document	Forms
Examples	Job application, driver's license
Purpose	

Type of Document	Work documents
Examples	Memos, emails, procedures
Purpose	

Adapted from: NWT Literacy Council. (2006). *Writing for results: A hands-on program to develop clear, effective writing skills: Instruction manual with participant handouts*. Yellowknife, NT. http://www.nwtliteracy.ca/Writing%20for%20Results_small.pdf

Level 2 – The Concept of Audience

Before learners start to do any kind of writing, it is important for them to know the audience - the person or people who will read what they write.

The following are examples of different audiences for the learner to consider:

- Friends and/or family
- Co-workers
- Community members
- The general public

Who the audience is will determine how the learner presents the information. The learner must think about the style, tone, word choice and structure best suited for the audience.

A more formal tone and structure may be more suited to a workplace or community setting. Alternatively, an informal, friendly style may work if the audience is friends and family.

The following are some questions to ask the learner about audience:

- Who is your audience for this piece of writing? Do you have more than one audience?
- Does your audience have some knowledge about your topic?
- What is most important to your audience?
- What is the best tone and word choice for this audience – formal or informal?
- What format or style will best help your audience understand what you are saying?
- Why would your audience read this?

Adapted from: NWT Literacy Council. (2006). *Writing for results: A hands-on program to develop clear, effective writing skills: Instruction manual with participant handouts*. Yellowknife, NT. http://www.nwtliteracy.ca/Writing%20for%20Results_small.pdf

Learner prompts for additional practice thinking about audience

Write down who the audience is for each document listed below. What would you think about when you are writing the document?

Document	Audience
An internal email about changes to employee health care coverage	
A form to apply for income support	
A permission form and letter for a school field trip to the local museum	
A letter about conserving water from the city	
A notice about flu shots	

You may also want to work through an exercise like this with your learner:

Choose a topic you want to write about. Decide who your audience will be. Write a short piece about what you know about your audience. This will help guide you as you move toward writing about your topic.

Adapted from: NWT Literacy Council. (2006). *Writing for results: A hands-on program to develop clear, effective writing skills: Instruction manual with participant handouts*. Yellowknife, NT. http://www.nwtliteracy.ca/Writing%20for%20Results_small.pdf