

Video Clip 4 - Tutor Resource

Heads Up - Learner messages about good practice

The purpose of Heads Up

To provide educators with the most important concerns learners have about the process of using and interpreting Assessment Tool initial and progress reports.

Learner messages and points of clarification

| Learner Message | Detail |
|--|---|
| Don't tell me it's a 'test' that's a real turn off. | The Assessment Tool is a literacy and numeracy diagnostic tool. Try and alleviate learner 'test anxiety' by using supportive terminology. Some examples are assessment, exercise, activity, survey. |
| Tell me how the results will be used. | Primarily results should be used to inform the explicit teaching of literacy and numeracy within course curriculum. |
| Tell me who will see the results. | Learners should have signed a permission to access Assessment Tool data either at enrolment or separately before using the tool. Ensure learners know that the learner, their tutor and if necessary learning support staff will have access to their results. |
| Tell me what the initial and progress assessments are for. | The initial assessment shows where learners are at with literacy and numeracy at the start of the programme and the progress assessment shows them the gain they might have made during the course. |
| Tell me how the report relates to what I'm learning. | Reports will give learners an idea of the skill sets they hold in literacy and numeracy will be used when working with course curriculum. |
| I've got my report now show me what I need to do. | This is a good time to feed information into individual learner plans to inform learners about goal setting decisions and tutors about what key areas to focus teaching strategies. |
| Tell me what happens if I do badly. | No one does badly; this tool is designed to assist tutors and learners to identify where learners need help and development in their current skill sets. In particular steps one to three are areas of concern therefore learners who present at these steps will need further assistance with the literacy and numeracy in the course content. |
| Tell me about the profiles. | The attached profiles for reading, writing and numeracy are designed to assist learners to better understand what they know and also what they need to know. |
| Be positive, show me how you can help me. | Attitude is contagious. |

Follow Up Information

The following are helpful video clip links from professionals in the sector who are involved in their organisations implementation and administration of the Assessment Tool.

<http://literacyandnumeracyforadults.com/Professional-Development/Conferences/2011-Symposium-voices/Bronny-Flint>

Bronny discusses helpful tips for tutors toward administering the Assessment Tool with learners. Bronny also talks about the ways in which this information helps the learners with their personal learning goals and how it informs tutors about the guidance the Assessment Tool reports offer.

<http://literacyandnumeracyforadults.com/Professional-Development/Conferences/2011-Symposium-voices/Lee-Agnew>

Lee discusses how an Industry Training Organisation ITO administers and uses information from the Assessment Tool reports to inform their employer relationships.

<http://literacyandnumeracyforadults.com/Professional-Development/Conferences/2011-Symposium-voices/Sue-Brookes>

Sue explains the positive effects the Assessment Tool has had upon learners and tutors within the Community Colleges NZ. In particular Sue notes that the Assessment Tool gives permission to learners and tutors to talk about literacy and numeracy issues and concerns. It also guides tutors about decision making toward the focus of their teaching and learning preparation.

<http://literacyandnumeracyforadults.com/Professional-Development/Conferences/2011-Symposium-voices/Tony-Smith>

Tony talks about how the Assessment Tool results assist the scaffolding process of teaching and learning. He also mentions the benefits of the use of the Assessment Tool and the direct influence to literacy and numeracy gain that tutors can have on their learners.

<http://literacyandnumeracyforadults.com/Professional-Development/Conferences/2011-Symposium-voices/Willfred-Greyling>

Willfred explains the importance of the Assessment Tool information when informing skills development and the links to aligning reports with 'deliberate acts of teaching'. He also talks about how learners can define their own learning targets after using the Assessment Tool and receiving their initial report.

<http://literacyandnumeracyforadults.com/Professional-Development/Conferences/2011-Symposium-voices/Annette-Aubrey>

Annette discusses the positive benefits the Assessment Tool has had upon the embedding of literacy and numeracy process within and Institute of Technology ITP and how it has reignited tutors passion to teach.