

Playlist: Presentations Other

Literacy, Language and Numeracy ..and Youth: Gillian Askew Part 1

NZ Management Academies. In this presentation Gillian shares the effects of embedding literacy, language and numeracy in a Youth Guarantee Programme on the participation, retention and achievement of young learners. Her presentation has been split into 2 short clips. To see other related videos:

<http://www.youtube.com/watch?v=K4ilgKyGJ-c&list=PLVqIPS2O0VVNO3B-tNSSC0XON6o1fJWai>

Literacy, Language and Numeracy ..and Youth: Gillian Askew Part 2

NZ Management Academies. In this presentation Gillian shares the effects of embedding literacy, language and numeracy in a Youth Guarantee Programme on the participation, retention and achievement of young learners. Her presentation has been split into 2 short clips. To see other related videos:

<http://www.youtube.com/watch?v=K4ilgKyGJ-c&list=PLVqIPS2O0VVNO3B-tNSSC0XON6o1fJWai>

The Awhio Model: Mereana Parkinson Part 1

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The Awhio Model: Mereana Parkinson Part 2

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The Awhio Model: Mereana Parkinson Part 3

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Workshop 3 - Adult Literacy & Numeracy Assessment Tool Roadshow 2013

The embedded literacy and numeracy process is designed to facilitate successful learning environments for learners who may otherwise have difficulty with the literacy or numeracy demands of their programme or target vocation. This workshop explored how the embedded literacy process is informed by learners' results with the Assessment Tool. Through the careful mapping of demands, the Assessment Tool informs educators and learners as to specific areas that require development. This allows educators to scaffold demanding tasks to ensure positive learning experiences for learners and to priorities key areas of literacy or numeracy to develop. Prioritising key literacy and numeracy skills and designing scaffolded strategies to develop these skills can be accomplished using the Learning Progressions and associated resources. The workshop below explores methods of developing group and individual learning plans that facilitate this process. A real example is given and used to support organisations develop their own literacy and numeracy priorities. The assessment tool is a key component of the process and should be used to inform the planning