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Tipperary Education and Training Board (ETB)

CÉIM ÉILE

Literacy and Numeracy Policy

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**Céim Eile, Templemore College of Further Education (TCFE)**

**Literacy and Numeracy Policy**

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# Mission Statement

*Céim Eile aims to promote a learner-centred learning environment which inspires and encourages young people towards each steppingstone in life.*

# Literacy Policy

It is the policy of Céim Eile to identify the literacy needs of all the learners, and to provide a range of appropriate supports to meet these needs. Céim Eile has completed a centre evaluation and support mechanisms have been put in place and action plan is in place.

## What is literacy?

Historically literacy was a measurement of reading and writing. The definition of literacy has changed and evolved over time and is now considered in a much broader context to reflect skills, knowledge and competence required by individuals to participate fully in family, community, work and society.

Provider Operational Guidelines for Literacy Programmes (DES 2013) defines literacy as:

*“Literacy is fundamental to personal fulfilment, active citizenship, social cohesion and employability.*

The National Adult Literacy Agency (NALA) goes beyond this definition and includes listening and speaking as core literacy skills needed to communicate and handle information. (TETB Literacy Policy)

According to TETB

*“’integrating literacy’ means developing the subject knowledge and skills and the related language, literacy, numeracy and ICT as interwoven elements of a single process. (Integrating Literacy: Guidelines for Further Education and Training centres NALA 2013)”* (TETB Literacy Policy).

# Rational

In July 2011, Minister for Education & Skills, Ruairi Quinn, launched The National Literacy and Numeracy Strategy, **Literacy and Numeracy for Learning and Life 2011-2020.** The aim of the strategy is to improve literacy and numeracy among young people in Ireland.

In conjunction with this strategy and DES Circular 0025/2012, we at Ceim Eile aim to ensure that we encourage a strong focus on literacy and numeracy skills, within a broad and balanced curriculum. We are committed to implementing a variety of literacy strategies which aim to improve the literacy standards of our learners so they can engage competently with language, the printed text, broadcast media and digital media.

This policy should be read in conjunction with Céim Eile’s Recruitment, Initial Assessment and Induction Policy, NALAs Guidelines on integrating literacy for Further Education and Training centres, the NCCA Guidelines and the National Literacy and Numeracy Strategy and TETB’s Literacy and Numeracy Policy for Further Education and Training.

# Identification Process and Support Mechanisms

At interview stage of the Recruitment and Induction process to Céim Eile, learners are asked to inform us of any literacy difficulties they have that they are aware of.

Any previous assessments will be discussed at this point. This will include a description of the supports that were made available to the learner which arose from these assessments. All learners will be assessed during this process and a range of assessment tools will be offered to learners, to determine which programme in Youthreach to place the Learner (See Recruitment, Initial Assessment and Induction Policy)

# Aims & Objectives

The aims of this policy are to:

* Support learner learning across all subjects through the development of learner’s literacy, numeracy and communication skills
* Support all teachers to become teachers of literacy and numeracy
* Promote a shared view of literacy and numeracy and the development of these across the curriculum and provide appropriate staff development
* Support the provision where learners should read fluently and with understanding, using reading methods that are appropriate to the material
* Support the development of learner’s writing skills for a range of purposes and audiences, using spelling, punctuation and syntax appropriately and with confidence
* Facilitating learners to communicate clearly and with assurance. They should be able to talk and listen in a variety of groupings and in both formal and informal contexts
* To promote reading for pleasure
* To promote the wide use of ICT as a medium for the further development of language across the curriculum
* To facilitate the use effective models of planning, target-setting, development and action planning to ensure common approaches and consistency across the centre
* To support staff to enable learners to use, interpret and communicate mathematical information to solve real world problems.

According to TETB “(l)iteracy is everyone’s responsibility … (and) the responsibility for integrating literacy into FET programmes requires a whole-centre approach involving senior managers, centre heads, programme coordinators, teachers, tutors, and staff members. Administration staff, reception front line staff should be literacy aware to enable them to recognise signs of literacy difficulties and to respond appropriately”.

Therefore, in agreement with TETB’s Literacy and Numeracy Policy for Further Education

“Tipperary Education and Training Board Further Education and Training Centre Managers/Programme Coordinators will:

* actively promote a whole service approach to integrating literacy and numeracy
* participate in the organisation’s Literacy Working Group and contribute to the development and implementation of a literacy plan for their centre’s programmes
* collaborate with the organisation’s literacy service on methodologies to analyse the literacy and numeracy skills required to successfully complete their programmes
* develop a flexible working partnership between FET teachers/tutors and literacy staff to respond to learners’ programme related literacy needs
* have a clear recruitment and access policy in place, including assessment/screening, to ensure correct placement of learners and identify potential literacy/numeracy difficulties
* inform learners of the literacy and numeracy skills required to successfully complete programmes
* disseminate information on support/access courses available to learners
* facilitate staff attendance at training”

This policy also advises that:

“Tipperary Education and Training Board Further Education and Training Teacher and Tutor will:

* Include literacy and numeracy skills relevant to their subject as an overall objective of the programme
* Analyse programme content to determine the literacy and numeracy skills required by learners to participate fully on the programme
* Embed literacy and numeracy skills in Schemes of Work and Lesson Plans
* Support learners to identify their individual Learning Style
* Collaborate with centre managers/programme coordinators on literacy assessment for all learners
* Use a range of teaching strategies and methodologies to support learners who may have difficulties in literacy, language and/or numeracy related to the programme
* Use Plain English when designing notes and handouts
* Literacy proof assessment guidelines, briefs, tasks etc
* Collaborate with other subject tutors to integrate assessment where possible
* Attend Integrating Literacy Training” (TETB Literacy and Numeracy Policy for Further Education)”.

# Monitoring Procedures

* tracking standardised test results against previous test results
* tracking achievement in state assessments through the record of credits and statements of provisional results.
* review of whole centre initiatives with teachers, learners and parents, as appropriate
* literacy policy regularly on agenda for whole staff meetings

# Success Criteria

* improved results in standardised tests
* participation by all staff and learners in whole centre literacy interventions
* positive attitudes towards reading displayed by learners and staff
* positive attitudes towards the use, interpretation and communication of mathematical information to solve real world problems.

**Policy Review**

This policy will be reviewed by the Board of Management once in every college year.

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| Submitted to Staff: |  |
| Submitted to Board of Management: |  |
| Submitted to ETB Board: |  |