

# **Working Collaboratively: Integration of Vocational, Soft and Literacy Skills in Workplace Learning**

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# Why Integration? ➤

“Integrating English language, literacy and numeracy into vocational education and training involves *concurrently developing* language, literacy and numeracy and vocational competence *as interrelated elements of the one process.*”

~ Courtenay and Mawer



# Why Integration? ➤

“... improving workforce literacy, language and numeracy skills works best if the learning is in a **context that is relevant to the learner**, for example, **existing workplace training.**”

“[Integrating] literacy and essential skills with pre-apprenticeship programmes, vocational training, and trades training ... creates ... opportunities for students and apprentices **to be successful in their trade or vocation.**”



Tertiary Education Commission  
Te Amorangi Mātauranga Matua



Ontario

MINISTRY OF TRAINING, COLLEGES AND UNIVERSITIES

# Why Integration? ➤



IAL/AEP Study Trip  
Auckland – Christchurch – Brisbane

5-19 Mar 2016

# Why Integration? ➤



**15 IAL Staff and AEPs**

# Why Integration? ➤



*Work and  
Literacy go  
hand-in-hand*

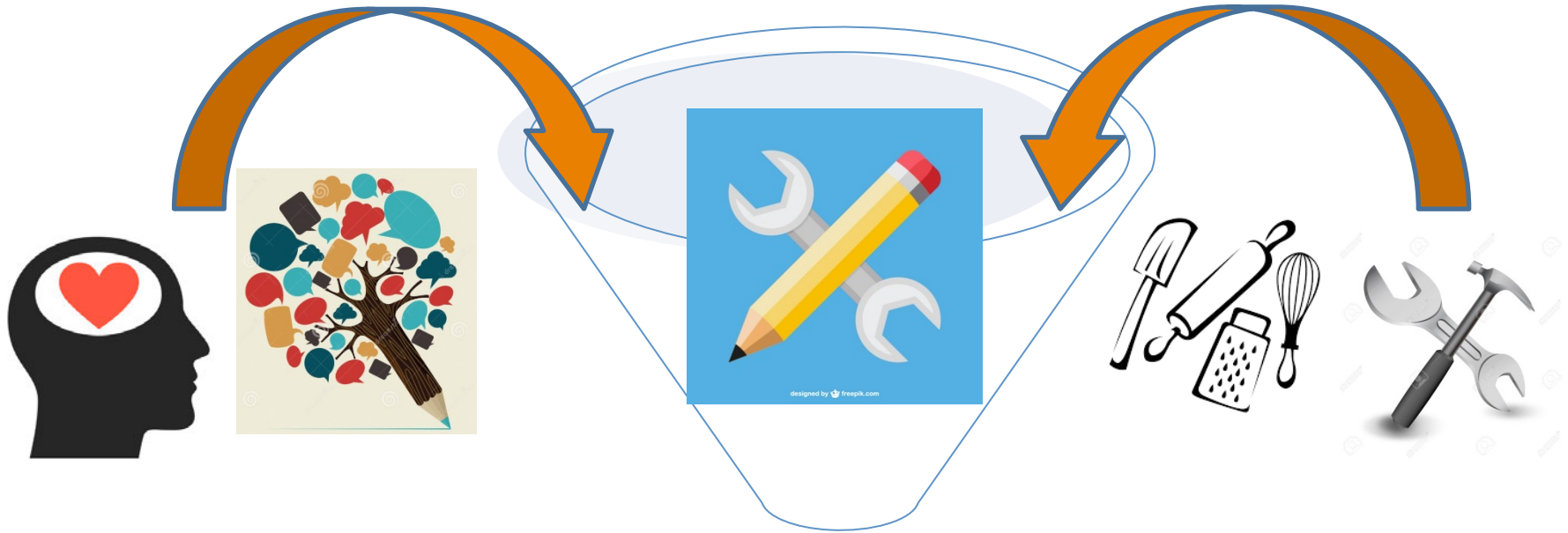
“**Embed** literacy and numeracy in **all** trade skills training”



# Why Integration? ➤



# Why Integration? ➤



***Integrated-type Curriculum & Training***

# Why Integration? >

1. To **inform future methodology** and adoption in Singapore
2. How targeted skills development relates to job requirements and employer's needs
3. How it can **help Lower-waged / Lower-Skilled Workers move up the value chain more quickly**
4. What are the **teaching and learning strategies** employed in integrated curriculum and training models
5. What are the **critical success and failure factors** for future implementation
6. To inform the **development of future ACTA and DACE programmes** in support of integration
7. To **inform future programme policies**, funding and TAE sector practices



# Hotel Case Study >

## *Adoption of Integrated Training Solution*



Vocational  
Content

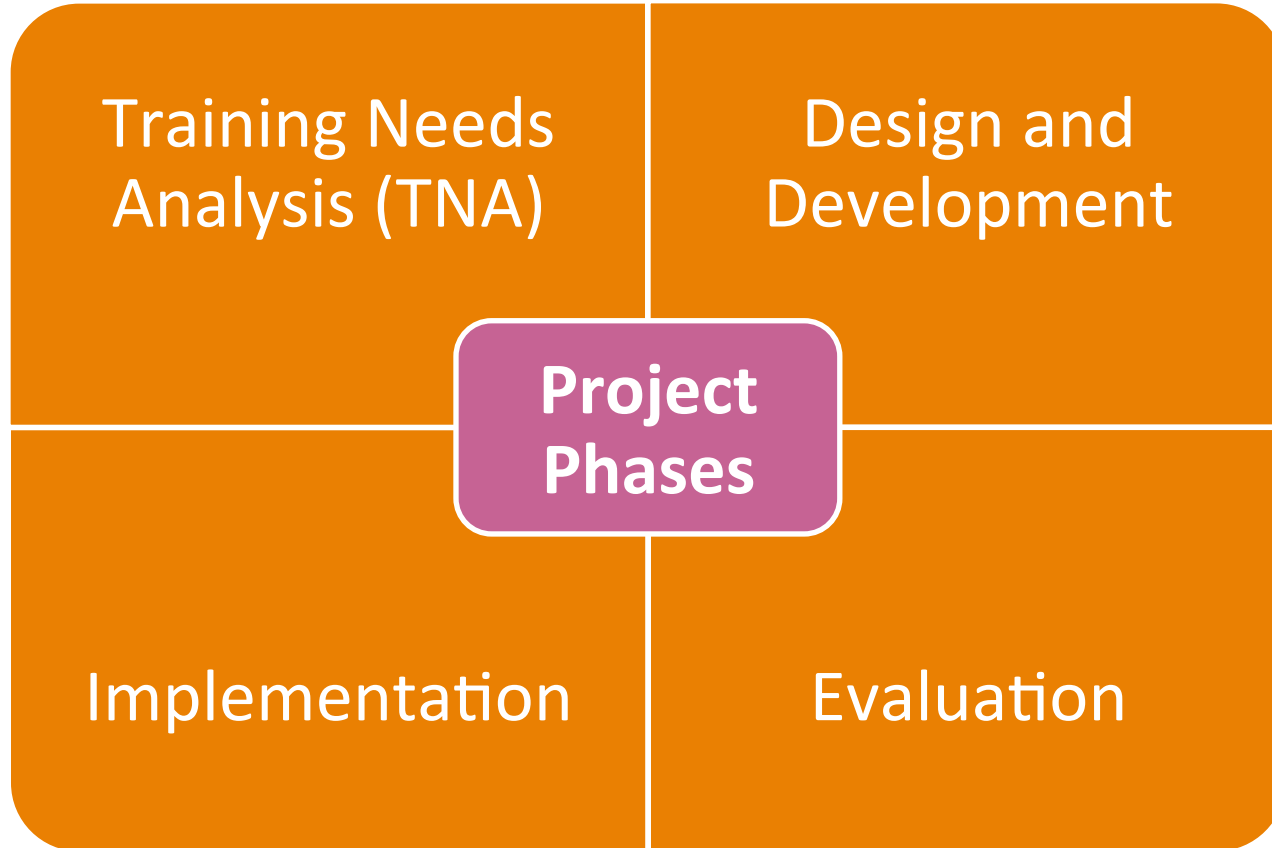


Soft Skills

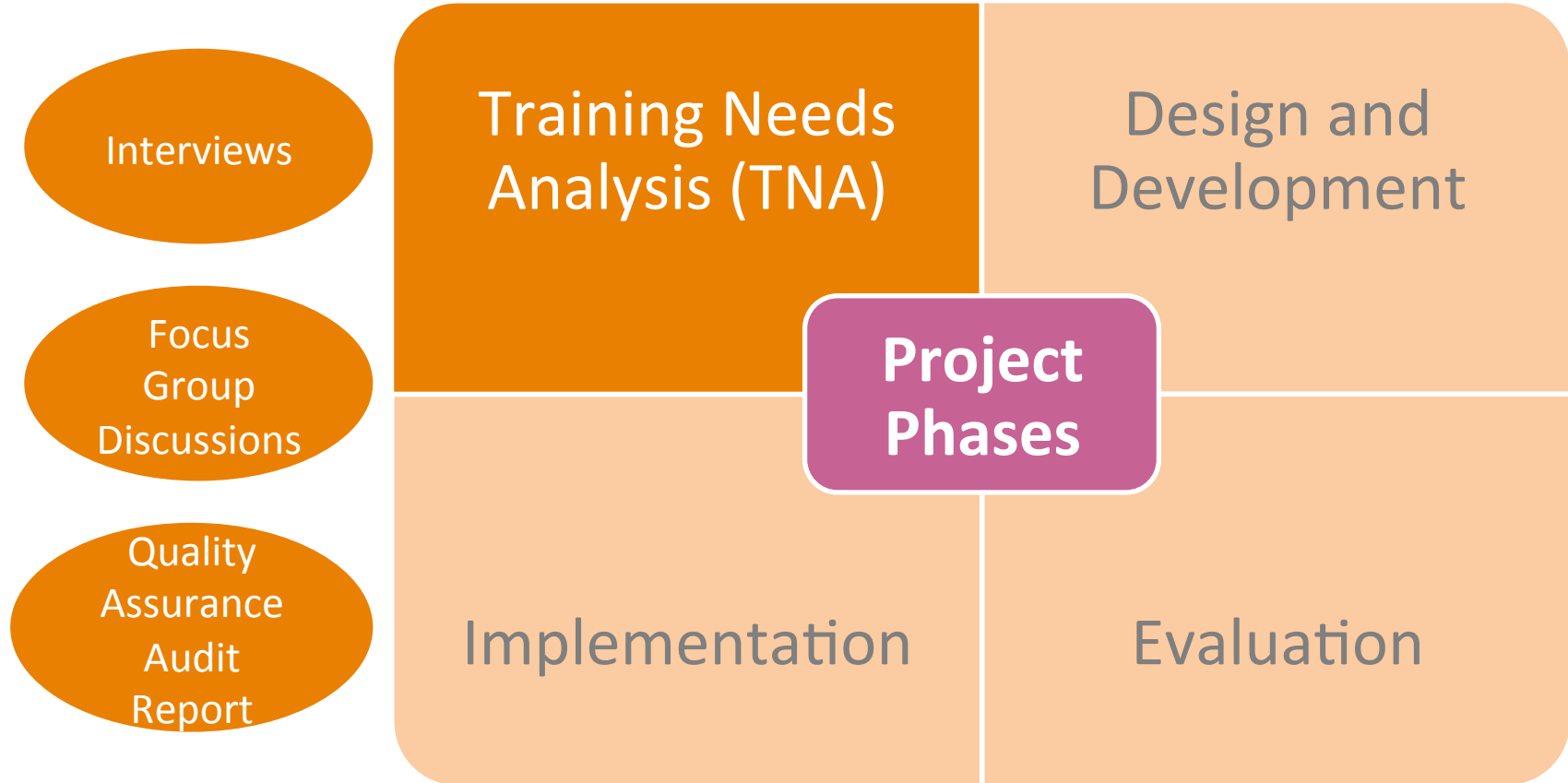


Literacy

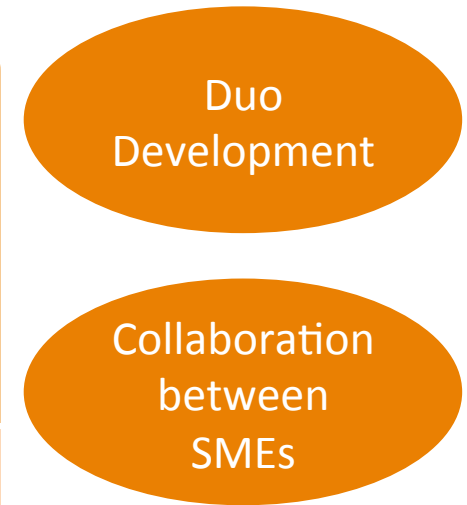
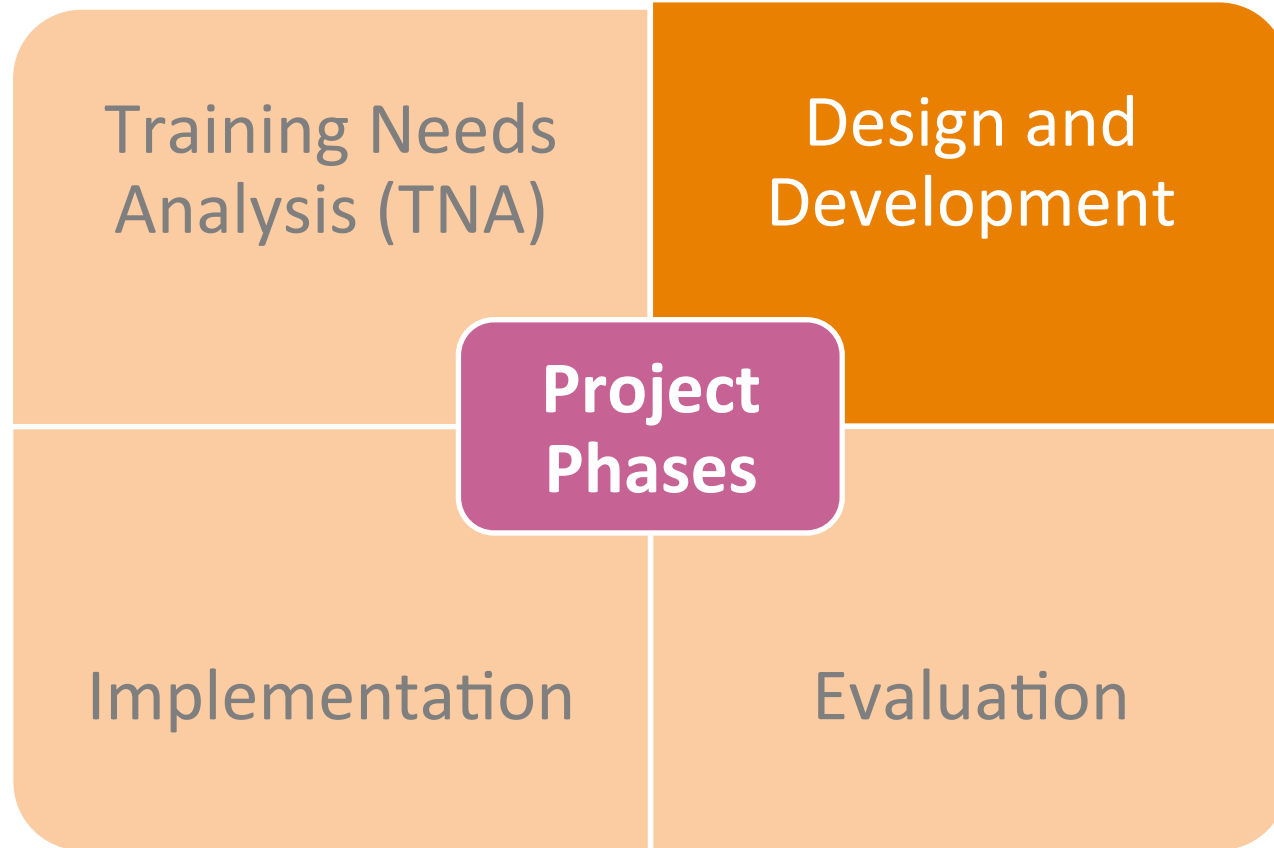
# Hotel Case Study >



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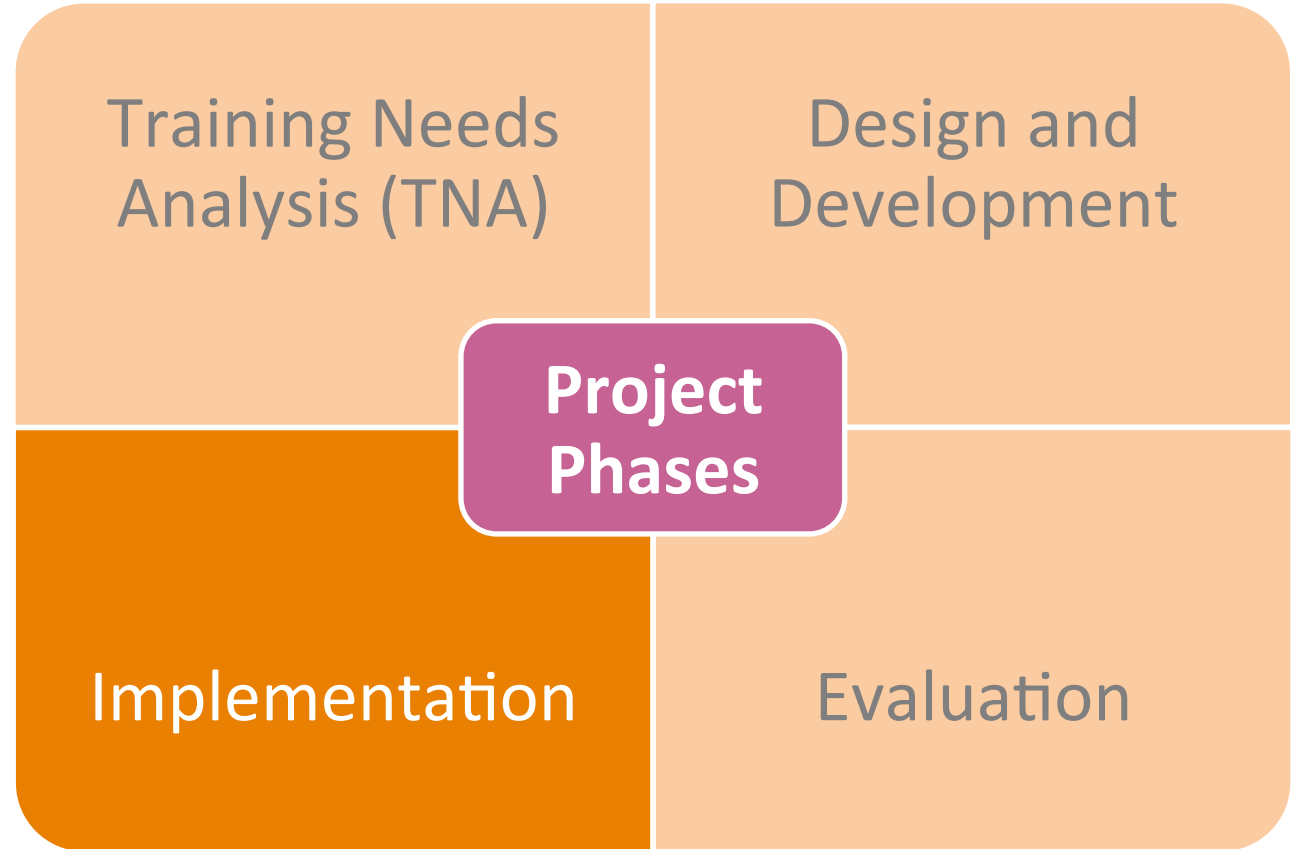


# Hotel Case Study >

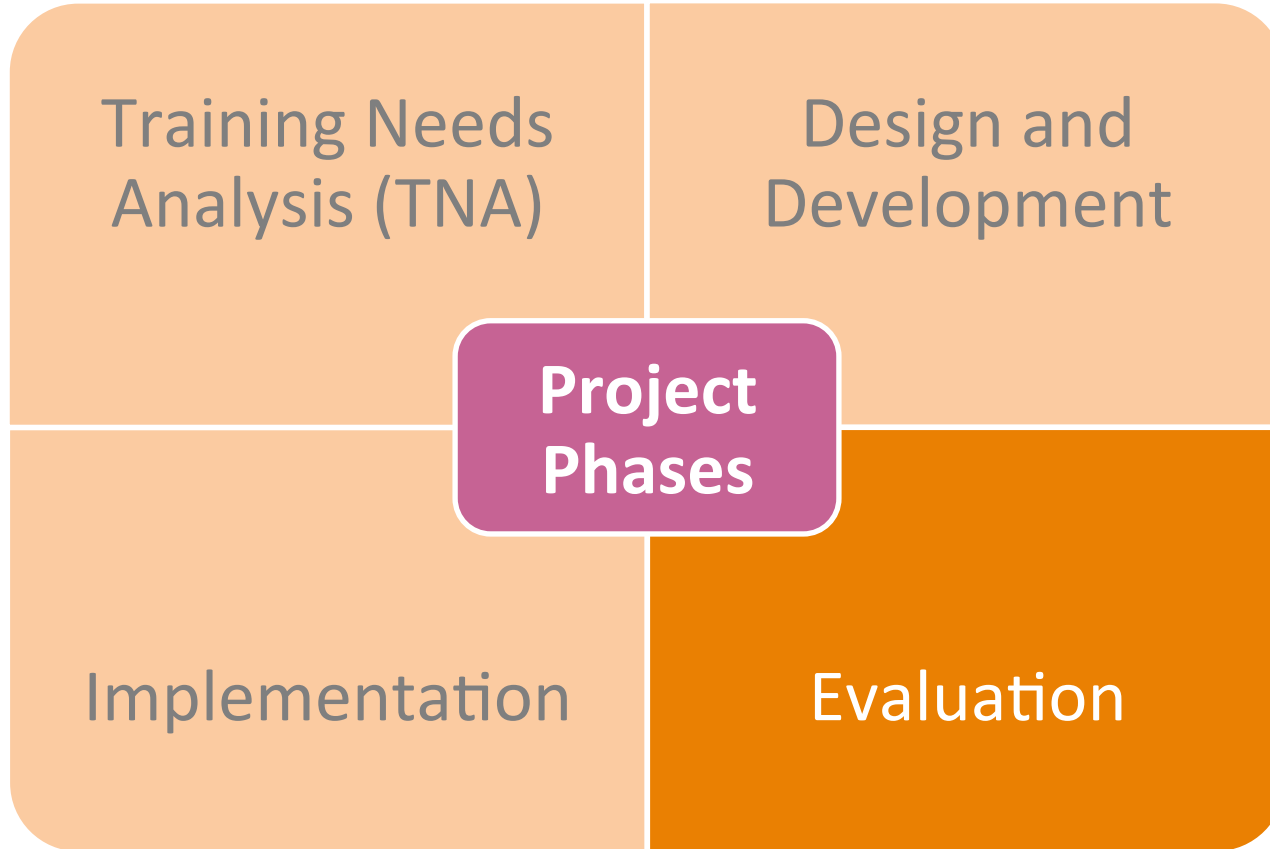
Single-facilitator approach

Multiple sessions for each module

Content-sharing & workplace application



# Hotel Case Study >



Classroom observations by developers

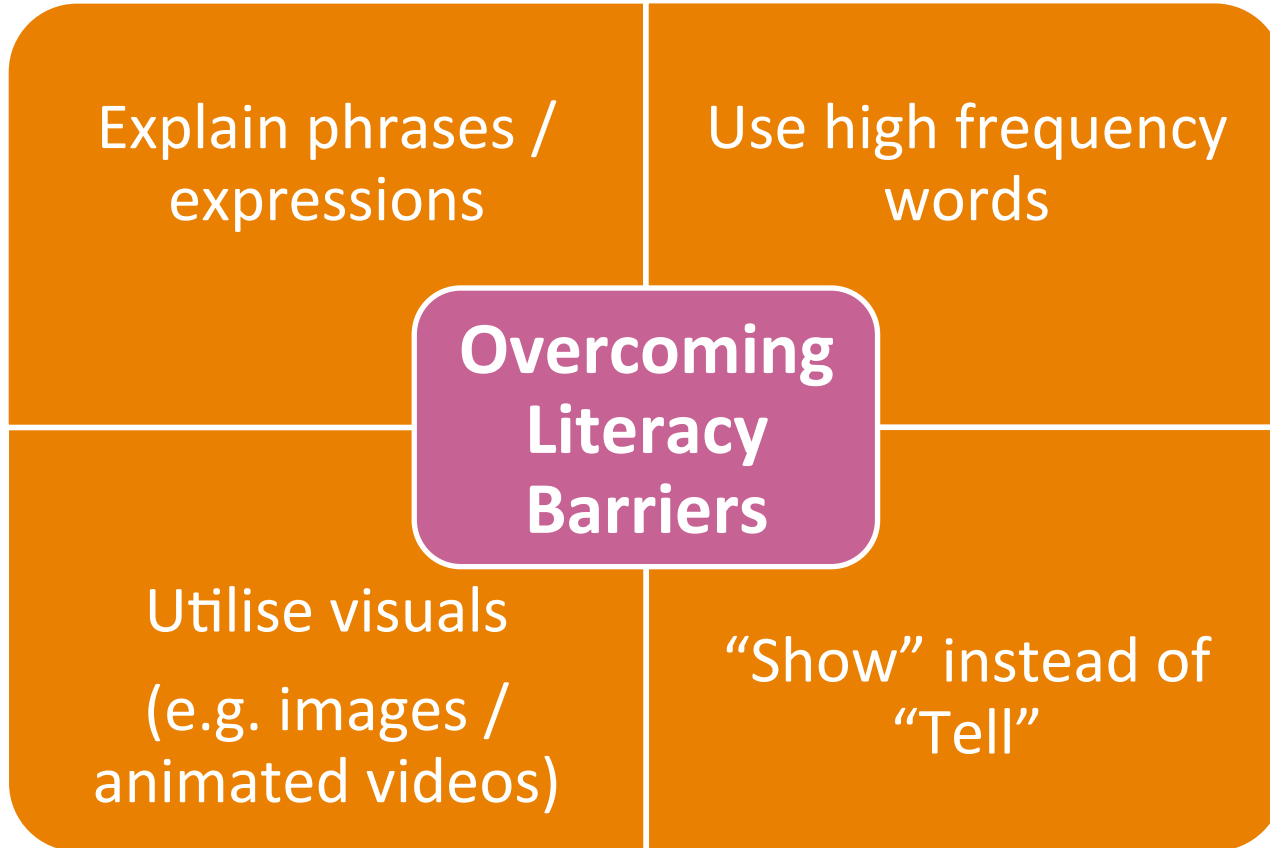
Workplace observation by facilitators

Collation of Supervisors' feedback

Evaluation by learners



# Integrated Solution >



# Integrated Solution >

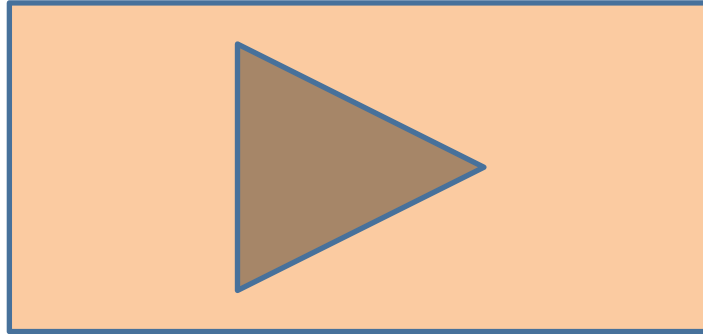
## Learning outcome

- Be attentive to Residents, Patrons and surroundings, while at work.

## Pedagogical approach

- “Show” instead of “Tell”

# Integrated Solution >



# Integrated Solution >

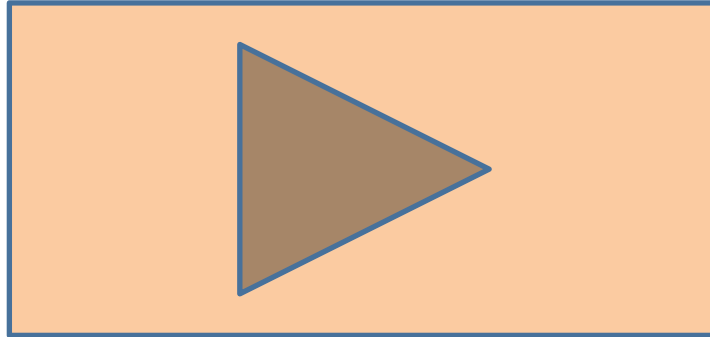
## Learning outcome

- Demonstrate active listening skills to understand the Residents' / Patrons' needs.

## Pedagogical approach

- “Show” instead of “Tell”

# Integrated Solution >





# Integrated Solution >

## LITERACY ASSESSMENT

Pre-, Mid-, and Post-training

Speaking and Listening Modalities

Integrated Approach

# Integrated Solution >

## Literacy Assessment Grading Rubric

LISTENING: ability to understand questions

ORGANISATION: ability to connect ideas

GRAMMAR

PRONUNCIATION

FLUENCY

EYE CONTACT

TRAINER'S COMMENTS

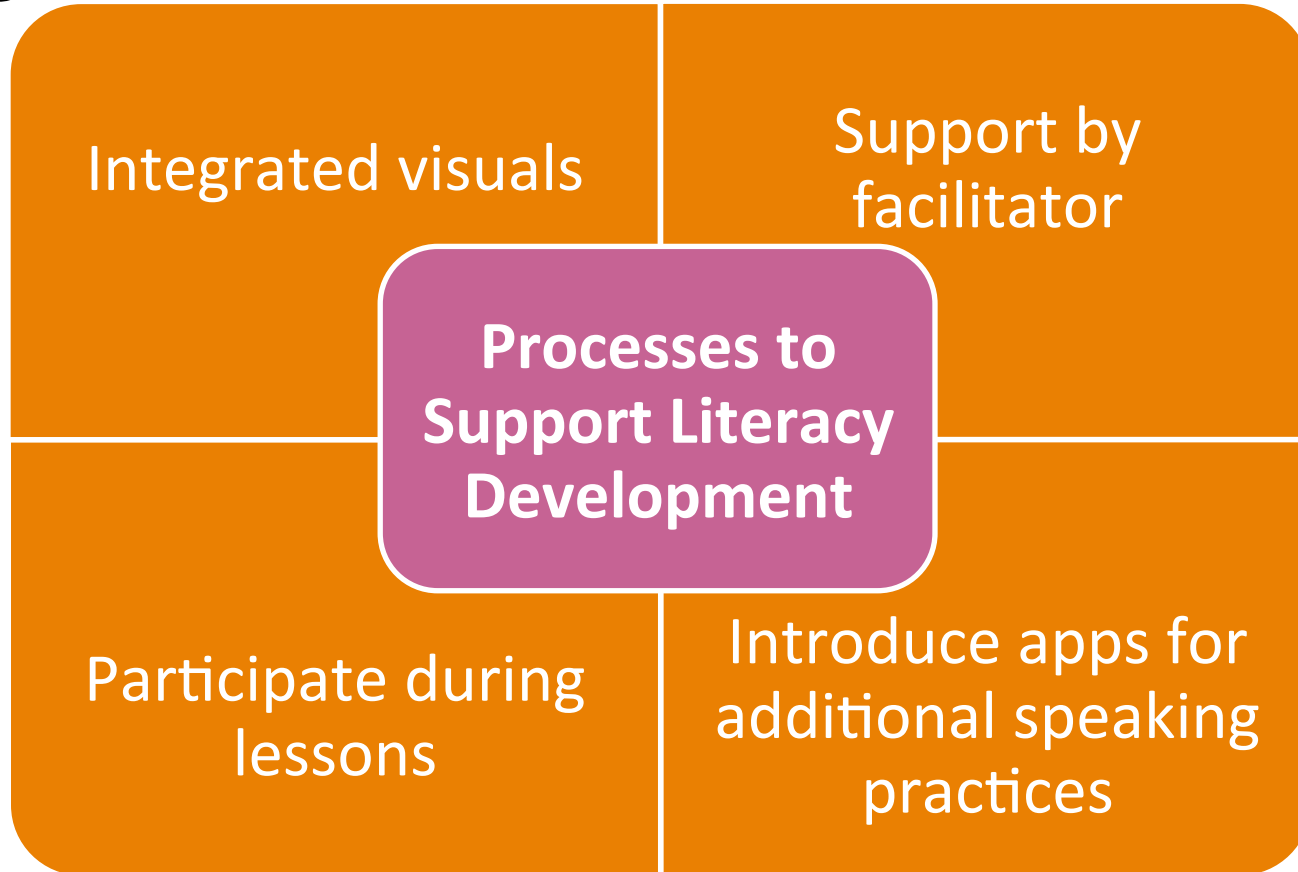
# Integrated Solution

	1	2	3
<b>Listening</b>	Shows little understanding of question or prompt. No response.	Shows some understanding of question or prompt. Responses are incomplete.	Understand the question or prompt. Responses are complete.
<b>Organisation</b>	Little connection between ideas.	Connections between ideas are evident, though some responses require inferences.	Logical connections between ideas; no inference is required.
<b>Grammar</b>	Multiple mistakes affecting comprehension.	Some mistakes that do not interfere with comprehension.	Very accurate; few mistakes.

# Integrated Solution >

	1	2	3
<b>Pronunciation</b>	Problems with pronunciation & intonation; speech is incomprehensible.	Pronunciation and intonation are generally clear with a few problem areas.	Pronunciation and intonation are almost always clear & accurate.
<b>Fluency</b>	Hesitates too frequently, interfering with communication.	Occasional hesitation, but it does not interfere with communication.	Speak smoothly, with little hesitation.
<b>Eye contact</b>	Does not attempt to establish eye contact.	Limited eye contact.	Consistent eye contact.

# Integrated Solution







## ***IMPLICATIONS FOR:***

- Hospitality and Services Industry
- Training for a Variety of Sectors
- Adult Educators

# References

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5. **New Zealand. Tertiary Education Commission. (2009).** Strengthening Literacy and Numeracy: Theoretical Framework. Retrieved from [file:///C:/Users/WDAOAD/Downloads/Theoretical-Framework-2009%20\(1\).pdf](file:///C:/Users/WDAOAD/Downloads/Theoretical-Framework-2009%20(1).pdf).
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Q & A

