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RaPAL

Commemorating 30 Years of RaPAL

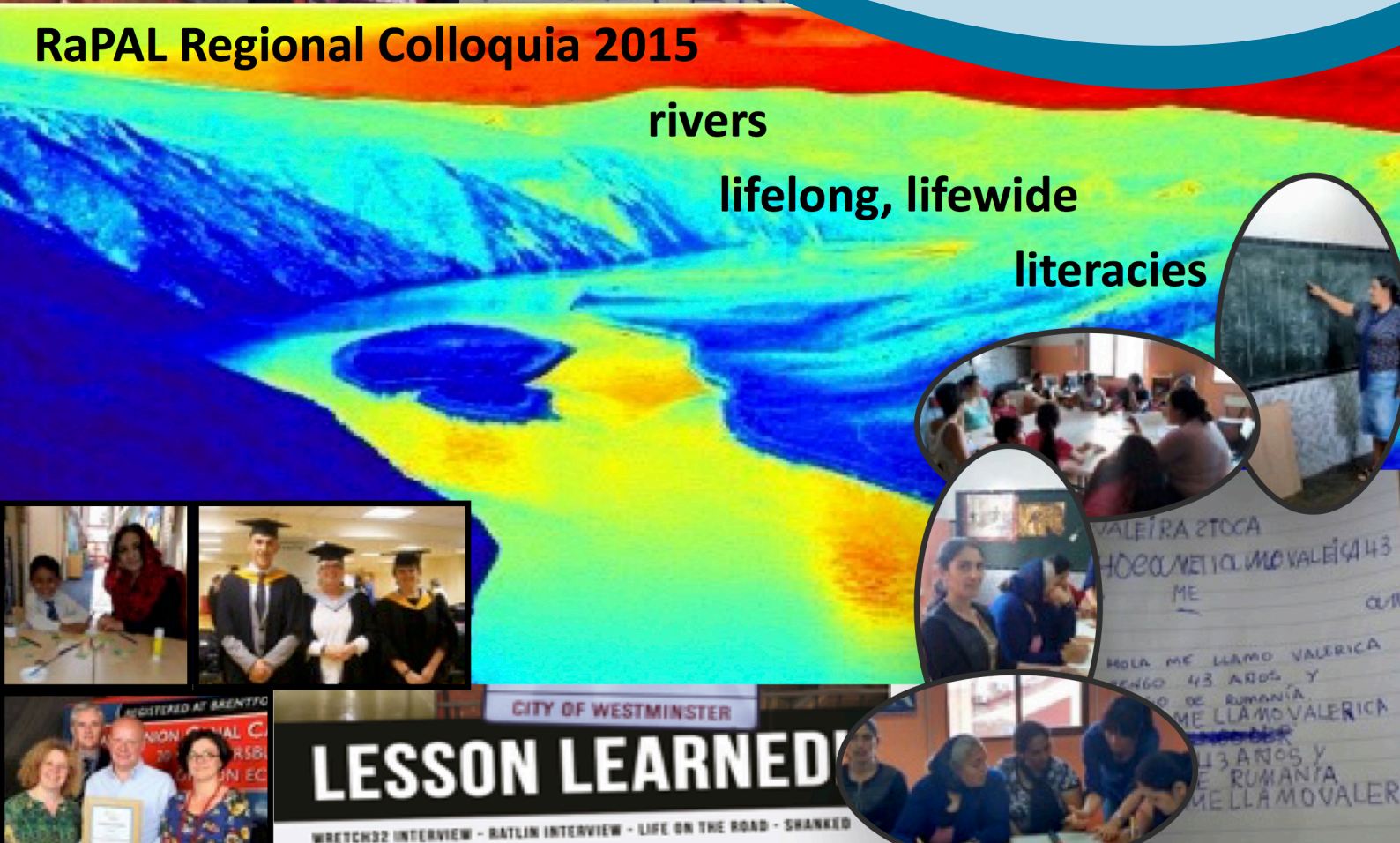


RaPAL Regional Colloquia 2015

rivers

lifelong, lifewide

literacies



Journal

The Research and Practice in Adult Literacies Network

Welcome

Research and Practice in Adult Literacies (RaPAL) is the only UK-wide organisation that focusses on the role of literacies in adult life. We promote effective and innovative practices in adult literacies teaching, learning and research; and support adult literacies practitioners and researchers. We enjoy engaging in debates that touch on English language and literacy, numeracy and digital skills across homes, communities and workplaces. Through our members, digital journals, conferences and fora, policy and advocacy work, we are active in Europe and have international links.

What we do

- Encourage collaborative and reflective research
- Publish a journal three times a year
- Create networks by organising events (including an annual conference) to contribute to national debate
- Believe in democratic practices in adult literacies
- Emphasise the importance of social context in literacies
- Critique current policy and practice where it is based on simplistic notions of literacy as skill
- Campaign for the rights of adults to have access to the full range of literacies in their lives

RaPAL Officers 2015 /2016

Chair	Sallie Condy
Secretary	Claire Collins
Treasurer	Alison Wedgbury
Journal Co-ordinator	Yvonne Spare
Production Editor	Claire Collins
Reviews Editor	Sarah Freeman
Membership Secretary	Yvonne Spare
Website Manager	Tara Furlong

Editorial Information

The editorial group for 2015-2016 includes the following researchers, practitioners and practitioner-researchers: Claire Collins, Sallie Condy, Samantha Duncan, Sarah Freeman, Tara Furlong, Julie Furnivall, Anne Reardon-James, Irene Schwab, Yvonne Spare and Rachel Stubley.

RaPAL members are involved in the compilation of the journal as editors, reviewers and referees.

We are a friendly group – open to new members and new ideas. Please contact us with any contributions (views, comments, reports and articles) and do not be put off if you are new to the field or if you have not written for a publication before. The journal is written by and for all learners, tutors/teachers and researchers who want to ask questions about this field of work. It does not matter if the questions have been asked before. We want to reflect the many voices within adult literacy and numeracy work and to encourage debate.

Why not join us?

Further information can be found at our website: www.rapal.org.uk

The RaPAL Journal is also available from various subscription services: EBSCO, LMInfo and Prenax.

The RaPAL journal expresses a variety of views which do not necessarily reflect those of the editorial group.

The RaPAL journal has been designed by Image Printing Company, Lumsdale, Matlock, Derbyshire



RaPAL Membership form

Help us to double RaPAL's membership in 2015/2016!

We are always keen to attract new individual and institutional members. Please join us and consider passing this to friends, colleagues and libraries / resource centres and encouraging them to join RaPAL now!

Members' benefits

Membership brings:

- three RaPAL journals per year
- discounted attendance at RaPAL events
- participation in the RaPAL JISList

We are happy for our members to participate in the journals and conferences and the organisation and administration of RaPAL.

How to join

To join, please complete this form and email to membership@rapal.org.uk or post to:

RaPAL Membership, c/o Yvonne Spare, Sysondale, Anslow Lane, Rolleston on Dove, DE13 9DS, UK.

By joining, you confirm you sympathise with RaPAL's aims as stated in the Constitution.

Your details

Full name: _____

Email: _____

Please tick if you do NOT wish your email to be used in the RaPAL network

Address: _____

County: _____ Postcode: _____

Country: _____

Mobile / work / home telephone numbers: _____

To set up a standing order, please request a form from us to send to your bank

Alternatively, you may post a cheque for £ (see below for the appropriate fee)

Fees 2015/2016

Our membership year runs July to August. Please tick the appropriate subscription rate:

Digital editions

Individual membership

£40 Full-time £25 Low waged, unwaged or student

Institutional Membership

£90 per institution for up to 5 sites and up to 10,000 FTE people (staff and students)
50% discount per additional 5 sites or each additional 10,000 FTE people (staff and students)

Institutional membership allocates two votes at our AGM; and two member participation free or discount at events

Please tick here if you require an invoice

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Stories of Resilience
from Adult and Community Education

"We are collecting and publishing an anthology of inspirational adult learner stories, and would love to hear from you and your learners"

The UK's RaPAL (Research and Practice in Adult Literacies) and Australia's ACAL (the Australian Council for Adult Literacy), are working on a joint publication of adult literacies learners' stories, with support from our respective Adult Learners Weeks. We are seeking learner stories (tale, cartoon, story, poem, images, multimedia, audio or video... we don't mind!) of their experiences of learning English, maths and ICT as adults and in what ways this adult learning supports them to improve their quality of life. See online for information, sample stories and support materials.

Online and Face-to-Face Support

DEADLINES
2nd flush: 31st July 2015
Final Flush: 18th Dec 2015

indigenous voices
writing in letters

www.rapal.org.uk/resilience

FINAL Learner Story Submission DEADLINE: 30th April 2016

Editorial

Tara Furlong and Julie Furnivall

Further to our phenomenally experimental multi-hub part-virtual Regional Colloquia in July this year, where RaPAL celebrated thirty years, our theme of rivers and reflection has drawn us to exploring the flow from the local to the universal for this commemorative 87th edition of the journal. We refocus our attentions on the social practices approaches of the New Literacy Studies and Literacy as Social Practice which have their origins, as RaPAL, in the eighties' work of colleagues from Lancaster to London to further afield. As integral to conceptualising successful teaching and learning as research and practice are to practitioners' professional development today, the New Literacy Studies and Literacy as Social Practice approaches move us from delimited textbook literacy to locating literacies in their people, places and purposes: lifelong and lifewide.

A brief review of the Regional Colloquia is presented by Claire Collins, which highlights the challenges and successes of the morning where we worked hard to build parallel local and virtual activities. Each micro-seminar was led by a different hub and we couldn't have done it without our acting virtual MC, the very real Bex Ferriday, Learning Technologist at Cardiff University. We are also very grateful to Jim Crowther, Senior Lecturer in Education at Edinburgh University for a Keynote speech rooted in the social practices approach in adult and community education in Scotland. Tara Furlong led a rapid exploration of the last thirty years' research-underpinned teaching and learning progress. Claire Collins followed, sharing work on practitioner-led and action research. Claire will be contributing an article on the topic to Journal 88 as part of this year's Joint Conference with NIACE, UCU, the NRDC and NATECLA and kindly sponsored by the Education and Training Foundation.

We are delighted to carry commemorative pieces by Brian Street and Mary Hamilton, founder members of RaPAL, celebrating 30 years this year.

Julie Furnivall culminated the Colloquia with an introduction to the socially grounded international Reflect Action approach to ESOL developed by the charity Action Aid, which she outlines for us here. This participatory method starts with learners' home and community contexts and activities and uses river and tree metaphors to analyse issues as it works towards local political advocacy and language development.

Sandro de Gregorio contributes an article on a pilot ESOL literacy project he led with Roma communities in Valencia, Spain which was used to guide full provision this academic year. He underlined the impact of communities' social matters, daily schedules and activities on curriculum planning; and the crucial role of peer interaction and support, and the motivational features of multimodal methods and technology, in the classroom.

Jennifer Shaw and Shaun Fuller share the history of a long running Youth Bus project in the London Borough of Brent with Tara Furlong, and the successes of a collaboration with the London Borough of Westminster on tackling gang cultures across local estates. A joint journalism enterprise resulted in three magazines being produced, and developing social cohesion. While the team do not have an explicit literacies strategy, these works are part of a huge diversity of provision responsive to the interests of the young people, and indirectly underpinning their literacies development. They stress the importance of being able to put youth provision safely into the heart of target areas and its role in socialising young people into further education and training and careers advice and support.

Dawn Rhind-Tutt reflects on learner case studies culminating her teacher training year and approaches developed from the New Literacy Studies. She emphasises the bridging between day-to-day interests and activities and literacies development, and the challenges in drawing that bridge all the way across to examination standards. Balancing vernacular 'flow' and the contexts and related features of informal spoken language and home identities against the structures, accuracies and differentiation of more formal texts and audiences is a challenge in

curriculum design with the setting of primary foci for any given lesson or activity. Rhind-Tutt explores associated digital literacies and utilising technology in teaching and learning.

The Literacy as Social Practice and the New Literacy Studies rationalised engagement with context, in all its forms. Jonathan Mann leads us through a detailed analysis of three (inter)linked theories of context in teaching and learning practice. He unpicks some of the tensions between context, or learning, as social process or social product, in negotiating academic, home, and work-related influences and the corollary developmental pressures on literacies practices. Mann explores the implications of co-text: “two types of learning that can be initiated at the same time when learning is contextualised”; cont-ext: “contextualised learning is a process involving the continuation and extension of existing learning”; and finally con-text: “contextualisation is a way of effectively containing learning within one particular set of purposes or circumstances”, as he stimulates debate on their impact on theories and frameworks of knowledge and learning.

Rania Hafez talks to us about contributing a chapter to 'Further Education and the Twelve Dancing Princesses' and peers' debates on professionalism and values in the sector. She discusses the appeal of moving a metaphor of the sector from a somewhat derogatory Cinderella syndrome to the tale of the twelve princesses who managed to subvert their father's wishes and dance every night away much to the king's puzzlement as he found their worn out slippers. Hafez compares this to the inventiveness of managers and other practitioners in the sector, in the face of cuts and strict data regulation, to keep stimulating teaching and learning, engaging students on a daily basis.

Sam Duncan reviews 'Adult Language, Education and Migration: Challenging Agendas in Policy and Practice', a seminal text edited by James Simpson and Anne Whiteside which gives rich international comparisons across key themes, and successes in constructivist co-production of adult learning and social practices approaches.

Sarah Freeman reviews 'Landscapes of Specific Literacies in Contemporary Society: exploring a social model of literacy', edited by Vicky Duckworth and Gordon Ade-Ojo. The volume puts forward suggestions for meaningful modern literacy programmes in the light of critical funding cuts, and sheds light on dynamic future directions. In particular, Mary Hamilton argues for international attention to evolve from measuring skills standards to co-constructing best practice in curriculum and andragogy.

We would like to thank Sarah, our Reviews Editor, for her invaluable contributions across all the reviews RaPAL publishes, as well as for sourcing quality texts and matching them to reviewers.

Stories of Resilience is a project we have been working on with our colleagues at the Australian Council for Adult Literacy (ACAL) and we thought we would share a selection of the stories with you prior to publication of the full collection in 2016. The deadline for submissions to this project is 30th April 2016, and we would encourage you or your learners to continue to send in your stories. In this edition, Terry Easter tells us about the thorny path from addiction and homelessness to adult learning to stable employment and family reunion. Rubina Bhatti shares her experience of participating in family learning to support her sons' education, finally inspiring educational engagement and a career change in her husband. Clare Miles discusses the value of working with sophisticated literacies skills to maintain quality of life and independence in supported living. Denise Hodgson concludes a lifetime's learning with dyslexia and involvement in adult learning both as learner and star trainer.

We hope you enjoy this thirtieth anniversary edition as much as our Colloquia attendees; the wobbly transition from falling on back-ups, to smooth interactive participation and plenty to take away, think about and perhaps even act on.