

Embedding Literacy through Carpentry Diaries: Ideas, Frameworks and Practice

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New Professionals | Stronger Futures



Focus

Context

Learners

Diaries

What we did

What do you think?

Language in the Trades



***Level 3 Carpentry Programme 34 weeks
Build a house from wo to go
16 x practical and 19 x theory
98 NZQA credits
Complex
6 programmes – 90% successful***





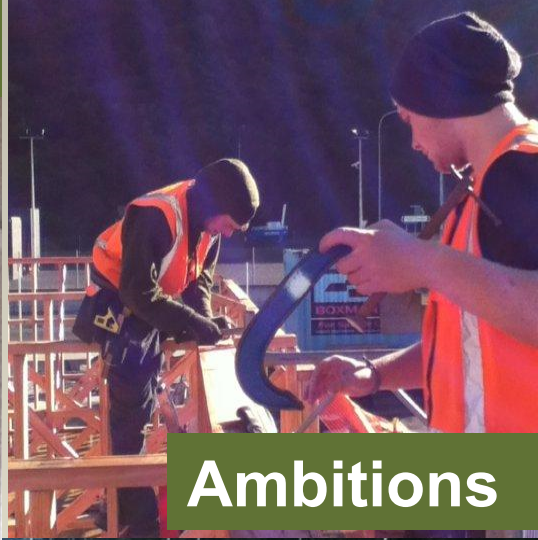
Age



Culture



Gender



Ambitions



Challenges



e

Skills

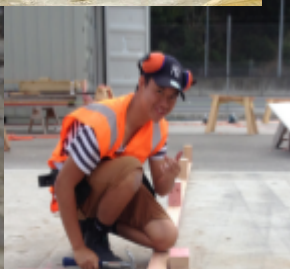
The



Qualifications

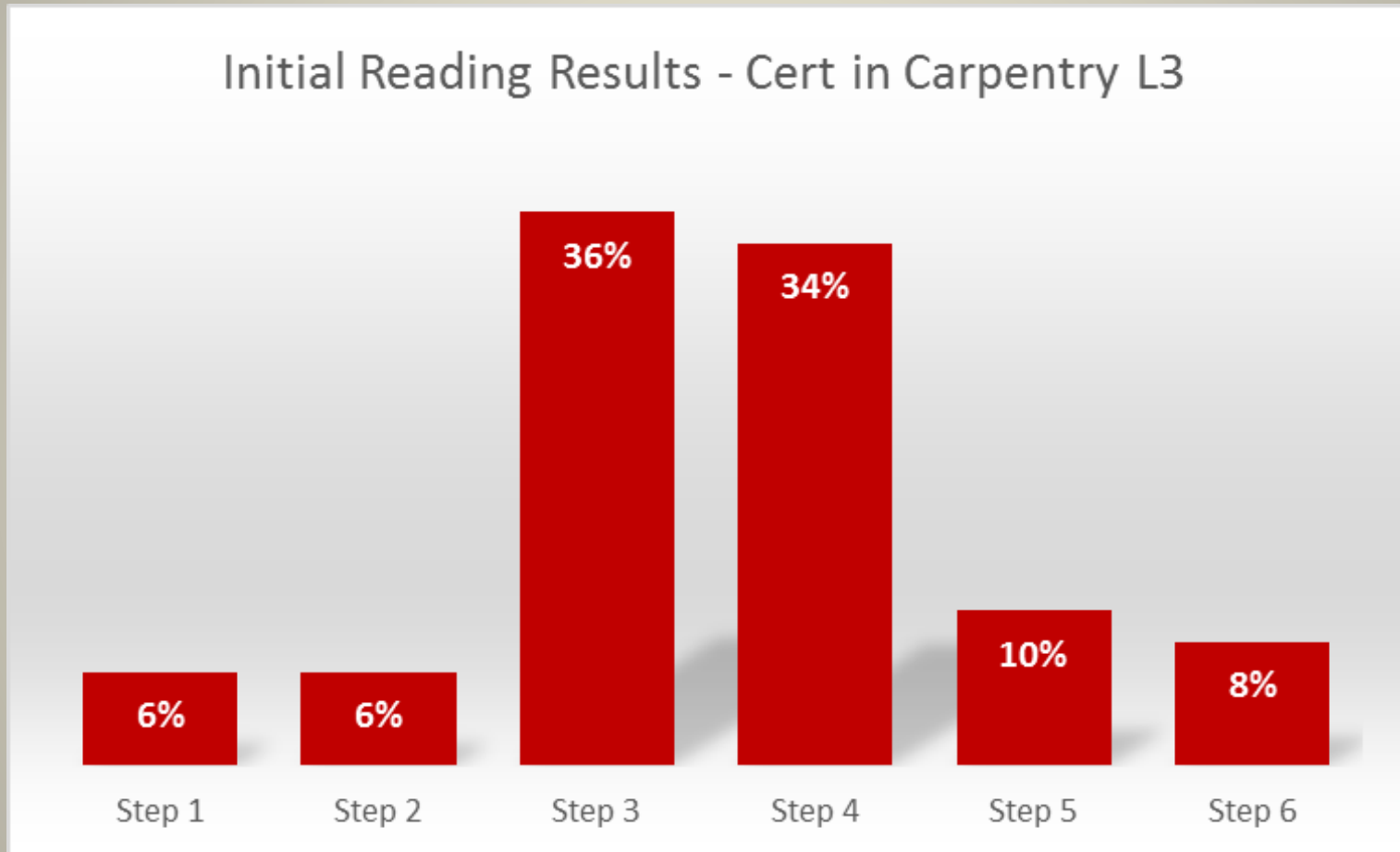


Learners



Experience at

Reading results for the 3 classes



Most of the learners at step 3 and 4 for reading; Demands of programme step 5/6



Why are diaries important?



1. Ownership for students – instructions in their diaries
2. Reinforcing learning through writing
3. Assessment – evidence for the tutor
4. Portfolio for new qualification
5. Future employers
6. Legal document
7. Developing literacy – building confidence in their writing
8. External environment – literacy gains



Constraints on diary writing

- Time – 5.5 hours a day
- Focus on building a house
- Learners don't come to learn theory, *“How long are we in the class? When are we going out on the site?”*
- Learners at a range of levels
- Learners bring different knowledge and experiences of education – learner teaching learner
- Learners bring a range of languages



Literacy demands of the diary

- Content – mirror the qual
- Details
- Accurate
- Complex descriptions
- Complex sentences
- Range of audiences





Learner Diaries:

Learner A:

Placing the iron sheet with a person on each end making sure the iron is closed by 9 overlap.

Learner B:

We put the iron sheet down, lapping it once over the sheet next to it, to help stop water coming in through the roof. We screwed the iron sheet down at each corner, except on the outside edge, where the next sheet was going to lap over. We used 75mm hex head nails to hold the sheet in place.



Underpinning ideas

- Diaries are seen as ‘authentic’
- Use learner writing
- Focus on content and accuracy
- Short literacy activities (30mins)
- Maximisation of learning opportunities
- Tutors can deliver or can be self-directed
- Process or individual tasks
- Flexible – used through different stages of the building



Frameworks


Into through and beyond (tasks / whole process)

Topic

Process approach

Simple to complex

Learning progressions

	Into	Through	Beyond
Topic	Setting out	Framing / Roofing / Insulation / Cladding	Linings and Trim
Tasks (process)	Predicting / Recalling / Skimming	Note-taking / Sentence chunks / Vocabulary / Punctuation / Analysis	Writing diary entries / Proof-reading / Editing / Evaluating
Example	Simple diary		More complex diary
Learning Progression	Purpose / Audience Planning / Composing	Spelling / Vocabulary Language and Text	Revising and Editing Purpose / Audience

Process

Design activity based on learner needs and wants and stage in carpentry program

Tutors do task and feedback – (more than once)

Task amended based on tutor feedback and then used in class

Amended based on learner / tutor feedback

Result:

Set of resources tailored to:

- Learner needs
- Learner wants
- Tutor requirements
- Environment constraint

Used to work through a process and scaffold

Used individually

Examples for developing more resources



Practice: What do you think?

1. Groups of 4
2. 4 resources
3. What does the learner have to do?
4. What aspects of writing does it focus on?
5. Anything you would change or add?
6. How could this fit into your practice?



Feedback

Overview

Checklist

Note-taking

Adding Details

- 1. What does the learner have to do?*
- 2. What aspects of writing does it focus on?*
- 3. Anything you would change or add?*
- 4. How could this fit into your practice?*



Summary

1. Set of resources tutors would use
2. Scaffold the writing
3. Contextually based
4. Engage the learner
5. Simple
6. 30 minutes
7. Easy to adapt
8. Build skills for portfolios for new qualification
9. Used in other contexts e.g. Engineering

Questions or comments?





Look out for:

Asia Pacific LSP and professional
communication conference 26-28 April
2017 – trades stream
Victoria University

