



## **HANDOUT: QUALITY FRAMEWORK FOR ADULT LITERACY AND ESSENTIAL SKILLS SERVICE DELIVERY**

In 2011, the Department of Post-Secondary Education, Training and Labour launched a *Quality Framework for Adult Literacy and Essential Skills Service Delivery* which aims to encourage all adult Literacy & Essential Skills (LES) organizations and practitioners in New Brunswick to strive for best practice in their field.

The eight Quality Standards at the centre of the framework are as follows:

- QS1. *The service delivery organization is managed responsibly and meets all regulatory requirements.*
- QS2. *Planning processes are in place that led to a documented strategy and action plan outlining how the organization plans to meet the literacy and essential skills needs of their stakeholders.*
- QS3. *The service delivery organization identifies, deploys, and manages effectively the resources required to support its adult literacy and essential skills action plan.*
- QS4. *Adult literacy and essential skills services promote mutual respect, equality and diversity and are sensitive to the social, cultural, vocational, and learning context/s of learners.*
- QS5. *Human resources are qualified and/or experienced in line with provincial guidelines, are supported appropriately by the organization, and have access to regular opportunities to enhance their knowledge and skills.*
- QS6. *Program development and delivery is focused on enabling learners to meet their literacy and essential skills goals and reflects best practice in adult learning principles.*
- QS7. *Adult literacy and essential skills service delivery organizations work in partnership with other stakeholders to ensure learner needs are met.*
- QS8. *The service delivery organization conducts its business in an open and transparent manner and is committed to the continuous improvement of its practices, programs, and services.*

A learner-centred approach is at the heart of the quality standards, and we encourage teachers/trainers to review the detailed explanations of each quality standard and reflect on how they can continuously improve their practice. The table below features extracts from the detailed definition of the standards.

Appropriate learning environments are established in safe, comfortable premises, which consider different learner needs and the learners' right to confidentiality.
Learning resources are current, accurate, in good condition and adequate for the number of learners.
Programs and services welcome all adult learners and are committed to providing equal opportunities for learners and staff (paid and volunteer). They are designed and delivered to respond to the unique and diverse needs of adult learners. They are affordable, convenient, and flexible to ensure that adult literacy and essential skills learning opportunities are as accessible as possible, to as many as possible. Under-represented and hard to reach groups are given due consideration in the planning and delivery of adult literacy programs.
The program values and reflects respect for individual differences. Policies and procedures encourage mutual respect, understanding and openness and are implemented in a fair and consistent manner. Learning approaches validate the social and cultural background, goals, learning style and level of each learner.
Service delivery is focused on meeting learner needs, and is facilitated by staff that has the knowledge, skills, and experience to teach and/or support improvement in adult literacy and essential skills. Appropriate levels of group and individual support are provided.
Program development and delivery is informed by research and best practices in the field of adult learning, adult literacy, and essential skills. Adult learners' current knowledge and experience is recognized, valued, and utilized within their learning program. A range of teaching styles is adopted to cater to different learning styles and to allow learners to work at their own pace. Teaching and learning materials are contextually relevant to the learner and learner goals. Learning is structured in a meaningful way with plenty of opportunity for practice.
Orientation processes are welcoming and reassuring and include a thorough introduction to program provisions. Initial assessment is sensitive to learner confidentiality and results in a detailed understanding of the learner's goals, starting point in relation to literacy and essential skills development, strategies to be adopted to help them improve their skills and an individualized, mutually agreed learning plan.
Learner progress is reviewed on a regular basis, detailed feedback is provided to the learner, and learning accomplishments are documented and celebrated. Information from the progress review is utilized to inform the ongoing development of learning plans. Programs lead to recognized learning outcomes that are meaningful to the learner.
Support system/s are in place for learners that help to provide a more holistic response to their needs and to maximize their ability to participate and succeed in the program. Information regarding learning pathways and transitional supports is readily accessible.