What this image says to me is . . .

We must try and challenge educational disadvantage in general, ie maybe this could be one of the functions of adult education!. To suggest ways of improving mainstream education.

The closed door says it all. If the door was open and the learner could get a much truer picture they would be less reluctant.

Remind adults that learning is different from school. Lifelong learning.

Mostly people are failed by the system, not the other way around. It's the systems job to provide for everybody.

Not all adult learners had a negative experience at school - reject stereotypes.

'Second chance' doesn't necessarily imply someone is negative. Learners use this phrase themselves.
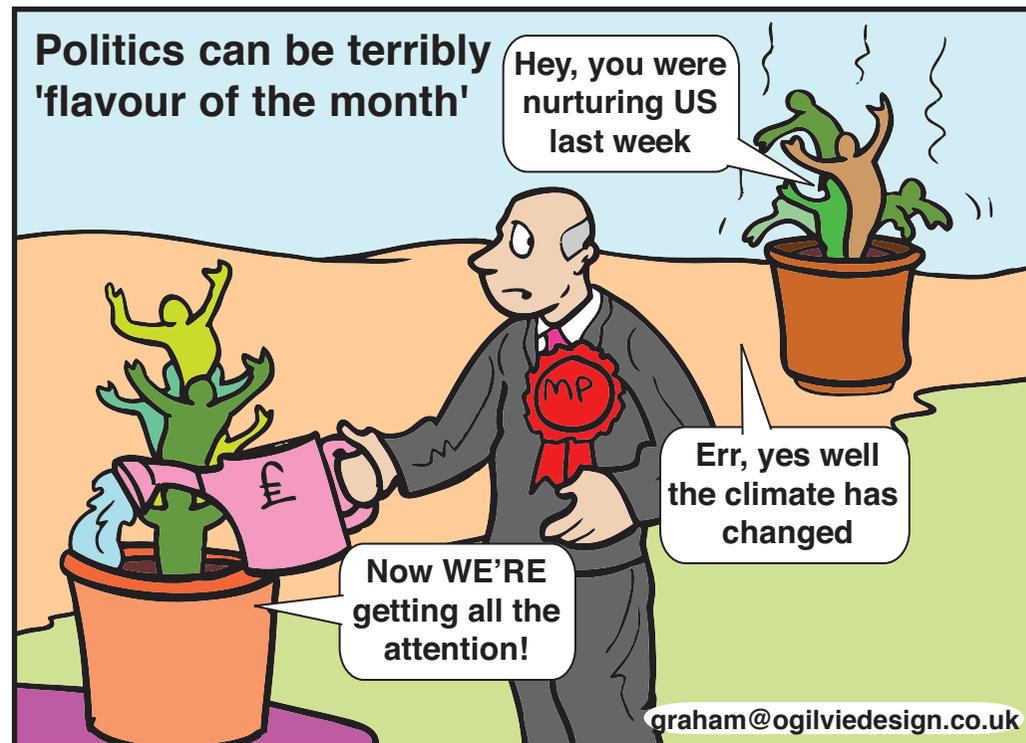
What this image says to me is . . .

Will those who want to still be working in literacies in 5 years time?

Totally agree - great drawing!!

Yes, but as Liam said - education is NEVER NOT political - so we're in it whether we like it or not!

Literacies should be a right forever - shouldn't depend upon intermittent funding or interest.

Maybe it's our role to keep literacies 'flavour of the month' by producing the goods = evidence of our good practice. Climate doesn't necessarily change quickly, can be gradual over a period of time.

Key - Comments in Green = Broadly agree with message.   Comments in Red = Broadly challenge message

We are very good at looking critically at things

Look at this mess, it can be done better

Yes, but what do we DO to make it better??

graham@ogilviedesign.co.uk

At the heart of everything we do

THE LEARNER!!

graham@ogilviedesign.co.uk

What this image says to me is . . .

We also need to celebrate achievement & success.

On ourselves & our roles in the bigger picture.

And can we say it loud enough to be heard?

In my experience, teachers are very good at knowing what needs changing, but if managers don't take any notice . . . . .??

Let's reflect by all means but then take action & implement change!

We still have great difficulty in engaging in critical reflection - no matter how constructively it is intended. Critical thinking is less evident in practice.

'Critical' doesn't need to be 'negative'.

What this image says to me is . . .
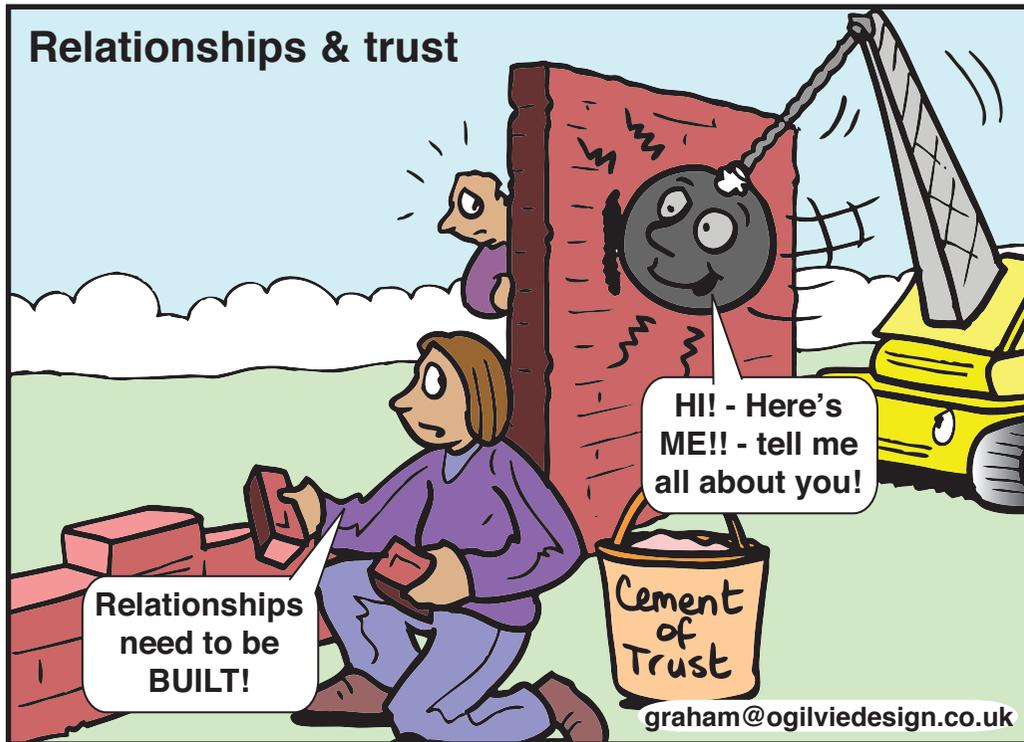
It's PEOPLE at the heart.

Learners/students - who labels? - who has the power?

Yes, but learners have some responsibility too!

STUDENTS - 'Learners' is perceived as patronising.

Yet more rhetoric!

Key - Comments in Green = Broadly agree with message. **Comments in Red = Broadly challenge message**

Relationships & trust

HI! - Here's ME!! - tell me all about you!

Cement of Trust

Relationships need to be BUILT!

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It can be difficult to measure 'soft' issues with hard systems

This is how I feel

Yeah, but I really need you to put a number on it?

number Cruncher

graham@ogilviedesign.co.uk
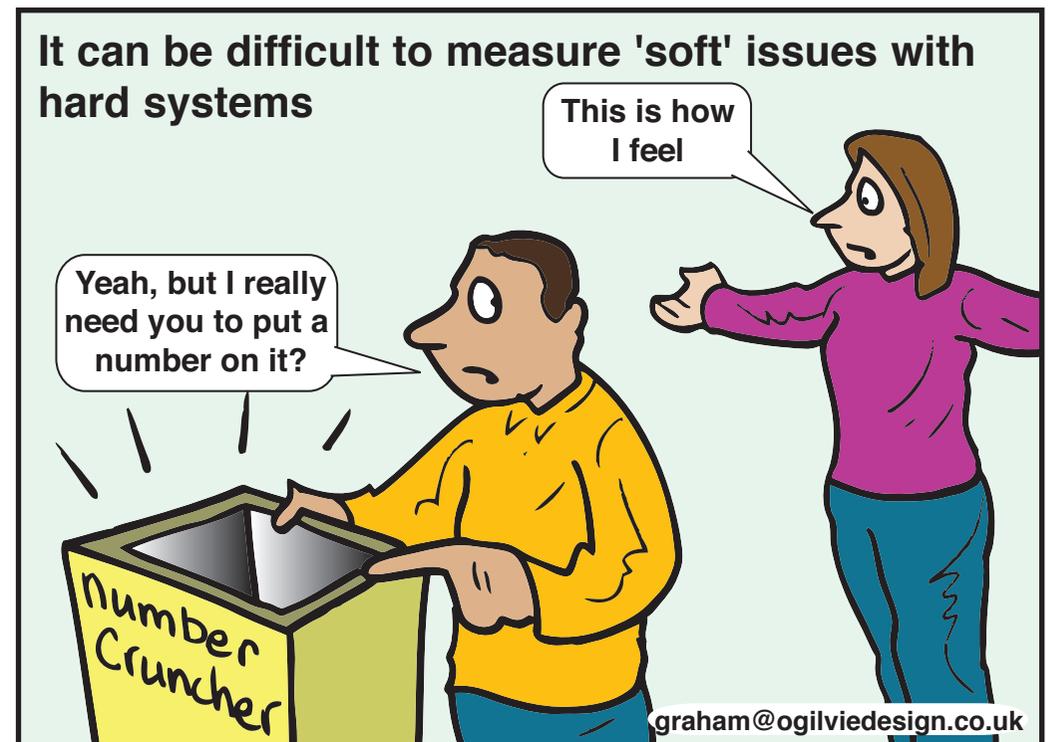
What this image says to me is . . .

I think people forget how difficult, sensitive & time consuming it can be to build relationships with particularly hard to reach and very vulnerable learners.

We get to know much about learners, we must be mindful of the power we have.

Can be about relationships of power if you're not careful.

ESF enrolment forms (to be filled in on the 1st day) ask learners if they are recovering from addictions or mental health problems.

Learners confidence in themselves or their tutors is best built by enabling them to make progress.

What this image says to me is . . .

The real learning is required of policy makers and funders who need to learn to trust the social practices process & not expect hard indicators of success).

Need to stop counting targets which only show a narrow form of achievement.

Difficult yes, but does not mean we don't try.

Soft issues = impact on lives = hard truths.

What happens to the numbers?

You design the system to recognise the issues.

Who decides what counts?

Key - Comments in Green = Broadly agree with message.   Comments in Red = Broadly challenge message

We must challenge stigma everywhere

"This is making it really difficult for me to get long in life"

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Popular education

"It's all about helping people to make change for the better"

"When you unlock me, YOU can make the change"

EDUCATION

CHOICES

graham@ogilviedesign.co.uk

What this image says to me is . . .

Yes - however ILP's should always be the property of the learner - challenging stigma does not mean learners have to share all their issues with the world.

Yes, but it is so deeply engrained & goes back at least into the 19th Century.

I think this is a very powerful image.

That's the biggest challenge - how do you promote ALN as social practice when the rest of the school system is based on skills?

If we insist that ILP's are confidential to learner & tutor, does this perpetuate stigma by making learning objectives secret or shameful?

Are you sure it is not literally educators who are responsible partly for the construction of the stigma in the first place? (how? - by overdefinition?)
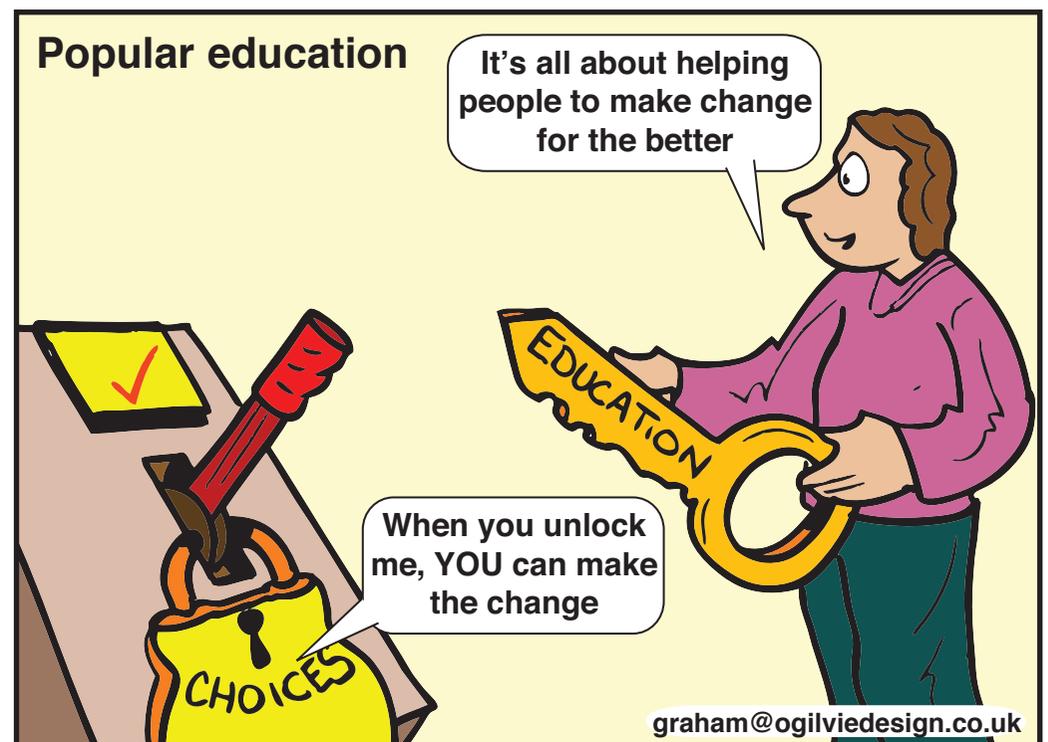
What this image says to me is . . .

'Managing change' - WHO does it well?

It's about teachers really reflecting on their own agency & the implicit value judgements in their own & learners lives.

People know what they 'need & want'.

But does my key mean you have fewer choices.

People don't often know what 'choices' there are out there.

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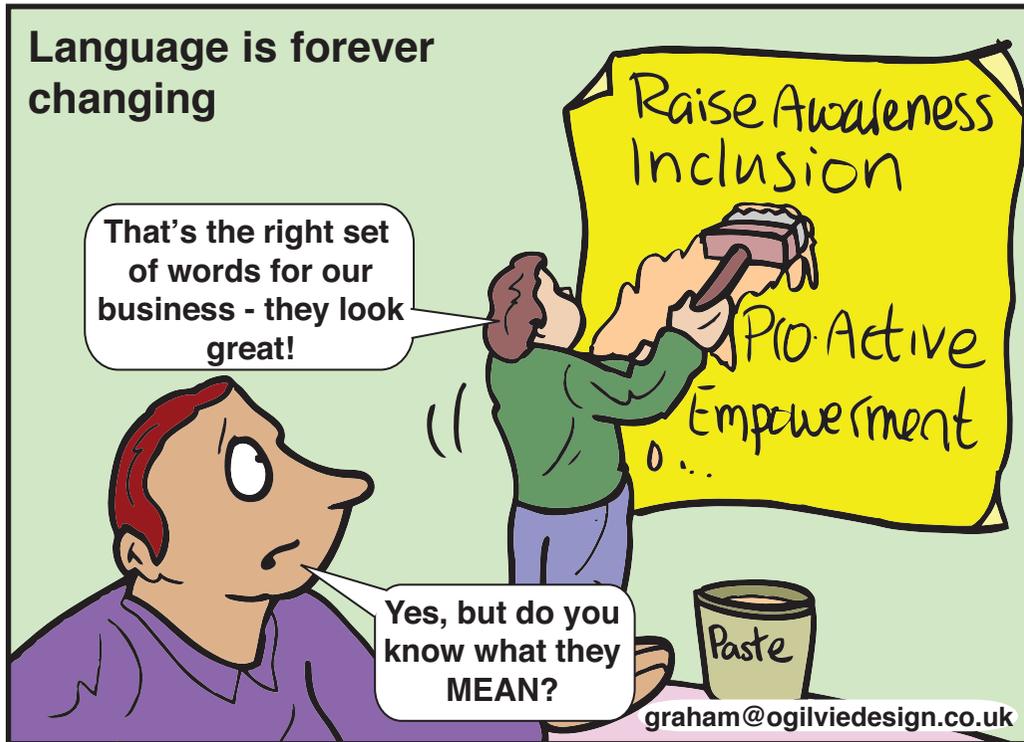
What this image says to me is . . .

More than this - language of progression is being appropriated by forces of conservatism neo-liberal.

Jargon can become embedded with so many layers that meaning becomes obscure & inaccessible.

People struggle to understand new words which don't always hint at its meaning.

People can understand concepts, do we give enough credit to learners understanding?

So it's our job to be transparent about what they mean to us.

What this image says to me is . . .

Yes - but can be used as an excuse.

Poor literacy skills are often linked with poor life skills. Problem with lack of wider education which is begins & made worse with poor literacy.

There is a link with many issues & crime. Most literacy learners do not commit crimes - too simplistic.

The link is with literacy & opportunity (or lack of it) not crime.

People become addicted to drugs for a range of reasons mostly to escape the dismal reality of their socially excluded world.

Does perceived lack of opportunity for 'good job' discourage people from learning?

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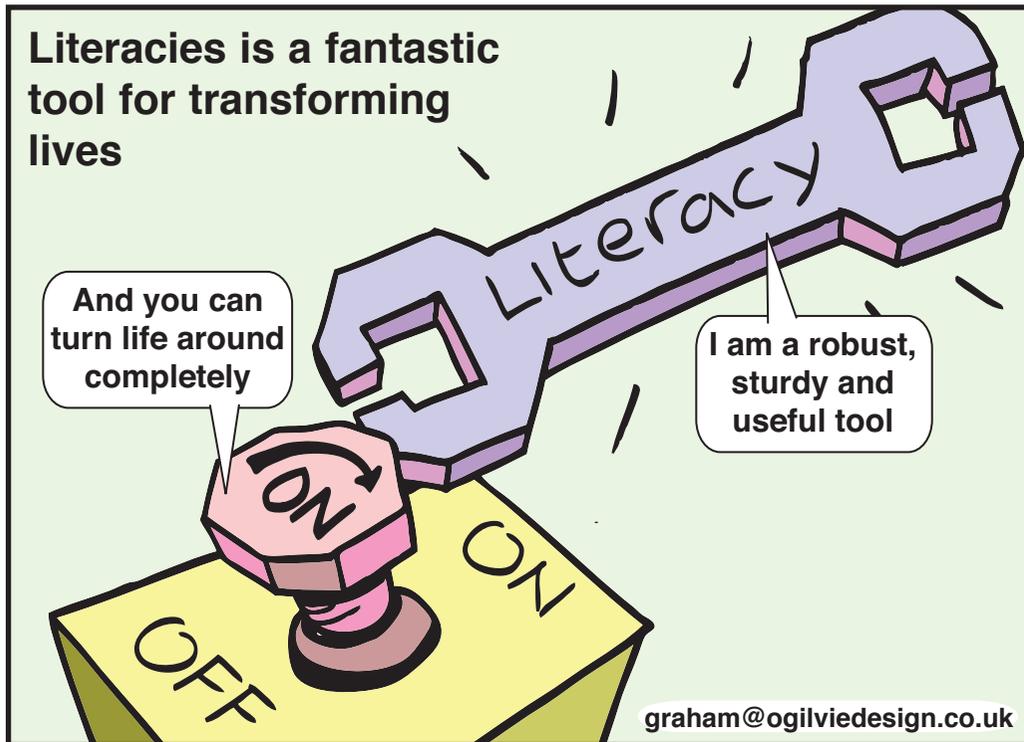
What this image says to me is . . .

Yes, but it's not a magic bullet. Does the government want us to believe that it is the answer to lots of problems so that they can blame us when all the problems don't get solved?

If we can combine it with popular education - we can change the world.

Yes - but how do we do it within the policy & organisational constraints?

But I need to be adjustable & flexible, and remember the changes can be powerful for more that the recipient.
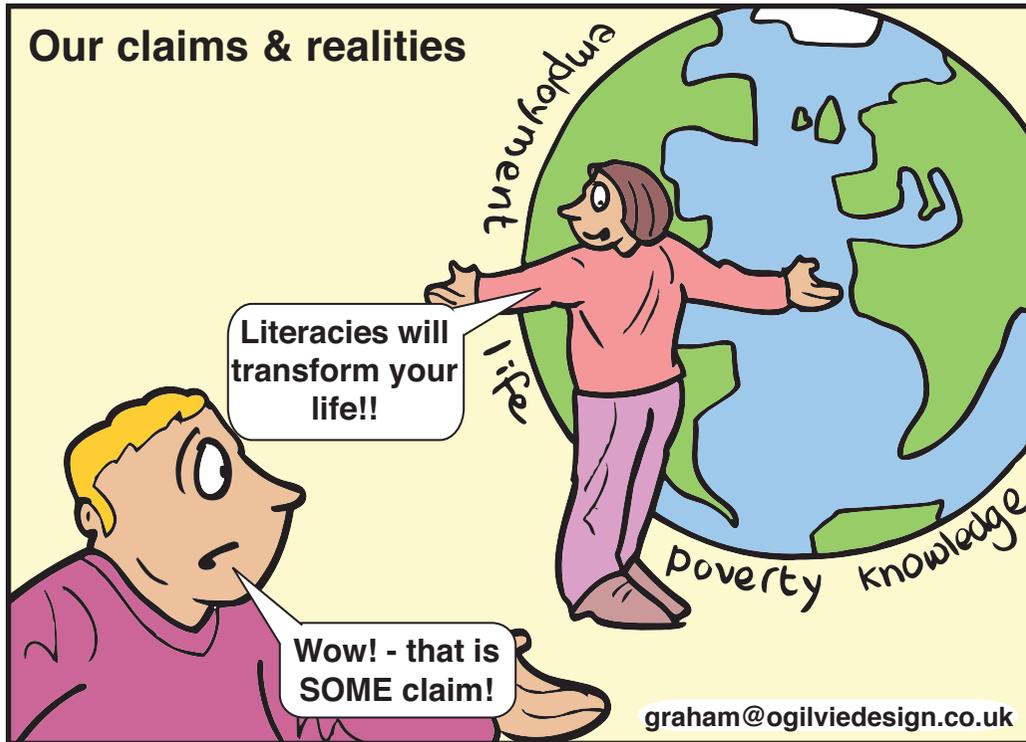
Yes, but assumes lives need 'changing & turning around' Depends on persons needs during that particular time in their lives.

Let's not invest literacies with more than they can deliver.

What this image says to me is . . .

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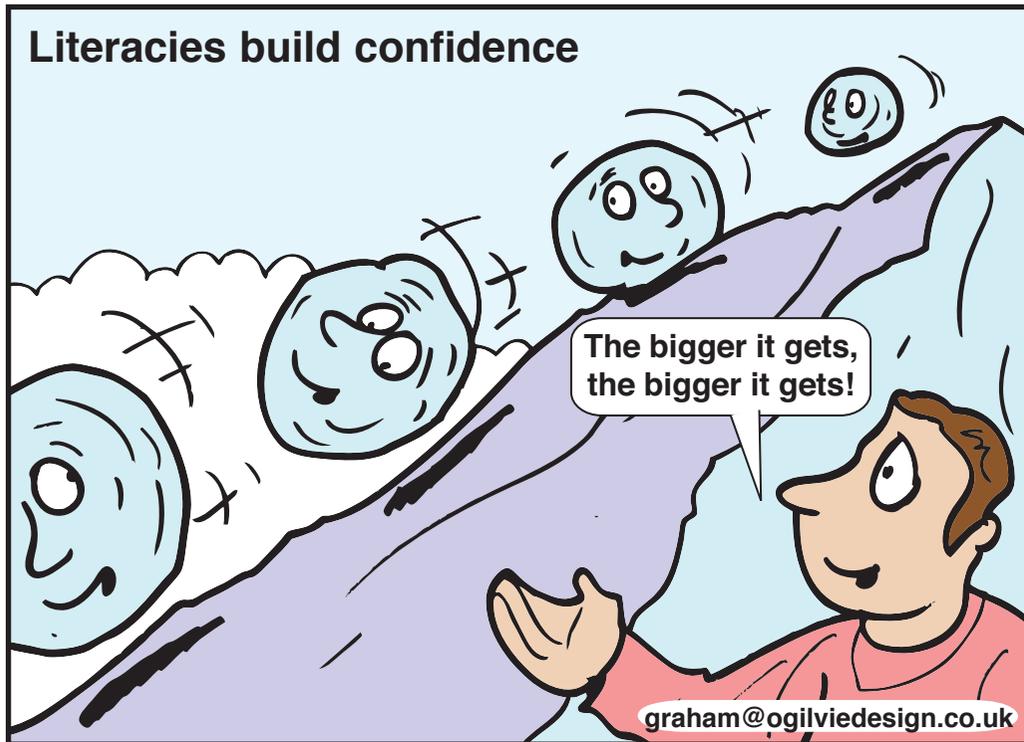
What this image says to me is . . .

What this image says to me is . . .

I love this! - BUT if tutors don't 'get' the social practice model then learners will not benefit from a process that is contextual and can transform.

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Literacies build confidence

The bigger it gets, the bigger it gets!

graham@ogilviedesign.co.uk

Is there a 'Scottish mentality?'

Who do you think you are!

Don't rise above your station

You'll never do it

Maybe they're right?!

graham@ogilviedesign.co.uk

What this image says to me is . . .

And not just in learners!

A key component me thinks!

It can be like lighting a blue touch paper!

The more I can do the more I can say.

Not only about skills also about undoing effects of earlier discourse from school as 'failed' people.

How about confidence builds literacies? - chicken/egg??

What this image says to me is . . .

Sadly true.
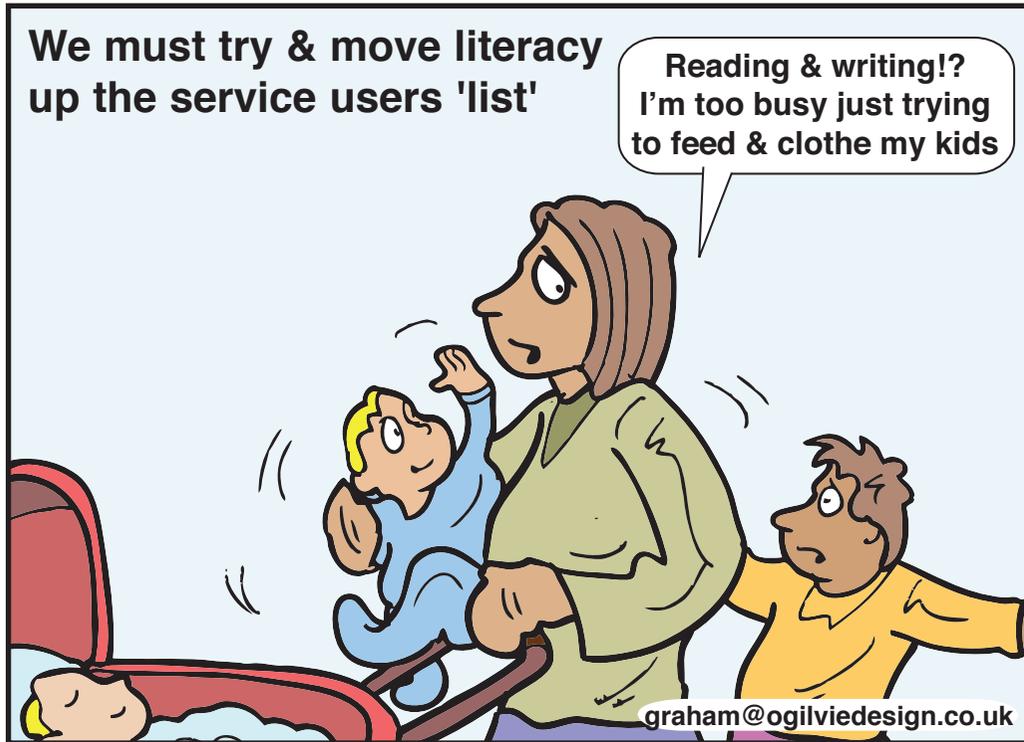
No it's the same all the world over.

Is this true or is this it becoming true because the Scottish Executive have declared it's a matter of concern?

Too general - But there is a serious point about learner identity, learner beliefs & motivation which requires consideration.

None but ourselves can liberate our minds.

Perhaps this is class based?

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We must try & move literacy up the service users 'list'

Reading & writing!? I'm too busy just trying to feed & clothe my kids

graham@ogilviedesign.co.uk

Literacy skills are vital to a persons 'stability'

Oh that's what these letters were for . .

We've sent you 6 reminders, now your gas will be cut

GAS

Bill

graham@ogilviedesign.co.uk

What this image says to me is . . .

And accept that there are more important things than literacy & numeracy!

Working alongside others such as social workers, health workers, probation service, housing officers etc can offer 'really useful' learning opportunities.

Steves lecture was illuminating in it's 'learners lives' view. People dip in & out as fits their lives & this is NORMAL, HEALTHY & SUCCESSFUL - not a 'problem'

Not for us to decide. Can inform, but decision is learners.

What this image says to me is . . .

Stability is not dependent on literacy. More stable societies not necessarily literate ones.

Promotes deficit model. It looks like he can't get the hang of gas bills - unlikely! More likely the gas company have got it all wrong (from experience!)

Who defines what a 'literacy problem' is?

Yes, but so are many other things.

Is this a fundamental flaw of the gas company, institutions - or him?

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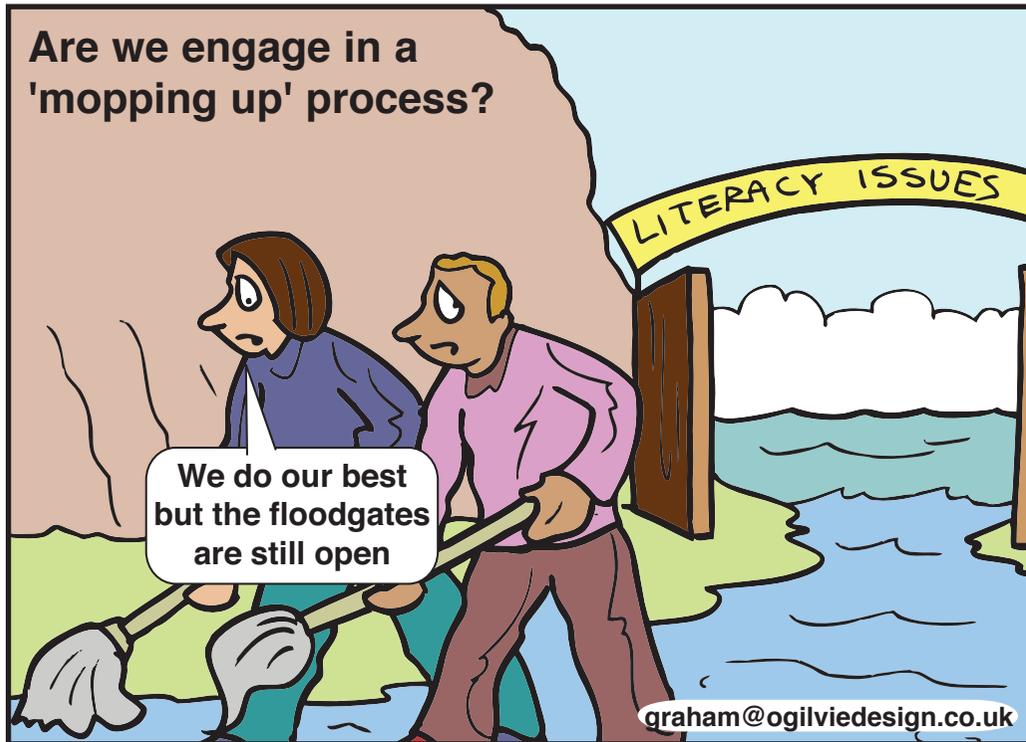
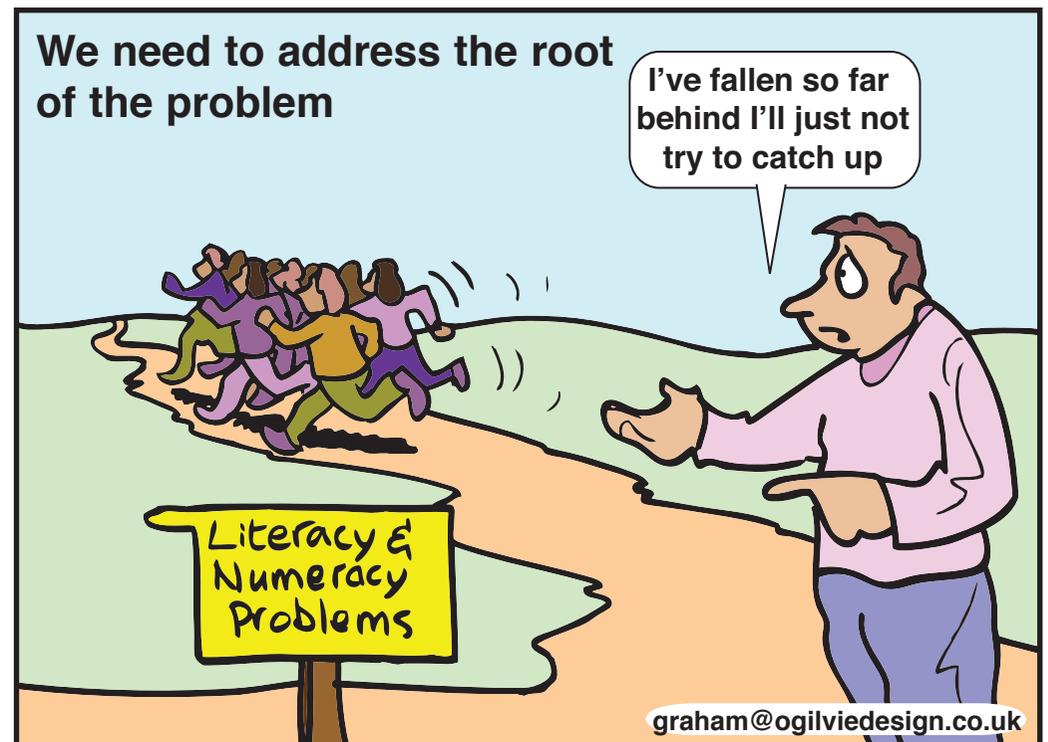**What this image says to me is . . .**

A politically created mopping up - a strand of many other processes which are kept separate.

A BIG AYE!!!!!

NO!!!!!!

This seems a top down deficit driven view of literacies and our learners abilities.

Carry on blaming the learners - not society!!

What this image says to me is . . .

Falling behind at school is not the whole picture it's true but it's a part of it. a part which should not be there. The school system fails some pupils. Just think of all these difficult years caused by an institutions inability to focus on the needs of an individual.

Do we have to do everything?

But we also need to think about who gets to define what literacy 'problems' are and why they define certain things as 'problems'. We need to think about literacy POSSIBILITIES.

Why do we allow this notion of 'catching up' & 'falling behind' to prevail?

But whose 'problem' is it? what is it?

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