

# Strengthening Learning Conversations: Principles into Practice

## Principles: 'Starting where learners are':

During your recent contact with learners you have achieved a greater understanding of learner progress. By now you have first-hand experience of some of the challenges you face and some of the ways in which these can be overcome. This support tool is designed to help you focus on one aspect of engaging learners and 'strengthening learning conversations', 'starting where learners are':

Starting where learners are involves:

- Understanding learner achievements to date and starting with returning to the the '**last successful point of learning**' (LSPL) i.e. the last concept or activity within a module the learner was able to engage with.
- Being willing to engage learners to develop skills which appeared in earlier units within the module such as phonics or number recognition.
- Each new conversation seeking to understand what the learner has done with her learning since the last conversation.

## Practices:

- Listen carefully to what learners are saying about what they can do confidently. Find activities which support learner development (these may feature within earlier units). It is important to build on learner confidence to support progress.
- Be aware of the different stages a learner may be at in relation to literacy and numeracy. A learner may be at an advanced stage in a module regarding literacy whilst struggling in earlier stages with numeracy. Identify activities and set tasks that are appropriate to development in both areas.
- Keep a record of contact and learner progress to strengthen future learning conversations.
- Review learner progress with other educators, your learning project co-ordinator and/or your school contact in order to reflect on how best to support individual learners.
- A key priority is to keep in touch with learners to support their safety and wellbeing, when the context may lead to increased vulnerabilities.

## Miss Ncube's initial contact record:

### Case Study:

Mis Ncube has had a busy couple of weeks contacting learners. One learner Miss Ncube successfully contacted was Tafadzwa (a 15-year old young mother from her learning Hub). Whilst preparing for her follow-up conversation with Tafadzwa, Miss Ncube consulted her contact record to remind herself of what she had learned about Tafadzwa's last successful point of learning and what she had agreed with Tafadzwa in terms of what she would focus on between telephone Calls.

Learner: <i>Tafadzwa Mafumo</i>	Hub volunteer: date	LSPL Literacy	LSPL Numeracy	Agreed action
Initial call	<i>Ms Ncube 20/05/2020</i>	<i>TM has a good grasp of single letter sounds. And some combined letters. TM is comfortable up to module 1a unit 6.</i>	<i>TM has good number knowledge form 1 - 10 but struggles with numbers beyond ten. TM is comfortable up to Module 1a unit 5</i>	<i>TM to develop study plan. Practice. To practice letter combinations in unit 7  To practice naming numbers beyond 10 using the 1-100 number square marking the numbers she does not know  Call TM on 6<sup>th</sup> June at 4:pm</i>
Follow up call 1	<i>Ms Ncube 06/05/2020</i>			