

Reframing policy and pedagogy: the 'Post-16 Phonics Toolkit' as a model for future work?

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Where do we need more research and development? What projects can and need to be created and implemented within the EBSN in the years ahead?

- We need more research and development projects on aspects of adult literacy pedagogy
- For practitioners, for teacher-educators, with different levels of experience, and in different contexts

The 'Post-16 Phonics' project

- Commission
- Research (led by Professor Gemma Moss)
- Development of a 'Toolkit' (and training)
- A(n unlikely) model?
- How we could use the 'toolkit' itself and what we could learn from the process

The ideals, tensions and lessons

- The strange circumstances of the origin
- Bringing together a broad and diverse team (the importance and the strategies)
- Driven by principles and understanding – adult literacy professionalism, support and meeting a wide range of practitioner needs/desires

The toolkit

- Principles and understanding...
(examples)
- Who or what it is for
- Guidance for thinking about others
(second language learners and those with additional needs)
- Multiple ways of using

The 'roll-out' and reception

And what we can learn from this...

For us to consider at EBSN

- a) Could this toolkit be of use to those in different national and linguistic contexts?
- b) Could we use this process as a ‘model’ for future work?

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