

## **ACAL 32nd Annual Conference FROM STRENGTH TO STRENGTH**

2-3 October, 2009  
Esplanade Hotel  
Fremantle, Australia

### **who is ACAL?**

The Australian Council for Adult Literacy (ACAL) is a not-for-profit association run by a volunteer committee and is registered as an incorporated association. ACAL is recognised as the peak body for adult literacy and numeracy in Australia and advocates for the provision of equitable adult literacy and numeracy provision for all Australians. We work with other organisations on issues of mutual concern to build understanding of and good policy for adult literacy and numeracy issues. ACAL's annual national conference is an opportunity for all stakeholders - individuals and organisations - to come together to access new information, renew their professional networks and talk to one another.



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## acknowledgements

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### sponsors

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AMES  
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WA Department of Education and Training

### conference organising committee

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The planning and development of the ACAL 2009 From Strength to Strength conference was overseen by:

Cheryl Wiltshire	Conference convenor
Stephanie Mitchell	Finances
Margaret McHugh	Program development
Anne Willox	Sponsorship coordination
Don MacDowall	Website development
Michael Hewitt	Conference organiser

### program review panel

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The responses to the call for papers were reviewed by a panel drawn from ACAL and affiliated state councils.

Cheryl Wiltshire	Western Australian Adult Literacy Council (WAALC)
Jean Searle	Queensland Council of Adult Literacy (QCAL)
Lynne Matheson	Victorian Adult Literacy and Basic Education Council (VALBEC)
Margaret McHugh	Australian Council of Adult Literacy (ACAL)
Susan Roy	New South Wales Adult Literacy Numeracy Council (NSWALNC)

### other volunteers

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Thanks to all the keynote speakers and other presenters for so generously sharing their expertise and experience. Many other members and friends of ACAL and WAALC helped with the development and promotion of the conference. Special thanks to Carmel Jennings, Cath Ralston, Chris Holland, Claire Anderson, Denise Shearer, Glenys Collard, Helen Errington, Helen Grimston, Karin Gulliver, Keiko Yasukawa, Mary Nixon, Maxine Tomlin, Melissa Jones, Narelle Thorne, Susan McKay, and Sheila Rod.

Program designed by Grey Matter [www.greymatter.net.au](http://www.greymatter.net.au)  
Program printed by Images On Paper, Welshpool, WA  
Conference organised by Conference Advisors [www.confad.com.au](http://www.confad.com.au)

Welcome to ACAL's 32nd National Conference: From Strength to Strength. We are delighted to have you with us in Fremantle.

In choosing this title for our conference we hoped to create a number of distinct but related messages. We wanted to celebrate 30 years and more of networking, political and social activism, and a strong commitment to professional development for adult literacy and numeracy workers.

We also wanted to signal an interest in new paradigms that seek to displace the notion of the adult learner defined as someone who has gaps or deficiencies in their knowledge and skills - gaps that need to be filled in or otherwise compensated for. We wanted to recognise the resourcefulness and resilience of people who, denied access to the educational and other resources societies provide, nevertheless utilise the strengths and abilities they do have to lead successful adult lives. We particularly wanted to move away from a narrow skills-based conception of adult literacy, often associated with a human capital approach to education and training, and bring the whole person - and his or her communities - back into the equation.

Our third motivation was to provide a title that was encouraging to all our practitioners and activists in times of political and economic change when literacy seems to be important to Governments only as a tool by which system performance can be measured. There is more evidence everyday that Governments are less interested in the complexities of teaching literacy than they are in conceptualising and imposing a single standard or benchmark. We are determined to strengthen our position by broadening our support base where we see people working for similar social justice outcomes. We want to encourage you to go on deriving strength from your commitment to your work, your values, your knowledge and your students. By working together, we can make a difference.

We would like to acknowledge some key contributors to the conference. Firstly our thanks go to the volunteers on the WA Adult Literacy Council for the many and long hours spent in organising the event. We are also particularly grateful to Lotterywest for their generous grant which has provided financial assistance to over 40 delegates who work as volunteers or in community-based organisations - often these people are unable to attend events such as these because of the costs. Almost a third of these delegates are from remote or regional parts of WA.

Finally, we would like to thank all of you for coming - particularly those of you who have travelled very long distances. We hope you all have an exciting, enlightening and refreshing time in WA - the wildflower state.

Margaret McHugh  
*President, ACAL*

Cheryl Wiltshire  
*Conference Convenor*



## dinner details

- ➔ **CONFERENCE DINNER**
- ➔ **Friday 7.00pm**
- ➔ **2nd October 2009**
- ➔ **Victoria Hall**  
**179 High St Fremantle**

The ACAL 2009 conference dinner will be something to remember. Enjoy old-fashioned Western Australian hospitality in a relaxed informal event that will allow further opportunities to make new friends and to share a good time with old friends.

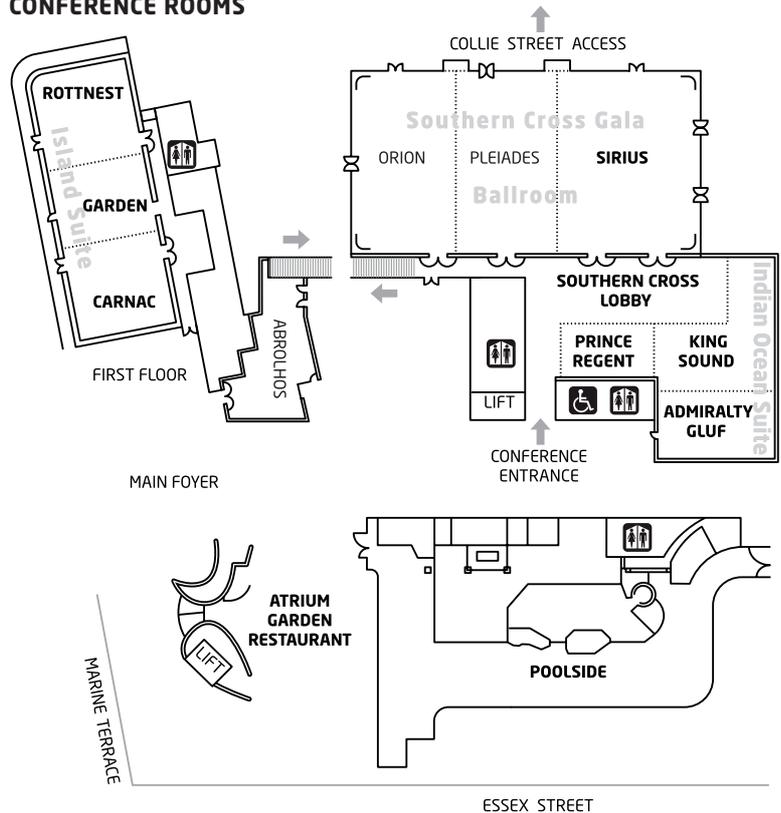
The recently renovated historic Victoria Hall is the venue. The buffet dinner will offer a wide range of delectable dishes with an Italian-Australian flavour. From Mango Prawns to Pavlova, there will be dishes to please everyone, with a strong emphasis on light, modern vegetarian dishes but enough meat dishes to satisfy the taste buds of those inclined. Western Australian wines will be offered along with a range of beers.

Popular Freo band Zydecats will play after dinner until 10.00 pm. The Zydecats play a potent mixture of Blues, Zydeco, Rockabilly, Louisiana Music and Western Swing with the emphasis on dance beats.

- 1 The Esplanade Hotel**
- 2 Fremantle Town Hall**
- 3 Shipwreck Galleries**
- 4 The Energy Museum**
- 5 Fremantle Train Station - Harbour Village**
- 6 Victoria Hall**
- P Car Parking**

## getting around

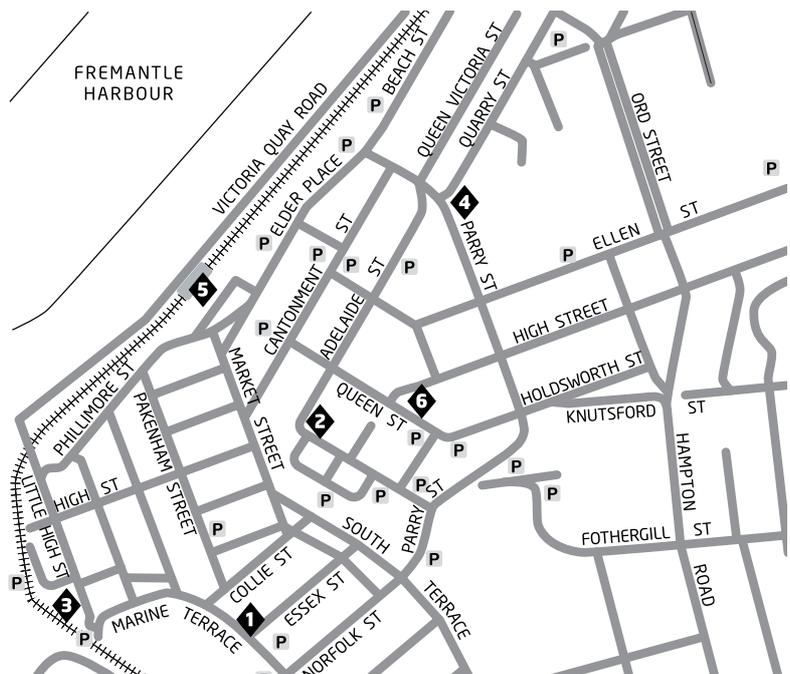
### CONFERENCE ROOMS



### Esplanade Hotel

Corner Marine Terrace and Essex Street, Fremantle Western Australia 6160  
ph: +61 (0)8 9432 4000

### FREMANTLE



**THURSDAY 1st OCTOBER**

6:00 PM 7:30 PM	<b>Welcome function and registration</b> Poolside
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**FRIDAY 2nd OCTOBER**

8:15 AM 9:00 AM	<b>Registration Tea &amp; Coffee</b> Southern Cross Lobby
9:00 AM 9:30 AM	<b>Welcome address and housekeeping</b> Sirius Room (Convention Centre)
9:30 AM 10:30 AM	<b>Keynote Presentation: The Strengths in Us All</b> <i>Dr Peter Waterhouse, Managing Director, Workplace Learning Initiatives</i> Sirius Room (Convention Centre)
10:30 AM 11:00 AM	<b>Morning Tea</b> Southern Cross Lobby
11:00 AM 11:40 PM	<b>Concurrent Sessions 1*</b>
11:50 AM 12:30 PM	<b>Concurrent Sessions 2</b>
12:30 PM 1:15 PM	<b>Lunch</b> Atrium Garden Restaurant
1:15 PM 2:15 PM	<b>Keynote Presentation: What counts, who counts: developing understandings of numeracy teaching from international experiences.</b> <i>Dave Baker, Reader in Adult Numeracy and Post 16 Mathematics, London Institute of Education</i> Sirius Room (Convention Centre)
2:25 PM 3:05 PM	<b>Concurrent Sessions 3</b>
3:05 PM 3:30 PM	<b>Afternoon Tea</b> Southern Cross Lobby
3:30 PM 4:10 PM	<b>Concurrent Sessions 4*</b>
4:20 PM 5:00 PM	<b>Concurrent Sessions 5</b>
5:15 PM 6:00 PM	<b>AGM ACAL Annual General Meeting</b> Sirius Room (Convention Centre)
7:00 PM 11:00 PM	<b>Conference Dinner</b> Victoria Hall, 179 High Street, Fremantle

**SATURDAY 3rd OCTOBER**

8:15 AM 9:00 AM	<b>Registration Tea &amp; Coffee</b> Southern Cross Lobby
9:00 AM 9:15 AM	<b>Welcome address and housekeeping</b> Sirius Room (Convention Centre)
9:15 AM 10:15 AM	<b>Keynote Presentation: Beyond Schooling: Towards a more adult LLN curriculum.</b> <i>Dr Rob McCormack, Victoria University, Melbourne</i> Sirius Room (Convention Centre)
10:15 AM 10:45 AM	<b>Morning Tea</b> Southern Cross Lobby
10:45 AM 11:25 PM	<b>Concurrent Sessions 6*</b>
11:35 AM 12:15 PM	<b>Concurrent Sessions 7</b>
12:15 PM 1:10 PM	<b>Lunch</b> Atrium Garden Restaurant
1:10 PM 1:50 PM	<b>Concurrent Sessions 8*</b>
2:00 AM 2:40 PM	<b>Concurrent Sessions 9</b>
2:40 PM 3:10 PM	<b>Afternoon Tea</b> Southern Cross Lobby
3:10 PM 4:00 PM	<b>The Way Ahead - feedback from panels</b> Plenary P4 Sirius Room (Convention Centre)

\*Some sessions are 90 minutes and conclude at the next meal break.





### **Dr Peter Waterhouse: The Strengths in Us All**

Searching for a synopsis, aching for an abstract,  
The problem is,  
The writer doesn't know, til it's written.  
The speaker doesn't know, til it's spoken.  
The researcher doesn't know, til it's found.  
I'm sure I've got something to say,  
Something worthwhile  
I'm sure.  
I'm dead sure of it.  
I'm just not sure exactly what it is  
Yet  
It's about identity, personal and professional.  
Who do you want me to be today?  
It's about why (still) literacy matters  
And numeracy too.  
It's about bookshelves and biographies  
It's about stories of strength and inspiration.  
Yes, it's about strengths,  
Finding our strengths,  
Re-cognition of our strengths,  
Owning our strengths,  
Working from strengths.  
It's about the research, and  
It's about the strengths in us all.

© P.J. Waterhouse.  
28th May 2009

Dr Peter Waterhouse is the Managing Director of Workplace Learning Initiatives, a specialist RTO and research company he established with colleagues in the early 1990's. Peter is (amongst other things) an employer-manager, practitioner-researcher, VETrepreneur, adult educator, storyteller, bush-walker, photographer and poet; and (more recently) a Grandfather! All of which he tackles with great enthusiasm, passion and (he says) less ability than he would wish for. He has worked as a TAFE teacher, an ALBE consultant, teacher educator and university lecturer. He has had a lifelong interest in adult literacy and learning, particularly informal and experiential learning. His recent research projects have focussed on appreciative enquiry and strength-based practice, themes which will resonate well with our 2009 Conference.



### **Dave Baker: What counts, who counts; developing understandings of numeracy teaching from international and cross cultural experiences**

Dave Baker's keynote will draw on his research over many years and in many countries, including parts of Africa. His findings have led him to argue that theoretical models arising from viewing numeracy as social practice lead to a more inclusive and equitable approach to the teaching of mathematics. These models are more likely to allow a more nuanced understanding of relationships, contrasts and tensions between adults' everyday numeracy practices and formal educational mathematics.

For the many teachers in Australia who are teaching numeracy to students from different cultures, Dave's workshop and presentations will provide useful insights into the issues for both teachers and students.

Dave Baker is based at the London Institute of Education in the UK where he is a Reader in Adult Numeracy and post 16 Mathematics. Dave is passionately interested in the issue of social justice and mathematics. His aim is to transform dominant practices in mathematics education by developing teaching models and policies based on understanding maths as social practice. He currently works with teachers in the UK, South Asia and Ethiopia, training them to use socially and culturally sensitive approaches to teaching numeracy. Dave's Keynote presentation and workshops at the Adults Learning Maths conference in Melbourne in 2005 were very popular and we are delighted to welcome him back to the ACAL conference in Perth.



**Dr Rob McCormack: Beyond Schooling:  
Towards a more adult LLN curriculum**

There is an inevitable temptation inherent in LLN to infantilise our students and curriculum, and to treat them both as less than adult. This must be resisted. Adults must be respected as adults: that is, as people who are responsible for their own lives, for the lives of their families, community and culture, and even more broadly, who care about the world and its future. Adulthood is an ethical responsibility, not just an age demographic. This calls for a more adult curriculum. Rob will offer some theoretical observations and practical suggestions towards this task and sketch the long history of an almost forgotten form of 'education for adulthood', ancient rhetoric, a pedagogy which has been overwhelmed by the rise of mass schooling for children. Rob will also suggest a number of practical strategies including public speaking, peer mentoring, and using web 2.0.

Dr Rob McCormack spent many years working to formulate some coherent theory and practices for Adult Basic Education as a rounded education for 'second chance adults'. From the mid-90s he worked at Batchelor Institute of Indigenous Tertiary Education, Northern Territory, Australia with a strong focus on developing academic and civic literacy for Indigenous adult students. Now at Victoria University, Melbourne, he has established teams of student rovers employed as peer mentors to assist other students in the Learning Commons. His ambition now is to assist in rethinking and reworking the language and literacy pedagogy at his VU college so that it becomes more worldly and more able to meet the university community's educational, social, political and theoretical ideals.



[www.vetinfonet.det.wa.edu.au](http://www.vetinfonet.det.wa.edu.au)

# one stop shop

for information on adult literacy and ACE programs, Training Packages, curriculum support and professional development

Important dates for professional development:

**23 - 24 October 2009**

ACE Conference Leederville, Perth

**3 - 4 December 2009**

ABC of Two Way Literacy and Learning Workshop, Perth

**7 December 2009**

Exploring Good Practice in RPL Conference, Burswood Entertainment Complex, Perth

**10 - 11 May 2010**

Training Forum 2010, Burswood Entertainment Complex, Perth

Register on-line or contact

**Leanne Fredericks** on

**(08) 9264 4681** to register your interest for any of these events.



Department of  
Education and Training

www.vetinfonet.det.wa.edu.au

## concurrent sessions overview

### FRIDAY 2nd OCTOBER

	8.15am - 9.00am	Registration Tea & Coffee		
	9.00am - 9.30am	Welcome address and housekeeping		
	9.30am - 10.30am	<b>Keynote Presentation: The Strengths in Us All</b> <i>Dr Peter Waterhouse Managing Director, Workplace Learning Initiatives</i>		
	10.30am - 11.00am	Morning Tea		
		<b>SIRIUS ROOM</b>	<b>PRINCE REGENT ROOM</b>	<b>KING SOUND ROOM</b>
<b>Sessions 1</b>	11.00am - 11.40am	<b>1A National policy implications for adult literacy, numeracy and language learning.</b> <i>Panel 1</i>	<b>1B Creating Community Through Public Speaking</b> <i>Rob McCormack</i> <i>Victoria University</i>	<b>1C Equity, Justice and Human Rights in Australia for Adult English Learners</b> <i>Jennifer Davis, Lilliana Hajnci, Maggie Power</i> <i>Australian Human Rights Commission</i>
<b>Sessions 2</b>	11.50am - 12.30pm	↓	↓	↓
	12.30pm - 1.15pm	Lunch		
	1.15pm - 2.15pm	<b>Keynote Presentation: What counts, who counts: developing understandings of numeracy teaching from international experiences</b> <i>Dave Baker London Institute of Education</i>		
		<b>SIRIUS ROOM</b>	<b>PRINCE REGENT ROOM</b>	<b>KING SOUND ROOM</b>
<b>Sessions 3</b>	2.25 pm - 3.05 pm	<b>3A A Quick Test of Literacy?</b> <b>Mark Butler</b> <i>Australian Council for Educational Research</i>	<b>CANCELLED</b>	<b>3C Using bilingual, bicultural expertise to reduce inequity and build literacy skills in refugee communities</b> <i>Hazel Davidson,</i> <i>TAFE English Language and Literacy Services (TELLS), Brisbane</i>
	3.05pm	Afternoon Tea		
		<b>SIRIUS ROOM</b>	<b>PRINCE REGENT ROOM</b>	<b>KING SOUND ROOM</b>
<b>Sessions 4</b>	3.30pm - 4.10pm	<b>4A Literacy equity justice and human rights</b> <i>Panel 2</i>	<b>4B Two Way Literacy and Learning: Principles, Practices and Opportunities</b> <i>Patricia Konigsberg, Glenys Collard &amp; Cheryl Wiltshire</i> <i>Department of Education and Training WA</i>	<b>4C Not weighing the pig - feeding him: USIQ, a new course to provide extra help where it is most needed.</b> <i>Margaret McHugh</i> <i>Senior Literacy Officer</i> <i>WA Department of Education and Training</i>
<b>Sessions 5</b>	4.20pm - 5.00pm	↓	↓	<b>5C Team Teaching: The pros and cons and the ups and downs - our personal experience.</b> <i>Robyn McKenzie &amp; Tracy Grimmer</i> <i>Chisholm Institute</i>
	5:15pm - 6.00pm	ACAL Annual General Meeting, Rottneest Room		
	7:00pm - 11.00pm	Conference Dinner Victoria Hall 179 High Street, Fremantle		

## concurrent sessions overview

FRIDAY 2nd OCTOBER

ADMIRALTY GULF ROOM	ROTTNEST ROOM	GARDEN ROOM	CARNAC ROOM
<p><b>1D The Strength of Family Literacy - A View from South Africa</b> <i>Snoeks Desmond</i></p>	<p><b>1E Workplace Literacy &amp; Numeracy - A case study of implementation</b> <i>Lois Moran &amp; Chris Fryer</i> <i>Tranzqual Industry Training Organisation</i></p>	<p><b>1F Whatever happened to adult basic education? Teacher reflections in TAFE NSW</b> <i>Stephen Black</i> <i>Centre for Learning in Research and Change</i></p>	<p><b>1G Building on our strengths... getting started with e-Learning design</b> <i>Debbie Soccio</i> <i>e-Works</i></p>
	<p><b>2E Small steps: achieving positive literacy outcomes in a remote community</b> <i>Derek McPadden, Laisa Whippy, Lorraine Sushames, Roger Thompson</i> <i>Charles Darwin University</i></p>	<p><b>2F Successful partnerships in Community Services and Health</b> <i>Susanne Hunter &amp; Raylee Allin</i> <i>TAFE NSW</i></p>	

ADMIRALTY GULF ROOM	ROTTNEST ROOM	GARDEN ROOM	CARNAC ROOM
<p><b>3D From a local to international client base, what changes are needed to better meet these adult students' learning needs?</b> <i>Erica Daymond</i> <i>Canning College</i></p>	<p><b>3E Strengthening the Link Between Thematic Assessment and Curriculum</b> <i>Pauline Morrow &amp; Lidia Interlandi</i> <i>Kangan Batman TAFE</i></p>	<p><b>3F Reading the Fine Print. A focus on literacy practices</b> <i>Lynne Matheson &amp; Beverley Campbell</i> <i>Victorian Adult Literacy &amp; Basic Education Council (VALBEC)</i></p>	<p><b>3G SMS - Student motivation system</b> <i>Philip Nichols</i> <i>AMES Swan TAFE</i></p>

ADMIRALTY GULF ROOM	ROTTNEST ROOM	GARDEN ROOM	CARNAC ROOM
<p><b>4D Critical Mathematics for Critical Times</b> <i>Dr. Keiko Yasukawa</i> <i>University of Technology Sydney</i></p>	<p><b>4E Embedding Literacy and Numeracy into Industry Training in New Zealand</b> <i>Nicole Murray</i> <i>Industry Training Federation &amp; Sylvia Heywood, ETITO</i> <i>New Zealand</i></p>	<p><b>4F Working in the policy environment with accredited LLN curriculum: meeting learner needs</b> <i>Nadia Casarotto &amp; Liz Davidson</i> <i>Victoria University</i></p>	<p><b>4G I can't come to class! : The role of technology in enhancing participation for Aboriginal English language learners</b> <i>Alison Reedy</i> <i>Batchelor Institute of Indigenous Tertiary Education, NT</i></p>
	<p><b>5E The Literacy &amp; Numeracy Requirements of Entry Level Supermarket Work</b> <i>Kim Hastwell</i> <i>Auckland University of Technology</i></p>		<p><b>5G Using JING Videos to Assist in Teaching and Learning</b> <i>Libby Rowsell &amp; Julia Kearton</i> <i>Swinburne University of Technology - TAFE</i></p>

## concurrent sessions overview

### SATURDAY 3rd OCTOBER

8:15am - 9:00am Registration Tea & Coffee

9:00am - 9:20am Welcome address and housekeeping

9:20am - 10:15am Keynote Presentation: Beyond Schooling: Towards a more adult LLN curriculum!  
*Dr Rob McCormack, Victoria University*

10:15am - 10:45am Morning Tea

#### SIRIUS ROOM

#### PRINCE REGENT ROOM

#### KING SOUND ROOM

**Sessions 6** 10:45am - 11:25am **6A** Drawing on ideas of strength based learning: what's old, what's new?  
*Panel 3*

**6B** Perspectives on literacy needs and technology approaches in indigenous communities  
*Michelle Eady  
University of Wollongong*

**6C** Grammar? Pah!  
*Geoff Pearson  
Agenda Communication Pty Ltd,  
Perth*

**Sessions 7** 11:35am - 12:15pm

**7B** Learning from Indigenous Australians: Sharing practical strategies for learning.  
*Gerri Pancini  
Victoria University*

12:15pm

Lunch

#### SIRIUS ROOM

#### PRINCE REGENT ROOM

#### KING SOUND ROOM

**Sessions 8** 1:10pm - 1:50pm **8A** Addressing the LLN in Vocational Training: Core Skills Support in Regional, Remote and Rural Areas  
*Deby Wilkes  
TAFE SA*

**8B** ...But they're expecting a plasterer to teach Maths  
*Grant Cole & Lisa James  
Manukau Institute of Technology  
Auckland*

**8C** From Local Village to Global Village: developing skills and broadening horizons for refugees from Burma in a Language, Literacy and Numeracy classroom  
*Mandy Homewood Swinburne  
University of Technology (TAFE)*

**Sessions 9** 2:00pm - 2:40pm

**9C** Investigating agency in the teaching of very low-literate adult ESL learners in Western Sydney: A case study  
*Sue Ollerhead  
Macquarie University*

2:40pm - 3:10pm Afternoon Tea

3:10pm - 4:00pm Final plenary: Where to from here? Feedback from the panel sessions.

4:00pm Conference concludes

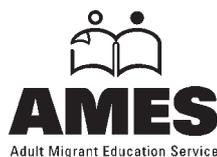


# Central TAFE

## concurrent sessions overview

SATURDAY 3rd OCTOBER

ADMIRALTY GULF ROOM	ROTTNEST ROOM	GARDEN ROOM	CARNAC ROOM
<p><b>6D</b> Kangaroos caves and spirits in the air. Factors in cross-dialectal text comprehension by Aboriginal-English speaking students.</p> <p><i>Farad Sharifian, Monash University, Glenys Collard, Patricia Konigsberg &amp; Adriano Truscott</i> Department of Education and Training WA</p>	<p><b>6E</b> Mi Life Mi Future</p> <p><i>Barbara Van Leest Goulburn Ovens Institute of TAFE</i></p>	<p><b>6F</b> Social practice, ethnography and numeracies: raising teachers' awareness of learners' needs. Ways of enabling.</p> <p><i>Dave Baker, London Institute of Education</i></p>	<p><b>6G</b> Shaped For Success: Identity, Position and Workplace Mentoring</p> <p><i>Christine Holland</i> Work and Education Research and Development Services</p>
	<p><b>7E</b> Investigating Agency in the Teaching of Very Low-Literate Adult ESL Learners in Western Sydney: A Case Study</p> <p><i>Sue Ollerhead</i> Macquarie University</p>		<p><b>7G</b> Exploring reading in an African language</p> <p><i>Sandra Land University of KZN, South Africa</i></p>
ADMIRALTY GULF ROOM	ROTTNEST ROOM	GARDEN ROOM	CARNAC ROOM
<p><b>8D</b> Swan TAFE and the Swan Friendship Club: Building a Model for Social Inclusion</p> <p><i>Sandra Cotton &amp; Val Shiell Swan TAFE, WA</i></p>	<p><b>8E</b> Partnerships, Practitioners and Passion Explored</p> <p><i>Leonie Francis &amp; Ros Bauer</i> TAFE NSW Riverina Institute</p>	<p><b>8F</b> Neuroplasticity, Puzzles and Literacy</p> <p><i>Claire Anderson</i> Central West TAFE (Carnarvon Campus), WA</p>	<p><b>8G</b> Painfree percentages and other in the head numeracy strategies</p> <p><i>Beth Marr Private consultant</i> Victoria</p>
<p><b>9D</b> Central Managing the Multi-Cultural Classroom</p> <p><i>Denise Shearer &amp; Mary Walsh</i> Central TAFE, WA</p>		<p><b>9F</b> Professional Play with a PDA</p> <p><i>Megan Colley &amp; Anne Willox</i> Swan TAFE, WA</p>	



# western australian resources

Publications from the ABC of Two-Way Literacy and Learning Project are available by contacting 08 9264 4298 or [Grace.Abraham@det.wa.edu.au](mailto:Grace.Abraham@det.wa.edu.au)

A Question of Literacy – a professional development product to help vocational trainers and RTOs understand and deal more effectively with the issue of language, literacy and numeracy. See [www.fapstc.org.au](http://www.fapstc.org.au)

Westone Services distributes a wide range of publications on their catalogue relevant to adult literacy and numeracy teaching and learning. See their catalogue at [wpc.westone.wa.gov.au](http://wpc.westone.wa.gov.au)

## LOOK FOR

External 632

### **The Grammar Disc, Agenda Communications**

External 026

### **Maximising Your Learning Opportunities**

Mally Hilton

Various

### **18 different Maths learning guides**

Central TAFE (eg 51605/CEN/LG Algebra, 51606/CEN/LG Trigonometry)

C036

### **Course in Applied Vocational Study Skills (CAVSS), DET - Teachers Handbook**



Department of  
Education and Training



Sirius Room • 11:00 AM - 12:30 AM • 90 minutes

1A

**National policy implications for adult literacy, numeracy and language learning***Panel 1*

The panel sessions will include a range of experts drawn from keynote speakers and other delegates. A facilitator will lead a discussion on the topic and time will be allowed for audience interaction.

Prince Regent Room • 11:00 AM - 12:30 AM • 90 minutes

1B

**Creating Community Through Public Speaking***Dr Rob McCormack, Victoria University*

A hands-on workshop in which you will be explicitly taught a number of text patterns. When put together, these patterns create a short speech calling an audience together around a higher value. The session is designed to give literacy practitioners an insight into how the 2300 year old tradition of classical rhetoric taught language and literacy skills to such pupils as Cicero, Shakespeare, Milton, Churchill and Barack Obama; and to remind us that language education is much older than modern literacy education.

King Sound Room • 11:00 AM - 12:30 AM • 90 minutes

1C

**Equity, Justice and Human Rights in Australia for Adult English Learners***Jennifer Davis, Lilliana Hajnci, Maggie Power, Australian Human Rights Commission*

New arrivals to Australia receive limited information about Australia's human rights system. For many, the democratic processes that are available are seemingly hidden to them.

In partnership, the Australian Human Rights Commission and AMES Victoria have developed an ESL resource promoting human rights and equal opportunity. While developing English language and social literacy skills the learners also increase their understanding of everyday human rights.

Developed using social inclusion and adult literacy frameworks, the resource is called *It's your right! - Human Rights everyone, everyday, everywhere*. The resource is the culmination of nearly 2 years of participatory development, trialling and consultation. It uses stories based on real cases to illustrate the types of discrimination within different systems, and the possible outcomes of making a complaint. The students follow the central story of Hayat, a Muslim Ethiopian woman, as she navigates the Commission's complaints service. While ultimately Hayat's case is successful - the most important message is that Hayat does have the power to do something to change her situation.

This work shop will introduce participants to the human rights issues, outline the innovative development of the resource, and showcase the social literacy and language learning through engaging activities.

Admiralty Gulf Room • 11:00 AM - 12:30 AM • 90 minutes

1D

**The Strength of Family Literacy - A View from South Africa***Snoeks Desmond, Early childhood development*

The workshop will begin with the story of the South African-based Family Literacy Project highlighting the challenges and successes of supporting adults to develop their own literacy skills and to be role models for their young children. Participatory activities will be described or demonstrated and the outcomes discussed in the light of the effect on the behaviour of the deeply-rural group members.

A range of evaluation activities employed by the project will be presented with discussion on how these have involved group members and contributed to literacy development. The conclusion will include a discussion on the differences and similarities between family literacy projects/programmes in Africa and other parts of the world including Australia.

1

1E

Rottneest Room • 11:00 AM -11:40 AM • 40 minutes

**Workplace Literacy & Numeracy - A case study of implementation**

*Lois Moran & Chris Fryer, Tranzqual ITO*

The New Zealand Government and Industry Training Organisations (ITO) are utilising a key method of achieving adult literacy using an embedded approach. Embedded literacy is a specific teaching approach that draws on the literacy activities that an individual may be required to do in a particular situation or context such as training or vocational skills.

Embedded literacy in the context of vocational training therefore requires that the capability to deliver specialist training be increased, and that this in turn results in the delivery of literacy skills as part of the training within the workplace.

Tranzqual's proposed presentation aims to share our sustainable approach to meeting the literacy and numeracy demand within the industries that we work with (Road Transport, Passenger Services, Stevedoring & Ports, and, Warehousing & Logistics).

We will outline the NZ Government's literacy and numeracy strategy and Tranzqual's pragmatic approach to meeting this. We will share our findings to date with our pilot Stevedoring & Ports programme and trainees and highlight our learning experiences of balancing Government goals and academic requirements with workplace realities.

1F

Garden Room • 11:00 AM -11:40 AM • 40 minutes

**Whatever happened to adult basic education? Teacher reflections in TAFE NSW**

*Stephen Black, Centre for Learning in Research and Change*

To move forward with strength in adult basic education (ABE) we need first to understand where the field has come from. ABE provision within vocational education and training (VET) has been subject to considerable change in the past decade or more. Increasingly, there has been a shift away from the focus on personal and community 'empowerment' models towards 'human capital' models where jobs and productivity outcomes are at the fore. Accordingly, the type of ABE programs has changed e.g. the Workplace English Language and Literacy (WELL), and the Literacy Language and Numeracy Programme (LLNP) and the pedagogy in particular has changed. ABE teachers now have a more regulated curriculum to follow with specified outcomes and increased documentation to complete in relation to assessment validation and other elements of audit compliance.

Over the next few years increasingly many experienced ABE practitioners with valuable perspectives on their practice will be retiring from their ABE work. This paper reports on the early findings of a research project which seeks to document the perspectives of experienced ABE practitioners in TAFE NSW. Importantly, we ask what can be learnt from their observations on the recent changes to the field which can inform the ABE provision of the future.

1G

Carnac Room • 11:00 AM - 12:30 AM • 90 minutes

**Building on our strengths... getting started with e-learning design**

*Debbie Soccio, e-Works*

Sometimes, the whole idea of starting something new is too hard, especially when we think about the whole idea of e-learning. Do we have the right skills? Do I have the time? How do I get started? Where do I start? Are my students going to cope?

In this workshop, you will be given the chance to work your way through the designing phase of getting started in e-learning. You will have the chance to begin your journey by looking at what you need to consider, what tools you could use and where to go to get some great resources, tools and ideas.

If you have a laptop bring it along...if you don't that's okay too!



Rottnest Room • 11:50 AM -12:30 PM • 40 minutes

2E

**Small steps: achieving positive literacy outcomes in a remote community***Derek McPadden, Laiza Whippy, Lorraine Sushames, & Roger Thompson, Charles Darwin University*

This paper outlines an integrated delivery model which has been a key ingredient in the successful delivery of literacy and numeracy training for local Indigenous people in Tennant Creek in the Northern Territory. Tennant Creek is located 500 km north of Alice Springs and 1000 km south of Darwin, with a population of approximately 3500 people, of whom approximately 60% are Indigenous.

It involves a case study of the approach taken by two teachers, working closely together to transition disenfranchised Indigenous learners from an entry level class to more intensive delivery modes. It will showcase proven methodologies in attracting, mentoring and sustaining the interest of adults who were previously disengaged from education. Due to the positive outcomes that have been achieved, students exiting literacy and numeracy training are more confident in pursuing pathways to further education and training in vocational areas.

The integrated programme works to address many of the geographical, cultural, social, educational and economic issues faced by learners in remote regions, through capacity building.

Garden Room • 11:50 AM -12:30 PM • 40 minutes

2F

**Successful partnerships in Community Services and Health***Susanne Hunter & Raylee Allin, TAFENSW-Hunter Institute*

TAFENSW – Hunter Institute has provided Literacy Language and Numeracy (LLN) support to employees working in Community Services and Health organizations who are required to undergo training to meet legislative requirements necessary for their job requirements. Over a period of 10 years, LLN support has been provided for over 2000 participants to achieve national qualifications.

Many of these employees are from non-English speaking backgrounds (NESBs) or have literacy/numeracy issues. Many of these employees do not have confidence nor the LLN skills required to undertake accredited training to achieve successful outcomes.

The Workplace English Language and Literacy (WELL) program has provided an opportunity to implement training strategies allowing employees to experience one-to-one training. This enables participants to understand the underpinning knowledge required to competently fulfill their job roles and achieve National competencies from the Health Training Package. The target group was provided with LLN support to ensure that they would be able to successfully achieve competencies from Certificate II in Health Support Services; many achieving the whole certificate.

TAFE NSW – Hunter Institute is highly experienced in providing LLN support in the workplace. This experience has been gained during the development and delivery of WELL programs in Sydney Western Area Health Services, St Vincent's & Mater Health Sydney, Hunter and New England Area Health Services and numerous Aged Care facilities. They have all been successful WELL programs that have achieved the proposed training outcomes.

2

**3A**

Sirius Room • 2:25 PM -3:05 PM • 40 minutes

**A Quick Test of Literacy?**

*Mark Butler, Australian Council of Educational Research (ACER)*

A good teacher only needs to spend a few minutes with a student to get an idea of that student's literacy level. Is it possible for a computer to do the same?

In 2008, concern was raised by a number of Australian institutions regarding the literacy levels of their student intakes. The presenter was approached and asked to develop a test that identified which students were in need of support.

This presentation will outline the processes involved in constructing such a test. It will identify the key skills that students need to demonstrate to be considered 'literate', and it will look at assessment items that address these skills. The presentation will also briefly discuss the issues involved in the online delivery of assessments. Participants will be given opportunities to see the test in action and to ask questions.

This session is intended for directors of study, teachers, and course administrators in charge of allocating literacy support. It is hoped that participants will become more knowledgeable about the screening tests they use with their student intake.

**3B**

**CANCELLED**

**3C**

King Sound Room • 2:25 PM -3:05 PM • 40 minutes

**Using bilingual, bicultural expertise to reduce inequity and build literacy skills in refugee communities: TELLS generic bilingual picture dictionary project**

*Hazel Davidson, TAFE English Language and Literacy Services (TELLS)*

The Queensland (Qld) TELLS generic bilingual dictionary project represents an innovative approach to one set of problems faced by newcomers from minority language groups and their teachers, but can also be adapted for use by Aboriginal communities and Adult Literacy students from English-speaking backgrounds.

- 1 Background and rationale to the project
- 2 Linguistic and cultural issues in the design of the resource; using expertise from within refugee communities combined with that of experienced Anglo-Australian ESL teachers
- 3 Using the resultant resource: in the classroom; for individual study and reference

Hazel will outline how the project came into being, what technical problems have been involved and how the team has dealt with those, and the ways in which they envisage the resource could be used by ESL and Adult Literacy teachers, tutors and individuals.

**3D**

Admiralty Gulf Room • 2:25 PM -3:05 PM • 40 minutes

**From a local to an international client base, what changes are needed to better meet these adult student's learning needs?"**

*Erica Daymond, Literacy Project Manager, Canning College*

Canning College is an adult college funded by the Department of Education and Training in Western Australia. The adult student body at Canning College has changed dramatically in recent years. It now comprises a majority of students from overseas. Improved literacy was identified as the College priority and thus the Literacy Project began in February, 2009. Rather than focus solely on problems with the students, as a language issue, changes are being made at system and teaching levels to better meet the learning needs of students and to improve literacy levels across the College. The involvement and support of all staff have driven this project.

3

Rottnest Room • 2:25 PM -3:05 PM • 40 minutes

3E

**Strengthening the link between thematic assessment and curriculum***Pauline Morrow & Lidia Interlandi, Kangan Batman TAFE*

Sit back, watch, listen and feel free to interrupt as two seasoned practitioners describe how they steered their way through an Adult Literacy and Basic Education curriculum to come up with integrated assessment tasks.

Take away the assessments to adapt to other levels and possibly extend to other units, or use the model to apply to other curricula.

Garden Room • 2:25 PM -3:05 PM • 40 minutes

3F

**Reading the fine print. A focus on literacy practices***Lynne Matheson & Beverley Campbell, Victorian Adult Literacy & Basic Education Council (VALBEC)*

The primary focus of this workshop is the publication *Reading the Fine Print: a history of VALBEC 1978-2008*. It represents multiple voices and literacy practices of the adult literacy field. Workshop participants will be invited to participate in an exploration of their own professional identity by reflecting on ways of recording and valuing professional knowledge, history and memories.

How to capture the 30 year history of such a dynamic organization? That was the challenge for writer, Bev Campbell to develop this comprehensive account with relevance to the wider field of adult education. How to record the knowledge, memories and history of a diversity of people? Over a period of two and a half years Bev interviewed key people and researched primary sources such as *Fine Print* journals and archival materials. Bev tapped into her own professional knowledge and experience to explore the pedagogical and policy shifts of the adult literacy field.

How do we as adult literacy practitioners engage in literacy practices that value our own knowledge, history and memories? Participants will be encouraged to reflect on their own professional journey by thinking of key milestones, influences and experiences and how these are recorded. This will form the interactive part of the session as we engage with reading of our own 'fine print'.

Carnac Room • 2:25 PM - 3:05 PM • 40 minutes

3G

**SMS - Student motivation system: Group text messaging system to ESL students***Philip Nichols, AMES Swan TAFE*

Philip has been trialing the use of group text messaging with his post-beginner adult English as a second language (ESL) students. Many Adult Migrant Education Services (AMES) evening class students only come twice a week and as they work in the day, attendance can be irregular, homework is done by few and the students have limited exposure to reading and writing.

Bulk SMS can assist in these areas as it reminds students that they are part of the class, it provides a means of contact and (although only allowing a maximum of 160 characters) exposes them to a written text that has to be acted upon.

In this workshop, Philip will expand upon the theory behind bulk SMSing, provide examples of interaction with his students and give a practical demonstration of how the system works.

4A

Sirius Room • 3:30 PM - 5:00 PM • 90 minutes

**Literacy equity justice and human rights**

*Panel 2*

The panel sessions will include a range of experts drawn from keynote speakers and other delegates. A facilitator will lead a discussion on the topic and time will be allowed for audience interaction.

4B

Prince Regent Room • 3:30 PM - 5:00 PM • 90 minutes

**Two Way Literacy and Learning. Principles Practices and Opportunities**

*Patricia Konigsberg, Glenys Collard and Cheryl Wiltshire, Department of Education and Training*

Since 1988, the ABC of Two-Way Literacy and Learning Project (ABC) has been the mainstay of the Western Australian Department of Education and Training's drive to improve literacy outcomes for Aboriginal students. The ABC is based on continuing and progressive internationally-recognised research conducted collaboratively with key linguistic, sociolinguistic and cultural-cognitive linguistic specialists in Aboriginal English, bidialectal and ESL education and aims at making the curriculum and classroom practice more relevant to and inclusive of Aboriginal students.

This session will provide an overview of the underpinning principles on which all elements of the project are based, and describe some of the practices that have been developed. Most importantly, delegates will get a taste of the opportunities still ahead; opportunities to make the most of this huge body of research here in Western Australia and further afield.

4C

King Sound Room • 3:30 PM - 4:10 PM • 40 minutes

**Not weighing the pig - feeding him: USIQ, a new course to provide extra help where it is most needed.**

*Margaret McHugh, Senior Literacy Officer, WA Department of Education and Training*

A new course—Underpinning Skills for Industry Qualifications (USIQ)—has been accredited to be used as a *dual* enrolment for people undertaking VET qualifications who may need extra time or extra teaching. The new course can be used as a co-enrolment with qualifications at any AQF level and in any situation where there is evidence that the students are working under a disadvantage of one kind or another. The course enables RTOs to have up to 250 additional teaching hours in any 6 month period and there is no additional assessment. This workshop will introduce participants to the structure of the course and there will be opportunity to ask questions about how to access it and to use it.

4D

Admiralty Gulf Room • 3:30 PM - 5:00 PM • 90 minutes

**Critical Mathematics for Critical Times**

*Keiko Yasukawa, University of Technology Sydney*

How can numeracy help us as teachers and our learners make sense of the world at this critical moment of a global financial crisis and an increasingly irrefutable global environment crisis? We are facing the consequences of what Beck (1992) calls 'manufactured' uncertainties in his thesis of the risk society: the 'latent side-effects' of an unchecked belief in industrialisation and technological progress that has led to technological and economic systems that are so complex and intractable that not even the technical rationality that has been seen to be the driver of society's 'progress' could protect us from the risks they create (p.157). It is a critical moment to be calling into question the place of mathematical knowledge that is undeniably implicated in the whole trajectory of industrialization and the globalisation of the economic system.

In this session I will argue that teachers and learners of numeracy need to have knowledge about the nature of mathematics -about the ways in which quantitative - or what some call 'qualculative' (Callon & Law 2003) - thinking is increasingly framing the way we view and value the world, and that this can be learned through engagement in critical mathematics.

The session will include some practical activities that teachers can adapt and use in their classrooms.



Rottnest Room • 3:30 PM - 4:10 PM • 40 minutes

4E

**Embedding literacy and numeracy into industry training in New Zealand***Nicole Murray, Industry Training Federation & Sylvia Heywood, Electro-technology Industry Training Organization (ETITO)*

New Zealand's Literacy, Language and Numeracy Action Plan 2008-2012 'gives priority to raising the literacy and numeracy skills of those already in the workforce', in order to increase the number of adults who have the literacy and numeracy skills required to meet the changing demands of modern society and workplaces. Industry Training Organisations (ITOs) are responding to this challenge by embedding or strengthening literacy and numeracy within industry training. This presentation outlines:

- \* The rationale for the emphasis on workplace literacy and numeracy
- \* A short outline of the 'shape' of the industry training system in NZ
- \* Some of the issues that ITOs face in 'embedding' literacy and numeracy in industry training

ETITO will then present a case study showing how they are working across tertiary education providers (including employers) to specifically develop opportunities for literacy, language and numeracy gain alongside vocational education and training. The aim is to develop systemic measures to assist employers to identify the link between improved work efficiencies and literacy, language and numeracy levels of their workforce. As part of this, a 360 degree evaluation tool is being developed to inform research and support future sustainability for skill enhancement within ETITO's industries.

Garden Room • 3:30 PM - 5:00 PM • 90 minutes

4F

**Working in the policy environment with accredited LLN curriculum: meeting learner needs***Nadia Casarotto & Liz Davidson, Victoria University*

Government policy for the vocational education and training sector places great emphasis on developing foundation skills in order to increase workforce participation. This session will explore how Language Literacy and Numeracy (LLN) accredited curriculum like the Victorian Certificates in General Education for Adults (CGEA) is designed to work within this policy environment to meet the learning, employment and personal development needs of individuals who have diverse life skills and experiences of depth and substance to enable them to engage in learning to access pathways in employment and further education and to participate as productive community members.

The session includes an overview of national policy as it relates to the design of accredited curriculum and linkage to vocational training, the role of assessment and case studies of successful implementation. Participants will be able to engage in discussion about opportunities and issues in implementation of the CGEA.

Carnac Room • 3:30 PM - 4:10 PM • 40 minutes

4G

**I can't come to class... The role of technology in enhancing participation for Aboriginal English language learners***Alison Reedy, Batchelor Institute of Indigenous Tertiary Education*

The progress of adult Indigenous students who are studying for the Certificate III in Spoken and Written English at Batchelor Institute of Indigenous Tertiary Education in the Northern Territory (NT) is adversely affected by low and irregular course attendance caused by a range of factors including illness, work and family commitments and cultural reasons. This is cause for concern as English language and literacy skills are a prerequisite for successful participation in training, employment, access to goods and services and participation in a range of activities in the public domain.

This paper reports on a twelve month action research project spanning 2 action research cycles, which aimed to monitor and enhance participation in homework activities outside of the 12 weeks of face to face delivery offered over the course of the year. Modification was made to course and homework activities on the basis of data collected from reflective surveys, focus groups, individual interviews and document reviews. The research investigated the role of computer technology in enhancing participation for the 31 participants in reading, writing and listening tasks, focusing particularly on the use of an online interactive teaching space. The study also monitored participants' attitudes and behaviors in relation to homework completion and their relationship to the use of computer technology.

4

**5C**

King Sound Room • 4:20 PM – 5:00 PM • 40 minutes

**Team teaching: The pros and cons and the ups and downs - our personal experience**

*Robyn McKenzie & Tracy Grimmer, Chisholm Institute*

Are you locked into a program full of constraints and restraints? Like us, do you feel that the program you teach, the clients you work with and the resources you have, are often in direct contrast to your students' needs and the way you would like to teach? Do you want to offer your students a different classroom experience to what they've previously had and failed at?

We dared to be different, with success we feel. Paradoxically, a minefield of obstacles arose that we (naively?) did not foresee.

What did we do? We introduced team teaching with a mix of self-paced and teacher directed learning in an effort to cope with the myriad of problems that working with disengaged youth and mature learners can bring. Would this be an opportunity for students to own their learning and leave behind years of entrenched, negative classroom behaviours?

Phew! What a learning curve for ALL of us: students, counselors and teachers alike.

**5E**

Rottneest Room • 4:20 PM – 5:00 PM • 40 minutes

**The literacy and numeracy requirements and demands of entry level of supermarket work**

*Kim Hastwell, Auckland University of Technology*

This paper reports on an ethnographically-based study of entry level supermarket work. The study, undertaken in a busy suburban Auckland supermarket, investigated two aspects: the literacy and numeracy prerequisites for this work; and some of the literacy and numeracy encountered and used by supermarket assistants during their induction into the supermarket, while learning their job, and as they perform their daily duties.

The findings have implications for literacy and numeracy training. They are also significant given the present debate as to the nature of workplace literacy, its role in today's workforce, and the increasing anxiety in New Zealand, as in many countries, about the level of skills possessed by the workforce and its adequacy to meet the future demands of everyday life and work. An understanding of the place of literacy and numeracy in obtaining and participating in work is essential if trainers are to help learners move from 'strength to strength'.

**5G**

Carnac Room • 4:20 PM – 5:00 PM • 40 minutes

**Using JING videos to assist in teaching and learning**

*Libby Rowsell & Julia Kearton, Swinburne TAFE*

**Building on our strengths** - Sharing ways that work

Data Show projectors allow for teachers to demonstrate computer activities to a group. While one or two demonstrations are sufficient for some learners, others need to listen and watch a demonstration multiple times on multiple occasions.

JING is a screen capture program that records the action on the computer screen while the user adds spoken instructions. This process produces a link which can be made available to the learner to access the demonstration video at their convenience. With a headset and internet connection the learner has flexible access to the video as many times as they need.

One suitable means of accessing the resultant video links is via a WIKI such as WETPAINT. Teachers can collaborate to share their Help Videos and thus build a resource bank for their learners. Both Jing and Wetpaint are free resources.

JING videos are appropriate to demonstrate:

- 1 computer procedures
- 2 navigating websites, or a online language activities,
- 3 using PowerPoint for language activities

These video links can be stored on a WIKI. In addition, the WIKI can be used as a resource bank for your favourite links to other learning resources e.g. online Language courses, YouTube, Podcasts.

5

Sirius Room • 10:45 AM -12:15 AM • 90 minutes

6A

**Drawing on ideas of strength based learning: what's old, what's new?***Panel 3*

The panel sessions will include a range of experts drawn from keynote speakers and other delegates. A facilitator will lead a discussion on the topic and time will be allowed for audience interaction.

Prince Regent Room • 10:45 AM -11:25 AM • 40 minutes

6B

**Perspectives on literacy needs and technology approaches in indigenous communities***Michelle Eady, University of Wollongong*

Michelle Eady presented at last year's ACAL conference in Gold Coast and although she didn't "catch" any waves, she definitely made some. Her current research reflects a successful online literacy program in Canada that reaches remote adult Indigenous literacy learners. This presentation will discuss the findings of the first phase of her design-based research approach and share the findings of how practitioners (many of them ACAL members) and community members feel about literacy needs and technology in their respective positions and Indigenous communities.

King Sound Room • 10:45 AM -12:15 AM • 90 minutes

6C

**Grammar? Pah!***Geoff Pearson, Agenda Communication Pty Ltd*

Two years in the making, "The Grammar Disc - Pah!" is a unique learning resource that uses interactive multimedia technology, video, stills photography, graphics and stop-motion animation to bring the rules of English grammar to life for the Deaf (and also the hearing).

This session presents an overview of this resource and some of the ways developed to teach English as a second language (ESL) reading and writing skills with no reference to sound. It will explore how the special needs of the target audience forced a major rethink of how to teach English, and how technology allowed us to develop a resource to address this target group's needs. And why "Pah!?" Come along and find out...

Admiralty Gulf Room • 10:45 AM -12:15 AM • 90 minutes

6D

**Kangaroos, caves and spirits in the air: Factors in cross-dialectal text comprehension by Aboriginal-English speaking students***Farzad Sharifian, Monash University, Glenys Collard, Adriano Truscott and Patricia Konigsberg Department of Education and Training, Western Australia*

Research shows that narratives from Aboriginal English speaking speakers can potentially be misunderstood or misinterpreted. The extent of these misinterpretations will depend on the level of familiarity of the social, linguistic and cultural knowledge of the listener. There is therefore a risk that Aboriginal students' contributions will be undervalued and even marginalised in the classroom and the education system as a whole due to miscommunication between the students and the educators

This session reports on a project where two-way teams of Aboriginal and non-Aboriginal educators investigate the reverse scenario: Aboriginal English speaking students' understanding of standard Australian English literacy materials. This session will highlight some preliminary findings from the research and address some overall implications for the classroom. We will look at ways of valuing Aboriginal students' linguistic and cultural repertoire to accelerate educational outcomes.

6

6E

Rottneest Room • 10:45 AM - 11:25 PM • 40 minutes

**MI Life MI Future***Barbara Van Leest, Goulburn Ovens Institute of TAFE (GOIT) Vic*

This session will outline a pilot program that is about re engaging students with a mental illness back into training and back into the community. This program was the result of a successful tender that GOIT won at the beginning of the year.

The name "MI Life MI Future" reflects the central aim of the project which is to enable clients with a mental illness to enhance their future. This session will outline how the program started, how we were able to engage partnerships with local mental health services and job agencies in the Shepparton area. The problems and issues that have arisen and how these were overcome.

A personal story via digital story telling will be shown from some of our participants involved regarding their journey through the course. This session will outline the 6 components of the program.

- 1 Personal Development & Employability program
- 2 Digital Story Telling & Wiki Board use - Assistive technology
- 3 TAFE Tasters program
- 3 Work Placement
- 5 Teacher Trainer Mental Illness First Aid Training program.
- 6 Case management Support - Career Voyager, Skills Store for Recognition of Prior Learning (RPL).

6F

Garden Room • 10:45 AM - 12:15 AM • 90 minutes

**Social practice, ethnography and numeracies: raising teachers' awareness of learners' needs - ways of enabling adult numeracy teachers to be more culturally, economically and socially sensitive to the needs of learners**

*Dave Baker, London Institute of Education*

The workshop will start from the view that teachers of numeracy need to build on what their learners know in the broadest sense of the word. It will therefore outline what it might mean for teachers to incorporate into their teaching the interrelated models of numeracy as social practice and teachers as ethnographers.

The workshop will illustrate these ideas with examples drawn from workshops in South Asia and Ethiopia and participants will have opportunities for trying out some of the ideas themselves. It is expected that the workshop will also provide opportunities for participants to work on guidelines and / or resources that are directed towards enabling adult numeracy teachers to be more culturally, economically and socially sensitive to the needs of learners.

6G

Carnac Room • 10:45 AM - 11:25 PM • 40 minutes

**Shaped for success. Identity, Position and Workplace Mentoring***Christine Holland, Work and Education Research and Development Services*

The workshop explores issues and triumphs in apprenticeship learning and mentoring based on a study conducted in the glazing industry. The discussion covers the development of the apprentices' 'trade' identities, the various contexts in which they work and learn, and different mentoring interventions.

The case study is situated within a New Zealand policy environment in which literacy and numeracy skills are increasingly measured alongside and separately from vocational skills.

6

Prince Regent Room • 11:35 AM - 12:15 PM • 40 minutes

7B

**Learning from Indigenous Australians: Sharing practical strategies for learning***Geri Pancini, Victoria University*

Across Australia, States and Territories are seeking to support student transition and boost retention rates for Indigenous learners in all education sectors. In this session, Geri Pancini will discuss what she learned working with Indigenous Australians in the Northern Territory at the Batchelor Institute of Indigenous Tertiary Education. Through this experience, she learned to work within Batchelor's philosophy of 'Both Ways' education including the important concept of *cultural safety*. In her work in Victoria, Geri combined Batchelor's philosophical approach with a *pedagogy of hope* working with Indigenous men in Corrections Victoria and in a TAFE program for Indigenous Youth. In this session Geri will discuss these ideas and practical strategies from her experience of working with Indigenous learners. There will also be time for participants to share their ideas for supporting the learning of Indigenous students.

Rottneest Room • 11:35 AM - 12:15 PM • 40 minutes

7E

**Investigating agency in teaching of very low-literate adult ESL learners in Western Sydney. A case study***Sue Ollerhead, Macquarie University*

REPEAT

Session 9C.

Sociolinguists have long highlighted the way in which language can influence power relations. According to Hornberger (2000), these power relations are not static, but very much open to transformation through what stakeholders such as policy planners, managers, teachers and learners do with everyday practices. This transformative power is dependent on the extent to which stakeholders possess or display the attribute of "agency", defined by Giddens (1994) as "the capability of the individual to make a difference to a pre-existing state of affairs or course of events."

This presentation will argue that in the context of government-funded adult literacy programs, agency tends to fall within the realm of more traditionally powerful stakeholders such as policy makers and program managers, impacting significantly on instructional practices, teacher attitudes and learners' perceptions of the tuition that they receive.

Using Hornberger's continua of biliteracy model as a lens through which to investigate adult literacy tuition as a social practice, this presentation will report on the initial findings of a multi-site, classroom-based research study into the ways in which managers, teachers and learners experience agency within the context of adult literacy teaching programs catering for very low-literate English as a second language (ESL) learners in western Sydney.

The presentation will also seek to draw implications for transformed practice within the context of a pedagogy of multiliteracies, including critical framing and cultural practice models, where the traditional power relations governing literacy tuition are contested at a micro-level in the classroom.

Carnac Room • 11:35 AM - 12:15 PM • 40 minutes

7G

**Exploring reading in an African language  
OR From strength comes forth sweetness - what was that thing about the lion and the honey?***Sandra Land, Centre for Adult Education, University of KwaZulu-Natal (KZN), South Africa*

Like cash crop farming obliterating rain forests, the advance of hegemonic languages is wreaking havoc with the world's language diversity. The development of a reading culture among indigenous speakers of any language is a strength that can fortify that language against onslaught from hegemonic others.

IsiZulu is an African language with about 12 million speakers that has a developing reading culture, but the language is under threat from English, and its status as a language of reading and learning is fragile. Policy support for the promotion and protection of isiZulu as an indigenous Southern African language is strong, but very little about reading in this, or other indigenous African languages, has been documented.

This paper describes an in-progress study that sets out to discover whether, because of its structure and orthography, isiZulu requires readers to use different reading skills than those needed to read English, and it explores attitudes to reading among first language speakers of isiZulu. To do this, the study uses a range of reading testing techniques, not to test the competence of readers, but to explore reading skills developed by competent readers of Zulu text, and discusses the place of reading in the context of today's rapidly changing Zulu culture.

By researching reading in Zulu the writer of this paper hopes to contribute to the strength of a reading culture that could lead towards the elusive sweetness of linguistic survival.

8A

Sirius Room • 1:10 PM -2:40 PM • 90 minutes

**Addressing the LLN in vocational training: core skills support in Regional, Remote and Rural areas**

*Deby Wilkes, TAFE SA*

This workshop will highlight the need to identify the language, literacy and numeracy (LLN) embedded in Vocational Training Packages and how this can impact on both participants and trainers in vocational programs.

The focus for this workshop will be on the issues confronting vocational training providers when clients present with poor LLN skills, particularly when funding depends on successful completion for participants.

Regional TAFE SA has addressed these problems through implementing staff professional development and by developing new models of collaborative delivery with vocational trainers that will assist students to achieve successful outcomes. This has been a huge challenge when considering 'thin' markets and the vast geographical spread of communities, remote and rural in regional South Australia.

This workshop will include discussion and activities, plus opportunities to share innovative ideas and practical applications.

8B

Prince Regent Room • 1:10 PM -2:40 PM • 90 minutes

**...But they are expecting a plasterer to teach maths!**

*Grant Cole & Lisa James, Manukau Institute of Technology, New Zealand (NZ)*

From 2004 until the end of 2008 the Manukau Institute of Technology ran a programme of integrating language, literacy and numeracy (LLN) skills within vocational courses. These were based on Courtney and Mawer's (1995) framework model and used a team teaching delivery approach based on the Western Australian Course in Applied Vocational Study Skills (CAVSS) model (Bates, 2005). From this basis the programme was developed and adapted with local contexts in mind and on the heels of local research by Lander (2006) and Krisnich and Roberts (2004 and 2005) (Benseman and Sutton, 2008). The achievements and progress of this programme have been reported in the literature (Benseman and Sutton, 2008) and at Australian Council for Adult Literacy and NZ Bridging Education Conferences.

At the end of 2008, this vocational team-teaching programme was brought to an end as the focus of LLN provision and funding was being moved from dedicated literacy specialist delivery to developing vocational and academic staff capacity to deliver explicit LLN content within existing and new programmes at National Qualifications Framework Levels 1 - 3. At the moment there is a major drive within Institutes of Technology and Polytechnics as well as Private Training Establishments to implement the Tertiary Education Commission's "Embedding Literacy and Numeracy Framework". Underpinning this new focus is a theoretical framework that confronts previous research that evoked such titles as, "You wouldn't expect a maths teacher to teach plastering ... embedding literacy, language and numeracy in post-16 vocational programmes - the impact on learning and achievement."

The aim of the discussion will be to:

- 1 highlight the various frameworks of educational institutions, governmental policy makers and business interests and how literacy specialists see literacy learning and teaching fitting within these and
- 2 explore options where literacy pedagogy and education policy can combine to create realistic and effective learning environments for teaching and learning.

8C

King Sound Room • 1:10 PM -1:50 PM • 40 minutes

**From Local Village to Global Village: developing skills and broadening horizons for refugees from Burma in a Language, Literacy and Numeracy classroom**

*Mandy Homewood, Swinburne University of Technology (TAFE)*

This workshop aims to raise awareness of refugees from Burma (also known as Myanmar or Union of Myanmar) while showcasing some successful themes and activities from an intermediate level ESL classroom. It hopes to show that through appropriate classroom content, such students can grow in understanding their 'new' world, ultimately assisting them to fully participate in their new society and culture.

Firstly, workshop participants will be provided with a brief cultural profile, focusing on the Karen and Chin ethnic minorities from Burma, as well as a short update on the existing political situation in Burma and its continuing human rights abuses. Next, with particular reference to the presenter's target group of refugees in the Certificate 3 in Spoken and Written English class from 2008-2009, examples of best practice will be shown which have helped to enhance students' understanding and settlement in their new culture. Presentation of issues and topics which have proven successful for these students will include: employability skills, pathways after students complete their Adult Migrant Education Program (AMEP) hours, sample vocational courses, consciousness-raising of environmental issues and useful websites.



Admiralty Gulf Room • 1:10 PM - 1:50 PM • 40 minutes

8D

**Swan TAFE and the Swan Friendship Club: Building a Model for Social Inclusion***Sandra Cotton & Val Shiell, Swan TAFE*

This presentation will discuss the development of a model for social inclusion for young people with disabilities. Swan TAFE and Swan Friendship Club have been working together for two years to develop a sustainable learning program creating employment opportunities for a group of young adults with intellectual disabilities. The program, which is delivered through the Certificate in Wider Opportunities for Work (WOW), builds the basic skills of participants through units from Hospitality and Kitchen Operations, leading to opportunities for open employment in the hospitality industry.

The program is structured so that basic literacy and numeracy units underpin the hospitality and kitchen components. Participants learn and work within the local community while helping to run a café and catering service. The local community, the City of Swan, the Chamber of Commerce and local industries provide sponsorship and support, demonstrating the benefits of this project in providing ongoing training and potential employment within the Midland Community.

At the end of the presentation, conference delegates will work on groups to create a community enterprise relevant to their own contexts. Their enterprise will place people within the community and correlate to contemporary philosophy of social inclusion.

Rottneest Room • 1:10 PM -2:40 PM • 90 minutes

8E

**Partnerships Practitioners and Passion Explored***Leonie Francis & Ros Bauer, TAFE NSW Riverina Institute*

Adult Literacy practitioners are encouraged to develop collaborative community partnerships to facilitate lifelong and lifewide programs. Adult literacy skills become 'built-in' to, or embedded in the learning content or contexts and may occur in community or social environments. Partnered programs can successfully achieve individual, community and social capital outcomes.

The TAFE Wagga Wagga STEPS Program is underpinned by a partnership approach to engage marginalised people in adult literacy programs. Commencing in 2004, the program and partnerships have continued to evolve, building on strengths and outcomes in response to local demographics and community need.

By sharing our experiences and examples of projects within the STEPS Program, this workshop invites adult literacy practitioners to explore the barriers and enhancers of developing a partnership approach to adult learning with other social activities, embracing these aspects: the adult literacy teacher's role, adult learning pedagogy, working with community services, engaging marginalised people.

Garden Room • 1:10 PM -1:50 PM • 40 minutes

8F

**Neuroplasticity Puzzles and Literacy***Claire Anderson, Central West TAFE (Carnarvon Campus)*

I have long been interested in puzzles as an aid to literacy and numeracy learning. Recently, as part of looking into 'brain fitness' as a way of staving off dementia in the elderly, I have found research on neuroplasticity as an explanation for the value of exercising the brain. This appears to have a strong connection to the work I have done on puzzles and literacy, and I am eager to share this and explore it further.

Carnac Room • 1:10 PM -2:40 PM • 90 minutes

8G

**Painfree percentages and other 'in the head' numeracy strategies***Beth Marr Private consultant Victoria*

The concept of percentage underpins countless aspects of modern society. It is essential to understanding what is happening in our society. Whether reading newspaper articles on social justice, wars and elections or wanting to understand where our wages disappear to, it is necessary to understand the concept and be able to do rough calculations with the numbers. This workshop looks at a variety of activities to promote facility with percentages as well as games and activities to build essential strengths for 'in the head' calculations and estimation. The workshop will draw on strategies developed during recent workplace training in East Timor; ideas from a new US resource series as well as some old favourites.

**9C**

King Sound Room • 2:00 PM -2:40 PM • 40 minutes

**Investigating agency in teaching of very low-literate adult ESL learners in Western Sydney. A case study****REPEAT** *Sue Ollerhead, Macquarie University*

Session 7E. Sociolinguists have long highlighted the way in which language can influence power relations. According to Hornberger (2000), these power relations are not static, but very much open to transformation through what stakeholders such as policy planners, managers, teachers and learners do with everyday practices. This transformative power is dependent on the extent to which stakeholders possess or display the attribute of "agency", defined by Giddens (1994) as "the capability of the individual to make a difference to a pre-existing state of affairs or course of events."

This presentation will argue that in the context of government-funded adult literacy programs, agency tends to fall within the realm of more traditionally powerful stakeholders such as policy makers and program managers, impacting significantly on instructional practices, teacher attitudes and learners' perceptions of the tuition that they receive.

Using Hornberger's continua of biliteracy model as a lens through which to investigate adult literacy tuition as a social practice, this presentation will report on the initial findings of a multi-site, classroom-based research study into the ways in which managers, teachers and learners experience agency within the context of adult literacy teaching programs catering for very low-literate ESL learners in western Sydney.

The presentation will also seek to draw implications for transformed practice within the context of a pedagogy of multiliteracies, including critical framing and cultural practice models, where the traditional power relations governing literacy tuition are contested at a micro-level in the classroom.

**9D**

Admiralty Gulf Room • 2:00 PM -2:40 PM • 40 minutes

**Managing the Multi-Cultural Classroom***Denise Shearer & Mary Walsh, TAFE Central*

Do you have international students in your classes? Are you trying to manage a diverse range of literacy and educational experiences levels? Are you tearing your hair out trying to get students to ask questions and participate?

Attend this workshop and get information about your students' cultural and educational backgrounds. Pick up ideas, tips and tricks for engaging your non-English speaking background (NESB) students, and all students in your classes, more effectively.

**9F**

Garden Room • 2:00 PM -2:40 PM • 40 minutes

**Professional Play with a PDA***Megan Colley & Anne Willox, Swan TAFE*

This workshop provides an opportunity for trainers and facilitators to explore the use of Personal Digital Assistants (PDA) as a tool for innovative programme delivery. It encompasses teaching strategies that will reduce the inequity of educational outcomes for community-based literacy and numeracy, which the presenters have successfully used with students (including students with disabilities and special needs) in Certificate 1 of General Education for Adults (CGEA).

The participants will gain hands-on experience with new technology, using and exploring some of the features of PDA -taking pictures, recording messages, creating and uploading documents. It will also introduce an alternative delivery and assessment method that is attractive to younger and disengaged learners and learners with low literacy skills.

**9**

**Claire Anderson**

Claire currently works at Central West TAFE's Carnarvon campus, mainly teaching the Certificates of General Education for Adults, Community Services and Teacher Assistant study areas. Previous work locations have included Pilbara TAFE, adult and juvenile prisons and community facilities.

**Dave Baker**

Dave Baker is currently training teachers to use socially and culturally sensitive approaches to teaching numeracy in the United Kingdom (UK), South Asia and Ethiopia. He has focused on issues of social justice in mathematics and has sought ways of transforming dominant practices in mathematics education towards those that involve culturally and socially sensitive teaching. Dave has published several books, presented at many conferences and published academic papers on mathematics education. He is currently a Reader in Adult Numeracy and post 16 Mathematics at the London Institute of Education, UK.

**Stephen Black**

Dr Stephen Black has worked as an Adult Basic Education (ABE) teacher and head teacher in TAFE NSW for more than 20 years. He has also published many research projects focusing on aspects of his ABE work. Currently he is pursuing these research interests further as an Honorary Research Associate at the University of Technology, Sydney.

**Mark Butler**

Mark Butler is a research fellow at the Australian Council for Educational Research (ACER). A former English teacher and motivational presenter for students, he now specialises in developmental assessment, particularly in the areas of student literacy and online testing. Through his work with ACER, he has developed a number of literacy testing instruments that have been used in Australia and overseas.

**Nadia Casarotto & Liz Davidson**

Nadia Casarotto has worked in adult ESL and literacy education for a number of years. She has been involved in the development of teaching and learning resources to support the implementation of language, literacy and numeracy (LLN) in curricula and training packages and more recently in the development of the ESL Framework and review of Training Packages. She is currently the Curriculum Maintenance Manager in Victoria for General Studies and Further Education with colleague Liz Davidson.

**Liz Davidson** has worked in adult English as a second language (ESL) education for many years, both in the classroom and more recently in curriculum development. She

has been involved in the development of the Certificates in General Education for Adults (CGEA) and the ESL Framework. As Curriculum Maintenance Manager in Victoria for General Studies and Further Education with colleague Nadia Casarotto, they are responsible for the review and reaccreditation of crown copyright accredited courses and for providing advice and professional development to the field on implementation.

**Grant Cole & Lisa James**

Grant Cole is currently working at the Manukau Institute of Technology (MIT), Aotearoa/New Zealand. He is involved with an institute wide project embedding explicit literacy and numeracy delivery within Levels 1 - 3 vocational classes; an initiative funded and mandated by the Tertiary Education Commission. Prior to this Grant was a literacy team teacher, working alongside vocational tutors in vehicle technology and carpentry at MIT. He was also part of the team that presented their work and the theoretical framework at the 2007 ACAL Conference. Grant has also worked with He Waka Matuaranga and volunteered with Waiheke Adult Literacy, both part of Literacy Aotearoa. He is currently undertaking his Master of Adult Literacy and Numeracy Education and his National Certificate in Adult Literacy Education.

**Lisa James** is currently working at Manukau Institute of Technology as part of the Literacy, Numeracy and Digital Literacy Project. She also delivers the National Certificate in Adult Literacy Education (Vocational) course and has participated in Workplace projects. Lisa was involved in team teaching at MIT and worked in furniture making, fabrication and welding classrooms and workshops alongside vocational tutors and learners. Previously, Lisa has delivered ESOL programmes and worked with literacy learners through Literacy Aotearoa.

**Glenys Collard, Patricia Konigsberg & Cheryl Wiltshire**

Glenys Collard has had a wide range of experience including executive board member of the Aboriginal Legal Service and as Aboriginal and Torres Strait Islander Commission (ATSIC) Regional Councillor (Education and Law Portfolios) and as a member of the WA Aboriginal Education Consultative Group. Glenys was among the first to initiate the development of the Nyungar Language Project. Glenys has co-authored numerous educational publications and academic papers, including two books written in Nyungar and Aboriginal English: "Kura" and "Kwobba Keip Boya". Glenys holds a degree in Community Development and her experience in Nyungar language, Aboriginal English, culture and education have enabled her to contribute significantly to current developments in policy and planning of many government and non-government agencies throughout Western Australia. Glenys is the Aboriginal team leader of the ABC of Two-Way Literacy and Learning. She is a South West Nyungar woman, mother of six and grandmother of 22 and a matriarch within her nuclear family of 280 people.



## presenter biographies

**Patricia Konigsberg** is a linguist and a qualified languages Other Than English (LOTE), English as Second Language (ESL) and English teacher with extensive teaching experience in a range of subjects to both Aboriginal and non-Aboriginal students from culturally and linguistically diverse backgrounds across all phases of schooling. Through her work with Aboriginal students from across Western Australia, Patricia developed a strong interest in Aboriginal English and on how it impacts on education. Patricia is involved in ongoing ground-breaking collaborative linguistic research in the area of Aboriginal English (with Professor Ian Malcolm and Associate Professor Farzad Sharifian) and is instrumental in raising awareness about the critical importance for educators to recognise and value Indigenous cultures, languages and especially Aboriginal English. Patricia has co-authored "Bee Hill River Man", a book written in Aboriginal English, with the late Jack McPhee, a Nyamal Elder from the Pilbara Region. She has published in journals, book chapters and educational resources. Currently, Patricia manages the West Australian Aboriginal Literacy Strategy and the ABC of Two-Way Literacy and Learning Program.

**Cheryl Wiltshire** has worked in roles connected to Indigenous education since 1988. These roles have included 7 years as a tutor in the Northern Territory and the Kimberley, and 5 years of program management. Cheryl became involved in the Two-Way Literacy and Learning project when she joined the Department of Education and Training in Perth in 2000. Since then, she has worked to include the adult and vocational sector in both the research and professional practice that the project encompasses.

### **Megan Colley & Anne Willox**

Megan Colley and Anne Willox are Access and Community lecturers with Swan TAFE at the Balga Campus. They have been involved in a number of projects involving the possibilities of technology in delivery and assessment. In 2008, they explored the use of Personal Digital Assistants for literacy purposes with Certificate I General Education for Adults students. They are happy to share their experience with you and pass on some skills for using PDAs.

### **Sandra Cotton & Val Shiell**

Sandra Cotton is the Manager of Disabilities at Swan TAFE and served on the steering committee of the Swan Friendship Café. Sandra has had experience in delivering and coordinating courses for people with a disability in training and tertiary education since 1997 and has worked at Challenger, Central and Swan TAFE. In 2003 she was the Equity Officer at the University of Notre Dame, Australia. She has delivered training in retail, hospitality and literacy programs for people with a disability at TAFE Colleges and on their worksites. Sandra has a background in education and disability with qualifications in education and a Master of Health Counselling. In 2005 she won a Foggarty Scholarship to complete a Graduate Certificate in Education in Learning Difficulties.

With a background in Occupational Therapy, **Val Shiell** has held senior management positions within state health/aged sectors, the commonwealth government sector, as well as state funded disability organisations. She has a keen interest in training and employment for people with disabilities. In 2001 she was contracted by Rocky Bay Inc and Industry Pty Ltd. to prepare both organisations to become Registered Training Organizations. As Manager, Support Services at Rocky Bay Inc. she was instrumental in establishing an Employment Service, (Rocky Bay Employment Service) a Community Access service (Getabout), the Business Resource Centre and began to develop an arts program under the banner of the Living Learning Centre in 1993, employing David Doyle now Executive Director of Disability in the Arts, Disadvantage in the Arts, Australia (DADAA) Western Australia and Simone Flavelle now Manager, Ageing and Disability Programs. Val has had a long association with DADAA WA as Vice Chair, with incorporation in 1994, then Chair and was the Executive Director from 2000 until retirement in May 2005. Val was the inaugural Chair of DADAA National now called Arts Access Australia. She has seen the expansion of and the lives of people with disability and their audience. Until 2008, Val was a member of the Disability Services Commission Board. She has been a Board Member of the Swan Friendship Club since July 2005 serving as Secretary and more recently as Deputy Chair.

### **Hazel Davidson**

Hazel Davidson has been an English as a second language (ESL) teacher working with adult immigrants for some 25 years. She has a long-standing special interest in literacy for students with no, or minimal, literacy in their first language. She is currently teaching part-time for TAFE Queensland and is also seconded to TELLS (TAFE English Language and Literacy Services) on the generic bilingual picture dictionary. On this project she is working alongside illustrator-ESL expert, Dorothy Court, and a number of members of the Nuer (Southern Sudan), Burundi and English as a second language Karen communities in Brisbane, led by Gatkuoth Kueth, Gota Bahanibanje and Hla Win Htun, respectively.

Hazel & Dorothy are also co-authors of five reading packages and two spelling resources for low level learners, as well as co-editors with Margaret Hounslow of *A Whole New World*, a package of teaching resources for those working with unschooled refugee students. (See [www.sugarbagondamper.com](http://www.sugarbagondamper.com))

**Jennifer Davis, Lilliana Hajnci & Maggie Power**

Jennifer has over 18 years experience in community and health promotion and is a highly experienced community, partnership, program and evaluation professional. Since migrating to Australia 10 years ago she has specifically worked with multicultural communities and issues. From leading the National Breast Cancer Centre's multicultural women's projects to the National Prescribing Service where she established and led the Multicultural Community Quality Use of Medicines Program. Now at the Australian Human Rights Commission she is Senior Program Manager in the Community Partnerships for Human Rights Program: an initiative aiming to address intolerance, discrimination and social inclusion issues across Muslim and all communities.

**Lilliana Hajnci** is the Resource Development Coordinator for the Adult Migrant Education Service (AMES). Lilliana Hajnci is a highly experienced resource development project manager and skilled developer of learning resources in a range of media - print, multimedia, online. With a particular interest in the development of literacy resources, she has worked in adult and secondary education and training for 30 years in Australia, France, Serbia, East Timor and Tahiti and overseas.

**Maggie Power** (Writer, Adult Migrant Education Service -AMES). Maggie has taught English as a second language (ESL) for over 20 years and written ESL resources for over 10 years. In addition to *It's your Right!*, her recent publications include *Caring for Children*, a trainer kit and DVD about effective communication for culturally and linguistically diverse (CALD) workers in Child Care; *All about Allergens*, DVD stories to educate CALD workers about food allergens; *English for Study in Australia*, for ABC Radio Australia, and *Get Wise*, a course aimed at newly arrived migrant youth. Maggie has proven expertise in presenting educational information in an entertaining and accessible way

**Erica Daymond**

Erica Daymond is the Literacy Project Manager at Canning College in Perth. She has been involved in adult literacy for more than 20 years, has been on the executive committees of both WAALC and ACAL and has contributed to national literacy projects. She established the literacy programs in Flying Start at Canning College, and mentored staff at RMIT and Illawarra Senior College when similar programs were set up there. More recently, she has been a tertiary Teaching and Learning Adviser and literacy consultant.

**Snoeks Desmond**

Snoeks Desmond has worked in the early childhood development and family literacy sector in South Africa for many years. She founded and for seven years directed a non governmental project aimed at strengthening the love of reading and books in families in rural KwaZulu Natal. She is joint editor of "Family Literacy: Experiences from Africa and around the world" published by the United Nations Educational, Scientific and Cultural Organization (UNESCO).

**Michelle Eady**

Michelle Eady is the Distance Projects Coordinator for the Sioux Hudson Literacy Council in Sioux Lookout, Canada. She is a 2007 International Scholarship recipient, and a Ph D Candidate at the University Of Wollongong, Australia. Michelle has six years experience living and working in remote Canadian Aboriginal communities. A qualified teacher, Michelle has been working in the field of education for nearly 18 years. Michelle received the 2007 Council of the Federation of Literacy Award for Innovation in Literacy. Her research entitled, "Using Synchronous Technologies to Support Self Identified Learning Needs in Indigenous Communities" has brought her to Australia to research how stakeholders in education can best support Indigenous populations. Michelle has had the pleasure of speaking at many conferences including last year's ACAL conference and most recently, EdMedia, Hawaii, 2009. She looks forward to meeting other innovators in the field of literacy, sharing information and learning something new!

**Leonie Francis & Ros Bauer**

Leonie Francis, Head Teacher Foundation Studies and Ros Bauer, Adult Literacy teacher, are members of a department committed to programs embracing social justice through literacy. Developing programs and partnerships to engage the disengaged and working beyond the traditional realms of practice characterise their professional achievements and reflect their deep belief in the value of the adult literacy practitioner.

The TAFE STEPS program commenced in 2004 with the assistance of the former Department of Education Employment and Workplace Relations (DEEWR) National Adult Literacy and Numeracy Innovative Project Funding and a committed Steering Committee with shared vision which fostered the expansion and development of this partnership approach to adult education. Due to its educational focus and outcomes achieved the program has continued to receive contestable funding and has evolved and strengthened during 5 years. In 2007 the program was awarded the Adult Learning Australia 'Runner Up' Adult Learning Program of the year.

## presenter biographies

### **Kim Hastwell**

Kim Hastwell is a lecturer in the School of Languages at Auckland University of Technology (AUT) in Auckland, New Zealand. Her current commitments include teaching literacy and numeracy on a programme for unemployed refugees and migrants with low levels of English and low or no formal qualifications; and an Academic Literacies paper for foundation students aiming for entry to a computing and mathematical sciences degree.

### **Christine Holland**

Chris's PhD and several of her publications explore policy, professional development and practice in workplace language and literacy. She has held advisory roles with the Tertiary Education Commission (TEC) Embedded Foundation Learning pilot and the New Zealand Council of Trade Unions (NZCTU) Learning Representatives pilot. In addition she has worked with the Ministry of Education (MOE) and TEC Learning for Living project to develop workplace clusters in embedded language, literacy and numeracy (LLN). As a research and development consultant, Chris has worked with a number of industry training organisations, mainly advising on LLN strategies and conducting research into training delivery and professional development.

### **Mandy Homewood**

Mandy Homewood (B.A Hons, Dip Ed, M.Ed) began her professional working life as a secondary school teacher, with a passion for teaching French. However, after a few years in various state high schools and a four year stint in a remote Victorian country town of 800 inhabitants, it soon became apparent that not all students shared Mandy's interests in French culture and language! Mandy thought the time had come to turn to her other teaching method (Teaching English as a Second or Other Language - TESOL) and has subsequently spent more than 20 years teaching English to migrant and refugee students. She never takes for granted the way these students are so keen and really appreciate the opportunity to learn.

### **Susanne Hunter & Raylee Allin**

Susanne Hunter: Head Teacher of Workplace English Language and Literacy (WELL) and Commercial Programs for Access and General Education TAFENSW-Hunter Institute. Susanne has had extensive experience in providing Language, Literacy and Numeracy (LLN) support to enable participants in industry to achieve nationally accredited qualifications from a range of Training Packages. Susanne has managed WELL programs in the Health Support Services over the last ten years.

**Raylee Allin** is Program Coordinator of Workplace English Language and Literacy (WELL) and Commercial Programs for Access and General Education TAFE NSW- Hunter Institute. Raylee has coordinated and delivered training to numerous participants in Community Service and Health Support Services over a period of ten years. Raylee is highly experienced in developing language, literacy and numeracy (LLN) support and assessment materials along with provision of LLN support to employees where participants have achieved national qualifications.

### **Sandra Land**

Sandra Land is a lecturer, researcher and materials developer in Adult Basic Education at the University of KwaZulu-Natal in South Africa. She is director of the University's Centre for Adult Education.

### **Lynne Matheson & Beverley Campbell**

Lynne Matheson is the co-president of Victorian Adult Literacy and Basic Education Council (VALBEC) and is interested in the literacy and reflective practices that are integral to Reading the *Fine Print: a history of the Victorian Adult Literacy and Basic Education Council (VALBEC) 1978-2008* and by extension to the professional identity of adult literacy practitioners. Lynne has worked for a number of years in adult community education and has recently moved into the TAFE sector.

**Beverley Campbell** is the author of *Reading the Fine Print: A History of the Victorian Adult Literacy and Basic Education Council (VALBEC) 1978-2008* (2009). She has been involved in adult literacy education for the past twenty-five years, in community education, teacher education, research and professional development. She is a past-president of VALBEC (1989-91).

### **Rob McCormack**

Over recent years, Rob has become a keen student of ancient rhetoric and its detailed teaching & learning practices. He believes that we still have lots to learn from this ancient approach to language and literacy.

### **Robyn McKenzie & Tracy Grimmer**

Tracy Grimmer and Robyn McKenzie have taught Certificates in General Education for Adults (CGEA) programs for the past 26 years between them, incorporating Language Literacy and Numeracy Programme (LLNP) programs for the past two years. They could write a book about all their experiences but before having a nervous breakdown coping with their students, they decided to try the team teaching approach.

**Derek McPadden, Laisa Whippy,  
Lorraine Sushames, & Roger Thompson**

Derek and Laisa have worked cooperatively to present this highly successful programme for two years. Derek's background is in Special Education and Secondary teacher of English, Mathematics and Social Education. He has taught in Tennant Creek for 13 years, 11 of which were at Tennant Creek High/Middle Schools. Derek changed career direction in 2007 and has worked as the Language Literacy and Numeracy Programme (LLNP) lecturer at Charles Darwin University (CDU) since that time.

Laisa started her teaching career in Fiji where she taught for 9 years. After teaching in a Melbourne metropolitan High School she taught at the Australian Defence Force School of Languages for a year before moving to the Northern Territory (NT) and working as an Indigenous Tuition Assistance Scheme (ITAS) tutor at Tennant Creek Primary School. Since 2006, Laisa has worked for CDU as a Literacy and Numeracy lecturer working with Indigenous adult students.

**Lorraine Sushames** and **Roger Thompson** have significant experience in delivering educational programmes to Indigenous adults, with a focus on building capacity through development of English language, literacy and numeracy.

**Margaret McHugh**

Margaret McHugh has worked in the adult literacy field with the WA Department of Education and Training since 1991 and has been a member of the ACAL Executive since 2005. Margaret's approach to the question of equity is to try to understand its opposite, inequity, as a product of systems - social, educational, bureaucratic and economic. Poor literacy is the product of inequitable systems at least as much as it is a consequence of life events or accidents. If inequity is produced, distributed and maintained by systems, then one way to improve things is to think about radical but feasible system changes. One focus of Margaret's work is the design of curricula that address some of the inequities of the vocational education and training sector.

**Lois Moran & Chris Fryer**

Tranzqual is an Industry Training Organisation in New Zealand that is responsible for:

- setting national skill standards for their industry
- providing information and advice to trainees and their employers
- arranging for the delivery of on and off-job training (including developing training packages for employers)
- arranging for the assessment of trainees and
- arranging the monitoring of quality training.

**Lois Moran** is the Group Manager, Qualifications and Quality Systems. This Group set the standards and qualifications, then design associated resources for those qualifications. They are also responsible for the quality monitoring of training delivery.

**Chris Fryer** is the Regional Training Advisor - Literacy and Numeracy Specialist who is coordinating the implementation of Tranzqual's Embedded Literacy and Numeracy Project Plan. This includes working closely with trainees, their employers, and training providers.

**Beth Marr**

Beth Marr has extensive experience in adult numeracy teaching, resource production and professional development. During her time teaching in TAFE and University delivering vocational education and training (VET) teacher training, she has worked with teams of adult teachers to produce a collection of adult numeracy resources, including: *Mathematics: A new beginning*; *Strength in Numbers*; *Breaking the Maths Barrier* and *Numeracy on the Line*. She has also conducted well attended interactive profession development workshops for teachers all over Australia. Most recently Beth has led a team of teachers to develop and conduct workplace numeracy training in East Timor. She is currently working on adapting a new series of US adult numeracy resources for use in Australia.

**Pauline Morrow & Lidia Interlandi**

Pauline Morrow has been at Kangan Batman TAFE for many years. Currently she is the coordinator of Adult Literacy at the Broadmeadows campus. Pauline is a member of a Maintenance Committee which manages the literacy curriculum used state wide. Lidia Interlandi has also been teaching at Kangan Batman TAFE for 10 years. She has been involved in teaching Adult Literacy and Basic Education (ALBE), English as a Second Language (ESL) and English Language Intensive Course for Overseas Students (ELICOS). She has also been involved in running professional development in the Certificates in General Education for Adults (CGEA).

## presenter biographies

### **Nicole Murray & Sylvia Heywood**

Nicky Murray is the Project Manager Literacy and Learning at the Industry Training Federation (ITF). After completing a PhD on industry training at Lincoln University in 2004, she held workforce development positions at Careerforce and the Canterbury Development Corporation, before joining the ITF in June 2008.

**Sylvia Heywood** is the Industry Training Manager - Operations, at ETITO (Electrotechnology Industry Training Organisation). As a member of the executive team one of Sylvia's roles is to implement and monitor the performance of ETITO's workplace activities relating to skill development programmes. Prior to this, Sylvia worked for the New Zealand government as Industry Training Advisor - Tertiary Education Commission (TEC). The main focus of role working with ITOs giving guidance and support in relation to TEC government funded programmes for Industry Training; Over a seven year period Sylvia held a portfolio consisting of work with ITOs, Institutes of Technology and Polytechnics (ITPs), a University, Modern Apprenticeship Co-ordinators, and Employers.

### **Philip Nichols**

Philip has been teaching lower level English as Second Language/English as Foreign Language for most of his working life, both in Australia and overseas, and has a keen interest in Educational Technology. He has worked on several Learnscope and other projects as well as presenting workshops interstate to extend the digital and technological capabilities of staff and students. In addition to teaching Certificates of Spoken and Written English (CSWE) classes for the Adult Migrant Education Service (AMES). At Swan TAFE in Perth, he works as a Professional Development Officer where he is able to combine his interests in English as a second language (ESL) and e-teaching.

### **Sue Ollerhead**

Sue Ollerhead is a PhD student in Applied Linguistics at Macquarie University. She has an MA in Linguistics from Stellenbosch University, South Africa, and an MEd (TESOL) (Merit) from the University of Sydney, Australia. She has taught English as an additional language in Africa, Europe and Australia, and worked as an English language materials developer for schools in sub-Saharan Africa. Her main interests are second language acquisition and literacy in education, with a specific focus on the instruction of very low-literate.

### **Geri Pancini**

Geri Pancini has a long history in literacy education and has spent approximately 8 years in Indigenous education in both the NT and in Victoria. During 2008, she published an article in *Ngoonjook*, the Batchelor Journal of Indigenous Education on English in the international arena. The paper focuses on the tensions and issues around the use of standard English and other Englishes especially for Indigenous peoples in northern Australia.

### **Geoff Pearson**

Geoff is a workplace language and literacy trainer and consultant and is Director of his own Perth-based RTO in the same field. He has 30 years experience both in Australia and Overseas working as an English as a second language (ESL) teacher, researcher, training materials developer, program designer and workshop presenter. In 2006, Geoff was invited to teach reading and writing skills to the Deaf members of staff at the WA Deaf Society using an Auslan interpreter. This experience subsequently led him to develop "The Grammar Disc - Pah!"

### **Alison Reedy**

Alison Reedy is Senior Lecturer in TESOL at Batchelor Institute of Indigenous Tertiary Education in the NT. She works with Aboriginal students enrolled in the Certificates in Spoken and Written English and is currently researching the role of technology in enhancing English language and literacy outcomes for adult Indigenous learners.

### **Libby Rowsell & Julia Kearton**

Libby Rowsell has taught Numeracy and computing skills for many years. Her work includes assisting teachers to source and develop computer based materials that offer flexibility, support or extension to learners and teachers.

**Julia Kearton** has worked in the Literacy and Numeracy field and has embraced technology as a learning tool.

### **Farzad Sharifian**

Farzad Sharifian is an Associate Professor and Director of Language and Society within the School of Languages, Cultures, and Linguistics at Monash University, Victoria. Farzad has carried out extensive research, in collaboration with the Department of Education and Training, WA, on Aboriginal English and the educational implications of learning Standard Australian English as a second dialect by Aboriginal students. Farzad has widely published in international journals and has received several awards such as Early Career Award (Medal) of the Western Australian Institute for Educational Research for his work on the education of Aboriginal children.

### **Denise Shearer & Mary Walsh**

Both Denise and Mary have worked in the Language and Literacy area for many years and have lived and worked in various countries, most recently teaching English as a second language (ESL) in China. They have always been interested in the learning experiences of different cultures and how in Australia we can appreciate and incorporate those experiences into our learning environments in order to maximize student learning potential.

### **Debbie Soccio**

Debbie has worked in the vocational education sector, in particular in the Adult Literacy and Basic Education (ALBE) area for over 17 years. She currently works for e-Works as a senior e-learning consultant focusing on embedding e-learning into training programs. Her particular interests are in the field of supporting teachers to develop programs and e-learning resources for students. She is particularly interested in assisting staff to incorporate the use of multimedia to document the journeys that students are taking in their own lives and in their formal learning. Debbie is interested in using new technologies (including audio based activities in online learning and using digital stories to provide interactive multimedia materials for students.)

### **Adriano Truscott**

Adriano Truscott is an English as a second language (ESL) teacher/linguist and has a wide range of experience working on community and regional language revival and maintenance projects in the Mid West of Western Australia. He has published books in Aboriginal languages and has been involved with the development of an accredited Aboriginal language course, state and national language policy consultation committees and provided regular training for teachers on languages and teaching. He works with the ABC Two-Way Literacy and Learning project, Department of Education and Training, Western Australia, researching Aboriginal English. He is currently the WA councillor for the Australian Council of TESOL Associations and is a committee member for the Foundation of Endangered Languages.

### **Barbara Van Leest**

Barbara has been a teacher at Goulburn Ovens Institute of TAFE for 15 years, working with disabled students, students with mental health issues and disengaged youth. She has a Advanced Diploma of Language, Literacy & Numeracy in VET and a Graduate Diploma in Special Education. Overall Barbara has worked with disabled students for over 20 years.

### **Peter Waterhouse**

Peter Waterhouse is the Managing Director of Workplace Learning Initiatives, a specialist RTO and research company he established with colleagues in the early 1990's. Peter is (amongst other things) an employer-manager, practitioner-researcher, VETrepreneur, adult educator, storyteller, bush-walker, photographer and poet; and (more recently) a Grandfather! All of which he tackles with great enthusiasm, passion and (he says) less ability than he would wish for. He has worked as a TAFE teacher, an Adult Literacy and Basic Education (ALBE) consultant, teacher educator and university lecturer. He has had a lifelong interest in adult literacy and learning, particularly informal and experiential learning. His recent research projects have focussed on appreciative enquiry and strength-based practice, themes which will resonate well with our 2009 Conference.

### **Deby Wilkes**

Deby Wilkes works as a lecturer and co-coordinator in language, literacy and numeracy programs for TAFE SA in South Australia, where she is responsible for the design and delivery of language, literacy and numeracy (LLN) programs and staff development across a large regional area. She has been involved in Adult Literacy and Numeracy since 1990 when she was living in the UK, and has been in Australia for 11 years. She has delivered LLN in a range of contexts, including correctional services, drug and alcohol rehabilitation, community centres and mainstream adult education. She has recently provided LLN support and professional development (PD) for trainers and lecturers working in the remote Anangu Pitjantjatjara Lands in the north of South Australia. Her main area of work is currently focused on supporting staff across the TAFE SA Regional area in LLN delivery, resource development and PD.

### **Keiko Yasukawa**

Keiko is a Lecturer in Adult Education at University of Technology Sydney (UTS). She coordinates the Bachelor of Education in Adult Education and the Graduate Diploma in Literacy and Numeracy courses. In those courses, she coordinates and teaches a subject on Teaching & Learning Numeracy. One of Keiko's area of research is critical mathematics that involves looking at how we need to think about the relationship between mathematics and the social world.

stunning, vibrant DARWIN

## 33rd ACAL National Conference

Friday 10 and Saturday 11 September 2010

Our conference theme will focus on the issues of language, literacy and numeracy in linguistically and culturally diverse environments. It will consider the function of adult literacy in building capacity as well as its contribution towards regional and remote development. This conference will provide an opportunity to reflect on the contexts in which adult literacy is situated outside of the major population centres and highlight ways that groups and organisations can work together, to negotiate the complexities involved in delivering in these environments to achieve positive outcomes.

We hope you will take the opportunity to attend the conference, to be held in a stunning tropical location and engage with Darwin's vibrant and diverse community.



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