Australian Council for Adult Literacy 32nd Annual Conference
From Strength to STRENGTH

hosted by the Western Australian Adult Literacy Council 1-3 October, 2009 Fremantle, WA

ACAL 2009 CONCURRENT SESSIONS - Fri 2nd & Saturday 3rd October 2009

Streams legend: White letters indicate strand in session time box

C	Curriculum	H	Human Rights	P	Practice
D	Disability	I	Indigenous	R	Research
E	ESL	L	Linguistics	T	Technology
G	General Education	N	Numeracy	W	Workplace

	Friday 2nd October
10:30 AM – 11:00 AM	**MORNING TEA**

BLOCK #1	Please select one 90 minute session or two 40 minute sessions in this block

	Concurrent Sessions 1
1A 90 minutes 11:00 AM – 12:30 AM	**National Policy implications for adult literacy and numeracy - *Panel*** 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.
1B *P-I* 90 minutes 11:00 AM – 12:30 AM	**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 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.
1C *E-H-R* 90 minutes 11:00 AM – 12:30 AM	**Evaluation: Is building human rights information into an education resource for adult ESL learning an effective model for promoting human rights? -** *Jennifer Davis, Lilliana Hajncl, 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 with AMES Victoria, the Australian Human Rights Commission developed and

evaluated an adult ESL resource promoting these human rights and anti-discrimination systems. The resource is called *It's Your Right!* It is the culmination of 2 years of participatory development, trialing, consultation and a final impact evaluation study.

This presentation will describe the project development, quality assurance process and report on final impact evaluation outcomes and answer the question '*Is building human rights information into an education resource for adult ESL learning an effective model for promoting human rights?*'

The presentation will share the challenges, success factors, and transferable learning to suggest an effective model for both literacy and leveraged education goals in other adult education settings.

1D 90 minutes 11:00 AM – 12:30 AM	**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.
1G *T* 90 minutes 11:00 AM – 12:30 AM	**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 you 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!
1E *W* 40 minutes 11:00 AM - 11:40 AM	**Workplace Literacy & Numeracy - A case study of implementation -** *Lois Moran & Chris Fryer, Tranzqual ITO* The New Zealand Government and Industry Training Organisations 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 *R* 40 minutes 11:00 AM - 11:40 AM	**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 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. WELL, 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.
Concurrent Sessions 2	
2E *P* 40 minutes 11:50 AM – 12:30 AM	**Building on our strengths….Sharing ways that work – Successful partnerships in Community Services and Health organizations over a period of 10 years; where LLN support has been provided for over 2000 participants to achieve national qualifications.** *Susanne Hunter & Raylee Allin, TAFENSW-Hunter Institute* TAFENSW – Hunter Institute has provided 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. Many of these employees are from 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 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.

2F   *P-I*
40 minutes
11:50 AM –
12:30 AM

Small steps. Achieving positive literacy outcomes in a remote community - *Derek McPadden, Laisa 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.

12:30 PM – 1:15 PM   **LUNCH**

BLOCK # 2	Please select one 40 minute sessions in this block

Concurrent Sessions 3

3A   *P*
40 minutes
2:25 PM –
3:05 PM

A Quick Test of Literacy? - *Mark Butler, 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   *I-N*
40 minutes
2:25 PM –
3:05 PM

Skilling Indigenous Australia: Effective numeracy learning for employment by regional and remote Indigenous students in vocational education and training courses - *Mark McCarthy and Dr Bronwyn Ewing, Indigenous Lead Centre, Tropical North QLD TAFE*

This presentation outlines the important research work being carried out through a partnership between Queensland University of Technology, Construction Skills Queensland, the Indigenous Lead Centre, Barrier Reef and Tropical North TAFE institutes and 5 remote area secondary schools. Under a 4-year Australia Research Council grant the project team seeks to develop new knowledge about regional and remote Indigenous VET students' numeracy learning that can significantly increase VET course completions and Indigenous employment. The particular objectives are to:

1. study the interaction between VET teaching, Indigenous learning, Community and employment culture and expectations with respect to numeracy and vocational application;
2. develop and evaluate numeracy instruction that can be used by VET teachers untrained in numeracy pedagogy to improve Indigenous VET completions and employment;
3. develop theory with regard to Indigenous learning of numeracy incorporating a pedagogical framework for VET numeracy that can be used with Indigenous students; and
4. provide partner organisations with evidence-based knowledge and materials from which to develop resources to support Indigenous numeracy, certification and employment.

The outcomes of this project are straightforward but very challenging: to improve numeracy, increase employment and lower welfare dependence for Indigenous people while at the same time assisting to overcome regional skills shortages. Such outcomes are highly significant for VET providers and State and Territory training authorities in terms of reducing educational and employment disadvantage for Indigenous people.

3C P-E 40 minutes 2:25 PM – 3:05 PM	**Using bilingual, bicultural expertise to reduce inequity and build literacy skills in refugee communities: TELLS generic bilingual picture dictionary project -** *Hazel Davidson, TELLS*

The 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 Lit. 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
4.

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 Lit. teachers, tutors and individuals.

3D E 40 minutes 2:25 PM – 3:05 PM	**From a local to international client base. What changes are needed? -** *Erica Daymond, Canning College (DET adult college in WA)*

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.

3E *P-C* 40 minutes 2:25 PM – 3:05 PM	**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 curriculums.
3F 40 minutes 2:25 PM – 3:05 PM	**Reading the fine print. A focus on literacy practises -** *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'.
3G *P-E-T* 40 minutes 2:25 PM – 3:05 PM	**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 ESL students. Many 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.
3:05 PM – **3:30 PM**	**AFTERNOON TEA**

BLOCK # 3	Please select one 90 minute session or two 40 minute sessions in this block

	Concurrent Sessions 4
4A 90 minutes 3:30 PM – 5:00 PM	**Literacy equity justice and human rights –** *Panel* 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 90 minutes 3:30 PM – 5:00 PM	**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 WA 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. …
4D *N* 90 minutes 3:30 PM – 5:00 PM	**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.
4F *P-C* 90 minutes 3:30 PM – 5:00 PM	**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 LLN accredited curriculum (the Victorian 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.

4C *E-R*
40 minutes
3:30 PM –
4:10 PM

It's my thinking. Exploring critical literacy with low level ESOL students - *Rosemary Harison, AUT University*

Increasing awareness of the disempowering potential of both text from a fast changing world of increasing media dominance and complexity, and the process of formal education has alerted educators to the need of developing critical literacy approaches in their work, particularly in cross-cultural settings.

Critical practice implies recognition that texts empower and disempower, privilege and marginalize and literate practice is always morally and politically loaded (Luke, Comber and O'Brien, 1996[1]). It follows that all educational practices are understood to be profoundly political - designed to recognize and produce one sort of human being rather than another.

Yet, while we are not unaware of the inequality and cultural conflict involved in language acquisition, teachers are unsure of how to use this knowledge to the advantage of our students.

This paper explores the meaning and application of critical theory in the context of adult refugee learners with low L2 acquisition and a background of low L1 literacy. Drawing on a reflective study it examines crucial questions of difference and ethics, learner identity and the power of narrativity in the classroom.

4E
40 minutes
3:30 PM –
4:10 PM

Embedding literacy and numeracy into industry training in New Zealand - *Nicole Murray, Industry Training Federation*

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:

1. The rationale for the emphasis on workplace literacy and numeracy
2. A short outline of the 'shape' of the industry training system in NZ
3. Some of the issues that ITOs face in 'embedding' literacy and numeracy in industry training.

Some examples and case studies of good practice that ITOs have developed for embedding literacy and numeracy into industry training.

4G *I-T-P-E*
40 minutes
3:30 PM –

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

4:10 PM

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 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.

Concurrent Sessions 5

5C *P-G*
40 minutes
4:20 PM –
5:00 PM

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 *E-R-P*
40 minutes
4:20 PM –
5:00 PM

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   *T*
40 minutes
4:20 PM –
5:00 PM
	Using JING videos to assist in teaching and learning - *Libby Rowswell & 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.

Saturday 3rd October

BLOCK # 4	Please select one 90 minute session or two 40 minute sessions in this block

Concurrent Sessions 6

6A 90 minutes 10:45 AM – 12:15 PM	**Drawing on ideas of strength based learning –** *Panel* 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.
6B *T-D* 90 minutes 10:45 AM – 12:15 PM	**MI Life MI Future -** *Barbara Van Leest, Goulburn Ovens Institute of TAFE Vic* MI Life MI Future (Literacy, equity, Justice and human rights) 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
4. Work Placement
5. Teacher trainer Mental Illness First Aid Training program.
6. Case management Support – Career Voyager, Skills Store for RPL.

6E *C-D-I-E*
90 minutes
10:45 AM –
12:15 PM

Put More In...Get More Out– USIQ a new course to help improve VET outcomes for disadvantaged groups. - *Margaret McHugh, 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. Students can be re-enrolled in the course and there is no additional assessment.

This workshop will introduce participants to the structure of the course and there will be opportunities to practice designing programs for groups of students with different needs and to identify any further resource development needs.

6G *W*
90 minutes
10:45 AM –
12:15 PM

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.

6C *P-D*
40 minutes
10:45 AM –
11:25 AM

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 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…

6D 40 minutes 10:45 AM – 11:25 AM	**Kangaroos, caves and spirits in the air: Factors in cross-dialectal text comprehension by Aboriginal-English speaking students** - *Farzad Sharifian, Glenys Collard, Adriano Truscott and Patricia Konigsberg , School of Languages, Cultures, and Linguistic* 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.
6F 40 minutes 10:45 AM – 11:25 AM	**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.
	Concurrent Sessions 7
7B *R-E* 40 minutes 11:35 AM – 12:15 PM	**Investigating agency in teaching of very low-literate adult ESL learners in Western Sydney. A case study** - *Sue Ollerhead, Macquarie University* 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. |
| **7G**   *L*
40 minutes
11:35 AM –
12:15 PM | **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 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. |
12:15 PM – 1:10 PM	**LUNCH**
BLOCK # 5	Please select one 90 minute session or two 40 minute sessions in this block
	Concurrent Sessions 8
8A 90 minutes 1:10 PM – 2:40 PM	**Addressing the LLN in vocational training -** *Deby Wilkes, TAFE SA*

This workshop will highlight the need to identify the 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 PD 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 90 minutes 1:10 PM – 2:40 PM	**...But they are expecting a plasterer to teach maths!** - *Grant Cole & Lisa James, Manukau Institute of Technology* 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 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." This workshop is designed to discuss some of the work of past and present projects embedding language, literacy and numeracy, with particular reference to the Manukau Institute of Technology. It will explore the theoretical frameworks with which LLN specialists are sometimes blessed and other times confronted with. 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.
8E *P* 90 minutes 1:10 PM – 2:40 PM	**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 marginalsied 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.

| 8G
90 minutes
1:10 PM –
2:40 PM | **LLNP Pre-Training Assessments - ACSF style -** *Julia Kearton & Libby Rowsell, Swinburne University of Technology – TAFE Division*

Building on our strengths - Sharing ways that work

Comprehensiveness and accuracy in Pre-Training Assessment is vital for viability for providers delivering the Language Literacy and Numeracy Program (LLNP). With PTAs verified for their accuracy in reporting against the new Australian Core Skills Framework (ACSF) and payment for student progress measured against this starting point, a comprehensive and well designed assessment tool is key to success and sustainability for providers of this program. And this is not to overlook the purpose of assessment in assisting in the correct placement of a student so that they receive the most appropriate training.

How to design an assessment tool that is comprehensive and accurate, yet does not take an inordinate amount of time to conduct and report on, is a challenge facing all LLNP providers.
A well designed kit however, is only as good as its assessors' command of it. Training in correct use of the tool is equally essential.

This workshop will look at one pre-training assessment tool which assesses the 11 indicators in the 5 core skills at the first 4 ACSF levels. Participants will discuss the design, delivery and reporting for this tool and share good practice, tips and strategies in conducting PTAs. |

| 8C *E*
40 minutes
1:10 PM –
1:50 PM | **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 – 9, 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 AMEP hours, sample vocational courses, consciousness-raising of environmental issues and useful websites. |

| 8D *P-D*
40 minutes
1:10 PM –
1:50 PM | **Sharing what works. 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.

8F *P-G* 40 minutes 1:10 PM – 1:50 PM	**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.

Concurrent Sessions 9

9C 40 minutes 2:00 PM – 2:40 PM	**From the Strength of a customised programme to the Strength of the learner outcomes -** *Linda Sturgess & Gillen Smiler, Literacy Training Limited* In 2007 the Department of Corrections in New Zealand decided to dispense with their previous generic education programme and provide a Literacy, Language and Numeracy specific programme for prisoners across the country. This initiative was then tendered nationally. As the successful bidder for the design and development of New Zealand's first customised programme for the delivery of literacy, language and numeracy inside of our 20 prisons we wish to share the process, the rationale, some tools we use, and where we are at now 12 months down the track from implementation. We will talk through the design, construction and the development of modules with our intentions of the delivery models used. We will outline the challenges in this correctional environment and share with the audience the process of designing modules in context while unpicking the literacy, language and numeracy applications from within.
9D *P-E* 40 minutes 2:00 PM – 2:40 PM	**Managing the multicultural 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 *P-T* 40 minutes	**Professional play with a PDA -** *Megan Colley & Anne Willox, Swan TAFE*

2:00 PM – 2:40 PM	This workshop provides an opportunity for trainers and facilitators to explore the use of Personal Digital Assistants 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 Adult. 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.
2:40 PM – 3:10 PM	**AFTERNOON TEA**