



## ACAL 2009

*Australian Council for Adult Literacy National Conference 2009*

### Presenter Biographies

#### **Raylee Allin**

Program Coordinator of WELL and Commercial Programs for Access and General Education TAFENSW-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 LLN support and assessment materials along with provision of LLN support to employees where participants have achieved national qualifications.

#### **Claire Anderson**

I am currently working 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 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 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. 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**

Liz Davidson has worked in adult ESL education for many years, both in the classroom and more recently in curriculum development. She has been involved in the development of the 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.

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 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.

#### **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.

### **Glenys Collard**

Glenys Collard has had a wide range of experience including executive board member of the Aboriginal Legal Service and as 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.

### **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**

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 the 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 Graduate Certificate in Education in Learning Difficulties.

### **Hazel Davidson**

Hazel Davidson has been an 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 Qld and is also seconded to TELLs (Qld's 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 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**

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.

### **Erica Daymond**

Erica Daymond is the Literacy Project Manager. 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 UNESCO.

### **Michelle Eady**

Michelle Eady is the Distance Projects Coordinator for the Sioux Hudson Literacy Council in Sioux Lookout, Canada and a 2007 International Scholarship recipient, 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 together, 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 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.

### **Lilliana Hajncl**

Resource Development Coordinator, R,L&I - AMES

Lilliana Hajncl 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.

### **Rosemary Harison**

Rosemary Harison is an ESOL lecturer in the School of Languages, Auckland University of Technology, Auckland, New Zealand.

### **Kim Hastwell**

Kim Hastwell is a lecturer in the School of Languages at AUT University 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' PhD and several of her publications explore policy, professional development and practice in workplace language and literacy. She has held advisory roles with the TEC Embedded Foundation Learning pilot and the NZCTU Learning Representatives pilot. In addition she has worked with the MOE / TEC Learning for Living project to develop workplace clusters in embedded 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 (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**

Susanne Hunter: Head Teacher of 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.

### **Julia Kearton**

Julia is Program Leader for Literacy Numeracy programs at Swinburne TAFE in Melbourne. She has been involved in designing and conducting assessments and delivering LLN training throughout the life of the current LLNP program, and its many predecessors. Libby has been actively involved in training, conducting

assessments and contract administration of the LLNP at Swinburne, through successive contracts.

### **Patricia Konigsberg**

Patricia Konigsberg is a linguist and a qualified LOTE, 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.

### **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 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)

### **Mark McCarthy & Bronwyn Ewing**

Bronwyn Ewing is an early career researcher and lecturer in the School of Early Childhood. Ms Ewing has published a monograph and a number of refereed articles, book chapters, and conference papers in the field of mathematics education, in particular, participation and non-participation of students in mathematics learning. She is currently on the editorial board of an academic publishing group.

Mark McCarthy is the senior research officer at the Indigenous Lead Centre which has state-wide responsibilities for Indigenous vocational education and training for TAFE Queensland. His work primarily examines reasons for Indigenous student non-completion and identifying barriers to training and

### **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 the CGEA programs for the past 26 years between them, incorporating 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 LLNP lecturer at 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 NT and working as an 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.

### **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.

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.

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.

### **Pauline Morrow & Liz Davidson**

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.

Liz Davidson has also been teaching at Kangan Batman TAFE for 10 years. She has been involved in teaching ALBE, ESL and ELICOS. She has also been involved in running professional development in the CGEA.

### **Lidia Interlandi**

Lidia Interlandi has also been teaching at Kangan Batman TAFE for 10 years. She has been involved in teaching ALBE, ESL and ELICOS. She has also been involved in running professional development in the CGEA.

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

Nicky Murray is the Project Manager Literacy and Learning at the Industry Training Federation. 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 NZ 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 ITO's, ITPs, a University, Modern Apprenticeship Co-ordinators, and Employers.

### **Philip Nichols**

Philip has been teaching lower level ESL/EFL 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 CSWE classes for AMES Swan TAFE in Perth, he works as a Professional Development Officer where he is able to combine his interests in 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 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!".

### **Maggie Power**

Maggie Power (Writer, R,L&I, AMES) has taught 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 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.

**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 Rowswell & Julia Kearton**

Libby Rowswell 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.

**Adriano Truscott**

Adriano Truscott is an 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.

**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 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.

**Val Shiell**

With a background in Occupational Therapy, Val 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 DADAA WA 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 application of Disability Arts practice to enhance and enrich 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.

**Debbie Soccio**

Debbie has worked in the vocational education sector, in particular in the 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 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

### **Barbara Van Leest**

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

### **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 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 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

### **Cheryl Wiltshire**

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.

### **Keiko Yasukawa**

Keiko is a Lecturer in Adult Education at 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 mathematics and social