



2011 WAALC Conference

Foundations and Footings

Language Literacy and Numeracy in 2011

**Thursday 6th and Friday 7th
October 2011**

Challenger Institute of Technology, Beaconsfield Campus



lotterywest
supported

Conference Program

THURSDAY 6th October 2011 (Day 1)		FRIDAY 7th October 2011 (Day 2)	
8:00am	Registration opens	8:00am	Registration opens
9:15am	Conference Opening	9:00am	Conference Opening
9:25am	The social construction of Indigenous deficit Dr Jo Taylor ECU	9:05am	Building on our Foundations and Footings Panel presentation
10:30am	Morning Tea	9.55	Housekeeping
11:00am	Concurrent Presentations (2 hours)	10:05am	Morning Tea
1:00pm	Lunch	10:35am	Concurrent Presentations (2 hours or 2X55 mins)
1.50 pm	Scoping the Foundation Skills Training Package Anita Roberts IBSA	12:35pm	Lunch
3:00pm	Afternoon Tea	1:30pm	Concurrent Presentations (2 hours)
3.30 pm	Concurrent session (55 mins)	3:30pm	Close
4.25pm	Close		
5.00pm	WAALC AGM Room L101		

Concurrent sessions

	Room C118	Room L101	Room U104	Room C116
Thursday 11am (2 hrs)	T1.1 Highlights from the ACAL conference	T1.2 Building Reading Skills for Entry Level Readers Janet McHardy	T1.3 Collaborative Learning David Bass	T1.4 A Walk Around the ACER VI Maxine Tomlin /Jack Wenn
Thursday 3.30 pm (55 mins)	T2.1 The rocky road to independence! Driver education in the Fitzroy Emilia Biemmi Beurteaux	T2.2 Eat, Walk, Live, Teach, Learn Vilma Palacios and Danielle Williams	T2.3 Working WELL in the Kimberley Di Sansom	T2.4 Accessing Google apps Cheryl Wiltshire
Friday 11 am (2 hrs)	F1.1 Cuisenaire Rods in the Language Classroom Michelle Marzo	F1.2 Australian literacy levels – Is there a problem? Margaret McHugh	F1.3a Foundation Skills Curriculum update Cheryl Wiltshire (55mins) F1.3b Teaching Aids for Teachers Terrified of Technology Annie Folk (55 ms)	F1.4 Powerpoint Alive! Geoff Pearson
Friday 1.30 pm (2 hrs)	F2.1 Maths is boring! I hate it. William Griffiths	F2.2 Applying Edward De Bono's Six Thinking Hats to LLN classes Joan Campbell	F2.3 Embedding Reading Comprehension Strategies into Vocational Delivery Janet McHardy	F2.4 Powerpoint Alive! (REPEAT) Geoff Pearson

Choose one session per timeslot - see more information page 6-14.

Plenary sessions – lecture theatre

Thursday 9.25 am

The social construction of Indigenous deficit, Dr Jo Taylor ECU

The push to implement standardised testing in Australian schools and increasingly preschools follows the now discredited US pattern. It has occurred here with little critique or debate. Drawing on recent work in urban schools, this presentation explores the manner in which too many young Indigenous students are likely to be misjudged in such blanket testing and assessing regimes and disadvantaged by the inevitable pedagogical changes that accompany such schemes. Standardised testing, by means of the Australian Core Skills Framework and the proposed Employability Skills Framework may well be part of the national agenda for the vocational education and training sector. What are the lessons for the future of language and literacy teaching VET?

Dr Jo Taylor has been involved in research, policy development and curriculum and instruction in Aboriginal affairs, adult literacy and secondary and post-compulsory education. She has taught both anthropology and education at the tertiary level and is currently Adjunct Senior Lecturer at Edith Cowan University. The research reported here builds on the findings of a project undertaken while on a three-year Visiting Research Fellowship at the Australian Institute for Aboriginal and Torres Strait Islander Studies.

Thursday 1.50pm

Scoping the Foundation Skills Training Package, Anita Roberts, IBSA

Innovation and Business Skills Australia has been funded to develop a Foundation Skills Training Package that will provide pathways into vocational qualifications and support the foundation skills development needs of a range of learners. To ensure that the Training Package fulfils its intended purpose, IBSA is consulting widely to gather input from stakeholders across Australia. This session will report on current thinking about the structure and content of the Foundation Skills Training Package and identify development and implementation issues that need to be considered as the project progresses.

Anita Roberts has worked as a consultant to IBSA, Ai Group, Ithaca Group and TVET on a wide range of projects, particularly in relation to LLN policy and products. She is currently the Project Co-ordinator for the Foundation Skills Training Package development project.

Photocopying

Photocopying is available in the campus library. The photocopier is coin-operated. Note: the library will close by 4.00 pm each day due to the holidays.

Friday 9.05 am

Building on our Foundations and Footings

Panel presentation

The focus on Foundation Skills continues to grow in the VET sector. For example, recent reports state: "Foundation Skills exist along a continuum from very low to very high levels

and need to be built continually to support contextual requirements. All skill development needs to include consideration of Foundation Skill needs.” Briefing on Foundation Skills for NVEAC – 2010 and “Industry Skills Councils propose... an increased capacity in the VET system, and all practitioners, to support the LLN skill development needs of learners and workers,” No More Excuses – 2011.

The fundamental concept of Foundation Skills is under construction at the national and state government level in the form of a National Foundation Skills Strategy and a Foundation Skills Training Package.

While all this new work takes place, those of us on the WAALC executive are keen to ensure that the previous two decades of developments in adult literacy and numeracy are not lost. This session will look at these new initiatives and the existing and historical initiatives that should be considered.

REFRESHMENTS

Coffee is available for purchase from 8.30am from the campus cafeteria. Free instant coffee, juice and a range of teas are available at morning tea both days and for afternoon tea on Thursday.

Bring a water bottle for refilling at the dispensers during the day.

Vegetarian food is available to all delegates. All meals served will be halal. Other special meals will be served separately.

Information for smokers

Challenger TAFE has a no smoking policy that applies everywhere on campus. Smokers will need to walk out to the oval or streets surrounding the campus (eg Badham Close).

Dinner

No formal conference dinner is planned. However, if you wish to join other delegates for an informal meal, go to Fishing Boat Harbour Wednesday or Thursday night at 6.30 pm or later.

We will initially meet at Kailis but there is a range of eating choices available close by. Depending on the weather you may choose to eat inside or out. Call 0437972043 if you have difficulty finding other delegates.

Concurrent sessions Thursday morning

T1.1 Highlights from the ACAL conference (2 hrs)

Western Australian delegates to the 2011 ACAL conference will report on the best of what was on offer in Melbourne.

VALBEC was the host this year for the conference with the theme **Literacy on the map, Common Visions, Different Paths**.

T1.2 Building Reading Skills for Entry Level Readers (2 hrs)

Janet McHardy

This session is suitable for literacy teachers who work with entry level readers who speak English as their first language. It will cover ways of finding out about learners' levels of pre-reading skills, phonological awareness and decoding skills with practical suggestions for skill-building.

Before coming to live in Perth in January 2011, **Janet McHardy** was a literacy facilitator at the University of Waikato National Centre of Literacy and Numeracy for Adults where she was part of a term delivering professional development to tertiary educators throughout NZ. Her area of particular interest is reading difficulties and she has had wide experience as an adult literacy practitioner in tertiary settings and the workplace.

T1.3 Collaborative Learning (2 hrs)

David Bass

Learn how to use collaborative skills from Barry Bennett's Instructional Intelligence to spice up your delivery and increase student participation. We will be looking at the use of Y-charts, Turn Taking and other useful techniques which are designed to stimulate student learning

while reinforcing required knowledge.

This is a hands-on workshop where we will be implementing the techniques we talk about so, bring your sense of adventure and look forward to a fun filled session.

David Bass has been an ESL lecturer for eleven years at TAFE. He is passionate about creating positive classroom atmospheres and increasing student participation.

T1.4 A Walk around the ACER VI (2 hrs)

Maxine Tomlin / Jack Wenn

A practical session utilising the Australian Council of Educational Research Vocational Indicator.

Maxine Tomlin has been delivering WELL projects in industry for the past 14 years. After initially resisting the Vocational Indicator, she is now a great advocate.

Jack Wenn is the WELL trainer for Rio Tinto. He is passionate about the ACERVI, IT savvy and was instrumental in Maxine's conversion to the VI.

Concurrent sessions

If all the seats are taken in a concurrent session, please choose a second option

Bookings will be taken for sessions using the computer lab. A maximum of 20 per session can attend these sessions. Sign in sheets are available at the registration desk.

Sign in applies to:

Thurs AM: A Walk around the ACER Vocational Indicator

Thurs PM: Accessing Google apps

Friday AM and PM Powerpoint Alive!

Concurrent sessions Thursday afternoon

T2.1 The rocky road to independence! Driver education in the Fitzroy (55 mins)

Emilia Biemmi Beurteaux

Learn how Karrayili's 'Driver Ed' program in the Fitzroy Valley has developed to meet the needs of Aboriginal students while providing them with the foundation skills necessary to get their license and deal with the many barriers and challenges along the way. The program is one of the most popular at Karrayili which provides students with a place to go for help to negotiate the bureaucratic world of licensing. This is an example of how flexible, responsive training can support Aboriginal people gain practical mainstream skills.

Emilia Biemmi Beurteaux has been delivering general education courses at Karrayili for over 7 years helping Indigenous students with a variety of personal learning needs including Driver Education, work-based learning, funeral pamphlets and using computers. She has been teaching CGEA for 9 years and has worked with Indigenous organisations and people for over 14 years in Geraldton, Darwin, Bunbury and Fitzroy Crossing.



T2.2 Eat, Walk, Live, Teach, Learn (55 mins)

Vilma Palacios and Danielle Williams

Teaching & learning is intrinsic to all human beings, and while teaching takes a variety of styles, arguably we learn best when learning is connected to our "world". Our food, health and wellbeing are part of our immediate "world" making it possible for us to keep motivated and interested, hence learn.

The "problem-posing education", as suggested by Paulo Freire, makes the role of teachers and students less structured by involving both in a two way communication that not only enriches both but also increases knowledge from each other. This presentation will be asking questions related to our daily lives: our food, our walks, and our wellbeing.

The presenters will share what they have learnt from dialogue with newly arrived refugees, and present the outcomes of their research on chronic related illness, hospitalisations and their association with food, culture and lifestyles. The findings of this report emphasise the need to focus on key areas to assist new arrivals successfully settle in Western Australia including development of personal skills, building community capacity and developing stronger bonds within the community.

Vilma Palacios holds a master degree in Social Work and has worked extensively with a number of ethnicities in both Peru and Australia. Her 10 years experience working with newly arrived refugees has provided her with insights into refugee issues and learning on cultural issues. She is one of the researchers of the "You are not alone" ethnographic research and DVD series

Concurrent sessions Thurs afternoon (cont)

focusing on post natal perceptions and experiences of women from Ethiopia, Eritreand Iraq.

Danielle Williams completed a Bachelor of Science in Health Promotion at Curtin University in 2009 and has since worked in rural and metropolitan areas promoting healthy lifestyles to prevent chronic disease. Her major working achievement was the implementation of a community-based healthy eating and physical activity needs assessment in the western Wheatbelt. She currently works in a community development model across the northern suburbs in the Perth metropolitan area.

T2.3 Working WELL in the Kimberley (55 mins)

Diane Sansom

An anecdotal presentation on the delivery of Workplace English Language and Literacy (WELL) projects in the Kimberley. The projects worked to develop the language and literacy knowledge and skills levels of, predominantly Indigenous, staff working in Aged Care. Questions put forward by WAALC in response to the National Foundations Skills Strategy are indeed challenges that are valid in the projects.... "How to build the demand for foundation skills training?" "What outcomes would potential learners want for themselves?" This presentation will share strategies and experiences - identifying learner needs, being flexible in delivering training, making the most of learning opportunities as they arise.

Diane Sansom has worked in Adult Literacy in WA for nearly 20 years, mainly focussing on workplace delivery of Workplace English Language and Literacy (WELL) projects.



**WAALC Annual General Meeting
Room L101 5.00pm Thursday 6th
October**

All delegates welcome...



T2.4 Accessing Google apps

(55 mins) Cheryl Wiltshire

Explore the way the Adult Literacy and Numeracy Network have used free Google applications to share ideas and offer each other support.

This is a practical session where new users will learn how to access Google apps and make the most of the resources available.

Cheryl Wiltshire has been a member of WAALC since 1993 and has worked as a teacher, manager and policy officer in adult literacy related positions for 22 years. In her current position in the curriculum team at Department of Training and Workforce Development, she coordinates the Adult Literacy and Numeracy Network.

Concurrent sessions Thurs afternoon (cont)

Foundations and Footings Conference organising committee

This event was planned and implemented by the 2010/2011 Western Australian Adult Literacy Council (WAALC) executive committee.

Office holders

Chairperson	Joaney Campbell
Vice Chairperson	Mary Walsh
Secretary	Cheryl Wiltshire
Treasurer	Stephanie Mitchell
ACAL rep	Margaret McHugh

Members

Theo Bekkers
Veronica Ribbons
Carmel Jennings
Lesley Gilmour
Helen Errington (now retired)
Maxine Tomlin

Acknowledgements

A grant from Lotterywest for scholarships allowed the attendance of a large number of delegates from not for profit organisations and volunteers. We appreciate the generosity of presenters who offer their time and expertise for the benefit of delegates. The staff of Challenger TAFE were also instrumental in making the conference possible. Thanks to all our other colleagues, family and friends who provided assistance in so many areas.

Concurrent sessions Friday morning

F1.1 Cuisenaire Rods in the Language Classroom (2 hours)

Michelle Marzo

Effective language teaching begins with awareness-raising so that the learner may recognise the language in context and usage may follow. Cuisenaire rods are a magical, fun and versatile tool that promote that and more for the learner. They act as a trigger for combining the art and science of language so that cognition is facilitated for the learner through interaction, reflection, critical analysis, problem solving and creativity. This workshop aims at using the rods through an integrated approach. The rods will be used to aid the teaching of the global structure of a text, syllabification and stress in pronunciation, and word meaning through their use as a drawing tool.

Michelle Marzo has worked in the ESL area for almost two decades. She has worked in Australia, Italy and Britain as a teacher, teacher trainer, examiner and course writer. She is currently a lecturer in the Adult Migrant English Programme at Central Institute of Technology.

F1.2 Australian literacy levels – Is there a problem? (2 hours)

Margaret McHugh

What do the national tests of adult literacy tell us about what the population can and can't do? What are the implications for vocational training? How should Governments respond to survey results? What resources already exist to address the need to develop 'foundation skills' within the vocational training sector.

Margaret McHugh has been a member of the ACAL executive since 2005. Since 1991 she has worked in the vocational education and training sector in Western Australia in a policy and development role. This role has involved development of new curriculum particularly those which are used in Western Australia to embed

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language, literacy and numeracy with vocational training. A current focus of her work is Aboriginal literacy taking a bi-dialectal approach with colleagues in the school sector in WA.

F1.3a Foundation Skills Curriculum Update (55 mins)

Cheryl Wiltshire

What is happening with accredited courses used for the delivery of adult literacy and numeracy in Western Australia? What is likely to happen over the next few years as the Foundation Skills Training Package is developed? A status report and a chance for the audience to raise issues related to curriculum.

Cheryl Wiltshire has been a member of WAALC since 1993 and has worked as a teacher, manager and policy officer in adult literacy related positions for 22 years. In her current position in the curriculum team at the Department of Training and Workforce Development, she is responsible for advice on curriculum for adult literacy and numeracy.



Concurrent sessions Friday morning (cont)

F1.3b Teaching Aids for Teachers Terrified of Technology

(55 mins)

Annie Folk

This workshop is suitable for teachers of low level ESL students, as well as being perfect for teachers who do not have access to or do not wish to use complex technology such as smartboards. It will showcase new to the market, easy to use, easy to prepare, portable teaching aids such as Talk Balls, Talking Points and Story Sequencers which encourage oral, and simple written communication in a fun way.

Annie Folk has been the proprietor of The Language Centre Bookshop since 1982. Before that she was a teacher of ESL with Adult Migrant Education, but still teaches both LOTE (Italian) and ESL privately. She is passionate about making and keeping learning relevant and effective yet fun.

Resource display

A display of Language Centre resources suitable for teachers of low level ESL students, plus VET resources for driver education, aged and childcare, employment in retail and hospitality and several other areas will also be available for perusal during the lunch break Friday in RoomL101.

F1.4 Powerpoint Alive! (2 hours)

Geoff Pearson

REPEATED SESSION

“Death by PowerPoint” – we’ve all suffered from it at one time or another, but how do we ensure we don’t inflict the same misery on others? First and foremost, we need to see PowerPoint differently – not as a glorified dot-point maker, but as an exceptionally flexible, easy-to-use tool with huge educational potential. This workshop sets out on that mission, with a hands-on exploration of the instructional tools PowerPoint 2007 puts at our disposal.

Find out how to: enhance screens with colour and educationally relevant pictures, video clips and sound files; add movement / animation for instructional impact; make and use the slow reveal for greater learner engagement; use hyperlinks to move quickly between screens; and set up fun, whole-group language / literacy exercises and other learning activities. Most importantly, find out how to end “Death by PowerPoint” for good.

For more than 30 years, **Geoff Pearson** has worked in the field of English as a Second Language and workplace communication skills teaching in Australia and overseas. Since 1996, he has been Director of Agenda Communication, his own Perth-based RTO specialising in this area. He has worked with many enterprises across a broad array of industries, and is also the author of several national and state-level research reports, PD materials and training resources.

Concurrent sessions Friday afternoon

F2.1 Maths is boring! I hate it. (2 hrs)

William Griffiths

The first part of the workshop examines the reasons why many teenagers and adult learners find maths difficult and have such a negative perception of the subject. The second part is to explore how teachers can make numeracy more interesting, relevant and easier to learn.

William will be looking at strategies he has used during his career both as a high school teacher and a CGEA lecturer. He will use his present classes as case studies as well as previous experiences with students in the past few years. Time will be given to examining and discussing approaches to teaching such as collaborative learning, use of concrete materials, and the available learning and teaching resources.

The session will be interactive and offers an opportunity for all participants to discuss and share their experiences and wisdom on the subject of teaching numeracy classroom.

William Griffiths is a lecturer at the Great Southern Institute of Technology in Albany. He is the numeracy lecturer for both adults and teenagers in the CGEA and provides literacy and numeracy support for a wide range of apprentices and students of different courses at the institute. He has been an adult lecturer for 7 years and was previously a high school teacher for 19 years. He has also managed a tuition business for 5 years in Albany. William finds working with adults and teenagers challenging, sometimes exasperating but ultimately rewarding.



F2.2 Applying Edward De Bono's Six Thinking Hats to LLN classes

(2 hrs)

Joaney (Gitika) Campbell

In this session you will learn how to adapt the principles of the "6 Thinking Hats" to a Literacy setting. Teachers will find this useful as a tool to engage English as a second language students in speaking, listening and thinking critically about use of language to communicate ideas.

The 6 thinking hats ideas offer a non-threatening and motivating context to use written and spoken language. You will be able to discuss and pool ideas to contextualize the learning that will suit your own students.

Joaney (Gitika) Campbell has been an educator for the past 30 years in both local and international areas. Her definition of best practice in education is: "As teachers, we are able to build bridges for the learner to access self determining skills and attitudes. How teachers facilitate learning is their expression of creativity." Joaney is currently chairperson for WAALC.

Friday pm (cont)

F2.3 Embedding Reading Comprehension Strategies into Vocational Delivery (2 hrs)

Janet McHardy

What are some things we can do to strengthen reading comprehension skills of those we teach, improving their understanding of texts they need to read to be successful in courses and elsewhere? This workshop will introduce some key research-based reading comprehension strategies with practical suggestions of how vocational tutors can embed them into their delivery increasing learners' understanding.

Before coming to live in Perth in January 2011, **Janet McHardy** was a literacy facilitator at the University of Waikato National Centre of Literacy and Numeracy for Adults where she was part of a term delivering professional development to tertiary educators throughout New Zealand. Her area of particular interest is reading difficulties and she has had wide experience as an adult literacy practitioner in tertiary settings and the workplace.



F2.4 PowerPoint Alive! (2 hrs)

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Notes



WAALC membership

Are you a current financial member? Visit the registration desk to join now or join online any time at www.waalc.org.au

The Western Australian Adult Literacy Council (WAALC) was established for the purpose of ensuring that all adult West Australians have the opportunity to develop the literacy and numeracy skills required to actively participate in our increasingly complex society.

WAALC can represent your interests at a professional and political level, put you in touch with literacy experts across a range of areas and assist in identifying current research in the field. The WAALC executive meets regularly to plan the activities of the Council and is actively involved in the national literacy movement to promote community awareness of the social and political issues in adult literacy. By providing access to national literacy information about current issues, WAALC strengthens networks in the literacy field and encourages the public to participate in continuous lively discussions on adult literacy issues.

WAALC members are affiliated members of Australian Council for Adult Literacy (ACAL).

WAALC is 25 years old!



The 25th anniversary of WAALC's incorporation is 1st December 2011. Join us to mark our quarter century! Watch the web for time and location.

www.waalc.org.au

U Block (level 1)

Room U104 is used for concurrent sessions.

L Block (level 1)

Registration desk
Lecture theatre (all plenary sessions)
Toilets
Morning and afternoon tea served outside on balcony area
Room L101 is used for concurrent sessions and AGM.

Map of venue



Lunch in cafeteria
(Building F ground level)

C Block (level 1)

Room C116 is used for concurrent sessions requiring computers.

Room C118 is used for concurrent sessions (computers not in use).

Toilets (up on level 2)