

The evolution of LLN needs in diverse social contexts and strategies to meet those needs:

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a practitioner's perspective

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# Overview



- Compare three diverse LLN programs
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- Explore commonalities for successful outcomes

# Comparing Differences



- Learner groups
- Learner LLN needs
- Community, workplace and TAFE settings
- Partnerships
- Teaching and learning methodologies
- Outcomes

# 3 Diverse Social Contexts



Context	LLN Program
Community	<i>Adult Literacy Classes for Parents</i> Thou-Walla Community Centre at Irrawang Primary School
VET System	<i>Learner Support – Fine Arts</i> 1 <sup>st</sup> Year Diploma Students – TAFENSW Hunter Institute
Workplace	<i>WELL Program</i> Five Star Family Day Care – Port Stephens

# Learner Group Profiles



What are the immediate language, literacy and numeracy needs of this group?

What difficulties might they have accessing adult language, literacy and numeracy classes or support?

# Community Learner Group Profile



## Irrawang Primary School Adult Literacy Class



- Parents with children aged 8 years and under
- Some parents from non-English speaking background
- Assessed with reading, writing, speaking and numeracy ACSF levels at 1, 2 or 3
- Limited access to education and public transport services

# Literacy and Numeracy Needs



## Immediate Needs

- To help children with homework
- To fill in forms
- To read and write school notes
- To read a story to their children

## Other Needs

- To enrol in training or get a job
- To travel around Australia on my own
- To be more independent

# Difficulties accessing LLN support



- Lack of affordable childcare options
- Need to access classes in school hours
- Lack of own transport and limited public transport
- Nearest LLN classes at least 1 hour by public transport
- Lack of confidence to enrol in a formal learning environment



# Solutions



- Offer adult literacy class at local primary school
- Children under 5 attend playgroup sessions at Thou-Walla Community Centre while parents attend class
- Class held during school hours
- Parent - focussed content
- Volunteer tutors trained to assist in class and local community
- Local residents without children able to access class



# Community Setting



- Irrawang Public School is part of the Schools as a Community Centre (SaCC) program.
- The SaCCs program supports prevention and early intervention for families with children aged birth to eight years in communities facing marked challenges.

# Raymond Terrace Statistics



	Raymond Terrace	National Average
Indigenous population	5%	2.3%
Family households	71.9%	67.4%
One parent families	25.7%	15.8%
Unemployment	9.5%	5.2%
Public housing	40.2%	14.9%
No internet access	67.9%	36%

*Australian Bureau of Statistics Census 2006*

# Community Partnerships



Port Stephens Council Library Services	Thou-Walla Community Centre	TAFENSW – Hunter Institute
<p>Advertise LLN class and volunteer tutor training at local libraries</p> <p>Provide ‘Words in the Street’ funding</p> <p>Provide early literacy experiences to children attending playgroup</p> <p>Provide parenting programs on supporting children’s early literacy learning</p>	<p>Advertised LLN class and volunteer tutor training in newsletter and local paper</p> <p>Provide learning space and other facilities</p> <p>Provide playgroup</p> <p>Provide other learning, cultural and social programs</p> <p>Provide links to local services – housing, health, welfare, family support, migrant</p>	<p>Assess learner LLN skills and needs</p> <p>Enrol learners in accredited LLN course</p> <p>Deliver customised LLN program using school and local community texts</p> <p>Deliver adult literacy volunteer tutor training</p> <p>Mentor volunteer tutors</p>



# LLN Content

- Community centre and school texts
- Local newspapers
- Local maps
- Community services, financial and health brochures
- Basic computer skills
- Learners encouraged to bring in questions about homework, schools notes and other texts



# Outcomes

- Improved LLN skills
- Gained skills for improving family literacy
- High attendance
- Positive student feedback
- Further funding



# Related Outcomes

- Met new people and made new friends
  - Learnt from people from other cultural backgrounds
  - Accessed other Community Centre programs/services
  - Engaged with school and children's learning
  - Increased self-esteem and confidence
- Children attending playgroup gained early literacy, social, emotional and communication skills in readiness for school



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# VET Learner Group Profile



## Learner Support – Art Theory 1<sup>st</sup> Year Diploma Students



- Students enrolled in Diploma of Fine Arts – TAFENSW Hunter Institute
- Majority of students are school leavers or mature aged with no or limited tertiary experience
- Assessment tasks include writing academic art reviews, art theory essays and an art history timeline
- Students completing diploma receive RPL for first two years of a Fine Arts University Degree

# Language and Literacy Needs



## Immediate Needs

- Language and literacy skills underpinning diploma level assessment tasks
  - Terminology and language (aesthetics) to talk about art
- 
- Critical literacy skills to evaluate research materials

## Other Needs

- Computer skills

# Underpinning skills



NSWTFAT501A - Research and critically analyse history and theory of cultural productions from 1750 - 1920

*Communication skills sufficient to coherently present one's own opinions and discuss those of others*

*Literacy skills sufficient to critically evaluate varied information on philosophy, history and theory in the context of cultural productions and arts practices*

*Research skills sufficient to analyse and interpret varied work practices, social contexts and critical references.*

*Visual literacy skills sufficient to identify various cultural productions, art works, artistic values, artists and/or authors*

# Difficulties accessing literacy support



- Time poor
- Assessment tasks completed outside of class
- Art theory teachers presume students arrive with required literacy and language skills
- Diverse literacy support needs
- Learners unwilling to seek assistance
- Drop out after reading assessment tasks

# Solutions



- Conduct literacy screens
- Provide literacy support options for students with high needs
- Deliver LLN awareness training for art theory teachers
- Develop customised learner support resource





# Resource Content



- The writing process – essays, reviews, timeline
- Evaluating resources
- Critical reading strategies
- Best practise examples
- Academic writing tips
- Glossary
- Plain English



# Customised resource

## *When should I footnote?*

### **1. When directly quoting from a source:**

In her 2009 review, Burton describes Quilty's work as recognising 'deep and underlying patterns in Australian culture – patterns that reflect continuing concerns about Australian male identity and Australia's place in the world.'<sup>1</sup>

<sup>1</sup> Laine Burton, 'Growing Pains – A journey through BEN QUILTY LIVE!', *Art Monthly Australia*, No. 224, (2009):27

### **2. When paraphrasing:**

Burton's 2009 review suggests that Quilty's body of work reveals the persistent need for Australian culture to define its male identity and its place in the world.<sup>1</sup>

<sup>1</sup> Laine Burton, 'Growing Pains – A journey through BEN QUILTY LIVE!', *Art Monthly Australia*, No. 224, (2009):27

### **3. When stating a little known fact:**

Inspired by a residency to study graffiti culture in Barcelona,<sup>1</sup> Quilty uses spray can graffiti in his artworks and on the museum wall to frame selected works.

<sup>1</sup> Video of Ben Quilty in conversation with curator Lisa Slade in the UQ Art Museum on 8 May 2009, The University of Queensland, <http://www.artmuseum.uq.edu.au/index.html?page=102274> (viewed 30 October 2009)

### **4. When a work of art is mentioned:**

The title, *Bedford Downs Rorschach* (2008),<sup>1</sup> alludes to the site of a notorious Aboriginal massacre, 'Bedford Downs' cattle station, and the tradition of Rorschach symmetrical, silhouetted ink-blots used by psychoanalysts to prompt associations in patients.

<sup>1</sup> Ben Quilty, *Bedford Downs Rorschach*, 2008, oil Rorschach on linen, two panels, 214 x 366cm in total, collection of the artist

\*\*\* If you have provided an image of the work with a caption, you can simply say in the text (see figure one).

# Customised resource

The following tips will help with the content and structure of an academic review.

## Introductory Paragraph

- Include the title of the exhibition, name of the gallery, the name of the artist/s, the origin of the works on display, the exhibition dates and a summary of the theme.
- The name of the exhibition should be written in italics.
- An artist's name should be written in full in the first instance followed by their date of birth and death if relevant, for example, John Constable (1776-1837). In the remainder of the review, refer to the artist by their last name only.

## Example

*Turner to Monet: the triumph of landscape* presents an exhibition of nineteenth-century Western landscape painting gathered from public and private collections from around the world. The exhibition features one hundred works by the greatest artists of the time including John Constable (1776 - 1837), Joseph Mallord William Turner (1775 - 1851), Paul Cézanne (1839 - 1906), Claude Monet (1840 - 1926), Tom Roberts (1856 - 1931) and Arthur Streeton (1867 - 1943). As well as revealing the triumph of landscape painting as it rose to new importance in the art of Europe and the New World, the exhibition showcases Australian landscapes in an international context. *Turner to Monet* runs from 14 March to 9 June at the National Gallery of Australia, Canberra.



# Student Feedback



## Draft Resource Disc



What was helpful?

What would you remove?

What would you add?

General comments

# VET Partners



ABE Section – Hunter Institute	Art Theory Section – Hunter Institute
Conduct literacy screens	Advise students of support options
Provide literacy and learner support	Plain English teaching materials
Develop support resource	Provide content for resource
Deliver LLN Awareness training to VET Teachers	Quality assure
	Incorporate skill development into 1 <sup>st</sup> Year Diploma curriculum

# Outcomes



- Improved quality of assignments
- Students accessing support resource for individual needs
- Art Theory Teachers developing language and literacy skills as per group/individual need
- Learner support teachers refer to resource as needed
- Strong partnerships developed
- An interactive, visual e-version to be developed using student feedback

# Related Outcomes

- Foundation skills incorporated into 1<sup>st</sup> Year Fine Arts Diploma curriculum
- Skills transfer
- All Hunter Institute VET Teachers offered LLN awareness training



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# Workplace Learner Group Profile



## WELL Program

### Five Star Family Day Care – Port Stephens



- Run small childcare business from home
- Increasing paperwork
- New legislation requires Cert III in Children's Services
- Most Carers haven't studied since leaving school
- Many have children under 12

# LLN Needs



## Immediate Needs

- To complete Certificate III in Children's Services

## Other Needs

- Workplace Forms
- Written and verbal communication with parents
- Calculating fees

# Difficulties accessing LLN support



- Work long hours
  - Run own business
  - Young children
  - Unable to attend classes
- 
- Rely on coordination unit to help complete paperwork
  - Lack of confidence with training requirements



# Solutions



- Family Day Care applies for WELL Funding
- Customised self-paced booklets
- Gather workplace evidence
- Range of assessment events
- 1:1 LLN support available
- Gain competency in 7 national competency units

# Workplace Setting

- Carers able to work at own pace from home
- LLN support during children's rest times
- Access to workplace policies/procedures



# National Competencies



- CHCCN1D - Ensure children's health and safety
- CHCCN4D - Respond to illness, accidents and emergencies
- CHCOHS301A - Participate in workplace safety procedures
- CHCCN2C - Care for children
- CHCIC1C - Interacting effectively with children
- CHCRF1C - Work effectively with families in caring for their child
- CHCAL7B - Fulfill family day care administrative requirements

# Customised Workbooks






- 3 workbooks with support booklets
- Align with policies and procedures existing in workplace
- Recognise existing Carer skills
- Short activities
- LLN skills do not go beyond those required in workplace

# Customised Workbooks

38. Look at the photos below to choose the one that shows correct lifting.

Tick in the box to show if the method of lifting is correct or not correct.

	Correct	Not Correct
		
		
		

39. Why is that the correct one? (Refer to the steps on the previous page)

.....

.....

.....

# 1:1 LLN Support

- Visit or phone
- Confidential
- Convenient time
- Workbooks or other workplace needs





# Assessment Tasks

- Short written answers
- Self-assessment
- Interview
- Observation
- Workplace documents



# Workplace Partnerships



Five Star Family Day Care – Port Stephens	WELL Section TAFENSW Hunter Institute	Children’s Services TAFENSW Hunter Institute
WELL Funding	Coordination	Enrolments
Information nights	Develop booklets	Quality assurance
Customise booklets	Customise training	Assessment validation
Quality assure	LLN support	Practical observations
Support on visits	PSFDC Staff LLN training	Steering committee
LLN awareness training	Collect evidence	Other funding sources
WELL reports	WELL reports	
Steering committee	Steering committee	



# Outcomes

- 33 Carers completed training
- 7 Children's Services competency units
- LLN skills for own business
- Self confidence for further training



# Related Outcomes

8 PSFDC Staff completed:

- NSWWTWG502A - Apply plain English strategies to create and edit texts
- TAALLN401A - Address the LLN issues within learning and assessment practices



# Family Day Care WELL Programs



- 9 Family Day Care Schemes in the Hunter and Central Coast
- 372 Carers and FDC staff completed training



# Diverse WELL Programs



- Construction
- Aged Care
- Health
- Local Councils
- Landscaping
- Hospitality
- Emergency Services
- Transport
- Sports
- Waste Disposal
- Surf Life Saving
- Environment
- Engineering
- Brewing

# WELL Interactive Resources



- Roads and Traffic Authority
- Health Support



# Successful LLN Programs



## Common Features

Adult learning principles

Accessible learning environment

Customised delivery and training materials

Flexible LLN support options

Supportive partnerships

LLN awareness training for employers and VET teachers

Ownership of learning

Designed for learners to succeed

# Rewards



*Suzanne*

*I would like to thank you for helping  
me learn to read and spell, it is the  
first time I feel I am getting  
somewhere and it is the only thing I  
have not been able to master in all my  
life.*

*Your way of doing things is different  
to the way other people have tried to  
teach me.*

*I will be back in August to learn more  
and I wish you well in your new  
venture.*

*John*

*Thank  
You*  
VERY MUCH