

## The Australian Quality Training Framework —forthcoming ACAL forum

The Australian Quality Training Framework (AQTF) was developed by ANTA with its key objective being to provide the basis for a nationally consistent, high quality vocational education and training system. It contains Standards for Registered Training Organisations and for Accrediting Bodies. The standards contain requirements with implications for literacy and numeracy delivery and practice, as well as for vocational trainers and literacy and numeracy practitioners.

The forthcoming ACAL forum (details of date, venue and so forth overleaf) aims to discuss, explore and unpack the impacts and opportunities for literacy and numeracy practice and practitioners under the AQTF as well as to identify emergent issues for policy makers, trainers, teachers and training organisations.

The forum will feature Sharon Coates, Director, National Training Frameworks Developments, Australian National Training Authority (ANTA), as keynote speaker. She will contextualise the AQTF from the viewpoint of ANTA. In addition, a panel of speakers will outline issues arising from current project work related to the AQTF. Panel members will raise issues for discussion and debate with participants.

Round table discussions will enable forum participants to raise and address issues impacting on their own work and practices. The round table sessions will also focus on what opportunities will arise under the new AQTF. The closing session will explore topics addressed during the day as well as identify issues to be taken up by ACAL for future action.

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It is strongly recommended that participants be familiar with AQTF standards 1-12 and the evidence guide which are available from the ANTA website at:

AQTF Standards

<http://www.anta.gov.au/publication.asp?qsID=86>

Evidence Guide

<http://www.anta.gov.au/publication.asp?qsID=237>

ANTA website

<http://www.anta.gov.au>

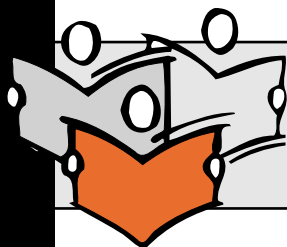
(ACAL forum details overleaf)

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The New South Wales Adult Literacy and Numeracy Council (NSWALNC) is hosting the *HANDS ON—TEACHERS SHARING LESSONS* forum. This forum is a day of experienced and entertaining teachers showing other practitioners and people involved in literacy and numeracy provision what works for them.

It will be held in the Parliament House Auditorium, Macquarie Street, Sydney, on Friday, 17 May, 2002 from 9am to 3pm. The cost is \$95 for members and \$125 for non-members (the Council is non-GST registered).

(NSWALNC forum contact details page 6)



A **PUBLIC FORUM** presented by the  
**AUSTRALIAN COUNCIL FOR ADULT LITERACY**

**BREAKING NEW GROUND:  
THE AUSTRALIAN QUALITY TRAINING FRAMEWORK  
CHALLENGES & OPPORTUNITIES**

**DATE:** 14th June 2002

**TIME:** 8:45am - 4:30pm

**VENUE:** William Angliss Centre  
555 La Trobe Street  
Melbourne VIC 3000

**COST:** \$85-00 inc GST

**For further information  
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## Reading Writing Hotline update

*by Stephen Goldberg*

The Reading Writing Hotline, a national telephone adult literacy referral service funded by the Commonwealth Department of Education, Science and Training and managed by TAFE NSW - Access Division is now in its eighth year of operation.

Since its inception, the Hotline has assisted over 84,000 callers with advice and referrals to one of the 1200 providers of ALBE courses listed on its database.

Most callers source the Hotline's 1300 telephone number via television advertising. In 2001, almost half the paid television campaigns targeted regional areas.

The data collected by the Hotline in 2001 shows that the demand for adult literacy courses remains high. In 2001, 87% of callers requested a referral to an educational provider, a three percent increase since 2000.

Other data collected by the Hotline show that:

- there is a high number of callers who have never previously sought help to improve their literacy skills. In 2001, 82% of callers were in this category;
- two out of every three callers are male;
- fifty percent of callers left school at the end of year 9 or earlier;
- approximately 55% of callers are employed.

In response to the large percentage of callers who are employed and wish to improve their literacy and numeracy skills, the Hotline actively conducted promotional mailouts to employers, employer groups and Industry Training Advisory Bodies (ITABs). As a result of these promotions, the Hotline received numerous enquiries for information on Workplace English, Language and Literacy (WELL) programs.

In 2002, the Hotline will continue to target employers in its promotions. Activities planned for the Hotline this year include:

- a three-month Community Service Announcement campaign on radio and television in every state and territory between April and June;
- paid television campaigns in most capital cities between July and October;
- an update of the Reading Writing Hotline website: [www.literacyline.edu.au](http://www.literacyline.edu.au)

TAFE NSW - Access Division staff have noted that many Hotline callers are surprised to learn of the existence of adult literacy classes. While the Hotline is able to reach many potential clients, there is also a role for providers to continue to promote their courses to their local communities.



*Stephen Goldberg  
Coordinator—Reading Writing  
Hotline,  
TAFE NSW Access Division*



## Public liability and literacy classes

We are currently in the middle of a debate here re. public liability and subcontractors (ie, tutors/project workers who invoice their employer for their work)...we have splintered off into two arthur and martha factions...DHS seems to require that sub contractors carry \$5 mil. public liability insurance. This could have some pretty serious consequences for lots of folks if the public liability insurance costs are prohibitive...

What I would like to know is what sort of arrangements others have around this issue, both from a providers point and the subcontractors point. In addition, if anyone has any names of any decent insurance broker/company (oxymoron?) please pass them on.  
cheers

Toula Karayannis  
Duke Street Community House  
dukest@vicnet.net.au

(from an email to adult\_literacy@vu.edu.au)

## Frustrating acronyms

I am a volunteer tutor with migrants, and am a member of your organisation and receive your newsletter. I enjoy it's contents, although a large percentage seems to deal with bureaucratic matters.

My favourite articles to date have been 'Teach the Mother, Reach the Child' (I think that was the name) regarding Literacy teachers in Africa and the profound effect they were having - especially on the females. The other that springs to mind was the teenage recipients of Literacy classes who were coupled with elderly people, and learnt and wrote their life stories.

However, as I am only a volunteer, and not a

trained teacher, I find it very frustrating when initials are used for groups and/or courses, and I haven't the faintest idea what they stand for. Could there be a section that lists all initials used, and their full titles? It would be very helpful, and as the list would not change very often, would not pose too much of a burden on the producers of the Newsletter.

Yours truly,

Aileen Harrison

(Point taken, Aileen. See list of literacy acronyms in this issue—Ed)

Literacy, Numeracy & Language  
Professional Development Forum

## Hands On!

Teachers Sharing Lessons

language games - numeracy & mapping - thematic units - spelling - beginning readers - computers with NESTs - and more....

Friday May 17 2002, 9am - 3pm (registration from 8.30)  
Hosted by  
NSW Adult Literacy & Numeracy Council Inc  
Parliament House Auditorium  
Macquarie St, Sydney  
for more info: Ph: 9514 3973 or  
Email: leslie.stein@uts.edu.au

**Literacy Link** (ISSN 0158-3026) is the newsletter of the Australian Council for Adult Literacy, a voluntary organisation set up in 1976 to support the development of adult literacy, numeracy and basic education in Australia.

ACAL promotes co-operation among interested organisations and individuals, both government and non-government, by undertaking and encouraging appropriate study, research and action.

**Literacy Link** is distributed free to ACAL members. Articles are available on-line on the ACAL Web site: <http://www.acal.edu.au>  
The email address is:  
[acal-discussion@edna.edu.au](mailto:acal-discussion@edna.edu.au)

**Contributions** to *Literacy Link* should be sent to email:  
[dickson@labyrinth.net.au](mailto:dickson@labyrinth.net.au)

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### Disclaimer

Material inserted with *Literacy Link* should not be viewed as being in any way endorsed by the Australian Council for Adult Literacy.

# Leaving Letters—Finding Letters—an innovative Indigenous literacy project

Christopher Brocklebank.

The following article covers the 'Known to the Unknown' project; which is part of the Australian National Training Authority (ANTA) / Adult Literacy National Projects Innovative Projects Program. The 'Known to the Unknown' project involves cross-cultural work with Indigenous Australians, within Central Australia. The pilot project is with Ngaanyatjarra Health Services (Aboriginal Corporation).

This article outlines how information can be presented in the Indigenous language of the learner in a visual form. Information is presented in such a manner that it is not necessary to be able to read or write, or be fluent in a language (e.g. English) other than your own. It covers how this explorative visual approach, moves away from the use of English and letters to present information. Next, the 'Known to the Unknown' project describes how this visual approach is used to move back into spoken and written English, opening up innovative literacy paths.

English is not the first language within much of Indigenous Central Australia. English reading and writing levels are often not very strong. Therefore the presentation of information, predominantly in the form of English text—which people may not be able to read, or presenting information only in spoken English—which people may not understand, has a limited effectiveness.

Considering the educational principle of moving from the 'Known' to the 'Unknown', how effective is it to present information, in cross-cultural situations, in a language (English) substantially 'Unknown' to many of the learners? How effective is it to record this material in a text form (writing), also substantially 'Unknown' to many? This approach creates two considerable barriers (of unknown language and unknown text) to effective communication, even before the 'Unknown' content of the health information presented, can be approached and comprehended.

## *'Health Icons' use 'icons' (pictures) to convey and major health concepts and knowledge to Indigenous Australians*

### **Health Icons**

The vast knowledge of Western medicine is bound up within its own 'language'. This locks the knowledge away from those that cannot read or understand this 'western medical language'. This medical knowledge is vital to the health and survival of individuals, families and whole communities. The 'locked nature' of medical language is a fundamental issue frustrating the sharing of health promotion.

Over the past ten years work has progressed to develop and produce an integrated, visual health document, 'Health Icons', that

endeavours to unlock this medical knowledge for a broad range of consumers. The aim of 'Health Icons' is to present health knowledge in a form that can be spoken in local indigenous languages and that uses a visual recall system to remember and make use of this knowledge.

The aim is to present this information in such a manner that it is not necessary to be able to read or write, or be fluent in a language (e.g. English) other than your own. As the visual terrain is entered, the landscape of letters is left behind.

### **Example of visual information**

'Health Icons' use 'Icons' (pictures) to convey and retain major health concepts and knowledge, covering six overlapping areas of health. (Nutrition, Chronic Disease, Addiction, Sex, Mental Health, and the Environment.) There are translations in the Central Australian Aboriginal languages of Arrernte, Warlpiri, Pitjantjatjara and Ngaanyatjarra for current titles, as well as English. It is distributed in the form of videos, sand paintings, 'visual' books and CD ROM material, including use of emerging technologies such as the Internet.

The aim of 'Health Icons' then is: [i] to present health knowledge in a form that can be spoken



**'Sex Yum Arrgh!'**

**—HIV / AIDS Blood Test Consent story**

in indigenous languages, [ii] to use a visual recall system to remember and make use of this knowledge. Both aims overcome the barriers of written and spoken English by not requiring them.

Such visual approaches to health promotion used within the 'Health Icons' series makes it suitable for:

- consumers for whom English is a second language
- consumers with low literacy
- cross-cultural situations
- ease of translating into other languages
- adaptability across regions

### **Returning to Letters.**

During the ANTA Learnscope 2000 project 'Beyond the Eclipse', material from the Health Icons series was presented on computer, via CD ROM, as part of staff development work-



**'Sex Yum Whoops'—Contraception**

shops between Indigenous and Non-Indigenous health workers. This opened up the potential for Indigenous learners to see information in their own language, for example Ngaanyatjarra, and then with just one 'click', see the same information in English. Also on the CD was the written text of the English, which could also be heard. These initial presentations, via computers, contributed to the exploration of this potential innovative literacy path.

### **Opening Literacy Paths 'Known to the Unknown'**

Using this visual approach Indigenous learners can proceed through their own 'known' language, and 'known' visual forms. This opens the way to get on with learning the 'Unknown' information. Once this information has been understood, in the local indigenous language, we can then move out from this 'Known' material, into learning about the 'Unknown' spoken and written English, which is used to cover this information.

Vital to this association between individuals and organisation within the Central Lands and funding programs, such as ANTA's Learnscope

projects, was a visit, in 1999 by Robby Weatherley, National Coordinator, Learnscope, to Alice Springs. This meeting focused on the 'Beyond the Eclipse' Learnscope Project. Such face to face meetings assist in critically analyzing and questioning the outcomes of these projects and the professional development benefits. Constructive, cooperative work flows out of sound relationships, which can grow out of collaborative learning approaches.

### **'Known to the Unknown'**

The 'Known to the Unknown' project grew out of this exploration with the 'Beyond the Eclipse' ANTA Learnscope project.

With the introduction of structural education change over the past number of years, work based competencies have lead to the introduction of national standards and curriculum outcomes. Aboriginal Health Workers within the Central work to the document 'Certificate 3 Aboriginal Primary Health Care Work Course.' Such a certificate holds considerable English literacy challenges for many Aboriginal Health Workers.

The 'Known to the Unknown' project is a pilot to presenting underlying health concepts, which underpin section of this certificate. This will be presented first visually and in the Ngaanyatjarra, and then moving out into the relevant spoken and written English, thereby strengthening knowledge of health concepts and English literacy skills.

### **The catch is in the seeing!**

As you may imagine, writing in English about a visual, multi-lingual approach is a little like writing up a dance. Suffice to say, these written words here are merely the hook; the catch is in the seeing.

By way of sharing some of the content and outlining the process, a visual presentation (in English) is being prepared on CD. The draft of this CD material was presented at the '2nd World Congress of Colleges and Polytechnics; People and Technology... Bringing the World Together' Melbourne, March 2002. The compilation of this CD presentation has been assist by suggestions and encouragement from Louise Wignall, Senior Project Officer, ANTA, who has emphasised the value of articulating and distributing innovative processes as well as content.

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# Each—One—Teach—One —a volunteer literacy program

Cristina Fica

If proof were needed that volunteers can make a vital difference in advancing literacy among a neglected segment of the Australian population, the Each-One-Teach-One (EOTO) program of The Smith Family has it. The basis of its success is one-on-one tutoring in a student's home. EOTO has been awarded The United Nations Merit Certificate for encouraging literacy.

where EOTO was run until this year when it was expanded into Melbourne. The EOTO has had an enthusiastic community response, especially from people wanting to be tutors. Tutors have no particular qualifications or experience, only a willingness to help others and one to two hours per week.

EOTO fits well with The Smith Family's revised Mission that says: 'Together with caring Australians we will unlock opportunities for disadvantaged families to participate more fully in society.'

EOTO today is aimed at two main groups of non-English speaking people who cannot afford to pay for English classes. One group is people who arrived in Australia before July 1991 and who do not qualify for the government-funded Australian Migrant English Program which provides 510 hours of tuition in a classroom. The second group is those who have attended the government-funded classes but who need further tuition to make them proficient enough in English to be confident enough to use it.

Volunteer tutors are trained by The Smith Family one day a week over five weeks. They work to a paid coordinator, while administration staff are also volunteers. During their students' tuition period the tutors meet as a group every three months for mutual support, and every year there is a picnic day for everyone involved.

A tutor works with a student for six to 18 months, once a week. Once a student feels confident enough to move out into the community, they are referred to English conversation classes.

Referrals to the EOTO program are made in many ways. The Smith Family's own community services workers identify people through families who come for other kinds of assistance. Community centres, ethnic organisations, government services, neighbours, baby health centres and EOTO students refer many others.

Often, the students have come from war torn countries and many have never been to school. The boost to self esteem can be imagined when parents no longer need their children to interpret for them and they don't have to divert their children from their school work and their own spare time interests. Many students have gone on to study at TAFE or university, others have found jobs, and some have written books about

Australian Council for Adult Literacy  
25th National Conference

Hosted by the NSW Adult Literacy and Numeracy Council



## Bridging the divides

EXCLUSION / INCLUSION

Friday 1 November – Saturday 2 November 2002

Manly Pacific Park Royal Sydney

31 October – National Forum on Refugees

See back page for more information: important dates, call  
for papers and registration details



Quietly since 1972, volunteer tutors have worked mainly with non-English speaking people, mostly migrant women confined to their homes with small children, to give them conversational skills to enable them to become part of Australian society. This 'survival English' helps them break out of their isolation, and frequently depression, to shop, to get to know neighbours, to talk to school or government officials, to get medical help and to use public transport.

Many hundreds have been helped in Sydney,

# More Than Just Talk—discussion starters

Graeme Gibson

*More Than Just Talk* provides eleven monthly discussion starters each year, excluding January. They are delivered by email or post, or they can be downloaded from the *More Than Just Talk* web site—[www.morethanjusttalk.com](http://www.morethanjusttalk.com)

Listed below are some of the topics:

- Asylum seekers—free sample available at [www.morethanjusttalk.com](http://www.morethanjusttalk.com)
- Talking about Australia—see next page for free sample
- Funding our schools
- Gambling

- Bullying
- Mutual obligation
- Mandatory sentencing
- Trusting our food

Possible future topics include:

- Leadership
- Pride and Shame
- Maternity leave
- Greenhouse gas emissions

The above are available by subscription from the *More Than Just Talk* web site—[www.morethanjusttalk.com](http://www.morethanjusttalk.com)

## Civics and citizenship learning circle kits

Real Options has produced two learning circle kits within the Discovering Democracy program for the adult and community education sector. The learning circle kits are similar to the *More Than Just Talk* monthly discussion starters but go into greater detail. They would be of interest to senior secondary and TAFE teachers in the areas of:

- SOSE and Australian Studies
- Adult Basic Education/ pre-tertiary
- Literacy/ TESOL

**The Australian Nation** is about Australia and its people and covers human rights, immigration and multiculturalism, politics, leadership, globalisation, civil society, and more.

**Citizens and Public Life** Considers rights and responsibilities, the idea of community, opportunities for and barriers to participation in the life of our nation, and ways in which people make a difference.

Each kit contains six modules with a mix of current and historical events and issues and an eye on the future. Discussion points and activities encourage participants to draw on their experiences, personalise the material, take control of their learning and work with others to explore issues and ideas.

The kits are available FREE from:  
Real Options International Pty Ltd  
PO Box 221  
Huskinson NSW 2540  
Ph:(02) 4441 8885 Fax:(02) 4441 8886  
Email: [mail@realoptions.com.au](mailto:mail@realoptions.com.au)

Or just download from the web site—[www.morethanjusttalk.com](http://www.morethanjusttalk.com)

See next page for sample *More Than Just Talk* monthly discussion starter.



## Getting started

New groups, or new group members, should find the following information particularly helpful.

Discussion Starters in the *More Than Just Talk* series are not intended to cover every aspect of an issue. They provide brief but balanced factual background information with a fair range of opinions. Most people don't need more information - they need a way to deal with the information that is available.

The Discussion Starters offer an approach that is action oriented and uses and values people's own knowledge, experience and creativity. They also provide references for more information.

## Using this discussion starter

Everyone should have a chance to read the starter before your discussion. Maybe make some copies and share them around. You can help people who don't read well by talking about the information with them before the group discussion begins. The length of your discussion is up to you. Most groups will meet for anywhere between 40 minutes and two hours.

Use the starter in whatever way works for your group, but we suggest that you start with 'Background to the issue.' The information follows a logical order and you may want to follow through the sections as they are presented, or focus on sections of particular interest. Questions and suggestions in the starter should help you get to the heart of the issue.

## Suggested ground rules for your discussion

A few ground rules may help make your discussion more productive. At the start of your discussion you may want to check that everyone understands and agrees with them. Or you may like to change them or add others.

- Listen carefully and respectfully to the opinions and beliefs of others and examine your own views on the issue.
- Try to encourage quiet people to speak. Those who tend to speak a lot in groups should not forget the benefits of listening!
- Disagreement is to be expected. Acknowledge it and move on.
- Stick with the subject and don't get sidetracked.

# MORE than just talk

## Discussion Starter

### TALKING ABOUT AUSTRALIA

#### Who talks, who listens, who cares?

##### Introduction

This discussion starter considers a number of issues associated with what it means to be an Australian. We look at the land of the long weekend and its national day of celebration. How patriotic are you and can you tell from what you know of the national anthem? Find out in our quiz. We also review the choice of Australian of the Year and look at other Order of Australia awards. Who deserves an award from your community?

Then we look at the issue of how Australia presents itself to the rest of the world. Is our cultural cringe showing? And who should be involved in discussions about the big issues in Australia? Politicians, community leaders, church and business people? Who else? What about ordinary people? What about you?

If you are new to **More Than Just Talk** or have new group members you might find it useful to check out 'Getting Started'.

##### Australia Day 2002 – did you notice?

On the 26<sup>th</sup> January 1788 Captain Arthur Phillip took possession of the colony of New South Wales for Great Britain. In 1838 Australia's first public holiday was held to celebrate the 50<sup>th</sup> anniversary of Phillip's arrival. A public holiday has been held on or around the 26<sup>th</sup> January since.

But it was not until 1946 that the Commonwealth, States and Territories agreed to a national 'Australia Day' on the same day. Until the bi-centenary year of 1988, the public holiday was held on the closest Monday to 26<sup>th</sup> January.

This year Australia Day fell on a Saturday and the holiday, with long week-end, was held on the following Monday – except in New South Wales and Victoria which didn't receive the extra day holiday.

But not everyone has always celebrated Australia Day. In 1938 Aboriginal people in Sydney protested and demanded citizenship and equal status. The bi-centennial year, 1988, was also named a Year of Mourning for Aboriginal people, many of whom looked upon the year as a celebration of survival. Some people refer to the day as 'Invasion Day'. Other people feel that the 26<sup>th</sup> January is of real significance only to Sydney and the day should be changed. Some alternative dates include:

- 25<sup>th</sup> April, Anzac Day, is widely seen as being when Australia came of age in a 'baptism of fire' at Gallipoli in 1915.
- 11<sup>th</sup> November is the anniversary of a public meeting in Ballarat in 1854 which demanded citizens be involved in making laws and led to the Eureka Stockade rebellion. This is also the day on which Ned Kelly was hanged in 1880. Kelly is regarded as a folk hero by many people, although to others he was just a criminal.
- Prime Minister John Howard used to refer to Sir Donald Bradman as the greatest living Australian, so perhaps the anniversary of his birth, the 27<sup>th</sup> August (1908), or his death, the 25<sup>th</sup> February (2001), would be suitable.

##### Questions

- Would you change Australia day, and if so what to? Or do you feel it's more important to remain with tradition? Why? What do other people you know think about this?
- What is most important to you – celebrating Australia, or the public holiday? You might like to think about what you did last Australia Day before you answer this question.

##### Our national anthem

A competition for an Australian national anthem was announced by then Prime Minister Gough Whitlam in his 1973 Australia Day address. Following the competition, however, the judges concluded that none of the entries were of a sufficiently high standard. They recommended a choice be made from one of Australia's traditional, familiar songs. A referendum was held in May 1977 when Australians were asked to state a preference for a national tune out of Advance Australia Fair, Waltzing Matilda or The Song of Australia.

Advance Australia Fair was a clear winner but it took until April 1984 before it was proclaimed national anthem. It was also announced at this time that the royal anthem, God Save the Queen, would only be used in the presence of the Queen or a member of the Royal Family in Australia on an official visit.

##### Quiz

How many of us know the words to the National Anthem? Fill in the gaps below and, if you need to, check your answers by contacting someone who will know, such as a local school or council or visit the Australia Day Council web site.

Does this say anything about Australian patriotism? Are there any downsides to patriotism? If so, what?

##### Advance Australia Fair

\*Australians all let us sing  
For we are ..... and free  
We've golden soil and wealth for ....  
Our .... is girt by sea  
Our land abounds in nature's .....  
Of ..... rich and rare  
In history's page, let every .....  
Advance Australia Fair.  
In joyful ..... then let us sing,  
Advance Australia Fair.

Beneath our radiant ..... Cross  
We'll toil with ..... and hands  
To make this ..... of ours  
..... of all the lands  
For those who've come ..... the ....  
We've ..... plains to ....  
With ..... let us all .....  
To Advance Australia Fair.  
In joyful strains then let us sing,  
Advance Australia Fair."

##### Australian of the Year

Since 1960 an annual award for Australian of the Year has been made. Judging is made by the board of the National Australia Day Council who use three broad criteria. The person should:

- Be an Australian citizen
- Have reached outstanding achievements
- Have made a significant contribution to the nation

Since 1960 the main categories of award winners have been:

- The arts – awarded to 8 people
- Science and/ or medicine – awarded to 8 people
- Sports – awarded to 12 people, including in 3 of the last 5 years

Since the awards began they have been presented to women on 8 occasions – although in 1965 the award was presented to the musical group *The Seekers*, one third of who were women.

Tennis player Pat Rafter was the winner in 2002. Apart from attracting some criticism for being yet another sports person, Rafter was also criticised for his living arrangements. He has lived for some time in Bermuda to reduce his taxation liability and he is shortly to become a father but remains, at this stage, unmarried.

People who support Rafter's selection as Australian of the year point to his widely acknowledged





sportsmanship and contributions he has made to environmental causes and children's charities. They say, in 2002, his marital status and impending fatherhood are irrelevant.

Those who oppose his selection say that one of the main purposes of Australian of the Year is to offer positive role models, and that Rafter's living arrangements make him a poor role model. Raising children brings responsibilities and he would be better seen to meet them as a married man.



## Questions

- How do you feel about the dominance of men and sports people as Australian of the year? What, if any, relevance are Pat Rafter's living arrangements to his award this year? What does a discussion about Rafter's living arrangements say about Australian society in 2002?
  - Aboriginal people have won the award on 7 occasions. Given their massive disadvantage in most aspects of Australian society that seems to speak plenty for the character of those indigenous winners. Perhaps recognising the outstanding achievements of the few is the nations attempt at dealing with the disadvantage of the many. What do you think?
- ### Order of Australia awards
- Order of Australia awards are given twice a year, on Australia Day and the Queen's Birthday. Anybody in the community can nominate any Australian citizen for an award. Nominations are assessed by the Council for the Order of Australia, an independent advisory body that makes recommendations to the Governor General. The criteria used in considering nominations are that the person has:
- Demonstrated achievement at a high level;

## Questions

- What are the advantages and disadvantages of offering different food and presenting different images of our bench culture to important visitors? What, if any, dangers are there in making assumptions about what might cause offence?
- Is our response to these 2 issues, kangaroo steaks and bikini girls, an instance of a cultural cringe? If so, who is responsible? What should be done?

## Participating in society

In January this year Federal Workplace Relations Minister, Tony Abbott, gave a speech to the Young Liberals Federal Convention titled "Feeling Better About Australia". In his speech Abbott claimed that some Australians, who he has variously described as intellectuals, elites or belonging to the 'chattering classes', were too ready to criticise Australia, which he says is "... one of the free-est, fairest and most prosperous nations on earth".

Abbott says that "Instead of counting our blessings and singing our praises, the doomsayers have a tendency to magnify our frailties and take our strengths for granted." This response fuels a sense of insecurity, according to Abbott, which tends to occur around three issues—the republic, Aboriginal reconciliation and immigration.

Then Mark Latham, a federal Labour member for a western Sydney electorate, entered the discussion (*The Australian*, 12 February 2002). Latham's view is that ideology and symbolic debates, particularly about those three R issues—republic, reconciliation and refugees—are irrelevant in the suburbs. And presumably he would include many regional and rural areas.

Latham says the divide in Australian society is becoming less based on economic haves and have-nots and more based on differing social values. In those areas where bread and butter issues are often overlooked questions of public decency and service delivery are most important. People aren't interested or don't have time for these issues that have little affect on their daily lives.

*More Than Just Talk* is based on a strong belief that all people—in the suburbs, the bush and the inner city, whether wealthy or poor, regardless of political beliefs, and all age groups—have a right to participate in discussions and decision making about those

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This discussion starter should not be used as a substitute for professional advice in any way. It is an attempt to provide a general but balanced overview of the subject covered. For reasons of space it has not presented all views and information available – but if you would like to express an opinion please contact us at [mtj@morethanjusttalk.com](mailto:mtj@morethanjusttalk.com)

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Or write to us at PO Box 117 Blackburn Victoria 3130.

practical and symbolic issues which impact on Australia. And we believe that many ordinary Australians do have strongly held views and do want to be involved.

## Questions

- How can these large issues—the republic, reconciliation and refugees—be made more appealing to ordinary people? What does it take for people to want to be involved in these issues? And how can people be involved?
- Last year a member of council in a Tasmanian town which has had a declining population for many years suggested that, rather than holding asylum seekers in detention centres, they could be housed in their town, making use of the many empty houses while their claims for refugee status were assessed. That night he had rocks thrown on his roof and started to receive abusive phone calls. How can people come to better accept differences of opinion? What happens if people become too worried to speak out about issues or choices that are not popular?

If you want to do more about the issues raised in this discussion starter you could encourage others to discuss the issues. Perhaps write a letter to the editor of your local paper or call talk back on local radio. What do local community leaders think about these issues? You might contact some to find out.

## More information

- The National Australia Day Council  
<http://www.nadac.com.au> or phone 02 6273 8666
- Council of the Order of Australia  
<http://www.itsanhonour.gov.au> or phone 1800 552 275
- Tony Abbott MP and Mark Latham MP  
<http://www.aph.gov.au/house/> and go to individual members home pages, or contact [tony@tonyabbott.com.au](mailto:tony@tonyabbott.com.au) where a copy of Tony Abbott's speech "Feeling Better About Australia" is available, or visit, <http://www.thirdway-aust.com/> for information about Mark Latham.

## **Exciting use of technology to encourage debate**

The Adult Literacy and Numeracy Australian Research Consortium (ALNARC) is currently undertaking a broad program of research considering the role of literacy and numeracy policy, provision and research in lifelong learning and socio-economic well-being. An integral part of the project is an online discussion forum which is being convened by the Queensland Centre of ALNARC through March and April. The ALNARC Online Forum 2002 provided a great opportunity for practitioners and other literacy and numeracy stakeholders to participate in an interactive discussion group about issues in the field.

With the support of the National ALNARC Office, the Queensland Centre is coordinating the commissioning, development and on-line publication of a series of papers from researcher. Topics addressed include: adult learning; workplace, aged care and employment issues; health and environment issues, and financial issues related to social exclusion; and finally papers addressing women's issues, youth and regional development.

The Forum has been designed to stimulate discussion in policy and research environments and among grass roots practitioners about the extent to which key policy areas integrate literacy and numeracy learning into their funding and strategic planning.

One of the challenges has been to design a site which is user-friendly and supportive for first-time participants in an on-line discussion. To that end, we have a 'virtual' team of web designers and facilitators, and Dr Rosie Wickert is the online discussion coordinator.

The papers are still available online at [www.staff.vu.edu.au/alnarc/onlineforum](http://www.staff.vu.edu.au/alnarc/onlineforum)

The Online Forum is a culmination to many convergent research projects and tasks undertaken by ALNARC and we thank every one of the thousand or more people who have visited the site for their interest. When we have collated the replies of participants after the Forum, responses will be fed into a 'Think Tank' to suggest strategic directions for policy makers.

*Jean Searle and Marya McDonald*

## **The Online Forum—a virtual dinner party**

It has been interesting and I must admit challenging to participate in the ALNARC online forum and while it is not over as I write this brief note, it is good to stop and reflect on the new

ways in which practitioners and administrators (I count myself in both camps) can join in the discussion and debate of policy related issues. It is often difficult to make that leap from the practical operational everyday to the broader frameworks and the future direction of literacy numeracy policy within training and other contexts.

The forum has provided me with an accessible and immediate way to engage my mind at this more strategic level. It was great to have the forum over a whole month. My first visits to the site were tentative and my responses to papers were affected by not knowing my place in such a debate. Watching responses and particularly getting a flow going with the reading of each new paper gave me some confidence and after a week or so I felt able to dip in. What started as reticence in responding at the opening of the forum ended with real zeal and I'll be sorry when it's over. I recommend to anyone who is visiting online forums (and sitting in the back seat) to get in and have a go. The world doesn't end when your imperfect sentences go up on the web and it great to be part of a global discussions on subjects that matter. Perhaps this is what a virtual dinner party would be like!

The papers have been diverse and interesting covering everything from finance and environmental literacy through to the nitty of workplace literacy and the gritty of unemployment. It has been eye opening for me to learn of how literacy is constructed outside our specialist area and something I feel I need to explore long after the forum closes. For me the most exciting thing was the foray into the big social picture. In particular it is frightening to think of the negative and problematic social and economic direction we could be accepting if we don't take up the policy challenge in the crucial area of training and skills development and also situate that within sustainable social policy. I feel that many people are like me in that they have been attracted to the area of literacy because of its strong social and economic justice agenda. The online forum has sharpened that focus for me and rekindled that initial hope for a better world through social and political reform.

*Helen Foley*

For further information on the Forum contact:

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# new resources

## • *Getting Started in Word*

by Lilliana Hajnci and Jan Livingstone

An introduction to computers and word processing for lower intermediate ESL students.

*Getting started in Word* is the first book in the AMES IT series and provides an introduction to word processing for lower intermediate ESL learners. It is both a self paced package for those working independently, and a resource which can be used for classroom delivery.

Topics include:

- a simple introduction to the computer and MS Word 2000
- creating, opening, saving, and closing documents
- basic editing and formatting
- working with pictures
- printing

The book is accompanied by exercise files on disk, and each unit is followed by practical tasks in which learners apply and practise what they have learnt. A series of *Help* books in Vietnamese, Chinese, Serbian, Croatian, Bosnian and Arabic is available.

*Getting Started in Word*—\$19.75

*Bilingual Help Books*—\$3.95

Available from AMES Victoria—

[www.ames.vic.edu.au/publications](http://www.ames.vic.edu.au/publications)

• *PageTurners* by Material Galz  
Fun, interesting, easy-to-read stories for beginning adult readers. Produced by teachers to meet the needs of their students.

Engaging stories with funny illustrations and exercises. More accessible reading levels than most commercial texts.

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*PageTurners*—[www.vicnet.net.au/~prace/page-turners](http://www.vicnet.net.au/~prace/page-turners): by Material Galz, in association with PRACE—Preston Reservoir Adult Community

Education PO Box 510 Reservoir, Vic., 3073.

Ph: (03) 9462 6077

Fax (03) 9462 5077. Email:

[prace@vicnet.net.au](mailto:prace@vicnet.net.au)

Prices: \$5.50 per book; Series one

\$38.50 the set;

Series two \$55.00 the set.

*A scene from 'The Beach', a funny story based on someone's real life experience.*



## • *The Great South Land*

by Hazel Davidson

Many adult literacy learners crave non-fiction reading materials to fill in the gaps in the general knowledge which is shared by the community at large, but of which they have often been deprived by patchy or non-existent exposure to school as children, and by their subsequent inability to access print information. Another perennial problem is that easy print materials are so often written from a child's perspective and are unsuitable for adults.

Writer, Hazel Davidson, and illustrator, Dorothy Court, set out to try to fill part of this gap with their first set of readers in a series entitled *We Live in Australia*, published by NCELTR (National Council for English Language Teaching and Research) at Macquarie University.

The first book is *The Great South Land* which covers the period in Australian history from the arrival of the Aborigines, through to the First Fleet and the problems experienced by the early European settlers. There are three readers at progressively higher levels of difficulty within the one volume.

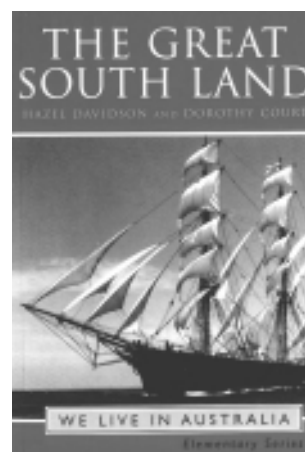
Hazel Davidson and Dorothy Court:  
*The Great South Land*, NCELTR at Macquarie Univ., 2001, ISBN 1 86408 693 9, RRP \$12.95

Hazel Davidson and Dorothy Court:  
*The Great South Land, Photocopiable Worksheets*, NCELTR at Macquarie Univ., 2001, ISBN 1 86408 699 8, RRP \$24.95

Hazel Davidson and Dorothy Court:  
*The Great South Land, audio tape*, NCELTR at Macquarie Univ., 2001, RRP \$19.95

Available now through book shops.

The direct sales contact is:  
[muammer@ulukan@mq.edu.au](mailto:muammer@ulukan@mq.edu.au)



# Delivering youth literacy in vocational classes

by Susan Bates

*The Course in Applied Vocational Study Skills (CAVSS) is a framework for delivering literacy and numeracy support to students enrolled in vocational training courses. CAVSS is a methodology for teaching, rather than a course.*

*The methodology is team-teaching, defined as a vocational lecturer and a literacy teacher teaching the same group of students in the same place, at the same time. No student is ever singled out for literacy support, and students readily accept CAVSS as a normal part of vocational training.*

## **Case study:**

### **Industry training skills and CAVSS in action**

Gordon Bates is a Course in Applied Vocational Study Skills (CAVSS) lecturer who works in the Building and Construction section of the West Coast College of TAFE in Perth, WA. He is currently working with Scott Kay, a Vocational Education and Training (VET) lecturer, with a group of Pre-Apprenticeship (Plastering) students. Gordon and Scott have found that the CAVSS team-teaching model has resulted in dynamic, effective lessons and important insights.

'I find CAVSS a very exciting way to teach literacy. You have to be creative, and you have to fit in with, and support, whatever the VET lecturers do and whatever approaches they take. This is half the fun of CAVSS. The other half is how the students respond when you get it right.

Recently I was working with one of the plastering lecturers and some pre-apprenticeship students. These pre-apprenticeship students need quite a lot of support, including a lot of basic maths. The VET lecturer, Scott, and I had planned to do some work on how to go about setting out and calculating a quote.

We started by taking turns to talk about aspects of organising information for a quote, getting ideas from the students about the factors that needed to be incorporated. Then Scott went into a story. He started telling the students some horror stories about the process of quoting. He was impressing on them how important it was to be careful and accurate in quotes, and how if you weren't the mistake would cost you money. Scott told them about how he had lost a considerable amount of money quoting from a plan for a plastering job, because although the plan gave him the perimeter of each room, it did not identify that the walls had been built taller than usual. He had given a firm quote for the job, it had been accepted, and he lost money because the job ended up costing him significantly more than he had quoted.

As Scott told the story, in a lot of detail, I got busy on the whiteboard, drawing up a list of

factors, setting up the calculations that had to be done in each case. He kept on story telling, and the students were really interested in what was going on. The students are always interested in hearing the real stuff about aspects of the industry. When Scott had finished the story, I went through the processes I had written up on the board, and went over some of the key factors to keep in mind with the class. Then we asked the students to break into groups, and they went outside to work on their quotes while we moved around from one group to the next discussing some of the details, and checking over maths processes.

As the students came back in, Scott suggested, in the 'is it OK with you?' way that we suggest things to each other, that we get the students to present their final quotes first, without any costing information, and see what the reactions were. I agreed, and it was on for young and old.

The students took the competitive aspect of the exercise very seriously. They demanded to know how others had come up with very different costings, and queried where other groups had omitted essential equipment, or made incorrect calculations, and even worked out how much money would have been lost because of the errors. Each group had to justify their costings, and there was a lot of discussion about the psychology of quotes, and how the lowest quote was not always the one that got the job. They got experience in 'selling' themselves and their industry skills and knowledge, and some very useful practice in applying their spoken language skills in a very industry-specific way.

It was a great lesson. Scott and I were both on a bit of a high afterwards. The students had been very focussed on the issues that Scott had been warning them about, as well as the organisational and mathematical processes that I had been covering. It had been interesting, informative, fun and very, very relevant.

It also left me a lot more aware of the differences between industry training and school teaching, and how these differences could get



in the way of CAVSS and VET lecturers working together.

Industry training is very different from delivering the CGEA, or teaching in schools. VET lecturers do not just teach students industry knowledge and industry skills. They spend a lot of time teaching students aspects of the industry culture, everything from technical terms, and industry slang, to the technical and industrial histories of the industry. They teach students about the realities of the industry, what kind of behaviours are acceptable and what you will get the sack for. All these things contribute to a student's ability to interact in a way that is suitable for the industry culture. It makes sense. They want students to be able to fit in with the expectations of other people in the industry so students can get work, and be successful.

When you have been professionally trained as a teacher, and are only used to an academic approach to teaching, it's easy to miss recognising when different, but very effective, types of teaching are taking place. When Scott started story telling, it would have been easy to assume that the story was a bit of a break from instruction. In fact when Scott was telling stories, he was teaching the students about industry culture at a number of different levels. He was integrating industry culture training with industry skills training, and with CAVSS, he and I added another level of integration with literacy and numeracy skills support.

References to money, and the financial implications of making mistakes is another common theme among the VET lecturers, certainly in the Building and Construction Trades area. This could be a problem when literacy teachers assume that VET students have similar goals and aspirations to non-VET students. The thing that some literacy lecturers may not realise is that most VET students are extremely focussed on working in the industry.

For many VET students, the most likely type of employment they will go into after completing their Apprenticeships is self-employment. The issue of managing money, and learning the realities of small business management, as well as the theory, is crucial. The point of 'learning a trade' is to do business and make money. VET is training and education applied to employment goals. This might be quite unfamiliar to some literacy teachers. Some teachers might regard those references as impolite, crass, and even unprofessional.

When Scott mentioned having the students offer up their quotes as if it were a real competitive process, my first instinct was to be

concerned about having students' work analysed in such a competitive manner. But, competition and being able to operate competitively and quote competitively are the skills that will keep those students employed.

I learn a lot teaching CAVSS, from the lecturers and the students. The experience continues to make me more aware of how different industry cultures operate, and the role that language, what we say and how we say it, plays. What seems so normal that I don't even see it any more, stands out like a sore thumb in a different cultural environment.

As Scott explained, many VET students have had enough of schools. They were the often the students who did not excel at 'academic' subjects, and whose skills

and talents were not generally valued by schools and school teachers. He described how many students become very uncomfortable having to sit at desks and do anything that seems like school work. But they are very keen to learn industry skills in a ways that reflect industry activities. CAVSS works well in that way. It means that you can teach students the 'academic' skills that they need, but because it happens while students are measuring ingredients for a plaster mix, or calculating the costs of a building job, they see the skills as relevant, and are able to apply them to industry contexts. The fact that CAVSS happens in an industry training environment helps to create a boundary for any literacy or numeracy teacher who might otherwise start talking and teaching a 'foreign' (academic) culture.'

The Western Australian Department of Training is currently involved in an ANTA-funded project to disseminate information about CAVSS nationally and, where there is demand, to assist other states to implement the course. For more information about CAVSS, contact Margaret McHugh, Principal Consultant, Literacy, at the Western Australian Department of Training on 08 9235 6075

Susan Bates  
Project Officer, WA Department of Training  
08 9791 5712



*Students are taught 'about the realities of the industry, what kind of behaviours are acceptable and what you will get the sack for.'*



# List of acronyms for literacy teachers

AAA	Affirmative Action Agency	ARAP	Assessing and Registering Authority
AAACE	Australian Association of Adult and Community Education	ARC	Australian Research Council
AALP	ANTA Adult Literacy Program	ARF	Australian Recognition Framework (now AQTF)
ABE	Adult Basic Education	ARIS	Adult Basic Education Resource & Information Service
ABS	Australian Bureau of Statistics	ASCO	Australian Standard Classification of Occupations
ACACA	Australian Curriculum Assessment and Certification Authorities	ASCPRI	See SCC
ACAL	Australian Council for Adult Literacy	ASF	Australian Standards Framework
ACC	Area Consultative Committee	ATB	Automotive Training Board
ACCLAIM	Australian Advisory Council on Languages & Multicultural Education	ATP	Australian Training Products Ltd (formerly ACTRAC Products Ltd)
ACE	Adult and Community Education	ATS	Australian Traineeship System
ACER	Australian Council for Educational Research	ATSIC	Aboriginal and Torres Strait Islander Commission
ACFE	Adult, Community & Further Education	AVC	Australian Vocational Certificate
ACFEB	Adult, Community & Further Education Board	AVCTS	Australian Vocational Certificate Training System
ACFED	Adult, Community & Further Education Division	AVTS	Australian Vocational Training System
ACIBC	Australian Council of Independent Business Colleges	AWA	Australian Workplace Agreements
ACPET	Australian Council of Private Education and Training	BACE	Board of Adult Community Education
ACTCAL	ACT Council for Adult Literacy	BVET	Board of Vocational Education and Training
ACTRAC	Australian Committee on Training Curriculum	CAE	Council of Adult Education
ACVETS	Australian Committee on Vocational Education & Training Statistics	CAEC	Community Adult Education Centre
AEC	Australian Education Council	CAP	Course Advisory Panel
AEMP	Advanced English for Migrants Program	CBA	Competency Based Assessment
AEON	Adult Education Organisers' Network	CBP	Community Based Provider
AESIP	Aboriginal Education Strategic Initiatives Program	CBT	Competency Based Training
		CES	Commonwealth Employment Service
		CGEA	Certificate of General Education for Adults
		CIALN	Certificate of Initial Adult Literacy and Numeracy
		CIWC	Community Information Workers' Certificate
AITD	Australian Institute of Training and Development	COOT	Centre for Ordinary Old Teaching
ALA	Adult Learning Australia (formerly AAACE - Australian Association for Adult & Community Education)	COS	Certificate of Occupational Studies
ALBE	Adult Literacy and Basic Education	COTTS	Committee on TAFE and Training Statistics
ALLI	Australian Language and Literacy Policy	CSB	Competency Standard Body
AMEP	Adult Migrant English Program	CSWE	Certificate in Spoken & Written English
AMES	Adult Migrant English Service (NSW)	DEET	Department of Education, Employment and Training
AMES	Adult Multicultural Education Service	DEETYA	Department of Education, Employment, Training & Youth Affairs
ANHLC	Association of Neighbourhood Houses & Learning Centres	DEST	Department of Education, Science and Training
ANSTO	Australian Nuclear Science and Technology Organisation	DETYA	Department of Education, Training and Youth Affairs (formerly DEETYA)
ANTA	Australian National Training Authority	DSO	Disability Support Officer
APL	ACTRAC Products Limited (now ATP)	DSS	Department of Social Security (now Centrelink)
AQF	Australian Qualifications Framework	EAA	Employment Assistance Australia
AQTF	Australian Quality Training Framework (formerly ARF)		



*Our guest speaker today is the Executive Director of COOT...*

ECC	Ethnic Communities Council	NVETS	National Vocational Education and Training System
ECCA	Evening and Community College Association	OECD	Organisation for Economic Co-operation and Development
EdNA	Education Network Australia	OHS	Occupational Health & Safety
EEO	Equal Employment Opportunity	OTEN	Open Training and Education Network
ELLS	English Language and Literacy Services	OTFE	Office of Training & Further Education (see OPCETE)
ELT	Entry Level Training	OTS	Open Training Services
ENTER	Equivalent National Tertiary Entrance Rank	OZJAC	Australian Courses and Careers Database
ERIC	Educational Resources Information Center	PES	Public Employment Service
ESFC	Employment and Skills Formation Council	PSETA	Public Service Education & Training Australia
ESL	English as a Second Language	RANCH	Regional Association of Neighbourhood & Community Houses
FLAG	Flexible Learning Advisory Group (formerly EVAG)	RPL	Recognition of Prior Learning
FOI	Freedom of Information	RTO	Registered Training Organisation
FOS	Field of Study (DEETYA program category)	SACAL	South Australian Council of Adult Literacy
GAE	General Adult Education (ACFE program category)	SCC	Standards and Curriculum Council
HEFA	Higher Education Advisory Committee	STA	State/Territory Training Authorities
IAS	Institute of Advanced Studies	STB	State Training Board (now LESC)
IR	Industrial Relations	TAFE	Technical & Further Education Institutes
IT	Information Technology	TDCA	Training & Development Council of Australia
ITAB	Industry Training Advisory Board	TER	Tertiary Entrance Rank
ITB	Industry Training Board	TESOL	Teaching English as a Second Language
JAC	Job & Course Explorer (computer program)	TESOL	Teaching of English to Speakers of Other Languages
JILL	Jobs Illustrated (computer program)	TUTA	Trade Union Training Authority
JITEC	Joint Industry Training and Education Council	U3A	University of Third Age
LAECG	Local Aboriginal Education Consultative Group	UAI	Universities Admission Index
LESC	Learning Employment Skills Commission	VALBEC	Victorian Adult Literacy & Basic Education Council
LLEN	Local Learning & Employment Network	VATME	Victorian Association of TESOL & Multicultural Education Inc
LLN	Language, literacy & numeracy	VEAC	Vocational Education and Assessment Centre
LOTE	Languages other than English	VEET	Vocational Education Employment and Training
MCEETYA	Ministerial Council of Employment, Education, Training & Youth Affairs	VET	Vocational Education & Training
MSQS	Migrant Skills and Qualifications Services	VETAB	Vocational Education & Training Accreditation Board
NAC	New Apprenticeship Centre	VTB	Vocational Training Board
NACSR	National Advisory Committee on Overseas Skills Recognition	WBE	Workplace Basic Education
NALLS	National Aboriginal Language & Literacy Service	WELL	Workplace Education Language & Literacy
NBEET	National Board of Employment and Statistical System	YMC	Youth Ministers Council
NBEETYA	National Board of Employment, Education, Training & Youth Affairs		
NCAELLS	National Collaborative Adult English Language & Literacy Strategy		
NCVER	National Centre for Vocational Education Research		
NESB	Non-English Speaking Background		
NFROT	National Framework for the Recognition of Training		
NOOSR	National Office of Overseas Skills Recognition		
NRAC	National Research Advisory Council		
NSDC	The National Staff Development Committee		
NTF	National Training Framework		
NTIS	National Training Information Service		



# literacy contact lists



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## Bridging the divides—forthcoming national literacy conference Fri 1 - Sat 2 November 2002, Manly Pacific Park Royal Sydney

### Important dates

Bridging the divides: Exclusion/Inclusion  
Conference commences 1st November  
National Forum on Refugees 31st October

Register online now at  
www.hotelnetwork.com.au  
Call for papers closes 10th May  
Registration forms distributed 1st July  
Earlybird closes 31st July  
Registrations close 25th October

### Call for papers

Proposals may include:

- Exemplifying effective literacy and numeracy practices in relation to potential divides in adult education, such as cross-cultural and migration issues; e-learning and the digital divide; geographic isolation and training for employment, gender; age and class;

- Critiquing current state and federal government policies
- Identifying ways of implementing policies inclusively.

Email proposals of no more than 200 words to  
btd @hotelnetwork.com.au in rich text format or  
saved as Microsoft Word 97 by Friday 10th May  
2002. Presenters will be notified by Friday 7th  
June of their Inclusion in the Conference  
program.

Conference updates will be available at—  
www. hotelnetwork.com.au or through the  
ACAL website—www.acal.edu.au

For further information contact Nick Brooke,  
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