



Literacy practitioner qualifications

The development of the literacy and numeracy units in the Training and Assessment Training Package has highlighted the need for discussion about the qualifications required by adult literacy and numeracy teachers. To further inform the ACAL position about teacher/practitioner qualifications, ACAL developed a questionnaire to gather further information about the level of qualifications now required to teach adult literacy and numeracy and has asked its members what they think should be the minimum qualifications.

An email survey was sent out to ACAL members in late November and the results are being collated as this issue of *Literacy Link* goes to print. Check the next issue of *Literacy Link* and the ACAL web site (www.acal.edu.au) for further developments on this issue. (See also 'Queensland literacy practitioner qualifications and registration' page 3.)



Elephant outside Mooloolaba TAFE (photo by Burko) see 'ONSITE—an innovative arts training program' on page 12

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Have your say on Training Packages

The review of Training Packages is moving to the final stage. ANTA is holding consultations in all States and Territories early in 2004. A consultation paper will be available from ANTA's website from 1 December 2003.

The ANTA Ministerial Council of Commonwealth, State, and Territory training ministers (MINCO) agreed to the review in November last year. Why? The first Training Package was endorsed in 1997. Since then, industry, society, and the VET sector have changed markedly. During this time, Training Packages have been continuously updated and improved. However, it is now time to look at the Training Package model from a high level perspective. The review will be completed with a report to MINCO in June 2004.

On-line registration to attend a consultation near you closes on 19 December 2003 so don't delay—book now to have your say by going to <http://www.anta.gov.au/tpconsultation.asp>

Become a Flexible Learning Leader

Flexible Learning Leaders are professionals in Vocational Education and Training (VET) who are leading change in flexible education and training. They receive professional development funding for a year to expand their knowledge and skills in flexible learning and leadership. By the end of 2003, 145 Leaders will have been funded, both managers and practitioners, all with a track record in flexible learning. They come from every State and Territory, and represent private RTOs, industry training advisory bodies and State training authorities as well as TAFE.

It is expected that additional scholarships will be made available (over 60). Very few from the Language Literacy and Numeracy (LL&N) field have taken advantage of the program to date.

In 2003 Robyn Jay (ACAL Executive Co-opted Member) has had a contract supporting the ACE programs on the NSW Mid North Coast and investigated the nature of literacy provision and the role of new technologies in literacy programs. "Most people consider it one of the best years of their career!" Robyn said, "It's a great opportunity to expand networks and meet inspirational people. It provides time to reflect on practice, and the best thing was that there was an expectation that you would really look outside the square". Robyn is happy for anyone interested in the program to contact her—robyn@gecko-ed.com

To receive information about becoming a 2004 Flexible Learning Leader register on http://flexiblelearning.net.au/leaders/about_fll/become_fll.html

Revised arrangements for Industry Training Advisory Boards

Industry Training Advisory Boards (ITABs) were established by the Australian National Training Authority ANTA to serve as a conduit of advice

and information between the vocational education and training (VET) sector and the specific industry sector each ITAB represented. With responsibility for developing and reviewing Training Packages, ITABs also consulted with the sectors they represented to identify and communicate sector training needs.

In 2003 ANTA decided to review this approach, and the structure of ITABs, by creating two new communication channels with industry. The first channel is a twice-yearly industry skills forum; the inaugural forum was held in Melbourne in September 2003. The second channel is the creation of ten industry skills councils that will replace the existing 23 ITABs and six recognised bodies.

Further information on the revised ITAB arrangements can be found on the ANTA website (<http://www.anta.gov.au/vetitabs.asp>).

New technologies and adult literacy practice

Are you interested in the notion of Multiliteracies? The Adult Literacy and Numeracy Australian Research Consortium (ALNARC) is hosting this adult literacy-technology mailing list for the purposes of disseminating information and promoting discussion in the use of information and communication technologies in the teaching of adult literacy, numeracy and basic education.

Adult literacy and numeracy teachers and researchers are becoming more and more fluent in the use of technology tools for teaching and learning. This mailing list is to enable these teachers to share ideas, ask for help, and collaborate through networking around the place. To subscribe to the list please go to <http://lists.vu.edu.au/info/adultliteracy-t>

If you would like more information please contact Robyn Jay on robyn@gecko-ed.com

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. Back issues are available on-line on the ACAL Web site: www.acal.edu.au

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Queensland literacy practitioner qualifications and registration

by Stephen Ward

Most Queensland literacy and numeracy practitioners currently use the Certificate in Vocational Access 15050/15051. Registration for this course will run out soon and this has provoked debate on whether it needs to be rewritten or dispensed with and replaced. A project reference group is researching these issues.

While the final report has not yet been written it appears that most practitioners are happy with the Certificate, though specific suggestions concerning needed changes have been made. Some interesting facts that have arisen from the research include the use of this certificate by High Schools. Many high schools use both 15051 and 15050, particularly the Numeracy modules and the Independent Learning Plan. These modules have provided a way for students to achieve success in areas they have previously not done well in.

One important issue is the Human Resource requirement for the Certificate. This has led to debate concerning mandatory teacher registration for those teaching the certificate in TAFE. The existing HR requirement is a post-graduate qualification in adult literacy or relevant professional development such as the Adult Literacy

Teaching certificate.

Teacher registration in Queensland allows you to teach in schools but is not recognised as an adult literacy teaching qualification. The debate concerns the necessity for practitioners who may have post-graduate qualifications in adult literacy as well as many years experience in the field needing to register as a teacher for high school. Some practitioners feel this would give Adult Literacy more professionalism while others feel that it would do the opposite.

The debate brings to the fore the need for there to be a national register of Adult Literacy and Numeracy practitioners that recognises relevant qualifications and experience and validates the unique place adult literacy has in the field of community and vocational education. Rather than aligning adult teaching with what schools do, perhaps registered school teachers need to gain some qualifications in teaching adult literacy and numeracy courses and teacher registration could be an option for adult practitioners if they so desire.

If you have any opinions or comments you would like to make concerning this debate please email stephen.ward@det.qld.gov.au

70-year-old retiring teacher wins national award

After fifty years of service, Vione Jorgensen will retire from teaching at the end of 2003. However, before she does, her valued contribution to adult learning will be nationally recognised. The Hon. Dr Brendan Nelson MP, Commonwealth Minister for Education, Science and Training, will present Vione with the Adult Learning Australia National Award for an Inspirational Contribution to Learning.

Vi, as she is known to her many friends, lives in the Ipswich region of Queensland and says that witnessing people change their lives for the better is what has kept her teaching for so many years. Vi began her teaching career in kindergartens, primary schools and high schools. However, after travelling overseas and seeing the challenges faced by adults who could not read or write, she turned her energies to the field of adult literacy.

For the past 15 years, Vi has devoted her life to adult literacy and adult computer literacy education, a calling which has seen her work with prisoners, migrants, seniors and women returning to the workforce, often under circumstances

which demanded great ingenuity.

When Vi found it difficult to motivate prisoners to take part in literacy programs she abandoned the standard literacy texts and used magazines on subjects of interest to the prisoners, for example, boxing, tattoos, racing cars and the like. Vi uses similar techniques to engage groups of migrants from various countries.

She took her lessons beyond the walls of the classroom into remote areas of south west Queensland. She even conducted her literacy classes from the boot of her car.

Vi practices what she preaches about lifelong learning. Four years ago she gained a degree in Adult and Vocational Teaching through Griffith University.



Vione Jorgensen, winner of the Adult Learning Australia National Award for an Inspirational Contribution to Learning

The 26th national adult literacy conference

The following two articles report on the recent national literacy conference held at Alice Springs. The first article is by Narelle Sanford, one of the winners of the ACAL scholarship which supported three practitioners' attendance at the conference. The second article, by Catherine Leung, first appeared in October/November issue of 'Northern Network LLN News' the newsletter of the Queensland Adult English Language Literacy Numeracy Northern Network.

This conference provided an excellent opportunity for Adult Educators to reflect on the past and explore the future in terms of literacy education. A quote made in the keynote address by Donald Leu from the University of Connecticut, "Change defines us as literacy educators" highlighted the road travelled by many in this field. Those of us who have been involved in adult literacy for many years have seen major changes over that time.



Bob Collins—'...in the Northern Territory achieving literacy is righting a wrong...the literacy gap is the most unjust gap of all'.

Looking Back

Many presentations enabled participants to reflect on the past and put the present into perspective. This is something that educators don't often have a chance to do as they hurtle from one change to another.

One presenter, Rob McCormack, claimed that 'the field of adult literacy has lost its soul: its cultural, spiritual, political energy and motivation'. This certainly made us all wake up and take notice. We all sat on the edge of our seat as he advocated for a return to 'epidietic discourse', which calls on the

audience to reconnect values, history, hopes, aspirations and ethics in order to develop a sense of community. What an interesting and enlightening start to the conference.

Rob and his team of students from Bachelor Institute illustrated the concept in the final workshop of the conference. Through role play and the use of text from Nelson Mandela, the rhetoric and genre approaches to language learning battled it out (almost on a dry creek bed!). The powerful ending claimed that discourse confirms identity, which is the community of memory and hope, and that the rhetorical approach is more empowering and less belittling. It gives adult literacy teaching back its soul.

One of the keynote speakers, Professor Isaac Brown (Northern Territory University), had many guessing with the title of his presentation "Daffodils are Yellow Magpie Geese". Isaac recounted his learning experiences and aptly

illustrated that 'cultural cognitive boundaries provide different meaning levels'. The poem on daffodils made sense in Isaac's world only when daffodils were seen as yellow magpie geese, his point being that we need to ensure that the process of literacy learning is guided by the learner's discourse.

Former cabinet minister Bob Collins spoke about his work on the 1999 Review of Indigenous Education in the NT 'Learning Lessons'. He outlined the inequalities and injustices in the history of Aboriginal education in the Territory. Despite the law requiring Aboriginal children to go to school until they are 15 there were not the facilities or opportunities available. Nor were there systems in place to track educational outcomes over time, or policy on the provision of secondary education for Indigenous kids. This has led to a situation where the majority of Indigenous children leave school with a year 2 or 3 standard. In remote schools only two in 100 would achieve this standard and 40% are not enrolled so are not measured at all.

Moving forward

Professor Donald Leu (Chair of Literacy and Technology at the University of Connecticut) in his keynote address focused on the impact of Information Communication Technology on the Adult Literacy educator. He claims that the internet is the most powerful technology for literacy learning that has ever appeared and the challenge for adult literacy is to not get left behind in this area of literacy.

Louise Wignall gave an outline of the next 'National Strategy for VET: Shaping our Future 2004-2010'. This strategy is more long term than past national strategies have been. It also has a broader focus involving partnerships with other organisations and is significantly more client focused. In terms of VET it aims to make businesses more internationally competitive, develop people with world class skills and knowledge, and promote inclusive and sustainable communities. It views Language Literacy and Numeracy as not just an equity issue but an important aspect of quality in training products and services. It promotes Language, Literacy and Numeracy skills for all people across AQF levels and all VET.

Debbie Soccio outlined the Victorian Certificate in Applied Learning (VCAL). This is a new qualification designed to provide additional pathways for Year 11 & 12 students interested in vocationally orientated career options or moving straight into employment. The curriculum includes literacy/numeracy skills, industry specific skills, work related skills and personal development skills. The course has been operating at Victoria University.

Pauline O'Maley and Melanie Yoffa's presentation about an 'Identity, Discourse and Community Reintegration Program' that they are involved in was inspiring. This is a Salvation Army funded pilot three year program for drug rehabilitation.

Narelle Sanford
Charles Darwin University

At the 2003 ACAL Conference I was fortunate to catch the tropical North Queensland TAFE teachers Douglas Tait and Debbie Prescott's presentation 'Literacy in the tropical islands'. Their presentations described the delivery model and the successes and problems they experienced delivering a literacy and numeracy course designed to meet the needs of community groups on Warraber and Poruma Islands in the Torres Strait. Literacy was delivered in tandem with a volunteer peer tutoring course for members of the same communities to encourage learning independence (see 'Peer Tutoring in Torres Strait' page 12).

The venue was certainly appropriate to a major focus of the content of the presentations—training Indigenous Australians and problems encountered in all areas of education in the Northern Territory. As with Far North Queensland, the Northern Territory has to cope with distance and small remote populations requesting training and assistance within their communities.

Keynote speaker Don Leu elaborated on the theme of *change*—that which affects us as teachers, as students and as citizens in a rapidly moving world. Central to his address was the notion that 'change is central to adult literacy education'. His focus was on the need to provide Internet and IT opportunities for literacy students as they must now grapple with the emerging 'new literacies' of the global world. He concluded with a set of guiding principles—

While it is too early to define a comprehensive theory of new literacies emerging from the Internet and other ICT, we are convinced

that it is time to begin this process by identifying the central principles upon which it should be built. Our work is pointing us to these principles of a New Literacies Perspective:

- 1. the Internet and other ICT are central technologies for literacy within a global community in an information age;*
- 2. the Internet and other ICT require new literacies to fully access their potential;*
- 3. new literacies are deictic;*
- 4. the relationship between literacy and technology is transactional;*
- 5. new literacies are multiple in nature;*
- 6. critical literacies are central to the new literacies;*
- 7. new forms of strategic knowledge are central to the new literacies;*
- 8. speed counts in important ways within the new literacies;*
- 9. learning is often socially constructed within new literacies.*

Rob McCormack's presentation 'Adult Literacy: Towards a new paradigm' certainly sounded provocative and he was very passionate in his deliberation which was mainly about the value of rhetoric and the value of oratory as a political and social tool. He was passionate in his criticism of the current direction of the literacy field—

The current framing of adult literacy is no longer viable. In the haste to play handmaiden to VET policy, adult literacy has been forced to repress its deep obligations to second-chance education and to community development.

One of the key points brought home at the conference was the need to value our learning stories. Some very moving and inspiring stories were told by George Pascoe, Tom Ober and Ochre Doyle from the Batchelor Institute of Indigenous Training and Education. They spoke of their personal learning journeys, of the struggle to learn and speak the many languages of two worlds.

Catherine Leung
Community Responsive Training Programs.
Dept Employment & Training, Cairns

ACAL would like to take this opportunity to thank Rob McCormack and Geri Pancini for their support for both the Forum and Conference in Alice Springs. Their work guaranteed a strong and engaged presence from Indigenous staff and students at Batchelor College who provided an essential voice at both ACAL events.

to the Editor,

Thank you for sending copies of *Literacy Link* for our choir ladies (see *Literacy Link* Vol 23 No 5, October 2003). The presentation and information is of a high standard.

I want to query you about the change that was made, to the information about the Ntaria Ladies Choir (page 9) I sent. They are said to be "Western Arrernte" people, who speak that language.

The map 'Current Distribution of Central Australian Languages', IAD Press, 2003, accurately puts "Western Arrarnta" for the Ntaria or Hermannsburg area. The map has "Eastern Arrernte" & "Central Arrernte" to indicate other language groups adjacent.

For over 100 years the people here have written and read "Aranda" and "Western Aranda". That's how the name was spelt initially, and still is today. More recently, with advice from linguists, it's been written "Western Arrarnta". I trust this helps your readers understand a little of the long-standing tradition of literacy in this area.

Yours sincerely

David Roennfeldt
Hermannsburg, NT

PS: I hope this clarifies the point. I understand your explanation over the phone about the Macquarie Dictionary, how the change took place. I feel bad in that the ladies will read it and wonder why my name is next to it. They don't use 'e' letters in their spelling system. If local people read "Western Arrernte" with the reading skills they have learnt in the community, it comes out as baby talk.

I've tried to explain so you and others can understand that there are different orthographies in Central Australia, even for what people have termed 'Arandic' tribes. In the last 20 or more years, these different orthographies for various languages have emerged, as more languages in the area have been written down.



to the Editor

LET YOUR STUDENTS TRY THIS

The scrambled snellpig going round the emails and printed in *Literacy Link* (October 2003) is a nice informal test of how well you can read. Show your students and see how they get on.

Aoccdnrig to rscheearch at an Elingsh uinervtisy, it deosn't mtttaer in waht oredr the ltteers in a wrod are, the olny iprmoetnt tihng is taht the frist and lsat ltteer is at the rghit pclae. The rset can be a toatl mses and you can sitll raed it wouthit porbelm. Tihs is bcuseae we do not raed ervey lteter by it slef but the wrod as a wlohe.

Here are some illuminating little tests.

1. Set the words as anagram puzzles by themselves. You will see the importance of context and the help of little function words such as in, are, only, is it, the, to guide the meaning.

2. Set the sentence without the scrambled letters. Most of it can still be read, because of the context and function words. The more you know of the subject, the easier it will be.

A.....g to r....rch at an E.....sh u.....y, it d...sn't m...er in w..t or..r the l.....ers in a w..d are, the o..y i.....nt t..ng is t..t the f..st and l..t l...er is at the r....t p..e. The r..t can be a t...l m..s and you can s..ll r..d it w.....t p.....m. T..s is b.....e we do not r..d e....y l...ter by it s..f but the w..d as a w...e.

3. Or just set the sentence with all the vowels missing. Or leave only the top half of the letters. Both of these are pretty easy to read.

The reason why the words with scrambled letters were easy to read is that we are rather like the Spell-checkers that re-sort our typing and spelling mistakes into the correct spellings. There is a two-stage process going on in reading and writing words, first the ingredients are collected and then they are put in order. Consider how with typing the composition runs ahead of the orders to the fingers.

The scrambled text is slow to read and weak readers cannot cope with it. Isolated anagrams are even more difficult because there is no guidance from unchanged short function words and context, or the cloze effect, so often used as a test of learner's comprehension.

Best wishes

Valerie Yule

vyule@mail.labyrinth.net.au

<http://home.vicnet.net.au/~ozideas>

Alternative OzIdeas of the Australian Centre for Social Innovation (ACSION)

All is WELL at the Borallon Correctional Centre

by Gail Mackin

Management Training Corporation (MTC), which runs the Borallon Correctional Centre, is a privately owned and operated Correctional Facility under the direction of the Department of Corrective Services (DCS). It houses 492 male prisoners. As with many workplaces, the nature of the environment for custodial corrections is changing.

The custodial staff are drawn from a range of backgrounds. Some have worked in the correctional system for some years, and were recruited by the former management of the centre from the long term unemployed. The average age of the Custodial Officer is 40 years old, and their roles and responsibilities have changed from being responsible only for security of prisoners to now being involved in the case management of prisoners.

Legislative requirements have changed, making the documenting of prisoner behaviour more open and accountable. There is also a new system being introduced in the near future by the DCS - Integrated Offender Management System (IOMS) - which will require more demanding levels of documentation for staff from all levels.

The professional staff consist of psychologists, sentence management staff, trade instructors and nursing staff. They are required to prepare reports which influence the outcome of a prisoner's term of imprisonment, fairly and with due regard to the needs of the community (that is the prisoner's ability to address his offending behaviour).

These reports need to be written so that the information is presented descriptively, in an unbiased way, providing a holistic view of the prisoner, with a summary which makes recommendations. The reports must be factual and meet the criteria required by the audience, with relevant examples of behaviour, and the recommendations need to draw on established research. These reports were failing to meet their purpose, consequently recommendations were not being upheld.

A Workplace English Language, Literacy and Numeracy (WELL) application was sought, and received. The initial phase of the WELL program researched the language currently being used in report writing, the analysis of Case Notes for Summary Reports and the flow of information into the Sentence Management reports. Results showed that the language of the reports was subjective and that recorded

information was not useable by the Sentence Management team as it was insufficient to give an accurate and objective description of prisoner behaviour.

For example, this description of prisoner Case Notes, written after every significant event or every two weeks as a minimum, may have contained the following entry—

I have found Prisoner Bloggs to be polite to all staff. He has presented no problems in the unit and only has two more months to serve.

The information is subjective, and does not give an indication of the prisoner's behaviour in relation to their criminogenic needs. For instance, if part of the prisoner's problem is a need to control or to manipulate, then it is in his best interests to be seen as being polite to staff. His underlying behaviour (or his criminogenic need) has not been addressed.

Case Officers may have had the required prisoner knowledge but were unable to write, objectively, an entry that captured current behaviour. A better entry may look like—

Prisoner Bloggs is polite when spoken to by staff but does not volunteer any information. His cell is clean and tidy at all times, and personal hygiene is appropriate. He consistently attends work and is on time.

The Sentence Management team, from the first entry, were not able to make any objective analysis of the prisoner's likelihood of reoffending if given a lower security classification, placed on parole or given a community corrections order. With the second entry, the behaviours being described can be matched to criminogenic needs and a more valid assessment of likelihood of reoffending can be made.

As a result of the initial research, the WELL program has

- Set a workplace benchmark for the compilation and submission of reports associated with the DCC's Integrated Offender Management Strategy;
- Set a matrix of behaviours with language descriptors to be used as a guide for writing Case Notes and Incident Reports. This matrix of information is presented in four levels of achievement (so that the middle ground is not always chosen), with the lowest level being descriptive of anti-social, dependent behaviour and the highest level being descriptive of exemplary, independent behaviour.

(continued overleaf)

In the August issue of *Literacy Link* you would have read that the Adelaide Institute of TAFE had recently been funded by Reframing the Future to establish a Language, Literacy and Numeracy (LLN) Assessor Network in SA. This LLN Assessor Network was a response to the forthcoming implementation of the Training and Assessment (TAA) Training Package, which will mark a new era of LLN in VET. The Network aims to draw clusters of VET professionals together to explore staff development issues and challenges to meet the current policy and operational environment of VET, in particular, within the TAA framework.

At the first coming together of the Language, Literacy and Numeracy (LLN) Assessor Network in SA, three simplified Teaching LLN Models, representing a framework of LLN within the TAA, were presented as the basis for discussion. We hope our discussion can lead to further debate of LLN practice in Vocational Education and Training.

Fully Integrated Model

- All teachers and trainers in VET are equipped with skills to support LLN learners in VET
- No need for specialist LLN competencies for educators
- VET training holistically responds to learners needs at all times
- No need for general education or specialist LLN curriculum
- Most training is vocational in nature
- No specialist LLN curriculum needed
- LLN training requirements are embedded in all Training Packages

- All educators have excellent skills in initial LLN assessment, placement, good design and assessment conducting skills in response to particular LLN needs. In addition ongoing LLN support is built into all VET delivery.

Isolation Model

- LLN specialists provide support for over 50% of LLN VET learners in a unique bridging learning setting with small group tuition
- Highly skilled educators with post graduate qualifications improve generic skills of learners until they are ready to embark on Vocational training
- These specialists support learners to build skills before accessing vocational training or as an additional load to VET program
- LLN specialists work independently of vocational trainers and refer student when they are skilled enough to manage vocational training
- Specialists LLN educators and vocational

(continued from previous page)

- Developed a range of assessment tools and support materials for the National Corrective Services Training Package. One unit is titled 'Gather and report complex information', which can be used to support training and assessment at Certificate IV level. Once completed, the training materials will be submitted to the National Corrective Services Advisory Committee (NCSAC) and the Australian National Training Authority (ANTA) for approval as a resource to support the National Corrective Services Training Package.
- Developed Language, Literacy and Numeracy (LL&N) indicator tools, to be used as part of the recruitment and selection, training and/or assessment of new staff; and
- Developed and delivered training workshops in a range of workplace communications

topics. These workshops are delivered during 'lock down' time, when prisoners are kept in their residential cells and not released into the general prison area. This 'lock down' allows for compulsory and non-compulsory training to be delivered to staff. Training is very high on the agenda for Management & Training Corporation. (They won the Regional Training Awards for the Large Employer of the Year, and the Minister's Training Initiative for 2003, and were runners-up for the State award.)

The results, after six months of the program, indicate that most staff have embraced the training and support materials. However, the one hour fifteen minute training slots that have been allocated for training have proven successful for only a limited number of staff. The program needs to continue next year with longer training times allocated for a minority of staff who require more intensive support.

(continued next page)

trainers are teaching generic competencies such as report writing, communication and personal safety. Both groups become specialised in teaching these areas in isolation

- Training Packages generic competencies with LLN focus are delivered by LLN specialists and vocational competencies are delivered by vocational trainers
- Where vocational competencies have embedded LLN skills in the TP competencies, the vocational trainers focus on the task rather than the generic skills building.

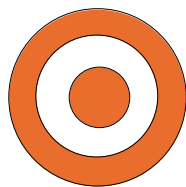
Shared Responsibility Model

- A blended model where the general teaching standards have been raised by cross-learning from both sectors
- LLN cannot be separated from vocational skills
- All vocational trainers have completed TAA and learned about LLN good practices. Their awareness of LLN raised, they are better skilled to teach, assess, and refer people with LLN needs to the appropriate settings
- Specialist LLN teachers and vocational trainers teach and learn from each other
- Specialist LLN educators learn to respond to the learners needs in vocational contexts, in work or simulated settings
- LLN curriculum and Training Packages both

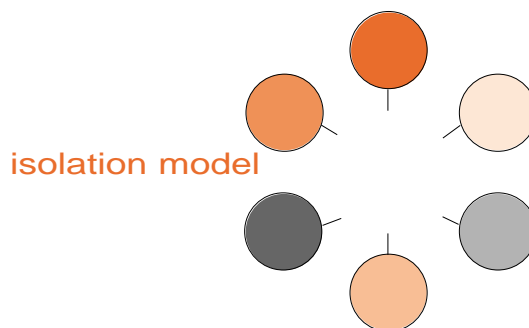
Associated needs have also been identified from the program implementation. Professional and para-professional staff, while having a degree in their chosen field, also need some training in the analysis of information and the writing of reports at a higher level. While the WELL program is mainly designed for entry level staff, in this case it is clear that the flow-on effect must be addressed if the organisation is to meet its cultural, legislative and corrective functions in society.

The WELL program will continue as a benefit to staff at all levels of the organisation, as well as Corrective Services staff throughout Australia, through the design of appropriate assessment tools and support materials required at the national levels.

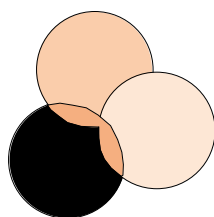
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fully integrated model



isolation model



shared responsibility model

coexist in response to the special needs of learners

- Specialists LLN teachers continue to teach stand alone language or literacy classes especially targeting special students at risk.

Implications

The three models provide a platform to describe the current LLN practice in VET and reflect the work of LLN educators that in reality slides across the three models. None of the models is ideal nor are they meant to be. Each has its merits and demerits. Each has its own reasons for existence, responding to the structural and system framework and the needs of the diverse learners.

We argue that we should be aiming at moving towards the Shared Responsibility Model and the drive of the LLN in TAA would be a big step closer to this approach. The TAA would assist the interface of LLN and vocational competencies for both LLN and vocational practitioners and provide a system for educators to respond to the learners' needs in more effective ways.

If interested in finding out more about the SA LLN Assessor Network or responding to the view of the Network, please contact Wing-Yin Chan Lee at 08 8207 8245 or email winglee@adel.tafe.sa.edu.au

Wing-Yin Chan Lee & Tess Were
Workplace Education
Adelaide Institute of TAFE

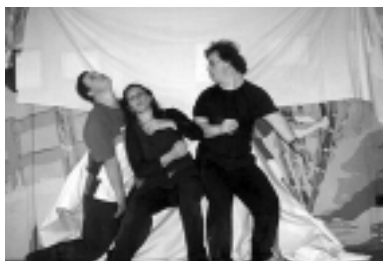
ONSITE—an innovative arts training program

by Vicki Belcher

ONSITE was initiated as a program for up to 18 talented young artists (there are now 28) seeking professional and technical skills development, and arts industry communications training. All of the artists experience some form of disability, which inhibits and disadvantages them in their work, communication and daily lives.

The stated aims of the project were:

- To establish a best practice model of how Creative Queensland can work practically to achieve real measurable outcomes by working with a number of Queensland Government departments, key state peak bodies, Sunshine Coast regional youth and disabilities support services, professional artists and arts organisations, private and public galleries, local council, appropriate RTO's, business and international arts market organisations



- To create a sustainable environment for the professional development of young developing artists experiencing a disability or disadvantage
- To nurture and develop the creative professional training, business and audience development skills of the participants to a professional level
- To provide the participants with the opportunity to exhibit their works at a professional level in a sophisticated multifaceted market
- To develop an awareness and appreciation of the arts produced by young artists living with a disability or disadvantage and to promote their inclusion in the Arts community
- To provide employment, training and experience for regional artists and arts workers
- To develop a stable and pro-active network in the region committed to the long-term professional development of young artists.

The Initiative was funded by Arts Queensland, The Queensland Arts Council Regional Arts Fund, Maroochy and Caloundra RADF and aus-

piced by Caloundra City Council in association with Creative Minds Caloundra, Integrated Youth and Family Services Mooloolaba and supported by SCILS and CIT Queensland Mental Health.

Caloundra City Libraries Adult Literacy Program provided training, as the Registered Training Provider, for a group of ten Sunshine Coast professional artists in GA001, a Course in Volunteer Community Adult Literacy Tutoring.

The course consisted of eight weeks of intensive face to face training. The modules undertaken were: The Adult Learner, Roles & Responsibilities of the Volunteer Tutor, Developing Resources, Listening & Speaking, The Writing Process, Training Small Groups, Reading, Numeracy—an integral part of literacy, Technology for Adult Literacy, Record Keeping & Evaluation.

This course was specifically tailored to fit with the existing skills of the artists and the needs of their students. Importantly, the professional artists were equipped with skills in tutoring in adult literacy and numeracy, as well as their own fields of: Performance (Frank Theatre), Digital Media, Painting, Sculpture, Music.

Tutors were required to produce a program as part of the course, as well as maintain a journal throughout the course. Some of the modules were completed in the practical mode when working with the students.

It was extremely important to encourage the students in developing their own art ideas and to promote their communication skills. So often, people who are disadvantaged are limited in expressing their own ideas, feelings and talents.

Students were all assessed individually and their oral, written, reading and numeracy skills ascertained. Participants were selected on:

- raw talent
- demonstration of a desire to become professional artists
- commitment to complete the twelve-week program.

They were then enrolled in CNLITNUM, Course in Adult Literacy Numeracy—a generic course which allowed for outcomes to be aligned with the students' own interests, goals and needs. Students were enrolled in individual modules according to their own skill level.

The abilities and disabilities of the students

A possible example of Module 3 CNLITNUM

Outcome 1

Activities: Procedural Texts

Individual artist's business plan

WPH&S procedures

Plan of work

Assessment Task: Explain the procedure involved in producing a specific artwork

Outcome 2

Activities: Technical Texts

Research art techniques and styles using the computer

Reading arts journals

Assessment Task: Write a WORD text relating to students' visual artistic perception following a gallery visit.

Outcome 3

Activities: Personal Texts

Personal goals in relation to their specialist discipline.

Personal perception

Body language

Active listening

Journal entries relating to art projects and development

Grant writing

Copyright rules and how they apply

Research available grants

Assessment Task: Write a personal opinion consisting of two paragraphs relating to personal art projects.

Outcome 4

Activities: Cooperative Texts

Development of visual language principles in a group.

Oral discussion

Media advertising

Interview skill development

Researching internet sites related to their own work

Assessment Task: Participate in group discussion following gallery visit.

Outcome 5

Activities: Organisational Texts

Business Plan

Grant Application

Assessment Task: Business Plan

Grant application

Outcome 6

Activities: Public Texts

Job search skills

Individual web site displaying art works

Assessment Task: Website development

varied widely—three students had extremely limited speech, two of whom used facilitator language boards, while others exhibited mental, physical or intellectual disabilities.

All tasks and assessments were individual, informal and aligned with the artistic goals of each student. Some students had their own carers to assist. Several trained tutors acted as support to the various small working groups.

Student assessment was ongoing throughout the course and each student maintained a journal. Of course the website, www.onsite.org.au formed a large part of the student assessment.

Other training areas may include: developing an appropriate art folio and artist's book; developing solo and group exhibitions; writing proposals to galleries for an exhibition; understanding the gallery system; funding sources and grant writing; managing your practice; just what is this thing called art?; dollars and sense; quotations; curriculum vitae—artists module; artists moral rights; intellectual property; presenting your portfolio; what is a media release?; quotations and invoices; consent forms; confidentiality and nondisclosure agree-

ments; ideas for submitting ideas; major events timeline and publicity checklist; exhibition checklist ; and what to include in a portfolio. All areas of skill for the professional artists/tutors.

At the time of writing (September 2003) the professional artists/tutors have been working at various venues on the Sunshine Coast for six weeks. The Program will finish with a major exhibition during the Wataboshi Asia Pacific Festival at the Powerhouse in Brisbane in November 2003; a regional exhibition at ArtSync 2004, the new Sunshine Coast Arts Incubator; and funding applications will be made to tour an exhibition by the participants regionally and to Japan in 2004.

Please visit our website at www.onsite.org.au to see the prolific amount of work that has been developed by the students. They are uploading their own written expressions, ideas and art with the help of their tutors. The skills being developed by the video/multi media group have been used and developed extensively in this area. You will be amazed at the wonderful abilities of this group of 'emerging artists'.

*Vicki Belcher
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Since 1973 Debbie Prescott has travelled from the United States to live in New Zealand, Fiji, Vanuatu, Solomon Islands, New Caledonia, Papua New Guinea and now Australia. She completed her Diploma in Education with an ESL focus at the University of NSW, Armidale. Debbie is now teaching Aborigines and Torres Strait Islanders on Thursday Island.

Delivering the program

In 2002 the Access team of the Tropical North Queensland TAFE ran a pilot project on two islands in the Torres Strait. They taught a literacy and numeracy program alongside a peer tutoring program in the same communities. Since then Debbie Prescott has used the experience on other islands to run similar programs.

Last year the Access Unit at the TNQ TAFE began delivering the Certificate III in Volunteer (Peer) Tutoring. The aim of this course is to train community-based Indigenous tutors to provide on-going support to people undertaking studies in remote areas. This means that the islands would become more self-supporting and not have to rely on people flying in and out to help them with their studies. The course concentrates on equipping the tutors with

strategies to teach other students to become independent learners.

In setting up this pilot project, Christine Fry, Manager of the Access Unit, and Joanne Savage, the TAFE project coordinator, developed a partnership between

TAFE, DEST (through the ATAS scheme), Community Councils and the Community Development and Employment Program (CDEP).

This article will cover how we delivered the peer tutoring program and recommendations for future programs.

Recruitment

The best way to recruit the prospective tutors was to have a training officer on the island screen people so the tutors would have the respect and support of the families and the community. The training officers also have a good idea of the basic skills of the prospective tutors.

The community tutors should have language skills that allow them to code switch between English, Creole and traditional languages and so work effectively with people still developing

basic literacy and numeracy skills. Most of the prospective peer tutors are busy, employed people. Sometimes it was difficult finding times to conduct training and for the tutor trainees to complete their practical component with a student.

Curriculum

This year the curriculum was changed to the Certificate II in Volunteer Peer Tutoring and the materials were re-written. We would recommend that future peer tutor courses be kept at Certificate III level as there are students on these remote islands who are studying Cert IV and Diploma level courses who also need tutor support. Some of this support is in independent study skills or basic computing skills, for example, with which a Cert II tutor would cope well. But if the student needs essay writing, referencing, researching and advanced reading skills, the tutor should be trained at the Cert III level.

Class Delivery

In 2002, we scheduled literacy classes in different weeks from the tutor classes. In several cases there were different teachers for the different groups. Before the teacher flew into the islands to deliver peer tutoring, we advertised the sessions on the central bulletin board in advance and called to leave messages with the Council office (sometimes our only contact number). However, because the tutor trainees were a small group and generally busy, employed people, there were disruptions to training. Sometimes we called in to homes or workplaces to arrange a meeting time. At other times the tutor trainee might not be available.

This year I've delivered literacy and peer tutoring sessions during the same weeks: literacy during the day and peer tutoring during the evening. It makes for a long day for the teacher but it serves a couple of purposes. One is that there is a larger group that is 'in training' that week, that is, both tutors and literacy students. It helps people encourage others to attend the training and simplifies the training schedule. The second purpose is that there is greater motivation and opportunity for the tutors to arrange to do their practical tutoring during the literacy class time.



Tutor Eizabeth with student

Venue

Training venues are multi-purpose in these small communities. Council rooms are sometimes needed for other functions so you need to be flexible. At one Council office the area allocated to training is an open, tiled area underneath the offices. This area is also where workers congregate to clock on and off, Council stores its vehicles and holds its meetings. It was a hive of activity. The only tables available were ones at knee-height or ones at chest height (when seated). When the breeze came through, all the papers went with it if they weren't anchored down. No one complained.

Materials and Resources

Mary Brodie, coordinator of the Peer Tutor Community Literacy Program, and a team from the TNQT Indigenous Studies Product Development Unit wrote the four booklets that could be used as an independent study resource and in discussion with the teacher. There are also videos that complement the course. It is highly recommended that most questions in the workbooks be discussed with the teacher as there are lots of valuable learning experiences the tutors have to share and much information that can be added and clarified. The group discussions are invaluable.

The teacher provides any additional materials the tutors request. Tutors welcome additional literacy and numeracy resources they can use with their students. Start a resource folder, add to it constantly and refer to it frequently so the tutors will, too. Store it in a place the trained tutors can access easily.

The booklets were all the assessments required. We developed an assessment matrix and quality control reporting documents to support the course.

Example of New Tutor Skills

On the second evening of classes in one community we were discussing the "Communication" book with about five trainees. One young Indigenous woman tutor, Elizabeth, was sitting away from the main group, working on her booklet when in walked a young man and sat down next to her. He was not on the roll book and the training officer tried to determine whether he would like to enrol. He had difficulty with his words and balance and couldn't answer coherently. So we continued our discussion and I watched with interest out of the corner of my eye what transpired next. Elizabeth had a literacy booklet next to her open to a diagram of a car that was labelled with the parts of a car. She gently slid the booklet towards the man and pointed out one part of the car. He wrote his name next to that

part. She praised his work quietly and pointed to another part of the car. This continued until the page was covered with his signatures. Then he got up and left. This scene was repeated the following evening. We talked about what had happened and the skills that Elizabeth had shown.

Recommendations for future programs

1. Tutor trainees should apply with ATAS (Aboriginal Tutorial Assistance Scheme) through DEST (Department of Education, Science and Training) as soon as possible after starting the peer tutor course. The Certificate is not essential to become a tutor and it gives the tutor trainee encouragement at the prospect of being paid. Follow up by phone Student Applications with DEST. It's helpful to have a tutor coordinator in a training institution to match tutor and student in conjunction with DEST.
2. Run tutor training classes in conjunction with other training courses if possible. Run weekly sessions in the remote community. These longer blocks of time (as opposed to 2-3 day sessions) allow the word to get around to other prospective tutor trainees and for the community to observe the training take place.
3. Allow continuous enrolment. Most tutors are employed, travelled, busy people and may miss the first round of enrolments. You can expect some withdrawals.
4. Run a schedule past the Council, post the schedule in a central place and stick to it. Do not assume that these small communities have few activities. They can be intensively active places.

recommendation 5.

Be prepared to be flexible for funerals, council meetings, fishing activities, school and church events that involve most of the community.

6. Use all flexible learning methodologies at your disposal: email, post, word-of-mouth, signs, other travelling teachers, audio tapes, video and teleconferencing as well as workbooks. Bring in the students for blocks of time to the main training institution. (Be sure that the training course and your students are eligible and registered for Abstudy Away From Home Base assistance.)
7. Take all your materials with you. Council office photocopy machines may not withstand heavy use.
8. Strong administrative support is essential to arrange travel.

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Anatomy of a campaign—defending TAFE adult literacy courses in NSW

by Pat Hazell

In late June 2003, the NSW Government dropped a bombshell on adult literacy and numeracy education. The state treasurer, Mr Michael Egan announced as part of the state budget that all TAFE fees would be increased, and that fees would be implemented for courses that were previously fee exempt. This meant that all adult literacy and numeracy courses would go from being free to carrying a fee of \$150 per semester. It was unthinkable that this be allowed to happen. This article recounts the part the NSW Adult Literacy and Numeracy Council (the NSW Council) played in the successful campaign that followed. Many stakeholders worked together, and the success could not have been achieved without work being done at many levels, including the TAFE Community Alliance (a group led by TAFE Outreach coordinators) and the Teachers Federation of NSW.

The NSW Council made an immediate response by writing letters to the Premier, Treasurer and Minister for Education. Many other concerned individuals also wrote letters and visited local MPs.

The NSW Council realised that prompt and coordinated action was necessary. A first step was to conduct a state-wide survey to establish the number of currently enrolled TAFE literacy and numeracy students who would miss out on their classes if fees were to be imposed. A survey sheet was emailed to every individual adult literacy and numeracy teacher that the Council could reach.

An emergency meeting was also called and, discouragingly, only thirteen people attended. However, it was very productive, with those present showing commitment and determination.

First, people needed to understand the implications of the fee imposition. It would not just affect students in literacy and numeracy classes, it would also devastate volunteer tutor programs as tutors would have to pay for the privilege of volunteering. The government had said that Centrelink clients would be allowed only one exemption per year—all our students are enrolled at least twice each year!

There were implications for tutorial support, a major part of TAFE work. The drop in student numbers would wreak havoc in part time teachers' work. ASCH would plummet with an ensuing financial crisis, affecting college management. There would be a flow on effect to Community colleges and even TAFE students in prisons. It was apparent that we needed a communication strategy. We needed to tell our students, teachers and managers as well as politicians and the broader community the implications of fees for our courses.

We realised it was imperative to keep our message simple, so we established the imposition of fees on free courses as our sole target.

We could not engage in the broader fight of fee increases across TAFE generally.

Outcomes of the meeting led to the writing of a NSW Adult Literacy and Numeracy Council position paper which pointed out the social impact of the fees on the working poor, the contradictions of fees with the government's stated TAFE policy for free adult literacy and numeracy provision and the contravention of basic human rights that are recognised internationally. The paper provided a very useful document to circulate, and to draw on for letter writing, visits to MPs and talking to the press. It is currently on the NSW Council's website.

A communication network was set up, with teachers taking on the role of liaison officers with the responsibility of disseminating information to all colleges. Fact sheets for students, teachers and managers were written and distributed. Partnerships were established with other affected parts of TAFE, mainly Outreach, and the Teachers Federation. A list of teachers to contact the press was compiled.

In the meantime the response to the survey was swift and dramatic. Eventually over 3,000 individual responses were received from over fifty TAFE colleges—2300 were finally included because of the urgency of producing a report. The survey was designed to isolate those students who would miss out on their literacy and numeracy classes. To do this, it was necessary to establish the number of students who were Centrelink clients, and then ask the remaining students if they could pay fees. Results were collated into a single page report with a college-by-college breakdown of results.

Results were surprisingly consistent across the state. Overall, it was found that 57% of students were Centrelink recipients; 6% of students, not on Centrelink payments, said they would be able to pay the \$150 fee per semester. That left a massive 37% of our current student cohort who would miss out on Adult Basic Education

courses in TAFE from 2004. The survey data proved to be a very powerful tool and was distributed widely. A TAFE management response group used it, as did the Teachers Federation in their lobbying, and individuals used it in their own lobbying efforts.

When survey data and a position paper were available, another round of letters was sent to the Premier, Treasurer and Education Minister. But as previously, there was no response. At this point the NSW Council realised it was time to increase the pressure. This led to some new initiatives.

It was important that the voices of students be heard, so a postcard campaign was launched. Literacy and numeracy students were invited to write postcards to key politicians. We have no way of knowing how many postcards were sent, but anecdotally it was thousands. Many were very eloquent, and clearly demonstrated the need of the writers to continue their courses.

A letter and the survey data were posted individually to every MP in the state. This proved to be very interesting, as the responses from MPs to the council kept arriving for many weeks. Although some were standard formal responses, many showed the concern about this issue that MPs felt. It was becoming evident that many MPs were not happy about the fees being imposed on their constituents.

In the meantime, many individuals were phoning and visiting their local Member of Parliament, writing letters to local papers and getting stories into the local media. Behind the scenes the TAFE managers group was meeting and developing its own response. The Teachers Federation was lobbying widely. Many community groups were expressing their own concern as the issue affected their clients in a range of ways. Moves were made to gain some mainstream media attention, and the ABC and Sydney radio stations were starting to take an interest and respond positively to our calls.

During this time the only evident progress that had been made was the broadening of exemption allowances for Centrelink clients. Information was leaked from government sources that Centrelink clients would be able to claim multiple exemptions. It was hard to know if this was factual information, or indeed good news or bad news, and no more was heard of it for some time. It was difficult to feel that any progress was being made. And still the NSW Council itself had received no replies from the Premier or the Minister to our letters.

The next, and as it turned out final, action was a meeting held at the Petersham Town Hall,

organised by the TAFE Community Alliance. Speakers included the local Mayor, Marie Sheehan; key community figures including Rev Bill Crews; the NSWALNC President Jill Finch, and TAFE student speakers. There was an overwhelming response from the community, with the Town Hall filled to capacity. The meeting was a powerful expression of community concern and outrage. However, Maree O'Halloran, the Teachers Federation President, was unable to attend as she was at that time meeting with the Government.

The meeting at the Petersham Town saw a complete victory. Maree O'Halloran arrived at the end of the meeting, to make the announcement of the Government's change of heart. She announced the Government's backing down on the imposition of fees for exempt courses, as well as the allowance of multiple enrolments for Centrelink clients. It was absolutely exhilarating for everyone present.

One interesting outcome of the campaign was for the students who had taken part. Not only did they experience the success of maintaining free adult literacy and numeracy education in TAFE, but they also had the opportunity of taking an active role in a political campaign, and to realise that such action can influence policy.

The campaign has also led to something of a revitalisation of some networks in Adult Basic Education, with teachers being reminded that we are in fact part of a field, and that there is great value in keeping in touch with colleagues. Another great outcome is that the profile of adult literacy as an educational and political issue has been given a large boost, amongst both State politicians and the community, thanks to letter writing and media coverage.

It's difficult to know just what made the campaign successful. However a rapid response by many people using a range of strategies to make one clear point was effective. No doubt the plan to impose fees was ill-conceived in the first place, coming as it did from Treasury as a budget decision, not from education policy. But such decisions reflect the current 'user pays' philosophy of governments. It was clear that for the Government's decision to be overturned, an effective campaign would be needed and an enormous effort made. Many people worked to achieve that success.

Documents relating the campaign can be viewed on the NSW Council's website, <http://www.nswalnc.uts.edu.au/need.htm>

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