

Merging Pedagogies
LLN VET
Community of Practice

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LLN VET CoP – Why?

Low levels of LLN
Increased demands in the workplace



National Foundation Skills Strategy
Foundation Skills Training Package



Need for LLN and VET practitioners
working collaboratively

Working together – maybe not so simple?

Potential differences:

- Background
- Pathways into teaching
- Pedagogical knowledge
- Concepts of literacy
- Goals for learners

Goals of the CoP

PD Goal	Professional development for participants
Pilot Goal	Pilot a model of LLN and VET practitioners working together
Practical Goal	Develop materials for the Foudation Skills training package
Research goal	Ecplore the enablers and barriers to LLN and VET practitioners working together

Methodology



CoP in four phases

Phase 1: Exploring current perspectives and experiences

Phase 2: Working together – developing skills

Phase 3: Working together – developing materials

Phase 4: Reflection

Theoretical Framework

Deficit approach	LLN is a set of quantifiable skills to be acquired by an individual
Human capital	productivity-driven workforce training, functional literacy
Social-cultural	literacy as a life long learning experience, multiple literacies, fully contextualised
Social Capital	Literacy as a tool for building networks

Talking about pedagogy

In LLN support in VET, I have always taken a 2-pronged approach – “getting the students through” the VET component (ie modifying materials, making it accessible etc) and improving LLN skills of students. Obviously, the improvements in LLN skills will be slow and in a short VET course probably minimal. This does not, however, mean it is insignificant.

*Pre-assessment may be an answer...
maybe similar to the NAPLAN test...
informing the trainer of the LLN level of skills
for the individual and a suggestion of what
VET courses are appropriate for them... This
would solve the majority of VET trainer's
problems, I think...*

I find the LLN trainers are often very black and white in their approach to LLN and what we have to teach. They seem to think you have to have the whole thing or nothing – I mean – they talk about “education” and “social disadvantage” and “whole people” but really all we have to do is train people for a job – fully, employability skills and everything - and I’m sure, when they get that job, the other benefits, all the other life stuff comes too. As a VET trainer I see myself very much about training the whole person, for me it’s always been about social inclusion. I do that within my role

As an LLN teacher... from my early training, it was sort of always about educating people for life...But I get the idea that (now) it is really about employment, and this philosophy has really gone into LLN... and even the Foundation Skills Training Package, it's a training package, its not a curriculum, its training people for work, its not training the whole person. So we (LLN practitioners) are having to shift a little bit... we have had a lot of freedom in the past as LLN teachers, and now I think we have to change our thinking ...

I have learnt that mostly the LLN practitioner is about life skills and getting them to live a better life whereas the VET practitioner is about gaining work, employment outcomes.

Strategies to overcome differences

- Common language
- Time for deep discussion and planning
- Opportunities to learn from each other and gain insight into and respect for each other's body of knowledge
- Providing projects that allow collaboration and merging of pedagogies

- *I learnt a lot about training and assessment strategies, it was something quite new to me, I learnt about the VET language which was a little bit different to the LLN terminology that we use and so I have a better idea about RTOs now and the paperwork and the recording specifications and working with templates, so and just appreciating working with someone from the VET sector and learning about their side of things.*
- *I really had no experience with training and assessment strategies (TAS), and I have learnt a great deal about reading the qualifications and writing the TAS and being informed about that connection with industry....*
- *...by participating in the CoP its prompted me to have more discussion with the VET staff here in the college locally.*

Implications for PD

- Include specific information about pedagogy and potential differences
- Provide a common language to talk about pedagogical orientation
- Provide opportunities to work together and learn from each other so as to develop respect for the other's body of knowledge

Summary

- Working together is necessary
- Working together may not be simple because of the differences between LLN and VET practitioners.
- One of those differences may be pedagogical orientation
- Having a common language and time to talk about pedagogy may assist
- Having projects and opportunities to learn from each other and develop respect for each other's body of knowledge may help LLN and VET practitioners working together

Questions?

Comments?

Suggestions?

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Thank you