



2014 Australian Council for Adult Literacy Conference
2 October Pre-conference Forum
3-4 October Conference
Crowne Plaza Surfers Paradise



Literacy: a learning spiral for life

**Transforming ideas into
action when Foundation Skill
needs
are identified**

Ann Leske:
LLN Specialist
Consultant and Teacher



Leonie Francis:
Riverina Institute TAFENSW
Head Teacher LLN Education
Pathways



Workshop focus

**Strategies to promote
Foundation Skills development to
build learners' vocational literacies**

Using the Foundation Skills Workforce Development Project (SA)

**Training Validation Tool
as a platform**

Located at the

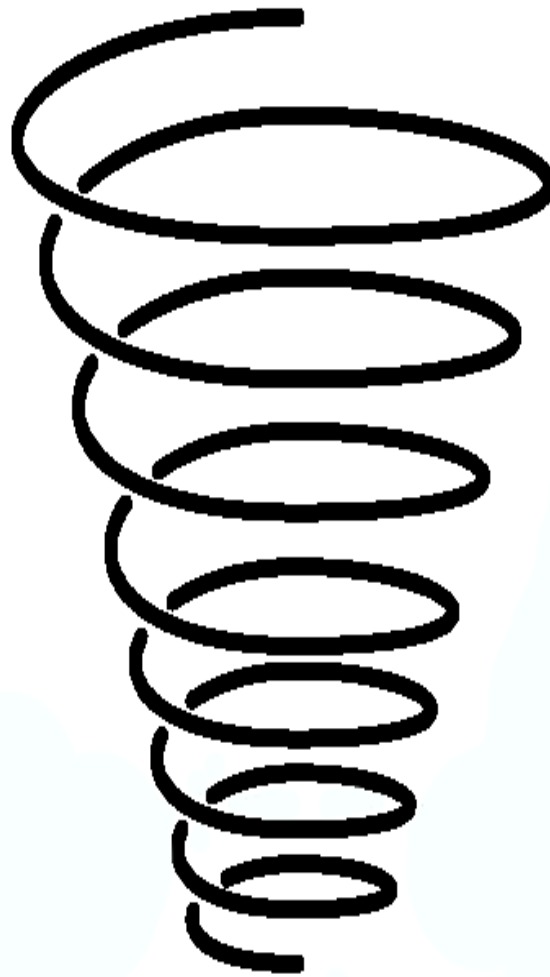
[IBSA Building Strong Foundations Resources Training Plan Validation Tool](#)

Workshop focus



Australian Core Skills Framework	Employability Skills	Digital Technology
Learning	Communication	
Numeracy	Teamwork	
Reading	Problem solving	
Writing	Initiative and enterprise	
Oral communication	Planning and organising	
	Self management	
	Learning	

**How have
literacy
and
numeracy
research
outcomes
informed
our
practice?**



**How do
national
politics
affect
individual
learners?**



2014 Australian Council for Adult Literacy Conference
2 October Pre-conference Forum
3-4 October Conference
Crowne Plaza Surfers Paradise



Literacy: a learning spiral for life

Links to Research/Policy Resources

- [ALLS 2006](#)
- [ISC No More Excuses](#)
- [National Foundation Skills Strategy for Adults](#)
- [ALG Getting it Right Foundation Skills in the Workplace](#)
- [PIAAC](#)

Transforming Ideas into Action

**Shifting from
knowing that LLN core skills
are Embedded within a training benchmark
To**

**Explicit attention to building LLN core skills:
Deliberate, Planned, Purposeful, Directed,
Specific, Focused, Targeted, Intentional**

What skills are needed to thrive?

(NZ National Centre for Literacy and Numeracy workshop recording approach to

Knowing the Learn, Knowing the LLN Demand and Knowing what to do.

Training Plan Validation Tool

We are using this tool because it enables us to give explicit attention to building the core skills required

Interpreting the Training Plan Validation Tool

(Refer to the paper-based resources)

Planning delivery approaches

Developing Core Skills

**Relates to Steps 6 7 8 9 and 10 of
Addressing Foundation Skills The 10 Step Process'**

Transforming Ideas into Action

Delivery/Instruction opportunities/Support Strategies

(Refer to S4L Grid in paper-based resources)

Adult Learning or Adult Literacy?

Adult Learning strategy

See paper-based resource – including Cone of learning

or

Adult Literacy Strategy??

Inclusive delivery approaches

(From Taking the Lead Attachment K from Three R's Revisited)

Transforming Ideas into Action

What support is recommended for the ASF level?

ACSF Level 1	ACSF Level 2	ACSF Level 3
Explicitly available Needs help or advice Examples and Models explained and easily accessed	Support close by Seeks help and advice Examples available Models available Easily accessible	Recognises when advice is needed Examples, and models can be accessed when needed

Transforming Ideas into Action

Calculations in Nursing

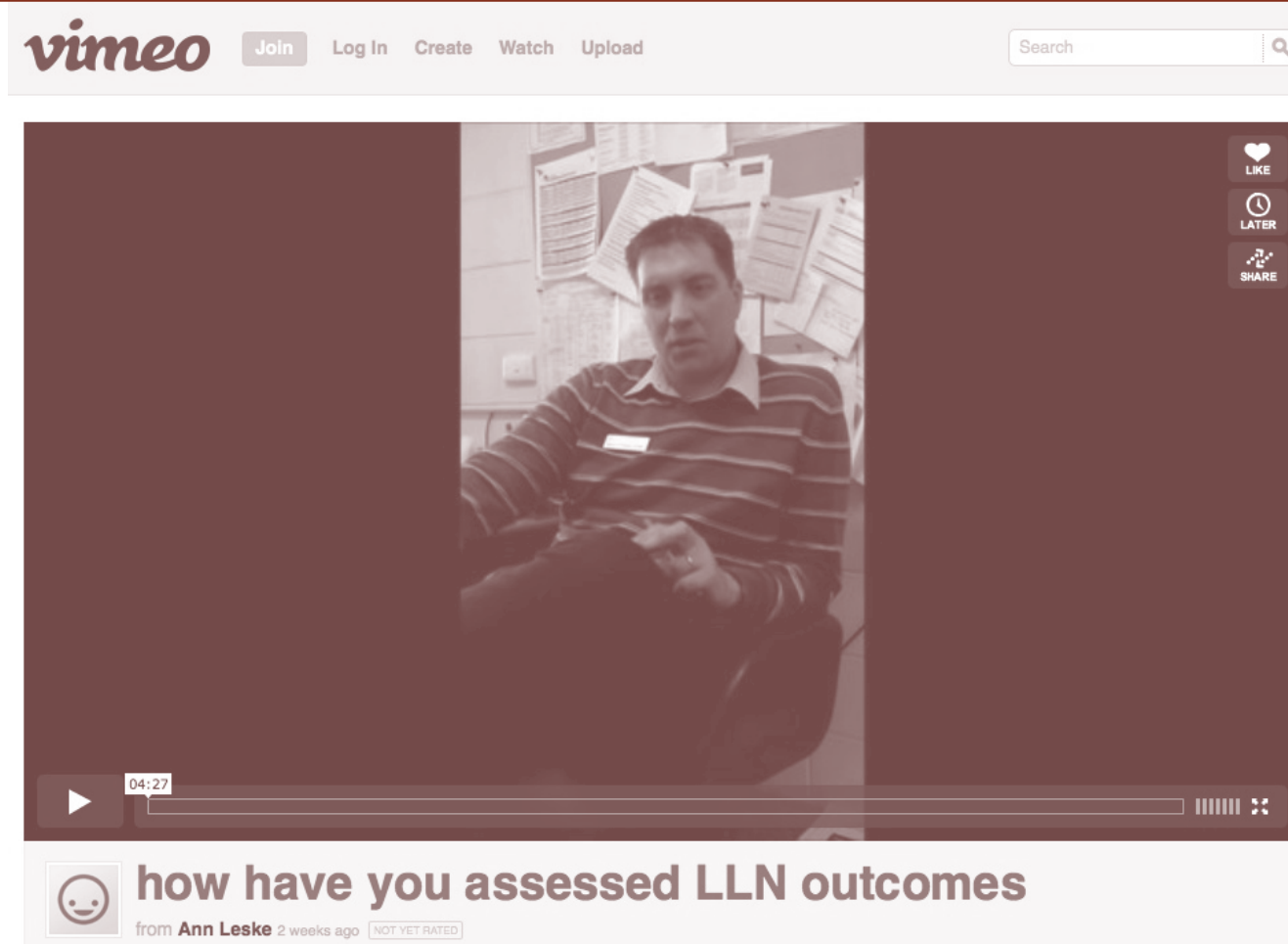
New Zealand LLN teachers discuss how they approached an identified barrier to learning

(NZ National Centre for Literacy and Numeracy)

This is an example of transforming ideas into action

Transforming Ideas into Action

LLN skills are explicit within training



How have you assessed LLN outcomes?

LLN resources

Resources addressing more than one core skill:

- SSA Model for Integrating Foundation Skills Support in sport, fitness and recreation training pge 47 Also Service Skills Australia Model for Integrated Foundation Skill Support (MIFSS 2)

© Commonwealth of Australia 2013

(Pps 58 – 62, and page 35 are within the paper-based resources)

- Literacy Face to Face Resource for Volunteer Adult Literacy Tutors
- <http://www.bbc.co.uk/skillswise/0/>
- The Get Real Factor Agrifood ISC 2009
- Now Read This ANTA 2003
- What Works video series (Ideas that Work)
- QCAL Tutor Tips

Learning

Learning

01 Active awareness of self as a learner, planning and management of learning: identity, goals and planning

02 Acquisition and application of strategies that facilitate learning: locating and organising, using knowledge and scaffolding, learning with and from others

- Assistance to shape goals and strategies
- Assistance to locate necessary information
- Offer explicit feedback
- Inspire and encourage (Tim Minchin – 'life')
- On online journal site
- Opportunities to reflect on progress UK Excellence Gateway Effective Teaching and Learning

Reading

Reading

03 Audience purpose and meaning strategies: prediction, prior knowledge, critical analyses

04 Reading strategies: Text navigation, comprehension, decoding, fluency, language patterns, vocabulary

- Demystify Technical Language SSA Taking the Lead
- Identifying potentially difficult words (strategy from NZ National Centre for Literacy and Numeracy)
- NZ Learning Progression Teaching Adults to Read with Understanding
- Reading and Writing Now Read This (from p33)
- Authentic texts

Writing

Writing

05 Audience purpose and meaning making: range, structure, plan, draft, review

06 The mechanics of writing: vocabulary, grammar, punctuation, spelling, legibility

- Authentic texts
- NZ Learning Progressions Teaching Adults to Write to communicate

Oral Communication

Oral Communication

07 Speaking: range and context, audience and purpose, cohesion, grammar, pronunciation, non-verbal

08 Listening: listens for relevant information, derives meaning

- **NZ Learning Progressions** Teaching Adults to Listen and Speak to Communicate
- **Communicating WELL** TLISC Teacher Guide and Student workbook, scroll down to find Communicating WELL unit

Numeracy

Learning

09 Identifying mathematical information in meaning and texts

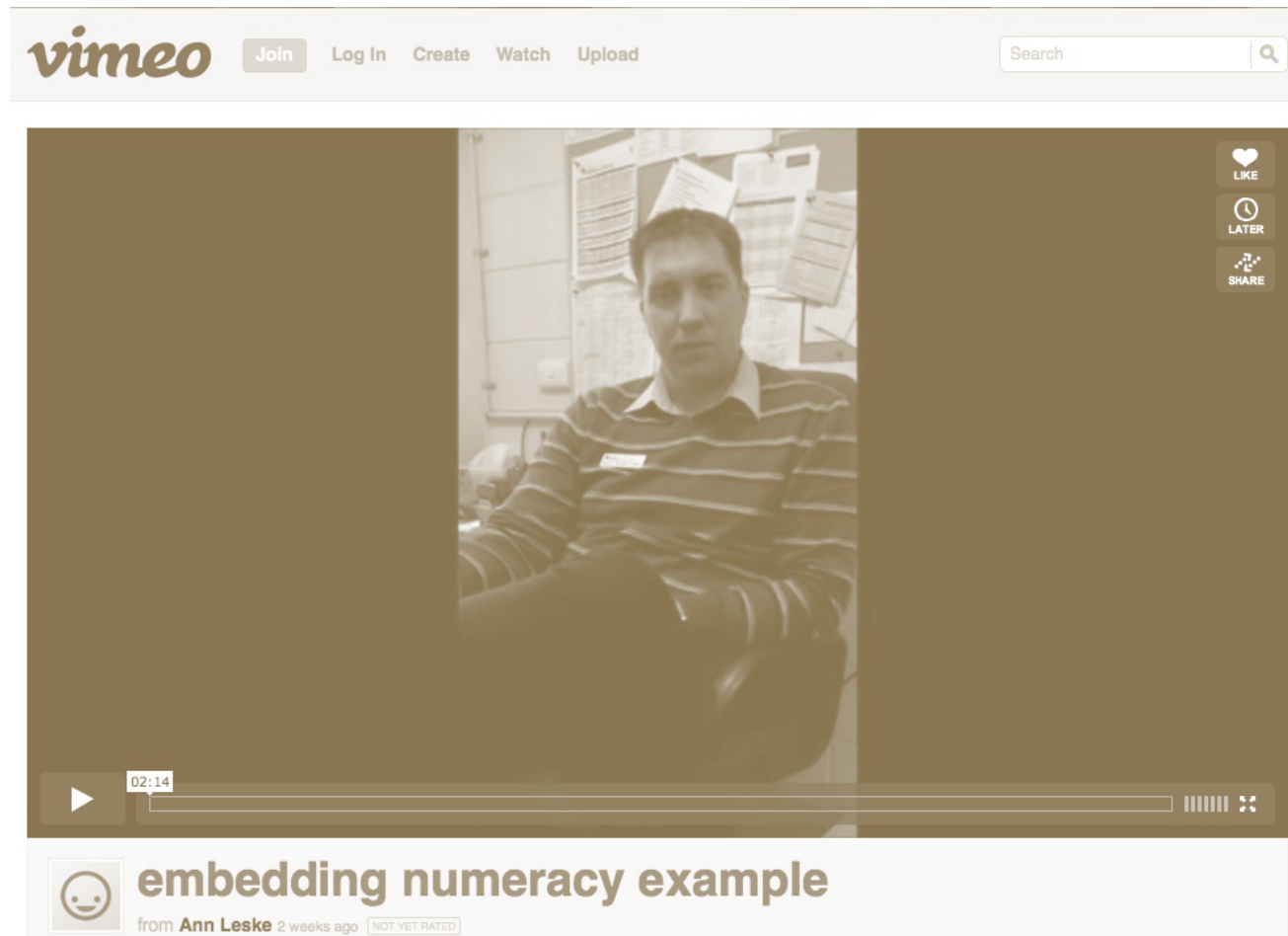
10 Using and applying mathematical knowledge and problem solving processes

11 Communicating and representing mathematics

- Numeracy (A Professional Development Resource for WEL Practitioners)
- Khan academy (example concept of division)
- Building Strength with Number VALBEC

Numeracy skill development

Embedding numeracy



[Embedding numeracy example](#)

Ann Leske:
LLN Specialist

Consultant and Teacher

annleske@concen.net.au



Leonie Francis:
Riverina Institute TAFENSW
Head Teacher LLN Education
Pathways

Leonie.francis@tafensw.edu.au

