

The Literacy and Numeracy of SEE, teaching in the sector

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LLN
programs for
Job-seekers

- **SEE**
- **LLNP**
- **LANT**
- **SIP**

4 things to
say about
SEE:

- SEE is needed (well, LLN is, anyway)
- SEE is difficult
- See is do-able – let's think 'collectively'
- SEE's numeracy needs a re-think – it's wonky

And, $4 + 1 =$

- Our thoughts about SEE should become oral – speak out loud!
Why not?

Why do we need SEE?

- **A significant number of Australians aged from 15 to 74 years do not have access to sufficient literacy skills to be able to cope equitably with life in the 21st century**

Tout, D

*Australian Council of
Education Research 2014*

- **This lack of skills has remained constant over several decades**

Hagston, J

Fine Print 2014

Not in the
gap between
LLN and an
enabling
class

- Life imitating my paper...*Where write Broadmeadows? Postcode is here? – pointing at 'postcode'*
- (learner's photo removed)
- Below the gap, but what a worker!

The difficulty-
there are two,
actually

Assessment is not in balance with teaching and learning...

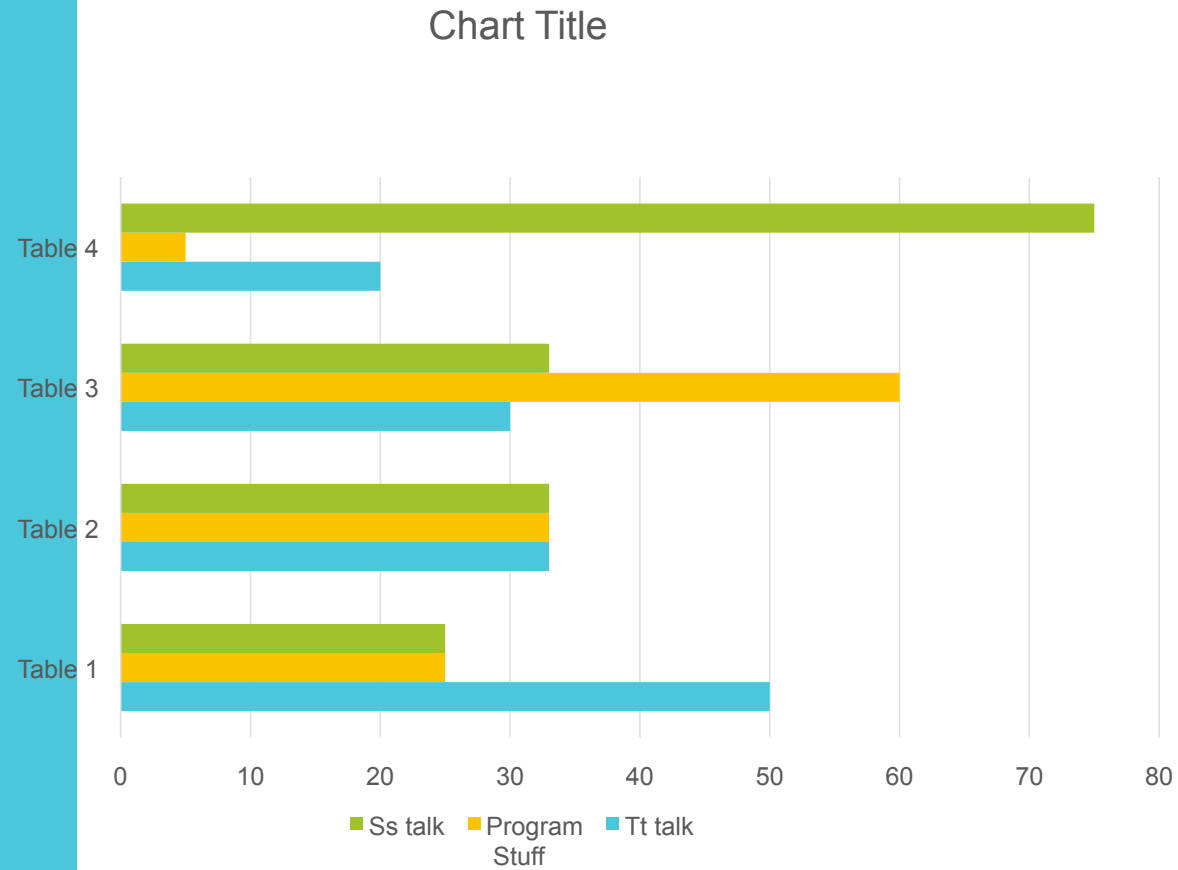
and 'conditionality' means it's not just LLN

Cheng &
Curtis, in
Cambridge
Guide to 2nd
Language
Assessment

**A set of relationship, intended and unintended,
positive and negative between teaching, learning
and testing**

p.89 Test Impact & Washback Defined

What happened in your last class?
-Teacher Talk?
-Student Talk?
-Program 'content'?



From learning
about talking
to the
doctor...



To reading and writing about bread-
making for assessment. We all know

why this occurs

Does this stuff
matter?

Susan
Mackay and
colleagues:
*Current and
future
professional
development
needs -LLN*

- **LLN educators, ageing, female, soft and left – and feeling over-worked...Mackay's research reports feelings ' ideological dissonance'**

NCVER 2006

Note the date: none of us is getting any younger...

Leith, M- How
learning
English
facilitates
integration...

- **More 'real-life' English**
- **More role-play**
- **More speaking practice**
- **(maybe) less Teacher praise**
 - 19-21
- **...I need to little bit adjust my hope...make my employment expectations lower...**
 - P.25

A note of
caution about
participation
programs for
Job Seekers

- While well intentioned....(participation programs for LLN for Jobseekers) assumes ...only those adults currently in the job market are the only Australians worth investing in.

ALA/AEU 2011

Social violence?

- 'social violence' (O'Grady & Atkin, 2006, p. 285)
- Possibly not, but:

nevertheless

‘Regardless of any regulatory requirements , an organisation needs be committed to providing the best possible ...delivery and assessment service

(Clayton, 2004).

Perfect :
learning
empowermen
t
confidence-
building
assessment-
fodder

- Learner's photo removed

What not to
do:

- $8 \times 2 \times 20 =$ total madness for you.

Now, let's talk
about
paper...

- Speaking of insane behaviour – and I'm speaking for myself here, as a member of the planet.

Freight
Metrics- join
up, learn
about the
world!
120 boxes of
archives -
costs

- Alice Springs –Canberra-
\$911
- Melbourne-Canberra-
\$417.50
- Mildura-Canberra-
\$717

- www.freightmetrics.com.au

Program suggestions? yes

1. Self-referral
2. Less paper-based evidence
3. Less verification?
4. Internal auditing and send-back?
- 5. Curriculum match-up
- 6. Verifiers as educators?
- 7. Good- practice project?

Benseman &
Sutton, New
Zealand –
'Formative
Assessment
Project'
Background
Report

- **Valid**
- **Reliable**
- **Ethical**
- **Fair**
- **Manageable**
 - OECD/CERI Background Report p. 23

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- My colleagues whose work is used in the samples:
 - Anita Cameron
 - Konrad Faust
 - Johanne Galea
 - Frances La Riccia
 - NMIT, Preston, Broadmeadows, Collingwood.
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Thanks for
listening to
me today.

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