

Teaching Literacy in a 'real life' Vocational setting

Learning in and for a workplace is potentially of enormous value & benefit to employees and employers but it takes a great deal of skill & expertise to do it well.

In order to be engaged in training a learner must be able to see the relevance of the learning to their job role and career aspirations.

- essential that you use the outcomes of assessment(informal or formal to align with ACSF) to negotiate a meaningful ILP with the learner
- one that reflects the skills required to do their job more effectively.
- it must be 'sold' to the learner

Effective assessments & individual learning plans

- Treating the assessment process as a test or purely as a requirement can be damaging to an individual's confidence or motivation to engage in skills training
- There are particular challenges when implementing assessment processes
 - Persuading employers of the return on investment of releasing staff
 - Allaying employee fears for the implications of any skill gaps identified
 - Developing skills of workplace assessors & trainers
 - Striking a balance between addressing practical issues & meeting the desired outcomes

- To provide genuine learning experiences requires a close partnership between providers & learners & industry
 - promotes positive, inclusive & vibrant community,
 - increases learners sense of belonging and
 - can engender learner loyalty in future study
- Multi disciplinary approaches can also strengthen the educational organisation as learners work & interact with a broader range of people

Delivery via a work project
makes LLN learning meaningful
to the learner.

- Creates opportunities to acquire skills of real value the labour market learners seek to enter
- Can highlight career pathways not previously considered
- enables exposure to:
 - realistic multi-disciplinary tasks with real deadlines,
 - access to industry standard resources &
 - observance of work disciplines

- Providers need to collaboratively develop holistic practises –also increases knowledge & understanding between staff
- LLN is embedded in the learning resources –not a separate subject
- Developing resources & approaches is ongoing
- Delivery balance -need to cover Voc & LLN outcomes, develop skills over time, apply what they've learnt & prep for assessment

Widening Participation

Any curriculum designed for hard-to-reach learners must bear in mind possible factors that can influence an individual's ability or willingness to participate in learning programs, e.g.

- timing
- location
- mode & duration of delivery
- perceived value
- how engaging it is
- Other work/commitments

Providers need to:

- Work with communities & think outside of their own organisation
- Align with other local initiatives eg. Health, media, service org', sports, theatre
- Actively listen to learners, communities & employers & involve them in the design
- Address exclusion in all aspects of the provision

Which tools or methods?

- involve a range of methods that reflect the workplace context:
 - Workplace documents (avoid manufacturing them, timesheets, invoices, safety forms)
 - Self assessment (workplace checklist or job role)
 - Discussions (opportunity to get to know each other)
 - Assessment tools (IT based has advantages)
 - Structured activities (encourage to apply specific skills, puts learner at the centre of assessment process)
 - Observation (provides useful background info', shadowing, tailor learning to job role)

Project examples

- Work with an author to produce books/cd to engage children, parents, carers
- Renovate surrounds of Surf Lifesaving club
- Cafe design, staffing or management
- Design, print, market & sell T-shirts – learning cost of production, calculating return on investment, developing marketing strategies
- Cultivate a community garden – purchasing, sales, cooking, sustainability
- Small business financial or management skills

- Identifying & working with organisations that have overlapping objectives can build community capacity & lead to sustainable solutions
 - Cert III Aged Care & Cert III Spoken Written English (employment)
 - Retail (at a supermarket)& Cert II SWE
 - Governance for an Aboriginal Corporation
 - Communication & media at local radio/ TV

Project may be all week or only one day/week

- engage in project based learning, working with peers from other subjects in addition to a vocational course on multi disciplinary projects eg. Health & science learners work with learners studying sport.
- Project briefs must be developed collaboratively with extensive mapping to ensure brief encompasses qualification criteria –also prevents over assessment
- Providers may consider employing a Performance Manager – ILP & pastoral care

Passport to Housing

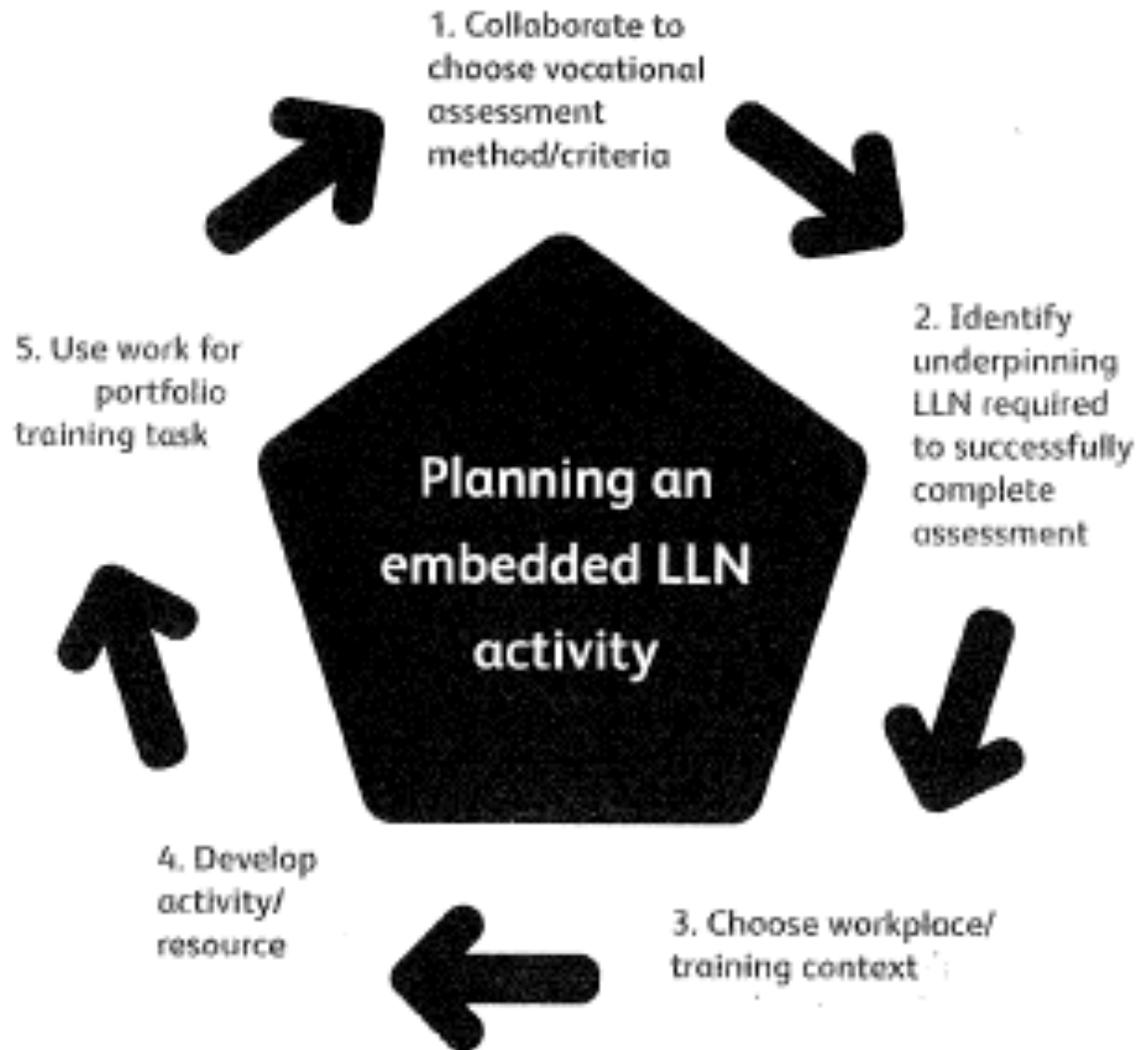
- Participants learn how to become responsible tenants, to find housing, to understand & retain tenancy, money management & contributing to the community
- Geared towards those moving into new tenancies, those in supported accommodation, vulnerable adults & young people
- Brings together the local authority, registered landlords & supported accommodation organisations

- Success of this model lies in identifying the learning & other needs of the target group & working with carefully chosen partners who are directly engaged with those that need the support
- Benefits to partners –enhanced understanding among tenants of their responsibilities & improved personal & financial management
- Past participants are now involved in supporting & mentoring new participants

Army of volunteers

- Engage & train 50 community based volunteers active within the community to reach out to young people
- Volunteers are trained working towards a qualification in Youth Work, mentoring & volunteering
- Provider can also work towards overcoming some of the barriers for those most in need of support & engage them in further learning

Process for developing LLN activities



Checklist for effective practice:

- Active –hands on, question based, participatory, blended approach
- Relevant –in context, realistic for job role, collaborate & discuss LLN with others
- Recognition of the link LLN development has to job roles –builds confidence & develops transferable skill
- Learners able to apply skills, analyse & correct own errors
- Must include rules, prompts, best practice examples, mixture of vocational & everyday communication
- Fun, engaging & covers all learning styles

Understanding your funding

Projects must accommodate unit mapping across different subjects –cluster delivery & assessment

Work out the costs of your core activity and differing delivery models to ensure financial effectiveness

Offer only realistic & feasible delivery models (with employers if applicable) to ensure expectations can be met

Be aware of additional costs such as staff travel time, tools, personal protective equipment, internet access or laptops

Staff Development

Identification (and/or recruitment) of specialist workplace and /or LLN staff with good 'all round' skills to enable them to respond to the differences, challenges and rewards of workplace delivery

Recognition that not all staff will be willing or able to transfer their skills to the workplace environment

Teachers cannot rely on well equipped teaching spaces

- Identify & build on good teaching practice & learning methods
- Build a team with both LLN & Voc expertise
- Embed LLN wherever you can –provide signposts
- Develop a variety of teaching methods
- Review & use existing materials
- Build in opportunities for learners reflection & make links between LLN development & work

- Have a supportive, adaptable, flexible approach which can be tailored in response to specific employers and contexts
- Ensure your organisation has an understanding of the whole project including LLN & understands the impact & benefit of LLN skills development
- Don't rely on traditional strategies to market LLN

Measuring your success

- Reflect on whether training objectives have been met
- Reflect on how the training could be improved
- Explore further training needs
- Seek feedback on the service you are providing