

ACAL September 2015

Louise  
Wignall

Who's who in the Foundation Skills zoo?  
...towards a Professional Standards Framework

# The context

NATIONAL FOUNDATION SKILLS  
STRATEGY PROJECT

## Building the capacity of the education and training workforces to deliver foundation skills –

- building the skills of specialist language, literacy and numeracy practitioners,
- developing the workforce to enable the effective teaching of employability skills and,
- supporting vocational trainers to better integrate foundation skills with vocational training.

Priority 4

## Specific element

*From 2012, Australian governments will work collaboratively to:*

- *strengthen and diversify the identity of the foundation skills practitioner field, and*
- *support professional expertise in foundation skills delivery,*

*including by exploring options for developing professional standards for practitioners.*

# The methodology

NATIONAL FOUNDATION SKILLS  
STRATEGY PROJECT

The 2014-15 work consisted of:

- Desk-research on qualifications
- National NCVER survey
- Stories from the field narrative research
- Focus groups

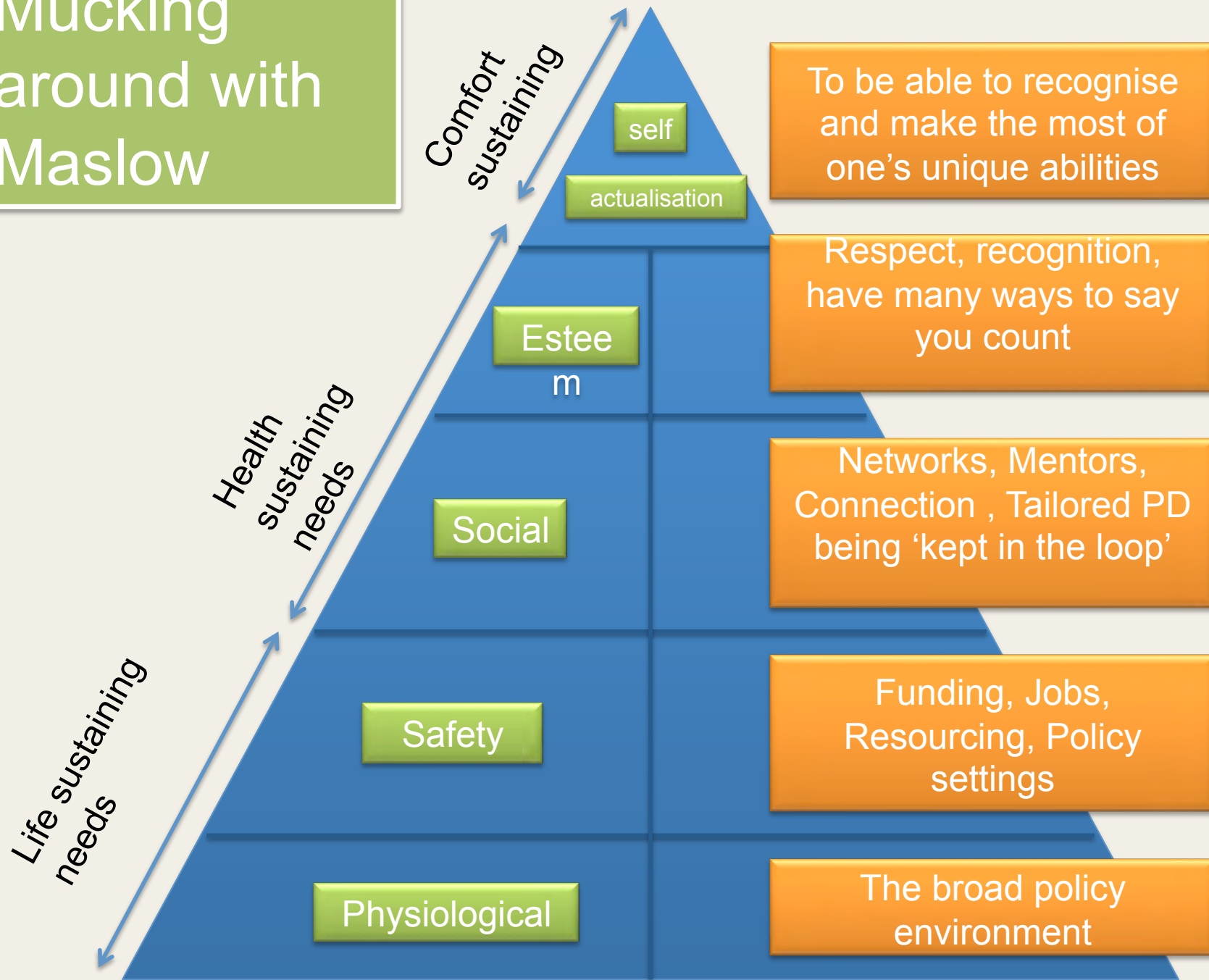
Research activity

Participation

In total more than 800 people participated in the research:

- 683 respondents participated in the NCVER survey
- 30 people provided 'stories from the field' in full, and a further 35 people provided snippets of their story
- 51 people attended the national focus groups
- 13 people used the online platform to share their views.

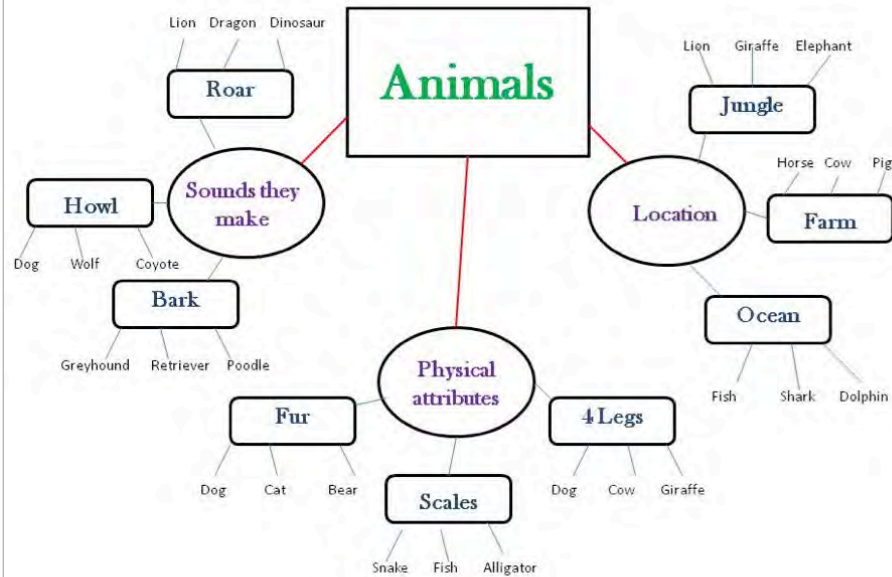
# Mucking around with Maslow





# Tooling with taxonomy

## The value of categories



communicationstationspeechtx.blogspot.com



- Inclusive
- Can be built upon
- Support not constrain

# Framework structure

Three domains or contexts where foundation skills services may be provided

- education and training
- workplace and employment
- personal and community

Four stages of development that identify different 'levels' for each capability.

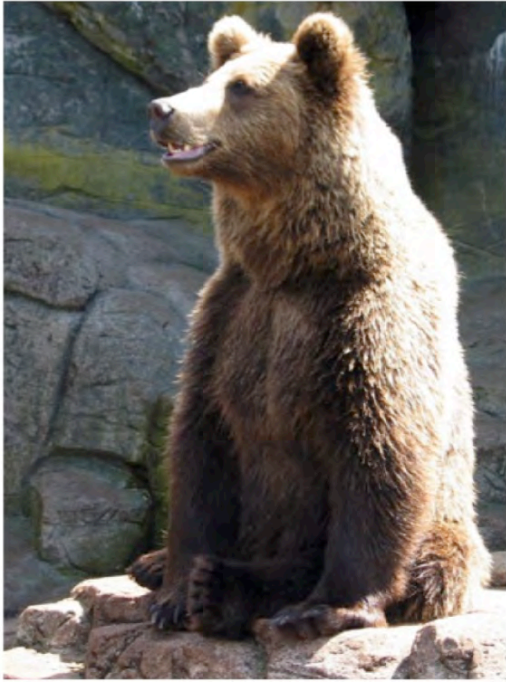
Practitioners will have a spiky profile indicating specialised skills in some areas and developing skills in others.

Four areas of capability that divide foundation skills job roles into broad categories.

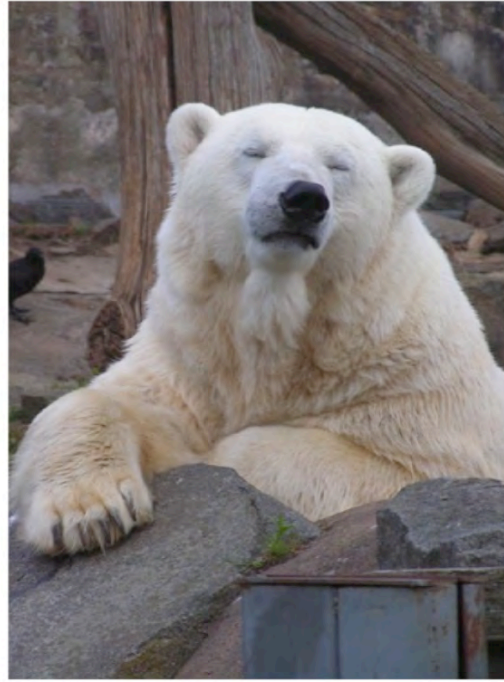
1. knowledge of foundation skills
2. capacity to provide adult education
3. experience in foundation skills teaching practice
4. skills in professional capacity building

Practitioners will generally have some capabilities in each of the four areas.

# Three domains or contexts where foundation skills services may be provided.



**Education and Training  
Community**



**Workplace and Employment**

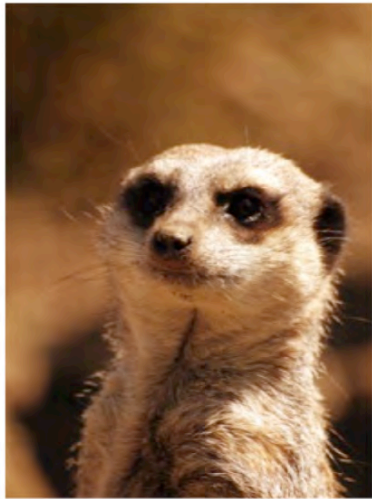


**Personal and**

Practitioners may operate entirely within one domain or have capabilities across two, or all three domains.



# Four stages of development that identify different 'levels' for each capability.



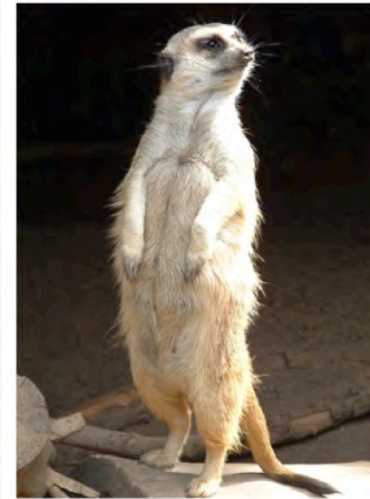
**Aware**



**Developing**



**Practitioner**



**Specialised**

Practitioners will not be at the same stage for all of their capabilities, they will have a spiky profile indicating specialised skills in some areas and developing skills in others.

**Aware** – captures 'associate' level capabilities where foundation skills are not the main focus of the job role

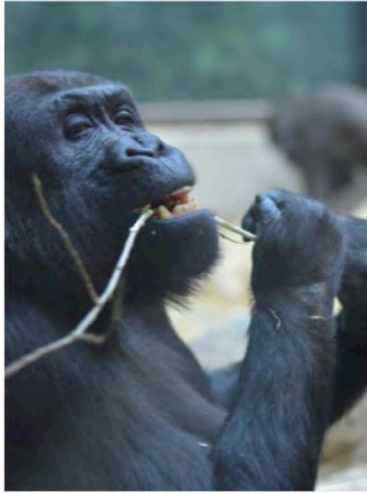
**Developing** – represents the capabilities of an 'apprentice' or practitioner-in-training

**Practitioner** – describes capabilities for a competent foundation skills practitioner

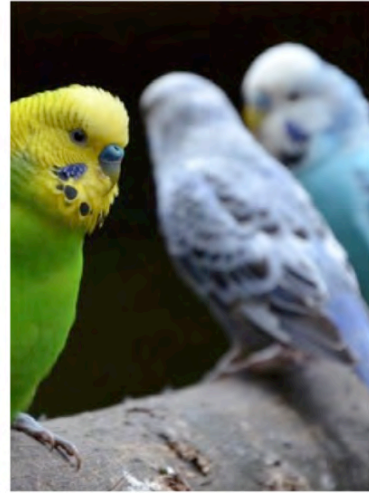
**Specialised** – encompasses expert knowledge that may be used to mentor or guide others



# **Four areas of capability** in foundation skills job roles



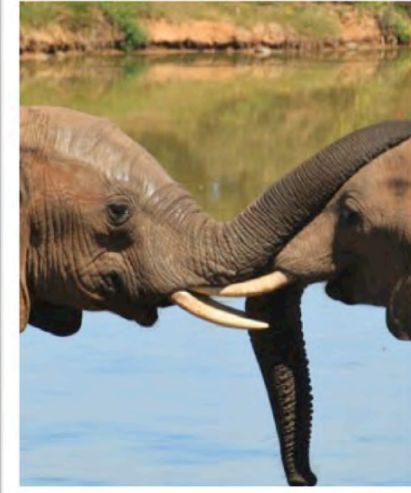
**Knowledge of  
foundation skills**



**Capacity to  
provide adult  
education**



**Experience in  
foundation skills  
teaching practice**



**Skills in professional  
capacity building**

Practitioners will generally have some capabilities in each of the four areas.

# 1. Knowledge of foundation skills

- Recognise adult literacy demands
- Recognise English language demands
- Recognise numeracy demands
- Recognise employability skills

At 4 stages of development

Across 3 delivery contexts

- Recognise adult literacy skills
- Recognise English language skills
- Recognise numeracy skills
- Recognise employability skills



## 2. Capacity to provide adult education

- Apply adult learning principles
- Respond to learner needs
- Collaborate with others to deliver service
- Provide advice to learners
- Develop professional practice

At 4 stages of development

Across 3 delivery contexts



# Experience in foundation skills teaching practice

- Deliver adult literacy
- Deliver English language
- Deliver numeracy
- Deliver employability skills

- Assess adult literacy
- Assess English language
- Assess numeracy
- Assess employability skills

- Participate in delivery of integrated programs
- Contribute to assessment of integrated programs
- Access resources

At 4 stages of development

Across 3 delivery contexts





# Skills in professional capacity building

- Share knowledge with stakeholders
- Participate in professional development
- Identify own foundation skills

At 4 stages of development

Across 3 delivery contexts



# Sample element from Experience in foundation skills teaching practice

## Education and training

## Workplace and employment

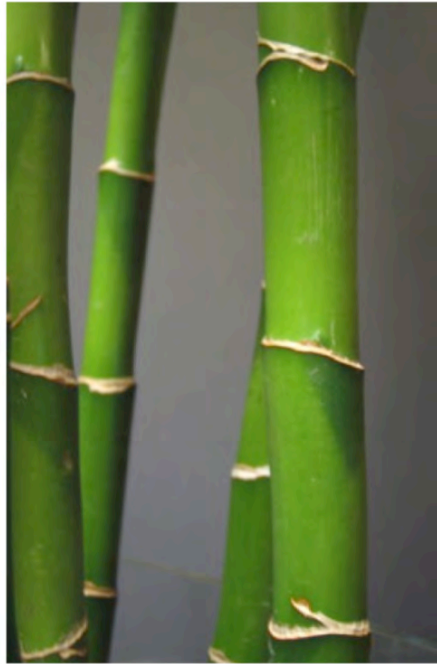
## Personal and community

Participate in delivery of integrated programs

1. Provide vocational or industry input into the development and delivery of education and training programs that integrate foundation skills and vocational training
2. Deliver foundation skills components of integrated education and training programs with support from an experienced foundation skills mentor
3. Design and deliver the foundation skills component of integrated education and training programs drawing on own knowledge of the vocational area and collaboration with vocational practitioners
4. Work collaboratively with vocational practitioners and others to develop and implement education and training programs that integrate foundation skills and vocational training

1. Provide workplace or industry input into the development and delivery of workplace-based programs that integrate foundation skills and workforce development
2. Deliver foundation skills components of integrated workforce development programs with support from an experienced foundation skills mentor
3. Design and deliver the foundation skills component of integrated workforce development programs drawing on own knowledge of the industry area and collaboration with vocational practitioners
4. Work collaboratively with employers and industry trainers to develop and implement workplace-based programs that integrate foundation skills and workforce development

1. Provide community or learner-specific input into the development and delivery of community-based programs that integrate foundation skills
2. Deliver foundation skills components of integrated community-based programs with support from an experienced foundation skills mentor
3. Design and deliver the foundation skills component of integrated community-based programs drawing on own knowledge of the learner community and collaboration with community providers
4. Work collaboratively with community providers and other stakeholders to develop and implement community based programs that integrate foundation skills



## How might the framework be used?

1. As a self-assessment tool for practitioners to identify and describe their current capability
2. To identify existing skill gaps and focus areas for professional development
3. To consistently describe expected practitioner capabilities for job descriptions or program requirements
4. As a mechanism for mapping outcomes from current and historic qualifications for the purposes of comparison with individual or employer requirements
5. As the basis for describing and organising professional development options.....

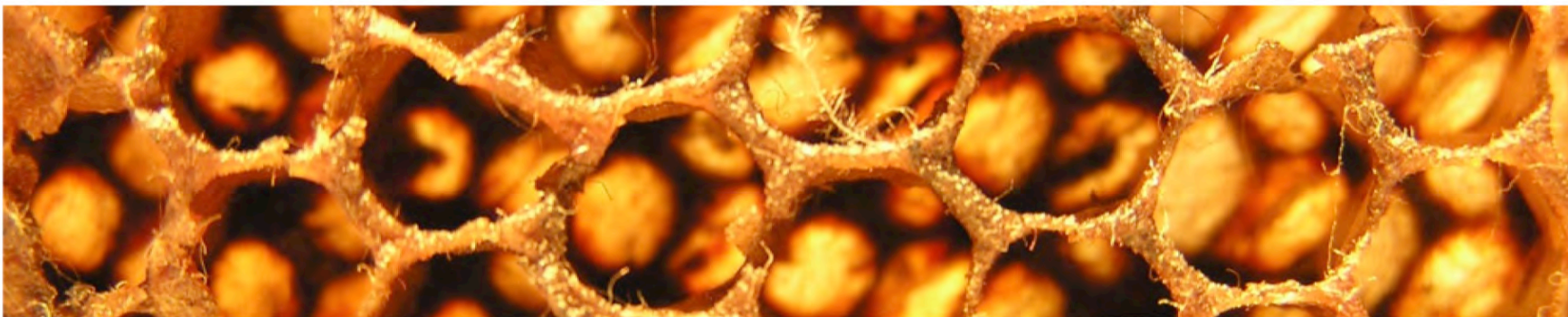
Can you think of any others?



# Next steps

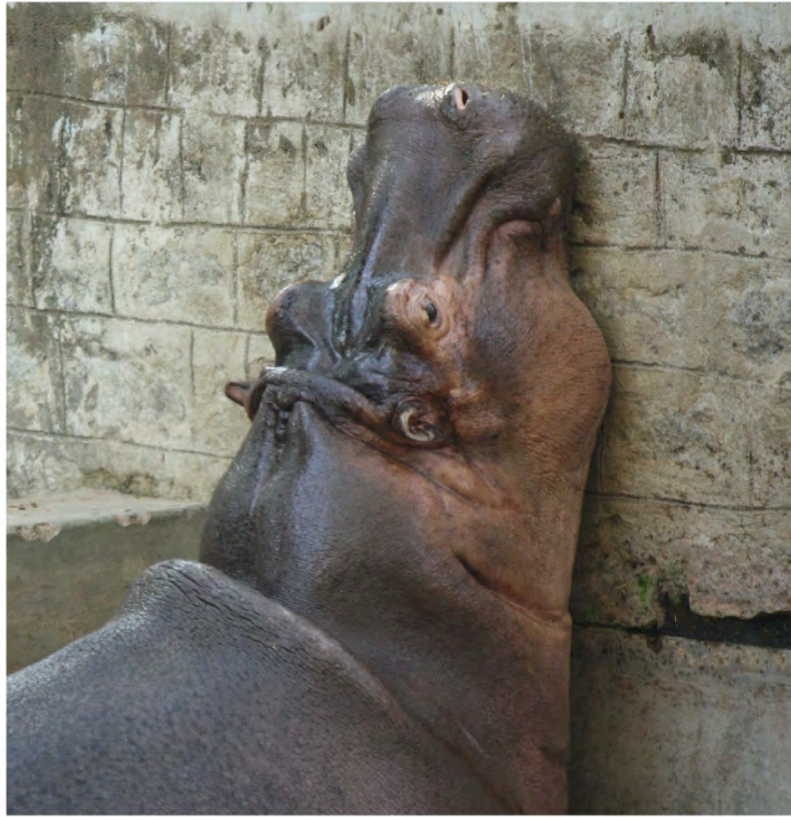
1. Clarification about the status of the draft framework
2. Validation with key stakeholders and professional associations
3. Further development of framework content
4. Mapping of qualifications, skill sets and PD
5. Information and dissemination – trialing and sharing of models

What else?

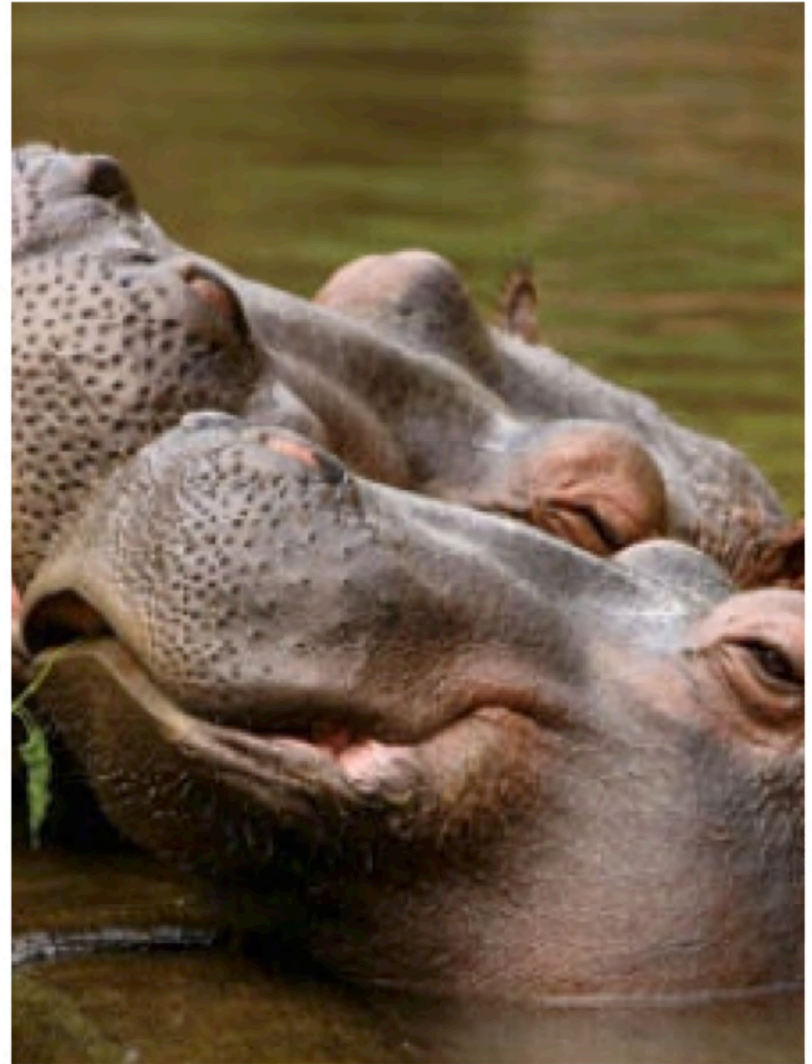




# Getting it right



What does it take to thrive not just survive?



## Links and acknowledgements

### The National Foundation Skills Strategy Project

Final report and attachments

<http://tinyurl.com/qfe5xnm>

Animal photos

[www.freeimages.com/photo](http://www.freeimages.com/photo)