



## ACAL Conference Registration

with Pre-conference Symposium and  
Research Forum

info@acal.edu.au

To be completed after you read the conference website [www.acal.edu.au/conference/](http://www.acal.edu.au/conference/)

### Your details

First name ..... Last name .....

Organisation (if any) .....

Email address (our most common means of communication) .....

Phone .....

Street address .....

Town ..... State ..... Postcode .....

Any dietary or access needs we should know about? .....

I accept the terms and conditions associated with the conference (below)

I understand my photograph may be taken during the conference and used on the ACAL website

Indicate your membership – selection implies permission for that association to confirm your membership.

ACAL

NSW ALNC

TCAL

WAALC

QCAL

VALBEC

SACAL

None

Tick the events you wish to attend (Early Bird payment required by 5pm AEST, July 19 2017)	Early bird (inc GST)	Standard (inc GST)
<b>Conference 13 and 14 Sept, 2017</b>		
Member* 2 day and Presenter 2 day	<input type="checkbox"/> \$530	<input type="checkbox"/> \$630
Non-member 2 day	<input type="checkbox"/> \$590	<input type="checkbox"/> \$690
Member* one day and Presenter one day Which day?	<input type="checkbox"/> \$275? day? .....	<input type="checkbox"/> \$325 day? .....
Non-member one day Which day?	<input type="checkbox"/> \$340 day? .....	<input type="checkbox"/> \$390 day? .....
<b>Pre-conference symposium 12 Sep, 2017 (flat rate)</b>	<input type="checkbox"/> \$115	<input type="checkbox"/> \$115
PVC's welcome and film screening 'In My Own Words'	<input type="checkbox"/> Free	<input type="checkbox"/> Free
<b>Research forum 15 Sep, 2017 (flat rate)</b>	<input type="checkbox"/> \$70	<input type="checkbox"/> \$70
<b>Deckchair Cinema 13 Sep</b>	<input type="checkbox"/> \$35	<input type="checkbox"/> \$35
<b>Mindil Market 14 Sep</b>	<input type="checkbox"/> \$45	<input type="checkbox"/> \$45
<b>T-shirt and size</b>	<input type="checkbox"/> \$22 .....	<input type="checkbox"/> \$22 .....
<b>TOTAL</b>	.....	.....

\* A 'Member' is a financial member of ACAL or of QCAL, NSW ALNC, VALBEC, TCAL, SACAL or WAALC.

Fees (inc GST) include all sessions and speakers on the relevant day(s), lunch, morning and afternoon teas and conference app. Accommodation and travel are the responsibility of the participant.

### The Fine Print, terms and conditions

- **ABN:** 18 120 488 674 Inc Assoc A0 1297 (ACT)
- **Payment** must be received prior to attending the conference.
- **Early bird payment must be received by 5pm AEST, July 19, 2017**
- **Cancellations** notified in writing prior to August 15, 2017 incur a fee of \$80 (inc GST); on or after that date no refund is given.
- **Substitutions** can be arranged at any time.
- **The program** is subject to change without notice and ACAL cannot guarantee the attendance of any particular speaker.
- **The views and opinions** expressed in the Conference, Pre-conference Symposium and Research Forum are not necessarily those of ACAL.

### Payment methods

- Purchase order if needed .....
- Send this form to info@acal.edu.au and we'll send an invoice
- Online using your credit card at [www.acal.edu.au/conference/pay-online/](http://www.acal.edu.au/conference/pay-online/)
- By cheque payable to 'ACAL' and send to Box 938, Springvale South VIC 3172
- Direct into the ACAL account quoting the surname of the participant to allow correct attribution. Bank Account: ACAL NAB BSB: 082-906 Acct No: 62-961-6304

### Conference secretariat

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**Conference Session choices** – to be read in conjunction with [www.acal.edu.au/conference/program-at-a-glance/](http://www.acal.edu.au/conference/program-at-a-glance/)

	<b>Group A • Choose 1 of 4</b>
<input type="checkbox"/>	A1 • From 16 to 80 Supporting Aboriginal Students with LLN at Tauondi Aboriginal College
<input type="checkbox"/>	A2 • Technology Tearoom - A social learning model to assist mature age learners in developing skills in using digital devices.
<input type="checkbox"/>	A3 • Connecting the Dots: the Reading Writing Hotline's role in navigating the complex LLN landscape
<input type="checkbox"/>	A4 • SenaiNT: A success story in the transnational delivery of foundational skills program in Timor Leste
	<b>Group B • Choose 1 of 4</b>
<input type="checkbox"/>	B1 • Show me the Money
<input type="checkbox"/>	B2 • Untangling the literacies of university governance documents: A community of practice approach
<input type="checkbox"/>	B3 • Comparative delivery of Adult Basic Education in British Columbia, Canada, and Foundation Skills in New South Wales
<input type="checkbox"/>	B4 • 'Locked out' and 'left behind': Indigenous Adult English Literacy and Numeracy in northern Australia's remote regions
	<b>Group C • Choose 1 of 3</b>
<input type="checkbox"/>	C2 • Digital learning resources for remote learners.
<input type="checkbox"/>	C3 • 1977 to 2017: How did we get here?
<input type="checkbox"/>	C4 • A 21st Century Yolngu 'Bothways' approach to English and Warramiri Literacy at Gäwa.
	<b>Group D • Choose 1 of 4</b>
<input type="checkbox"/>	D1 • ALPA-Developing a Healthy Indigenous Workforce
<input type="checkbox"/>	D2 • Numeracy, what's the problem?
<input type="checkbox"/>	D3 • Evaluating the Western Australian dual enrolment vocational support courses
<input type="checkbox"/>	D4 • What attitudes are we talking about?
	<b>Group E • Choose 1 of 2</b>
<input type="checkbox"/>	E3 • Describing capability in the foundation skills field
<input type="checkbox"/>	E4 • Digital literacies, hyper-personalisation, new tribes and points of contact
	<b>Group F • Choose 1 of 2</b>
<input type="checkbox"/>	F1 • Re-imagining WELL for work in the 21st Century
<input type="checkbox"/>	F2 • Panel: Language at Home and in the Academy: Resistance and Compromise
	<b>Group J • Choose 1 of 4</b>
<input type="checkbox"/>	J1 • Transition to University: Supporting nursing students to develop their numeracy skills
<input type="checkbox"/>	J2 • Graffiti as Literacy: reading and writing as anti-text
<input type="checkbox"/>	J3 • Tacit Knowledge, Performativity and Professionals as 'Numbers Crunchers' of the Digital Age: Implications for Adult Education
<input type="checkbox"/>	J4 • The Yolngu way: Learning financial literacy skills through the strength of traditional concepts
	<b>Group K • Choose 1 of 4</b>
<input type="checkbox"/>	K1 • The Impact of Domestic and Family Violence on Adult Women Learners, their Lecturers and their Workplaces
<input type="checkbox"/>	K2 • Blended Learning for the LLN Classroom
<input type="checkbox"/>	K3 • Can we learn anything from Kiwis across the ditch?
<input type="checkbox"/>	K4 • Yes, I Can! From NSW to the NT?
	<b>Group L • Choose 1 of 4</b>
<input type="checkbox"/>	L1 • Points of contact for research and teaching: exploring NCVER pods to improve practice
<input type="checkbox"/>	L2 • Journeys of new migrants: I know who I am now, therefore I can
<input type="checkbox"/>	L3 • LLN for employees, is a change of focus required?
<input type="checkbox"/>	L4 • Communication in time of disaster and emergency: valuing, planning and engaging Indigenous and local knowledge systems.
	<b>Group M • Choose 1 of 2</b>
<input type="checkbox"/>	M1 • Reflections on a bygone era: How changes in work, workplaces and policy have changed what we research and what we find
<input type="checkbox"/>	M3 • Exploring literacy and communication challenges in innovative, flexible tertiary education environments
	<b>Group N • Choose 1 of 4</b>
<input type="checkbox"/>	N1 • Phonics-based adult literacy resources
<input type="checkbox"/>	N2 • The use of legacy materials for Indigenous literacy development
<input type="checkbox"/>	N3 • Prioritising people: Developing a wellbeing framework for literacy and numeracy provision
<input type="checkbox"/>	N4 • Work opportunities for women in Timor-Leste: From training to employment'