

ACTION FOR CHANGE: ABORIGINAL ADULT ENGLISH LANGUAGE LITERACY AND NUMERACY

12 September 2017

Convened by the Australian Council
of Adult Literacy and Charles Darwin University



edited and compiled by Allison Stewart



ACAL

Australian Council for Adult Literacy

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We would like to thank the following presenters for the quality of their presentations and their direct contribution to the success of the day:

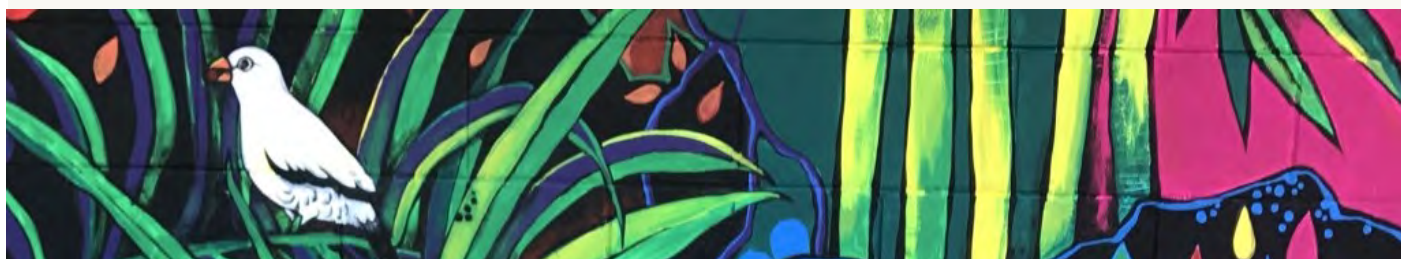
- * Dr Curtis Roman for the 'Welcome to Country'
- * Professor Adrian Miller, pro Vice Chancellor Office of the
- * Professor Jack Beetson, CEO of the Literacy for Life Foundation for his keynote address
- * Fiona Shalley, CDU University Fellow and Researcher with the Whole of Community Engagement Initiative
- * Allison Stewart, Strategic Priority Projects Manager Aboriginal adult English LLN), Charles Darwin University
- * Dr David Do, Tertiary Education Commission, New Zealand
- * Ros Bauer, Consultant to the Walpiri Education and Training Trust (Learning Centre) Yuendumu, Barbara Napanangka Martin and Ros Bauer, Walpiri Education and Training Trust
- * Chris Lee and Associate Professor Helen Farley, University of Southern Queensland
- * Deidre Knapp & Bruce Garnett, Batchelor Institute of Indigenous Tertiary Education
- * Sue Howard, Manager 26TEN program Tasmania (who also introduce the afternoon small group discussion session)

Thanks also to:

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- * Whole of Community Engagement (WCE) community-based staff: Elizabeth Katarindja, Dr Llawurpa Maypilama (via video), Rosemary Gundjarranbuy, Simon Fisher and Dean Yibarbuk
- * The small-group facilitators: Lorraine Sushames, Alison Reedy, Ros Bauer, Lorraine Sushames, Dr. Bob Boughton, Wendy Kennedy, Sue Howard, Helen Farley, Kim Davis and Chris Bandara Lee
- * Last but not least, Schubert's (fantastic) Catering service —and Mel, who delivers the food, makes us feel calmer under pressure, and is always on time.

Essential reading

- * *The Updated Action Statement on LLN in the NT*, September 2017 (included at the end of this report)
- * *Statistical overview of Aboriginal adult English Language, Literacy and Numeracy in the NT (Shalley F. and Stewart A. 2017)*. Available at: WCE website, ACAL, Adult Learning Australia and Office of the PVC of Indigenous Leadership
- * UNESCO Policy Brief no. 9 'Engaging Families in Literacy and Learning'
- * *WCE November 2016 Report on the workshop on Aboriginal adult English LLN (WCE website)*
- * *Transcript: Standing Committee On Indigenous Affairs Educational opportunities for Aboriginal and Torres Strait Islander students (Public)*, Wednesday, 5 April 2017 – Port Keats



Background to the Symposium

Both the Commonwealth and NT governments have made statements about the importance of NT's Aboriginal population to economic development in Northern Australia, and have strategies that target stronger participation in local community decision making, greater education and employment success and improved health and safety.

Aboriginal people make up 30 per cent of the NT population and are highly significant to economic development and cultural richness. Competency in English Language, literacy relates strongly to the ability to participate in all these areas.

Fifty four percent of Aboriginal people in the NT don't speak English as their first language. A research report (Shalley and Stewart) released by CDU in mid-Sept. revealed that 85% of a sample of 660 Aboriginal adults from across the NT lack the English LLN skills to function independently in life, education and work.

LLN assessment data for report was provided from the records of multiple NT service providers – an indication of extent of need and good will in the sector. For the past two years Aboriginal elders from 6 remote communities, working with CDU, have driven a strategic a project on English LLN and have supported the statistical research. They speak up about the need for English alongside recognition that Indigenous language and literacy are central to their lives, and that first language literacy should come first. The report also suggests that the adult Aboriginal population in the NT are missing out on any form of assistance – particularly those who are at the lower measures of the LLN scale – and most people – especially from remote areas are at that end of the scale.

For anyone with aspirations for post-school education or employment for themselves, their family and community - English is essential. In the absence of high quality translation, English is essential to understand any information issued by government or business, read a book or a newspaper, navigate the health or legal system, understand the writing on a prescription, find their way around an airport, the ability to communicate in English is vital.

The COAG indicator around adult literacy is focused on jobs and employment and the main Australian program in the NT – the SEE program, was evaluated in 2016 <https://docs.education.gov.au/documents/see-programme-evaluation-report>. The evaluation showed that the program isn't working in the NT. There are some delivery models which have been successful, but there is no adult education or LLN policy in the NT, and no department is fully responsible for adult education. The potential impact of improvement has not been recognised and there is no coordinated response, mechanism for sharing information and unfortunately no long-term vision or commitment to improve the situation. In a resource scarce situation – collective action and the setting of long-term goals makes sense. A strategic Project on Aboriginal Adult English

LLN has been underway for two years. This Symposium is the second one day event, which considers models which are working in the NT, interstate and internationally. The widely distribute consensus **Action Statement** from the November 2016 workshop was updated in small group sessions at this Symposium and is attached at the end of this report.

Among the innovative strategies to emerge in the past decades internationally, is '*family learning*' which stands out as a transformative approach that works across generations and between institutions. Family learning is breaking down barriers between home, school and community. Research evidence supports a 'whole family' approach to literacy and other educational challenges that disadvantaged families and communities face. The only COAG indicator for adult literacy focuses on employment and jobs – a good thing, but given that there is no assistance for people at the lower end of the LLN scale, and given that there are so many people, at the lower end of the LLN scale, unemployed out bush and not in the labour force many people are missing out.

Solutions are not simple and sustained effort of multiple players is required over time – a wide ranging commitment to Aboriginal-led policy and the implementation of diverse and appropriate models informed by LLN specialists and linked to related policy initiatives.

The strategic project on Aboriginal adult LLN identified high levels of interest to support change – across a wide range of organisations – government and non-government. It is hoped that this Symposium report will enliven and inform consultation about the impact of low levels of English LLN on peoples' lives, and on society as a whole, and prompt innovative and collective action for change. There is much rich information and experience to draw on – past and present, and the time is right.

What has been learnt?

1. If we are to break the intergenerational cycle of low educational and literacy skills we have to support teachers, parents and families in their efforts to prevent failure and drop-out. (UNESCO policy statement No 9). Therefore, current COAG indicator needs to be broadened.
2. Consultation on which NT government department has lead responsibility for adult education (and LLN) is essential.
3. An Indigenous led long-term policy developed in cooperation with all areas is required– community services, health, law, education etc. Informed by evidence and qualified and experienced LLN practitioners.
4. A commitment to simple English by Government departments and other organisations in the NT – in forms, policy, signage and messaging—to increase accessibility in the short term would be very helpful.



Australian Council for Adult Literacy 2017 National Conference Celebrating ACAL's 40th year

Traders, Neighbours and Intruders: Points of Contact

Darwin



Section A: Symposium Overview

Title: Action for change: Aboriginal adult English Language, Literacy and Numeracy

Venue: Mal Nairn Theatre, CDU Casuarina campus, building Blue 2A

Time: 8.30am —4.30pm, 12 September 2017

The ACAL national conference, celebrated 40 years of active engagement, advocacy and collegial fellowship and was held at the Darwin Convention Centre on the 13-14 September 2017.

A pre-conference workshop was held at Charles Darwin University on the 12 September, organised by ACAL, Charles Darwin University and the Whole of Community Engagement (WCE) initiative. Invitations were extended to individuals and organisations with special interest, knowledge and experience of Aboriginal Adult English Language Literacy and Numeracy. Prior registration was essential. Over 100 people attended the event.

About the symposium:

The lives and livelihoods of all Australians are increasingly impacted by the knowledge economy, with its underpinning requirement for high levels of English language, literacy and numeracy (LLN) skills. For Indigenous Australians, low levels of English LLN continues to seriously limit participation in society, education and the economy. The consequences flow through generations and across all areas of life.

This symposium explores some national, community, and organisational models aimed at sustainable, Indigenous and community informed improvement in adult English language, literacy and numeracy. These innovative models, and discussion around their development and evaluation, are drawn from New Zealand and Australian experiences. They show how gains in Indigenous adult LLN can affect family, community and society and demonstrate the need for increased, coordinated and focused action for change that is guided by evidence and a range of models and methods.

“Children are not things to be moulded but people to be unfolded.” Jess Lair

“Children are made readers in the laps of their parents” Emilie Buckwald

Symposium Program

8.30—9am	Registration, tea and coffee	
9.00-9.05	Welcome to country	Curtis Roman
9.05-9.20	Workshop opening	Professor Adrian Miller, PVC Indigenous Leadership CDU, and Lorraine Sushames, ACAL executive
9.20-9.30	Overview of day. Who is in the room? Housekeeping	Allison Stewart, CDU, Whole of Community Engagement initiative

Theme 1: The Aboriginal adult English language, literacy and numeracy landscape

9.30–10.00	<i>Keynote address; Building a Foundation for Change (Q&A)</i>	Professor Jack Beetson, Literacy for Life Foundation
10.00–10.15	<i>The Strategic Priority Project on Aboriginal adult English LLN</i>	Allison Stewart
10.15– 10.45	<i>Aboriginal English LLN: Statistics and the state of play</i>	Fiona Shalley, (CDU, University Fellow) with Allison Stewart, WCE SPP on LLN Manager)
10.45-11.00	Morning Tea	

Theme 2: English language, Literacy and Numeracy Service Design and Delivery Models

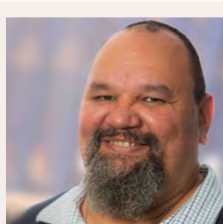
11.00-11.30	<i>New Zealand's 'whole-of-country' approach to improving adult literacy and numeracy skills</i>	David Do, Tertiary Education Commission, New Zealand
11.30-12.00	Pina Pina Jarrinjaku: a case study of soci-cultural learning	Barbara Napanangka Martin and Ros Bauer, Walpiri Education and Training Trust
12.00 – 1.00	Lunch	
1.00– 1.30	<i>Correctional Centre Model: Using technology for learning, empowerment and opportunity</i>	Chris Lee and Associate Professor Helen Farley, University of Southern Queensland
1.30-2.00	<i>Organisational workforce development model: Defence Indigenous Development Program (note: presentation subject to copyright)</i>	Deidre Knapp and Bruce Garnett, Batchelor Institute of Indigenous Tertiary Education

Theme 3: Exploring 'collective action' and usefulness to LLN strategy and delivery

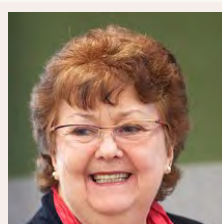
2.00-4.00	<ul style="list-style-type: none"> * Introductory talk and facilitated small group sessions * Action Statement review/consensus/close 	<ul style="list-style-type: none"> * Sue Howard, Manager Tasmanian 26TEN program * Allison Stewart, Allison Reedy and ACAL representative
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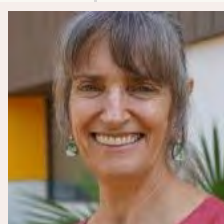
Alison Reedy



Prof. Adrian Miller



Lorraine Sushames



Allison Stewart



Sue Howard



Prof. Jack Beet-

SYMPOSIUM OPENING

Professor Adrian Miller -

CDU Pro Vice – Chancellor of Indigenous Leadership



I would like to begin by acknowledging that this campus, and indeed this event, takes place on Larrakia land. Many people have travelled a long way to participate in the Symposium. Particularly Professor Jack Beetson, the Executive Director of the Literacy for Life Foundation who will be sharing stories about the successes of the 'Yes I Can' campaign in western NSW Aboriginal communities. And Sue Howard, who will talk about her involvement in the Tasmanian response to low Adult LLN rates and what 'Collective Impact' approaches looks like.

I welcome the Aboriginal community leaders and researchers from across the Territory and from elsewhere and thank them up front for their participation. A priority for us here at the Office of Indigenous Leadership has been to increase our level of engagement with the wider community. We host a schedule of events to demonstrate our commitment to celebrating and acknowledging Indigenous knowledges, academics and achievements and work towards bringing about positive change. Part of our work over the past two years has led us into the area of Indigenous Adult LLN—through the Whole of Community engagement initiative. We are extremely proud to be one of the organisers of this important symposium today, and including the coming days of the ACAL conference.

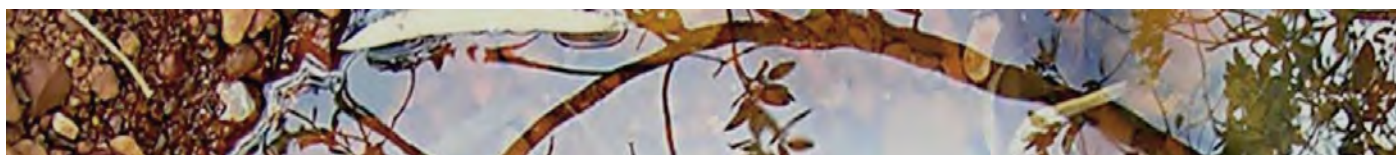
My experiences in a rural boarding school for boys - where 98% were Aboriginal and Torres Strait Islander students - showed me that you don't have to sacrifice your language or your culture to get an education. Neither should we make that choice for Aboriginal communities and their members.

The statistical report on the NT Aboriginal Adult LLN situation being presented today grew from a Strategic Priority Project on Indigenous Adult LLN and a really successful pre-conference workshop on adult Aboriginal English LLN held during the Indigenous Leaders Conference here at CDU in 2016. The Action Statement arising from that workshop called for a strengthening of the evidence base on adult rates of SAE amongst Aboriginal people in the NT. I am proud to say that researchers from this university have made a significant start in doing just that. I will let them talk in detail about the data findings – but they are stark and they call for action.

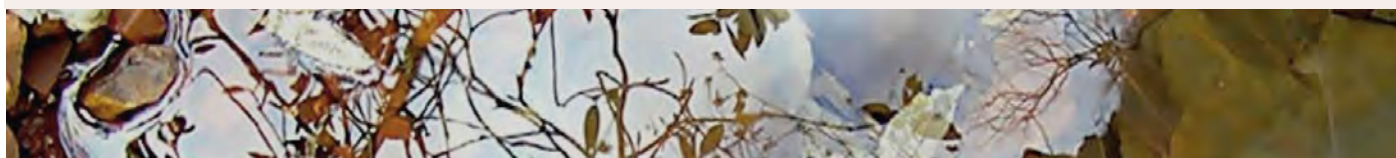
I want to join my voice with the Aboriginal Leaders who have called for policy direction, long term leadership and solutions that are informed by the data on adult LLN. Any action needs to recognise that involving Aboriginal people - Aboriginal leaders and their Peak Bodies - and building community capability will be fundamental to success.

There are some exciting initiatives that we can draw on. Some of these will be showcased today. I encourage you all to listen, participate, debate and share your experiences so that we can move this issue forward together.

Thank you



“ My experience .. showed me that you don't have to sacrifice your language or your culture to get an education. Neither should we make that choice for Aboriginal communities.” Professor Adrian Miller



KEYNOTE ADDRESS : BUILDING A FOUNDATION FOR CHANGE

Professor Jack Beetson, Literacy for Life Foundation



Presentation overview (not verbatim)

An overview of illiteracy in Aboriginal Australia

- Nationwide, 14% of Australian adults have low or very low English language literacy (over 2 million people)
- Among unemployed, rural people, other disadvantaged groups, the figure is much higher
- Among indigenous people, we estimate over 40% of adults have low or very low literacy. In remote and very disadvantaged communities, the figures are much higher.
- In the household surveys we have done in the NSW communities where we have worked, 50% of adults have said they needed help with literacy

The “Yes I Can” campaign

A campaign literacy model is a specific approach to address low levels of adult literacy and an approach that has been used around the globe, particularly in the global South, for many decades. The particular method that we are using in the Literacy for Life foundation is called the Cuban “Yes I Can” campaign model is currently being used in 30 nations in the world.

A *campaign model* is usually used where a large proportion of the adult population is not literate in the official language of the country. The campaign model seeks to involve all segments of society – children, grandparents, all adults, all agencies, government, the private sector as well as the public sector etc. The idea is that it becomes a priority in each community where it is operating, and that people join together to address these low levels of literacy within a specific timeframe. It



Campaign locations in Western NSW

usually goes hand in hand with polices to address/overcome poverty through a mass mobilisation approach.

The aim of a campaign is to build a culture of literacy and learning in participating communities. It is about building strong communities to address people’s citizenship rights, their Indigenous rights in our case. What makes it distinctive from other approaches that address adult low levels of literacy is that it is what is called a population based approach.

We focus on the whole community, not on individuals.

Hence our slogan is “Literacy, everyone’s right, everyone’s business”. What we mean is that the model works to raise everyone’s level of literacy and it is our responsibility, the responsibility of the literate people to make sure that those without the same literacy, without the same opportunities - that we address this together.

	Adult population	Surveyed	Intakes	Starters	Graduates	Retention
Wilcannia	279	106	3	40	23	57.5%
Bourke	505	125	4	70	51	72.9%
Enggonia	52	48	1	21	15	71.4%
Brewarrina	415	195	3	54	33	61.1%
Weilmoringle	38	20	1	7	6	85.7%
Walgett	553	88	1	21	9	42.9%
Totals	1842	582	13	213	137	64.3%

Notes.

1. Four more intakes currently underway, bringing total to 17 since 2012
2. LFLF has made contact with one third of the total adult population in these communities; of these, 48% have wanted assistance with English literacy
3. Retention is five times better than in Certificate One & Certificate Two Foundation Skills courses in the VET system

Session 1: keynote address (cont.)

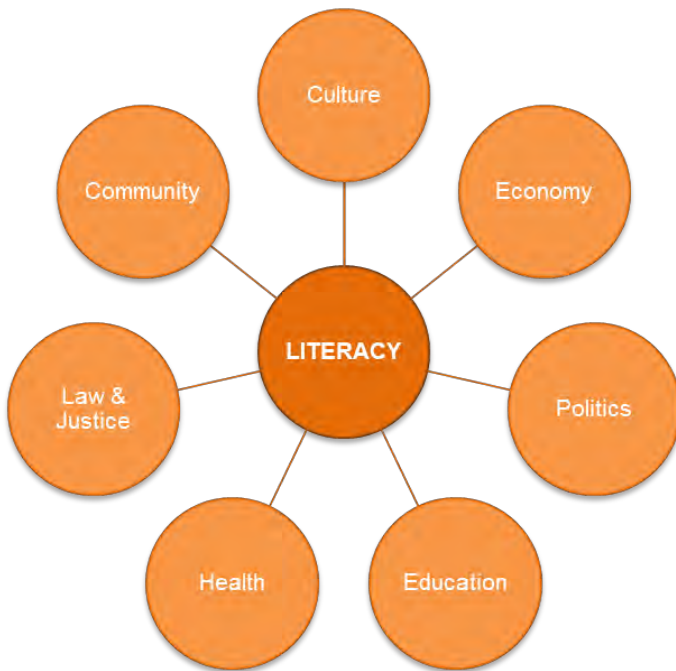
What is the Key?

- It is a campaign, not a program or course – everyone in the community is asked to get involved
- It is Aboriginal community led and community controlled
- Local people run the classes, with consistent back-up, training and support from LFLF
- It is non-formal and non-accredited
- It comes from Cuba, from the Global South – a model based on human rights and solidarity, not human capital
- It is closely monitored and evaluated



What has been the impact of the campaign?

“Improvement with engagement in the e domains”



“Bringing communities together, for some people that maybe a few months before hadn’t even congregated in the same room or spoke to each other. I saw that as part of a healing, bringing Aboriginal people together.” [Aboriginal community leader, Brewarrina]

“When someone doesn’t turn up, come to class, we go and check on why they didn’t come to class. Maybe they were sick; it could be any reason why they didn’t come.

If you don’t keep going back and showing your support and you’re there for them, you care; they’ll just back off and won’t come. If you keep showing that, they’ll come back.” [Aboriginal trainer, Bourke]

“When I first started this Yes, I Can Programme, I was very scared because I was the eldest in a class of younger students. But now I am enjoying every moment of it. The Yes, I Can Programme taught me how to respect my fellow students and also taught me how to spell properly and write letters, also how to read books to my grandchildren. I also enjoyed the way teachers have taught us.” [female participant, Bourke]

“I did a lot of practice in the lessons and it taught me to do better in my reading and writing and it stopped me from being shame and learnt me how to spell and write sentences and paragraphs so I’ve learnt so much in this Yes, I Can program and it is so special because we have got our own mob teaching us. Thank you Yo si puedo. Yes, I Can is mad, thank you. [male participant, Bourke].

I would like to thank you all for giving me a chance to learn in the programme. I did not do much schooling as I was growing up and didn’t get a good education but now I feel I can do anything. You helped me to do things I didn’t think I could do like help my grandkids with their homework and writing letters but the best thing of all you made me feel good about myself. [female participant, Enngonia]

THE STRATEGIC PRIORITY PROJECT ON ABORIGINAL ADULT ENGLISH LLN

Allison Stewart



The Whole of Community Engagement (WCE) team CDU Office of the Pro Vice Chancellor of Indigenous Leadership Nov. '2016

For the last 3 years the WCE initiative has been working closely with six NT communities to build the aspiration, expectations and capacity to participate in further education.

Funded through the Higher Education Participation and Partnership Program (HEPPP) between July 2014 until Sept. 2017: Large-scale, multi-site Participatory Action Research initiative with approx. 37 staff over the time and numerous formal and informal partnerships with government and non-government.

The SPP on Aboriginal adult English LLN

There were a number of common themes which emerged. For example, soon became clear that:

- * Early first language literacy is important to people
- * Being able to speak, write, learn and communicate in English (in addition to first language literacy) and to be able to apply these skills is viewed as essential by those who have work and education aspirations for self, family and community.
- * Low levels of LLN are limiting participation and progress in many areas and this issue is not widely acknowledged

Academic research supports the importance of being English literate and numerate in remote contexts (Australian National Training Authority Research Advisory Council 1998; Guenther 2006; 2010; Kral & Falk 2004; Kral & Schwab 2012; Young, Guenther & Boyle 2007).

These studies reinforce that learning English and being confident with numbers are important not only for getting a job but also for full participation in the social and economic contexts in which people live, including individual and

"My thinking and my exploring from the very first, it is stored in my heart, it is stored forever, but there is no way that I can get that information from my heart, from my mind, to be able to talk to people who will help me, who will guide me, who will put me into this position, and it has been taking a long, long time ever since I came out of school when I completed my year 12." Rosemary Gundjurrany.

community capacity building and being able to operate effectively in "two worlds" (Kral & Falk 2004, Sushames 2006; Guenther et al. 2011; Guenther, Gurruwiwi & Donohoe 2010). The WCE SPP on English LLN for adults has been underway with many other stakeholders for two years to build momentum for system-wide strategic change in the NT through increased engagement.

What has been our aim?

1. Catalyse collective – Indigenous led, action
2. Build evidence base and increase understanding of impact and scale of low levels of English LLN
3. Promote and document innovative LLN delivery models
4. Increase opportunities for learning and consultation
5. Focus on sustainable action though a time limited program

How have we been doing this?

Workshop in November 2016 ; 2016 Action Statement on LLN – looking at priority action areas and what needs to take place; Statistical Report on LLN in the NT (Shalley and Stewart 2017); ACAL Symposium 2017; Updated Action Statement from the 2017 Symposium; Active research, interviews, & focus groups



Collective action at work:

The painting Turtle Hunting, represents the way they work collaboratively to accomplish any task in community. Nothing is accomplished alone; each team member has an important role. When everyone works together, the aim is achieved.

Mirrimirryun Beulah Munyarryun. 2016

ABORIGINAL ENGLISH LLN IN THE NT : STATISTICS AND THE STATE OF PLAY (Fiona Shalley and Allison Stewart)

Presented by Fiona Shalley



Low adult reading, writing and numeracy skills is linked to poverty, social exclusion, unemployment,

Lifelong learning in literacy and life skills improve economic outcomes for people and their communities.

Above : Fiona Shalley

The Importance of LLN

- Low adult reading, writing and numeracy skills is linked to poverty, social exclusion, unemployment, poor health.
- **Lifelong learning in literacy and life skills improve economic outcomes for people and their communities.**
- In the NT Indigenous elders and some remote Aboriginal communities say that : **being able to speak, write, learn and communicate in English is essential** if you want further education for yourself, your family and your community.
- Being good a English Language Literacy and Numeracy helps you get a job, and it also builds the capacity of community to “walk in two worlds”.

Aboriginal leaders say that low levels of English language, literacy and numeracy skills stop people from:

- having their say
- confidently talking to government and services about what they want
- taking control over the things that are important to them, like their health
- helping their kids with their school work
- getting more education
- getting a good job, and growing local businesses

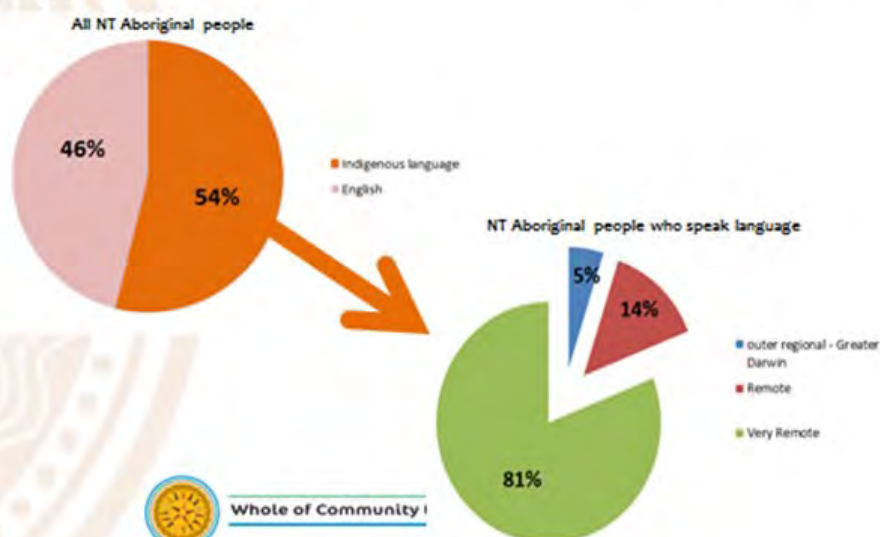
Why did we do this study?

- At the moment there is no comprehensive collated data on English LLN competency for Aboriginal people in the NT that will speak about everyone.
- For this report we pulled together data from a range of different sources to help us to understand how big the need is, where the needs are, and what types of programs will help.
- There has been no data on English LLN competency for Aboriginal people in the NT that will speak about everyone.

We pulled together data from a range of different sources to help us to understand how big the need is, where the needs are, and what types of programs will help.

- * **We need a data source that represents everyone to be able to make conclusions about everyone**
- * **With a non-representative sample we can really only say things about those people who are in the sample**
- * **We used both sources in this presentation**

Most Aboriginal people in the NT speak a language other than English (as their main language), and even more people in remote and very remote places

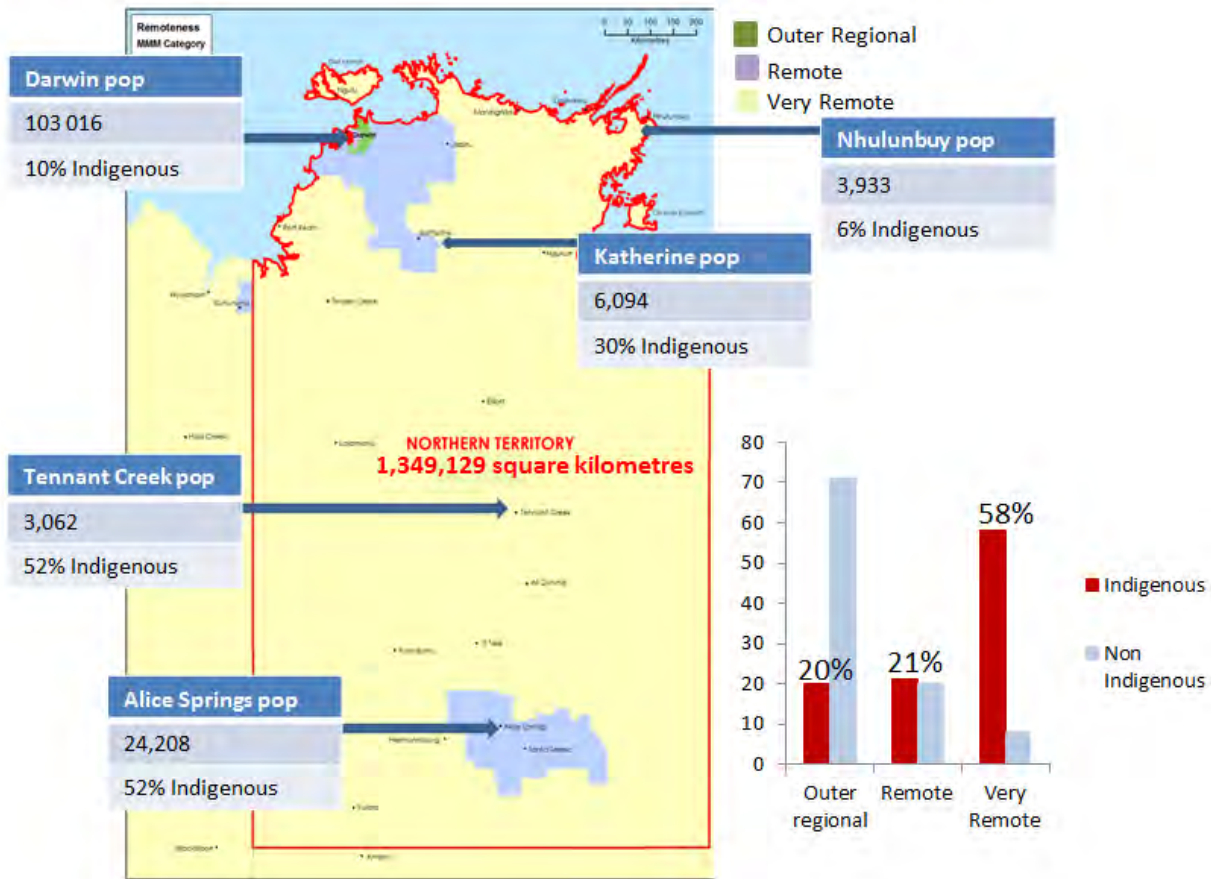


The NT is big, without much population. Most Aboriginal people live in very remote places.

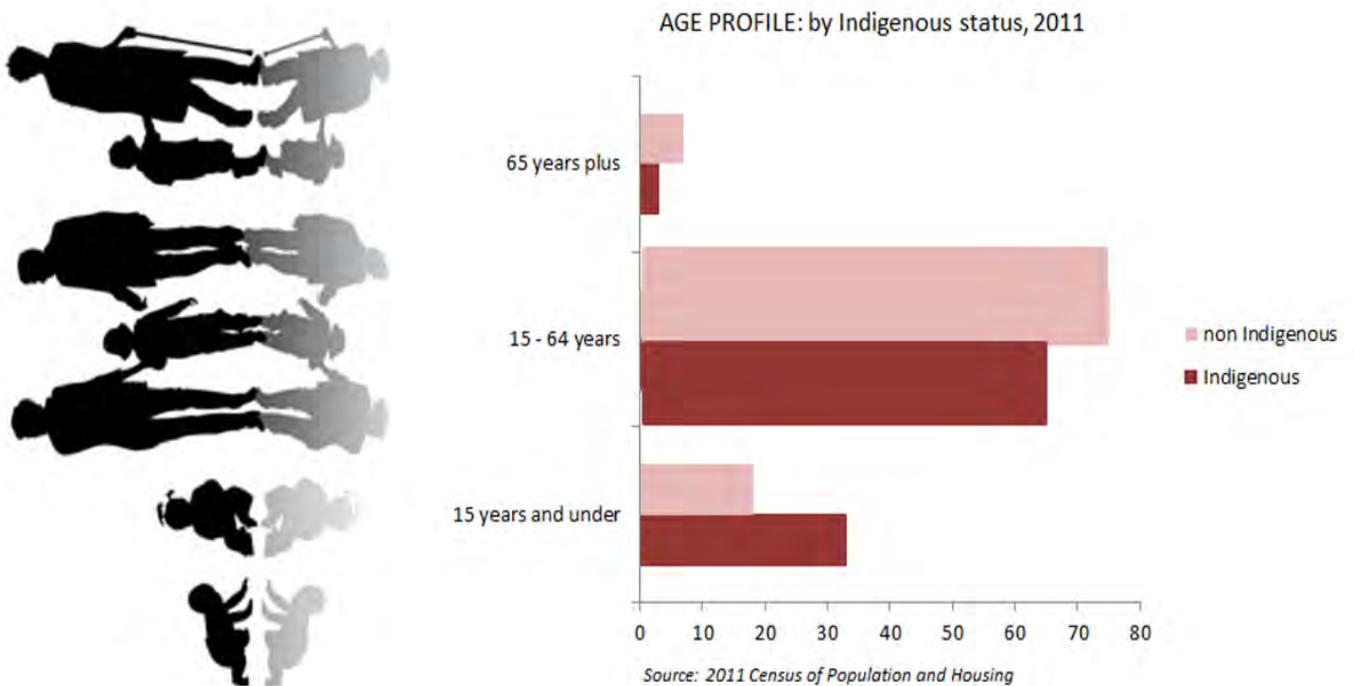
There were **68,850** Aboriginal and Torres Strait Islander people in the NT in 2011. This is about 30% of the total population living in the NT.



Above : Allison Stewart

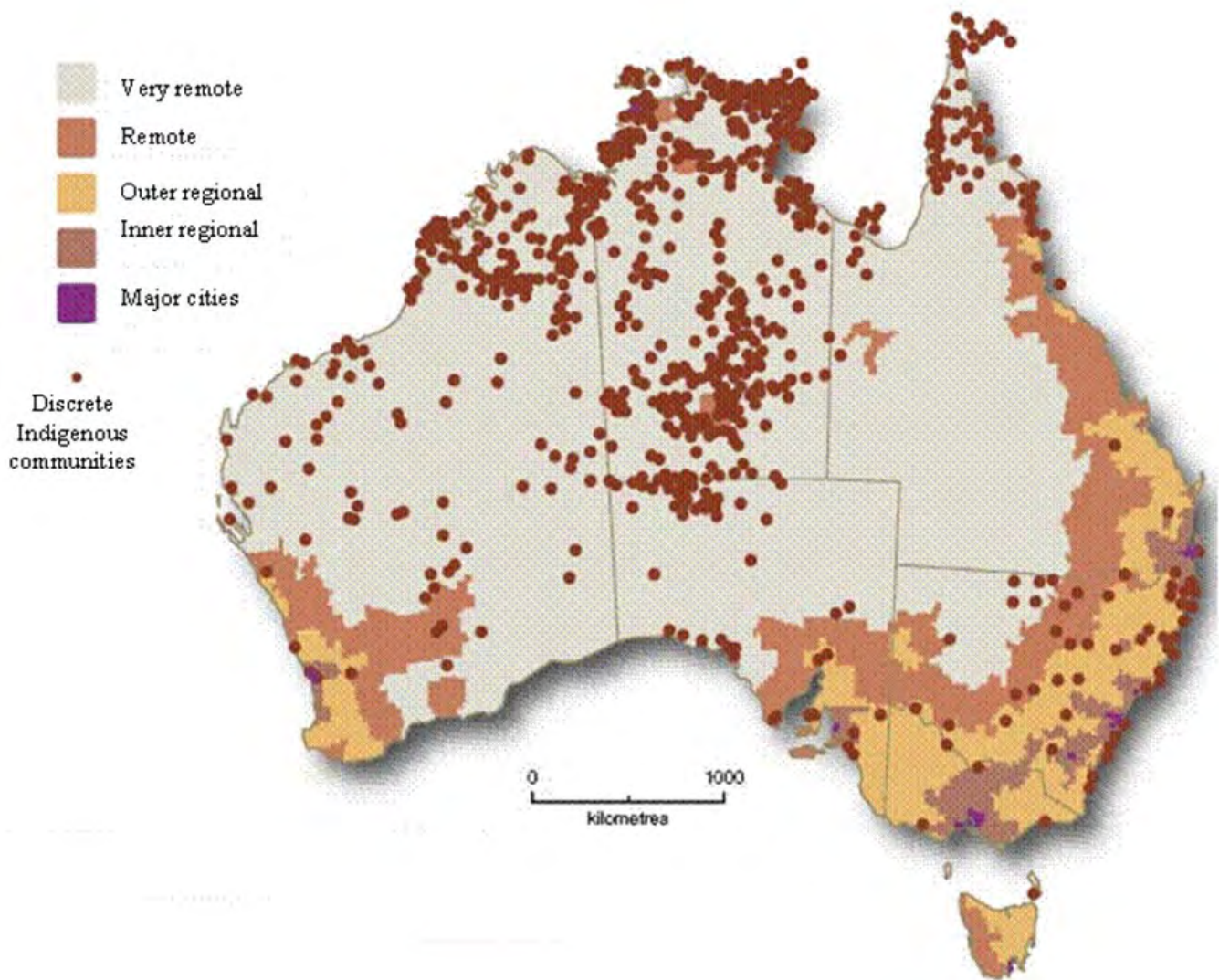


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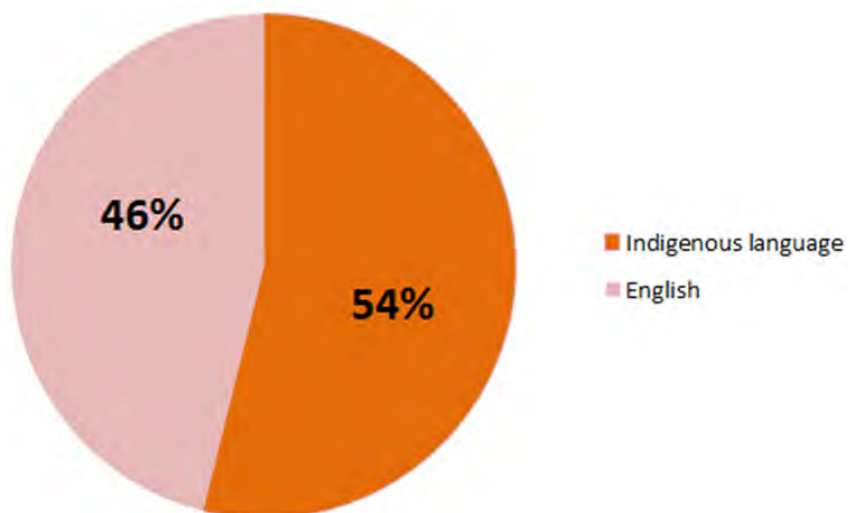


The Aboriginal population is young compared to non-Aboriginal people in the NT, and many adults will have caring responsibilities for kids.

Between 60 and 70 percent of NT Aboriginal people live in communities.



And they are less likely to permanently move outside the Territory.



Page 4: Statistics and the state of play

“Our language is like a pearl inside a shell. The shell is like the people that carry the language. If our language is taken away, then that would be like a pearl that is gone. We would be like an empty oyster shell.”

Yurranydjil Dhurrkay, Galiwin’ku, North Eastern Arnhem Land

Languages are central to culture and identity

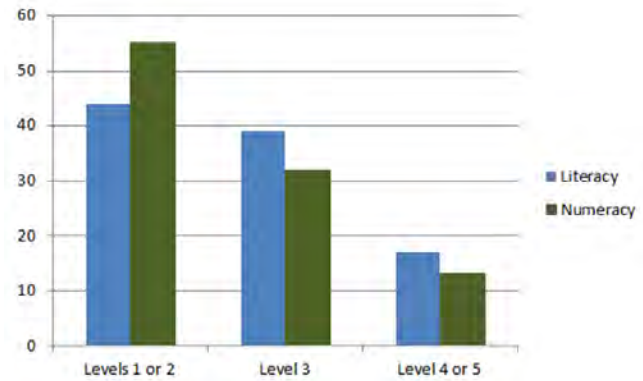
But ,NT Aboriginal adults choose both their language and English as important to their children’s education.

“We want our children to have their language and English, side by side.” Rosemary Gundjarranbuy, Galiwin’ku.

Government policies about Aboriginal people from both NT and the Commonwealth want:

- Aboriginal communities to take more control of local decision making on housing, education and training, health, their kids, and law and justice
- Aboriginal people to have greater levels of employment and participation in business development
- Aboriginal communities to be part of the economic development of “the North”

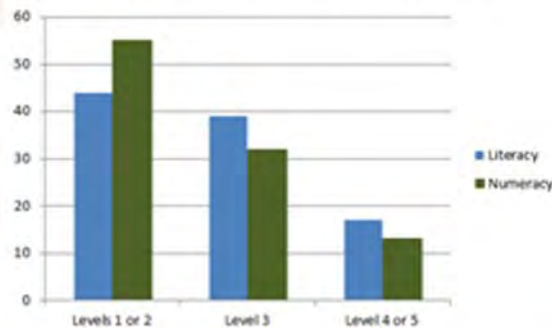
PROPORTION – Skills level in numeracy and literacy, all Australian Adults (2011/12)



Building the evidence from ‘representative’ sources

1. Programme for International Assessment of Adult Competencies (PIAAC)

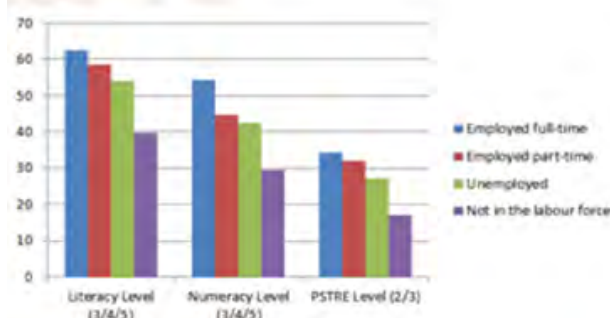
PROPORTION – Skills level in numeracy and literacy, all Australian Adults (2011/12)



The survey excluded people living in very remote Australia, or living in “discrete Aboriginal and Torres Strait Islander communities”.

Building the evidence from ‘representative’ sources

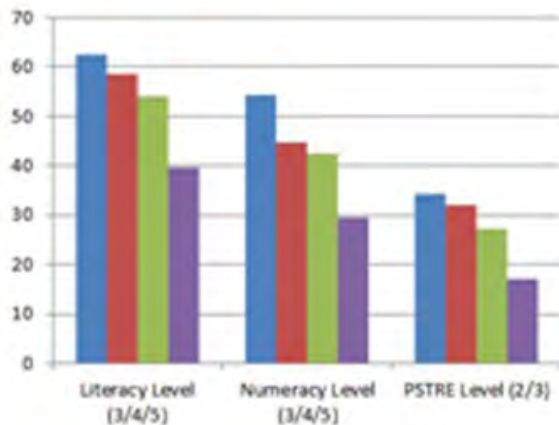
1. Programme for International Assessment of Adult Competencies (PIAAC)



Link with Labour Force Participation

Building the evidence from 'representative' sources

1. Programme for International Assessment of Adult Competencies (PIAAC)



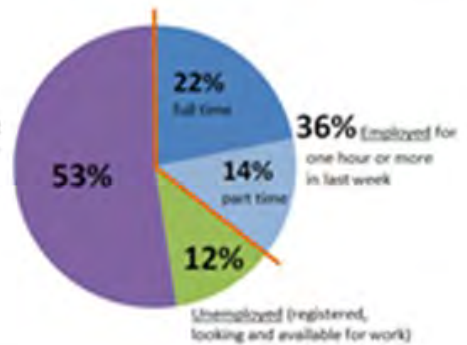
- Employed full-time
- Employed part-time
- Unemployed
- Not in the labour force



Whole of Community

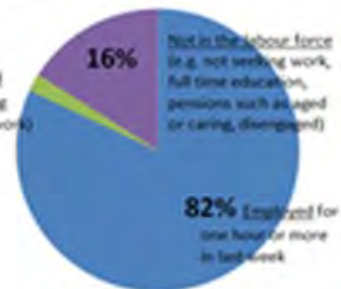
ABORIGINAL ADULTS

Not in the labour force (e.g. not seeking work, full time education, pensions such as aged or caring, disengaged)



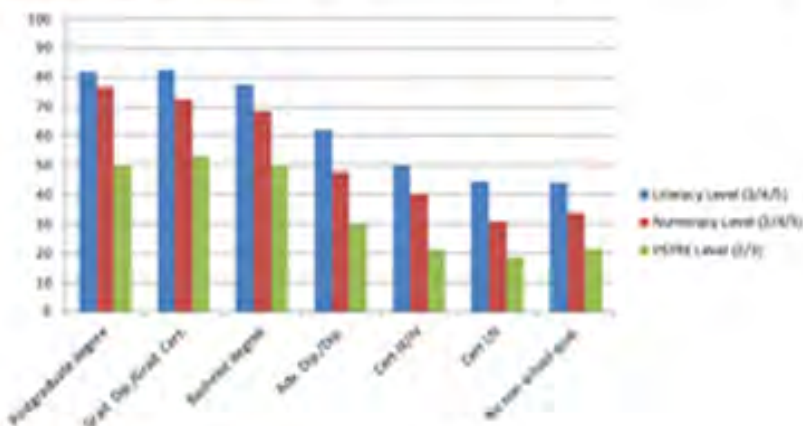
NON-INDIGENOUS ADULTS

2% Unemployed (registered, looking and available for work)



Building the evidence from 'representative' sources

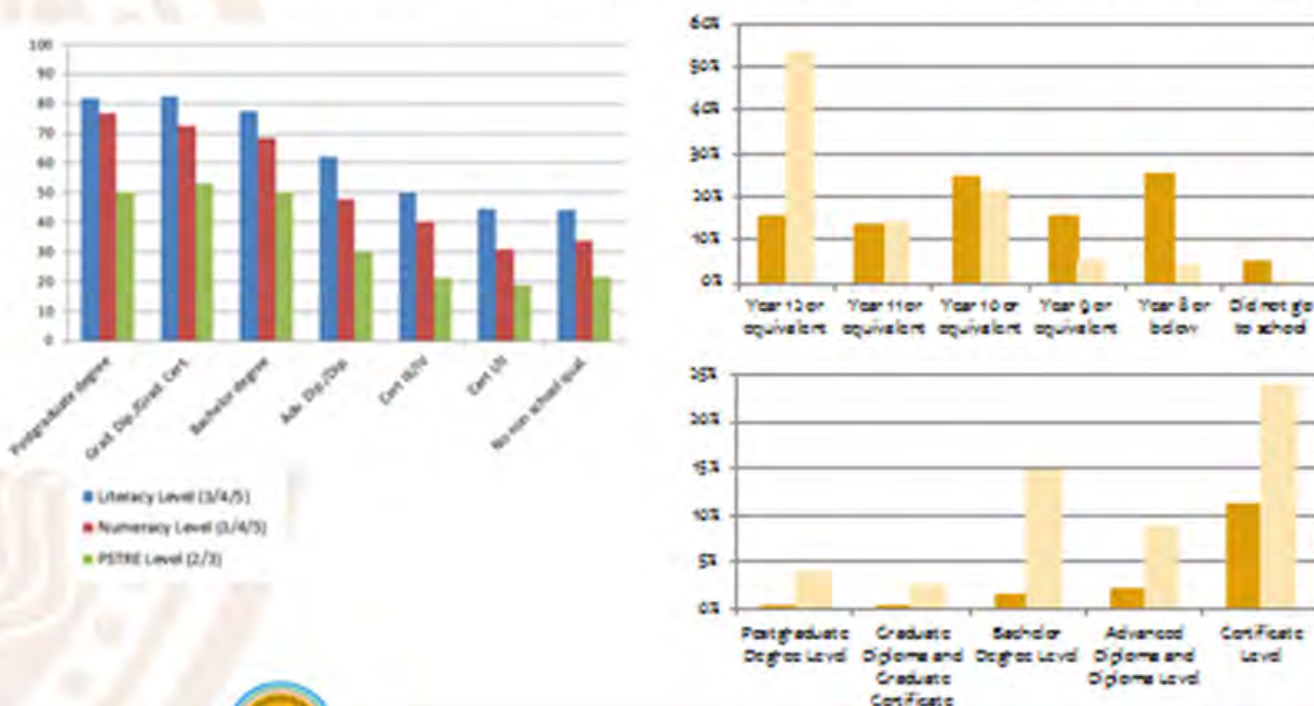
1. Programme for International Assessment of Adult Competencies (PIAAC)



Link with Education Qualifications

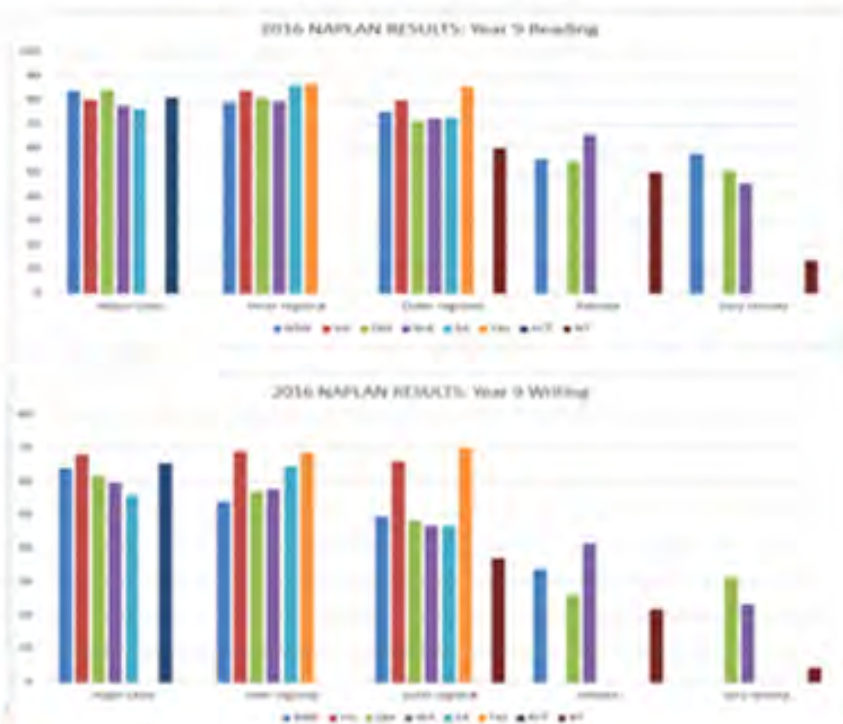
Building the evidence from 'representative' sources

1. Programme for International Assessment of Adult Competencies (PIAAC)



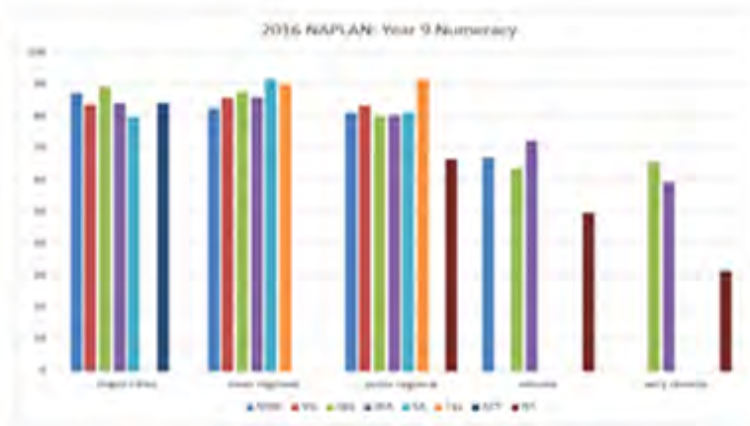
Building the evidence from 'representative' data sources

2. National Assessment Program – (English) Literacy and Numeracy (NAPLAN)



Building the evidence from 'representative' data sources

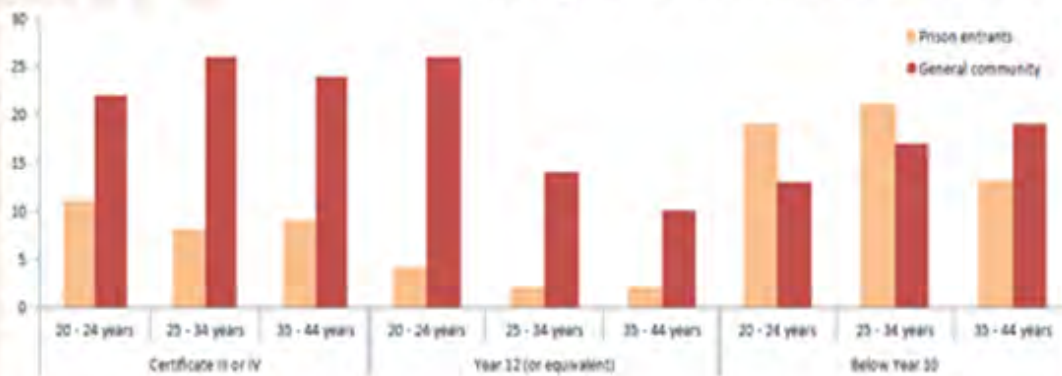
2. National Assessment Program – (English) Literacy and Numeracy (NAPLAN)



Building the evidence from 'representative' data sources

3. Prisoners in Australia

Aboriginal and Torres Strait Islander Prisoners



Building the evidence using a sample of ACSF assessments

The Australian Core Skills Framework

Pre-level

At pre-level a person needs full support to complete LLN tasks. The learning context must be highly familiar, concrete and immediate, and any text must be very short and simple with limited and familiar vocabulary. They can complete LLN tasks that are a single step only (e.g. copying, naming, matching and ordering).

For example a person can:
 link familiar pictures and signs with corresponding words
 can write limited personal information on a form
 can ask simple questions such as "Me?" "Now?"
 can know and state own age

Adults assessed at Pre-Level would have trouble writing a simple sentence

Building the evidence using a sample of ACSF assessments

The Australian Core Skills Framework

Level 1

A person assessed at Level 1 needs significant support to complete LLN tasks. The context must be highly familiar, concrete and immediate, any text must be short and simple using limited and highly familiar vocabulary. They can complete LLN tasks that are one or two processes (e.g. locating and recognising).

For example a person can:

recognise familiar words and symbols to follow ATM instructions

hold a pencil well enough to write

continue to count when given a number less than 100

use common greetings in English such as "hello"

log on and off a computer website

send a short SMS to a work supervisor

read and understand simple diagrams

write a brief message on a card

respond to questions about personal information like name, age, address etc.,

Adults assessed at Level 1 can write a simple sentence, but not a paragraph

Building the evidence using a sample of ACSF assessments

The Australian Core Skills Framework

Level 2

A person assessed at Level 2 needs support to complete LLN tasks. The context must be familiar and predictable, any text must be simple and use familiar vocabulary with a clear purpose. They can complete LLN tasks that are explicit, and involve a number of familiar processes (e.g. identifying, interpreting).

For example a person can:

read a public notice

follow instructions on a familiar activity such as borrowing a DVD

read and discuss data from a simple chart or table

identify the main points in a job advertisement

write out a favourite recipe for a friend

record casual hours of work and calculate expected pay

Adults assessed at Level 2 can write a paragraph and do some familiar work tasks

Building the evidence using a sample of ACSF assessments

The Australian Core Skills Framework

Level 3

A person assessed at Level 3 can operate independently on LLN tasks and will actively ask for support when needed.. They can work with a range of familiar contexts and some less familiar. They can read and understand routine texts that may include some unfamiliar elements, embedded information and specialised vocabulary. They can complete LLN tasks that include a number of steps (e.g. sequencing, basic inferencing, extrapolation and integration).

For example, a person can:

read and respond to an online chat posting

use dictionaries and online reference materials

respond to a self-complete survey

actively participate in a small group discussion

read and explain information on an electricity bill about charges, usage

can understand and interpret a 24 hour clock

Adults assessed at Level 3 can find the support they need for LLN tasks and will start to edit their own work

Building the evidence using a sample of ACSF assessments

The Australian Core Skills Framework

Our sample

Individual records for 660 Indigenous adults (from 15 years of age) from ACSF assessments undertaken in the period 2009 through to 2017.

Most of the sample records have come from the Alice Springs Region (33%). The Greater Darwin Region (5%) has the lowest number of records compared to the other Regions.

Most of the sample included people living in very remote areas (86%) which is greater than the proportion of the NT Indigenous population who live in very remote Australia.

There were more men (49%) in the sample than women (42%) with the remaining records having an unknown gender.

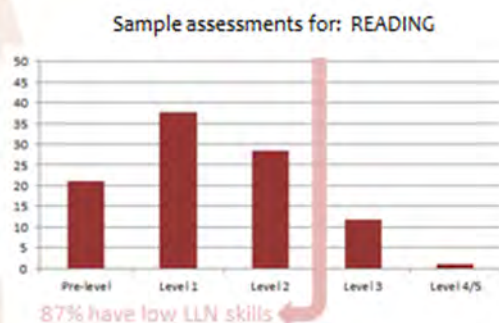
Age was calculated at the time of assessment. The distribution of age groups in the sample looks appropriate for the age structure of the NT.

The core skill levels we investigated were English Reading, Writing, Speaking, Listening and Numeracy.

Building the evidence using a sample of ACSF assessments

The Australian Core Skills Framework

The results:



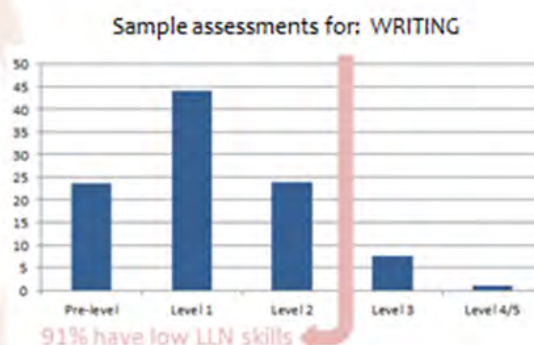
READING

Building the evidence using a sample of ACSF assessments

The Australian Core Skills Framework

The results:

WRITING



Building the evidence using a sample of ACSF assessments

The Australian Core Skills Framework

The results:

Sample assessments for: SPEAKING



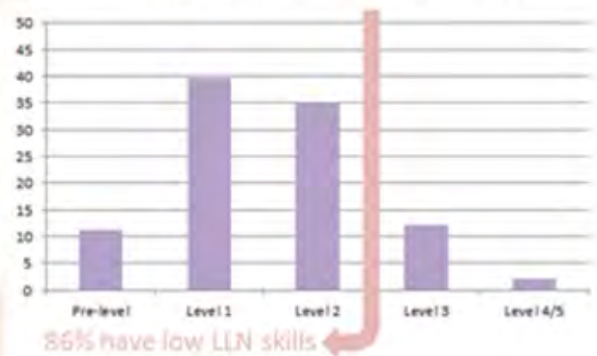
SPEAKING

Building the evidence using a sample of ACSF assessments

The Australian Core Skills Framework

The results:

Sample assessments for: LISTENING



LISTENING

Building the evidence using a sample of ACSF assessments

The Australian Core Skills Framework

The results:

Sample assessments for: NUMERACY



NUMERACY

Building the evidence using a sample of ACSF assessments

The results also found:

- Adults generally had higher skills in Speaking and Listening and lowest skills in Numeracy
- Women generally had higher skill levels than men
- People aged 50 years and over generally had higher skill levels than the other age groups. Young adults (less than 20 years) had the lowest assessed skills in Speaking and Listening
- Adults living in the Greater Darwin Region generally had higher skill levels than people living in other NT regions.

Building the evidence using a sample of ACSF assessments

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Building the evidence using a sample of ACSF assessments

We think our sample has less adults with really high level skills (but there are fewer of them) and less adults with really low skills.

Therefore if we use our results to talk about the **all Aboriginal adults in the NT**, we think:

At least **9,000** would need to be fully supported in English Reading, Writing and Numeracy tasks.

More than **24,000** would not have the English skills needed to successfully complete a VET Certificate Level I or Level II course.

At least **40,000** would not have the skills to engage fully in the dominant, English speaking workplace.

Implications are wide ranging

Aboriginal adults in the NT are relatively disadvantaged across a range of socio-economic indicators when compared to Aboriginal and Torres Strait Islander adults in other parts of Australia. LLN likely to be part of this story.

- Understanding health literature and engaging in confident conversations with doctors and other medical people
- Having a space to do homework and study at home
- Having access to online information and being able to use it to make decisions
- Understanding documents associated with offences and justice proceedings
- Understanding government information to do with social benefits
- Understanding utility billing information, rental agreements and other financial information

The Report is available from:

- The Office of the Pro Vice Chancellor of Indigenous leadership and the WCE website
- The Adult Learning Australia website
- The Australian Council for Adult Literacy website

Note: The Statistical Report also contains the updated version of the Action Statement on Indigenous adult English LLN

Whole of Community Engagement Initiative

ABORIGINAL ADULT ENGLISH LANGUAGE LITERACY AND NUMERACY IN THE NORTHERN TERRITORY

A STATISTICAL OVERVIEW

Fiona Shalley and Allison Stewart

Office of the Pro Vice Chancellor Indigenous Leadership
Charles Darwin University

11 September 2017



Whole of Community
Engagement
Initiative

Recommendations

1. Governments acknowledge the size, extent and impact of low levels of English LLN in the NT adult Aboriginal population.
2. These data are used by Aboriginal leaders, governments, learning institutions, businesses, and service providers to inform strategy and solutions.
3. A communication and education process is supported to help NT Aboriginal leaders and communities to understand the data.
4. Adult Aboriginal LLN assessments use the ACSF assessment method. De-identified data is shared. Results are accessible.
5. A specialist working group is formed to consider how the evidence base can be further strengthened in the NT.



Theme 2: English language, Literacy and Numeracy Service Design and Delivery Models

CAN AUSTRALIA LEARN FROM OUR COLLEAGUES ACROSS THE DITCH?

An overview of Lindee Conway's fellowship findings and New Zealand's system for improving adult literacy and numeracy skills.

Lindee Conway, Head of School of Foundation and Preparatory Studies, Melbourne Polytechnic

David Do, Advisor, Literacy and Numeracy, Tertiary Education Commission, New Zealand



Both Australia and New Zealand have policies seeking to facilitate improved personal satisfaction and employability through foundation skills training (SCOTESE -Aust Gov, 2012) (NZ-TEC, 2015). The value of mastering basic skills in reading, writing, numeracy and spoken language – for personal satisfaction - is something that ACAL members understand viscerally (Golding & Foley, 2011) (Mayer, 2016). In addition to the importance of personal development, on both sides of the Tasman less than optimal English-language, Literacy & Numeracy skills have been linked to long-term unemployment and low productivity.

Evidence for this is to be found in the Organisation for Economic & Community Development's (OECD's) Survey of Adult Skills. Round One of the Programme for International Assessment of Adult Competencies (PIAAC, often called *The Survey of Adult Skills*,) was conducted in 2011-2012 with both Australia and New Zealand's participation. New Zealand participated in Round Two in 2015; Australia took a different approach – to continue to fund projects linked to our National Foundation Skills Strategy (Wignall, 2015; Yasukawa & Black, 2016) .

Lindee's interest in the New Zealand approach was piqued when she attended the Australian Council of Adult Literacy (ACAL) conference in Hobart in 2012. New Zealand educators displayed an A1 sized poster with the following message: **Knowing the learner, Knowing the demands, Knowing what to do** in her experience as an educator, 'knowing the demands' usually meant knowing when an assessment describing learner gains was due to be sent to a data-based to trigger payment, or meet a contractual requirement. Linking the learner, the demands – whether those triggered by learner or by a State or Federal Government and, best of all, knowing what to do about it seemed (and remains) deeply attractive.

The International Specialised Skills Institute (ISS, 2017) allowed Lindee to travel there on a Fellowship, in early 2016. This was a wonderful opportunity. She visited ten education providers, Higher Education, Dual Sector and Community Education Providers from north to south. This gave her the chance to observe and listen to educators' views on how New Zealand's integrated policies on adult Foundation Skills worked in the classroom and staffroom.

Lindee also met with staff at the New Zealand Centre for Education Research and the Tertiary Education Commission (invitations to meet with members of Australian Government Departments is *not* the norm for her). So, her learning about the cohesive strategy was broad and lasting. Lindee's interest in seeking a Fellowship came out of an abiding interest in formal assessment protocols and triggers. So, she went to New Zealand with this uppermost in mind, but the 'whole-of-sector' approach implemented there afforded her a much broader understanding of integrated teaching preparation, professional development, learning and assessment.



"I got home and my young brother came home from school, really upset." He said, "they gave me some maths homework and I don't even understand how to start." After a life of thinking, "Well, I can't help", I said to him, "Okay, let's sit down – together – and have a go at it – together."

Learner, Literacy Waikato, Hamilton NZ, 2015

Page 2: Can Australia learn from our Colleagues Across the Ditch?

Fellowship recommendations for Australian Governments

1. Establish a working group to evaluate the benefits from the creation of Excellence Centres for Adult Foundation Studies and VET learning, such as those in New Zealand (for example the National Centre of Literacy and Numeracy for Adults at Waikato University and AKO-Aotearoa at Massey University).
2. A funded research program and professional development opportunities for educators would greatly assist with meeting the complexities of contracts described in this report. It may also assist with workforce issues for educators by offering support in new ways of LLN teaching and learning.
3. Support the establishment of a data collection environment – using one single framework to ensure that Australia is able to capture its gains in adult English-language, Literacy and Numeracy acquisition. Having one framework, with one set of indicators or protocols (for example the ACSF would simplify reporting for educators and most likely assist learners’ understanding of their skills and gaps (SCOTese -Aust Gov, 2012).
4. Investigate the utility of providing free Foundation Studies learning opportunities for adults with LLN needs, such as online services and free adult community providers (such as Victoria’s Learn Local), similar to the Literacy Aotearoa provision (VIC-DET, 2017) (Literacy Aotearoa, 2012).
5. Evaluate the benefits of allowing a longer time for learners to achieve their aspirations according to their entry levels. Trial this at public and not-for-profit Registered Training Organisations (RTOs) in order to ensure control over funding and enrolments.
6. Support a change in policy, which would enable learners to sit Foundation Studies assessments after enrolment and commencement, not before enrolment. Trial this at public and not-for-profit RTOs.
7. Establish research around this policy change in relation to learner retention and learner success in formal learning.

Fellowship Recommendations for Foundation Studies Providers

1. Support the trial of on-screen, adaptive assessment tools for the placement of Foundation Studies learners. Currently, most Foundation Studies providers use a pen and paper approach to Foundation Studies pre-course assessment activities. These take time and are, all too often about ensuring that evidence is gathered for regulatory reasons, not for ensuring the learner has understood where their skills lie or to identify gaps. If providers used adaptive testing for learners they could, then, spend the one-on-one time, between educator and potential learner to discuss the learner’s aspirations and concerns. The process between educator and learner could then include a plan for each learner’s post-Foundation Studies training.
2. Establish learner-centred assessment processes, which include explicit information to the learners about why any assessment is being conducted and what they can learn about their skills from completing it.
3. Establish Communities of Practice to translate, or map, assessment requirements for auditing purposes to learner-centred activities. Some education providers do this extremely well already, but it isn’t universal. This activity would bring the reasons for enrolment to be the focus of the relationship between learners and educators.
4. Publish and celebrate learners’ achievements as much as possible.

New Zealand’s world-leading programme of system change since 2009

New Zealand’s literacy and numeracy work programme has successfully transformed their approach to raising adult literacy and numeracy skills for a knowledge-based economy.

Considerable progress has been made in establishing the conditions, capability and infrastructure required to improve adult literacy and numeracy skills. The government’s focus has been on improving the quality of teaching in foundation-level learning (levels 1 to 3 of the NZ Qualifications Framework – broadly comparable to the equivalent AQF levels).

Responsive government stewardship of the education system has increased the toolkit for educators and outcomes for learners. Their programme has five main components which work coherently together, outlined below. The current [Literacy and Numeracy Implementation Strategy](#) continues this approach.

Page 2: Can Australia learn from our Colleagues Across the Ditch?

NEW ZEALAND GOVERNMENT DIRECTION AND GOALS

Concept of Embedded Literacy and Numeracy

Developing a high quality national infrastructure to support educators	Creating more learning opportunities through funding	Building sector capability through professional development for the tertiary workforce
--	--	--

Embedded Literacy and Numeracy

The system change programme and tools centre on embedded literacy and numeracy. This [concept](#) is best practice and combines the development of literacy and numeracy skills with the development of vocational and other skills. It makes the learning real and relevant for the learner, and therefore learners are more likely to engage and gain as a result.

Building a national educational infrastructure

New Zealand's tools equip educators and save them time so they can tailor and focus on the teaching that will make the most difference for learners. Since 2008, New Zealand has moved:

From	To
<ul style="list-style-type: none"> no nationally recognised diagnostic assessment to assess learner skills or reporting learner progress few trained and qualified educators 	<ul style="list-style-type: none"> improved learner and educator satisfaction better learner goal-setting and progress a national infrastructure now in place, widely accepted and used, and maturing well more educators have teaching qualifications than ever before expanding the usage and value of this educational infrastructure through fine-tuning and enhancement.

The **Learning Progressions** are a [standardised theoretical framework](#) of literacy and numeracy skills developed in 2009 which provide a common language to describe competencies and shape teaching. The framework provides levels and descriptors of capability in a range of skills. These descriptors are used across almost all New Zealand providers and provide a common language. They also contain teaching resources sample lesson plans and assessment responses.

The government has also recently produced [employer-friendly translations](#) of these resources, which show more clearly what a learner/employee knows and can do at each level of the Progressions.

The Literacy and Numeracy for Adults Assessment Tool ([Assessment Tool](#))

This is an adaptive assessment tool for learners' placement. The beauty of this tool is that is used post-enrolment. It doesn't act as a gate-keeping device to prevent enrolment. This discovery is Lindee's single-most and abiding delight of her time in New Zealand.

Key features and benefits of the Assessment Tool include:

- instant reliable robust measurement of students' skills. Teachers can then target or prioritise their teaching with a particular learner or group of learners.
- adaptive online assessment leads to accurate results. No marking is required and information-rich individual and group reports are available immediately.
- when the results are used to inform goal-setting or individual learning plans, learners better understand where they are and where they can go next in learning.
- Tool results are portable and travel with the learner (linked to their National Student Number). This means if a learner enrolls with another tertiary provider they will be assessed and taught using the same literacy and numeracy tools. This also helps ensure consistent support and measurement of progress over a learners' life-course in education and training.
- additional 'options' (or customised question sets) have been added to make it easier to help diverse learners (youth, Māori, and ESOL) improve their skills.

Page 3: Can Australia learn from our Colleagues Across the Ditch?

Pathways Awarua

Pathways Awarua is an online self-directed literacy and numeracy [game-like learning tool](#) made up of pathways of modules for learners to complete at their own pace, based on the competencies set out in the Learning Progressions. It's fun, visual, engaging and provides immediate customised feedback. The modules in Pathways Awarua add 'extra hours of learning' because the learner is often motivated to keep learning outside of class. [Research confirms](#) the tool is highly valued by learners and educators.

As well as literacy and numeracy pathways, the government has funded the development of additional pathways which apply literacy and numeracy skills to specific contexts like: preparing to sit a [learner driver's licence](#) or [heavy vehicle/forklift](#) licence test; workplace [health and safety](#); commonly used words/vocabulary for particular vocations; and financial capability.

Creating more learning opportunities

The New Zealand government funds literacy and numeracy learning opportunities through:

- [general foundation-level teaching and learning funds](#) at NZ Qualifications Framework Levels 1-3 where embedded literacy and numeracy is a requirement of courses, and
- [specific literacy and numeracy funds](#) (such as funds targeted towards workplaces, adults with low literacy and numeracy skills, ESOL learners, and refugees).

Classes and training supported by these funds must make use of the educational infrastructure and sector capability support provided.

In the first years of this system change programme (2008-2012), the government provided 'literacy and numeracy topup' funding for every enrolled student to help tertiary providers build their capacity to embed literacy and numeracy. This included setting up communities of learning for educators, ensuring institutions' systems incorporated the new national infrastructure, and professional development for staff. This topup funding ended after 2012 as the government expected all providers to be embedding literacy and numeracy as 'business as usual'. In reality, the extent of 'business as usual' varies – government continues to signal, push, and nudge providers to step up their game.

Since 2008, New Zealand has moved:

From	To
<ul style="list-style-type: none">• few specific opportunities to learn, and only a small group of TEOs accepting that improving literacy and numeracy should be part of their provision• limited knowledge about literacy and numeracy, little common understanding about the components of literacy and numeracy, and very little embedding of literacy and numeracy	<ul style="list-style-type: none">• most TEOs in foundation-level education embedding literacy and numeracy as 'business-as-usual'• most foundation-level classes including embedded literacy and numeracy in their delivery• specific literacy and numeracy funds performing well in helping learners.

Our funded courses in workplaces are also seeing considerable success. Our Workplace Literacy and Numeracy fund supports employers to provide literacy and numeracy programmes inside their workplaces to improve productivity and skills. For more, read these employer [case studies](#) from the Skills Highway website, past [Skills Highway Award winners](#) stories, [case studies](#) of how to teach key skills effectively, and video stories of [successful embedding](#) in a range of teaching contexts.

Building sector capability

New Zealand's approach has substantially developed sector and educator capability to teach and embed literacy and numeracy effectively. Professional development and other sector capability support is designed to help educators use the educational infrastructure effectively in the learning opportunities that are funded by government. It is designed to help educators find out about good theory and then apply it.

Funding is made available for professional development opportunities, to supplement the investments tertiary providers [should already be making](#) in their staff. Literacy and numeracy expertise is now widely known throughout the sector and freely available. Educators and organisations take up the opportunities to build capability, although uptake could be higher. These [opportunities](#) include:

Page 4: Can Australia learn from our Colleagues Across the Ditch?

- The [National Centre of Literacy and Numeracy for Adults](#) - Based in Hamilton's Waikato University, this centre provides research, analysis and professional development for New Zealand's educators.
- [Te Arapiki Ako \(Literacy and Numeracy for Adults\) website](#) – A wealth of online resources, practical activities, and guidance for educators looking to learn and upskill .
- [Ako Aotearoa's He Taunga Waka programme](#) – this inspiring organisation provides resources and professional development to educators. This programme focuses on educators of Maori and Pasifika learners. Its online shop is well worth a visit; its materials are useful and transferable (AKO-Aotearoa, 2016).
- **Qualification pathways for literacy and numeracy educators.** These qualifications include content and outcomes related to embedding literacy and numeracy in a New Zealand context, the Learning Progressions, and the Assessment Tool. For example, the [New Zealand Certificate in Adult Literacy and Numeracy Education](#) (Vocational/Workplace) (Level 5) is a recommended qualification for literacy and numeracy tutors.



Conditions of success in New Zealand

The government's investment of millions has been leveraged to improve the quality of the government's foundation-level education investment of hundreds of millions:

- almost \$47 million has been spent on the development and ongoing operation of the Assessment Tool and Pathways Awarua and other literacy and numeracy resources between 2008 and 2016.
- almost \$1 billion has been invested by the government into foundation-level education between 2010 and 2016.
- Good results flow when we have:
- clearly understood 'problem definition': significant opportunity to lift many adults' LN skills, shown in OECD ALLS and PIAAC surveys.
- shared goals between government, educators, and the tertiary sector: we all want to improve people's lives through lifting adult literacy and numeracy skills
- willingness and ability to work together: extensive partnership approach (shared goals, engage early and consult widely) throughout the development and fine tuning of resources
- combination of resources: the government's funding, processes, policy, and mandate, combined with the education sector's goodwill, experiences, expertise, and suggestions.



Research about impact of New Zealand's Assessment Tool

Research confirms that learners make gains when they are in courses where the Assessment Tool is used effectively. Research indicates both positive impact and views from learners and educators, as well as some concerns.

[Qualitative research](#) indicates there are improved educational outcomes when the Assessment Tool is used as intended - that is, to inform teachers' deliberate acts of teaching and to better inform classroom practice. Our research also indicated that some learners, as a result of tutor conversations and individual learner plans, developed an understanding of their own literacy and numeracy skills and what is required next for their programmes of study and employment.



Page 4: Can Australia learn from our Colleagues Across the Ditch?

Quantitative research shows the positive impact on student outcomes. Statistical analysis by BERL for the Tertiary Education Commission compared learners who completed all enrolled courses to those who completed no courses found Assessment Tool usage. It found Assessment Tool usage increased the probability of course completion in:

- Youth Guarantee-funded courses (a fund targeted towards those aged 16 to 19) between 2010 and 2013 by 31-36 percentage points. Māori Youth Guarantee learners had a 39 percentage point increase.
- Student Achievement Component (general teaching and learning fund) Level 1 and 2 course completion probability between 2010 and 2014 by 13-14 percentage points. The Tool's influence continued to be present after controlling for a range of demographic and educational factors. The difference in probabilities was higher for younger age groups.

There isn't universal acclaim of New Zealand's integrated approach, though. Lindee met and reported on some educators who were still feeling ambivalent about the concerted approach (Conway, 2016). There has too, been some research findings expressing dissent: all of which is healthy and real-world (Strauss, 2016) (Hunter, 2016). The discussion at the 2017 Conference will include comparisons on both sides of the ditch.

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Summary from Powerpoint presentation: David Do, NZ Tertiary Education Commission

NEW ZEALANDS' SYSTEM CHANGE APPROACH TO LIFTING LITERACY AND NUMERACY SKILLS

Areas of focus for systems change:

- Create learning opportunities
- Assessment integrated with learning and teaching
- Lifting sector capability and cultural competency

New Zealand Qualifications Framework

LEVEL	QUALIFICATION TYPES	
10	Doctoral Degree	University study
9	Master's Degree	
8	Postgraduate Diplomas and Certificates, Bachelor Honours Degree	
7	Bachelor's Degree, Graduate Diplomas and Certificates	
6	Diploma	"Educators"
5		"Foundation-level education and providers"
4		Our literacy and numeracy focus
3	Certificate	
2		
1		



How and when do you use the Assessment Tool with learners?

Initial assessment – in first 3 weeks

Progress assessment – last few weeks

Diagnostic assessment NOT screening tool

Let's hear from the learners and educators themselves...

Tertiary Education Commission
Te Kaitiaki Takekōwhiri Mātaia

New options for diverse learners

Literacy and Numeracy Youth Assessment

Te Ata Hāpara Reading Assessment

Starting Points

Tertiary Education Commission
Te Kaitiaki Takekōwhiri Mātaia

How is assessment integrated?

Create Learning Opportunities ↔ Lift Sector Capability

↕ ↕

Build Educational Infrastructure

Tertiary Education Commission
Te Kaitiaki Takekōwhiri Mātaia

New Zealand's system approach

Government direction and goals

Embedded literacy and numeracy concept

Create Learning Opportunities ↔ Lift Sector Capability

↕ ↕

Build Educational Infrastructure

Sector and educators' goodwill, time, and commitment

Tertiary Education Commission
Te Kaitiaki Takekōwhiri Mātaia

Improving Maori outcomes is part of our strategic goals

Target teaching and tailor to learner needs

Assessment Tool option for Maori learners in Reading (English)

Collaborate more across government and with communities

Professional Development

Reach more learners where they are

Tertiary Education Commission
Te Kaitiaki Takekōwhiri Mātaia

Introductory video:
https://www.youtube.com/watch?v=ESYv_AX17HM

What support is available?

Types of support	Examples
Workshops for educators	Face to face for educators
Workshops/ services for tertiary providers	Advisory and consultancy services Whole of organisational approach

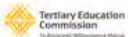
What He Taunga Waka does

Types of support	Examples
Workshops for educators	Face to face for educators
Workshops/ services for tertiary providers	Advisory and consultancy services Whole of organisational approach
Online	Website and online resources
Initiatives which benefit the whole tertiary system	Annual symposia and conferences PIAAC communications

We fund 2 main Professional Development programmes

The logo explained:

- ✓ Twin hulls
- ✓ Sail design
- ✓ Waves
- ✓ Cross

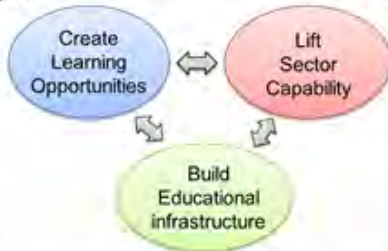


How its gone

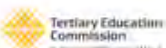
- Real impact
- Practice change
- Over 600 educators reached in 2016
- More to come
- But persistent challenges

Bringing it all together New Zealand's system approach

Government direction and goals
Embedded literacy and numeracy concept



Sector and educators' goodwill, time, and commitment



Introducing He Taunga Waka

- Explains the flipbook
- <https://vimeo.com/172985024>
- Explains the programme
- <https://vimeo.com/172986302>



Correctional Centre Model: Using technology for learning, empowerment and opportunity



Chris Lee and Helen Farley
Making the Connection
University of Southern Queensland



DIGITAL
LIFE LAB



Assoc. Prof. Helen Farley

Chris Lee



'I'd love to go': When youth detention is better than home in Mount Isa

Relationship with schooling

- Disengaged 'troublemakers'
- Age/level disparity
- Unlikely to return to school after release
- Shame
- Undiagnosed social and cognitive problems
- 1 in 3 involved with special education



A sad story ...



Implications for learning ...



- No energy for anything but survival
- Hypervigilance
- Trust issues (with anyone but also with educators and youth workers)
- Deficits in attention, processing speed, executive functions
- Weak adaptive skills
- Aggression
- Poor memory

The cohort ...

- Traumatized before they get in and after they get there
- Youth with disabilities overrepresented
- Low school performance and engagement
- Low literacy
- Foetal Alcohol Spectrum Disorder
- Drug and alcohol abuse, volatile substances
- High levels of sexual abuse
- Acquired Brain Injury



Why learn?

- Shift in identity - prosocial
- Development of higher cognitive skills
- Dynamic security
- Builds resilience
- Develops vocabulary and fosters negotiation
- Develop self-reliance and self-regulation
- Gain digital literacies
- Oh, and to gain a qualification



Aboriginal and Torres Strait Islander youths

- English may not be first language
- Low levels of cultural capital
- Undiagnosed disabilities
- Otitis media
- Shame
- Familial pressure
- Initiated men in youth detention
- Prison is seen as a 'rite of passage'



What's not effective

- Doing nothing
- Boredom
- Menial tasks to keep people occupied
- Too many levels within the same classroom (doing similar activities)



Education as a window....

'Education has made me more well-behaved ... it's had a calming effect ... gave me something else to think about ... stopped me acting so impulsively ... gave me some long term thoughts ...'

*Damien, undergraduate incarcerated student in the Making the Connection project
Maryborough Correctional Centre, 31 July 2015*

Caring post-release ...

- When people are most at risk
- Formal programs, e.g. Transition to Success (T2S)
- Should enable them to remain in education
- Raise aspirations
- Provide alternatives



What kind of education?

- More capable of higher education than you would think
- Many do pre-tertiary instead of years 11-12
- Not everyone wants to do vocational education
- The reality is that many of these people will not be employed (13.3% in general population of this age group)
- Sex offenders will especially struggle
- We need to co-create law abiding citizens



Making the Connection

- Introducing digital technologies into prisons to provide access to higher education
- 2 technologies: server solution and notebook computers
- 5 programs
 1. Tertiary Preparation Program
 2. Indigenous Higher Education Pathways Program
 3. Diploma of Arts (Community Welfare and Development)
 4. Diploma of Science (Environment and Sustainability)
 5. Associate Degree of Business and Commerce

1.3 Resistance History - The Battle of One Tree Hill

- Watch the video The Battle of One Tree Hill - Uncle Darby McCarthy.
- Read about The Battle of One Tree Hill (Readings 1.3 and 1.4)
- Complete Activity 1.3.

The Battle of One Tree Hill - Uncle Darby McCarthy (Video 1.5min)



The Battle of One Tree Hill - Readings

- Reading 1.3: The Battle of One Tree Hill - A turning point in the conquest of Moreton Bay
- Reading 1.4: Squatters attack on an Aboriginal camp, One Tree Hill, Queensland, 1843
- Activity 1.3

Making the Connection

- 1000 incarcerated students
- 2000 course enrolments
- 76% retention rate
- All but one correctional centre in Queensland
- Tasmania, Western Australia, Northern Territory
- Negotiating a different mode of delivery in the ACT
- In Victoria and South Australia, semester 3, 2017
- Recently, deployed with Probation & Parole in Ipswich and Inala

Making the Connection

- Tutors/lecturers visit as often as feasible
- Peer mentors support other students
- Study groups have spontaneously arisen
- The student voice is crucial
- Work closely with jurisdictions
- Leverage existing processes
- Minimise workload impact
- Acknowledge importance of security
- Successful video conferencing sessions with Darwin CC



Advantages

- Can be deployed no matter what the architecture
- Can be used even with overcrowding
- Doesn't incur movement issues
- Minimal impact on workload for USQ and for corrections
- Now USQ has committed to mainstreaming



The next great project

- Using technologies developed
- Assessment tool
- Self-paced and individualised
- Numeracy, literacy
- Also cognitive skills
- Move everyone forward (but not to the same point)
- Still looking for funding and partners



Keeping in touch ... Project newsletter



<http://bit.ly/USQMakingtheConnection>

Materials ...

- Modules are short
- Interactive multi-media
- Gamification
- Embed cog skills development
- Reinforce areas of weakness
- Age appropriate
- Culturally appropriate



A couple of other conferences ...

- The Australasian Corrections Education Association Conference
 - October 3 – 5 Canberra
 - <https://acea.org.au/>
- Australasian Society for Computers in Learning in Tertiary Education
 - December 4 – 6 Toowoomba
 - <http://2017conference.ascilite.org/>

All photos from Flickr ...

- 2765 Cold by nebojsa mladjenovic
- The music is all I have left by Neil Moralee
- trauma by Transgenic Fetish
- Hunched by Isaac Leedom
- smoke by Arthur Cruz
- Stress by madstreetz
- Why by sarahwynne
- Sweeping the foul line by Andrew Malone
- Old Sad Face by Redfishingboat
- Bridge of Aspiration by Massimiliano Gian
- Ask Answer Choice by Rita M.
- Crown by Peter Clark
- token cat picture by Bryan Ledgard
- A CATastrophic Surprise by Susan Gilson
- Thank You by Nate Grigg



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PINA PINA JARRINJAKU: A CASE STUDY OF SOCI-CULTURAL LEARNING

Presented by Barbara Napanangka Martin & Ros Bauer, Walpiri Education and Training Trust

The Warlpiri Education Training Trust (WETT) established in 2005 in collaboration with the Central Land Council and Newmont Mining, funds community learning centres in the four Warlpiri communities of Nyirripi, Willowra, Yuendumu and Lajamanu (Disbray & Bauer, 2016, p. 6). The establishment and operation of the learning centres in each community has a varied history, but in the last few years Batchelor Institute has had the contract for managing all four learning centres.

In 2017, the Warlpiri Youth Development Aboriginal Corporation (WYDAC) was successful in obtaining the contract to manage the learning centre in Yuendumu for a 12 month period (Disbray and Guenther, 2016, p. 81). This learning centre is now known as the Pina Pina Jarrinjaku, which in Warlpiri language means “to learn”. WYDAC’s aim is to provide a centre which offers a flexible and responsive approach to adult learning, integrating individual, family and community priorities. Its real underpinning strength however is in solid governance and the Aboriginal Board’s commitment to Warlpiri aspirations for learning and education, particularly with regards to adult literacy. This case study describes the WYDAC and WETT model and approach to improving English LLN in Yuendumu.

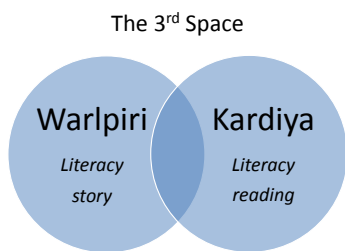
The four LLN program delivery areas

The WYDAC Pina Pina Jarrinjaku has responsibility for working with a local advisory group, providing access to computers and the internet, case managing the learning journeys of participants and providing mentoring and support to local learning centre employees. In addition, there are four areas of program delivery:

1. informal
2. non-formal
3. formal and
4. Warlpiri language and culture



The 2016 review of the Walpiri learning centres by the Warlpiri Education Training Trust made very clear the gap in adult education policy in the Northern Territory and the need for English LLN as being critical to success in all areas of learning (Disbray and Guenther, 2017, p. 87 & p. 100). Many of the recommendations in the Review that refer to mentoring and development of Yapa staff are highly dependent on improvements in English LLN. Training and education in the Northern Territory is delivered in English language. Therefore, adult learners need to be competent in the language of instruction (Hanemann, 2016, p. 9). It is an imperative for Warlpiri people to develop competency in English literacy in order to progress along the education and training pathway.



It is important at this point to note two factors. Firstly, there is ample evidence on the value of first language literacy to

support second language literacy (Hanemann, 2016) and secondly, that the maintenance of Warlpiri language and culture is strong, as evident in the vision and recommendations of the WETT Review (2017). The consistent message is that English LLN is an additional skill and this is reflected in the Whole of Community Engagement initiative across six Northern Territory communities, which states that ‘Aboriginal people reiterated the centrality of their own languages to their cultural practice, identity and connection to country, however many understood the importance of supporting their children to learn English and wanted to improve their own’ (Shalley and Stewart, 2017, p. 3).

This is typical of the data from Workplace English Language Literacy Programs in Yuendumu and assessments conducted in the learning centre space over the past five years. Clearly, there is work to be done in addressing this inequity, so that Indigenous people can participate fully in all aspects on their lives.

The WYDAC Pina Pina Jarrinjaku has a new, whole of community approach to literacy that occurs *inside* the learning centre and literacy that occurs *outside* of the

Definitions

Social practice literacy - embedded or natural occurring in the routines of our life, from interactions with family and interactions in the community, where the learning has real meaning

Socio-cultural learning - learning and developing cognition as part of a social process, through interaction with others

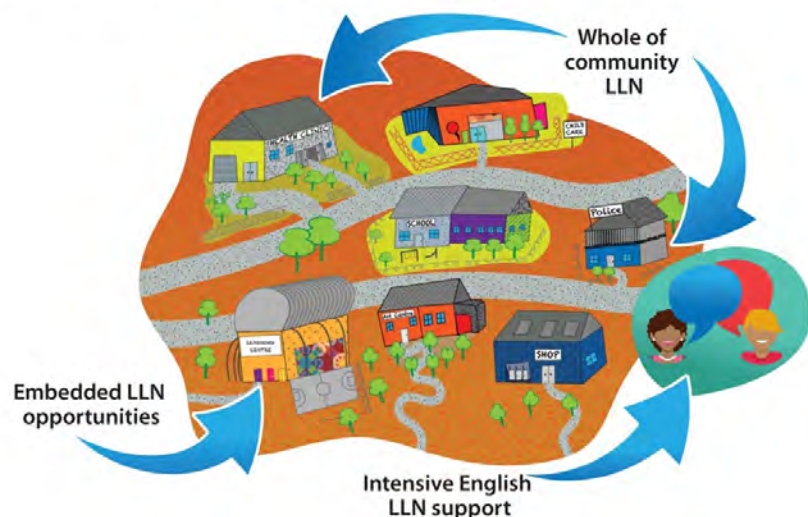
learning centre in Yuendumu. This has been informed by our Pina Pina Jarrinjaku data and extensive experience in the historical challenges in delivering formal training that is dependent on a classroom approach over consecutive days and/or weeks. Patterns of engagement whereby incidental, short, discrete learning opportunities occur have been most successful. These challenges are best described by Musharbash (2010), during her anthropological research in Yuendumu:

Immediacy shaped my fieldwork every day in multiple ways....I could not plan ahead...specific data collection, language lessons, everything happened when it happened, rather than when I wanted it to happen. Big events (such as mortuary rituals in the case of death) overruled any other activity, but even without them, everything had to be slotted in with what was happening in the settlement on that particular day....appointments simply did not work.

Given the anecdotal and statistical evidence that WYDAC has gained through service delivery experience in Warlpiri communities in the past two decades an increasing number of community leaders recognise the value of the fundamental role that socio-cultural learning and social interaction plays in the development of the way that adults think and learn. This view is also supported by Vygotsky cited in Kral and Schwab (in press).

For additional information refer to the full case study: Case Study: adult literacy and socio-cultural learning: Pina Pina Jarrinjaku, Bauer R. , Martin B.N , Gallagher ER.N, with Kraal I., Stewart A., Charles Darwin University, 2017. (Available on the ALA and WCE websites.)

Socio cultural approach to adult English literacy



Theme 3 Session 7:

Exploring 'collective action' and usefulness to LLN strategy and delivery

Presentation by Sue Howard (Manager of 26TEN)



Some social problems are **complex 'problems'**, meaning they are difficult to identify and we don't easily know the best ways to solve them. These types of issues have multiple layers of stakeholders, all with different perspectives about the causes and the best solutions. Change is required in numerous places, often across organisational boundaries. These kind of complex problems/issues are beyond the capacity of any one organisation or a sector to respond to effectively. Problems like these require total systems change and innovation. In such instances, **Collective Impact** is the appropriate response. (Adapted from <http://www.collaborationforimpact.com/collective-impact/>)

This final session of the Indigenous adult English language, literacy and numeracy (LLN) symposium included a presentation on Collective Impact approaches and their usefulness in relation to the complex area of Indigenous adult English LLN and an exploration of how the Collective Impact model could be applied in the NT.

Sue Howard, the Manager of the Tasmanian Government's state-wide LLN program '26TEN' presented on the collective aspects of the work being undertaken in her state using a strength and future focus while drawing on the five conditions inherent in the Collective Impact model. For more information go to: <https://collectiveimpactaustralia.com/about/>

1. These basic elements of the collective impact model are: 1) A common agenda for change
2. Collection of data and consistent measurement of results
3. A plan of action

4. Open and continuous communication, and
5. Support of back bone organisations to service the initiative.

After Sue's presentation facilitated round-table discussions updated the 2016 *Action Statement on Indigenous Adult English Language, Literacy and Numeracy in the Northern Territory* and how this could be used to inform and drive strategic change using collective approaches.

In the Territory we have been working slowly and steadily towards a collective impact model of Indigenous adult LLN. We have been: using data to "light up" the issue (The Statistical Report on Indigenous adult English LLN in the NT); working with Indigenous leadership and a range of 'specialists' to increase knowledge and understanding; investigating workable delivery models; and increasing opportunities for consultation between government, non-government and community organisations by organising events such as this Symposium.

About Sue Howard: The ten year 26TEN Tasmanian Adult Literacy Strategy (2016-2015) is supported by a 'Coalition of Interest' and implemented through LINC Tasmania and community grants. Since the early 1980s Sue has worked in roles related to developing Indigenous leadership and governance capacity of individuals and organisations at Batchelor Institute of Indigenous Tertiary Education (BIITE) and Curtin University. Sue has spent years working with communities across the NT, Western Australia and Cape York Peninsula. In Cape York her work included a Land Use Strategy with Aboriginal and Torres Strait Islander adult learning agencies. In 2009 she was responsible for the establishment of human services on Palm Island. In this work, the focus was on creating a collaborative, enabling environment to support the realisation of individual and community vision. Sue has worked with LINC Tasmania since 2010, developing state wide strategies in community and adult literacy and learning, as well as managing the Burnie LINC and the full range of library services across the North West Coast of Tasmania. An area of special interest has been participating in strategic group processes associated with the 'Burnie Work Collective Impact' project. (*The transcript of Sue's talk is on the next page*)

Page 3: Exploring 'collective action' and usefulness to LLN strategy and delivery

Edited transcript of Sue Howards talk before the small group session

Another issue that sits around this is the issue of 'mutually reinforcing activities'. Not plain English, but, essentially what we have found in working with all of the collective approaches is that you have to stop being competitive. We have to support all of the options and all of the ways of doing things that people may find helpful and useful on their journey of learning. And, helping people to become literate to the level that they wish to become literate in their work and their life. At that point, knowing that it might change in a few years. So, one of the things that we found when we were working in part of the program is that there is no one solution, there is no one key program, there is no one model. There is no one anything that will work for everybody, all of the time, anywhere.

We have to be able to say "how can this person go through this stuff?" What can we do to reinforce and to help that person move through - to another provider, or another service, or a different model that best fits their own needs? We don't talk down those other people or organisations that are engaged in that process.

The other part of that which we have discovered is that *mutual reinforcing activity* is not just some of the individuals that sit in the program. It is the big players as well. Part of that is influencing upwards, influencing outwards. So that if you have a local or space based activity and an organisation that is working with you, such as a major community service provider. They are governed by a national perspective, they are governed sometimes by a national body. In that case we talk national office, and agency to agency and not just individuals to individuals on the ground. That is a really hard one with community services because the funding models don't encourage collective work, they encourage competitive work. So, there are some issues around some of that in terms of where we take the *Action Statement*.

So, there needs to be some thought given to mutually reinforcing activities, about the nature of communication, about the type of communication that you use. How much plain English – all of those sorts of things. What are the real measures that we are working towards and an agreement not to deviate from them or gather data which is never used. Also, the need for change shifts, as you make progress. So, what you start

off with may not need to be resourced over time.

The last part of the collective theory approach is that you have a backbone organisation, and that backbone organisation will often be one with the least vested interest in the wicked problem or that they are able to deal with money, or both. In 26Ten we have the backbone organisation which is not an incorporated body. So, an organisation hosts the process of that body and that is the 'Coalition of Interest'. And, those people come from the sector where most likely your LLN issues are going to impact on your life. So – they come from sectors such as the legal sector, the health sector and the education sector. We are looking now to the future where we will have people potentially coming from the financial sector... 26TEN is getting broader and broader...

The last thing that is in there, but is not in the literature is that if you are going to do collective impact then you are in for the long haul because generally it is a wicked problem and wicked problems don't get solved with the waving of a magic wand. You will find at times that you have governments that are so busy at snatching defeat from the jaws of victory, implementing programs really quickly, not waiting for people to do the things that they need to do, and so on. That is problematic. We are really gratified to see some of the partnerships emerging where organisations recognise that it is an investment for them to do their bit, to come to the party ... that is something that needs to be looked at in the Action Statement.

We have tri-partisan support for 26TEN until 2025. After that we would hope that our exit strategy for the last 3 year action plan will mean that we don't need it any more. Not in the sense of achieving outcomes but in the sense that the coalition and the rest of the Tasmanian community who built it up will be running it and there will be no need to have it documented and strategized, or have it centrally funded beyond what will carry it through to be sustainable.

So; there are some ideas to think about during the small group consultations – after which you will return to plenary with consensus statements which we will put to the floor. We want you to consider the essential changes to the 2016 Action Statement on Aboriginal adult English LLN in the NT. We will release an updated version after this event. (NEXT section)

Updated Action Statement on Aboriginal adult English LLN in the Northern Territory

12 September 2017

The Action Network on Aboriginal adult English Language, Literacy and Numeracy (LLN)¹ met at a workshop at Charles Darwin University in November 2016, and 12 September 2017. This Statement is supported by a group of around 100 individuals and organisations committed to collective action for improved English LLN for Aboriginal adults in the Northern Territory (NT). Many Aboriginal people have aspirations for work, education and life which require English literacy and numeracy. The network suggests that no real progress can be made in this area without long-term government commitment, Aboriginal leadership, bi-partisan support and a collective approach. This entails government and non-government, community, business, and voluntary sectors working together (and separately) towards the same long-term vision with measurable goals. Literacy is everyone's business. In the Northern Territory however, no government department has responsibility for adult education or adult language, literacy and numeracy. Also there are no 'Closing the Gap' (COAG) Indicators addressing adult education or LLN – a significant policy gap given the scale of the issue, and the flow on effects to the NT and the nation as a whole.

The Action Network agrees that literacy is a fundamental human right, essential to social inclusion, and peoples' ability to fully develop their knowledge and skills and realise their potential. English language LLN capability enables participation and progression along education and career pathways and is essential for interaction within business, the economy, social systems (like health, community services, the law) and broader society.

Census data from 2011 identifies that more than half of NT Aboriginal adults speak an Aboriginal language as their main language (54%). This figure increases to over 80% in very remote areas. During Whole of Community Engagement (WCE)² initiative community consultations Aboriginal people reiterated the centrality of their own languages to their cultural practice, identity and connection to country, however many understood the importance of supporting their children to learn English and wanted to improve their own. Level 3 Australian Core Skills Framework (ACSF)³ skills are required to fully engage in English speaking society and work. The statistical overview report (Shalley and Stewart 2017, Appendix 1) shows that most adults included in the research were assessed at below Level 3 (ranging from 86% in skills for listening to English to 94% in numeracy). Improved adult LLN in the general population has proven flow on effects for children, parents, families, and society as a whole. Improved parental literacy benefits their children.

The LLN Action Network would welcome the opportunity to work closely with all tiers of government and others on this critical issue, and is pleased to make the following recommendations:

¹ Although we use the term 'LLN' throughout this document we are also referring to the range of Foundation skills required in order to establish, apply and maintain LLN in life, on-line and in the workplace.

² Funded through the Australian government's Higher Education Participation and Partnerships Program (HEPPP) and implemented with six remote and very remote NT communities.

³ The Australian Core Skills Framework (ACSF) is a tool which assists both specialist and non-specialist English language, literacy and numeracy practitioners describe an individual's performance in the five core skills of learning, reading, writing, oral communication and numeracy.

3.0 Innovative and culturally appropriate delivery

- 3.1 Expand and consolidate the evidence-base related to the design, implementation and evaluation of effective LLN service delivery models. This includes, but is not limited to:
- a) Community-wide and community-campaign models
 - b) Community/adult learning centre models
 - c) Organisational development models: workplace LLN capacity building and workforce development
 - d) State-wide and national delivery models e.g. Tasmania and New Zealand
 - e) English as an additional language (EAL) delivery for Aboriginal adults
 - f) Bilingual programs
 - g) Delivery to Pre-level, level 1 and Level 2 learners (specific)
- 3.2 Respect for Aboriginal language, history and culture, and the preference and need for establishment of Aboriginal language and literacy first in many parts of the NT should be reflected in the design and delivery of English LLN education and training for those populations, and in the qualifications and experience of those practitioners who deliver it. (e.g EAL, TESOL)
- 3.3 Ensure that policy statements include Aboriginal leadership in the design of: local programs (what is delivered, how and by whom); and, education and training resources with Aboriginal pedagogies and content.
- 3.4 Provide targeted training for Aboriginal staff and supervisors who wish to improve their English LLN and foundational skills in workplaces within communities to enable career progression.

4 Building a stronger evidence base

- 4.1 Investigate feasibility of conducting an NT-wide survey on ACSF levels of Aboriginal adults, including urban, regional, remote areas and correctional service settings.
- 4.3 Commit to a communication and education process to support NT Aboriginal leaders, urban and remote and communities, and organisations to understand the data contained in the Statistical overview Report (Shalley and Stewart, 2017) and to consult together on meanings for their people, lives and organisations.
- 4.4 Undertake a study of the economic costs of low levels of English LLN, and the economic benefits of improved levels in the Aboriginal adult population of the NT.
- 4.5 Establish an LLN clearinghouse which includes a comprehensive database of research evidence and for collection and distribution of free, culturally appropriate, LLN teaching and learning resources (including past and present and digital resources).
- 4.6 Consider funding arrangements to enable ACSF assessments and encourage organisations and agencies that regularly undertake adult ACSF assessments to collect and compile the results⁵ and share (de-identified) data centrally so the issue of low English LLN can be monitored over time.

⁵ In accordance with the Australian Privacy Principles of the, Privacy Act 1988

- 5 Resource and embed evaluation and use a 'collective impact' approach in NT LLN policy implementation and foundational work in order to enable:
- a) Monitoring of a strategic multi-partisan, inter-sectoral collaborative approaches
 - b) Development of organisational and collective goals and KPIs
 - c) Ongoing policy and service refinement
 - d) Comparison of different implementation models, tools and methods
 - e) Sharing of findings, resources and approaches
 - f) Identification of factors contributing to success; and
 - g) Ongoing analysis of impact and outcomes (individual, family, social, economic etc.)

The LLN Action Network

c/- Allison Stewart 0403 080 345

Whole of Community Engagement initiative - Strategic Priority Project on Indigenous adult LLN

Office of the Pro Vice Chancellor, Charles Darwin University

12 September 2017

This document is to be read in conjunction with *Appendix one* which provides essential background reading: *A statistical overview: Aboriginal adult LLN in the Northern Territory*, Shalley F. and Stewart A., Whole of Community Engagement initiative, Office of the PVC of Indigenous Leadership, Charles Darwin University, September 2017.

The Whole of Community Engagement Initiative (WCE) is funded through the Commonwealth Department of Education and Training's: Higher Education Participation and Partnerships Program (HEPPP)

1. Responsibility and policy

- 1.1 That all tiers of government acknowledge the extent and impact of low levels of English LLN in the Aboriginal adult population of the Northern Territory (NT), and prioritise coordinated and sustained, bi-partisan commitment that endures beyond changes in government.
- 1.2 At present no Government department has primary leadership and implementation responsibility for adult education and adult English language, literacy and numeracy in the NT. It is therefore imperative that responsibility and leadership be clarified and actioned.
- 1.3 It is to be noted that the 'Closing the Gap' policy contains no Key Performance Indicators (KPIs) for adult education or adult LLN. This is considered to be a significant policy gap with multiple flow on effects. COAG is encouraged to take action in this regard.
- 1.4 Develop an evidence-based, Indigenous-led, Aboriginal adult English LLN policy/ strategy for the NT informed by a broadly composed consultative group with significant involvement from sectors including: LLN specialists, education and training, legal, health, employment, business, voluntary, community services and media.
- 1.5 That government financially supports consolidation of the Action Network and information clearinghouse and recognise the leadership group and members (as a potential source of specialist knowledge, skills and experience) and a necessary force and resource at this time.
- 1.6 That the Aboriginal adult LLN policy (and any implementation plan/s) link with, and further the aims of, aligned Northern Territory, national and international policy and statements.

2 Long term funding commitment

- 2.1 Commitment is required to long-term, secure and flexible funding for accredited as well as non-accredited English LLN education and training for adults at all levels of the ACSF.
- 2.2 Develop contemporary funding models to enable increased access to unaccredited, informal and real-time learning opportunities for Aboriginal adults at the lower levels of the Australian Core Skills Framework (ACSF)⁴ (those at pre-level, Level 1 and Level 2).
- 2.3 Acknowledging the aging LLN workforce, the need for more qualified practitioners and the cost of educational qualifications, commit to creating an enabling environment for maintaining a qualified, well-resourced and supported adult literacy workforce in the NT. This workforce should include a high proportion of Aboriginal people and local language speakers.
- 2.4 Reinstitution or re-invigoration of community/adult learning centres/spaces in Aboriginal communities as a matter of priority.

⁴ Australian Core Skills Framework (ACSF) – the Australian Government's tool for measuring competency in reading, writing, numeracy, oral communication and learning skills.

Attachment one: Symposium attendance (1 of 3)

1.	Mary Grace	Agbas	University of Southeastern Philippines	
2.	Brad	Aitken	Matrix on Board	
3.	Berni	Aquilina	TAFE NSW	
4.	Linda	Are	TAFE SA	
5.	Helen	Atkinson	STEPS Group Training	
6.	Ros	Bauer	Adult Literacy Services	
7.	Raelene	Beale	CARHDS	
8.	Jack	Beetson	Literacy for Life Foundation	
9.	Brigette	Bergin	Department of Education and Training	
10.	Anna	Bird	Sunrise Health Service Aboriginal Corporation	
11.	Geoff	Bloom	Australian Electoral Commission	
12.	Bob	Boughton	University of New England	
13.	Jurg	Bronniman	BIITE	
14.	Christine	Butler	Central Desert Training	
15.	Kaye	Carter	Charles Darwin University	
16.	Kalpana	Chana	Charles Darwin University	
17.	Michael	Christie	Northern Institute, CDU	
18.	Lindee	Conway	Melbourne Polytechnic	
19.	Kim	Davis	Batchelor Institute	Also leadership group
20.	Vanessa	Davis	Tangentyere Council	
21.	Lisa	Dayngipu	Arnhem Land Aboriginal Progress Corporation	
22.	Kathrin	Dixon	Batchelor Institute	
23.	David	Do	Tertiary Education Commission New Zealand	
24.	Denis	Doan	CSL	
25.	Jan	Donzow	Sunrise Health Service Aboriginal Corporation	
26.	Deborah	Durnan	Literacy for Life Foundation	
27.	firstname	familyname	organisation	
28.	Helen	Farley	University of Southern Queensland	
29.	Jill	Finch	Reading Writing Hotline	
30.	Simon	Fisher	Paw Media, Yuendumu -WCE	
31.	Di	Fong	Department of Trade, Business and Innovation	
32.	Denise	Foster	Tangentyere Council	
33.	Enid	Gallagher	Walpiri Learning Centre	
34.	Bruce	Garnett	Batchelor Institute of Indigenous Tertiary Education	
35.	Cheryl	Godwell	CDU OPVCIL	
36.	Richard	Grose	Charles Darwin University	
37.	John	Guenther	Batchelor Institute of Indigenous Tertiary Education	
38.	Rosemary	Gundjarranbuy	Manager - Yalu Marrgithinyaraw Indigenous Corporation- WCE	

Attachment one: Symposium attendance (2 of 3)

Joy	Harley		
Vicki	Hartman	Tauondi Aboriginal College	
Lesley	Harvey	TAFESA - APY Lands	
Kim	Hawkins	Charles Darwin University	
Craig	Henderson	The Sound Way	
Delean	Holtze	BIITE	
Sue	Howard	LINC Tasmania	
Vanessa	Iles	Reading Writing Hotline	
Julie	James Bailey	ESL Skype volunteer	
Carmel	Jennings	Centacare Employment and Training	
Jess	Kail	CRTAFE (Central Regional Tafe WA)	
Elizabeth	Katakarinja	Paw Media	
Brendan	Kavanagh	CARHDS	
Wendy	Kennedy	Charles Darwin University	
Deidre	Knapp	Batchelor Institute of Indigenous Teritary Education	
Rajesh	Koppula	Batchelor Institute	
Chris	Lee	University of Southern Queensland	
Jenny	Macaffer	Adult Learning Australia	
Don	MacDowall	ACAL	
Victoria	Markwick-Smith	Charles Darwin University	
Barbara Napanangka	Martin	Walpiri Learning Centre	
Daniella	Mayer	Chisholm Institute	
Judith	Mckay	Industry Skills Advisory Council Northern Territory	
Andrea	McMahon	LINC Tasmania	
Andrea	McMahon	LINC Tasmania	
Maree	Melican	Department of Education Northern Territory	
Isikeli	Naqaya	Australia Pacific Technical College (APTC)	
Angela	Nolan	Arnhem Land Aboriginal Progress Corporation	
Karen	Noonan	Batchelor Institute	
Robyn	Ober	Batchelor Institute	
Treasa	O'Kane	Matrix on Board	
Gladys	Ortiz	University of Southeastern Philippines	
Isabel	Osuna-Gatty	Batchelor Institute	
Jaemie	Page	Charles Darwin University	Also leadership group
Angela	Pattison	Local Government Association NT	
Douglas	Poulson	Australian Securities Investment Commission	Also leadership group
Gusti Agung Ayu Mas	Pramitasari	Charles Darwin University	
Joan	Purcell	Department of the Prime Minister and Cabinet	
Paul	Read	Charles Darwin University	
Alison	Reedy	Charles Darwin University	
Kim	Robertson	Charles Darwin University	
Bronwyn	Rossineh	Accountability Motions	

Attachment one: Symposium attendance (3 of 3)

Melissa	Royle	CDU	
Susana	Saffu	BIITE	
Fiona	Shalley	CDU - OPVCIL	
Danika	Sharpe	Western Australian Adult Literacy Council (WAALC)	
Sue	Shore	International Graduate Centre of Education, Charles Darwin University	
Rajmoni	Singha		
Marianne	St Clair	Northern Institute	
Jane	Stapel	Department of Justice WA	
Allison	Stewart	Charles Darwin University	
Melissa	Steyn	University of the Witwatersrand	
Lorraine	Sushames	Charles Darwin University	
Anja	Tait	Northern Territory Library	
Anna	Taylor		
Yvette	Terpstra	Centacare Employment and Training WA	
Ben	van Gelderen	Charles Darwin University- School of Education	
Lina	Visinia-Iamafana	Australia-Pacific Technical College	
Michael	Wildman	Batchelor Institute	
Sue	Williams	Competenz ITO	
Michele	Willsher	Batchelor Institute	
Cheryl	Wiltshire	Department of Training and Workforce Development WA	
Tracy	Woodroffe	Charles Darwin University	
Dean	Yibarbuk	West arnhem northern land council - WCE	
Note Expressions of interest for leadership group in red		Note Green is additional names who were not on the original registration list	



Australian Council for Adult Literacy 2017 National Conference Celebrating ACAL's 40th year

Traders, Neighbours and Intruders: Points of Contact

Darwin



Attachment two:

Media exposure around the Symposium and web availability of the Statistical Overview Report on Aboriginal adult English LLN in the NT

(As of 26 October 2017)

COPIES OF THE STATISTICAL OVERVIEW REPORT ARE AVAILABLE AT:

OPVC-IL / Charles Darwin University: <http://www.cdu.edu.au/indigenous-leadership>

The ACAL website

<http://www.acal.edu.au/conference/english-language-literacy-and-numeracy-for-aboriginal-adults-in-the-nt/>

National Centre for Student Equity in Higher Education

<https://www.ncsehe.edu.au/aboriginal-adult-english-language-literacy-and-numeracy-lln-in-the-northern-territory-a-statistical-overview/>

Australian Council for Private Education and Training Providers

<https://www.acpet.edu.au/article/11802/lln-for-aboriginal-adults-in-the-nt/>

Adult Learning Australia Website

The statement and other docs are also on the ALA website.

<https://ala.asn.au/englishllnaboriginaladultsnt/>

Whole of Community Engagement Website

ARTICLES:

Guardian article

<https://www.theguardian.com/australia-news/2017/sep/14/most-indigenous-adults-in-remote-nt-are-not-literate-enough-for-workplace-study-finds>

ABC net news

<http://www.abc.net.au/news/2017-09-12/majority-adults-remote-indigenous-nt-lack-basic-literacy-skills/8899782>

CDU e news

<http://www.cdu.edu.au/enews/stories/indigenous-literacy>

12/9 – NT News – P5 lead story

12/9 – ABC News TV live interview with Joe O'Brien (Sydney, aired nationwide)

12/9 – ABC Darwin online story

12/9 – ABC Darwin TV news (also aired in Albany WA)

12/9 – ABC News Evenings With Grandstand TV (aired nationwide)

11/9 and 12/9 – ABC Darwin radio news, ABC Alice Springs radio news

27/09 – AS interview on Territory FM (104) on "Ask the Expert" live in the studio