

Abstracts – Day 1: Thursday

2.00	Auditorium 2	<p>Keynote Address: Dr John Benseman Impacts achieved and effective practice in workplace literacy programmes: lessons learned from across the ditch</p> <p>The <i>Upskilling Partnership Programme</i> is a government initiative set up to find out more about supporting businesses and their employees to build literacy, language and numeracy skills in the workplace.</p> <p>The purpose of the Upskilling Evaluation Programme is to gain a better understanding of establishing effective foundation skills programmes in New Zealand workplaces by exploring in depth what models and approaches work and what the outcomes are for the business and employees.</p> <p>The Department of Labour has established 15 LLN workplace programmes with businesses and other partners such as providers, Industry Training Organisations, and other organisations in order to research the key parameters of workplace foundation skills programmes.</p> <p>A comprehensive, mixed-method evaluation programme was designed to monitor the development of the 15 projects and the impact that they achieve. It includes quantitative and qualitative data (including the evaluation of LLN skills for the participants) from a range of sources and seven return on investment (ROI) analyses.</p>
3.15	Auditorium 2	<p>Jean Searle & Chris Schluter: Literacy Unbarred: Report on Investigation of L&N Levels of Prisoners in S.E. Qld</p> <p>This presentation focuses on the findings of a pilot project “Investigating the Literacy and Numeracy Levels of Offenders entering Queensland Correctional Centres”. The report has provided data regarding the usefulness of the screening process in identifying prisoner literacy and numeracy profiles and also raising the possibility of linking literacy and numeracy provision to VET courses. The presentation will explore the course: “Pre-Training Indicator” and its possible customization to other adult learning environments</p>
	Meeting Rm A	<p>Brendan Bartlett & Elaine Roberts: Literacy and the Soup of Success: Threshold Moments</p> <p>From evidence emerging from our ARC supported Project, Reconnecting Disaffected Youth through Successful Transition to Work, we know some of the young people currently engaged in BoysTown's workplace enterprises have come to know better their need and desire for literacy and numeracy skills.</p> <p>Whatever its cause, the moment appears to be part of a motivation to succeed in transition to work that overwhelms any prior history of disinterest or faulty engagement its beneficiaries had built, with learning the skills of literacy and numeracy. We do not yet have sufficient data to connect this self-awareness with predictors in their lives with BoysTown - and the absence of a theoretical explanation at this point is frustrating. As our information builds, we will explore whether participants in BoysTown's programs are acting in what academics, dissatisfied with existing dualisms in the study of literacy and numeracy, have described as a "Third Space", an operational context relatively free of historic baggage and not quite the current reality - and one wherein new beginnings might be forged. We will share what we have in the spirit of its serialisation across a project with 14 of its 36 months left to run.</p>
	Meeting Rm B	<p>Beth Marr: Keeping it real: Connecting numeracy with vocational contexts</p> <p>Experience and research tell us that numeracy learning is most effective when learners can ‘connect’ with the skills being taught: that is, they can see how the</p>

		skills will be useful <i>to them</i> . This participatory workshop will look at a variety of learning activities as well as strategies to encourage learners to make 'connections' between numeracy learning and their current and future vocational purposes. It will include a focus on consolidating the links between simple and familiar fractions, decimals and percentages and using these as a starting point for quick calculation and estimations. Whilst using some ideas, games and activities from previous adult numeracy publications, this workshop will draw largely on experience from recent workplace numeracy teaching, development and research. This includes workplace training in East Timor; an NCVER workplace numeracy research project and the adaptation of a new US adult numeracy resource for Australian use.
4.05	Auditorium 2	<p>Alicia Eugenie: Working with Indigenous Learners in Prisons</p> <p>Do you work with Indigenous learners? Do you work in a prison context? Are you interested in making your practice more culturally appropriate? This presentation will include a profile of Indigenous offenders in prisons across Queensland, both within South East Queensland and in the central and northern Queensland sites of Capricornia (Rockhampton), Townsville and Lotus Glen (Atherton Tablelands). The presentation will also discuss best practice approaches to making learning accessible, engaging and relevant for Indigenous learners in prison.</p>
	Meeting Rm A	<p>Alison Sutton: Family learning and literacy in Schools and Communities: attracting adults into programmes through their family</p> <p>Family learning is a relatively new but successful context for adult literacy learning in New Zealand. Adults with low literacy and no educational qualifications (mainly women who are sole parents) are recruited into a programme based in a school because they want to help their children. They stay in the programme when they start to be successful learners.</p> <p>The programme has four components: adult education, a family learning and child development component, children's literacy and a special parent and child time.</p>
	Meeting Rm B	<p>Beth Marr: Keeping it real: Connecting numeracy with vocational contexts (Continued)</p>

Abstracts – Day 2: Friday

9.45	Auditorium 2	<p>Keynote Address: Ron Cox: Literacy and Numeracy in the Correctional Environment</p> <p>For many years prisoners in Queensland correctional centres have received support to address their literacy and numeracy deficiencies. It is recognised that a high percentage of prisoners entering correctional centres have lower literacy/numeracy skills than that of the general population.</p> <p>Prior to 1996, literacy and numeracy support was provided by individual centres engaging educators, either on a paid or voluntary basis, to assist prisoners to improve their literacy/numeracy skills. Since 1996, prisoners in all Queensland correctional centres have been provided with the opportunity to access support through a structured, centrally organised and managed literacy/numeracy program. This program provides literacy/numeracy education from an accredited curriculum, delivered by contracted, registered literacy/numeracy training providers. The training is provided through the partnership that Queensland Corrective Services (QCS) has established with the Department of Education and Training (DET).</p> <p>The presentation will provide information relating to the history of the provision of literacy/numeracy education in Queensland correctional centres, an overview of the process for the provision of relevant education and the outcomes/ effectiveness of the program. QCS policies and procedures relevant to screening, assessment and the provision of training available to prisoners will also be discussed.</p>
11.00	Auditorium 2	<p>Robyn Ernst: Making dollars and sense of financial literacy</p> <p>Prisoners' low level of financial literacy skills and expertise has been identified as being a contributing factor in incarceration and recidivism rates. This identified need has led to the creation of the Financial Literacy Project which is a collaborative effort between Soroptomists International Brisbane Inc. and Career Employment Australia. Queensland Corrective Services support this initiative. Trial projects have been delivered at the Brisbane Women's Correctional Centre and Helena Jones Correctional Centre.</p> <p>At the Helana Jones Centre (a low security facility), the completion rate for this program was 100%. Women held at this centre have offended across the spectrum, however the most common offence is fraud related matters. Prisoners reported gaining valuable information which they believed would equip them to make better decisions when managing their money after their release. In particular, they reported increased understanding of the money traps of purchasing items on credit and using interest free terms for purchases.</p> <p>Contemporary research indicates that people are entering custody with increasingly high levels of personal debt, poor financial literacy skills, and a long-term reliance on Centrelink benefits as a means of survival. The Financial Literacy Project is seen as a means of equipping prisoners with the tools and skills to move away from the cycle of poverty and reliance on government benefits. By increasing their skills in money management, it is expected that the Project will assist prisoners to learn more about how money works, how to avoid money pitfalls and how to budget more effectively. This in turn will equip the prisoners with the pro-social knowledge and skills to achieve better financial outcomes for themselves and their families.</p>
	Meeting Rm A	<p>Ann Kelly & Deb Symes: Miscue analysis revisited</p> <p>Miscue analysis became a popular method of diagnosing the reading competency of low-level readers in the mid-1980s. Essentially, it consists of recoding the errors (miscues) that readers make as they read a short text aloud.</p>

		<p>Conventions and principles have been developed to guide assessors in determining the strengths and weaknesses of readers using this method. More recently, it has been shown to be a useful metacognitive tool to help more advanced ESL readers as well. In this presentation, conference participants will be introduced to miscue analysis, given some experience in applying this method and will share in a discussion about its possible applications in the light of new research.</p>
	Meeting Rm B	<p>Philippa McLean: Introduction to and application of the Australian Core Skills Framework ACSF</p> <p>The Australian Core Skills Framework, ACSF, is a tool which describes and measures adult English language, literacy and numeracy, LLN, skills. The ACSF underpins the quality management of Australian government LLN programs and is a key component of the infrastructure which exists to support and improve Australian adults' LLN skills. The ACSF builds on the National Reporting System, NRS.</p> <p>This interactive workshop will outline how the ACSF provides:</p> <ul style="list-style-type: none"> (i) a consistent national approach to the identification of the core skills requirements in diverse personal, community, work and training contexts (ii) a common reference point for describing and discussing performance in the five core skill areas of learning, reading, writing, oral communication and numeracy. <p>This workshop is suitable for practitioners interested in understanding this new national document and its application in a range of settings. The workshop will give practitioners the opportunity to apply the ACSF to task validation, student work moderation and unpacking a Training Package unit of competency.</p>
	Training Rm	<p>Gavin Bannerman: Basic introduction to digital storytelling</p> <p>Learn the basics of how to create a digital story using accessible and cost-effective tools. This workshop will step participants through the process of making a digital story using Windows Movie Maker. This program is available on all Windows computers for free, making it a suitable option for grassroots storytelling projects.</p>
11.50	Auditorium 2	<p>Andy Yeh & Rod Nason: Computers in Prisons: A Review of ENIPP from 2006 to 2008</p> <p>The Enhancing Numeracy In Prisons Project (ENIPP) aimed to develop and evaluate an integrated numeracy program utilising latest advances in (1) critical numeracy, mathematics education, indigenous education, and information and communication technologies in education theory and research, and (2) information and communication technologies that can be implemented across Queensland to improve mathematics teaching and learning outcomes and, consequently, the employment and life changes for prison inmates and juvenile offenders. The findings of the project confirmed that (1) the infusion of computers in prisons enhanced the inmates' numeracy outcomes, and (2) computer-based learning offered a unique environment to effectively meet the special learning needs of inmate learners. This review then highlights the needs to improve the quality and delivery of numeracy resources and strategies, and to offer professional development opportunities for teaching staff in prisons. Discussions about the limitations and directions for future research and practice are also presented.</p>
	Meeting Rm A	<p>Hazel Davidson: What tense do I need?... Why?</p> <p>All these pesky verbs and their pesky tenses drive us and our students crazy. Right from the lowest level courses in both adult literacy and ESL, refugees and Australian-born alike, our students need tenses to express what they mean and to understand what others are trying to communicate to them. We readily teach tense formation: "You can't say they going or they is going." But we struggle to</p>

		explain the meanings of the different tenses. What is the difference between I go to work and I am going to work, between I lived in Sydney and I have lived in Sydney. How does the system work? How can I explain it when my students are having problems? Here's an opportunity to sort it all out so that you're not reduced to the old "It just sounds right/wrong" lame answer to student questions.
	Meeting Rm B	Philippa McLean: Introduction to and application of the Australian Core Skills Framework ACSF(Continued)
	Training Rm	Gavin Bannerman: Basic introduction to digital storytelling (Continued)
1.15	Auditorium 2	<p>Keynote Address: Dr Sarah Prestridge: Coming ready or not: Enabling learning in a digital world.</p> <p>The Year of Creativity: a time for fostering and celebrating the innovative outcomes of our Educational system in Australian. Rudd's "Digital Educational Revolution": a billion dollars boost to ensure these innovative outcomes. Will more money, more infrastructure bring about the change required to instil the creative capacity in every child? Transformation focused on the fundamental practices of teaching and learning is required. Classrooms can no longer be isolated, disconnected places. With the advent of Information and Communications Technologies (ICT) classrooms are becoming spaces where students come together only when face-2-face activity is required. The internet, mobile technologies, social networking sites and digital content are enabling students to learn, share, collaborate and create beyond the four walls of the classroom. This keynote will provide an insight into the changing nature of the learner and the need to radically change teaching practices in any educational institution to foster creative outcomes that build personal wisdom.</p>
2.05	Qld Terrace	<p>Tour of the State Library – conducted by library volunteers</p> <p>Meet at the Queensland Terrace</p>
	Auditorium 2	<p>Nicola Donaldson: Stepping Stone Clubhouse</p> <p>Stepping Stone Clubhouse is a community organisation that works side-by-side with adults who have a history of mental illness. We offer a real-life workplace context in which individuals are able to develop their literacy and numeracy skills, utilising the assistance and skills of peers whilst engaged in shared work. The presentation gives an explanation of how the Clubhouse model allows individuals to work on literacy and numeracy difficulties. In particular, the aspects of the Clubhouse environment which make this process effective against barriers associated with mental illness (including personal experiences of individuals using the Stepping Stone community who are facing these challenges) are emphasised.</p>
	Meeting Rm A	<p>Sue Feeney: Individual literacies: Diagnostic teaching</p> <p>This workshop aims to explicate the practice of diagnostic teaching. In the workshop literacy and numeracy teachers will be guided to reflect on past practices that have had successful outcomes and to tease out why they were successful. This activity will be set in the context of a call to arms to practitioners to continue to advocate for their learners as 'different' and as such requiring different contexts in which to learn, and different teaching methods.</p> <p>In an era of privatised, user pays, profit driven education the literacy/numeracy teacher needs to have an arsenal of sound arguments to counter the economics of scale discourses which are currently undermining individualised learning approaches, the latest casualty being the recent axing of individualised learning support.</p> <p>At the end of the workshop it is hoped that participants will feel better equipped to, at the very least, explain to non educators (ie administrators) the distinctive features of the field that demand smaller classes, space for one on</p>

		one interaction between learner and teacher and team teaching approaches. Unfortunately all are expensive but, it will be argued, necessary for success.
	Meeting Rm B	Philippa McLean: Introduction to and application of the Australian Core Skills Framework ACSF (Continued)
	Training Rm	Gavin Bannerman: Basic introduction to digital storytelling (Continued)
2.50	Auditorium 2	<p>Mervyn Edmunds: Feel good, think smart – understanding the role emotion plays in learning</p> <p>New insights from biology, neuroscience, and sociology come together in this remarkable presentation that explains the primacy of emotion above logic in driving engagement, focus, thinking and learning.</p> <p>The presentation highlights the way recent understandings of the brain – mirror neurons, pattern matching, intrinsic motivation, the limbic system – give fresh recognition to the way humans learn naturally. The learning approach regarded by many as the one most aligned with brain biology, ‘cognitive apprenticeship’, is explained in reference to actual classroom practice. This approach suggests that skills and knowledge are not independent of the contexts – mental, physical, social – in which they are used, and builds functional skills through experimentation, explanation, and story construction in a simulation of real-world contexts.</p> <p>Using the experience from an award-winning national curriculum project to develop ‘soft’ skills – including creativity, visualisation, emotion management – the presentation offers many useful strategies for practitioners to adapt to their own situations.</p>
	Meeting Rm A	<p>Ross Kelly: Inclusive technology for use in education and employment</p> <p>For students and adults who struggle with literacy, technology is increasingly being used to support reading development, remove barriers to learning and provide access to knowledge and understanding.</p> <p>This session will discuss the use of a range of freeware, shareware and commercial software programs to support reading and writing programs for students and clients with a range of literacy needs. A range of literacy tools to support the needs of students and clients of varying literacy abilities will also be demonstrated.</p>
	Meeting Rm B	Philippa McLean: Introduction to and application of the Australian Core Skills Framework ACSF (Continued)
	Training Rm	Gavin Bannerman: Basic introduction to digital storytelling (Continued)