

**Opening Keynote address:  
Dr. Peter Waterhouse**

**Public portraits, personal visions & professional practice**

Peter will reflect on the portraits and visions of his career in adult, vocational and literacy education and discuss the implications for practice in the building of alternative futures. Peter is the Managing Director of Workplace Learning Initiatives Pty Ltd a company he formed with colleagues, to facilitate change in industry through teaching, consultancy and research. Peter has been an adult literacy activist with the VALC (the precursor to VALBEC), a teacher, regional worker, researcher, consultant and teacher-educator. In recent years his research has investigated adult and workplace literacies, generic/employability skills and adult community education pedagogies. His Ph. D documented auto-biographical case studies investigating experiential learning, literacy and reflective practice in different settings.

**Session A Presentations**

**A101 Who's Supporting Who? Literacy and Numeracy Support Systems for Indigenous Students**

*Narelle McGluskusky and Lenora Thaker, Indigenous Studies Product Development Unit, Tropical North Qld TAFE*

The lack of literacy and numeracy skills is a significant barrier to Indigenous students accessing VET courses. This NCVET funded research project has identified current systems for literacy and numeracy support for teachers and Indigenous students. Stakeholders have been interviewed from urban, regional and remote areas of Queensland and at both TAFE institutes and an independent RTO. The information has been used to identify and analyse systems that work and to develop a set of best practice guidelines for designing and developing effective literacy and numeracy support systems.

**A102 New Thinking, Better Results - the Human Givens Approach to Teaching and Learning.**

*Mervyn Edmunds, VCAL Co-ord. Mercy Regional College*  
The Human Givens approach to emotional health and clear thinking represents a major development in

understanding how the brain works. While essentially a therapy model, it offers significant insights for teachers, particularly those dealing with learners lacking confidence. Merv Edmunds is regarded as Australia's foremost practitioner using the Human Givens model in education and is currently coordinating an integrated VCAL program based on the award-winning avec esprit curriculum project.

**A103 What can research tell us about meeting the adult learning challenge in this ever-changing world – some strategic research and curriculum questions**

*Cheryl Wilkinson, Senior Program Officer: ACFE Community & Stakeholder Relations Branch*

What's new or changing in the world around us? What does that mean for the learning needs of individuals and communities? How can Government and the ACE sector work innovatively together to effectively respond to the emerging learning needs of adult Victorians? Cheryl will speak about recent developments post the Ministerial statement on Adult, Community and Further Education and implications for strategic research and curriculum directions.

**Keynote address:  
Catherine Kell**

**Writing wrong: Conundrums of literacy and human rights**

This presentation outlines key features in the landscape of literacy theory and practice, what has been learnt in research within the new literacy studies and what this means for practice. Each set of ideas is discussed with reference to learners, teachers and providers' experiences in South Africa and beyond.

Cathy Kell has been involved in the field of adult literacy in South Africa for twenty years - teaching, training, researching and writing. After starting this career teaching in a shanty-town using Freirean approaches she later became interested in the New Literacy Studies and was a contributor to the Social Uses of Literacy project in South Africa. She has published widely on issues to do with literacy, development and policy. She is currently working as a learning designer at the Centre for Flexible and Distance Learning at the University of Auckland and slowly coming to terms with concepts in the field of "digital/electronic literacies".

**Session B Workshops**

**B101 Learners Guiding Classroom Practice: a Reflective Approach to Implementing the Certificates of English Language Literacies** *Sarah Deasey, Carlton Neighbourhood Learning Centre*

**B102 Telling Stories: A Writing Experience for ALBE students** *Debbie Soccio and Tony Bonnici, Access Program, Victoria University*

**B103 Capturing their lives—Captivating the learner** *Anne Paterson, TAFE NSW*

**B104 Rhetoric 101, Part 1: the theory** *Rob McCormack, Victoria University*

**B105 Module Load Completion Rates and ACFE Courses: How can I learn to live with MLCRs?** *Venny Smolich, Women's Program, Victoria University*

**B106 Finding Training Resources for the ACE Industry** *Robyn Francis, Australian Training Products*

**Session C Workshops**

**C101 Contradicting the stereotype** *Peter Waterhouse & Crina Virgona, Workplace Learning Initiatives*

**C102 Keeping learners in sight using accredited General Studies and Further Education Curriculum** *Liz Davidson & Lynne Fitzpatrick, Victoria University*

**C103 Approaches to providing literacy support to students in Aged Care programs** *Kerrin Pryor, UYCH Learning Centre*

**C104 Assessing Reading Difficulties and Wiring Fiction for Adolescents** *Suria Naidoo and Marcia Hiatt, Holmesglen TAFE*

**C105 Moving out through song** *Lisa Kendall and Tina Lan, Kew Neighbourhood House*

**C106 NCVET research priorities and directions for 2005** *Joanne Hargreaves, Senior Project Officer, National Centre for Vocational Education Research Ltd*

## Portraits and Visions: keeping the learner in sight

VALBEC has taken the theme of "Portraits and Visions" for 2005 to focus the spotlight on learners - their life experiences, their goals and aspirations, achievements and future directions. We want to portray the diversity and challenges our learners bring to adult learning and to illustrate innovative approaches and promising classroom practices. We hope to discuss what works from various perspectives and give participants opportunities to creatively engage with ideas grounded in what is known about how adults learn and how language and literacy develop in a range of contexts.

We will continue to showcase recent research and foster debate about the future directions of the adult literacy, basic education and numeracy fields. We are delighted with our two keynote speakers, Peter Waterhouse and Cathy Kell who will provide 'broad brush portraits' of the past, present and future through their respective local and international visions of literacy and learning.

The conference program contains workshops that are varied and interactive with presenters coming from a range of sectors and backgrounds. The workshops bring together research, experience and new developments to stimulate thought and discussion. The High Impact team will once again entertain and surprise!

VALBEC aims to encourage greater participation and engagement of members in the issues and challenges facing our community of learners, teachers, co-ordinators, researchers, bureaucrats and others. We hope to provide opportunities at our conference to inspire thought and communication and to provide a memorable event.

### VALBEC Conference 2005 Program

8.15—9.00am	<b>Registration &amp; morning tea</b>
9.00—10.05	<b>Welcome, Performance and Opening Keynote Address.</b>
10.10—11.00	<b>Session A Presentations</b>
11.00—11.40	<b>Morning Tea</b>
11.45—12.35	<b>Keynote Address</b>
12.40—1.20	<b>Session B Workshops</b>
1.20—2.20	<b>Lunch</b>
2.25—3.10	<b>Session C Workshops</b>
3.15—4.00	<b>Conference review, feedback and close</b>
4.00—5.00	<b>Drinks—William Angliss Centre bar</b>

## VALBEC: Active, Informed, Committed Practitioners

Our mission is to lead the theory and practice of adult literacy and basic education in Victoria.

VALBEC aims to lead the adult literacy field through identifying issues and facilitating positive change. This is achieved through networking, professional support, the sharing of information and the promotion of best practice.

The VALBEC conference is the annual meeting of the adult literacy and numeracy profession. VALBEC invites practitioners and researchers to share experiences, knowledge, teaching and learning strategies, theories and information.

The VALBEC conference provides a valuable forum for discussion and debate, implicit in which is the understanding that none of the content of the conference is formally endorsed by VALBEC.

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Check the web site for more program information and conference updates. Registration can be completed online or downloaded for submitting by post.



### Adult Education in the Community

VALBEC gratefully acknowledges the support of the Adult, Community and Further Education Board

valbec   
Conference 2005

portraits



## Portraits and Visions:

Keeping the learner  
in sight

& visions

portraits



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Friday May 20, 2005

Sir William Angliss Centre  
Level 5, 555 La Trobe St.  
Melbourne