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Professional Development
requirements of Workplace English
Language and Literacy program
practitioners

John Molenaar

Linda Wyse

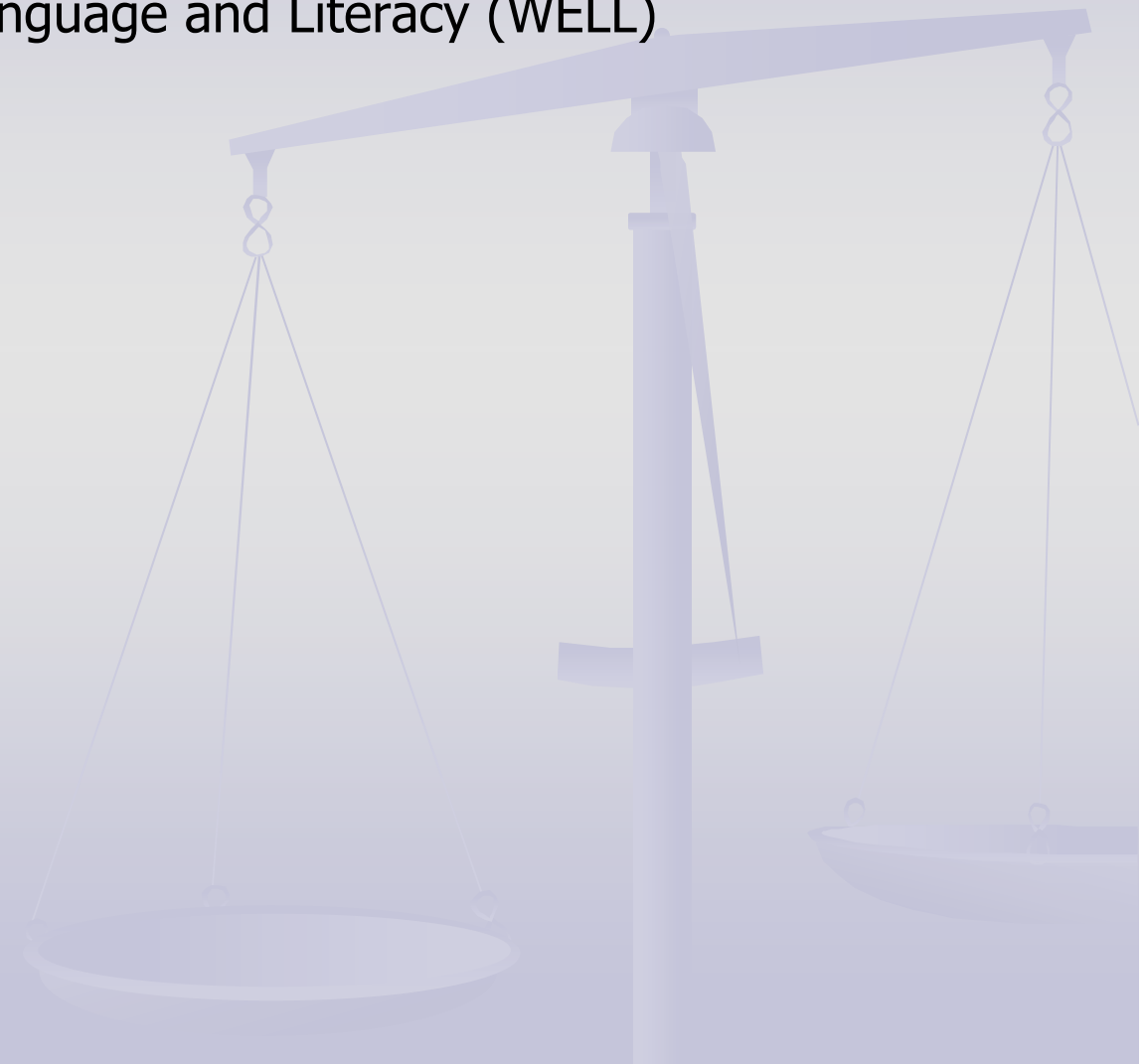
Tina Berghella

What will our presentation and workshop cover today?

- About the researchers - what do the researchers do?
- What title best describes what I do?
- What makes an effective LL&N practitioner?
- What makes an effective WELL practitioner?
- What we set out to do
- How we gather data
- Key findings
- Current opportunities for professional development
- Future professional development needs
- Going forward
- Identifying professional development opportunities
- Identifying effective professional development strategies/activities for WELL practitioners

What title best describes what I do

- Language Literacy and Numeracy (LL&N)
- Workplace English Language and Literacy (WELL)
- LL&N teacher
- WELL teacher
- ACE teacher
- Workplace teacher
- LL&N trainer
- WELL trainer
- ACE trainer
- Workplace trainer
- LL&N practitioner
- WELL practitioner
- ACE practitioner
- Generalist trainer
- Generalist teacher
- Other



What do the researchers do?

Linda Wyse

Director of Linda Wyse and Associates

- Many years of experience in adult education and vocational education and training.
- Extensive experience in working with operators and management in industry to facilitate workplace learning and change management
- Facilitates professional development activities conducted by professional associations on workplace learning and assessment
- National moderation workshops for LLN teachers

Research

- The impact of ESL and literacy training in the Australian Workplace

Resource development

- Resources for assessors
- LL&N in the assessment of industry standards
- Flexible learning
- Developing Literacy Skills for a Restructured Workplace
- Sample activities for the National Reporting System

What do the researchers do?

John Molenaar

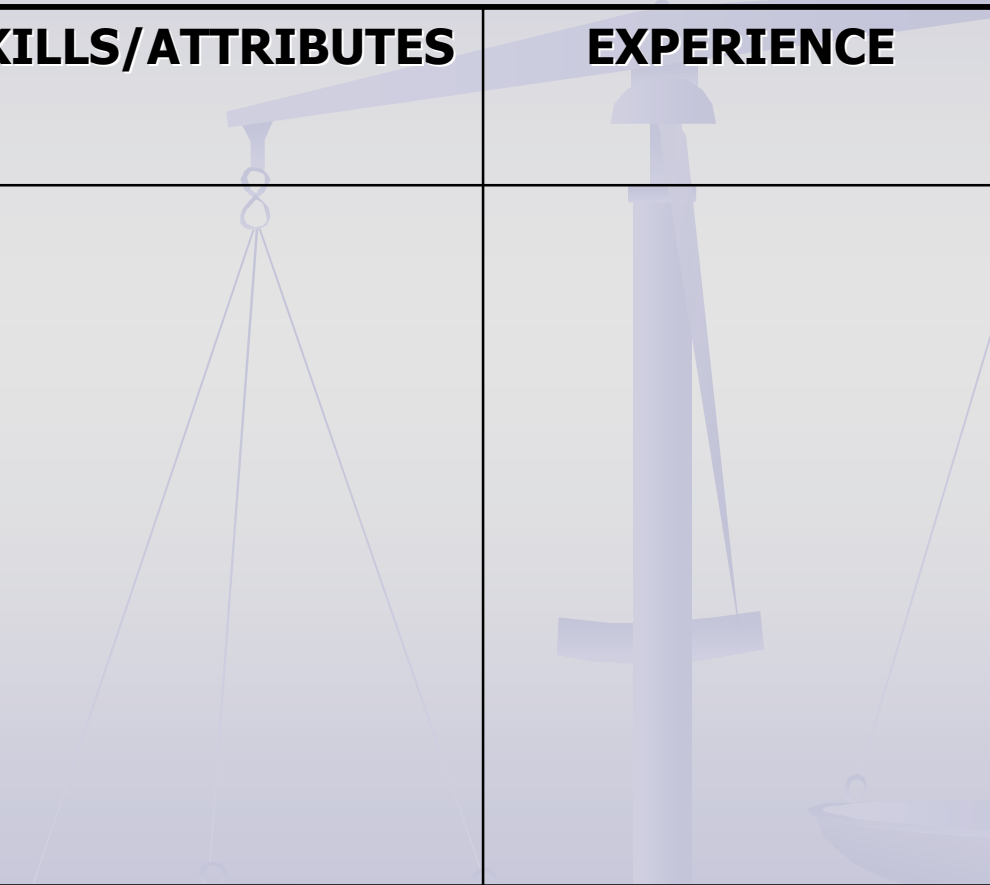
Manufacturing and Engineering Skills Training Board

- facilitation of 'trainer networks' and 'communities of practice' that focus on the development of LL&N skills in manufacturing industry training programs
- Training Package developments focusing on the 'built in' rather 'bolted on' principles of LL&N skill development
- facilitation of regular WELL trainer workshops, at least three times a year, for the past eight years.
- industry representative on the National Steering Committee for the Development of the Language and Literacy Units to be included in the Training and Assessment Training Package (TAA)
- Member of the State Advisory Committee for the review of WELL applications

Research

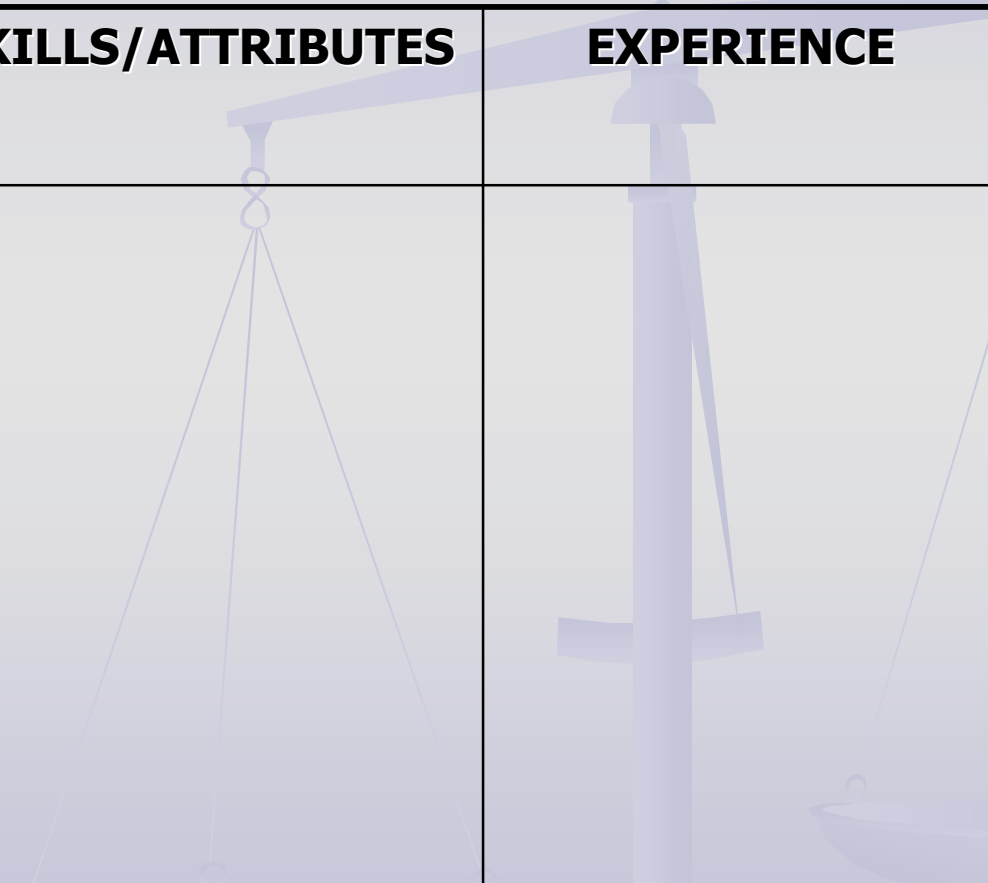
- Youth, Apprenticeships and the Manufacturing Industry - identifying strategies to make a career of informed choice for Victoria's young people
- A Career in the Plastics, Rubber and Cablemaking Industry for People with a disability
- Accessing the demand for Vocational Education and Training Delivery in Adult and Community Education

WHAT MAKES AN EFFECTIVE LANGUAGE AND LITERACY PRACTITIONER?



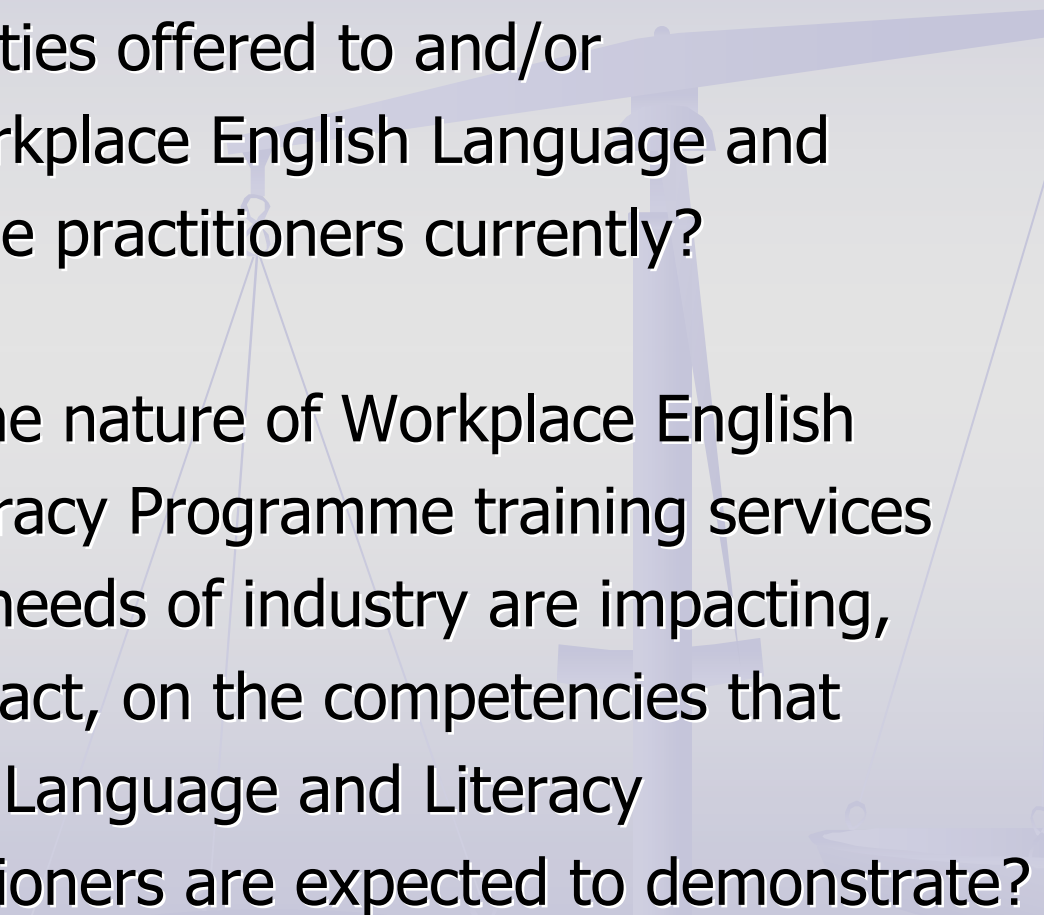
QUALIFICATIONS	SKILLS/ATTRIBUTES	EXPERIENCE

WHAT MAKES AN EFFECTIVE WELL PRACTITIONER?

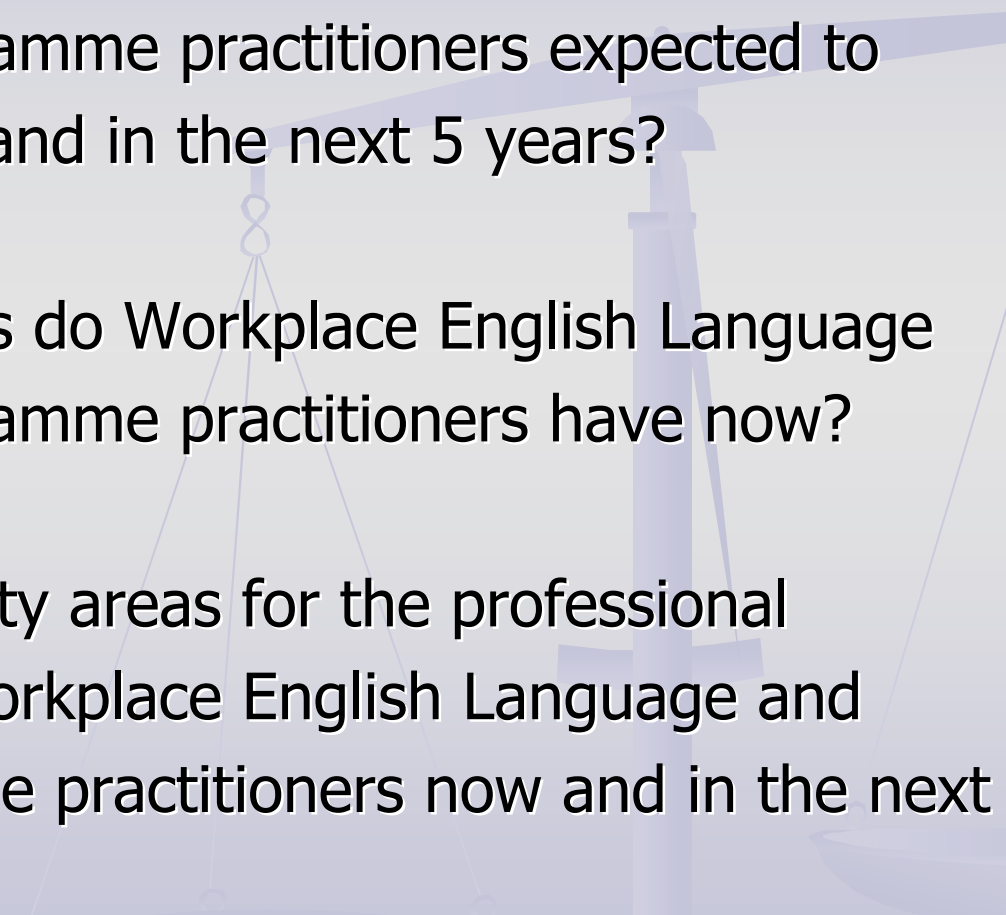


QUALIFICATIONS	SKILLS/ATTRIBUTES	EXPERIENCE

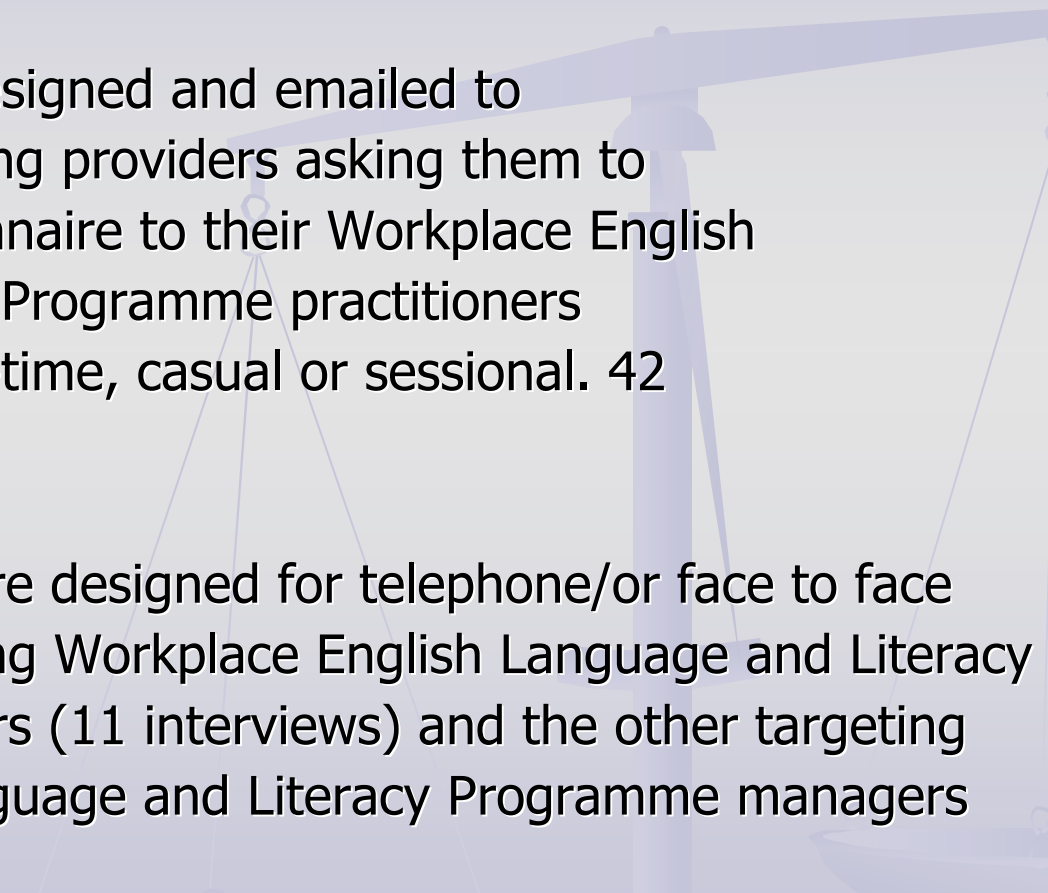
WHAT WE SET OUT TO DO (i)

- What is the extent and nature of professional development activities offered to and/or undertaken by Workplace English Language and Literacy Programme practitioners currently?
 - What changes in the nature of Workplace English Language and Literacy Programme training services and the changing needs of industry are impacting, or are likely to impact, on the competencies that Workplace English Language and Literacy Programme practitioners are expected to demonstrate?
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WHAT WE SET OUT TO DO (ii)

- What competencies are Workplace English Language and Literacy Programme practitioners expected to demonstrate now and in the next 5 years?
 - What competencies do Workplace English Language and Literacy Programme practitioners have now?
 - What are the priority areas for the professional development of Workplace English Language and Literacy Programme practitioners now and in the next 5 years?
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HOW WE GATHERED DATA

- A literature review was undertaken as a first step
 - An email survey was designed and emailed to managers of 106 training providers asking them to forward to the questionnaire to their Workplace English Language and Literacy Programme practitioners whether full-time, part-time, casual or sessional. 42 responses
 - Two questionnaires were designed for telephone/or face to face interviews, one targeting Workplace English Language and Literacy Programme practitioners (11 interviews) and the other targeting Workplace English Language and Literacy Programme managers (11 interviews)
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KEY FINDINGS (i)

- Workplace English Language and Literacy Programme practitioners are predominantly female (71%) and aging (81% over 40 years of age and 0% under 30 years of age)
- Workplace English Language and Literacy Programme practitioners have two or more qualifications, most of whom (79%) had an undergraduate teaching qualification

KEY FINDINGS (ii)

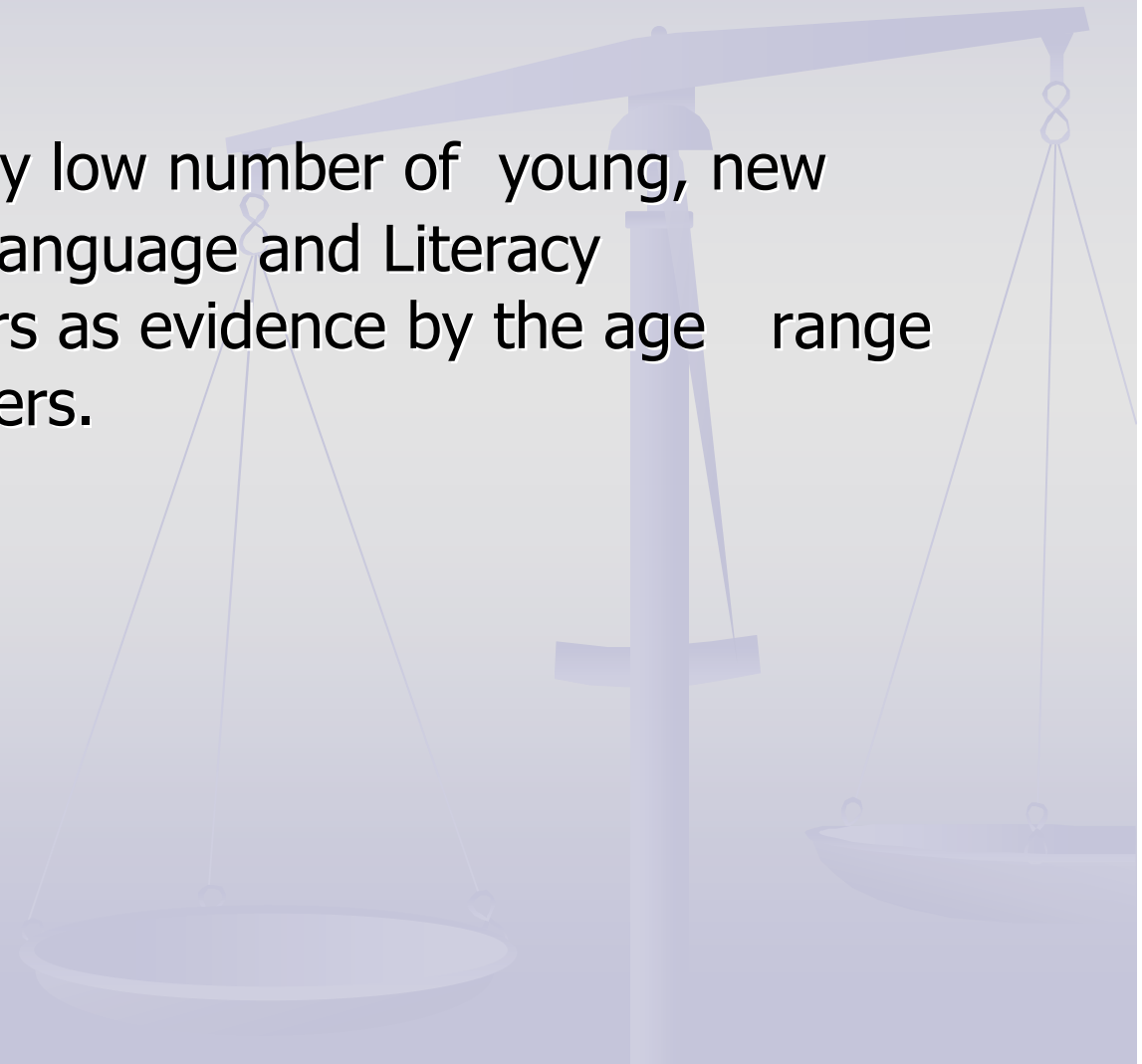
- 19% indicated that they had not received any form of induction when starting to work in the WELL programme
- 48% of respondents came to the Workplace English Language and Literacy Programme after some other form of primary or secondary school teaching

KEY FINDINGS (iii)

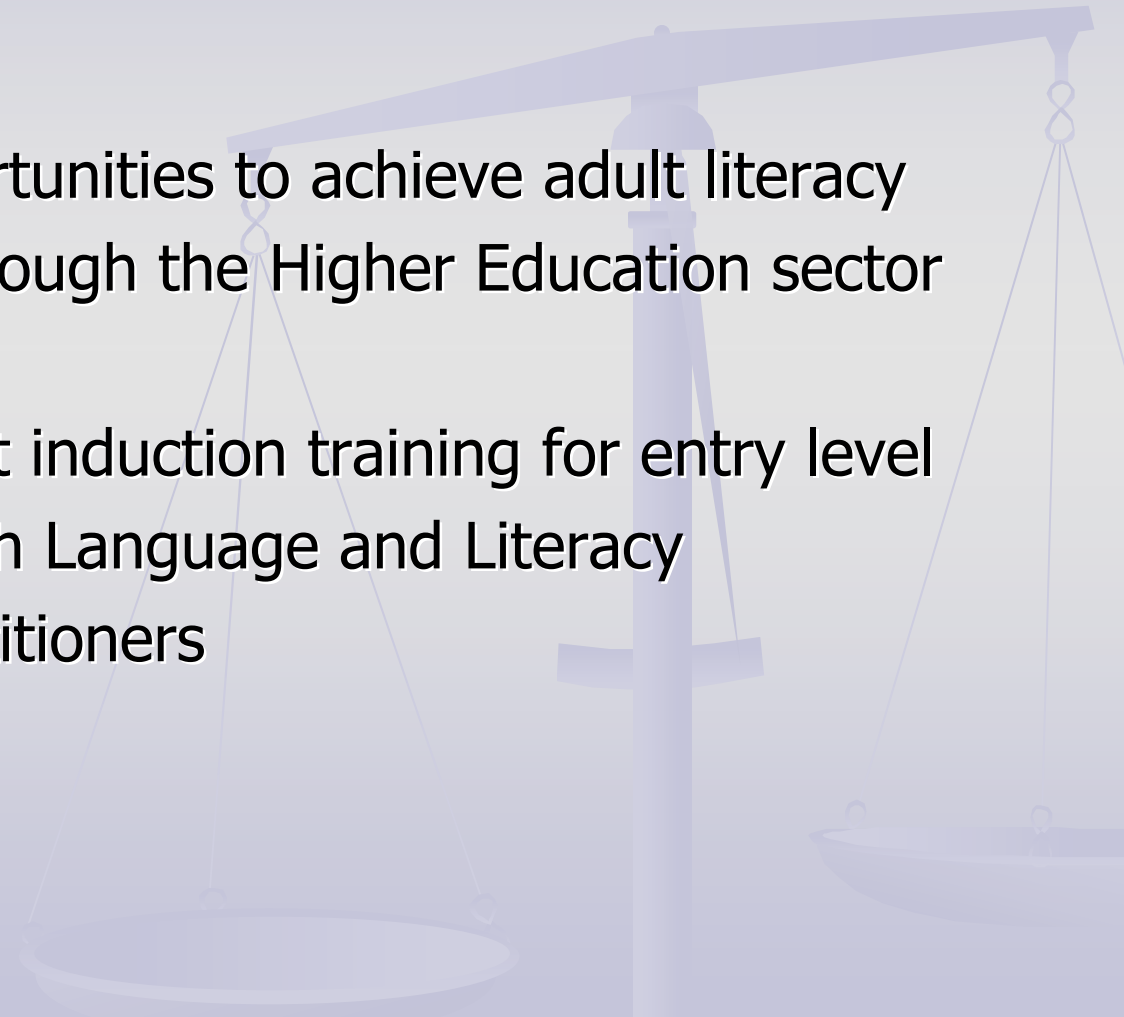
- there is a plethora of of state based undergraduate and post graduate qualifications available in the teaching English as a second language and adult literacy fields but there is currently no agreed minimum national benchmark for entry as a Workplace English Language and Literacy Programme practitioner

KEY FINDINGS (iv)

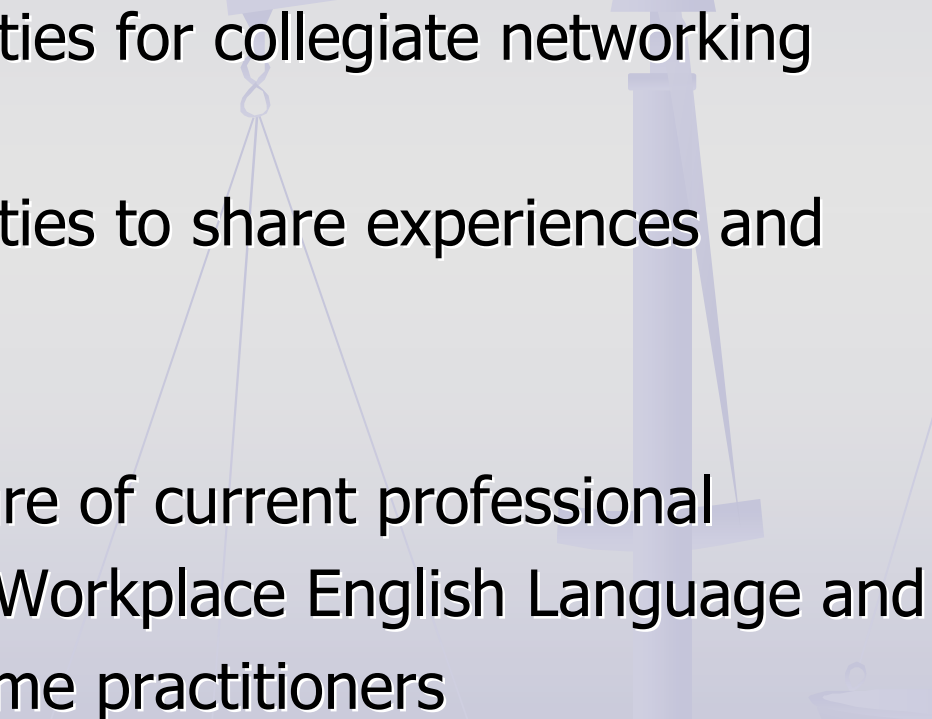
- the apparently low number of young, new Workplace English Language and Literacy Program practitioners as evidence by the age range of current practitioners.



CURRENT OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT (i)

- decreasing opportunities to achieve adult literacy qualifications through the Higher Education sector
 - lack of consistent induction training for entry level Workplace English Language and Literacy Programme practitioners
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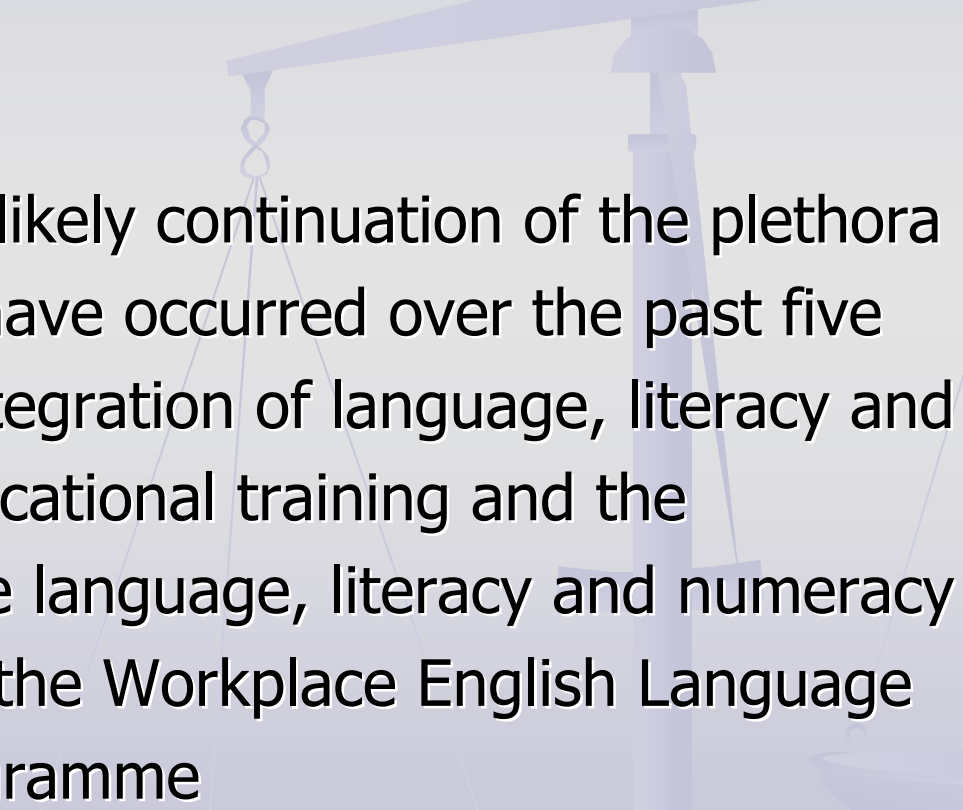
CURRENT OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT (ii)

- lack of opportunities for collegiate networking
 - lack of opportunities to share experiences and resources
 - inconsistent nature of current professional development for Workplace English Language and Literacy Programme practitioners
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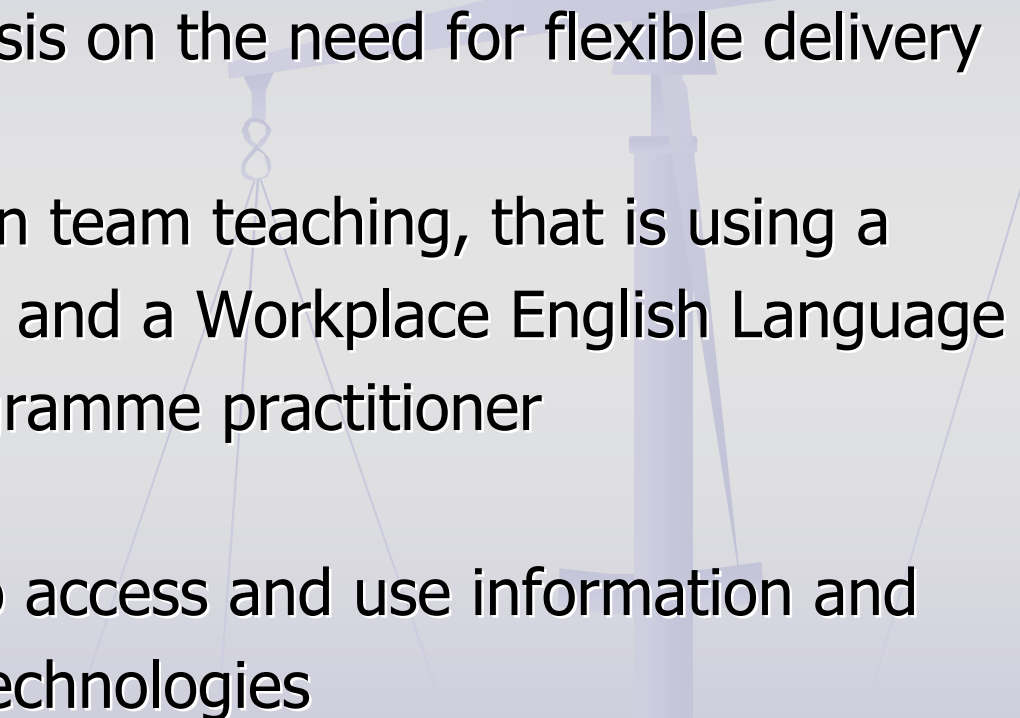
CURRENT OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT (iii)

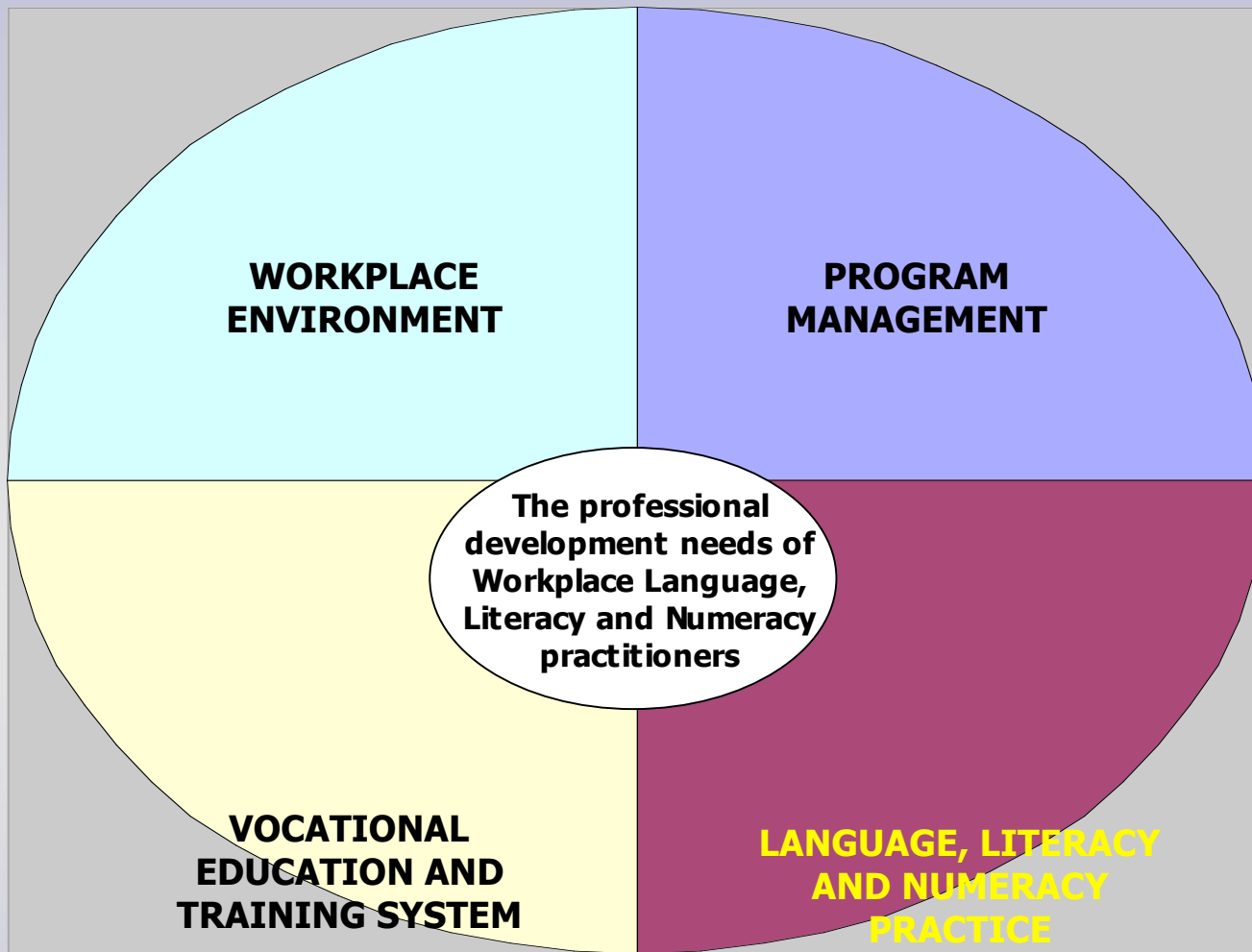
- lack of language, literacy and numeracy specific professional development. The most common form of professional development were vocational education and training related workshops such as occupational health and safety (38%)
- lack of on-going professional development. 36% had no professional development over the past two years

FUTURE PROFESSIONAL DEVELOPMENT NEEDS (i)

- networking
 - dealing with the likely continuation of the plethora of changes that have occurred over the past five years, such as integration of language, literacy and numeracy and vocational training and the broadening of the language, literacy and numeracy skills covered by the Workplace English Language and Literacy Programme
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FUTURE PROFESSIONAL DEVELOPMENT NEEDS (ii)

- a growing emphasis on the need for flexible delivery
 - increased focus on team teaching, that is using a content specialist and a Workplace English Language and Literacy Programme practitioner
 - increased need to access and use information and communication technologies
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GOING FORWARD

- Check the 3 identified areas – workplace environment, program management and LLN practice. Identify the ones you would like to have professional development on. Can you prioritise these?
- How would you like to see them offered? Are they covered by the options identified in the report? Can you identify which options cover which areas?
- Are there other options not identified?

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

YEAR	PD EVENT	USEFUL/RELEVANT

EFFECTIVE PROFESSIONAL DEVELOPMENT STRATEGIES/ACTIVITIES FOR WELL PRACTITIONERS



1.	
2.	
3.	
4.	
5.	
6.	