

## A TALE OF TWO WORKSHOPS

2004 ACAL CONFERENCE:  
FOUR SEASONS IN ONE DAY - LITERACIES IN CHANGING CLIMATES  
Saturday, 11 September 2004

*Literacy Outcomes - winter of our discontent or season of mists and mellow fruitfulness?*

This is the story of two workshops - both called *Literacy Outcomes - winter of our discontent or seasons of mists and mellow fruitfulness* - that were presented at the 2004 ACAL conference. Each of the two sessions - that is, Part 1 and Part 2 - lasted 50 minutes. The two workshops were co-presented by Delia Bradshaw, Helen Macrae and Robyn Hartley.

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Delia, Helen and Robyn all have extensive teaching experience in secondary, tertiary and community education settings and each has attempted to name and frame outcomes of adult education. Delia is the author of *Transforming Lives, Transforming Communities*, a further (general) education outcomes framework published by the Adult, Community and Further Education Board and used in Victorian accreditation processes. Helen and Robyn co-authored *ACE Outcomes* with Allie Clemans, a national framework commissioned by NCVER. Each considers the question *Do outcomes matter anyway?* an open one.

The following description tries to evoke something of the flow and energy of the two presentations. For each workshop, you will find:

- a summary
- proposed workshop outcomes and
- a narrative, consisting of OHTS, handouts, linking commentary and workshop findings.

The workshop plans that outline each workshop stage can be found in Appendices C and D.

The collections of readings called 'OUTCOMES' handed out at the end of the workshop 1 (relevant for both workshops) can be found as appendix A at the end of this file.

## Part 1: Introductory session, covering analysis, theory and personal challenge

### SUMMARY OF PRESENTATION FOR WORKSHOP 1

What does the word *outcomes* mean to you? What do you think and feel about this word? What education outcomes do you work towards - your own, something you chose off the shelf, something imposed on you, something else or possibly a mix of all or any of these? What is the range of 'off the shelf' outcomes frameworks available to literacy workers? What are their relative strengths/weaknesses? On what basis can we judge them? Is something missing from existing ACE/adult literacy outcomes thinking? Does social capital fit into thinking about outcomes in adult literacy work? Is there a more imaginative and inspiring set of outcomes we can invent today? Can we make room for creativity; critical questioning; civic courage and community connection? What about peace, justice and Freirean freedom? And do outcomes matter anyway? Why not make the whole idea of 'outcomes' a Don Watson type pariah in public discourse?

### PROPOSED WORKSHOP OUTCOMES FOR WORKSHOP 1

1. A critique of outcomes frameworks in current use, including an examination of the word 'outcomes'
2. Collection of research data from focus session participants concerning the use of current outcomes frameworks
3. An exploration of dilemmas posed by the proliferation of 'outcomes' statements.

### PLAN FOR WORKSHOP 1

A table detailing the overall design of the workshop can be found in Appendix C.

## WORKSHOP 1 NARRATIVE

### STAGE 1: *Introduction/Early thoughts on 'Outcomes' (Helen & Robyn)*

#### Stage 1a: Welcome

'Good morning everyone. Thank you for coming to our focus session. I'm Helen Macrae. A quick word about the three of us to start with. All three of us have written outcomes frameworks - and published them - so we've wrestled with the issues posed by writing outcomes for whole systems.

Delia, Robyn and I all know that:

*Some Australian literacy workers are deeply unhappy about the way funding agencies frame outcomes for their work. Because they've told us so.*

We also know that:

*Our own teaching is always better when we have a clear set of outcomes.*

Hence our subtitle and our little harvest festival installation (pointing to an arrangement of autumn-coloured fruits) out here. 'Winter of our discontent' comes from *Richard III*. 'Season of mists and mellow fruitfulness' is from *Ode to Autumn* by John Keats.

We've allocated every minute of the 50 at our disposal. And we'll maintain quite a pace through a lot of ideas.

Please don't try to take notes - you don't need to. We've got a pack of material to hand out at the end in exchange for the data sheet you should have found on your seat.

#### Stage 1a: Outcomes

We want three outcomes from this session and one of them is some research data. We also want you to have a way to critique what's on offer from funding bodies and elsewhere, and some awareness of the dilemmas posed by the rapid proliferation of outcomes statements.

#### Stage 1a: Agenda

To get to our outcomes, we'll ask you to think about 8 questions:

1. What do you personally think and feel about the very idea of outcomes?
2. How do other people think about them?
3. Which ones are you using?

4. What is the range of outcomes frameworks you might be asked to use - there's a table of ten examples on your chair - and we'll add two more to them.
5. How are we to assess the merit of all these options?
6. What's missing from them?
7. Do outcomes matter anyway? Delia, Robyn and I are each going to try to answer that question in one minute flat. We will level with you.
8. Has your opinion about outcomes changed in this session?'

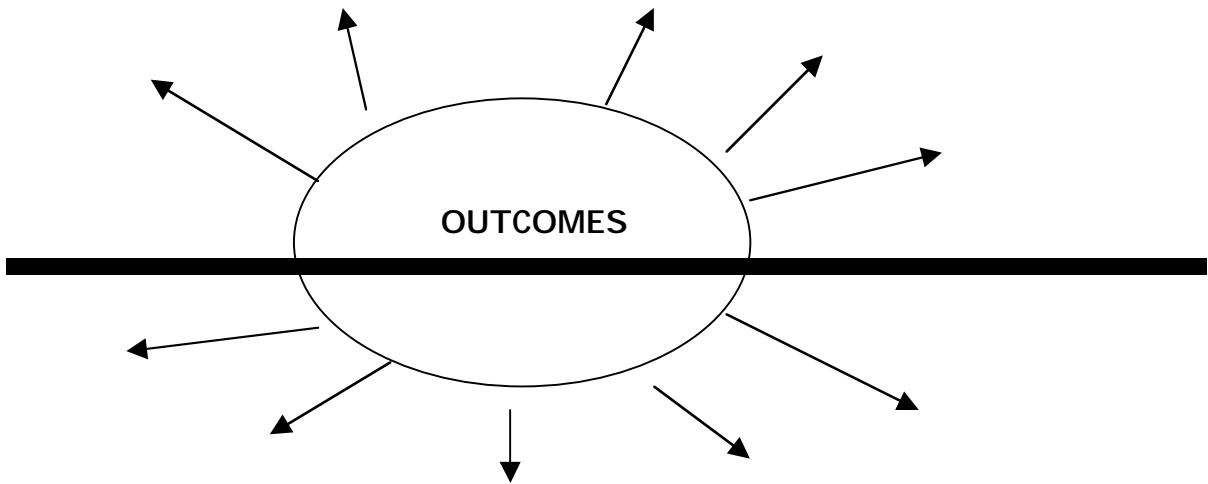
#### Stage 1b: First thoughts on 'Outcomes'

'Hello, I'm Robyn Hartley. We're going to begin by asking you to write down some initial thoughts about the word 'outcomes' on page one of the sheet you will find in front of you. On the *top half of that sheet*, just jot down words or phrases that come to mind - your first thoughts about outcomes.'

#### HANDOUT 1 (FRONT): DATA SHEET PAGE 1

I am a TEACHER\_ MANAGER\_ RESEARCHER\_ OTHER\_.....

FIRST THOUGHTS: At the beginning of this workshop



OUTCOMES

SECOND THOUGHTS: At the conclusion of this workshop

'We'd like to get just a brief sample of your responses, so the whole group can see what your thoughts are. Would anyone like to call out some of the words or phrases they wrote?'

(For participants' responses, see tabulated summary on the next page.)

State & Role	First Thoughts
Vic teacher	Personal vs. community Purposes? Measurable? Perceptions? Purposes
SA teacher	1.What the funding body wants. 2.What the student says they want. 3.What I think the student needs. 4.What the organization wants from me. 5.My own strengths and possibilities. Curriculum is not a framework (fw). It is based on fws. Good curriculum isn't prescriptive - it is a guide for teachers to customise to learners needs.
SA teacher/co-coordinator	Imposed from outside the learning relationship. Tied to curriculum. Ticking boxes. Creative 'accounting'. Auditors own the word.
Vic teacher	Endings. Conclusions. Things to aim for. Results. Can be positive and negative. Need evaluating
Vic teacher	Managers want measurable outcomes. Lots of non-measurable outcomes. Restricting.
Vic teacher	Little 'o' = unplanned for outcomes. Big 'O' = institutional outcomes - a necessary evil? Sometimes restrictive.
ACT teacher	Demanded by auditors/funding bodies. Intimidating for teachers and students. Limit curriculum. Require curriculum. Provide guidance.
Teacher	Results (tangible). Work requirements. Skills
Teacher	Sometimes difficult to meet. Give some focus.
NSW/Vic teacher	Flexible approach. Provide focus. Can be too prescriptive.
Tassie Teacher	Framework within which to work. Hard to meet at times. Quantitative not qualitative often.
Teacher/Vet consultant	NRS too complex for industry (trainers?). Often not suitable for context. Useful for mapping. Essential for providing structures.
Vic Teacher	Goals. Targets. Reasons for teaching. Guide. Structure.
NSW teacher	Sometimes unrealistic. Sometimes give direction/ goals to work to. Not always measurable/clear.
Tertiary teacher	Link intentions of teacher with learning of students
Teacher	Set by whom? Achievable. Documented. Assessed.
Teacher	Aims. Direction. New learning. Task oriented. Ideas. Abilities. Concepts. Learning skills. Specific details.
Vic teacher	Need to be clear/ unambiguous.
Vic teacher	Sometimes useful. Too constricting. A guideline only. Sometimes unclear. Hard to measure as often no context is given.
Vic teacher	Standardised assessments. Focussed teaching and learning. Intended. Not always meeting diverse individual needs. Oblige us to focus. Not always unrealistic. Sometimes unclear. Set by

	auditing requirements
NSW teacher	Need to focus. Prescriptive. Obliges us to reflect on interaction.
NSW teacher	Achievements. Learning. Results. Gains. Data.
Teacher	Intended/not intended. Not always clear. Don't always fit needs of learners. Obliges one to focus. Set by a distant body.
ACT teacher	Intended/not intended consequences. Not always practical, clear or relevant. Can be confusing.
Vic teacher	Evaluative frame. Important for students. Directive for teachers. Set by external agencies. Structures intended, sometimes not.
Vic teacher/manager	Success/failure. Results. Funding. Ranking. Unrealistic. Unreliable.
NSW teacher	
Teacher/advisor	Holistic. Ways to denote progress towards goals. What you want to happen.
Qld teacher/public servant with funding responsibility	Time. Drives teaching. Pathways. Quality of training. Realistic outcomes.
SA teacher, manager, researcher, business person	I always have difficulty with this word in submissions - how to quantify and predict a project. I feel a strong resistance to the word.
Vic Manager	Measure progress. Diverse & individual. Funding related.
NSW Manager	Definitive? Too many. Constraining budgets. Realistic?
Vic manager	Results - 'outcomes codes' - due by end of September. Achieved potential. Future spread of knowledge and skills. Unexpected happenings. Stretching of understanding/reality - 'come out from where you are and grow'.
Vic manager	Unintended/intended. Outcomes other than pass/fail may motivate students. Successful outcomes are required by funding bodies
Vic manager	Unintended/intended. Dictated by outside bodies. Rigid in TPs and curriculum. Are as vast as the learning needs of each individual. Not always measurable.
Ed advisor (NR)	Useful. Unintended. Measure. Gain. Intended.
Vic other - teacher support	Better framed as 'achievement'. Necessary. Part of ed program. Not always intended.
Qld public servant/syllabus designer	Desired results. Trying to achieve. Need for individualisation. Need to be defined.
Vic other	Related to meaningful context. Good. Limiting. Broad.
Vic Researcher	Intentions. Multiple.
NZ Researcher	Results - intended and unintended. Narrow versus broad.

### Stage 1c: Four statements about 'Outcomes'

'Now, you may have already had a look at the statements we've had up on the Overhead projector screen. We selected just four statements that people have made about outcomes and I'm going to read them out.'

#### OHT1: OUTCOMES

*What do the following statements tell us about the meanings, feelings and significances of outcomes?*

'I want to be able to help my kids with their homework.' *(a student)*

'I remember the first time one of my students made a joke. That was a stunning moment. He actually felt comfortable enough to tell a joke in class.' *(a teacher)*

'The imperatives of individuals generate a great multitude of outcomes. This is a huge challenge for those who try to single out and categorise outcomes from any particular course or learning experience.' *(an ACE provider)*

'... government departments learned 'outcomes' from business, and small companies and little local government agencies, and quite possibly bridge clubs and church auxiliaries are all committing themselves to 'outcomes' - 'going forwards'. *(Don Watson, The Age, 1 March 2004)*

'You'll find more statements in the readings that we are going to hand out at the end of the session.' (You can find these in Appendix A at the end of this document.)

'The statements tell us a number of things:

...this is an issue of interest for people

...there are very different perspectives on outcomes

...the current focus on outcomes is having an influence on everyone's work.

Helen's now going to explore what educational frameworks you use.'

## STAGE 2: *The frameworks we use (Helen)*

### OHT2: WHICH OUTCOMES?

What education **outcomes** do you work towards -

**your own?**

**something you choose off the shelf?**

**something imposed on you?**

**something else?**

**or possibly a mix of all or any of these?**

Stage 2a: What frameworks do we use, those of us who are here today?

'Turn over your data sheet to page two to the question: What outcomes frameworks do you use? And quickly fill it in. By use, I guess we mean that some mention is made of that framework in your curriculum documents, perhaps with the exception of Freire whose ideas you might be more likely to just carry around in your head.'

### HANDOUT 1 (BACK): DATA SHEET PAGE 2

Please circle your state/territory/country.

I am from Tasmania, Western Australia, Northern Territory, ACT, Queensland, South Australia, NSW, Victoria, other .....

#### WHAT OUTCOMES FRAMEWORKS DO YOU USE?

Please circle your role/s

As a teacher, agency manager, state/territory public servant, researcher, other .....

Please tick your choice from the list below and add a comment if you wish:

I make some use of:

National Reporting System

Certificate of Written and Spoken English

Certificate of English Language and Literacy



## Certificates in General Education for Adults

Victorian Certificate of Applied Learning

UNESCO's Four Pillars

Transforming Lives, Transforming Communities (TLTC)  
aka Further Education Conceptual Framework

A generic skills framework

A civics values framework

A school based framework eg CSF, Essential Learnings Framework

ACE outcomes framework

The ideas of Paulo Freire

Other .....

### Stage 2b: Show of hands

'OK? Finished? Let's have a show of hands for each one.

- National Reporting System?
- Certificate of Written and Spoken English?
- Certificate of English Language and Literacy?
- Certificates in General Education for Adults?
- Victorian Certificate of Applied Learning?
- UNESCO's Four Pillars?
- Transforming Lives, Transforming Communities aka Conceptual Framework for Further Education?
- A generic skills framework?
- A civics values framework?
- A school based framework eg CSF, Essential Learnings Framework?
- ACE outcomes framework?
- The ideas of Paulo Freire?
- Other?

### Use of frameworks by show of hands

10 NRS; 2 CSW; 1 CELL; 15 CGEA; 7 VCAL; 3 CGE; 1 Dip. Lib. Arts; I Certs. Women's Ed; 4 UNESCO; 6 TLTC; 4 generic; 1 values; 1 schools based; 4 Freire; 2 ITP; 5 ESL F'work; 1 other ESL; 1 Cert. Voc. Access

### STAGE 3: Range of choices (Helen & Robyn)

Stage 3a: Some observations

'Now would you please turn to the handout you found on your chair called *Pillars and Posts*. This table is not a careful academic exercise. It's a very rough and quick sketch of sample frameworks. For example, I couldn't get hold of the National Reporting System documents when I drew it up so I relied for that column on what ARIS told me over the phone.

I called the table *Pillars and Posts* for two reasons.

First because two of the frameworks in Part 2 have pillars and I thought a lot of the subheadings are like picket fence posts.

And second because it reminded me of the saying: 'I felt pulled from pillar to post'. As you know, this means the speaker feels harassed and badgered; they feel like they're being pushed from one thing to another without enough obvious purpose.

Part 1 of *Pillars and Posts* has five sample frameworks directly relevant to language and literacy education.'

#### HANDOUT 2: PILLARS & POSTS Part 1

A rough sketch of some adult literacy and language outcomes in current use

National Reporting System (National origin)	Certificate of Written and Spoken English (NSW origin)	Certificate of English Language and Literacy (Victorian origin)	Certificates in General Education for Adults (Victorian origin)	Victorian Certificate of Applied Learning (Victorian origin)
<p>Five levels</p> <p>Each level has approximately 12-indicators of competence</p> <p>Reading</p> <p>Writing</p> <p>Oral communication</p> <p>Numeracy</p> <p>Learning strategies</p>	<p><u>Certificate 1</u></p> <p>Compulsory Modules</p> <p>Beginner strategies for</p> <ol style="list-style-type: none"> <li>1. learning</li> <li>2. communication skills</li> </ol> <p>Elective Modules</p> <p>Beginner skills in:</p> <ol style="list-style-type: none"> <li>1. spoken interaction</li> <li>2. spoken discourse</li> <li>3. speaking &amp; reading</li> <li>4. listening &amp; reading</li> <li>5. reading &amp; writing</li> <li>6. mathematics</li> <li>7. measurement</li> <li>8. visual numeracy</li> </ol>	<p>Modules</p> <ol style="list-style-type: none"> <li>1. oral communication</li> <li>2. reading and writing</li> <li>3. numeracy</li> <li>4. using electronic texts</li> <li>5. using diagrammatic texts</li> </ol> <p>Plaited TLTC learning outcomes -</p> <ol style="list-style-type: none"> <li>1. Subject content: knowledge &amp; understanding</li> <li>2. Conceptual linguistic development: behaviour, skills &amp; performance</li> <li>3. Learning to learn: critical analysis &amp; values reflection</li> </ol>	<p>An accredited general education course at AQF levels 1,2 &amp; 3</p> <p>Reading</p> <p>Writing</p> <p>Oral communication</p> <p>Numeracy</p> <p>General Curriculum Options</p> <p>The CGEA aims for:</p> <ol style="list-style-type: none"> <li>1. Skills development in <ul style="list-style-type: none"> <li>• reading,</li> <li>• writing</li> <li>• numeracy</li> <li>• oracy</li> <li>• personal needs</li> <li>• participation in the community</li> <li>• participation in</li> </ul> </li> </ol>	<p>Literacy and numeracy skills strand</p> <p>- practical application and use of literacy &amp; maths at home, work, and in the community</p> <p>Industry specific skills strand</p> <p>- learners make informed decisions about options available to them in choice of vocational education</p> <p>Work related skills strand</p> <p>- generic, Mayer-type competencies</p> <p>Personal development skills strand</p>

	<u>Certificates II-IV</u> add modules to this mix - such as media skills, negotiation skills, grammar, spelling, job seeking skills.	Further education learning outcomes - A. Intercultural factors B. Social context C. Intertextuality D. Emerging literacies E. Power relations F. Transference of skills	workplaces • further education and training 2. Pathways to further education and training	- social responsibility, - building community, - civic responsibility - improved self confidence and self esteem - valuing civic participation in a democratic society
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'The last one of the five was developed to be used by young people at risk of dropping out of senior secondary schools because the mainstream is too academic for them. And for use by adults seeking pathways into paid work. It has a practical, or as it says itself, an applied emphasis.

Would you please turn over to Part 2.'

## HANDOUT 2: PILLARS & POSTS Part 2

UNESCO	Transforming Lives, Transforming Communities (TLTC) (Victorian origin)	Generic Skills Frameworks	Draft Framework for Values Education in Australian schools	Essential Learnings Framework (Victorian origin)
After broad & deep international thought, UNESCO named four pillars of learning. See Delors 1996. <i>Learning: The Treasure Within</i>	The principles of multiplicity, connectedness, critical intelligence and transformation infuse:  Learning outcomes - Subject knowledge and understanding - Language, literacy and/or numeracy - Learning to learn - Critical analysis and action - Values reflection	Many attempts in Australia to frame them - starting with the Mayer key competencies. This up to date version is from an NCVER publication, Gibb 2004. p. 8.  1. Basic fundamental skills: literacy, using numbers, using technology 2. People related skills: communication, interpersonal, team work, customer service skills 3. Conceptual/thinking skills: collecting and organising information, problem solving, planning, organising, learning-to learn skills, innovation, creativity, systems thinking 4. Personal skills and attributes: being responsible, resourceful, flexible, able to manage one's time, having self-esteem 5. Business Skills: innovation and enterprise skills 7. Community Skills: civic or citizenship knowledge and skills	A politically contested area of debate.  From <a href="http://www.curriculum.edu.au">www.curriculum.edu.au</a>  Values Education Study (Brendan Nelson) 1. Tolerance and understanding 2. Respect 3. Responsibility 4. Social justice 5. Excellence 6. Care 7. Inclusion and trust 8. Honesty 9. Freedom 10. Being ethical	Proposed 2005 curriculum for prep to Year 10 in Victoria. Will have three pillars of equal weighting.  1. Knowledge: five core disciplines of language, maths, science, humanities, arts  2. Skills: planning, thinking, communicating, ICT, design and technology (generics)  3. Social and personal development: health, physical development, cultural understanding and awareness, social responsibility, civic engagement, values  Replaces the Curriculum Standards Framework introduced in 2000 with 8 learning areas, 747 learning outcomes and thousands of learning indicators
To know				
To do	Recognition Outcomes - The multiple ways of documenting and validating learning achievements and credit arrangements			
To be	Pathways Outcomes - A wide-ranging interpretation of pathway planning that embodies multiple possibilities for choices, connections and action * And all related to Educational Practices			
To live together				

'You'll see the UNESCO four pillars of learning in column 1. I greatly admire the simple vernacular language used to account for four such profound areas of human learning - knowledge, skills, personal identity and community life.

Now will you please look at Column 5 - the three pillars of Victoria's years 1-10 outcomes framework due to be introduced in 2005. What do you notice about the three pillars listed there? The words are more complex but the 4 UNESCO pillars are there plain to see and in the same order.

The list of values in Column Four was developed by research commissioned by Brendan Nelson, the current Commonwealth Minister for Education. A set of values something like that may have to be taught in public schools next year should the coalition be re-elected in four weeks time. Now this set of values outcomes really is a BBQ stopper. Someone should tell John Howard that. I've asked quite a few dinner guests to list the 10 values they think most important to be taught in Australian schools. The results and the conversation are always fascinating.

You might like to have a second look at that generic skills framework in the next few days. Weigh it up against other generic skills frameworks you know.

There's much more to be said about the 10 sample frameworks in this table, but there isn't time. My last comment in relation to these ten is that some are much better than others. If we practise what we preach, we will always be testing their merit through critical questioning.

Now we want you to look more closely at a set of outcomes Robyn and I had a hand in generating. The four UNESCO pillars feature very prominently in this outcomes framework and we used them in a very particular way. Robyn will now say more about this.'

### Stage 3b: ACE Outcomes

'The VALBEC organisers of this conference invited us to present this session largely as a result of some research which Helen and I and Allie Clemans carried out for NCVET (National Centre for Vocational Education Research) in late 2002, research that was published in 2003 as *ACE Outcomes*.

We read key national reports on ACE and interviewed state and territory authorities but the crucial part of our work was detailed telephone interviews with 40 ACE agencies, representing the range of different types of providers,

and all states. A substantial proportion of them provided accredited or non-accredited literacy programs and/or classes.

Our aim was to find a way of reflecting the very real diversity of ACE providers, while being faithful to their core community based and educational philosophies, and recognising the complexity of individual learner pathways.

### OHT3: RECOGNISING ACE: Summary of ACE outcomes areas

	Learning to know Breadth and depth of content and subject knowledge understanding	Learning to do Enhanced skills for taking action	Learning to be Growth in wellbeing and self-awareness	Learning to live together Strong and harmonious social relationships
<b>Individual Development Outcomes</b>				
Personal Domain	Knowledge of self, the world, and how to learn	Skills for living in the private domain of family, friends and personal interests	A healthy, mature self concept in private life	Supportive connections in personal settings
Public Domain	Knowledge of democratic community life	Skills for democratic participation in the public domain	A healthy, mature self concept in public life	Supportive connections in community settings
Work Domain	Knowledge of work and work places	Skills for finding and sustaining voluntary and/or paid work	A healthy, mature self concept in workplaces	Supportive connections in workplace settings
<b>Community Development Outcomes</b>	Collective knowledge and understanding of community life	Skills for joint action to develop community life	A purposeful local community with a strong identity	A community that values and embodies diversity, trust and reciprocity
<b>Economic Development outcomes</b>	Local knowledge and understanding of economic life	Skills to develop local economies	An innovative and sustainable local economy	A confident local economy that prospers by making the most of its diversity
Conceptual development and the ability to ask questions are the two educational cornerstones of all 20 development outcome areas listed here.				

From Clemans, Hartley and Macrae (2003) *Ace Outcomes*. NCVET

The four UNESCO pillars of education, *Learning to know, to do, to be and to live together* seemed to be a good place to start and we were encouraged by comments from the coordinator of one of the South Australian agencies we interviewed - a relatively small agency - that she believed you could tease out everything ACE does from these four strands. We added to that a concept of three domains of life - the private, the public and the world of work, both paid

and unpaid. The idea is that we all need *knowledge, understanding, skills, connections and respect*, in each of these domains in order to live a fully-fledged individual life. We continually move between all three domains, and the skills and knowledge gained from one improve our contribution and participation in the other two. We are likely to be at our happiest when we achieve congruence between all three domains.

What resulted then from our work was a framework with 12 over-arching outcomes for individual learners, using the UNESCO four educational pillars and relating them to the personal, public and work domains. For ACE agencies, there were 8 outcomes, again utilizing the UNESCO pillars, in the areas of community development and economic development.

Let's just trace a couple of outcomes within this framework. For example, in the work domain, the outcome related to *learning to know* is 'knowledge of work and work places' and the outcome related to '*learning to live together*' is 'supportive connections in workplace settings'. Similarly, the *learning to know* outcome in the area of Economic Development is 'local knowledge and understanding of economic life' and the *learning to be* outcome is 'an innovative and sustainable economy'.

We don't pretend that it is easy to measure these outcomes in ways that are currently accepted, although the report looks at some possible ways forward. Nor do we suggest that it is the last word on an outcomes framework. But we do believe it is a valid way to describe the range of outcomes possible in community based education and that it encompasses some very important areas not usually or always covered in outcomes frameworks.

So that briefly introduces the framework that we developed as a result of attempting to describe what adult and community education providers do. If you've chosen to come to this afternoon's session on outcomes, we'll be exploring how the framework might be used by teachers and by organisations for various purposes. Now Delia will consider how we assess the frameworks we use.'

#### **STAGE 4: *Assessing frameworks (Delia)***

'Good morning, I'm Delia. Having surveyed some of the frameworks influencing our work, let's now consider the following question: 'Of the ones you are using (or have used) which is your first preference and why?'

Some of the comments made in the course of this discussion were:

*CGEA - a flexible framework within which we can write our own material and cater for a 'non' mainstream student group; a very open and flexible package; it*

*allows me to adapt outcomes to meet students' needs; it leaves a lot of scope for flexibility familiar, adaptable for a wide range of learners, teachers and situations; it provides practical outcomes, and TLTC gives it underpinning; it meets individual student needs; it is open to a wide range of understandings and interpretations; you can see how you can adapt it; it has not always been seen in this way - it took time for many; it allows me to adapt outcomes to meet all students' needs; a flexible framework within which we can write our own material and cater for a 'non' mainstream student group; it's a very open and flexible package; that's what I teach and I have no choice but to prefer it!*

*NRS - because it's not prescriptive, & is nationally applicable to all VET curricula including Training Packages, all written for different purposes and student needs yet all mapped to NRS - an organising framework; because it's there; because I'm familiar with it; because they give us the money; because it lays over other frameworks; because it is national and accommodating; because it is dominant in the public domain; don't find any that I know fit exactly what I want to use but we have to use NRS but also use in-house learning outcomes but these are over ridden by NRS to a large extent*

The ideas of Freire

*UNESCO's 4 Pillars - I work in the D&A sector and to focus on these principles opens up discursive possibilities for different futures*

*TLTC - it is the greatest influence on my personal/professional thinking; because it adds teacher's detail to UNESCO structure*  
*ACE Outcomes - the most appropriate for the learners I teach*

## **STAGE 5: Other possibilities (Delia)**

'Like Gunther Kress, I believe that all curriculum is a design for the future and that, by implication, all educational frameworks propose (sometimes consciously, sometimes unconsciously) particular outcomes. In other words, all educational activities, including desired and sanctioned outcomes, EMBODY and ENACT an educational philosophy, ideals and a preferred future. Equally, all philosophies or worldviews favour certain outcomes over others.

So, whenever there's discussion of OUTCOMES, I'm keen to know:

- What ideals, worldviews and visions of the future gave birth to them?
- If we are talking fruits, what are their roots? What is the soil that generated them?

Often, very often, these philosophies are not immediately evident, much less stated. They are implicit rather than explicit. This silence, however, does not negate their power and influence. In fact, it can conceal the more significant social and political intentions and consequences, or outcomes, they do not name.

With this in mind, I'd like to read 5 statements or BIG WORLDVIEWS. (There are MORE in the 'Takeaway Notes'.) As I do, I'd like you to think about:

- whether they match your worldviews, ideals and educational priorities
- whether they match any of the 'Outcomes' frameworks we've considered today.'

#### OHT4: WORLDVIEWS, IDEALS AND EDUCATIONAL PRIORITIES

##### Some other 'outcomes' frameworks

Virginia Woolf said: *[Education] should teach... the art of understanding other people's lives and minds... It should... discover what new combinations make good wholes in human life. Teachers should be drawn from the good lives as well as good thinkers. From 'Three Guineas'*

Genia Janover advocates: *We must educate for hope... by providing our students with the five C's - competence, connectedness, community, commitment and courage. Quoted in Education Age*

Peter Garrett believes: *... the qualities inherent in nature - aesthetic, coherent and productive qualities - have been basic in forming human society and if we do away with that, we're effectively consigning ourselves to a nasty, brutish future. Quoted in Eureka Street*

Martha Nussbaum argues: *It is therefore very urgent right now to support curricula efforts aimed at producing citizens who... can see the different and foreign not as a threat to be resisted but as an invitation to explore and understand, expanding their own minds and their capacity for citizenship. From 'Cultivating Humanity' in Lingua Franca*

**Life, Liberty and the Pursuit of Happiness!**  
American Declaration of Independence



## STAGE 6: Do 'Outcomes' matter? (Robyn, Delia & Helen)

ROBYN

Robyn's statement

'I was a teacher for many years, and I have been a volunteer tutor with AMES, but my comments about outcomes come principally from my experience in research and evaluation over the past 20 or so years.

I wouldn't want to rid educational debate of the word outcomes entirely, but I have three main concerns about the ways in which they are used.

First, despite some attempts at visionary statements, there is an overall tendency to limit our collective vision of what we should be aiming for. Instead, the main focus is on accountability and measurable outcomes - at a time when it is crucially important to seriously engage with education and broad notions of citizenship, community, and democracy. Sometimes I feel as if we are trying to meld or match two entirely different processes. On one hand, there is one of the most complex of human activities - the process of individual and collective learning - and on the other, a demand to sort and count and record in ways which reduce all of that complexity.

Second, I believe that we need to recognize how complex the whole notion of outcomes is and to take it apart, look behind it, question what is meant every time it's used. It's such a deceptively simple word, and yet its meanings, significance and usages are so varied and complex.

Third, any approach to identifying outcomes has to both *involve* individual learners themselves, and take account of the diversity of their paths. At base this means that bureaucracies will need to be convinced of the validity of more flexible ways of reporting outcomes that cannot be neatly measured.'

DELIA

DELIA'S OHT



I like the word 'outcomes'.

But, 'outcomes' alone are not sufficient.

Let's also speak of **PRACTICES**, **VALUES** & **VISIONS**;  
let's keep the whole picture in mind.



### Delia's statement

'I like the word 'outcomes'. It is a straightforward, everyday sort of word, unlike 'outputs' or 'deliverables', more at home on a flowchart.

I like words with the potential for re-definition. Remember how the word 'wog' was transformed from a term of hostility to one of cultural pride. As thoughtful educators, we can reclaim the word 'outcomes', infusing it with rich meanings suggestive of mellow fruitfulness.

But 'outcomes' alone are not sufficient. We cannot think of the 'what' without the 'who', 'how' and 'why'.

In *Transforming Lives Transforming Communities*, I was happy to speak of Learning Outcomes, Recognition Outcomes and Pathway Outcomes but not alone. I felt compelled - educationally and philosophically - to speak of Practices and Principles as well.

Yes, let's speak of OUTCOMES but let's speak also of VALUES AND VISIONS. Preferably a vision of a humane, democratic, multicultural, earth-loving world. In other words, let's be people for all seasons and not just for today's climate.'

## HELEN

HELEN'S OHT	
Division	Problem solving
Conquest	Reflection
Manipulation	Questioning
Egoism	Critical awareness
Injustice	Exploration
Exploitation	which create
which create	Justice
Ignorance	Generosity
Domestication	Transformation
Silence	Freedom
Alienation	Creativity
Lovelessness	Wonderment
Immobility	Life affirmation
Impotence	Unity

## Helen's statement

'Here's an interesting outcomes framework from a famous adult literacy text. Do you recognise it? These words come from *Pedagogy of the Oppressed* published in 1972.

Freire wants adult literacy workers and learners to answer the conditions in Column One - not unknown in Australia today - with the outcomes of Column Two.

I think Freire would approve of Delia's work in *Transforming Lives*, *Transforming Communities*, and with a bit of luck he might give his blessing to *ACE Outcomes*. This is why:

Our vocation is to be agents who act on our world and transform it and in doing so ever move towards new possibilities of a fuller and richer life, individually and collectively. *Pedagogy of the Oppressed* p. 12

The genius of Freire is the way he articulates beautifully balanced and utterly integrated adult literacy outcomes. In the final chapter of *Pedagogy of the Oppressed* you will find a more sophisticated version of his 'outcomes framework' than the list of words on my OHT.'

### STAGE 7: *Second thoughts on 'Outcomes' (Delia)*

'Could you now please return to the data sheet and fill out the bottom half of page one, that is, any SECOND THOUGHTS you have at this stage of the workshop? We would love to hear fresh insights, lingering questions or any other response at all to this word/term/concept.'

(For participants' responses, see tabulated summary below.)

Second thoughts
Lack of flexibility. Can drive creativity, innovative goals & inclusive delivery. Can skew education in an insidious way.
Jill S's PhD was on how teachers who are worth their salt shape and take systems stuff (outcomes) as they wish. We shouldn't let formal outcomes dictate our teaching process. It is possible to meet both sets of needs.
Reclaim the word 'outcomes'. Reframe the formal ones.
Outcomes for hope - the five c's. Should include values. Need discussion - attention to philosophy as well as requirements. Do serve a purpose - they are functional.
Gives us an area to be creative within. Let's not see outcomes as restrictive.
Can be interpreted more generously and therefore more actively.
UNESCO gives some guidance. Should be informed by Freire's principles. Should be set by students and expressed by teachers.
It's OK to digress. Education should be greater than outcomes.
Are significant. Everyone needs to feel they have a goal. Outcomes can assume arrogance.
'How', 'Why' we do things - not just 'what' - not a new thought but lovely to hear in this forum.
For the future.
Significance of potential outcomes of outcomes (?).
Guide to educating the <u>whole</u> human being.
Need to be learner focused. Relevant. Achievable.
Any outcomes framework is an accounting/ auditing mechanism used by employers/ funders/governments to ensure minimal standards. The person of the teacher must relate to the person of the learner.
We need to maintain our teaching based on individual difference and not try and box people into some desired outcome imposed by outside agency - govt, profession or whatever.
Other influences and non-measurable outcomes. Any view of the world is biased. Integrity of teachers.

May be better to be general to cater for our individual learners. Prescriptive is not flexible
What is unstated in outcomes is critical - open to interpretation. Still see them as a guideline only.
Growth. Sharing. Formal and informal. Mismatch between outcomes and ideals. Outcomes plus who, how, why.
My need to discuss/question with colleagues, the covert philosophy of CESOL (NSW) outcomes.
Individual. Planning. Requirements. Curriculum. Programming. Values. Co-operation: living in our world. Difficulties in assessment.
Need to be aware of drivers. Need to be used holistically.
How outcomes actually manipulate and create a culture. Our outcomes favour a particular world philosophy.
Need to encompass a view of living harmoniously. Need to be our vision for the future
Interesting how to balance finishing point for students (this significant purpose of outcomes) with acknowledgement of complexity.
Ways to measure? Diversity of possible outcomes. How to convince bureaucracy that community/social outcomes may not be measurable but are important. How to measure community outcomes? Possibility of including social capital.
To be positive. Flexible.
The idea of outcomes for the future of the world. Values need to be articulated. Own philosophy underlies outcomes and how you use them.
Necessary. Might need re-wording, rethinking. I like UNESCO pillars.
Interesting to me that in several of the frameworks listed on the green sheet there is no mention of reading and writing.
Relate to the whole person. Incorporate values and vision
Freire. Five Cs. Collective outcomes. Incredible importance of the unresearchable outcomes. To live together.
To look to the vision behind stated outcomes. To grow. To come out.
Must revisit Freire.
Must enable a return to the implicit values behind what and why we teach. AQTF is destroying education and is deskilling teachers.
Power to shape what we want. Shape of the future.
Teacher education on outcomes is much needed.
Can be limiting. Must be reflected on constantly.
Return to values. Need to capture broad outcomes
Individual. Contingent on context. 3/70 of participants (today) are male. What role does gender play in outcomes
More done less often

## STAGE 8: Conclusion (Delia)

'Thank you very much for coming. As you leave, we will exchange the handout we have prepared entitled OUTCOMES for your completed data sheet. Your thoughts will provide an important ingredient in the documentation of this

session for the ACAL website. We may even develop today's workshop into an article or paper. Thank you for your participation. Happy Outcomes!

## Part 2: Follow-up session, exploring application and consequences

### SUMMARY OF PRESENTATION FOR WORKSHOP 2

(It was assumed that participants in this follow-up concurrent session had attended the introductory focus session, Part 1, at 10.15am.)

How much do outcomes matter in practice? What is their place and role in adult literacy work? Is it best to name and plan outcomes or best to leave them to individual learner and teacher preference or even chance? How do we best describe and measure outcomes in adult literacy or should we not bother? What are the consequences of our choices?

These questions will be applied to:

curriculum practices of the *good teacher*

pathways, governance and planning of the *good organisation* and

funding policies of *good State and Commonwealth systems*.

### PROPOSED WORKSHOP OUTCOMES FOR WORKSHOP 2

- To invite participants to name 'outcomes frameworks' they choose for their situation
- To discuss if participants would prefer to choose other 'outcomes' for their situation
- To articulate processes/strategies (aka careful plans) that would achieve and support 'number 2' choices
- To explore the question: How do/can I justify my choices?
- To encourage participants to meet *and go beyond* the 'formulas' and 'rules' of funding requirements.

### PLAN FOR WORKSHOP 2

A table detailing the overall design of the workshop can be found in Appendix D.

## WORKSHOP 2 NARRATIVE

### STAGE 1: *Introduction (Robyn)*

We were aware that we had left little time to explore issues in the first workshop, and that we wanted to move more slowly in the follow-up workshop, giving participants a chance to discuss and reflect on what mattered to them personally. We had planned to present two case studies for discussion, one drawn from the teaching and learning experience of the participants, and the other outlining how a group of ACE providers had used the ACE Outcomes framework to develop, plan and integrate pathways planning into their agencies. However, when reviewing the first workshop in a break between the two workshops, we decided to be flexible and adapt this plan to the background and needs of participants, either focusing on individual teachers or agency/institutional issues depending on who came to the workshop.

Approximately 15 people attended the second workshop, including two or three who had decided to come on the basis of positive comments from colleagues who had attended the first workshop. We began by briefing explaining our plan, and asking participants to introduce themselves and briefly say why they had come. The participants included teachers, program managers, and people in government policy-making positions from at least four Australian states. Three came from New Zealand. Most identified as teachers, even though they were not currently teaching, so it was decided to focus on a teaching case study. They all expressed an interest in how to maintain 'good practice' in the face of demands from 'senior managers' to achieve pre-determined module completion rates, a requirement that was often at odds with the educational needs and priorities of the students in class.

### STAGE 2: *Revision of Workshop (Robyn)*

Participants introduced themselves - where they work and their role there - and then shared reflections/key ideas for from the first workshop. Here is a sample:

- *It legitimised my future activity.*
- *I was particularly interested, wanting a more diverse set of outcomes. In my FE area of TAFE area, the module load completion rate is low*
- *I am an ESL teacher. I've been treating outcomes as though they start with a Big O.*
- *I'm reminded of how certificates measure outcomes. They are very cultural in their implications.*
- *I am in AMEP in TAFE. Teachers I talk to say outcomes make us look at the end not the journey and lose what the teacher does best.*



- *I am interested in values, standardised reporting and conflict.*
- *We are D&A. We do as we like re outcomes.*
- *I am a manager of a large VCAL program. I want to make outcomes less of the driver. I hate the pressure on teachers. Assessments blow term 4 apart.*
- *There are lovely outcomes but we can't measure them.*

### STAGE 3: Case Study A (Delia)

#### Stage 3a

#### OHT2: WHICH OUTCOMES?

What education **outcomes** do you work towards -

**your own?**

**something you choose off the shelf?**

**something imposed on you?**

**something else?**

**or possibly a mix of all or any of these?**

#### Stage 3b

Delia began with: 'We need an example of a literacy class that someone is working with now. Any volunteers? We need you to give us a thumbnail sketch of it - its location, student population, student and teacher aspirations and something about the history of the group and the educational community'.

The example presented by one of the participants was that of a class of older people of long-term migrant background, mostly Italian and mostly women, in a suburban ACE agency. Most students had had little formal education. They meet once a week for three hours. The agency has somewhat reluctantly decided that they can no longer justify funding the class. It has been going for some eight years with the same people.

Class members' aims, as far as literacy was concerned, are to write better and perhaps, although they can read functionally, to improve their reading skills. They want to read speeches they give at functions better. Most are happy with their verbal English skills. They have enjoyed CGEA in the past but have now plateaued in their learning. Their English skills are very mixed and they are all at different levels. They are a very social group who meet once a week and often go on class-connected excursions and activities. The teacher, who is also a

coordinator of the ACE agency, explained that members of the class were very distressed about the prospect of the class ending and she was concerned to make the ending as positive as she could. Comments from other workshop participants clearly indicated that many of them identified with this situation and had had a similar experience.

Delia then asked workshop participants to consider, before hearing what the teacher was planning and why, how they would determine outcomes for this group.

The group identified what might be appropriate outcomes for this class in their remaining time together and made suggestions about how the outcomes might be achieved. The social outcomes of the class were obviously very important for the class members, although one workshop participant noted that it was wrong to talk of social outcomes as if they were separate and discrete from other outcomes, without recognising how complex the 'social' was, often involving increased personal, linguistic and intellectual confidence and increased interaction with others in the community. Meeting once a week was also a way of maintaining a wide range of skills that might otherwise be lost.

Our discussion identified a number of desirable and appropriate outcomes for the group. They included:

- (a) planning for participants' future educational needs, for their educational and social futures;
- (b) group research about how the social needs of participants might be maintained;
- (c) group and individual reflection on past, present and future, on what they had already achieved and what they wanted from the future;
- (d) compiling tangible learning outcomes and preparing evidence of their learning to allow them to better advocate of their success as learners;
- (e) naming things in their lives which are real outcomes of the class and their development of self awareness as learners;
- (f) recognizing how they had transferred skills and independence they had gained into other arenas;
- (g) a consciousness about moving towards greater independence and
- (h) withdrawing support gradually through an appropriate separation process or closure for the group.

It was noted that discussion of (educational and/or social) pathways for participants is integral to planning from the moment the class or course starts. This highlights the importance of (both the teacher and students) having a broadened notion or picture of outcomes.

Within this 'outcomes' and 'pathway planning' framework, discussion was wide-ranging and the workshop participants came up with a number of useful suggestions as to how some of the above outcomes might be achieved. The teacher could help students identify what they had achieved over the eight years and facilitate the gathering of evidence of their achievements. It was suggested that the class could compile a book, a history, a memoir, of their years together. Choosing a name for the book would be a very valuable experience to reflect on and identify what the group meant to them. A key factor would be giving people time to come to terms with the end of the group as it presently functioned in such a positive and much-valued way.

One workshop participant said she routinely had her literacy students keep a weekly goal sheet in which they noted something they had achieved outside the class but which was related to their developing skills. It was important to validate the non-certificated achievements of learners, e.g. making a speech at a family wedding, asking for something at the local shop. This weekly ritual gave students a strong sense of progress.

Delia noted that she often talked to students about the notion that any class was a microcosm of the larger society, a place where class participants could articulate ideas about 'a better society', where they could observe, evaluate and practise new ways of being and relating and where they could (as individuals and as a group) test themselves and make changes.

In the course of discussion, the teacher of the class recognized that, though it was hard for her to say goodbye to the group as they had become good friends, she also felt a sense of relief that they were 'moving on'. The group complimented her on giving the class enough time to adjust and on naming this transition situation so clearly for the students.

#### **STAGE 4: Case Study B (Helen)**

Although there was not sufficient time to consider an organisational case study in detail, Helen spoke briefly about a plan she had written called *PATHWAY PLAN OPTIONS (2004-6)* (see Appendix B) that was based on the *ACE Outcomes* framework mentioned earlier this morning.

Here is the gist of what she said:

- 'This morning, you may have thought the *ACE Outcomes* framework attractive but asked yourself, 'How the hell would I use it?'

- This is what I thought when Jude Newcombe from Glenroy Neighbourhood Learning Centre asked for a pathways plan based on it. ACE agencies don't have the luxury of 'pathways units, like some TAFEs. They have to demonstrate to auditors that they are promoting pathways in and out of their agency. That's why Jude wanted a plan.
- The pathway plan/policy at Glenroy is a bit different to this original and is actively used to assess whether students are in the right class and even in the right place.
- It took a lot of intellectual wrestling for Jude, Delia and I to come up with this dense document I'm distributing here today. But we wrote it because we didn't want people on the ground to have to write their own after a workshop on 'Pathways Planning' for ACE co-ordinators.
- This was followed by a workshop with teachers on how the plan could be used in their work.
- You are welcome to draw on it but should acknowledge your source, perhaps'.

A copy of the plan Helen distributed can be found in Appendix B.

### **STAGE 5: *Success***

It was planned to ask participants, in pairs, to consider the question: 'How do you know when the outcomes that are central to your work (you, your students and your organisation) are being realised?' Shortage of time did not allow this.

### **STAGE 6: *Conclusion***

The workshop concluded with: 'Thank you for your vigorous and generous participation. We'd like to remind you that we plan to document these two sessions. Check on the ACAL website. Thank you and fare well'.

*(The following handout was distributed at the end of Workshop 1.)*

**APPENDIX A**

# OUTCOMES

*Prepared by Delia Bradshaw, Robyn Hartley and Helen Macrae*

For

*Workshop at ACAL Conference*

***FOUR SEASONS IN ONE DAY - LITERACIES IN CHANGING CLIMATES,  
Melbourne, Saturday, September 11, 2004.***

**Literacy Outcomes -**

**Winter of our discontent or season of mists and mellow fruitfulness?**

*Part 1: Introductory session: analysis, theory and personal challenge*

***Contents:***

- *Various statements about outcomes*
  - *Generic skills frameworks*
- *Worldviews, ideals and educational priorities*

## VARIOUS STATEMENTS ABOUT OUTCOMES

*What do the following statements tell us about the meanings, feelings and significances of outcomes?*

### Students

'I just want to improve my spelling.'

'I want to be able to help my kids with their homework.'

'If I can't speak English I can't get a decent job.'

### Teachers

'I remember the first time one of my students made a joke. That was a stunning moment. He actually felt comfortable enough to tell a joke in class.'

'Let's take possession of the word outcomes for ourselves.'

'Look, it's not about outcomes and competencies and skills ... it's about people, and people's lives.'

### ACE providers

'The imperatives of individuals generate a great multitude of outcomes. This is a huge challenge for those who try to single out and categorise outcomes from any particular course or learning experience.'

'We are skilling them up so that they can gain employment. It's all sorts of things - being able to fill out a form, talk to their children's teachers, go to the school for the first time, join a committee. But the feedback forms don't capture the broader part of it, what it means to people, how they are able to move on and how they become less isolated in the community.'

'The nexus between language and employability is increasing. We are far more conscious now that our role is related to economic outcomes for people.'

### Other commentators

'All statements about outcomes come from a view of the world - they're about what sort of a world we either want or think is possible.' (a researcher)

'... government departments learned 'outcomes' from business, and small companies and little local government agencies, and quite possibly bridge clubs and church auxiliaries are all committing themselves to 'outcomes' - 'going forwards'. (Don Watson, *The Age*, 1 March 2004)

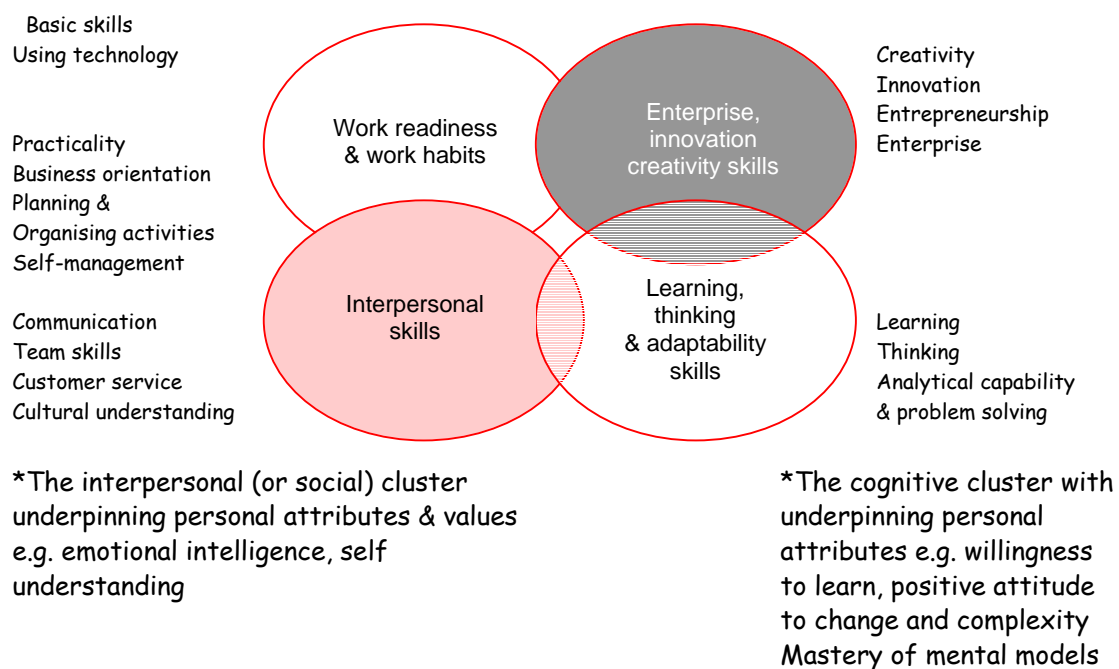
## GENERIC SKILLS FRAMEWORKS

Generic skills have replaced the Mayer Key Competencies of the 1990s and are currently being widely discussed and promoted in the VET system especially. Different terms are used to refer to such skills e.g. generic, employability, core, and key skills. The ways in which they are conceived, and the frameworks used, tend to vary across countries and across groups within countries. Nevertheless there are some commonalities. Generic skills can be broadly or more narrowly defined. At one end of a continuum, they are conceived as 'life skills' appropriate across all areas of human activity, and at the other, as employability skills, concerned with increased productivity and greater competitiveness. Given the importance of work in individual lives and for society, there is considerable overlap in reality. Many 'life' skills are also important for our working lives.

### Some generic skills frameworks

1. Kearns (2001: 51) proposed the clusters of generic skills below, following a review of overseas and Australian research.

#### Clusters of generic skills



2. Kearns also proposed an alternative clustering which adds a metacompetence of *autonomy, personal mastery, self-direction*. This is located graphically at the centre of the above figure to indicate that it relates to and interacts with the other four clusters.

The concept of employability has had a major impact on thinking about generic skills. The Australian Chamber of Commerce and Industry and the Business Council of Australia define employability skills as 'skills required not only to gain

employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions' (ACCI/BCA 2002, p. 3). Their list of eight employability skills and 13 personal attributes is below.

Employability skills	Personal attributes	
Communication skills	Loyalty	Personal presentation
Team work skills	Commitment	Commonsense
Problem-solving skills	Honesty and integrity	Positive self-esteem
Initiative and enterprise skills	Enthusiasm	Sense of humour
Planning and organizing skills	Reliability	Ability to deal with pressure
Self-management skills	Balanced attitude to work and family life	Adaptability
Learning skills	Motivation	

3. A recent NCVET publication listed the following common elements in various listings of generic skills (Gibb and Curtin in Gibb 2004: 8)

- Basic fundamental skills: such as literacy, using numbers, using technology
- People-related skills: such as communication, interpersonal, team work, customer service skills
- Conceptual/thinking skills: such as collecting and organizing information, problem solving, planning and organising, learning-to-learn skills, thinking innovatively and creatively, systems thinking
- Personal skills and attributes: such as being responsible, resourceful, flexible, able to manage one's own time, having self-esteem
- Business skills: such as innovation skills, enterprise skills
- Community skills: such as civic or citizenship knowledge and skills

Debate and discussion about generic skills will go on. Some of the important issues include:

- Generic skills are holistic, integrated, related to context, and acquired through a developmental process extending over a substantial part of a person's life (Hager 1998), rather than easily and readily acquired at a point in time.
- Acquiring such skills is intimately related to the teaching/ learning process.
- Arguments for the importance of generic skills rest firmly on transfer of learning and there is much to be learnt in this area.
- Developing appropriate assessment of generic skills is fundamental.
- All education sectors, employers and individual learners have a role to play in the acquisition of generic skills. ANTA has established the Employability Skills Cross-Sectoral Coordination Group to examine the roles each sector may play.



ACCI/BCA (Australian Chamber of Commerce and Business Council of Australia (2002) *Employability Skills for the Future*. Department of Education, Science and Training: Canberra

Gibb, J and Curtin, P (2004) Overview, in J. Gibb (ed.) *Generic skills in vocational education and training: Research readings*. NCVER.

Kearns, P (2001) *Generic Skills for the New Economy: A review of research relating to generic skills*. NCVER, Adelaide.

Hager, P (1998) *Developing Judgement: A Proposal for Facilitating the Implementation of the Key Competencies*. A Report prepared for the NSW Department of Training and Education Co-ordination. School of Adult Education, University of Technology, Sydney, NSW.

## WORLDVIEWS, IDEALS AND EDUCATIONAL PRIORITIES

### Some other 'outcomes' frameworks

- In *Three Guineas* in 1938, Virginia Woolf asks herself and us: 'What is the aim of education, what kind of society, what kind of human being, should it seek to produce ... what should be taught?' She replies with: 'Not the arts of dominating other people, not the arts of ruling, of killing, of acquiring land and capital ... It should teach the arts of human intercourse, the art of understanding other people's lives and minds ... The aim should be not to segregate and specialise, but to combine. It should explore the ways in which mind and body can be made to co-operate; discover what new combinations make good wholes in human life. The teacher should be drawn from the good lovers as well as good thinkers'.

Woolf, Virginia *Three Guineas* (reprinted 1979) Penguin Books: Australia, pp. 39-40.

- In February this year in the *Education Age*, Genia Janover, principal of Bialik College, affirms: 'When life tests your courage and your integrity, that's when the A+ really counts. A good life is made up of 3 parts - something to do, someone to love and something to hope for ... We must educate for hope ... by providing our children with the five C's - competence, connectedness, community, commitment and courage'.

Janover, Genia quoted by Muriel Reddy in 'When principals matter', *Education Age*, 2/4/2004.

- In the July-August issue of *Eureka Street*, Peter Garrett is quoted as saying: '...the qualities inherent in nature - aesthetic, coherent and productive qualities - have been basic in forming human society and if we do away with that, we're effectively consigning ourselves to a nasty, brutish future.'

Williams, Christine 'More powerful and more lofty passions' in *Eureka Street*, July-August 2004, p.21.

- It has been argued that the educational requirements for the future are international understanding, linguistic skills, the ability to interpret symbols, a spirit of co-operation and participation, flexibility, a holistic approach, the ability to use both sides of the brain, openness and the motivation to seek constant development and learning. These qualities are not technical. Nor even academic. They are human. ... Tomorrow's adult learning must unite intellect and feelings, progress and caring, vision and substance, the ring and the arrow, fusing them together to form a creative spiral.

*The Golden Riches in the Grass: lifelong learning for all* (1995) Nordic Council of Ministers, p.8.

- Liberty, Equality, Fraternity!

*Motto of the French Revolution*

- Today, the expert is the one who sees and seeks the connections among related pieces of information, not the one who has the bare decontextualised facts.

Luke, Carmen *Technological Literacy* (1997) Language Australia: Melbourne, p.11.

- We cannot remake the world through schooling, but we can instantiate a vision through pedagogy that creates in microcosm a transformed set of relationships and possibilities for social futures . . . Different conceptions of education and society lead to very specific forms of curriculum and pedagogy, which in turn embody designs for social futures. To achieve this, we need to engage in a critical dialogue with the core concepts of fast capitalism, of emerging pluralistic forms of citizenship, and of different lifeworlds.

The New London Group, 'A Pedagogy of Multiliteracies: designing social futures' in *Harvard Educational Review*, Spring 1996, pp.72-73.

- Not only must (lifelong learning) adapt to changes in the nature of work, but it must also constitute a continuous process of forming whole human beings — their knowledge and aptitudes as well as the critical facility and ability to act.

Delors, Jacques *Learning: the treasure within* (1996) Report to UNESCO of the International Commission on Education for the Twenty-First Century UNESCO Publications: Paris, p.21.

- Education throughout life is based on four pillars: learning to know, learning to do, learning to live together and learning to be.

Jacques Delors, 'The four pillars of education', *Learning: the treasure within — highlights*, p.37.

- It would be catastrophic to become a nation of technically competent people who have lost the ability to think critically, to examine themselves, and to respect the humanity and diversity of others ... It is therefore very urgent right now to support curricula efforts aimed at producing citizens who can take charge of their own reasoning, who can see the different and foreign not as a threat to be resisted but as an invitation to explore and understand, expanding their own minds and their capacity for citizenship.

Martha Nussbaum, *Cultivating Humanity: a classical defense of reform in liberal education* quoted by Michael Berube in 'Citizens of the World, Unite', *Lingua Franca*, September 1997, p.57.

- In contrast with the anti-dialogical and non-communicative 'deposits' of the banking method of education, the programme content of the 'problematizing' method - dialogue par excellence - is constituted and organised by the students' view of the world, where their own generative themes are found.

The content thus constantly expands and renews itself. The task of the dialogical teacher in an interdisciplinary team working on the thematic universe revealed by their investigation is to 'represent' that universe to the people from whom he first received it - and 're-present' it not as a lecture, but as a problem.

Paulo Freire, *Pedagogy of the Oppressed*, 1972, Penguin: Great Britain, p.81

- Life, Liberty and the Pursuit of Happiness!  
*American Declaration of Independence*

**APPENDIX B**  
***PATHWAY PLAN OPTIONS (2004-6)***  
Commissioned by Melbourne's Ace North Plus Cluster  
for a seminar on 30 September 2003

**Vision:** Pathways for all (of us)

**Mission:** To create pathways for individuals, our agency, and our community

The terrain of ACE pathways (the context for/the rationale of this plan):

In education 'pathway' is a metaphor to describe expanded choices that come from participation in an educational endeavour. A pathway has a destination. It connects with other pathways or has an end point of its own. Pathways for people into ACE, within ACE, and out of ACE involve more options than work and further study. They include a richer personal life and community activism. Our agency affirms the necessity of useful, viable pathways for all participants, for our agency and our community.

Our participants include people enrolled in classes, our paid and voluntary teaching and administrative staff, members of our committee of management, and external partners of our agency. We acknowledge that all our participants are both individuals and members of a range of 'communities' and that, as we grow and change, so do our communities with us.

For a fully-fledged individual life we need *knowledge, understanding, skills, connections and respect* in:

- ⌚ the private domain of family and friendships and personal interests;
- ⌚ the public domain of citizenship, community participation, community debate and community action; and
- ⌚ the world of work, both paid and unpaid.

We understand that participants in the life of our centre continually move amongst and between all three domains, almost always using skills and knowledge gained from one domain to improve our contribution and participation in the other two, interchangeably. We believe we are at our happiest when we achieve congruence between all three domains; and when our skills and knowledge are neither over-stretched nor under-utilised in any or all of the three domains.

We acknowledge that our agency as a whole must aim to model the *movement, development and change* that are intrinsic to a pathways culture; and we recognise our connection with, and contribution to, social change and economic development in our wider local community.

We will build curriculum and activities in 2004-6 that create secure, clear and comprehensive pathways for all.

ACE outcomes sought for	Pathways for individuals	Optional key driving ideas and actions	Possible indicators/
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individual learners			evidence
<p><b>For private life</b></p> <p>1.Knowledge of self, the world, and how to learn</p> <p>2.Skills for living in the private domain of family, friends and personal interests</p> <p>3.A healthy, mature self-concept in private life</p> <p>4.Supportive connections in personal settings</p> <p><b>For public life</b></p> <p>1.Knowledge of democratic community</p> <p>2.Skills for democratic participation in the public domain</p> <p>3.A healthy, mature self-concept in public life</p> <p>4.Supportive connections in community settings</p> <p><b>For working life</b></p> <p>1.Knowledge of work and work places</p> <p>2.Skills for finding and sustaining voluntary and/or paid work</p> <p>3.A healthy, mature self-concept in workplace</p> <p>4.Supportive connections in workplace settings</p>	<p>Individual learners may be students, teachers, other staff &amp; committee members.</p> <p><i>Our role is to create pathways with multiple destinations, and thereby widen choices and options for all participants. We plan for movement along pathways by all participants. Pathways include:</i></p> <p><b>*From</b> less knowledge and understanding of self and the world, <b>to</b> greater</p> <p><b>*From</b> fewer skills in personal relationships <b>to</b> more</p> <p><b>*From</b> constraining levels of self respect <b>to</b> greater agency</p> <p><b>*From</b> less ability to learn independently and/or with others, <b>to</b> greater</p> <p><b>*From</b> less knowledge and experience of democratic practices <b>to</b> greater</p> <p><b>*From</b> less or different participation in public life <b>to</b> more or better quality of participation</p> <p><b>*From</b> less confidence as an active participant in public life <b>to</b> greater confidence</p> <p><b>*From</b> independent action <b>to</b> interdependent action</p> <p><b>*From</b> less knowledge and understanding of work and work places <b>to</b> more</p> <p><b>*From</b> fewer skills as a worker <b>to</b> more</p> <p><b>*From</b> lower levels of confidence and self regard <b>to</b> more</p> <p><b>*From</b> lower levels of ability to work with others <b>to</b> more</p>	<p><b>1. Balance of emphasis on all 12 outcomes and related pathways within and across the educational/teaching program. Through:</b></p> <p>*curriculum documents which explicitly incorporate some/all of the 12 outcomes</p> <p>*focus on this balance in the annual report and other reports documenting our educational work</p> <p>*support to move from one curriculum option to another (internal and external)</p> <p><b>2. Activities for volunteers, paid staff and committee of management members that teach and/or enhance the 12 outcomes and related pathways. Through:</b></p> <p>*professional development programs of all types</p> <p>*participation in advocacy campaigns</p> <p>*participation in the preparation of submissions</p> <p>*participation in regular meetings</p> <p>*attendance at key planning and community/economic development activities sponsored by local and state governments</p> <p>*interviews with prospective participants</p> <p>*orientation documents and processes for new participants</p> <p><b>3. Investigation of pathways options for individual learners. Through:</b></p> <p>*links with external agencies to build pathway connections</p> <p>*guided visits to internal and external pathway options</p> <p>*provision of information about, and research into, internal and external pathway options</p> <p>*individual advice and referral undertaken</p> <p><b>4. Evaluation of our effectiveness in creating pathways for individual learners. Through:</b></p> <p>*face to face interviews with participants to gather and publicise a range of pathway stories</p> <p>*sampling via questionnaires each year</p> <p>*discussion about the progress of particular groups of learners</p>	<p>Number of curriculum documents which specify pathways</p> <p>Number of references to pathways in annual report</p> <p>Number of references to pathways in selected other texts documenting our work</p> <p>Number of professional development and other activities which include a focus on pathways</p> <p>Number of external partnerships which promote pathways</p> <p>Number of guided visits with a pathways outcome per annum</p> <p>Amount of material easily available to participants</p> <p>Number of participants who receive individual pathways advice</p> <p>Number of pathways stories gathered per annum</p> <p>Number of participants who report advancement in some/all of the 12 outcome areas</p>

ACE outcomes sought for	Pathways for agencies and communities	Optional key driving ideas and actions	Possible indicators/evidence
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agencies and/or their communities			
<p><b>Community development</b></p> <p>1. Collective knowledge and understanding of community life</p> <p>2. Skills for joint action to develop community life</p> <p>3. A purposeful local community with a strong identity</p> <p>4. A community that values and embodies diversity, trust and reciprocity</p>	<p>As a whole agency we seek to model pathways growth and development. For example we aim to move:</p> <p><b>*From</b> less collective knowledge and understanding of our community life <b>to</b> a greater grasp of our collective self</p> <p><b>*From</b> fewer skills for, and experience of, joint public action <b>to</b> more</p> <p><b>*From</b> a less purposeful and confident agency <b>to</b> a more clear sighted and confident agency</p> <p><b>*From</b> less experience of diversity, trust and reciprocity <b>to</b> more</p>	<p><b>5. Forge pathways for our agency/our community as a whole.</b></p> <p><b>Through:</b></p> <p><b>*At</b> least one major initiative each year with a community development focus</p> <p><b>*Reports</b> and other documents recording our agency's activities, including the annual report, will make explicit reference to ways in which our community development pathways expand our options each year</p> <p><b>*A</b> conscious effort to capitalise on the diverse connections our participants have with the wider community, and to encourage the growth of these connections</p> <p><b>*An</b> annual evaluation of our effort</p>	<p>Number of courses and participants with a focus on community knowledge, culture, and understanding; and/or developing skills for joint action.</p> <p>Number of local referrals, visits/visitors, inquiries, information exchanges</p> <p>Number of sources of local information used for planning and service provision</p> <p>Number of newsletters, projects, programs or reports with a local community development emphasis</p> <p>Number of formal and informal networks and partnerships</p> <p>Representative range of NESB, Indigenous, women, men, young people, older people, participating</p>
<p><b>Economic development</b></p> <p>1. Local knowledge and understanding of economic life</p> <p>2. Skills to develop local economies</p> <p>3. An innovative and sustainable local economy</p> <p>4. A confident local economy that prospers by making the most of its diversity</p>	<p>As a whole agency we recognise that we make a contribution to the economic wellbeing of our community. Therefore we aim to move:</p> <p><b>*From</b> less knowledge and awareness of our local economy <b>to</b> more</p> <p><b>*From</b> fewer skills to help develop our local (or our own financial viability) economy <b>to</b> more</p> <p><b>*From</b> a less innovative and sustainable local community <b>to</b> one with more power to sustain its members economically</p> <p><b>*From</b> a community that fails to make the most of its diversity in its economic life <b>to</b> one that makes the most of its diversity</p> <p><b>*From</b> less local awareness of our agency's economic contribution <b>to</b> more</p>	<p><b>5. Augment our focus on the creation of agency-wide economic development pathways.</b></p> <p><b>Through:</b></p> <p><b>*At</b> least one initiative each year which fosters our connection with local business</p> <p><b>*Reports</b> and other documents recording our agency's activities, including the annual report, will make explicit reference to ways in which our economic development role expands each year</p> <p><b>*A</b> conscious effort to capitalise on the connections our participants have with the local business community, and to encourage the growth of these connections</p> <p><b>*An</b> annual evaluation of our effort</p>	<p>Number of local businesses using/identifying our agency as a contributor to training and/or employment</p> <p>Number of interactions with local businesses and/or local business networks</p> <p>Number of courses and number of participants in courses leading to enterprise development, and/or employment, and/or to further study as a stronger basis for employment</p> <p>Representation of local business people on the committee of management and/or undertaking other voluntary/paid activities</p> <p>Number of active partnerships with local business</p> <p>Calculation of the monetary worth of volunteer contributions and/or health cost savings</p> <p>Number of agency based business ventures</p>

**Notes:** This document uses text from Clemans, A, Hartley, H, and Macrae, H *ACE Outcomes*, NCVET, 2003. There is nothing mandatory about the contents. It contains suggestions so that agencies do not have to start from scratch.

Agencies drawing on the options to construct their own pathways plan must feel free to modify, delete and add, thus arriving at a much shorter plan with fewer tasks. The contents by no means exhaust the possibilities for ways in which pathways plans may be framed. Other ways to frame pathways plans will emerge over time.

Helen Macrae, 30 September, 2003



## APPENDIX C

### Plan for Workshop 1

Stages for workshop 1	Method	Who/Time/Role
<b>1.Outcomes - workshop introduction and gathering of participants' views</b>	<p>1a. Welcome participants. Explain aims and NAME of focus session, including outcomes, agenda, our role, stance and who we are.</p> <p>1b. Ask participants to complete FIRST THOUGHTS on data sheet (Handout 1) and to then share some samples.</p> <p>1c. Speak to OHT1: <i>4 Statements about Outcomes.</i></p>	<p>HM. 3 mins</p> <p>RH. 4 mins D &amp; H will scribe samples on board</p> <p>RH. 2 mins</p>
<b>2.What FRAMEWORKS I/we use - government sponsored adult literacy/others</b>	<p>Display OHT2: <i>What ed. outcomes do you work towards?</i></p> <p>2a. Ask participants to complete FRAMEWORKS I USE on data sheet (Handout 1 on back)</p> <p>2b. Call for a show of hands to demonstrate numbers using each.</p>	<p>HM. 4 mins</p> <p>HM. 1 min</p>
<b>3.Range of choices</b>	<p>3a. Talk to the range of frameworks (Handout 2) and make some observations.</p> <p>3b. Introduce ACE Outcomes. Display OHT3: <i>ACE Outcomes</i></p>	<p>HM. 5 mins</p> <p>RH. 5 mins</p>
<b>4.How do we assess them?</b>	<p>Ask participants: 'Of the ones you are using (or have used)</p> <p>* which is <u>first preference</u> (hands up)</p> <p>* and <u>why</u>?'</p>	<p>DB. 10 mins</p> <p>H &amp; R scribe responses to 'why' on white board.</p>
<b>5.What's missing? Other possibilities</b>	<p>Display OHT4: <i>Five educational worldviews</i></p> <p>5a. Speak to OHT 4.</p> <p>5b. Invite participants to reflect/write on (and to then share): 'Is there a mismatch between the OUTCOMES determining your work and <u>your own</u> educational ideals, worldviews and priorities?'</p>	<p>DB. 3 mins</p> <p>DB. 3 mins</p>
<b>6.Do outcomes matter?</b>	<p>Make a strong personal (1 minute) statement, three in all.</p>	<p>DB. RH. HM</p> <p>5 mins</p>
<b>7.Participants' views</b>	<p>Ask participants to fill out SECOND THOUGHTS at bottom of data sheet (p.1), noting any new insights, and then invite participants to add any last comments.</p>	<p>DB. 3 mins</p>
<b>8.End</b>	<p>Exchange handouts for data sheets, the basis for our ACAL paper, possibly to be on ACAL website.</p>	<p>DB. 1 min</p>

## APPENDIX D

### Plan for Workshop 2

Stages for workshop 2	Method	Who/Time/Role
1. Introduction	Explain our purpose, outcomes and outline of concurrent session.	RH. 3 mins
2. Revision of earlier focus session	Ask participants to introduce themselves and to summarise content of first workshop.	RH. 3 mins D & H scribe on w/board.
3. Case study A: classroom example	<p>3a. Display OHT2: <i>What ed. outcomes do you work towards - ?</i></p> <p>3b. Call for a literacy class someone is working with <u>now</u> and ask her to describe it - location, student population, student and teacher aspirations and curriculum.</p> <p>Ask <u>whole</u> group:</p> <p>1. How would you determine outcomes?</p> <p>Ask <u>volunteer</u>:</p> <p>2. How did you determine them?</p> <p>Ask <u>volunteer/whole</u> group:</p> <p>3. How could/do you/we justify these choices?</p> <p>3c. Let's together take a closer look:</p> <ul style="list-style-type: none"> <li>• What are the consequences of the 'frameworks' choices we make?</li> <li>• How do the existing 'outcomes frameworks' you use help/hinder what you think really matters educationally?</li> <li>• How good is the fit between what you are required to do and what you believe?</li> <li>• If there's a gap, how do you bridge it?</li> </ul>	<p>DB. 20 mins</p> <p>R &amp; H scribe on whiteboard.</p> <p>R &amp; H scribe on whiteboard</p>
4. Case study B: ACE outcomes	<p>4a. Shift from classroom to organisational perspective.</p> <p>4b. Re-introduce OHT2 and ACE Outcomes.</p> <p>4c. Ask: 'Does this framework sound like a burden or would it add something?'</p> <p>4d. Tell story of organisational 'Pathways Plans'.</p>	<p>RH. 5 mins</p> <p>HM. 7 mins</p>
5. Success	In pairs, ask participants: 'How do you know when the outcomes that are central to your work (you, your students and your organisation) are being realised?'	RH. 6 mins D & H scribe responses.
6. Conclusion	Reminder about paper to document these two sessions. Thank you and fare well.	RH. 2 mins