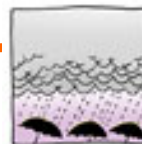


# **four seasons in one day –**

**literacies in changing climates**

Adult Literacy Conference ■ Melbourne ■ September 10-11, 2004



## **Unpackaging Literacy and Numeracy in Training Packages**

**Lorraine Yeomans and Julianne Krusche**

**University of Ballarat: TAFE**

This practical workshop discusses the issue of how literacy and numeracy is addressed in the VET sector and provides practical guidance to unpacking literacy from Training Packages. It explores the identification, teaching and assessment of literacy which may be explicit or implicit within a Training Package.

The workshop draws on the experience of the presenters in delivering a themed Automotive VCAL where the literacy teacher works in collaboration with teachers delivering automotive units.

The workshop is based on research undertaken by the presenters which investigated how the literacy and numeracy components of Training Packages were addressed in the VET sector.

The research consisted of two stages.

1. Investigating the literature in relation to literacy and numeracy in Training Package delivery within the Australian VET System. More specifically, the policies and practices on identifying, teaching and assessing the literacy and numeracy components of Training Packages were explored.
2. Developing a snapshot of current practice at a regional Victorian TAFE where six vocational teachers, currently delivering Training Packages, were interviewed. This gave an insight into the current perceptions and delivery of literacy and numeracy skill development.

The research found inconsistencies in definitions and interpretations of the terms literacy and numeracy. There did not appear to be a shared understanding of what is meant by 'literacy' and 'numeracy'.

The snapshot and the literature review revealed a lack of understanding in interpreting the concept of literacy and numeracy being embedded within Training Packages. Generally, the terms literacy and numeracy were perceived as being deficit of skills rather than part of the process of lifelong development. This misconception in actual definition of the terms became linked to the challenges teachers had in identifying the literacy and numeracy that they were required to teach and created limitations to assessment practices of literacy and numeracy in Training Packages.