

## LWA NEWSLETTER AUGUST 2015

<p>CONTENTS:</p>	<p><b>2015 NATIONAL SEE PROFESSIONAL DEVELOPMENT WORKSHOP WRAP UP</b></p>
<p>2015 NATIONAL SEE PROFESSIONAL DEVELOPMENT WORKSHOP WRAP UP pg.1</p>	<p>809 participants across Australia attended the 30 Professional Development workshops presented by LWA from February to June, 2015. The increased number of workshops allowed for attendance of twice as many participants on the previous year, many of whom were located in regional and remote areas. Several participants told us that they would not have been able to attend if the only workshop options had remained in the major cities. This proved to be a very positive change initiated by the Department of Education and Training.</p>
<p>VERIFICATION GUIDELINES pgs.1- 3</p>	<p>Participants at the workshops included representatives from State Offices, provider managers, coordinators, assessor and teachers from all states and territories. The workshops provided an opportunity for participants from wide ranging delivery areas within the states and territories to come together to moderate tasks, share and collaborate their professional knowledge for the continued professional growth of the SEE Programme delivery. The focus of this year’s program was to moderate the core skills of Reading and Writing as well as moderating a PTA outcome. LWA would like to thank all Providers who so generously contributed assessment tasks for use in the workshops.</p>
<p>RESOURCES TO SUPPORT DELIVERY OF THE SEE PROGRAMME pg.3</p>	
<p>LWA WEBSITE pg.4</p>	
<p>INTRODUCING NEW STAFF pg.4</p>	<p>Some quotes from participants:</p> <p><i>‘I enjoyed speaking with the presenters who were able to clarify certain aspects of the ACSF that I have been unsure about. Thank you!’</i></p>
<p>FAREWELL TO KATH AND LINDA pg.5</p>	<p><i>‘Thank you. As a relatively new SEE teacher this workshop was very helpful and I found it also inspiring. Even those who have been working in SEE could have really used this workshop too!’</i></p>
<p>CONTACT US pg. 5</p>	<p><i>‘All of it (useful) – particularly liked using “real” examples of work.’</i></p>
<p>GOOD NEWS STORY pg.6</p>	<p><b>VERIFICATION GUIDELINES</b></p>
	<p>The following advice addresses queries often raised by SEE Providers.</p> <p><b>PTA</b></p> <ol style="list-style-type: none"> <li>1) A PTA essentially provides a snapshot of a learner’s core skills at one point in time; it is not necessary to cover all indicator performance features.</li> <li>2) It is not necessary to include pre-level 1 tasks in your PTA kit. For verification purposes, Pre-Level 1 is the default outcome when ACSF Level 1 indicators are not demonstrated at exit competence.</li> <li>3) At low levels, clients do not need to read questions to demonstrate competence unless it is specific to task design. It is appropriate for assessors to read questions and scribe client responses.</li> </ol>

	<p>4) Learning: For the .01 indicator at ACSF level 1, it is not necessary to gather evidence of a learning plan. The classroom setting is more conducive for gathering evidence of this performance feature.</p> <p>Learning: For the .02 indicator at all ACSF levels, use the interview task to ask about learning strategies (e.g. What is something new you have learned? How did you learn it?) and look for evidence of strategies used over the course of the PTA.</p> <p>5) For the reading and numeracy core skills, responses to direct location of information questions can be recorded as a tick or cross. Actual responses need to be given for all other questions.</p> <p>6) Writing: Levels 1 and 2 require two pieces of evidence showing:</p> <ul style="list-style-type: none"> <li>• Continuous text such as prose and</li> <li>• Non-continuous text such as a form</li> </ul> <p>Use both pieces of evidence (prose and form) to assess the .05 and .06 indicators.</p> <p>7) Oral Communication:</p> <p><i>Speaking (.07)</i></p> <ul style="list-style-type: none"> <li>• Native speakers are not automatically an ACSF level 3; evidence of Oral communication outcomes must be supported by language used by the client noting performance features as detailed in the ACSF. Please assess for a possible spiky profile (e.g. listening high/speaking low).</li> </ul> <p><i>Listening (.08)</i></p> <ul style="list-style-type: none"> <li>• Listening evidence can consist of: how the client listens to the assessor, asks for clarification, takes turns and maintains conversation. Provide examples e.g. simplified question to “.....,” rephrased question 2 or 3 times, nonverbal communication.</li> <li>• A listening task is not necessary to demonstrate higher ACSF levels in a PTA. Evidence must move beyond the highly familiar in the interview (or conversation) e.g. if appropriate, talk about employment, hobbies, interests, special skills, opinions, etc.</li> </ul> <p><b><u>IPA/LOA</u></b></p> <p>1) Comments about context and pre-teaching are important. Please comment on how the task/s fit in with the teaching program. For example, if the class has been learning about how to apply for jobs, add a comment such as <i>‘the class has been studying the topic of finding employment and practising job application forms.’</i> The context helps inform KPI 4 which requires us to answer the question: <i>‘Were the tasks relevant to the client’s learning needs?’</i></p> <p>2) Please check that the tasks used to meet the Curriculum outcomes also adequately address the ACSF performance features. Curriculum tasks may need to be amended or extended to allow for demonstration of a broad range of indicator performance features. In the SEE Programme, the reporting of learning gains is against ACSF outcomes.</p> <p>3) Learning: At ACSF level 1, one piece of evidence must be <i>client generated</i> (tasks requiring oral or written responses may be scribed by the assessor) and one piece of evidence may be <i>observed and annotated against the ACSF by the assessor.</i></p>
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- 4) Reading: The two samples of reading need to be sufficiently different to show competence in different contexts and with different text types covering a range of performance features.
- 5) Writing: 'Plan, Draft, Proof, Review' is a focus area of the .05 indicator. At ACSF Level 2 and above, evidence should include draft(s) and final copy, together with information about editing. At level 2 and above, students should be taking increasingly more responsibility for their own editing and correction.
- 6) Listening: When selecting tasks ensure both passive (e.g. listening to a recorded text) and active (e.g. indicate a transactional exchange) listening tasks are presented.

### RESOURCES TO SUPPORT DELIVERY OF THE SEE PROGRAMME

The Department of Education and Training funded two resource development projects last year to support the delivery of the SEE Programme.

#### 1) ONLINE VIDEO AND DVD RESOURCE

This resource includes a series of videos which can be used to train new teachers / assessors to the SEE Program and to support professional development of existing staff. The resource includes:

- 4 PTA related videos:
  - Introduction to Pre Training Assessments
  - Literacy PTA in a Youth context
  - EAL PTA
  - ATSI PTA

All PTAs include LWA analysis of evidence gathered linked to awarding of indicator outcomes and demonstrated performance features.

- 5 IPA / LOA Assessment related videos:

- Introduction to IPAs / LOAs

Assessments of:

- Learning
- Reading
- Writing
- Class Project covering a range of core skills

All IPA / LOA videos include LWA analysis of evidence gathered linked to awarding of indicator outcomes

#### Where to find the videos

**The video files and the supporting tasks/client performance are housed in separate locations.**

- The Online Video and DVD Resources are available to view on the Department's YouTube Channel at:  
[https://www.youtube.com/playlist?list=PL0e\\_FXYm1yBVri3rXM\\_D6lofivFr8kfgma](https://www.youtube.com/playlist?list=PL0e_FXYm1yBVri3rXM_D6lofivFr8kfgma)
- The videos should be watched in conjunction with the samples of student performance and tasks referenced in the videos. These can be found on the Extranet/SharePoint site.  
**(Program Documentation and Resources > Provider Resources > ACSF and Assessments DVD and Online Video Resources).**

## 2) SAMPLE PRE-TRAINING ASSESSMENT KITS AVAILABLE

3 Sample PTA Kits have been developed for a range of client cohorts in the SEE Programme. These include:

- Youth PTA kit
- Mature Aged PTA kit and
- Aboriginal and Torres Strait Islander (ATSI) PTA kit
- Refer to the PTA kit which is best suited to your client cohort. The Introduction material included with the PTA kits provides guidelines for conducting PTAs.
- Copies of Pre-Training Assessment Kits are available on the Extranet/SharePoint site via:  
<https://extranets.innovation.gov.au/layouts/DIISR/FBA/login.aspx?ReturnUrl=%2f%2flayouts%2fAuthenticate.aspx%3fSource%3d%252F&Source=%2F>

**OR**

***(Skills for Education and Employment >Program Documentation and Resources > Provider Resources >Sample PTA kits)***

### **LWA WEBSITE**

The LWA website is currently undergoing maintenance and therefore is offline. The website will be up and running by the end of the month. We appreciate your patience while we attend to this.

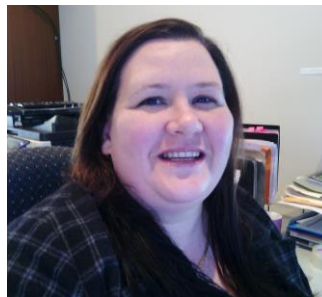
### **INTRODUCING NEW STAFF**

#### **PRUE HEMMING**

Prue Hemming has joined the LWA team as an Independent Verifier. Prue has a number of years of experience in the SEE Programme in both South Australia and Northern Territory. She is familiar with the range of client cohorts of the programme and a welcome asset to the LWA team. You may encounter her as your verifier or meet her at a 2016 Professional Development Workshop.

#### **JULIANA PEARSON**

LWA would like to introduce Juliana Pearson who has been appointed as Office Manager / Executive Assistant. Juliana is well qualified and has extensive experience in the TAFE sector and in the SEE Programme and we welcome her to the LWA team. She will be in the office Monday – Thursday from 9.00 – 5.00. Please introduce yourself when you next contact the office. Her email address is: [juliana@lwa.net.au](mailto:juliana@lwa.net.au). Juliana will also monitor the [see@lwa.net.au](mailto:see@lwa.net.au) email address.



## FAREWELL TO KATH AND LINDA

Linda Wyse and Kath Brewer departed LWA in June after more than 20 years as joint owners and Directors. Their commitment and contribution to the field of adult education has been enormous; workplace training, key roles in the development and revision of the ACSF as well as Verification within the LLNP and SEE Programmes are only a few of the areas that have benefited from Kath's and Linda's expertise.

We wish them the very best with all that lies ahead.

LWA is now in the very capable hands of Fiona Xaiz and Mary Wallace as owners and Directors.



*Farewell luncheon from left to right: Jane, Chris, Kath, Mary, Fiona, Julie, Suzana, Linda and Dina.*

## CONTACT US

Don't hesitate to be in touch with us about assessment related matters. Our contact details are:

- By phone – 03 9429 7551
- By email – administration - contact Juliana: [juliana@lwa.net.au](mailto:juliana@lwa.net.au) / [see@lwa.net.au](mailto:see@lwa.net.au)
- By email – verification and moderation:

Mary:	<a href="mailto:mary@lwa.net.au">mary@lwa.net.au</a>	Fiona:	<a href="mailto:fiona@lwa.net.au">fiona@lwa.net.au</a>
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## Good News Story



**ON A MISSION:** Mission Australia teachers Christine Partington and Gill Fishlock.

### On a mission to build employability skills

FREE training in a range of skills is now on offer to locals through the Mission Australia SEE program Ceduna.

The new site at Emu Farm opened in January 2015 to provide anyone aged between 16 and 64 with training in literacy, numeracy, learning computer skills and employability skills.

Mission Australia delivers Certificate 1 and II in General Education for Adults (CGEA) in Ceduna, Port Lincoln Whyalla and Port Augusta.

Trained Mission Australia teacher Christine Partington said the certificates aimed to get students job ready by meeting their individual needs and aspirations.

“Students gain confidence through becoming

Independent by seeking employment”, Ms Partington said.

“We create independence and autonomy for students through different assessment tasks,” she said.

Students receive 800 hours of free training in blocks of 10 to 25 hours per week delivered in various forms of assessment.

“Assessments for students can be hands on instead of theory based for some components; for example measuring and mathematics assessments can be demonstrated through following a recipe and making biscuits”, Ms Partington said.

“We provide a service that allows students to go as fast or slow as they need to – we are flexible,” she said.

Mission Australia offers pick up and drop off service to compensate not being in town and ensures students get to their classes to create more employment options.

“It’s not just about pushing pens –it’s about social skills, employability combined with literacy and numeracy”, Ms Partington said.

“It’s ultimately about obtaining and maintaining employment,” she said. Mission Australia also offers short courses and programs, including the Coaching Young People for Success program. To be eligible for the SEE program clients essentially need to be a registered job seeker of a Centrelink and Complete Personnel can help attain a referral.