

## The professional development requirements of Workplace English Language and Literacy Programme practitioners: Support document

TINA BERGHELLA

JOHN MOLENAAR

LINDA WYSE

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# Contents

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Tables and figures	3
Appendix A: A list of literacy related courses	4
Appendix B: Advanced Diploma of Language, Literacy and Numeracy Practice in VET Course Information	12
Appendix C: Email survey results	14
Appendix D: Email survey	32
Appendix E: Telephone/ face to face interview–practitioners	39
Appendix F: Telephone/ face to face interview–managers	40
Appendix G: Workshop report	42
Appendix H: Literature review	45
Appendix I: Survey sample description	55
Appendix J: Telephone/face to face interview results–practitioners	58
Appendix K: Telephone/face to face interview results–managers	65

# Tables and figures

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Table 1 Responses by Registered Training Organisation type	14
Table 2 Responses by employment status	14
Table 3 Number of Workplace English Language and Literacy Programmes worked on in 2004	14
Table 4 Provided with a copy of the Workplace English Language and Literacy Programme Application	14
Table 5 Number of Workplace English Language and Numeracy Programmes worked on	21
Table 6 Email survey distribution and response by Registered Training Organisation	55
Table 7 Email survey distribution and response by Workplace English Language and Literacy Programme practitioners and Registered Training Organisation type	55
Table 8 Email survey distribution and response by Workplace English Language and Literacy Programme practitioners and employment type	56
Table 9 Managers' face to face and telephone interviews by location	56
Table 10 Practitioners' face to face and telephone interviews by location	56
Table 11 Age of email survey respondents	57
Table 13 Location of email survey respondents	57
Figure 1 Number of years delivering vocational education and training	19
Figure 2 Number of years delivering the Workplace English Language and Literacy Programme	20

# Appendix A: A list of literacy related courses

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## Certificates and Graduate Certificates

1. Certificate III in TESOL
2. Certificate IV in TESOL
3. Graduate Certificate in Adult TESOL
4. Graduate Certificate in Applied Linguistics
5. Graduate Certificate in Education (ALBE)
6. Graduate Certificate in Education (TESOL)
7. Graduate Certificate in Language Teaching (TESOL)
8. Graduate Certificate in Languages Education (TESOL)
9. Graduate Certificate in Literacy
10. Graduate Certificate in Teaching English as a Foreign Language
11. Graduate Certificate in Teaching English to Speakers of Other Languages
12. Graduate Certificate in Teaching English to Speakers of Other Languages and FLT
13. Graduate Certificate of Professional Education and Training (Adult Education and Training)
14. Graduate Certificate of Professional Education and Training (TESOL)

Institute	Course													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Adelaide Institute of TAFE		✓												
Australian Maritime College														
Australian Catholic University											✓			
Australian National University														
Batchelor Institute of Indigenous Tertiary Education														
Bond University											✓			
Brisbane North Institute of TAFE		✓												
Central Queensland University														
Charles Sturt University											✓			
Christian Heritage College											✓			

Institute	Course													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Curtin University of Technology											✓			
Deakin University						✓							✓	✓
Edith Cowan University						✓								
Flinders University														
Griffith University				✓							✓			✓
Holmesglen Institute of TAFE											✓			
International House Sydney		✓												
James Cook University														
La Trobe University					✓	✓								
Macquarie University														
Melbourne College of Divinity														
Monash University														
Murdoch University														
Open Learning Agency of Australia														
Queensland University of Technology						✓								
Royal Melbourne Institute of Technology (RMIT)														
Southbank Institute of TAFE		✓												
Southern Cross University														
Specialised Training Services (QLD) P/L		✓												
Swinburne University of Technology														
Tabor College NSW	✓	✓									✓			
The University of Notre Dame														
The University of Queensland														
Torrens Valley Institute of TAFE		✓												
University of Adelaide				✓										
University of Ballarat														
University of Canberra												✓		
University of Melbourne														
University of Newcastle				✓										
University of New England											✓			
University of New South Wales														
University of South Australia								✓						
University of Southern Queensland														
University of Sydney										✓				
University of Tasmania														
University of Technology, Sydney							✓				✓			
University of the Sunshine Coast														
University of Western Australia														
University of Western Sydney			✓											
University of Wollongong									✓		✓			
Victoria University									✓		✓			
<b>Total courses offered</b>	<b>1</b>	<b>7</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>12</b>	<b>1</b>	<b>1</b>	<b>2</b>

## Graduate Diplomas

1. Graduate Diploma in ALBE
2. Graduate Diploma in Applied Linguistics
3. Graduate Diploma in Educational Studies (TESOL or LOTE)
4. Graduate Diploma in Literacy and Numeracy Education
5. Graduate Diploma of Educational Studies (TESOL)
6. Graduate Diploma of Language and Literacy
7. Graduate Diploma of Language Teaching (TESOL)
8. Graduate Diploma of TEFL
9. Graduate Diploma of TESOL
10. Graduate Diploma of Teaching English to Speakers of Other Languages and Literacy
11. Graduate Diploma of Teaching English to Speakers of Other Languages or FLT

Institute	Course										
	1	2	3	4	5	6	7	8	9	10	11
Adelaide Institute of TAFE											
Australian Maritime College											
Australian Catholic University											
Australian National University		✓									
Batchelor Institute of Indigenous Tertiary Education											
Bond University											
Brisbane North Institute of TAFE											
Central Queensland University											
Charles Sturt University									✓		
Christian Heritage College									✓		
Curtin University of Technology								✓	✓		
Deakin University											
Edith Cowan University											
Flinders University											
Griffith University											
Holmesglen Institute of TAFE											
International House Sydney											
James Cook University											
La Trobe University	✓								✓		
Macquarie University											
Melbourne College of Divinity											
Monash University											
Murdoch University											
Open Learning Agency of Australia											
Queensland University of Technology											
Royal Melbourne Institute of Technology (RMIT)											
Southbank Institute of TAFE											

Institute	Course										
	1	2	3	4	5	6	7	8	9	10	11
Southern Cross University											
Specialised Training Services (QLD) P/L											
Swinburne University of Technology											
Tabor College NSW									✓		
The University of Notre Dame											
The University of Queensland											
Torrens Valley Institute of TAFE											
University of Adelaide		✓									
University of Ballarat											
University of Canberra											✓
University of Melbourne											
University of Newcastle											
University of New England			✓		✓						
University of New South Wales											
University of South Australia											
University of Southern Queensland											
University of Sydney											
University of Tasmania											
University of Technology, Sydney				✓			✓		✓		
University of the Sunshine Coast											
University of Western Australia						✓					
University of Western Sydney											
University of Wollongong									✓		
Victoria University									✓	✓	
<b>Total Courses</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>1</b>	<b>1</b>

## Post Graduate Certificates and Diplomas

1. Postgraduate Certificate in Education (TESOL)
2. Postgraduate Certificate in English Language Teaching
3. Postgraduate Certificate in Literacy
4. Postgraduate Certificate in TESOL
5. Postgraduate Certificate of Education (Literacy Studies)
6. Postgraduate Certificate of Education (TESOL / LOTE)
7. Postgraduate Diploma of Applied Linguistics (TESOL)
8. Postgraduate Diploma of Education (Literacy Studies)
9. Postgraduate Diploma of Education (TESOL / LOTE)
10. Postgraduate Diploma of Education (TESOL)

Institute	Course									
	1	2	3	4	5	6	7	8	9	10
Adelaide Institute of TAFE										
Australian Maritime College										
Australian Catholic University			✓	✓						
Australian National University										
Batchelor Institute of Indigenous Tertiary Education										
Bond University										
Brisbane North Institute of TAFE										
Central Queensland University										
Charles Sturt University										
Christian Heritage College										
Curtin University of Technology										
Deakin University										
Edith Cowan University										
Flinders University										
Griffith University										
Holmesglen Institute of TAFE										
International House Sydney										
James Cook University										
La Trobe University										
Macquarie University					✓		✓			
Melbourne College of Divinity										
Monash University	✓				✓	✓		✓	✓	✓
Murdoch University										
Open Learning Agency of Australia										
Queensland University of Technology										
Royal Melbourne Institute of Technology (RMIT)										



Institute	Course									
	1	2	3	4	5	6	7	8	9	10
Southbank Institute of TAFE										
Southern Cross University										
Specialised Training Services (QLD) P/L										
Swinburne University of Technology										
Tabor College NSW										
The University of Notre Dame										
The University of Queensland										
Torrens Valley Institute of TAFE										
University of Adelaide										
University of Ballarat										
University of Canberra										
University of Melbourne										
University of Newcastle										
University of New England										
University of New South Wales										
University of South Australia										
University of Southern Queensland										
University of Sydney										
University of Tasmania										
University of Technology, Sydney		✓								
University of the Sunshine Coast										
University of Western Australia										
University of Western Sydney										
University of Wollongong										
Victoria University										
<b>Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>

## Masters

1. Master of Applied Linguistics
2. Master of Applied Linguistics (TESOL)
3. Master of Arts (Applied Linguistics)
4. Master of Arts (English Language Teaching)
5. Master of Arts (Language Teaching Teaching English to Speakers of Other Languages or LOTE)
6. Master of Arts (TESOL)
7. Master of Arts in Language and Literacy
8. Master of Arts in Teaching English to Speakers of Other Languages and FLT
9. Master of Education (Applied Linguistics)
2. Master of Education (Literacy Studies)
3. Master of Education (TESOL)
4. Master of Professional Education and Training (Adult Education and Literacy)
5. Master of Professional Education and Training (TESOL)
6. Master of TESOL
7. Master of Teaching English to Speakers of Other Languages and Literacy

Institute	Course														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Adelaide Institute of TAFE															
Australian Maritime College															
Australian Catholic University	✓														
Australian National University															
Batchelor Institute of Indigenous Tertiary Education					✓										
Bond University															
Brisbane North Institute of TAFE															
Central Queensland University															
Charles Sturt University															
Christian Heritage College															
Curtin University of Technology															
Deakin University											✓	✓	✓		
Edith Cowan University	✓														
Flinders University															
Griffith University			✓												
Holmesglen Institute of TAFE															
International House Sydney															
James Cook University															

Institute	Course														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
La Trobe University	✓														
Macquarie University	✓	✓													
Melbourne College of Divinity															
Monash University	✓									✓	✓				
Murdoch University															
Open Learning Agency of Australia	✓														
Queensland University of Technology											✓				
Royal Melbourne Institute of Technology (RMIT)															
Southbank Institute of TAFE															
Southern Cross University															
Specialised Training Services (QLD) P/L															
Swinburne University of Technology															
Tabor College NSW															
The University of Notre Dame															
The University of Queensland															
Torrens Valley Institute of TAFE															
University of Adelaide			✓												
University of Ballarat															
University of Canberra								✓							
University of Melbourne	✓													✓	
University of Newcastle	✓														
University of New England			✓												
University of New South Wales									✓						
University of South Australia															
University of Southern Queensland	✓														
University of Sydney															
University of Tasmania															
University of Technology, Sydney			✓	✓		✓	✓								
University of the Sunshine Coast															
University of Western Australia									✓						
University of Western Sydney						✓									
University of Wollongong															
Victoria University														✓	✓
<b>Total</b>	<b>9</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>

# Appendix B: Advanced Diploma of Language, Literacy and Numeracy Practice in VET Course Information

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National Course Code 40499SA

Course Title Advanced Diploma of Language, Literacy and Numeracy Practice in VET

Nominal duration 830 minimum hours – 1080 maximum hours

## *Course Structure*

The Advanced Diploma of Language, Literacy and Numeracy Practice in VET comprises nine units packaged as:

- (4) four core LL&N units; plus
- Minimum (1) one elective unit from Group A; plus
- Minimum (2) two elective units from Group B; plus
- (2) two additional elective units from Groups A, or B, or C.

All four (4) core and five (5) elective units must be undertaken to be awarded with the Advanced Diploma of Language, Literacy and Numeracy Practice in VET.

## Units

### *Core*

- ◆ Conduct initial assessment for placement within an adult English language, literacy and/or numeracy
- ◆ Apply adult literacy methodologies to develop literacy skills
- ◆ Apply adult numeracy methodologies to develop numeracy skills
- ◆ Apply adult TESOL methodologies to develop English language skills

### *Electives*

#### Group A (select one minimum)

- ◆ Address language, literacy and numeracy issues within learning and assessment practice
- ◆ Coordinate adult English language, literacy and numeracy tutors

#### Group B (select two minimum)

- ◆ Design courses for adult English language, literacy, numeracy and general education
- ◆ Design workplace strategy for adult English language, literacy and numeracy
- ◆ Provide specialist adult English language, literacy and numeracy services in a workplace learning environment
- ◆ Provide specialist adult English language, literacy and numeracy services in an institutional learning environment
- ◆ Develop general education through an accredited course

Group C: units from the Training and Assessment (TAA) 04 Training Package

- ◆ Design and develop learning resources
- ◆ Research and design e-learning resources
- ◆ Provide advanced facilitation to support learning
- ◆ Lead and coordinate assessment systems and services
- ◆ Prepare a bid
- ◆ Lead and conduct training/assessment evaluations

There are no formal workplace assessment requirements. However, it is expected that students of this course will undertake practical workplace experience (a minimum of 60 hours) in a teaching/education context as part of their studies towards this qualification.

# Appendix C: Email survey results

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## Question 1: Current employment

40 out of 42 respondents worked for a single Registered Training Organisation. One respondent worked for four Registered Training Organisations and the other respondent was not employed in 2004.

**Table 1 Responses by Registered Training Organisation type**

Registered Training Organisation type	Number of respondents
Enterprise based provider	2
Private provider	10
Public provider	27
Adult and Community Education Provider	2
Not reported	1
Total	42

**Table 2 Responses by employment status**

Employment Status	Number of respondents
Casual Part-time	3
Contract (Self employed)	6
Contract Full-time	3
Contract Part-time	9
Permanent Full-time	19
Permanent Part-time	9
Total	25

33 respondents received paid holiday leave.

Number of years employed at Registered Training Organisation: Maximum = 22 years, Minimum = 6 months, Average = 7.2 years

**Table 3 Number of Workplace English Language and Literacy Programmes worked on in 2004**

Number of Workplace English Language and Literacy Programmes	Number of respondents
0	13
1	12
2	5
3	6
6	2
10	1
11	1
12	1
16	1
Total	42

**Table 4 Provided with a copy of the Workplace English Language and Literacy Programme Application**

<b>Workplace English Language and Literacy Programme Application</b>	<b>Number of respondents</b>
Yes	31
No	11
<b>Total</b>	<b>42</b>

Other programs worked on in 2004 (Numbers in parenthesis indicate number of responses)

AMEP (6), Certificate IV in Assessment and Workplace Training (2), Fee for service (2), LLNP (2), Responsive funding (2), Traineeships (2), VCAL (1), Profile funded training (2)

## Question 2: Qualifications of respondents

<b>Respondent</b>	<b>Language, literacy and numeracy</b>	<b>Teacher/trainer</b>	<b>Other</b>
1		Master of Education in Adult Ed Bachelor of Education in Adult Ed Major Communications Grad Dip in Educational Studies Dip in Teaching Primary Teachers CERT NSW Dept of Education Certificate IV Assessment and Workplace Training Vital Vet Initial Teaching and Learning	Dip in Recreation
2	Grad Dip in TESOL	Diploma of Teaching (Primary) Bachelor of Education Professional Development Course for Workplace Educators Certificate IV Assessment and Workplace Training RPL Assessor Certificate	Certificate IV in Quality Assurance and Management
3	Adult literacy teaching Adult numeracy teaching	PACE (Post graduate cert in education) Vidolink teacher Grad Cert in Adult Ed	BSc in Psychology Dip in Business (FMI) MBTI facilitator Work group facilitator
4	Adult Literacy Teaching	Post Grad Cert of Ed B Ed Certificate IV Assessment and Workplace Training	Cert III Disability Employment Support
5		Grad Dip Ed Certificate IV Assessment and Workplace Training	Bachelor of Science
6		Certificate IV Assessment and Workplace Training	BA Economics BA Soc Admin
7	Grad Dip TESOL	Bachelor of Education Certificate IV Assessment and Workplace Training	Statement of Attainment - Follow Safe Food Handling Procedures/HACCP
8		Certificate IV Assessment and Workplace Training	Bachelor Applied Science (Chemistry) Post Graduate Diploma in Management Studies Certificate IV in Small Business

9	Grad Cert TESOL	B. Ed	Responsible Serving of Alcohol Certificate
10		Dip Ed Certificate IV Assessment and Workplace Training	B.B.Sc Grad Dip Counselling
11		BA Dip Ed Certificate IV Assessment and Workplace Training	
12		Dip Ed Grad Dip Ed (Special Ed) Certificate IV Assessment and Workplace Training	B. Sc Certificate IV Frontline Management Units in Food Safety and OHS
13	Adv Diploma of Linguistics	Masters in Education Diploma of Training systems	Bch of Business
14		Certificate IV Assessment and Workplace Training Diploma of Teaching Teaching certificate Grad Cert in Adult Basic Ed	Word Processing Specialist/Trainer Program (to be completed) Certificate in Wool Classing Cert I in Information Technology Cert III in Info Tech (to be completed)
15	Grad Dip TESOL	Grad Dip Education Certificate IV Assessment and Workplace Training	BA of Fine Art Diploma Front Line Management
16	Grad Cert TESOL	Dip Ed Certificate IV Assessment and Workplace Training	
17	BA Linguistics/TESOL MA Education/TESOL International Certification TESL/TEFL	Certificate IV Assessment and Workplace Training	
18		Grad Dip Ed Tech (Instructional Design) Dip Education Certificate IV Assessment and Workplace Training	Dip Fine Art
19	Dip Ed (ESL and Russian studies)	Certificate IV Assessment and Workplace Training	MA Cultural Studies BA (International relations and Russian studies)
20		B Ed Graduate Cert in Leadership Devt (Ed and Training Managers) Trained Primary Teacher's Certificate	Dip Frontline Management Grad Dip Health Science (Health Ed)
21	Diploma in Education (TESOL)	M. Ed Cert and Diploma in Assessment and Workplace Training	BA (Hons) Diploma in Frontline Management
22	Grad Cert in TESOL	Diploma of Teaching Certificate IV Assessment and Workplace Training	BA
23	Cert in Adult Literacy Training Dip Ed TESL and History Cert in TEFLA	Certificate IV Assessment and Workplace Training	



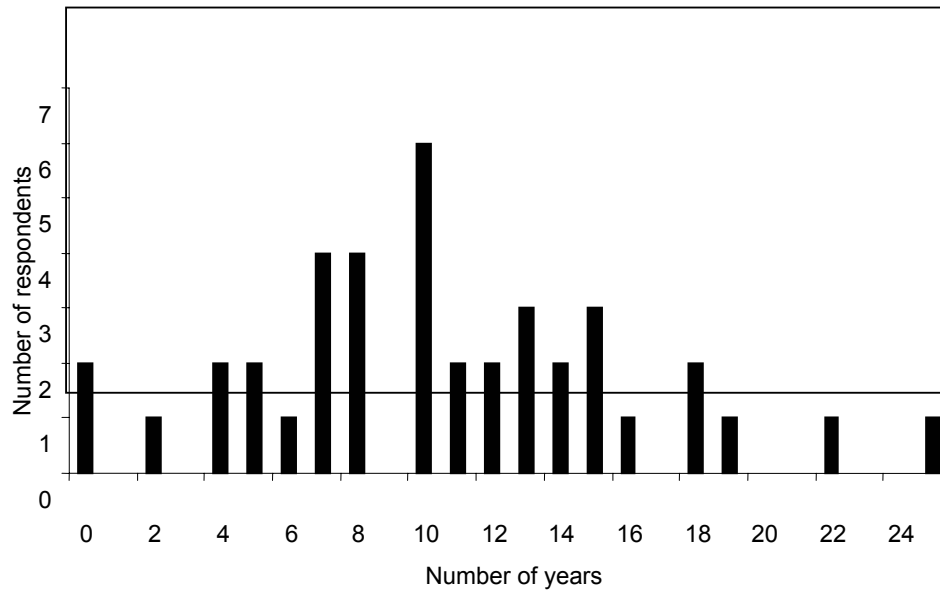
24		Dip Teaching B Ed Certificate IV Assessment and Workplace Training	
25	Graduate Cert TESOL Grad dip ALBE (units incomplete)	Dip Teach Certificate IV Assessment and Workplace Training	Dip Business (FMI)
26	ALT Course	B of Ed Dip of Teaching ECE Certificate IV Assessment and Workplace Training	
27		Bachelor of Education Higher Diploma of Teaching (secondary) Graduate Diploma in Adult and Workplace Education Certificate IV Assessment and Workplace Training	Graduate Diploma in Librarianship Volunteer Tutor Training
28	Post Grad Cert Teaching Lit/Num to Adults	Dip Teaching Secondary Certificate IV Assessment and Workplace Training	Dip Frontline Management
29		BA Dip Ed Grad Dip Special Ed M. Ed	
30	Certificate in TESOL	Certificate IV Assessment and Workplace Training	B Com (Ecometrics) M Com (Accounting) Certificate IV OHS
31	Adult Literacy Certificate	Certificate IV Assessment and Workplace Training Bachelor of Education (Primary) Trained Special Teachers certificate Certificate in Education Intellectually Handicapped	
32		Dip of Education Certificate IV Assessment and Workplace Training	Bachelor of Arts Bachelor of Social Work
33		Certificate IV Assessment and Workplace Training	MBA Graduate Diploma in Business Studies Certificate IV in OHS
34	Post Graduate Diploma of Educational Studies (TESOL and ALBE)	Graduate Diploma of Education Certificate IV Assessment and Workplace Training	Bachelor of Arts
35	Post Grad Cert in TESOL	Diploma in Education Certificate IV Assessment and Workplace Training	Bachelor Arts Certificate IV in Frontline Management
36	Graduate Diploma of Education (Literacy)	Diploma in Teaching Certificate IV Assessment and Workplace Training Statement of Attainment - Teaching in the Workplace	Communications for Change Management
37		Certificate of Education, Junior Secondary Diploma in Training and Assessment Systems	Senior First Aid Certificate Diploma in Transpersonal Studies

38	Dip TESL	Dip Ed Grad Dip Ed Admin	BA PhD
39	Diploma in Education (TESOL) Post graduate diploma in educational studies (TESOL/ALBE)	Certificate IV Assessment and Workplace Training	Bachelor of Arts
40	Grad Dip of TESOL (University of SA)	Diploma of Teaching (Melbourne State College) Certificate IV Assessment and Workplace Training	Certificate IV in Aromatherapy
41	Cert TESOL	Dip Ed Certificate IV Assessment and Workplace Training	MA BA
42	Post Grad Dip (TESOL) Master of Arts (TESOL)	Dip Teaching Bachelor of Education Certificate IV Assessment and Workplace Training	

### Question 3: Number of years delivering vocational education and training

Maximum = 25 years, Minimum = 6 months, Average = 10.5 years

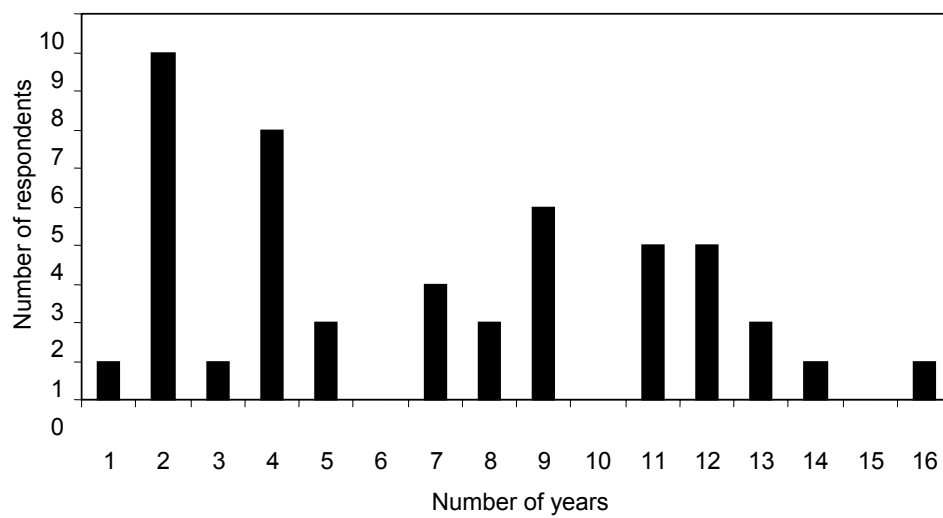
**Figure 1** Number of years delivering vocational education and training



## Question 4: Number of years delivering the Workplace English Language and Literacy Programme

Maximum = 15 years, Minimum = 0 years (one respondent, new to the Workplace English Language and Literacy Programme), Average = 5.9 years

**Figure 2** Number of years delivering the Workplace English Language and Literacy Programme



## Question 5: How many Workplace English Language and Literacy Programmes worked on

**Table 5 Number of Workplace English Language and Numeracy Programmes worked on**

Number of programs	Number of respondents
1-5	19
6-10	7
11-20	6
21-30	4
>30	6
Total	42

## Question 6 What industries have these Workplace English Language and Literacy Programmes been in?

Respondent	Industries
1	Childcare, Local government, Forestry
2	Manufacturing – process manufacturing and metals
3	Food/seafood, Utilities - gas/electric, Aged care, Hospitality, Education, Infra structure, Local government, Transport - rail
4	Local Government
5	Local Government
6	Self Employment
7	Engineering/Manufacturing, Food Manufacturing/ Processing/Retail, Aged Care
8	Process Manufacturing
9	Food processing, Hospitality
10	Textiles, Farm produce, Local government, Electronics, Aged Care, Charity organisations, Plastics Production, Spinning Wool/Scouring Wool
11	Building, Manufacturing
12	Retail, Engineering, Food Processing, Automotive Manufacturing, Public Safety, Aged Care, Transport and Distribution, Home and Community Care, Pharmaceutical, Plastics, Agriculture
13	Logistics
14	Employment
15	Aged Care Industry
16	Hospitality
17	Construction and maintenance
18	Textiles, Clothing Production, Utilities – Water, Process Manufacturing - Food, Timber, Furniture, Product Assembly, Contract packaging & Inspection Services Business Services, Manufacturing – Engineering, Concrete Products, Transformer Assembly, Cabling, Plastics, Printing, Aged Care
19	Aged care, Horticulture/Agriculture, Manufacturing/Technology, Food Production and Retail, Local Government, Correctional Services
20	Emergency services
21	Food processing, Hospitality, Aged Care, Manufactured Mineral Products, Utility, Security, Franchise, Recruitment, Automobile, Trade, Distribution etc.
22	Forestry

23	Manufacturing - Chemical, Food, Transport, Automotive, Warehousing, Metal manufacturing, Local Government, Health
24	Food processing
25	Food - rice, fruit juice, cereals, abattoir, feed lots, Utilities – electricity, Local government, Rail, Aged care, Cleaning - university services, gardening, Road construction, Hospitality, CDEP - Aboriginal organisations
26	Aged Care
27	Food manufacturing, Hospitality, Aged Care
28	Main Roads, Local Council, Factory
29	Aged Care, Manufacturing, Building and Construction, Public Safety, Corrections
30	Manufacturing, Transport and Distribution, Warehousing
31	Aged care, Food, Pharmaceutical, Horticultural, Building and construction
32	Aged Care, Manufacturing, Food, Public Safety, Engineering, Mechanical Services
33	Manufacturing, Paper, Warehousing
34	Process Manufacturing, Food Processing, Textiles, Clothing and Footwear, Pulp and Paper, Polymer Processing, Local Council, Retail, Engineering, Laundries
35	Range of Manufacturing, Nursing homes, Transport
36	Manufacturing, Health – hospital, Aged Care
37	Primary Health Care
38	Metals and Engineering, Automotive manufacturing, parts manufacturing and Retail, Service and Repair, Process manufacturing (briefly), Aged care
39	Food processing, Retail (food safety), Aged Care
40	Food Processing (teaching and managing), Manufacturing (Metals, glues, refrigeration), Aged Care, Printing, Home care (nursing), Agriculture (Market Gardeners - Chemical Applications), Local Government
41	Food , Plastics, Aged Care
42	Manufacturing - bricks, paper, foam rubber, confectionary, auto parts

## Question 7 What type of work did you do before you became a Workplace English Language and Literacy Programme practitioners?

Respondent	Previous employment
1	Sport and Recreation Primary School Teacher TAFE Literacy/Numeracy Teacher
2	I taught in the Primary School System for 9 years. After this I taught ESL at Noble Park AMES. I have also worked as a storeman and a clerical assistant (Vic Public Service)
3	Teacher - Middle school/ lower school Principal of a Primary School
4	Education Officer - RTO Delivered training - on/off job Teacher Workplace trainer - various worksites
5	Industry trainer Worked in Industry High School Science teacher
6	Trainer in Small Business Management Training Certificate IV
7	3 year trained Primary School Teacher - Vic Dept of Education Self Employed - own business. Food manufacturing/catering/retail/ Cooking/ Food Service in Hospitals, Aged care facilities TESOL teaching - AMES
8	Technical and Marketing Manager in the Plastics Industry. Responsible for project managing, product development and procurement from conception to commercialisation.
9	Hotel Management
10	Teacher (Ed. Dept) Teacher (TAFE) Director Family Co.
11	ESL and Literacy teacher
12	TAFE teaching - mildly intellectually disabled adults, long term migrant English, maths for Return to Work programs Special School teaching Secondary Science teaching
13	Manager for freight organisation
14	Class teacher/ literacy and numeracy courses Coordinator of various courses in Gen Ed faculty and outreach Deliver Literacy and numeracy support in the workplace Lit and Num support in vocational courses Disability teacher in Lit, Num, basic computer skills Delivered word processing modules to NESB, disability and ABE students
15	Manager (Current) Secondary Teacher
16	ES Literacy Teacher

17	I have been a teacher for the past 15 years. I have worked for a variety of English language programs in the past. I designed and implemented a factory related English for Work program in the US for non-native speakers of English in a manufacturing plant. I also adapted Minnesota State curriculum for the Nursing Assistant Training Program for non-native speakers of English and assisted on site with student language skills and practice for aged care certification.
18	Design and Implementation Labour Market Programs Assist to disadvantaged, low LL&N targets Instructional Designer TAFE Training of TAFE and Secondary Teachers Training of Industry Trainers
19	Four years secondary school teaching
20	General TAFE teacher/ manager in humanities area
21	Teacher trainer Management (Deputy Director of Prime College in Kuala Lumpur)
22	Broad range of teaching experience - High School, TESOL, ABE, LLN, C.G. VE, TPL and basic computer. Also coordinating TPC and previously coordinating and teaching Adult Education programmes in ACE.
23	ESL teacher of Adults - Skillshare EFL teacher in Italy EFL/ESL Teacher Latrobe Uni Language Centre Editor of magazine, state govt bureaucrat, research worker, restaurant owner, travel agency receptionist
24	Classroom teacher Workplace assessor Ad lit tutor
25	Teacher Literacy teacher at TAFE delivering community courses
26	Early Childhood Teacher TAFE Teacher Consultancy in Education area Teaching unemployed people and high school children Trained and worked in Industry
27	Secondary Teacher Special Librarian in cable manufacturing company ALBE teacher in Tafe and community providers
28	Teaching - Secondary, TAFE
29	Manager of project work mainly related to adult and adolescent education
30	Training - Systems, Sales, Supervisor, OHS Implement QA (ISO9000) and OHS (4801) Management Systems Health and Safety Inspection
31	LLN in TAFE and Community settings and Special education - children and adults
32	Secondary teaching
33	Training Consultant Management Consultant
34	Secondary Teacher Classroom based (Adult language and literacy) Classroom based (SIP/OLMA programs)
35	Teaching
36	TAFE teacher - Adult literacy officer, LLN teacher with Adult Basic Education, Teacher with Outreach



37	Tutor with Language, Literacy and Numeracy Program at Charles Darwin University (previously Centralian College), Alice Springs Tutor with Certificate in General Education for Adults at Institute for Aboriginal Development, Alice Springs Aboriginal Tutorial Assistance Service (ATAS) Tutor at Yipiranga School, Alice Springs Personal Development Consultant
38	ESL and teacher education
39	Teaching ESL in secondary school then moving to the delivery of Labour Market programmes with vocational focus to NESB adult learners who have been retrenched largely from clothing and textile industries. Also delivered academic English to ESL learners wanting to access higher education.
40	Teaching adult literacy and TESOL, Mobile Librarian for isolated schools
41	Adult Basic Education
42	Primary school teacher

## Question 8 How did you first get into the Workplace English Language and Literacy Programme?

Respondent	Pathway into the Workplace English Language and Literacy Programme
1	Our Dean of Studies called for Expressions of Interest for a WELL Project Officer. I applied and was accepted.
2	I worked for English in the Workplace (EWP), where I taught programs at the PMA, the PTC, Nissan, etc. These were fee for service programs developed to satisfy the Training Guarantee Levy. From there I was recruited to work for the National Automotive Language and Literacy Coordination Unit (NALLCU). Here I was based at Toyota in Dandenong as a Language and Literacy Coordinator. This was to support Toyota with its VIC program with regards to employees with low language levels. EWP began to use WELL to deliver programs. I delivered a WELL program at GUD Manufacturing at Sunshine.
3	Asked to be an EBT on an established WELL Programme following a meeting with WELL coordinator at TAFE
4	Applied for a position within a training organisation that delivered WELL
5	Responded to expression of interest for trainers for RTO
6	The company decided to expand and applied for WELL funds
7	I was employed by Swinburne University of Technology in 1992-1994 in the Workplace Skills Unit, prior to buying my own business. The Unit had WELL contracts in industry and I was assigned as a Project Manager / Industry trainer to facilitate some of those programs. My husband and I ran our own food business for 9 years then sold it. At that stage, I completed Certificate IV in Assessment and Workplace Training, and resumed industry training with AMES, then Swinburne (Workplace Skills Access - Industry training). I have been able to utilise my life experiences, industry experiences, with my knowledge of principles of adult learning, TESOL qualifications and adult literacy skills.
8	I was contracted by a private provider that had never delivered the WELL Programme to sell the WELL Programme to their existing traineeship client base. One of the WELL Programmes I sold was in the plastics and I put my hand to join the team of four trainers allocated to the project and project manage the training.
9	Approached by HIT
10	Employed by Melbourne Institute of Textiles - given WELL program to coordinate and develop.
11	Through Industry manager at our RTO
12	I was already employed in the same department that delivered WELL programs, and I attended a staff information session about their work. I registered interest, and initially work sessionally for 2 years in WELL programs.
13	thru TAFE - SA
14	I was approached by our area WELL Coordinator
15	PMCC was contacted by Catholic Care of the Aged, Port Macquarie. They had participated as the employer in a WELL program in 2000-2001.
16	Through HIT Industry Manager

17	I was hired by Tafe because I Had experience in workplace English programs in the past and I had enjoyed it. I believe that TAFE felt I had the right combination of experience and personality which would mesh well in the environment oat Qbuild.
18	Logical progression to addressing needs in Industry workforce. Training Needs Analysis, Occupational Level Analysis & Task Analysis Training and Assessment, support strategies and design / developmental target resources.
19	The local TAFE's program coordinator for WELL projects and I met at University when I was studying form my MA. She recruited me there.
20	Swinburne University's TAFE Division applied for funding to deliver WELL programs across Victoria. Staff there managed the programs - I was asked to deliver the locally. ie Region is a local provider for the University of Ballarat - TAFE division.
21	My predecessor involved me in WELL training
22	Approached by local WELL coordinator
23	Through employment at Swinburne University, TAFE division's Workplace Skills Unit
24	Industry assessment gap analysis
25	A program was designed for a Rice milling organisation and I was asked to deliver the program at the mill which was located 40 km away.
26	Position advertised
27	As a means to vary my teaching from just TAFE Following my interests in training in workplaces As part of practical placement needed in the Grad Dip in Adult and Workplace Education
28	Southbank Teacher employed at Warwick brought the idea. Business grew as more local industries became aware of it.
29	Applied for Coordination Position
30	Some companies we were working with were reluctant to commit and significant funds for training although they recognised the need, particularly for their blue collar (often NESB) workforce. We were alerted to opportunity for govt support for these companies to develop training programs with opportunity for literacy improvement by 3rd party consultant who assisted us with initial applications.
31	Through gaining particular job at TAFE college in Industry Training and Development Unit
32	I began with the Council of Adult Education after being approached by a friend to deliver sessional training in the manufacturing industry.
33	Brought in by Client who had been approached by a WELL Consultant
34	Sessional work to English in the workplace for TCF workers. Work grew from there and interest also peaked into further WELL type of work (training and resource development)
35	I applied for a position in the Industry team at Casey Tafe (pre Chisholm tafe) whilst employed as a Language teacher there
36	I was contacted by a head teacher asking if I was prepared to travel for work and if I was interested in working in Industry.
37	As a literacy educator
38	Through Adult Migrant Education Services (AMES) - the English in the Workplace program
39	Expressed an interest in delivering language and literacy within a workplace context and was given an opportunity to do this.
40	I applied to teach on a WELL program in 1994 in the Riverina, where I worked full time for the same company for 3 years.
41	I volunteered when a WELL program became available.
42	Following completing a Post Grad Dip (TESOL) I applied to work in adult education. First employer was a WELL provider.

Question 9 What Professional Development did you participate in when you first got into the Workplace English Language and Literacy Programme?

and

Question 10 What Professional Development relevant to the Workplace English Language and Literacy Programme have you participated in over the past 2 years?

Respondent	PD at entry	PD in past 2 years
1	Usually our Dean selects two representatives to attend WELL Development Days. These people then write up and send out what they learnt. Unfortunately because of travel costs country reps usually miss out.	None. Which is partly because I believe WELL is a great program. I would like to see our WELL teacher participate in PD but again I believe the costs restrict this.
2	EWP provided a great deal of Professional development ASLPR assessments. NALLCU provided professional development to enable language assessments to be tailored to the workplace being assessed.	The only professional development I have been to were the WELL Workshops provided by manufacturing Learning Victoria (MLV).
3	ALT	ANT AQTF workshops local DET courses workgroup facilitator Delivered - Initial assessment, NRS, CNLIT/NUM Using a curriculum, literacy and IT, ALT
4	Induction Mentor - project manager	Post Grad Cert Ed AQTF
5	ALT	None
6	Regular network sessions and update on latest adult learning	None
7	Pilot projects in industry training 1992. ASLPA Assessor training (now NRS) - automotive industry application of this training.	
8	Mentored by RTO WELL Coordinator on how WELL differs from other fee for service training including consulting role, emphasis on enterprise outcomes rather than qualification outcomes and NRS requirements.	- Mentored with respect to the NRS - Team teaching with language and literacy specialist resulted in increased awareness of strategies that can be used to communicate with people from CALD backgrounds - Attended AMES conference - Attended MLV WELL Network meetings
9	Nil	Nil
10	Nil	Certificate IV upgrades
11	Liaison with other trainers Certificate IV AWT Variety of workshops	Internal Train the Trainer program for delivery of Certificate IV
12	Extensive briefings from Unit Manager Attending meetings with other experienced staff at workplaces and assisting in writing	ACAL conferences 2003-2004 VALBEC conference 2004 Professional journals - regularly read

	training proposals (ie mentoring)	'Literacy Link', 'Language Matters' and others Attendance at WELL networking opportunities eg. MLV WELL workshops Regularly read e. newsletters from ITABs and ANTA (Training Packages @ Work) Team meetings at Swinburne provide WELL practitioners with opportunities to discuss, share ideas and moderate assessment practices
13	Nil	Nil
14	Our WELL coordinator delivered a couple of workshops via face to face and telephone re delivery of WELL program	as above attended Lit and numeracy conference attended assessment validation workshop
15	None	None
16	Certificate IV Workplace Training and Assessment Frontline Management NRS	Train the Trainer Program for delivery (Internal workshop)
17	I attended all Qbuild meetings and met with the Regional Manager and HR Manager. I also met regularly with my supervisor who has extensive experience in the WELL Program over many years in many different industries. She explained how the program worked, what I must do and how to go about doing it. She made herself available to me if I had any questions or problems throughout the duration of the WELL contract. She also explained all the intricacies of report writing and gave me examples to use as guidelines.	According to TAFE guidelines, casual employees are not eligible for Professional development. I have obtained the Certificate IV in Assessment and Workplace Training.
18	WELL Operatives Network - various NRS	WELL Network NRS Instructional Design
19	Very informal mentoring took place in conjunction with others on projects and undertook professional development in areas such as IT through the TAFE.	I have attended relevant workshops at industry and literacy conferences (eg MLV, CHSTB, ACAL, VALBEC) and completed some training sponsored by my department and provided through the TAFE.
20	Staff at Swinburne had already developed an information booklet for deliverers of this program. Emphasis was put on delivery using adult learning principles.	Transferable Skills Project - within UB TAFE in 2004 Generic skills and Language, Literacy and Numeracy projects - within UB TAFE in 2005 Learning... with the Brain in Mind - Aug 2004 Building Blocks for LLN - Nov 2004
21	WELL Program NRS Budgeting and Program Profiling Plain English Project Management	Nil
22	Discussions with WELL coordinator.	ABE conference in Sydney.
23	Briefings about the WELL programme	Aris run workshop of new ESL frameworks, workshops run by VETASSESS on Training Package Assessments - I have endeavoured to find NRS moderation groups or professional development workshops but it seems none are available.
24	on the job training/mentoring Workplace trainer training assessor training	on the job training
25	AQTF workshops	

	Initial assessment Diploma of Business CNLitnum - I have delivered these PO Using curriculum ALT NRS Initial assessment	
26	NRS Course Completed ALT Course	Working with people with a disability Upgrading NRS skills English as a second language workshop Upgrading IT skills Numeracy skills for adults
27	Grad Dip in Adult and Workplace Education	None
28	None	None
29	Informal and formal mentoring and support from staff at RTO	NA
30	nothing formal - internal review of requirements of NRS	TESOL Courses Upgrade in skills and knowledge in OHS area relevant to workforce in manufacturing environment.
31	None - more like an apprenticeship/mentoring model	ANTA forum 2004 Industry specific forums
32	8 week induction with the CAE (1 day a week)	WEBCT (Teaching with....) OHS.... Completion of an OHS unit from Diploma of Business (Frontline Management) Use of digital media ACAL conference Workshop (1 day) on Emotional intelligence
33	None	None
34	mentor (peer support) NRS instructional design	Management (project) Customised FMI program Online instructional design Online delivery (resource development and facilitator) finance training
35	Mentoring with experienced teachers	Range of workshops Meetings with WELL Secretariat Certificate IV in Training and Assessment (Knowledge of training packages)
36	Local WELL workshops -Statement of Attainment - Vet Initial Teaching and Learning (plan conduct review) -Statement of Attainment - Teaching in the Workplace	Certificate IV - Workplace assessor Communications for Change Management
37	Attendance at Australian Council for Adult Literacy annual conference Aboriginal Health Worker Competencies Review Discussions Four wheel drive awareness course	Assessment Tools Workshop Enrolled in Masters in Professional Education and Training (TESOL) at Deakin University NRS Workshops
38	AMES provided extensive in service professional development. A brief time slot was made available during weekly staff meetings and there were regular PD days (about one per term as I recall)	MLV networking meetings ACAL conferences TAA meetings and discussions re LL&N component of the new qualification In house discussion groups
39	None	None

40	No formal or specific WELL prof devt. Workplace Trainer and Assessor course Advanced learning techniques (NLP and speed reading)	Project management Access Conferences (annual for TAFE staff involved in Language Literacy and Numeracy) Writing submissions
41	Anything that was offered, which wasn't much. Mostly learnt on the job and from other WELL teachers.	WELL workshops offered at Adult Literacy Conference (both years) Institute meetings/staff development Currently mentoring a P/T teacher
42	ASLPR (Australian Second Language Proficiency Rating) assessing training	

## Question 11: Roles

Roles	Have performed role	Have performed role and received PD	Have performed role and feel confident
Workplace trainer	37	23	33
Consulting with liaison and negotiation skills	34	11	30
Project manager	22	6	20
Team teacher	23	8	26
Interpreter of standards	24	11	20
Professional teaching advisor supporting other VET trainers	19	4	16
Professional development facilitator	19	3	19
Assessor advisor	17	10	20
Developer of customised training	33	15	30
Developer of resources for assessment	27	13	25
Entrepreneur with political skills	9	1	7
Industry specialist and resource	13	3	14
WELL application writer	20	1	15
WELL report writer	26	2	21

## Question 12: Professional associations

Sixteen respondents are members of a professional association:

MLV Workshops and a member of the Australian Education Union (AEU)
ACAL, QCAL, Queensland Ed - registered teacher, AIM
Qld teacher registration
QLD Teacher Board of Education
Business SA
VISTA
Chartered Institute of Transport and Logistics, Logistics Association of Australia
As a faculty we are a member of NSW Adult Literacy and Numeracy Council
Victorian schools teaching board
FLENJ - Foreign Language Educators of New Jersey
VALBEC, WELL Network
As a faculty we are members of NSW Adult Literacy and Numeracy Association
ACAL, QCAL, VALBEC

Registered Teacher
VALBEC
ACAL

### Question 13: 2004/2005 Workplace English Language and Literacy Programme Guidelines

Have read	Number of respondents
Yes	28
No	14
Total	42

# Appendix D: Email survey

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The professional development requirements for Workplace English Language and Literacy Programme practitioners project Email Survey

1. Describe your current employment in vocational education and training and the Workplace English Language and Literacy Programme (complete one column for each current employer):

Employer	1	2	3	4	5
RTO type	<input type="checkbox"/> Public (TAFE) <input type="checkbox"/> Private Provider <input type="checkbox"/> ACE Provider <input type="checkbox"/> Enterprise Provider	<input type="checkbox"/> Not applicable <input type="checkbox"/> Public (TAFE) <input type="checkbox"/> Private Provider <input type="checkbox"/> ACE Provider <input type="checkbox"/> Enterprise Provider	<input type="checkbox"/> Not applicable <input type="checkbox"/> Public (TAFE) <input type="checkbox"/> Private Provider <input type="checkbox"/> ACE Provider <input type="checkbox"/> Enterprise Provider	<input type="checkbox"/> Not applicable <input type="checkbox"/> Public (TAFE) <input type="checkbox"/> Private Provider <input type="checkbox"/> ACE Provider <input type="checkbox"/> Enterprise Provider	<input type="checkbox"/> Not applicable <input type="checkbox"/> Public (TAFE) <input type="checkbox"/> Private Provider <input type="checkbox"/> ACE Provider <input type="checkbox"/> Enterprise Provider
Employment status	<input type="checkbox"/> Permanent Full time <input type="checkbox"/> Contract Full time <input type="checkbox"/> Permanent Part time <input type="checkbox"/> Contract Part time <input type="checkbox"/> Casual Part time <input type="checkbox"/> Contract (self employed)	<input type="checkbox"/> Permanent Full time <input type="checkbox"/> Contract Full time <input type="checkbox"/> Permanent Part time <input type="checkbox"/> Contract Part time <input type="checkbox"/> Casual Part time <input type="checkbox"/> Contract (self employed)	<input type="checkbox"/> Permanent Full time <input type="checkbox"/> Contract Full time <input type="checkbox"/> Permanent Part time <input type="checkbox"/> Contract Part time <input type="checkbox"/> Casual Part time <input type="checkbox"/> Contract (self employed)	<input type="checkbox"/> Permanent Full time <input type="checkbox"/> Contract Full time <input type="checkbox"/> Permanent Part time <input type="checkbox"/> Contract Part time <input type="checkbox"/> Casual Part time <input type="checkbox"/> Contract (self employed)	<input type="checkbox"/> Permanent Full time <input type="checkbox"/> Contract Full time <input type="checkbox"/> Permanent Part time <input type="checkbox"/> Contract Part time <input type="checkbox"/> Casual Part time <input type="checkbox"/> Contract (self employed)
Do you receive paid holiday leave?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Yes <input type="checkbox"/> No
No. of years employed					
No. of Workplace English Language and Literacy Programmes you worked on in 2004					
Were you given a copy of the WELL Application?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Yes <input type="checkbox"/> No
Other Programs you worked on in 2004 eg AMEP, Traineeships, NAAP, LLNP					

What are your qualifications (please list all)

How many years have you been delivering vocational education and training?

How many years have you been delivering the Workplace English Language and Literacy Programme?

How many Workplace English Language and Literacy Programmes have you worked on?

- 1-5       6 – 10       11 – 20       21 -30       > 30

In what industries have these Workplace English Language and Literacy Programmes been?

What type of work did you do before you became a Workplace English Language and Literacy Programme practitioner?

How did you first get into the Workplace English Language and Literacy Programme?

What Professional Development did you participate in when you first got into the Workplace English Language and Literacy Programme?

What Professional Development relevant to the Workplace English Language and Literacy Programme have you participated in over the past 2 years?

What roles have you had to perform in Workplace English Language and Literacy Programmes in the last 2 years?

Roles	I have performed this role	I received Professional Development around performing this role	I feel confident to perform this role in the future
Workplace trainer	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No
Consulting with liaison and negotiation skills	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No
Project Manager	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No
Team teacher	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No
Interpreter of standards	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No
Professional teaching advisor supporting other vocational education and training trainers	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No
Professional development facilitator	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No
Assessor advisor	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No
Developer of customised training	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No
Developer of resources for assessment	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No
Entrepreneur with political skills	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No
Industry specialist and resource	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No
Workplace English Language and Literacy Programme Application Writer	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No
Workplace English Language and Literacy Programme Report Writer	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No	<input type="checkbox"/> Yes, <input type="checkbox"/> No

Are you a member of any professional associations? If so, which ones?

Have you read the 2004/2005 Workplace English Language and Literacy Programme Guidelines?

Yes       No

What is your age group?

<30 years     31 - 40 years     41-50 years     51-60 years     > 61 years

What is your gender?

Male       Female

In which Australian state and city do you work?

State: _____	City: _____
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Are you willing to participate in stage 2 of the research (a 30 minute face to face or telephone interview exploring the professional development needs of Workplace English Language and Literacy Programme practitioners in more detail)?

<input type="checkbox"/> Yes, <input type="checkbox"/> No
If yes, Name: _____ Contact number: (_____) _____

Would you like an electronic copy of the final report?

<input type="checkbox"/> Yes, <input type="checkbox"/> No
If yes, Email address: _____

Thank you for taking the time to complete this survey and helping us with our research.

# Appendix E: Telephone/ face to face interview - practitioners

The professional development requirements for Workplace English Language and Literacy Programme practitioners project

Telephone/face to face survey (Workplace English Language and Literacy Programme practitioners)

<p>Workplace English Language and Literacy Programme</p>	<p>Can you give us a description of your involvement in the Workplace English Language and Literacy Programme?</p> <p>How do you deliver Workplace English Language and Literacy Programme training? Eg team teaching, integrated LLN/stand alone, classroom/on the job, self paced etc</p> <p>Have you ever had to deliver Workplace English Language and Literacy Programme training in an industry that you have not worked in before? What happened?</p> <p>Have you ever had to deliver Workplace English Language and Literacy Programme training around a vocational skills and knowledge area that you were previously unfamiliar with (eg RCS documentation, six sigma process, TPM, SPC etc)? What happened?</p> <p>How often have you had to deliver workplace numeracy training?</p> <p>Do you feel confident delivering numeracy training? Eg calculations, graphs, measurements, estimations</p> <p>In your experience what do you think are the benefits of the Workplace English Language and Literacy Programme?</p> <p>What do you like most about working on Workplace English Language and Literacy Programme Projects?</p> <p>What do you like least about working on Workplace English Language and Literacy Programme Projects?</p>
<p>Working relationships</p>	<p>A Workplace English Language and Literacy Programme involves four key stakeholders, you the trainer, the Registered Training Organisation, the employer and the learner. Are there ever competing interests between these four groups? What are they?</p> <p>How do you manage the competing interests of these four groups?</p>
<p>Workplace change</p>	<p>Has your Workplace English Language and Literacy Programme work changed in the last 5 years? If so in what way?</p> <p>What do you think is causing these changes?</p> <p>Are there new roles, directions or activities now required of you? What are they?</p> <p>How well do you think you have adjusted to these changes?</p> <p>What challenges do you believe will be faced by Workplace English Language and Literacy Programme practitioners in the next 5 years?</p> <p>How well prepared do you think you are to meet these challenges?</p>
<p>Skills and knowledge</p>	<p>What do you think are the necessary attributes, skills and knowledge needed by practitioners moving into the Workplace English Language and Literacy Programme?</p> <p>What do you think are the necessary attributes, skills and knowledge that will be needed by Workplace English Language and Literacy Programme practitioners in the next five years?</p> <p>What activities do you think would be effective in assisting Workplace English Language and Literacy Programme practitioners to prepare for these challenges?</p>
<p>Professional Development of Workplace English Language and Literacy Programme practitioners</p>	<p>What Professional Development activities have you been offered/taken in the past 2 years?</p> <p>Was the professional development appropriate for Workplace English Language and Literacy Programme practitioners?</p> <p>Who paid (time release and professional development fee) for these activities?</p> <p>What Professional Development have you undertaken in relation to the National Reporting System? Was it sufficient? What more do you need?</p> <p>How important is it for you to keep contact with other Workplace English Language and Literacy Practitioners?</p>

# Appendix F: Telephone/ face to face interview - managers

The professional development requirements for Workplace English Language and Literacy Programme practitioners project

Telephone/face to face survey (Workplace English Language and Literacy Programme Managers)

Personal background	<p>Can you describe your current job?</p> <p>Can you describe your current Workplace English Language and Literacy Programme responsibilities?</p>
Recruitment	<p>How many Workplace English Language and Literacy Programme practitioners do you employ currently?</p> <p>How are they employed (eg permanent, casual, contract, part time, full time)? Why?</p> <p>What minimum qualifications do you look for when hiring staff to work in a Workplace English Language and Literacy Programme? Why?</p> <p>What minimum experience do you look for when hiring staff to work in a Workplace English Language and Literacy Programme? Why?</p> <p>What personal attributes do you look for when hiring staff to work in a Workplace English Language and Literacy Programme? Why?</p> <p>Are there any difficulties in recruiting staff? If so, could you explain.</p>
Working relationships	<p>Can you describe what the Workplace English Language and Literacy Programme aims to do?</p> <p>Are there ever competing interests between the different Workplace English Language and Literacy Programme stake holders (ie the company, the training provider, the trainer and the learners)? If so can you give some examples?</p> <p>How do you manage the competing interests?</p>
Workplace change	<p>How does your organisation deliver Workplace English Language and Literacy Programme training? Eg team teaching, integrated language, literacy and numeracy/stand alone, classroom/on the job, self paced etc</p> <p>Has the way you deliver the Workplace English Language and Literacy Programme changed in the last 5 years? If so in what way?</p> <p>What do you think is causing these changes?</p> <p>Are there new roles, directions or activities now required of your Workplace English Language and Literacy Programme practitioners as a result of these changes? What are they?</p> <p>How well do you think your staff have adjusted to these changes?</p> <p>What new roles, directions or activities will be faced by your staff in the next 5 years?</p> <p>What attributes, skills and knowledge will be needed by Workplace English Language and Literacy Programme practitioners in the next 5 years?</p> <p>How well prepared do you think your staff are?</p> <p>What activities do you think would be effective in assisting your staff to prepare?</p> <p>How will you support your staff to meet these challenges?</p>



Professional Development	<p>Do you offer Professional Development to your new Workplace English Language and Literacy Programme practitioners? If so, please describe.</p> <p>Do you offer Professional Development to your more experienced Workplace English Language and Literacy Programme practitioners? If so, please describe.</p> <p>If Workplace English Language and Literacy Programme practitioners move from one industry to another, do you offer any support/Professional Development prior to their moving? If so, please describe.</p> <p>Has the casualisation of the vocational education and training workforce impacted on your delivery of or access by Workplace English Language and Literacy Programme practitioners to Professional Development?</p> <p>How do you ensure that Workplace English Language and Literacy Programme practitioners are up to date in their knowledge eg of the industry, of workplace issues generally?</p> <p>Are there issues for part time, casual and sessional staff? Please elaborate.</p>
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# Appendix G: Workshop report

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Date: 4<sup>th</sup> August 2005

Location: Sydney, NSW

Participants: NSW TAFE Reframing the Future program (2005). Professional development needs of Workplace English Language and Literacy Programme practitioners community of practice..

Number of participants: 16

*A. Is the pattern of employment revealed by the data collected consistent with your experiences?*

The status of the respondents doesn't match the current profile of TAFE NSW Workplace English Language and Literacy Programme practitioners who would be part time casual or contract part time. Of the 10 Institute Workplace English Language and Literacy Programme coordinators who are managing the marketing, reporting and management of Workplace English Language and Literacy Programmes across their Institutes several are also part timers.

Part time teachers are mainly used by Institutes for Workplace English Language and Literacy Programmes because of their flexibility.

*B. Where will our future Workplace English Language and Literacy Programme practitioners come from? 1. People undertaking the professional qualifications identified through this research? 2. Workplace and industry skilled people who under go language, literacy and numeracy qualifications? 3. The continued trend of general educationalists specialising in language, literacy and numeracy?*

Most members of the group felt that the current trend of using general education teachers would continue in their Institutes. In some areas Institutes are using teachers with dual qualifications (the specific vocational area required and language, literacy and numeracy)

*C. How effective are the current qualifications accessed by Workplace English Language and Literacy Programme practitioners in preparing them for the Workplace English Language and Literacy Programme role? If these are not effective, what is missing that would make them more effective. How can these best be addressed through qualifications, professional development, training experience, other?*

Members of the group felt that the Certificate IV in Assessment and Workplace Training qualification was inadequate and that teachers needed adult education or **Teaching English to Speakers of Other Languages** qualifications. Specific units in these qualifications dealing with workplace delivery etc would be useful as electives. Specialist professional development is required and a different approach, possibly involving introductory sessions, ongoing support, mentoring etc. Could be organised in a flexible format. Would be useful to provide avenues for all levels of workers in the Workplace English Language and Literacy Programme to participate in professional exchange. There are a number of different roles (sometimes all carried out by the same person): marketing and promotion, tendering, mapping workplace requirements to available courses/units of c, developing workplace specific material, developing Workplace English Language and Literacy Programme resources, mentoring others in the workplace, workplace delivery and assessment, reporting, National Reporting System mapping etc.

Professional development is essential but difficult for Registered Training Organisations because the Workplace English Language and Literacy Programme practitioners' needs are often different to those delivering in other language, literacy and numeracy contexts. Practitioners are generally part timers so logistically difficult to get viable groups together. Most Institutes have developed

induction and mentoring programs for practitioners new to the program (and for those interested in becoming Workplace English Language and Literacy Programme practitioners) For economy of scale, targeted professional development is conducted at least once a year centrally for all Workplace English Language and Literacy Programme practitioners / managers across TAFE on areas of shared interest, usually at the annual professional development workshop.

A neglected group for professional development are the Workplace English Language and Literacy Programme coordinators/ managers. The current Reframing the Future project has proved an excellent vehicle for professional exchange and learning for this group. They have formed a Community of Practice and are sharing their specific expertise about particular industry and enterprise delivery as well as all aspects of the tendering and management of programs. It also allowed more experienced to work with less experienced practitioners. More opportunities for such groups, particularly those aligned to specific industry areas eg Health industry or other issues such as managing multiple sites or cluster programs would be welcomed. Having an experienced external facilitator and allowing the group to inform and guide the content and agenda have been crucial to the success of the project.

*D. What is the place of professional development for Workplace English Language and Literacy Programme practitioners who have relevant qualifications and whose responsibility is it? The individual or the organisation?*

A quote from one Institute which captures the views of most: Given the increasing complexity of the role of the Workplace English Language and Literacy Programme practitioners it is the role of the organisation to ensure that Workplace English Language and Literacy Programme practitioners have the required skills and knowledge to comply with the Australian Quality Training Framework as well as be familiar with their role as a trainer representing their Registered Training Organisation. Professional development should be available at least once a year as the workplace is a highly dynamic environment – much more so than the classroom and trainers need to have the skills to deal with that type of environment.

*E. There are at least three identified areas of professional develop: Policy and economic imperatives, Upgrading of specialist skills and knowledge of the teaching of language, literacy and numeracy and The changing roles of Workplace English Language and Literacy Programme practitioners including the workplace contextualisation, program management and workplace leadership, etc. What strategies would address the professional needs in each of the three areas?*

National conference (or every 2 years) would be welcomed if it was reasonably priced and allowed for exchange by practitioners as well as input from industry and policy makers. State funded meetings are good, particularly with a professional development as well as a policy focus and time for networking (formal and informal). Larger groups supporting Workplace English Language and Literacy Programmes like TAFE NSW could be supported to provide the professional development that they provide to their own staff for a wider audience across the state.

No-one in the group had thought of frontline management as a professional development strategy although several Institutes had provided accredited training to Workplace English Language and Literacy Programme practitioners (Adv Diploma Communication Management??) One strategy could be to pilot a Frontline Management course delivered flexibly by one Registered Training Organisation with a focus on current and potential Workplace English Language and Literacy Programme practitioners.

*F. Do you think that new Training and Assessment Qualifications (TAA04) may address some or all of these?*

TAA unit TAALLN401A is not suitable as training for either workplace trainers or vocational teachers to deliver effective Workplace English Language and Literacy Programme training. Members of the group felt it is designed as an awareness raising, professional development mechanism for vocational trainers to improve their delivery to and support of students with

language, literacy and numeracy support needs in their regular vocational courses. It supports the notion that every stakeholder in vocational education and training needs awareness of dealing with the broad spectrum of individuals that are part of most vocational education and training groups. The complexity of dealing with individual language, literacy and numeracy needs in workplace contexts requires a greater level of theoretical underpinning about literacy and language acquisition as well as a repertoire to engage learners (workers) who often have had previous failure. Another consideration the Workplace English Language and Literacy Programme practitioner needs to contend with is the balancing act between the identified workplace program goals and the capacity of individuals to reach these goals. Initial accurate assessment of participants' language, literacy and numeracy skills and goals is critical and requires a language, literacy and numeracy professional.

# Appendix H: Literature review

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## Introduction

This review focuses on three main areas. Firstly, the changing work environment, secondly changes to the employment and roles of vocational education and training and Workplace English Language and Literacy Programme practitioners and finally the implications for professional development.

## Changes to the vocational education and training and the Workplace English Language and Literacy Programme environment

A report by the Department of Employment and Workplace Relations identifies the following key impacts which significantly affect the nature of employment of all Australians:

- ✧ Globalisation of the world economy involving greater cross-border trade by firms and increased competition, forcing firms to up-skill their workforces to survive and expand.
- ✧ The nature and pace of technological change, particularly the growing convergence of the communications and computing technologies, which is speeding up the flow of information and placing a premium on a skilled workforce.
- ✧ A better educated and higher income community that has resulted in individuals shifting demand to more and better delivered services (for example health, finance and education).
- ✧ A growth in productivity with a skilled workforce being an essential pre-condition for productivity growth.

(Department of Employment and Workplace Relations, 2003)

These changes clearly impact on the vocational education and training sector, including the companies in which Workplace English Language and Literacy Programme practitioners work. This changing workplace environment demands a highly literate, responsive workforce (Waterhouse and Virgona, 2004) which has significant implications for language, literacy and numeracy provision in the workplace including both the basic skills of reading, writing and numeracy and the application of these skills in communication, teamwork, problem solving and using technology (Millar, 2001).

Change has been a major feature of the vocational education and training sector for the past 15 years driven by policy through the National Training Reform Agenda to 'address the need for a more highly skilled and flexible labour force to contribute to economic growth and enhanced international competitiveness of industry' (Office of Training and Tertiary Education, 2005) and to 'create a more highly skilled workforce with an emphasis on flexibility and adaptability within the workforce and portability and transferability of skills within and across industries' (National Occupational Health and Safety Commission, 2005). Globalisation and technological innovation, flexibility and responsiveness (Stehlik et al., 2003a) have been the drivers of these reforms. Particularly affecting public providers, the reform has "transformed the orientation of providers from 'education and training' towards 'business and service' (NCVER, 2004) reflecting an international trend towards the economic importance of education and training. This has been coined the 'new vocationalism' which expects "all vocational education and training practitioners, irrespective of their location, institution or qualifications....to contribute to the

formation of workplace capability of workers in the new economy” (Chappell and Johnston, 2003).

The National Training Reform Agenda has emphasised industry-driven training needs through the development of industry developed national competency standards, competency based training, flexible delivery, multiple entry and exit points, recognition of prior learning, mutual recognition and the creation of a more competitive, centralised but open, user choice training market. Bounding this is the need for greater accountability achieved through reporting mechanisms and overseen by the Australian Quality Training Framework.

There are no signs signalling a halt to the rate or process of change. In fact, the then Director of Industry Support at the Australian National Training Authority in addressing the VISTA – Association of VET Professionals Annual Conference in 2004 highlighted key factors that will continue to impact on vocational education and training professionals in the future. These include:

- ✧ the changing vocational education and training workforce reflecting the challenges facing other industries including the aging workforce, casualisation of the workforce, the rise of the knowledge worker and competition for skilled workers
- ✧ the continuing trend towards a smaller group of permanent fulltime staff supporting a larger group of casual/part-time/contract staff. Chappell suggests a future where “the vocational education and training practitioner is either a vocational education and training consultant working across a number of vocational education and training sites or a learning manager employed to manage the learning activities of large vocational education and training providers” (Chappell and Johnston, 2003)
- ✧ increasing client expectations of vocational education and training and vocational education and training outcomes
- ✧ vocational education and training diversification to cater for different client groups
- ✧ the vocational education and training National Strategy 2004 – 2010 which provides a broad view of the Department of Education, Science and Training’s long term objectives for the vocational education and training sector and includes the sub objective: “The vocational education and training and workforce has the capacity and the skills to provide high quality, client focused, flexible learning and assessment, in partnership with businesses and other organisations” (ANTA, 2004b)
- ✧ the high level review of Training Packages which identified the emergence of a new worker/learner who is not permanent, full-time, takes responsibility for their own skill development and whose qualities extend beyond traditional understandings of vocational knowledge and skills (ANTA, 2004a)

## Profiling vocational education and training and Workplace English Language and Literacy Programme practitioners

There is little up to date information on the composition of the vocational education and training workforce, less on language, literacy and numeracy practitioners and nothing on Workplace English Language and Literacy Programme practitioners. A National Centre for Vocational Education Research study (2004, p7) notes that not only is there a lack of information on vocational education and training professionals but what is available is “inconsistent both across states and territories and in data sources.”

In 2001, a study conducted by Harris et al found that amongst the 11,084 vocational education and training practitioners interviewed, 51.5% were male and 48.5% were female and more males than females held permanent positions. Some researchers have commented on the increasing

number of vocational education and training practitioners employed on a sessional or casual basis, a number of whom work across providers (Dickie et al 2004, Harris et al 2001, McGuirk et al 2001, Chappell and Johnston 2003). A significant number of practitioners responding to the study conducted by Harris et al (2005) expressed concern about the increasing casualisation of the workforce believing that it impacts negatively on amongst other issues, recruitment and career pathways.

A recent British study looking at issues to do with recruitment and retention of teachers with industrial or professional experience noted similar concerns amongst respondents. They identified several key factors impacting on the decision to enter and stay in the profession. These included pay and conditions, the changing roles of teachers, practice and competency and opportunity for professional development. (Stebler et al 2005)

Concerns have been raised that the vocational education and training workforce, in particular those vocational education and training teachers employed at TAFE, is an aging population (Dickie et al 2004). Although there is no literature dealing specifically with Workplace English Language and Literacy Programme practitioners, a study conducted by McGuirk et al looked at literacy and numeracy practitioners from the public and Adult Community Education sectors. They found that 85% are female, which is significantly higher than in the general vocational education and training population, and 70% are employed on a sessional or contractual basis. 50% of the workforce is aged between 40 and 50 with only 2% under 30. The developers of the Advanced Diploma of Language, Literacy and Numeracy Practice in VET, drawing on data collected by the New South Wales TAFE Access department (2001), state that within the next five to ten years the language, literacy and numeracy field is likely to lose 78% of practitioners due to retirement. The McGuirk study also found that vocational education and training practitioners are often employed by more than one provider (McGuirk et al, 2001, pp17-26). It is possible that this also reflects the Workplace English Language and Literacy Programme practitioner situation.

## Qualifications and skills

To date there have been different requirements in terms of education and training qualifications for vocational education and training and Workplace English Language and Literacy Programme practitioners. Education and training qualifications of vocational education and training practitioners range from Certificate IV in Assessment and Workplace Training through to teaching qualifications in addition to the Certificate IV. While a critical factor for this cohort is their industry knowledge and experience as well as industry specific qualifications, the qualifications sought by their employer is also influenced by the specific environment in which the practitioner works for example, a public provider, a private provider, an Adult Community Education provider or an enterprise based provider. Harris et al (2005) for example note that in enterprises which are also Registered Training Organisations, vocational education and training practitioners may have a range of qualifications. In some cases, these will be trade related but alternatively may be human resource development or management related. While the vocational education and training sector generally has a significantly higher than average level of post-school qualifications, only one in three TAFE practitioners and one in ten other vocational education and training practitioners hold an education or training qualification (NCVER, 2004b).

Most Workplace English Language and Literacy Programme practitioners have had a minimum of a teaching qualification with some form of additional English as a second language or adult literacy qualification. Since 2002/2003 to meet the Australian Quality Training Framework, the Certificate IV in Assessment and Workplace Training has been an explicit and formal requirement.

As a group, Workplace English Language and Literacy Programme practitioners are likely to hold specialist language, literacy and numeracy teaching qualifications than other vocational education and training practitioners. However, in line with other adult language, literacy and numeracy

practitioners, few if any have any connection to a particular industry, having largely come from a primary and secondary school teaching background (McKenna and Fitzpatrick, 2004, p2). As a result few Workplace English Language and Literacy Programme practitioners whose first qualification is a teaching qualification also hold industry specific qualifications such as trade certificates. This has sometimes meant that there is a reliance on traditional 'school literacies' (McGuirk 2001), rather than the understanding and adoption of a range of methodologies more suited to workplace delivery. The developers of the Advanced Diploma of Language, Literacy and Numeracy Practice in VET see this as a critical factor driving the need for this new qualification. They believe that while practitioners coming from a primary or secondary teaching background will have some understanding of the needs of adult learners, they are unlikely to have the skills to deliver adult language, literacy and numeracy in the vocational education and training environment.

Geraci, (2002), in investigating the design of workplace educator professional development, looks at practitioners transitioning from the classroom environment into the workplace environment. She is able to make the following assumptions about her audience.

- ✧ they will have a background in adult education, and specifically in literacy instruction
- ✧ they will be familiar with adult education principles and methodology including assessment, instruction and evaluation
- ✧ they may have little or no experience in workplace education delivery
- ✧ they may have limited experience or familiarity with the contemporary workplace

Unlike those teachers working in traditional teaching environments, Workplace English Language and Literacy Programme practitioners are not wholly based in a formal classroom setting but may be situated in a training room or along side workers as they work. This calls for flexibility in designing learning and assessment materials, strategies and tools; in dealing with a myriad of stakeholders as well as understanding the contexts in which workers operate. "Learners and practitioners change their understandings and perspectives through their experiences, so ...contextualising must be an on-going process through the life of a project" (Farrell and Wyse, 2003). Not only do Workplace English Language and Literacy Programme practitioners need to have the requisite pedagogic knowledge to address a range of adult learner language, literacy and numeracy needs but there are a number of skills and attributes that they, in common with other vocational education and training practitioners, require in order to cope with the challenges of facilitating learning in a workplace environment.

These include:

- ✧ flexibility to cope with macro and micro changes
- ✧ negotiation skills to meet the sometimes competing needs of a range of stakeholders
- ✧ understanding of learning issues sometimes faced by adult learners
- ✧ ability to work cooperatively with workplace/content specialists
- ✧ ability to work independently, often in isolation from colleagues
- ✧ ability to perform various roles, some of which are outside traditional teaching roles
- ✧ ability to use and adapt different modes of delivery depending on the learner, workplace and literacy requirements

Unsurprisingly, the need for a broader and increasing repertoire of skills is reflected in new recruitment strategies which recommend that 'flexible, open-minded attitudes are as important as specific skills when recruiting. Recruits are likely to have to adapt to change and to update their skills frequently' and have an awareness of 'the need for flexible approaches to suit client's needs' (Palmieri, 2003).



To ensure that practitioners are able to critically analyse their own practice to meet the demands of language, literacy and numeracy delivery within the workplace, appropriate learning opportunities need to be created both prior to entry to the field and as on-going professional development to support the use of appropriate methodologies in response to new and emerging literacies. The need for capacity building for current practitioners and the need to improve 'certification to enhance professionalism' is supported by McKenna and Fitzpatrick (2004) who also include areas such as new technologies and diversification of contexts for delivery as critical areas for practitioner development.

## Changes to the roles of vocational education and training and Workplace English Language and Literacy Programme practitioners

The vocational education and training reforms have had a significant impact on the role of the vocational education and training practitioner creating a more diverse and fragmented workforce (Chappell and Johnston, 2003). The vocational education and training practitioner's role has expanded and their workload has increased impacting on stress levels, job satisfaction and job retention (Lewis, 2004). Today's vocational education and training practitioners need to accommodate change in the vocational education and training sector and act as change agents (Trener, 2002). As a small, specialist sub-group within the vocational education and training sector, this also holds true for Workplace English Language and Literacy Programme practitioners.

Recent National Centre for Vocational Education Research studies into vocational education and training ways of working found that practitioners have been challenged in how they 'think feel and carry out their functions...as they are asked to work in new and more integrated and flexible ways, and undertake tasks not previously associated with their roles' (NCVER, 2004a). This research found that the reforms have changed the nature of practitioner's work in four key areas: work roles and places have expanded, work roles have diversified, the balance between work roles has changed and dilemmas and tensions in their work are increasing. Chappell identifies the emergence of the 'new vocational education and training practitioner' as vocational education and training practitioners are being asked "to change their identity at work" with respect to their role in education and training, their relationships with learners, their conceptualisation of vocational education and training knowledge and their relationship with their organisation (Chappell and Johnston, 2003).

There are a number of key factors that are impacting on the roles now demanded by vocational education and training practitioners:

- ✧ the responsibility to demonstrate compliance with national and state policy requirements, such as the Australian Quality Training Framework, which are often considered, by practitioners, to be in conflict with the quality of training delivery (Chappell, 2001)
- ✧ the need to quickly adopt to new and emerging forms of delivery
- ✧ the increasing pressure to serve the needs of industry
- ✧ the need to chase on-going funding

In addition, due to the National Training Framework's 'built-in not bolted on' policy of integration of language, literacy and numeracy content into industry competency standards and the subsequent Workplace English Language and Literacy Programme policy to fund Registered Training Organisations to deliver against these standards, workplace language, literacy and numeracy has moved from a past model of teaching language, literacy and numeracy as stand alone and separate skills largely removed from the reality of the participants' world of work, to the current delivery model where language, literacy and numeracy is integrated with vocational skills. The Workplace English Language and Literacy Programme practitioner therefore not only

needs to be able to unpack language, literacy and numeracy within vocational or occupational standards but also to support learners in understanding the contextual nature of language and to be able to transfer the learning from one context to another and from one audience to another. Research quoted by McKenna and Fitzpatrick (2004, p38) indicates that “many teachers are not up to date in literacy theory and pedagogy and fall back on ‘school literacies’ in their practice.” In a report on language, literacy and numeracy and assessment, Wyse and Brewer (2001) note the need for on-going professional development to ensure that assessors are up to date in their practice.

The move to position language, literacy and numeracy as an integral part of the workplace has led to a shift in the way Workplace English Language and Literacy Programme practitioners view themselves and are seen by others. Increasingly they are seen as part of the vocational education and training workforce rather than that of the adult and community education sector. They may be required to work in close co-operation with vocational content specialists partly because they do not have the requisite content knowledge and partly to ensure that language, literacy and numeracy is built into the design and delivery of all workplace training. For practitioners used to having autonomy in design and delivery of programs the challenge of this more collaborative process heightens the need for appropriate professional development. The Workplace English Language and Literacy Programme practitioner may also require professional development in order to support other vocational education and training trainers in understanding and integrating language, literacy and numeracy strategies into their own training materials and delivery methodologies. The new elective unit in the Certificate IV in Training and Assessment, LLN401A – Address language, literacy and numeracy issues in training and assessment practice, specifies the need for language, literacy and numeracy specialists to be available to support vocational education and training practitioners to deal with language, literacy and numeracy issues in their training and assessment methodologies. As such, it poses a systemic challenge to provide partnerships between language, literacy and numeracy and vocational skills specialists.

Chappell and Johnstone (2003) see adapting to the role of new vocational education and training practitioner as being less problematic for the practitioner than navigating the mix of public, private and not-for-profit training providers operating in the competitive market. Specifically how do the norms, values and modes of conduct attributed to public institutes which have traditionally been built on the concepts of public service and social good mix with the business or economic imperative of vocational education and training more familiar to the private sector? Chappell and Johnstone foresee that the new vocational education and training practitioner will not only have to be able to span the cultural difference between work and education, but also the cultural differences within education providers. In addition to this potential conflict of values, current Workplace English Language and Literacy Programme practitioners also have to bridge the divide between values that underpin the field of adult language, literacy and numeracy and the economic imperatives of the workplace. Researchers such as McKenna and Fitzpatrick (2004) have commented on the motives that often drive the language, literacy and numeracy practitioner. These include a commitment to empowerment and public good, values which are not necessarily consistent with the drivers of training in industry. As a result some practitioners face significant challenges in reconciling internally held values with the need to work within certain economic imperatives and to deliver a service valued in the industry training context.

The conceptualisation of literacy underpins the way in which language, literacy and numeracy is conceived and addressed. There is a view of literacy that sees it as discrete and quantifiable and this view accords with the attainment of vocational outcomes within an economic imperative. This is in contrast to the “broader conception of literacy which sees it as a tool for making meaning (Lonsdale & McKurry 2004 p10) within a number of environments and contexts. Workplace English Language and Literacy Programme practitioners coming from the “public good” discourse need to manage this dichotomy in order to address immediate workplace

imperatives while still allowing for the exploration with learners of the multiple layers of language, literacy and numeracy use.

According to Watson et al (2001), literacy and numeracy practitioners in the workplace perform the following roles: workplace trainer, consultant with liaison and negotiation skills, project manager, team teacher, interpreter of standards, professional teaching advisor supporting other vocational education and training trainers, professional development facilitator, assessor advisor, developer of customised training, developer of resources for assessment, entrepreneur with political skills and industry specialist and resource.

This broad role definition is also identified in Geraci's Canadian study which found that literacy trainers "...are often required to liaise with workplace designates, attend meetings, develop assessment, curriculum and evaluation processes and conduct program evaluations. And they are expected to do all this while staying current with workplace issues and trends and reflecting those in the classroom" (Geraci, 2002).

Some researchers have also discussed the implications of this multifaceted role on the Workplace English Language and Literacy Programme practitioner. The Training for Adult Literacy Teaching Project report (Chan Lee and Thompson, 2001) explores the sensitive demarcation issues between the role of the content specialist with language and literacy competencies and the language and literacy specialist. They conclude, however, that the new content specialist with language and literacy competencies is not a substitute for the language, literacy and numeracy specialist. Rather all vocational education and training practitioners should have the skills to use basic teaching strategies to ensure that all learners can access the training. The issue becomes when and how will the language, literacy and numeracy specialist be called in to support the content specialist and/or learners requiring additional support. The implementation of the unit LLN401A – Address language, literacy and numeracy issues in training and assessment practice, from the Certificate IV in Training and Assessment will partially address this issue although it remains to be seen how well the delivery system will respond.

This concern was also reflected at the National Literacy Forum where some participants believed "professionalism in literacy provision is currently undermined by short term funding, low level qualifications and casualisation of employment" (Ithaca Group, 2004). Watson et al (2001) agree that the move towards an integrated language, literacy and numeracy approach has led to a blurring of the role of the literacy and numeracy trainer and the role of content specialist trainer where the literacy and numeracy trainers lack the content knowledge and expertise and content specialists lack the literacy knowledge and expertise. Other authors have expressed concern regarding the quality and quantity of literacy training provision when integrated with vocational training due to a lack of trainer literacy expertise, lack of resources and lack of clearly specified literacy requirements (Falk and Millar, 2001). Team teaching is one recommended approach to this dilemma combining the strengths of both trainers (Watson et al., 2001). Whatever the method for combining the expertise, the appropriate funding models need to be available to support the exchange of professional practice and allow for innovative delivery and assessment models. At present these are not well documented.

The Australian National Training Authority's "Built in not bolted on" guide (ANTA, 2000) seeks to clarify the role of the language, literacy and numeracy trainer in supporting the achievement of industry competencies. The authors point out that the most effective role "will be as a member of a training team." This will assist the Workplace English Language and Literacy Programme practitioner to establish credibility within the enterprise as well as ensuring that the necessary industry knowledge is addressed in the training program. Roles identified for the language, literacy and numeracy trainer include:

- ✧ face to face delivery
- ✧ team teaching

- ✧ supporting training between training sessions
- ✧ assessment
- ✧ helping training and assessment design
- ✧ collaborating in resource development
- ✧ advising on training strategies
- ✧ consulting to the workplace
- ✧ participating in moderation of assessment

This move from old practices of stand alone or ‘bolted on’ delivery to a model of integration or support mean that the spaces inhabited by vocational education and training and Workplace English Language and Literacy Programme practitioners are colliding and intersecting causing traditional boundaries to crack and reconfigure. The role of professional development thus becomes even more critical in supporting both Workplace English Language and Literacy Programme practitioners and vocational education and practitioners to deal with changing expectations and roles. Just as critical however is the recognition of the need to design professional development that is appropriate for different audiences and players within the vocational education and training system.

## Current professional development opportunities

Professional development involves the acquisition and/or updating of skills and knowledge, either on the self directed initiative of the practitioner or at the request of the employer. It is a key requirement also of the Australian Quality Training Framework that a Registered Training Organisation must be able to provide evidence for all practitioners, regardless of employment status, of induction and professional development plans and activities (ANTA 2001). Given the degree of change that has occurred to vocational education and training and delivery structures in recent times and competing budgetary pressures this can lead to issues of who makes the decision of what professional development is important. Often broader organisational agendas and needs override the specific needs of individuals or groups.

The role of the Workplace English Language and Literacy Programme practitioner is becoming more complex yet, “while new demands for professional development are appearing in some countries, especially Australia, opportunities for professional development are decreasing” (McKenna and Fitzpatrick 2004, p.28).

Chappell (2001) argues that in changing the vocational education and training practitioner’s environment there have emerged two roles. One is the ‘educator’ and the other ‘industry practitioner’ between which there exists tension. Chappell says that the tension is increased by the discourses of new vocationalism that value the industry training over that of the institution (Chappell, 2001). This may be exacerbated for the Workplace English Language and Literacy Programme practitioner who has to manage the dissonance between an industry driven agenda often focussing on fixing a perceived problem and a view of language, literacy and numeracy which is learner driven, focussing on the process of modelling, practice, review and reflection and application of new learning.

In their research, Chan Lee and Thompson (2001) reported a reduction in professional development activities other than those related to compliance and a reduction in postgraduate literacy and English as a second language courses for language, literacy and numeracy practitioners. The report argues that the higher education sector cannot replace professional development offered by training providers.

The lack of professional development opportunities has been noted by several other researchers. Harris, Simon & Clayton (2005) report that their participants commented on a general lack of

professional development and noted additional difficulties for staff working in rural and remote locations. Harris et al's 2001 report found that only half the vocational education and training workforce has the capabilities needed to meet critical future challenges. These challenges include operating in a competitive market, keeping up to date with changes in VET, flexible delivery, understanding and working with Training Packages and using technology. This report also found that vocational education and training staff employed under non standard conditions of employment had significantly less access to professional development opportunities. Five main barriers to staff development were noted including time, access, lack of funding, lack of information and cost. Foster and Beddie (2005, p 6) note that without professional development, the system will not have "... the capacity to cater for contemporary adult language, literacy and numeracy policy and practice." This agrees with the findings of McKenna and Fitzpatrick (2004) who argue that the field of adult literacy is still relatively marginal and this is reflected in the lack of professional development opportunities.

This is not to suggest however, that there are not any professional development opportunities available. There are a number of opportunities including:

- ✧ Reframing the Future
- ✧ Flexible Learning Initiatives
- ✧ professional development for equity
- ✧ conferences such as those facilitated by the Australian Council for Adult Literacy, the Australian Vocational Education and Training Research Association and the National Centre for Vocational Education Research
- ✧ in-house sessions and team meetings offered by some providers where practitioners can exchange ideas and participate in collegiate networking
- ✧ Industry Training Advisory Bodies providing networking sessions for Workplace English Language and Literacy Programme practitioners such as those offered by Manufacturing Learning Victoria

However, given the casualisation of the workforce there is an issue of who pays for sessional and casual practitioners to attend professional development. One of the challenges facing the system is the provision of affordable learning opportunities to ensure access by all (Wyse & Brewer, 2001). If the professional development is provided, or paid for, by the provider there may be some differences between managers and practitioners as to what is required. Managers may want to fund sessions on compliance for example but not to attend conferences claiming that it is an individual responsibility to maintain current skills. Clearly all vocational education and training practitioners including those in the Workplace English Language and Literacy Programme need to be kept up to date on compliance and quality issues but just as importantly quality provision is dependent on practitioners having access to new forms of learning that will inform their practice.

## Identifying future professional development needs and opportunities

At a national planning level, the importance of language, literacy and numeracy has been recognised in the vocational education and training national strategy for 2004 -2010 *Shaping our Future* (ANTA 2004b). The need for vocational education and training practitioners to address the multiplicity of forms of communication and needs for individuals, communities and the workforce is acknowledged in strategies 4 and 9.

Evidence suggests that the rate of change is unlikely to slow and there is an obvious need for vocational education and training practitioners, including those working in the Workplace English Language and Literacy Programme, to update their skills. There have, for example, been major changes in the use of technology as a means of communication. Foster and Beddie (2005) argue that traditional understandings of literacy need to change to reflect these different and emerging

ways of communicating. “New technologies integrate separate modes of communication. Literacy and information and communication technology are enmeshed to the point that it may be inappropriate to treat them separately”. Harris, Simon and Clayton (2005) also found in their study that over the next five years, technology will have the greatest impact on practitioners’ work.

Other authors (Wyse & Brewer 2001, Krusche & Yeomans 2005) have commented on the lack of appropriate teaching and learning support resources. They note that a range of resources is needed to support the understanding of language, literacy and numeracy in vocational education and training targeted appropriately and including examples of good practice.

Workplace English Language and Literacy Programme practitioners also comment on the difficulty in finding out what resources have been developed with Workplace English Language and Literacy Programme funding and how to access these.

In addition to identifying the potential areas of need for professional development, new strategies will need to be developed to allow for participation by the greatest number of practitioners.

Geraci (2002) identifies the benefits of delivering professional development in stages to avoid the trap of information overload. She also suggests a flexible model where professional development is accessed by practitioners as needed and a mentored component. Others such as Harris et al (2005) also identify key areas that need to be addressed for successful professional development including amongst others identification of needs by all stakeholders and negotiating access by all staff.

## Summary

While Workplace English Language and Literacy Programme practitioners share some characteristics with other vocational education and training practitioners, the task of untangling their individual similarities and differences and the implications for professional development is complex.

The critical issues to emerge from this literature review include:

- ✧ The integration of language, literacy and numeracy and industry competencies in Training Packages has led to some blurring of boundaries between language, literacy and numeracy practitioners and vocational education and training practitioners
- ✧ Economic and policy changes have had significant impact on the roles, skills and attributes required by all vocational education and training practitioners
- ✧ Accreditation of the Advanced Diploma of Language, Literacy and Numeracy Practice in VET may help to address the issue of national minimum qualifications for practitioners delivering adult language, literacy and numeracy in a vocational education and training context, specifically within the Workplace English Language and Literacy Programme
- ✧ When coming to the Workplace English Language and Literacy Programme, practitioners may not have any knowledge of the policy imperatives driving the vocational education and training sector nor any experience with teaching adult language, literacy and numeracy within the vocational education and training or workplace contexts.
- ✧ Notwithstanding the magnitude of change in the vocational education and training sector, professional development opportunities have diminished
- ✧ There are sets of skills outside of language, literacy and numeracy specialisation that are needed by the Workplace English Language and Literacy Programme providers that could form the content for professional development options.

# Appendix I: Survey sample description

## Distribution and response rates

Email surveys were sent to Workplace English Language and Literacy Programme managers representing 106 Registered Training Providers and 81 were contacted by Workplace English Language and Literacy Programme managers. 42 Workplace English Language and Literacy Programme practitioners responded from 25 Registered Training organisations.

Table 1 details the distribution and response rate of Registered Training Organisations and Table 2 details the response rate of Workplace English Language and Literacy Programme practitioners.

**Table 6 Email survey distribution and response by Registered Training Organisation**

State	Number of RTOs sent the survey	Number of RTOs contacted by telephone	Number of RTO responses
ACT	0	0	0
Northern Territory	8	7	1
New South Wales	14	12	5
Queensland	18	20	3
South Australia	12	7	2
Tasmania	3	3	1
Victoria	40	22	13
Western Australia	11	10	0
Total	106	81	25

**Table 7 Email survey distribution and response by Workplace English Language and Literacy Programme practitioners and Registered Training Organisation type**

State	Number of practitioner responses by Registered Training Organisation type				Total number of practitioner responses *
	Public	Private	Enterprise based	ACE	
ACT	0	0	0	0	0
Northern Territory	0	1	0	0	1
New South Wales	6	0	0	1	7
Queensland	2	5	0	0	7
South Australia	0	2	0	0	2
Tasmania	1	0	0	0	1
Victoria	16	6	2	0	24

Western Australia	0	0	0	0	0
Total	25	14	2	1	42

**Note: A number of responses were from practitioners working for the same Registered Training Organisation**

**Table 8 Email survey distribution and response by Workplace English Language and Literacy Programme practitioners and employment type**

State	Number of practitioner responses by employment type						Total number of practitioner responses
	Permanent Full time	Contract Full time	Permanent Part time	Contract Part time	Casual Part time	Contract (self employed)	
ACT	0	0	0	0	0	0	0
Northern Territory	1	0	0	0	0	0	1
New South Wales	4	1	0	0	2	0	7
Queensland	3	0	3	0	1	0	7
South Australia	1	0	0	0	0	1	2
Tasmania	1	0	0	0	0	0	1
Victoria	9	2	6	2	0	5	24
Western Australia	0	0	0	0	0	0	0
Total	18	3	9	2	2	6	42

Follow up interviews were conducted either face to face or over the telephone with 11 Workplace English Language and Literacy Programme managers and 11 Workplace English Language and Literacy Programme practitioners to obtain more detailed information.

Table 17 details the distribution of face to face and telephone interviews with managers and Table 18 details the distribution of face to face and telephone interviews with practitioners.

**Table 9 Managers' face to face and telephone interviews by location**

State	Number contacted	Number responded
Victoria	8	8
New South Wales	2	2
Queensland	1	1
Total	11	11

**Table 10 Practitioners' face to face and telephone interviews by location**

State	Number contacted	Number responded
Victoria	9	7
Queensland	5	4
New South Wales	4	0
Total	17	11



# Email survey respondent demographics

**Table 11 Age of email survey respondents**

Age	Number of respondents
<30	0
31-40	8
41-50	11
51-60	21
>60	1
Not reported	1
Total	42

**Table 12 Gender of email survey respondents**

Gender	Number of respondents
Male	11
Female	30
Not reported	1
Total	42

**Table 13 Location of email survey respondents**

State	Number of respondents
Queensland	7
Victoria	24
South Australia	2
Tasmania	1
New South Wales	7
Northern Territory	1
Total	42

## Analysis techniques

The following methods were used to analyse the data obtained through the three data gathering processes:

- ✧ email surveys - data was transcribed onto an access spreadsheet.
- ✧ telephone and face to face interviews - the interviewer transcribed responses and grouped them according to the research questions
- ✧ workshops - presenters recorded key comments and issues arising from the discussions. These were then grouped according to the focus areas of the research.

# Appendix J: Telephone/face to face interview results – practitioners

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Question 1 How useful did you find the Certificate IV in Assessment and Workplace Training?

1	Useless for teaching on campus but some use for teaching in industry e.g. policies and Training Packages
2	Did as Recognition of Prior Learning and just for compliance. Did not give any real teaching skills
3	No value, took two hours
4	Useful because of introduction to terminology and vocabulary
5	Not useful
6	Useful for workplace trainers
7	Did it because it was a mandatory requirement, tedious because already teaching in industry
8	Waste of time but could be useful for new teachers
9	No value, Recognition of Prior Learning process
10	Has a teaching qual so too superficial
11	Useful for trainers who aren't teachers

Question 2 What is your industry experience?

1	Worked in about 50 different companies
2	Works in warehousing
3	Taught across many industries
4	No response
5	No response
6	No response
7	Correctional services, aged care, plastering
8	Aged care, horticulture
9	Agriculture, plumbing, gasfitting, Audio visual
10	Aged care, automotive
11	Automotive, warehousing, food processing

Question 3 How do you deliver Workplace English Language and Literacy Programme training?

1	Mixture, depends on what is possible, mainly classroom, sometimes on the line, sometimes involves workplace trainers
2	Maximum of 3 students per class
3	No response
4	Tries to integrate learners from across the company eg office workers and field workers but also has to allow for differences
5	Mainly one on one with individual program development
6	No response
7	Depends on the situation, could be classroom based, could be a support to content deliverer, some on the floor teaching, some one on one

8	Classroom based approach and some one on one
9	Flexible learning, classroom, on the job
10	mixture, depends on what is possible, mainly classroom, sometimes on the line, sometimes co presents with workplace trainers
11	One on one in individual learning centre, on the job, classroom

Question 4 Have you ever had to deliver Workplace English Language and Literacy Programme training around vocational skills and knowledge that you were previously unfamiliar with?

1	Basically left to your own devices. Can transfer knowledge of industries across
2	Basically similar need to learn new terminology and work practices
3	Yes, learnt from company
4	Spoke to other teachers
5	Asks company for site visit, sits in on other training
6	Support from other Workplace English Language and Literacy Programme teachers, often need to get up to speed alone
7	Generic skills which are manipulated to adapt to new situations
8	None have worked in industries in which they deliver training
9	Site visits, talking to other Workplace English Language and Literacy Programme teachers
10	Spoke to other teachers
11	Use internet to find out information, site visits, speak to other teachers

Question 5 Have you had to deliver workplace numeracy training?

1	Very rarely but would be fine
2	Rarely, but was primary trained so not an issue
3	Someone else usually does the numeracy
4	Yes, no problems
5	Numeracy is my pet area
6	Often teaches numeracy, more so than literacy. Students get a kick out of seeing their comprehension rise
7	Small section of the program eg calculate hours for the week
8	Seldom teaches numeracy
9	Yes, feel confident
10	Only basic numeracy
11	Usually ask someone else if more complicated

Question 6 What do you like most about working on Workplace English Language and Literacy Programme projects?

1	Not being in a classroom. Always new and different. Have to create something out of nothing.
2	Independence, can focus on student needs and be creative in tailoring teaching to suit the workplace
3	Likes working in industry particularly if company is supportive
4	No response
5	Students are highly motivated, see the relevance of the program
6	Out of the office/classroom. Make a difference to people's lives. Relevant and meet a broad range of people
7	Diversity, empowerment for learners, everything new and exciting
8	Change of scenery
9	Coal face interaction, workplace environment, travel, negotiation, see people develop
10	Changes and challenges of new workplaces
11	Independence, working with adults

Question 7 What do you like least about working on the Workplace English Language and Literacy Programme program

1	Sometimes dependent on other people eg if supervisor won't release people
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2	No team feeling, misses the camaraderie
3	Paperwork, hard to match class outcomes to National Reporting System
4	All the acronyms
5	Not one negative
6	College timetables are hard to match with on site obligations, isolating if it is not an accepting workplace
7	Never get to fine tune because always on the move. Timelines often quite artificial
8	Night shifts
9	Report writing, limited nature of programs
10	Paper work and record keeping
11	Isolation

Question 8 Are there ever competing demands between the stakeholders?

1	Yes, sometimes hard to get the company to understand what is realistic, Starting point has to be the learner needs but can lead to trouble if inexperienced.
2	The employer wants a connection between the training and the workplace, wants to see value for money which can be a different value to that held by the teacher
3	Learners see long term benefits but employers want quick fix to an issue and the Registered Training Organisation is in it for the money
4	Production demands can be a problem but usually no conflicts between what everyone wants
5	Organisation wants procedures implemented and workers are often more focused on personal gain. Sometimes feels caught in the middle
6	Often seen as a change agent which can cause tensions
7	Students often talk to the teacher about problems and the teacher needs to be careful about loyalties and responsibilities
8	Yes if the program hasn't been properly negotiated before starting
9	Students often talk to the teacher about problems and the teacher needs to be careful about loyalties and responsibilities
10	Production takes precedence and it can be frustrating
11	Company may have unrealistic expectations. Students often use you as sounding board

Question 9 How do you manage these competing interests?

1	Need to carefully define your role, maintain your independence
2	Interests do not usually conflict. Adult teaching is a partnership and the program is designed to meet these needs
3	Need to have communication between all stakeholders. The company needs to foster the training so the students feel motivated and the trainer feels part of the process.
4	No response
5	Accepts workplace priorities
6	No response
7	If need be will call on the Workplace English Language and Literacy Programme manager to organise a meeting. May diplomatically point out that something may be beyond the contract
8	If there's a conflict it's deferred back to the college
9	No response
10	Try to resolve issues by talking at the workplace but will refer to the Workplace English Language and Literacy Programme manager if necessary
11	Have regular meetings with the company and Registered Training Organisation so issues are discussed and sorted

Question 10 Has your Workplace English Language and Literacy Programme work changed in the past 5 years?

1	Not significantly, more emphasis on Frontline Management, more industry focused
2	Shift from language focus to industry focus and now could be described as being content driven with a language overlay.
3	NRS is a big change, seems to be less popular than before
4	Projects tend to be smaller

5	No response
6	Hasn't really changed
7	Need to take on more of a management role, has more responsibility for managing the program
8	Training Packages are a huge influence. Workplace English Language and Literacy Programme should revolve around language, literacy and numeracy but becoming more and more workplace focussed.
9	No response
10	More tied to Training Packages.
11	Language, literacy and numeracy training related to industry competencies

Question 11 What do you think is causing these changes?

1	Policy changes
2	Industry expectations
3	Accountability demands
4	Seem to be pushing towards industry trainer rather than qualified English as a second language teachers
5	No response
6	No response
7	No response
8	No response
9	No response
10	Government policies
11	Trying to have national consistency

Question 12 Are there new roles, directions or activities expected of you?

1	More responsibility for managing whole process eg negotiating with the company
2	No response
3	No response
4	No response
5	No response
6	No response
7	No response
8	Take on more of a management role
9	No response
10	Need to be aware of opportunities for new training
11	Have become more connected to the workplace, seen as one of them not the Workplace English Language and Literacy Programme teacher

Question 13 How well do you think you have adjusted to these changes?

1	No problem
2	OK
3	No response
4	No response
5	No response
6	No response
7	No response
8	Teaching in the Workplace English Language and Literacy Programme is about change
9	No response
10	Can talk to the Workplace English Language and Literacy Programme manager at any time if needed
11	Sometimes feels quite disconnected from the company and the Registered Training Organisation

Question 14 What challenges do you think will be faced by Workplace English Language and Literacy Programme practitioners over the next 5 years?

1	Could be economic pressures on Registered Training Organisation s not to employ qualified staff. May need to think about different ways of delivery
2	No response
3	Should see Workplace English Language and Literacy Programme teachers as a company resource. Challenge will be to convince companies of long term benefits of Workplace English Language and Literacy Programme
4	No response
5	No response
6	How to deal with small projects, delivery in more rural areas
7	No response
8	No response
9	No response
10	Having to manage more and more projects a the one time
11	Aging population and not many new young people entering the field

Question 15 How well prepared are you to meet these challenges?

1	Not an issue because designs own programs now
2	No response
3	No response
4	No response
5	No response
6	Have informal mentoring, encouraged to go to other people if need support
7	No response
8	No response
9	No response
10	OK have staff meetings so keep up to date
11	Not an issue. Regular meetings both with the company and the Registered Training Organisation so feel quite supported

Question 17 What do you think are the necessary attributes, skills and knowledge needed by practitioners moving into the Workplace English Language and Literacy Programme?

1	Industry understanding, flexibility, assertiveness and confidence in your own ability
2	Need to be able to operate independently, keep up to date with policy issues, independent learner
3	Flexible approach, no set agenda, be customer focussed
4	Need a good understanding of how the company works, factory protocol, how to link Training Packages s and literacy
5	Ned to be flexible, fly by the seat of your pants, not judgemental of people with lower skills
6	Tolerance, patience, flexibility, sense of fun, ability to present same work in a dozen different ways
7	Tactful, flexible, great communicator, integrity
8	Flexible, able to think on your feet, respond quickly, not get sidetracked by your own attitudes, can't get caught up fighting the cause
9	Diplomatic, flexible, empathetic
10	Good communicator, diplomatic, flexible, independent
11	Flexible, able to respond to issues, sensitive to others needs, independent

Question 18 What do you think are the necessary attitudes, skills and knowledge that will be needed by Workplace English Language and Literacy Programme practitioners in the next 5 years?

1	Same as now
2	Not sure
3	More information and communication technologies skills
4	Probably more management skills
5	No response
6	More financial and managerial skills

7	No response
8	No response
9	No response
10	More information and communication technologies skills
11	Same as now

Question 19 What professional development have you been offered/taken in the past 2 years?

1	National Reporting System
2	Frontline Management, De Bono Thinking Hats
3	ASLPR, National Reporting System
4	None because casual teachers can't access professional development
5	Currently studying an adult literacy course
6	Hasn't done any useful professional development
7	No response
8	Many and varied opportunities eg information and communication technologies, conferences eg Australian Council for Adult Literacy
9	No response
10	In house professional development, Manufacturing Learning Victoria, assessor network, conferences eg Australian Council for Adult Literacy
11	Registered Training Organisation run sessions, company funded courses

Question 21 Was the professional development appropriate for Workplace English Language and Literacy Programme practitioners?

1	No response
2	No response
3	No response
4	No response
5	No response
6	No response
7	No response
8	External professional development is very hit and miss
9	Not much of a network among Workplace English Language and Literacy Programme teachers
10	Yes
11	Not all of it

Question 23 Who paid for these activities?

1	Not all staff are paid, but permanent fulltime and parttime are
2	Registered Training Organisation
3	Some paid and some unpaid
4	Casual teachers can't access professional development and aren't paid
5	No response
6	No response
7	No response
8	The Registered Training Organisation
9	No response
10	The Registered Training Organisation
11	The Registered Training Organisation

Question 26 What professional development have you undertaken in relation to the National Reporting System?

1	A few years ago
2	When first started
3	At the college when working in the Language, Literacy and Numeracy Program

4	No response
5	No response
6	No response
7	Someone took me through it, not really useful ,not sure if the Department of Education, Science and Training looks at reports
8	When first started
9	At the start of my Workplace English Language and Literacy Programme training, could ,probably do with a refresher
10	At the start of my Workplace English Language and Literacy Programme training

Question 28 how important is it for you to keep contact with other Workplace English Language and Literacy Programme practitioners?

1	Very but don't have regular meetings. Lots of sessionals are not called in. Meet informally with other Workplace English Language and Literacy Programme teachers, have own little network
2	Very little networking with other Workplace English Language and Literacy Programme professionals. Would be useful
3	When developing programs it is very difficult not to have any one to bounce ideas off –no cross fertilisation. Manufacturing Learning Victoria meetings are good because you meet others
4	No response
5	No response
6	Occasionally talks to people at TAFE. Contract sourcing is important to keep in contact but it doesn't happen. A formalised system would be good
7	Really important to keep in contact
8	Very important
9	Would be good but hard to manage



# Appendix K: Telephone/face to face interview results – managers

Question 1 Can you describe your current job?

1	Workplace English Language and Literacy Programme Manager
2	Workplace English Language and Literacy Programme Manager
3	Workplace English Language and Literacy Programme Manager
4	Workplace English Language and Literacy Programme Manager
5	Workplace English Language and Literacy Programme Manager
6	Workplace English Language and Literacy Programme Manager
7	Workplace English Language and Literacy Programme Manager
8	Workplace English Language and Literacy Programme Manager
9	Workplace English Language and Literacy Programme Manager /teacher
10	Workplace English Language and Literacy Programme Manager /teacher
11	Workplace English Language and Literacy Programme Manager /teacher

Question 2 Can you describe your current Workplace English Language and Literacy Programme Manager responsibilities

1	Manage programs and staff, run professional development for staff
2	Co-ordinate program
3	Marketing, compliance, liaison, problem solving
4	Manage all aspects
5	Co-ordinate, write submissions, manage day to day operations
6	Liaising, interviewing staff, supporting teachers, writing submissions
7	Write submissions, marketing, prepare budgets, manage staff, monitor quality
8	Manage programs and staff
9	I receive 18 hours per semester to follow leads, negotiate with companies, write submissions, write reports, prepare skills analyses
10	Manage all workplace programs
11	Support delivery of Certificate 11 training

Question 3 How many Workplace English Language and Literacy Programme practitioners do you currently employ?

1	5
2	24
3	3
4	21
5	10
6	1
7	8
8	25
9	19
10	5
11	4

Question 4 How are they employed? Why

1	All employed part time for duration of contract. Can only employ if receive funding
2	Permanent, sessional and contract. This is to ensure a balance of employees in various

	categories of employment
3	All employed part time for duration of contract. Can only employ if receive funding
4	Permanent, sessional and contract.
5	Full and part time
6	Casual
7	Full and part time
8	Permanent, sessional and contract.
9	Permanent, sessional and contract.
10	Casual
11	All employed part time for duration of contract. Can only employ if receive funding

Question 5. What minimum qualifications do you look for when hiring staff to work in Workplace English Language and Literacy Programmes? Why?

1	Need appropriate qualifications to design and deliver learning programs
2	Teaching quals, TESOL quals, Cert 1V. large number of NESB workers with varying levels of spoken and written English.
3	Degree, teaching quals, Cert 1V
4	Must meet aqtf standards, HIT standards, DEST and DIMIA standards
5	Must have undergraduate teaching quals, Cert 1V, adult lit/TESOL qual
6	Must satisfy TAFE General Education qualifications which includes Cert 1V
7	Teaching quals, TESL quals, Cert 1V
8	Degree, teaching quals, Cert 1V
9	Teaching quals, TESL quals, Cert 1V
10	Post grad quals in adult lit/TESOL, LLN teaching is a specialised/ expert discipline within education and teachers need to have their practice informed and underpinned by theory
11	Degree, teaching quals, Cert 1V

Question 6 What minimum experience do you look for when hiring staff to work in a Workplace English Language and Literacy Programme. Why?

1	Knowledge of adult learning, knowledge of bigger picture industry issues
2	Industry experience with a language, literacy and numeracy focus. Experience working with adults. Knowledge of the National Reporting System
3	Experience in the adult sector and in the workplace.
4	Minimum of one year teaching and training
5	Experience working with adults
6	Experience in the adult sector and in the workplace.
7	Industry experience with a language, literacy and numeracy focus. Experience working with adults. Knowledge of the National Reporting System
8	As for the previous question and additional skills depending on the particular program
9	Experience in the adult sector and in the workplace
10	Minimum of one year teaching and training
11	Industry experience with a language, literacy and numeracy focus. Experience working with adults. Knowledge of the National Reporting System

Question 7 What personal attributes do you look for when hiring staff to work in a Workplace English Language and Literacy Programme. Why?

1	Flexibility, adaptability, sensitivity to individual needs, specific industry knowledge
2	Honesty, flexibility, enthusiasm, conscientiousness. Industry can be difficult, constant changes eg production demands so teachers need to be able to respond and manage this
3	Ability to empathise with adults with language, literacy and numeracy needs, flexibility, ability to liaise with all parties involved
4	Communication skills, flexibility, good record keeper
5	Problem solver, negotiating skills, flexibility, conscientiousness

6	Confidence, flexibility, adaptability
7	Communication skills, good time management and organisational skills, flexibility
8	Enthusiasm, flexibility, good record keeping skills
9	Empathy, ability to adapt to change and pressure
10	Flexibility, openness, communication skills
11	Problem solver, flexible, ability to work under pressure

Question 8 Are there any difficulties in recruiting staff? If so can you explain?

1	Difficult to find people with industry experience, adult language, literacy and numeracy experience and VET experience
2	Difficult to find staff with the right quals and experience
3	Location and times of training can be an issue for some people
4	Hard to find people with the right quals and experience and willing to work around shift times
5	Difficult to find staff with the right quals and experience
6	Travel distances can be large
7	Hard to find people with the right quals and experience
8	No difficulties so far
9	Difficult to find people with industry experience, adult language, literacy and numeracy experience and vocational education and training experience
10	Difficult to find staff with the right quals and experience
11	Hard to find people with the right quals and experience

Question 9 Can you describe what the Workplace English Language and Literacy Programme aims to do?

1	Increase and support language, literacy and numeracy development to meet workplace and training requirements
2	Helps to develop language, literacy and numeracy to assist them to meet the training needs required for their jobs
3	Helps participants increase language, literacy and numeracy so that industry competencies can be achieved
4	To provide language, literacy and numeracy training in the context of industry needs
5	To help develop language, literacy and numeracy skills and achieve industry quals as required by their jobs
6	Most of the people here have little formal education. Need new skills to keep their jobs and to progress
7	Aims to develop and support language, literacy and numeracy skills development to meet workplace and training requirements
8	Helps to develop language, literacy and numeracy to assist them to meet the training needs required for their jobs
9	Increase and support language, literacy and numeracy skills development to meet workplace and training requirements
10	To provide language, literacy and numeracy training to meet industry needs
11	Aims to develop and support language, literacy and numeracy skills development to meet workplace and training requirements

Question 10 Are there ever competing interests between the different Workplace English Language and Literacy Programme stakeholders?

1	Yes, shopfloor staff have language, literacy and numeracy needs but systematic meeting of these takes more time than is available
2	Yes, production takes precedence and training can be seen as unimportant by supervisors
3	The company may be more interested in the industry certificates and the teacher is more interested in supporting language, literacy and numeracy development
4	Pressures on getting the quals rather than the language, literacy and numeracy development
5	Access to staff if it clashes with production
6	Staff may be hesitant as they see it as a company gain not a personal gain
7	Rarely because potential issues discussed before the training starts.

8	Yes different views on the focus of the training
9	Yes, production takes precedence and training can be seen as unimportant by supervisors
10	Pressures on getting the quals rather than the language, literacy and numeracy development
11	Can be different expectations

Question 11 How do you manage these competing interests?

1	Takes time and resources
2	Set up steering committee with reps from different stakeholders
3	Project manager discusses roles and expectations before training starts and comes in if required
4	Company reps are thoroughly briefed before training starts
5	By being very clear and upfront with the company before training starts
6	By having on-going meetings to iron out any problems
7	Teacher is in constant liaison
8	Project manager discusses roles and expectations before training starts and comes in if required
9	Company reps are thoroughly briefed before training starts
10	By being very clear and upfront with the company before training starts
11	Understanding is reached between Registered Training Organisation and company prior to starting the program

Question 12 How does your organisation deliver Workplace English Language and Literacy Programme training?

1	Mixture of on the job and classroom training
2	A mixture, depending on the company
3	Team teaching with content specialist and Workplace English Language and Literacy Programme teacher
4	Depends on the organisation –group work, one on one, self paced
5	Always in the workplace, on the job and thoroughly integrated with workplace practise
6	Face to face a the worksite and at the TAFE centre
7	A mixture –one on one, small group, on the job
8	In consultation with workplace personnel
9	Mixture of on the job and classroom training
10	A mixture –one on one, small group, on the job

Question 13 Has the way you deliver Workplace English Language and Literacy Programme changed in the past 5 years?

1	More closely integrated with the Training Packages
2	Stronger focus on vocational education and training and Training Package competencies
3	More emphasis on working in collaboration with workplace personnel
4	Increased emphasis on delivering competencies and qualifications
5	Workplace English Language and Literacy Programme teachers more integrated with the workplace
6	n/a
7	Increased emphasis on involvement with qualification training and assessment
8	An expert from the industry supports the trainer
9	Greater emphasis on working in collaboration with workplace personnel
10	Workplace English Language and Literacy Programme teachers more integrated with the workplace

Question 14 what do you think is causing these changes?

1	Need for workers to get quals as this is part of their job description
2	Stronger focus on vocational education and training
3	The Australian Quality Training Framework

4	The changing nature of work
5	Changing understanding of language, literacy and numeracy
6	Changing nature of the workplace, modes of delivery and the need for workers to obtain quals
7	Increased focus on technology in the workplace
8	National standards lifting the level of language, literacy and numeracy required
9	Australian Quality Training Framework
10	Use of training packages

Question 15 Are there new roles, directions or activities now required of Workplace English Language and Literacy Programme practitioners as a result of these changes?

1	Co-assessing of competency within training packages
2	Staff have always had to manage multiple roles but they have become more complex. Workplace English Language and Literacy Programme practitioners often have to see themselves as part of the company not outsiders.
3	Need to get relevant certification eg occupational health and safety
4	Increased clerical load eg recordkeeping, admin issues such as enrolments, using data bases
5	Participation in assessment validation
6	Negotiating with other TAFE faculties
7	Have to get up to speed with a number of training packages
8	New roles in designing and conducting assessments
9	Greater liaison and working with industry personnel
10	More responsibility for marketing and meeting industry needs

Question 16 How well do you think your staff have adjusted to these changes?

1	Need to be able to customise resources, take specific content and do language, literacy and numeracy work with it, adjust and pitch appropriately, make learning interactive
2	Need to develop their own skills using technology eg accessing resources from the internet
3	Staff have responded well
4	Generally speaking pretty well. Some need more support than others
5	Very well in terms of competency training but unhappy about increasing reporting and recordkeeping demands
6	n/a
7	Some are resistant to what they see as increasing reporting and recordkeeping demands
8	Our teachers take the changes on board
9	Staff have responded well
10	On the whole, pretty well. Some need more support than others

Question 17 What new roles, directions or activities will be faced by your staff in the next 5 years?

1	Increasing pressure to develop resources integrating language, literacy and numeracy and Training Packages
2	More than language, literacy and numeracy teachers
3	Continued fragmentation of jobs, increased reliance on information and communication technologies
4	Willingness to view language, literacy and numeracy broadly and consider the range of applications for Workplace English Language and Literacy Programme training
5	Ability to respond positively to changes in the vocational education and training environment
6	n/a
7	Ability to manage time to fulfil multiple roles and view a program holistically rather than seeing themselves primarily as teachers
8	Increasing their own skills to support learners with technological changes
9	Teasing out the language, literacy and numeracy implications when working as change agents

10	Increased casualisation
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Question 18 What attributes, skills and knowledge will be needed by Workplace English Language and Literacy Programme practitioners in the next 5 years?

1	Australian Quality Training Framework
2	Policy changes
3	Increased skills and knowledge in working with industry personnel for content design, delivery and assessment
4	More than just language, literacy and numeracy teachers
5	As above
6	n/a
7	As above
8	As above
9	Highly developed web based skills with increasing automation in workplaces
10	Conflict resolution, change management

Question 19 How well prepared do you think your staff are?

1	Well prepared and supported
2	Pretty well but some may be resistant to change
3	Always need to be professionally developed
4	Staff are well supported
5	OK
6	n/a
7	Offer opportunities to grow
8	Staff meetings ensure staff are aware of new needs
9	OK
10	Well prepared

Question 20 What activities do you think would be effective in assisting your staff to prepare?

1	Time to search for resources to customise particularly using the internet
2	Managerial support, more frequent monitoring and evaluation visits, mentoring, shadowing
3	Moderation and validation sessions with colleagues
4	Professional development, both internal and external
5	Attendance at conferences eg Australian Council for Adult Literacy, National Reporting System workshops, staff meetings
6	n/a
7	Informal support is invaluable. Tapping into networks
8	Provision of proformas and documentation to assist with record keeping, staff meetings
9	PD both internal and external
10	Moderation and validation sessions with colleagues, staff meetings

Question 21 how will you support your staff to meet these challenges?

1	Weekly meetings, mentoring
2	Staff are paid to attend professional development both internal and external
3	More initial support when setting up programs, regular professional development
4	More staff development, more exposure to different industries
5	Staff are paid to attend professional development both internal and external
6	n/a
7	Mentoring, regular staff meetings
8	Access to new resources, trends and research, industry specific training
9	Staff meetings, professional development

10	Staff are paid to attend professional development both internal and external
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Question 22 Do you offer professional development to your new Workplace English Language and Literacy Programme practitioners?

1	Worksite orientation. Support to learn how to customise materials.
2	Mentoring program, new teachers shadow experienced teachers
3	Informal rather than formal ,mentoring, brainstorming
4	Mentoring eg showing how to complete Workplace English Language and Literacy Programme reports
5	National Reporting System workshops, record keeping
6	Shadow experienced staff
7	Staff meetings, National Reporting System, industry specific information
8	Induction, mentoring, validation sessions
9	Regular professional development and staff meetings
10	Support such as going to companies together, mentoring

Question 23 Do you offer professional development to more experienced Workplace English Language and Literacy Programme practitioners?

1	Weekly meetings, group approaches to development of resources
2	Will be offering TAA, project management, National Reporting System update
3	In house professional development, continued accessibility to Workplace English Language and Literacy Programme manager
4	Assessment and validation sessions, audits, benchmarking, staff meetings
5	In house professional development, such as Australian Quality Training Framework, National Reporting System, external professional development
6	no
7	Staff meetings, internal and external professional development
8	Staff meetings, access to professional development in other departments
9	Staff meetings, internal and external professional development
10	Staff meetings, in house professional development, validation of assessment tasks

Question 24 If Workplace English Language and Literacy Programme practitioners move from one industry to another do you offer any support/ professional development prior to their moving?

1	n/a
2	Yes, by placing Workplace English Language and Literacy Programme practitioner in a more experienced team. Access to all materials already developed. Liaising with other staff
3	This is the nature of Workplace English Language and Literacy Programme training generally. Support in the form of discussing needs, looking at different Training Packages, site visits and orientation.
4	Provide them with appropriate training
5	Yes, by discussing need to customise training materials
6	no
7	Support in the form of discussing needs, looking at different Training Packages site visits and orientation
8	Provide them with appropriate training, access to staffing other departments
9	Mentoring and liaising with the workplace
10	Mentoring

Question 25 Has the casualisation of the vocational education and training workforce impacted on your delivery of or access by Workplace English Language and Literacy Programme practitioners to professional development?

1	By weekly meetings but also expect teachers to maintain their own level of expertise
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2	Some teachers find it difficult to attend professional development as they may be working across providers
3	no
4	no
5	no
6	Yes, teachers at school receive a daily rate whereas Workplace English Language and Literacy Programme teachers receive an hourly rate
7	Some teachers find it difficult to attend professional development as they may be working across providers
8	No ,all Workplace English Language and Literacy Programme practitioners have access to professional development
9	no
10	Attendance at in-house professional development is a strong feature of our program and is always well attended

Question 26 How do you ensure that Workplace English Language and Literacy Programme practitioners are up to date in their knowledge?

1	This is a big issue. To be effective Workplace English Language and Literacy Programme teachers need currency
2	Difficult because teachers are out there teaching and hard to find days and times that suit everyone.
3	Kept up to date through our professional development program
4	Staff meetings, internal and external professional development
5	Through professional development program
6	Difficult because of distances but very important
7	Through professional development program
8	professional development days are targeted at areas needing development. Based on what we think will be needed and what practitioners have identified.
9	Kept up to date through our professional development program
10	Making sure they feel and are supported. Creating times for collegiate support, timetables professional development and promotion of external professional development opportunities

Question 27 Are there issues for part time, casual and sessional staff?

1	Yes, if people work across providers
2	No, because they will always find work in other departments
3	No, because no staff are paid to attend training by the company
4	Yes, if people work across providers
5	Yes, may have other commitments
6	Have lost many part time teachers who have been offered full time or permanent work in other industries
7	Yes, making the commitment to come if not a scheduled work day
8	Work load, having access to professional development
9	No, because they will always find work in other departments
10	Yes, if people work across providers