



Lifelong Learning  Resilient Communities

# 52<sup>nd</sup> ALA National Conference

*Thursday 11 & Friday 12 October, Byron Bay*

Byron Community Centre 69 Jonson Street Byron Bay NSW 2481

[byroncollege.org.au](http://byroncollege.org.au)

Hosted by Byron Community College

Sponsors



Endorsing Organisations



## Keynote Presenters

Our keynote speakers will address individual aspects of building community resilience and will detail the core message for our conference in terms of valuing respect and cooperation between all groups including Indigenous Australians; embracing an economy that works for all and living in harmony with the natural environment. All speakers will explore ways that Lifelong Learning nurtures this resilience in the face of challenging times.

---

### Alan Tuckett

---



Alan Tuckett OBE is the President of the International Council for Adult Learning. He is the former Director of the National Institute of Adult Continuing Education in the UK, having worked previously as an adult education organiser in Brighton and as a Principal in inner London. He started Adult Learners' Week in the UK in 1992, and supported its adoption by UNESCO, and its spread to more than 50 countries.

He has seven honorary doctorates, is a Fellow of City & Guilds, and was inducted into the International Hall of Fame for Adult Education in 2006. He was awarded the OBE in 1995.

---

### Robin Shreeve

---

*Participation and productivity – the keys to economic sustainability.  
Developing a new national workforce development strategy*



Robin Shreeve has worked in the skills sector for more than 30 years in Australia and England. He is currently the Chief Executive of Skills Australia. Skills Australia is an independent advisory body advising the Australian Government on workforce development and workforce skill needs. Robin has been the Chief Executive of two large tertiary institutions – one in Australia, the North Coast Institute of TAFE and one in Westminster, Central London. For different periods between 1989 and 2005, Robin worked for the Dept of Education and Training in NSW and was Deputy Director-General for TAFE and Community Education.

Robin has also been a Board Director for a number of organisations including the NSW Board of Studies, AeSharenet, Worldskills Australia, TAFE Global Pty Ltd, the Paddington Development Trust, the London Apprenticeship Company and the Westminster Small Minority Business Council. He currently sits on the Advisory Boards of the Critical Skills Investment Fund and the LH Martin Institute. Robin holds degrees from the Universities of York and Sheffield and has spoken and published widely in the area of vocational education and training.

---

### Prof Lyn Carson

---

*Active citizenship can save democracy*



Lyn Carson is a professorial fellow with the School of Humanities and Communication Arts at the University of Western Sydney. For the past 20 years she has taught and researched in the field of deliberative democracy, asking how the wider public can help to resolve policy challenges.

Lyn was involved in convening or supporting Australia's first Consensus Conference, the first Deliberative Polls, the first Australian Citizens' Parliament, numerous Citizens' Juries and Community Summits and a host of other public deliberations at local, state and national levels.

Carson's interest in community engagement began as a local councillor in Lismore, NSW (1991–1995). She is currently a director of The newDemocracy Foundation and a board member of Oxfam as well as Essay Editor of the Journal of Public Deliberation. She maintains a website [www.activedemocracy.net](http://www.activedemocracy.net)

# Keynote Presenters

---

## Prof Barry Golding

## *Adult learning in Australia: the big picture*

---



Professor Barry Golding is an Australian vocational, adult and community education researcher in the School of Education, University of Ballarat. Barry has extensive research experience in all adult learning sectors.

Barry's Australian adult learning research in the past fifteen years has focused mainly on adult and community education, with a recent emphasis on the learning experienced by men through their participation in community organisations.

He is currently involved in a suite of national and international studies of men's learning and wellbeing through community participation. Barry is an honorary Patron of the Australian Men's Sheds Association and an Adult Learning Australia Board member.

---

## Annie Kia

## *Social Learning and Resilience*

---



Annie Kia's focus is on community resilience in relation to environmental threats and community wellbeing. In her capacity as Resilience Coordinator at North Coast Health Promotion, she worked with others to develop Sustain Northern Rivers, a collaboration of peak regional organisations to address climate change. Based on distributed leadership, it draws on network theory to maximise social innovation. With priority areas of Transport, Food, Energy and Social Innovation, Sustain Northern Rivers includes partnerships with organisations in the VET sector.

In response to the threat of Coal Seam Gas mining, Annie took time off work to develop a Community Strategy for Lock the Gate Alliance – Northern Rivers. It was piloted in The Channon and Keerrong, where 99% of citizens decided to close their roads, valleys and community to invasive gas mining. An uplifting YouTube video of the launch event was picked up internationally. In the Northern Rivers, the Community Strategy went viral, as communities adopted the grass-roots participative process to create their own, self-declared CSG-free zones. Informed by network theory, this strategy builds community resilience and social capital.

Annie's professional foundations include education, organisational change and community development. More recently she has undertaken training in methods to engage group intelligence, based on complexity science.

# Challenge Sessions

Our Challenge sessions are a series of thought-provoking presentations on the following topics:

---

## Literacy & Resilience

*Bob Boughton*

Is resilience in danger of becoming a weasel word? 'Bouncing back' is all very well, but should we not also ask, what is actually knocking us down, and in which direction should we bounce? Back to what – the place where we were knocked down? Surely, that would be asking to be knocked down again. Why not bounce forward, instead of back? And while it is clearly good to be able to bounce back, is it also ok to hit back? This take on the Conference theme will help introduce an adult literacy campaign currently being piloted in an Aboriginal community in western NSW.



Dr Bob Boughton has worked as a community development worker and adult educator since the 1970s. He is currently an Associate Professor in the School of Education at the University of New England in Armidale, NSW, where his research focuses on the role of popular education in development in marginalised and impoverished communities. In 2006, he began working with the Cuban education mission in Timor-Leste on a national adult literacy campaign, which has now taught basic literacy to over 120,000 people using local village-based facilitators. In the last twelve months, he has been coordinating the trial of a similar literacy campaign model in a remote Aboriginal community in NSW.

---

## "A slice of normality amidst chaos": Women and Lifelong Learning in Christchurch New Zealand

*Jennifer Leahy*

Adult learners involved in Adult and Community Education (ACE) programmes in Christchurch, Aotearoa/New Zealand know much about chaos having experienced more than 11,000 after shocks since the earthquakes of 2010 and 2011. Learners and providers have shown tremendous resilience by continuing to provide lifelong learning opportunities. Jennifer shares some of the findings from her research undertaken with women involved in ACE programmes and describes the impact of participating in ACE on themselves and on their families. In these times of cost-cutting of the ACE sector in Aotearoa/New Zealand, it is important to be reminded that for some women, the opportunity to attend ACE programmes is still important in their lives and does make a difference.



Jennifer Leahy has a detailed knowledge of teaching adults having worked for 10 years as a lecturer in adult education at the College of Education and the University of Canterbury in Christchurch, NZ. Her career in education has been as a teacher in Primary and Secondary schools and for over 25 years she has worked as an educator of adults in a variety of settings.

Most recently Jennifer has been involved in teaching adults at Christchurch Polytechnic, the University of Canterbury and a range of community education programmes and is working on her PhD specialising in adult education.

Jennifer dedicates this presentation to the adult learning whanau (family) in Christchurch who have had to endure over 11, 000 earthquakes and after-shocks from the earthquakes that struck Christchurch in 2010 and 2011.



# Challenge Sessions

## Resilience and sustainability: how does lifelong learning speak to these values?

Resilience, the capacity to rebound from adversity, is good, but are not other qualities better, like adaptability and the capacity to accommodate and learn from change? What does lifelong learning assume about such qualities?

This session explores 'adaptability' as a lifelong learning value in four discursive contexts: (1) the personal attitude to experience as learning (2) the critique of formal education institutions (3) the advocacy of lifelong learning as an educational vision (4) the policy discourses of human capital and economic competitiveness.

*John McIntyre*



John McIntyre has been an advocate for the community education sector as a researcher and policy analyst. He was as a member and the last Chair of the NSW Board of Adult and Community Education and later Chair of the NSW Advisory Committee on Community Education.

Until 2001 he was at the University of Technology Sydney where he taught adult and vocational educators for over 25 years and later conducted policy research for government agencies including the NSW and Victorian ACE boards. His PhD is in the area of policy and participation in ACE. He is a member of the Sydney Institute of Technology Advisory Council.

John lives and works in the national capital where he is an Adjunct Associate Professor in the University of Canberra.

## ALA Research Forum

Dr Peter Willis and Professor Roger Harris of the University of South Adelaide will host a forum on emerging research in the area of later life learning and resilience. Interested researchers and student researchers are welcome to attend.

Dr Peter Willis' research areas include adult education and lifelong learning in the community, the workplace and formal institutions. Professor Roger Harris' research areas include adult and vocational education, Australian training reform and workplace learning.

*Dr Peter Willis, Prof Roger Harris*



Dr Peter Willis is senior lecturer in adult, vocation and workplace education at the University of South Australia. His main research areas concern transformative and 'second chance' learning among adults and the relationship between religion, spirituality and civil society. Dr Willis is the current director of the Australian Centre for Convivial Backyard Civilisation.

Recent edited publications include *Pedagogies of the imagination: mythopoetic curriculum in educational practice* (with Timothy Leonard; Springer); and *Wisdom, spirituality and the aesthetic: mythopoetic foundations of lifelong learning* (with Leonard, Morrison and Hodge; Post Pressed).



Dr Roger Harris is a Professor in the School of Education at the University of South Australia. He has extensive experience in adult and vocational teacher education and in research, focusing on national training reform. He has been on the Executive of the Australian VET Research Association, Director of the national research consortium, 'Supporting VET providers

in building capability for the future', and a member of the South Australian Training and Skills Commission.

Dr Harris is the national editor for the *Australian Journal of Adult Learning*, a Fellow of the Australian College of Educators, a member of two higher education private providers and the Leader of the Education and Training Program in the CRC for Rail Innovation.

# Later Life Learning Forum

This will run over two workshop sessions and provide a forum for discussion and exploration of the following topics:

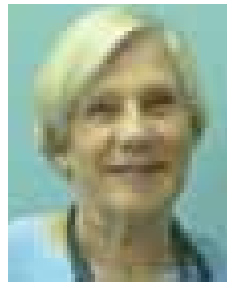
---

## Knowhow for Later Life

*Dr Helen Kimberley, Dr Malita Allan*

---

What knowledge and abilities do older adults need to participate effectively in Australian society today? Taking the idea of 'knowhow', to encapsulate knowledge as well as the skills to apply knowledge in order to participate effectively in everyday life, we recently reviewed information designed for older Australians by government, self-help media, service providers, and in popular publications. Using social construction of ageing as a critical lens, we identified some underlying assumptions and gaps in thinking about what knowhow in later life is important for older Australians. This presentation will make some distinctions between 'knowhow' and traditional ideas about adult learning.



Dr Helen Kimberley is Principal Researcher, Retirement & Ageing, Research & Policy Centre, Brotherhood of St Laurence, and an Honorary Fellow in the School of Social and Political Sciences at the University of Melbourne. Her work in research and policy development is committed to building a better understanding of the experience and future patterns of ageing and social

inclusion of older Australians. Previously, as Executive Director of the Equity Research Centre, she managed the research program primarily in the area of equity in education, training and employment.



Dr Malita Allan is a Research Officer at the Brotherhood of St Laurence. She is currently working on the Knowhow in Later Life project. Malita gained a PhD in anthropology from La Trobe University with a focus on ethnic tourism in Vietnam. She is also a senior researcher at RMIT University and is the co-editor of the Australian Anthropological Society newsletter.

---

## Computer courses for mature aged learners

*Jeanie Beh*

---

Our computer classes for mature aged learners provide an opportunity for older people to increase their computer and Internet skills. They promote community participation and actively address the issue of older Australians feeling isolated and 'left behind' in a technological age. Newly acquired skills promote increased confidence and potentially improve how older people obtain information which may directly impact on their overall health and well-being.

Students learn in a friendly classroom environment working at their own pace alongside like-minded adults with similar needs. Classes continue to thrive as students embrace the changing face of technology. It is not just a place of learning, but a place of camaraderie and belonging and one where all students can share their cultural and personal experiences whilst enriching their sense of community.



Jeanie Beh graduated from Swinburne University of Technology in 2005 with a degree in Multimedia. She works as a multimedia designer and developer with various not-for-profit organisations; developing online learning materials for corporates; designing and developing websites and promotional materials for small businesses and the educational sector. She completed a Master of

Multimedia from Swinburne University of Technology in 2008. She has volunteered with Hawthorn Community Education Centre as their computer class tutor since mid 2007 and has completed a four month internship as the RSPCA Victoria Education team's e-learning strategy researcher.

---

## U3A online

*Dr Rick Swindell AM*

---

An all-virtual U3A, operated entirely by retired volunteers from a number of different countries and open to any older person or younger disabled person from anywhere, presents many ongoing challenges. How are the virtual volunteers supported? How can we help members to develop a sense of community and belonging when no one can meet face-to-face? How can we spread the word in Australasia and other countries that locals who are isolated from their mainstream communities (eg by caregiving, illness, poverty, distance) are able to engage with like-minded members and study more than 40 intellectually challenging courses? Can we assist CALD populations here and overseas by translating our courses and resources into other languages? These and other practical considerations will be briefly touched on in my session.



Rick has been a practitioner and researcher in adult education for more than 30 years. He introduced U3A to Brisbane in 1986 and is co-founder and current vice-president of U3A Online, the world first virtual U3A for people isolated from their mainstream communities by distance, ill health, disability, care-giving and other isolating circumstances. Rick's talk will focus on the strengths,

challenges and potential of creating a sense of belonging to adult education community exclusively in the virtual world.

# Event Schedule

## Wednesday 10<sup>th</sup> October

### Venue

2:30 pm - 5:00 pm	Research Forum hosted by Dr Peter Willis and Professor Roger Harris	SCU Room
5:30 pm - 7:00 pm	Arrival drinks / Welcome event / Registration	SCU Room

## Thursday 11<sup>th</sup> October

8:30 am - 9:00 am	Registrations, tea and coffee	SCU Room
9:00 am - 9:10 am	Welcome to Country	Theatre
9:10 am - 9:30 am	Setting the scene	
9:30 am - 10:00 am	Keynote speaker 1: Professor Barry Golding	
10:00 am - 10:30 am	Keynote speaker 2: Robin Shreeve	
10:30 am - 10:50 am	Morning tea	
10:50 am - 11:00 am	Walk to workshops	
11:00 am - 11:50 am	Workshops	
	Later life learning forum	Jeanie Beh Rick Swindell Malita Allan Helen Kimberley Theatre
	Using e-portfolios for active citizenship, lifelong learning and community resilience	Ms Sharon Zivkovic, Professor Roger Harris Dr Peter Willis SCU Room
	My chance, My LINC	Helen Ebsworth Verandah Room
	Facilitating learning in sometimes remote, but nonetheless resilient communities	David McGuire and Elsie Gordon Byron College Room 1 & 2
	Mathematics funds of knowledge: Sotmaute and Sermaute in a Torres Strait Islander Community	Bronwyn Ewing Byron College Room 3
	Building resilience in a professional services community: The role of leadership development	Dr Elizabeth Shannon Hotel Great Northern, Backroom

# Event Schedule

Thursday 11 <sup>th</sup> October (continued)			Venue
11:50 am - 12:00 pm	Walk to workshops		
12:00 pm - 12:50 pm	Workshops		
	Later life learning forum	Continued	Theatre
	Developing resilient workers: Learning across working life	Dr Daryl Dymock	SCU Room
	Building a Resilient and responsive learning community for disengaged young people: A partnership approach	Louisa Ellum	Verandah Room
	Reflections of a lifelong learner on learning and community resilience	Dr Roslyn Foskey	Byron College Room 1 & 2
	Managing change in the formal education sector for a sustainable and resilient society tomorrow	Carol D'Souza and Shivani Jain	Byron College Room 3
	Does the emerging discipline of community engagement foster lifelong learning and community resilience?	Dr Mark Brophy	Hotel Great Northern, Backroom
12:50 pm - 1:00 pm	Walk to Community Centre for lunch		
1:00 pm - 1:40 pm	Lunch		Byron Community Centre
1:40 pm - 1:50 pm	Walk to workshops		
1:50 pm - 2:40 pm	Workshops		
	Learning, through literacy, to believe in the possibility of a better future	Jack Beetson, Deborah Durnan, Jose Chala Leblanch, Philippa McLean, Bob Boughton	Theatre
	Making a Positive ImPrint: Creative Approaches and Relationship Building in Adult Education	Ms Toril Pursell, Ms Rose Marie Paduano, Dr Leone Wheeler	SCU Room
	Resilient community education businesses – what works	Verna Kearney and Anne Burgoyne	Verandah Room
	Leadership Onkaparinga	Joanna Giannes	Byron College Room 1 & 2
	Hooting and learning: The pedagogy of infectious joy and group momentum	Dr Peter Willis	Byron College Room 3



# Event Schedule

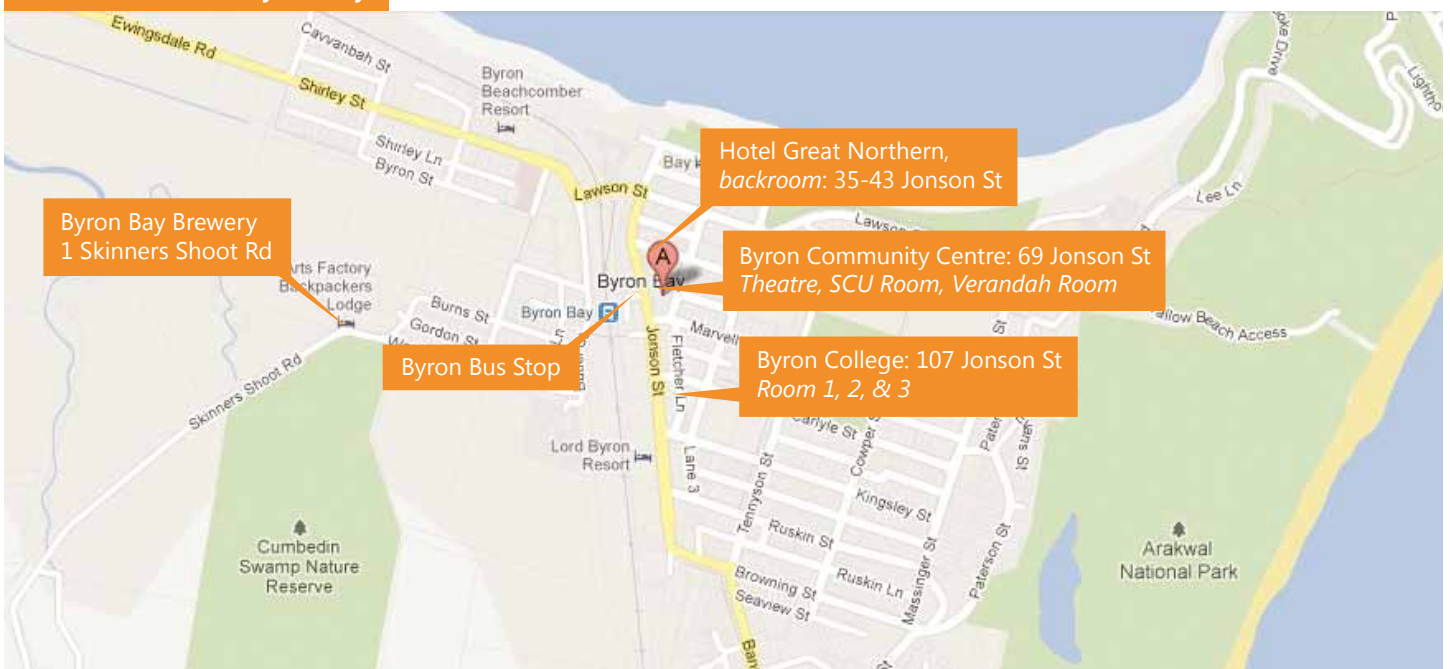
## Thursday 11<sup>th</sup> October (continued)

	Venue
2:40 pm - 2:45 pm	Walk to theatre
2:45 pm - 3:15 pm	Keynote speaker 3: Annie Kia
3:15 pm - 3:40 pm	Afternoon tea
3:40 pm - 4:10 pm	Keynote speaker 4: Professor Lyn Carson
4:10 pm - 4:40 pm	Keynotes: Challenge Sessions. Dr Bob Boughton, Dr John McIntyre, Jennifer Leahy
4:40 pm - 5:00 pm	Wrap up: Key messages
7:00 pm	Conference dinner
	Byron Bay Brewery

## Friday 12<sup>th</sup> October

8:30 am - 9:00 am	Tea and coffee	SCU Room
9:00 am - 9:15 am	Welcome, overview of key themes	Theatre
9:15 am - 11:30 am	Open space discussion and morning tea	
11:30 am - 12:00 pm	Bus to Mullumbimby	Byron Bus Stop
12:00 pm - 12:45 pm	Presentations and lunch	Byron College Head Office, Mullumbimby
12:45 pm - 1:30 pm	Final keynote speaker: Allan Tuckett	
1:30 pm - 2:00 pm	Close of formal proceedings at Mullumbimby	
2:00 pm - 4:00 pm	Sight visits and bus back to arrive central Byron	
4:00 pm	Arrive home in Byron Bay	Byron Bay Bus Stop

## Venue locations in Byron Bay



# Workshops

Our workshops will provide a forum for discussion and exploration of the following topics:

---

## Using E-portfolios for active citizenship, lifelong learning and community resilience

After our paper's concepts have been explained, participants will be given the opportunity to put them into practice through a small group activity. Participants will be invited to develop a trans-disciplinary strategy to address a community issue of their group's choice by looking at their issue through the seven community capacity building perspectives discussed in the paper. Participants can then identify what digital files and other features they could include in an ePortfolio to showcase their proposed project to potential stakeholders or to use their work in a recognition of prior learning process.

*Dr Roger Harris, Sharon Zivkovic and Dr Peter Willis*



Sharon Zivkovic is the Principal Facilitator of Community Capacity Builders, a for-profit social enterprise that has developed an internationally recognised active citizenship education program. She is a Lecturer for the University of Adelaide's Social Entrepreneurship course, and is in her final year of a PhD with the University of South Australia investigating how best to scale the social impact of the Community Capacity Builders active citizenship program. In 2001, Sharon received the Enterprising Woman of the Year Award in recognition of her contribution towards creating strong and enterprising communities.



Dr Peter Willis is senior lecturer in adult, vocation and workplace education at the University of South Australia. His main research areas concern transformative and 'second chance' learning among adults and the relationship between religion, spirituality and civil society. Dr Willis is the current director of the Australian Centre for Convivial Backyard Civilisation.

Recent edited publications include *Pedagogies of the imagination: mythopoetic curriculum in educational practice* (with Timothy Leonard; Springer); and *Wisdom, spirituality and the aesthetic: mythopoetic foundations of lifelong learning* (with Leonard, Morrison and Hodge; Post Pressed).



Dr Roger Harris is a Professor in the School of Education at the University of South Australia. He has extensive experience in adult and vocational teacher education and in research, focusing on national training reform. He has been on the Executive of the Australian VET Research Association, Director of the national research consortium, 'Supporting VET providers in building capability for the future', and a member of the South Australian Training and Skills Commission. Dr Harris is the national editor for the *Australian Journal of Adult Learning*, a Fellow of the Australian College of Educators, a member of two higher education private providers and the Leader of the Education and Training Program in the CRC for Rail Innovation.

---

## Reflecting on Lifelong Learning and Community Resilience

*Ros Foskey*

What do we mean when we use the word resilience – at times reduced in the adult learning literature to clichés such as 'bouncing back'. Norris and her colleagues (2008) highlighted several years ago the metaphorical qualities of the term resilience, particularly when applied to people and their communities. Film footage of the engagement of different rural audiences within an interactive theatre process will be used as a catalyst in exploring resilience. In particular, we will consider how resilience is conceptualised through different disciplinary lenses, and at different scales, allowing the complexity in the interaction with learning and community to emerge.



Dr Ros Foskey is an adjunct lecturer in the School of Education, University of New England (UNE). Recently she has also been working part-time as a health promotion officer with the Mental Health Promotion and Prevention Team of the Hunter New England Health Service. Ros is interested in how our conceptualisation of both learning, and health, is shaped through different metaphors and how these metaphors influence how we experience learning, health and wellbeing.

# Workshops

## My LINC, My Chance:

Using case studies, this workshop explores the nature and types of partnerships and collaborative arrangements which allow for place-based initiatives to be undertaken within a strategic vision.

It will outline LINC Tasmania's approach to providing second chance learning for clients using library, literacy and community learning services in a planned, integrated way. The significant role that volunteers can take in supporting learning, thus building the skills and knowledge of the community to build resilience and sustainability will be explored.

Participants will be challenged to explore their options in creating such chances for their clients.

## *Helen Ebsworth and Sue Howard*



Helen has been an educator for 30 years and has worked in a range of settings and sectors from schools to VET and community education. She has a long association with LLN programs and managed the AMEP in Tasmania for several years.

She is interested in exploring how collaboration works to benefit the community and in providing individuals with increased opportunities. Her current role in LINC Tasmania provides leadership in community learning as a strengthening mechanism for VET and further education and a means to build social inclusion.



Sue has been an adult educator for over 30 years working in all sectors. She has spent many years engaged with Indigenous Australians in various capacities – from teaching in community management and development at Batchelor and Curtin, to developing qualifications in TAFE Queensland and establishing in-house learning in North Queensland with child protection

agencies and in human services on Palm Island. Sue currently works in both community learning and adult literacy policy development in LINC Tasmania.

## Facilitating learning in sometimes remote, but nonetheless resilient communities

In 2011 Community Services through Western Institute of TAFE conducted a mentoring project with staff from 5 Safe Houses, spread across the Orana Far West from Wilcannia through to Lightning Ridge. Safe Houses are refuges for women and children escaping domestic violence, services similar to Women's Refuges found in many communities. Learning from the project included a clear demonstration of the linkages between resilience and lifelong learning, and also the way learning both supports, but also requires communities, on a range of levels. For this adult learning practitioner, the project was also a powerful reminder on the importance of flexibility and first principles. The workshop will include an overview of the project and its evaluation report, along with a discussion of the key learning and what it tells us about resilient communities and lifelong learning.

## *David McGuire and Elsie Gordon*



David McGuire has a background in adult education as well as the delivery of community services through non-government organisations. For the last 6 years he has had the privilege of developing and delivering or coordinating a wide range of learning and development projects and products for NGO's funded through NSW Community Services, with a particular focus on homelessness services. He currently is working in the Specialist Homelessness Services Learning and Development Program, based in Sydney.



Elsie Gordon is based in Dubbo NSW and for the past four years she has been employed with TAFE Western as a part time teacher delivering the Certificate IV Social Housing H.O.M.E package and carrying out the Orana Far West Women's Safe House Mentoring Project. Prior to her employment with TAFE Western Elsie was employed in a Specialist Homelessness Service (SHS) for homeless women with dependent children, Elsie has a background in providing and delivering information and education sessions to community groups in the areas of homelessness, domestic violence, sexual assault, child protection and service governance.

# Workshops

---

## Building a resilient & responsive learning community for disengaged young people: A partnership approach

---

*Louisa Ellum*

This workshop will focus on practical ways to building a collaborative approach and response to appropriate provision for disengaged young people in local communities, drawing on place-based learnings, strategies and good practice partnership models. The key discussion points will be on:

- How to engage providers in a regional partnership and developing common ground, vision and partnership objectives with young people at the centre
- Putting young people's learning and community engagement at the centre of all work – providing broad provision and realistic learning pathways
- Leveraging mutual success from partners' strengths, expertise and points of difference, especially in areas of funding opportunities, piloting initiatives and developing innovative program and training ideas
- Building strategies as a partnership to meet localise niche gaps, professional development and learning needs.



Louisa Ellum is the Chief Executive Officer of the Bayside Glen Eira Kingston Local Learning and Employment Network (BGK LLEN), a not-for-profit organisation working in the area of partnership brokering and youth transitions. Louisa has worked extensively across the education and training, not-for-profit and philanthropic sectors for the past 18 years. Her passions are for equity and excellence in education and learning, harnessing youth voice and participation across areas of community strengthening and inclusiveness, and ensuring greater aspirational, social and economic opportunities for all young people through strategic and innovative community partnerships.

---

## Building resilience in a professional services community: the role of leadership development

---

*Dr Elizabeth Shannon*

This workshop looks at the role of Leadership and Management Development programs in large professionalised organisations. How do they contribute to individual and organisational resilience? How can their value be proved/improved? A background paper will be available describing the Tasmanian Department of Health and Human Services program in detail but the workshop will focus on a SWOT analysis of this program and those programs run by workshop participants. The purpose of this workshop is to increase collective knowledge, based on the literature and lived experience. It is expected that participants will gain insights they can apply in their professional community.



of Tasmania.

Elizabeth is the Manager, Leadership and Management Development at the Tasmanian Department of Health and Human Services. She is a conjoint appointment with the School of Medicine, Faculty of Health Science at University of Tasmania, where she holds a Senior Lectureship. She is also an Honorary Associate, with the School of Government, Faculty of Arts at University of Tasmania.



# Workshops

## Resilient community education businesses – what works

In Victoria, Adult Community and Further Education (ACFE) has worked with 310 Learn Local community organisations over six years to build community resilience. The session will showcase why this partnership between government and the not-for-profit sector has been so successful and how this experience can be applied to any community organisation nationwide.

During the workshop we will showcase initiatives in 2 key areas - business capacity and quality teaching and learning. Learn more about what we did in business training and mentoring, shared service arrangements, organisational governance, using learning to help solve community issues through community learning partnerships and innovative grant programs.

*Anne Burgoyne and Verna Kearney*



Anne Burgoyne is the Eastern Metropolitan Regional Manager for the Adult Community and Further Education (ACFE) division of the Victorian Department of Education and Early Childhood Development (DEECD).

Following a brief stint in primary education, Anne spent 12 months working in the education division of the justice system before moving into the

not-for-profit labor market and adult education sector. Anne's extensive experience in adult education informs her current role overseeing the allocation of ACFE funding to Adult Community Education (ACE) providers and managing stakeholder engagement and market facilitation relating to government subsidized training in the eastern region of Melbourne. In recent years Anne has worked on the state wide project to build the business capacity of Victoria's ACE sector.



Verna Kearney is the Manager Research and Development in the Adult, Community and Further Education (ACFE) division of the Victorian Department of Education and Early Childhood Development (DEECD). After an extensive career as a primary teacher, Verna moved into the not-for-profit labour market and adult education sector, working first with an ACE provider in regional

Victoria before taking on the role of ACFE Regional Manager in the Grampians region and then moving to Melbourne to take up a variety of public service roles in ACFE. One of Verna's most exciting and significant involvements has been in major state wide projects to build the business and teaching and learning capacity of Victoria's community-based not-for-profit ACE sector.

## Developing resilient workers: Learning across working life

As the requirements for work continue to change, influenced by such factors as the growing use of technology and globalisation, workers' employability increasingly depends on their ability to continue to adapt to these changes. Alongside those influences are social changes that are also transforming workforces and workplaces, including longer working lives and increased longevity and a growing reliance on experienced workers since the number of younger entrants to working life cannot keep pace with overall demands. All these imperatives lead to the need for resilient workers, capable of learning adaptively across lengthening working lives. While some of that learning will occur through accredited courses, much of it arises through everyday learning in the circumstances of practice and as an outcome of workers' own endeavours as active learners and through their interactions with others, in and out of the workplace. Drawing on interviews with 51 workers, this paper discusses how learning and training can help develop resilient workers and hence sustain their employability.

*Ray Smith, Darryl Dymock and Stephen Billett  
(Conference presenter: Dr Darryl Dymock)*



Dr Darryl Dymock is a Senior Research Fellow at Griffith University, Brisbane, and is currently Project Manager for an NCVER-funded study into how workers update their knowledge and skills. He has been involved in adult education practice and research for much of his working life, and has published in such areas as adult literacy, educational history, and workplace learning. Darryl is a Research

Fellow with Adult Learning Australia, and strongly believes you can teach an old dog new tricks. In recent years he has pursued with some success his interest in writing stories, short and long, fiction and non-fiction, and his biography of aviation pioneer Bert Hinkler will be published by Hachette Australia next year. Other books are in the pipeline.



# Workshops

## Does the Emerging Discipline of Community Engagement Foster Lifelong Learning and Community Resilience?

*Dr Mark Brophy*

Community engagement is increasingly a 'must have' competency for anyone overseeing projects or programs that have an impact on the broader community, or require the involvement of many stakeholders for project success. This workshop introduces participants to the community engagement discipline. Through participating in a 'learning by doing' interactive workshop, participants will gain an appreciation of the importance of developing well considered community engagement plans and be able to discern effective community engagement from "tokenistic community consultation". Participants will also understand that community engagement is much more than providing opportunities for the vocal minority.



Mark Brophy is a Director of Australian Study Circles Network and was the Victorian Statewide Community Engagement Facilitator for the Department of Sustainability and Environment. He is also the Manager of the Williamstown Community Education Centre in Melbourne, a Board Member and Research Fellow of Adult Learning Australia and Adjunct Fellow at Victoria University. Mark completed his PhD in 2002 investigating alternative deliberative dialogue learning methods with disadvantaged learners and received a Fulbright Scholarship to research the work of Everyday Democracy and other deliberative democracy efforts in the US in 2007.

## Leadership Onkaparinga

*Joanna Giannes*

Leadership Onkaparinga is a unique program that fuses contemporary leadership development, community development and active citizenship.

It is a platform for information and learning that enhances our regions current and prospective community leaders and the community projects and/or initiatives they are involved in. It gives community leaders the opportunity to gain more skills and confidence to motivate and encourage others to lead. Our program raises the level of confidence of our residents to proactively bring about change, address community issues, be an advocate for their community and understand the different tiers of government and community systems.



Joanna is an Organisational Development professional of 15 years with expertise in developing and facilitating Leadership Development programs for organisations. Her aim has been to awaken the best in human potential whilst creating greater organisational productivity and efficiencies. Much of Joanna's work has been in industry across several sectors working alongside the organisations' Executive teams. She has lectured extensively in Human Resource Management and Leadership Development. More recently her work has integrated her corporate Leadership Development expertise into Community Development. Joanna is currently Project Officer at City of Onkaparinga managing Leadership Onkaparinga – a unique Leadership Development program aimed at building leadership capacity and active citizenship skills to residents of City of Onkaparinga.

## Mathematics funds of knowledge: Sotmaute and Sermaute in a Torres Strait Islander

*Bronwyn Ewing PhD*

This workshop presents the findings from a small Women in Research Grant funded by the Queensland University of Technology. In doing so, data will be presented and discussed drawing on a funds of knowledge approach adopted for the project. This approach is framed by the premise that people are competent and have knowledge that has been historically and culturally accumulated into a body of knowledge and skills used in everyday life.



Dr Bronwyn Ewing is a mathematics education researcher in the YuMi Deadly Centre, at QUT. She has been a lecturer in mathematics education for 8 years. She specialises in the pedagogy of mathematics education from the early years to VET contexts. She has visited and taught in Indigenous communities across Queensland, particularly in the far North and Torres Strait Islands. She has a special interest in the role of Torres Strait Islander women in their children's prior-to-school numeracy education. She oversees the research conducted in the Centre and is the major writer of materials developed to teach vocational numeracy for Indigenous VET students in Year 11 and 12 and in TAFEs.

# Workshops

## Learning, through literacy, to believe in the possibility of a better future

*Jack Beetson, Deborah Durnan, Philippa McLean, Bob Boughton*

We are working in a remote NSW Aboriginal community, running the first pilot in Australia of the Literacy Campaign model, using a method known as Yes I Can! developed in Cuba. The campaign moves through three distinct phases, and the method utilises lessons on DVD which participants watch under the guidance of local facilitators recruited from the community and trained by their Cuban adviser. This workshop will share some of our findings to date, which show how the campaign's community development approach is enabling the poorest of the poor to regain a sense of dignity, and to believe in the possibility of a better future.



Deborah has worked in the field of Aboriginal adult education and community development for almost 30 years in the Northern Territory, NSW and the Kimberley. Deborah has a Master (Hons) degree in Peace Studies and has published in the area of popular education, indigenous community governance and peacebuilding. Since 2006 she has focused on working

in violence affected communities both in Australia and in Timor-Leste. Deborah has been engaged by both government and non-government agencies such as ORIC, NSW Office of Aboriginal Affairs, Republic of Timor-Leste Ministry of Education, UNE, UNICEF, Lowitja Institute, and Reconciliation Australia. Her current work includes acting as the Senior Technical Advisor for an innovative national project to pilot the Literacy Campaign model using the Cuban Yes I Can method in partnership with the Wilcannia Local Aboriginal Land Council in western NSW.



Dr Bob Boughton has worked as a community development worker and adult educator since the 1970s. He is currently an Associate Professor in the School of Education at the University of New England in Armidale, NSW, where his research focuses on the role of popular education in development in marginalised and impoverished communities. In 2006, he began working

with the Cuban education mission in Timor-Leste on a national adult literacy campaign, which has now taught basic literacy to over 120000 people using local village-based facilitators. In the last twelve months, he has been coordinating the trial of a similar literacy campaign model in a remote Aboriginal community in NSW.



Jack Beetson is an Ngemba man born in Nyngan NSW. For over 40 years Jack has dedicated his life to the protection of Human Rights and the Rights of Indigenous Peoples both in Australia and overseas. Jack has formal qualifications in Adult Education and is an Honorary Adjunct Professor at the University of New England. Jack is the Director of Beetson and Associates Pty Ltd which

undertakes a range of community development projects for government and non-government agencies. He is also currently the acting CEO at the Wilcannia Local Aboriginal Land Council and a member of the National Aboriginal Adult Literacy Campaign Steering Committee, as well as the Project Leader of the pilot Campaign in Wilcannia.



Philippa has extensive and successful experience in the Vocational Education and Training, VET, sector, with particular expertise in adult language, literacy and numeracy. In recent years Philippa's prime focus has been on the delivery of professional development and project work for adult LLN teachers and VET trainers at a statewide and national level. She has worked on national

projects developing exemplar LLN assessment tools and delivery resources. Philippa is a member of the consortium that developed the Australian Core Skills Framework, ACSF 2008. She was the project manager for the two DEEWR projects: revision of the ACSF 2012 and the development of the ACSF Pre Level 1 Supplement. Philippa is part of the Wilcannia Adult Literacy Campaign project team providing expertise on LLN and the ACSF.

# Workshops

## Making a Positive ImPrint: Creative Approaches and Relationship Building in Adult Education

*Ms Toril Pursell, Ms Rose Marie Paduano, Dr Leone Wheeler*

Port Phillip Community Group (PPCG) in Melbourne, VIC launched the ImPrint program designed to effectively engage, support and retain “hard to reach” adult learners. ImPrint was funded by the Adult Council for Further Education (ACFE) and developed in consultation with local services providers and RMIT University. The pilot engaged ten participants in a series of creative-based, personal development workshops. The workshops were accompanied by ongoing individual support mentoring to stimulate positive social outcomes. ‘Making a Positive ImPrint’ will share tips about how PPCG engaged and retained participants. The Group Facilitator and Social Support Mentor will discuss their respective roles. The ImPrint curriculum accompanied by vignettes will illustrate key challenges and enablers to accessing adult education in the community development sector.



Dr Wheeler is Program Director, Northern Partnerships Unit within the School of Education, College of Design and Social Context at RMIT University. The Unit brokers learning and research opportunities through school, industry and community partnerships. The focus is on youth transition, career education and the development of learning communities in Melbourne’s north. Dr Wheeler researches in the field of learning community partnerships, learning networks and lifelong learning.



Rose Marie is a Support Mentor for Adult Education at Port Phillip Community Group (PPCG) in Melbourne, VIC. She has a varied work background including psychology, community development, occupational rehabilitation and research. Rose Marie has spent many years providing counselling and promoting and researching services at community centres such as Centacare, the Migrant Resource Centre, Community Health Centres and most recently at PPCG. She has worked at several Australian universities on projects including higher education training, teaching methods and primary health care provision.



Toril Pursell is a Group Facilitator for Adult Education at Port Phillip Community Group in Melbourne, VIC. She works with the Community Development Team and has focused on creative projects for social inclusion and housing. Toril is a registered Art Therapist (MA Art Therapy); she has been employed in the areas of adult mental health, refugee torture and trauma, at-risk youth, foster care and childhood development. Toril has presented for conferences throughout Australia as well as Auckland, NZ, Singapore and Kuala Lumpur, Malaysia.

## Hooting & Learning: The pedagogy of infectious joy & group momentum

*Dr Peter Willis*

This paper draws on the story of the Hillbilly Hoot – a hour-long acoustic concert of blues, country, folk and popular music every Monday night on 3D Community Radio on 93.7 FM in Adelaide.

There are no articulated learning objectives, no external teacher or expert or guide. The fluid group is largely self-managed and self-moderated. A significant number of Hoot members have moved from not singing to singing; not playing or playing very tentatively and inaccurately to playing pretty well, buoyed up and encouraged by the inclusive style and bonhomie of the group members and it is this mysterious energy which is of considerable interest in the context of adult learning.

The main focus of this planned talk is on the existential dimensions of an embedded adult learning project. The pedagogy is non-linear, spasmodic and woven into parallel agendas around performance and celebration. The learning involves personal change from hesitance to confidence; from novice to pretty good and even expert and an engagement in something where ‘the learner’ is can be seen partly as an individual and partly a group. What are its pedagogic features and can these be replicated in other contexts.



Dr Peter Willis is senior lecturer in adult, vocation and workplace education at the University of South Australia. His main research areas concern transformative and ‘second chance’ learning among adults and the relationship between religion, spirituality and civil society. Dr Willis is the current director of the Australian Centre for Convivial Backyard Civilisation.

Recent edited publications include *Pedagogies of the imagination: mythopoetic curriculum in educational practice* (with Timothy Leonard; Springer); and *Wisdom, spirituality and the aesthetic: mythopoetic foundations of lifelong learning* (with Leonard, Morrison and Hodge; Post Pressed).

## Managing Change in the Formal Education Sector for a Sustainable and Resilient Society for Tomorrow

*Carol D'souza and Shivani Jain*

On-the-job training programmes must engage not only individual professionals, but more wisely 'the individual located within an institutional system' as the unit for change and capacity building. An 'institutional team', is the 'unit' around which the Sida sponsored Advanced International Training Programme (ITP) in ESD in Formal Education is designed and built.

Over the last 10 years, the ITP has been working for and with formal education professionals (representing Ministries of Education, faculty from Universities, Curriculum designers, teacher trainers, text book developers, teachers) in Asia and Southern Africa. The programme supports them to manage change in their work places better, so that they can strive towards integrating and inculcating values of sustainable development into existing policies, developing new strategies or programmes, curricula, adopting new teaching-learning approaches, etc into the formal education system. The ITP aims to, through continued learning process, lay the foundation for a society that is more economically, socially, culturally and environmentally resilient for tomorrow.

This presentation is an attempt to share effective strategies as well as challenges and dilemmas of supporting professionals in enhancing the effectiveness of their work.



Carol D'souza, who holds a post-graduate degree in social work, was involved in assessing the impact of training among elected women representatives of Madhya Pradesh in 2008. Since 2010 Carol has been working at Centre for Environment Education, India; she has been engaged in training and capacity building professionals to integrate the values of sustainable development into the formal education system (existing policies, developing new strategies or programmes, curricula, adopting new teaching-learning approaches, etc). As discussed in her contribution 'Managing Change in the Formal Education Sector for a Sustainable and Resilient Society for Tomorrow', she is keenly interested to understand and share how adults learn; bring about and manage change, in their work-based situations. She also has been involved in designing and developing a theme-based module for young learners, and in experimenting on the effectiveness of the use of project-mode, as a teaching-learning methodology especially for multi-disciplinary learning.



With Masters in Life Science and in Education, Shivani has a keen interest in understanding how 'learning' takes place and how effective communication and education can enable learning - among adults and children.

Shivani began her career as a Post Graduate Teacher in Biology with the Kendriya Vidyalayas. Over the last 16 years she has been associated with the

Centre for Environment Education (CEE), a Centre of Excellence in environmental education, supported by the Ministry of Environment and Forests, GOI.

Shivani's current work entails training and capacity building in the field of environmental education and also education for sustainable development. With a focus on education, communication and adult learning, Shivani works with a variety of professional groups, including teachers, teacher trainers, curriculum developers, school managers. A couple of her programmes have given her the opportunity of interacting directly with children in a formal teaching-learning set up. Shivani has experimented with a variety of teaching-learning techniques in making learning meaningful, real-life based and child-centred.

Shivani has coordinated over 50 national and international training programmes in education, communication for Environment, for professionals from a number of countries. She has experimented with a number of participatory training designs testing them for their effectiveness in enabling professionals innovate at their work places. Further, she coordinates Centre's initiatives in the field of Open and Distance Learning and technology-mediated learning. Innovating systems and procedures to support human and institutional development in an organization is also an area of interest for her. Shivani has over 20 academic papers and presentations to her credit.



# Site Visits

## Mullumbimby Community Garden

After listening to Allan Tuckett's presentation we hope you will join us for a tour of the vibrant, subtropical Mullumbimby Community Gardens. This garden is a lush, beautiful and heart-warming example of how communities can come together and enable transformative learning about food growing, seed saving, healthy eating, community building, and sustainable living. Find out how this passionate group have reached out to diverse groups, improved food security and built community resilience. The rapid growth of the community gardens movement world-wide, is phenomenal and represent an exciting and highly relevant frontier for community adult education. Come and have a taste while wandering the whimsical paths that feel like Eden.



## Cape Byron Lighthouse and Indigenous Performance

When in Byron you simply have to visit Cape Byron Lighthouse, that is why we are going to transport you, by coach to this beautiful location. It is Australia's most easterly light, being situated on the most easterly point of the mainland and the views are spectacular. Built at the turn of the 19th century to protect ships passing along the coast, it is Australia's most powerful Lighthouse and still an important shipping aid today. From the top of the headland you will enjoy 360 degree views of the ocean, coast line and hinterland that are hard to beat, including regular sightings of turtles, dolphins and humpback whales. Once there, you will be treated to a local Indigenous performance/information session organised by Nigel Stewart - an Arakwal family member and who comes from the Minyungbul Coodjingburra (Fingal Heads) and the Yuin People (Narooma, South Coast NSW). Nigel is an artist and dancer, and plays didgeridoo. He works as a Ranger for Arakwal National Park Byron Bay, putting his knowledge and passion to work caring for Country. The performance will be performed by a local dance group from the Tweed/Byron Bay area called Bigal Nali Jagun which means 'Men coming together representing country'. It will include a welcome introduction and dance, didgeridoo demonstration, audience participation, Aboriginal heritage and history about sacred country and the significance to our people, it promises to be an informative and inspiring treat to end the 52nd ALA Annual Conference. You will also get some time to enjoy the views and see if you can spot any whales or dolphins, before being taken back to Byron for a 4pm drop off.

Information/photos provided by [www.arakwal.com.au](http://www.arakwal.com.au)





## Notes

## ALA Conference Venues:

Byron Community Centre:  
69 Jonson St  
*Theatre, SCU Room, Verandah Room*

Byron Community College:  
107 Jonson St  
*Room 1, 2, & 3*

Hotel Great Northern, *Backroom*:  
35-43 Jonson St



## Sponsors



## Endorsing Organisations

