

Home-based learning scores top marks in NT

In three diverse locations in Australia, a new Indigenous education program conceived in the US is achieving unprecedented success in engaging mothers of Indigenous newborns. Quest travelled to Central Australia to meet program worker, Carmel Barry and participant, Sylvia Drover.

Sylvia arrives to tell her story at the Old Telegraph Station on the parched red banks of the Todd River, Alice Springs with one-year-old Marika, her cherubic fourth daughter, on her hip. Sprawled on a picnic rug in the bright winter sun, the baby does not give her a moment's peace, but her scrambling interruptions are fitting, as Marika is the key to her mother's learning.

Sylvia is one of the first round of participants of an intensive mothers' education program based on a model that has been highly successful in the US for over thirty years. The Australian Nurse-Family Partnerships Program (or FPP, as it is locally



Angela Harrison (left) and Carmel Barry

known) is run by Central Australian Aboriginal Congress and provides two years of home-based education for mothers of Indigenous babies.

Women enrol when they are three months pregnant and are visited fortnightly by a dedicated nurse-educator until they graduate when their child turns two. The FPP differs from other home-visit programs in that it is primarily

focused on the mother rather than the baby.

Sylvia was paired with program worker, Elise, eighteen months ago. "Elise takes all the things to do. Pictures, photos, activities—all part of the learning," says Sylvia.

Nurse, Carmel Barry describes the sessions. "We sit with people for up to an hour and

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Message from the CEO

Adult Australians need to develop their skills across their lifetimes for a range of reasons: including social, emotional, economic, vocational and wellbeing purposes. Further, these needs will change over the lifespan and will become acute during periods of transition, such as from school to work, from employment to unemployment, into and out of caring responsibilities, from work to active retirement and from wellness and ability to illness and disability, to name just a few.

The Adult and Community Education sector and ALA as its peak body remains committed to this holistic view of the value of and need for education despite recognising how challenging this can be for policy makers.

Most community-based education providers get the bulk of their government support from VET funding sources, particularly in recognition of their great skill in providing pathways to participation for marginalised learners. This edition of Quest looks at some education programs that have a different focus, (financial literacy and parenting) and are funded



from non-education parts of government.

As our new Ambassador Julie McCrossin so eloquently puts it “work is a source of pleasure, identity, social connection and money. But work is only part of our lives.” I would go further and say that without the ability to parent effectively or manage one’s own finances, participation in stable, meaningful work is nigh on impossible.

There is an old expression: Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime. This is the underpinning principle of non-vocational adult education

programs. It’s heartening to see good examples like the program in our feature article of education that provides the opportunity for adults to build better lives for themselves and their children.

You will notice in this edition, a farewell to Roger Harris, who has edited our journal for 22 years. This is also the final edition of Quest to be written by our current Communications Officer Ilka Tampke. Ilka has produced the last four editions of Quest and her passion for writing and attention to detail is evident in each issue. She also writes content for our website and our growing social media presence. I would like to personally thank both Ilka and Roger for their hard work and wish them well as they take on new opportunities.

Finally a big thank you to Richard Vinycomb and his staff from the Byron Region Community College who hosted our recent conference with such generosity of spirit. A note for your diaries: next year we will be holding a two day joint conference with ACE Aotearoa in Wellington, NZ from 18–20 June. Details to follow.

Sally Thompson, CEO

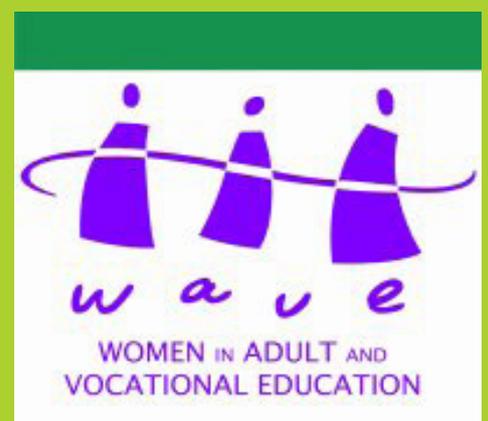
Happy Birthday WAVE

WAVE (Women in Adult and Vocational Education) is celebrating 25 years of active advocacy for women involved in VET, ACE and work-related education and training. WAVE is the only national NGO with a direct interest

in the busy and highly charged field of adult and vocational education with a focus on women.

Adult Learning Australia congratulates WAVE on their silver anniversary.

Check them out at www.wave.org.au



(continued from page 1)

a half and talk about a certain topic, depending on their stage in their pregnancy or the baby's age."

The content for each visit is highly structured around six learning domains, adapted for an Australian context. The first is Personal Health, which

"I've worked in this area for fifteen years and never actually sat down and asked people what do you want? I've been struck by how important it is to give people the time to say what they want."



Sylvia Drover and daughter, Marika

encompasses emotional health and substance use. Where literacy is a barrier, nurses use pictures to represent concepts such as foetal nutrition. "The women are fascinated," says Carmel. "If they eat oranges; that contributes folic acid to help the baby's spine to grow healthy. We haven't given them enough credit in the past to want that information."

Part of the program's approach is to specifically ask participants what they want to learn about their own health. Carmel describes one woman for whom this was a challenge. "I wasn't sure what she needed from this program because she seemed pretty together. She didn't smoke or drink or have a violent relationship. I laid down a heap of cards and asked her what she wanted to learn about. And

she picked out that she wanted to make friends. She had three children, was heavily pregnant and stuck in the home. She was isolated and it was affecting her health. I thought what am I going to do about this?"

Carmel invited the woman to the FPP Christmas party to connect with others on the program. "Now she's joining an exercise group, she's lost weight, she's breastfeeding her baby, which she hasn't done with the others. She feels very proud of herself. It's a transformation. I just shake my head and go, I can't believe it."

For Carmel, the goal-identification is key. "I've worked in this area for fifteen years and we've never actually sat down and asked people what do you want? I've been struck by how important it is to give people

the time to say what they want. I could have gone on visiting and not really been aware of what was at the heart of what was hardest for her."

The Environmental Health domain encompasses safety in the home and housing needs. "Most women that I visit don't have their own home, so it's like Maslow's triangle of needs," says Carmel, "there's no point talking about caring for the baby if they don't have a house, and the same with their study desires." Where the home environment is not conducive to learning, nurses often drive the women to local parks or cafes for sessions.

The Maternal Roles domain talks about baby's needs and development, which teases out into playing and floor time. The fourth domain is Life Course Development, including baby spacing, managing fertility and accessing courses or study. Again, the nurses begin with basic questions; "How many children do you want to have? Do you have a desire to finish any education or start a course? And that process is really amazing. Women are telling us that they do want to study," explains Carmel.

Part of the nurses' role is to be aware of further learning opportunities available in the community, but this has presented some challenges in Alice Springs.

The strong network of community colleges and neighbourhood

houses that exists in several other states is not as established in the Northern Territory. This narrows referral options for



Carmel Barry

workers such as Carmel. In Alice Springs, community education is largely provided by bigger institution such as Batchelor Institute.

“It’s been hard for these mothers to access learning at a training organisation because the services are not very flexible. We get a bit frustrated because women tell us they want to study, but to actually get them to link in and sustain it is very difficult. They often don’t have access to transport and they have to manage their children’s care.”

When Carmel connected with Angela Harrison, literacy teacher at the Batchelor Institute, she found someone who was willing to try and address these barriers.

“Ange was one of the only ones that really understood what this group needed,” explains Carmel. “She sat down with the women and she said how can we get you here? What’s going to make that possible?”

Angela went on to organise a literacy program where mothers could bring their babies, and arranged a bus. “Getting access to that bus was not easy,” says Carmel. “Whether due to

funding constraints or priorities, the bigger training organisations seem generally unable, or unwilling to give the support needed for these people to be able to undertake study.”

The last two learning domains are Family and Friends, which is about relationships and Health and Human Services which links families into what’s available in the area, such as libraries, local transport etc.

The FPP program is currently run in Wellington, NSW and Cairns, QLD but it has been taken up particularly well in NT with over 100 clients on the program. “We’ve now got people that self-refer,” says Carmel. “It’s gaining a name of its own.”

In America, the program is called the Nurse–Family Partnership and was developed by David Olds. After thirty years of longitudinal research, it has been shown to produce dramatic effects including improved prenatal health, fewer childhood injuries, fewer subsequent pregnancies, increased intervals between births, increased maternal employment and improved school readiness.

Follow-up research continues today, studying the long-term outcomes for mothers and children in three separate ongoing trials.

As well as the longevity of the program, Carmel also attributes its success to the relationship that is built between client and educator. “You’re very close by the end of the two and a half years. I think the trust is

important.”

Sylvia concurs; “She’s been really good to me; Elise. She makes me laugh. Talks stories. Makes me happy.”

Although the workers on the program are nurses, not educators, there is no clinical component to the visits. They are there purely to facilitate learning.

“Elise changed my life,” says Sylvia.

“These women totally inspire me with their uptake of information,” says Carmel. “I drive away thinking I can’t believe this! This has been a pretty hard group in the past but it’s not very hard to visit them. It’s easy on the whole. Despite the fact that they’ve got so much going on in their lives, they’ll make room for us because they feel it’s valuable.”



Angela Harrison

Currently, like many mothers, Sylvia is fully occupied by the demands of caring for young children, but one day she’d like to return to learning. “I’d like to do more reading and writing. Listen to what people are saying and doing. I’d like to go back to school.”

Carmel describes the program as a strengths-based model. “We walk beside the woman because she’s having a baby, not a crisis or a mental illness. Not because something is wrong.”

Upcoming Webinars

Adult Learning Australia run regular professional development webinars for people who work in adult and community education.

For guidelines on how to participate please visit our website at www.ala.asn.au/webinars/

Changing the culture: Attracting and keeping committee members

14 December 2012 1:00 pm ADST

It's nearly Christmas and time to reflect on 2012!

If you have spent a good part of the year trying to find committee members for your community organisation with the right mix of skills and knowledge, then this webinar may be just what you need for inspiration in 2013.

In our next session, Rhonda Adamsam from The Spiers Centre in Western Australia will share some trade secrets around attracting and keeping committee members. She will discuss strategies for:

- identifying an organisation's purpose
- articulating an organisation's purpose
- attracting quality committee members.

Rhonda has over 20 years experience within the community development sector, including 10 years experience managing community organisations.

Outstanding educator inducted into Hall of Fame



Jose Roberto Guevara

Adult Learning Australia is delighted to announce that Dr. Jose Roberto (Robbie) Guevara, President of ASPBAE, was inducted into the International Adult and Continuing Education Hall of Fame in October this year.

Robbie is a Senior Lecturer, in International Development at RMIT University and has been president of ASPBAE for three years. His close association with ALA has involved several joint projects including the highly successful Asia South Pacific Forum on Vocational & Education Training & Life Skills held in April last year.

Robbie was nominated for induction by his colleagues from ASPBAE but also by their main funder/partner, the German Adult Education Association (DVV). He attended the induction ceremony hosted by National Council for Continuing Education and Training on the 15th October 2012 in Reno, Nevada.

About the Hall of Fame

The International Adult and Continuing Education Hall of Fame has been created not only to honour leaders in the fields of continuing education and adult learning, but to serve as a record and inspiration for the next generation of continuing education leaders.

Election to the Hall of Fame acknowledges the men and women who have made distinguished contributions to the field of adult and continuing education.

The official home for the International Adult and Continuing Education Hall of Fame is the University of Oklahoma's Oklahoma Center for Continuing Education [Thurman J. White Forum Building](#), Norman, Oklahoma.

For further information: www.halloffame.outreach.ou.edu/about.html.

ALA National Conference 2012

The 52nd Adult Learning Australia National Conference was held in Byron Bay last October. Byron Region Community College hosted over one hundred participants in a very successful event exploring Lifelong Learning = Resilient Communities.

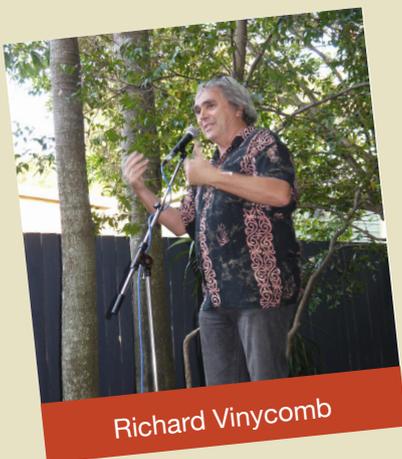


Conference 2012, Byron Bay

the context of disadvantaged communities, asking for resilience could even be described as ‘re-silencing.’ Bob Boughton echoed this idea in relation to Indigenous Australians.

Day two saw an inspiring tour of nearby township Mullumbimby, home of the main campus for Byron

College Director, Richard Vinycomb set the scene, followed by Professor Barry Golding, whose global perspective on adult learning made a compelling case for the inseparable links between learning and wellbeing.



Richard Vinycomb

Robin Shreeve, Chief Executive of Australian Workplace and Productivity Agency, gave an overview of the policy environment in which adult learning providers currently operate and gave hope that key adult learning issues, such as variable participation across gender, were on the agenda.

In the context of resilience, the very purpose of learning was

interrogated and discussed. Key ideas can be summarised in the words of keynote, Alan Tuckett, President of the International Council for Adult Learning; “Most learning isn’t about what it says it’s about; it’s about agency,” and presenter Bob Boughton; “Literacy is about humanity and humanisation.”

Lyn Carson’s keynote presentation on Deliberative Democracies and Annie Kia’s short film about community action against Coal Seam Gas further enlivened the discussion around empowering communities to participate in their own future making.

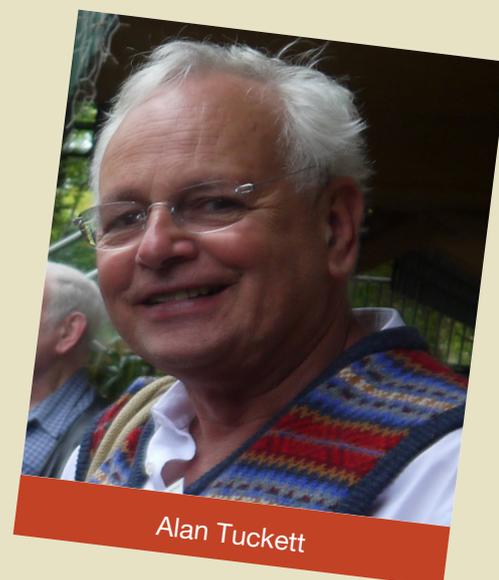
The value of the notion of ‘resilience,’ however, did not go unquestioned. Critiques ranged from it being just another ‘weasel word’ to a morally questionable expectation placed on communities undergoing upheaval through climate change and other social or economic factors.

Robbie Guevara, President of ASPBAE, suggested that, in

Region Community College and local community gardens.

New Zealand delegate, Jennifer Leahy, extended a warm invitation to all present to attend the next Adult Learning Australia conference in New Zealand in June 2013. Further details will be coming soon.

All keynote presentations and conference papers are available on the ALA website.



Alan Tuckett

Government trials financial wellbeing courses

As part of a national income management trial across Australia, the Federal Government recently provided over \$1 million to a local community health service in Shepparton, Victoria, to provide services that include Financial Wellbeing courses for families in perceived financial stress.

Adult Learning Australia argues that many of Australia's most complex social problems could be solved through education programs. We would like to see education as the first rather than the last response of policy makers. At a minimum, it should be a component of any government intervention in the lives of its citizens.

With this philosophy in mind, Quest has been following the introduction of income management trials across the country, in communities where governments perceive that there are social problems stemming from poor management of welfare incomes.

Quest approached the Jenny Macklin, Minister for Families, Community services and Indigenous Affairs, to ask about the education component of this new and controversial policy.

"The Financial Wellbeing Course is an approved money management course, which aims to help participants develop a better understanding of how to manage money and to plan for the future," Minister Macklin said. "The courses teach participants about budgeting,



money planning, savings, spending wisely, goal setting, basic banking, the cost of credit, money loans and consumer rights and responsibilities."

Financial literacy programs have been run by community based ACE providers for many years and have received limited and sporadic support from government.

While ALA welcomes government investment in financial literacy, we think it would be more effectively positioned as a right of citizenship, so that people don't need to have their incomes managed in order to access the skills they need.

Completion of the Financial Wellbeing Course (or another approved money management course) is one of the requirements for people on compulsory income management

to receive the Matched Savings Payment—a one-off payment of up to \$500 for every dollar saved by a person on compulsory income management.

Financial Wellbeing courses will be delivered in small groups or one-on-

one, and run for a minimum of six hours.

Nationally, course delivery varies, with some providers scheduling a regular session for several weeks and others scheduling the entire course over one or two days. In Shepparton, the course will be delivered by local health service, Primary Care Connect.

In addition to Shepparton, the Financial Wellbeing Course will be delivered in Logan and Rockhampton in Queensland, Bankstown in New South Wales and Playford in South Australia.

More information can be found on the FaHCSIA website www.fahcsia.gov.au.

More information on the income management Matched Savings Payment can be found on the Department of Human Services website www.humanservices.gov.au.

ALA Award Winners 2012

Adult Learning Australia congratulates the winners of its 2012 annual awards, presented at the recent national conference in Byron Bay.

Australian Adult Educator of the Year

- **Sue Ross**

WEA, Adelaide

Sue has been the CEO of the iconic WEA in Adelaide for many years, during which time she has been a fierce advocate for non-formal learning. Sue has always believed in providing a wide range of programs at the WEA targeted at all adults through the lifetime.

Under Sue's watch the WEA is always developing new and innovative programs. Sue has grown the combined travel and study program from an idea into a rich learning experience for hundreds of adults. Recently Sue partnered with BRACE to include some accreditation while still always maintaining the focus on non-formal lifelong learning.

Australian Adult Learning Program of the Year

- **Common Ground Learning Precinct**

Centre for Adult Education (CAE), Melbourne

The Common Ground Learning Precinct is an ACFE funded project that provides pre-accredited learning opportunities to some of the most marginalised members of the Melbourne community. The program has seen real changes



(From left) Sue Ross, Verna Kearney and Allan Cormack

in the learners' engagement, confidence, independence and self-esteem as well as increased involvement in the community, further training and work.

While the classes are based on a foundation of developing employability skills such as building confidence and problem solving, the explicit focus is on concrete, achievable skills and products such as cooking, learning to read, making a video or learning new trade skills. E-literacy is a particular focus throughout the program.

As part of this project CAE is developing a 'how-to' resource pack for organisations wishing to establish programs for significantly disengaged learners.

Australian Community-Based Learning Provider of the Year

Coonara Community House, Melbourne

Coonara's community development philosophy and adult education pedagogy are woven together with technology to provide the local community with a blended

delivery of learning opportunities. To date some of the unique outcomes have included; a weekly television program for Channel 31, a 32-page local newspaper with a circulation of 6,000, the publication of two local history books, a community food garden and the regular celebration of special events in the local community.

Delivery has grown from exclusively classroom-based to include e-learning and workplace training in four additional sites, including the Northern Territory. The diversity of students has increased with a greater number of CALD learners and learners with a disability, youth and Indigenous learners.



Leanne Fitzgerald from Coonara

Attracting and keeping positive committee members

The Spiers Centre is a not for profit charitable organisation that provides a variety of programs to support predominantly low income families and individuals of all ages and cultures in the northern suburbs of Perth.

Five years ago, it was called Granny Spiers Community House and could not attract new members to its board. CEO Rhonda Adamsam explains how she turned the culture around.

Without pre-empting your upcoming webinar; what are your top three tips for attracting and keeping positive committee members?

- Know your organisation and its needs, so that at any time or place you can encourage prospective members to consider joining.
- Ensure your board has an induction which makes him/her aware of their responsibilities, but which also shows him/her that being a board member is enjoyable and rewarding.
- Always be aware of what skills your current board is lacking so that you can be on the lookout for someone with those skills.

The stated purpose of the Spiers Centre is 'to relieve



CEO Rhonda Adamsam

the poverty, misfortune and distress of individuals and families in the northern suburbs of Perth.' Why is it so important to identify and articulate your purpose as an organisation?

Your Board, staff, volunteers and members all need to be on the same page when it comes to knowing why your organisation exists and what sort of work you do, and articulating your purpose as an organisation through a strategic plan brings it all together and puts it in focus.

It is also very important that a consistent image is portrayed

to the community, especially if you are seeking financial support or sponsorship.

You took on the role as coordinator at Granny Spiers Community House in 2005. How has the organisation changed since that time?

When I started in 2005, Granny Spiers Community House was a small organisation, unsure of its future funding, and struggling to come to terms with changes to its role in the community.

With a small management committee that couldn't get new members and a small group of staff and volunteers who were energetic and full of enthusiasm, but who were unable to drive the organisation forward, I was asked to take on the role of coordinator and to consider ways in which everyone could focus their energy on how to develop and move forward.

Undertaking a strategic plan seemed the answer to me, and since we did this, we have grown our finances, staff and volunteer numbers to the point where we are now looking at building extensions to accommodate us all.

Farewell Roger Harris

Adult Learning Australia farewells Roger Harris, who has edited the Australian Journal of Adult Learning (AJAL) for almost 23 years of its 52 year lifespan.

Under Roger's dedicated leadership, the Journal has risen markedly in status to an 'A' ranking in the Federal Government's former rankings of journals for its ERA regime. It is now gaining International recognition and rating. With submissions coming from a wide range of countries such as Kuwait, Turkey, Taiwan, Ghana, India, Sweden and many others, its international profile is expected to grow.

Although Roger is retiring from AJAL, he will continue in his role as Professor in Adult and Vocational Education at UniSA. We thank Roger and wish him the best of luck for his future endeavors.

A full selection of back issues of AJAL are available in the member section at www.ala.asn.au. ALA is currently in the process of recruiting a new editor for AJAL.



Roger Harris



The Spiers Centre

What's in a name? Why was it important to change yours?

Your name needs to be accessible, friendly and flexible. Whilst we thought our name, Granny Spiers Community House, was friendly, it wasn't very accessible (it was quite a mouthful), nor was it flexible.

Many people made assumptions about what we did because of that name, (no we are not a childcare centre or a centre for the elderly). So we made the decision to change our name to match our newly defined vision and mission.

It was a huge consultative process—but it really worked for us.

What are the common mistakes you see community organisations making in relation to thinking strategically?

- Thinking that you have to seek board members from your current membership
- Thinking that your current membership has all the skills that will be needed

- Mixing up the roles of bus driver and navigator (you will have to listen to my webinar to learn about that one).

About Rhonda

Rhonda has over 20 years experience within the community development sector including 10 years experience managing community organisations.

Rhonda's experience is diverse having worked in community and government organisations, as a consultant to local government, as a Sessional Lecturer at Edith Cowan University, and has been involved in an international research team investigating domestic violence.

Rhonda is committed to helping people improve their circumstances and believes that working with the community is the best place to start.

Rhonda's webinar Changing the culture – attracting and keeping committee members will run on Friday 14th December at 1pm.

For more information, go to www.ala.asn.au/professional-development/webinars.

Meet our Ambassador

ALA is delighted to welcome professional facilitator and popular media personality, Julie McCrossin, as one of our new Ambassadors.

Thank you for becoming an Ambassador for Adult Learning Australia. Why did you decide to take on the role?

I am very happy to take on the role of Ambassador and do anything I can to encourage people of all ages to actively get involved in learning. All my life I have loved to learn new things and I believe my curiosity and love of learning are a product of my family life. I grew up in a family of five children with a mother and father who were committed to giving us the best education they possibly could.

Both my parents had served in the Second World War. When they started a family after the War, they were eager to build a good future for their children and education was the key. My mother was especially passionate about learning for her daughters. She grew up in London and left school to go to work at 14. Mum had won a scholarship to a Grammar School but her mother didn't let her go because she felt they were too poor to afford the extra costs. I think my mother felt the loss of this opportunity very keenly. She was determined her three daughters, as well as her two sons, would get the best education possible. All five of us graduated from university.

Mum is now 88 and still has a strong interest in news and current affairs and a curiosity to learn new things. This is the passion for education I hope to share as an Ambassador.

After initially completing a Bachelor of Education,



Julie McCrossin

you undertook a Graduate Diploma of Adult Education in 1992. What drew you to adult learning at this time?

The focus of the graduate diploma was Basic Education. It was all about helping adults to learn to read and write and do basic maths. I had originally trained as a primary school teacher, but when I graduated in the late 1970s I joined a theatre-in-education group called Pipi Storm. We performed in schools, child welfare institutions, juvenile justice centres and adult prisons. I met many people who had very limited literacy and I saw the way it limited people's opportunities for work and community life generally.

While I enjoyed working on ABC Radio, I took a break in the 1990s and taught reading and writing for adults at TAFE. I worked with people in psychiatric hospitals and also with new migrants. I enjoyed this work very much and I wouldn't be surprised if I return to this type of adult education part-time when I

get closer to retirement.

You've had a long and varied career in the media with a strong social justice focus including being the host of Australia's beloved Life Matters program on Radio National for over 5 years. What role does adult learning play in creating resilient, just and healthy communities?

We are lucky to live in a democracy. We can influence the way our tax dollars are spent by engaging in community activities to change the actions of our elected officials and community leaders. As a radio broadcaster and as a facilitator of public forums and conferences, I have the opportunity to meet hundreds of people who are active in their local communities. I meet people who are trying to improve the quality of our lives and ensure a fairer distribution of money and services, especially to vulnerable people, such as people living with a mental illness or a disability.

The more we learn as citizens, the more effective we can be as advocates for a better society. But it's not just about helping others. There is plenty of research that demonstrates that the more education we have, the healthier we are. And if we are more active and connected to people in our local communities, then we are happier and less likely to experience depression and anxiety. Getting involved in adult learning is good for individuals and communities.

Compared to vocationally-focused learning institutions

such as TAFEs and universities, the outcomes of community-based adult education are often wider ranging, yet harder to define. Why do you think community-based adult education is important?

I wholeheartedly support vocational courses because work is a source of pleasure, identity, social connection and money. But work is only part of our lives. Many community-based adult education courses foster skills and relationships that are about creativity, fitness, practical home-making, cross-cultural development and understanding, small business and horticultural and agricultural skills. The quality of the lives of individuals and communities is greatly enhanced by these courses which improve the quality and meaning our lives, especially during child-rearing years and as we get older. At every stage of our lives, we need to ensure we experience a sense of purpose, meaning and joy. Adult education, in the company of other curious and open-minded people, is a critical foundation for a life well lived.

How do you continue to learn in your own life?

Back in 2002 I completed a part-time law degree that I studied purely for the educational pleasure. I never intended to practice but it has enhanced my life immeasurably. More recently,

I have become involved with South Sydney Uniting Church in Waterloo. This church publishes a community newspaper, The South Sydney Herald, which aims to give a voice to people in Redfern and surrounding districts with a focus on positive stories. This church also runs an art gallery and creative writing courses. I've become the Treasurer of the Church Council. All these activities have involved learning many new skills, especially around financial record keeping and planning, and I've attended courses to upgrade my skills. I'm also a member of the board of my old school, SCEGGS Darlinghurst. This involves learning new skills all the time and participating in professional development. In the future, I hope to study history and theology. In a nutshell, like my mum, I hope to keep learning as long as I keep breathing.

About Julie

Julie McCrossin gets people talking. After 20 years as a broadcaster with ABC Radio, ABC TV and Network 10, she is now a freelance journalist, facilitator, trainer and speaker. Julie is renowned across Australia for her warmth, humour, intelligence and commitment to social justice.

For more information, go to www.juliemccrossin.com.



Adult Learning Australia INC

Lifelong and Lifewide Learning
for All Australians

About Quest

Quest is the national magazine for adult and community education. It is published four times a year by Adult Learning Australia.

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www.ala.asn.au

Can Learners Find You on Find A Course?

Our Find a Course webpage includes the course listing of over 1000 not for profit ACE organisations. It gets hundreds of hits each week, particularly around the beginning of the year.

Eligible organisations can register here: www.ala.asn.au/find-a-course. If you are there but you need to update your details, simply login using your ALA username and password. If you've forgotten those, email info@ala.asn.au and we can help you.