

QUEST

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Hands-on learning drives success

The hand brake turn is a tricky manoeuvre where the driver pulls on the handbrake to navigate tight corners or turn a car around fast. It is an apt name for a life-changing automotive skills program in Melbourne that gives young people who are on the wrong path the opportunity to re-set their bearings.

Run by Concern Australia, the 5-week program aims to help disengaged young people navigate their way to education and employment pathways while also learning about themselves.

Young people involved are usually referred by local schools, community agencies and the Youth Justice system.

Hand Brake Turn was established 27 years ago and the program has had more than 10,000 graduates.

Hand Brake Turn (HBT) is offered at Concern Australia's training centres in Sunshine West and Dandenong, which both have well-equipped auto workshops.

The hands-on course teaches automotive maintenance and general employment skills as well as life skills such as self-reflection, goal-setting, resilience, creative expression, self-confidence, social and communication skills.

Concern Australia offers community education programs that focus on three themes: Living, Learning and Earning; Housing and Homelessness; and Exiting Youth Justice. Hand Brake Turn, a non-accredited automotive and life-skills training course, connects with all three themes.

Once they achieve their Certificate of Attainment HBT graduates can develop their skills further with a 3-month paid contract in the associated fixIt social enterprise working on cars alongside experienced auto industry professionals.

Under the guidance of their mentors, the graduates repair and service donated cars that are then sold

(Story continues on p. 3)

 ala.asn.au

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ADULT
LEARNING
AUSTRALIA

Lifelong and
lifewide learning
for all Australians

Message from the CEO



The election of a new federal government is an opportunity for us to renew the focus on valuing a breadth of adult learning for all Australians

Change is both inevitable and constant – and we are experiencing plenty of it right now. Most change we experience involves a process of learning.

The federal election brought about a change in government after almost a decade. ALA congratulates the Albanese Labor Government and welcomes the appointment of Hon Brendan O'Connor as Minister for Skills and Training who has carriage of skills and vocational education policy regulation and programmes, including foundation skills for adults.

We look forward to working with the Albanese Government to make progress on recognising and resourcing adult community education (ACE); prioritising lifelong learning and highlighting the ways that ACE can contribute to meeting Australia's commitment to the UN Sustainable Development Goals (SDGs).

We are eager to work with the federal government on implementing the recommendations of the House of Representatives Standing Committee on Employment, Education and Training's 'Don't take it as read' report, including developing a national adult literacy strategy and building the capacity of the adult literacy workforce.

Recently on the ABC's Compass program, Professor Jack Beetson from Literacy for Life said 'One of the most fundamental and basic human rights is the right to learn'. Too often governments tie funding of adult literacy programs to employment outcomes and this, he said, robs people of their fundamental right to learn.

ACE has suffered from this narrow emphasis and the election of a new federal government is an opportunity for us to renew the focus on valuing a breadth of adult learning for all Australians – learning that helps people find work, certainly, but that also helps people lead fuller, healthier and more empowered lives.

A change of government in South Australia brought with it an acknowledgment of the importance of ACE with the reinstatement of \$4 million for ACE programs. Recognition of ACE like this and more is needed at a national level.

The UNESCO conference on adult education (Confintea VII) is taking place in Marrakesh this month providing an opportunity for state members, including Australia, to work together to examine effective adult learning and education policies from a lifelong learning perspective that contribute to the framework of the SDGs. We are currently working with civil society organisations and the Australian Government to contribute to the development of this new international framework for action on adult learning and education.

Adult Learners Week is coming up and this year's theme Connect With Learning, urges us all to consider ways that learning brings us together – with new ideas, new perspectives and new people. This notion of connecting, of joining together to take action, to learn together and create a healthy and sustainable future – is empowering and leaves no one behind.

The International Council on Adult Education's recent manifesto 'Adult learning and education – because the future cannot wait' has identified adult learning as a human right and a precondition for social and ecological justice, well-being, change and transformation. So the seismic geo-political and socio-economic shifts we are now facing can help us see that learning and change are interconnected. But learning does not end after change. It's an investment that helps us meet the opportunities and challenges of the future.

Jenny Macaffer, CEO



HBT has an open door policy. When participants join the program, they become part of the HBT family.

(Story continued from p. 1)

or gifted to members of the community who are in need. They also service cars and carry out minor repairs for staff and the general public.

Trainer Phil Bloy has been involved with HBT since it started 27 years ago.

'I had a heavy machinery smash repair business and I used to mentor students in the early days of the HBT program,' says Phil.

'Then I decided to sell my business and retire on a yacht. My wife and I were sailing around south-east Tasmania when I got a call from HBT asking me if I'd like to come in and have a chat about the program so I put the sailing trip on hold. That was 11 years ago.

'I love working with the young people and I believe everyone deserves a second chance. And maybe a third or fourth chance!

'Some of our students just aren't suited to classroom learning and are in danger of dropping out and drifting. Some have been "let go" by their schools, and that's pretty devastating for them because it's a vote of no-confidence – someone's given up on them. Others have come in from the youth justice system,' says Phil.

Regardless of how they get to HBT, Phil says first and foremost he has to gain the trust of each participant and let them know he's there for them.

As part of his own lifelong learning, Phil completed a short course on emotional intelligence, which taught him a lot about the issues he now deals with in the HBT program.

'It was a really useful course and I apply a lot of what I learned. It's helped me build bridges with the young people I teach.

'Once you develop trust, they understand that when they join the program, they become part of the HBT family and they can count on us to be there for them. We have an open-door policy so that even after they have completed HBT, they can return for help with resumes, job-seeking or just for a chat.

'It's so rewarding when someone drops in years later and they have their own car, a job and maybe a family,' says Phil. 'One of our older graduates has built up a successful business and recently employed one of the newer graduates – that was pretty special.

'Another young bloke we had through said he'd been one of Melbourne's top car thieves for a long time, but he realised it wasn't the life he wanted to lead.

'He did well in HBT and became a mechanic, so now he fixes cars instead of stealing them!'

At HBT participants spend at least 85% of their time in the automotive servicing workshop at the training centre.

'Some of the participants haven't had much schooling so reading and writing can be a problem. Adapting the materials to suit the learners gets good results. For example, I use a lot of picture-oriented problems and ask them to circle the right answer. This way they build their essential knowledge and their confidence at the same time,' Phil says.



concern australia



HBT gave Connor hands-on experience and a taste of what it's like to work in the automotive industry.

'Instead of anxiety and fear of failure, you get success breeding success. They also keep a daily journal which we help them write up each afternoon. Even if they haven't done much writing before, they can write at least half a page a day by the time they leave.'

'It takes a bit of patience and resilience on both sides, but I take pride in the fact that when they complete the HBT program they have developed a good set of skills for future employment – and for life in general,' Phil says.

Connor's story

'I've always been interested in cars and understanding how they work, but I didn't like pen and paper learning. I couldn't see the point of sitting in a classroom studying subjects that have no relevance in my life,' Connor Challenger, a HBT graduate says.

'I didn't want to go on at school, but I knew I wouldn't be able to just leave and get a job working on cars.'

'I loved HBT,' said Connor. 'It's really practical and the staff are all very family oriented.'

'The classes are small so it feels like I'm working with friends who really know me and care. They relate to us differently than the teachers at school who deal with hundreds of students each day.'

'We still do some pen and paper learning, of course, but it's relevant to the hands-on learning.'

After completing his HBT program, Connor began work on a fiXit contract two days a week.

'It's great because fiXit gives you heaps of practical experience and a realistic taste of employment in the automotive industry,' he said.

'When I complete my fiXit contract I'll go back and finish school. Then I'll do a Certificate II in Automotive Servicing.'

'The HBT and fiXit programs have been great experiences for me and I'd recommend them to anyone who's interested in the automotive industry and finds that school isn't right for them.'

concernaustralia.org.au/hand-brake-turn

Join now

Being a member of ALA is a great way to support lifelong and lifewide learning in Australia and join a thriving national network of adult educators.

To find out more about all the benefits of an ALA membership, go to: ala.asn.au/join-now/



Moving on to a better life

A careers program assists women who've suffered family and domestic violence on the path to financial independence.



Moving On is a program for women who have escaped family and domestic violence and need support finding their path to a better future. It was developed as part of the Western Australian government's COVID-19 recovery plan, in response to an increase in family and domestic violence.

According to the Australian Institute of Health and Welfare, nearly 5% of women had experienced physical or sexual violence from a current or former co-habiting partner during a 3 month period in 2020. Family and domestic violence has no boundaries occurring across demographics and socio-economic circumstances.

Donna Stones, career advocate at Women's Health & Family Services (WHFS) in Perth, delivers Moving On at several venues, including women's refuges around the city. The 8-week program runs on Monday mornings during the school term because a lot of the participants are mothers with school age children.

Moving On participants range in age from their 20s to their 40s, and come from diverse cultural, social and economic backgrounds. All have suddenly found themselves without stable housing or money to support themselves and their family.

Moving On recognises that women impacted by family and domestic violence often need help to find work. The program explores topics such as career planning; resume and cover letter preparation; interview strategies; as well as personal development skills including motivation; resilience; and addressing barriers to employment.

Moving On offers training to women who are not eligible for other government programs or support.

'People on income support may be eligible for pre-employment programs and courses, which are designed to provide the workplace skills they need, however, the women in our program have fallen between the cracks,' Donna says.

Women with large gaps in their work history are in particular need of assistance when it comes to looking for work.

'Women who didn't complete high school or have been out of the workforce for the last ten or 15 years are not only out of the loop in terms of the qualifications required but face re-entering an employment market where the jobs they might have done in the past are no longer available,' Donna says.

As the job market has changed so much, many women are simply unaware of occupations they may actually be well-suited for, Donna says.

Building a support network

Stigma is also an issue. According to Donna, people often find it hard to talk to family and friends about the violence, so meeting others in similar situations can provide the opportunity to build a support network.

'In the beginning, it's easy for discussions to be all about sharing and retelling stories because obviously this is a huge part of their lives and foremost in their minds.

'Domestic violence really is something that only people who have experienced it can fully understand,



Women who escape domestic violence with big gaps in their employment history or lack of qualifications need confidence and skills for job hunting. Photo: Domestic violence by Marco Verch CC BY 2.0

however I try to steer the conversations away from this topic in class. I encourage them to focus on their futures and their goals.'

Donna describes herself as the group facilitator rather than the teacher. Nonetheless she says Moving On isn't a counselling group but is focussed on developing skills and helping women find employment.

'I provide plenty of content for them and it's important that it's all relevant because they make so much effort to get here.

'The crucial part is getting them confident enough to engage with the material and share their thoughts. Then we really start to move forward with ideas and goal setting.

'We start with a "low risk" activity such as a career quiz, which helps to draw out the participants' interests and strengths. There's no pressure to speak up or share anything, so they can just relax, observe the class and settle in.'

But Donna can empathise with feeling out of your depth with a new group.

She says that when she joined Moving On last year she was quite apprehensive.

'Most of my teaching experience was at a college in the UK where I taught young adults aged between 16 and 20 ... just out of high school.

'I worried that the women in Moving On may already know a lot of what I was going to deliver and it might be hard to train adults, many with years of work experience, impressive qualifications and well-developed perspectives.

'However, what I have found is that these women really value the experience of going back to learning again. Not necessarily learning in the academic sense, but learning as part of a group, some for the first time in many years, where they can think about themselves and their goals and have something in common with their peers.'

Once the women understand they have shared experiences, the peer support develops Donna says.

'After they realise they are all in this together they feel more comfortable about contributing to the activities and discussions in class.

'I have to be very flexible as a facilitator. I know that some participants are dealing with temporary accommodation; young children who need ferrying to school; PTSD; mental health issues; legal issues and so on. There's a lot of things for them to juggle before they even think about getting to class each Monday.'

Donna says one of the most important things in her role as facilitator is to be able to read the room.

In the beginning she took a more conservative approach relying heavily on her prepared content. But as her confidence grew, she could see the value of peer-to-peer teaching so she adapted the content accordingly.

'I wanted to get a sense of direction and I want to know how I can restart my life.'
Mary, participant in Moving On.



For women who have experienced coercive control, financial abuse and family violence, finding a job is an empowering step on the road to recovery.

'I've learned a lot from the participants about overcoming barriers and having resilience,' Donna says.

'Sometimes a participant attends but isn't really there emotionally. I tell them that coming in and just being with the group is better than not coming at all. Turning up is a significant achievement and I always thank them for it.'

Moving On isn't just about finding a job. It's also life coaching to help participants cope with challenges and setbacks.

'Shared experiences can be useful for problem solving. For example, explaining gaps in employment or broaching the topic of a criminal record has been a challenge for some participants who don't have a lot of self-confidence,' Donna says.

Just leaving a domestic violence situation is a significant leap but if you can't find work, it can make this difficult transition unsustainable. This was Sofie's experience after she escaped domestic violence with her young children. Financial independence was a key part of her recovery.

After completing the Moving On program, Sofie began applying for jobs and soon started being invited to interviews and was offered an administrative job which she could fit around her family.

Donna says it's still early days and Sofie is still trying to heal from the trauma she has experienced but being back in the workforce is helping her to recover.

Some women take longer than others to find their feet but what matters is that they have goals and a plan.

'Although the focus of the program is on preparing women to re-enter the workforce, it isn't a numbers game where we are just trying to get the participants into a job, any job.'

'Rushing into employment might be counterproductive. What we really want is for them to have figured out their own way forward.'

'If someone enrolls in a qualification or finds work it's obviously a good outcome, but if someone leaves us with the belief they can have a better future, that's a far greater outcome,' says Donna.

whfs.org.au/services/career-services/moving-on

'I needed to keep a balance and wanted to carve out a space where I was creating a future free from abuse and exploitation. Having a supportive place once a week to meet and focus on this goal was immensely valuable.'
Sue, participant in Moving On.

CAN LEARNERS FIND YOU?

Our **Find a Course** directory lists over 1000 not for profit Adult Community Education (ACE) organisations.

ala.asn.au/find-a-course

If you wish to list your ACE organisation or need to update your details, email info@ala.asn.au and we can help you.

Adult Learners Week 2022

Celebrating lifechanging adult education



Connect
with
Learning

The theme of this year's Adult Learners Week, 'Connect With Learning' promotes the power of learning to recharge, rejuvenate and reconfigure the course of people's lives.

Re-engaging with learning as an adult offers plenty of light bulb moments. There's the connection that comes with discovering hidden talents, the thrill of learning new skills, the excitement of imagining a new and different future. And there's the powerful exchange of ideas and the bonding that takes place between people in a whole variety of community venues and settings where formal and informal learning takes place.

It's that excitement, opening up of new opportunities and forging of bonds that we want to celebrate and showcase during Adult Learners Week 2022.

Adult Learners Week is an inclusive celebration of learning but it is particularly aimed at people who have had negative experiences of education or interrupted schooling who may be reluctant to return to learning. Because people disengaged from education are the ones most likely to gain from the benefits and rewards that learning can bring.

By highlighting the range of creative, inspiring, fun and practical learning opportunities available in communities across the country Adult Learners Week is a chance to entice people back to learning no matter their age, their background or previous educational history.

And one of the best ways of doing that is by sharing stories of adult learners whose lives have been turned around by adult education. There are plenty of inspiring stories to share. There are life-changing stories about courses that help people get jobs; that build confidence to embark on further study; that offer life skills so people can live more independent

lives and improve overall health and well-being. Adult Learners Week celebrates all forms of adult education from formal to informal, and everything in between.

The benefits of adult learning extend beyond the immediate learning environment. Meeting new people, feeling a sense of belonging and achievement and discovering new self-confidence are just some of the positive side effects of returning to learning as an adult.

Get involved

Organisations that offer any form of adult learning through courses, classes, exhibitions, tours, training, tutoring, and discussion groups can participate in Adult Learners Week.

Register your event

Open days, come and try sessions, online classes, awards ceremonies — whatever your planned activities for Adult Learners Week, register your events on our website to have them promoted nationally. Be an early bird. Organisations who list their events before August 5 will go into the draw for cash prizes to help with event costs. Best events are awarded during ALW with cash prizes.

Nominate a learner

Enter an adult learner with an inspiring story for an Adult Learners Week scholarship before August 26. Nominees' stories will be shared across social media and winners will be announced during the launch on September 1.

Check out the Adult Learners Week website which includes event ideas, tools, tips and downloads for sharing and making your #ALW2022 celebration a success.

adultlearnersweek.org

Exploring the ALW2022 theme

Here's some ideas for exploring #ConnectWithLearning in your #ALW2022 celebrations

Tips and trends



1 Connect with networks

Spread the word about this year's theme and call for ideas for how your organisation can incorporate it into your celebrations. It's a great way to get staff, volunteers and learners to reflect on what connections they've made through learning and build some buzz around #ALW2022.

2 Connect with stories

Adult Learners Week is a time to celebrate the achievements of your adult learners and their tutors. Sharing profiles of people in your organisation and the ways they've been changed through adult education is a powerful way to demonstrate the impact of your organisation and the work you do.

3 Connect with your community

Keep your social media accounts up to date and your local media outlets in the loop with your plans for Adult Learners Week. Download a sample media release from our website and send out your own well ahead of time to improve your chances of media coverage and send the message about your #ALW2022 plans far and wide.

4 Connect with ideas

Ask adult educators and learners you know to share a lightbulb moment that changed their perspective in positive ways. It might have been an experience within a classroom, in the pages of a book or through their involvement in a community activity. Record and share it.

5 Connect with people

Adult education offers the chance to develop new friendships and a sense of belonging, particularly for people who have been socially isolated. Share photos and stories about the friendships and networks that have come from adult education.

6 Connect with hashtags

Add #ALW2022 #ConnectWithLearning hashtags to your social media posts so we can share and amplify news of Adult Learners Week news and activities. Follow #ALW2022 on Twitter and Instagram and like the Adult Learners Week Facebook page.

7 Connect with pathways

Ask former students to return and talk about the pathways they have taken through adult education. It might have been a course that put them on a path to a new career, or one that gave them the confidence to pursue further study, or a course that helped them to gain life skills and independence.

8 Connect with technology

Review and promote all the ways that different people can be connected to your organisation and stay up to date with what you offer – whether it's via Facebook groups, e-newsletters, Instagram, email signatures, social media or flyers and brochures.

9 Connect with words

Gather and share quotes from your learners, your tutors and your volunteers about the impact of adult learning and the different forms it can take to inspire others to give it a go.

10 Connect with us

Get support for your #ALW2022 celebrations. Adult Learning Australia will be co-ordinating a range of activities as part of the national celebration. The ALW website includes tools, tips and resources for sharing and making your event a success.

adultlearnersweek.org

Taking adult literacy to the streets



The Learning Changes Lives Foundation took inspiration from book-lending charity The Footpath Library to launch a successful fundraising campaign aimed at improving literacy rates amongst homeless Australians.

At night on the footpaths of Martin Place and inner city Sydney, a white van distributes books and other reading material to the city's homeless. The Footpath Library, established in 2003, aims to enrich people's lives through reading. But staff working for the project noticed that many of the homeless people they approached had difficulty with reading and writing. It's not surprising when you consider that 1 in 4 Australians reach adulthood without the literacy skills they need for everyday life.

Low literacy rates and homelessness

There's a lot of reasons why people reach adulthood without the reading and writing skills they need. Disrupted schooling caused by illness or homelessness, cognitive difficulties or learning disabilities, discrimination and negative experiences of school and dropping out at an early age are just some of the reasons that people never master the building blocks for adult literacy.

While homeless people come from all walks of life, those with low levels of education or gaps in their schooling due to homelessness as children, successive placement in foster care, or the onset of mental illness as adolescents are more likely to experience problems with reading and writing as adults.

Low literacy compounds disadvantage

People who struggle with reading and writing struggle to participate as equals in our society. It's harder to find safe housing, to access services, make informed health decisions, let alone to find meaningful work or study.

People with low literacy often feel a sense of shame and humiliation that prompts them to hide their difficulties making them harder to reach and harder to help. And people who are homeless are no different.

Developing effective adult literacy help

The Footpath Library commissioned research into the best ways to tackle the issue and explored what people who are homeless wanted in adult literacy education. Using in-depth interviews, researchers concluded that an adult literacy program aimed at homeless adults would need to:

- Take place in a comfortable and safe setting
- Be run by an empathic and supportive tutor
- Be held somewhere central and easy to access by public transport
- Take a learner-centred approach, responsive to individual needs and levels of skill
- Help people to chart their progress, help them realise their goals and connect them with further study and employment options.

First steps to Footpath Literacy

Taking these findings on board and after consulting with The Footpath Library, the Learning Changes Lives Foundation, the charity arm of Adult Learning Australia, established Footpath Literacy with the aim of taking specialist help to homeless people where and when they need it. This builds on the work of the Foundation in funding community projects to assist disadvantaged or vulnerable adults to return to learning.

The Foundation was selected by EthicalJobs.com.au for a successful matched fundraising campaign, which will enable next steps. For updates on progress of Footpath Literacy, follow the Learning Changes Lives Foundation on Facebook.

Or support the program by donating on the Learning Changes Lives website.

learningchangeslives.org.au

Photo: Reader in sleeping bag by Peretz Partensky CC-BY SA 2.0

Member round up

News from ALA member organisations around Australia



Professor Jack Beetson, founder of the **Literacy for Life Foundation** recently featured on an episode of the ABC's Compass program with Geraldine Doogue who talked to him about his early life and the learning experiences that have shaped him.

Jack is one of the first Aboriginal Australians to complete a university degree in adult education, and has been a passionate advocate for adult literacy and the potential for adult education programs to turn lives around. You can catch the episode on iView.

North Regional TAFE in WA has developed a tailored course for 24 Pacific workers at Broome's Cable Beach Resort to help them settle in and get the most out of their stay in Australia.

The 8-week course gives workers the opportunity to improve their workplace English, learn about Australian history and culture, undertake job-related training and connect with ongoing opportunities for further learning.

Jane Appleton, Lecturer, Access at North Regional TAFE says the group, mainly food and beverage staff, were confident English speakers but working in a tourist resort requires specialised skills such as using maps and giving directions to guests, recommending local attractions, and being familiar with COVID-specific terminology.

Jane says it was a pleasure to teach such a highly motivated group. 'They were eager to learn about life in Australia and they feel a lot more connected to the community now.'

Arnhem Land Progress Aboriginal Corporation (ALPA) which provides training and creates jobs and sustainable businesses in communities across Australia is celebrating its 50th anniversary with an exhibition of never-before-seen images and stories charting its history and recognising the work of all those involved since it was established in 1972. The exhibition 'Gumurr'manydji Manapanmirr Djäma (Making successful business together)' is at the

Museum and Art Gallery of the Northern Territory. magnt.net.au

Community College Gippsland (CCG) in regional Victoria has launched an appeal to support the development of outdoor sensory spaces. CCG caters to young people who are giving education a second chance, a significant number of whom have mental health conditions. A calming outdoor space away from the classroom offers a retreat when students feel overwhelmed.

CEO Sue Geals says this kind of resource is needed more than ever given the impact of the pandemic on mental health. Providing a natural and soothing retreat has therapeutic benefits and empowers young people to take control, enabling them to thrive. ccg.asn.au/news

Footscray Community Arts Centre (FCAC), is a gallery, live music, arts incubator and learning space recognised for showcasing historically marginalised communities through contemporary art experiences. The Centre has received an \$8.7 million dollar grant from the Andrews Government for an infrastructure upgrade to ensure that creative industries in Melbourne's west continue to flourish.

Are you an ALA member with news to share? Email us at info@ala.asn.au

Photo (top): Courtesy of the ABC



North Regional TAFE developed a tailored course for Pacific Island resort workers.

ACE update

Applications for the **Supporting Stronger Communities Grant Program** enabling Neighbourhood and Community Houses and Centres to address poverty and disadvantage in their local communities are now open. Funded by the Sidney Myer Foundation and administered by Australian Neighbourhood Houses and Centres Association grants of up to \$10,000 are available. Applications close September 8. anhca.org/grants

The Australasian Vocational Education and Training Research Association is calling for proposals from people who wish to run an OctoberVET event in 2022. **OctoberVET** is a season of presentations, discussions and workshops that showcase, disseminate and debate vocational, adult and technical education research. More information at avetra.org.au/OctoberVET-Call-for-Events



Snow in Cresta Valley by dutchy_42 CC-BY NC 2.0

ALA welcomes the election of the Albanese Government and we look forward to working closely with the government on behalf of Australia's adult and community education sector. The federal government's emphasis on helping Australians to overcome disadvantage aligns with the adult community education sector's commitment to re-engaging vulnerable and disadvantaged Australians in lifelong learning for a fairer Australia.

ALA held its AGM and Board elections with guest speaker Kerry Johnson, CEO, ACE Community Colleges who spoke on the impact of the recent floods on ACE campuses in northern New South Wales and the steps involved in recovery and rejuvenation.

The Board congratulated Sally Brennan (**VIC**) and Judith McKay (**NT**) on their re-election and welcomed Kिरrily Twyford (**TAS**) to the Board. Kिरrily has worked in urban and regional communities through Tasmania's library literacy service, managing volunteer tutors, English language classes and non-accredited group learning. She is currently with TasTAFE managing the Foundations teaching team to provide state-wide accredited Language Literacy and Numeracy (LLN learning) for the community. She is on the Management Committee of the Tasmanian Council for Adult Literacy, the Steering Committee of the Reading Writing Hotline, works closely with 26TEN and is responsible for services within Tasmania's Adult Learning Strategy. ala.asn.au/about-us/who-we-are/

ALA continues to develop and deliver resources, research, information and professional development for members and key stakeholders. Following on from the popularity of the highly successful training for Adult Literacy and Numeracy Practitioners Program, ALA is offering online professional development in teaching numeracy for adult educators. Recordings of these webinars are available online and are free for members. ala.asn.au/join-now/

QUEST

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