

# Quest

→ Balancing life, work and wellbeing



Issue 07 / Spring 2007

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Adult Learning  
Australia Inc.



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ALA supports the providers of adult learning and their associated learning communities by

- informing and fostering networks of adult education
- advising and lobbying government
- promoting policy development
- representing Australian international education bodies
- co-ordinating Adult Learners' Week and more.

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ALA gratefully acknowledges the assistance of the Department of Education, Science and Training. It thanks the many volunteers who submit material to Quest.



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# Editorial



## A 2<sup>nd</sup> Letter from CEO to Members and Stakeholders

We have had a great couple of months here thus far. Adult Learners' Week has proven to be a great growth story this year - not only in the number of events but also in the types of participants! I note particularly that Bunnings joined in with numerous learning events for the public and Oxfam showed considerable enterprise and application in building learning inside their organisation. These and other successes are well recognised in this issue of Quest.

But it's the future that I want to talk about. For example Mayor Hannah of Marrickville Council is enthusiastic about working with other Councils to build the Adult Learning message across Sydney and so why couldn't it go well beyond Sydney!

Thinking about building the future is really what we have to do.

It seems to me that the greatest weakness we have in Adult Learning or alternatively informal learning is a lack of unity. The old saying "in unity lies strength" is, I think, a key message for us. Are we seen as important but fragmented? How important are we? We can't say exactly can we? So what is our argument for stronger Government investment, again that's hard to say. 2007/2008 is an ideal time to build that unity.

In Manchester at Adult Learning Week International our President Mr Greg Peart achieved an unexpected outcome through his hard work. Adult Learning Week International 2008 will be held in Australia in October or November next year. This places Australia in an ideal position to have input into the World Intergovernmental Conference in Brazil in 2009.

As we approach the next International Conference on Adult Education (CONFINTEA VI in 2009), the 2008 International Adult Learners' Week will represent a stepping stone for CONFINTEA VI. The event will serve to create advocacy for CONFINTEA VI. It is no secret that early discussions strongly suggest that many of the participants in CONFINTEA V have not addressed the obligations they made then.

I believe it is important for the sector to consolidate its knowledge and opinions so that we can best inform our government of our contribution to the Australian economy and community wellbeing in terms of employment, health and education. This can only strengthen our bargaining position and the growth of education values in Australia. Previously I held a similar office with an industry that was very strong but two CEOs after I left, the association broke into two smaller groups. Government lost confidence - they weren't sure they were talking with the right bodies nor that their messages were being conveyed to the industry as a whole. The bargaining power of the industry almost disappeared.

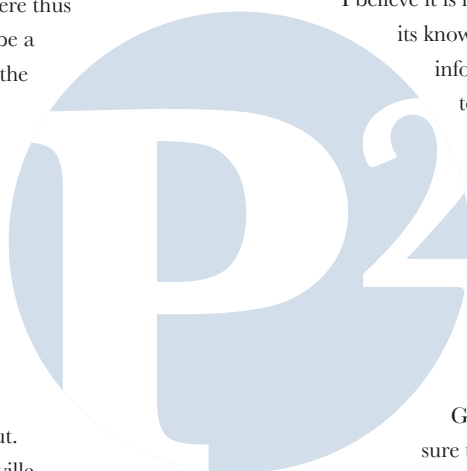
We have a single peak body. We need to fully embrace our membership to gain the benefits of our potentially fortunate situation.

Another important development in recent weeks includes the commencement of our relationship with Workventures. This will enable access to cheap computers for all our members. Go to page 13 for more details

Finally I hope to see many of you at our forthcoming conference in Cairns - details are on page..The conference is looking good with excellent speakers and an ideal venue. If you see me there don't hesitate to grab me for a chat, after all it's your views and participation that makes this organisation strong and strengthening.

**Peter Peterson**

Chief Executive Officer.



# Briefs

## Keep up to date with what is happening in our sector

### Visit the Adult Learning Australia Blog

Every relevant press release or news item is posted on the Blog immediately. Keep up to date by visiting the site each day.

Click on after going to the website - <http://www.ala.asn.au>



### Work-like Integrated Learning Workshops

DEST is offering Work-like Integrated Learning Workshops; a holistic, integrated approach to training delivery and assessment, from September to December 2007.

Based on the success of national trials of a Cert I in Industry (Pathways) from 2004 -2006, the workshops are available to RTOs, Industry Skills Councils and independent trainers who deliver qualifications.

Contact Tess Julian by emailing [ss@ratio.net.au](mailto:ss@ratio.net.au) for more information.

### Training and Assessment Training Package Enhancement Project

Innovation and Business Skills Australia (IBSA) is currently reviewing the Training and Assessment Training Package (TAA) to determine what changes are required to meet changing industry needs.

In 2006, ISBA identified some areas as requiring specific attention:

- The needs of enterprise and workplace trainers
- A strengthening of analysis skills in presentation skills, coaching, mentoring and training needs and
- Assessment requirements in the Recognition of Prior Learning (RPL).

Consultants have therefore been hired who will draft new, and/or revise units that aim to develop skill sets and strengthen learning requirements around RPL.

ISBA is keen to receive feedback from relevant stakeholders about the proposed changes.

For more information, please contact Les Comley on (03) 9815 7000.

### Helping Your Participants Learn Better

- It's not easy to ask a good question. Try the "5 Ws and an H" method the journalists use. Ask: what, who, when, what and how. Try starting a question in your mind with one of those words and see where you get.
- If students ask a question, sometimes you should ask them a question back. If they get the right answer, ask another and then another. By the time they have answered a few questions, they have often answered their original question by back tracking through what they already know.
- Usually you talk when you teach. You talk to students, they talk to you. We think this continuous interaction is good but not all learners are talkers. Try a quiet meeting or period for a change.

Let everyone know at the beginning that this time will **not** be a group discussion. Everyone can now enjoy the silence! Write a topic or question on the board. Tell everyone to think and reflect rather than talk, there is no need for debate or comment. After about five or ten minutes ask everyone to put their thoughts on paper – they may do it by writing or drawing or responding in any 'quiet way' they wish. After a set time (ten minutes or so) get people to swap their responses in a small group. One member can then report back to the whole group.

You'll be amazed at how much of a contrast it is – the power is the quiet and it is a real contrast to the normal lesson.

- Another common listening problem is 'interrupting'. Finishing someone else's sentence annoys the speaker and can make them scared of entering a conversation later.





### Email and web-site tips

Short e-mails are better – shorter emails are better than longer ones! Try not to write more than three or four paragraphs. If there is more information think about putting in a web-site link and if you have more than one event to promote, think about sending two emails not one.

Search Boxes – make sure you include a search box on every web page. It helps people get information quickly and they come back.

Words, words, words – people get overwhelmed by words so keep descriptions on websites short and sharp and put in a picture or two.

### Life before the Computer



- from [www.coolquiz.com](http://www.coolquiz.com)

### More Apprentices Finish Training But Rates Vary by Occupation

(A media release from NCVER – 27 September)

New statistics summarising 2006 Australian apprentice and trainee activity show that, as the number of people starting an apprenticeship or traineeship continues to grow, so does the number of people completing them.

In the last year, the number of people completing their training increased by around 5000.

For the first time, the National Centre for Vocational Education Research (NCVER) has included data relating to completion rates in the apprentice and trainee statistics publications.

It shows that, for those who commenced an apprenticeship or traineeship during 2001, completion rates vary from 34.3% to 70.9% according to the occupation.

“Food trade occupations (such as chefs, bakers and food production workers) and hairdressing have the lowest completion rates, at 34.3% and 41.2% respectively,” says NCVER Managing Director, Dr Tom Karmel.

“This may be due to the fact that such occupations often have high staff turnover,” he says.

The highest rate of completion among trades occupations is 64.3% for metal trades,” Karmel says.

# *Attending to a new 'species' of learners*

# Principles for facilitating youth learning

**Sarojini Choy & Brian Delahaye**  
Queensland University of Technology, Brisbane, Australia

**Young people of Australia remain a prime focus for the future of Australia. The compelling urgency to prepare youth for a future of sustained economic and social capital is heightened by recent demands for skilled workforce as well as the demographic squeeze due to an aging population.**

While government policies over the years have created pathways and programs for youth, the expected levels have not been achieved. Compared with other OECD countries, school completion rates in Australia have only marginally increased in the past 15 years. The Australian Industry Group (AIG) (2007, p.2) calls for “qualitative change in existing schooling and training arrangements and resources...” In addition, a recent analysis of how young people are faring in Australia show that youth are not progressing as well as expected, asserting that youth engagement in education and employment has reached “crunch time” (Dusserldorp Skills Forum, 2007; Australian Industry Group, 2007). What this means, from such economic perspective, is that without basic educational attainment, they will remain ill-equipped as important contributors to the workplace, society, and Australia’s national wealth. From a social perspective, the quality of life and aspirations of youth will fall short without adequate education and training.

There are several propositions about improving education, training, employment and life for youth, both in mainstream and academic circles. This article adds to that growing body of literature on enhancing youth learning. The authors contend that a set of principles for youth learners should be substituted for the adult learning principles (andragogy) that are widely used to facilitate youth learning.

## **Youth – a new ‘species’ of learners and workers**

Research on new understandings about Generation X, Generation Y and ‘Millennials’, continue to draw attention to the nature of youth, almost regarding them as a new “species of learners/workers”. Although youth learners were recognised as different to adults as early as 1980 (see for example Kasworm, 1980) educational practices have not caught up with their evolution. Quinton (2005) argues that educational practices still remain incompatible. Like the rest of the population, youth too are shaped by the socio-cultural environment. They have experienced change, more than any other generation, brought about by revolutions in several areas over the past 25 years. Youth are most influenced by modern communication technologies and global, rather than local, challenges – mobile phone and text language, personal computers, internet, cable television; downsizing companies; globalisation; multiculturalism; terrorism; and environmentalism. Conversely, they were brought up and enjoyed two decades of economic prosperity, hence continue to have high expectations. These changes and complexities have not only transformed our present day youth as learners, but also as workers – presenting challenges for workplace supervisors and managers in utilising them as productive employees.

McCrindle’s (2003) research shows that youth are more pragmatic as opposed to idealistic, and have short term focus on life. Most of them want to complete education, but have no particular long term plans. Muller’s (2006) study found they have little or no expectation of a job for life, although they also realise their earning capacity is limited by lack of education. He concluded that lifelong learning was more relevant for them.



If learning is to provide lifelong benefits, then learning needs of youth and goals of education need to be revisited (Quinton, 2005). Long (2006, p.2) suggests that “Policies need to take account of the views of young people, their language, preferences, technologies and media, and ways of organising life”

### Enhancing youth learning

The key to enhancing their learning is gaining a thorough understanding about how youth learn, then designing appropriate teaching or facilitation practices and setting a suitable environment for their learning. Similarly, understanding what they most value can help managers and supervisors engage them most effectively as workers.

Illeris (2003, p. 363) describes learning in youth as “...a gradual transition from the uncensored, trusting learning of childhood to the selective and self-controlled learning of adulthood.” More recent literature about Generation X and Generation Y highlights differences in youths’ thinking, learning, values and general approach to life.

Jonas-Dwyer and Pospisil (2004) draw on several research findings about youth to summarise what youth learners want. Given that youth have grown up in an era of new technologies and were visually educated and entertained, they expect their teachers to utilise the creative capacities of such technologies. They want to be challenged to help them develop and extend their capacities. Youth are immensely influenced by their peers, hence seek relational connections where they can be understood, accepted, respected and included. Team work and social interactions with people they can function with has special importance for them. Youth want learning to be fun. They want

to be respected as individuals. Life activities such as work and social events are important part of their life, they like these to be acknowledged.

These findings are similar to what Choy and Delahaye (2005) report. Although youth value the outcomes of formal learning, they also have priorities that exist outside the learning environment. Their dual roles (learner and worker) present role conflicts and place constraints on time to learn. To maintain a level of balance they focus on the economy of time and effort, hence apply a predominant surface approach to learning at the expense of deep learning. Deep learning involves conceptualisation and making connections with prior knowledge that leads to meaningful conclusions.

Youth value what they learn outside their formal learning institutions, although these are not formally recognised and rewarded by their institutions. They want the learning content to be relevant and have immediate application to work or life, hence would like formal learning to be integrated with work of life activities.

Although they prefer a pedagogical orientation to study, they also show preference for the ‘feel good aspects’ of andragogy (based on adult learning principles proposed by Knowles, 1990). They expect teachers to treat them like adults - with respect, trust and concern for them as individuals. Youth prefer a teacher-directed learning situation and like teachers to be responsible for most of their learning. They are comfortable with their teachers and institutions making system-related decisions about the learning content, method of delivery, pace, resources and assessment. Youth also expect their teachers to motivate and maintain their interests in learning. They have preference for certain aspects of andragogy, but are not willing to take responsibilities that complement teachers’ roles and functions in an andragogical environment.





*“We stress learning, they like experiencing. We react, they relate. We focus on the individual, while they are socially driven.”*

McCrindle (2003) argues that slick presentations have less impact because they seek credible communication and credibility in the presenters. Youth are not impressed with ‘rehearsed talk’, but look for spontaneity and openness in interactions. Rather,

Jonas-Dwyer et al. (2004) propose a set of strategies to support their learning. They recognise that youth’s competence and comfort with new communication technologies demands more digitised learning where they have freedom to use communication technologies. Jonas-Dwyer et al. (2004) go on to suggest increasing opportunities for electronic communication and interaction and recommend more opportunities for experiential and authentic learning activities to make learning relevant. This move to experiential learning is also suggested by McCrindle (2003, p.30). “We stress learning, they like experiencing. We react, they relate. We focus on the individual, while they are socially driven.” Jonas-Dwyer et al. (2004) also recommend group activities and community related learning.

A growth in knowledge about youth learners continues to inform new teaching and learning strategies to facilitate their learning. These and emerging strategies can be framed within a set of principles for youth learning, suggested by Choy and Delahaye (2005). They suggest eight principles for youth learning that provide broad guidelines to structure learning environments and design activities to enhance facilitation of youth learning.

## Principles for youth learners

### 1. Equilibrium in lifeworld

Learning programs designed for youth should consider a range of factors from their lifeworld that interact with and impact on youths’ learning. Formal learning is one of the means for maintaining and enhancing equilibrium within youths’ lifeworld. Relevant experiences outside the learning institutions should be integrated and recognised as part of their learning.

### 2. Relevance and application

Relevance and immediate application of what is to be learned needs to be made explicit to youth, both in terms of vocational outcomes and assessment requirements.

### 3. Intrinsic and extrinsic rewards

The rewards of formal learning need to meet the intrinsic and extrinsic goals of youth and be cumulative to maintain their interest and motivation. Youth will soon see through any “lip service” to deep learning, especially when assessment highlights and rewards surface learning.

### 4. Moderation of content

The volume of content that youth are required to learn should be moderated. With technologies that allow access to a global coverage, they often face information overload. The volume could be reduced or the time frames extended. Youth can also be skilled in identifying pertinent information and knowledge for their development.

### 5. Orientation to learning

Facilitation of youth learning should be based principally on pedagogical practices, although aspects of andragogy should be introduced gradually. However, youth could be encouraged to gradually take a more active role in the teaching and learning process and assume increasing responsibilities for their own learning. As part of gradually increasing self-responsibility, the progressive introduction of learning contracts, active learning situations and forms of negotiated learning are recommended. A directive, but highly supportive approach by a motivator and guide is more suitable for facilitation.

### 6. Learner responsibilities

The roles and responsibilities of learners should be made explicit to them and youth should be assisted in acquiring skills and attributes for these. Youth should be taught to increasingly assume responsibility for their learning.





## 7. Assessment to support lifelong learning

Self-directed learning, critical thinking and reflective thinking should form an integral part of assessment tasks. To appreciate the significance of self-directed learning, critical thinking and reflective thinking for lifelong learning, youth should be encouraged to develop skills and attributes for these tasks.

## 8. Self-concept

Workshops to create self-awareness of capabilities and to build self-confidence in learning should be organised for those youth need this type of assistance.

Along with these principles, the authors also suggest professional develop for policy developers, curriculum designers and teachers/facilitators to lessen the gaps in understanding modern youth, mainly created by generational gaps. Unlike adults, youth experience their world as a relatively complex phenomenon. Any attempt to view them in univariate terms will do youth learners a disservice.

## Conclusions

Issues with education, training and employment of youth are well recognised in Australia. Extensive research and data from a wide range of sources are conclusively supporting youth as a different group of individuals who require a different approach to pedagogy and managing them as workers. Governments and industry agree on enhancing youth learning and are working together to develop policies and strategies urgently needed to offset the cost of under-employment and unemployment, hence under-skilled youth. Explicit outcomes through strategies to increase access and completion rates are only possible with appropriate learning and facilitation approaches. Research acknowledges that youth learners are different and that the current practice of predominant adult learning principles (or principles of andragogy) is inappropriate for youth learners. Their learning needs to be based on principles such as those suggested in this article.

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# Radio Broadcasts Learners Broadgather!



## PBA FM's Project Manager Tony Ryan provides an update on Learning Works, the radio and internet initiative in Adelaide earlier called Take Time.

### Introduction

It may surprise readers of *Quest* to learn that educational broadcasting began in Australia in the mid-1920s, when radio stations in Australia, including some owned by the Australian Broadcasting Company, began broadcasting "programs of an educational nature".

The first educational programs by the newly formed Australian Broadcasting Commission (1932) commenced in mid-1933, and over the following fifty years, radio programs for schools, and the amazing range of supporting print-based teacher and student publications, were highly valued far and wide, especially in rural and remote Australia. The history of educational radio for schools through the ABC – the organisation that is now celebrating its 75 year no mention of this integral part of its radio service for over fifty years - is a fascinating story waiting to be researched.

### Rationale

So why, in the twenty first century, is there an interest in an educational radio initiative? Radio continues to have a very real place in the lives of most Australians so a weekly radio program showcasing adult learning and featuring other materials of interest to listeners is still a valid initiative in this new century.

All the more so when combined with technology that was unthinkable when the first radio programs began – the internet.

I base my current media work on a simple premise: we accept that the medium of radio continues to be very successful in

*broadcasting* to a mass audience. So by placing educational radio materials online learners – be they students in schools or adult learners of any age – can *broadgather* these audio and related resources at the time they are most needed, for example in researching a particular topic in schools or in adult education. This combination of the "old" but still very relevant technology of *broadcast* radio, with the "new" technologies associated with the internet provide new learning opportunities for all learners as they *broadgather* their learning resources, by overcoming the "shortlived" nature of the radio medium.

### The radio program

Learning Works is a weekly lifelong learning radio and internet initiative, broadcast on PBA FM in Adelaide each Monday evening at 8.30pm with a repeat on Friday morning at 9am. From two recent McNair surveys of community radio across Australia, PBA FM is pleased with figures in the vicinity of 8000 – 9000 listeners per quarter hour across Adelaide.

Learning Works regularly features items on adult community education, as well as providing a range of other interviews and commentary for adult learners and for schools, including items on *Health Wellbeing and Relationships, law, literature, media, science and social history*. At the Adult Learners' Week Dinner in Adelaide on Thursday 30 August, the latest Learning Works CD was launched, and work is progressing on two other funded projects, a problem gambling series with funding from the SA Dept of Families and Communities, and a further law series, with funding from the Law Foundation of SA.

### The website

The website – [www.learningworksradio.com](http://www.learningworksradio.com) - continues to grow, there is a growing list of audio (mp3) files on the online resources section of the site – funding currently does not allow us to develop as many Fact Sheets as I would wish, but that may come in 2008.





### **Involvement of community radio stations around SA**

In addition, PBA FM now issues each month a CD to 20 community radio stations around SA, with re-packaged interviews for inclusion in their regular programs – re-packaging includes a new introduction and back announcements, and use of the standard program theme music to ensure that each interview/item is totally self contained, something that stations welcome. The response from stations to the three CDs issued to date is very encouraging, and as far as SA is concerned, is more useful for them than committing to taking the whole half hour program through the community broadcasting satellite service from Sydney.

### **Funding support**

Learning Works is now strongly supported by the ACE and Community Partnerships Unit, Employment Programs, SA Dept of Further Education Employment Science and Technology. Funding from Adult Learning Australia ([www.ala.asn.au](http://www.ala.asn.au)) in Canberra for fifteen months to April of this year was very much appreciated, and following the visit

of CEO Peter Peterson to Adelaide for the dinner to launch Adult Learner Week in SA, and his visit to the new PBA FM studios, I am sure our working relationship will continue. He also visited the national archive of the Australian College of Educators – wearing another hat, I am the College archivist! ([www.austcolled.com.au](http://www.austcolled.com.au))

### **Media Experience**

This project is also providing an opportunity for many in the ACE sector to experience their first radio interview, something that continues to be fostered through occasional media awareness workshops – now more possible into 2008 given much better studio facilities at PBA FM.

### **Conclusion**

I am pleased with progress since February 2005, especially as Learning Works reaches out widely across Adelaide through the medium of radio, as well as building learning resources online for ongoing use by lifelong learners – and schools - anywhere in Australia.

## **Do you remember ABC Radio for Schools?**

I am seeking former teachers and/or students who have memories of listening to radio in the classrooms in the 1940s through to the 1980s, especially in rural and remote Australia. Maybe you remember series such as *Let's Have Music* (with the Wesley Three), *Places and People*, *This Land of Ours*, *The Junior Naturalist*, *Health and Hygiene*, *Singing and Listening*, or *Storytime*. Or maybe *The World We Live In*, with the legendary HD Black – the long-running series that preceded *Behind The News* on ABC -TV, or the *Movement and Music* programs presented by the much loved Heather Gel.

I would also welcome information about any extant cassette copies of programs, and/or of the wide range of publications for teachers and for students, issued in all states from 1933, or minutes of the various Schools Broadcasts Advisory Committees. If you are able to assist, thank you in advance, and I look forward to your contact with me.

### **Tony Ryan**

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# International News

*“CONFINTEA VI is just around the corner.”*

This was the mood within the Consultative Group that met at the International People's College in Elsinore, Denmark, in March 2007. This was a historic setting because the first UNESCO International Conference on Adult Education was held at this residential adult education centre in 1949. Another conference has been held every twelve years since then, in Montreal, Tokyo, Paris and, most recently, Hamburg in 1997 ([www.unesco.org/education/luie/confintea](http://www.unesco.org/education/luie/confintea)). And it has now been decided that the next will be in Brazil in 2009, to be preceded by regional preparatory conferences in 2008. It is perhaps understandable that there are worries whether the time remaining will be adequate for systematic preparation, motivation and mobilization.

What can civil society organizations and professional associations expect from the next CONFINTEA, when it was clear from the Mid-term Review in Thailand in 2003 that there are few cases in which government responsibility for adult education has led to measurable successes? The policy, legislation and financing of adult education within a framework of lifelong learning, not to mention systematic initial and continuing training, research and documentation, compare poorly with what has happened over the last decade in other sectors of education - schools, vocational education and universities. ***“We are a long way from implementing the Hamburg Declaration”*** - this was the concern expressed in the critical undertone of the first meeting of the newly elected ICAE Executive Committee, which also met in March, in Montevideo, the city where the General Secretariat of the International Council for Adult Education has its offices.

At the beginning of the year, the ICAE held its own World Assembly in Nairobi, back to back with the first World Social Forum to take place on African soil since the very first was held in Porto Alegre. It was a successful meeting, combining professional discussion of numerous major issues prepared by specialist commissions, such as health, gender, migration and citizenship, with the requirements of the further organizational development of the Council ([www.icae.org.uy](http://www.icae.org.uy)). The presentations and conclusions of one of the commissions, dealing with the highly complex question of the financing and organization of adult education, are examined more fully in this issue.

The Education Committee of the German Bundestag also held a hearing in January on the funding of adult education as part of an overall system of support for lifelong learning. We reprint here the Report submitted by the DVV because we can easily imagine that it may be typical of the intensive lobbying of Government and Parliament that needs to be done on behalf of learners.

***“Remembering for the Future”*** was the title of one of the articles in the last issue of this journal, and an invitation was extended to send us further texts about the often difficult and painful process of dealing with history, the violation of human rights and reconciliation following ethnic conflicts, through and in adult education. Thank you - and we shall no doubt have to come back to this theme.

Lastly, we turn to adult education for people with disabilities. We should like this too to be seen as a beginning. We should very much like to explore this topic more deeply, particularly through reports on practice.

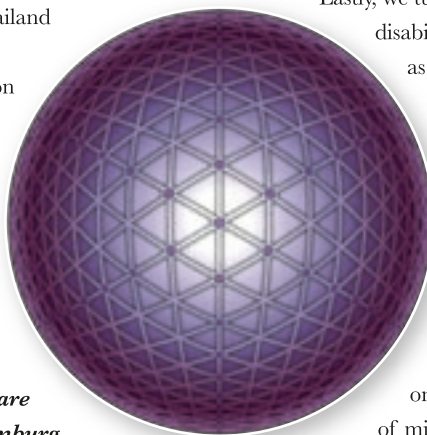
In November of this year, ***dvv international***, EAEA and ICAE will be holding a conference on “The human right to education in the context of migration and integration” in Bonn ([www.dvv-international.de](http://www.dvv-international.de)). Depending on the method of counting used, the number of migrants varies between 50 and 100 million, and includes internal migration as well as that between countries and continents. The trend is upwards. There is a consequent need for many aspects of adult education: as preparation both for those on the move, and for those who need to provide integration in the so-called host countries. There is no doubt that this will be one of the major topics at CONFINTEA VI, and probably at the preparatory regional conferences in 2008, whether in Africa, Asia, Latin America or Europe. Migration is a global issue.

**Heribert Hinzen**

For further information:

[http://www.dvv-international.de/englisch/Publikationen/Ewb\\_ausgaben/68\\_2007/inhalt.htm](http://www.dvv-international.de/englisch/Publikationen/Ewb_ausgaben/68_2007/inhalt.htm)

This article is reprinted from ***Voices Rising*** August 10, 2007, GEO/ICAE Year V – no 231, (701)





# Ways to use the web in your teaching

<http://www.ala.asn.au>

Now is the time to incorporate the web into more of your face-to-face teaching. There are so many resources on the web that you can find something to use for every situation and every subject.

Web integration will be a part of EVERY course within the next few years so begin teaching in a 'blended' way today.

**The web is a source of information so establish a web page or blog for your class:**

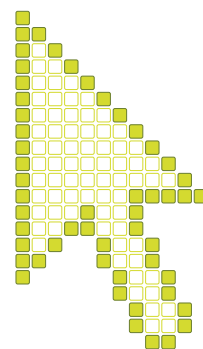
- that highlights those readings you want your class to read BEFORE they arrive
- put up a list of references and extra reading that will help them learn more
- create links to valuable web sites
- post announcements and assignments
- start a calendar that the class need to know about tests and assignments.

**To help the class learn more, set up a list of resources that will increase knowledge and understanding by adding:**

- pictures from newspapers and other sources make information come alive
- audio resources can include music, radio programs and speeches
- video clips from history, documentaries, movies and the news
- virtual tours where students visit a variety of web sites on a special theme or subject
- quizzes, games and puzzles that will increase knowledge and test what students know prior to the final test.

**Discover ways to increase the engagement of the class:**

- let students do and then submit their assignments on-line
- provide feedback on line so they aren't left wondering how they did
- get students to work together in small groups on presentations
- get everyone to write their own quizzes and then swap them.



**And then engage the class on an ongoing basis because they can interact with you and others between your sessions:**

- class discussions can continue on line at any time with people responding whenever they want to
- on-line presentations mean people can get involved when it suits them or when they have a free minute.

There's no need to introduce everything at once - just introduce one thing at a time; it might not even be you who starts another ball rolling. So sit back and watch. People will begin to interact more and their level of involvement will grow, you will achieve your aim of encouraging learning and learn a few things yourself along the way.

**ATTENTION**

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and follow the link to ALA-workventures

# Out In the West of NSW

*ALA recently visited the Murrumbidgee Rural Studies Centre*

There are many different types of adult education being offered within educational institutions in Australia. One innovative and user-friendly example can be found in the NSW countryside. A four hour drive from Canberra, on the outskirts of Leeton, lies the small town of Yanco, home to the **Murrumbidgee Rural Studies Centre**. As part of the NSW Department of Primary Industries, this research and teaching institution offers a number of PROfarm short courses which focus on better risk management for rural communities in association with the CB Alexander campus of Tocal College. Drawing funds from a variety of areas such as Centrelink Farm Help and the MIA Envirowise, they offer services including accredited courses leading to nationally recognised Statements of Attainment, skills recognition from Certificate III to Advanced Diplomas, and Certificate IV in Training and Assessment.

The Aboriginal Rural Training Program (ARTP) has, for many years, provided natural resource, rural and management skills to Indigenous communities. Since 1989, Vocational Education & Training (VET) modules have been selected to suit the specific needs of Aboriginal property owners and communities in culturally appropriate ways. Such courses as 'Tractor Operation & Maintenance', 'Conventional Fencing' and 'Rural Computing' can be combined to count as VET credit transfers towards Year 11 or 12 Secondary School or national Rural Traineeships while leaving a usable footprint on the local environment in the way of a fence or a usable tractor.

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As an aside, think about heading to the Centre for a conference or work retreat. There are two styles of accommodation – motel-style or bunk-house - with access to a range of sporting facilities including a pool and tennis courts while the Centre has a number of teaching, computer and break-out rooms and spaces with access to an extensive range of related equipment. Total seating capacity exceeds 500 and MRSC staff can arrange catering and all your equipment needs so if you are planning an event, ring 1800 628 422 to avail yourself of this excellent learning area or go to [www.mrsc.nsw.edu.au](http://www.mrsc.nsw.edu.au).

**Murrumbidgee Rural Studies Centre  
Aboriginal Rural Training Program**



# *There's an election in the air!*



**Kerrie Tucker, Greens Senate candidate for the ACT, attending the Adult Learners' Awards Dinner at the CIT restaurant tonight, has called for greater recognition of the link between adult education and other social policy goals.**

"We need a national approach to adult and community education" Ms Tucker said today.

"If elected to the Senate this year I will push for a Senate Inquiry to examine the connections between broader social policy goals - health, well-being, workforce participation and social capital - and the role ACE plays in forwarding them within the community."

"I am happy to support Adult Learners' Week 2007 as the Adult and Community Education sector makes a vital contribution to community life."

"For a community to prosper environmentally, socially and economically, there needs to be a wide range of adult and community education opportunities that are of a high standard and that are affordable, accessible and responsive to local cultural and community realities."

"Community providers are often the first point of contact for many people who have not had positive or rewarding experiences of education in the past or who, for various reasons, have missed out altogether. Non-threatening and supportive adult and community learning experiences allow people to be re-engaged in their education" Ms Tucker said.

## Some amendments to the story

From the  
**ALA Archives**  
part 2, Winter 2007 Issue

Following contact from Colin Lawton, we would like to correct the spelling of some names mentioned in the article – Peter Pieraccini (p7), Ian Hanna and John Rooth (p8).



Colin also thought readers would be interested that the photograph on p7 is of the conference members at the 1963 gathering at Warburton, Victoria.

# Directions for Adult Education

## Statement by the NSW Government on Directions for Community Education released during Adult Learner's Week

The launch of a statement on directions for community education was one of the highlights for NSW Adult Learners' Week.



The Minister for Education and Training, John Della Bosca launched **Community Education in NSW – A Statement by the NSW Government on Directions for Community Education** at the Ourimbah campus of the Central Coast Community College.

Mr Della Bosca said the statement reinforced the need for skills development, as outlined in the **NSW State Plan**.

It also recognised that community education providers play a key role in developing training pathways. NSW is home to seven million people. The diverse population of the State relies on a robust, broad-based and highly productive economy for opportunities to succeed economically. The people of NSW also seek opportunities to participate fully in the community life of the State.

Recognising the need for skills development, the NSW State Plan has set ambitious education and training goals to increase the number of adults across NSW enrolled in vocational education and training. This includes engaging young people, mature-aged, retirees, people with a disability, Indigenous people and new arrivals to the State. Increased adult participation in learning and work will not be achieved without a stronger emphasis on community education opportunities as pathways to formal training. A wide variety of educational options is necessary to re-engage many adults in learning.

The NSW Government recognises the strengths of community education providers in forming community partnerships, supporting skills development in regional economies and finding flexible and adaptive approaches to education and training. Community education providers are embedded in local networks and are uniquely placed to link informal learning to formal training pathways. They play a key role in closing the gap between the skills-rich and skills-poor. NSW community colleges provide a primary network for the delivery of community education, reaching into local communities and complementing provision in TAFE and private providers.

The NSW State Plan focuses on the importance of building dynamic and harmonious communities. Community education is a significant avenue for participation, providing a range of activities that foster healthy involvement in local communities and helping to build a dynamic, harmonious and forward-looking State.

Mr Della Bosca also announced a new **Community Partnership Program** that will be established in 2008. It will assist community colleges to work collaboratively with the disability sector to increase vocational training opportunities for people with disabilities. Mr Della Bosca praised the accomplishments of community education providers and learners, and acknowledged Adult Learners' Week as a time for celebrating and promoting these achievements.

The launch of the statement at the Ourimbah campus coincided with celebrations marking the 25th anniversary of the Central Coast Community College. As part of its Adult Learner Week activities the College, in conjunction with the Hunter Community College, offered a series of taster workshops, talks and demonstrations at the Hunter Valley Gardens, Polkolbin. Chinese brush painting, floral drawing, simple calligraphy, floral watercolour painting, soft sandstone sculpting, Tai Chi and floral digital photography were among the areas covered.

*The NSW Government recognises the strengths of community education providers in forming community partnerships, supporting skills development in regional economies and finding flexible and adaptive approaches to education and training. Community education providers are embedded in local networks and are uniquely placed to link informal learning to formal training pathways.*



# Circles of Knowledge

**Neil Hooley – Lecturer, School of Education, Victoria University.**

This article is reproduced from Media Monitors, Education Review 15/08/07

If we have learnt anything about Indigenous education in Australia, it surely concerns the total participation of local communities in school life. This is a democratic process, an acceptance that there is an Indigenous frame of reference that is not the same as European understanding.

For non-Indigenous educators, this different way of viewing the world may be impossible to access. How islander people navigate across the seas, or how desert people are never lost seems a mysterious process. Indeed, as one example, the concept of wilderness may be entirely metropolitan.

These are matters of essence and culture involving how humans perceive their place in the universe. Indigenous viewpoints see everything connected with everything else and a literal connection of the living with the land. When these environmental connections are broken, life itself is in peril.

Australian schools as elsewhere have found it difficult to respect these cultural relationships, let alone construct curricula that embody such principles every day. There is an argument however that Indigenous ways of knowing are good education appropriate for all children.

As a first step to cultural inclusiveness, schools need to develop structures that enable Indigenous families, children and Elders to participate as respected equals in the learning process. Wherever we live, there will be Indigenous co-ops, health centres, education houses and local identities through which contact can be made.

To see formal education as a community partnership involving all stakeholders is surely not a radical idea. In Sweden for instance, a system of study circles has existed for over one hundred years. This is seen as a form of liberal education and a means of strengthening democracy for the entire country.

Swedish study circles have over two million participants each year and arrange about 200 000 cultural events annually. They follow the same tradition of the folk high school established in 1868, where programs are decided by the people according to current interests and needs.

In general terms, study circles can be envisaged as a systematic process for public dialogue and community change. They usually comprise small groups who meet together over a period of time, who set their own procedures and who may engage a facilitator to assist the discussion. They often begin with personal stories and accounts from which themes, ideas and ways of proceeding emerge.

It is not intended that one view will dominate the outcomes of a study circle. Rather, the circle reaches out to all participants so that knowledge and experience is shared and a range of possible pathways can be explored. The study circle seeks to reach consensus and a heightened respect and does not impose a particular will.

In working with Brazilian peasants, the educator Paulo Freire used what he termed culture circles as a means of pursuing literacy. Small groups of peasants would begin by discussing what was important to them, such as fresh water for the village and from that, Freire would introduce new ideas and written forms.

Study circles have a more recent history in the United States, but they have been used there to consider race relations, poverty, education and many other community issues. In a country that is anticipated to be fifty percent non-white by the middle of the century, the US has a vested interest in creating healthy communities and in maintaining its democratic heritage.

Indigenous peoples in Australia are also familiar with this type of organisation. In attempting to make progress on reconciliation matters, a number of learning circles were established to bring Indigenous and non-Indigenous peoples together for cross-cultural understanding. Key features again included a sharing of experience and explanation through story telling and the identification of common themes arising.

It is very realistic to suggest that each school or group of schools in the urban, regional and remote areas throughout Australia undertakes to establish a learning circle with their Indigenous neighbours. Which name is best to describe its work will need to be agreed. A learning circle however could concentrate on the broad parameters of curriculum, ensuring that Indigenous ways of knowing are included.

There are many difficult social and educational issues that will need to be discussed, probably over extended periods of time. Indigenous forms of mathematics, of science, history and culture will be introduced as Elders see necessary and it is shown that the engagement is serious. There will be a sharing of language. This is a two-way process of inquiry and communication as both cultures interact and learn from each other.

Depending on the circumstances, a learning circle exists inside other structures. For schools, there are constraints of time and regulation including the need for formal assessment. The purpose of the learning circle is however to go beyond such barriers and to work with other structures that are enduring, democratic and respectful. The learning circle provides a structure to enhance human agency, not to restrict it.

Impulsive, short-term action designed to have one view assimilate another is not appropriate for education and is definitely not appropriate for reconciliation across cultural divides. Study circles or learning circles on the other hand, can defend, vitalise and extend the democratic character of our society. Indigenous education demands that it be given a chance.

# Our Minister's View

An edited version of the speech made by The Hon Andrew Robb AO MP at the TAFE Directors Australia Convention 2007 – Reframe – Refresh – Fresh Start at the Melbourne Exhibition and Convention Centre in September 2007.

**Over the last 5 or 6 years, Australia – whether it be business, governments, the broader community or, for that matter, TAFE – has been presented with a whole set of major new challenges.**

After 14 years of uninterrupted economic growth, with a rapidly ageing population and the profound emergence of China and India, we have got an economy which, for the first time in many decades, is operating in the zone of full capacity.

The combination of these factors, and the speed with which they have emerged, has created labour shortages – too many jobs chasing too few people.

For example, in South Australia today there are three quarters of a million people in jobs across the State. Recently a labour market research group estimated that over the next eight years nearly half of these three quarters of a million jobs in South Australia will need to be filled with new people because of retirements, combined with further job growth.

This labour shortage, in combination with 20 to 30 years of talking down technical, vocational and creative careers, has produced skill shortages across many areas of the economy.

We need to take some confidence from the fact that there is a response taking place. In the last four years alone, 544,000 people completed apprenticeships. Now that compares with 30,900 who completed an apprenticeship in 1996.

But as many of you well know, effectively training new entrants to the workforce is only part of the solution. With insufficient young people reaching working age to plug the labour shortages, the issue of training or retraining people at all ages within the existing workforce is a critical part of dealing with the impact of labour shortages.

Business will respond. Business is responding.

What is new will be the pace of adoption of new technology over the next decade or more; it will be at a pace never before witnessed, and it has huge implications and opportunities for our training sector.

Three or four months ago my wife and I visited friends on a cattle station north of Alice Springs. I hadn't been there for 10 years.

The last time I visited there were 8,000 head of cattle; a traditional cattle station, lots of horses, mustering all the rest of it.

Today there are still 8,000 head of cattle, but not much else is the same.

We went to visit on a Saturday afternoon and drove into the property. The homestead's 20 minutes off the road. That so-called front paddock, on 10,000 acres, was the horse paddock. A couple of hundred horses had traditionally been there for a hundred years; thoroughbreds for the mustering. I got to the homestead and I said to my friend, "I didn't see any horses" and he said "there aren't any, no horses anymore, it's all helicopters, light aircraft and a couple of motor bikes".

We had a drink and a little while later he said "I've got to show you the cattle yards". We went down to the cattle yards and he proudly showed me the new \$400,000 cattle crush.

The cattle crush is a metal cage which holds the cattle while they do what they have to do to the cattle and it's got races leading up to it and all sorts of gates. Typically it is very labour intensive and quite dangerous. Here's this cattle crush, he got it going, and there is a keypad on the side of it, it's fully operational from a keypad. There's no need for anyone much to be involved with the cattle, just dogs and one person handling the cattle crush. All the gates open automatically all the way back into the yards.

It got me thinking as I left, here we are in the middle of the Northern Territory on a traditional cattle station and in the space of 10 years, here's a person in his 60s, who has sought to deal with an emerging labour shortage and other issues, and has fundamentally turned around the operations.

I thought what skills are now needed in Alice Springs and Katherine and such places. No longer the blacksmiths; they need someone to keep the helicopters in the air, someone who can maintain a \$400,000, all singing, all dancing, computerised cattle crush. Someone who is linked into the international labour market.

*“I’m proud of the fact that the Australian Government has spent over \$24 billion on vocational and technical training over the last 10 years.”*



If a cattleman in his 60s, deep in the centre of Australia, can, in the space of 6 to 8 years so profoundly change the nature of running a traditional cattle station through the introduction of technology, imagine what is happening across so many other areas of our economy.

The challenge for government is not to prescribe how individual businesses, or training organisations for that matter, should respond, but rather to provide an environment flexible enough to enable businesses to formulate rapid and profound change, and be free to implement it. Training has a pivotal role.

Change in the nature of training delivery needs to keep pace with the unprecedented speed of adoption of new technology – in workplaces large and small.

Training solutions will differ from business to business, from month to month, from delivery method to delivery method.

How the various arms of VET respond will not only shape the future of the VET sector, but critically determine the capacity of industry to meet the challenge of labour shortages.

Recently I had a meeting with eight of the top twelve IT companies in Australia. Collectively they train and upskill tens of thousands of Australians on their staff every year. They make a huge investment in training.

Every one of these companies reported that all their training was now in-house because it resulted in far more flexible training delivery, and enable them to upskill staff in quite specific skill sets.

A truly responsive TAFE sector would have been an attractive alternative to many of these companies; and tens of millions of dollars would be flowing into individual TAFEs.

I see TAFEs as a wonderful national asset, with thousands of talented and dedicated staff, but the bureaucratic shackles need to be removed.

We need to give our TAFE sector around the country the autonomy and the capacity to grow their business – to be truly dynamic, enterprising and responsive.

I know some progress is being made. But it is far too slow given the extraordinary demands that have materialised from the combination of a rapidly ageing population, one and a half decades of uninterrupted economic growth and the profound emergence of China and India.

The facts are that Australian Government expenditure under the Commonwealth-State Agreement for skilling Australia’s workforce has grown in real terms by 20 per cent since 1995-96, whereas the expenditure by the States and Territories has grown over that time by 5.4 per cent in real terms.

I’m proud of the fact that the Australian Government has spent over \$24 billion on vocational and technical training over the last 10 years. In the year that took office our predecessor had budgeted \$1 billion for vocational and technical training – and we have spent not ten times that over 10 years, we’ve spent 24 times that over 10 years.

In regards to the TAFE component, over 10 years we have committed 16 times what was being spent annually when we took office – from \$770 million in 1995-96 to a total of around \$12 billion.

Of course, in the future even more money will be needed. But my point is that the effectiveness of the current \$4 billion spent on TAFE each year, and all future tax payer expenditure, will be turbo-charged if it is associated with cultural change within TAFE – if it is associated with a large measure of autonomy for individual TAFE institutions which encourages great innovation, flexibility and enterprise in the delivery of training and in the growth of research.

Our TAFE sector has the potential to lead and shape the national’s response to our labour and skill shortage, it has the potential to be an engine room for research and development, it has the potential to assume an equal status with universities in higher education.

# Adult Learners' Week 2007



As the weather started to warm up and people began to emerge from their winter hibernation, 162,000 Australians attended the many and varied Adult Learners' Week activities being held across the country.

In South Australia alone, over 100 Adult Learners' Week activities were registered on the events calendar of the national website and funding was granted to 23 adult education and community organisations throughout the state.

In NSW, The Minister for Education and Training, John Della Bosca launched Community Education in NSW – A Statement by the NSW Government on Directions for Community Education at the Ourimbah campus of the Central Coast Community College.

It recognises that community education providers play a key role in developing training pathways.

Mr Della Bosca praised the accomplishments of community education providers and learners, and acknowledged Adult Learners' Week as a time for celebrating and promoting these achievements and announced a new Community Partnership Program that will be established in 2008. This will assist community colleges to work collaboratively with the disability sector to increase vocational training opportunities for people with disabilities.

**Launches** are important profile raising events for Adult Learners' Weeks.

Ms Elaine Bensted, Deputy Chief Executive, DFEEST officially launched the 2007 South Australian Adult Learners' Week Program and announced the Learning Communities Projects in Partnership with TAFE at the National Wine Centre of Australia on Thursday 17th May.

The Vietnam Veterans' Federation 'Men's Sheds' saw the ACT launch with a wide variety of participants celebrating all Australia has achieved from our Indigenous beginnings to the present day.

South Australia had also held a series of **Professional Development workshops** throughout July and August. The free workshops were facilitated by experienced presenters and offered participants the opportunity to attend sessions covering many subjects including:

- How to run a successful event and
- Marketing your community event

**Awards dinners and celebrations** were held in many states.

In South Australia, The Hon Paul Caica, South Australian Minister for Employment, Training and Further Education presented the winners of the Adult Learners' Week Awards at a dinner for over 320 guests on Thursday 30th August. The dinner was held at the Graduates Restaurant, TAFE SA, Regency campus with a Cirque des Masques theme. Along with the awards ceremony there was a Parade of Masks which showcased the work of community centres involved in a new project introduced in this year's program.

An art competition showcasing over 24 pieces of artwork produced by amateur artists across South Australia was launched at the National Wine Centre of Australia on Wednesday 8th August, along with the release of the 2007 Adult Learners' Week Calendar of Events. Mr Paul Greenaway, OAM – President of the SALA Festival and Director of the Greenaway Gallery was guest speaker at this event. The artwork was on display to the public from the launch date until early September.

The popular High Tea Learning event was held for the second year at Graduates Restaurant, TAFE SA, Regency Campus on Monday 3rd September. Keith Conlon, South Australia's Adult

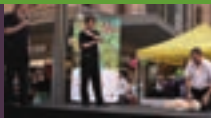


Learners' Week media ambassador was guest speaker.

The event incorporated the induction of the inaugural Ambassadors for Learning. These Learning Ambassadors from community organisations, formal and informal learning providers, local government and migrant groups were provided with resource kits to assist them to guide disengaged South Australians to reconnect with some form of learning.



*“Mr Della Bosca praised the accomplishments of community education providers and learners, and acknowledged Adult Learners’ Week as a time for celebrating and promoting these achievements and announced a new Community Partnership Program that will be established in 2008.”*



The South Australian 2007 Ambassadors for Learning are:

#### Individuals

- |                         |                    |
|-------------------------|--------------------|
| • Denis Binnion         | • Faye McGoldrick  |
| • Karyn Bradford        | • Melissa Miller   |
| • Cassandra Gibson-Pope | • Anahid Paichuk   |
| • Genevieve Haskett     | • Annie Payne      |
| • Rick Henke            | • Ann Price        |
| • Heather Hewitt        | • Bridget Ransome  |
| • Leanne Isaacson       | • Marie Smith      |
| • Ibrahim Jabatch       | • Helen Strickland |
| • Glenna Lear           | • Betty White, OAM |
| • Jenny McCormick       |                    |

#### Organisations

- |                         |                         |
|-------------------------|-------------------------|
| • City of Marion        | • Pooraka Farm          |
| • City of Salisbury     | Neighbourhood House     |
| • Community and         | • Royal Life Saving     |
| Neighbourhood Houses    | Society                 |
| • & Centres Association | • South Australia Works |
| • Milang Old School     | • The Mawson Centre     |
| House Community         | • WEA Adult Learning    |
| Centre                  |                         |
| • Mt Pleasant Natural   |                         |
| Resource Centre         |                         |

The ACT saw a glittering night at The CIT Restaurant with Mary Porter MLA presenting the many awards; an awards evening was held in Perth with winners in eight categories receiving engraved medallions mounted in jarrah and a framed certificate.

West Australia also hosted many events with telecentres being the prime movers in this year’s WA celebrations.

Many of them canvassed their local residents asking them what special learning activities THEY would like to see.

The feedback was interesting...

It ranged from ANCIENT CRAFTS to DIGITAL.

Traditional arts, crafts and cookery and singing and dancing were popular, as always.

But, in the country and in metropolitan suburbs alike, the requests were overwhelming for digital workshops—and not only for beginners.

That’s why more than half the week’s programs—from the Pilbara down to Esperance--included a computing component.

#### For example, there were workshops for:

- trading stocks and shares on the Internet;
- creating movies, slide shows and DVDs;
- producing professional quality photographs for calendars and posters;
- and taking to the air-waves with modern broadcasting equipment.

At the same time, traditional workshops were in full swing.

#### For example:

- there was loom beading at Beverley;
- pottery at Bullsbrook;
- the ancient art of felting at Mahogany Creek;
- and at Pannawonica: a range of clever craftwork ready for Christmas.

#### It focused on FUN, FOOD and VARIETY

- At Fremantle Multicultural Centre, there was a feast of exotic dishes to be shared...from Japan, the Philippines, South Africa, Ethiopia and other distant homelands;
- at Preston Beach, seniors were rock’n’rolling;
- at Bunbury, the entire community was invited to join the celebrated Shoestring Singers in concert.;
- and at Harvey, the spirit of Adult Learners’ Week was demonstrated in a nut-shell:  
*“Bring a Friend and Have a Go”* is the theme, with a wide range of physical activities.

#### It didn’t forget SAFETY, WOMEN or MEN

- In Albany, grandparents took First Aid courses, specifically for treating young children;
- At Leederville would-be holiday-makers learnt about safe solo travel.
- Women in Bunbury acquired self-defence skills to deter predators;
- And at Boyup Brook and Manjimup, comprehensive car maintenance workshops will ensure the motoring safety of women on those lonely country roads. This activity has unfortunately been delayed due to ill health of the mechanic facilitating the workshop.

Interestingly, most of the men’s activities had a high number of women participants.

**More details of the 2007 Adult Learners’ Week will be published in further issues of Quest.**



# ALA New Members & Subscribers

## Professional (MALA)

Barry Paterson, WONGA QLD 4873

## Individual Members

Cameron Archer, Paterson NSW 2421

Di Cummings, Nambour QLD 4560

Tracey Ollis, Seddon VIC 3011

Mauveen van den Berg, North Shore City New Zealand

## Online Subscriber Members

Johnny Weaver, Tom Price WA 6751

## Organisational New Members

Benambra Neighbourhood House, Benambra, VIC 3900

Belvedere Community Centre, Belvedere Park, VIC 3198

Bendigo Neighbourhood House, Bendigo VIC 3550

Broome Circle Inc., Broome WA 6725

Chisholm Institute of TAFE, Dandenong VIC 3175

Daylesford Neighbourhood Centre, Daylesford VIC 3460

Dingley Village Neighbourhood Centre, Dingley Village VIC 3976

## Organisational New Members (cont.)

Diversitat, Geelong VIC 3220

EDAN, Bulleen VIC 3105

Gippsland Employment Skills Training Inc., Moe VIC 3825

Hampton Community Centre, Hampton VIC 3188

Hawkesbury Community College, Richmond NSW 2753

Healesville Living & Learning Centre, Healesville VIC 3777

Mount Beauty Neighbourhood Centre Inc., Mt Beauty VIC 3699

Rushworth Community House Inc., Rushworth VIC 3612

Selwyn Community Education, St Heliers, Auckland New Zealand

Springvale Community Centre, Springvale VIC 3171

Taskforce Community Agency, Prahran VIC 3181

The Gowrie (WA) Inc., Cloverdale WA 6105

Tomaree Community College, Nelson Bay NSW 2315

Tuggerah Lakes Community College, Chittaway Bay NSW 2261

Werribee Community Centre, Werribee VIC 3030

Workforce Plus, Broadmeadows, VIC 3047

Yackandandah Community Education Network Inc.,  
Yackandandah VIC 3749.



THE CARRICK INSTITUTE  
FOR LEARNING AND TEACHING  
IN HIGHER EDUCATION LTD

## Carrick Institute Citations for Outstanding Contributions to Student Learning

The 2007 Carrick Institute Citations for Outstanding Contributions to Student Learning recognised 253 university staff for their contribution to high quality teaching and learning in the higher education sector.

The prize winners each receive \$10,000 for their outstanding commitment, innovation and leadership.

**One Adult Learning Australia member was amongst the prize winners.**

Dr Carolyn Broadbent, Head of School, Education at the Signadou Campus of the Australian Catholic University

## **1) What is the single most important lesson your parents ever taught you?**

Both my parents were good at cricket and taught me how to bowl a good leg break.

## **2) What were your best and worst experiences from school? Were you a good student? Why / why not?**

I was always a keen student and fortunate to have a successful school life, which I finished as Dux of high school. As a young girl, I would always go to school laden with story books, caterpillars, flowers, or other things I had found, to show the teacher and class. I enjoyed teaching at an early age and some of the best experiences at school were when I was allowed, as a grade six student, to help out in the infant classes by reading books and playing games. An important memory is my 'Sheep' presentation to parents on Open Day. Equipped with my many charts, merino sheep pictures and all types of wool samples I proceeded to cover the subject in excruciating detail. I believe my mother, to her embarrassment, thought I might never stop!

Although I had few bad experiences at school, I did receive some teasing by others who thought I was far too conscientious with my school work. This occurred in my primary school years but did not really create a serious problem as I had the assistance of my 'big brother' to look after me.

## **3) What did you always want to be?**

I have always wanted to be a teacher and even arranged my dolls as if in a classroom. I would pretend to teach them from a little blackboard and from memory, I had a perfect class; certainly no behaviour management problems during those days. Each doll had a little library card and own bank account (similar to schoolchildren at that time who were able to deposit money into a bank account on a weekly basis). My love of teaching stayed with me throughout my school life and I eventually gained entry to the local teachers' college.

## **4) What was your first job and what did you learn from it?**

Unfortunately, I was too young to enter college (required to be 17 years of age at the time regardless of success at school) and although accepted, had to find employment for 12 months until entry the following year. I took up a position with the Commonwealth Health Department and spent the year checking the accuracy of pharmaceutical claims based on

doctors' prescriptions. While I had previously worked as a casual employee in a dress-shop and as a Dairy Queen maid, the job with the Health Department was my first full-time employment experience. Although I made a number of good friends, bought lots of shoes with my new found wealth and enjoyed the break from study, the work environment was very controlling and the tedious nature of the work was so mind-deadening that I could hardly wait until the end of the year to hand in my resignation; probably just as well as I am sure I would have been sacked before too long for not meeting my daily quotas. This experience made me appreciate the value of being involved in stimulating and rewarding work. As you can imagine, by the time I entered teachers' college, I was very pleased to be back studying, especially as this would eventually lead to my work within the teaching profession.

## **5) Complete this sentence: 'The most valuable thing I've learned in the last year is...**

that while the challenge of work is stimulating, and hard work brings rewards, it is important to maintain a work-life balance to ensure other important aspects of life, such as grandchildren, receive the attention they deserve.

## **6) What new skills do you hope to acquire and how?**

I would like to develop new skills in the use of the Information and communication technologies to enhance teaching and learning and facilitate the development of professional learning communities; e.g. link local, rural and remote communities.

## **7) What unfulfilled ambition have you yet to conquer?**

To publish my PhD as a book.

## **8) What is one talent people might be surprised to know you have?**

I love to dance and although did not pursue this passion at a professional level, I did appear once on the Stairway to the Stars TV show and on the Mickey Mouse show (when visiting Australia from the USA).

## **9) What piece of information would you most like to pass on to the next generation?**

Attempt to make the most of every opportunity that comes your way. Don't waste time worrying or being too stressed about individual situations – life is too short – don't be afraid to take risks and you might be surprised with the results.

# Calendar

United Nations Literacy Decade 2003–2012

United Nations Decade for Sustainable  
Development 2005 - 2014

2007 Year of the Lifesaver

2007 edna - 10th Birthday

## COMING EVENTS

**14 - 20 October 2007**

*Anti-Poverty Week*

Ring 1300-797-290 or email [apw@antipovertyweek.org.au](mailto:apw@antipovertyweek.org.au)  
for details

**22 - 26 October 2007**

*Conference – Communities & Change;  
research partnerships and collaborations in  
education and social work*

Faculty of Education and Social Work, University of Sydney.

More details are available at [http://www.edsw.usyd.edu.au/research/events/research\\_fest](http://www.edsw.usyd.edu.au/research/events/research_fest).

**6 November 2007**

*2007 Community Engagement Project National Showcase  
– Reaching a bigger pond: Tools and technologies for  
connecting communities Cairns International Hotel, Qld*

The Australian Flexible Learning Framework (Framework) is the national training system's e-learning strategy. This day is the opportunity to discuss with community leaders real examples of how e-learning is being embedded to support economic and regional development across Australia.

**8 - 10 November 2007**

*Adult Learning Australia's 47th Annual Conference  
– "Understanding Today's Literacies"  
Cairns International Hotel, Qld*

Contact the ALA office on 02 62749500

for details about how to register for one or both events.

**15 - 16 November 2007 Bonn, Germany**

*'The Right to Education in the Context of  
Migration and Integration'*

*(Conference languages – English and German)*

Go to [conference@dvv-international.de](mailto:conference@dvv-international.de) for  
information and to register.

**15 - 17 November 2007 Orlando, USA**

*LERN Lifelong Learning 2007*

This Annual Conference aims to be the most exciting week of the year in lifelong learning. There will be more than keynote speakers, 70 practical how-to sessions, roundtables and social functions with over 900 participants from over 45 US states, Canada and around the world.

More information can be found at [www.lern.org/conference](http://www.lern.org/conference)

**21 -27 April 2008**

Global Campaign for Education Action Week

Go to [www.campaignforeducation.org](http://www.campaignforeducation.org) for a  
campaign pack.