

Queensland Aboriginal & Torres Strait Islander
Health Worker Education Program Aboriginal
Corporation

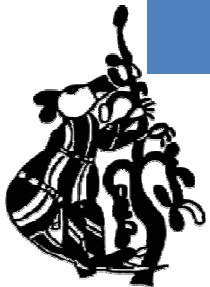
Q A T S I H W E P A C



Integrating LLN into training, learning and assessment

The Learner

CHALLENGES	1. Skills on paper do not match actual workplace LLN skills	2. Not all students are financially supported for Test & Assess program (Year 12 or above Certificate II)
STRATEGIES	Test all entry level students – it can't be assumed that they have appropriate skills level	Those not captured on a funded Test & Assess program are tested during orientation
RESOURCES	In-house assessment tools based on Australian Core Skills Framework (ACSF)	



Stages of Test & Assess

Stage 1

TEST & ASSESS

- Question and answer
- Oral interview
- Computer activity

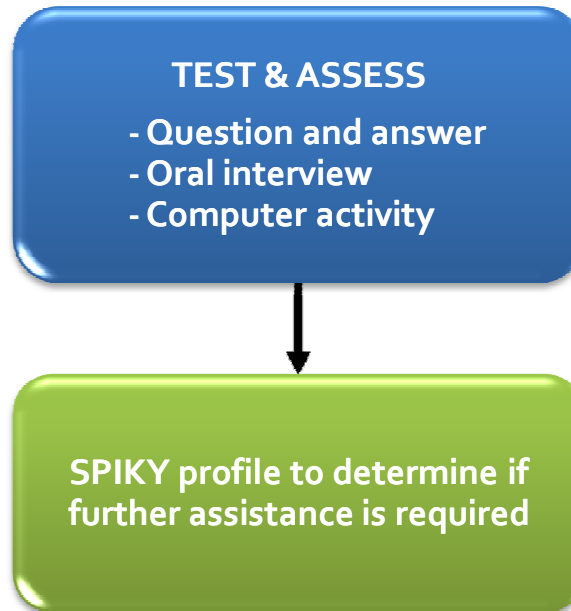
ACSF core skills:

- learning
- reading
- writing
- oral communication
- numeracy



Stages of Test & Assess

Stage 1

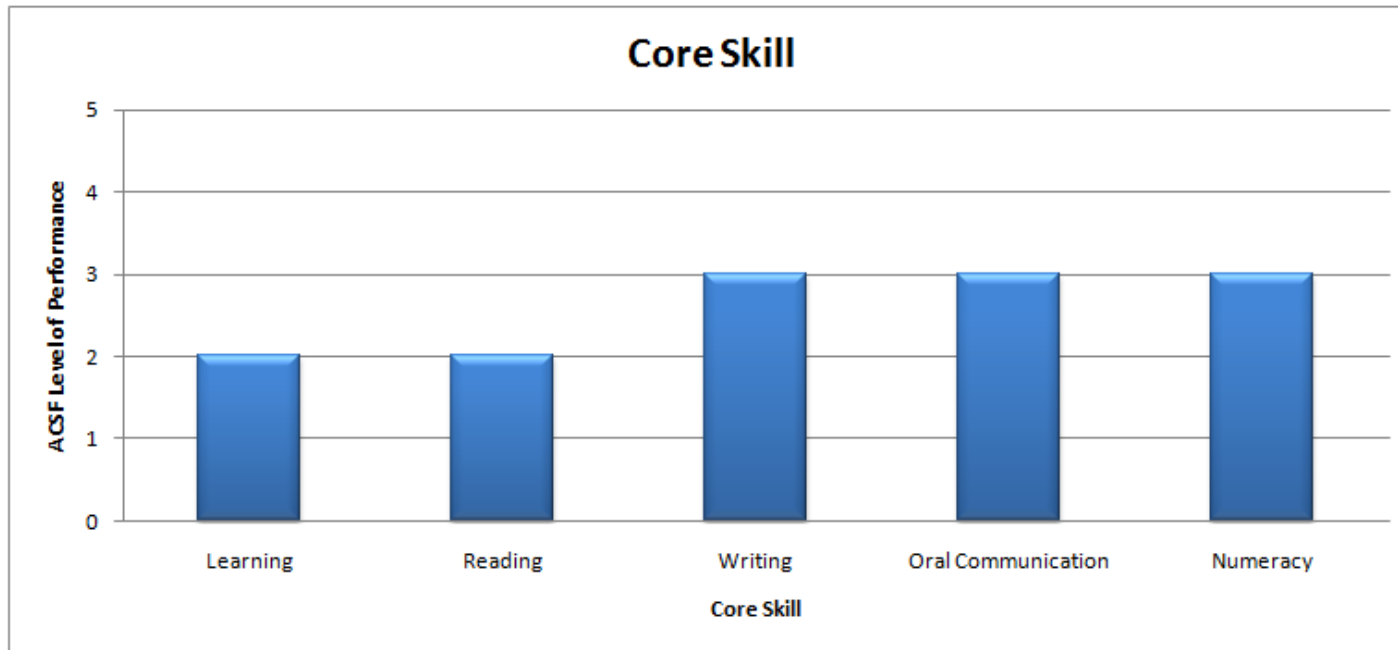


Stage 1 Spiky Profile - Meeting the core skills requirements

Student Name: _____

Assessors Name: _____

The learners spiky profile levels are based on information collected from written questions and answers, computer activity and oral interview



Is further analysis required?

YES

NO

Comments:

Stages of Test & Assess

Stage 1

TEST & ASSESS

- Question and answer
- Oral interview
- Computer activity

SPIKY profile to determine if further assistance is required

NO

No learner support plan needed



Stages of Test & Assess

Stage 1

TEST & ASSESS

- Question and answer
- Oral interview
- Computer activity

SPIKY profile to determine if further assistance is required

Stage 2

NO

No learner support plan needed

YES

Refer to ACSF – Aspects of Communication to identify individual gaps and needs



Aspects of Communication

Personal

expressing identity

Cooperative

interacting in groups

Procedural

performing tasks

Technical

using tools and technology

Systems

interacting in organisations

Public

interacting with the wider community



Resources

CHALLENGES

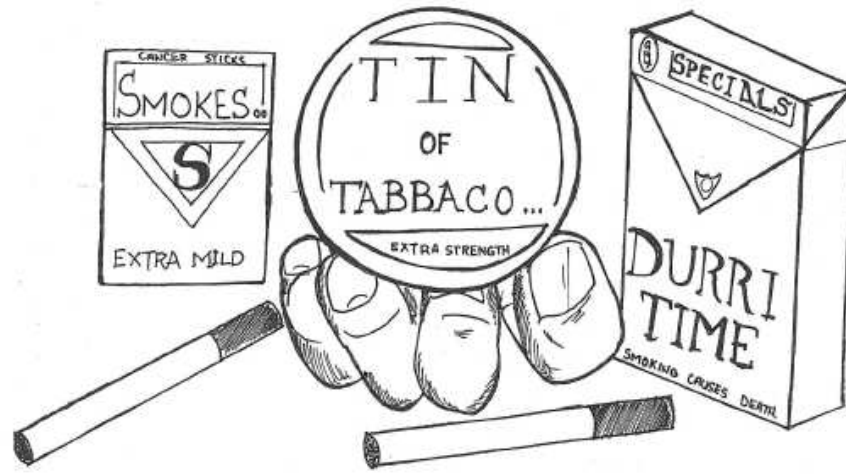
1. No allowance for LLN delivery in higher level courses
2. VET sector training does not provide general literacy and numeracy, instead it is contextualised for the workplace

STRATEGIES

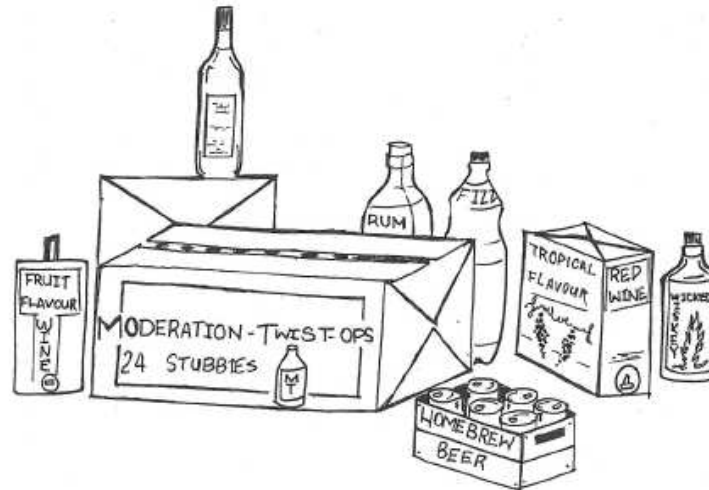
- Modify the language of the resources
- Customised layout
- LLN is supported in a cultural context by use of artwork and reference to community

QATSIHWE PAC has identified that there are still issues with overcoming challenge no. 2





It is important for the development of the unborn baby that the mother does **NOT** drink alcohol or take drugs while she is pregnant.



Drinking alcohol while pregnant is like putting alcohol into the baby's mouth.

WHAT SUPPORT WILL PEGGY NEED?



As a class, develop a **CARE PLAN** for Peggy using the example on the next page.

Learner Support

CHALLENGES

1. Managing individual learner needs

2. Training of tutors

STRATEGIES

A scaffolded approach:

- An inclusive group approach is taken in class
- Learners have an opportunity to access individual support
- Industry mentoring
- We employ tutors with an education qualification

Tutors are all Aboriginal and Torres Strait Islanders to help meet language needs of learners

Our tutors are also required to complete:

- TAALLN401B unit
- Course in Volunteer Tutoring
- Internal professional development and mentoring

RESOURCES

Tutors required to utilise the ACSF and familiarise themselves with training resources and assessment tools

