Within VET Training, where are the opportunities to EMBED?

(Explore Moments to Bring Explicit LLN Development)
Who’s in the room?
Clarifying terms: when we say LLN...

We mean **Australian Core Skills Framework**

- Learning
- Reading
- Writing
- Oral Communication
- Numeracy
Workshop Objectives

- **Acknowledge** the importance of seeking and acting on small moments of opportunity within your training to explain or demonstrate a particular core skill or strategy.

- **Identify the difference** between an adult learning support strategy and an LLN skills development strategy.

- **Generate ideas** for how to give learners opportunities to practice Foundation Skills and monitor learner progress.
Agenda

What

Why

How
Topic 1: What is embedding?
Topic 2: Why embed?
Standards for RTOs (2015)

- **Clause 1.1**
  The RTO’s training and assessment strategies and practices, including the amount of training they provide, are consistent with the requirements of training packages and VET accredited courses and *enable each learner to meet the requirements* for each unit of competency or module in which they are enrolled.

- **Clause 1.2**
  For the purposes of Clause 1.1, the RTO determines the amount of training they provide to each learner with regard to:
  - the *existing skills, knowledge and the experience of the learner*
  - the mode of delivery; and
  - where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification.

- **Clause 1.7**
  The RTO determines the *support needs of individual learners and provides access to the educational and support services necessary* for the individual learner to meet the requirements of the training product as specified in training packages or VET accredited courses.
Benefits of embedding
Topic 3: How might we embed?

What

Why

How
Case Study

GOAL:
Identify moments to EMBED Foundation Skills
Case Study—Context

Qualification
- BSB41007 Certificate IV in Human Resources

Unit
- BSBWHS401 Implement and monitor WHS policies, procedures and programs

Session – 2 hours
- Covers element 4 of BSBWHS401 Implement and monitor organizational procedures and legal requirements for identifying hazards and assessing and controlling risks
Learning support vs LLN skill development

Activity
Consider the type of support needed

Who needs help?

<table>
<thead>
<tr>
<th>ACSF Level</th>
<th>Support explicitly available</th>
<th>Support close by</th>
<th>Can use own support approaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Concrete, immediate</td>
<td>Seeks help and advice</td>
<td>Recognises when help is needed</td>
</tr>
<tr>
<td>2</td>
<td>Examples and models available</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Examples and models can be accessed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Case study—consideration 3

What skills are involved?
Where does learning happen?
Case Study—Considerations

1. Learning support or LLN skill development
   Which are you providing?

2. Who needs help?
   What type of support do they need?

3. What skills are involved?

4. Where does learning happen?

Realistic!
Case Study—get started

Case study handout package

1. Student profile
2. Session plan
3. PowerPoint

Case Study Handout

Contents
1. Student profile
2. Session plan
3. PowerPoints used to deliver the session.

Introduction

About this case study

The case study featured in this handout is based on a real-life scenario. The student profile is not real, but is typical of the student cohort that registers for this program.

The session plan and PowerPoints are real. With permission, we have adapted them for the purposes of this case study. In advance, thank you for respecting copyright.

Purpose of this activity

Identify how you could adapt or enhance session delivery and activities to more
## Explore moments to Support Upskill Monitor

<table>
<thead>
<tr>
<th>Task or Activity</th>
<th>How could you...</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Support</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Upskill</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitor</td>
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</tbody>
</table>
Case Study—Session body

Four segments (20 min each)

1. Identify a hazard in work area
2. Reporting hazards – legislation
3. Risk ratings and Hierarchy of Control
4. Identify & report inadequacies in risk control
Case Study – goal

Identify moments to EMBED Foundation Skills

Write ideas—choose one option:

- Handout provided
- Device—e.g. http://padlet.com/annleske/gh77p8joa92b
Workshop Objectives

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Reflection

What will you take with you from here?
Resources

Teaching Strategies

Llnandvetmeetingplace.wordpress.com

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Thank you!

• Ann Leske &
• Chemène Sinson
Theoretical Frameworks

• One size does not fit all
  Zepke 2011, Rogers and Kramer, 2008

• ‘Embedding’ is not understood in just one way
  Casey et al 2006

• Needs to be ‘built in’ not ‘bolted on’ to programs

• Conception of literacy and numeracy makes a difference to implementation
  Zepke 2011, p,182
Preparing and Planning

- **QIA Improving Learner Success by Embedding Literacy Language and Numeracy (2008)**
  UK Skills for Life Improvement Program resource. May be ‘old’ but it is a user-friendly guide to key planning considerations.

- **National Centre of Literacy and Numeracy for Adults**
  NZ national site to support LLN teaching. Have a look at the Embedding Literacy and Numeracy Section. There are Teaching approaches, Embedding approaches, videos and case studies.

- **Training Plan Validation Tool**
  Developed as part of the National Foundation Skills Strategy Projects in 2014, prepared by the South Australian team, saved within IBSA.

- **National Foundation Skills Strategy Project**
  Element 2 provides the list of Champions for each State/Territory (who can be contacted), and the projects where Foundation Skills are embedded within VET training.