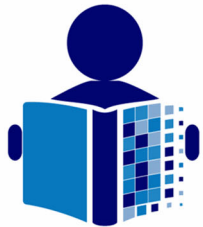




Adult, Community and
Further Education



valbec

Connect • Educate • Empower

REFOCUS: Learner Centred Practices

2023 VALBEC Conference
William Angliss
May 19

HANDBOOK



Welcome

On behalf of the VALBEC committee members, I would like to welcome you to the 2023 VALBEC conference, REFOCUS: Learner Centred Practices. As a committee, we discussed the possible themes that we were going to focus on for this conference and decided that after the COVID lockdowns, it was time to take stock on the things that we do to help the lives of our students. Adult education, and indeed VALBEC, has changed the lives of many adults in Australia, and the students we teach today have been through a lot. They've experienced education during a pandemic, they fight economic issues, the rising price of living and trying to find balance between their home, work and study lives. Our students are dealing with a changing educational landscape and issues of diversity and disadvantage. But as their teachers, we have the power to give them hope by believing in them. We learn how to improve our practice so we can broaden the scope of this message and provide our students with the chance to do something they never believed possible. This is what it is to be an educator, and I am proud to be a part of this movement. I am equally excited to present to you some of the fantastic programs, innovations and approaches our community has to offer at this conference. So please, enjoy yourself, make connections and let's continue the important work that we do.



Liam Frost-Camilleri
VALBEC President



Prior to your next visit to the Angliss Conference Centre you will be required to register for a Wi-Fi PIN in order to access the Wi-Fi on your own personal device on the actual day. You will need the internet to do this.

[Click here to sign up for Guest Wireless](https://guestauth1.angliss.edu.au/)

<https://guestauth1.angliss.edu.au/>

Select **please follow this link** if setting up via mobile | Setting up on your PC will take you straight to the page

Enter conference code: 47148520

Do not leave any spaces (before or after the code) in the box

Enter your email address

Once you have registered your access PIN will be emailed to you.

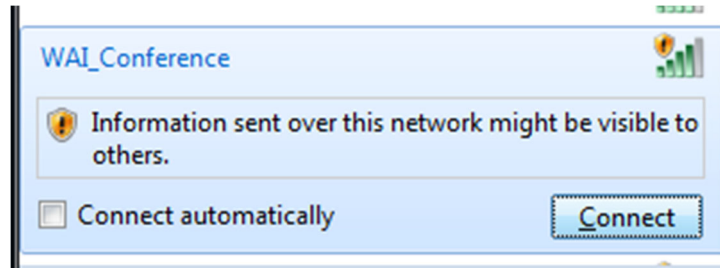
Check your Inbox also check Junk mail and remember to bring your supplied PIN on the day.

Please read full terms and conditions. Remember it is illegal to download any music or films from Torrents or downloading sites. Please ensure these are turned off prior to attending as infringement fines will be issued from Licenced Authorities. William Angliss will not be liable for any fines issued. Hefty fines will be issued to the registered email owner. You!

NOTE: Please check with your IT department for any restricted security settings on your work laptops prior to attending.

On the day...

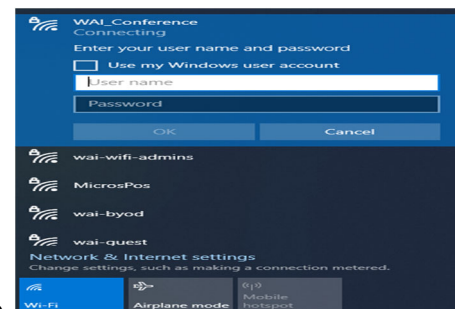
Select **WAI_Conference** on the wireless network and press **Connect**



The following browser will appear automatically in a few seconds



Mobile OR Laptop



Username = Email address you registered with

Password = Access PIN (emailed)

*Press **TRUST** certificate if prompted*

NOTE:

- *For multiday events you will need to reconnect each day using the same PIN.*
- *Registration is valid for the duration of the conference*
- *Browser not opening? Use the following url to access this page: <https://guestauth1.angliss.edu.au/webauth.php>.*

VALBEC 2023 Conference Program

Time	Item		
8:45 - 9:00	Registration, 5th Floor		
9:00 - 9:15	Acknowledgment of country		
9:15 - 9:30	Welcome VALBEC President: Liam Frost-Camilleri		
9:30 - 10:30	Keynote Speech Trace Ollis		
10:30 - 11:00	Morning Tea <i>Provided by William Angliss</i>		
11:00 - 11:45	Concurrent sessions		
	Serena Seah <i>Rm: Auditorium</i> <i>The employment journeys of successful students inspires current students</i>	Melanie Kyle <i>Rm: 5.26</i> <i>Blended learning strategies for disadvantaged VET learners</i>	Jyothi Suresh <i>Rm: 5.27</i> <i>Let's do it on Teams</i>
11:45 - 12:30	Claire Shearman <i>Rm: Auditorium</i> <i>Classroom tips for giving voice: cultural awareness as a tool for engagement and empowerment</i>	Elizabeth Gunn & Jarrod Tebb <i>Rm: 5.26</i> <i>What does team teaching mean for LLN in different Vocational Education contexts?</i>	Rory Caddis <i>Rm: 5.27</i> <i>A new model of delivering Learning Support in TAFE: meeting the student at every level</i>
12:30 - 1:15	Lunch Annual General Meeting <i>Provided by William Angliss</i>		
1:15 - 2:00	Karen Dymke <i>Rm: Auditorium</i> <i>It's a No Brainer - Research on how the Brain Learns Best</i>	Natalie Nawrocki & Abraham Dunovits <i>Rm: 5.26</i> <i>English Tactics</i>	Ruth Ryan <i>Rm: 5.27</i> <i>Students in the Centre - AI in the EAL Classroom</i>
2:00 - 2:10	Fine Print discussion		
2:10 - 3:00	Panel discussion <i>Prompt: YAMEC - Young Adult Migrant Education Program</i>		

Keynote Speaker

Trace Ollis



Tracey (Trace) Ollis is an Associate Professor, Adult, Vocational and Applied Learning at Deakin University in the School of Education and is recognised as a leading researcher in adult education and has published widely in Australia and Internationally. Her research involves epistemological, ontological and ethical understandings of practice and how this relates to adult learners. She has deployed case study and multiple case study methodologies in various adult and vocational learning research projects; her research explores adult learning in formal, nonformal and informal settings. This research aims to improve understanding of what motivates and engages adult learners and how this is influenced by contexts, such as Adult Education workplace settings and more informal Adult & Community Education (ACE) and community environments. She has conducted research projects on Adult Education in human rights settings, VET, and ACE, focusing on lifelong learning. She is the Principal Editor of the Australian Journal of Adult Learning, Australia's leading journal on adult learning. Associate Professor Ollis is an award-winning teacher and researcher.



Serena Seah

The employment journeys of successful students inspires current students

11:00–11:45, Auditorium

This session talks about a project to develop digital resources to provide employment exposure to students. It gives you ideas of how to tap into the successful experiences of your past students to develop videos, posters for use as teaching resources in your classroom. These resources can be tweaked to cater to different student levels. We also identify teaching topics, classroom strategies and how to inspire discussions and confidence in their journey towards work. We will provide a short video and a poster about a student. In groups, you can deliver some teaching topics, brainstorm on different digital strategies and how to develop it into a teaching resource. This will be a fantastic sharing and learning session. Come prepared to be creative!



Melanie Kyle

Blended learning strategies for disadvantaged VET learners

11:00–11:45, Rm 5.26

The aim of this presentation is to share findings from my ISSI Fellowship with examples of international best practice in blended learning for disadvantaged VET learners. The presentation will highlight strategies to improve engagement and participation using the blended learning approach. The rapid shift to blended learning at VET institutions requires increased staff capability and skills in this area.



Jyothi Suresh

Let's do it on Teams

11:00–11:45, Rm 5.27

This session is for educators who would like use MS Teams for their particular class. It will look at Setting up a class Team Posting announcements on Teams Teams Calling Using Teams to deliver class online Giving assignments Sharing worksheets and other resources And also why Teams and not any other platform?



Claire Shearman

Classroom tips for giving voice: cultural awareness as a tool for engagement and empowerment

11:45–12:30, Auditorium

Based on research literature and my own AMEP experience, this presentation explores 3 areas for addressing cultural awareness in the classroom context: 1. classroom culture - values and expectations 2. tools for confidence building and empathy practice 3. First Nations peoples It provides some ideas, tools and hopefully inspiration for empowering students to shape their futures in ways that are meaningful to them.



Elizabeth Gunn & Jarrod Tebb

What does team teaching mean for LLN in different Vocational Education contexts?

11:45–12:30, Rm 5.26

Team teaching in Australian post-secondary vocational education is an under-researched area. After reading Stephen Black and Keiko Yasukawa's 2013 article 'Beyond deficit models for integrating language, literacy and numeracy in Australian VET' Elizabeth was prompted to find out where we're up to ten years later. This workshop invites participants to explore the notion of team teaching from an adult literacy, numeracy and basic education perspective. Can team teaching enhance LLN in VET? Can it improve student learning outcomes? If so, what are good team teaching models? Elizabeth will share insights from her exploration into VET teachers and LLN practitioners views of team teaching at RMIT's College of Vocational Education. Participants will then be invited to share their knowledge and experience of team teaching. It is envisioned that this workshop will contribute to a strengthening of the discourse and community of practice around 'team teaching' in Victorian postsecondary education.



Rory Caddis

A new model of delivering Learning Support in TAFE: meeting the student at every level

11:45–12:30, Rm 5.27

During this presentation, we will introduce a new learning support model designed to meet the diverse needs of students at The Gordon. We will discuss how we have restructured the role of learning support staff to serve our students better. Our new approach involves a tiered service model that ensures all students receive the necessary support, regardless of their level of need. Additionally, we will present a new digital learning platform that we have developed as part of our Learning Support delivery. We will share our experiences implementing this model over the past two years, including the benefits and challenges encountered during the process. We will also provide insights into how this model can be adapted to suit other institutions. By the end of the session, attendees will have gained a deeper understanding of how a tiered service model can effectively provide learning support to all students.



Karen Dymke

It's a No Brainer - Research on how the Brain Learns Best

1:15–2:00, Auditorium

Attention spans are decreasing if you didn't know that! What can educators do about that? In this fun and interactive workshop Karen will present some fun facts about memory, attention spans and digital dementia. She will also present ideas for your learners about how to extend their focus , attention spans and get off their phones!



Natalie Nawrocki & Abraham Dunovits

English Tactics

1:15–2:00, Rm 5.26

English tactics is a play on the term tactics. A tactic is carefully planned to achieve a specific end and in this instance the tactic is learning through tactile application. This workshop examines how tactile learning can be applied in an adult English class and how learners can enhance and consolidate their language learning. Learners are varied and learn through a variety of intelligences. One of the intelligences is kinaesthetic learning. Participants will revise the advantages of applying kinaesthetic learning in their class and how to apply this. Participants will be introduced to body movements to help learn the alphabet. In addition, instructions will be provided orally on making a pliable dough in groups. The dough will be distributed and used to manipulate and used for extending and consolidating vocabulary. Extended activities will also be available to participants to further enhance literacy and numeracy skills. This workshop is for those who currently teach adults in EAL. It is particularly useful to those who teach prelit levels.



Ruth Ryan

Students in the Centre - AI in the EAL Classroom

1:15–2:00, Rm 5.27

Ruth Ryan is an EAL educator and has taught EAL overseas and in Australia for about 25 years. She has been teaching youth classes at Chisholm Institute in Melbourne's South East for a number of years and has taught adults and youth from initial to advanced levels. She believes that, in order for students to learn, classroom topics must be current, relevant and engaging, and students must be supported to get involved in activities, to work with classmates and to take ownership of their learning. Always an early adopter of technology in the classroom, she is keen on creative ideas that improve student interest, engagement and language outcomes. When ChatGPT, became big news earlier this year, and with the rise and rise of AI generally, she went to work thinking about its use in the classroom. She is interested to see what teachers might do with it in the classroom and to consider how it can empower students in their learning while also being aware of its shortcomings and its possible misuses.



Fine Print

Fine Print, VALBEC's journal, is produced 3 times a year. Deryn Mansell is the Commissioning Editor and does an amazing job of refining our work to be the best it can be. The journal includes new research, pedagogical approaches, examinations of programs and reviews of teaching resources. Fine Print is a great opportunity for teachers in Vocational education to share their thoughts and experiences with a wide reader base. If you are interested in contributing to the journal, please contact Fine Print directly on fineprintvalbec@gmail.com.



Panel Discussion

Student experiences of YAMEC at Melbourne Polytechnic

Please welcome: Malak, Berfin and Haisam. These students have completed a Cert III in EAL in the YAMEC course at Melbourne Polytechnic and will be discussing the barriers to their education as well as the confidence and skills they have developed through the student-centered model of learning fostered in YAMEC. The panel will discuss the mutual trust and respect between teachers and students, democratic principles in the classroom and the importance of creating and following an independent learning plan with appropriate support networks (People, Places, Things).



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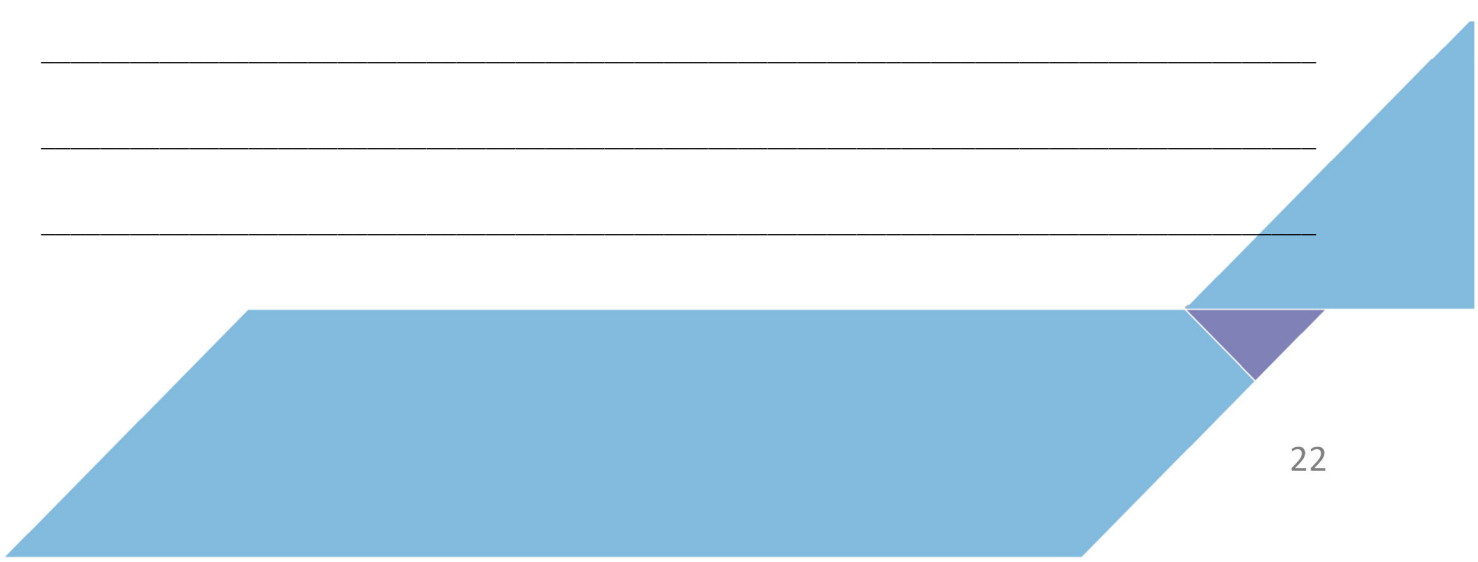


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