



In this Issue

1. [VALBEC Conference 2016 - 'Joining the Dots: Multiple literacies in multiple contexts'](#)
Pics and PowerPoints
2. [Getting in \(really\) early](#)
2017 VALBEC Conference
Get it into your diary now Friday, May 19, 2017
3. [Fine Print](#)
From the Vault: Fine Print Vol 38#2 2015
Current edition of Fine Print
4. [Vacancies](#)
Teachers needed at Carlton Neighbourhood Learning Centre
5. [Resources](#)
A Fuller Sense of Self
Numeracy resources
6. [Can I put something into eVALBEC?](#)

1. VALBEC Conference 2016 - 'Joining the Dots: Multiple literacies in multiple contexts'

Pics and PowerPoints

Our [website has photos](#) from the day. Who can you spot?
See the [latest PowerPoints from presenters as well as some visual presentations](#).



2. Getting in (really) early

2017 VALBEC Conference

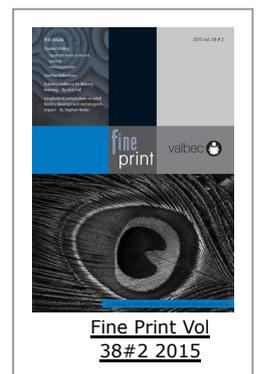
Get it into your diary now Friday, May 19, 2017

3. Fine Print

[From the Vault: Fine Print Vol 38#2 2015](#)

Each month a VALBEC committee member selects a specific article from the Fine Print archive that illustrates good teaching practice, describes theories related to a ranges of literacies, explores a particular topic of interest or has some synergy with the present environment.

I have always found very inspiring and motivational the stories that students tell of how or who helped them to turn a corner, or motivate them develop their new language or improve on their current literacy or numeracy skills. This issue abounds with genuine and inspirational stories both for the learner and about those who have inspired them. It was surprising to me to see that such a turning point can start from a small spark ignited within the learner and that this spark could be lit in many and different ways. As teachers, we hear of difficult starts and disruptions from our students and know that their journey forward is going to be more difficult than we have experienced ourselves. It is therefore a joy to read or hear of their stories of perseverance, resilience and



success. It is this which motivates us to seek different and better ways to help them achieve their goals.

Building resilience for Lifelong learning is an article that demonstrates how resilience training was integrated into the curriculum through the use of 'The Effective Lifelong Learning Inventory (ELLI)', with its seven learning dimensions of Resilience, Changing and Learning, Creativity, Strategic Awareness, Critical Curiosity, Learning Relationships and Meaning Making as a tool and the language of Learning Theory. Through this program, students learned to understand themselves, their own strength and weakness and what conditions were best for their learning.

In reading this article I wondered why it resonated so strongly with me until I realised that in a small way, we had been trying to emulate the same goals in our pre VCE program which utilises a combination of Pre accredited modules and low level VCE units to assist students to pathway into VCE. I feel that the idea of utilising these programs in parallel provides a way of addressing both the personal and academic needs of the student.

I also thoroughly enjoyed Stephen Reder's article reviewing the findings of his research data which in essence found a greater long term benefit to the individual and therefore to the country, was to be gained by investing in Adult Basic Skills (ABS). Especially when that investment was not limited to outcomes derived solely for the benefit of employment and vocational training outcomes, which has been the premise of the Foundation Skills Strategy. This sentiment has been explored by other authors, but more recently in *Beyond Economic Interests: Critical perspectives on Adult literacy and Numeracy in a Globalised World*, edited by Keiko Yasukama and Stephen Black and reviewed in the next edition of Fine Print.

I have only touched on a few points that resonated with me through this volume of Fine Print and I hope, that like me, you are encouraged to go back to review and explore previous editions as a way to refresh your ideas or spur you on to new adventures.

[Fine Print Vol 38#2 2015](#)

Sandra Wolfe

Current edition of Fine Print

What do you call yourself when you are asked what you do for employment? Melinda Eason in her feature article, *Providing culturally safe learning environments and training for Aboriginal learners* explains that her preference is to use the term 'facilitator' instead of teacher, trainer or assessor. She goes on to say that the role of a facilitator is to empower people to develop skills, knowledge, perform tasks, take action, and be recognised and acknowledged.

Foreign Correspondence has been written by Urban Lyrebirds, Carmel Davies and Sharon Duff about their recent trip to Cambodia. The CamTESOL conference 2017 might be one you plan to attend after reading their report.

4. Vacancies

Teachers needed at Carlton Neighbourhood Learning Centre

CNLC is a vibrant community based learning centre, working with people of diverse backgrounds who live in Carlton and surrounding areas.

They are seeking teachers for the following classes starting July 11th 2016:

1: Mondays & Tuesdays 930-3 pm, CSWE 1, for terms 3 & 4

Successful applicants must have: TESOL Post graduate qualifications + a recognised bachelor degree, or a Bachelor of Education with a TESOL major or equivalent that includes a practicum. Cert IV in TAE

2. Basic Preaccredited Computer Class "Word Internet and Email" 930-1130 for Term 3 only

Experience in teaching basic digital literacy skills and Certificate 1V TAE

3. Preaccredited EAL "English for Work and Volunteering" 12 30-3 pm for Term 3 only

Experience in EAL teaching and Certificate 1V TAE

Remuneration - NHACE 2010 Teacher 3

Email your current resumé, listing your qualifications and details of 2 referees, by 5pm, Monday July 4th to Sarah Deasey Further Education Coordinator. sarahd@cnlc.org.au

5. Resources

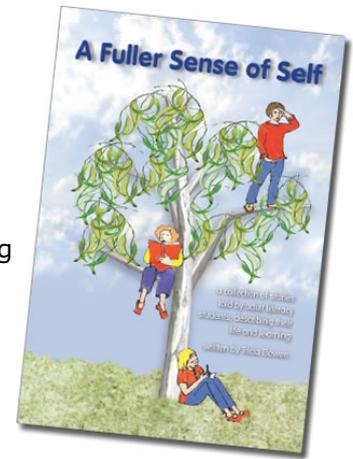
A Fuller Sense of Self

A collection of stories told by adult literacy students, describing their life and learning

Tricia Bowen gathered stories which illuminated the lives and learning experiences of adult literacy students, while describing the challenges they faced, the events that had provoked their decision to return to 'school', and ultimately how their lives had changed and shifted following that decision to undertake adult education. Their stories reflect a changing sense of personal identity and growth in self confidence to engage with the world.

[Download 'A Fuller Sense of Self' 1.8MB](#)

Tricia has been updating this 2010 work. Watch this space, as they say.



Numeracy resources

'Building Strength with Numeracy' are practical, tested resources for teachers to use in a range of settings and made accessible online.

Each section of each topic is a PDF allowing immediate downloading, printing and use by teachers and students.

The first six topics are provided as a free download for all numeracy practitioners.

The topics 'Decimals and 'Measurement' are free to VALBEC members and available for a small charge for non-members.

[Free download](#)



Building Strength with Numeracy
valbec 
Free resources

6. Can I put something into eVALBEC?

Yes, eVALBEC often publishes relevant material from other organisations and individuals, subject to the approval by the VALBEC Committee. You should provide no more than 100 words and preferably include a web address for more information. You need to provide the preferred text rather than expect us to extract it from documents; if the text exceeds 100 words it may not be used.

The text will be formatted in the same simple format as eVALBEC. Text should be provided three clear working days before the end of the month (e.g. by November 28 for the December newsletter).

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eVALBEC

eVALBEC is the monthly electronic newsletter of (VALBEC) the Victorian Adult Literacy and Basic Education Council and is sent to about 1000 practitioners on the first of each month (other than January). It is also available in the 'News' section of our [web site](#)

Disclaimer:

The activities, goods and services mentioned in eVALBEC are not endorsed by VALBEC in any way. People should make their own judgment about the suitability of each item.

How to submit items: <http://www.valbec.org.au/news.htm>