



TCAL Conference 2017 – Foundations for Practice

Program

Day 1 Friday evening 2 June 5.30pm-8.00pm

1st floor, Hope and Anchor Tavern, 65 Macquarie St, Hobart

Cost: \$5.00

Light refreshments provided. Cash bar.

Speaker: **Rosalie Martin**, Tasmanian Australian of the Year 2017, speech pathologist and founder of Chatter Matters.

Day 2 Saturday 3 June 10am-3pm

Venue: Mathers House, 108-110 Bathurst St, Hobart

Cost: \$20 or \$10 unwaged/volunteers

Lunch and refreshments provided.

10-00-10.20am - Registration

10.20-10.30am - Welcome

10.30-11.30am - **Mandy Nayton**, Executive Officer of The Dyslexia-SPELD Foundation and President of AUSPELD

11.30-12.00pm - Morning tea

12.00-1.00pm - **Lindee Conway**, Head of Foundation Studies, Melbourne Polytechnic

1.00-1.30pm - Lunch

1.30-3.00pm - Mandy and Lindee will facilitate concurrent workshops to explore practical strategies and resources for working with learners

3.00pm - Conference closes

Conference registration is via [Eventbrite](#)

For more information about TCAL or to become a member go to tcal.org.au.

Rosalie Martin, Tasmanian Australian of the Year 2017, is a speech pathologist with more than thirty years' experience working with people with a wide range of communication challenges, but particularly with individuals with autism and literacy acquisition disorders. In recent years, she has taken this knowledge into prison contexts and the charity she founded, Chatter Matters Tasmania, and has conducted a number of literacy- and communication-focused projects at Risdon Prison.

Topic: **Listening, presence, empathy, kindness...the mediators of communication excellence**
Language forms the basis of meaning and thought. The socio-emotional meaning accompanying both spoken and written language is powerfully received. To create and maintain links in human communication, to make progress which does no harm, attention to the symbols of social communication matters. The language symbol systems which we manipulate on a daily basis are complex and overlapping. Mediating them through careful, other-minded, and self-aware attention is important if misunderstandings are to be avoided or repaired.

Mandy Nayton is the Executive Officer of The Dyslexia-SPELD Foundation (DSF Literacy and Clinical Services) and President of AUSPELD (the Australian federation of SPELD Associations). She is an educational and developmental psychologist and qualified teacher with extensive experience in the field of literacy education and learning disabilities. Mandy is an Adjunct Research Fellow at Curtin University's School of Psychology and Speech Pathology.

Topic: **Exploring the Impact of Learning Disorders in Secondary School and Adulthood**
Traversing the educational landscape as a child with literacy learning difficulties presents a unique set of challenges but as students move into secondary and post-secondary education, these challenges are amplified. The impact of poor vocabulary and general knowledge deficits, in addition to persistent difficulties in reading and writing, is significant - and can be viewed as a 'double whammy' – to use a technical term! In this presentation the defining features of both learning difficulties and learning disorders will be discussed along with the long-term and cumulative impact of poor literacy on a young adult's academic and vocational choices. A number of preventative measures will be suggested as will appropriate strategies for intervention and accommodation.

Lindee Conway is Head of Foundation Studies at Melbourne Polytechnic. Lindee experienced some 'non-linear' schooling toward the end of her teenage years but got back on track courtesy of an adult education centre, achieving year 12 graduation and going on to obtain a Bachelor's degree. Lindee's experience has included working for two decades as a TESOL teacher with many waves of migrants and refugees. An interest in learners and learners' needs has been an abiding feature of Lindee's work.

Topic: **Across the Ditch - Australian and New Zealand Adult, Foundation Education: policy, strategy and practice.**

An ACAL conference in Hobart in 2012 ignited Lindee's interest in comparing the different approaches taken by Australia and New Zealand to improving adult learners' skills. Lindee was interested in learning more about the strategic and integrated approach taken by New Zealand foundation skills providers. Had the Kiwis put more thought into their learners and their systems than we had in Australia? The key question underpinning Lindee's research is: What role do Foundation Studies programs delivered in post-compulsory education play in improving the lives of adults in Australia?
