35th ACAL National Conference: Joining the pieces
“My Chance: My LINC”
Helen Ebsworth and Sue Howard
LINC Tasmania
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“My Chance, My LINC”

Work in groups with others who have different clients

*Corresponding with descriptors as per Chilvers, D (2008) “Segmentation of Adults by Attitudes towards learning and barriers to learning” - Sceptical but Scraping by; Disaffected and Discouraged; Too late to learn

Task

What elements would you need to consider to develop a model for community learning that:
• requires no additional recurrent funding
• has small amounts of money for some project work
• may utilise current staff in new ways
• can cover different areas of the regions with small dispersed populations
• promotes core skills development and pathways to further learning or work
• builds personal and organisational resilience?
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Key elements for LINC Tasmania

- Client focus – ability to individualise
- Redeveloping/reskilling workforce
- Harnessing the volunteer workforce
- Community capacity building
- Partnerships and collaboration
- Place based solutions
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Tasmanian Context:
• Low participation in workforce
• Low levels of education
• Low retention rates
• Lowest levels of literacy skills in the nation
• Ageing population
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LINC TASMANIA VISION

To enrich the lives of Tasmanians by linking them to learning and information, their history and their communities
LINC Tasmania literacy services

- implement and report on the achievement of outcomes under the Tasmanian Adult Literacy Action plan in conjunction with Skills Tasmania
- strongly support the promotion of adult literacy across the State as part of our engagement with industry and other sectors
- develop a culture of “leading literacy” at all levels in the organisation with clear accountabilities for staff and volunteers
- collaborate and partner to enable client progress and achievement of organisational goals
- contribute to building social capital in Tasmania and Australia
LINC Tasmania literacy services

✓ at least 23 skilled, motivated and supported literacy coordinators across the State

✓ around 20-25 trained, active and supported volunteers for each coordinator

✓ 58-72+ clients with individual learning plans and tailored support strategies for each coordinator over the year

✓ one to one support services for clients

✓ regular small group activities that support clients’ learning
LINC Tasmania literacy services

- Programs that respond to local needs and target particular learner groups (hooks + explicit + embedded literacy skills development)
- Local networks that support warm referrals
- Good level of integration with LINC/Justice personnel, programs and services
- Realistic goals and plans for local literacy services
- Regular review and evaluation
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Community Learning:
Building a skilled society, enriching lives and ensuring social inclusion, equity and access.

- Literacy Services
  - Australian Core Skills Framework:
    - Reading
    - Writing
    - Speaking
    - Maths
    - Learning

- Self-funded, non accredited training
  - School for Seniors
  - U3A
  - Community group programs

- Leisure & Lifestyle
  - Fee for service, non accredited training

- Work and Life Skills
  - Core skills:
    - Employability skills
    - Self-esteem
    - Learn to learn
    - Basic IT literacy
    - Pathway planning
    - Job seeking skills
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Work and Life skills

Core Skills:
- Employability Skills
- Self-esteem
- Learn to learn
- Basic IT Literacy
- Pathway planning
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Community Learning services in LINC Tasmania

Information
Support
Activities
Programs
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Challenge Questions:

• What tensions exist for your organisation in providing fresh chance approaches for clients?
• What are the challenges of collaboration and integration?
• How do you work towards building community resilience?
• How do you ensure some sustainability for service provision?
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Diagram 2 Work & Life

This layered model allows for a variety of entry and learning engagement options which can be taken simultaneously with singular or multiple service providers. The green oval is the overlap area of service providers.

Community Partners: Child and family centres, Neighbourhood Houses, Councils
- Key areas: Social engagement, Literacy, soft skills, confidence, participation

LINC Tasmania
- Key areas: Confidence, motivation, personal development and presentation. Learning to learn, Literacy 1:1 and embedded Basic Computing
- Target audience: Barriers and complex needs

UTAS
- Key areas:
  - UPP
  - Associate Diplomas
  - Bachelor Degrees & Post Graduate Qualifications
  - Target audience: Engaged learners

Overlapping services
- Key areas:
  - Certificates I and II
  - Access, Employment, Education & Training Framework
  - National Foundation Skills
  - Target audience: Barriers to participation and learning

DoE: Schools, Colleges, Polytechnic, Trade Training Centres
- Key areas:
  - Certificates I & II in Schools, TTC
  - Certificates III, IV and Diploma in TTC and TP
  - Target audience: Minimal barriers to participation and learning

Drivers from the State & Commonwealth:
- Jobless families
- Teenage parents
- Regional Education, Jobs and Skills plans (DEEWR)
- National Foundation Skills Strategy 2012
- National VET reform agenda
- State VET review

www.linc.tas.gov.au
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References:
The Tasmanian Skills Strategy 2008-2015
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Tasmanian Adult Literacy Action Plan 2010 -2015
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