

Final Report

CAIF 11: Uncovering EAL support needs in Macedon Ranges and Surrounds



Kyneton Community House



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INTRODUCTION

In 2019 Kyneton Community House (KCH) acquired a State Government CAIF 11 Grant to investigate the language support needs of people from migrant or refugee backgrounds who use English as an Additional Language (EAL) in our region. With recent changes to skilled migration visas, there are strong incentives for migrants to settle in regional areas such as the Macedon Ranges, Hepburn and Mount Alexander Shires. The study took place from mid-2019 to December 2020. The following report is a summary of findings and recommendations that have been uncovered in the project's duration.

Engagement with relevant Learn Locals, Service Providers and potential industry partners was conducted. This method of triangulating data was used to ensure we created best education practice for student long-term wellbeing living in regional or rural towns. These types of programs have had great success in other regions in building connections and empowering those who may be apprehensive in participating in activities outside their own micro communities. We have drawn on these programs, and our own work, to create a model that is viable (with minor modifications), in any regional or rural setting.

Despite the minimal response from potential industry partners in the Macedon Ranges it is still recognised by the Service Providers and Learn Locals surveyed that they are important part of the equation. This part of any program implemented would be especially useful in breaking down cultural barriers within the workplace, and would potentially give workers a greater sense of job security and satisfaction.

It was found that programs implemented would need to be inherently flexible and tailored to differing communities, individual students and the availability of already established resources and supports. Learners would then be able to develop an awareness of their relationship to the wider community and build a sense of national identity and self-esteem.

BACKGROUND

By mid-2018 it was anecdotally noted that there was an increasing number of residents seeking EAL, LLN and job search support, were visiting our Neighbourhood House. Most of these individuals were attached to education programs running at KCH with our partner RTO training provider. Although the number of people were not at the amounts where classes were yet viable, it was anticipated that these inquiries would only increase with growing population numbers in Kyneton and surrounding towns.

Concurrently, ABS statistics saw Victoria's net overseas migration rise by 23% in the 2016/2017 period¹ with the majority of new arrivals predominantly moving to the outer and regional suburbs.

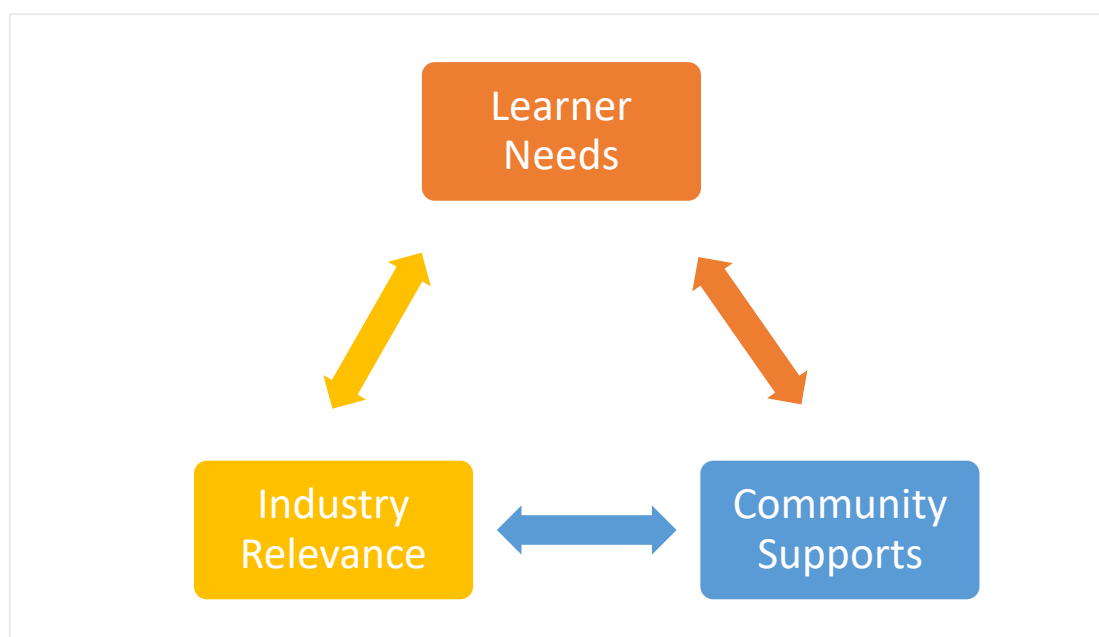
Preliminary searches for available EAL classes in the Macedon Ranges and surrounds showed there was not much available and it wasn't clear if new residents were getting the assistance that would support their everyday experiences in the regions.

The knowledge gaps were evident, and the primary questions driving the CAIF 11 project became:

1. Do adequate supports exist in regional and rural Victoria areas to facilitate a viable future for new residents in these places?
2. Are Learn Locals well placed to provide these supports when they are required?

In order to answer these broad overarching questions and address any concerns for the targeted cohorts, information was best collated through community consultation with a multifaceted approach and surveys would need to address these three specific areas of concern. (see Figure 1)

FIGURE 1: TRIANGULATION OF DATA SETS



¹ Australian Bureau Statistics (2017) 3101.0 - Australian Demographic Statistics, Jun 2017, accessed July 2019, <https://www.abs.gov.au/ausstats/abs@.nsf/lookup/3101.0Media%20Release1Jun%202017>

SURVEY RESULTS

KEY FINDINGS FROM THE NEIGHBOURHOOD HOUSES

A total of 10 Neighbourhood Houses responded to the survey (Appendix A). As expected the most respondents were from the Macedon Ranges Shire which has a total of six Neighbourhood Houses and with whom KCH has good working relationships.

While some houses were reluctant to complete the survey citing that they had virtually no migrant populations the data was able to show, that within the Neighbourhood Houses across the four regions 20% of houses have had some increase in the number of people from EAL backgrounds seeking EAL support and 80% showed no increase at all.

The same number of houses also currently offers programs specifically for an EAL cohort.

FIGURE 2: NEIGHBOURHOOD HOUSE SURVEY RESPONDENTS

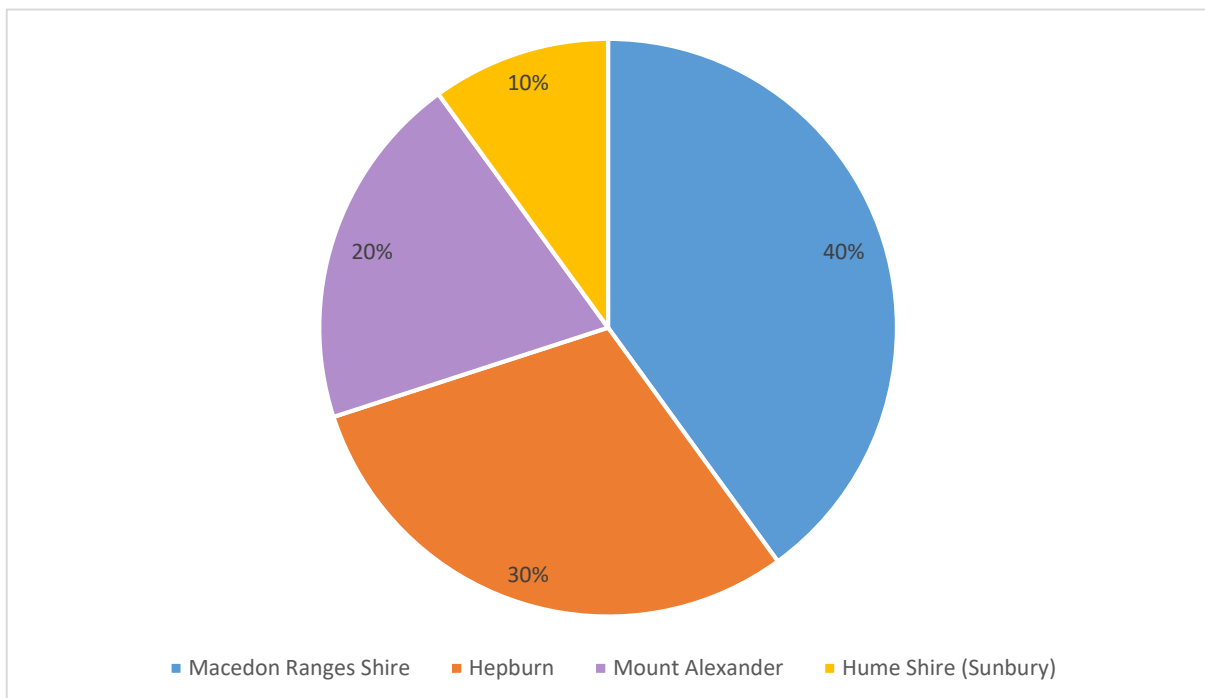


FIGURE 3: INCREASE IN EAL SUPPORTS

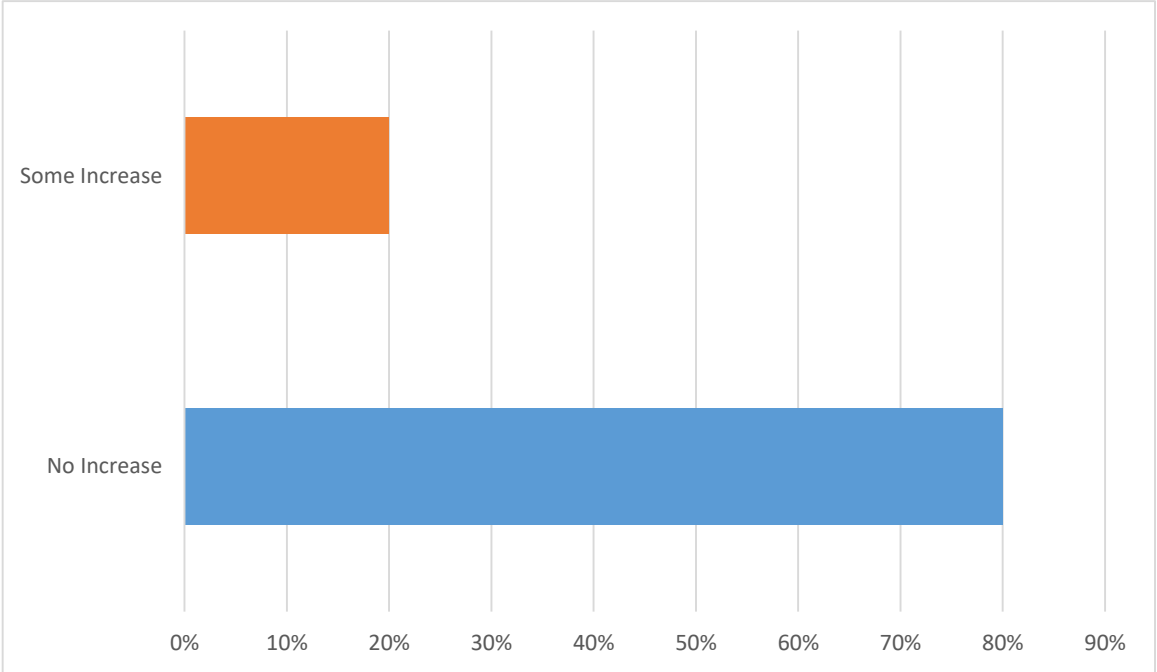
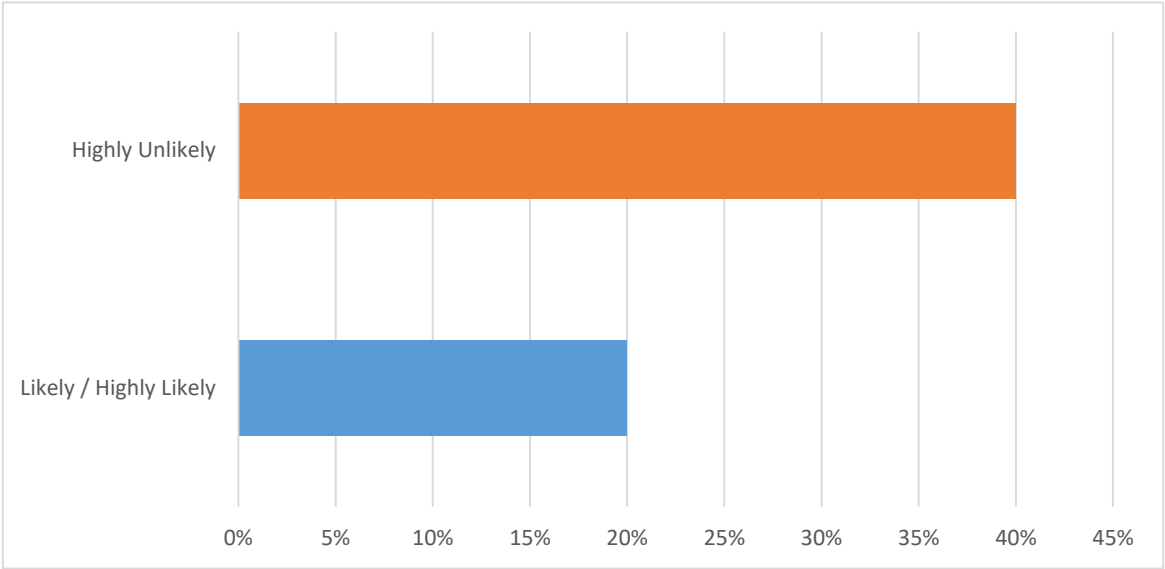


FIGURE 4: FUTURE NEED FOR EAL SUPPORTS



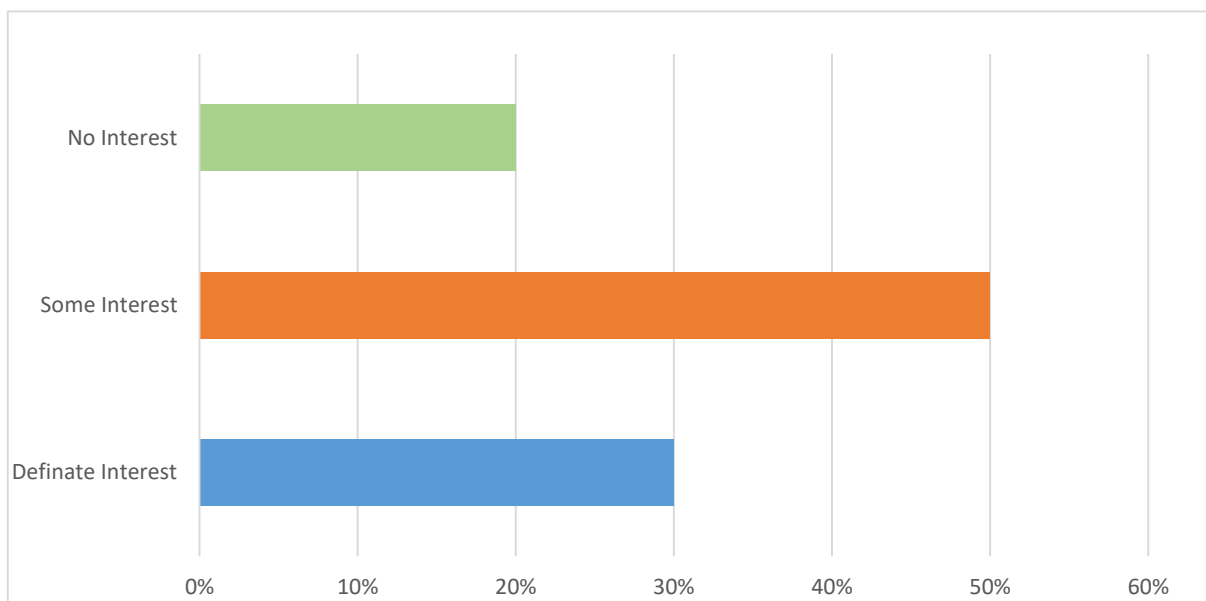
Respondents indicated that additional resources would be required by the Houses in order for any EAL programs to be successful. These were listed as:

- Additional specific funding for translating services
- EAL trained tutors
- Teaching resources from existing EAL frameworks

Interestingly; though more Houses said they were not expecting an increase in a need for EAL supports half of the respondents said they may be interested in delivering EAL programs in the future.

50% of respondents said that they may be interested in facilitating EAL programs into the future, while 30% said they would, and 20% said they would not.

FIGURE 5: INTEREST IN DELIVERING EAL PROGRAMS IN THE FUTURE



In summary:

The Macedon Ranges Shire and Sunbury were the most likely to have an increase in numbers of people from EAL backgrounds needing support.

- There is a strong need for additional targeted funding.
- There was some need for qualified EAL trained tutors together with relevant and current resources.
- There is genuine interest in being able to provide such programs in the future when the need occurs.

KEY FINDINGS FROM SERVICE PROVIDERS

Surveys were sent to service providers across the three regions and Sunbury (Appendix B). A total of 17 responded to the survey. Fifteen of these responses were from the Hume Region, two were from the Macedon Ranges, and two were servicing state-wide. Unfortunately, there were no respondents from Mount Alexander or Hepburn Shires.

While this was a slightly disappointing result it is still useful data, as many of the service providers who did respond had direct contact with service users from EAL backgrounds and are well placed to provide information as to what their language support needs may be.

Over 76% of respondents said they expected some or a high increase in people seeking EAL supports into the future. The good news is that all the service providers said they would refer clients to Learn Locals or Neighbourhood Houses if EAL targeted programs were available.

FIGURE 6: CURRENT SUPPORTS OFFERED

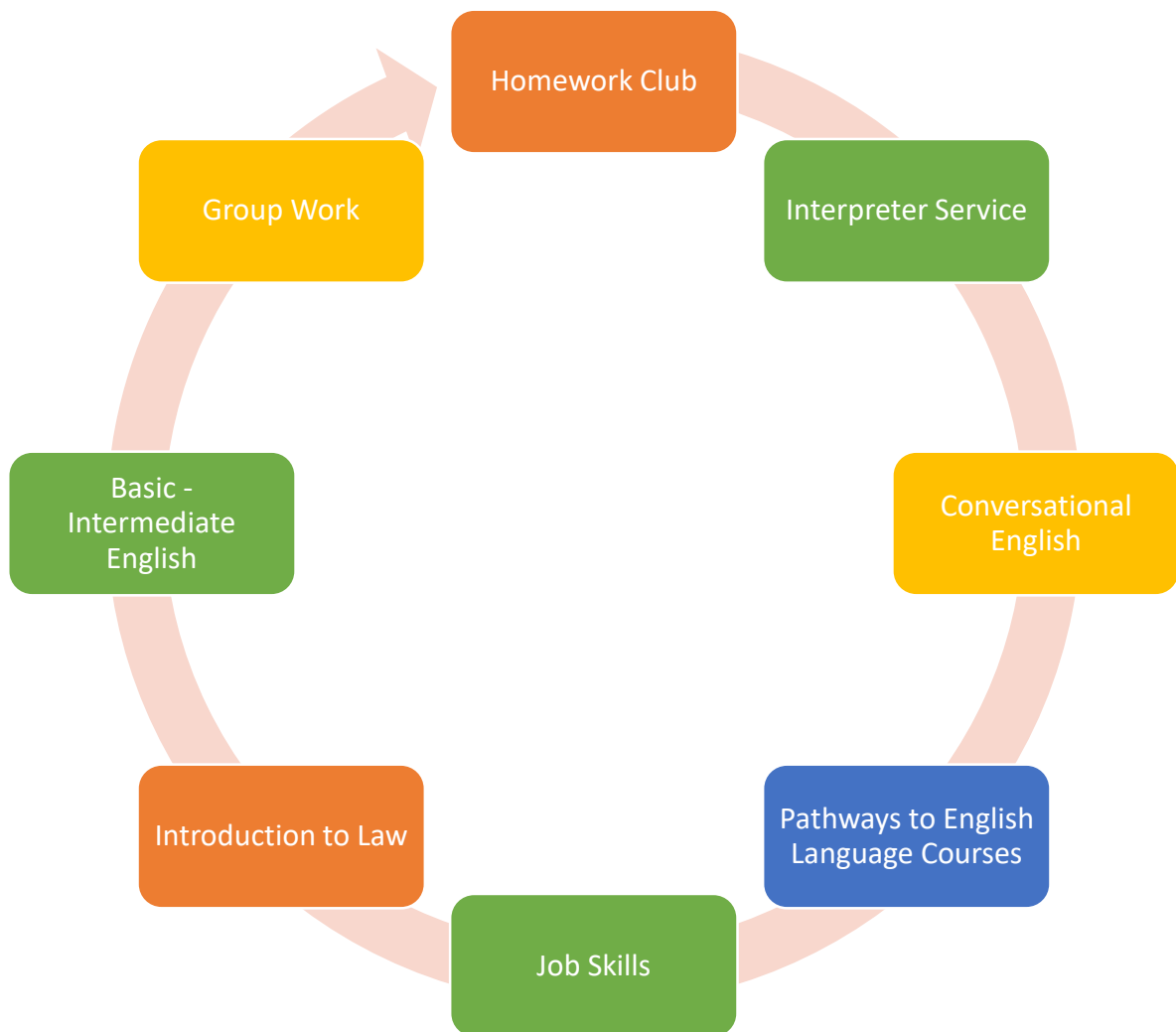
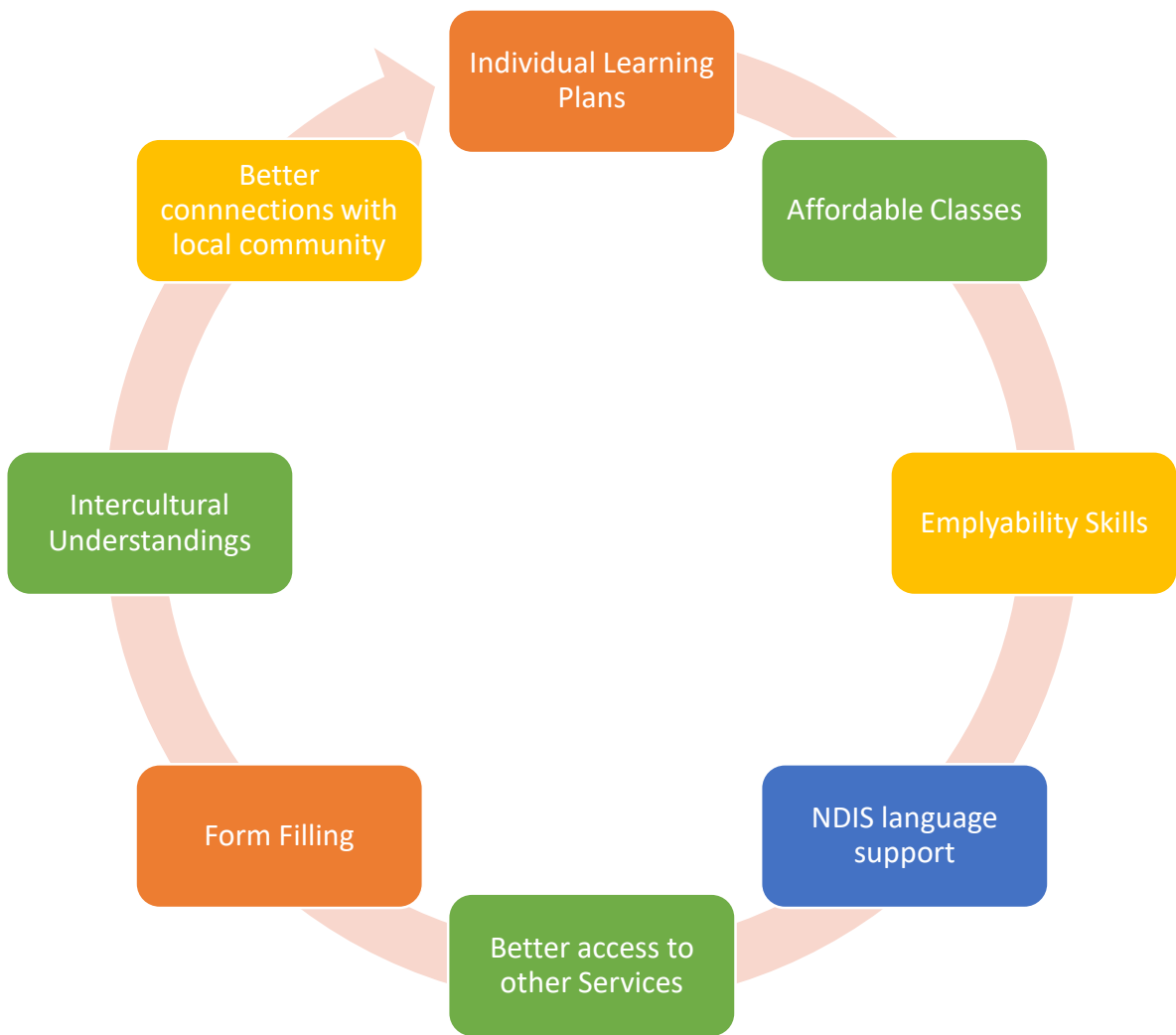


FIGURE 7: FUTURE SUPPORTS RECOMMENDED



KEY FINDINGS FROM LOCAL BUSINESSES

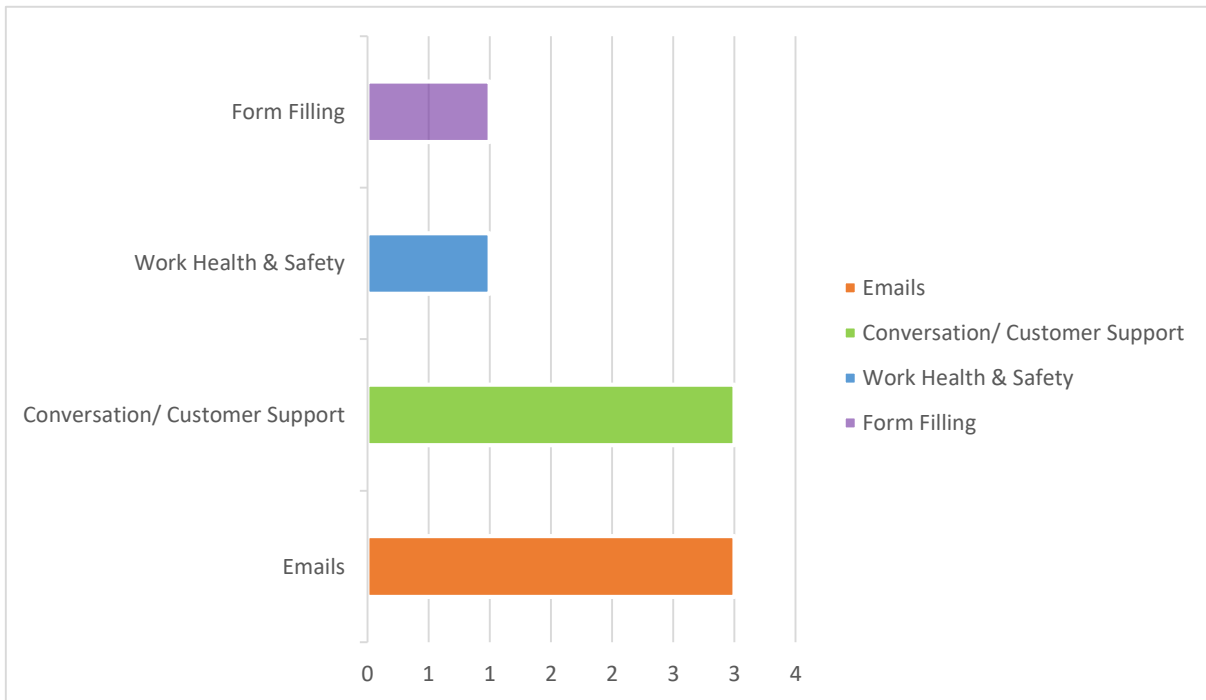
Out of the 25 workplaces that were surveyed, we received a disappointing five responses. (Appendix C)

These include Aged Care homes and a Bakery.

- Four employers thought that some staff members may benefit from EAL targeted training.
- There were no employers who currently offer any in house training in English language
- Four businesses referred employees to outside classes and support
- Four businesses would be interested in accessing language support through the LLN if and when it was offered

The respondents suggested the following areas of English support that they believed their staff may benefit from.

FIGURE 8: NOMINATED AREAS OF SUPPORTS



This is very much in line with what we had considered and what is currently being offered in localities with much larger recently arrived migrant populations.

The locations of the respondents were found more so in the southern area of the regions surveyed. This is also reflecting the emerging picture of where these supports will likely be needed into the future.

FIGURE 9: NUMBERS AND LOCATIONS OF RESPONDENTS

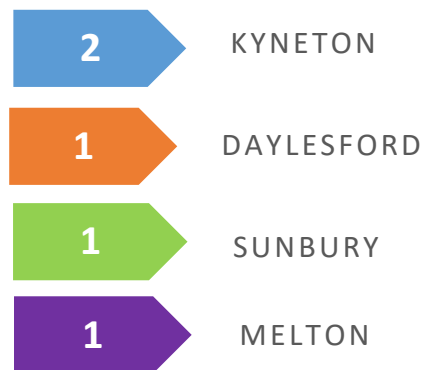
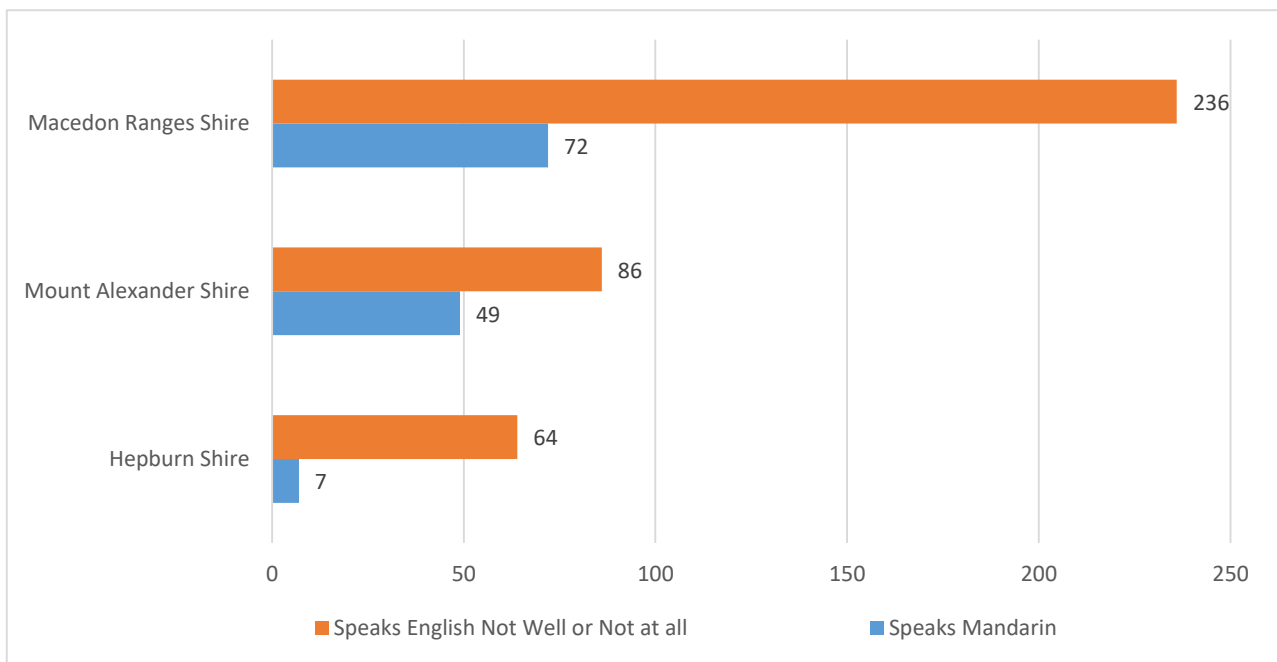


FIGURE: 10 NUMBER OF PEOPLE WHO SPEAK ENGLISH NOT WELL OR NOT AT ALL



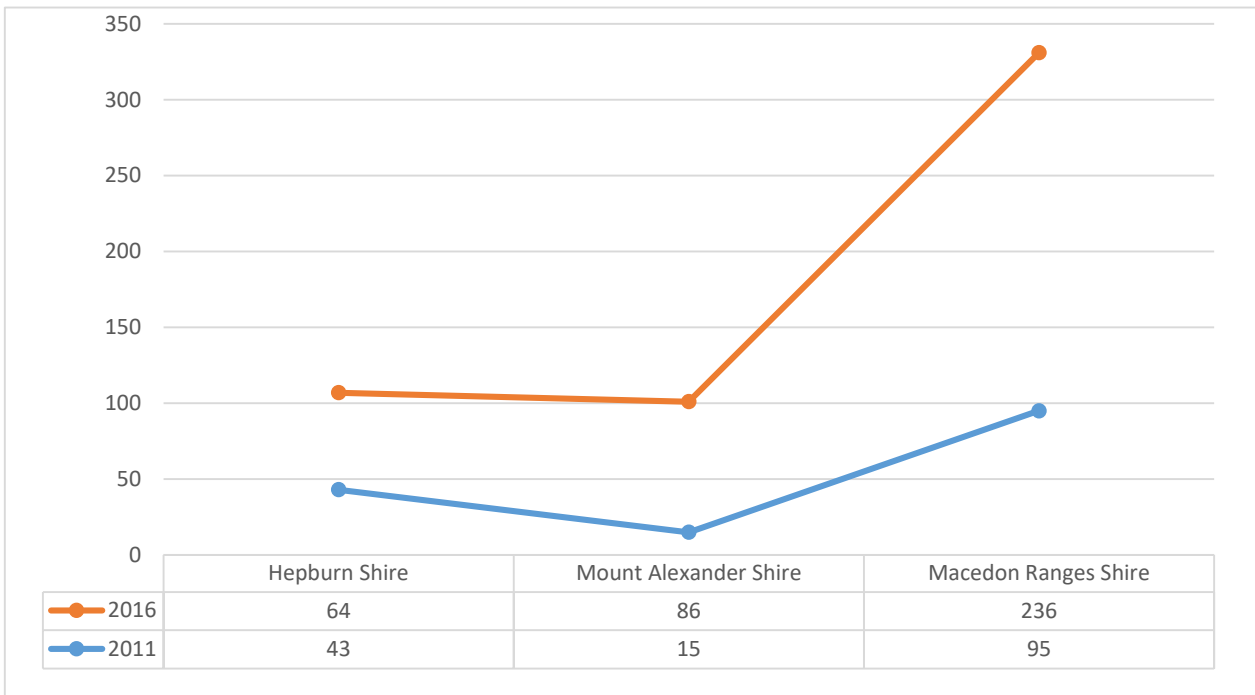
(TAKEN FROM AUSTRALIAN BUREAU OF STATISTICS 2016 CENSUS OF POPULATION AND HOUSING)

Figure 9 shows by and large that there are low numbers of “Non English Speakers” in comparison to numbers that they have in other shires, with less than 250 people total in any of them. The number of Mandarin speakers has been included as this is the largest group by far represented across the regions and is useful information in terms of being prepared for tailoring any English language classes in the future.

Figure 10 shows what we have suspected, in that the numbers; although remaining small overall, have nonetheless increased across the regions between 2011 and 2016. With the largest overall increase being in the Macedon Ranges Shire with more migrants moving to an area that is still within commuting distance

from Melbourne and not too far from friends, family and other community connections located in the greater Melbourne area.

FIGURE 11: NUMBER OF PEOPLE WHO SPEAK ENGLISH NOT WELL OR NOT AT ALL - 2011/2016 COMPARISON



(TAKEN FROM AUSTRALIAN BUREAU OF STATISTICS 2011 & 2016 CENSUS OF POPULATION AND HOUSING)

PROGRAM MODEL & LEARNING FRAMEWORK

Learn locals and Neighbourhood Houses such as KCH, are well placed to help new arrivals feel more welcome. The recognition of what factors create successful transition for new residents with EAL requirements should be the primary consideration in the development of any program. These are identified as being:

- Safety and security
- Stable income and housing
- Social networks and wellbeing
- Access to services

Three learner cohorts were identified as most likely to benefit from any future programming:

- People from a culturally or linguistically diverse background
- Low skilled and vulnerable workers
- Unemployed or underemployed people

(A proportion of individuals and families seeking these supports also come from trauma backgrounds and this must factor into any decisions made in this space).

After vigorous assessment of all available resources, data analysis and existing EAL/ESL course framework in the Learn Local sector, and further afield; it was decided a multifaceted approach would be the most beneficial for participating students. The key motivation to sustained learning can often be seen with incremental successes during the overall engagement in any program. The model was designed to reflect this in addition to the importance of student led engagement with the course material.

One method model from UNSW School of Education² suggest the following techniques are utilised in EAL classes:

- Plan lesson sequences using knowledge of student learning, content and effective teaching strategies
- Set learning goals that provide achievable challenges for students of varying characteristics
- Demonstrate a range of verbal and non-verbal communication strategies to support student engagement
- Identify strategies to support inclusive student participation and engagement in classroom activities

Further to this, student-centred activities and opportunities for critical and reflective engagement with learning goals is often the most impactful for students directly, and then also for their families and extended communities. The action of passing on knowledge is key to reaching hidden people in our regions with barriers to education and communications due to lack of common language.

² University of NSW, School of Education (2019) EDST6704 EAL/D Method 1

Our program model (Appendix D) and course plan (Appendix E) have been created with these teaching and learning principles at their core. This is intended to ensure opportunities for joint construction of lessons and programs that will allow students to be holistically supported in their learning.

DELIVERY PLATFORMS

Face to Face delivery is always optimal for any training in the Learn Local space, as it is best suited for the targeted student cohort. It was thought that an online learning space could provide extra support for students who were engaging with Learn Locals and EAL supports. It was decided that a private Facebook group would be the best platform to compliment face to face delivery.

Other models of online platforms were considered for this project such as Google classrooms, Microsoft Teams and Moodle. In the end it was determined that a more localised online group would work best when delivering in any Learn Local area. An attached Facebook group to the Learn Local's everyday page seems to be the logical choice for organisations such as KCH. This provides a closed forum for sharing of information between relevant parties without confidentiality concerns or breaching privacy.

Facebook is relevant for the targeted cohorts as most people are already familiar with the platform and will not need to navigate a new system in amongst other learning challenges.

KCH has launched this for Kyneton and surrounds. A further push will occur to generate interest in the group in early 2021, in a post-COVID environment it is assumed more people will engage with this platform and information will be readily shared with learners and partner organisations. Through a private invitation only moderated Facebook group, the following is easily put in place and readily accessible for users:

- Sharing of information
- Resources readily available from the community and support services
- Job connections
- Other advertising where appropriate (e.g. available housing opportunities, course availability, relevant social events)

Any delivery platform utilised by Learn Locals will need to be an inclusive and safe space for participants. Course providers should consider basic trauma response training (at the minimum) when dealing with students from a refugee or migrant background. Privacy must also be a priority as often supports required are of a complex and personal nature.

DISCUSSION

Since the exponential increase in COVID-19 cases across Victoria and specific outbreaks in meat processing plants in regional Victoria, abattoirs and meat production plants have had to scale back their production by one third under new state government regulations. KR Castlemaine has at latest figures had a total of 10 cases linked to its site³. There have been no positive cases reported as yet at Hardwicks Kyneton. The cut in production has worried meat industry spokespeople but the Victorian Premier Dan Andrews noted that at least it is happening in winter and not during the spring lamb season. So far other production centres interstate have been able to mitigate the slow in production from Victorian producers⁴.

Understandably it is believed that the increase stress on local meat productions has been an additional factor in the difficulties we have faced with our ability to communicate effectively with them. Given the continuing uncertainty of COVID-19 restrictions and the resultant effects on the industry, we hold little hope that they will enter into discussions with us in the foreseeable future.

Interestingly, it is not without notice that as an organisation Kyneton Community House has traditionally and historically found it difficult to engage with our local meat producers especially regarding literacy support. Despite knowing through other networks that there are a high number of migrant workers employed at the facility we seem to be met with silence when enquiring about or offering support to their workforce. We don't have any direct knowledge of why this could be the case, although our best guess is that they may employ a transient workforce on temporary visas and for whatever reason this causes some reluctance for them to engage with us.

The overall size of the population of temporary visa holders with work rights has grown by 54 per cent in the ten years since 30 June 2008. As at 30 June 2018, there were over 878,912 people in Australia on a temporary visa with a work right (excluding New Zealand citizens). This is an increase of over 300,000 people since 2008. These figures include secondary visa holders (i.e. family members), who typically also have work rights. International students make up just over half of this number, with working holiday maker and temporary skilled visa holders making up about 15 per cent each. The remainder are temporary graduate visa holders and other smaller categories. The number of temporary visa holders arriving in Australia each year is substantially larger than the permanent migration program, which is currently capped at 190,000 places. Some temporary visa holders will only stay a short time in Australia, while others may stay for years or end up permanently migrating.⁵

The report of the Migrant workers' taskforce was established as a response to the discovery of significant wage underpayments across multiple industry sectors. It found that there are a number of vulnerabilities to workplace exploitation that are common among migrant workers, including limited English language skills, lack of awareness of Australian workplace laws and fear of visa cancellation, detention and removal from

³ Costello, T. (2020), Don KR Castlemaine coronavirus cluster increases to 10 people [online] Available at: <https://www.bendigoadvertiser.com.au/story/6852493/don-kr-castlemaine-covid-19-cluster-increases-to-10-people/> [accessed 13/8/2020].

⁴ Miller, A. (2020). Stringent coronavirus restrictions placed on Victorian meat processors [online] Available at: <https://www.stockandland.com.au/story/6862101/victorian-meatworks-processing-plants-facing-reduced-hours/> [accessed 13/8/2020].

⁵ Commonwealth of Australia (2019), Report of the Migrant Workers Taskforce March 2019, pages 19-21.

Australia. Peer and community or family expectations, norms within cultural groups, as well as economic settings in visa workers' home countries can also influence their decisions regarding low paid work⁶.

Although there is no way of knowing exactly why our attempts to contact our local meatworks have not been successful, it is important to note that currently temporary visa holders and indeed any non-permanent residents are not in fact eligible for ACFE funded programs. As an organisation we strongly believe that this is a huge oversight by the state government particularly because many people who need access to English language supports are temporary visa holders and are not eligible for supports funded through any other means.

As the 2016 census shows there are less than 250 residents who may need supports across any of the three Shires. However, it is clear that this number would be much higher if temporary visa holders were included. With our heavy reliance on a temporary migrant workforce filling gaps in hospitality, meat processing, farming, retail and other industries, we believe that as a society we have a responsibility to support them, and Learn Locals are a good option to fill this gap in supports.

As a comparison, successful projects such as the Nhill model, worked from a perspective that their population was aging and declining and a permanent workforce was needed to keep the town viable in the long term. A main part of their success was the role of the local meat industry leader who was instrumental in the project with support from multiple government agencies. The Nhill Learning Centre was also active in the successful settlement of the Karen Community as they were able to be on the front line providing a mentoring program, English classes, job ready projects and the development of prosperous social enterprises.

A joint report by AMES & Deloitte Access Economics found that success factors in the resettlement of the Karen community in Nhill were: suitable employment, local champions and influencers, preparation of host community, initial accommodation, support for families (including English classes), managing cultural adjustments, leadership within the settling community and preparing potential settlers.⁷

Currently there does not seem to be a push to resettle refugee groups within any of the three Shires in a similar way. Although in closer proximity to Melbourne and more services, part of the missing pieces would be; local champions and influencers, suitable employment and initial accommodation. Our region is also not facing such a decline in working age population and has much greater population numbers overall. Lack of affordable housing is also a large problem for many already living in the regions. There are many factors that contribute to this including: "tree changes" - those moving from Melbourne wishing to remain in close proximity to Melbourne and its employment opportunities, a sharp rise in short-term and holiday rentals, and lack of supply of social housing.⁸

⁶ Commonwealth of Australia (2019), Report of the Migrant Workers Taskforce March 2019, page 36.

⁷ AMES & Deloitte Access Economics (2015), Small Towns Big Returns: Economic and Social impact of the Karen resettlement in Nhill, pp28-29.

⁸ Central Victorian Primary Care Partnership (2020), Infrastructure Victoria Regional Submission; Housing Crisis in Rural Victoria.

KEY RECOMENDATIONS

Throughout the undertaking of this project two fundamental issues became apparent in the potential delivery of these Learn Local courses. We have outlined them here as recommendations to make the model more viable for both the Learn Locals delivering the content and students in smaller towns when numbers seeking support classes are low.

- As an overall ACFE policy we recommend that the eligibility criteria be reviewed to include those working on temporary visas. We have considered the situation where we finally are able to make contact with local meat producers with offers of support only to discover that we are unable to provide low cost funded support because they don't meet the visa requirements set down by ACFE.
- These findings overall also indicate that the student contact hour (SCH) funding model currently employed by ACFE to resource EAL programs for Learn Locals may not provide the appropriate model for this work. Especially for regional or rural towns where the numbers of students are understandably lower than in urban environments, but often these residents are more isolated from their own micro communities and in need of greater supports. To support Learn Locals where the need is slowly growing for EAL programming we recommend a program funding model is adopted to bridge this gap, similar to the roll out of the SARA model currently being trialled (i.e. \$5000 per minimum 8 student delivery).
- Trauma Informed Practice (TIP) is a strengths-based framework that is grounded in an understanding of and responsiveness to the impact of trauma, that emphasizes physical, psychological, and emotional safety for both providers and survivors, and that creates opportunities for survivors to rebuild a sense of control and empowerment.⁹ It is important to recognise that exposure to trauma is not limited to one cultural group, however many people coming to Australia from war torn countries have been exposed to significant traumatic events or experiences and they may or may not be refugees. There is data that shows that people fleeing significant traumatic events such as natural disasters in the Philippines or Cambodians living through the Khmer Rouge regime have very high rates of PTSD as compared to other populations.¹⁰

With this in mind it is easy to see why TIP is a vital part of supporting students coming from migrant backgrounds. To ensure the mental health and safety of all students accessing EAL supports we strongly recommend that trainers and organisations have basic TIP training at the very minimum.

To that end there must be ongoing financial provisions for organisations and Learn Locals to complete this training and implement this practice.

⁹ Hopper EK, Bassuk EL, Olivet J. Shelter from the storm: Trauma-informed care in homelessness services settings. *The Open Health Services and Policy Journal*. 2010;3: 80–100.

¹⁰ Marques L, Robinaugh DJ, LeBlanc NJ, Hinton D. Cross-cultural variations in the prevalence and presentation of anxiety disorders. *Expert Review of Neurotherapeutics*. 2011;1 1:313–322.

APPENDIX A

Neighbourhood Houses EAL Support Survey

Intro

Since 2018 Kyneton Community House (KCH) has noticed an increasing number of residents seeking English as an Additional Language (EAL) and Language, Learning and Literacy (LLN) support. With the acquisition of a Capacity and Innovation Fund grant from the Department of Education and Training Victoria we are now seeking to quantify this data.

KCH is therefore undertaking a study to more comprehensively understand the support needs of new residents from EAL backgrounds. We are seeking to identify if these requirements for residents already exists in Kyneton and surrounding areas, as well as identifying what assistance Neighbourhood Houses themselves may need in order to provide these supports.

Your assistance with completing this survey will be greatly appreciated.

It should only take 3 minutes of your time to complete.

1. Have you experienced an increase in the number of people from EAL backgrounds seeking support?
If yes what kind of support?
2. Does your organisation currently offer any programs specifically for an EAL cohort?
If yes please name:
3. Does your organisation have participants from other programs who you believe would benefit from an EAL targeted program?
4. Does your organisation anticipate having a future need for an EAL targeted program?
5. What if any resources may you require to implement supports for students from EAL background?
6. How do we best incorporate learner needs with current community supports?
7. Do you have access to experienced EAL trainers in your area?
If yes would they be willing to work across other houses within the district?
8. Are you able to provide any additional information on EAL learner needs in your district in relation to:
 - a. Service Provision
 - b. Housing
 - c. Employment opportunities
 - d. Education access
9. Would your organisation be interested in facilitating EAL programs into the future?

APPENDIX B

SERVICE PROVIDER EAL SUPPORT SURVEY

Intro

Since 2018 Kyneton Community House (KCH) has noticed an increasing number of residents seeking English as an Additional Language (EAL) and Language, Learning and Literacy (LLN) support. With the acquisition of a Capacity and Innovation Fund grant from the Department of Education and Training Victoria we are now seeking to quantify this data.

KCH is therefore undertaking a study to more comprehensively understand the support needs of new residents from EAL backgrounds. We are seeking to identify if these requirements for residents already exists in Kyneton and surrounding areas, as well as identifying what assistance Neighbourhood Houses themselves may need in order to provide these supports.

Your assistance with completing this survey will be greatly appreciated.

1. Do you currently have any clients that would benefit from EAL targeted support?
2. Do you anticipate an increase in the number of clients that will need EAL support in the future?
3. What kind of supports are you currently providing to clients with EAL backgrounds?
4. What kind of supports do you think they need?
5. Do you currently refer clients to other support or education services?
6. What kinds of activities do you think your clients may need specific help with?
 - a. Form filling (banks, visas, etc.)
 - b. Resumes
 - c. Job applications
 - d. Centrelink applications
 - e. Other (Please specify)

7. Would you refer clients to a Learn Local or Neighbourhood House if these types of programs were available?

APPENDIX C

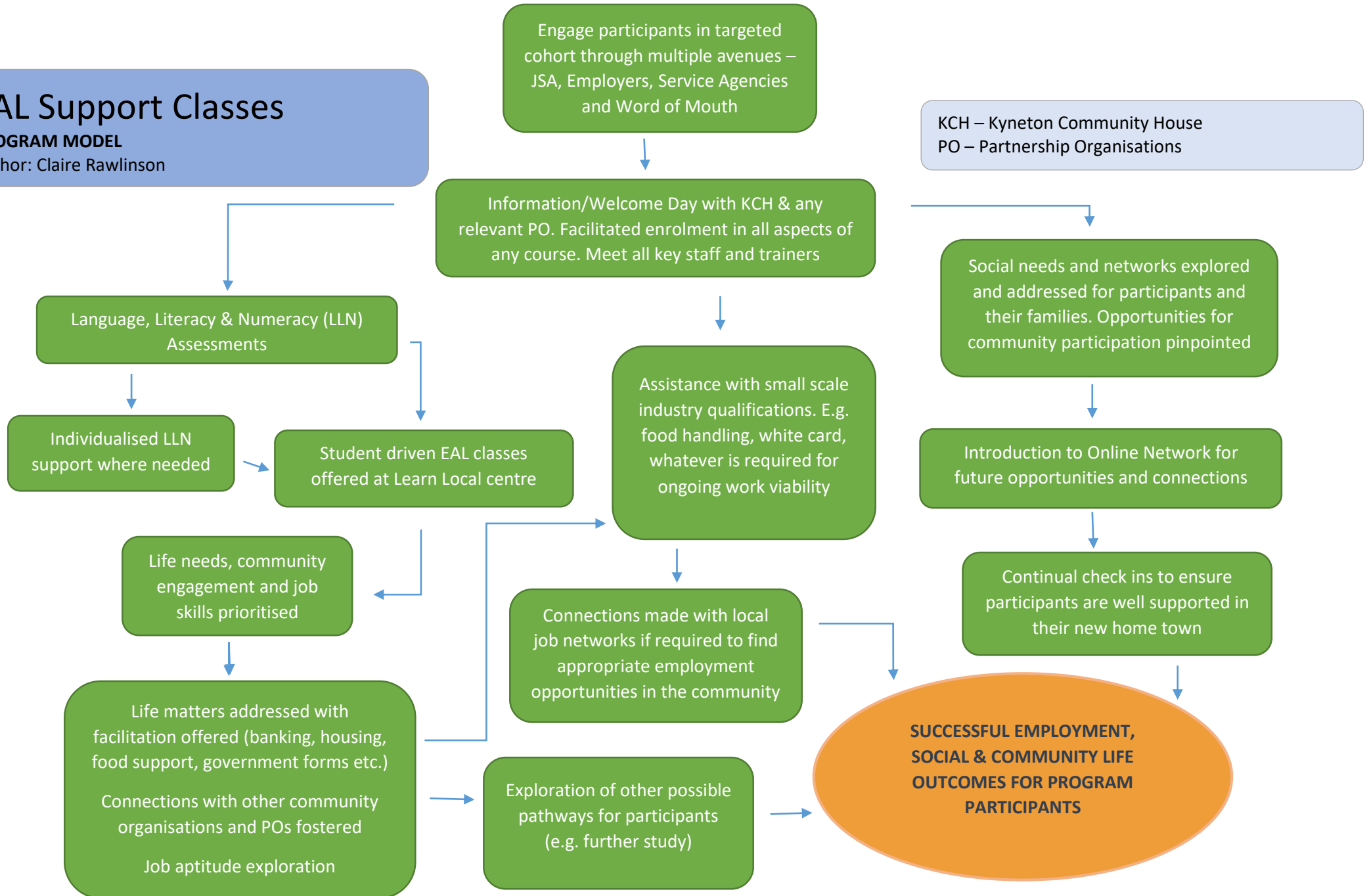
BUSINESS SURVEY

1. Do you currently have any employees that would benefit from English as Additional Language (EAL) targeted support?
2. Do you anticipate an increase in the number of employees that will need EAL support in the future?
3. Do you currently offer any in house language supports or training to your employees?
 - a. If yes, please outline
4. Do you currently refer employees to outside support or education services?
 - a. If yes, please name
5. What kinds of activities do you think your employees may need specific support with?
 - a. Form filling
 - b. Work health and safety
 - c. Emails
 - d. Conversation/customer support
 - e. Other (Please specify)
6. Would you be interested in utilising the supports from KCH or other Learn Locals for your staff?
7. Postcode of business
8. Name of business (optional)

EAL Support Classes

PROGRAM MODEL

Author: Claire Rawlinson



APPENDIX E

COURSE PLAN

Course	English as an Additional Language Level 1				
Learn Local Organisation	Kyneton Community House				
Teacher		Date	17/04/2020	Version	V1

Part 1 – overview

Course description. Course focus and content, number of hours, place in overall program, pathway to further courses, accredited training or employment

Targeting members of EAL groups in the Macedon Ranges area who have limited English skills.

Duration: 240hours; 8 hrs per week x 40 week during school terms.

Place in overall programs: This course is part of our pre-accredited English language skills program delivered at: xxxxx

Learners pathway to Level 2 or further study.

Planning and consultation. Process undertaken for course development/improvement

Recognition of EAL programs in local area
EAL program based on accredited ESL Framework curriculum
Annual program planning and review

Prerequisites. Eg computer skills and access, literacy/numeracy levels etc

Nil

Teacher skills. Skills, experience, qualifications needed

Skills and experience delivering Language and Literacy programs to Adult CALD Learners
Certificate IV in Training and Assessment & TESOL are desirable

Pre-accredited learners *select options below that apply*

- people from culturally and linguistically diverse backgrounds and those who require assistance with English as a second language
- people who have been marginalised and have not accessed education, training and employment
- people who have experienced barriers to education in the past and need intensive support to re-engage with learning
- people who have limited access to learning opportunities eg rural
- other (please describe below)

Outcomes. What do you want your learners to know and be able to do as a result of the course?

- Identify current language learning skills and plan future language skills development with support
- Participate in short verbal exchanges
- Give and respond to short, simple verbal instructions and information
- Read and write short simple messages and forms
- Read and write short, simple instructional and informational texts
- Use basic digital technology language and skills
- Work with numbers and money in simple familiar situations
- Participate in online learning platform

Contribute to development of online learning platform
Skills to participate in the community and further education

Employability. What employability skills will you address? What strategies will you use to build learners' employability skills?

- Speaking and listening
 - Situational English
 - Listen to exchanges
 - Participate in conversations
 - Convey and receive verbal information through instruction and questioning.
 - Encouraged the use of questioning and active listening to understand information and instructions.
- Reading and writing
 - Learners will read simple informational and instructional texts and develop skills in constructing a body of writing using correct spelling, grammar and sentence construction.
 - Learners will develop strategies to proof read.
 - Vocabulary will be developed through spelling and worksheet activities.
- Numeracy
 - activity sheets based on currency, simple numbers, size, scale and time
- Teamwork
 - Small group/ pairs work and class discussions
- Problem solving
- Initiative and enterprise
- Planning and organising
- Self management
 - Student will be responsible for completing homework activities and maintaining required class attendance.
- Learning
 - With assistance develop a learning plan and set learning goals. This will be individual depending on focus required.
 - Learners will identify their existing employability skills and employability skills they wish to develop further as part of developing their learning plan
 - Learners will be encouraged to reflect on their learning experience through the course and at course end.
- Technology
 - Students will use a computer or tablet, to undertake online and interactive learning activities, access the internet, and communicate online

Delivery. What teaching and learning approaches will you use?

Classroom based learning activities
Discussion
Modelling
Small group work
Online discussion group

Achievement of outcomes. How will you measure the outcomes?

Demonstration - successful completion of learning activities
Student portfolio
Observation
Written

Evaluation. How will you evaluate the effectiveness of the course and plan improvements?

Student feedback
Teacher reflection
Course Moderation

Acknowledgement. How will you acknowledge what learners have achieved?

Feedback - verbal and written
Certificate of attendance
End of term celebration

Pathways. Where will this course lead for most learners? How can you provide support?

Internal pathway

Level 2 EAL course, Skills for life

External pathway

Direct external education pathways are limited in our area. Learner pathways could include enrolment in employment related Certificates offered locally in their area of interest.
Secure Employment.

Support provided

Online sharing platform with other Learn Locals (private moderated Facebook Group).

Some options to consider for course planning

Tick any options you plan to use:

How	How	How	
Employability <i>embedding skill development</i>	Delivery <i>teaching and learning methods</i>	Achievement <i>ways of gathering evidence</i>	
Embed processes	<input checked="" type="checkbox"/> group presentation and discussion	<input checked="" type="checkbox"/> demonstration	
<input checked="" type="checkbox"/> group work and active learning	<input checked="" type="checkbox"/> group and pair activities	<input checked="" type="checkbox"/> questioning and discussion	
<input checked="" type="checkbox"/> team projects	<input checked="" type="checkbox"/> demonstration by tutor or learner	<input type="checkbox"/> interview	
<input type="checkbox"/> problem-based challenges	<input checked="" type="checkbox"/> modelling by tutor or learner	<input checked="" type="checkbox"/> group work	
<input checked="" type="checkbox"/> planning, scheduling and monitoring	<input checked="" type="checkbox"/> games	<input type="checkbox"/> scenario	
<input checked="" type="checkbox"/> learning-to-learn modelling	<input checked="" type="checkbox"/> self-directed worksheets or units	<input type="checkbox"/> case study	
<input checked="" type="checkbox"/> computer-based tasks and products	<input type="checkbox"/> lecture style presentation	<input type="checkbox"/> problem and solution	
Build explicit skills	<input type="checkbox"/> DVD-based activities	<input checked="" type="checkbox"/> role play	
<input checked="" type="checkbox"/> using email, phone and web tools for group tasks	<input type="checkbox"/> case studies	<input type="checkbox"/> self assessment	
<input type="checkbox"/> time management	<input checked="" type="checkbox"/> web-based activities	<input type="checkbox"/> journals	
<input type="checkbox"/> dealing with different opinions	Add others	<input type="checkbox"/> written test	
<input type="checkbox"/> brainstorming and mapping	participation in Facebook sharing platform	<input type="checkbox"/> online quiz	
<input checked="" type="checkbox"/> task and project planning		<input checked="" type="checkbox"/> portfolio	
<input type="checkbox"/> work-group collaboration methods		<input type="checkbox"/> action plan	
<input checked="" type="checkbox"/> Internet researching		<input checked="" type="checkbox"/> project	
<input type="checkbox"/> organising learning		<input type="checkbox"/> research and data collection	
<input type="checkbox"/> decision-making in groups (including meetings)		<input checked="" type="checkbox"/> observation	
Add others		Add others	Add others

How	Which	Where to
Evaluation <i>improving the course</i>	Acknowledgement <i>recognising achievement</i>	Pathways <i>providing pathway support</i>
<input checked="" type="checkbox"/> leamer feedback sheet	<input checked="" type="checkbox"/> certificate of participation	<input checked="" type="checkbox"/> discussion of needs and aspirations via Learner Plan
<input checked="" type="checkbox"/> monitoring during the course	<input checked="" type="checkbox"/> exhibition of work	<input type="checkbox"/> class discussion of internal and external options
<input type="checkbox"/> group interviews	<input type="checkbox"/> demonstration	<input checked="" type="checkbox"/> Internet links
<input type="checkbox"/> in-course reviews (strengths, issues)	<input type="checkbox"/> publicity	<input type="checkbox"/> careers advisors
<input type="checkbox"/> post-course surveys	<input checked="" type="checkbox"/> film, computer or oral presentation	<input checked="" type="checkbox"/> other programs, other providers
<input type="checkbox"/> benchmarking other courses	<input type="checkbox"/> performance	<input checked="" type="checkbox"/> community advertisements
<input checked="" type="checkbox"/> feedback from critical friends	<input checked="" type="checkbox"/> letter, note, email	<input type="checkbox"/> mentoring
<input type="checkbox"/> client feedback (employers/community)	<input checked="" type="checkbox"/> skills portfolio	Add others
Add others	<input type="checkbox"/> community recognition	
	Add others	