

35th ACAL National Conference:
Joining the pieces
“My Chance: My LINC”
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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

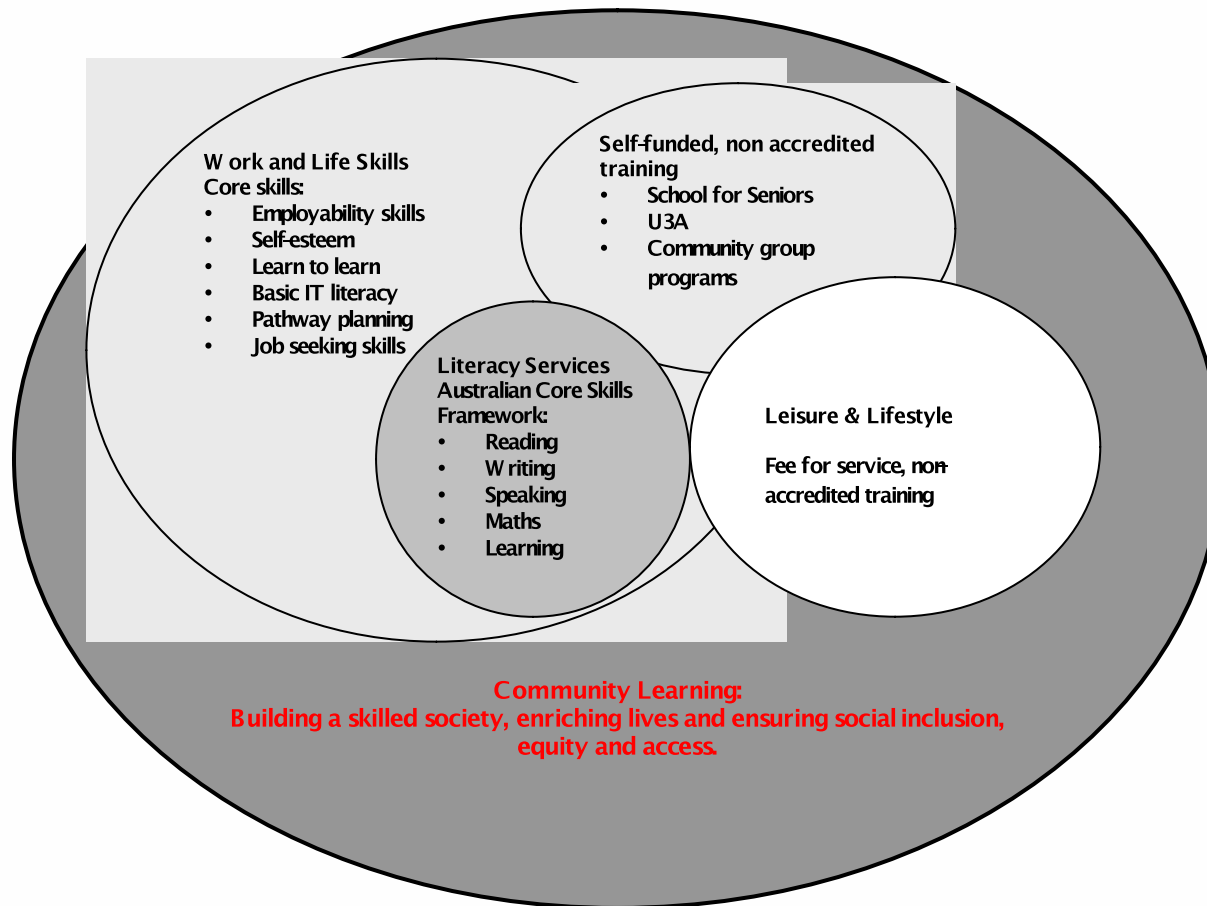
LINC Tasmania literacy services

- ✓ 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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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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Community Learning services in LINC Tasmania

Information
Support
Activities
Programs

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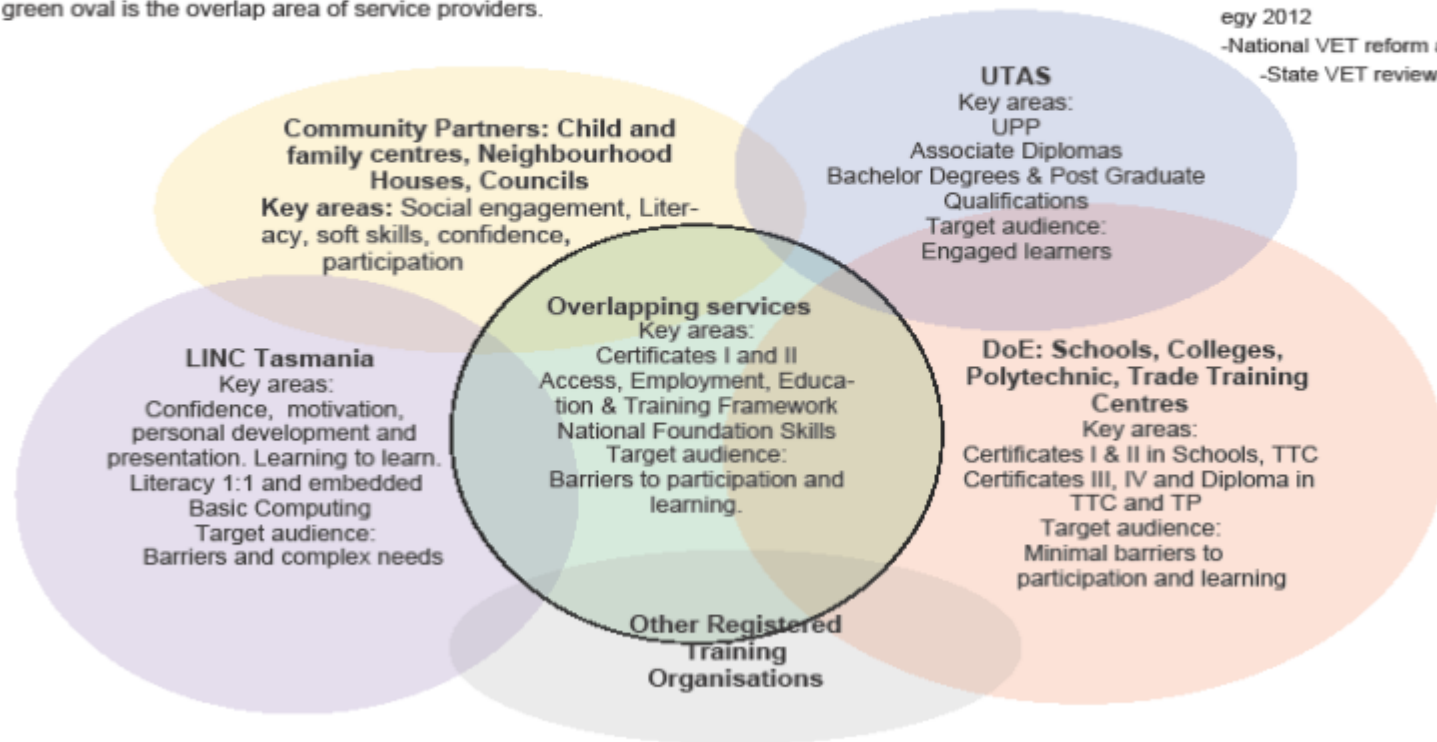
Challenge Questions:

- **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.



- 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

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References:

The *Tasmanian Skills Strategy 2008-2015*

<http://www.skills.tas.gov.au/skillstas/initiatives/tasskillsstrategy>

The *Community Knowledge Network (CKN) strategy 2006*

<http://www.education.tas.gov.au/dept/strategies>

Tasmanian Adult Literacy Action Plan 2010 -2015

<http://www.education.tas.gov.au/dept/strategies/adult/Tasmanian-Adult-Literacy-Action-Plan.pdf>

Chilvers, D (2008) “Segmentation of Adults by Attitudes towards learning and barriers to learning”

http://www.bis.gov.uk/assets/biscore/corporate/migratedD/publications/D/DIUS_RR_08_01

Demographic Change Advisory Council, Hobart, 2007,

<http://www.dcac.tas.gov.au/PDFs/Nonparticipation-full.pdf>