

# QUEST

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## A taste for work

When 58-year-old mill hand Rongo Taura lost her job after 29 years at a Latrobe Valley sawmill she wasn't hopeful about finding another one. She worried about her age and her English. 'I'm not good with spelling and reading. So I didn't have a lot of confidence.'

Fast forward two years and Rongo has just won an award as outstanding performer at her new workplace, Flavorite Hydroponic Tomatoes.

Rongo's success is due to a four-week pre-employment course developed by non-profit RTO Gippsland Employment Skills Training (GEST) and Flavorite Hydroponic Tomatoes. The course gives unemployed people an insight into the kinds of skills and attitudes required to get and keep a job with one of the biggest employers in the area.

Trainer Jen McCafferty never tires of the guided tour that she takes participants on at the start of each course. 'I'm always

'I was learning a lot not just from the teacher but from the other ladies in the group because we talked a lot together during the course. It's like we were family.' Rongo Taura

excited. It's such a beautiful place to walk into with all these enormous tomatoes growing everywhere. We always tell the students it's hot, hard and repetitious work. But it's not like working in a dirty factory. It's clean and it's a really pretty place.'

The guided tour is one of a number of steps that gives participants a realistic view of the work involved. For people who have never worked; are long-term unemployed or who have never known anyone who has worked, the course teaches the skills to find and keep a job.

Jen says participants are encouraged to treat the course like a job, contributing in class and phoning to explain if they can't make it. Participants who meet GEST's criteria for successful participation and attendance are put forward for a work trial and interview at Flavorite.

'We teach them that it's our reputation and theirs that matters.'

At the same time, creating an unpressured learning environment is important. 'We emphasise from the start that there are no tests or exams. I tell them, "We don't care if you can't spell, we can support you with developing your resume with our one-on-one service." We aim for a very relaxed atmosphere where we can all have a joke. That's really important to establishing trust and making sure people enjoy themselves while they are here.'

(Story continues on p. 3)

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*Lifelong and  
lifewide learning  
for all Australians*

# Message from the CEO



Community education is vital to a diverse post secondary education system and ACE must be recognised for the great job that it does in pathway learning and in VET.

In the lead up to the federal election, we are asking major political parties to outline their position and commitment to adult and community education in Australia.

We need public policy that enshrines ACE as a key part of the Australian education system and recognises its role in contributing to the socioeconomic and civic future of this nation. For too long adult and community education has been relegated to the sidelines in debates about post-secondary education in Australia – currently dominated by discussions about the future of TAFE, private VET and the university sector.

We need a national vision and plan for adult and community education that takes up the challenge of equipping all Australians with the skills they need throughout their lives.

ACE provision is fragmented and varies dramatically from state to state. In some states, funded community-based adult education programs have been decimated.

Funding for ACE programs is increasingly tied to vocational programs for the workplace. However, the pathways that ACE offers to further education and training for ‘second chance’ learners are crucial. And ACE has a strong track record in re-engaging people disenchanting or disheartened with school.

School, VET and higher education alone cannot fill the gap between the current educational state of Australia’s most disadvantaged adults and the skills required for full economic, civic and social participation. Educational support programs for adult First Australians and those 1 in 3 adults who struggle with literacy, are severely under-resourced.

The last time a federal government seriously looked at ACE policy was with the [Ministerial Declaration on ACE in 2008](#). The COAG Declaration was an important acknowledgement of adult community education as a significant contributor to education and training provision and in providing pathways to further education and training for ‘second chance’ learners.

On behalf of members, we are seeking answers from the major political parties on how they will recognise the role of ACE in the Australian education system, what plans they have for funding ACE nationally, priorities for ACE research and programs and their strategy for building language, literacy and numeracy (LLN) skills in the workplace.

Top of our list is a national lifelong learning policy that prioritises language, literacy and numeracy programs; looks at how ACE works as an integral part of community health and wellbeing, particularly in relation to ageing, mental health and disability programs, and considers the role of adult learning programs in raising awareness of climate change mitigation, adaptation, impact reduction and early warning.

Community education is vital to a diverse post secondary education system and ACE must be recognised for the great job that it does in pathway learning and in VET. Which is why we have identified that in order for the VET system to remain relevant and sustainable into the future, ACE RTOs must be maintained to a minimum of 10–15% of the total VET market to ensure the system works for everyone seeking vocational education and training; particularly those with barriers to learning.

ALA is committed to ensuring that all Australians can access the benefits of lifelong and lifewide learning as a means to a more just and equitable Australia. ACE must be included as a valid component of the total education enterprise. It is now time for the major political parties to act and commit. #MakeItFair #InvestInACE

Jenny Macaffer  
CEO



Flavorite's Chris and Ed Millis are committed to hiring and training local people for the family-run business which is one of the largest employers in the area.

(story continued from p. 1)

Practical information on handling of hazardous materials, use of protective gear and discussions of workplace bullying, budgeting and financial literacy are all aimed at building awareness and helping people make informed decisions about whether to proceed with an application. Understanding the company's values and how they translate into practice is critical too.

'Some participants decide pretty quickly that the course isn't for them. That's fine. Some stay on the course and decide working at Flavorite wouldn't suit them after all. That's fine too. We can connect them with our work and learning centre, and there are free TAFE courses too. So they have other options. We are opening up pathways for people to deal with the obstacles they might have to finding work, including drug addiction or domestic violence. It's not in their interest, ours or Flavorite's for them to apply for work there unless they are really interested.

'We don't define success as the number of people who find work at Flavorite. For us success is keeping people engaged in further training and supporting them in working towards their goals.'

**Tracey McGrogan**, HR manager at Flavorite says the training program fills a much-needed gap. 'We work very hard to provide employment opportunities for locals and we're not always successful. Part of the problem is that people don't know who we are or that we are one of the biggest employers in Warragul and that we offer good stable meaningful employment in agriculture.

'People who know what's expected, for example, who understand that their supervisor expects them to meet targets, who follow policies when it comes to absences, who can operate in a safe manner at work, and who have the communication skills needed, these are all the things employers like us are looking for.

'But a lot of people, particularly in areas of high unemployment or where you have generations of unemployment and no real role models, haven't learned the skills they need to take up a job. That job readiness just isn't there.

'But now Jen and Rachell at GEST do that for us. If people get through the course they last with us. So it's saving us all that work.

'Jen and Rachell have taken time to understand our business and the uniqueness of it and they've structured the course around that. They have been really successful at educating people about our culture, policies, procedures and workplace expectations.

'When job networks approach me now with people they want to place with us I refer them to GEST.

'GEST get better and better at it each time they run the program.'

Gippsland Employment Skills Training:  
<https://www.gest.com.au>



Jen McCafferty, ACFE training co-ordinator (L) and Rachell Esler, program manager, GEST.

'I believe that everyone wants to work and they don't try because they are anxious or because nobody's taught them how to do it.' Jen McCafferty, ACFE training co-ordinator.

# Playing with English

In an Australian first the Connected program is using drama to improve language and communication skills for adults learning English as an additional language.



**Drama workshops have transformed English trainer Kathryn Salman's teaching.**

**There's a buzz in the corridor and two dozen adult students – migrants, refugees and asylum seekers, men and women from countries around the world – hurry excitedly to their English class.**

Inside the classroom the usual rows of desks have been pushed back and a circle of chairs has taken its place. The game begins. One man throws a scarf out in front of him like a fishing net, a woman pretends it's a basketball, another pretends it's a skirt, then a bag. In the meantime the rest of the group are guessing excitedly, searching for the right English word, exclaiming to one another, 'What is it? What is it?'

The Connected program is a collaboration between Sydney Theatre Company (STC) and MTC Australia – a not-for-profit employment services and education provider – and uses drama to improve language and communication skills for adult Skills for Education and Employment (SEE) students.

'They get very excited by the imagination that other students show. It's like a chain reaction with one student watching another and sparking new ideas. The students absolutely adore that. Some days the classes get quite noisy but then learning is having fun,' English trainer Kathryn Salman says.

STC Teaching Artist Zoe Hogan team teaches for 6 weeks with MTC trainers who then incorporate drama activities into their normal language classes. 'It's a chance for them to work with me and try things out and see what works and what doesn't,' Zoe says. And she's thrilled with the result.

**'Drama classes help me with my speaking and listening. I am more confident and very happy.'**  
Ghuson Shamoon

'What we've found is that if you build drama into language teaching you get great results,' Zoe says.

'It's quite a different way of learning English because it's about dealing with ideas that come up spontaneously. People get so engaged that we will see them have a go at speaking English and using words they haven't used before, or we will see a shy student much more likely to make that leap to speaking in English because there's not such a focus on getting things right.

'It's a different way of teaching too because it's not teacher focussed nor teacher led. In the drama workshops everyone is up on their feet talking and afterwards they are motivated to write about it. The process frees them up to take more risks,' Zoe says.

## **Pandora's box**

Stories and folktales are engaging narratives. 'Pandora's box has wonderful elements – there's lots of drama and conflict and archetypal characters. There's a wedding, there's the drama of receiving a present that you're not meant to open, the intrigue of guessing what's inside the box and lots of rich moments to explore through imagination and drama.'

Using body language, facial expressions, and other ways of making meaning that are not just using English words really engages the class.

'With Pandora's box it might be as simple as us imagining what she hears when she puts her ear to the box and listens. Then we act out her curiosity at receiving the mysterious wedding gift that she was forbidden to open. What could be inside the box?

'Later we get students to record different sounds and every one has a go at being Pandora and hearing a recorded sound and reacting as Pandora might react to that sound. It doesn't require any language and that's a way to facilitate getting



people comfortable in a non-threatening way. The sounds might be music, whispering or animal noises so there's lots of laughter when the rest of the class hears the sound for the first time and watches Pandora's reaction, whether the sound makes her want to open the box or throw the box away from her.

'But we don't just re-tell the original story. We encourage students to shape the story by incorporating their own ideas about the characters and the decisions they make.

'The class come up with all sorts of ideas for the kinds of bad things that would come out of the box when Pandora opens it, from awful smells or diseases to violent punches but the last thing that comes out of the box after all these terrible things is hope and, as a class, we use the opportunity to write down what we each hope for and share it. That's often where they make the links between the story of Pandora and their own life situation.'

## Sharing language

With students ranging in age from 18 to 64 years and from a range of different language groups and countries including Syria, Iran, Vietnam, China, Afghanistan, and more, classes can be a diverse mix. One of the most popular workshop activities is teaching one another vocabulary from different languages.

'They really love the language share because it acknowledges the knowledge and experience they have and sometimes others in the room aren't aware of each others' language backgrounds so to find out where others come from, and what language they speak is really new. We invite students to come up to the board and write a word in their language and in another alphabet and teach us how to say it. Some words can be difficult to say. It's a situation where the teacher and me are definitely learners so playing with student-teacher dynamic is wonderful I think,' Zoe says.

Class teacher Kathryn Salman says the workshops have had a big impact on her teaching. 'Rather than just relying on me to explain things I can hand it over to students and say, "Show me what you mean". When you are acting out a situation with higher level students I can say "Give me the words that someone might say in this situation". With lower level students I ask different things. "Is the person in this situation happy or sad?" I can encourage them to think about not just words, but feelings. Because language is about so much more than words, it's about body language and facial expressions and turn taking and not talking over each other.'

Not that the prospect of a drama class was easy for Kathryn at the start. 'I am a shy person. When I was at school, if the teacher asked me a question I would be shaking like a little leaf. I am still shy but I do tend to talk a lot as a teacher. When the idea of using drama in my classes first came up I was very nervous. Then I thought "What am I scared of? Why would I be scared to stand in front of my class?" So I got over it. It's made me a better teacher.

'At the start I said to myself "If I don't put myself 100% behind this they might not want to do it". And the students could see that I wanted to try it. And they were thinking, "How can I say no when the teacher is so excited?"

'I thought it was important to show my students that if I can overcome my nervousness then they can as well.'

Despite their initial reservations, Kathryn has noticed big changes in their confidence and willingness to give things a try. 'They know it doesn't matter if you make little mistakes.

'We loved the school and the teacher. We learnt English and also to respect each other. We are all family here. I thank God.' Adil Azbo



That's how you learn.

'They are much more likely to try out their English, they say hello to one another when they arrive in the morning, and goodbye when they leave at the end of the class. They compliment one another when they admire what someone has said or done.

'I've seen the before and after planning that goes into our class parties and how much the students have advanced in their organisational skills, planning, co-ordinating, saying what they need, asking questions and checking with each other and being able to give help to others who need it – they've all made huge progress – and it gives them a real sense of belonging.

'One student will say to another "You spoke English to me and I understood you!" From the look on their faces you could tell it was like the sun had come out for them.'

### **Breaks down barriers**

'The group has become much closer and are a more integrated and fun group. The students are much more respectful of different people and their languages and points of view,' Kathryn says.

Zoe agrees. 'At the end of 6 weeks students get to know each other in a way they didn't know before because we share more of ourselves in drama space. MTC classes are quite mixed in language and background and there's a tendency for classes to be cliquy – all Arabic speakers or all Mandarin speakers tend to stick together in their own

'I like the drama classes a lot. Everyone has fun. We are very happy and speak more English. I'm not scared to make mistakes in English. My teacher helps me. I want to learn more every day.' Raad Mansour

groups. But those barriers have broken down and there's a lot more collaboration and conversation between students.'

### **Evaluation showing results**

Western Sydney University lecturer Dr Rachael Jacobs says the Connected program is having a positive impact on everyone involved. Participants' literacy and vocabulary are improving and students are more active in classes. 'People are happier in class and much more engaged. There's moments of hilarity and lots and lots of joy. One participant said it's fantastic because you forget your problems and start enjoying yourself.

'Learning a language can be very very stressful and hard so to bring joy and laughter into that learning environment is wonderful. Some of the participants have never been to school and others are highly qualified professionals such as journalists and surgeons so it's a very varied group of people but they all find learning a new language very hard. Many haven't been allowed to play or work imaginatively in their education. The Connected program gives them permission to learn in a new way.'

The Connected program has grown out of School Drama™, a highly successful program the STC has been running for 10 years with 27,000 primary school students and teachers around Australia. The University of Sydney has evaluated School Drama™ extensively over a 10-year period and the model which is robust and based on research has been adapted for adult learners.

'I absolutely get so much out of being part of it. I cannot imagine not doing it. My university is very proud of the program and the way it's making positive change in Western Sydney.'

MTC Australia: <https://www.mtcaustralia.com.au/>

# Tips for building learner confidence

## Tips and Trends



Here's some tips on helping adults build their confidence as learners.

### 1 Be upfront

Acknowledge that people's negative past experiences of learning can affect their confidence to help them understand and better manage any anxieties about being in your classroom.

### 2 Foster friendships

Ensure everyone feels included and involved. In small group or paired activities try to match people who have similar backgrounds or experiences. Having a lot in common helps people support and help one another and relying on each other helps people learn. Try to ensure no one is isolated.

### 3 Define confidence goals

Discuss with your learners what confidence means, how it affects learning and what specific areas they would like to improve in.

### 4 Encourage interaction

Provide as many opportunities as possible for learners to talk and develop skills in discussion, speaking up and making presentations. This helps to build confidence as well as showing evidence that a person's self assurance is improving.

### 5 Track change

Measuring learners' confidence across a range of activities at the beginning, the middle and at the end of the course shows learners the gains they have made. Comparing how

they felt at the beginning and the end gives them a sense of achievement and a sense of how far they've come.

### 6 Take time to reflect

Make time for discussion where people can reflect on shared experiences both in and out of the classroom. This builds a sense of group identity and develops trust. Encourage learners to identify any changes in levels of confidence – positive or negative – and reflect on the reasons for these changes and the impact of the changes on their learning and wider lives.

### 7 Improve anticipation

Keep your learners informed of what you have planned so they can predict what will happen next and cope with new material.

### 8 Build the right atmosphere

Allowing people to work at their own pace towards their own goals in a non-competitive and non-judgemental situation helps them to feel more confident in their ability as learners.

### 9 Give feedback and encouragement

Offer regular feedback and encourage other group members to do it too. This helps people feel good about their progress and ability to learn new things and improves their motivation and engagement.

### 10 Make it fun

Use engaging and practical activities as often as possible so learners are doing new and interesting things. An enjoyable and happy environment where people laugh and have fun helps people forget their self-consciousness, makes them feel positive about themselves and promotes learning and confidence.

Adapted from NIACE Catching Confidence Guide [fetn.org.uk/wp-content/uploads/2014/11/NIACE-Catching-Confidence.pdf](http://fetn.org.uk/wp-content/uploads/2014/11/NIACE-Catching-Confidence.pdf)

People who have little faith in their ability as learners can really struggle in an adult learning environment so building confidence is a key skill for tutors and trainers.

# Prison radio makes waves

A media training program is helping Indigenous prisoners tell stories that matter.



Image: ABC Kimberley – Oliver Gordon

## For a radio show that comes out of a remote prison in far northern WA, WKRP is upbeat and lighthearted.

Radio hosts including 'Leon Keep on Keeping on', 'Ann in the Can', 'Black Rose', 'Cody Custer the Bullduster' and 'Deadly Doctor Dee' trade banter and jokes between songs.

Their names might be fake but the four prisoners who present each weekly show tell real stories with gusto and good humour and offer advice to their listeners on how to get back on track.

Whether it's making the most of education, giving up smoking, sharing stories of inspiring women, celebrating International Women's Day or learning to drive, the show connects with audiences inside and outside the prison fences.

Part of the show's appeal media trainer Bekah O'Meara says is its authenticity. 'So many of the prisoners want to use broadcasting as a way to communicate their cautionary tale and tell their stories. If you listen to WKRP you hear only positive messages which is fantastic because we are so often portrayed in the media in a negative light. We need to hear those really good stories about ourselves. We've got these amazingly positive things happening every day and amazing Aboriginal people who are doing amazing stuff.'

And it's touched a nerve. What started as an internal show for around 150 inmates and staff inside the prison is now broadcast to communities throughout the Pilbara and Kimberley and has recently gone national through the National Indigenous Radio Service (NIRS).

'Once I realised that teaching media can help our people get that positive exposure, that we can capture and amplify their voices, I really felt like I was on the right track.'

Celebrities like Ray Martin, Natalie Imbruglia and Ian 'Dicko' Dickson have lent their names to the station promos.

Bekah says the radio show gives inmates experience and skills that open up opportunities on their release. 'Every community has its own radio station. Once they know how to broadcast and once they have the skills and confidence that's another avenue for them.'

Being clear from the outset about what's involved and what the training will deliver helps to offset any nerves.

'All of them are really motivated to learn but it's really important for me to say at the start of each term exactly what we'll be doing and what it's for. I always make the point that these are skills you'll take home with you to your community, that you'll have a certificate, and you'll have a ready pathway to a job when you get out. Learning is so much easier for adults when they can see the big picture. After you get that across, everything's really cruisey.'

Bekah teaches broadcasting skills, planning and writing scripts and live interviewing and editing. With the group she explores ways of using radio to celebrate and record Indigenous culture and connect with their communities. 'We talk about what are the best ways to get old people's stories and how to record and archive the stories of country and culture because the way our grandparents and great grandparents lived is so different from us and it will be hard to revisit and remember that unless we record it in some way.'

The presenters get direct and personal feedback from other prisoners as well as prison staff. 'The other prisoners ask for particular songs and the prison officers talk to the radio mob and say "I listened to your show on the weekend and it was really good, I really liked that segment you did", so they get a lot of positive feedback.'

But it's not just the listeners who benefit from the show.

'Once you've cracked that shell it really brings them out of themselves,' Bekah says. 'They are more confident,





Image: ABC Kimberley – Oliver Gordon

more likely to speak up and more confident in expressing themselves. At first they want to stick to topics they know or that they are comfortable talking about on air. But once you build trust you can say, "Why don't you try to do something like this?" And a lot of them surprise themselves because when they first came along they didn't really know what was involved and they can be quite shy but then they come out of their shell and everyone notices the change.'

Bekah sees her role as facilitator rather than teacher, encouraging people to draw on their own experiences to tell stories that are authentic and connect to listeners. 'It really builds people's confidence to use their own stories, it gives them a voice that is so good for Indigenous people to hear.'

Bekah works with the four presenters to put the weekly show together, and the theme often emerges from their discussions. 'A lot of the time it comes from what they have been thinking about or how they've been feeling that week. From there we talk about what angle we might take and how we might script the show. I make sure they get experience in a variety of styles so they get the opportunity to see how different shows work. They get experience in doing a very structured show where they've got notes to work from and other times it's more spontaneous. That kind of exposure to one another's humour and ways of communicating really builds trust and helps with the on-air chemistry between them.'

*'You just heard from The Cars with the song Drive and that's dedicated to all you mob that want to get your licence while you're here on the inside looking out. Soon you'll be on the outside looking in won't you Cody?'*

*'Yeah, you can say that again.'*

*'I hope you got the message while you been inside and you don't come back in a hurry and you don't come back at all you know. You can't beat anything better than freedom.'*

## Making a difference

Bekah feels fortunate that her boss Brad Spring who established the prison radio program brought her on board.

*'I feel really lucky to be part of the WKRP project. I really love the training. The people are really interesting and diverse and are really keen to do their best. I would love to see that kind of training offered outside the prison – the opportunity to get this kind of education made available more broadly.'*

*'The great thing about teaching adults is that everyone learns things differently and adults understand how they learn and what works for them. My job is helping them harness their interests.'*

*'With my work with WKRP I'm feel I'm on track for the kind of change I want to see – giving my people a voice – but I won't stop until I can see real and lasting change. I want Indigenous people to have a voice within our community and within our nation as well.'*



Bekah O'Meara accepting the Best Training & Professional Development Award at the First Nations Media Awards.

*'What I really love about community radio and training is that we are helping to give indigenous people a chance to tell our stories, to have their own voice.'*

# Leading by example

ALA's inaugural scholarship for an international leadership program fosters transformative adult and community education.



**Jake Donohue a student at Port Macquarie Community College was thrilled to win an ALA scholarship to attend an international leadership training program.**

'I was blown away when I was nominated. When I was selected, I was over the moon.'

Jake was one of 23 young people from 30 countries identified as emerging leaders who were accepted into the Asia South Pacific Association for Basic and Adult Education (ASPBAE) Basic Leadership Development course in Auckland.

'I didn't know a lot about the course beyond the basics. But I knew I wanted to learn something that I could bring back home to help me realise my goals.'

One of his goals is to help young Indigenous people in his community feel a sense of pride in their culture. It's an experience that Jake has been through, having only recently identified as a young Birpai Aboriginal man. 'I didn't acknowledge it because I was afraid of the stigma. A lot of people I knew at school – myself included – saw Aboriginal people in a very negative light.'

A visit by the Clontarf Foundation to Jake's high school changed all that. 'Their aim is to help young Indigenous men build their confidence and sense of pride in being Aboriginal. It had a big impact on me.'

## Training future leaders

The six day ASPBAE course in New Zealand focussed on building leadership skills including active listening, negotiating, team building and in depth advocacy strategies.

'It was confronting to see the kinds of problems that plague other countries. It made me a lot more appreciative of what I have.'

Apart from applying for a passport, Jake prepared for the course by talking with his Land Council and Aboriginal men's group about issues and problems in his local community.

'Many of the young people feel lost, they are still suffering the effects of the Stolen Generation, they feel displaced and have no rights. The local Aboriginal community want to see their children thrive and succeed and I want to be part of that way forward.'

In New Zealand, meeting participants from diverse countries and cultures was a highlight. 'I learned a lot from the other students and through sharing issues that impact our communities. One Indonesian student talked about how in her community indigenous knowledge is 95% extinct which really brought home to me how important it is that knowledge is passed on.'

'Another thing I took away from it was the importance of international cooperation for common good. I realised how privileged we are to live in such a wealthy nation. The other students really opened my eyes to the role of Australia in the region and its impact on things like aid and relief supplies so I became so much more aware of Australia as being part of an international community.'

'It was great to be able to realise what we can achieve if we all collaborate and build a common future for greater good. And a big part of that progress is identifying the kinds of pathways needed so that everyone has access to education.'

After the course was over, Jake spent time with members of the Maori royal family who gave him an immersive taste of their culture and showed him how they were reclaiming their status.

'I was blown away,' Jake says. 'The elders gave me a formal welcome into their nation. They treated me like an honoured visitor which made me feel very proud. They took me to a Maori youth group called 'Do Good Feel Good' in Auckland where a lot of local young people are part of gangs, involved in petty theft and crime. The group gets them away from that lifestyle, helps



**Leadership and its importance to achieving the UN's Sustainable Development Goals was a key theme of the course.**

them find jobs, gets them off the streets and gives them role models they can get behind and learn from. That was amazing.

'I learned that good leaders listen to people around them and take their opinions and objections on board and work with them. That if you do that people will trust you and you'll achieve so much more. Before the course I could be very quick to make judgements and some would say I was arrogant. But I've got more insight now. I'm more observant and more aware of what I do because I know now that it influences people around you.'

The training has made Jake more determined about what he wants to do in the future.

'I want to be an influencer, I want to play a role in reducing discrimination. I'm hoping that young people in my community will see me as someone whose footsteps they want to follow, someone whose Aboriginality was a source of shame but is now a source of pride.'

CEO of ALA Jenny Macaffer says Jake was an excellent contender for the scholarship.

'Despite having negative academic experiences at school Jake has been an enthusiastic student at Macquarie Community College where he has embraced the opportunities offered through the Entrepreneurship program. His leadership skills have really come to the fore.'

'We chose Jake for the ASPBAE Leadership Program scholarship because of his passion and his desire to keep learning. While he's not certain what his future holds he does know it will focus on advocating on behalf of other young Indigenous people.'

'We are very proud to have awarded Jake the inaugural ALA scholarship. He has really shown great leadership and initiative as an adult learner and he will be a great ambassador for adult and community education in Australia.'

Photo credit: **ASPBAE**

## Join now

Being a member of ALA is a great way to support lifelong and lifewide learning in Australia and join a thriving national network of adult educators. As a member of ALA, we champion the work you do; develop policies; conduct research and provide professional development to ensure a vibrant, valued and visible adult and community education sector.

To find out more about all the benefits of an ALA membership, go to: <https://ala.asn.au/why-join/>



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# ACE News

Neighbourhood House Week, a nationwide initiative to celebrate the role of neighbourhood houses in the community happens across Australia from 6–12 May 2019, except Victoria where it runs from 10–17 May.

In **South Australia**, Community Centres SA has welcomed 4 new staff. Kate Jarrett, Manager of Programs and Service Development, will oversee adult community education and training programs. Brenton Cox, Amanda Johnson and Jacqui D'Sylva have also joined the team in Capacity Building roles to support CCSA members and Registered Training Providers (RTOs). CCSA is also offering professional development workshops in April and May in partnership with the Department for Industry and Skills for adult community education providers and tutors. [communitycentressa.asn.au/events/category/ace-events](http://communitycentressa.asn.au/events/category/ace-events)

In **New South Wales**, Community Colleges Australia launched a campaign in the lead up to the state election and has outlined its vision for NSW community education. This includes the establishment of a dedicated Board of Adult and Community Education (BACE); a minimum target for community education students; funding for infrastructure and operations; VET program funding and more. [cca.edu.au/what-we-do/nsw-election-platform/](http://cca.edu.au/what-we-do/nsw-election-platform/)

Neighbourhood Houses **Tasmania** (NHT) is running training for staff and volunteers with upcoming workshops in Hobart in Mental Health First Aid with a specific focus on gambling problems. After the popularity of the Food Security and Community Gardening workshop at last year's conference, NHT is offering courses for Houses around the state in Food Security and Seed Saving and Practical Food Growing Skills with an emphasis on how Neighbourhood Houses can work together, coordinating approaches, sharing ideas, knowledge and resources. [nht.org.au/](http://nht.org.au/)



In **Queensland**, Redland Libraries are running training for volunteer adult literacy mentors who will be matched for one-on-one tutoring for adult learners who want to improve their literacy or numeracy. This adds to the provision of adult literacy tutoring offered at other Queensland libraries including Sunshine Coast in Noosa, in Logan City and on the Gold Coast. [readingwritinghotline.edu.au/2018/08/29/redland-libraries/](http://readingwritinghotline.edu.au/2018/08/29/redland-libraries/)

In **Victoria**, Neighbourhood Houses Victoria's May conference in the Yarra Valley with keynote speakers Nyadol Nyuon and Jamila Rizvi is a sellout. [nhvic2019.wixsite.com/nhvicconference](http://nhvic2019.wixsite.com/nhvicconference)

In **WA**, Linkwest are well into planning their state conference from 16–18 October in Perth with the theme People. Place. Partnerships. The Power of Community. [linkwest.asn.au/news-events/conference-2019](http://linkwest.asn.au/news-events/conference-2019)

Photo: **Yarra Valley** by **Rod Eime**

# QUEST

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