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| Higher Education and Skills Group**Participation Branch Memo****Department of Education and Training** |

***NUMBER:*** *2017 / November / 23*

**TO:**

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| Learn Local organisations *– ALL*  | ACFE Board | ACFE Regional Councils |
| Adult Education Institutions | Learn Local Stakeholders | Participation Branch Staff |

**FROM:** Ryan Collins,Director - Participation Branch

**DATE:** 23 / 11 / 2017

**SUBJECT:** *(1) CGEA professional development 30 November 2017 (half day session)*

*(2) Language, literacy and numeracy professional development February to April 2018*

**ACTIONS / CRITICAL DATES:**

* *Register by 24 November for CGEA workshop on 30 November 2017using attached form*
* *Register for the 2018 LLN blended learning workshop series using attached form*

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1. **CGEA professional development 30 November 2017 (half day)**

This professional development provided by the ACFE Board Curriculum Maintenance Manager for General Studies and Further Education (Victoria University) comprises three sessions focusing on blended learning.

Session one: share the experiences of volunteer staff at Chisholm Institute of TAFE involved in a six month trial of blended learning products with language, literacy and numeracy students and culturally and linguistically diverse students. This session will also explore ways in which blended learning tools and applications such as Edmodo, Nearpod, Kahoot, Edpuzzle, and SEESAW can be used to support learning.

Session two: familiarise yourself with a range of blended learning tools and applications by creating activities that can be trialled with learners. participants can bring their own devices and are encouraged to download [Nearpod](https://nearpod.com/), [Kahoot](https://kahoot.com/what-is-kahoot/), [SEESAW](https://web.seesaw.me/), [Edpuzzle](https://edpuzzle.com/) or [EDMODO](https://www.edmodo.com/) to their devices before the session. A computer lab will be available for those who are unable to bring their own devices.

Session three: group discussion reflecting on the activities created in the workshop and sharing ideas about the use of these activities with different learners.

**(2) Language, literacy and numeracy professional development series February to April 2018**

The ACFE Board invites Learn Local practitioners to participate in a series of three **interlinked** action research professional development sessions to be held as follows:

**Melbourne CBD: Victoria University Convention Centre Level 12, 300 Flinders Street Melbourne:**

* February 14th 2018: (10.00am-3.00pm)
* March 15th 2018: (10.00am-2.00pm)
* April 12th 2018: (10.00am-2.00pm)

**Bendigo Regional:** **Bendigo DET Office 7 - 15 McLaren Street Bendigo**

* February 19th 2018: (10.00am-3.00pm)
* March 14th 2018: (10.00am-2.00pm)
* April 19th 2018: (10.00am-2.00pm)

**Using a research informed approach**

This professional development series is based on applying a research informed approach to teaching practice. It will focus on examining ways in which research can help to inform and review current practice in the language, literacy and numeracy. The process is interactive and group based and involves:

* choosing an element of your teaching reading, writing or numeracy practice you would like to review or improve
* reviewing and discussing accessible research within a group of practitioners with a similar interest (a selection of research will be provided or participants can select research)
* identifying aspects or findings from the research and applying this research to the practitioner’s teaching practice

**Who should participate?**

This professional development program is suitable for teachers who are working in the language, literacy and numeracy areas in both pre-accredited and accredited programs. It is also suitable for volunteers who are supporting learners with the development of their language, literacy and numeracy skills.

**Why should you participate?**

This approach to professional development focuses on an integrated process of review, application and reflection through peer group collaboration and discussion, rather than a one off isolated session. This is a valuable opportunity to work closely with your peers to constructively review your teaching practice with the potential to amend or improve practices and approaches in the language, literacy and numeracy area. You are strongly encouraged to take up this opportunity.

To obtain the maximum benefit, participants **must attend all three sessions** in the selected series. Participants attending all three sessions will receive a statement to support the currency requirement in the Standards for Registered Training Organisations (SRTOs) or the AQTF Standards. Participant numbers will be restricted to 30 with a limit of two participants from each Learn Local organisation.