



# final report

Project code: A.MIN.0062  
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Date submitted: May 2008

PUBLISHED BY  
Meat & Livestock Australia Limited  
Locked Bag 991  
NORTH SYDNEY NSW 2059

## **Improving workforce retention by up-skilling trainers to meet the training needs of non-English speaking backgrounds (NESB) workers**

Meat & Livestock Australia acknowledges the matching funds provided by the Australian Government and contributions from the Australian Meat Processor Corporation to support the research and development detailed in this publication.

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## 1 Milestone requirements:

- Material development completed
- implementation strategy identified
- project process and outcomes reviewed
- issues and future development needs identified.

## 2 Background

This project seeks to update the skills of meat industry trainers to ensure they are skilled to provide appropriate training to meat industry workers from non-English speaking backgrounds (NESBs).

This project has reviewed current research in the professional development requirements for workplace English language and literacy program practitioners. The project has also identified existing training materials which could be used or adapted for use within the meat industry. The results of this research and any other relevant research have been reported to industry.

Data on the numbers and needs of NESB workers in the meat industry has also been gathered to identify the scope of need within the industry.

In addition to the research above, one unit of competency from the new Certificate IV in Training and Assessment – *TAALLN401A Address language, literacy and numeracy issues within learning and assessment* – is being developed and piloted as an e-learning option for trainers. This unit will ensure trainers working with NESB workers have the skills and knowledge to provide a suitable training program. While some generic support materials already exist for this unit, part of the MINTRAC project will be to ensure that suitable meat industry case studies and assessments are developed to support delivery of the unit in the meat industry.

Case studies and assessments are developed to support delivery of the unit in the meat industry.

## 3 Progress against milestones to date

### 3.1 Milestone 1

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Review of current research into the professional development requirements for workplace English language and literacy program practitioners	completed
Identification of existing training materials which could be used or adapted for use within the meat industry	completed
Plan for reporting the results of the research to industry	completed
Plan for the collection of data and needs of NESB workers in the meat industry	completed

### 3.2 Milestone 2

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Development of materials for TAALLN401B Address language, literacy and numeracy issues within learning and assessment commenced	completed
E-learning strategy described	completed
RTO identified	completed
report on collection of data and needs of NESB workers in the meat industry	completed

### 3.3 Milestone 3 (final milestone)

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- **Requirement 1 Material development completed**

In 2008 MINTRAC contracted Fearless Media to develop a CD development system for use for all future E-learning projects. The first version of the system was made available to MINTRAC on 10 May 2008, however a number of bugs are still to be repaired. This program is being used to develop the e-learning version of the unit of competency *TAALLN401B Address language, literacy and numeracy issues within learning and assessment practices*. The course has been written in word and completion of the CD is expected by the end of May. The program has been rewritten to address language, literacy and numeracy issues through the delivery and assessment of Employability Skills, thus addressing an additional emerging issue within the industry.

- **Requirement 2 Implementation strategy identified**

The program will be piloted by Response Learning to 15 participants and changes made to the program following the pilot program. Louise Wignall, a leading LLN expert has agreed to facilitate the program. MINTRAC has applied for, and won funding from Reframing the Future to deliver the pilot program.

- **Requirement 3 Project process and outcomes reviewed**

Progress on the project was very slow over the last five months whilst awaiting the completion of the CD development system. As such, the final product won't be available until the end of May. The development of the CD is now progressing again, even though all the bugs in the system have not yet been repaired.

- **Requirement 4 Issues and future development needs identified**

As previously noted, following the pilot program, additional changes to the program will be required. It is also anticipated that video footage will also be made available on completion of the pilot program. As such, a version 2 of the CD will be developed by the end of 2008.

## 4 Other matters or issues relating to this project

Findings from the literature review required as part of this project has been disseminated to industry in short bulletins every two months since September 2007. The final bulletin will be sent out in June. Forty-two industry members have nominated to receive the bulletin by email. The most recent bulletin has also been distributed to all attendees at the MINTRAC Training Managers' network meetings. Copies of the bulletins were available for conference delegates at the MINTRAC National Conference. The bulletins are also available on the MINTRAC website. All bulletins to date are attached to this report.

At the MINTRAC National Conference, two workshops were dedicated to improving workforce retention by upskilling trainers to meet the needs of NESB workers. These were:

*Managing diversity in the workplace* presented by Miffy Shelton and Rebecca Michalik, CRF (Colac Otway)

*Help! My trainees can't read. Practical tips for working with NESB workers* presented by Louise Wignall, Wignall Consulting Services Pty Ltd.

Both workshops were popular with conference delegates and were rated very highly in the evaluations.

## 5 Attachments

### 5.1 Attachment 1 - NESB Bulletin October

Volume 1, Issue 1

September 2007



MINTRAC

Trainees from non-English speaking backgrounds

The environment in which vocational trainers work is constantly changing. There are much greater demands on compliance, new methods of training to keep up with and changing needs of learners. Trainers in the meat industry recently need to know much more about language, literacy and numeracy issues than ever required before. Not only is it a requirement of training packages to include language, literacy and numeracy into training, but there is also a much greater population of workers from non-English speaking backgrounds undertaking meat processing traineeships. All these changes mean that there is a much greater need for professional development for trainers.

Over the next twelve months, MINTRAC will be disseminating bulletins focusing on Language, literacy and numeracy issues.

This first bulletin, however will provide a brief summary of professional development needs of VET trainers working with non-English speaking background trainees.

#### What is professional development?

Professional development is a means of keeping up to date in your area of expertise and continuous learning. It can be formal or informal training and helps you to build on your skills, knowledge throughout your career.

The importance of professional development for trainers was highlighted by Harris (2001) who noted that only half the current teaching workforce possessed the skills they would need to face the challenges of the coming five to seven years.

Rumsey (2002) noted that professional development "must include a range of personal skills that enable an engagement with change, such as active learning, networking, self-directed learning, critical thinking etc"

Whilst employers should provide staff with opportunities for professional development, you as a trainer should also take some responsibility for maintaining the currency of your skills and knowledge.

Formal professional development can include accredited training courses, university programs, seminars, conferences and workshops, and programs developed by training providers for staff.

Informal professional development includes networking with other professionals, seeking advice from colleagues, accessing information through email and the internet, reading (including journals, newsletters, research reports etc) participation in networks and membership of professional organisations. (Wilson,

2003)

While vocational trainers generally show a preference towards professional development in short face-to-face workshops, they have also indicated that they need more technology training. Therefore you next time you look into professional development, consider going outside your general comfort zone and undertaking training through electronic or online means.

Many trainers have indicated that lack of time is a strong deterrent for professional development. Online training, reading journals and research reports are very time-efficient ways to keep your skills and knowledge current.

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Training Advisory Council



## Professional development needs of vocational trainers working with language, literacy and numeracy (that means you)

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Upgrading your skills and knowledge in the area of language, literacy and numeracy is unavoidable. Access and equity are an integral part of all Australian Training Packages. Vocational trainers delivering training packages are required to address the learning needs of people facing barriers due to language, literacy and numeracy issues, amongst other barriers in all training and assessment.

### Compliance training is not everything

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Professional development for vocational trainers is currently very focused on compliance. This is not likely to change any time soon with the ever-evolving policies and government regulations. However, trainers rate professional development in the area of language, literacy and numeracy as a major challenge for the future. (Mackay et al, 2006) With this in mind, you need to start broadening your professional development focus now. Don't wait for compliance issues to be addressed fully as they may never be.

You also need to maintain your own 'learning competence,' – the knowledge, skills and attitude required your own continued learning (Rumsey 2002).

### Working with language, literacy and numeracy specialists

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Very few vocational trainers in Australia have participated in any formal language, literacy and numeracy training. Trainers believe that it is not their role to become language, literacy and numeracy experts, however they do believe there is a need for awareness-raising professional development in this area. They believe that team-teaching with language, literacy and numeracy specialists was the best way to address learners' needs (Mackay et al, 2006).

There is also a discrepancy between the vocational trainer's and language literacy and numeracy specialist's understanding of the specialist's role in the classroom. Vocational trainers tend to use them as assistant trainers, focusing entirely on the delivery of workplace training, whilst the specialists believed their role is to teach language skills related to the trainees' jobs. (Berghella, et al, 2006)

In order to make the most of a language, literacy and numeracy specialists, you will require a good understanding of a team-teaching relationship. Sort out with the specialist how you can work together for the benefit of the trainees then create a training program together to incorporate both the vocational and language training.

### Implementing language, literacy and numeracy into accredited courses

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Many vocational trainers believe they are currently not able to incorporate language, literacy and numeracy into the delivery of their courses. Yet in recent years literacy and numeracy have become a critical component of training packages.

As a vocational trainer, you may require substantial professional development in this area if you are to meet the requirements of the training

### Working with a diverse range of learners

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Vocational trainers need professional development to improve skills and knowledge required to work with an increasingly diverse range of learners, including learners from differing backgrounds and with different experiences, needs and learning styles (Rumsey, 2002) (Wilson, 2003).

You may need to improve your abilities in innovation in training and the capacity to change and respond to emerging demands.

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## 5.2 Attachment 2 - NESB Bulletin November

Volume 1, Issue 2

November 2007



MINTRAC

### Trainees from non-English speaking backgrounds

Language is not the only impediment to training for trainees from non-English speaking backgrounds. Cultural background and life experiences also impacts heavily on their success in training and work.

A trainee's culture may impact on their ability to train in the training environment; their ability to understand expected norms of communication and relationships within the training environment; and their ability to understand the training if they do not have expected underpinning knowledge or understandings.

It is essential that trainers take these issues into consideration before commencing training to ensure the trainee is successful in training and participating in the workplace.

### Culture and the training environment

Trainees from language backgrounds other than English will have had very diverse experiences in learning, both as children and adults. This will impact on their ability to train within the confines of the training environment.

As trainers, we often assume that workers of other language backgrounds will struggle with the demands of English but will at least understand our classroom norms, but this is not always the case.

Some of the workers in our industry have had very limited schooling, such as Sudanese, Ethiopian and some Chinese workers. It is possible that some have had no formal schooling whatsoever. These trainees may not understand the need for punctuality, may not be able to interact with trainers or other trainees in the expected manner, may not understand the need for bringing essential resources, such as pens, training resources etc to class or in some cases, even understand which way to open a book.

Learners who have experienced formal education as children may have only experienced a very teacher-focused method of learning. They may not be able to automatically participate in group discussions or group work and may be more demanding of one-on-one attention from the teacher.

As a trainer, you should spend some time learning about the educational experiences of the trainees and teach them how to behave and how to learn in your classroom.

You may need to address the following with your trainees:

- the roles of the student and teacher
- classroom interaction
- gender roles
- class routines.

When you have a communication breakdown, ask yourself the following questions:

- why is this person behaving in a

different way?

- how might this person's culture be affecting behaviour?
- are there other factors I need to consider?
- what do I need to do to get some common understanding?
- how can we all benefit from these differences in experience?

Language teachers suggest that you develop a routine that you follow for every class so that trainees become familiar with how the class runs and know what to expect each time they attend. This will help them to become comfortable enough to participate and learn from the class.

It may be necessary to commence the training program using a methodology (such as teacher-focused training) that they are already somewhat familiar with. Then gradually introduce more individual or group work as they begin to relax into the environment.

Prepare them for completing tasks by teaching them the knowledge they need for the task, knowledge we generally assume learners already have.

Finally, never assume that all trainees from the same language background will have had the same experiences. Treat every trainee as an individual.

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## Culture and the impact on working relationships

Communicating with someone from another language background is greater than just overcoming language barriers. We all assume certain things about the world, the way we work and communicate and live. These assumptions are not necessarily the same in all cultures. Communication and relationships can breakdown if we assume that everyone holds the same assumptions. Assumptions can include: how directly you come to the point whilst speaking, the use of words to soften speech (such as please, would you like to...) or behaviour in groups, behaviour of different genders or relationships and manners with managers, teachers, supervisors etc.

By understanding the assumptions that underlie language, you are one step closer to building effective relationships between cultures.

“Managing diversity, rather than simplifying, generalising or even ignoring cultural factors, you will enhance your effectiveness if you:

- are aware that cultural differences may underpin any interaction
- are ready to respond
- put aside your assumptions about what is normal
- look and listen with fresh eyes and an open mind.” (Mirales, 2004 p28)

## Why have your NESB workers come to Australia?

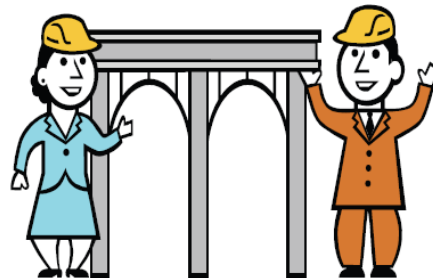
Whatever the reason, remember that the transition from their home country to Australia was probably not easy. In a 2004 study, it was found that 20% of immigrants had higher than normal stress levels. Not all of the participants in the survey were refugees, but even so, the impact of moving countries is never easy. Settlement issues can also impact on training and work performance. (Volkoff, 2004)

Many NESB trainees may be in Australia on refugee visas. The trauma they have experienced in their home country will impact heavily on their ability to work and learn here.

Have patience and consider providing help settling into the community. A number of plants are now helping their workers settle, providing assistance with anything from setting up bank accounts to finding doctors etc. Building trust with trainees and workers is a great way to break down the barriers.

This understanding should not be one sided. It is not about Australians learning to work with other cultures, but about both cultures learning more about each other to together build better communication.

It is also important to recognise pre-existing skills and experiences. Non-English speaking workers bring a multitude of skills and knowledge to a job that if recognised may prove very useful. Several plants have discovered that some of their workers have previously been teachers and have found their skills extremely useful in training. Failure to recognise skills may lead to diminishing confidence or diminishing job satisfaction of trainees.



## Bridging the gap

Some communities already hold cross-cultural training programs where there are large communities of particular ethnic groups, there are also online programs available or you could create your own program for the workplace.

In order to bridge the cultural gap, you should:

- “Learn as much as you can about the culture of the people you are dealing with
- Recognise the broad ethnic diversity that exists within groups
- Respect individual differences, abilities and personalities
- Provide an orientation program for new recruits that addresses some of the cultural differences
- Use co-workers as mentors
- Refrain from using slang or jargon
- Have patience
- Help workers take care of basic survival needs
- Provide sensitivity training to existing workers.”

(Charlotte-Mecklenburg Workforce Development Board, 2002. )

## Cross cultural training

There are training programs available from a number of providers on cross cultural training. The programs average about six hours duration. The programs can be tailored to suit the needs of the organisation and local community. In a survey conducted in 2005-6, it was found that cross cultural training had substantial impact on workers' understanding of cross cultural communication skills, organisational policies and issues regarding cultural diversity and knowledge of the customs, values and beliefs of diverse cultures. Longer programs might also include more focus on understanding the effects of your own culture on yourself and others.

Cultural fact sheets are a simple way to learn a little about new recruits and their culture. They can provide information about their way of life, education, language, history, ethnic make-up of the country based on internet research or discussions with your trainees or find some already created.

In a simple google search of "culture of Brazil" you can

find great webpages covering statistics (geography, history, population), language, etiquette and customs, society and culture etc. An example is <http://www.kwintessential.co.uk/resources/global-etiquette/brazil-country-proile.html>

It is a start for getting to know your trainees.

You could also organise your own session with workers of both cultures to discuss their expectations, history and life. This can open communication on sensitive issues that impact on workplace relationships.

Finally, DEST has published a great training resource for trainers to learn more about cross cultural training. It is a self paced program for trainers but also includes a number of activities that could be delivered to workers and trainees.

"Culture at work: how to train and access in a culturally inclusive way." it can be accessed online at [www.literacynet.dest.gov.au](http://www.literacynet.dest.gov.au).



*The Chinese workers from CRF with the Mayor of Colac.*

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## CRF (Colac Otway) and diversity management

CRF have hired a number of NESB workers over the past few years. Recently, they have sponsored a number of workers from China to work in their plant and have set up several programs to ensure they succeed in their work and personal life in Australia.

Prior to their Chinese workers coming to Australia, CRF management prepared all the stakeholders for the change:

- They sent out press releases to the local media to ensure the community were provided with positive information about the group about to join the community. Informing the public of the reasons behind sponsoring the group of Chinese workers helped to ensure the workers were accepted into the community.
- They provided information sessions to their current workforce before the new employees commenced to teach them about the culture the Chinese workers were coming from, what their lives were like in China, what their workplaces were like, etc. This helped the current workers to understand what difficulties the new workers might have coming into their plant and town, and therefore helped them show more patience towards the differences.
- They provided information packs on the local community, Australian culture, etc to each of their new Chinese employees before they came to Australia. They also stipulated that English language training be completed before they arrived. This ensured the Chinese workers were more prepared for the huge life change they were about to experience.
- The management and training team attended a diversity training program to learn about the culture of the new workers. This training included information on how Chinese people generally interact with each other, and how to manage conflict etc. and how to present information in a way that will be accepted by the group.

On top of all this, CRF, the sponsors Colac Otway Workforce, and the agents Austlinx International also increased their induction program from two days to a full week, to allow workers to become accustomed to the plant and their community before being thrown



*Minister John Brumby with some of the CRF team*

into work. They helped them to set up bank accounts, how to shop, use the post office etc. On plant, they were given a tour of the plant on the weekend before the induction to allow them to come to terms with the size and automation of the plant before seeing it in full operation. During the induction week, they spent time on several occasions just observing the operations before they were required to join the chain.

CRF's training provider South West TAFE provides each of their language groups with separate off-the-job training classes in Certificate II and III to accommodate their English language needs and their learning styles, making the training far more successful. Individual training also occurs on-the-job, conducted by the CRF trainers in the technical aspects of their roles. A buddy system occurs to assist with the language differences on-the-job.

CRF have invested a lot of time in their workers and the results have been very positive. The group of Chinese workers have integrated well into the plant. They have been accepted by the current workforce and have made friends with other team members. The town has also been supportive and accepted the group into the community. As such, the new workers feel welcome, safe and able to work and live in the new environment.

## 5.3 Attachment 3 - NESB Bulletin January

Volume 1, Issue 3

January 2008



MINTRAC

Trainees from non-English speaking backgrounds

### Existing training resources for learners with language, literacy and numeracy difficulties

This edition of the bulletin will identify a number of resources already available to assist with language, literacy and numeracy difficulties amongst trainees. The resources identified here may be research reports that can help you work through particular issues, they may be MINTRAC materials specifically developed for the industry or generic resources available.

The resources have been split into two groups:

1. resources for trainees to assist with LLN or VET training
2. resources for trainers to improve understanding of LLN and skills to work with trainees with LLN difficulties

### Resources for trainees

There are a number of MINTRAC and other resources aimed at working with trainees with limited language, literacy and numeracy skills. All MINTRAC resources are written in plain English and there are a number of resource kits which include videos and photos to reduce the literacy requirements of a trainee. Assessment tools for all units of competency from Certificate I to Certificate III are designed to be used delivered orally or in writing, depending on the needs of the trainee.

#### Certificate II core unit interactive CDs

MINTRAC is currently reviewing the four interactive training CDs for:

- Overview the meat industry
- Hygiene and Sanitation
- Quality Assurance
- Maintain personal equipment.

We are also developing two new CDs for:

- OH&S
- Communication in the workplace.

All six CDs will be translated into five languages, selected for being the five most common languages in the industry other than English. These are:

Portuguese, Vietnamese, Chinese, Filipino and Malay. MINTRAC can also commission the translation of the CDs into other languages, at the expense of the company.

The CDs have been developed in such a way that we can make changes to the text, or add additional information to various screens if requested by a company. A schedule of fees will be developed for this service shortly.

The first of these CDs, *Overview the meat industry*, is currently available in English and the translations should be available by April.



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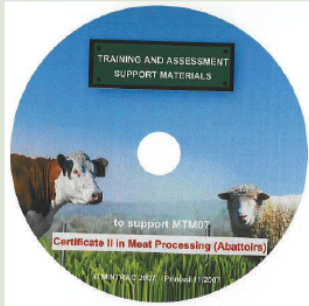
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*Resources for trainees cont.***MINTRAC resources**

MINTRAC attempts to write all training resources in plain English. Where ever possible, the resources include photos or diagrams to help explain.

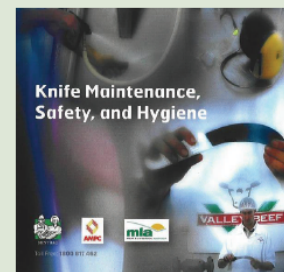
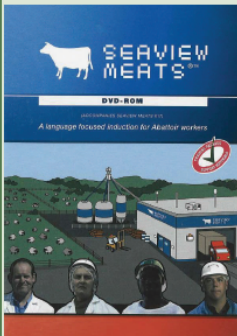
Customisable training resources are now available for the following qualifications in MTM07:



- Certificate II in Meat Processing (Abattoirs)
- Certificate III in Meat Processing (Boning)
- Certificate III in Meat Processing (Slaughtering)
- Certificate III in Meat Processing (Meat Safety)
- Certificate III in Meat Processing (Rendering)
- Certificate IV in Meat Processing (Meat Safety)
- Certificate IV in Meat Processing (Quality Assurance)
- Certificate IV in Meat Processing (Leadership).

**Knife maintenance, safety and hygiene**

This training video is for trainees or existing workers. The video shows the processes involved in maintaining a sharp knife and covers the safety and hygiene aspects. It can be used by all sectors of the meat industry. DVDs and videos reduce the need for literacy, using visuals and voice to deliver the message.

**Seaview meats - A language focused induction kit for Abattoir workers**

This kit, developed by AMES, consists of a DVD, trainers guide and workbook. Together these resources provide support for entry-level workers and their trainers. The materials have been designed to support language, literacy and technical skill development, based on training at Level 1 in Meat processing through three core competencies from MTM00: MTMMP2B Apply hygiene and sanitation practices, MTMMP4B Follow safe work policies and procedures, MTMMP5B Communicate in the workplace.

The target audience is workers who speak English as a second language or native speakers with language and literacy needs. The guide has been written to help trainers who have not been trained to teach English as a second language. It provides some basic ideas on adult learners as language learners and on designing activities to help learners engage with language learning.

*All of these resources can be ordered on the MINTRAC website [www.mintrac.com.au](http://www.mintrac.com.au).*

**Adult Migrant English Program**

The Adult Migrant English Programme (AMEP) is a government funded program that provides 510 hours of English classes to new migrants and refugees. The AMEP will teach you how to read, write, speak and understand English. There are four different levels of English courses from Beginner to Advanced. The AMEP is free to eligible participants, with funding provided by the Department of Immigration and Citizenship (DIAC). Even if you are not eligible for free AMEP classes, you can still attend our classes for a small fee.

<http://www.ames.net.au/test.asp?testID=4>



## Resources for trainers

### Using plain English

This guide helps you write notices, letters, forms and other resources using plain English. It explains how to keep writing simple and uncomplicated, making it easier for workers with literacy problems to understand.

Available on the MINTRAC website.

<http://www.mintrac.com.au/>

### Maths can count – is there maths in abattoirs?

### Maths can count – is there maths in smallgoods?

Practical information for identifying maths in tasks and/or work instructions in abattoirs/smallgoods. Shows how to identify maths integrated in meat processing competency standards and gives ideas on how to deliver appropriately integrated training. This resource is available on the MINTRAC website

Abattoirs: [http://www.mintrac.com.au/files/order/product\\_pdf/Abattoirs%20maths%20can%20count1.pdf](http://www.mintrac.com.au/files/order/product_pdf/Abattoirs%20maths%20can%20count1.pdf)

Smallgoods: [http://www.mintrac.com.au/files/order/product\\_pdf/Smallgoods%20maths%20can%20count1.pdf](http://www.mintrac.com.au/files/order/product_pdf/Smallgoods%20maths%20can%20count1.pdf)

### Directions – WELL worthwhile

Agri-food Industry Skills Council developed a number of case studies on how Workplace English Language and Literacy funding has been utilised to improve training in various workplaces. The case studies include one on G&K O'Connors, a meat processing plant in Victoria. Directions – WELL worthwhile can be downloaded from the Agri-food Industry Skills Council website:

[http://www.agrifoodskills.net.au/files/Directions\\_final.pdf](http://www.agrifoodskills.net.au/files/Directions_final.pdf)

### WELL website – DEST

The DEST website provides additional case studies on how companies have successfully used WELL funding in their workplace.

There is also information on the different categories of WELL funding and application procedures. The website is relatively easy to navigate.

[http://www.dest.gov.au/sectors/training\\_skills/programmes\\_funding/programme\\_categories/special\\_needs\\_disadvantage/well/default.htm](http://www.dest.gov.au/sectors/training_skills/programmes_funding/programme_categories/special_needs_disadvantage/well/default.htm)

### The Get Real Factor: a model for language literacy and numeracy training in the agri-food industry

This resource is available from the Agri-food Industry Skills Council. It is designed to assist vocational trainers and assessors to identify language, literacy and numeracy skills in the units of competency and examine these skills within workplace tasks.

This resource is written in plain English, and is simple to follow.

It can be downloaded from the Agri-food Skills Council website:

[http://www.agrifoodskills.net.au/files/The\\_Get\\_Real\\_Factor.pdf](http://www.agrifoodskills.net.au/files/The_Get_Real_Factor.pdf)

### Culture at work: how to train and assess in a culturally inclusive way, a resource kit for trainers and assessors.

This resource kit was developed for the community services industry but is applicable to all trainers and assessors. The resource will help you to work with different cultures within the workplace.

It covers:

- "an introduction to the concept of culturally inclusive practice
- an overview of issues involved in inter-cultural communication
- some suggested strategies to assist trainers and assessors to understand the principles of culturally inclusive practice and associated issues
- guidance in applying the principles of culturally inclusive practice to competency-based training and assessment with examples using competency standards
- a series of activities for use by trainers and assessors in applying the principles of culturally inclusive practice in their work."

The resource was developed by DEST and is available from the Literacynet website:

[http://www.literacynet.dest.gov.au/NR/rdonlyres/613C3B03-D370-4035-92BF-66FA0189AF86/13274/Culture\\_at\\_Workfinal.pdf](http://www.literacynet.dest.gov.au/NR/rdonlyres/613C3B03-D370-4035-92BF-66FA0189AF86/13274/Culture_at_Workfinal.pdf)

### *Resources for trainers cont.*

#### **Frequently asked questions about language, literacy and numeracy issues in the Australian Quality Training Framework**

This guide provides information to help RTOs to understand how language, literacy and numeracy fit into the delivery of quality training and assessment. You may find it useful if you are planning, managing or conducting training and assessment under the Australian Quality Training Framework.

This ANTA publication is now available from the DEST website:

[http://www.dest.gov.au/sectors/training\\_skills/publications\\_resources/profiles/anta/profile/faqs\\_language\\_literacy\\_numeracy\\_aqtf.htm](http://www.dest.gov.au/sectors/training_skills/publications_resources/profiles/anta/profile/faqs_language_literacy_numeracy_aqtf.htm)

#### **Understanding and applying vocational language, literacy and numeracy within the Australian Quality Training Framework.**

This resource was developed by the Queensland Department of Employment and Training for vocational trainers who have no specialist knowledge of language, literacy and numeracy and who deliver accredited courses in a variety of modes. It will help you work through and define the LLN requirements of a job, the unit of competency and the needs of the trainee.

It is available from the Queensland Department of Employment and Training website:

[http://www.trainandemploy.qld.gov.au/resources/registration\\_audit/pdf/lln.pdf](http://www.trainandemploy.qld.gov.au/resources/registration_audit/pdf/lln.pdf)

#### **Built in, not bolted on**

An information kit for language, literacy and numeracy practitioners, training managers and industry trainers about language literacy & numeracy issues in the delivery of Training Packages.

It covers areas such as:

- How can language, literacy & numeracy practitioners work with Training Packages?
- Recognising language, literacy & numeracy issues in a Training Package.
- Customising the Training Package.

This publication was last updated in 2001. It is available from the DEST website:

[http://www.dest.gov.au/sectors/training\\_skills/publications\\_resources/profiles/anta/profile/built\\_in\\_not\\_bolted\\_on.htm](http://www.dest.gov.au/sectors/training_skills/publications_resources/profiles/anta/profile/built_in_not_bolted_on.htm)

#### **A new assessment tool**

This kit was developed for trainers and assessors to help understand the importance of workplace communication in Training Packages. It enables trainers and assessors to examine:

- communication skills that people need in doing their job, as expressed in Training Package Competency Standards
- communication skills required by trainees to participate in training and be assessed in accordance with Training Package requirements
- communication skills required by trainers and assessors to effectively implement Training Packages.

It is an ANTA publication and is now available on the DEST website:

[http://www.dest.gov.au/sectors/training\\_skills/publications\\_resources/profiles/anta/profile/a\\_new\\_assessment\\_tool.htm](http://www.dest.gov.au/sectors/training_skills/publications_resources/profiles/anta/profile/a_new_assessment_tool.htm)

#### **Concise guide for working with translators and interpreters in Australia**

This resource, produced by the National Accreditation Authority for translators and interpreters Ltd (NAATI) explains how to find, book, prepare for and use an interpreter/translator.

It is available from the NAATI website:

[http://www.naati.com.au/pdf/publications/concise\\_guide\\_for\\_working\\_with\\_ti\\_in\\_australia.pdf](http://www.naati.com.au/pdf/publications/concise_guide_for_working_with_ti_in_australia.pdf)

## 5.4 Attachment 4 - NESB Bulletin March

Volume 1, Issue 4

March 2008



MINTRAC

Trainees from non-English speaking backgrounds

### Funding available for language literacy and numeracy support

It is a requirement of the AQTF and all training packages to address language, literacy and numeracy support to trainees. Obviously trainees who receive such support are more likely to achieve success in training and work, which will positively impact on the business. But like anything, support costs. Not only that, your trainers may not have the necessary skills to provide that support.

This edition of the bulletin is all about accessing funding for LLN support training for your trainees and professional development for your trainers.

After a day of searching the internet, these are the grants and funding opportunities I have come up with. If you know of others, please email them to me for dissemination in the next edition.

Jodie Hummerston, Project Officer

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### The Adult Migrant English Program (AMEP)

The Adult Migrant English Program (AMEP) provides basic tuition in the English language to help eligible adult migrants and refugees settle successfully in Australia.

This program provides up to 510 hours of free tuition to assist migrants and refugees settling in Australia, who have been granted a permanent visa. Applicants must be at least 18 years old and speak little or no English. Some migrants with provisional visas may also be eligible to join the program. This funding is not available to workers who are in Australia on 457 visas or

sponsored under labour agreements.

To access funding, learners need to register with one of the AMEP service providers within three months of arriving in Australia or gaining permanent residence.

You can suggest that trainees who meet the eligibility criteria take up this offer of training, but it is up to them to sign up. More information on this funding is available on the [Department of Immigration website](#), including training providers and locations of training.

### Literacynet

The Adult Literacy Innovative Projects fund activities that demonstrate innovation in adult literacy. Projects funded include pilot projects, resource development and strategic projects and can be conducted in small community settings, or be of larger scope with regional or national applicability.

Projects that have been funded over the last few years include:

- Employability Skills for CALD Literacy/adult ESL: resource kit for educators and learners
- Working from Our Strengths-Recognising and building literacy through the training and assessment competencies
- Building literacy capacity through Learning Communities
- Literacy and numeracy support for apprentices and trainees in remote

communities using innovative technologies

Funding applications are not yet available for 2008/9. Closing dates will most likely be June 2008, based on last year's funding

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National Meat Industry  
Training Advisory Council





## Workplace English Language and Literacy (WELL) funding

WELL is a section of the Department of Employment, Education and Workplace Relations (DEEWR) and provides funding for improving Workplace language and literacy skills of the Australian workforce.

There are three different types of funding:

- Training projects (introducing training programs)
- Resource projects (developing resources)
- Strategic projects (industry-wide planning).

The first two types of projects will be briefly described here. For more information, head to the [WELL website](#).

### Training projects

Workplace English Language and Literacy (WELL) funding is available for Language and literacy training for Australian workers. To be eligible, workers must have English language, literacy or numeracy proficiency below a level where "a person should be able to communicate in English with sufficient accuracy to meet workplace needs." In the National Reporting System (NRS), workers at levels 1, 2, and 3 are eligible for funding. This funding is restricted to workers not on traineeships. Workers from overseas who are employed under sponsorship arrangements (457 visas or labour agreements) are not eligible.

The same funding should be available to trainees with the same level of skills, however at present Meat Industry qualifications are not on the eligible list of

traineeships. MINTRAC has asked the Agri-Food Industry Skills Council to investigate and rectify this. Keep an eye on the MINTRACer newsletter for any updates on this matter.

WELL training guidelines and application forms are available from the [DEEWR website](#).

### Resource development

WELL funding is available for the development of resources including:

- training materials designed to enhance language, literacy and numeracy skills that are aligned with endorsed Training Packages;
- industry relevant language, literacy and numeracy assessment and reporting methods; and
- professional development resources for industry trainers/assessors aligned with Training Packages.

Eligible applicants include:

- enterprises (including government business enterprises);
- Australian Government agencies and State/Territory Government departments and agencies;
- representative bodies (industry skills councils, employer organisations and trade unions); and
- Registered Training Organisations (RTOs).

Guidelines are available from the [DEEWR website](#).

## Reframing the future

Reframing the future funding is available for professional development of VET practitioners which aims to achieve one of the following goals:

- to develop staff capabilities to continuously improve the quality of competency based training and assessment
- to be innovative in responding to the needs of students, and the emerging skill needs and workforce development requirements of industry and communities
- to increase the productivity of the VET workforce and contribute to the productivity of the Australian workforce.

Depending on the nature of the project, funding of up to \$23,000 is available, however all funding must be matched by the RTO or enterprise.

All projects must aim to meet a particular goal, fit within a particular priority area and use a particular methodology, all prescribed by Reframing the Future. The goals and priority areas are quite broad, and there are a number of methodologies to choose from.

Application forms and guidelines are available from the [Reframing the future website](#). Applications close on 14 March 2008.

## Australian Flexible Learning Framework

The Australian Flexible Learning Framework offers funding annually for e-learning projects. Come up with an idea for incorporating e-learning into LLN training and you may be eligible for funding. Project applications

are soon approaching for 2008, so if there is no time to put in an application this year, keep it in mind for the future. For more information, head to the [Australian Flexible Learning Framework website](#).

5.5 Attachment 5 - NESB Bulletin May

Volume 1, Issue 5

May 2008



MINTRAC

**Trainees from non-English speaking backgrounds**

## Training trainees from highly oral cultures

Trainees from highly oral cultures and may have had very little experience with literacy or formal education. For trainees who have not been exposed to literacy in the past, trainers may need to reconsider their usual training methods, moving away from written prompts for learning and focus on very oral or physical methods.

Jodie Hummerston, Project Officer

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## Spend some time getting to know and understand the backgrounds of your trainees

Try to understand where your trainees have come from. What experiences have they had and what effect has it had on them. Talk to them and get to know about their world views, values, etc so that you can frame your teaching in a way they will understand.

Develop teaching strategies that tap into the learning strategies used by people from highly oral cultures when learning in their own language. Talk to trainees or other members of their community and find out how people learn in their culture.

Don't assume that your trainees' methods of teaching and learning are the same as yours. Try to incorporate some of their learning methods, and explicitly teach them how to participate and learn using your methods.

Lead into new concepts from a base they do understand – discuss cultural similarities and differences within the training.

Always lead from the known to the unknown. Start with something they are familiar with, be it a task learnt in a previous session, or something from their own culture, then use that base to introduce something new.

Make sure trainees understand what is expected of them in training. Think about all the things you take for granted in training. Where to sit, what to do at different times in the class, when to talk to your classmates etc. Explain all these things to your trainees as they may not have the same norms. Provide step by step instructions and explanations of activities.

## Talk to your trainees as adults

Remember that your trainees are not children. They have had different experiences with learning than you have, but those experiences are no less valid. They are still adults and adult learning principles still apply.

Consider their lives outside of work. It is possible they have language lesson commitments that may clash with your training sessions. Negotiate with them to ensure they are still able to attend both.

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**National Meat Industry  
Training Advisory Council**



## Reduce the load

Your trainees may have trouble coping with all aspects of learning at the same time and trainers need to consider just how much of a load they are placing on the trainees. Remember, they are not only learning a new skill, they are also learning the spoken language, the activity/strategy for learning, reading and writing and even skills associated with writing, such as holding a pen.

Break up tasks and focus on just one or two of the skills at a time. For example, if you are teaching learners about hygiene, do not expect to successfully teach them new concepts, the vocabulary for the concepts, how to say it, read it and write it in one session. Consider the concept of bacteria in one session, teach them the names of particular bacteria in another session, then, if necessary, teach them how to recognise/read the word and finally how to write it.

*Consider using a language and literacy expert to teach communication skills.*

## Introduce the concept of diagrams, graphs and maps

If using diagrams, maps or graphs teach them how they represent different things. Your trainees may even struggle to understand simple line drawings if they do not have the same cultural frames and life experiences as you. Use real objects to set the context, gradually replace them with photos or realistic pictures, then substitute these with more abstract diagrams or graphics.

With learners who have minimal first language literacy you will need to focus on their immediate personal experiences, cultural backgrounds, familiar topics and concrete, real world materials.

*Don't single out weak learners in front of others.*

## Learn how people successfully operate without literacy in their

Think about strategies you could use to teach without relying on reading and writing. Base your strategies on successful strategies used in their culture. Whenever possible, use physical activities to reinforce learning. Combining movement with spoken word appears to greatly assist students in remembering. Revise previous sessions at the beginning of each new session.

When teaching, give trainees the opportunity to repeat and recycle materials.

Allow them the opportunity to do and observe in class and to imitate and repeat.

*Explain to trainees that making mistakes is a part of learning*

## Scaffold your lessons

Consider using the scaffolding method of teaching – essentially scaffolding works like scaffolding on a building. At first, a building relies entirely on the scaffolding for support, but as you work on the building, it begins to support itself, allowing the builder to remove some of the temporary scaffolding. Eventually, all the scaffolding is removed and the building is able to hold itself up without any assistance.

The same concept can apply to teaching. At first, your learners are going to need you to model tasks – show them what is expected, model what they are learning. The next step is to get them to do the same task, with help from you, and possibly the rest of the group. As they start to get the hang of a task, withdraw your help; go from doing it for them to offering prompts as needed. Eventually, take away all your support and allow them to do the task on their own.

The next task they may be building on the previous task. Offer only the support they need to get the job done, removing that support as they develop their ability. Be aware that some learners from highly oral cultures may not be able to build on previous activities. They may tackle each new task as an entirely new problem, not recognising that they need to use the same techniques they learnt previously. You may have to put up the full scaffolding (start with complete support/modelling) each time.

*Design training sessions that use the learners' immediate personal experiences and cultural backgrounds to introduce new ideas. Start with familiar topics and concrete, real world materials to develop understanding of new topics, and more abstract ideas.*

## Modify your assessment tasks

Consider the impact of particular assessment methods. Many meat industry trainers are already aware that providing the option of oral question and answer sessions is essential for assessing English native speakers with low literacy. However you may need to go one step further – by explaining what is expected of the trainee in the assessment. Make sure they understand how to answer the questions – have they ever experienced a multiple choice question before? How do they answer? They need to know what to do, what to listen for, how and when to answer. What cultural implications could there be to asking a direct question? How else could you ask the same question to test their understanding whilst taking into account cultural norms?

*Reduce class sizes to allow extra time with each trainee.*

## Reframing the Future funding

This week, MINTRAC was awarded funding from Reframing the Future to deliver Employability Skills and language, literacy and numeracy training to meat industry trainers.

The training will be a blend of face to face workshops and E-learning, including online forums where participants will be expected to contribute ideas and tasks on a regular basis.

On completion of the program, participants will be able to apply for RPL in the Unit of Competency TAALLN401B Address language, literacy and numeracy issues within learning and assessment practices.

There will be places available for 15 participants.

Participants will be required to contribute \$200 each towards the cost of the program and pay any travel and accommodation expenses incurred.

It is anticipated the program will commence in July or August this year.

Application forms will be available at the end of May.

For more information contact Jodie Hummerston.

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## Funding

In the last edition of the bulletin we wrote about the availability of funding available to industry for training for workers from Non-English Speaking Backgrounds.

MINTRAC will soon have a section on our website that lists opportunities for funding.

Keep an eye on the bottom right corner of the MINTRAC website homepage for details.

[www.mintrac.com.au](http://www.mintrac.com.au)

If you would like to contribute to this page, send details to [mintrac@mintrac.com.au](mailto:mintrac@mintrac.com.au).

Watch this space



## References

Research for this bulletin uncovered some very useful resources for teaching learners from highly oral cultures. Many of these resources have easy to read ideas for working with this group of learners that are worth taking a look at.

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