



TAFE
NSW



**PROGRAMS FOR TAFE NSW STUDENTS FROM
LANGUAGE BACKGROUNDS OTHER THAN ENGLISH**

**CASE
STUDIES**

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Foreword

Each year Australia celebrates Harmony Day on 21 March. It provides an opportunity to reflect on where we have come from as a nation and where we are heading. It's also about community participation, inclusiveness and respect – celebrating the differences that make Australia what it is.

Each year TAFE NSW Institutes celebrate Harmony Day with a wide range of functions and activities. Throughout the year, however, Institute staff work in innovative ways to ensure that all members of their community can access vocational education and training.

These case studies illustrate just a handful of the many initiatives developed by staff in Institutes to meet the needs of learners from language backgrounds other than English. They highlight the wide range of approaches that have been adopted to address the challenges faced by such learners in overcoming barriers to educational and employment pathways.

It gives me great pleasure to commend these case studies to you in the hope that you find them to be a source of inspiration for developing new ideas, new programs and new pathways into the future.

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Multicultural Driving Hunter Institute

Aim

The aim of the *Multicultural Driving Program* was to improve the job readiness of students from language backgrounds other than English.

Description

60 students participated in this program.

English classes included “learning to drive” units, which helped these students pass the RTA driver’s knowledge tests and obtain a Learner Driver Licence. This enabled students to improve their employment opportunities across a range of industry areas including security, cleaning, aged care and hospitality.

The program provided opportunities for individual and group learning and was delivered at the Newcastle Campus car park every Saturday.

Partnerships

The program involved a partnership between Hunter Institute and the Hunter African Communities Council

The program was partly funded by the NRMA.

Outcomes

- ★ Of the 60 students, 25 have been able to obtain their provisional licences and have been able to gain employment.
- ★ The program played a pivotal role in both the settlement process and in identifying the educational needs of students from a language background other than English.

Factors for success

- ★ The support and resources provided by the Institute and positive relationships with partner organizations and agencies contributed to the success of this program.

Multicultural Soccer Team Hunter Institute

Aim

The aim of the *Multicultural Soccer Team* program was to provide a social framework to assist with the settlement of people from other countries and to expand their understanding of educational and vocational pathways.

The program identified the education and training needs of students and promoted participation, understanding, and respect amongst the class group and between the students, their colleagues at TAFE and the wider community.

Description

Most of the 120 participants were students from multicultural backgrounds who were enrolled in vocational programs at Newcastle campus.

The team trained 3 days a week at Newcastle campus. The Student Association contributed to payment of public liability insurance and the purchase of equipment.

The initiative provided an opportunity for other agencies (NSW Police, Newcastle City Council and Northern Settlement Services) to hold information sessions before or after training sessions.

Partnerships

The program was a partnership with the Hunter African Communities Council and was partly funded by the Department of Immigration and Citizenship under the Diverse Australia Programs.

Outcomes

- ★ The soccer team promoted integration, social cohesion and mutual respect amongst the players.
- ★ The students had the opportunity to practise their conversation skills, and develop networks and friendships with the wider community.

Factors for success

- ★ Enthusiasm of staff involved.
- ★ Liaison with local community to identify needs.
- ★ Development of link between sporting participation and awareness of education and training.

Customised Training Programs for Retrenched Workers Illawarra Institute

Aim

The aim of the *Customised Training Programs for Retrenched Workers* was to develop programs for workers affected by dislocation in the clothing manufacturing sector.

Description

This program was a broad initiative that sought to address the changing economic conditions in the Illawarra region. The focus was on workers facing redundancy and the need to equip them with the skills they required to help them retrain and be in a better position to find further employment.

Participants were from language backgrounds other than English and were mainly mature age women with a long history of service with the companies involved.

Workplace assessments were conducted at a large number of workplaces. A suite of suitable programs was identified including 11338 Certificate IV in Financial Services (Accounting), 18206 Certificate III in Children's Services, 18167 Certificate III in Aged Care and programs in the hospitality and retail areas.

As a result, participants were able to explore a range of vocational and educational pathways such as further study with TAFE and new employment opportunities in industry areas that would meet their emerging needs and interests.

A range of strategies that underpinned the design and delivery of the program was enhanced by the experience of teachers and the partnerships developed across faculties. Clear communication was also important in smoothing the transition from work to training.

All participants were provided with individual learning programs and individual and group learning opportunities.

A single point of contact was established for management, unions, workers and external customers.

Partnerships

This program was developed in partnership with Institute faculties, the Department of Education, Employment and Workplace Relations, Centrelink, DET State Training Services, the Textiles Clothing and Footwear Union of Australia and various employers including Pacific Brands.

Outcomes

- ★ Over 200 students improved their language, literacy and numeracy skills through the delivery of the Workplace English Language and Literacy Program at Bonds.
- ★ Over 50 retrenched workers had individual learning plans developed that led to their enrolment at Illawarra Institute.
- ★ 9 participants completed the Aged Care Course at Shellharbour and were able to find work in that industry – successfully changing their careers.
- ★ 3 participants who completed the Certificate II in Retail found employment in that sector.
- ★ Many students expressed a great deal of satisfaction with their workplace skills assessment and training plan and indicated a willingness to explore opportunities at TAFE in the future.
- ★ 1 student from the Aged Care Course won the Outstanding Student Achievement Award for Illawarra Institute in 2010.

Factors for success

- ★ The students were motivated and had a good work ethic.
- ★ Interpreters were available and used where necessary.
- ★ Many workers became aware of educational and jobsearch services that were available to them.
- ★ Job service providers were provided with more relevant information about individual clients.
- ★ Career Expos on site were valuable as workers were introduced to TAFE staff at their work environment.

English for Speakers of Other Languages Program - 1

New England Institute

Aim

The aim of the *English for Speakers of Other Languages Program* was to provide customised English language tuition for students from diverse backgrounds on a flexible basis.

Description

21 students enrolled in 2244 Course in Language, Literacy and Numeracy. Many also co-enrolled in the Adult Migrant English Program (AMEP) Preliminary Course and Certificates I, II and III in Spoken and Written English.

Students were from a range of countries including China, The Philippines, Malaysia, Iraq, India, Sri Lanka, Northern Sudan, Thailand, Vietnam and Nepal. They shared a background of employment in their country of origin and a desire to enter the workforce in Australia.

Students were provided with individual and group learning opportunities which enabled them to:

- ★ attend a class at their level of learning
- ★ choose to also attend Individual Learning Sessions and use websites, personalised PowerPoint presentations, CDs and CD ROMS to intensify progress
- ★ choose to also attend Literacy/Numeracy group classes with mainstream students
- ★ choose to co-enrol in a vocational course if their English level supported this
- ★ request Learner Support to assist with English language in vocational classes and with mainstream course materials
- ★ choose to enrol in the AMEP/OTEN Distance English online for AMEP eligible students
- ★ become part of a group of fellow ESOL students to share social occasions and group information sessions from local service providers.

The pre-training assessment, development of individual training programs and ongoing mentoring were vital to ensure that time spent at TAFE served the student's goals.

The program was delivered at Tamworth College.

Partnerships

This program was developed through partnerships with local services including Volunteer Referral Service, Libraries, Department of Education and Training Parent Group, Migrant Women's Group, Libraries, Northern Settlement Services, Family Relations Centre, and Centrelink.

Outcomes

- ★ 21 students successfully completed the program.
- ★ 21 participants planned to apply for further training in English Language or a vocational course.
- ★ 1 went on to commence a PhD at UNE.
- ★ 2 participants took up employment opportunities.
- ★ Other students were already employed or engaged in raising children.
- ★ All students confirmed that the program had been beneficial to them.

Factors for success

- ★ Timetabling took the personal time commitments and travel constraints of the students into consideration.
- ★ Pre-training assessment was carried out.
- ★ The program was customised for individual needs with a range of class levels available rather than larger, mixed level classes.
- ★ Class and individual learning sessions including mentoring were provided.
- ★ Students were encouraged to spend more hours on campus to network, make friends, take part in social occasions like Harmony Day and attend group information sessions from service providers.

English for Speakers of Other Languages Program - 2 New England Institute

Aim

The aim of the *English for Speakers of Other Languages Program* was to assist international workers to integrate at work and within the community.

Description

50 students enrolled in 6522 Statement of Attainment in ESOL. They were from 20 to 55 years of age and from countries such as Brazil, Columbia, the Philippines, Argentina, Korea and Vietnam.

All students were employed at the time of study.

Students reported having experienced difficulties with the English language at work and within the community.

The students were provided with group learning opportunities which enabled them to better:

- ★ understand instructions at work
- ★ participate in general social exchanges
- ★ interact with the public.

Students' needs and skills were identified at the beginning of the year and two groups were formed - beginners and advanced.

Students were keen to meet the English language standards required by the Department of Immigration and Citizenship and those who attended regularly showed marked improvement.

The program was designed to be delivered on a yearly basis. Classes were delivered for two hours in the evening on Tuesdays and Wednesdays.

The program was delivered at Inverell College.

Partnerships

The program was developed in partnership with Bindaree Beef of Inverell.

Outcomes

- ★ 4 students have already completed and the others are continuing with the program.
- ★ 25 students plan to apply for further training.
- ★ All students were keen to continue attending classes as these increased their opportunities of communicating with their co-workers and the wider community.

Factors Contributing to Success

- ★ Teacher's willingness to customise program to a student's needs.
- ★ Teacher's availability for extra help when needed.
- ★ Grouping of students according to skills levels.
- ★ Incentive for students to participate as encouraged by their employer.

Community Workplace Orientation Program North Coast Institute

Aim

The aim of the *Community Workplace Orientation Program* was to develop skills in job seeking and provide work orientation and work experience to introduce participants to Australian workplaces.

Description

Students in this program were enrolled in 9070 Statement of Attainment in Access to Work and Study. All students were from an isolated rural community and the group included:

- ★ 6 refugees from the Congo
- ★ 1 from Russia
- ★ 1 from Laos
- ★ 2 from Taiwan
- ★ 1 from Thailand.

Students were provided with individual and group learning opportunities which enabled them to:

- ★ participate in the design of the program
- ★ develop skills in job seeking
- ★ prepare resumes using Microsoft Word
- ★ investigate vocational options
- ★ undertake work orientation/work experience in an Australian workplace.

Strategies that underpinned the design and/or delivery of the program:

- ★ use of an English as a Second Language teacher as part of the teaching team
- ★ delivery in the student's own community, overcoming isolation/transport issues
- ★ course content was negotiated with the students.

The role of employment services and registration was included in the course content.

The program was delivered at Mullumbimby, in the Presbyterian Church hall.

Partnerships

This program was developed in partnership with:

- ★ DET Multicultural Worker
- ★ Far North Coast Migrant Working Group
- ★ Presbyterian Church (venue)
- ★ Local employers (work orientation)
- ★ ACE Mullumbimby (computers)
- ★ General Education Section, Murwillumbah Campus (English language support).

Outcomes

- ★ 11 participants indicated they were seeking part-time or full time when they completed their studies.
- ★ All participants confirmed that the program provided them with an improved understanding of the Australian workplace, and the skills needed to obtain work.

Factors for success

- ★ Students were involved in negotiating the course content.
- ★ The course was a response to an identified community need.
- ★ The course was delivered locally.
- ★ Team teaching (English language support).
- ★ Local partnerships.
- ★ Teacher had a language background other than English and demonstrated empathy with students' perspectives.
- ★ Where possible, work placements reflected students' qualifications and previous work experience.

Computing Program North Coast Institute

Aim

The aim of the *Computing Program* was to increase student computing skills to support students in their current English language and literacy study, further training, work situation and in their personal use of technology.

Description

18 students were enrolled in 2244 Course in Language, Literacy and Numeracy.

All students were from a language background other than English and countries of origin included China, Germany, Italy, Thailand, the Philippines and Vietnam.

Several students had low levels of education in their first language which increased the need for customised programs.

Students were provided with flexible, self-paced activities based on individual needs, goals, skills and interests. The resources and web sites were accessible from home if students wanted follow-up activities. Negotiation between students, the computer teacher and the English language teacher assisted with the choice of skills and content to suit the individual student training and personal needs.

Tuition was in a small group with one-to-one training and revision. Online English activities were provided for homework activities to support practice of English language and literacy lesson content.

The Program was delivered at the Great Lakes Campus.

Partnerships

The program was developed by staff from different sections of the Great Lakes Campus.

Outcomes

- ★ 13 of the 18 students were enrolled in a part time study program.
- ★ 3 enrolled in further computing study.
- ★ 2 gained employment.
- ★ 4 applied for jobs.
- ★ 4 used the internet to access government information eg Centrelink.

- ★ 9 students were planning to apply for further training.
- ★ All increased their interaction online with family and friends either overseas or in Australia.
- ★ 2 increased use of email for business.
- ★ 1 created a set of business documents eg. business cards, invoices etc.
- ★ Several students articulated into a higher level certificate in English.
- ★ 1 student successfully gained her driver licence, and then gained part-time work.
- ★ As students' confidence and computing skills improved, they accessed information online through local support networks.

Factors for success

- ★ Consideration of students' personal needs when developing timetables and choosing venues.
- ★ Negotiation of content with students.
- ★ Constant revision of activities.
- ★ Inclusion of language conversation and incorporation of language aspects of technology.
- ★ Location of resources on the internet to support the students' first languages. For example, Thai versions of practical tests were located when students were studying for the Australian Citizenship test.

Pathways to Aged Care Program Northern Sydney Institute

Aim

The aim of the *Pathways to Aged Care Program* was to help students improve their English as a second language skills and provide vocational training and work experience that could lead into employment in the Aged Care sector.

Description

Students were co-enrolled in 18167 Certificate III in Aged Care, 9069 Statement of Attainment in Skills for Work and Training and 6545 Certificate II in English for Speakers of Other Languages which they completed over 2 semesters.

Students were from a range of countries including Tibet, Japan, Croatia, Russia and a number of South American countries. All were mature age. Some required intensive literacy support while undertaking the Aged Care Program - a skill shortage area on the Northern Beaches.

The students were provided with individual and group learning opportunities which enabled them to:

- ★ gain an initial understanding of the aged care sector, including exposure to key industry concepts
- ★ practise in the workplace in a supportive environment, while being provided with language support
- ★ increase awareness of potential employment opportunities
- ★ experience an adult learning environment in an Australian context.

Consultation with the local Northern Beaches Community resulted in work experience being offered at three facilities in the local area.

The program was delivered through Northern Beaches College.

Partnerships

This program was developed in partnership with NSW AMES.

Outcomes

- ★ 11 students enrolled in and successfully completed this program.
- ★ 1 student went on to take up employment opportunities.
- ★ 2 students registered with employment placement services and sought to gain either part-time or full-time employment.
- ★ All students confirmed that they had benefitted from the program.

Factors for success

- ★ The coupling of the language course with skills training made the program more meaningful to the students.
- ★ Working in aged care facilities gave participants the opportunity to build networks and apply for future employment placements.
- ★ Coming from different backgrounds but sharing the same motivation to acquire both linguistic and vocational skills, the students were determined to succeed.
- ★ Students were successfully prepared for articulation into the Certificate III in Aged Care.
- ★ Teaching and support staff had extensive experience in the delivery of similar programs.

Permaculture Gardens Program

Riverina Institute

Aim

The aim of the *Permaculture Gardens Program* was to develop English as a second language skills and employability skills through participation in a permaculture program.

Description

Students were co-enrolled in 9070 Statement of Attainment in Skills for Work and Training and 9370 Certificate II in Permaculture.

Students were refugees from the Congo and Bhutan - the majority having limited formal education and many having experienced trauma and torture in their home country.

Almost all students had skills and experience in subsistence agriculture and permaculture techniques. The strategies underpinning delivery validated and recognised students' interests and experiences.

The program enabled the students to:

- ★ learn and apply English as a second language, in a positive, contextualised learning environment
- ★ build up language skills, self esteem, and practical experience
- ★ sow, tend and harvest their crops
- ★ prepare and consume their harvest, learning about healthy food in a fun, open-air learning environment
- ★ promote and sell their produce at local community markets
- ★ use the necessary tools and equipment
- ★ engage with, and take ownership of, their own learning
- ★ establish themselves at regular community and farmers' markets
- ★ establish a loyal customer base with regular and repeat customers looking for quality produce
- ★ develop a potential source of income.

The program was delivered on a weekly basis at Thurgoona (National Environment Centre) Campus.

Partnerships

The program involved a partnership with staff from different sections of the Institute with staff at the Thurgoona Campus.

Outcomes

- ★ The majority of the group completed the Certificate II in Permaculture.
- ★ The students developed and contextualised their English language skills. This helped them apply their existing agriculture and permaculture skills in an Australian context.
- ★ Students gained employability skills as a result of participating in the program.

Factors for success

- ★ Students' well-being, confidence and communication skills development were the focus of the program.
- ★ Students were able to transfer their existing skills in Permaculture/Agriculture into a new community and culture.
- ★ The course established a collaborative, non-threatening learning environment.
- ★ Students had significant input into the project site, and ownership of their learning and working environment was encouraged.

Aim

The aim of the *Art Skills Program* was to develop skills in English as a second language, increase the capacity and confidence of students and expand their range of educational and vocational pathways.

Description

19 students were enrolled in 9070 Statement of Attainment in Access to Work and Training.

Some students were refugees from Burundi, Burma and Sudan. Others were English language learners from China. The majority had limited educational backgrounds, and little functional English. Many had experienced trauma and torture in their home-country.

The students were provided with individual and group learning opportunities which enabled them to:

- ★ begin to learn and apply English as a second language, in a positive, contextualised learning environment
- ★ build up language skills, self esteem, and practical experience in an art environment
- ★ learn English and creative skills and widen their potential vocational understanding
- ★ learn how to apply drawing and painting media
- ★ run an exhibition to showcase their art work.

This group used practical art experiences and materials to develop their language skills. Additional strategies included the students planning and participating in an exhibition to showcase their work.

The program was delivered at the Wagga Wagga campus.

Partnerships

This program was developed by staff from the Wagga Wagga Foundation Studies Team in partnership with the campus Art Faculty.

Outcomes

- ★ More than 90% of the students gave positive feedback about the program.
- ★ Students became aware of potential vocational and study options such as spray painting, house painting and Visual Art and Design courses. As a result, the 5 higher language level participants planned to apply for further training with TAFE.
- ★ Lower language level students expressed an interest in continuing with their English language learning.
- ★ Hands-on organisation by students of an exhibition which showcased their art works
- ★ Students were provided with a potential external source of additional income through sales of art-work to the public.

Factors for success

- ★ A collaborative, non-threatening learning environment, with students from other nationalities.
- ★ Hands on practice to achieve language learning through practical means.
- ★ Opportunities provided for self-expression, and creative use of English language skills.
- ★ Focus on increasing understanding about educational and vocational pathways.

Pathways to the Community Services Sector Program South Western Sydney Institute

Aim

The aim of the *Pathways to the Community Services Sector Program* was to develop skills and improve opportunities for people seeking paid employment in the community services sector.

Description

19 students from a range of disadvantaged backgrounds were enrolled in 18061 Certificate IV in Community Services Work. All but two had experienced lengthy periods in refugee camps prior to their arrival in Australia. As a result, most were new to the expectations of an Australian educational environment and workplace.

Prior to enrolment, half the students had been working in the community services sector in a voluntary capacity. Nearly all of the students were jobseekers.

The program was developed in a skill shortage area in which employers value the ability to speak a language other than English.

Key elements of the program included an information session, work placement, customisation of learning and assessment resources, individual student planning and the timetable being developed in a way that addressed the needs of students.

Students were provided with individual and group learning opportunities which enabled them to:

- ★ acknowledge their own prior learning experiences and undertake training in a culturally safe environment
- ★ improve in confidence and self-esteem and improve their understanding of Australian cultural expectations
- ★ work collaboratively in groups to master the very complex theory elements of the program and link this new learning with previous life experiences

- ★ use, if necessary, their first language to grasp concepts and theory, and use this method as a scaffold to build understanding of concepts and fully engage in classroom discussions.

The program was delivered at Granville College.

Partnerships

This program was developed with the involvement of teaching sections and units across the Institute.

Outcomes

- ★ 18 students successfully completed the program.
- ★ All 18 students improved their community capacity building skills as a result of participating in this program.
- ★ 17 of the 18 students who completed the Certificate IV in Community Services Work later enrolled in the Diploma.

Factors for success

- ★ Student screening and selection - students were required to demonstrate their English language skills and their commitment to working in the Community Services sector.
- ★ Staff provided a range of critically important cross-cultural and vocational teaching skills.
- ★ The program was customised to maximise the learning of the students whilst strictly adhering to the requirements of this Certificate IV program.
- ★ Lessons were scheduled during school hours.
- ★ Three hours of Learner Support was provided each week.

Pathways to the Health Care Industry Program Sydney Institute

Aim

The aim of the *Pathways to the Health Care Industry Program* was to provide pathways for bilingual students into the skill shortage areas of nursing and health care.

Description

26 students were enrolled in 17592 Certificate II in Access to Nursing. Students were from a range of countries including Afghanistan, Argentina, China, Ethiopia, Fiji, India, Korea, Peru, Sri Lanka, Uganda and Vietnam. The group was mainly aged between 35 to 55 years.

Students were provided with individual and group learning opportunities which enabled them to:

- ★ become job ready in the health care industry
- ★ develop vocational English language skills.

Key strategies that underpinned the design and delivery of the program included:

- ★ contextualised English language support
- ★ orientation to nursing in Australia sessions
- ★ individualised learner support to address issues for students from a range of educational backgrounds
- ★ specialised pastoral care for those participants suffering from trauma and dislocation
- ★ individual and group reflection time
- ★ ongoing evaluation of the program.

The program also provided pathways to higher level courses such as *Certificate III in Aged Care* or *Certificate III in Health Services Assistance (Assisting in Nursing in Acute Care)*.

The program was delivered at Ultimo College over 14 weeks at 10 hours per week.

Partnerships

The program was developed in partnership with the health care industry.

Outcomes

- ★ 20 students completed the course
- ★ 18 continued with further study
- ★ 2 gained full time employment at Prince of Wales Hospital and St Vincent's Hospital.
- ★ Of the 6 students who discontinued:
 - 2 gained casual employment in Aged Care and Health industry
 - 2 gained employment in other areas.
- ★ 80% of the participants confirmed that the program provided them with the skills, knowledge and confidence to continue with further study and/or seek employment.
- ★ Institute vocational staff increased awareness and understanding about the needs of migrants and refugees and strengthened industry links.

Factors for success

- ★ Integrated English language support within vocational program.
- ★ Development of customised resources.
- ★ Provision of mentoring and specialised support provided for those refugees who had experienced trauma.
- ★ Inclusion of cross-cultural perspectives.
- ★ Promotion of the principles of cultural awareness.
- ★ Modelling of effective communication to develop workplace skills.
- ★ Encouragement of a supportive peer learning environment by mature age women.

English for Speakers of Other Languages (ESOL) Program Western Institute

Aim

The aim of the *Orange Community English for Speakers of Other Languages (ESOL) Program* was to provide vocational education and training options to meet the needs of students from language backgrounds other than English.

Description

Students were co-enrolled in 2244 Course in Language, Literacy and Numeracy, as well as 6522 Statement of Attainment in ESOL /6524 Certificate I in ESOL.

This program was extended to include additional workshops and skills acquisition through close partnership and liaison with the Orange City Council Multicultural Worker.

Students were from a range of countries including China, India, Indonesia, Sudan, the Philippines and various South American countries. 44 per cent of this cohort was from Sudan.

Students were provided with individual and group learning opportunities which enabled them to:

- ★ develop and extend their English language skills
- ★ understand services available to them in the community
- ★ understand aspects of Australian law, banking and loan procedures
- ★ develop fire safety skills
- ★ gain community confidence through social inclusion.

This program was responsive to community needs and these classes became a community hub in the Orange district for sharing information for those from language backgrounds other than English.

Invitations were extended to community members to speak to students when TAFE was running additional workshops. This raised awareness about education, local services and employment opportunities.

The program was delivered at Orange Campus.

Partnerships

This program was developed in partnership with Orange City Council.

Outcomes

- ★ The majority of students were keen to continue in English language classes and:
 - apply for further training at TAFE or other registered training organisations
 - have already been participating in other TAFE training
 - hope to gain employment.
- ★ All participants confirmed that this program provided them with the skills and knowledge to assist with their participation and engagement with the community.
- ★ 6545 Certificate II in ESOL will be offered in the future to enable students to articulate to a higher level qualification and further develop their English Language skills.
- ★ As a result of this program, an African Women's Health Program was organised in consultation area health services.

Factors for success

- ★ Commitment of the teachers and students.
- ★ Skill and expertise of the teachers.
- ★ Partnership with Orange City Council.
- ★ Relevance/flexibility of curriculum.

Aim

The aim of the *Harmony Day Program* in Western Institute was to promote awareness of other cultures and foster racial harmony within the local community.

Description

15 students enrolled in 6514 Statement of Attainment in Preparation for Work and Study Stage 1, 6515 Statement of Attainment in Preparation for Work and Study Stage 2 and 6515 Certificate 1 in Preparation for Work and Study.

Students and visitors were from a range of countries including Afghanistan, China, India, Lebanon, the Philippines, and various American countries.

A particular focus of Harmony Day was the Indian culture. This followed a request from members of the local community to be able to increase awareness about their backgrounds and histories by introducing people to their cultures of origin.

Participants were provided with individual and group learning opportunities that enabled them to:

- ★ appreciate other cultures
- ★ plan a community event
- ★ engage in cultural activities.

Some of the strategies that underpinned the design and/or delivery of the program included:

- ★ empowering the learners to take the lead in organising this event
- ★ inviting community members to take part in this program
- ★ inviting guest speakers
- ★ managers and senior staff supporting this event
- ★ listening to requests from the community.

The Program was delivered at Coonamble Campus.

Partnerships

This program was developed by Access Faculty in Coonamble and was in partnership with the Gilgandra and Coonamble Campuses and the Coonamble community.

Outcomes

- ★ 15 students from Coonamble organised the Harmony Day event.
- ★ 10 students travelled from Gilgandra to attend the festivities.
- ★ A local employer from Afghanistan asked that his culture be the focus of the next Harmony Day.

Factors for success

- ★ Commitment of students and teachers.
- ★ Participation of the community.
- ★ Planning and organisation by the students.

Social Inclusion Pathways for Refugee Students (SPIRY) Western Sydney Institute

Aim

The aim of the *Social Inclusion Pathways for Refugee Youth (SPIRY) Program* was to maximise access to programs and services for refugee students with high support needs. It sought to develop the students' skills so they could gain sustainable employment and strengthen their participation across the community.

Description

This program provided opportunities for 15 students from refugee backgrounds enrolled at Blacktown Girls High to identify post-school training and career pathways.

Students were enrolled in Years 10, 11 or 12 and ranged in age from 15 to 20 years. The students required parental permission to enrol in Course 4962 Statement of Attainment in Vocational and Community Engagement which was delivered each Tuesday at Blacktown TAFE College.

The course provided wrap-around services involving the following groups:

- ★ TAFE NSW – Western Sydney Institute, Outreach section
- ★ Centrelink to provide information regarding future employment support
- ★ SydWest to provide participant workshops as well as parental information as required

Another course is being planned for 2011.

The course was presented in two components over alternating weeks. During the first component, students identified their underpinning foundation language and literacy skills and their post school career choices.

During the second component students selected various TAFE skills areas and visited relevant colleges within Western Sydney Institute for 'taster days'.

Partnerships

This program involved partnerships with Blacktown Girls High School, Centrelink, SydWest Multicultural Services, Mamre House, Job Quest, Western Sydney Institute's Nirimba College, Outreach Unit and Counselling & Careers Services.

Additionally, a variety of other community support organisations were brought in to provide other types of social and welfare services as required.

Outcomes

- ★ 15 students completed the course.
- ★ 5 planned to do another TAFE course.
- ★ 5 sought to combine work and study.
- ★ 5 planned to complete school.
- ★ Relationships developed between some of the non-government organisations and Blacktown Girls High School to run further workshops in areas of interest.
- ★ Similar programs planned for the future.

Factors for success

- ★ Students had their personal issues dealt with quickly, using referrals to expert support services.
- ★ Contextualised English language skills were embedded throughout all vocational subjects, utilising the expertise of English language teachers.
- ★ Australian cultural awareness was also embedded in the program.
- ★ The timing of the course was chosen to best suit the school timetables and routines.
- ★ 'Taster Days' were carefully planned to make best use of timing, facilities and appropriate teacher availability.
- ★ All roles and responsibilities of all participants were clearly defined and agreed upon before the program commenced.

Refugees Farming Program Western Sydney Institute

Aim

The aim of the *Refugees Farming Program* was to provide opportunities to build careers in farming and small business while fulfilling the industry's requirements for skilled workers. It sought to develop employability, learning, social and life skills as well as agricultural industry skills to prepare students for jobs in the industry and further study in higher level qualifications.

Description

13 students were from Karen (Burmese) and Liberian backgrounds and were provided with individual and group learning opportunities which enabled them to:

- ★ contextualise and embed English Language throughout all vocational subjects utilizing the expertise of the English language Teacher
- ★ learn by doing with a large component of the course being delivered in the field enabling students to get hands on training
- ★ increase their vocational English skills in Agricultural terminology.

Students enrolled in 2453 the Certificate II in Agriculture and were also co-enrolled in 9999 Learner Support for the English language component of the course. Embedded units related to communication skills, basic computing, employability skills and contextualised English language skills.

The program was delivered at Richmond College and on local Hawkesbury farms.

Partnerships

This program was developed in partnership with NSW Farmers association, Nepean Migrant Access settlement services, Syd West Area Health Service Hawkesbury Harvest, and Centrelink Multicultural Services.

A variety of community support organisations provided other types of social & welfare services where required.

Outcomes

- ★ 8 students successfully completed this program.
- ★ 7 students took up employment opportunities – some before the course completed.
- ★ 8 students plan to apply for further training.
- ★ A local employer subsequently requested 3 students from this course to start employment as soon as possible.

Factors for success

- ★ Team teaching utilising the expertise of Agriculture and English language teachers.
- ★ A pictorial agriculture teaching resource assisted students with very low English language skill levels.
- ★ One bi-lingual student had previous experience as a Social Worker and acted as an interpreter and mentor for other students with lower level English language skills.
- ★ Strong collaborative and flexible partnerships worked together to achieve the best outcomes for the students.
- ★ Tailored services delivered through a case management approach.
- ★ Prevention strategies using early intervention and the expertise of support services.
- ★ Ongoing analysis, monitoring and feedback involving all stakeholders supported changes to delivery as required.

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