INTRODUCTION:

AMEP National Forum Report

Issues in Program Design:
*Reconciling the interests of stakeholders*

18 - 19 May 2006

Gold Coast Institute of TAFE
Southport, QLD
This Forum was convened over two days to discuss the Issues in Program Design: Reconciling the interests of stakeholders in the AMEP. The delegates were representatives from AMEP Service providers and organizations involved in service provision to students in the AMEP.

The objectives of the forum were:
- To explore stakeholder perspectives
- To consider stakeholders' influences on curriculum and program planning.

Many of the issues raised were closely linked and, consequently, interconnected discussions frequently continued across sessions and throughout the two days of the Forum.

This report summarises the main issues and suggestions emerging throughout the two days of presentations and discussions and is organized under the four main themes of the Forum:

1. The interests of stakeholders: Building bridges
2. Reconciling organizational capacity and learner needs
3. Issues in program design
4. Building organizational capacity: teacher development

A list of participating organizations is included at the end of this report and the full program and PowerPoint slides of presentations are available at http://www.nceltr.mq.edu.au/pdamep/nat_for/index.html

THEME 1: THE INTERESTS OF STAKEHOLDERS: BUILDING BRIDGES

- BALANCING THE NEEDS OF STAKEHOLDERS AT GOLD COAST INSTITUTE OF TAFE (L. Russell)

Apart from the funding body, the needs of learners, the community, AMEP staff members have been met in the areas of:

- Technology - providing ‘blended learning options’ (face-to-face teaching is supplemented by the use of sophisticated educational technology to meet individual needs). Learners expressed the need to be able to access computer assisted learning programs from home. Providers need to customise the programs to the learners’ specific needs and this may be achieved by CSWE on-line delivery in the Individual Learning Centre.
- **Professional Development for staff**: This is a commitment to continuous improvement in staff skills and knowledge. It has been recognized that there is a great need of PD for staff in order to equip them to stay abreast with the tremendous pace of technological change. Demand for accountability and complex needs of students, funding body and community needs are escalating. Staff therefore needs to strive to cater for students’ needs and PD will assist them in this endeavor.

- **Community collaboration** – providing ways of networking and offering service to the community–based programs such as ESL class at the Mosque, computer assisted language learning for members of the Gold Coast Islamic Society and hosting and actively supporting the Gold Coast Multicultural Services Network

**STOPPING THE MERRY-GO-ROUND: RESPONDING TO THE NEEDS OF THE SUDANESE COMMUNITY IN TOOWOOMBA**  (David Taylor)

The needs of the Sudanese community in Toowoomba have been catered for with many stakeholders and agencies involved in providing services to learners. Several issues are being addressed for the clients such as cultural differences, childcare, transport; for the agencies such as funding and communication between agencies; and for the AMEP service providers such as staffing, communication with stakeholders. These issues require cooperation and collaboration among programs and agencies to ensure successful educational and settlement programs for the clients. Suggested strategies include:

- identifying the issues
- coordinating with all stakeholders and developing collaboration and partnerships
- engaging the community in the process of finding solutions.

As a result, several actions had been taken, among which are:

- developing an Educational Assessment Centre where coordination of services takes place
- establishing learners pathways where students are able to undertake a dual enrolment allowing them to improve their language skills as well as engaging in the vocational areas of their choice
- building communication throughout the community.

**POST AMEP PATHWAYS AND REFERRALS**  (George Ildes)

**Employment and educational access issues**– Services and referrals are provided by agencies such as Centrelink to assist clients in both categories – those who are job ready and those who are not. Related issues such as settlement and preparation for work are addressed by the agencies and service providers. State funded courses also need to offer flexible hours in order to allow students to attend. Initiatives such as work experience
programs and working groups have been implemented and close liaison between the AMEP service providers and the agencies should be fostered in order to produce more tangible outcomes and service for clients.

**VIEWPOINTS FROM GROUP DISCUSSION**

- Discuss your organisation’s experience of collaborating with community agencies, and the issues raised by panel speakers.
- In your report-back suggest some strategies to respond to these issues.

<table>
<thead>
<tr>
<th>Issues on collaboration with community agencies</th>
<th>Strategies</th>
</tr>
</thead>
</table>
| Barriers to building good relationships, for example - funding shift from incumbent to successful tenderer. Often dependent on key personalities driving collaboration. | ▪ Identify key players eg State Director of DIMA who is in the position to organise collaboration among agencies  
▪ List of community groups to be made available |
| Ethnic Community organisational capacity – lack of effective representation | ▪ One–stop shop approach  
▪ Community information days  
▪ Collaboration between Centrelink MSOs and the Service Provider  
▪ Pathways for students  
▪ Inclusion of community agencies in providing support to the program  
▪ Liaising with community and networks are very useful and necessary  
▪ Building relationships by assisting organization, for example providing rooms, community classes in community venues  
▪ Establish a community radio/telephone link up |
| In some states there are problems with contacts – precluded by Privacy Act with private bodies. | Needs a change in mindset for all government bodies. This can be overcome by good relationship with the key players.  
▪ Lack of awareness in Job Network staff for effective placement and continuation with LLNP especially while clients are waiting for university placement.  
▪ Communication issues between a |
job network training provider and other providers
- 16-18 year old clients who have entered school and left lose their entitlements in AMEP program except for LLNP.

providers – collaboration rather than competition
- Agreement to a set of communication protocol procedures

THEME 2: RECONCILING ORGANISATIONAL CAPACITY AND LEARNER NEEDS

- USE OF COMPUTER TECHNOLOGY IN THE AMEP (Denise E. Murray)

Use of computer technology has been embedded in the curriculum for over a decade and therefore requires a study to determine the access and use of the technology by teachers and students both in the classroom and at home.

For more information on statistics and research methodology, visit the website and the PowerPoint presentation at http://www.nceltr.mq.edu.au/pdamep/nat_for/index.html

The research methodology used included teacher and student questionnaires sent out to participating centres in all states, with follow-up focus groups. However the respondents to the questionnaires and the data are not representative of all national enrolment. Some states are over represented while the opposite applies to the more populated states.

The major areas of usage where students and teachers have better skills include:

- word processing
- email
- websites in English

Teachers expressed a need for professional development in some aspects of computer technology. Technology is available not only to support language learning but also to provide support for settlement – learning the skills to use the technology will assist learners in their education and employment.

The report on the statistics and findings has been published by NCELTR http://www.nceltr.mq.edu.au/publications

- DEVELOPING VOCATIONALLY SPECIFIC CONTENT FOR CSWE (Denise E. Murray)

This project responded to feedback from AMEP Service Providers concerning the need for research on vocational specific learning. The project aims to:
• determine whether learners perceive that some content is more useful and more motivating than other content
• determine whether content that is perceived to have instrumental value affects language learning
• determine whether learners with a single goal and focus find relevant classwork more rewarding than general content, and whether this affects language learning
• make recommendations regarding appropriate modes of delivery and content for the two courses identified in the preliminary survey
• articulate research findings for the professional and academic communities

Some of the goals were altered or redirected as the project progressed, as a result of feedback from providers. For more information on the methodology used in this project, visit the website and the PowerPoint presentation at [http://www.nceltr.mq.edu.au/pdamep/nat_for/index.html](http://www.nceltr.mq.edu.au/pdamep/nat_for/index.html)

An addition to the original methodology was provided by the interviews of former AMEP students who are now in the workforce or VET course to find out how they are handling work or the VET course.

Mapping of VET Training packages and CSWE was carried out for the following units:

- Communication skills modules
- OHS units
- Compulsory Units in Health and Community Services TP

Preliminary findings have resulted in a Fact Sheet, which examines three issues:

- **Delivery modes** – investigating how the course could be conducted and by whom
- **Learner issues** – concerning the prospect of job finding as well as length of additional training for some jobs
- **Institutional issues** – probing the issues of VET and CSWE assessment, level and the number of hours spent on content and on language.


- **ASSESSMENT TASK BANK AND OTHER RESEARCH ISSUES**
  (Margaret Bowering)

- **Assessment Task Bank** exemplifies the spirit of collaboration within the AMEP community. It was founded as a result of teacher needs for support in the assessment process. The assessment tasks are provided by teachers and the moderations are conducted by the National Working Group. The validation process involves piloting,
moderation and trialling of the tasks and with the final products posted on the NCELTR website.

Managers and teachers are invited to submit more assessment tasks for moderation. The emergent issues regarding the submission include:

- request for recognition for the task contributors
- the way the moderation process alters the tasks
- teachers’ concern about how their tasks would be subject to scrutiny and changes
- lack of immediate professional benefit to contributors
- copyright issues for the tasks that use texts already published

- **SPRP Research projects** for 2005-2006 are approaching the conclusion and preparation for the development of the new research projects for 2007-2008 is underway. The process involves consultation meetings with DIMA and all service providers in order for the AMEP Research Centre to engage in the projects that will respond to the needs of DIMA and Service Providers. Issues raised at this meeting include:

  - fatigue among some Service Providers
  - replacement cost for teachers’ teaching time
  - replacement cost for teachers’ writing time

**VIEWPOINTS FROM GROUP DISCUSSION**

- Discuss issues that arise in implementing new curricula, as described in the previous sessions.
- Describe the institutional resources that enable you to identify and respond quickly to changing learner needs.
- Identify strategies that would ensure these are readily available to you.

* indicating a number of the same comments by delegates

<table>
<thead>
<tr>
<th>Issues in implementing new curricula</th>
<th>Strategies</th>
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<tbody>
<tr>
<td>Greater industry involvement in question moderation</td>
<td>• Collaboration between mainstream and AMEP teachers</td>
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<tr>
<td>Differing funding sources and associated reporting requirements – time consuming</td>
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<tr>
<td>Budget issues – how to fund</td>
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</tbody>
</table>
| Numbers of students and specific needs are very few. | • Ability to assess students in their workplace  
• Generic skill focus |
| --- | --- |
| - Teacher time/collaboration time  
- Student numbers | • Dedicated (part-time) coordinator to oversee |
| - Liaison with relevant departments regarding training of teachers  
- Flexible workforce is necessary  
- Problem of aging staff |  |
| - Resources (2)*  
- No resources for first few months then teachers must develop printed resources | • Share resources across programs/institutes  
• E-board for assessment tasks |
| - DIMA’s focus on language settlement needs – not vocational purposes  
- Administrative demands can conflict with learners’ needs |  |
| - Issues/matters that restrict /constrict what can be offered in way of training packages are:  
  - CSWE Curriculum  
  - sufficient numbers of students for the duration of the course limits  
  - continuous enrolment | • Collaboration with other AMEP Providers, DIMA |
| - Time, mapping, new training packages, numbers, funding, methodology, interest and desire for VET providers to participate |  |

**THEME 3: ISSUES IN PROGRAM DESIGN**

- **PROGRAMMING FOR LOW LITERACY LEARNERS** (Lynn Oxlad)

LM Training Specialists has a limited contract to provide the AMEP in the CBD of Adelaide. LM Training Specialists also provides the DEST funded Language Literacy and Numeracy Program (LLNP) for migrants.

Approximately 70% of LM’s clients are prelim or CSWE I. This equates to approximately 560 low literacy learners.
**Classes** are graded at both the preliminary and CSWE I level to cater for clients’ individual needs. There are three preliminary levels (A, B and C) and three levels at CSWE I (low, medium and high) as well as low, medium and high CSWE I literacy classes. At each level is an A and B stream, with the B stream being the faster paced learners.

**Learning Outcomes** are allocated to each level with the same learning outcomes being covered in the A and B stream. Teachers are given a list of grammar functions that need to be taught to achieve the Learning Outcomes.

**Literacy Classes** cater for clients whose speaking and listening skills are much higher than reading and writing skills.

**Placement** in the correct class on commencement is crucial. 1 ½ hours are allowed for the initial one-on-one face-to-face assessments. A table of descriptors is provided to assessors to ensure accurate placement.

**AMEP and LLNP clients** are placed in the same class. This allows for a smooth transition from the AMEP to the LLNP as clients stay in the same class with the same teacher for the complete term. Clients are assessed by their class teacher twice a term on the Learning Outcomes they have been taught.

**Timetable** - currently LM runs one shift a day from 9.30 am to 1.45 pm. This fits in with students’ children’s school hours and enables them to be home by the time school finishes.

Having only one shift a day also enables teachers to meet regularly to share ideas, collaborate and maintain a co-operative and friendly working relationship.

**Continuity and Consistency** in class delivery is maintained as students stay in the one class with the same teacher for the term. This enables teachers to get to know their students better and more readily cater for their individual needs. Learners are assessed and promoted when they are ready.

**Settlement Issues** – At placement, many factors such as client availability due to childcare needs, part-time employment or ongoing medical appointment are taken into consideration. To cater for their needs the same level classes are offered on different days. In addition, certain aspects of settlement, such as employment, shopping, are covered in the topics used to teach the learning outcomes. Bi-lingual volunteers and class volunteers are available to assist teachers and learners.
- **PERSPECTIVES ON CONTINUOUS ENROLMENT** (Lynda Yates)

This research project consists of two phases:

**Phase 1**
Working with focus groups and interviews with managers, teachers, students and one administrator around Australia to explore their views and to identify strategies for working with continuous enrolment.

The research investigated the issue from the students’, teachers’ and managers’ points of view. The responses were mixed and revolved around sensitivity of new students entering a class that has already been established, the suitable level for them and the waiting period.

Continuous enrolment helps reduce a long waiting period for learners and allows them to enrol and start at their earliest convenience. Albeit with some reservation due to the erratic pattern of the intake, teachers accepted that it was necessary to adopt this style of enrolment. They have managed to adapt their teaching styles to accommodate the new arrivals. An opportunity to revise the teaching, recycling learning and assessing in a variety of contexts has been acknowledged. Program managers recognise the necessity to maintain financial viability of classes as well as the ability to start and replenish a class with low numbers. In the climate of competition among providers, this arrangement is inevitable. Nevertheless there are issues stemming from continuous enrolment that managers need to consider and monitor such as staffing requirements, childcare places, and class sizes.

Providers search for strategies to manage the programs at centre level such as:
- providing finely-graded classes and counselling
- organising student intakes only on a certain day and up to a certain week of the term
- offering holding or orientation classes which prepare students for the mainstream class when it is available

and at classroom levels by fostering a supportive learning environment.

**Phase 2**
- Working with teachers in a centre to devise and trial strategies
- Teachers participating in 3 workshops with AMEP RC researcher where they work in groups to trial and document one of three strategies for dealing with continuous enrolment

The centre participating in the trailling is a city centre with enthusiastic teachers and staff. The three strategies include:

- a teaching strategy encouraging use of bonding activities which are communicative and social in the classroom to cement relationships and foster
social acceptance of newcomers. All activities which are the result of group meetings to brainstorm appropriate types of activities and teachers’ contributions are collated into one folder for each floor level with instructions and feedback sheets. Responses from feedback sheets are collated.

- the development of a user-friendly induction checklist that teachers can use to check that newcomers get all relevant information. Feedback from teachers for the checklist was all positive.

- the institution of a ‘buddy system’ to support/assist newcomers in lower levels so that students/teachers can find buddies/interpreters from CSWE 3/4 classes. Lower level teachers need to complete a request slip for interpreters. In spite of the enthusiasm expressed in staff meetings, there were no requests from lower level staff as the teachers were unsure of what their responsibility in the arrangements was. Also the logistic problems of different floor levels and forms needed to be addressed. Teachers need to support the liaison officer in finding language interpreters. Staff at the staff meeting should be able to identify how to support/communicate the types of translation services that students can offer. Use of a database may be of great assistance in this effort.

**VIEWPOINTS FROM GROUP DISCUSSION**

- Discuss the influences on program design in your program.

- Discuss the factors that most influence the decisions you make.

- Suggest some strategies for dealing with factors that are an impediment to meeting learner needs.

* indicating a number of the same comments by delegates

<table>
<thead>
<tr>
<th>Influences on program design and factors that most influence decision making</th>
<th>Strategies</th>
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<tbody>
<tr>
<td><strong>Influences</strong>&lt;br&gt;- a large number of casual teachers&lt;br&gt;- childcare (4)*</td>
<td>LA (Learning activity) for Speaking and Listening Modules</td>
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<tr>
<td><strong>Factors</strong>&lt;br&gt;- Students’ needs</td>
<td>LA (Learning activity) for Reading and Writing Modules</td>
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<tr>
<td>Balancing the needs of students with the requirements of the organization and the curriculum (2)*</td>
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<tr>
<td><strong>Issue</strong>&lt;br&gt;- Timetabling and its influence on program design</td>
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<tr>
<td>Influences</td>
<td>Constraints (rather than influences)</td>
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<td>- numbers of students (2)<em>&lt;br&gt;- client profiles (2)</em> (where they come from and their educational background)&lt;br&gt;- bus timetables, placement of family members&lt;br&gt;- flexibility and availability of teachers, skill range of staff (3)*</td>
<td>- budget,&lt;br&gt;- DIMA requirements (2)<em>&lt;br&gt;- accommodation (2)</em>&lt;br&gt;- lack of support services such as counsellors, interpreters&lt;br&gt;- renting extra rooms off site that would accommodate childcare next door.&lt;br&gt;- classes in the afternoon</td>
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<tr>
<td>Influence</td>
<td>Influence</td>
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<tr>
<td>- student settlement needs&lt;br&gt;- community based preferences</td>
<td>- bilingual tutors (information sessions, written materials translated and students’ handbook&lt;br&gt;- induction program that teachers can use one-on-one as class activities for higher level students</td>
</tr>
<tr>
<td>- financial/licensing – curriculum/class numbers</td>
<td>- Quick response/decision making</td>
</tr>
<tr>
<td>- QA – contingency/management, planning &amp; flexibility</td>
<td>- part of AMEP but important influence of TAFE overlay and administrative rules such as two reporting systems/modules (2 cores and three electives except for preliminary)&lt;br&gt;- depends on size of centre – large centres can have a range of finely-tuned classes&lt;br&gt;- staff expertise in specialist fields and staff recruitment&lt;br&gt;- problems with staff rejuvenation and recruitment of young and male teachers&lt;br&gt;- timetabling – having to use rooms to capacity</td>
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THEME 4: BUILDING ORGANISATIONAL CAPACITY: TEACHER DEVELOPMENT

- BROADENING PROFESSIONAL DEVELOPMENT (Chris Howell)

At AMES the raising of teacher and manager awareness of all the professional development possibilities that are available is being explored through promoting various areas of interest such as workplace learning, research projects and examining teachers’ value and beliefs. An issue is that some of the more effective activities, such as working on projects, are not readily recognized as professional development by teachers who often see workshops as their main avenue of professional development.

The goal is that staff members, including managers, teachers and administrators work as a team to take the organization into a certain direction and that professional development contributes to the connection between corporate plans and local action plans.

The current process is that teachers meet with their managers to discuss their development goals and how to connect these with local and divisional action plans – to identify their own professional development needs in alignment with divisional needs. Teachers’ development goals need to include explicit attention to teaching and learning and professional practice, as well as contract and other compliance issues.

PD strategies currently being promoted include special interest networks, connections with AMEP partners, involvement in resource development, projects, and conferences and seminars. The content areas for professional development include:

- skill development in creating and delivering relevant and contextualised syllabuses
- strategies and techniques for learners’ literacy skills
- knowledge of the employment context and employability skills needed by learners
- integration of CALL into teaching and learning, focus on low level literacy clients.
- use of new technology

Teaching resources are useful tools to develop knowledge and skills, particularly in the area of employment/employability, literacy and technology. Resources that have been produced for students can also help to upskill teachers.

Emergent issues:

- One barrier for the learning of new technology is the lack of confidence in the field among teachers and managers. Therefore it is essential to develop the managers’ understanding of new technology as well.
- Issues in professional development that need to be addressed include reconciling the interests of stakeholders - the contracts, the learners, and teachers’ professional practice; engaging the existing experienced workforce; training for the newer workforce; changing client groups and new knowledge and skills needed.

- ‘WHAT REALLY GOES ON IN THE CLASSROOM?’ IDEAS AND LESSONS FOR REFLECTING ON AND OBSERVING CLASSES
  (Richard Flack)

Teaching is a practical profession and there are opportunities for teachers to share their knowledge and expertise with their colleagues through indirect (where activities are placed in folders in the staff room for teachers to access/peer observation) and direct approaches (observation and feedback)

In peer observation, teachers have an opportunity to observe their colleagues in the classroom. Participating teachers are replaced in their teaching classroom during their period of observation.

The direct method involves a teacher trainer who observes teacher’s classes and offers feedback and recommendations. The response among teachers on this PD method has been positive. In addition some teachers have participated in the project with the AMEP Research Centre such as the SPRP project on developing the community of practice where they engage in peer support.

- AN OVERVIEW OF TEACHERS’ STATED SUPPORT NEEDS AND STATED SATISFACTION LEVELS  (Virginia Collinge)

Response to Professional Development: Teachers have their say

Professional Development is approached from several angles - corporate, consortium training days, local activities, external networks, personal requests (determined by what individuals want and need to do).

The Corporate aspect explores issues such as organisational change, strategic directions, globalisation, changes in demographics and trends that impact on English language teaching. It also includes diverse skills sessions such as Counselling Skills and Stress Management.

Consortium Professional Development days focus on topics of particular significance to the AMEP teachers and their client group. Sessions include topics such as teaching disparate groups, project based teaching and dealing with torture and trauma.
Regular local PD sessions are determined by each college and include program band discussions, moderation and regular computer/internet training.

Teachers are also kept informed about information sessions, seminars and opportunities offered and delivered externally by several institutes such as NCELTR and ATESOL.

Teachers’ responses to these are mixed and at times contradictory, which raises many questions and especially the question of whose responsibility it should be for teachers to obtain professional development – teachers’ own initiatives or organisational responsibility or a combination of both.

**VIEWPOINTS FROM GROUP DISCUSSION**

- Discuss the issues raised about teacher development needs, and identify those that are relevant to your own programs.

- Suggest directions for the AMEP Research Centre and yourselves to address these needs.

* indicating a number of the same comments by delegates

<table>
<thead>
<tr>
<th>Issues in teacher development needs</th>
<th>Suggested directions for future PD</th>
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<tbody>
<tr>
<td>- Teachers taking responsibility for their own Professional Development</td>
<td>- Offer choices of workshops – electives and give a good overview of what will be included in the workshop sessions so that teachers can make better-informed choices</td>
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<tr>
<td>- Shared responsibility &amp; balance</td>
<td>- Professional and dynamic presenter</td>
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<tr>
<td>- balancing the needs of the students with requirements of the organization (auditing requirements)</td>
<td>- Ramifications of theory for practical applications</td>
</tr>
<tr>
<td>- Practical and local real classroom issues</td>
<td>- Latest research and ramifications for practice in the classroom</td>
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<tr>
<td>- DVD of real classroom sessions with modules/language outcomes relevant to CSWE levels for teachers to observe</td>
<td>- Teachers find that a session which allows them to walk away with practical ideas and an activity show bag will then promote a positive outcome as opposed to PD sessions that cover research, statistics, current theories as they tend to cause negative comments/evaluation. (2)*</td>
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<tr>
<td>- Smaller groups where discussion is</td>
<td>- Smaller groups where discussion is</td>
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</table>
### Effects of casualisation (part-time teachers) on Professional Development (2)*
- Participation, funding, work cover, uncertainty of future employment
- Need for re-energising in a variety of ways
- Their needs are not being addressed
- Developing resources with other teachers

- The need to meet other teachers
- Food/paid time (2)
- Peer observations
- Administrative overload
- Apathy/boredom
- Succession planning
- Range of activities

- More resources rather than “research”
- Research on new technology or what is a likely outcome of world events i.e. new refugees/countries

- Corporate imperatives/individual teachers’ needs
- Isolating profession – strategies to gain insight into what happens in the classroom

- The AMEP Research Centre needs to acknowledge individual providers’ input to their research if agreed by providers.

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<th>Generated and is relevant</th>
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<tbody>
<tr>
<td>Direct link between classroom activities and PD but also the need to have provider’s view</td>
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<tr>
<td>Cover centre-driven needs</td>
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<tr>
<td>Give ownership of projects to providers</td>
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<tr>
<td>Get providers to “present” findings i.e. a minimum of at least one published task a term</td>
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<tr>
<td>Acknowledge tasks</td>
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**AMEP National Forum 1/2006 report: Issues in Program Design: Reconciling the interests of stakeholders**

**LIST OF PROVIDER REPRESENTATIVES PARTICIPATING IN THE FORUM**

- ACL Pty Ltd           NSW
- AMEP Charles Darwin University      NT
- AMES                   ACT
- AMES                   VIC
- AMES Hobart            TAS
- AMES West Coast        WA
- Barrier Reef Institute of TAFE     QLD
- Bremer Institute of TAFE     QLD
Brisbane Migrant English Centre  QLD
Brisbane North Institute of TAFE  QLD
Central TAFE  WA
English Language Services, TAFE SA  SA
Gold Coast Institute of TAFE  QLD
Holmesglen Institute of TAFE  VIC
Logan Institute of TAFE  QLD
LM Training Specialists  SA
Moreton Institute of TAFE  QLD
NMIT VIC
NSW AMES  NSW
Preston Reservoir Adult Community Centre  VIC
Southport Centrelink  QLD
Southbank Institute  QLD
South East Community College  NSW
Southern Queensland Institute of TAFE  QLD
Swinburne University of Technology  VIC
Sunshine Coast Institute of TAFE  QLD
TAFE English Language Literacy Service QLD
TAFE Tasmania  TAS
Victoria University Sunshine Campus  VIC
Yeronga Institute of TAFE  QLD
AMEP Research Centre, Macquarie University  NSW
AMEP Research Centre, La Trobe University  VIC