

VicTESOL Discussion Forum: Reform of the AMEP

Department of Home Affairs Discussion Paper and Submission Response form regarding proposed reforms to the AMEP

VICTESOL1 APR 14, 2021 08:09AM

Q1 Is an outcome payment on attainment of a qualification the most effective way to incentivise student outcomes?

Q1

NO! KPI were used in the past. Perhaps educational outcomes could be one KPI rather than the whole. It is insulting to say we haven't been incentivised by student progress before bc that's what drives us.

No, students miss out this way, as many don't attend for outcomes, but to learn English and be immersed!

actually it's attainment of a competency. not a qualification

NO!

No - it will encourage cheating on the behalf of the institute
 - won't encourage students to attend, leading to smaller classes
 - changes the focus to assessment rather than settlement and learning process
 - high risk for institute - difficult to pay teachers, may need to reduce number of staff, leading to higher workloads and bigger classes
 - devalues the learning experience for the students, reduces empowerment of learning

No, manipulate outcomes not meeting best needs of students.

Disrupted education from their country,
 Qualification is not always the reason, what they can do with their English.

It might be for work or other settlement reasons - speaking with

child's teacher.

No - some students may never demonstrate competency in units; students want to improve their English, not gain a certificate.

No.

It will have non-intended consequences. Evidence that it has had negative effects in other countries. It will drive practices but not in the best, most effective way. Particularly where students might take longer time to achieve outcomes. Students who start later in term - there may be disincentives to accept them later in term because the teaching and assessment of a unit have largely been done and they are unlikely to achieve the outcome. This would make it work against flexibility in the program. KPI can work towards achieving outcomes rather than an outcome model.

Risk that providers might certify a learner as having achieved an outcome when they actually have not yet done so.

May make it more difficult to incorporate other learning activities that may be of benefit but get ignored due to a strong focus on assessment.

It is going to make it really tough for the provider. We face difficulties bringing in students and supporting them to achieve all learning content and assessments.

beginner level learners have issues with literacy, progress is slow, issue- to be moved to CBL because the gain is too slow, denied the opportunity to focus on beginner literacy skills, can not be taken on the program due to the providers budget concerns

The balance between the input and output. No payment for delivering tuition only on competency.

Assessment not spoken about.

On behalf of the student - what is the supposed 'flexibility' for the student? How could this possibly work for the student?

We see this model as a risk to the Service Provider.

Student attendance is not always regular. Some come through the term and also leave.

continuous enrolment means that some students may not demonstrate competency until the following term; student commitments can lead to them not being in class on assessment days; outcomes are good from a teacher perspective - ACSF was able to be achieved, curriculum outcomes are more difficult. When tied to funding that is where the issue arises. While some students are interested in getting Certs, many are not.

We have very low level students who take almost a year to complete some reading writing units

different students will achieve outcomes at different times

some students need longer than others, some have undiagnosed learning disabilities, lack of literacy in 1st language etc. It's not reasonable to equate this.

Q11 Should the community-based learning solely focus on conversational English? Why or why not?

What do we mean community -based learning

It should be for a very specific purpose - e.g. elderly only coming to socialise - no assessments

Q11

No it doesn't give them progression in other areas. English is not just oral language. Literacy and numeracy also important

Unclear

Proper courses taught by properly qualified teachers

Community based learning should include all skills. What will this model look like? Will fully-qualified teachers deliver community-based classes?

What does this mean?

Not only conversation skills

- conversation is important but not the only thing
- literacy is also important to take part in the community
- doesn't address their needs
- who is going to teach this? Teachers need to be accredited

Not fair to ask students to leave if they're not able to achieve the competency.

No, literacy is very important.

learning of basic literacy skills (reading and writing) will not happen

need to be independent learners to continue (have certain LS-digital literacy, self-discipline for learning, access to devices, WI-FI)

Students will have different needs when they can access AMEP hours after spending many years in Australia. Hence, reading and writing skills are very very important and are often over looked.

Having qualified teachers is essential. If these components of the program do not have qualified teachers it is a problem. Teaching conversational English needs skilled teachers.

What is meant by "community-based" needs clarification.

How would this kind of learning be funded? This is not clear.

No. Any language learning needs to be delivered in a holistic way whether students have literacy in their first language or not. Only well qualified teachers can deliver this in a professional way. Volunteers/non-professionals have a place but cannot deliver all the macro skills in a planned and cohesive way

no clear connection with outcome payment, how is it going to be funded?

This stream should cover all skills and learning to learn strategies

No, students attending community learning want to be immersed in English, not just talking, everything. We offer this at our Learn Local RTO. Students happily talk, read, write, do numeracy and use computers. Very committed. We also offer conversation cafe, separate to our community English classes. Big student numbers in both and very committed to coming each week

Q12 Should non-accredited curriculum be used to deliver the community-based learning stream? Why or why not?

Q12

Accredited is needed. It's a slippery slope if we introduce non accredited bc they will introduce non accredited teachers
Curriculum is very broad and things can be tailored

Should be one national curriculum that covers everyone - including settlement topics

Need to be taught by qualified teachers

No,

Curriculum should have a structure.

curriculum needs to be accredited

if curriculum is not accredited, this opens up the possibility for 'cowboy' RTOs to deliver sub-quality teaching

It's in industry's and the community's best interest to have qualified people teaching our new migrants

May be a place for a program that doesn't have an accredited curriculum. However, these should be run by qualified teachers and standards maintained.

Yes non accredited means no pressure for students or teachers, students are better able to be learning English without the additional pressure of assessments and being moved up levels when they are not ready!

Q25 What does quality service delivery in AMEP look like?

Does not look like paying by result.

Awareness of different abilities

Attendance - participation

English gains

student satisfaction

reliable research base

Centrelink payments based on attendance at class - no JA appointments during class

NEAS standards should be basis of funding and awarding of contracts

Does not look like 'conversation only' classes for beginning -level learners. Literacy is the biggest issue for these students.

Quality

Very tailored and contextualised around a particular learner group and what they need at a point in time. What is incorporated into the syllabus needs to meet their needs.

Provides connections with communities. Building connections, building confidence, addressing settlement needs.

Based on current best practice and research for specific learner groups.

Help into pathways to further study, employment, developing skill sets within particular industry areas.

Comprehensive set of standards important

Q25

Engaged delivery
life skills
Settlement skills
Relevant to student lives
Research based delivery

Flexible

Meeting different needs of learners

a good framework
professional staff
well researched
experienced staff
motivated
meeting needs of students

Work-based learning stream (p.11). Please comment:

is this English in the Workplace?

Is it the same as SLPET?

It hard - extremely qualified teachers

Language of the workplace, cultural knowledge etc -

English language trainer goes to workplace. Difficult to get a group of learners.

Difficult to make relationships with industry

Opportunities for work placement work experience.

work related learning extremely important

This is one of the biggest holes in the current program. This needs to be researched and a new program should be developed to connect students with their career pathways. Well experienced teachers need to be involved.

At our Learn Local we had/have a separate Work Skills course that offers skills, knowledge and practice specifically addressing work topics e.g. resumes, interviews, workplace policies etc, workplace communication, conflicts, working through employability skills etc. These courses have always been well attended as they are targeted at a level of understanding the learners can cope with and simultaneously learn the needed work skills etc
