



Reflections from a current partnership between Faculty of Education and Arts (FEA) and Academic Skills Unit (ASU) to support final year Education students preparing for the national Literacy and Numeracy Test (LANTITE).

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AALL Conference 2017

LANTITE - Overview

- Federal Government initiative – from February 2016 (LANCR NSW)
- National testing Literacy and Numeracy Test in Initial Teacher Education (LANTITE)
- Affects all higher education providers with initial Teacher Education courses
- Linked to accreditation requirements and state-based teacher registration
- Measures students' levels of personal literacy and numeracy for classroom readiness

Partnership more than Collaboration

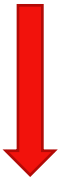
“ ... distinguish between what something is (a partnership) and what one does (collaborate or to work together ...)” (Carnwell & Carson, 2008, p. 4)

“... a partnership as a shared commitment, where all partners have a right and obligation to participate and will be affected equally by the benefits and advantages arising from the partnership” (Carnwell & Carson, 2008, p. 7)

Common goals Agreement between objectives Teamwork
Trust and confidence in accountability Respect for specialist expertise
Transparent lines of communication within and between partner agencies
Teamwork Joint working Appropriate governance structures
Members of partnerships have the same vested interests
Reciprocity Empathy (Carnwell & Carson, 2008)

ACU response to LANCER / LANTITE testing

An institutional priority and response

- Named as a Learning and Teaching Centre, Learning for 4 Life (L4L) project.
 - ASU task initial student support – Plan approved by OSS and FEA.
 - ASU funded and accountable for provision of workshops and online resources.
 - Student evaluation of initial workshops through online survey.
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- Representation on *FEA Literacy and Numeracy Test Strategy Working Group* (Feb 2016) set up after initial LANCER (NSW) tests.
 - ASU participation part of the ongoing FEA strategy.

Characteristics of the FEA and ASU Partnership

Strengths

- Institutional priority / Direction set by FEA / OSS approved ASU support.
- Leadership of the project acknowledged in FEA and in ASU documentation.
- Negotiated division of responsibilities and processes for implementation.
- Clear and transparent lines of communication:
 - with FEA through project leaders (ASU Manager and Campus Coordinator)
 - within Academic Skills (project group with working teams).
- Respect for professional expertise of ASU and flexibility to respond.
- Initial project plan extended (July 2016) to focus on self-access and online resources.
- Timelines contextually determined with ACER published testing dates.

ASU Support

Development: Workshops and online resources

- Aligned with FEA overall strategy
- Targeted to students most in need
- Sustainable with self-access features
- Implemented nationally at ACU
- Flexible and responsive to the situation

Progression of ASU Workshops 2016

4-9 Feb LANCR Strathfield campus only f2f

2-7 May LANTITE All campuses with final year f2f

25-27 July LANTITE Campuses with final year and Residential program Away from Base f2f

26-28 Sep LANTITE Campuses with final year f2f + Online

8-22 Nov LANTITE Online only

FEA LANTITE LEO site

Preparing for the literacy test

Watch this short video of an ACU student talk about how she prepared for the literacy section of the LANTITE test.



LANTITE: Preparing for literacy video transcript: [DOCX](#) (356KB) | [PDF](#) (68KB)

Click on any of the topics below to help you prepare for the literacy test.

- [Reading: Workshop resources](#)
- [Reading: Practice exercises](#)
- [Technical skills for writing: Workshop resources](#)
- [Technical skills for writing: Practice exercises](#)
- [Additional resources](#)
- [Feedback for workshop and online LANTITE literacy resources](#)

Preparing for the Numeracy Test

Watch this short video of an ACU student talk about how he prepared for the numeracy section of the LANTITE test.



LANTITE: Preparing for numeracy video transcript: [DOCX](#) (356KB) | [PDF](#) (68KB)

Click on any of the topics below to help you prepare for the literacy test.

- [Numeracy workshop resources](#)
- [Numeracy practice exercise](#)
- [Additional resources](#)
- [Feedback for workshop and online LANTITE numeracy resources](#)

FEA LANTITE site, students and staff self-enrol to access the resources.

Outcomes of the Partnership with FEA

- Institutional recognition that the project has delivered the agreed objectives.
- Project presented as an example of working with faculty at the *2017 ACU Students Learning and Teaching conference*.
- Ongoing representation on *Literacy and Numeracy Test Strategy Working Party*.
- Participation on project team to develop a self assessment tool for students to give an early indication of their literacy and numeracy skills levels.
- Increased recognition of the capacity of ASU to respond nationally and to provide a coordinated response that is equitable to students across campuses.

Outcomes of the Partnership – ASU

- Developed effective communication processes within the unit to be able to respond to projects nationally.
- Enhanced capacity of staff:
 - to work in teams nationally as part of a larger project.
 - to create resources in the online environment.
- Identified the expertise of individuals and provided opportunities for that expertise to be shared in the group.
- Expanded modes of service delivery offered by Academic Skills Unit.
- Confidence, trust and recognition in the achievements of the whole Unit.

Question for Discussion

- Do you identify / describe the working with faculty that you have been involved with as collaborations or as partnerships?
- Do you see any advantage as identifying the working with others as partnerships?
- What model of practice do you think of when your work doesn't fit easily into the models of practice coming out of a language support framework of language and learning specialists working with faculty to improve students' understanding of academic writing?

Final Comments - Challenges

- The context is dynamic and significantly different to February 2016.
- ASU will continue to work with FEA as directed.
- ASU national strategy is to prioritise support for students most in need.
- ASU work practices continue to diversify and now incorporate online approaches as an initial strategy to supporting students.

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