What do educators and trainers need to know?

- What do we know and what do we need to know about LLN and professional expertise?

Who is talking about LLN now?

- 'too many adults (literacy levels) too low to work in a knowledge-based economy or meet everyday life demands' – SA Higher Ed Minister (2008)
- 'the figures are shocking'... 'we all intuitively know that if you can’t read and write then learning other things is very difficult indeed' – Julia Gillard, ABC Radio 2008
- 'Poor literacy and numeracy skills impact on all facets of everyday life and limit life opportunities and job prospects... Other ABS statistics reveal a correlation between average weekly earnings and literacy levels (Illawarra Mercury 2008)
- Lift the unacceptably low level of adult language, literacy and numeracy to enable effective education, labour market and social participation. (Skills Australia 2010, p.3)

Have ‘we’ been here before?

- International Literacy Year, 1991
- Black, 1992, Ensuring Quality Adult Basic Education Provision
- NSDC, 1994-5, wide range of professional development curricula (e.g. ALT, ANT)
- Wyatt, Janek, Mullins, & Shore, Feb 1997, A professional development implementation strategy for the adult literacy, English as a second language and numeracy fields. DEETYA
- McGuirk 1999 Literacy and Numeracy in the Cert IV AWT

What has shifted?

- Are industry and employer groups asking the same question as practitioners, researchers and teacher educators?
- Vs VET Grad Cert/Dip in LLN Practice, 2010

What does this mean for developing LLN professional knowledge?

- The capacity of the LLN workforce to meet the growing demand
- The fragility of LLN professional networks and associations
- The lack of access and range of professional development
- The precarious nature of LLN work
- Cross-sectoral engagement: rhetoric(s) vs realities