

Research carried out in 2013 for the Foundation Skills Workforce Development Project found there is a broad range of practitioners delivering and supporting the development of language, literacy and numeracy and foundation skills. All have a story to tell about how they got into this line of work and how they have developed their skills over time.

This activity is about providing practitioners with the opportunity to tell their story, listen to others and reflect on the journey.

Sharing your stories

Your stories will be used to gain a clearer understanding of the range of credentials, experience and professional development approaches that contribute to the professional identity of practitioners delivering language, literacy and numeracy and foundation skills in Australia today.

These stories can be inspirational and motivating catalysts for new entrants to the field and inspire best practice for high quality delivery of foundation skills.

Qualitative data from submitted stories will complement the quantitative data that will be collected by NCVET in 2014-15 and contribute to the 'Research to identify and qualify professional practice in foundation skills' element of the National Foundation Skills Strategy Project.

Send your stories to:
storiesnfss@tafesa.edu.au

**NATIONAL FOUNDATION SKILLS
STRATEGY PROJECT**

www.statedevelopment.sa.gov.au/nfss



A professional development activity to support the National Foundation Skills Strategy Project

Activity

Storytelling as a professional development activity

Reflective storytelling can serve as a springboard for professional development. Telling a story and listening to the stories of others' facilitates a process of 'shared sensemaking'. The process promotes connection among colleagues and provides an opportunity to reflect on the myriad factors that contribute to a practitioner's career trajectory and continuing professional development.

Listening is as important as the telling

Each practitioner has a story to tell. There are no 'right' answers. These questions are designed to be thought provoking, to stimulate reflective conversation and channel attention and focus inquiry on the development of professional identity and capability.

Reflection is critical

Stories will differ, but there may be points of similarity. Practitioners may share similar qualifications or motivations for doing the work but they may have been on quite a different journey along the way. There is much we can learn about professional identity when we reflect on our own story and those of others.

How this process works

Practitioners can use these questions as a springboard for telling and listening to each other's story from the field. The questions provide a framework to get a dialogue going about each participant's professional journey.

The activity is best done in pairs rather than as a solo effort and there is no need to stick rigidly to the questions if a more fluid conversational approach suits participants.

Questions

- How did you start your career in LLN or foundation skills?
- What were you doing before you moved into this area?
- What motivates you to work in this profession?
- How have you developed your professional skills and knowledge over time?
- Can you describe any key points in your career that have helped shape the way you work in delivering LLN or foundation skills?
- How do you renew your ideas and practices?
- What professional development do you value?
- How does the term 'foundation skills' relate to your work?
- Would you recommend this profession to others? Why or why not?
- What's next in your LLN or foundation skills career?

Capturing stories

Use the Stories from the Field Template on the NFSS Project website as a handout to capture stories:

www.statedevelopment.sa.gov.au/nfss

