

The following possible support models are taken from 'Tip 13 - The Crux of the Matter' developed by the Queensland Department of Education, Training and the Arts, 2007 (accessed through www.training.qld.gov.au/).

Model	Description
1. Liaise with LLN specialists	<p>In this model you would liaise closely with an LLN specialist to resolve specific LLN difficulties that have been identified for one or more learners. Solutions arrived at through this method must fully integrate LLN and the vocational area. The support is delivered by you as part of the training. The learner requiring support will therefore not be singled out or segregated and would be attending extra classes. An added advantage is that the support will benefit all the learners in the group. Each collaboration may resolve quite different LLN issues. Each time the process is engaged in, your knowledge of LLN training and support is enhanced, improving your training skills into the future.</p> <p><i>Issues: It is difficult to provide very intensive support this way. The model relies on very good communication between yourself and the LLN specialist.</i></p>
2. Team teaching	<p>Close liaison between you and LLN specialists is also central to this model, but the LLN support is delivered to the whole group in a team teaching situation with both yourself and the teacher present. The learners then have access to both sets of expertise as they learn. This model benefits all learners as well as trainer/teacher through a deeper understanding of each other's role in learning.</p> <p><i>Issues: Can be expensive to deliver this way but the professional development advantages should be considered in the cost benefit analysis. Will only be feasible when you and the specialist are both committed to such a model. Care needs to be taken that learners with very specific LLN needs are catered for.</i></p>
3. Small group LLN support training delivered by a specialist	<p>Where the LLN needs of learners are more intensive, some separate LLN training may be required. The content and delivery of the segregated training needs to be developed in close cooperation with you. It is very important that the learner continue in their vocational training where possible while participating in the separate LLN support at another time. It is unlikely that ceasing training to take 'time out' in segregated training will 'fix' the learner. The two skill sets need to be developed concurrently even when the sessions cannot be. The two programs need to be carefully coordinated and parallel to be effective.</p> <p><i>Issues: learners can feel embarrassed about being identified as having LLN needs. Timetabling can be challenging when learners are already working and participating in full time training. Small group training can be expensive to deliver. Care needs to be taken to ensure LLN is vocationally contextualised.</i></p>
4. One-to-one LLN tuition delivered by a specialist	<p>Where learners have very specific and intensive needs, one-to-one tuition may be necessary to support them in learning. As with small group training, integration of the separate and vocational training is essential for effectiveness. Close collaboration between the vocational trainer and the LLN specialist will be a critical factor in the learner succeeding in both the segregated and vocational training program.</p> <p><i>Issues: Learners can experience isolation and low self esteem from being singled out in this way. Care needs to be taken to ensure LLN is vocationally contextualised. One-to-one tuition is expensive to deliver.</i></p>
5. Combination approach	<p>Ideally, a combination of approaches should be taken to provide the learner with the most appropriate blend of support.</p>