



Transformed, systematic, whole of institution: redefining our role as ALL practitioners - Successes and challenges

Over the last five years, the James Cook University (JCU) Learning Centre has transformed its approach to academic language and learning support, redefining our role as ALL practitioners. A combination of clear policy and focused, whole of institutional approaches has enabled us to pursue intersecting layers of activity that build staff capacity and focus on developing students who are confident, independent and successful learners.

This model is centrally coordinated through the JCU Learning Centre and offers a suite of activities from self-access resources via our website, through to the specific development and assessment of discipline specific communication skills and numeracy within courses. It is truly a whole of institution approach across all Colleges from diploma to post graduate courses. Student success is at the heart of what we do as we aim to develop independent, agentic learners.

In this workshop, JCU Learning Advisors will share examples of our practice and discuss some of the challenges that developing a whole of institution approach can bring. Moving forward, we are particularly interested in how we can evaluate our work. What evidence do we have that our programs are developing students' confidence, independence and success? How can we better meet the needs of our diverse students? How can we use this evidence to continually improve our whole of institution approach, engage more deeply with academic staff and encourage innovation? What is the role of external providers and how does this impact on our practice? In the light of our current funding models, what evidence do we have to justify our role as ALL practitioners?

This workshop will provide an interactive forum to explore these types of questions through collaboration with our colleagues across the sector. Questions and comments from the floor will be encouraged with a view to sharing expertise and experience and developing practice.

This workshop supports Dr Andrea Lynch's paper presentation on the theoretical perspectives underpinning our approach