



Pre-Accredited  
QUALITY FRAMEWORK



## PRE-ACCREDITED QUALITY FRAMEWORK TEACHING GUIDE



Adult, Community and  
Further Education



## Acknowledgements

Thank you to all the Learn Local organisations and regional office staff who provided support, advice and feedback to assist with the development of this section of the Pre-accredited Quality Framework kit.

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## INTRODUCTION

The Teaching Guide is a component of the Pre-Accredited Quality Framework. The Framework provides resources and guidelines to ensure continuous improvement of pre-accredited courses. Your contribution is critical to this process and your knowledge and skills are essential for providing learners with learning opportunities and pathways.

The Quality Indicators for quality teaching are:

- 3.1 The teacher has the knowledge and skills to engage learners.
- 3.2 The teacher has the relevant content expertise.
- 3.3 The teacher is engaged in on-going professional development to support quality pre-accredited delivery.

The Teaching Guide is designed to provide you with the background to the key considerations in delivering pre-accredited courses. It contains practical tips from experienced Learn Local teachers to which you can add your own ideas and examples. Information about planning processes for pre-accredited courses is available in the Planning Guide booklet in this kit.

## What are pre-accredited courses?

Pre-accredited courses:

- are developed by Learn Local organisations for learners who often have little or no recent experience in education and training and who may lack the confidence and skills to engage initially with accredited training
- are modular learning opportunities that provide re-engagement with learning and skill development. They may focus on foundation and vocational skills and are customised to meet the needs of the learner or learner group without formal assessment or awarding a credential
- have a vocational intent, which means that they are planned to provide pathways into accredited courses or employment
- are developed using the A-frame Course Plan. This describes the vocational intent of the course (whether immediate or preparatory), the expected outcomes and the delivery strategies to be used
- include a delivery strategy component—the development of the A-frame Learner Plan, which may be used in a variety of ways to meet the needs of an individual or a group of learners. The aim of this is to give learners a clearer idea of what they can achieve from the course and where it may lead them. Its use also models an adult learning approach to interaction between the teacher and the learner
- use learner-centred approaches.

## What are learner-centred approaches?

The Quality Indicators for learner-centred approaches are:

- 2.1 The learning design addresses personal, community and employment needs.
- 2.2 The course builds on skills, behaviours and confidence to be used beyond the learning setting.
- 2.3 The teaching and learning activities focus on the development of employability skills.

## What's in the Teaching Guide?

The Teaching Guide consists of this introduction and a set of fact sheets and accompanying strategies sheets for key areas of developing and delivering pre-accredited courses.

- **Getting started with the A-frame.**  
A resource for pre-accredited courses
- **Using the Learner Plan.**  
Addressing needs (Quality Indicator 2.1)
- **Adult learning.**  
Building confidence and skills (Quality Indicator 2.2)
- **Employability skills.** Developing the 'soft skills' embedded in the course content (Quality Indicator 2.3)

The fact sheets provide the background and context and the strategies sheets provide some teaching ideas and tips.

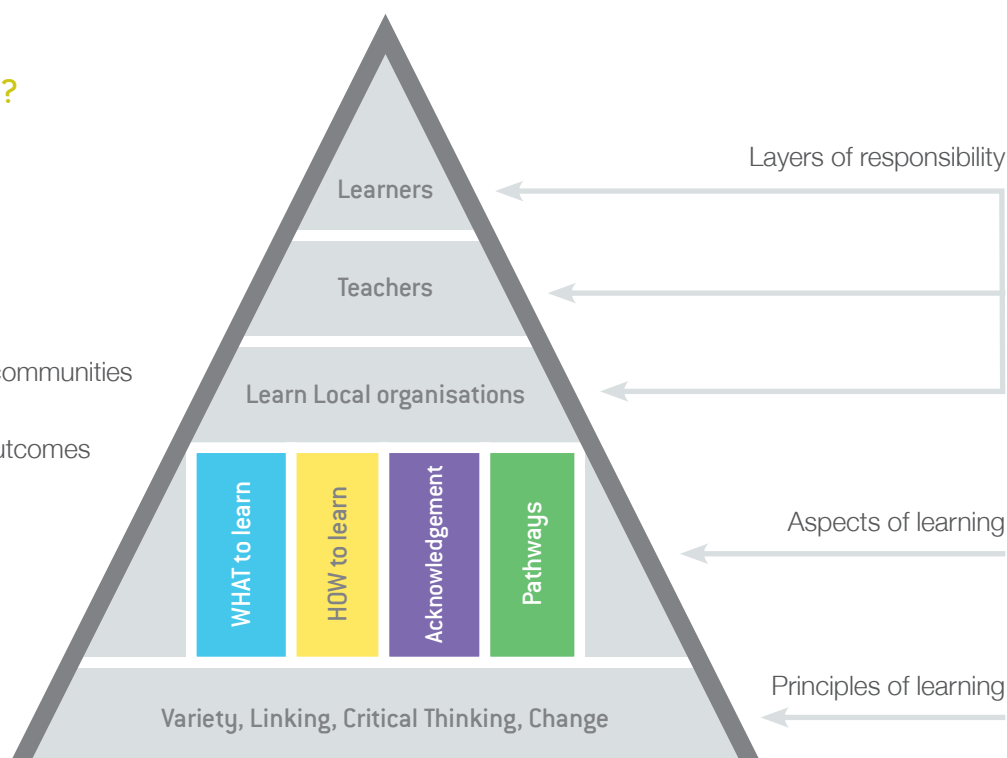
These are a springboard and starting point for you to develop your own knowledge, skills and strategies. A reference list is provided at the end of this guide.

## GETTING STARTED WITH THE A-FRAME – FACT SHEET

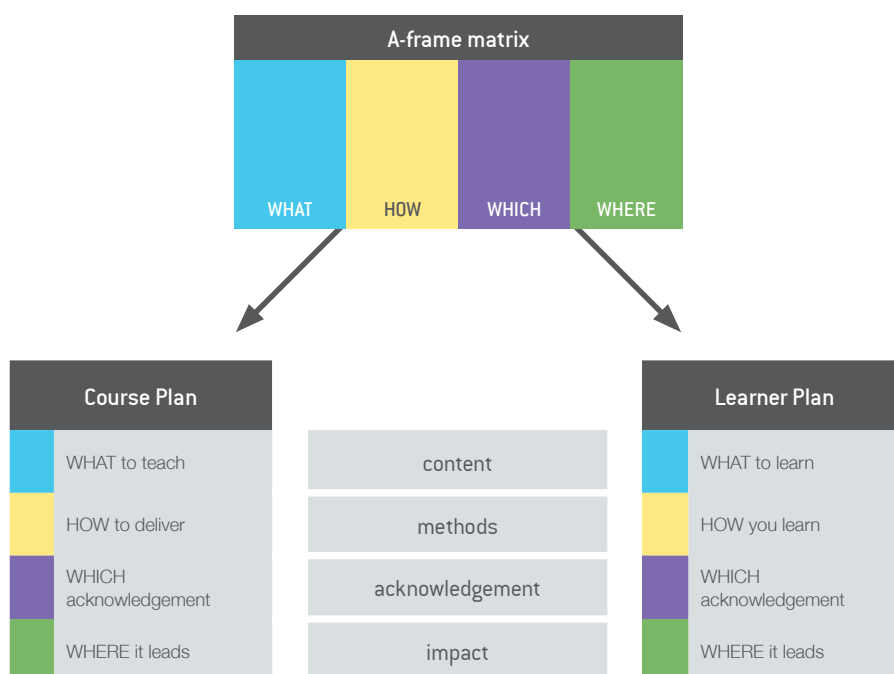
### What's in the A-frame?

#### A-frame

- ✓ guides practice
- ✓ supports quality
- ✓ measures results
- ✓ strengthens learners, communities and Learn Local
- ✓ encourages positive outcomes



### The Curriculum Matrix





## What staff at Learn Local organisations have to say:

*I like it [the A-frame] because it makes me think about why I'm doing what I'm doing and all the steps.*

*Compared to accredited processes it's easy!*

*I thought it was designed as a compliance tool but I find it really useful as a planning tool. It helps to give structure when I am talking to tutors.*

*It can be empowering for the students to complete a learning plan. Formulating goals with low level learners is difficult to facilitate; however, it's well worth while and can provide a great tool for reflection later on in the course. Working on goals with groups can be useful where individuals find it too complex to consider on their own.*

## GETTING STARTED WITH THE A-FRAME – STRATEGIES SHEET

- Make sure you have a copy of the Curriculum Matrix and discuss it with the program planner or another teacher. The Matrix will give you an introduction to the broader aspects of pre-accredited delivery.
- In most Learn Local organisations the program planner or manager develops the 'Overview' section of the Course Plan. They then work with you to discuss and develop teaching and learning strategies. Filling in the 'Session Planner' template is your responsibility.
- You can use the 'Course delivery' page to assist your course plan development. One program planner described how she and the teacher first discussed the delivery categories ('Employability', 'Delivery', 'Assessment', 'Evaluation', 'Acknowledgement' and 'Impact') and the associated learning activities. They then completed the corresponding sections of the Course Plan, choosing activities that aligned with the learners' profiles and goals.
- Use the 'Session Planner' to record changes and developments as you teach. This documentation will be useful when evaluating the course and also for moderation sessions. Replacement teachers may find this information useful when they take over a class.
- Your session planner can become a syllabus for a class that is delivered a number of times. This is a great aid for new teachers and also a place to note improvements and changes that reflect the needs of different learners.
- You can use the 'Session Planner' template to note evidence needed for quality assurance moderation (see the Moderation Guide in this kit for more information).
- You can download the A-frame documents from <http://www.education.vic.gov.au/training/providers/learnlocal/Pages/operationaltools.aspx>
- Strategies for developing a course plan are detailed in the Planning Guide in this kit.



## YOUR IDEAS

Use this section to note new ideas and keep to share with colleagues at professional development or moderation sessions.

### General

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### Using the Learner Plan

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### Adult learning

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### Employability skills

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## USING THE LEARNER PLAN – FACT SHEET

### Why use the Learner Plan?

The Learner Plan is a key resource for adopting a learner-centred approach.

Use the Learner Plan to:

- place your learners at the centre of the learning and teaching process
- personalise the course
- help learners focus on their goals and next steps
- encourage learners to accept ownership of their learning
- model planning and reflection as part of learning
- help learners celebrate their progress
- embed adult learning principles into your delivery
- improve the courses you deliver.

**LEARNER PLAN**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Course: \_\_\_\_\_

Learner Local Organisation: \_\_\_\_\_

Teacher: \_\_\_\_\_

**Part 1 – learning plan**

**Your goal**

Why are you doing this course? (Please tick any options that apply to you)

to learn a new skill  to improve skills at work

to help the firm work  to join community activities

For something else \_\_\_\_\_

Some responses I am already for this course \_\_\_\_\_

**Your future**

What do you see yourself doing after this course?

Further study  Paid work  Community activities

Further study towards a qualification  Further or varied work  Own business

**Your skills**

In this course you will learn a range of skills. Some of these are general skills that help you with learning and study, and some are important for getting a job and doing well in it. These skills are also important for being well and being part of the community.

I would like to get better at: (Please tick any options that apply to you)

Reading and learning  Planning and organising things

Reading and writing  Self-organisation

Research  Being responsible, organising myself

Teamwork  Learning from things

Working in groups, giving feedback  Learning from things

Problem solving  Technology using computers, machines, mobile phones

Making and using things  Technology using computers, machines, mobile phones

Initiative and enterprise  Technology using computers, machines, mobile phones

Working in groups, giving feedback  Technology using computers, machines, mobile phones

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**Skills.** Discuss the importance of employability skills with your learners. Explain how they are incorporated into the lessons and give a brief explanation of each skill (see the employability skills fact sheet and strategies sheet and the Youth Central and myfuture examples in the 'Resources' section).

**Learning experiences.** Find out about the learners' preferred learning styles and identify any related learning issues.

**During the course.** Identify whether the learners need help to plan a pathway, and either integrate this into the course or arrange for a referral.

### What's in the 'Learning Review' section?

**Skills.** This is a chance for the learners to tell you what they have recognised about the skills they already had and what new skills they have gained.

**Next steps.** If a discussion about pathways hasn't been integrated into the course, spend time with the learners looking at their learning pathways so that they can decide what to do next.

**Feedback.** This is important information for your continuous improvement discussion and course review during moderation.

### What staff at Learn Local organisations have to say:

*The Learner Plan is part of learning and taking control – it's an employability skill in itself. You can do it over a few sessions as they settle in.*

*We do the review in the last few sessions and we attach a pathways sheet showing the options for local venues in our network as well as TAFE.*

**Part 2 – learning review**

Name: \_\_\_\_\_

Course: \_\_\_\_\_

Learner Local Organisation: \_\_\_\_\_

Teacher: \_\_\_\_\_

**Your skills**

What were the main things you gained from the course? What is what you impacted?

Did you recognise any of your learning and employability skills?

Skills	Improved a lot	Improved	Stayed the same
<b>Communicating</b> Speaking & Learning Reading & Writing Memory			
<b>Teamwork</b> Working in groups, giving feedback			
<b>Problem Solving</b> Working out ways to do things			
<b>Initiative and enterprise</b> Working on things, being creative, following up ideas			
<b>Planning and organising</b> Making decisions, organising things			
<b>Self-management</b> Learning responsibility, organising myself			
<b>Learning</b> Learning new things			
<b>Technology</b> Using computers, machines, mobile phones			

**Your next steps**

What are you planning to do next? How else can you use what you've learned from this course?

Further study  Community activity

Further study towards a qualification  Paid work

Further or varied work  Other

Improved progress or promotion at work

Volunteer or unpaid work

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## What learners have to say:

*I'm getting better within myself and feel motivated to learn new things – I love these courses! I would tell other people thinking about enrolling to do it! It certainly is worth doing, it will give their life reason.*

*I have learnt that working with some people is a challenge, but you get that everywhere ... Doing this course has lead me to work outside these premises, and I'm so happy now it has made me more motivated.*

## USING THE LEARNER PLAN – STRATEGIES SHEET

- Keep it simple and informal and do it as a group if you think that will work better with your learners. If you do this, make sure each learner has a copy of the final plan. They could either fill it in themselves as you discuss it or you could fill it in and hand out photocopies.
- Here's how one teacher introduced the Learner Plan in the first class:
- 'Now you've all filled in the enrolment form and that's information we need to get you started. We are going to do another one now that is all about what you want: what you want from the course, what you want from me. This one is all about you and will help me to give you the course you want.'
- Doing it as a group, start casually. For example, 'I need to ask you a few questions. Why are you doing this course? Have you done anything like this before? What would you like to get out of it? Do you have any thoughts about what you want to do next or eventually? How do you learn best? We'll talk about all of this during the course anyway.' Fill in the group plan as you go.
- The first part of the Learner Plan (details, goals and experience) can be filled in during enrolment. The learner should keep the form and bring it to the first class.
- Take one section of the Curriculum Matrix ('WHAT to learn', 'HOW to learn', 'WHICH form of acknowledgement' or 'WHERE learning will lead') to start a class discussion at the beginning of the first four classes. This works well as a structured ice-breaker activity.
- Where practicable, schedule class time in the early sessions with each learner in turn to talk through his or her learning plan and help fill it in if necessary. This provides a good opportunity to get to know the needs, hopes and skill levels of each individual.
- Use the 'Learning Plan' section as a take-home activity after the first session. Learners can discuss their learning needs with others at home and get help as needed to fill in as much as they can. This approach allows more time for the learners to reflect on their expectations and goals, which is important for some.
- A good approach with extremely disengaged learners could be to introduce the plan gradually, in an informal way (as described above), but spread over a few sessions so that you have time to develop a relationship with them. Once the class gets going, the learners will know more about what the course includes and may have a sense of how they are progressing and what they might do when they finish.
- Introduce the employability skills (see the employability skills fact sheet and strategies sheet and the Youth Central and myfuture examples in the 'Resources' section).
- Make a copy of the completed learner plans, with learners retaining their original copy. A summary of learner feedback is sufficient for moderation (see the Moderation Guide: the 'Learner Review' summary will assist in showing how you are continuously improving course delivery).

## YOUR IDEAS

Use this section to note new ideas and keep to share with colleagues at professional development or moderation sessions.

### General

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### Using the Learner Plan

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### Adult learning

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### Employability skills

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## ADULT LEARNING – FACT SHEET

Part of being an effective educator involves understanding how adults learn best. Andragogy (adult learning) emphasises the value of the learning process. It is interactive and collaborative rather than didactic, and encourages the development of a learning partnership between the teacher and learner.

### Adult learning principles

Adult learning was studied in the 1970s by Malcolm Knowles, an American teacher and theorist of adult education, who defined andragogy as ‘the art and science of helping adults learn’.

Knowles identified six principles of adult learning:

- 1 Adults are internally motivated and self-directed—they know what they want and prefer to work at their own pace.
- 2 Adults bring life experiences and knowledge to learning experiences—they already know and can do a lot.
- 3 Adults are goal and problem oriented—they want to get something out of the learning experience.
- 4 Adults are relevancy oriented—they need to see the point of what they are doing.
- 5 Adults are practical—they like a ‘hands-on’ approach or to see how their learning can be applied.
- 6 Adult learners like to be respected—they have multiple roles requiring skills and knowledge outside the learning environment, so being lectured can cause frustration.

For a more detailed description see the Adding Support Skills for European Teachers (ASSET) website:  
[http://www.assetproject.info/learner\\_methodologies/before/characteristics.htm](http://www.assetproject.info/learner_methodologies/before/characteristics.htm).

### Culture and learning

The learner-centred and relatively informal approaches of Learn Local classes may seem strange to some learners from culturally and linguistically diverse (CALD) backgrounds who have been used to a formal learning environment and different relationship between teacher and learner.

You may need to explicitly address the cultural norms of the classroom so that learners understand why the classes are run in the way they are, and why certain activities and outcomes are valued. Some of the areas that might need to be discussed are:

- the expectation that learners will take responsibility for and contribute to their learning
- the role of the teacher as a facilitator rather than the fount of all knowledge
- the apparent informality of relationships between teacher and learners.

(Adapted from the ‘Teaching strategies 3—Different cultures of learning’ information sheet from the AMEP Research Centre: [http://www.ameprc.mq.edu.au/docs/fact\\_sheets/03TeachingStrategies.pdf](http://www.ameprc.mq.edu.au/docs/fact_sheets/03TeachingStrategies.pdf).)

The following ACFE Board report is a useful reference:  
<http://www.education.vic.gov.au/Documents/about/research/acfepublications/caldlearnerscd.pdf>.

## Life experiences and learning

Adults coming back to learning after a long break or previous poor learning experiences may face a number of challenges:

- They will have many logistical considerations. These may include caring for children, other family responsibilities, transport, finances and time availability.
- They may be anxious about their age, coming back to learning, their own capacity to learn or their lack of technology skills.
- Young, disengaged learners have particular needs, so the provision of an environment that is 'not like school' can be important for retention.

A comprehensive DEECD report on effective strategies for re-engagement can be found on: <http://www.education.vic.gov.au/about/research/Pages/reviewdisengaged.aspx>.

## What staff at Learn Local organisations have to say:

*We've got learners who take seven weeks to stop being scared and start listening.*

*It takes a while for them to adjust, but we start with things that make them take responsibility for bits of the classroom management – for example, setting up the tables and the laptops.*

## ADULT LEARNING – STRATEGIES SHEET

### Adult learning principles

- Share the objectives of the course early on and get learner input where appropriate—you can do this by introducing the Learner Plan.
- Put the learner at the centre of all your teaching and learning activities. Elicit opinions and ideas and encourage discussion. Think of the class as a group of adults doing something together rather than a teacher-led lecture.
- Make sure everybody has a chance to speak in each session—unless they clearly don't want to.
- Project and problem-based learning allows adults to take responsibility and learn in a realistic setting. Many Learn Local organisations use this approach and find that setting up an enterprise (such as a café) or doing a community project (such as a building a community garden) provides an adult context for learning. Even a small project, like creating a newsletter or planning an excursion, gives a realistic context for a range of tasks.
- Check the room set-up. Can everybody see the whiteboard or screen? Can they sit comfortably so they can see each other? Can they easily break up into groups?



## Culture and learning

- Give a short presentation on teaching and learning styles most commonly used in Australian education and discuss what is valued in Australian culture (for example, giving opinions or contributing to discussions). Get groups of learners to compare this to the education system they have experienced.
- Be explicit about why you are using specific techniques. For example, when organising group work, explain that in schools, workplaces and vocational training centres, learners are often expected to work in groups or teams. Reassure the learners that you will be supporting them and can answer any questions or help with specific issues. This is also an opportunity to explain one of the employability skills: teamwork.

## Life experiences and learning

Icebreakers or warm-up activities can be good for introductions and setting people at ease – keep them short and not too personal. For example:

- Ask the learners to find someone who ... Set a time limit and keep people moving.
- Ask the learners to talk to the person next to them about why they are doing the course or how they found out about it, then introduce them to the group.

If you think icebreakers are inappropriate for your learners or you don't feel comfortable using them, use the class break to monitor learner progress and encourage small-talk about the course. This gives you a chance to note and act on any feedback.

Connect young learners to one another by organising social activities that are part of the class (like group work). Slip discussions about learning into casual activities. This can be done before class, in the break, over lunch or when another informal opportunity arises.

## YOUR IDEAS

Use this section to note new ideas and keep to share with colleagues at professional development or moderation sessions.

### General

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### Using the Learner Plan

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### Adult learning

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### Employability skills

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## EMPLOYABILITY SKILLS – FACT SHEET

Also called 'generic skills' or 'soft skills', employability skills are non-technical skills that employers say they are looking for in their employees. Research done with employers indicates that while they want employees with good technical skills, they also need them to be able to communicate effectively, work with others, solve problems, take initiative and continue learning in the workplace.

Many people have developed these employability skills in previous employment or other parts of their lives; however, their skills often go unrecognised. In pre-credited courses you need to identify and introduce the employability skills and assist learners to recognise and develop them in preparation for vocational training or employment.

There are eight employability skills as set out by the Department of Education, Science and Training (DEST – now DEEWR), the Australian Chamber of Commerce and Industry (ACCI) and the Business Council of Australia (BCA).



The A-frame provides the following explanation and interpretation of employability skills:

<b>Employability Skill</b>	<b>Interpretation for A-frame context</b>	<b>Facets to be explored in pre-accredited program provision</b>
<b>Communication</b>	Skills that contribute to productive and harmonious relations between people.	May include: reading; writing; speaking; listening and clarifying; numeracy; negotiating.
<b>Teamwork</b>	Skills that contribute to productive working relationships and outcomes.	May include: working with diverse team members; practising inclusivity; supporting others; working in groups.
<b>Problem solving</b>	Skills that contribute to productive outcomes.	May include: anticipating problems; developing solutions; using mathematics to solve problems; evaluating results and making recommendations.
<b>Initiative and enterprise</b>	Skills that contribute to innovative outcomes.	May include: adapting to change; translating ideas into actions; assessing risk; developing creative solutions and long term vision.
<b>Planning and organising</b>	Skills that contribute to long-term and short-term strategic planning.	May include: managing priorities; meeting timelines; monitoring progress; setting goals; employing strategies to monitor achievement; planning pathways.
<b>Self management</b>	Skills that contribute to employee/learner satisfaction and growth.	May include: setting personal goals; evaluating own progress; time management; completing tasks; prioritising; taking responsibility.
<b>Learning</b>	Skills that contribute to ongoing improvement and expansion in operations and outcomes.	May include: managing own learning; identifying own learning style and strengths; accessing mentor/ networks; contributing to the learning environment.
<b>Technology</b>	Skills that contribute to effective execution of tasks.	May include: applying technology to access and manage information, including computers, the internet, emails; selecting appropriate software; using office equipment appropriately.

Adapted from Australian Chamber of Commerce and Industry and the Business Council of Australia  
Employability Skills 2002



You may choose to focus on four or five employability skills rather than all eight. In your session planner you should keep note of the times you integrate or explain the employability skills on which you are focusing. You will need this information for moderation.

### What staff from Learn Local organisations have to say:

*Step Up to Community Work is a 10-week course, offered one morning per week, which explicitly translates the learners' experiences into employability skills, featuring one each week.*

*We focus on what the learners are good at and translate that into what they need for work.*

*We have a quick recap at the end of each session – we say 'What have you learned or improved at today that was unexpected, not on the list or new?'*

## EMPLOYABILITY SKILLS – STRATEGIES SHEET

### Introducing employability skills to learners

Your key responsibility in delivering pre-accredited courses is to assist learners to access a further training or employment pathway. An important part of this preparation is developing an awareness of employability skills.

### Suggestions for getting started:

- Use the Learner Plan as a way of introducing the employability skills and beginning a discussion on why they are important.
- One Learn Local organisation staff member described introducing the employability skills in this way: 'We start with "What are you good at?" A learner might say, "I'm good at gardening" and then we go through the employability skills in terms of that activity: "So if you're good at gardening you're good at planning what to plant and when. You might also have to negotiate what to plant where, or who does which jobs." We talk through all the employability skills in terms of what the learners are already good at and know.'
- You could focus on one employability skill each week. Introduce and explain the skills then run activities that embed them.
- For learners who are very focused on content and not so aware of the employability skills, you can work backwards from your content activities. Think about the employability skills that are embedded in these. Point them out to your learners as something additional that they are developing or recognising in themselves during the course.

## Integrating employability skills into your classes

Employability skill	Examples of activities that have worked for others (many address more than one skill)
<b>Communication</b> Speaking and listening Reading and writing Numeracy	<ul style="list-style-type: none"> <li>explaining how to do something (e.g. giving clear instructions, learning how to be a good listener, knowing what questions to ask)</li> <li>working or brainstorming in small groups</li> <li>interviewing each other</li> <li>doing presentations</li> <li>writing a work email and comparing it to a personal email</li> <li>developing a list of DOs and DON'Ts from a set of examples</li> <li>looking at work instructions or guidelines</li> <li>measuring for recipes, checking payslips, calculating GST or checking temperatures.</li> </ul>
<b>Teamwork</b>	<ul style="list-style-type: none"> <li>planning and going on an excursion</li> <li>planning a class web page</li> <li>doing an occupational health and safety review of the classroom</li> <li>working in small groups.</li> </ul>
<b>Problem-solving</b>	<ul style="list-style-type: none"> <li>working on a problem based on a course topic (e.g. a planning issue in a new suburb: how do you develop community activities with very little public transport and few facilities?)</li> <li>doing practical activities and working out what to do when things go wrong.</li> </ul>
<b>Initiative and enterprise</b>	<ul style="list-style-type: none"> <li>brainstorming innovative ways to do things (e.g. the best way to stay safe online)</li> <li>doing practical activities and coming up with alternative ways to do things.</li> </ul>
<b>Planning and organising</b>	<ul style="list-style-type: none"> <li>planning the end-of-course celebration, a hypothetical interstate trip for a class group, a fitness class, a cooking class or how to find a second hand car (see 'Teamwork' above).</li> </ul>
<b>Self-management</b>	<ul style="list-style-type: none"> <li>completing the Learner Plan</li> <li>negotiating group agreements on the following: punctuality, work breaks, use of mobile phones</li> <li>discussing workplace expectations.</li> </ul>
<b>Learning</b>	<ul style="list-style-type: none"> <li>adding to and reviewing the Learner Plan.</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>doing any of the content activities for a technology-based course</li> <li>learning about online safety</li> <li>using iPhones, iPads, coffee machines or other practical equipment.</li> </ul>

For more information see the Youth Central and myfuture examples in the 'Resources' section.



## YOUR IDEAS

Use this section to note new ideas and keep to share with colleagues at professional development or moderation sessions.

### General

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### Using the Learner Plan

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### Adult learning

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### Employability skills

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## RESOURCES AND REFERENCES

### General

A copy of this teaching guide can be downloaded from:  
<http://www.education.vic.gov.au/training/providers/learnlocal/Pages/operationaltools.aspx>

*The CAE Action Learning Kit* is an online resource that brings together a range of resources, guidelines and practical ideas for developing pre-accredited courses for highly disadvantaged learners. The Action Learning Kit is based on the CAE's experience in working in partnership with a number of Learn Local organisations to deliver the Common Ground course, viewed 15 January 2013  
[www.caeactionlearning.com.au](http://www.caeactionlearning.com.au) .

Davies, M, Lamb, S, Doecke, E 2011, *Strategic Review of Effective Re-Engagement Models for Disengaged Learners*, report prepared for the Victorian Department of Education and Early Childhood Development, viewed 29 January 2013, <http://www.education.vic.gov.au/about/research/Pages/reviewdisengaged.aspx>

### Adult learning

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