***A Professional Practice Recognition Framework for the Learn Local LLNED Workforce***

***Draft final***

***8 November 2022***

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***A Professional Practice Recognition Framework***

**Where has this Framework come from?**

The development of this Professional Practice Recognition Framework directly relates to the implementation of the 2019 Ministerial Statement *The Future of Adult Community Education in Victoria (2020-25)* and the Adult, Community and Further Education Board Strategy (2020-2025) *Skills for Study, Work and Life.*

The Ministerial Statement (p.6) identifies the purpose of the Learn Local sector:

*To play a lead role in adult literacy, numeracy, employability and digital skills education and training for Victorians and engage and support adult learners who need these core foundation skills to develop them for work, further study, and to participate in society as valued citizens.*

The Adult, Community and Further Education Board Strategy provides the mechanism for supporting this ambition for the sector. The Strategy identifies four strategic directions (p9). One of these is *Investing in the Learn Local workforce* and in *Improved Products and Tools* for use by the workforce.

This focus on *Our People* is viewed as pivotal to achieving the gains sought in much of the rest of the Strategy.

The talents of the existing Learn Local workforce are not only valued but are to be recognised and invested in.

*Adult community and further education leaders, teachers and volunteers are valued.*

*We will professionalise the Learn Local workforce through a framework of skills recognition
and professional development. This will help move us towards a consistently qualified, professional workforce delivering non-accredited training and supported by volunteers. (ACFEB Strategy, p.12)*

The ACFE Board set a priority for 2022 to define the key capabilities of the Learn Local workforce based on the Ministerial Statement and ACFE Board Strategy and workforce data, and to develop and implement a workforce professional practice recognition framework.

**Capability frameworks**

Workforce capability frameworks, as they are often termed, are typically developed to recognise the workforce within a sector and/or to cover a range of job roles and/or work contexts. They provide an over-arching list of the skills and knowledge required to carry out roles and at various application levels, to reflect increased complexity. They provide broad descriptors, against which an individual’s specific skills and knowledge can be mapped.

Capability frameworks have been developed across a number of education and training sectors in Australia and have a range of purposes.

**What this Framework seeks to do**

This Professional Practice Recognition Framework has been developed to specifically meet the needs of those teachers/trainers and managers in the Learn Local workforce involved in the delivery of LLNED pre-accredited learning. It is designed to:

* describe the collective of professional practices (knowledge and skills) a Learn Local workforce uses when developing and delivering quality pre-accredited training, for new entrants to the workforce through to those who are highly experienced
* be used by the LLNED Learn Local staff to self-assess their current skills and knowledge and identify their professional development goals
* be used as the foundation for the development and delivery of appropriate ACFE Board funded professional development activities for the LLNED Learn Local sector, responsive to workforce needs.

**Principles underpinning development of this Framework**

The Framework has been developed based on the following principles:

* put the learner first, front and centre
* support individual learner needs and aspirations
* support development of programs responsive to local community members needs
* support positive impact on learner attainment
* ensure consistency with the pre-accredited quality framework (PQF) for program design and delivery.

 **Driving development**

The ACFE Board determined that in developing and implementing an agreed Framework the intention is to:

* join up, capture, recognise and support the development of good professional practice
* acknowledge the wide-ranging domains of the work involved, and its collaborative, sensitive and considerate approach
* be meaningful and valuable to the sector, to recognise and build on the existing skills and knowledge of all employees that are at different levels of maturity across the various domains of practice.

 The development of the Framework:

* incorporates ACFE’s Priority focus areas:
	+ capability building
	+ preparing learners for work, study and full participation in society
	+ inclusion and engagement
* incorporates the use of:
	+ LLNED Frameworks (PRIAK, ACSF and DLSF)
	+ Quality Frameworks (PQF)
* covers learning contexts for pathways in:
	+ personal/community
	+ workplace
	+ education/training
* covers required ways of working
	+ strategic planning
	+ collaborating
	+ partnering
	+ flexibility.

***The structure of the Framework***

***Five Domains of Practice***

The Framework consists of five Domains of Practice:

* Engaging learners
* Teaching LLNED skills
* Determining learner gain
* Collaborating and networking
* Leading and managing.

Each of the Domains of Practice relates to aspects of the work undertaken within Learn Local providers to deliver supported pre-accredited programs focused on Language, Literacy, Numeracy, Employability and Digital Literacy Skills to adults in the community needing to develop the core skills Victorian adults need for study, work and life.

***Practice Areas and Practice Descriptors***

Each of the Domains of Practice is made up of Practice Areas, as outlined in the table below.

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| --- | --- |
| **Domains of Practice** | **Practice Areas** |
| **Engaging learners** | Attracts and supports prospective learnersAscertains learner interests and goalsProvides initial and ongoing placement and pathways advice |
| **Teaching LLNED skills** | Applies adult learning theory to practiceCreates responsive and inclusive programsFacilitates learningTeaches specific and integrated LLNED skillsEvaluates and reflects on own practice |
| **Determining learner gain** | Applies theory when determining learner gainUses strategies and tools to determine learner gainAssesses specific LLNED skills |
| **Collaborating and networking** | Engages with others for professional learningEngages with community, industry and other education and training stakeholders |
| **Leading and managing** | Engages, mentors and leads professional practiceBuilds organisational capacityImplements quality business processes and standards |

Each of the Practice Areas is further divided into ‘Practice Descriptors’ organised into a continuum that describe the skills performed and the knowledge used.

The Professional Practice Recognition Framework is presented on the following pages.

## Practice Domain: Engaging learners

### Attracts and supports prospective learners

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| Engages with prospective learners to discuss benefits of, and options for, pre-accredited courses  | Provides information on support services available to assist prospective learners  | Seeks opportunities to engage with prospective learners to discuss benefits of, and options for, pre-accredited courses | Provides options for design and delivery of pre-accredited programs that support individuals or groups | Provides leadership to team members involved in attracting and supporting learners | Develops strategies to engage with key stakeholders to share benefits of pre-accredited programs and to explore options for learners |

### Ascertains learner interests and goals

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| Provides a safe and welcoming learner centred environment, that supports learners to identify their own strengths and areas for development | Acknowledges that learners come from diverse backgrounds and have diverse needs | Assists learners to articulate own goals and link them with available learning options | Uses a range of strength based approaches to help learners identify their goalsProvides guidance to team members in working with learners who come from diverse backgrounds and have diverse needs | Provides leadership, modelling and mentoring on ascertaining learner interests and goals | Designs and develops tools and systems for team on ascertaining learner interests and goals |

### Provides initial and ongoing placement and pathways advice

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| --- | --- | --- | --- | --- | --- |
| Works with learner to identify goals and potential supports for varied study, work and life contexts  | Provides some LLNED advice to assist learners to complete learner plan | Conducts pre-course interview using PRIAK or other LLNED tools and enrols where appropriate | Uses knowledge of education and training pathways, and employment options, to develop and review Learner Pathways Plan Works with learner to complete pre and post-course interview and plan next steps | Fosters the use of quality LLNED initial and ongoing review tools for use by team membersLeads others to interpret and apply LLNED frameworks for establishing placement and pathways advice based on initial and ongoing performance levels  | Creates systems and procedures to guide staff in the provision of quality advice on placement and pathways for learners |

## Practice Domain: Teaching LLNED Skills

### Applies adult learning theory to practice

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| Uses adult learning principles and theories when working with individuals and groups | Uses a learner centred, strengths based approach to inform teaching practice  | Engages in reflective practice to improve teaching practice | Investigates a range of adult teaching and learning theories to expand and improve teaching repertoire | Fosters a learner centred, strengths based approach within the organisation | Creates opportunities for the team to share and build their knowledge of learning theories and application to practice |

### Creates responsive and inclusive programs

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| Demonstrates understanding of the impact of own cultural beliefs and values on the learning environment Ensures learning program and resources meet the LLNED needs and goals of learners | Demonstrates sensitivity and respect for diversity and differences between individuals and groups Provides a culturally safe learning environment | Contributes to the development of learning programs that address the combination of LLNED skills required by an individual or group, for different contexts for study, work and life | Ensures LLNED program content reflects the diverse needs and goals of learners Models cross cultural understanding and encourages cultural competence in teaching team | Creates responsive programs that address:* the LLNED skills of the individual or group
* the diversity of learners
 | Lead the design, development and evaluation of learning programs that meet diverse individual and group needs and goals, for different contexts |

### Facilitates learning

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| Grows the learners capacity to learn through building confidence and self-esteemEstablishes a collaborative approach to the learning process that promotes engagementUses a range of delivery modes | Plans structured and sequenced learning, including using pre-developed learning programsUses effective teaching strategies to deliver LLNED across a range of delivery modes and contexts | Recognises the range of ‘Learning’ skills that need to be developedUses varied teaching strategies to meet individual learner needs | Shares knowledge of a range of effective teaching practices within the organisation | Promotes the core skill of ‘Learning’ to be developed, including confidence and self-esteem | Promotes innovative teaching practice across a range of modes and approaches, based on theoretical underpinnings |

### Teaches specific and integrated LLNED skills

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| Teaches one or more LLNED skills using deep content knowledgeChecks LLNED resources to determine suitability for individuals and groups | Uses a limited range of teaching strategies and resources to develop identified LLNED skillsUses ACFE LLNED tools and resources  | Applies a range of teaching strategies and tools to develop LLNED skillsUses teaching strategies that embed integrated LLNED skill development | Develops or contextualises LLNED resources to meet learner needs for study, work and life Mentors others on how LLNED skills are integrated | Champions the use of innovative approaches to the teaching of integrated LLNED skills | Leads the development of fit-for-purpose LLNED resources for different contexts |

### Evaluates and reflects on own practice

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| Contributes to evaluation of LLNED program | Seeks regular feedback from learners and peers to reflect on and evaluate own performance and plan for improvements | Evaluates program outcomes using established tools and techniquesAssists in modifying program design in response to evaluation outcomes | Maintains awareness of own skill level and proactively addresses skills gaps Assists staff to identify their training needs | Establishes systems and processes for reviewing skills and professional development needs within the organisation  | Develops and implements tools and techniques to evaluate program outcomesReports on evaluation outcomes and recommends system improvements |

## Practice Domain: Determining learner gain

### Applies theory when determining learner gain

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| Works with learners to identify the value of recognising learner performance levels and learner gainRecognises different measures of success | Demonstrates sensitivity and flexibility while reviewing a learner’s LLNED skills Begins to use recognised LLNED frameworks  | Promotes a range of different measures of success within the organisationUses recognised LLNED frameworks  | Demonstrates and mentors appropriate use of recognised LLNED frameworks to inform and expand practiceDemonstrates application of the principles of assessment and the rules of evidence | Leads others to interpret and apply LLNED frameworks for reviewing learner gain and to improve assessment practice  | Provide leadership on recognising and recording finer gradations of progressLeads others in understanding and applying the principles of assessment and the rules of evidence |

### Uses strategies and tools to determine learner gain

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| Accesses pre-accredited guidelines and tools to assist learner in identifying own gain Encourages learner to measure their own progress including building strengths as a learner  | Uses pre-accredited guidelines and tools to ascertain learner gainSelects and conducts appropriate initial, formative and summative based on recognised LLNED frameworks | Implements LLNED assessment across a range of modes, including onlineInterprets outcomes from diagnostic or indicative LLNED assessments Mentors others to recognise the range of assessment tools to measure gain from light touch to more rigorous | Contributes to the development and/or modification of assessment tools based on recognised LLNED frameworks | Designs and develops fit for purpose LLNED assessment tools that assist the transition for learners into different study, work and life contexts  | Designs and develops continuous improvement strategies to advance assessment practiceFosters team to develop theoretical and technical knowledge of assessment to advance practice |

### Assesses specific LLNED skills

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| Works with the learner to ascertain learner gain in specific LLNED skills Discusses feedback with learner on completed LLNED tasks Documents evidence of learner gain  | Uses a range of strategies and tools to assess LLNED skillsParticipates in moderation sessions about learners’ performance, within organisation | Participates in processes to validate own practice against LLNED frameworks, within organisation Discusses feedback with learners on their progress in meeting goals and monitors and updates documented Learner Pathways Plan | Moderates evidence generated from LLNED assessments with others from within organisationGuides team members to validate practice against LLNED frameworks | Leads assessment of LLNED skillsImplements improvements to assessment processes and tools including documented plans | Establishes and supports culture of continuous improvement in both assessment practice and providing regular quality feedback to learners |

## Practice Domain: Collaborating and networking

### Engages with others for professional learning

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| --- | --- | --- | --- | --- | --- |
| Participates in forums, professional development and professional learning networks to inform and improve own LLNED teaching practice  | Builds knowledge of referral services to enable referrals into, and pathways out of, the organisation | Builds partnerships and collaborates with others outside the organisation to validate tools and processes and moderate learner performance | Uses LLNED research to improve own practice Actively engages with networks to share programs and practices to support LLNED learning across different contexts | Leads local and state-wide communities of practice and networks Leads and shares emerging research and practice to improve outcomes for learners | Champions evidence-based research to improve teaching practice and build knowledge in the LLNED field |

### Engages with community, industry and other education and training stakeholders

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| Recognises the role of adult community education within the broader field of employment, education and trainingUnderstands local employment opportunities | Identifies a range of government and non-government agencies, community organisations and employment services available to refer learners for support Identifies a range of education and training pathways and employment options for learners to consider when developing and reviewing their potential pathways   | Liaises with a limited range of government and non-government agencies, community organisations and employment services to refer learners for supportLiaises with a limited range of local employers or employer networks to:* ensure LLNED programs reflect current workplace practice
* provide opportunities for learners to transition into employment pathways via work experience or through full or part time work

Liaises with a limited range of education and training providers and other community education providers to develop transition arrangements and pathways to study, work and life  | Actively engages with a wide range of government and non-government agencies, community organisations and employment services to refer learners for supportActively engages with a wide range of local employers and employer networks to:* ensure LLNED programs reflect current workplace practice
* provide opportunities for learners to transition into employment pathways

Actively engages with a wide range of education and training providers and other community education providers to develop transition arrangements and pathways to study, work and life | Develops training programs in partnerships with industry, employers and RTOsEstablishes mechanisms to ensure LLNED programs meet and/or exceed stakeholder expectations | Formalises partnerships with a range of government and non-government agencies, community organisations/networks and employment services to refer learners for supportFormalises partnerships with a range of local employers and employer/industry networks, education and training providers and other local community education providers to assist with learner transitions from the LLNED program and pathways to employment |

## Practice Domain: Leading and managing

### Engages, mentors and leads professional practice

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| Identifies own learning needs to develop leadership skills | Seeks mentor to guide leadership development | Shares knowledge and experience with team, demonstrates self-awareness, provides a positive role model for colleagues and learners Assists others in the team to identify skills gaps and training needs | Focuses on achieving organisational goals and prioritiesSupports staff to engage in reflective practice and continuous improvementDevelops a formal mentoring plan to work with mentee | Fosters a supportive, inclusive workplace, committed to continuous improvementLeads initiatives to bring diverse stakeholders together to establish and deliver quality LLNED programs | Reviews relevant LLNED frameworks and learning theories and models them in practiceProvides professional development and networking opportunities for staff |

### Builds organisational capacity

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| Demonstrates an understanding that LLNED provision addresses a range of outcomes across different study, work and life contextsBuilds own awareness of the organisation’s strategic goals | Seeks opportunities to build skills and knowledge that add to organisational capacityContributes to promoting the strengths of the organisation | Works within the organisation to build the capacity for LLNED provision to address outcomes across different study, work and life contextsWorks with other Learn Local providers to share skills, knowledge and resources | Advocates for place based adult community LLNED provision and its role within the broader education and training systemProvides guidance to build organisational capacity and address team skills gapsActively promotes the organisation’s programs | Develops team plans with clear targets and goals linked to the organisation’s strategic plan Mentors staff to build individual capabilities and organisational capacity to meet strategic goals | Supports and promotes staff to be leaders within the broader LLNED and Learn Local sectorsDevelops and leads the marketing strategy of the organisation |

### Implements quality business processes and standards

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| --- | --- | --- | --- | --- | --- |
| Demonstrates work practices that comply with organisational policies, procedures, standards and quality frameworks | Identifies and reports on risks associated with own work roleMaintains accurate and up to date records for program administration | Contributes to business process development and identifies opportunities for improvementDevelops approaches to meet compliance requirements and continuous improvement of LLNED practiceContributes to identifying and mitigating risks for the and identifying opportunities | Contributes to monitoring budgets and meeting contractual obligationsProvides advice to management on policy and program issues related to developing and delivering LLNED programsContributes to strategic planning for LLNED programs within the LLO business | Reviews and creates policies and procedures to guide program implementation and practiceEnsures team members keep up to date and accurate records of learner participation, progress and outcomesEnsures team compliance with standards, regulations and relevant legislation | Plan and monitor LLNED program budgets and contractual obligations and manage risksDevelops the strategic plan for the pre-accredited program (including the policy, program and evaluation framework), for endorsement by the Committee of Management |

***A Professional Practice Self-Assessment Tool***

A *Professional Practice* *Self-Assessment Tool and User Guide* has been developed to enable the Learn Local LLNED Workforce to self-assess their skills and knowledge within the Professional Practice Recognition Framework. Specifically, the Tool provides a structure for staff to gauge how they are performing against each of the Practice Descriptors associated with the development and delivery of programs focused on pre-accredited learning in Language, Literacy, Numeracy, Employability and Digital Literacy Skills. It also enables staff to identify areas for personal development and for career planning.