

# **Professional Practice and Recognition Framework**

**For the Learn Local workforce**

Produced by Adult, Community and Further Education Board  
Department of Jobs, Skills, Industry and Regions

The ACFE Board thanks Escalier McLean Consulting for the extensive work and consultations undertaken with the Learn Local sector towards development of the Framework.

2023

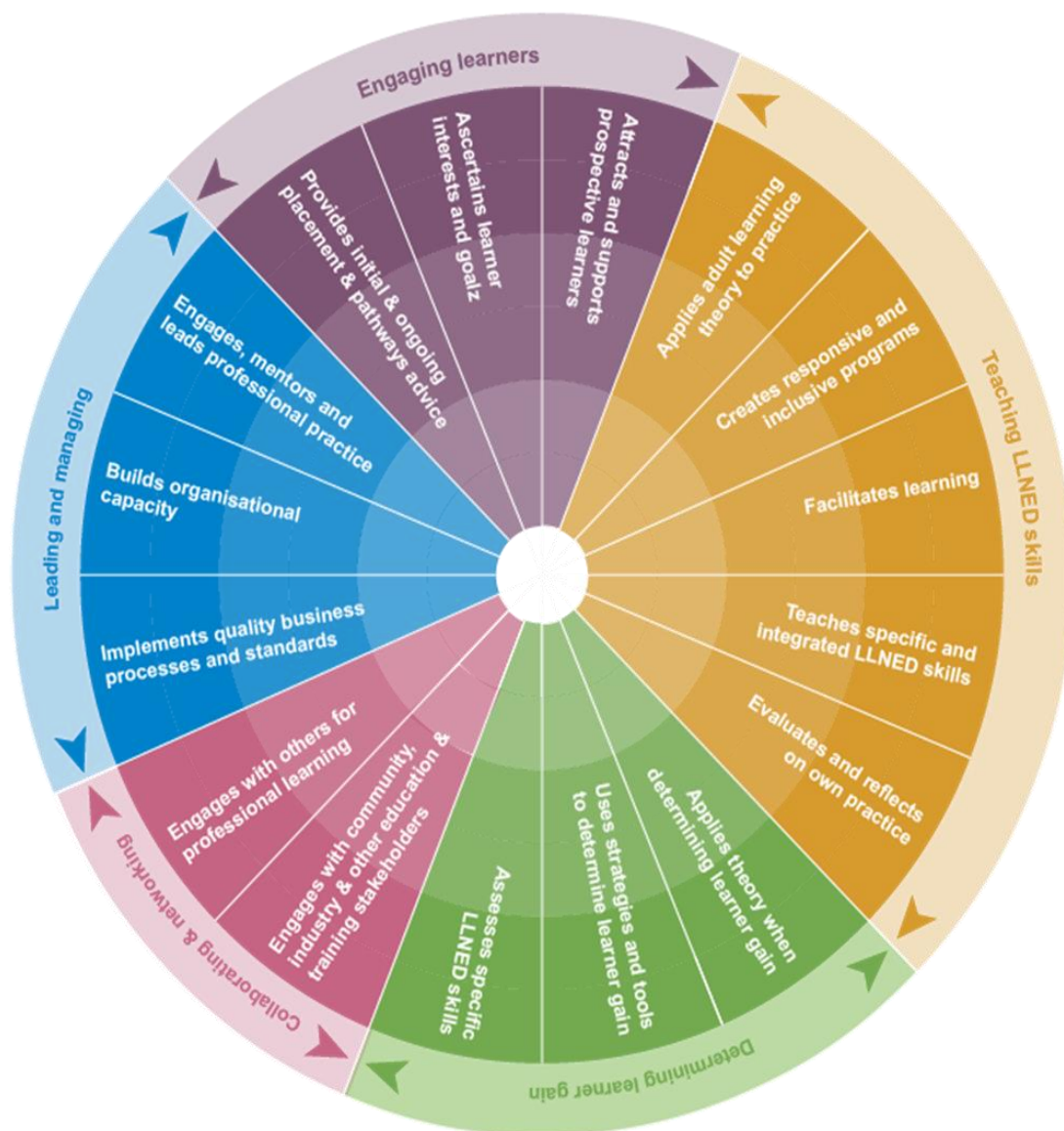
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# Introduction

This Professional Practice Recognition Framework (PPRF) for the Learn Local Workforce captures all of the work carried out by staff responsible for the delivery of pre-accredited LLNED programs to adults needing further development of these skills for study and work and for participation in every day modern life.

The consolidation of practices within one Framework recognises that Learn Local providers vary in their size and working arrangements, and that staff within will have different responsibilities in organising and addressing the overall tasks required.



# Structure

Key features of the PPRF are the five practice domains, the practice areas within each domain, and the continuum of practice descriptors in each area.

## Domains of practice

The Framework consists of five domains of practice:

1. Engaging learners
2. Teaching LLNED skills
3. Determining learner gain
4. Collaborating and networking
5. Leading and managing

Each of the domains of practice relates to aspects of the work undertaken within community based Learn Local providers to deliver supported pre-accredited programs focused on language, literacy, numeracy, employability and digital literacy (LLNED) skills development for Victorian adults needing to develop these core skills for study, work and life.

## Practice areas

Each of the domains of practice is made up of sixteen practice areas, as outlined below.

Domains of practice	Practice areas
Engaging learners	<ul style="list-style-type: none"> <li>▪ Attract and support prospective learners</li> <li>▪ Ascertain learner interests and goals</li> <li>▪ Provide initial and ongoing placement and pathways advice</li> </ul>
Teaching LLNED skills	<ul style="list-style-type: none"> <li>▪ Apply adult learning theory to practice</li> <li>▪ Create responsive and inclusive programs</li> <li>▪ Facilitate learning</li> <li>▪ Teach specific and integrated LLNED skills</li> <li>▪ Evaluate and reflects on own practice</li> </ul>
Determining learner gain	<ul style="list-style-type: none"> <li>▪ Apply theory when determining learner gain</li> <li>▪ Use strategies and tools to determine learner gain</li> <li>▪ Assess specific LLNED skills</li> </ul>
Collaborating and networking	<ul style="list-style-type: none"> <li>▪ Engage with others for professional learning</li> <li>▪ Engage with community, industry and other education and training stakeholders</li> </ul>
Leading and managing	<ul style="list-style-type: none"> <li>▪ Engage, mentors and leads professional practice</li> <li>▪ Build organisational capacity</li> <li>▪ Implement quality business processes and standards</li> </ul>

## Practice descriptors

Each practice area has six descriptors organised into a continuum that describe the skills performed and the knowledge used at different/increasing levels of complexity as indicated by the different verbs used at the beginning of each practice descriptor in the continuum e.g.

- understands, liaise with, actively engage, formalise
- use, modify, mentor, create.

The Professional Practice Recognition Framework – practice domains, areas and descriptors – are detailed shortly, after an explanation of where the Framework has come from.

# Origins

Development of the PPRF 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 (p. 9). One of these is *Our People* including *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 for various education and training sectors in Australia and have a range of purposes.

## Purpose

This Professional Practice Recognition Framework has been developed to specifically meet the needs of teachers/trainers and managers and other staff in the Learn Local workforce involved in the delivery of LLNED pre-accredited learning. The Framework for the Learn Local Workforce 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, including for new entrants to the Learn Local workforce through to those who are highly experienced
- be used by Learn Local staff to self-assess their current skills and knowledge and identify their professional development goals using the companion PPRF self-assessment tool
- 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

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 learners' learning attainment
- ensure consistency with the pre-accredited quality framework (PQF PLUS) for program design and delivery.

## Drivers

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 (e.g. 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.

# Practice domains, areas and descriptors

## Practice domain: Engaging learners

### Practice areas and descriptors

#### Attracts and supports prospective learners

Demonstrates an understanding of the benefits of, and options for, pre-accredited programs for prospective learners	Explores benefits of, and options for, pre-accredited programs with prospective learners	Provides information on the services available to support prospective learners	Develops design and delivery options for pre-accredited programs that support prospective learners	Mentors team in strategies development to attract and support prospective learners	Engages with key stakeholders to share benefits of, and options for, pre-accredited programs to attract prospective learners
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#### Ascertains learner interests and goals

Provides a safe and welcoming learner centred environment	Acknowledges that learners have different backgrounds, interests and goals	Applies a strengths-based approach to support learners to identify own goals for study, work and life	Links learners with learning programs that best meet their individual needs and with support services they need	Mentors team on ways to ascertain learner interests and goals	Creates systems and tools that guide team on ways to ascertain learner interests and goals
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#### Provides initial and ongoing placement and pathways advice

Assists learners to identify their learning goals and support requirements	Conducts pre-program placement interview using pre-accredited quality and LLNED frameworks, provides some LLNED advice to assist development of a learning plan part A, enrolls learners where appropriate	Monitors and reviews with learner their learner pathway plans using existing knowledge of education, training and employment options	Conducts post-program learner interview using pre-accredited quality and LLNED frameworks, and plans with the learner their next steps	Mentors team on interpreting and applying pre-accredited quality and LLNED frameworks for learner placement and pathways advice based on initial and ongoing performance	Creates systems and procedures to guide team in the provision of quality advice on learner placement and pathways
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## Practice Domain: Teaching LLNED skills

### Practice areas and descriptors

#### Applies adult learning theory to practice

Applies adult learning principles and theories when working with learners	Uses a learner-centred, strengths-based approach to inform teaching practice	Engages in reflective practice to improve own teaching	Investigates a range of adult learning theories to expand and improve teaching repertoire	Fosters within the Learn Local provider a learner-centred, strengths-based approach	Creates team opportunities to share and build knowledge of learning theories and ways of applying to practice
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#### Creates responsive and inclusive programs

Demonstrates an understanding of the impact of own cultural beliefs and values on the learning environment	Provides a culturally safe learning environment, in accordance with legal requirements	Ensures learning programs and resources meet the LLNED needs and goals of diverse learners in the group	Models cross cultural understanding and encourages cultural competence in the team	Mentors team on ways to design learning programs that address the LLNED needs of learners from diverse backgrounds	Creates systems and tools that guide development of learning programs to meet the needs of diverse individuals and groups
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#### Facilitates learning

Uses a collaborative approach with the learner to promote engagement in learning and build confidence and self-esteem	Plans structured and sequenced LLNED learning based on existing programs for delivery across a range of modes and contexts	Adapts pre-developed learning programs and resources to suit various learner cohorts	Applies effective and varied teaching strategies to develop learning skills that meet learner needs across delivery modes and contexts	Shares knowledge of a range of effective teaching practices within the organisation	Promotes innovative teaching practice across a range of modes and approaches
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#### Teaches specific and integrated LLNED skills

Teaches one or more of LLNED skills using resources reviewed to ensure suitability for individuals and groups	Uses some teaching strategies and ACFE quality assured resources to develop identified LLNED skills	Embeds integrated LLNED skill development in teaching strategies and learning programs	Develops or contextualises resources to meet learners' LLNED needs	Mentors team on teaching strategies that effectively integrate LLNED skill development	Designs and develops fit-for-purpose and quality assured LLNED resources for different contexts
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#### Evaluates and reflects on own practice

Seeks regular feedback from learners and peers to reflect on and evaluate own performance and plan for improvement	Contributes to the evaluation of LLNED programs using established tools and techniques	Assists in modifying LLNED program design in response to evaluation outcomes	Maintains awareness of own skill level and proactively addresses skills gaps	Establishes systems for reviewing skills and professional development needs within the Learn Local provider	Develops and implements tools and techniques for program outcomes evaluation and reporting including improvement ideas
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## Practice Domain: Determining learner gain

### Practice areas and descriptors

#### Applies theory when determining learner gain

Explains the benefits of determining learner gain to learners	Recognises and explores different measures of success with learners	Applies different measures of success with learners and uses recognised pre-accredited quality and LLNED performance frameworks flexibly and sensitively	Uses pre-accredited quality and LLNED frameworks to inform and improve own practice in determining learner gain	Mentors others in appropriate use of success measures and pre-accredited quality and LLNED frameworks to determine learner gain and improve this practice	Designs and develops systems and tools to recognise and record finer gradations of learner progress or gain, where appropriate
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#### Uses strategies and tools to determine learner gain

Uses pre-accredited quality and LLNED frameworks to support learners to measure their own progress	Conducts learner gain determinations using appropriate pre-accredited quality and LLNED frameworks, tools and guidelines	Implements LLNED assessments across a range of modes, including online and interprets and analyses the outcomes	Contributes to the development or modification of LLNED skills assessment tools based on sound frameworks	Mentors team in the design and development of fit for purpose LLNED assessment tools underpinned by pre-accredited quality and LLNED frameworks	Designs and develops continuous improvement strategies to advance LLNED skills assessment practice within organisation
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#### Assesses specific LLNED skills

Uses a range of strategies and tools to assess LLNED skills and documents evidence of learner gain	Provides feedback appropriately on completed LLNED skills assessments to learners and updates pathway plans with learners	Participates in moderation of evidence gathered through LLNED assessments with team and in process to validate own practice against pre-accredited quality and LLNED frameworks	Guides team on ways to validate their learner LLNED assessment practices against pre-accredited quality and LLNED frameworks	Implements improvements to LLNED assessment processes and tools including documented plans	Establishes and supports a culture of continuous improvement in both assessment practice and quality, regular feedback provision to learners
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## Practice Domain: Collaborating and networking

### Practice areas and descriptors

#### Engages with others for professional learning

Participates in professional development forums and networks to inform and improve own LLNED teaching practice	Uses LLNED research to improve own practice	Builds partnerships and collaborates with external stakeholders to validate tools and processes, and to moderate learner performance	Actively engages with networks to share programs and practices to support LLNED knowledge and skills learning across different contexts	Leads local and state-wide communities of practice and networks to share emerging research and practice to improve outcomes for learners	Champions evidence-based research to improve teaching practice and build knowledge in the LLNED field
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#### Engages with community, industry and other education and training stakeholders

Demonstrates an understanding of the role of adult community education within the broader field of education and training and employment and community development	Identifies support services available to refer learners to: e.g. government and non-government agencies, community organisations and employment services  Identifies education and training and employment options for learners to consider when developing and reviewing their learning pathways plan	Liaises with a limited range of services to refer learners to for support\  Liaises with a limited range of local employers or their networks to ensure LLNED programs reflect current workplace skills needs and provide opportunities for learners to transition into employment  Liaises with a limited range of education and training providers to develop study transition arrangements for learners	Actively engages with a wide range of services to refer learners to for support  Actively engages with a wide range of local employers and employer networks to ensure LLNED programs reflect current workplace practice and provide opportunities for learners to transition into employment pathways  Actively engages with a wide range of education and training providers to develop transition arrangements and pathways to further study and work	Develops training programs in partnerships with industry, employers and vocational education and training providers  Establishes mechanisms to ensure LLNED programs meet and/or exceed these stakeholder expectations	Formalises partnerships with a range of services to refer learners to for support  Formalises partnerships with a range of local employers and industry networks, and education and training providers to assist with learner transitions into and from the LLNED program
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## Practice Domain: Leading and managing

### Practice areas and descriptors

#### Engages in leadership of professional practice

Identifies own learning needs to develop leadership skills	Seeks mentor to guide own leadership development	Shares knowledge and experience with staff  Provides a positive role model for staff and learners Assists staff to identify their skills gaps and training needs	Focuses on achieving Learn Local organisational goals and priorities  Supports staff to engage in reflective practice and continuous improvement  Formally mentors staff via a plan	Fosters a supportive, inclusive workplace, committed to continuous improvement  Leads initiatives to bring diverse stakeholders together to establish and deliver quality LLNED programs	Reviews relevant LLNED frameworks and learning theories and models them in practice  Provides professional development and networking opportunities for staff
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#### Builds organisational capacity

Demonstrates an understanding that LLNED provision addresses a range of outcomes across different study, work and life contexts  Builds own awareness of the Learn Local organisation's strategic goals	Seeks opportunities to build skills and knowledge that add to Learn Local organisational capacity  Contributes to promoting the strengths of the organisation	Builds organisational capacity for LLNED provision that addresses outcomes across different study, work and life contexts  Works 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 system  Provides guidance on ways to build organisational capacity and address skills gaps  Actively promotes Learn Local 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 sectors  Develops and leads the marketing strategy of the Learn Local organisation
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#### Implements quality business processes and standards

Demonstrates work practices that comply with organisational policies, procedures, standards and quality frameworks	Identifies and reports on risks associated with own work role  Maintains accurate and up to date records of own programs administration	Contributes to Learn Local business processes development and identifies opportunities for improvement  Develops approaches to meet compliance requirements and continuous improvement of LLNED practice  Contributes to identifying and mitigating risks	Contributes to monitoring budgets and meeting contractual obligations  Provides advice to management on policy and program issues related to developing and delivering LLNED programs  Contributes to strategic planning for LLNED programs	Reviews and creates policies and procedures to guide program implementation and practice  Ensures team keeps up to date and accurate records of learner participation, progress and outcomes  Ensures team complies with standards, regulations and relevant legislation	Plans and monitors LLNED program budgets and contractual obligations and manages risks  Works with Committee of Management to develop the strategic plan for the Learn Local (including policy, pre-accredited programs and evaluation framework).
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# PPRF self-assessment tool

The Professional Practice Recognition Framework has a complementary online Professional Practice Self-Assessment Tool to enable Learn Local staff to self-assess their skills and knowledge, guided by the practices outlined in The Framework.

The Tool is intended for personal use and personal reflection, and not as a performance appraisal tool.

The Tool provides a structure for staff to gauge how they are performing against Practice Descriptors in the Framework. It also enables staff to identify areas for personal development and for career planning. <https://forms.gle/ffVBfwFcrVpQtuQb9>

## Tool use

Not all practitioners will need to self-assess against all Domains of Practice, nor all Practice Areas. For example, and depending on job roles within an organisation:

- teachers and trainers may initially self-assess for the Practice Domains: *Teaching LLNED Skills* and *Engaging learners* and then possibly move on to *Determining learner gain* prior to addressing their skills in *Collaborating and networking* and *Leading and managing*
- managers or coordinators may focus initially on self-assessment against the *Engaging Learners* and the *Leading and managing* Domains before moving to *Collaborating and Networking*
- some staff who undertake management and teaching/training roles may undertake their self-assessment across all of the Domains.

When using the Self-assessment Tool, practitioners will have the opportunity to reflect on each of Practice Descriptors to gauge their own practice. This is not only an opportunity to think about skills and knowledge for development, but also an opportunity to reflect on the practices that are already achieved and used competently with learners. It's important to step back and recognise those skills, and to celebrate the successful work carried out daily in Learn Local Organisations.

At the same time, using the Tool will assist practitioners to identify practices that they would like to develop. This will enable planning for professional learning that is meaningful and targeted.

To be valuable, the self-assessment process needs to be honest. Users need to think carefully about each of the practice statements and tick the columns real relevant to them.

## Outcome

At the end of the *Self-Assessment for each Practice Domain* you will receive a summary of the skills and knowledge that you already have and your priorities that you would particularly like to develop. It is quite likely that you will have skills at various levels. This is called a 'spiky profile'.

Teachers, trainers, coordinators and managers are encouraged to share the outcomes of their self-assessment with their colleagues to assist them in confirming or modifying their initial self-assessments. Building a collaborative approach involving 360-degree feedback where teachers, trainers, coordinators and managers share the outcomes of their self-assessment will assist all in confirming or modifying their initial self-assessments.



To build the Learn Local sector, it is very important for users to clearly identify skills they need or would like to develop for their personal professional development and for career planning, through informal and formal professional learning and development.

## **References to LLNED skills**

Throughout The Framework and the Self-Assessment Tool, there are references to developing the LLNED skills of learners and implementing processes to assess their skills. This is particularly the case in the first three Practice Domains – Engaging learners, Teaching LLNED skills and Determining learner gain.

The acronym ‘LLNED’ refers to Language, Literacy, Numeracy, Employability and Digital Literacy Skills.

The full list of LLNED skills is included in a number of places in the Self-Assessment Tool to enable practitioners to self-assess their practice to deliver each of these skills and in acknowledgment that practitioners may be employed to deliver some or all of the LLNED skills and will have varying degrees of skills and knowledge in each of LLNED. When self-assessing their practice to deliver these skills, practitioners are likely to find that their skills and knowledge will vary.

Although LLNED skills are described as discrete skills, their interrelationships are crucial. For example, to use a computer, even at a low level, an individual also needs to be able to read some text, and to carry out Numeracy tasks, a person also needs to read symbols and instructions, even at a basic level.

The core skill of ‘Learning’ underpins all skills.

# Glossary

Users might find that LLNED and other terms used are unfamiliar and so this glossary.

## A

### Adult learning principles

Adult learning principles or andragogy refers to the methods and practices of educating adult learners.

Malcolm Knowles identified five principles of adult learning, which are summarised below.

1. Adult learners need to know the purpose of the learning; why they need to know.
2. Adult learners need to take responsibility for their own learning and need to be consulted on decisions about the learning.
3. Adult learners have a variety of life and work experiences that can be both a rich source of information and bias.
4. Adult learners are ready to learn those things they need to know.
5. Adult learners are motivated to learn to the extent that they perceive a purpose relevant to them.<sup>1</sup>

There are a range of other adult learning theorists, e.g. Jack Mesriow (Transformational Learning), David Kolb (Experiential Learning). Also see Learning theories and LLNED learning theories.

### A-frame

The A-frame is a system for planning and documenting educational practices that provides a curriculum model and practical tools (the Course Plan and the Learner Plan) for planning and documenting pre-accredited courses. It is part of the Pre-accredited Quality Framework (PQF).<sup>2</sup>

### Agency

Being able to make choices and decisions, influence events and have an impact on one's world. Agency ensures that a person is an active contributor to their own experiences, interactions, learning and development.<sup>3</sup> The PQF Plus supports the learner in their tailored learner journey and aims to give them agency in their learning journey. See Adult learning principles.

### Assessment

Evaluating learner performance.

*Informal assessment* is through techniques such as observation and anecdotal records.<sup>4</sup> An informal or 'light touch' assessment provides a ballpark level of performance, rather than detailed evidence. It is especially useful for learners who may be reluctant to be assessed or who may have had bad experiences with more formal assessment.

*Formal assessment* is through a structured (often written) test.<sup>5</sup>

*Initial assessment* or review is of goals and skills carried out prior to enrolment or early in the program.

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<sup>1</sup> IBSA, VET Glossary 5<sup>th</sup> Edition

<sup>2</sup> ACFE, Glossary of terminology commonly used in ACFE

<sup>3</sup> Adapted from State Government of Vic, Literacy Teaching Toolkit: Literacy glossary

<sup>4</sup> AITSL, Glossary

<sup>5</sup> AITSL, Glossary

*Formative assessment* is evaluating learner progress in skills to provide feedback to learners and adapt teaching and learning programs during the learning sequence. <sup>6</sup>

*Summative assessment* is evaluating learner achievement of learning goals at a point in time, usually undertaken at the end of the learning period.

## Australian Core Skills Framework (ACSF)

The ACSF is a tool that assists English language, literacy and numeracy (LLN) practitioners to describe an individual's performance in the five core skills of learning, reading, writing, oral communication and numeracy. It identifies and develops the core skills in three contexts: personal and community; workplace and employment; and education and training. <sup>7</sup>

## B

### Blended learning

Blended learning incorporates online and face-to-face learning methodologies.

## C

### CALD

CALD is an acronym for culturally and linguistically diverse, which broadly describes communities with diverse languages, ethnic backgrounds, nationalities, traditions, societal structures and religions.

### Co-design

Also referred to as participatory design. The purpose of co-design is to actively involve all parties in the design process with the aim of ensuring that the end product is practical and meets the needs of the target group.

### Constructivist teaching practice<sup>8</sup>

Teaching and learning programs that incorporate adult learning principles and approaches that put the learner at the centre of the learning process. It:

- values learner interests and questions
- builds on what the learner already knows
- allows for teachers and learners to co-construct knowledge
- acknowledges that the teacher's role is interactive and based on negotiation
- facilitates opportunities for learners to learn primarily in groups.

Also, see Adult learning principles and Agency.

### Continuous improvement

A systematic process that ensures that operations and activities are regularly reviewed and improved using a cycle of planning, implementing, evaluating, and redesigning.

### Course

An individual learning event made up of a sequence of learning activities.<sup>9</sup>

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<sup>6</sup> Adapted from State Government of Vic, High-ability toolkit: Key terms and glossary

<sup>7</sup> ACFE, Glossary of terminology commonly used in ACFE

<sup>8</sup> Foley, Ollis, Rossiter & Harrison (2021). Tools for measuring learning gain, Deakin University

<sup>9</sup> State Government of Vic Pre-accredited Quality Framework (PQF) kit - Glossary

## Course plan

Also sometimes referred to as the A-frame, the course plan contains an overview of the course as a whole and includes information relevant to the course context, delivery mode, learner prerequisites, and LLNED outcomes amongst other things.

## Core Skills

The language, literacy and numeracy skills of Learning, Reading, Writing, Oral Communication, Numeracy and Digital Literacy<sup>10</sup>.

## Cultural competence

The ability to be open to learn from and to understand the beliefs and values of, and interact effectively with, those from backgrounds different from your own, including on the basis of, e.g. ethnicity, disability, religion, gender, trauma.

## D

### Delivery/Learning mode

The medium used to deliver the training/facilitate the learning. May be face-to-face, via technologies, distance-resource-based or blended.<sup>11</sup>

### Determining learner gain

The process of monitoring the learner's progress throughout the course. It involves giving clear and helpful feedback that actively improves learning. As a formative assessment strategy, it is most effective if the teacher and learner are partners in learning and the assessment of the learning. Learning gain may include a growth in self-confidence or in learner agency (social capital gains\*), as well as specific improvements in writing, numeracy, employability skills etc.

### Diagnostic LLNED assessment

A detailed assessment that identifies performance against skills, indicators and levels of skills, as identified in the ACSF/DLSF <sup>12</sup>or ESiCK.

## Digital Literacy Skills Framework

The Digital Literacy Skills Framework (DLSF) was developed for use in the Commonwealth Government's Foundation Skills for Your Future Program launched in 2020. It has been developed to sit alongside the ACSF with the same format of core skill, indicators, focus areas, performance features and sample activities. It utilises the existing Performance Variables Grid which provides essential information about the Support, Context, Text Complexity and Task Complexity appropriate at every ACSF level. It has two indicators: the active awareness of self as a digital user and the knowledge, use and application of digital literacy skills.<sup>13</sup>

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<sup>10</sup> DESE, Australian Core Skills Framework and Digital Literacy Skills Framework

<sup>11</sup> IBSA, VET Glossary 5<sup>th</sup> Edition

<sup>12</sup> McLean & Oldfield, 2021.

<sup>13</sup> McLean & Oldfield, 2021.

## Diversity

Diverse needs and diverse backgrounds that impact on learning. May include learners with mental and physical health issues or those affected by trauma. It can include diversity in ethnicity, age, race, disability, sexual orientation and socioeconomic status. Also see Cultural competence.

## E

### Employability skills

Also referred to as generic skills needed to participate in study, work and life.

Non-technical skills (also called 'generic skills' or 'soft skills') that employers say they are looking for in their employees. Developing the following employability skills continues to be an essential part of pre-accredited<sup>14</sup> teaching and learning:

- Teamwork
- Problem solving
- Planning and organising
- Initiative and enterprise
- Self-management
- Communication
- Learning
- Technology.

Note: The last three skills listed overlap with the core skills in the ACSF and the DLSF.

## Evaluation

In the context of Learn Local programs, evaluation means using a process to determine the effectiveness of the learning program.

## F

### Finer gradations of progress

Small measures of learner within a Skill level rather than progress in all aspects of the skill. Finer Gradations of progress might include:

- doing the same task e.g. operating a computer, but progressing from needing support to carry out the computer task to being able to do the task independently
- improving in part of the whole skill of writing e.g. improving your spelling and punctuation
- improvement in part of the whole skill of learning: e.g.
  - arriving on time for training or work, equipped with the tools needed (folder, pen, drill)
  - increased confidence and self-esteem.

### Foundation skills

Foundation skills are the combination of English language, literacy and numeracy skills and employability skills required for participation in work, the community and education and training (adapted from the Standing Council on Tertiary Education Skills and Employment, *National Foundation Skills Strategy for Adults*, September 2012).<sup>15</sup> Since digital skills also have become part of foundation skills.

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<sup>14</sup> State Government of Vic Pre-accredited Quality Framework (PQF) kit - Glossary

<sup>15</sup> ACFE, Glossary of terminology commonly used in ACFE

## H

### Human Capital

Human capital refers to the knowledge, skills and competencies people have that help facilitate their personal, social and economic wellbeing. These skills are seen to contribute to individual and national economic well being. (Mayer, D 2016 *Exploring Perspectives on Adult LLN&N* NCVER, Adelaide)

## L

### Learner

The use of the term learner as a synonym for student. It is the preferred term in the ACFE Board strategy plan and the Ministerial Statement.

### Learner-centred

Learning that is developed and facilitated in consultation with the learner.

### Learner gain

At its simplest level, learner gain can be defined as the difference between the education and skills demonstrated by a learner at two points in time. Learner gain is made up of human capital gains and social capital gains.

See Determining learner gain; Social Capital; Human Capital; Learning – Core Skill

### Learning – Core Skill

The core skill of ‘Learning’<sup>16</sup> is crucial to all other learning. It includes understanding that Learning:

- is a purposeful and goal-directed activity to achieve objectives that are valued by the learner
- is socially constructed, occurring within and strongly influenced by context and culture
- does not necessarily transfer neatly from one situation to another – transfer requires practice, time and appropriate support
- doesn’t always occur in a logically incremental way
- can be negative, where adults develop negative perceptions of themselves as learners and this will then act as a barrier to further learning.

The development of Learning in an individual includes:

- how individuals see themselves as learners, including their self-esteem and awareness of their strengths and weaknesses
- the degree of motivation and engagement an individual has in the learning process
- the extent to which the learner is able to take control of the learning process
- how well a learner can actively reflect on performance and feedback
- how effectively a learner is able to transfer and adapt prior knowledge and skills
- learning dispositions for example, persistence, taking responsible risks
- the ways in which an individual learns with and from other people.

### Learning approaches

Including, e.g. project based, workbook, discussion

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<sup>16</sup> Based on the Learning Core skill, as outlined in the Australian Core Skills Framework (ACSF) © 2012

## Learning contexts

Including:

- Study – Education/training (specific to a learning environment such as a Learn Local or TAFE, may also include learning on the job)
- Work – Workplace (specific to activities that may be carried out at work, or for potential employment)
- Life – Personal/community (specific to personal identity and achieving personal goals, and interacting with wider community)

## Learning theories

Including, for example:

- Adult learning principles (self-direction, transformation, experience, mentorship, mental orientation, motivation, and readiness to learn)
- Social constructivist theories
- Behaviourist theories
- Cognitivist theories.

See Adult learning principles and LLNED learning theories.

## LLNED

Language, Literacy, Numeracy, Employability Skills, Digital Literacy (LLNED) skills, including:

- Learning
- Reading
- Writing
- Oral communication
- Numeracy
- Teamwork
- Problem solving
- Initiative and enterprise
- Planning and organising
- Self-management
- Digital Literacy.

Note: There is some overlap between the skills in the ACSF/DLSF with the Employability Skills. Also see information included in the introduction.

## LLNED Frameworks

Frameworks that provide a structure for LLNED teaching and assessment practice, including PRIAK, ACSF, DLSF. LL ESiCK

## LLNED learning theories

Including, for example:

- Four Resources Model (Luke and Freebody) which assumes learners assume four roles – code breaker, text participant, text user and text analyst

- The impact of task and text complexity on the level of difficulty of a task, as described in the ACSF/DLSF in PVG (guided by the work of Kirsch & Mosenthal)
- Socio-linguistic theories.

## LLNED outcomes

A clear statement of what a learner is expected to achieve in their LLNED skills over the duration of the course. The LLNED learning outcomes are pre-determined for each level and will be the same for any course at that level. These outcomes are for the trainer and the organisation.

## M

### Measures of success

Measures of success can include learner gain over levels of the ACSF/DLSF, or ‘finer gradations’ of those frameworks such as:

- being able to carry out a LLNED task without support when support was previously required
- attending learning sessions on time when that was previously not the case
- attending learning sessions being prepared to learn
- increased confidence and self-esteem.

### Mentoring

Formal or informal relationship between two people with the goal of professional and personal development.

## N

### Numeracy

This term refers to the application of mathematical skills in real life situations related to a person’s study, work and participation in their community. It involves knowing and understanding the language of numeracy and being able to write and interpret its symbols accurately and confidently. When selecting numeracy as a priority, your course will focus on introducing numeracy skills and concepts at the nominated level, in a real context that is relevant to your learners and their goals.

## P

### Pathways

Learner pathways, including employment and further study, and the support mechanisms in place to help learners move on from pre-accredited courses.<sup>17</sup> They are a path or sequence of learning or experience that can be followed to attain competency, qualifications or employment (adapted from NCVET Glossary of VET).<sup>18</sup>

### Pathways Plan (for the learner)

Individualised plan that documents the outcome of a pre-training LLNED review, learner goals, options for pre-accredited or accredited training.

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<sup>17</sup> State Government of Vic Pre-accredited Quality Framework (PQF) kit - Glossary

<sup>18</sup> Adapted from ACFE, Glossary of terminology commonly used in ACFE



## Pathways (external)

Learner pathways from a pre-accredited course to either another pre-accredited or accredited course at another organisation or to employment.<sup>19</sup>

## Pathways (internal)

Learner pathways, within an organisation, either from one sequenced pre-accredited course to another or from a pre-accredited program to accredited training.<sup>20</sup>

## Place based

Targets the specific circumstances of a particular place and the local community.

## Post-course interview

An interview conducted after course completion using the Learner Pathways Plan Part B and the learner portfolio to discuss learning gain and achievements, revisit goals, plan next steps and any possible referrals.

## Pre-accredited courses/programs (training)

Modular learning opportunities that provide re-engagement with learning and skill development. They can focus on foundation or vocational skills and are customised to meet the needs of the learner or learner group.<sup>21</sup>

Pre-accredited training focuses on learners who have not achieved Year 9 or an equivalent qualification. Programs must address the particular needs of adults who have experienced barriers to education and find it difficult to undertake accredited programs as their first step back into education and training.<sup>22</sup>

Accredited training by contrast is a program of study leading to the Australian Qualifications Framework (AQF) vocational qualifications and credentials that are recognised across Australia. It includes accredited courses, endorsed training package qualifications and associated subjects. Only registered training organisations (RTOs) that meet government quality standards can provide nationally recognised training. RTOs can be TAFE, private providers, community providers and vocational divisions of universities,

## Pre-accredited Quality Framework (PQF)

The PQF is a system of interrelated processes that ensure quality and continuous improvement in planning, developing, implementing and reviewing pre-accredited courses. It provides assurance to learners, the community, employers and the ACFE Board that pre-accredited programs provide quality learning experiences. *The Framework* includes audit, verification, moderation, A-frame and quality indicators. A PQF + is under development.

## Pre-course interview

An interview conducted prior to course commencement using the PRIAK tool to evaluate existing LLN skills and knowledge. In the PQF Plus pilot, we will be using the Learner Pathways Plan A as part of the pre-course interview and record the outcomes. Also called an initial interview.

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<sup>19</sup> State Government of Vic Pre-accredited Quality Framework (PQF) kit - Glossary

<sup>20</sup> State Government of Vic Pre-accredited Quality Framework (PQF) kit - Glossary

<sup>21</sup> Adapted from State Government of Vic Pre-accredited Quality Framework (PQF) kit - Glossary

<sup>22</sup> ACFE, Glossary of terminology commonly used in ACFE

## PRIAK

Pre-accredited Initial Assessment Kit provides standardised assessment tools for determining the literacy and numeracy skills of adults wishing to access pre-accredited language, literacy and numeracy programs.

## Principles of assessment<sup>23</sup>

Valid	The assessor is assured that the learner has the skills, knowledge and attributes as described in the framework, module or unit of competency.
Sufficient	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.
Authentic	The assessor is assured that the evidence presented for assessment is the learner's own work.
Current	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

## Professional judgement

Professional judgement is ability to determine whether a learner has competently completed a task. An educator will rely on the curriculum requirements as well as your training, experience, professional knowledge, and understanding of your learner cohort.

## R

### Reflective practice

A process of self-observation and evaluation. Reflect on what you do in the classroom, why you are doing it, whether it works or not, and what adjustments need to be made. See continuous improvement.

### Referral services

Services to support learners, including for example, services such as housing advice, childcare, counselling services.

## Rules of evidence<sup>24</sup>

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<sup>23</sup> Adapted from Standards for Registered Training Organisations (RTOs) 2015, p15

<sup>24</sup> Adapted from Commonwealth of Australia, Standards for Registered Training Organisations (RTOs) 2015, p14

Fair	<p>The individual learner's needs are considered in the assessment process.</p> <p>Where appropriate, reasonable adjustments are applied by the assessor to take into account the individual learner's needs.</p> <p>The assessor informs the learner about the assessment process and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.</p>
Flexible	<p>Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none"> <li>• reflecting the learner's needs</li> <li>• assessing skills and knowledge held by the learner no matter how or where they have been acquired</li> <li>• drawing from a range of assessment methods and using those that are appropriate to the context, the framework, module or unit, and the individual.</li> </ul>
Valid	<p>Any assessment decision made by the assessor is justified, based on the evidence of performance of the individual learner.</p> <p>Validity requires:</p> <ul style="list-style-type: none"> <li>• assessment against a framework or standard and covers the skills and knowledge that are essential to competent performance</li> <li>• assessment of knowledge and skills is integrated with their practical application</li> <li>• assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and</li> <li>• judgement of competence is based on evidence of learner performance that is aligned to the framework or standard.</li> </ul>
Reliable	<p>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</p>

## S

### Scaffolding

A strategy for providing structures to support a developing learner. Typically, this might involve providing guidance and limiting the complexity of the context, text and task. As the learner's skills and confidence develop these supports are removed<sup>25</sup>

Support is provided to learners by a more experienced person in order to achieve outcomes that they would otherwise not be able to achieve on their own. <sup>26</sup> E.g. Vygotsky's zone of proximal development.

### Spiky profile

The recognition that a person's performance level may vary between core skills (e.g. stronger at reading but not as strong with writing) or within a core skill (e.g. stronger at writing dot point instructions compared with narrative writing). A person may also display a spiky profile across different focus areas (e.g. stronger at number and algebra but not at statistics and probability) and different text types<sup>27</sup> (e.g. stronger at writing dot point instructions compared with narrative writing).

<sup>25</sup> DESE, Australian Core Skills Framework pg. 179

<sup>26</sup> State Government of Vic, Literacy Teaching Toolkit: Literacy glossary

<sup>27</sup> DESE, Australian Core Skills Framework pg. 179

## Strength-based approaches

Strength-based refers to an approach that focuses on opportunities to complement and support a learner's existing strengths and abilities as opposed to focusing on any deficits.

## Social Capital

Social capital captures changes that may be in levels of trust between people's changes in the number and nature of different groups to which people belong, changes in the support people receive or give in groups and changes in activities undertaken within one's regular groups (bonding) different groups (bridging) and links to institutions (linking). (Adapted from Black, Falk and Ballatti in Mayer D 2016 *Exploring Perspectives on Adult LLN&N* NCVET, Adelaide)

## Support

Can refer to a range of services, teaching methods, or resources used to assist learners in their development of LLNED skills. These may include support on housing availability, income support, childcare availability, counselling.

## T

### Text

What is read, viewed and listened to and created in order to share meaning. Texts can be print-based, such as books, magazines and posters or screen-based, for example, internet sites and DVDs. Texts may also be graphic, oral or numeric. Many texts are multimodal, integrating images, written words and/or sound. <sup>28</sup>

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<sup>28</sup> Adapted from State Government of Vic, Literacy Teaching Toolkit: Literacy glossary