

Accellier

Professional Development
Learning as a Core Skill

Accellier acknowledges the Traditional Custodians of the land on which we meet.

We pay our respects to Elders and our Aboriginal and Torres Strait Islander participants.

We acknowledge Aboriginal and Torres Strait Islander people's rich history of teaching and learning on this land for thousands of years.

ACSF Key principles

- Learning is:



ACTIVE PROCESS

an active process of gaining understanding and developing skills



SOCIALLY CONSTRUCTED

socially constructed, occurring within, and strongly influenced by, context and culture




PURPOSEFUL & GOAL-DIRECTED

a purposeful, goal-directed activity, undertaken to achieve objectives that are valued by the learner

ACSF Learning Indicators

An adult's learning performance is described against two Performance Indicators.



.01 Awareness & Planning

The first Learning Indicator addresses the awareness of self as a learner, planning and management of learning.

.02 Practical Strategies

The second Learning Indicator addresses the acquisition and application of practical strategies that facilitate learning.



ACSF Learning Focus Areas



Learner Identity



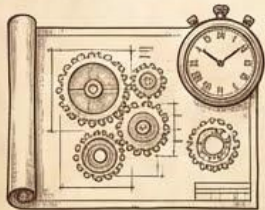
Locating evaluating and organising information



Goals and Pathways



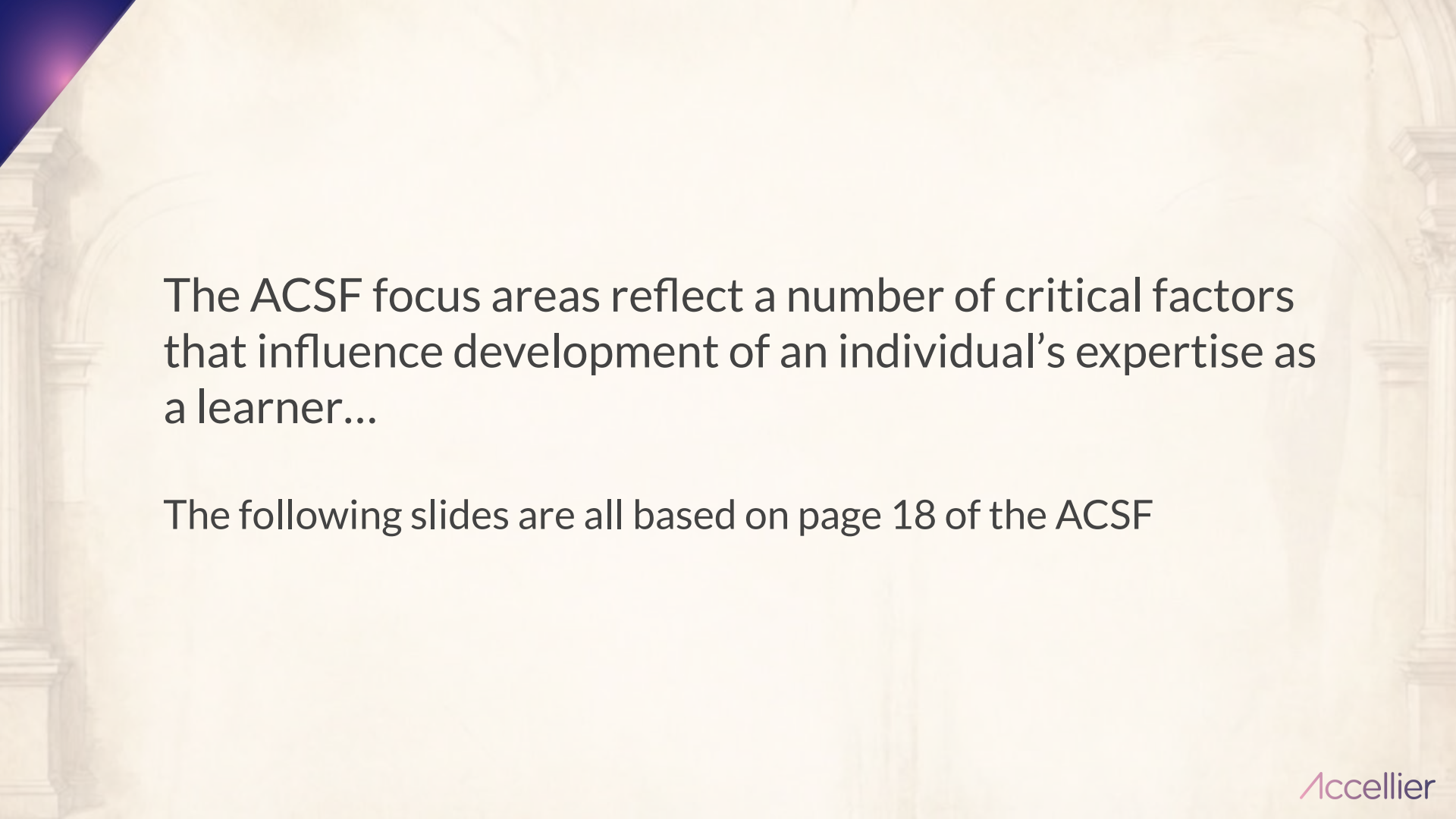
Using prior knowledge and scaffolding



Planning and organising



Learning with and from others



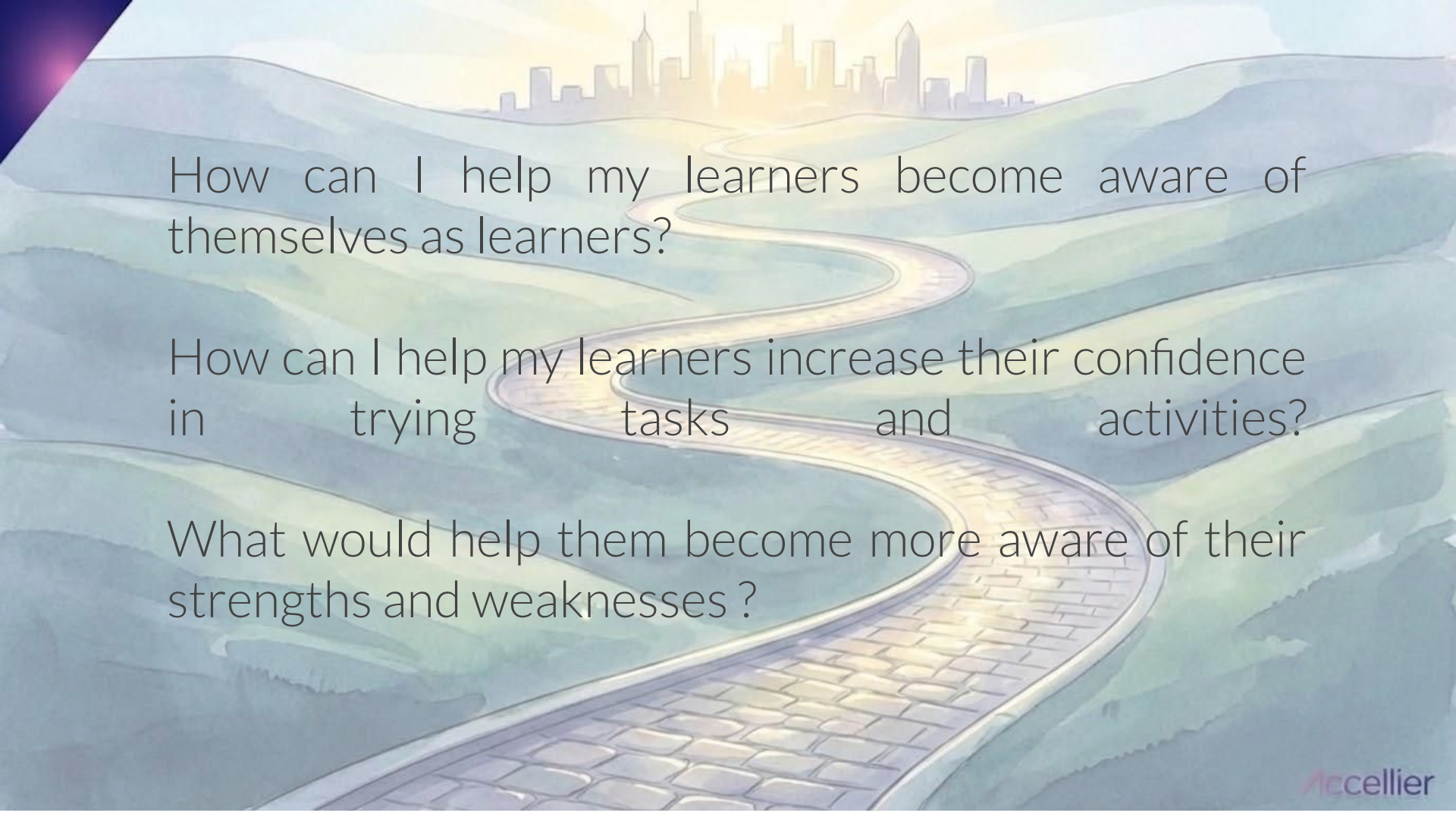
The ACSF focus areas reflect a number of critical factors that influence development of an individual's expertise as a learner...

The following slides are all based on page 18 of the ACSF

Critical influencing factors

How individuals see themselves as learners, including their self esteem and awareness of strengths, weaknesses and learning style preferences

(Knowles 1984, Argyris 1993, Lawrence 2000, Knightly & Whiteman 2006)



How can I help my learners become aware of themselves as learners?

How can I help my learners increase their confidence in trying tasks and activities?

What would help them become more aware of their strengths and weaknesses ?

Critical influencing factors

The degree of motivation and engagement in learning and the stage of the learner on the 'novice to expert' continuum, in a particular context

(Dreyfus & Dreyfus 1985, Benner 1984, Daley 1999, Schuller et al 2005)

A stylized illustration of a winding stone path leading through rolling green hills towards a city skyline at sunset. The path is made of grey stones and curves through the landscape. The hills are rendered in various shades of green and blue. In the background, a city skyline with several tall buildings is visible against a warm, golden sunset sky. The overall mood is peaceful and aspirational.

How can I tell how motivated my learners are?

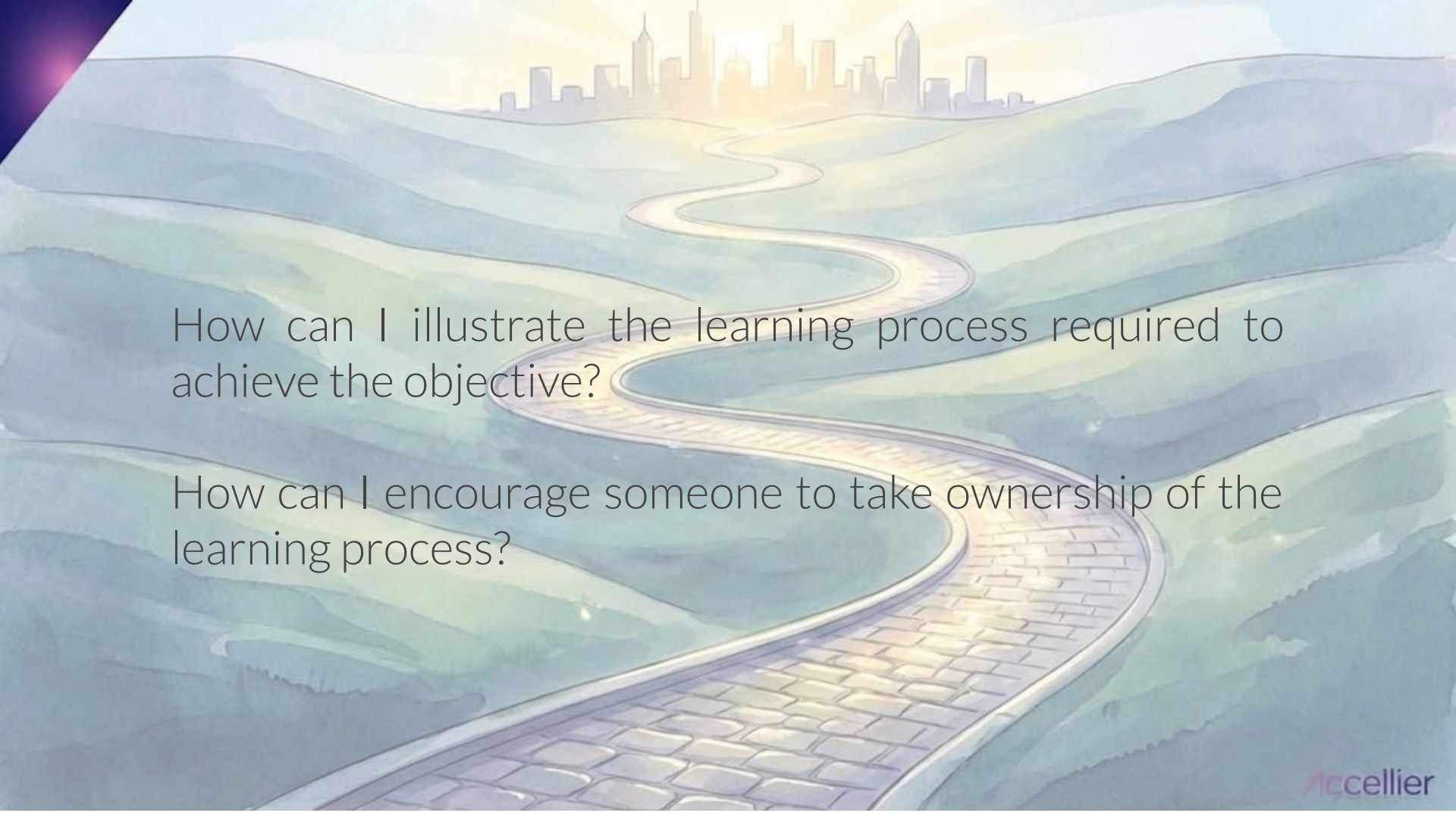
Are they focused on internal or external motivators?

What would increase their motivation to learn?

Critical influencing factors

The extent to which a learner is consciously aware of, and able to take control of, the learning process.

(Livingstone 1977, Sternberg 1986, Swatz & Perkins 1989, Perkins 1995)

A stylized illustration of a winding stone path leading through rolling green hills towards a city skyline at sunrise. The path is made of grey stones and curves through the landscape. The hills are rendered in various shades of green and blue, suggesting depth and distance. In the background, a city skyline with several tall buildings is visible against a bright, hazy sky. The overall mood is one of a journey or a path leading to a goal.

How can I illustrate the learning process required to achieve the objective?

How can I encourage someone to take ownership of the learning process?

Critical influencing factors

How well a learner can actively reflect on performance and feedback and learn from this.

(Schon 1983, Butler 1996, Ferry & Ross Gordon 1998, Daley 1999)



How can I encourage learners to genuinely reflect on their performance in relation to the objectives?

Is my feedback concise and constructive with actionable and measurable recommendations for improvement?

Are we both seeing the feedback process as a positive learning opportunity?

Critical influencing factors

How effectively a learner is able to transfer and adapt prior knowledge, skills and understandings to new situations

(Misko 1995, Perkins 1995)

A stylized illustration of a winding cobblestone path leading through rolling green hills towards a city skyline at sunset. The path is made of grey cobblestones and curves through the landscape. The hills are rendered in various shades of green and blue, suggesting depth and distance. In the background, a city skyline with several tall buildings is visible against a warm, golden sunset sky. The overall style is soft and artistic, with a focus on light and color.

How can I connect this to a familiar context?

What will help learners to apply their existing skills to new contexts?

Critical influencing factors

Learning dispositions or habits of mind such as transferring prior knowledge and skills, persistence and taking responsible risks.

(Costa & Kallick 2001)

A stylized illustration of a winding cobblestone path leading through rolling green hills towards a city skyline at sunrise. The path is made of grey cobblestones and curves through the landscape. The hills are rendered in various shades of green and blue, suggesting depth and distance. In the background, a city skyline with several tall buildings is visible against a bright, hazy sky. The overall mood is one of hope and forward progress.

How can I foster a culture of positive persistence?

What are the perceived risks in participation?

What encourages people to experiment with new ideas?

Critical influencing factors

Knowledge and application of practical strategies to facilitate learning, including thinking techniques.

(Schwartz & Perkins 1989, Garner 1990, Argyris 1993, Gordon 1996, de Bono 1982, Dick 1997)



What are the best practical strategies to learn this skill?

What can I provide to assist learners in trying these strategies?

Are there different ways of thinking about this? - What are the assumptions?

Critical influencing factors

The ways in which an individual learns with, and from, other people (Vygotsky 1977, Lave 1988, Perkins 1995), including interaction with a mentor or coach (Greene & Grant 2003) and through membership of workgroups and formal teams (Katzenback & Smith 1993).



How can I facilitate tasks that require genuine collaboration, not just division of work?

What will help my learners reflect on each others experiences and opinions?

Am I coaching learners to think through problems rather than giving solutions?

How can I connect group tasks to realistic workplace situations?

Critical influencing factors

A piece of string...

We can tie it, knot it, loop it, bow it, but how long is it?



Ask not how long the string is but what it's made out of.
(Quirk 2026)

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