

Reflections on Learning as a core Skill

The content of this resource is a collaboration between the presenter and participants of a live professional development webinar hosted by Accellier.

The questions presented in this document are provided as a stimulus for self reflection in relation to delivering training with a focus on supporting the core skill of Learning - as defined by the ACSF (Australian Core Skills Framework).

ACSF Learning Focus Areas

Learner Identify	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. These factors are listed on page 18 of the current version of the framework available from DEWR (Department of Education and Workplace Relations), and in the supporting presentation provided with the original publication of this resource. The following information is not collated in specific order of relevance to the factors.

Questions to self - Original questions presented

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?

How can I tell how motivated my learners are?

Are they focused on internal or external motivators?

What would increase their motivation to learn?

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

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

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?

How can I connect this to a familiar context?

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

How can I foster a culture of positive persistence?

What are the perceived risks in participation?

What encourages people to experiment with new ideas?

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?

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

What will help my learners reflect on each other's 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?

Questions to self - Additional questions contributed, thank you to the participants.

How do I help students feel safe to learn?

How can we motivate curiosity after we leave the classroom. plant a seed of continuous growth?

How can we move away from crippling perfectionism in learning?

What real-world learning tasks can I implement that will increase relevance, meaning and transfer of skills and knowledge?

What did you notice about your peers' approach? What did you learn from their strategy?

Do my activities require learners to explain ideas to one another rather than only listening to me?

Are learners practising workplace team roles such as coordinator, contributor, or reviewer?