DAN HILL, TERRY HILL,
LEE PERLITZ

PROFESSIONAL TRAINING & ASSESSMENT

A COMPLETE COURSE FOR TAE10, DIPLOMA TAE50111 AND TAE50211

McGraw Hill Education

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Foreword

The focus of formal learning in the vocational education and training sector (VET) has traditionally been on providing core skills and knowledge to those on the frontline of delivery—trainers and assessors. The growth of the sector has brought with it a level of maturity that recognises the need to deliver more than the mere basics of training and assessment to trainers and assessors and to other personnel who contribute to the training process in the variety of training environments across Australia. This need is recognised by the relatively recent development of a range of higher level qualifications, aimed squarely at providing skills of a higher order to these professionals.

The qualifications, ranging from diploma to graduate diploma in terms of their place within the Australian Qualifications Framework, recognise the critical role played by personnel in training organisations who have a range of leadership responsibilities, whether in directly supporting and managing trainers and assessors or providing essential support services.

Training organisations are now presented with the opportunity to capitalise on the structured approach these qualifications provide and to up-skill their key personnel with a view to not only maintaining compliance with the relevant regulatory frameworks but also building the organisation's resilience in an increasingly competitive and sophisticated training market.

Qualifications provide the framework describing the skills and knowledge of a graduate, with the true value of the qualification depending heavily on the availability of quality resources to support delivery. Written by VET practitioners for VET practitioners, this text supports the delivery of the Diploma of Training and Assessment by offering timely and contemporary content. Recognising that practitioners can arrive in the VET sector via a variety of pathways, this book speaks to a range of audiences, not least of all to those keen to fulfil a desire to pass their industry-specific skills and knowledge onto a new generation of 'job ready' graduates. The accessibility of the content supports the development of candidates into well-rounded, highly skilled and confident VET practitioners.

The text presents a view that is familiar while providing intellectual challenges to assist people in grappling with the intricacies of the Australian vocational education and training sector.

David Garner

David Garner has worked in the VET sector for more than two decades, holding a diverse range of roles within providers, including training and administrative, marketing and management positions. In more recent years, he has worked in VET regulatory agencies, including the Queensland Department of Education, Training and Employment and, in his current role with the Australian Skills Quality Authority. David is also an active volunteer in sports administration and sits on the board of the Queensland Fitness, Sport and Recreation Skills Alliance.

CONTENTS IN BRIEF

Sample only

CONTENTS IN FULL

CONTENTS IN FULL

About the authors

Dan Hill

Dr Hill has worked in defence, business and adult learning for more than 24 years. His roles have ranged from technical maintenance, sales, merchandising and buying to national sales management and general management with some of Australia's most respected retail and distribution organisations. Dr Hill is the founder and CEO of SpecTraining, a registered training organisation in Queensland that specialises in the development of multimedia learning and assessment tools. Dr Hill has an MBA and a PhD in the field of sociology and is co-author of *Vocational Training and Assessment,* and *Retail Services*. Dan can be contacted at dan@spectraining.com.au.

Terry Hill

Terry is currently a vocational training consultant and managing director of the Queensland based RTO, SpecTraining Pty Ltd, which he formed with his brother Dan in 2008. Terry developed a passion for training during his time serving with the Royal Australian Air Force. During his 20 years of service he travelled the world extensively, training personnel in the Royal Air Force in the UK; he also gained a bachelor's degree in Further Education and Training. He now has more than 10 years experience in facilitation, training design, development and analysis for industries as diverse as defence, fast food, aerospace and mining. His formal qualifications span a variety of fields, including training and assessment, frontline management, financial services and occupational health and safety. He is currently undertaking further tertiary studies.

Lee Perlitz

Lee Perlitz has more than 20 years experience in corporate sales and marketing, working with companies such as British Airways, Telstra and the ANA Hotel Group. For the past 10 years she has been involved in both the corporate training and vocational education and training industries as a trainer as well as a manager. Most recently Lee was the founder and director of the Coomera College of Business and Industry Training (CCBIT)—the RTO division of Coomera Anglican College on Queensland's Gold Coast. With this background Lee has a wealth of knowledge, not only about what it takes to be a trainer but also what it takes to run an ASQA compliant registered training organisation. Lee also has a number of textbook credits to her name, specialising in business and tourism studies.

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Online learning centre

www.mhhe.com/au/training

The Online Learning Centre (OLC) that accompanies this text will help you get the most from your course. It provides a powerful learning experience beyond the printed page. Instructors have additional access to an instructor-specific resource area.

E-student

PowerPoint® presentations

A set of PowerPoint presentations summarise the key points of each chapter. They can be downloaded as a valuable revision aid.
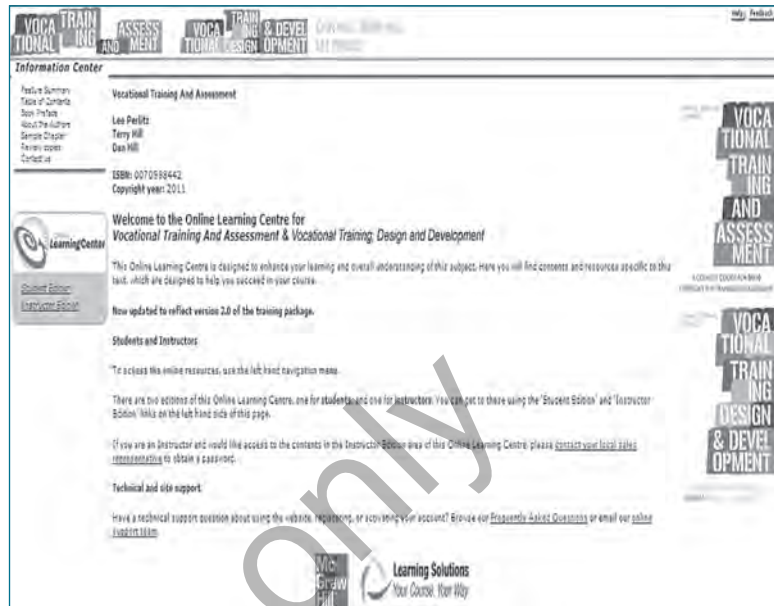
E-instructor

In addition to all student resources, instructors have additional password-protected access to:

Facilitator's guide

The Facilitator's guide provides practical assessment worksheets, which include instructions and observation checklists. The guide saves time for instructors and helps to provide consistency across teaching teams.

Artwork library

Illustrations and tables from the text are available in an online artwork library as digital image files. Instructors thus have the flexibility to use them in the format that best suits their needs.

> ### eBook
> To assist in flexible learning, *Professional Training and Assessment* is available in print and eBook formats. Our eBooks enhance students' learning experience and assist with blended and e-learning strategies. Enjoy the convenience of accessing the eBook via computer, laptop or tablet, as well as interacting with the highlighting, note taking and search engine functionalities.

Introduction

As a practitioner in the Vocational Education and Training industry you will have a great many duties and responsibilities to your organisation, your staff, your students—and, importantly, to yourself. In looking after the needs of your organisation you may be required to monitor quality control, ensure compliance with legislation and organisational policies and procedures, manage risk, and participate in the recruitment of students. You may also be involved in the marketing and promotion of the organisation to generate revenue.

Your staff will look to you for guidance on compliance issues. They will require your support in delivering quality training and assessment and in dealing with student-related issues. Your organisation's students will expect a high quality of service, enabling them to achieve their goals as efficiently as possible—and they will want to do this in a professional and friendly environment.

There are also expectations that you will continue to develop and grow in your own role—in fact it is an ASQA condition of registration that you do so. It is an important fact that the role and functions of training facilities are changing all over the world—and so is what is expected of educators, no matter at what level they operate. As a vocational educator you are, increasingly, asked to work in multicultural environments; to make more effective use of information and communication technologies; to engage more in planning and operations within evaluative and accountability frameworks; and to ensure that all of this happens within legislative and organisational requirements.

No matter how good initial training is, it cannot be expected to prepare you for all the challenges you will face throughout your career. Education systems should, therefore, seek to provide opportunities for professional development in order for you to maintain the highest possible standards of training delivery, and to retain a high-quality VET workforce. Professional development serves a number of important objectives some of which include updating your knowledge of a subject in light of recent industry advances; or updating your skills, attitudes and approaches in light of the development of new training techniques and objectives, new circumstances and new education research. Professional development will also enable you to develop and apply new strategies concerning learning programs and other aspects of teaching practice. Further, participating in professional development provides opportunities to exchange information and expertise among other trainers, academics, industry professionals and other stakeholders.

Effective professional development is an ongoing process that should, ideally, include training, practice and feedback, and provide adequate time and follow-up support. Successful programs involve training in learning activities that are similar to ones you will use with your students, and will encourage the development of learning communities. There is growing interest in developing ways for vocational educators to share their expertise and experience more systematically.

Professional development can be provided in many ways, ranging from the formal to the informal. It can be made available through external expertise in the form of courses, workshops, conferences and formal qualification programs, and through collaboration between training providers and other educators across various industry networks.

Undertaking studies in the Diploma of Training and Assessment or the Diploma of Training, Design and Development is a step towards taking on greater responsibilities within the VET community by developing a greater understanding of the workings of this industry. In participating in this program you are building the foundations upon which you can expand your own employment outlook and take on a greater role within your organisation, and you are to be congratulated on your efforts and ability to think ahead to the next phase of your career.

Lee Perlitz, Dr Dan Hill and Terry Hill

Information on industry updates

Changes are a way of life in the VET industry. In order to ensure that this text is continuously supported with the latest information, a Facebook page has been created on which updates and latest information will be posted as/when relevant.

These updates can be found at:

http://www.facebook.com/#!/pages/Vocational-Training-and-Assessment/232416266773087

Note: units have been developed in line with new 'streamlined' training package guidelines.

PART 2

ADVANCED DELIVERY

2

Learning is a communication process. The learner must be able to receive new information, interpret it and apply it in a host of ways. Being a fundamental element of society, education is continually adapting to new ideas, trying alternative theories and reflecting on the core systems that deliver quality learning. This leads to a sub-set of vocational training competencies known as delivery skills. In *Advanced delivery* we investigate current and upcoming methods of delivering training to learners and how these methods can be applied in your own practice.

Units of competency we will cover in
PART 2
Advanced delivery
CHAPTER 4
TAEDEL502A –
Provide advanced facilitation practice
CHAPTER 5
TAEDEL501A –
Facilitate e-learning
CHAPTER 6
TAELLN401A –
Address adult language, literacy and numeracy skills

TAEDEL502A – PROVIDE ADVANCED FACILITATION PRACTICE

To be a good facilitator means not only that you possess the basic skills to be able to effectively enable the transfer of knowledge and skills to another person, or group of people, but you must want to learn, improve and expand your own knowledge and skills, both within your profession and as trainer and assessor.

Through your own learning and training experiences as an advanced facilitator you will have developed a toolbox of techniques and strategies for dealing with complex situations, learner needs and learning difficulties. Improving and refining these skills is only achieved when you are exposed to situations, contexts and environments that challenge your existing levels of knowledge, skill and understanding.

Elements in this chapter

1. Extend facilitation practices
2. Prepare for complex environments
3. Prepare for learners with complex needs
4. Develop learner independence
5. Reflect on and improve practice

It has been said that a poor facilitator is one who cannot also learn from their learners. Every time a facilitator steps up before a classroom of students, learners or course participants, they should be looking forward to what they will learn, what new perspectives they may gain, or the new techniques or skills they may develop when faced with extraordinary situations.

Similarly, there is much ongoing research and debate in the field of vocational education, as existing theories are extrapolated, questioned and reinterpreted, and new learning theories and facilitation practices are published. This reflects the changing nature of understanding how and why we learn, and also the nature of the employment environment and the shift in educational focus from teaching to learning. Maintaining an understanding of current practices and emerging trends and issues provides opportunities to improve delivery techniques and facilitation practices.

LEARNING OUTCOMES

1.1 Update knowledge of learning methods, facilitation techniques and learning theories to improve delivery and facilitation practices

1.2 Maintain currency of vocational competencies and related subject matter expertise

1.3 Practise flexibility, innovation and responsiveness in facilitation practice

1.4 Reflect on own practice and experiences as a facilitator to determine and document potential improvements to delivery approaches

Update your knowledge

An advanced facilitator must be able to summarise these different theories and from them determine what, if anything, can be gained from a deeper level of understanding and application. Ask yourself how much you understand about the various theories, such as Kolb's *Experiential Learning theory* or Gardner's *Multiple Intelligences theory*. What can you take from these theorists' ideas to use in your facilitation to help you interact and communicate with your learners, or that helps you better understand how the learner understands?

Research and VET currency

Keeping abreast of emerging and current trends in training and facilitation allows you to remain current in your VET knowledge. There is a large volume of research being conducted into adult learning, learning theories and learning psychology in the VET and tertiary education sector through universities and other higher learning institutions in Australia and

overseas. Unless you have an association with a local university, access to some of this research, particularly when published in professional journals, may be limited or require a subscription. There are some free research databases such as **VOCEDplus** (www.voced.edu.au) that do not require registration and offer free access to vocational educational research papers and articles.

In Australia, the National Centre for Vocational Education Research (**NCVER**) in Adelaide, South Australia, is recognised as the peak government-owned body responsible for 'collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally' (NCVER, 2012). NCVER provides free registration and regular emails on research and statistics highlights, as well as free access to its research and statistical report data.

Figure 4.1 Take time to reflect on your experiences as a facilitator

There is also much to be gained from maintaining a membership with a professional association. Professional associations run workshops and discussion meetings where the emerging trends in vocational education and training research, as well as issues such as governance and government regulation, are highlighted and discussed. Annual membership fees can range dramatically from under a hundred, to several hundred dollars, depending on the type of membership and access to services requested. Some of the larger national professional associations and bodies that are active in the sector, in no particular order, include:

- AUSTAFE
- Australian College of Educators
- Australian Institute of Training and Development
- Adult Learning Australia
- Group Training Australia
- Velg Training (Formerly the Voc Ed Learning Group)
- Vocational Education and Training Industry Group
- VETnetwork Australia
- LinkedIn (and associated groups within the LinkedIn network).

For some part-time, casual or sessional trainers, or trainers based in remote or smaller regional areas, the fees associated with membership of these larger professional bodies may be prohibitive or may not offer a fair return on the investment in membership. Smaller local or regional trainer networks may offer a better choice in these circumstances, as they still provide an opportunity to meet and discuss VET issues, innovations, research and developments, as well as local issues in training and assessment.

Professional currency

As the pace of modernisation and change accelerates through all industries and professions, it is more important than ever for facilitators to maintain their professional currency to stay relevant. Competencies are continually evolving as workplace practices, job roles and even entire industries reinvent themselves.

Maintaining professional currency is a key requirement of your practice as a vocational trainer and facilitator, to be compliant with the Standards for National VET Regulated RTOs (formerly covered by the AQTF). To maintain currency, there are many sources of information available to assist you, including online and print-based resources, journals and government newsletters that you can subscribe to (often for free), as well as a range of professional bodies and associations. Many options exist, and these are covered in more detail in Chapter 11, Clement 2—Determine Personal Development Needs. Refer to some of these for ways to identify, update and maintain (document) your professional currency.

TASK 4.1

Make a list of the sources you could access to assist you to maintain your professional (vocational) currency. Include any professional associations, clubs or institutes you belong to or journals you subscribe to, plus any local trainer groups or organisational PD sessions you attend. Indicate which also offer professional development or industry information news.

Remain flexible and responsive

Just as with industry and the professions, the need to be flexible, embrace innovation and remain responsive to the changing requirements of the marketplace are key elements to the survival of the facilitator. The needs of the learner are heavily influenced by the needs of the industry or profession they wish to become involved in, and in turn that profession must remain dynamic to meet the changing market.

Changes that may have a direct or indirect effect on the way you practice include both micro (local) factors and macro (external, state or national) factors. Some of these factors have an instant, direct effect on your facilitation, while others can occur over a long period and be barely noticeable if you are not mindful of emerging trends in your environment. Some of the factors are listed in Table 4.1.

Table 4.1 Factors affecting training practice

Micro factors	Macro factors
Local employment conditions	Broader economic outlook
Learner drop-out/non-attendance	Changing regulator or legislative conditions
Local business environment	Changes in government
Changing socio-economics of the area	Changes in funding levels
Local workforce disputes	Changes in funding accessibility
Employee morale and motivation	Industrial relations environment
Changes to the facilitation environment	
Other learner needs	

Innovation

Being innovative means thinking of other ways to do things in your facilitation practice, particularly where current methods or practices are not achieving the required outcomes or are not optimal. Innovating is not inventing; it is about coming up with solutions to problems by thinking 'outside the square' or beyond the confines of the prescribed methods or resources. Think of it more as creative problem solving or creative thinking.

To innovate you must be able to observe a situation and identify what is not working, and then look at ways to make it work better. Reflective practitioners already do this when examining their own performance.

EXAMPLE: Consider the example of a learner exercise in teamwork that requires the use of a number of elements to construct a model house. If the prescribed elements are not present or are not available in sufficient quantities for the groups to successfully complete the activity, the facilitator can come up with a different product that the learners must build with their limited resources, such as a model plane instead. The innovative application can allow the activity to continue and the learning outcomes are met as teamwork must still be practised to complete the model.

TASK 4.2

Think of an occasion where you had to think 'outside the box' in your facilitation practice. Describe in no more than three paragraphs: what the situation was (1 paragraph), what you did to allow the session to continue (1 paragraph) and, if it worked, whether you have done the same since. If it was not so successful, explain what you would do differently next time.

Reflective practice
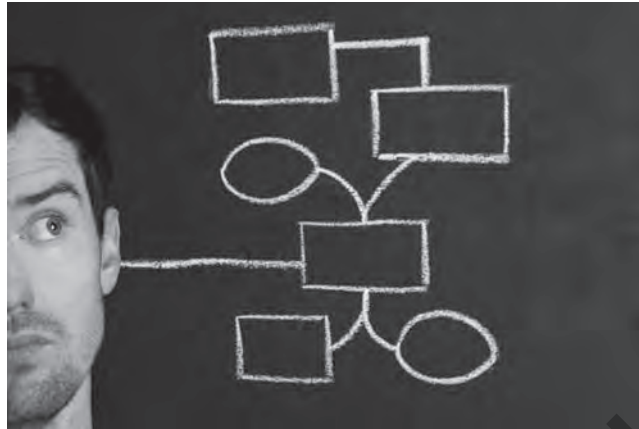
Figure 4.2 Could that have been more effective if I had done it differently?

As an experienced trainer and assessor with a Certificate IV qualification, you would already be familiar with the concepts of self-reflective practice. It is an important step in the cycle of continuous improvement to which all practising facilitators should subscribe, but where there are competing work demands it is often overlooked or only paid lip service.

An important element of self-reflective practice is developing an understanding of what your professional weaknesses are and rather than avoiding them, which may often be the easy path, confronting them by actively seeking out assistance and development opportunities. Unfortunately, human nature being as it is, we can actually develop a 'reflective blindness' to our weaker performance areas and manufacture excuses to explain (to ourselves) why we do not need to address them. Alternately, we can focus too keenly on the errors we make and miss opportunities to learn from the things we do well.

The key to effective reflective practice is honesty, and this can be difficult to achieve. To be honest with ourselves, we need to accept that things do not always go swimmingly well, even where participants or learners may have thought the facilitation was faultless. If you truly wish to improve your performance, be honest with yourself and invest some time in yourself by thinking through all the elements of your facilitation session and consider for each element not only 'how could I have done that better?', but also 'could that have been more effective if I had done it differently?'

We examine reflective practice in more detail as part of Chapter 11—Maintain and Enhance Professional Practice.

Be honest with yourself and invest some time in thinking through all the elements of your facilitation session.

The learning environment has changed significantly over the past few decades, and is now far more often within the workplace or outside the traditional classroom than it was only five or ten years ago. The context and environment in which training is delivered can have a massive impact on the learning outcomes of the training event, so once again we need to revisit the 'five P's' of a successful training program—*Proper Planning Prevents Poor Performance*.

Figure 4.3 More and more training is onsite, presenting challenges for the facilitator

LEARNING OUTCOMES

2.1 Identify environmental conditions and their potential impact on teaching practice

2.2 Manage the constraints to delivery with relevant personnel

2.3 Review and adjust training and assessment strategies to address the constraints of complex environments

Identify environmental conditions

Our first step in preparing for our complex environment is to identify environmental factors that may affect our ability to deliver the program and the learner's ability to participate effectively. The first question we must ask then is 'what makes the environment challenging?'.

An environment becomes challenging when a number of factors are outside the control of either the organisation, you as the facilitator, or both. Such complex environments may include workplaces undergoing change or conflict, situations where the cultural context is different from that to which the learner is accustomed, correctional institutions and noisy or uncomfortable training locations.

Workplaces undergoing change or conflict

Where change is occurring (such as that brought about through organisational restructures, takeovers or mergers, downsizing or even changes to internal processes or procedures), there can be a number of challenges that face the facilitator.

Most of us are naturally inclined to adopt routines and anything that upsets these routines can make us uncomfortable. Depending on the severity of the change faced, this can also bring about fears, which in turn can trigger flight-or-fight responses, leading to conflict. In such an environment it can be difficult to provide training or facilitation due to lack of cooperation by affected staff and the general state of mind of the learners involved. Similarly, disputes between the learners and their organisations, such as industrial action, or between individuals or groups of participant learners, can translate into a hostile and challenging learning environment.

To be effective you must understand what learners from these workplaces may bring to a learning session, such as uncertainty, fear and aggression, and the impact they can have in the learning environment, as their feelings may run deep and learners may be unable or unwilling to leave their issues behind or outside the training room.

Fortunately, you should be able to identify the presence of some or all of these factors in the process of preparing for your program. As part of developing the training and assessment strategy or learning plans with the client or client organisation, ask whether there are any factors present that may affect your facilitation, including any organisational or workplace changes. We will look further at approaches you can employ in these circumstances later.

Differing cultural contexts

When a learner is put into a culture to which they are unaccustomed, it can present a major obstacle to learning.

> **EXAMPLE:** An example of a contextual transplant may be taking an employee from an office environment, where political correctness is observed, to that of a predominantly manual labouring, 'blokey' context where the behaviour, language and attitudes could not be more different.

Another barrier to learning can occur with learners of other nationalities or cultural backgrounds in sessions you are facilitating, who are facing an extremely different cultural environment from that to which they are accustomed or in which they were raised. This can represent a great challenge for both the student and the facilitator, as often the extent of differences can be far greater than either party initially recognises. As adults, many of us notice obvious differences but in making connections with other people we look for commonalities to form working or social bonds. In doing so we occasionally overlook simple things that can cause unnecessary friction with others—something as simple as

maintaining eye contact with another person. While this is acceptable and polite to many people from English-speaking Caucasian backgrounds, doing so can be seen as aggressive, rude or insulting to many others, including Aboriginal and many Asian cultures. Understanding the cultural background of your learners so as to eliminate these incidental and accidental barriers to learning is important.

Learners who have been transplanted into cultural contexts where there are only small changes often adjust by themselves. However when there is a more extreme shift in culture, as in the previous office employee example, you may be presented with a number of issues between learners, or the learners and their environment, and as such, learner engagement may prove an issue.

TASK 4.3

You have been asked to help to prepare recently approved immigrants from Afghanistan to enter the workforce. You have been told that your group will all be men who have mechanical trade training behind them, and you are to provide them with an overview of how to work with customers in a local context. All of the men have limited English language skills. Research and identify the cultural differences and barriers to learning that you may find when dealing with these Afghani men.

Correctional institutions

Correctional institutions such as prisons, prison farms, juvenile detention centres and other places of detention provide another challenging learning environment for facilitation. Anyone working in this environment needs to be emotionally and psychologically prepared to facilitate learning for individuals or groups of offenders who have been remanded for

Figure 4.4 Correctional institutions provide a challenging learning environment

trial for, or convicted of, a range of criminal acts. In these cases it is as important for you to recognise the challenges the environment may possess for you as much as for the learners.

Other factors must also be considered, such as what can and cannot be taken into correctional facilities, and access to training resources including tools or equipment.

If you are, or are going to be, training in a correctional facility, it may be worthwhile contacting a specialist organisation such as the Australasian Corrections Education Association, who can assist you in identifying and understanding environmental and contextual issues that you may face in this environment.

Uncomfortable training locations

Lastly, there are often training rooms that are simply uncomfortable for any number of reasons. If you can identify these issues early enough, you may be able to make changes to make the situation more comfortable.

Sometimes there are unavoidable situations where the location is set and you have to identify any conditions and how they can affect your facilitation. Locations may present extremes of hot or cold, wind, noise, insects, dust, odour or general dirt. In these cases, your first consideration should always be the health and safety of the learners.

Anyone who has been in such a situation will be well aware of some of the issues that an uncomfortable training environment can present, particularly in terms of learner concentration. Consider the whole training location, as you may find there are options to assist you in dealing with the immediate learning environment, such as areas where the learners can go for breaks.

TASK 4.4

This is a reflective exercise. Describe a difficult learning environment that you have facilitated in. What exactly made the environment difficult, and what factors, if any, did you identify before you began?

Consulting relevant personnel

Where the identified constraints and environmental conditions are unavoidable, actions must be taken to try and manage them as best you can. You may need to consult with a number of people to achieve this, including:

- personnel from within your organisation, such as other facilitators who may have experience with these constraints or environments, your training manager and learning support staff
- representatives from your client organisation, such as other trainers, managers or supervisors, facilities managers, health and safety representatives and learners
- specialist advisors if required (such as external WHS advisors, psychologists, environmental health surveyors or union advisors).

Discuss your concerns and identified constraints with these personnel to determine what controls or measures can be put in place to overcome or reduce the impact upon your learners, and upon the session overall. It is during this consultation you should also identify whether you need to engage assistance or access other resources to manage these constraints during your facilitation.

Review the training and assessment strategies

Figure 4.5 Review your strategies to ensure that they are applicable for the environment

Once you have identified constraints that are presented by the complex environment and discussed solutions or control measures that may be applied, you must review your training and assessment strategies (**TAS**) to ensure they are still valid. Occasionally you may find that you need to update or adjust your TAS to accommodate your solutions, such as how assessments are conducted or even the duration and number of sessions.

Update your TAS by including the identified delivery constraints and barriers, plus any additional resource requirements for addressing these barriers. You may also need to consider session, module or chunk schedules and timings, delivery modes (including when, where, or how face-to-face sessions are conducted) and submission or completion periods for assignments, projects or tasks.

ELEMENT 3
Prepare for learners with complex needs

There are many situations that an advanced facilitator may face that could be considered out of the ordinary. Occasionally this may include having to accommodate learners with varying and often complex needs.

LEARNING OUTCOMES

3.1 Research the characteristics of learners with complex needs and identify potential barriers to learning

3.2 Develop and adjust training and assessment strategies and customise learning materials to meet needs

Research potential barriers to learning

By understanding the barriers to learning that may exist for your learners and learner group, you have the opportunity to develop or employ appropriate strategies to assist the learners in overcoming some or all of these barriers. This need for understanding is never more important than when you have learners with more complex needs. These learners may present with a range of different issues or barriers to learning that arise from their personal situations. These can include disengaged or reluctant learners, learners with disabilities and learners with learning difficulties.

Disengaged or reluctant learners

When the learner is forced to undertake training, or is undertaking the course simply to meet the requirement for financial assistance such as Centrelink payments, they are likely to have little or no motivation toward your training session. There may be many underlying reasons (barriers) that can cause or lead to learner disengagement, including:

- lack of perceived relevance or the content is not interesting
- oppositional identity (an 'anti-everything' stance taken to mask other underlying issues)
- lack of self-efficacy (a belief in yourself that you can do it)
- inaccurate understanding of how to succeed
- lack of aspiration
- peer pressure
- material is too easy or too hard (result is boredom, distraction, loss of interest)
- pace of instruction may be too fast or too slow
- conceptual complexity and density of ideas may be overwhelming
- poor literacy or numeracy skills
- lack of understanding about content area text structures

- limited vocabulary
- insufficient background information about the material
- disability (refer below)
- being required to take tests and do homework.

Source: Adapted from Ford (2005).

Once you have identified the reason behind the disengagement or the reluctance to engage, use resources such as the internet, libraries or **professional networks** and associations to help develop your strategies or methods for building and maintaining engagement.

TASK 4.5

Research, identify and list *three* resources you could access that provide you with information on how to build or maintain engagement with disengaged learners.

People with a disability

'Disability' is a broad term and encompasses a very large part of our society today. It can include immediately obvious physical disabilities or mobility impairments, to less obvious cognitive impairments, including mental, psychological and developmental disabilities.

The Human Rights and Equal Opportunity Commission (HREOC) acknowledges that disability (whether temporary or longer term) is a normal part of life:

- around 1 in every 5 Australians, or over 3 million people, experience a *mental disorder* of some kind
- 14 per cent of the community, or around 2.6 million Australians, have a *physical disability* of some kind
- over 1 million Australians have a significant *hearing impairment,* with around 30 000 Australians totally deaf
- around 300 000 Australians have a substantial *vision impairment* with around 20 000 totally blind
- around 2 per cent of the population, or 400 000 Australians, have an *intellectual impairment.*

Source: Australian Human Rights and Equal Opportunity Commission 2012.

From Figure 4.6, we already know that the most common association people make when they hear the word 'disability' is with the image of the wheelchair. In reality, only a very tiny percentage of people with disabilities are restricted to wheelchairs for mobility.

Do not limit your own perspective on what may constitute a disability to the broader societal definition, and consider any limitation to a learner's ability, so that you can include in your considerations such things as the reduced mobility or hearing capabilities of aged learners.

Figure 4.6 Although associated with disability, comparatively few people with disabilities are in wheelchairs

Your first step in providing assistance to overcome learning barriers for people with disabilities is to accurately determine the type and level of disability of the learner or learner group. In most cases, the disability or impairment will affect the way the learner interacts with the learning resources, other learners and you. Some of the different types of impairments or disabilities that you may encounter include hearing, sight, speech, coordination, mobility and other physical or dexterity impairments. (Learning difficulties are covered next.)

Identifying these particular characteristics and the resulting barriers early in your planning process is important as there are generally requirements for physical resources to assist these learners, which may take time to organise.

Not all disabilities present obvious barriers to learning, so it is critical to invest time and effort in understanding potential barriers that may be present. Fortunately, both Commonwealth and state governments provide resources to assist you in identifying, supporting and managing learners with disabilities through the various education and training websites.

TASK 4.6

The government websites and portals to assist teachers, trainers and facilitators with learners with disabilities and learning difficulties are numerous and often changing. Using the internet, identify, list and briefly describe in one or two paragraphs how two of these national or local (to your area or state) organisations may be of benefit in helping you identify potential barriers for learners with disabilities or learning difficulties.

People with learning difficulties

Learning difficulties can present in a number of forms and develop for a number of reasons. While some are the result of a disability or medically or psychologically identified condition, some develop simply due to the circumstances and the developmental environment of the learner. Most commonly encountered by most facilitators are learning difficulties based on the language, literacy and numeracy skills of the individual, or attention-related difficulties.

Special learning needs do occasionally require specific training in the specialised field, particularly where these learning difficulties arise as a result of underlying psychological, developmental or physiological issues. In some cases, you may be required to call upon specialised assistance in dealing with these learners, and once again there is a benefit to be gained from identifying and developing your own specialist support or professional network that includes speech therapists, psychologists, behavioural therapists and general practitioners. Some underlying issues that impact learning ability, and may need medical identification or diagnosis to receive appropriate assistance, include dyslexia, dysphasia/dysgraphia, dyscalculia, developmental dyspraxia, and non-verbal learning disability (**NLD/NVLD**).

Language, literacy and numeracy

More commonly in Australia today, learners are presenting with learning difficulties affecting their ability to read and comprehend instructions. There is widespread social debate surrounding the reasons for this issue, which is beyond the scope of this book, however the implications for both facilitators of adult learners and the future of our society generally are looming increasingly large.

Fortunately, the Commonwealth government has acknowledged this area of growing national concern and now provides an extensive range of support services, mechanisms and resources for trainers and facilitators of these learners. Language, literacy and numeracy (**LLN**) skills are addressed more comprehensively in Chapter 6—TAELLN401A Address Adult Language, Literacy and Numeracy Skills.

Support

Where you are regularly involved with people with learning difficulties, either within your classroom or training environment or because your organisation specialises in training people with learning disabilities, you can find assistance and resources by contacting professional groups such as the Australian Psychological Society or Learning Difficulties Australia (refer to **Other resources** at the end of this chapter). While some of the many organisations and support groups do specialise in school-aged children with learning disabilities, many of their resources translate seamlessly to adult learners who have similar difficulties.

Table 4.2 An example of modifications for learners with disabilities (TAS from Chapter 1)

Program structure and duration	**Duration and delivery methods** • It is envisioned that this qualification will take no longer than 12 months to complete through a combination of facilitated workshops and on-the-job experience. Learners will be required to participate in one learning support workshop (one half-day) each week. • Trainer will visit learner in the workplace at least once per month to deliver on-the-job learning sessions, discuss issues and make assessment observations. • Learners will be supervised by on the job mentors for the duration of the program. **Disability support** • Disability support for hearing impaired learners will be provided via written lesson précis. • Learner mentors will be provided with information regarding extra support required for hearing impaired leaners. **Course structure** For ease of training delivery and assessment, the qualification units have been clustered into 3 main categories as follows:

Cluster	Units of competency	
Business Operations	BSBMGT515A	Manage operational plan
	BSBMGT516C	Facilitate continuous improvement
	BSBOHS509A	Ensure a safe workplace
	BSBRKS501A	Manage risk
	BSBPMG510A	Manage projects
Business Finance	BSBFIM501A	Manage budgets and financial plans
Human Resource Management	BSBMGT502B	Manage people performance
	BSBWOR502B	Ensure team effectiveness

Resources	*Resources* required to deliver the training include access to: • workplace documents such as policies, procedures, wages and awards information, industry association alerts • health and safety equipment • office equipment such as computers, printers, scanners, photocopiers • printed versions of all audio/verbal presentations • meeting room/board room facilities for staff meetings and/or training sessions • park operational equipment including rides, machinery rooms, vehicles, animal enclosures.

Customising your TAS and resources

It may be necessary to adjust your existing TAS, or even develop a completely new TAS, to adequately describe your facilitation and assessment approach for learners with disabilities. Along with the resources, the TAS provides the structure on which your training or course is built, and therefore must reflect the types of conditions that are likely to be encountered and the identified needs of your learners.

Modifying resources and reasonable adjustment

There may be a requirement to modify resources to meet the needs of your learner, where existing materials are not appropriate for the environment or disability encountered. Whenever materials are modified, it is important that you remember the principles of reasonable adjustment to ensure that the changes do not unduly benefit or advantage the learner.

This step is not a 'nice to have'; it is a legal requirement that is legislated in the *Disability Discrimination Act 1992* (Cwlth) and the *Disability Discrimination Amendment (Education Standards) Act 2005* (Cwlth). The Acts require reasonable adjustments be made to allow the learner equal opportunity to participate in education and learning. 'Reasonable' is a rather loose term that can be applied on a case-by-case basis, but requires that you make adjustments that provide the learner with the opportunity to achieve the learning outcomes and develop independence, without affecting other participants (or facilitation staff) and with consideration to the cost and time required to introduce the adjustment.

While not exhaustive, some examples of reasonable adjustments you may be able to apply to your resources are included in the following table.

Table 4.3 Examples of adjustments to learning materials to suit learners with disabilities

Disability	Examples of adjustment to materials and resources
Hearing	• Changing or augmenting audio resources with text-based resources • Providing more illustrations supporting verbal presentations • Discussion/facilitation notes
Sight	• Providing voice-over readings of slides or e-learning • Recorded verbal descriptions of images or highly visual resources • Large font print of written materials

Table 4.3 Continued

Disability	Examples of adjustment to materials and resources
Speech	• Provide forms or written answer opportunities • Where verbal responses are required, include closed questioning • Allow for non-verbal responses (such as nodding or thumbs-up/down)
Coordination	• Keep physical tasks to a minimum or provide one-on-one assistance • Use two-dimensional examples such as photos or images
Mobility	• Set up the training area so that any activities or resources are placed within easy reach of, or are supplied to, the learner • Reduce or remove (where practicable) the requirement for the learner to move about the classroom unnecessarily • Ensure that desks or activities are arranged to allow 'pathways' between furniture to exits
Physical/dexterity impairment	• Keep physical tasks to a minimum or provide one-on-one assistance • Provide alternative input devices for IT (e.g. trackballs or touchpads) more suitable to the learner's abilities • Include opportunities for verbal responses over written or typed
Language	• Keep written materials basic in their use of language, vocabulary and sentence structure • Ensure that any presentation uses simple language, avoiding complex terms and words
Literacy/Numeracy	• Large font print • Keep written materials basic in their use of language, vocabulary and sentence structure
Other cognitive limitations	• Learning support specialists for assistance (or personal helpers) • Consider assistance from professional resources

TASK 4.7

Identify one of the activities or training aids/resources you currently employ in your training.

Is it suitable to be presented in its current form to learners with vision impairment?

If it is, write a couple of paragraphs describing how it would meet the learner's needs.

If it is not, modify the material or activity to suit these learners.

It's a tragic fact that most of us know only how to be taught; we haven't learned how to learn.

Malcolm Knowles (1975)

The concept of learner independence indicates that learners are involved in and take charge of their own learning process. By being a part of the process, rather than a passive passenger being led through it, they start to make meaningful connections with the world outside the immediate learning environment. They no longer rely on the trainer or facilitator to do the thinking for them, they take responsibility for their own learning activities.

Learner independence is also commonly known as learner autonomy, independent learning, lifelong learning, learning to learn or thinking skills (Sinclair 2001), and in this respect should not be an unfamiliar concept to a practicing facilitator.

LEARNING OUTCOMES

4.1   Enhance learner experiences using a range of learning methods and inclusive practices
4.2   Acknowledge and address potential barriers to learning
4.3   Encourage learners towards self-directed learning by establishing enabling processes

Enhance learner experiences

Adult learning theories—such as Andragogy, Constructivism and Experiential Learning—and Knowles' associated adult learning principles, agree that adults learn through practical application and association with experiences. It follows that the better the experience, the stronger the learner's association with the activity and therefore the more likely they are to remember and be able to recall what they have learned. The key to this is using a variety of methods and techniques to ensure that the learners are engaged and all participants are included in the learning process. When facilitating for a group, using only one or two facilitation or delivery techniques and styles during your session will not provide enough 'difference' to meet the variation in learning styles that may be encountered.

There is a range of things that can be done to enhance the experiences of the learner and encourage learner independence, based on the activities that you have within your training plan.

Be a flexible practitioner

First and foremost, students will have a range of different learning styles and barriers of their own, so you should always use a variety of teaching methods and presentation styles

to accommodate different learning styles. Different styles and techniques of delivery and facilitation include:

- demonstration/modelling
- guided instruction
- presentations/lectures (including interactive lectures)
- guided facilitation of individual and group learning activities/group work/case studies
- initiating and facilitating group discussions
- brainstorming activities
- providing and guiding practice opportunities
- enabling and supporting effective learner participation (inclusive practice)
- tutoring
- learn-by-teaching (individual learns an subject/skill then 'teaches' the group)
- collaborative (group) or individual learning activities and projects
- individual facilitation techniques—coaching/mentoring
- blended learning (combinations of styles).

You may investigate including new material or training aids that add to or enhance the learning, or that, through thoughtful modification to existing materials, activities, or methods, encourage the learner to become more self-directed and independent in their learning.

Acknowledge and address potential barriers to learning

We have already discussed barriers to learning faced by learners with complex learning needs, however there is also a range of barriers that may exist for every learner, regardless of their abilities. You should be familiar with many of these barriers, as they would have been identified in earlier studies (Certificate IV), or through your exposure to learners with these barriers as an advanced facilitator; however it is worth revisiting them.

Cross (1981) identified that, broadly, barriers to learning exist in four domains:

1. situational (cost, time, family, transportation, health)
2. institutional (scheduling, availability, location, registration procedures, admission policies, administrative logistics, lack of information, funding/aid)
3. dispositional (self-concept, previous education, perceived lack of energy or health, role changes, lack of motivation or interest)
4. environmental (physical, pace, length, threatening learning situation, dependency on instructor).

From a different perspective, we can view these barriers to learning as existing internally (within the learner) or externally.

Internal barriers include:

- fear of being judged, commonly manifesting as a fear of failure or being embarrassed by returning to learning, including peer or cultural pressures relating to undertaking learning

- personal preconceptions and prejudices, beliefs and habits, that can result in the inability to accept the perspective of others
- language, literacy and numeracy skills
- level of education.

External barriers to learning include:

- personal safety (absence of fear, as per Maslow's hierarchy of needs)
- age and the effects of getting older, which can include the loss of hearing, failing eyesight or reduced physical strength, dexterity, agility and mobility
- physical health, wellbeing or fitness, including illness and as a result of accident or physical deterioration due to long-term conditions
- emotional and psychological health factors brought about by family, friends and other life influences such as divorce, birth of children, death(s) of loved ones or feuds. Also personal fears and anxieties, including financial or legal issues or loss of employment
- cultural expectations and norms and resulting peer pressure
- external negative motivators, such as where failing to attend results in disciplinary or punitive action or loss of employment
- communication (and the ability of those around you to communicate).

Learners of all backgrounds, abilities and cultures share many of these same barriers. We have already investigated some of the additional 'complex' needs that may present in Element 3 of this chapter.

Encourage learner self-direction

Learner independence, autodidacticism (autodidaxy), learner autonomy and learner self-direction are various names applied to a common concept that describes the ability of a learner to seek out and acquire knowledge and skills through their own efforts and enquiry, 'with or without the help of others' (Knowles, 1975). The learner becomes responsible for, and controls, their own learning process. Ideally it also includes self-motivation in the learning process. To be truly effective, it also requires that the learner undergo something of a paradigm shift to critical evaluation of ideas and methods, thereby encompassing the idea of developing the 'lifelong learner'.

There are several behaviours we aim to develop in our learners that are often seen as indicators of learner independence or autonomy. These behaviours include the ability to:

- set their own aims and goals for learning
- choose how they want to learn, understanding what is most effective for their personal learning style
- plan and organise their own study and work effectively (when, where and what to learn)
- organising and setting time to learn
- learn through experiences and practical application

- identify and solve problems for themselves or identify their own weakness and include collaboration
- think creatively (develop abstract thought) and communicate effectively
- self-assess their progress in relation to their learning goals.

Enabling development of autonomy: teaching how to learn

Through our school lives, many of us have become accustomed to the idea that we will be given what we need to know by our teachers. This can continue into our working lives, reinforcing the idea that if you need to know it, someone will tell you or give you the training. The result is that for many, the idea of directing our own learning can be quite challenging, and without guidance or facilitation a learner may never make the step from directed to self-directed learning.

The principal benefit of developing self-directed learning is to the individual: they develop the ability to learn. Other benefits for the individual include:

- self-directed learners often learn 'better', developing a deeper, longer-lasting understanding and retention
- the ability to transfer learning between contexts and situations
- increased interest in continued learning
- improved self-esteem
- development of an approach to problem solving. (Hiemstra, 1985)

Lowry (1989) provides the following summary of several different authors (including Knowles et al., 1985) on how educators and teachers of adults can enable self-directed learning. These 'principles' provide us, as advanced facilitators, with a framework for developing our learners. It is important to acknowledge that all of these well-respected theorists and researchers agree that there is still the need for the educator to be present, but also that this educator of adults should:

- help the learner identify the starting point for a learning project and discern relevant modes of examination and reporting
- encourage adult learners to view knowledge and truth as contextual, to see value frameworks as cultural constructs, and to appreciate that they can act on their world individually or collectively to transform it
- create a partnership with the learner by negotiating a learning contract for goals, strategies, and evaluation criteria
- be a manager of the learning experience rather than an information provider
- help learners acquire the needs assessment techniques necessary to discover what objectives they should set
- encourage the setting of objectives that can be met in several ways and offer a variety of options for evidence of successful performance
- provide examples of previously acceptable work

- make sure that learners are aware of the objectives, learning strategies, resources and evaluation criteria once they are decided upon
- teach inquiry skills, decision making, personal development and self-evaluation of work
- act as advocates for educationally underserved populations to facilitate their access to resources
- help match resources to the needs of learners
- help learners to locate resources
- help learners to develop positive attitudes and feelings of independence relative to learning
- recognise learner personality types and learning styles
- use techniques such as field experience and problem solving that take advantage of adults' rich experience base
- develop high-quality learning guides, including programmed learning kits
- encourage critical thinking skills by incorporating such activities as seminars
- create an atmosphere of openness and trust to promote better performance
- help protect learners against manipulation by promoting a code of ethics
- behave ethically, which includes not recommending a self-directed learning approach if it is not congruent with the learner's needs.

ELEMENT 5
Reflect on and improve practice

Reflecting upon personal performance during facilitation is an accepted activity among seasoned practitioners. The only way to improve practice is to examine current methods, techniques and approaches to identify areas that can be modified to improve the overall experience for the learner.

LEARNING OUTCOMES

5.1 Seek input from other relevant personnel about teaching, facilitation and learning practices

5.2 Review teaching, facilitation and learning practices to identify and document opportunities for improvement

5.3 Implement the documented improvement plan, review and adjust as required

Seek input from relevant personnel

Unless you are working as a contract or remote facilitator in an isolated area, you will be able to call on several resources to assist you with feedback regarding your facilitation practice. In most cases, this is achieved by asking a colleague to observe your facilitation and provide direct feedback, encouraging open, constructive and honest comment.

The purpose of feedback should always be to help improve your performance and therefore the learning experience of your learners. If you are inviting a peer to observe your facilitation practice, you need to confirm all the details of your observed session, such as timings and location, with your observer. Provide them with any copies of resources or materials that you may refer to in your session, such as the session plans, plus any handouts or textbooks, to allow them to follow your session structure as well as observe the content. Where they are 'sitting in' on a classroom-based session, remember to introduce them at the start so as not to distract your learners later.

Other relevant people from whom you may seek feedback regarding your performance as a trainer and assessor include:

- other facilitators (external to your organisation) such as those within your professional network
- your manager or supervisor and other training or assessment staff
- participants and learners
- clients, including managers, supervisors, HR or training staff from client organisations
- mentors or coaches
- professional development personnel, both internal and external
- professional association representatives
- University Education faculty staff.

Analysing feedback

Ideally, when we receive feedback it will be objective and generally accompanied by suggestions for improvement or alternative approaches. This does not always happen, and often we will receive feedback that is neither objective nor helpful.

So, when reviewing received feedback, our main goal should be to concentrate on areas that have been highlighted by more than one respondent. We need to remember that feedback provided by an individual is often subjective, and even some of the most experienced facilitators sometimes need reminding that just because someone approaches facilitation in a different way, this doesn't mean it's wrong—it's just different.

For this reason, while it could be detrimental to dismiss it altogether, focus your efforts first on the things that have been observed or identified by numerous sources, as these represent the obvious area for change. It is once these points have been acknowledged that you should try and objectively approach the other issues.

CASE STUDY CONSTRUCTIVE FEEDBACK

Xavier observed Charlie conducting a facilitation session with a group of tradesmen. He noticed a few areas that he considered Charlie could improve in and made a few notes.

Following the session, Xavier mentioned them to Charlie. 'I guess the big thing I noticed there Charlie was that your voice was quite soft. You didn't project well, and the guys down

Continued

the back either craned forward to hear, or started chatting amongst themselves because they didn't hear what you said', Xavier offered.

'Hmm', agreed Charlie. 'I've picked myself up on that once or twice too, and another facilitator mentioned it once before, with the big group from Dandenong'.

'It could be that we are in a bigger training room than usual here too. You know, different acoustics and more distance', suggested Xavier. He then added, 'Maybe you should begin by speaking up and asking the guys down the back first if they can hear okay, and then ask them to just pop their hands up if they notice you're getting a little quiet again'.

'That sounds like a plan. I'll give that a go with the next group.'

Review practice for improvement

By reviewing our facilitation, through a combination of critical self-reflection and review of feedback we have received from others regarding our practices, techniques, methods and even the resources we have used and how we used them, we can identify areas for improvement or where other approaches or techniques may have been more effective.

Communication skills

Facilitation hinges, almost exclusively, upon the ability of the facilitator to communicate effectively. Most facilitators will review their overall performance and consider the contributing factors, but don't look critically at their communication skills.

Figure 4.7 Facilitators should take the time to look critically at their communication skills

Communication and interpersonal skills that may be employed on a daily basis by facilitators include the ability to:

- apply active and reflective listening
- adapt language to meet learner requirements
- apply effective **questioning** techniques

- maintain appropriate relationships
- use appropriate body language
- interpret resistance, reluctance, uncertainty, enthusiasm and confusion
- monitor group and individual interactions
- manage conflict or behavioural difficulties
- monitor learner readiness for assessment or for new areas of learning.

For more about communication, refer to the section 'Communication is the key' in Chapter 11, Element 1.

Other methods and tools for reflection

So far we have covered several approaches to reflection (see 'Reflective practice', Element 1 of this chapter). External to the education industry, business strategists often employ reflection methods for improving business systems and competitiveness. Some of the methods used in business can be applied to your professional practice, including the influence diagram, adaptive leadership and reflective dialogues.

Influence diagram

Also known as decision diagram, this tool graphically represents decisions that you may be considering, or have made in the past. According to Detwarasiti and Shachter (2005) these diagrams include a decision node (that is, the thing you need to decide on), uncertainty nodes (the things you can think of that will affect the outcome), and value nodes (quantifiable variables that influence the decision). Now this all sounds quite complicated, but using this system can not only improve the quality of your decisions, but help reflect upon the decisions you have made in the past. Check out further readings for more information on this tool.

Adaptive leadership

In their book, *The Practice of Adaptive Leadership* (2009) Heifetz, Grashow and Linsky provide interesting tools that can be applied to reflection. For example, by asking 'Who am I in this picture?' you can interpret your influence on your facilitation practices and the influence that external parties exert. This helps you to focus on the things that matter, and the things that you *can* change, rather than worry about those you cannot.

Reflective dialogues

A system used in early childhood development and care is reflective dialogues. The aim of reflective dialogues is to draw out an in-depth knowledge of your pedagogical practices using a video taken during a previous session of effective training or facilitation that *you* identified. The difficulty is often putting into words what makes some actions better than others and how you define what is, and is not, good practice. This is where a moderator, such as a colleague or supervisor, can help draw out ideas and actions that can lead to better practices in the future (Moyles, Adams & Musgrove, 2002).

Creating the improvement plan

By taking the time and making the effort to document your identified areas of improvement, you are already on the way to developing your improvement plan. The plan should be a simple, logical statement of what you will do in terms of improvement and how you will implement this method, technique or resource. These become the aims or goals of your plan, against which you can benchmark or review the plan's success. As with any goals we set, the aims or goals of your improvement plan should be SMART.

As a reminder, SMART goals are:

Specific, in that they are clearly defined
Measurable against a benchmark that has been set (so we know if it has been achieved)
Achievable and not 'pie in the sky'
Realistic in that it will provide the outcome you desire
Time-constrained so that a time frame is applied and it is not open-ended.

Implement the documented improvement plan, review and adjust as required

It is an unfortunate fact of life that once a plan for improvement has been devised and documented, many facilitators find other priorities overtake them and the plan is seldom implemented as envisioned. Simply making the plan is not enough—a plan that is not implemented is time and effort wasted. The problem often arises because the plan is too complex, or the goals of the plan are not SMART. Sometimes the facilitator forgets to refer to the plan and amend or update it as the environment and situation changes.

Your improvement plan should be considered a 'living document' in that it is something that is never complete as part of a continuous improvement process. Your identified areas for improvement are documented in the plan, and then implemented in your successive facilitation sessions. After each session in which your plan is implemented, you should review the performance of the plan, your strategies for improvement and your own facilitation practice.

When reviewing your performance and the effectiveness of your chosen strategies, methods or resources, ask yourself a few questions, such as:

- What went well and what could have gone better?
- What do I need to do to improve this?
- Which strategies/approaches/resources were well received, and which were not?
- How can I improve them?
- What extra resources could I have used/do I need?
- Where they were effective, could they have been *more* effective, or would an alternative approach have been more suited to the context/situation?

ASSESSMENT 4.1: Questions

Assessment instructions	Answer the following questions thoroughly by providing full explanations and workplace examples where relevant. Note that your key action words are italicised for emphasis. Information to answer the underpinning knowledge questions may be located in other chapters of this book or in the further readings posted in this chapter.
1.	*Research and briefly explain* (in one or two paragraphs): a. Behavioural learning theory b. Cognitive learning theory c. Information processing theory.
2.	*Identify and briefly outline* one current area of research relating to adult learning.
3.	Using a unit of competency that you have experience with as a basis, *describe* what changes you may make or incorporate in resources or into the delivery if it were to be delivered to learners with a physical coordination disability.
4.	*Explain* how we can identify if there are limits to the extent to which we can contextualise Nationally Recognised Training Packages or Units to meet learners' needs.
5.	*Identify and describe* how you currently maintain professional currecny. If you have not undertaken any professional currency activities in the past six months, describe two actions or activities you could undertake in the next three months to ensure currency of vocational konwledge.
6.	*List* the entities (persons/organisations) you might need to consult with when delivering training in a correctional institution and *describe* what you would discuss with them.
7.	*Research, list and describe* three delivery methods, or modifications to existing methods, you might employ for learners with low literacy levels undertaking a program you are familiar with.
8.	*Briefly describe* how you would make adjustments to your delivery (changes in schedule, resources, what you would include/exclude) for an excessively humid learning environment.

ASSESSMENT 4.2: Workplace project

Assessment instructions	Evidence from this project will be assessed in accordance with the portfolio checklist decision-making rules provided by your assessor. While it is expected that the majority of evidence will be collected from your workplace activities, additional simulated activities may need to take place in order to provide sufficient evidence. Critical aspects of evidence for the 3 units: • TAEDEL502A Provide advanced facilitation practice, • TAEASS501A Provide advanced assessment practice, and • TAEPDD501A Maintain and enhance professional practice are intended to be assessed in the context of a 'practicum'. An holistic assessment covering these three units should be considered. It is recommended that the tasks from this chapter are collected as evidence by the assessor. Ensure you complete the tasks as defined within the chapter and hand them in at the completion of your assessment.

Evidence required	The candidate must demonstrate evidence of the ability to:
	• facilitate groups of learners demonstrating:
	  › the selection and use of different teaching and delivery methods applied in different delivery modes which are relevant and appropriate to different learners and their needs
	  › integration of theory and practice in own performance and in supporting learners to develop competency
	  › a variety of strategies to support increased learner independence
	  › documentation of reflective practice and proposed changes to practice
	• collect feedback from observers such as supervising teachers/trainers, peers, colleagues, learners or clients
	• analyse feedback from a range of sources and reflect on the success of the training delivery as well as own performance.
	The candidate must be able to show evidence of having conducted a minimum of 100 hours of group facilitation, in addition to any evidence provided of work with individual learners or in a different learning context.

Range and conditions	As this requires evidence to be collected over time, evidence should be gathered in the workplace wherever possible and placed into a portfolio. Where no workplace is available, a simulated workplace must be provided to meet evidence these requirements.

Materials and resources required	Access to computer/internet/appropriate software to generate documentation of LLN activities. Assessment must ensure access to training products, such as training packages and accredited course documentation.
Assessor intervention	There is no requirement for assessor intervention with this project, however assistance in clarifying assessment tasks is permitted.
Reasonable adjustments	In the event that you have difficulty understanding the assessment tasks due to language or other difficulties, your assessor will attempt to make reasonable adjustments to the assessment format in order to afford you every opportunity to achieve competency.
Decision-making rules	Facilitator guide/McGraw-Hill Education website provides benchmark answers, templates and checklists.

Sample only

Competency map

Element		Performance criteria		Task	Assessment	Relates to page(s)
1 Extend facilitation practices	1.1	Update knowledge of learning methods, facilitation techniques and learning theories to improve delivery and facilitation practices		4.1	4.1(1)	105–106
	1.2	Maintain currency of vocational competencies and related subject matter expertise		4.1	4.1(5)	107
	1.3	Practise flexibility, innovation and responsiveness in facilitation practice		4.2	4.2	107–108
	1.4	Reflect on own practice and experiences as a facilitator to determine and document potential improvements to delivery approaches			4.2	109
2 Prepare for complex environments	2.1	Identify environmental conditions and their potential impact on teaching practice		4.3, 4.4	4.2	110–113
	2.2	Manage the constraints to delivery with relevant personnel			4.1(6), 4.2	113
	2.3	Review and adjust training and assessment strategies to address the constraints of complex environments			4.1(6), 4.1(7), 4.1(8), 4.2	114
3 Prepare for learners with complex needs	3.1	Research the characteristics of learners with complex needs and identify potential barriers to learning		4.5	4.1(3)	115–118
	3.2	Develop and adjust training and assessment strategies and customise learning materials to meet needs		4.6, 4.7	4.1(3), 4.1(4), 4.2	118–121
4 Develop learner independence	4.1	Enhance learner experiences using a range of learning methods and inclusive practices		4.7	4.1(8), 4.2	122
	4.2	Acknowledge and address potential barriers to learning		4.5, 4.6	4.1(8), 4.2	123–124
	4.3	Encourage learners towards self-directed learning by establishing enabling processes		4.7	4.1(8), 4.2	124–126
5 Reflect on, and improve practice	5.1	Seek input from other relevant personnel about teaching, facilitation and learning practices			4.2	126–127
	5.2	Review teaching, facilitation and learning practices to identify and document opportunities for improvement			4.2	127–130
	5.3	Implement the documented improvement plan, review and adjust as required			4.2	130

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