# All about learning

## Take the learning challenge!

**Part 1**

1. Listen to the stories / Read to the cards with information about how people learn.

Tick if you hear these strategies and write if it happened at work or the classroom, or in another place (write the place).

The first one is done to help you:

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| Way to learn |  | Where |  |
| Listen to others at work |  | at work – Pizza Hut |  |
| Watch what happens at work |  |  |  |
| Write down what happens at work |  |  |  |
| Use formatting on a computer to improve skills |  |  |  |
| Follow teacher’s suggestions to improve learning |  |  |  |
| Write questions about things you want to know |  |  |  |
| Go over the things already learned again and again |  |  |  |
| Write out things to help remember them |  |  |  |
| Make some time in the day or night when learning and thinking can take place |  |  |  |
| Go to a library and get help on a topic |  |  |  |
| Go a computer or app and get help with a topic |  |  |  |
| Write down the important things I want to remember |  |  |  |
| Add another strategy |  |  |  |

1. Now go back to the cards and write down the names of the people who did these things – add them to the final column.
2. Think about these learning ideas – do you think any of them are good for you? Write about what you think might work for you:

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1. Tell other people in the class what you think is the best idea. Make a list of most popular.
2. Now, make a plan to try some learning strategies. After two weeks, review your learning.

These are the thing/s I’m going to try to improve my learning:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I choose this/these because I want to get better at:

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I’m going to try this/these every day/every week for \_\_\_\_\_\_\_\_\_ weeks.

**Today’s date is**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**My name is**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Today’s date is**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

It has been\_\_\_\_\_\_\_\_\_\_ weeks since I started my learning strategy/strategies.

I think my learning about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is better because:

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Or:

It didn’t work! I think was because:

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# Teacher notes

Answers and links to ACSF indicators

## Focus

The focus is on making explicit the process of learning and self-activation for the learner.

## Australian Core Skills Framework (ACSF)

Skill level, focus areas

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| --- | --- | --- | --- |
| **Learning** | .01 | Demonstrates some awareness of learning strengths and areas of need, and begins to plan and manage the learning process | * Learner identity * Goals and pathways * Planning and organising |
| **Learning** | .02 | Applies a limited range of learning in structured and familiar contexts | * Locating, evaluating and organising information * Using prior knowledge and scaffolding * Learning with and from others |

## Level of support

At level 2, support should be available ‘if requested’. It’s difficult to test learning without using other skills, like reading, listening or writing, so support your class through any aspects they can’t understand.

## Learners who may suit this activity

* Learners in the SEE program (and for whom you have to produce evidence of eight indicators) who may not view themselves as able to learn.
* Learners in CGEA or literacy classes who have a negative view of their learning abilities.
* ESL learners whose experience of formal learning may have been of limited teaching and learning styles.

## Anything to be aware of, with this activity?

* The key here is the word in the Performance Features on pp. 28–29 of the ACSF – **‘include’**. It is unlikely that your learners are going to demonstrate each of these features. So, make a professional judgement about how much work the learner has done to make a reasonable demonstration… (see sample coversheets)
* On the prompt cards and the learner worksheets, there are highlighted areas. Depending on whether you make this a reading or listening task, you can alter the worksheets (to ‘listen’ or ‘read) and add your own preferred learning methodologies to suit your group. Add good learning styles you know about and encourage and remove any you know aren’t helpful to your cohort.

## Blank coversheet

Tick these items off to ensure your learner has demonstrated 2.01 and/or 2.02

Learner’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program/Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher/Assessor’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2 .01 Demonstrates some awareness of learning strengths and areas of need and begins to plan and manage the learning process**

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| --- | --- | --- | --- |
| **Support** | **Context** | **Text complexity** | **Task complexity** |
| expert/mentor/teacher/tutor/assistance available to support as requested | Familiar, predictable, limited range: this range of learning styles and beliefs became more familiar over time. | Simple and familiar text, with clear purpose –  Familiar vocabulary | Explicit task, limited number of familiar steps,  Identifying texts,  Processes included identifying, simple interpreting  Simple sequencing |
| **Focus area** | **Performance features include:** | | |
| **Learner identity** | * Identifies some strengths and weaknesses as a learner * Identifies preferred learning models/styles, e.g. hands-on, observing, copying * Takes responsibility for some aspects of learning in familiar contexts * Takes limited risks within a supported environment * Demonstrates some persistence in own approach to learning | | |
| **Goals and pathways** | * Identifies and clarifies a goal and associated learning needs * Selects from some relevant learning pathways * Develops a simple plan to achieve goals with short term objectives * Identifies potential barriers to learning and suggests some possible solutions | | |
| **Planning and organising** | * Attempts new tasks/activities with an explicit purpose containing a limited number of steps * Identifies the main steps required to complete a familiar task * Identifies and accesses a small range of support resources * Uses some ICT based tools with assistance, e.g. a DVD guide or online self-assessment | | |
| Other comments about how this indicator is demonstrated: | | | |
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## Blank coversheet

Tick these items off to ensure your learner has demonstrated 2.01 and/or 2.02

Learner’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program/Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher/Assessor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2 .02 Applies a limited range of learning strategies in structures and familiar contexts**

|  |  |  |  |
| --- | --- | --- | --- |
| **Support** | **Context** | **Text complexity** | **Task complexity** |
| expert/mentor/teacher/tutor/  assistance available to support as requested | Familiar, predictable, limited range: this range of learning styles and beliefs became more familiar over time. | Simple and familiar text, with clear purpose –  Familiar vocabulary | Explicit task, limited number of familiar steps,  Identifying texts,  Processes included identifying, simple interpreting  Simple sequencing |
| **Focus area** | **Performance features include:** | | |
| **Locating, evaluating and organising information** | * Begins to pose simple questions to help focus information search- * Uses a simple web search to locate information on the internet * Recognises that some texts are more appropriate for a purpose than others. * Uses a small range of strategies to assess the potential of a text, e.g. scans the cover, title or illustrations * Begins to evaluate relevance of familiar subjects * Uses simple organising methods to manage reference materials, e.g. labels a file box or a Word folder – | | |
| **Using prior knowledge and scaffolding** | * Applies some prior knowledge, skills or familiar learning processes to anew bask, but not always with appropriate adaptions * Uses familiar scaffolding provided by others to support learning process, e.g. illustrated guidelines, templates, checklists of ‘how to’ DVDs * Uses simple strategies to clarify and remember main points or reinforce elements of a skill, e.g. copying, underlining, reciting or practising a set procedure- | | |
| **Learning with and from others** | * Fulfils the basic roles of a group member, e.g. contributes to discussion or accepts allocated tasks –Asks questions of a teacher/trainer, mentor or expert in the field * With assistance identifies some cultural similarities and differences in individuals’ perspectives, such as approaches to work and learning | | |
| Other comments about how this indicator is demonstrated: | | | |
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## Sample completed coversheet 2.01

Learner’s name: Mina

Program/Class: YAMEC CSWE II

Teacher/Assessor’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2 .01 Demonstrates some awareness of learning strengths and areas of need and begins to plan and manage the learning process**

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| --- | --- | --- | --- | --- |
| **Support** | | **Context** | **Text complexity** | **Task complexity** |
| expert/mentor/teacher/tutor/assistance available to support as requested | | Familiar, predictable, limited range: this range of learning styles and beliefs became more familiar over time. | Simple and familiar text, with clear purpose –  Familiar vocabulary | Explicit task, limited number of familiar steps,  Identifying texts,  Processes included identifying, simple interpreting  Simple sequencing |
| **Focus area** | | **Performance features include:** | | |
| **Learner identity** | * Identifies some strengths and weaknesses as a learner - Mina’s discussions about the learning challenge and decision to improve her memory of grammar were based on her understanding of this as a weakness. * Identifies preferred learning models/styles, e.g. hands-on, observing, copying – Mina loves computer-based learning and practises in the local library on weekends. She also uses her phone as a learning aid. * Takes responsibility for some aspects of learning in familiar contexts – as above * Takes limited risks within a supported environment * Demonstrates some persistence in own approach to learning – needed some encouragement at first, but improving in this area. | | |
| **Goals and pathways** | * Identifies and clarifies a goal and associated learning needs- see learning challenge pages (photo-copies attached) * Selects from some relevant learning pathways * Develops a simple plan to achieve goals with short term objectives- learning challenge * Identifies potential barriers to learning and suggests some possible solutions learning challenge | | |
| **Planning and organising** | * Attempts new tasks/activities with an explicit purpose containing a limited number of steps learning challenge * Identifies the main steps required to complete a familiar task- once she’d been shown how to access Institute wi-fi on her phone, she re-connected after a drop-out and helped other learners in the class. * Identifies and accesses a small range of support resources * Learning challenge, local library for computer and books * Uses some ICT based tools with assistance, e.g. a DVD guide or online self-assessment as above | | |

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| Other comments about how this indicator is demonstrated:  Mina’s confidence has grown since she joined YAMEC in Cert I. She was shy at first but is now an active member of discussions. After the ‘learning challenge’ she is much more likely to ask her teachers, ‘*Why are we doing this’* in order to connect the task with her own learning. |

## Sample completed coversheet 2.02

Learner’s name: Mina

Program/Class: YAMEC CSWE II

Teacher/Assessor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2 .02 Applies a limited range of learning strategies in structures and familiar contexts**

|  |  |  |  |
| --- | --- | --- | --- |
| **Support** | **Context** | **Text complexity** | **Task complexity** |
| expert/mentor/teacher/tutor/  assistance available to support as requested | Familiar, predictable, limited range: this range of learning styles and beliefs became more familiar over time. | Simple and familiar text, with clear purpose –  Familiar vocabulary | Explicit task, limited number of familiar steps,  Identifying texts,  Processes included identifying, simple interpreting  Simple sequencing |
| **Focus area** | **Performance features include** | | |
| **Locating, evaluating and organising information** | * Begins to pose simple questions to help focus information search-   Mina asked about the Vic-roads website when we discussed Card I   * Uses a simple web search to locate information on the internet   Regularly looks up English programs, like ESL cafe   * Recognises that some texts are more appropriate for a purpose than others. * Uses a small range of strategies to assess the potential of a text, eg scans the cover, title or illustrations * Begins to evaluate relevance of familiar subjects * Took part in the discussion on learning methods and began to evaluate what worked for her – e.g., going to library task for help was not attractive, but using apps and website was. * Uses simple organising methods to manage reference materials, e.g. labels a file box or a Word folder– has a book with personal dictionary entries. Writes new words in a sentence to illustrate meaning. | | |
| **Using prior knowledge and scaffolding** | * Applies some prior knowledge, skills or familiar learning processes to a new task, but not always with appropriate adaptations * Uses familiar scaffolding provided by others to support learning process, e.g. illustrated guidelines, templates, checklists of ‘how to’ DVDs * Uses simple strategies to clarify and remember main points or reinforce elements of a skill, e.g. copying, underlining, reciting or practising a set procedure- in her Learning challenge Mina decided to do the ‘paper the wall’s activity outlined in Card J. her self-reflection showed this was useful for her to recall key grammar points. | | |

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| **Learning with and from others** | * Fulfils the basic roles of a group member, e.g. contributes to discussion or accepts allocated tasks – Mina is an active member of discussions and games * Asks questions of a teacher/trainer, mentor or expert in the field * Asked me to help her find some of the pronunciation apps mentioned in Card G. Asked the Reception Staff to help her link her phone to the TAFE wi-fi. * With assistance identifies some cultural similarities and differences in individuals’ perspectives, such as approaches to work and learning |

## Prompt cards for reading or listening

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| **Card A** – *Good students do these things:*   * I draw pictures or diagrams to help me understand this subject. * I write down questions and answers that try to answer this subject. * When I am learning something new in this subject, I think back to what I already know about it. * I discuss what I am doing in this subject with others. * I practise things over and over until I know them well in this subject. * I think about my thinking, to check if I understand the ideas in this subject. * When I don’t understand something in this subject I go back over it again.   (Adapted from: Smart Strategies That Help Students Learn How to Learn <http://blogs.kqed.org/mindshift/2013/10>**)** | **Card B** – *Learning at work:*  My first job was at Pizza Hut. We had cards with the information about what food to put on for the toppings. If we made a mistake then the pizza would not taste the way it should. So I was a bit scared.  The manager was a guy called Alan. He had his own way of making sure we were okay. He worked fast and for the first couple of shifts, he told me to watch while he put the toppings on. He put the toppings on and I read off the cards. Later, he’d ask if I understood every word. Words like ‘capsicum’ and ‘mushroom’ looked a bit scary – a bit long, you know, but I soon worked it out. When I went home (I’ve never told anyone this, it’s a bit daggy) I wrote lists of what I’d learned that shift.  It was great having a bloke like Alan. He made me relax. I stayed there for a couple of years. Even when I was a bit sick of pizzas, I still liked him and all the other dudes on the shift.  (Written by Donald Yue of Braybrook) | **Card C** – *My First Job – Getting the job:*  My first job was back in about 1957, I think. I was around sixteen years old when I went to this job interview. I went with several other blokes – it was on a railway. Everyone was involved.  It was in York, where I was a born, and because I was only sixteen years old all the friends that I went with got jobs and I was told that I was too young so they wouldn’t give me a job.  But I knew that they were short of men so I went home and put on an old hat and an old pair of boots and put some black stuff on my face and went back again and got in line with my old man and they didn’t know me and this time they accepted me and that was my first job, working with the Railways.  (Written bySaul Yarran in *Us Fellas*) |
| **Card D** – *Successful study strategies:*  *Learning more at home*  We bought a computer for the kids to study. Later, when they grew up and vanished from the house, I went to Duke Street Neighbourhood House and went to a computer basics class. I realised there was a lot of learning I could do myself. Every week the teacher would show us one or other point we could do with the computer and at home – late at night, when I had some time to myself-  I began to play with what else I could do. So for instance, she taught us how to insert shapes, and I taught myself how to insert pictures. Pretty good, huh?  (Written by Thi of Millner) | **Card E** – *Learning at home:*  My kids pushed me into this work. When they were little, they really wanted me to come up to their school and be a ‘Reading’ Dad. I was terrified, to be honest. But, I was off work, after my accident, and I knew I had to keep busy.  I had no idea how to read books to kids. At home, I always got out of it and their mum read the stories at bed-time. I told them stories, if it was my turn.  So – what to do? I went to the library and asked for help. That turned out to be the best thing I could have done. They gave me a couple of books, but the best thing was when they suggested I sit in on Story Time. So, for a few weeks, I just watched the library ladies reading to little kids. I began to think about me doing that work – making a picture of me reading the stories. Back at home, with the house totally **empty**, I practised reading out loud.  Now, I’m an education assistant – I re-trained. I love my work today. My kids are all grown up, but I’m still at school – that’s my joke.  (Written by Barry, of Dallas.) | **Card F** – *Learning my own way:*  My name is Humphrey, I come from Hong Kong – I have been here many years now.  When I arrived in Australia, I got very confused with learning English. There was so much to remember: verbs, adjectives, adverbs, nouns, nouns with Capital letters, and nouns with no capital letters. I felt very unhappy as a student.  Then one day I saw a pen in the super-market with four colours, red, blue, black and green. I used this pen to help me learn.  I wrote new words in red, verbs in blue, adjectives in green. Things like that – it sounds crazy, but my ‘system’ helped me remember.  My teacher told me I was missing too much time in class, writing slowly with different colours. But it helped me a lot, so I stuck with it.  (Written by Humphrey of Fremantle) |

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| **Card G** – *Learning with my phone:*  I use apps to help me pronounce a word correctly in English.  It’s really helpful – better actually, than asking my teacher how to pronounce a word.  The teacher is only there for 3 or 4 hours, Monday to Friday, and we don’t do much in class on speaking but my phone helps me all day and all night.  (Ermin, Broadmeadows) | **Card H** – *Learning in class:*  The best part of the day for me are the start and end.  At the start of each day, my lovely teacher, Marisa, asks us what we remember from yesterday- that helps me to bring back to my mind all the words.  At the end of day, we ‘cannot go home’ Marisa say, until we remember 10 new words from today.  It’s for fun, but very helpful to me. While I’m on the bus coming to school each day, I think about yesterday  (Written by Amina, of Blacktown. ) | **Card I** – *Learning to drive:*  I thought I’d never, ever get my Ls. I had two long lessons for six months – and failed twice. It cost me a lot of money and I was very depressed. Then, I found out I could go to the Vic Roads website as often as I liked and practise with their programs. I made it my ‘new study’ and by taking the ‘how to get your Ls’ tests again and again gave me more confidence about the rules. So, my lessons for driving went better. Finally, finally, finally I got my P’s.  (Benita of Wodonga) |

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| **Card J** – *Learning walls:*  When I was at school, our teacher told us to write important things we had to remember on paper and pin them up in our bedroom, in the toilet, in the bathroom. Mum thought it was a bit messy, but she knew it was a good idea.  I still do it now, if I’m learning a new procedure at the hospital – on paper, on the wall, in the toilet. Works every time.  (Gabbi, Footscray) | **Card K** –– insert the learning strategy you want learners to focus on. | **Card L** –Blank – insert the learning strategy you want learners to focus on. |