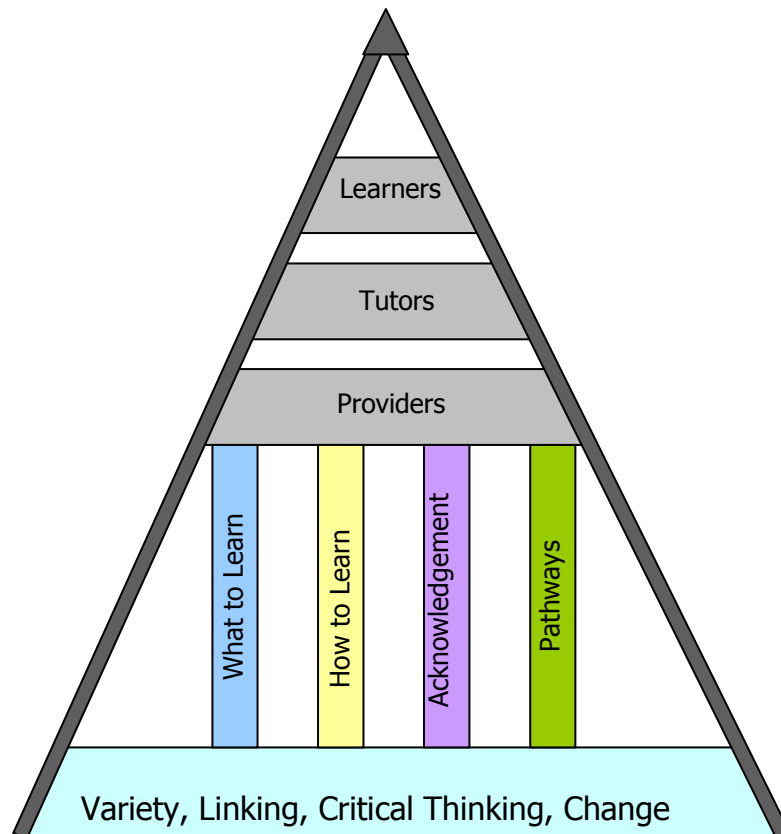


# Λ-frame



**An ACE framework for Non-accredited Learning  
“Building on the Best”**

## **Acknowledgements**

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## **Chair's Foreword**

Within the broader education and training sector, adult community education (ACE) plays a key role in:

- meeting the education and skill needs of adult learners;
- meeting industry skill needs, including generic and employability skills;
- providing lifelong learning opportunities and pathways to further education and employment for adults;
- developing Victorian communities.

The *Curriculum Strategy for Adult, Community and Further Education*, adopted by the Adult, Community and Further Education (ACFE) Board in February 2005, recognises the role and value of Board-funded non-accredited delivery in ACE. It is often through non-accredited activity that members of the priority groups identified in the Ministerial Statement *Future Directions for Adult Community Education in Victoria* (June 2004) engage in adult education.

The ACFE Board identified the need for higher and more consistent quality standards in non-accredited delivery and improved pathways for learners undertaking non-accredited programs. These will lead to better outcomes for learners and broader recognition of the value of non-accredited learning by other education and training sectors.

In April 2006, the ACFE Board endorsed the *A-Frame – An ACE Framework for Non-accredited Learning Building on the Best*. The A-Frame caters for ACE providers delivering ACFE Board funded non-accredited learning including very small organisations. The *A-Frame* was developed by the CAE in consultation with ACE providers. The project was guided by a Steering Committee chaired by Associate Professor Barry Golding of the University of Ballarat.

The *A-Frame* will help Adult Community and Further Education teachers and course managers design, document and quality assure non-accredited delivery. It is based upon the principles of the conceptual framework, *Transforming Lives, Transforming Communities*, used by the ACFE Board to develop accredited curriculum prior to the establishment of the Victorian Qualifications Authority.

The practical advantage of the *A-Frame* is to help teachers, learners and providers think through what will be learned, for what reason and how teaching and learning will be structured and undertaken. Other important considerations are the form of acknowledgement that will be given to learners regarding their learning achievements and the pathways and future options that flow from these achievements. It encourages reflection on the outcomes for learners and promotes continuous improvement.

Among other benefits, the *A-Frame* provides a consistent but flexible format for considering and documenting a learner's goals and outcomes and for recording and monitoring student feedback. I highly recommend that the A-Frame be used by Regional Councils and ACE providers in planning delivery.

A handwritten signature in black ink, appearing to read 'Lynne Wannan'.

Lynne Wannan  
Chair Adult, Community and Further Education Board of Victoria

**Λ-frame**  
**An ACE Framework for non-accredited learning**  
***“Building on the Best!”***

**Λ-frame the background**

In June 2004 the Government introduced its new directions for partnering with community-based adult education organisations across Victoria. Community-based adult education organisations make a major contribution to building knowledge, skills and attributes necessary to participate in society.

Priority target groups for future consideration are:

- those learners who wish to gain basic skills or who have no previous educational qualifications
- Koories
- men aged over 45
- people with a disability
- people from culturally and linguistically diverse backgrounds
- young people 15 and over
- people age over 55

The value and benefits of funded non-accredited learning has long been known to ACEF. It is considered as a pathway into:

- accredited courses
- building confidence, resilience and self worth enabling learners to make connections with family and the wider community

It is highly valued as a way of engaging learners because the courses:

- are less intimidating
- attract people back into learning
- are learner centred - focusing on the learners strengths
- encourage positive outcomes
- motivate to learn
- incorporate different styles of learning
- are built on informal learning practices
- are flexible and responsive to learners
- are not dictated by prescribed curriculum outcomes

**What is Λ-frame?**

It is a resource, a system and process to record educational practices.

It includes a guide and forms to determine and document:

- the teacher/trainers experience or expertise
- delivery requirements-lesson plans and learner resources
- course outcomes
- length of the course
- the learner target group
- the possible pathways

**What is Λ-frame based on?**

Λ-frame is built on the solid grounding of the Conceptual Framework.

The basis of the framework is the four principles:

- variety
- linking
- critical thinking
- change

These principles are woven through each of the four aspects of curriculum:

- learning outcomes – what to learn
- educational practices – how to learn
- acknowledgement outcomes – which form of recognition
- pathway outcomes – where this learning will lead

These aspects and principles are woven through the three layers of learning responsibility:

- provider/community
- tutor
- student

Embedded within learning aspects and principles are the eight Employability Skills:

1. **Communication** - read, written, spoken, graphic, technical
2. **Team work** - for productive working relationships and outcomes
3. **Problem solving** - strategies, solutions, diagnosing and identifying problems
4. **Initiative and enterprise** – assessing risk, contributing and adapting to change, developing creative strategies and long term vision, identifying alternatives and advantages of ideas
5. **Planning and organisation** - for improved planning and organising, analysing strengths and weaknesses, establishing goals and deliverables
6. **Self management** - prioritising, developing and assessing personal goals, seeking advice, continuous improvement with skill development and learning
7. **Learning** - for effective execution of tasks, assessing learning styles, open to various techniques, accessing learning media(mentors, peers, networks, courses, etc) , using feedback for ongoing improvement
8. **Technology** - for effective execution of tasks in service and maintenance.

### Why use Λ-frame?

This resource sets out to:

- enhance the provision of effective educational experiences
- ensure quality and consistency in delivery of ACFE funded courses
- develop a strong, sustainable means of dissemination and sharing of knowledge across the field
- provide time and cost effective teaching and management
- provide a tool for course development and record keeping
- value add to course content and intention

**Λ-frame** aims to strengthen communities:

- through increased partnerships between community organizations and/or other providers
- through increased awareness of non-accredited learning opportunities and pathways
- through increased adult skills and knowledge
- by supporting and involving those with little previous access to education
- through improved management practices of ACE providers
- through increased skills of ACE tutors and trainers

**Who will use A-frame?**



**1) Providers as a method of:**

- reminding them to meet market, community and student needs
- planning and documenting their centre activities
- considering and documenting future centre activities and pathways
- considering and documenting student outcomes
- recording and monitoring student satisfaction
- planning for future courses at their centre or combined with others



**2) Trainers/tutors as a method of:**

- planning and documenting their activity
- documenting ongoing evaluation of the course and the students responses
- reflecting and documenting what their students gained from the course
- considering and documenting what were their students future pathways
- considering and documenting student outcomes
- recording and monitoring student satisfaction
- planning future courses

**3.1) Students/learners as a method on enrolment of documenting:**

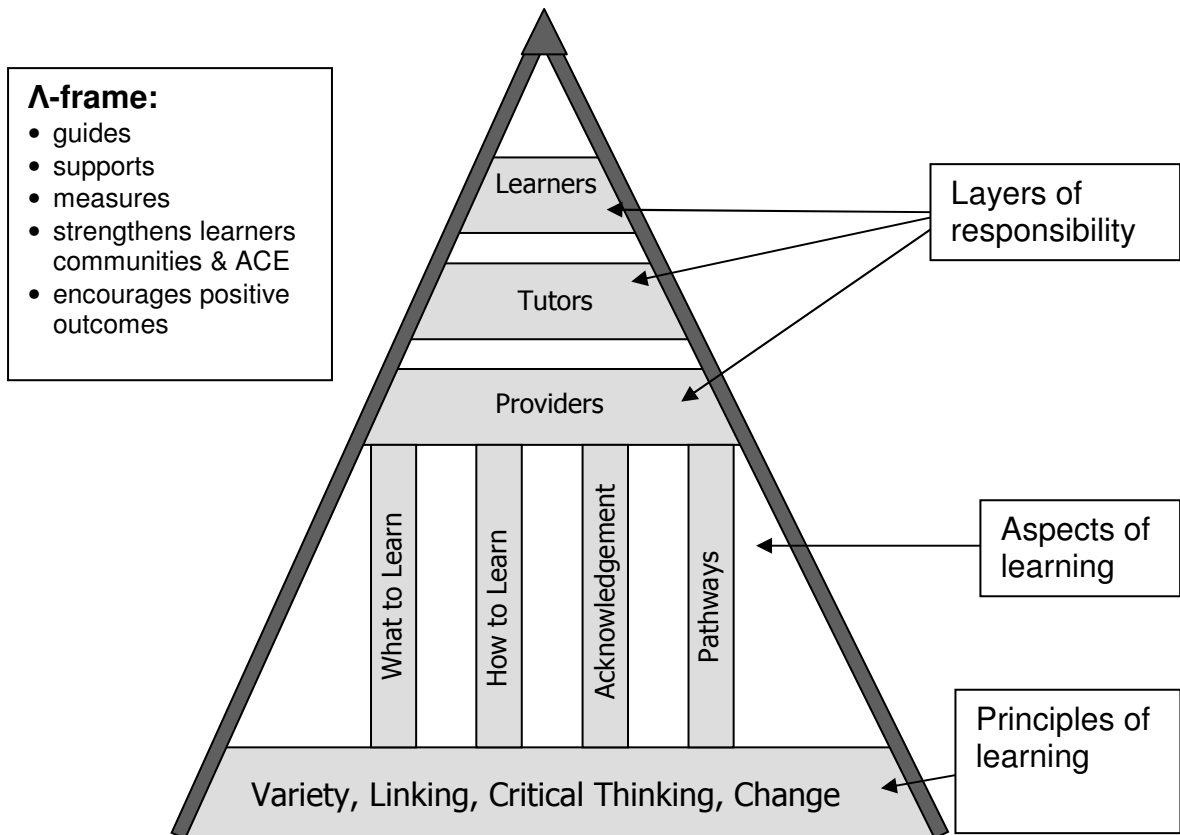
- why they have enrolled
- how they learn best
- what they could receive/gain from the course
- where they could go/do after the course



**3.2) Students/learners as a method after the course of documenting:**

- what they learned
- how they were taught
- what they gained from the course
- what they will be doing next

# Conceptual Framework Model



**Provider:** researches possible delivery of a course based on community, employment, learner and/or tutor needs and support required; offers recognition and/or pathways on course completion; investigates future directions.



**Tutor:** delivers a course considering the variety of community, employment, learner and/or provider needs and support required; uses a variety of methods and strategies and considers possible outcomes, with ongoing evaluation.

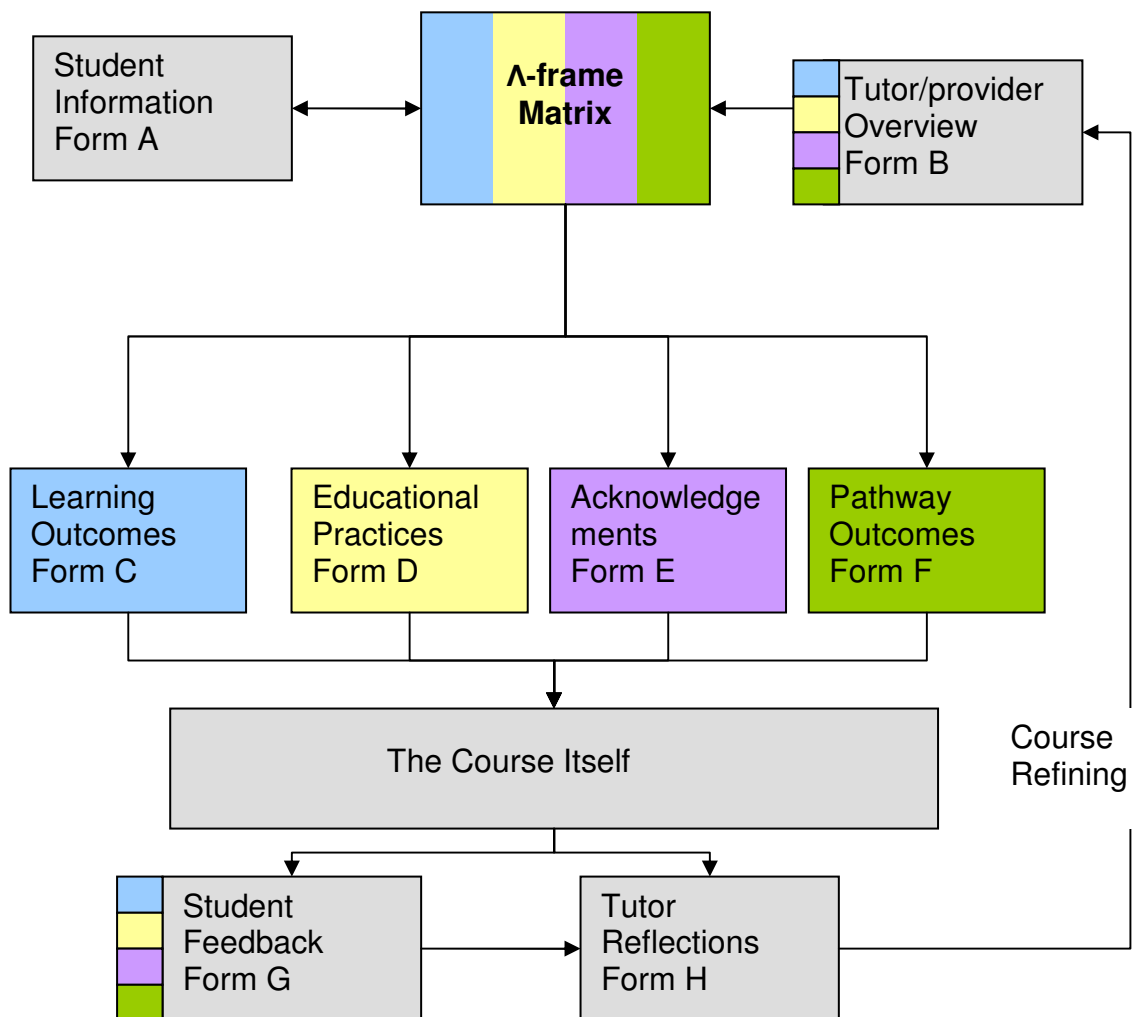


**Student/learner:** participates in a course considering their community, employment, and/or personal needs and support required. Student completes course and considers its value and their possible future directions.

Λ-frame is best viewed overall, with the A3 “Λ-frame Matrix”. The colours of the matrix are significant in that they are shown on forms A-H which are the amplification of this matrix.

- What to learn is represented by the colour **blue**
- How to learn is represented by the colour **yellow**
- Which form of acknowledgement is represented by the colour **purple**
- Where learning will lead is represented by the colour **green**

The following flow chart shows how the Matrix and Forms work together.



<b>Student Information Form</b>	
<b>Form A</b>	
<b>Course name:</b>	<b>Date:</b>
<b>Tutor Name:</b>	<b>Student Name:</b>
<b>Why have you enrolled in this course?</b> <span style="float: right;"><b>Yes/No</b></span>	
<input type="checkbox"/> To improve life at home	
<input type="checkbox"/> To improve my skills at work	
<input type="checkbox"/> To help find work	
<input type="checkbox"/> To improve involvement in the Community	
<input type="checkbox"/> To learn a new skill	
<input type="checkbox"/> For enjoyment	
<input type="checkbox"/> Other	
<b>About your goals</b> <span style="float: right;"><b>Yes/No</b></span>	
<input type="checkbox"/> Do you have any learning goals?	
<input type="checkbox"/> What are they?	
<b>How do you learn best?</b> <span style="float: right;"><b>Yes/No</b></span>	
<input type="checkbox"/> Listening	
<input type="checkbox"/> Reading	
<input type="checkbox"/> Making/doing	
<input type="checkbox"/> Demonstration	
<b>Past Experience</b> <span style="float: right;"><b>Yes/No</b></span>	
<input type="checkbox"/> Have you had any past experience in the activities of this course	
<input type="checkbox"/> How would you describe this?	
<input type="checkbox"/> When was this undertaken?	
<b>Would you give your permission?</b> <span style="float: right;"><b>Yes/No</b></span>	
<input type="checkbox"/> For your work to be demonstrated, shown, published, exhibited	
<b>Would you like your tutor to assist you in documenting your skills?</b> <span style="float: right;"><b>Yes/No</b></span>	
<input type="checkbox"/> Existing skills including those used to help you with this course	
<input type="checkbox"/> Skills learned during the course for the future	
<b>Where could you see yourself going after this course?</b> <span style="float: right;"><b>Yes/No</b></span>	
<input type="checkbox"/> Paid work	
<input type="checkbox"/> Unpaid work	
<input type="checkbox"/> Further study	
<input type="checkbox"/> Another course	
<input type="checkbox"/> Family activity	
<input type="checkbox"/> Community activity	
<input type="checkbox"/> Other	
<b>Would you like help in planning your pathway to further study or work?</b> <span style="float: right;"><b>Yes/No</b></span>	

**Tutor/Provider Overview**

**Form B**

<b>Tutor Name:</b>	<b>Date:</b>
<b>Provider Name:</b>	
<b>Tutor skills, experience, qualifications:</b>	

**Course/activity Name:**

**Connection with provider program:**

**Connection with any accredited course/training package:**

**Course Length:**

**Target Group:**

- those learners who wish to gain basic skills or who have no previous educational qualifications
- Koories
- men aged over 45
- people with a disability
- people from culturally and linguistically diverse backgrounds
- young people 15 and over
- people age over 55

**General Thoughts**

	<b>1. What do you want your students to learn?</b>
	<b>2. How will you deliver, assess and evaluate to achieve your learning outcomes?</b>
	<b>3. Which form of acknowledgement do you intend to give to your students?</b>
	<b>4. Where do you believe this course will lead for the majority of your students?</b>

<b>Course name:</b>	
<b>Tutor Name:</b>	<b>Date:</b>
<b>Program Planning Learning Outcomes – what to learn Form C</b>	
<b>Session number</b>	<b>What do you want your students to learn?</b> <u>Subject specific:</u> knowledge, ideas, understandings, concepts, language literacy and numeracy <u>Employability skills:</u> embedded within. <u>Learners:</u> needs and support required
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

<b>Course name:</b>	
<b>Tutor Name:</b>	<b>Date:</b>
<b>Program Planning Educational Practices – how to learn Form D</b>	
<b>Session number</b>	<b>How will you deliver, assess (i.e. estimate for the value and quality) and evaluate? What methods will you employ to achieve the learning outcomes?</b> Refer to Provider/Tutor Matrix for examples. <u>Employability skills:</u> embedded within. <u>Learners:</u> consider learning style and past experience
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	





<b>Course name:</b>			
<b>Tutor Name:</b>		<b>Date:</b>	
<b>Student Feedback</b>			
<b>Form G</b>			
<i>As individuals or as a group</i>			
<b>General Comments Welcomed</b>			<b>Yes/No</b>
	1. Did you find out what you wanted to know/learn?		
	2. Was the way the Course presented/taught useful?		
	3. What was the best thing you learned and why?		
	4. What was the most difficult thing you learned and why?		
	5. Which form of acknowledgement did you receive, during and after the course, for what you had contributed or achieved?		
	6. What do you think you will do with this new skill/knowledge?		
	7. Overall how would you rate this course on a scale of 1-9 (cross the appropriate box)		
		Bad	Poor
		Average	Good
		Excellent	
1	2	3	4
5	6	7	8
9			





<b>Student Information Form</b>	
<b>Form A</b>	
<b>Course name:</b> <i>Computer for Beginners</i>	<b>Date:</b> <i>July 25 '06</i>
<b>Tutor Name:</b> <i>Jill Smith</i>	<b>Student Name :</b> <i>Freda</i>
<b>Why have you enrolled in this course?</b> <span style="float: right;"><b>Yes/No</b></span>	
<input type="checkbox"/> To improve life at home	
<input type="checkbox"/> To improve my skills at work	
<input type="checkbox"/> To help find work	
<input type="checkbox"/> To improve involvement in the Community	<i>Yes</i>
<input type="checkbox"/> To learn a new skill	<i>Yes</i>
<input type="checkbox"/> For enjoyment	<i>Yes</i>
<input type="checkbox"/> Other <i>My grandchildren are all very computer literate and I really want to keep up! I also have a son in England and I would love to email him!!!</i>	
<b>About your goals</b> <span style="float: right;"><b>Yes/No</b></span>	
<input type="checkbox"/> Do you have any learning goals?	<i>Yes</i>
<input type="checkbox"/> What are they? <i>To be able to understand how the computer works so I am not so afraid of making mistakes.</i>	
<b>How do you learn best?</b> <span style="float: right;"><b>Yes/No</b></span>	
<input type="checkbox"/> Listening	
<input type="checkbox"/> Reading	
<input type="checkbox"/> Making/doing	<i>Yes</i>
<input type="checkbox"/> Demonstration	<i>Yes</i>
<b>Past Experience</b> <span style="float: right;"><b>Yes/No</b></span>	
<input type="checkbox"/> Have you had any past experience in the activities of this course	<i>Yes</i>
<input type="checkbox"/> How would you describe this? <i>only on my children's laptop—but not a lot</i>	
<input type="checkbox"/> When was this undertaken? <i>a long time ago—I gave up in disgust!!</i>	
<b>Would you give your permission?</b> <span style="float: right;"><b>Yes/No</b></span>	
<input type="checkbox"/> For your work to be demonstrated, shown, published, exhibited	<i>Yes</i>
<b>Would you like your tutor to assist you in documenting your skills?</b> <span style="float: right;"><b>Yes/No</b></span>	
<input type="checkbox"/> Before and during the course (existing)	<i>Yes</i>
<input type="checkbox"/> Skills learned during the course (future)	
<b>Where could you see yourself going after this course?</b> <span style="float: right;"><b>Yes/No</b></span>	
<input type="checkbox"/> Paid work	
<input type="checkbox"/> Unpaid work	
<input type="checkbox"/> Further study	
<input type="checkbox"/> Another course	<i>Yes</i>
<input type="checkbox"/> Family activity <i>emails to my son</i>	<i>Yes</i>
<input type="checkbox"/> Community activity <i>Perhaps I could help at my local RSL club with newsletters</i>	<i>Yes</i>
<input type="checkbox"/> Other	
<b>Would you like help in planning your pathway to further study or work?</b> <span style="float: right;"><b>Yes/No</b></span>	
	<i>Possibly</i>

## Tutor/Provider Overview

### Form B

**Tutor Name:** *Jill Smith*

**Date:** *25 July '06*

**Provider Name:** *Table Park Community House*

**Tutor skills, experience, qualifications:** *Has taught this course for 4 years. Was Senior credit trainer with ANZ-5 years. Cert IV. Currently completing Adult Learning and development degree.*

**Course/activity Name:** *Computer for Beginners*

**Connection with provider program:** *This course forms part of our Men's Shed program, where men over 45 can connect and expand on their skills or learn new ones to reconnect with the community, or possibly work.*

**Connection with any accredited course/training package:** *Can be an intro course to Cert II in Business or Cert II in Inf. Technology.*

**Course Length:** *8 Weeks*

### Target Group:

- those learners who wish to gain basic skills or who have no previous educational qualifications
- Koories
- men aged over 45
- people with a disability
- people from culturally and linguistically diverse backgrounds
- young people 15 and over
- people age over 55

### General Thoughts

**1. What do you want your students to learn?**

- *not to fear the computer*
- *to gain confidence*
- *to see that computing is fun and logical and is not a measure of intelligence*

**2. How will you deliver, assess and evaluate to achieve your learning outcomes?**

- *face to face instructor led delivery/date show*
- *observation assessment*
- *student feedback and evaluations*

**3. Which form of acknowledgement do you intend to give to your students?**

- *improvement in student confidence and ability*
- *verbal encouragement*
- *Certificate of participation*
- *Final session creation of final take home document*

**4. Where do you believe this course will lead for the majority of your students?**

- *Students often want to become involved in the community—typing newsletters or emailing family/friends*
- *computer enthusiasts!!*
- *Fears and barriers broken down*
- *Possible enrolment in next stage Word Level 1*

<b>Course name:</b> <i>Computer for Beginners</i>	
<b>Tutor Name:</b> <i>Jill Smith</i>	<b>Date:</b> <i>July 25'06</i>
<b>Program Planning Learning Outcomes – what to learn Form C</b>	
<b>Session number</b>	<b>What do you want your students to learn?</b> <u>Subject specific:</u> knowledge, ideas, understandings, concepts, language literacy and numeracy <u>Employability skills:</u> embedded within. <u>Learners:</u> needs and support required
1	<i>Become familiar with on and off Differences between operating system and software</i>
2	<i>Become familiar with the word screen; using the keyboard; using the mouse</i>
3	<i>File Management. Learn and understand saving and retrieving documents</i>
4	<i>Look at Excel-software avail. and related principles</i>
5	<i>Disk and file management</i>
6	<i>PowerPoint and Access</i>
7	<i>Familiarization with the internet-where to find information and how to sift through it</i>
8	<i>Revise and compare knowledge from week 1 to week 8. Create a simple calendar using publisher. Encourage practise and confidence---if you don't use it you lose it!!!!</i>
9	<i>N/A</i>
10	<i>N/A</i>

<b>Course name:</b> <i>Computer for Beginners</i>	
<b>Tutor Name:</b> <i>Jill Smith</i>	<b>Date:</b> <i>July 25'06</i>
<b>Program Planning Educational Practices – how to learn Form D</b>	
<b>Session number</b>	<p><b>How will you deliver, assess (i.e. estimate for the value and quality) and evaluate? What methods will you employ to achieve the learning outcomes?</b></p> <p>Refer to Provider/Tutor Matrix for examples.  <u>Employability skills:</u> embedded within.  <u>Learners:</u> consider learning style and past experience</p>
1	<i>Group introductions-encourage learning from each other. usually a wide variety of skills and experience in class. The students are all retired, so training will be slow, repeated explained clearly with diagrams, overheads and the data show projector</i>
2	<i>Playing games such as solitaire-mouse control</i>
3	<i>Allow practice after teacher modelling and using a printout from the manual.</i>
4	<i>Teacher uses the example of a paper expanding file to explain the computer filing system. They type a letter and practice saving, filing and retrieving</i>
5	<i>Teacher demonstrates using OH transparencies</i>
6	<i>Students are shown using the data show -the processes involved in sending and receiving emails—try sending to others in the class</i>
7	<i>Students open and reply to email from tutor. Students Type—a letter to ??or tutor and send it as an attachment</i>
8	<i>Students are given a series of invitation examples—choose one and follow the instructions to produce it -with Tutor support</i>
9	<i>N/A</i>
10	<i>N/A</i>

<b>Course name:</b> <i>Computer for Beginners</i>	
<b>Tutor Name:</b> <i>Jill Smith</i>	<b>Date:</b> <i>July 25'06</i>
<b>Program Planning Acknowledgement – which form Form E</b>	
<b>Which form of acknowledgement do you intend to give to your students?</b>	
<i>Employability skills embedded within.</i>	
<i>Learners: required acknowledgement</i>	
<b>Yes/No</b>	
<b>Formal Acknowledgement:</b>	
"Provider" Certificate of participation/achievement	<i>Yes</i>
<b>Informal Acknowledgement:</b>	
▪ exhibition	<i>Yes</i>
▪ demonstration	<i>Yes</i>
▪ publicity	
▪ film, computer or audio presentation	
▪ performance	
▪ applause	
▪ positive comments <i>Great to get the thumbs up from their family</i>	<i>Yes</i>
▪ letter, note or email <i>I will email a note of congratulations to each student</i>	<i>Yes</i>
▪ skills passport	
▪ community recognition <i>May even ask some to do the "Men's shed Newsletter"</i>	<i>Yes</i>
Other	
<b>General thoughts about acknowledgements</b>	
<b>How will these assist learners in future pathways?</b>	
<i>Certificate of participation - all students</i>	
<i>All received praise from children/grandchildren.</i>	
<i>1 photo in local paper for Adult Learners' Week</i>	
<i>email of congratulations from tutor</i>	
<i>Some may even be given guidance into moving into the Level 1 Computer Course.</i>	

<b>Course name:</b> <i>Computer for Beginners</i>	
<b>Tutor Name:</b> <i>Jill Smith</i>	<b>Date:</b> <i>July 25'06</i>
<b>Program Planning Form F</b>	<b>Pathways &amp; Options– where learning leads</b>
<b>Where do you believe this course will lead for the majority of your students?</b>	
<i>Employability skills embedded within.</i>	
<i>Learners: required pathways</i>	
<b>Yes/No</b>	
<b>Looking for Pathways &amp; Options:</b>	
Internet	
Careers advisor <i>Many have asked for assistance in what should be their next step</i>	<i>Yes</i>
Other providers programs	
Community advertisements	
Other... <i>Many are retired and merely want to use their new skills for themselves, their family or the community clubs they may be involved in, BUT some were give pathway advice from the teacher and others may want to expand on their new found knowledge ....</i>	
<b>Possibilities:</b>	
▪ work- paid	
▪ work- unpaid	<i>Yes</i>
▪ further study	<i>Yes</i>
▪ another course	<i>Yes</i>
▪ improved home or family involvement	<i>Yes</i>
▪ improved confidence and self esteem	<i>Yes</i>
▪ increased independence	<i>Yes</i>
▪ community involvement or participation	<i>Yes</i>
▪ life or attitude change	<i>Yes</i>
▪ new hobby or interest	<i>Yes</i>
<b>General thoughts about Pathways &amp; Options</b>	
<b>Would learners like help in planning their pathway to further study or work?</b>	
<i>Recognition of Prior Learning given to students wanting to progress to Word 1 and Certificate II in Information Technology IAC20199</i>	
<i>Many will gain confidence to volunteer on community committees</i>	
<i>Many want to show their families that they CAN learn the computer and that they CAN use it!!!!</i>	



**Appendices—Sample Programs Sample 2 Gardening Group**

**Student Information Form**

**Form A**

**Course name:** *Growing into the Community*

**Date:** *July 25 '06*

**Tutor Name:** *Mike Ponder*

**Student Name** *Bradley*

**Why have you enrolled in this course?**

**Yes/No**

<input type="checkbox"/>	To improve life at home	
<input type="checkbox"/>	To improve my skills at work	
<input type="checkbox"/>	To help find work	
<input type="checkbox"/>	To improve involvement in the Community	<i>Yes</i>
<input type="checkbox"/>	To learn a new skill	<i>Yes</i>
<input type="checkbox"/>	For enjoyment	<i>Yes</i>
<input type="checkbox"/>	Other <i>The activity group I belong to was starting this group and they thought I would like to join</i>	

**About your goals**

**Yes/No**

<input type="checkbox"/>	Do you have any learning goals?	<i>Yes</i>
<input type="checkbox"/>	What are they? <i>To be able to understand more about plants and how to grow them better</i>	

**How do you learn best?**

**Yes/No**

<input type="checkbox"/>	Listening	<i>Yes</i>
<input type="checkbox"/>	Reading	
<input type="checkbox"/>	Making/doing	<i>Yes</i>
<input type="checkbox"/>	Demonstration	<i>Yes</i>

**Past Experience**

**Yes/No**

<input type="checkbox"/>	Have you had any past experience in the activities of this course	<i>Yes</i>
<input type="checkbox"/>	How would you describe this? <i>Mum and dad like their garden and I help a bit</i>	
<input type="checkbox"/>	When was this undertaken? <i>Mostly after the accident</i>	

**Would you give your permission?**

**Yes/No**

<input type="checkbox"/>	For your work to be demonstrated, shown, published, exhibited	<i>Yes</i>
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**Would you like your tutor to assist you in documenting your skills?**

**Yes/No**

<input type="checkbox"/>	Before and during the course (existing)	<i>Yes</i>
<input type="checkbox"/>	Skills learned during the course (future)	

**Where could you see yourself going after this course?**

**Yes/No**

<input type="checkbox"/>	Paid work <i>Maybe at one of the local gardens around here</i>	<i>Yes</i>
<input type="checkbox"/>	Unpaid work	
<input type="checkbox"/>	Further study	
<input type="checkbox"/>	Another course	<i>Yes</i>
<input type="checkbox"/>	Family activity <i>to improve our family garden</i>	<i>Yes</i>
<input type="checkbox"/>	Community activity <i>Perhaps I could show my plants at the Centre fair this year</i>	<i>Yes</i>
<input type="checkbox"/>	Other <i>Maybe I will visit other gardens and know more stuff</i>	

**Would you like help in planning your pathway to further study or work?**

**Yes/No**

*Possibly*

<b>Tutor/Provider Overview</b>	
<b>Form B</b>	
<b>Tutor Name:</b> <i>Mike Ponder</i>	<b>Date:</b> <i>25 July '06</i>
<b>Provider Name:</b> <i>Tamco Education and Training</i>	
<b>Tutor skills, experience, qualifications:</b> <i>Former council Parks and Gardens advisor; love of horticulture; experience with engaging students with mild intellectual disabilities.</i>	
<b>Course/activity Name:</b> <i>Growing into the Community</i>	
<b>Connection with provider program:</b> <i>This course forms part of partnership developed with the local Community Health group with students with mild intellectual disabilities and "Tamco Education and Training".</i>	
<b>Connection with any accredited course/training package:</b> <i>No</i>	
<b>Course Length:</b> <i>1 Semester -3 hours per week</i>	
<b>Target Group:</b>	
<input type="checkbox"/> those learners who wish to gain basic skills or who have no previous educational qualifications <input type="checkbox"/> Koories <input type="checkbox"/> men aged over 45 <input checked="" type="checkbox"/> people with a disability ✓ <input type="checkbox"/> people from culturally and linguistically diverse backgrounds <input type="checkbox"/> young people 15 and over <input type="checkbox"/> people age over 55	
<b>General Thoughts</b>	
1. What do you want your students to learn?	<ul style="list-style-type: none"> <li>• <i>To learn more about horticulture</i></li> <li>• <i>To meet, learn socialize and work with like minded people</i></li> </ul>
2. How will you deliver, assess and evaluate to achieve your learning outcomes?	<ul style="list-style-type: none"> <li>• <i>Language, literacy and numeracy skills required will be minimal, as it involves hands on activities—suiting these students abilities- so it will be very practical.</i></li> <li>• <i>Participation in local garden projects in renovating or maintenances at nursing homes, our Centre, parks etc</i></li> <li>• <i>Connecting with the local Council for: excursions; guest speakers; model making; demonstration and visits</i></li> </ul>
3. Which form of acknowledgement do you intend to give to your students?	<ul style="list-style-type: none"> <li>• <i>Participation certificate—Tutor guidance into development of skills passport</i></li> <li>• <i>'Thank- you luncheon' for participants for their improvements to various local gardens</i></li> </ul>
4. Where do you believe this course will lead for the majority of your students?	<ul style="list-style-type: none"> <li>• <i>Paid/unpaid work</i></li> <li>• <i>another course in local council laws on horticulture</i></li> <li>• <i>further courses at our centre</i></li> <li>• <i>exhibit at the local show; photo display; provider skills day</i></li> <li>• <i>continued interest in gardens and gardening</i></li> </ul>

<b>Course name:</b> <i>Growing into the Community</i>	
<b>Tutor Name:</b> <i>Mike Ponder</i>	<b>Date</b> <i>July 25'06</i>
<b>Program Planning Learning Outcomes – what to learn Form C</b>	
<b>Session number</b>	<b>What do you want your students to learn?</b> <u>Subject specific:</u> knowledge, ideas, understandings, concepts, language literacy and numeracy <u>Employability skills:</u> embedded within. <u>Learners:</u> needs and support required
1	<u>Introduction to our studio-----where we will call "home"</u> <u>understanding theory—each session</u> <u>Sowing seed-for flowers and vegetables.....picking out seedlings</u> <u>How to take cutting and how to pot them</u>
2	<u>Using a greenhouse-----storing our seedlings etc</u> <u>Labelling plants ready for sale at the Community Fair or some to take home.</u> <u>Give handouts with instructions.</u>
3	<u>Understanding the seasons</u> <u>What work we do at different times of the year.</u> <u>Look at different soil types and testing the ph---valuable when we work on different sites</u>
4	<u>How to compost and different watering techniques</u> <u>Looking at different types of plants and their soil, water and sun requirements.</u>
5	<u>Starting our own plant pressings for identification</u> <u>Students are encouraged to bring some from home</u>
6	<u>Renovation of a raised garden bed at the local Reserve near a favourite Community walking track..</u>
7	<u>How to plant new plants-donated by the local Council</u>
8	<u>Using mechanical equipment in gardening</u>
9	<u>Designing and building a sensory Garden-visit hospitals</u> <u>Visit different gardens-the zoo; Kevin Heinz etc</u>
10	<u>Look at indoor garden plants and extras such as wind chimes, plant markers, mosaic tiles, bird feeders</u>

<b>Course name:</b> <i>Growing into the Community</i> <b>Tutor Name:</b> <i>Mike Ponder</i> <span style="float: right;"><b>Date:</b> <i>July 25'06</i></span>	
<b>Program Planning                      Educational Practices – how to learn</b> <b>Form D</b>	
<b>Session number</b>	<b>How will you deliver, assess (i.e. estimate for the value and quality) and evaluate? What methods will you employ to achieve the learning outcomes?</b> Refer to Provider/Tutor Matrix for examples. <u>Employability skills:</u> embedded within. <u>Learners:</u> consider learning style and past experience
1	<u>Introduction to our studio-----where we will call "home"</u> Discussion. Photo/picture matching of different tools and equipment Teacher models how to plant and sort seeds and seedlings.
2	<u>Using a greenhouse-----storing our seedlings etc</u> Students visit local house and transport their seedlings and cuttings using trolleys Students practice writing labels and given clear examples to copy.
3	<u>Understanding the seasons</u> Students watch a video showing the journey of a plant through the various seasons
4	<u>How to compost and different watering techniques</u> A speaker from the water conservation board informs the students of water restrictions and how to beat conserve water. Actual models used to show how to start their own compost bin.—"Gedye Bins" were invited
5	<u>plant pressings</u> Students were encouraged to bring cuttings from home and to label these in a supplied folder
6	<u>Renovation of a raised garden bed</u> Weeding, pruning and cutting were demonstrated by the teacher—safe watching by extra volunteer staff was encouraged.
7	<u>Making a wind chime or mosaic tiles---</u> Student see the end product then following picture instructions and extra volunteers
8	Using mechanical equipment in gardening safe watching by extra volunteer staff was encouraged.—students discuss the renovation required at the Centre. Jobs wee listed with techniques and equipment required-mowers; whipper - snippers etc
9	<u>Designing and building a sensory Garden</u> Students visit various gardens and note the techniques and plants used—a tick sheet could be best
10	<u>Look at indoor gardens</u> -maybe a visit to the zoo enclosures; Kevin Heinz: the botanical Gardens; the Flower Show; the butterfly enclosure---lots of tours and speakers

<b>Course name:</b> <i>Growing into the Community</i>	
<b>Tutor Name:</b> <i>Mike Ponder</i>	<b>Date</b> <i>July 25'06</i>
<b>Program Planning Form E</b>	<b>Acknowledgement – which form</b>
<b>Which form of acknowledgement do you intend to give to your students?</b>	
<u>Employability skills</u> embedded within.	
<u>Learners:</u> required acknowledgement	
<b>Yes/No</b>	
<b>Formal Acknowledgement:</b>	
"Provider" Certificate of participation/achievement	Yes
<b>Informal Acknowledgement:</b>	
▪ exhibition <i>photo display on provider notice board</i>	Yes
▪ demonstration <i>provider skills day</i>	Yes
▪ publicity	
▪ film, computer or audio presentation	
▪ performance <i>Exhibit at the Local Community fair</i>	
▪ applause	
▪ positive comments <i>Local walkers praised the renovations to the garden areas</i>	Yes
▪ letter, note or email <i>A note of congratulations to each student from Council</i>	Yes
▪ skills passport <i>Teacher uses the eight employability skills a guide to complete this</i>	Yes
▪ community recognition <i>Other Community groups ask for their help!!</i>	Yes
Other <i>Increase in personal confidence</i> <i>Some have started their own vegetable gardens</i>	
<b>General thoughts about acknowledgements</b>	
<b>How will these assist learners in future pathways?</b>	
<i>Certificate of participation – all students</i>	
<i>Some of the students may do some extra training at other Centres, such as Kevin Heinz</i>	
<i>Some could use it as a start for a small business in the growing seeds</i>	
<i>Some may even be given guidance into moving into the TAFE Certificate II Course</i>	
<i>Some could use this as an introduction to work or volunteering in some capacity in the local Parks and gardens</i>	
<i>Possible employment and enthusiasm from all volunteers in this activity</i>	

