

FSKLRG008

Use simple strategies for work-related learning

Release 1

Learner guide

Aspire Version 1.1



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FSKLRG008 Use simple strategies for work-related learning, Release 1

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| Company name: | |
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Before you begin

This learner guide is based on the unit of competency *FSKLRG008 Use simple strategies for work-related learning*, Release 1.

How to work through this learner guide

Your trainer or assessor will tell you which parts of the learner guide you need to read, and which activities you need to finish. The learner guide has the following parts.

| Part | How you use it |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning content | Read each topic. If you do not understand something, talk to your trainer. |
| Examples | This learner guide has examples of completed documents that may be used in a workplace. |
| Video clips | Where you see a QR code, you can use a smartphone or tablet to access video clips about the content. For information about how to download an app that will read the QR code, or for more help, please visit our website: www.aspirelr.com.au/help .  |
| Learning checkpoints | Complete learning checkpoints to make sure you understand what you have read. Your trainer will tell you which activities to do. |
| What you have learnt | At the end of the learner guide, there is a list of what you have learnt. You can use this to check if you are ready for the final assessment. |

Words to remember

As you read the learner guide, use this section to write down words you need to remember.

There is a space for you to write the word and a space for you to write down what the word means.

This will help you to learn the words.

| Word | What it means |
|-------------|----------------------|
| | |
| | |
| | |
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| | |
| | |
| | |



Your story

You have been working at Millie's Flower Shop as a shop assistant for one year. You have been doing basic tasks, such as wrapping cut flowers to sell to customers. Customers are the people who come into the flower shop to buy flowers.

You like working at Millie's Flower Shop and would like to become a flower designer. A flower designer is the person who makes flower arrangements. To be a flower designer, you need to do training in floristry.

You need to talk to Millie about what kind of training you need to do.

Watch this video about your role at Millie's Flower Shop.



Your tasks

Learn about your tasks below.



Wrap cut flowers

Collect and wrap bunches of cut flowers in wrapping paper.



Serve customers

Use the cash register when people buy flowers.



Day 1

You would like to learn how to make flower arrangements. By knowing what you want to learn at work, you have identified a work-related learning goal. A goal is something you work towards to achieve.

At Millie's Flower Shop, a goal may be to learn how to make bunches of flowers for customers to buy. When you have learned how to make bunches of flowers, you have achieved your goal. Depending on where you work, your work-related learning goals may be easy to reach. The goals may be simple, such as learning how to write simple emails and letters. Other learning goals, such as using a new computer program, or doing tasks with more responsibility, may require training or help from someone you work with.

Work-related learning goals

You may set yourself work-related learning goals that are related to your job. Depending on what you want to learn, these may be long-term or short-term goals.

Long-term goals are ones that take a long time to reach, such as a year or more.

Short-term goals are ones that take a short time to reach, such as a few hours or days.

You may have a learning goal that involves training or studying. This is a long-term goal, because it will take a long time to reach.

A short-term learning goal is usually something you can learn at your job. An example might be learning how to wrap a bunch of flowers.

To identify work-related learning goals, think about what you want to learn. You need to work out if these are short-term or long-term learning goals.

In Millie's Flower Shop, you have decided that you would like to learn how to make flower arrangements. To learn this, you need to do some training. This is a long-term goal, because it will take some time to complete the training.



Identifying strengths and weaknesses

Everyone has strengths and weaknesses. Strengths are the things we are good at. Weaknesses are things that make it harder for us to learn.

Some examples of strengths that you may have as a learner are:

- When I understand something, I am good at remembering it.
- It helps me to understand something if I talk to other people about it.
- I ask for help if I don't understand something.

Examples of weaknesses you may have as a learner are:

- I am a slow reader.
- I have trouble remembering all the steps of a task.
- I'm easily distracted.



Ways to learn

People like to learn in different ways. Some people like to learn in a classroom, some at work and some people learn better on their own.

Some people prefer to learn information:

- Face-to-face
- With assistance
- In a group
- Individually
- Using technology, such as the internet

Face-to-face learning

Face-to-face learning is when you are in the same place as your trainer. Face-to-face learning usually happens in a classroom or training situation.

When you learn face-to-face, you go to where your trainer is, or the trainer comes to you. In your workplace, you learn face-to-face when your supervisor shows you how to do a task. At Millie's Flower Shop, your learning is face-to-face when Millie shows you how to wrap a bunch of cut flowers.



Learning in a group or individually

Some people learn better in a group. Group learning is learning with other people. You can learn from talking with your classmates and use them for support with your learning. When you are in a group, you can see how other people do things and learn from them. They can also learn from you.

Individual learning is a way of learning on your own. You may study and learn on your own if you do not need much help from your trainer. This means you can learn at your own speed.



Learning using technology

Most learning now requires you to use some technology. Depending on what you are learning, technology may be the main way you learn. If you are learning online, you are using technology.

Online learning is where you and the trainer are in different locations and use the internet to communicate.

You may be given different activities to help you to learn, such as:

- Discussions with other learners
- Watching videos to support your learning



Learning styles

A learning style describes how you learn and study the best.

Here are some different learning styles:

- Print-based learning
- Visual learning
- Practical learning
- Structured learning
- Flexible learning



Watch this video about different learning styles.

Print-based learning

A print-based learning style means you like to learn by reading materials that are printed. Printed learning materials include:

- Books
- Instruction manuals
- Notes
- Learning guides

Learners who like to use print-based materials usually:

- Like to take notes
- Like to read
- Learn better after reading or writing something

Visual learning

Visual learning means you learn through seeing. If you are a visual learner, you usually learn best when the information uses:

- Pictures
- Colours
- Maps
- Diagrams
- Charts

Learners who use a visual learning style often like to learn by:

- Watching demonstrations and videos
- Looking at images and diagrams
- Reading information

At Millie's Flower Shop, you learn the names of the different flowers by looking at a flower chart. The chart has a picture of a flower with its name beside it. You learn the names of the flowers using visual learning.



Practical learning

A practical learning style means you like to learn through hands-on experience. You may like to learn by:

- Watching how a task is done
- Being shown how to do something
- Asking questions
- Doing the task yourself

Learners who prefer a practical learning style may like to learn through:

- Workplace traineeships
- Apprenticeships
- Work experience

At Millie's Flower Shop, you use practical learning when you watch how Millie wraps a bunch of cut flowers. You wrap the flowers after watching Millie. This helps you learn how to do it.



Structured learning

A structured learning style means you like to be organised and planned. In structured learning, the trainer gives a clear set of instructions about what you will learn and how to do specific tasks.

Learners who prefer a structured learning style usually like to learn:

- In an organised and systematic way
- With clear guidelines of what to do

Flexible learning

A flexible learning style is when you make the choice about:

- What you want to learn
- When you want to learn
- Where you want to learn
- How long you will need to learn

If you like to use a flexible learning style, you may like to learn:

- Online
- When it suits you
- At your own speed



Barriers to learning

There may be things that stop you from learning or make it harder for you to learn. Things that stop you from learning or slow your learning are called barriers. Barriers might be permanent or temporary. Most barriers can be removed or reduced.

For example, if you feel you do not have enough time to study, this may be a barrier.

To remove or reduce this barrier, you may be able make more time for study by working fewer hours.

Other examples of barriers include:

- Lack of confidence
- Difficulty reading or writing
- Difficulty doing maths
- Lack of money and/or time
- Lack of support
- Gaps in your learning

Lack of confidence

When you are confident about learning, it means that you believe in yourself. If you are not confident about learning, it means you are unsure about being able to learn.

When you lack confidence, it may make you worried about learning or afraid to try.

For example, you have just been to training to learn how to use a new touch-screen cash register.

The person teaching you used words that you did not understand. They also did not take time to explain things to you. This made you feel like you could not learn.

Now you are unsure about whether you can learn about the computer program or not.

This means you lack confidence in learning.



Difficulty reading, writing and doing maths

If you have trouble reading or writing, it may make it hard for you to learn. You may have trouble reading or understanding some words, or you might have trouble writing or spelling.

When you understand what you read and are able to write words, you can go to training to learn more skills. Understanding reading and writing helps you learn in your workplace.

If you have trouble with maths, it may also make it hard for you to learn some things, such as how to calculate or take measurements.

Lack of money or time

Not having enough money may stop you from learning or make it hard for you to learn.

For example, you may need to take a car, bus or train to attend training. You may not have enough money for a ticket or for petrol to drive a car. You may not be able to afford the books you need for your studies.

If you are working full-time or have children to care for, you may not have enough time to study. This is a common barrier to learning.



Lack of support

Lack of support may stop or slow your learning. When someone supports you, they help you. When no one is available to help you, it means you have a lack of support.

Support may be needed from people in your workplace or in your home to help you learn.

You may need help or support to:

- Buy your books
- Understand what something means
- Overcome a disability
- Use a computer
- Learn new tasks
- Learn from other people

Gaps in your learning

A gap in your learning means there is a space between what you know and what you need to learn.

For example, you may need a specific skill to do your job. If you do not have the skill, this is a gap in your learning.

To fill that gap, you need to build on what you know already. If you have some knowledge, it is easier to learn more. You can build on what you know already to help you fill a gap in your learning.

For example, you already know about flowers. You can make and wrap bunches of flowers in Millie's Flower Shop. You can build on what you already know about flowers to learn how to become a flower designer.



Solutions to barriers

When you have identified a barrier to your learning, you need to find a solution to the barrier. A solution is a way to make the barrier smaller or remove it altogether.

Here are some solutions to different learning barriers.

| Barrier | What it means | Solution |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lack of confidence | <ul style="list-style-type: none"> You do not have confidence to learn You are unsure whether you can learn something You have had a bad experience with learning in the past | <ul style="list-style-type: none"> Ask your supervisor to help you with learning, to check on how you are doing and to give you encouragement Ask your supervisor to break down learning into smaller steps |
| Difficulty reading or writing | <ul style="list-style-type: none"> You have trouble reading words you do not know You have trouble understanding what sentences mean You have trouble writing things down | <ul style="list-style-type: none"> Ask your supervisor where you can get help with reading and writing Find a place where you can go to help you with reading and writing, such as a community centre or training organisation |

| Barrier | What it means | Solution |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lack of money or time | <ul style="list-style-type: none"> You are unable to buy the books or tools you need You are unable to get to the training facility You have too many things to do at home, so you do not have any time left to study | <ul style="list-style-type: none"> Ask your supervisor if the training can be paid for by your workplace Check if you are able to get government assistance for your study Ask someone to help you with things at home so you have time to study |
| Lack of support | <ul style="list-style-type: none"> You may need help to get to training if you have a physical disability that makes it difficult to drive You may need help understanding the words used in the learning material | <ul style="list-style-type: none"> Ask your supervisor if there is a support service that can transport you to training Ask your supervisor for help learning words you do not understand |
| Gaps in your learning | <ul style="list-style-type: none"> You may not have enough basic skills or knowledge to build on | <ul style="list-style-type: none"> Find out what basic training you can do Use the basic training as a stepping stone to do more training |

What has happened on Day 1

On your first day working at Millie's Flower Shop, you have learned about:

- Work-related learning goals
- Strengths and weaknesses as a learner
- Ways to learn
- Different learning styles
- Barriers that could stop you from learning
- Solutions to barriers

Learning checkpoint: Day 1

1. If you prefer face-to-face learning, how do you prefer to learn? Tick the correct answer.
 - On your own
 - Online
 - In a classroom

2. What do you need to think about when deciding on your learning goals? Tick the correct answer.
 - They need to be related to your job
 - They must lead to study
 - They must take a long time to reach

3. What learning style is best for people who prefer to learn by being shown how to do a task? Tick the correct answer.
 - Print-based learning
 - Practical learning
 - Structured learning

4. Which of the following is a barrier to learning? Tick the correct answer.
 - Working with a mentor
 - Not having money to buy books
 - Having confidence to learn

5. If lack of time is a barrier to your learning, what could you do? Tick the correct answer.
 - Join a club
 - Ask someone to help you with jobs at home
 - Start volunteering at your children's school

6. Which of the following is a strength as a learner? Tick the correct answer.

- Getting distracted
- Asking for help
- Finding it hard to remember new things

7. You find it hard to concentrate when you are reading. What is this an example of? Tick the correct answer.

- Learning strength
- Learning style
- Learning weakness



Day 2

Today you decide to talk to Millie about what you would like to learn. You would like to do a training course to learn how to make flower arrangements.

When you talk to Millie, she thinks it is a great idea and asks you to find training that you can do.

Learning goals

A learning goal is when you aim to learn something out of interest or as part of your studies.

A work-related learning goal is when you aim to learn something for work.

If you work in a flower shop, a work-related learning goal might be to learn about the different parts of plants. When you learn what the roots do, then learn what the stem and leaves do, you are working towards your learning goal of learning about the different parts of plants.

Once you have decided on your learning goal, you need to work out what you need to do to reach it. To do this, you need to find information about what you want to learn.

You may need to:

- Search for information
- Ask for information



Searching for information

If you have access to the internet, you can search for information about your learning goal. To search for information, type in key words about what you want to learn.

You have decided that you want to learn how to make basic flower arrangements.

To find information about this, search for 'flower arrangements' or 'floristry training'.

If you want to find floristry training in your area, you can add your state or territory like this:

- Floristry training NSW
- Floristry training SA

Depending on your learning goal, there may be training at your local community or learning centre. A community or learning centre often has written information about the training it offers. You may need to go to your community or learning centre to get the information you need. You could also check their website.

Here are some examples of training you may be able to do at a community or learning centre:

- Introduction to floristry
- Food safety
- First aid
- Computer basics



Asking for information

Another way to find out information about training is to ask people questions.

If you want to learn how to be a mechanic, you can go to your local garage and talk to the mechanic who works there. You can ask them what training they did to become a mechanic.

If you want to work with children, you can go to your local childcare centre and talk to the people who work there. You can ask them what training they did to become a childcare educator.



Locating the right information

Locating the right information is important. You need to make sure the information relates to your learning goal.

For example, at Millie's Flower Shop you want to learn how to make basic flower arrangements. You need to make sure that the information you find for your learning is useful.

Finding information about making advanced flower arrangements will not help you meet your learning goal of making basic flower arrangements.

To help you locate the right information, you can read the title of the information. The information may also have headings, which separate the information into chunks. Find the heading that relates to the information you are looking for.



Assessing information

When you find the information, you need to assess it. To do this, make sure it meets the following criteria.

Up to date – Is the information recent?

If the information was written some time ago, it may not be up to date.

If the information was written or updated a month ago, it is likely to be up to date.

Objective – Is it fact or just someone's opinion?

Information is objective when it includes facts and doesn't include anyone's opinion.

For example, if the information was what someone thought about the course, it is an opinion and not an objective. Other people may have different opinions and it is hard to know which opinion to believe.

Reliable – Can you trust the information?

Reliable information is information you can trust. You need to think about who is providing the information and if you can trust what they say.

For example, if you ring the community learning centre and they told you they do not run classes about basic flower arranging, you would believe them as they work at the centre and know what courses the centre runs. The information from them would be reliable.

Strategies to achieve a learning goal

A strategy is a plan of how you are going to do something. There are many different strategies you can use to reach your learning goal.

Here are some strategies to help you achieve your learning goal:

- Use a learning plan
- Use your preferred learning style
- Organise and save information
- Use prior skills and knowledge
- Use a checklist
- Use a set of steps
- Reinforce your learning
- Use a learning aid

Using a learning plan

A learning plan is a written document that is used to plan your learning. Use a learning plan to write how your learning is going to take place and how you will achieve your learning goal.

A learning plan may outline:

- What the learning goals are
- How the learning is going to happen
- How you will know the learning has occurred
- When you will achieve your learning goal
- Who will support you

Using your preferred learning style

Your preferred learning style is how you like to learn. If you use a learning style that suits you, it makes it easier for you to learn and for you to reach your learning goal.

For example, if your preferred learning style is practical, you may find a place where you can do hands-on learning.

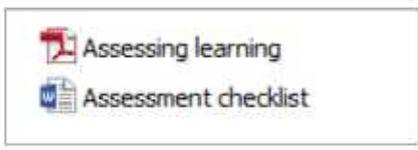
Organising and saving information

Keeping information organised is another strategy to help you learn. When information is organised, it is easy to find.

If you are organising printed information, you may use folders to keep the same kind of material together. If you are storing information on your computer, save the information with a name you can easily recognise.

Put the same type of information into one folder.

Here is an example of a folder called 'assessment_info' with assessment files saved inside the folder.

| Folder name 'assessment_info' | Files inside the folder |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|  |  |

Using prior skills and knowledge

Another strategy to help your learning is to use your prior skills and knowledge. 'Prior' means something that has already happened. Skills are the things you can already do, and knowledge is what you already know.

'Prior knowledge' is what you have already learnt.

'Prior skills' are things you already know how to do.

When you use prior knowledge and skills to learn, it is easier because you already know a bit about what you are trying to learn.

In Millie's Flower Shop, you already know about flowers and how to wrap them in bunches. The prior skills and knowledge will make it easier for you to learn more about making flower arrangements.



Using a checklist

A learning checklist is another strategy to help you learn. Checklists can be used to help you plan what you need to learn.

Here is an example of a learning checklist.

| Design floristry products | | | |
|---------------------------|--------------|-----------------------------|-------------------------------------------------------------------------------------------|
| Element | Topic | Notes | |
| 1 | Design ideas | Read information | |
| | | Anything I don't understand | Need to ask trainer about: Function of the design ✓ |
| | | Assessment started | Need to check with trainer that I understand the assessment Assessment due: 17 April ✓ |
| | | Assessment finished | Finished! 15 April ✓ |

Using a set of steps

Some information can be organised into a set of steps. This means the information is organised into the order it needs to be completed.

For example, imagine you are trying to learn how to clean a piece of equipment. If you put the information into a set of steps, this will help you learn and remember the information.

Here is an example of how information can be learnt and remembered more easily when it is organised into a set of steps.

| Information | Same information in a set of steps |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| When the flowers arrive at the store, carefully take one bunch of flowers out of the box. Remove the wrapping from the flower bunch. Remove the lower leaves on the stems of the flowers, then recut the stems of the flowers and put them into a fresh bucket of water. Put the bucket of flowers into the cool room as soon as you can. | <ol style="list-style-type: none">1. Take one bunch of flowers out of the box.2. Remove wrapping from around the flower bunch.3. Remove the lower leaves on the stems of the flowers.4. Recut the stems of the flowers.5. Put the flowers into a fresh bucket of water.6. Put the bucket of flowers into the cool room as soon as possible. |

Reinforcing your learning

When you reinforce your learning, you do something to help you remember it.

Here are ways to reinforce your learning:

- Make a list of important information
- Re-write the information
- Memorise words and phrases
- Practise the skills you have learnt

Using a learning aid

When you are learning, often the information is new to you. There may be new words and phrases that you do not understand. Learning aids are things that help you to learn. The learning aids you choose will depend on what you are learning and the way you prefer to learn.

Here are some examples of useful learning aids:

- A dictionary to look up the meaning of words
- Diagrams to see what something looks like
- DVDs to see and hear the information
- The internet to find extra information

Talk to your supervisor or trainer about the strategies that will help you achieve your learning goals.

Support resources for learning

When you are learning, you may use support resources to help you learn.

Here are some ways that you can support your learning:

- Ask your supervisor for help
- Work with a mentor
- Use a dictionary or a word list
- Use the library or go to a learning centre
- Ask for support from your trainer

Watch this video to learn about what resources can support you in your learning.



Asking your supervisor for help

If you are learning in your workplace, you can ask your supervisor for help. Your supervisor is more experienced and can help you by answering your questions and showing you how to do tasks.

If you are unsure of anything you are trying to learn, ask your supervisor for help.



Working with a mentor

A mentor is someone who helps you and answers your questions. A mentor can help you learn how to do your new tasks and check your work.

A mentor may be:

- Your trainer
- Someone who has already completed the training, such as a colleague

Using a dictionary

A dictionary is an important learning resource. A dictionary is a collection of words that are arranged in alphabetical order (A, B, C, D, etc.).

A dictionary has a description of what each word means, how to say the word and how to use the word in a sentence. When you are learning, use a dictionary to find the meaning of the words you do not understand.

There are two different sorts of dictionaries. One is a book and the other is an online dictionary. Many online dictionaries let you hear the word so you can pronounce it out loud.

Using a word list

As you are learning, you may use a word list to write down the words that are new to you and words that you do not understand or are unsure about. To check your understanding of a word, you can:

- Write the word down
- Write down what you think the word means
- Ask someone to check if you understand the word correctly

Here is a word list you may need to refer to when you are learning about flower arrangements.

Word list

Bouquet

Contrast

Proportion

Texture

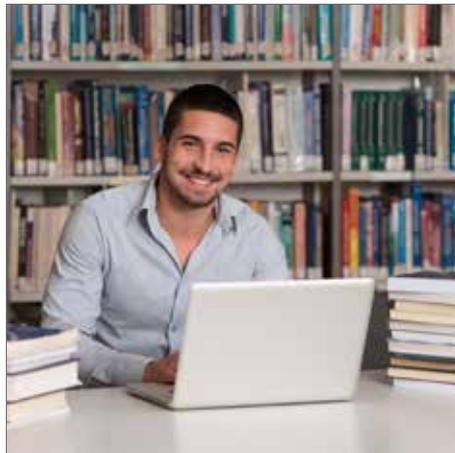
Topiary

Using a library

Depending on where you live, there may be a library or a learning centre you can use.

A library is a place where books, magazines and newspapers are kept for people to read. You can also take books home to read. This is called borrowing. When you are finished reading the book, you must return it to the library.

If you have trouble finding a book you need, you can ask a librarian to help you find it.



Using a learning centre

A learning centre is a place that may provide learning support. Depending on what you are learning, a learning centre may have:

- Mentors to help you
- People who are learning the same thing you are
- Computers you can use

Asking for support from your trainer

When you go to training, you can ask your trainer for support and assistance. You may need help understanding:

- The training material
- How to use the training material
- What you need to do



A learning plan

A learning plan helps you to plan your learning.

To develop a learning plan, you need to think about:

- What your learning needs are
- What your learning goals are
- What you need to do to meet your learning goals
- How long you have to meet your learning goals
- How you will know when you have completed a learning goal

Your learning needs

In a workplace, learning needs are the gap between what you know and what you need to learn.

To identify your learning needs, ask yourself the following questions:

- Are there other tasks you would like to do at work?
- Are there things you need to learn so you can do your job better?
- Would you like to do a different job in your workplace?
- Would you like to have more responsibilities at work?

If your job changes, you may need to learn new skills. These are your learning needs.

For example, you have decided that you want to have your own flower shop.

Your learning needs are:

- I need to learn how to make basic and advanced flower arrangements
- I need to learn how to manage a small business

Your learning goals

Learning goals are what you want to be able to do. Your learning goals come from your learning needs.

To identify your learning goals, ask yourself what end result you want.

Here are some examples.

| Learning needs and goals |
|--------------------------------------|
| To make basic flower arrangements |
| To make advanced flower arrangements |
| To manage a small business |

What you need to learn

Once you have identified your learning needs and goals, think about how you will learn what you need to achieve those goals. You might need:

- Training, such as a short course
- Resources to support your learning, such as access to the internet or a mentor
- To overcome barriers and learning weaknesses.

For example, a barrier might be that you do not have enough time to study. To overcome this, you might need to work fewer hours so you have time to study.

If you have a learning weakness, you may need extra support, such as a tutor, to help you with your reading and writing.

Here is an example of how to match your learning goals to what you need.

| Learning needs & goals | How I can learn what I need to |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To make basic flower arrangements | <ul style="list-style-type: none"> • Ask my supervisor • Training – do a short course in basic flower arranging |
| To make advanced flower arrangements | <ul style="list-style-type: none"> • Training – do a course in floristry, such as Certificate III in Floristry |
| To manage a small business | <ul style="list-style-type: none"> • Training – do a course in business management, such as Certificate IV in New Small Business • Work part-time so I have enough time for study • Find a mentor to provide help and support |

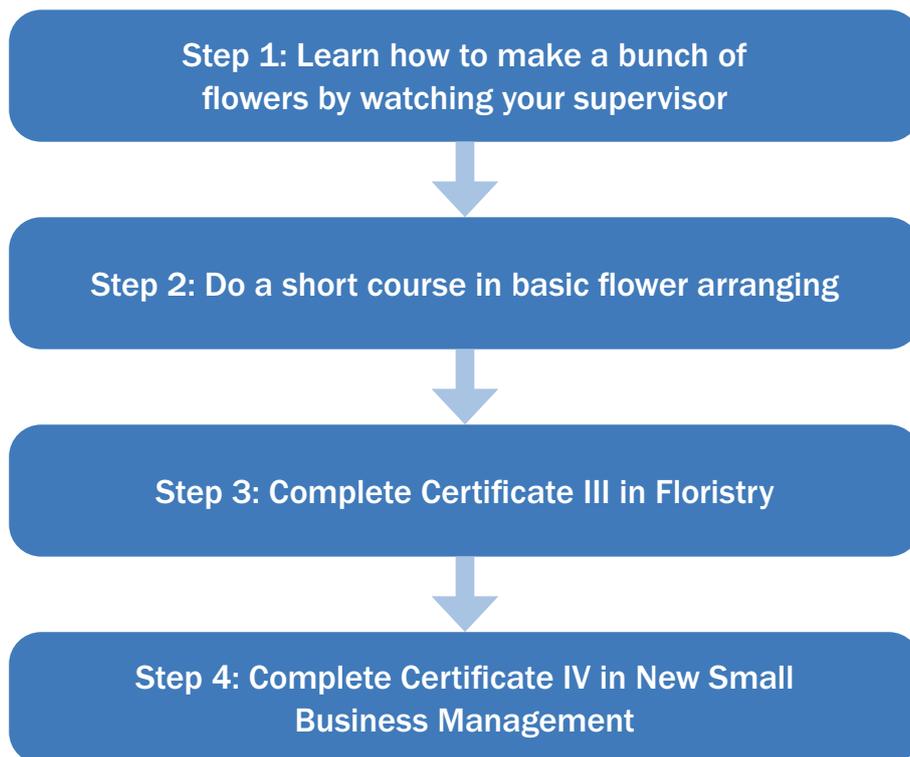
Your learning pathway

A learning pathway is a way of going from one learning part to another. It is made up of a number of steps. Each step builds on the one before it.

This means you need to learn one skill first. Once you have learnt the first skill, you can build on that to learn another.

For example, you have decided that you want to have your own flower shop. To reach this goal, you set a learning pathway.

Here is an example of how you can build on each step of learning to create a learning pathway.



Your learning time frame

A time frame is a period of time that you have to do something.

A learning time frame is when you expect to reach a learning goal.

A short-term goal has a short time frame. This usually means you can reach the goal in three months or less.

A long-term goal takes has a long time frame. This means the goal could take one year or more to reach.

| Learning needs & goals | How I can learn what I need to | Time frame |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| To make basic flower arrangements | <ul style="list-style-type: none"> • Ask my supervisor • Training – do a short course in basic flower arranging | <ul style="list-style-type: none"> • In the next three months |
| To make advanced flower arrangements | <ul style="list-style-type: none"> • Training – do a course in floristry, such as Certificate III in Floristry | <ul style="list-style-type: none"> • Next year |
| To manage a small business | <ul style="list-style-type: none"> • Training – do a course in business management, such as Certificate IV in New Small Business • Work part-time so I have enough time for study • Find a mentor to help and support me | <ul style="list-style-type: none"> • The year after I complete the Certificate III in Floristry |

What has happened on Day 2

On your second day working at Millie's Flower Shop, you have learned about:

- Learning goals and needs
- Strategies for achieving learning goals
- Finding information about how to meet learning goals
- Support resources for learning
- Developing a learning plan

Learning checkpoint: Day 2

Read the case study, then answer the questions that follow.

Case study

Leonie works as an administration assistant and has seen an advertisement for a similar position in another company. This job has higher pay, but requires experience in a software program that Leonie has not used before. Leonie will apply for the new position and enrol in a 2-week training course to learn about the new software at her local community centre.

1. What is Leonie's short-term work goal? Tick the correct answer.
 - Learn how to use some new software
 - Ask for more pay in her current position
 - Make new friends at the training course

2. What information will help Leonie meet her goal? Tick the correct answer.
 - Information about the hours of the training
 - Advice from her colleagues about the new employer
 - Reading information about the old version of the software

3. Which of the following are learning strategies Leonie can use to help reach her goal? There are **three (3)** correct answers. Tick all the correct answers.
 - Use her prior knowledge
 - Identify her learning style
 - Learn independently
 - Work in a team
 - Organise and save information

4. What support can Leonie use to reach her goal? There are **two (2)** correct answers. Tick all the correct answers.
- Ask a supervisor to read her job application
 - Ask about the course at the training centre
 - Ask for a discount on the course fees
 - Ask for time off to complete her study
5. What should Leonie include in her learning plan? There are **two (2)** correct answers. Tick all the correct answers.
- Her learning goals
 - A list of books to read
 - A time frame to complete her goals
 - A map of the training centre



Day 3

On your third day at work, you show Millie your learning plan. Millie talks to you about your learning goals. She notices that the Certificate III in Floristry will take 18 months to complete part time. Millie suggests that you work at the flower shop part-time while you are studying, instead of working full-time. She also says you can work hours that fit with the hours you need to set aside for studying.

Millie explains that you need to keep track of your learning progress.

Checking your progress against the learning plan

It is important to keep track of your learning. To keep track of your learning progress, you need to check your learning against the learning plan.

Are you completing your learning in the time you expected? Is there a barrier to your learning that you did not expect? Do you need other learning resources to help you achieve your learning goal?

Here is an example of checking your progress against your learning plan.

| Learning needs & goals | How I can learn what I need to | Time frame | Progress towards achieving the goal | Have I achieved the goal? |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| To make basic flower arrangements | <ul style="list-style-type: none"> • Ask my supervisor • Training – do a short course in basic flower arranging | <ul style="list-style-type: none"> • In the next three months | <ul style="list-style-type: none"> • I have talked to my supervisor • I have enrolled in a short course | <input checked="" type="checkbox"/> |
| To make advanced flower arrangements | <ul style="list-style-type: none"> • Training – do a course in floristry, such as Certificate III in Floristry | <ul style="list-style-type: none"> • Next year | <ul style="list-style-type: none"> • I have found out where I can study Certificate III in Floristry | <input type="checkbox"/> |

| Learning needs & goals | How I can learn what I need to | Time frame | Progress towards achieving the goal | Have I achieved the goal? |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|---------------------------|
| To manage a small business | <ul style="list-style-type: none"> • Training - do a course in business management, such as Certificate IV in New Small Business • Work part-time so I have enough time for study • Find a mentor for help and support | <ul style="list-style-type: none"> • The year after I complete the Certificate III in Floristry | <ul style="list-style-type: none"> • I have found out where I can study Certificate IV in New Small Business | <input type="checkbox"/> |

You may want to have a more detailed plan for each of your goals.

Instead of using your learning plan to note what you have done and what you still need to do, you could use a diary to note the date you met a learning goal. You can then compare it to what you had written in the learning plan.

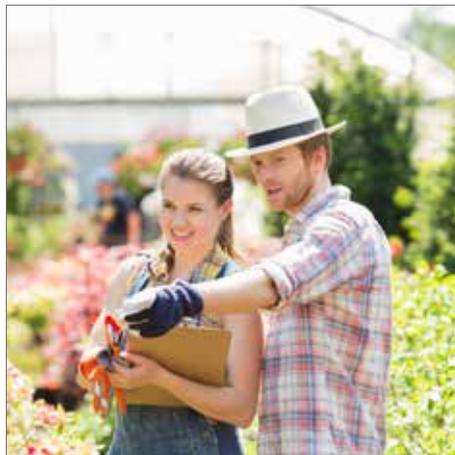
Feedback

Feedback is when someone tells you how well you have done a task and how you could do it better. Feedback is used to help you improve. It is also used to encourage you when you are doing your job well. Feedback helps you think about what you have learnt, what you do well and what areas you need more training in.

At work, you may get feedback from your supervisor. When you are learning, you may get feedback from your trainer or mentor.

Feedback on your learning may come from the following people:

- Supervisor – the person who supervises your work, such as Millie
- Mentor – the person who helps you, such as a work colleague
- Group leader – the person who looks after a group of staff
- Coordinator – the person who helps plan what needs to be done
- Trainer – the person who shows you how to do your tasks



Types of feedback

There are three types of feedback that you may use to check your learning progress. Feedback may be given:

- Formally
- Informally
- Using a self-evaluation checklist

Watch this video about the different types of feedback.



Formal feedback

Formal feedback is a planned process for giving feedback. This means that there is a set time and place for feedback to be given. You may receive formal feedback from your trainer when you complete learning tasks. Formal feedback is usually written down.

Informal feedback

Informal feedback is not written down. Informal feedback may be given to you by your trainer when you are learning.

Informal feedback is important because it:

- Can take place immediately
- Does not take very long

Self-evaluation checklist

You can use a self-evaluation checklist to review your learning progress. Self-evaluation means that you are checking your own progress.

Here is an example of a self-evaluation checklist.

| Self-evaluation checklist | | | |
|-----------------------------------------|------------------------------|----|-------------------------------------------------------------|
| What I have learned | Do I feel like I do it well? | | Comments |
| | Yes | No | |
| How to make a simple flower arrangement | ✓ | | I am becoming more confident with the more practice I have. |
| How to wrap cut flowers | ✓ | | Yes, I am confident at wrapping flowers. |

What I still need to learn

When you review your learning progress, you or your trainer may identify areas for further learning. There may be areas that you need more training in, or there may be areas you are interested in learning more about to increase your learning.

For example, you may feel that you need to improve your maths skills before you start the Certificate IV in New Small Business. This is because it involves a lot of calculations.

You may decide to do workshops that specialise in a certain skill to help your learning. For example, you may go to a workshop about colour and design to help you understand how to put different flowers together in an arrangement.

When thinking about your learning pathway, you may identify further learning that is long term. In your workplace, there may be opportunities for different jobs if you have further training or education. 'Lifelong learning' is a term that is used to describe learning that takes place over a lifetime.

Depending on where you work, tasks and ways of doing things may vary and change often. Learning needs may change and further learning may be required in your workplace.

If you decide to change your job, you may need to do further learning so you can complete more tasks at work.



What has happened on Day 3

On your third day working at Millie's Flower Shop, you have learned about:

- Checking your progress against the learning plan
- Feedback
- What you still need to learn

Learning checkpoint: Day 3

1. What are you keeping track of when you monitor your learning? Tick the correct answer.
 - Your progress
 - What you want to learn
 - Your feedback
2. What type of feedback is not planned or written down? Tick the correct answer.
 - Formal feedback
 - Informal feedback
 - Self-evaluation checklist
3. How can you identify areas for further learning? Tick the correct answer.
 - Think about things you have already learnt
 - Think about areas of your learning you do not feel confident about
 - Think about your prior knowledge and experience

What you have learned

Well done. While working at Millie's Flower Shop, you have learned about:

- Work-related learning needs and goals
- Strengths and weaknesses as a learner
- Ways to learn
- Different learning styles
- Barriers to learning
- Ways to overcome learning barriers
- Learning goals and needs
- Strategies to achieve a learning goal
- Support resources for learning
- Learning plans
- Checking your progress against the learning plan
- Feedback
- What you still need to learn

You are now ready for the final assessment.