The Student Journey: Skilling for Life
ACSF Level – Pre-Training

- Level 1: 26
- Level 2: 109
- Level 3: 30
- Level 4: 11
- No start/finish: 10

n=176
Authentic models

- **Observation** (our main focus)
  - A story about the child
  - Written in the past

- **Learning Story** (introduced if relevant)
  - Written from the child’s perspective
  - Written in the past
Where it all began
  • Introduction/background
  • People involved

What learning did we see?
  • What happened – spontaneous/set up by educator
  • Learning outcomes

What happened next?
  • Follow up from previous activity

Evaluation
  • Educator’s evaluation of activities
  • Reflection of activity and children’s involvement
  • No new information presented
Proofreading and Editing Checklist

Structure
Where it all began
☐ I have included an introduction/background.
☐ I have introduced the people involved.
☐ I have introduced where it took place.

What learning did we see?
☐ I have explained what happened – one step at a time
☐ I have explained the learning outcomes

What happened next?
☐ I have explained what happened next – one step at a time

Evaluation
☐ What is your evaluation of the activity? Why do you think that?
☐ How were the children involved? Were the children engaged?
☐ No new information is presented.

Paragraph Structure
☐ Each paragraph has one main idea.
☐ Each paragraph directly relates to the heading
☐ Each paragraph includes a topic sentence that introduces the main idea.
Training
- 14 centres
- 67 participants
- 2 hours/session
- Average 6 sessions/participant
- In work hours – backfill Educators
- After hours – larger groups
Post-training feedback
What was the most important thing you learned?

- Short and clear format
- Grammar and punctuation
- Spelling and vocabulary
- Confidence

Write as it is being read, not as it is being heard
What do you do differently now when writing?

- Write with confidence
- Think before writing
- Proofread using the checklist
- Concentrate on vocabulary – keep it simple
- Focus on clear ideas
- Follow the steps in the structure
Do you think what you have learned has changed the way you write your stories?

Yes – 34

No – 2
What are the important things the Educators have learned?

- Review what they have written
- Write with a beginning, middle and an end
- Write with more meaning and depth
- Improved confidence
- Better quality observations
- Improved grammar, spelling and structure – awareness of literacy
Do you think the Educators have changed the way they write your stories?

Yes – 8
- Confidence
- Structure
- Purpose
- Easier to read

Not sure – 1
ACSF Levels Post-training

- 38 participants increased 1 ACSF level (L2→L3)
- 11 participants increased 2 ACSF levels (L1→L3)
- 8 participants ACSF levels remained the same
Post 6 month feedback
Do you refer back to training documents?

- Yes: 81
- No: 1
- Sometimes: 15
Do you have more confidence when you communicate at work?

Yes: 81
No: 19
Do you have more confidence when you communicate outside work?

- Yes: 70
- No: 30

Yes  | No
“Transferable skills increase a workers employability and provide firms with ready-to-use competencies and capabilities to fill opening and vacant positions” (Sgobbi & Suleman, 2015,p.395).
Learnings from the Project
References