

# Context

If learners are to engage with the programme, we need to earn that engagement by making sure the learning opportunity meets their needs. Understanding the context will help us understand what learners need from us.



# Performance

Performance supports learning outcomes in the learner's context. It accounts for people, mechanisms and tools that learners can depend on to sustainably implement learning in their everyday reality.



# Recognition

Recognition appreciates the emergent storytellers, curators, sense makers and co-creators in the social space and recognises their role in the learning opportunity as essential to everyone's individual learning.



# Demonstration

Demonstration sets clear expectations and demonstrates specific outcomes. In this stage, showing a clear example of the acquired skills, knowledge, behaviours and attitudes that learners will come out with is important.



# Reflection

Reflection creates space for storytelling about learning, experiences, context and perspective. It encourages communication of personal understanding and brings opportunity for sense making to the learning community.



# Assessment

Assessment analyses how needs have been met, evaluating the impact of learning on skills, knowledge, attitude and behaviours. Depending on learning opportunity overall goals and objectives, methods can vary between formative or summative, quantitative and qualitative.



# Exploration

Exploration gives opportunity to play, experiment, rehearse skills and language and obtain feedback in a low risk space. This stage depends on a safe community space.

