

EDUCATION, EMPLOYMENT AND WORKPLACE RELATIONS

SENATE LEGISLATION COMMITTEE – QUESTIONS ON NOTICE 2008–2009 BUDGET ESTIMATES HEARING

Outcome 2

DEEWR Question No. EW703_09

Senator Allison asked on 4 June 2008, EEWHR Hansard page 130.

Question

Senator Allison: So tell me about the teaching methodology and how that is different ?

The Department undertook to provide a synopsis of the methodology.

Answer

Yachad Accelerated Learning Program – teaching methodology

The Yachad Accelerated Learning Program (YALP) advise that it is a support program which improves knowledge and skills in literacy and numeracy and which is designed to complement curricula and any other programs employed by schools. It can be implemented independently or in conjunction with any program.

The model incorporates three aspects:

- Targeted one-on-one tutoring of Indigenous students
- Accelerated learning activities conducted on a whole of class basis of which the selected students are a part
- Professional development activities in accelerated learning approaches provided for teachers and paraprofessionals at the school.

Four major components encapsulate the ten principles which underlie the YALP methodology:

1. Community engagement;
2. Professional development;
3. Accelerated learning; and
4. Tutoring.

The ten principles are:

1. Motivation and Success – using experiences of success to motivate a desire to improve;
2. Recurring Cycle – a view that learning can be accelerated by repeating a process of diagnosis; tailoring to student needs; performance feedback and new diagnosis;
3. Self Esteem leading to greater achievements – self esteem in a predicator of success and appropriate teaching in turn creates self esteem;
4. Short Learning Sessions – short learning sessions engage underachieving students in intense and focused learning activities;
5. Encouraging and Supportive Learning Environments – relaxed, non-threatening learning environments contribute to successful learning, as do positive feedback and encouragement;
6. Focused, Structured and Constructed Learning – learning is enhanced when underachieving students are focused and aware of the structure of learning experiences;

7. Ownership and Empowerment – student empowerment and self capacity building derives from ownership of the learning process;
8. Variety – caters for different learning styles and different learning objectives;
9. Ongoing Assessment – enables appropriate feedback, reflection and variation of learning process to meet student needs; and
10. Sharing – considered a fundamental success element to the approach, that is, tutors/students/teachers sharing work to achieve common goals.