Subject Learning Goals for 014220 Learning and its Trajectories

1. **Contextualising Professional Practice within Learning Trajectories**
   I goal is critically evaluate different learning ecologies, contexts and frameworks and position my own professional practice within these contexts. Through reflection on my role in Vocational Education and Training (VET), I will examine how adult learning principles, including andragogy and experiential learning, affect student success. This goal aligns with SLO 1 by enabling me to compare my professional experiences with broader theoretical perspectives on learning.

2. **Evaluating Learning Theories and Their Application in VET**
   My goal is to critically examine both traditional and contemporary ideas about learning, identifying their relevance and limitations within the VET sector. By doing so, I will deepen my understanding of how learning takes place in 'real-world' hands-on, competency-based training environments. This goal aligns with SLO 2, as it involves analysing different conceptualisations of learning and assessing their impact on student engagement and retention.

3. **Enhancing Professional Learning Through Critical Reflection**
   This goal is to develop a methodical process for reflecting on my own career development experiences and how they've changed over time. Through an analysis of the ways in which professional development, formal education, and work experiences have influenced my learning, I will pinpoint methods for ongoing enhancement. This objective supports the value of lifelong learning in professional practice and is consistent with SLO 3.

4. **Integrating Culturally Responsive Learning Practices in VET**
   I aim to actively engage with a variety of learning viewpoints, acknowledging the social, linguistic, and cultural elements that affect students' performance in VET. This entails investigating Indigenous viewpoints on education and incorporating culturally sensitive teaching methods into my work. By making sure that my approach to education is inclusive and equitable, this aim supports SLO 4.

5. **Developing Effective Communication Strategies for Learning Contexts**
   I will improve my capacity to communicate clearly across genres and technological platforms, making sure that educational resources, policies, and materials are interesting and accessible to a wide range of people. This goal encourages the use of suitable communication techniques to improve learning and collaboration within VET, which is in line with SLO 5.

Linking Statement

The subject *014220 Learning and its Trajectories* builds upon my previous studies in *014225 Leading Learning* and *014221 Learning in the Digital Age*, advancing my understanding of how learning occurs across different contexts. In *014225 Leading Learning*, I explored leadership strategies in education and the role of reflective practice in improving teaching and learning. This current subject deepens that exploration by focusing specifically on the trajectories of learning, enabling me to position my own professional practice within broader theoretical frameworks. The emphasis on reflection (SLO 3) aligns closely with my prior goal of enhancing leadership through continuous professional learning.

Similarly, *014221 Learning in the Digital Age* introduced me to digital pedagogies and emerging technologies, with a focus on their impact on student engagement. This current subject extends that knowledge by examining both traditional and contemporary learning theories, allowing me to critically evaluate how digital tools shape learning trajectories. The intersection between learning ecologies and digital transformation is particularly relevant to my role in VET, where online and blended learning models are increasingly used to support diverse learners.

Within my professional context as a Quality & Compliance Manager in the VET sector, understanding the complexities of learning trajectories is essential for designing policies and training programs that align with competency-based education models. The focus on culturally diverse perspectives (SLO 4) is also significant, as VET institutions serve students from varied backgrounds, including international students, Indigenous learners, and individuals with diverse learning needs. By integrating these perspectives into my practice, I aim to contribute to a more inclusive and effective learning environment.

Overall, this subject strengthens my ability to analyse and apply learning theories in a vocational education setting, supporting my overarching course learning goals of enhancing leadership, fostering innovation, and improving student outcomes in adult learning environments.