



PROFESSIONAL EDUCATION AND TRAINING PHILOSOPHY

The Australian Institute for Relationship Studies is committed to providing excellence in education and in creating positive training environments which promote individual potential for learning through adherence to adult education principles. All students are encouraged to access past learning both formally and through personal experience as a way of integrating and consolidating new material presented through training programs.

The Australian Institute for Relationship Studies encourages adult learning training methods and practice incorporating:

- ⌘ A recognition of learning from all experience, including personal and professional from within other educational settings.
- ⌘ A recognition of the diversity of adult learners and responsiveness to their particular learning needs.
- ⌘ A collaborative process between academic staff and learners in which both have a responsibility for learning.
- ⌘ The use of a wide range of teaching strategies and techniques including group discussion, simulation, personal and group reflection on experience, learning contracts, learning journals, role plays and feedback from group members and academic staff to accommodate a range of learning styles and to provide opportunity to put theory into practice.
- ⌘ The creation of challenging interactions through which learners can question their held judgements, actions and assumptions, and develop an ability for critical self reflection.
- ⌘ The promotion of intellectual, personal and professional growth.

All education and training activities provided by the Australian Institute for Relationship Studies are undertaken with the aim of continual improvement in professional standards and academic excellence. This is based on a broad range of theoretical and clinical perspectives utilising current debates and ideas in the clinical and research literature relevant to therapeutic practice. The process includes regular consultation with academic staff, review and development of curriculum and training methods and the integration of feedback from both academic staff and students in the documentation and utilisation of training materials.

Professional clinical development is perceived as an ongoing process of learning in which theoretical and practice components are essential. Students and academic staff alike can experience a process of professional development of their theoretical and clinical ideas through their respective participation in the Australian Institute for Relationship Studies programs.