

40 WAYS
OF SHAPING
OUR
FUTURE

Examples from 40 Reframing the
Future projects in 2004 that are
addressing one or more of the
4 objectives of *Shaping Our Future*
– Australia's National Strategy for
Vocational Education and Training
2004–2010

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40 Ways of Shaping Our Future

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- **This document is designed** to assist practitioners in the vocational education and training (VET) sector in Australia to meet the four objectives of *Shaping Our Future, Australia's National Strategy for Vocational Education and Training 2004-2010*.

The four objectives are:

- Objective 1: Industry will have a highly skilled workforce to support strong performance in the global economy
- Objective 2: Employers and individuals will be at the centre of vocational education and training
- Objective 3: Communities and regions will be strengthened economically and socially through learning and employment
- Objective 4: Indigenous Australians will have skills for viable jobs and their learning culture will be shared.

The document provides easy-to-read examples of forty different projects being conducted in 2004 that demonstrate different ways to achieve these four objectives. Summary details about each project profiled are provided on page 11.

The forty projects are drawn from the 181 projects funded by the Australian National Training Authority (ANTA) and managed by Reframing the Future in 2004. The charter of Reframing the Future is directly aligned with the national strategy. The charter is to assist with the implementation of the National Training Framework through the provision of staff development and change management programs.

The selected projects represent a spread across all States and Territories and represent a range of industries, employers, individuals, training providers, communities and Indigenous activities. The examples are also a representative sample from each of the following sub-programs of Reframing the Future:

- Sub-program 1: Staff Development
- Sub-program 2: Strategic Management and Change Management; National Training Change Agents
- Sub-program 4: Communities of Practice; Industry Training Networks; Assessor Networks; Teaching and Learning Networks
- Sub-program 5: Applying Information and Research.

A synopsis of each sub-program is provided on page 7.

The examples presented in this document are deliberately brief – designed to stimulate your thinking about different possibilities. Each of the entries provides quick information about who, what, how and where; and some information about possible outputs or anticipated outcomes. More extensive details on each project – such as project Action Plans and contact details – can be found on the Reframing the Future website <http://reframingthefuture.net> under each sub-program. Look for the 2004 projects.

The examples were prepared by the mentors of the different sub-programs – John Mitchell, Suzy McKenna, Elizabeth Dau, and Wendy Perry.

We invite you to adopt or adapt within your own context the good ideas you find here. We trust these examples will highlight existing good practice and influence ongoing practice in the VET sector.

Suzy McKenna

Acting National Project Director

Reframing the Future

August 2004

Synopsis of Reframing the Future's goals and sub-programs

GOAL 1 SUB-PROGRAM **Staff Development**

To enable VET practitioners to become highly-skilled in implementing the national training system.

GOAL 2 SUB-PROGRAM 2A **Strategic Management and Change Management**

To enable VET managers to develop new skills in strategy-making and strategy-implementation so their organisations become high-performing in responding to the needs of the national training system.

SUB-PROGRAM 2B **National Training Change Agents**

To enable VET practitioners to build their capabilities as change agents within the VET sector, to bring about changes required to implement the national training system.

GOAL 3 SUB-PROGRAM **Policy Engagement**

To enable VET personnel and stakeholders to engage in constructive debate about how to continuously improve the national training system based on learning from both practice and theory. (This sub-program is based around forums, not projects, so is not represented in this document.)

GOAL 4 SUB-PROGRAM 4A **Communities of Practice**

To enable VET practitioners to develop communities of practice – reaching across organisations, industries and borders – to better implement the national training system.

SUB-PROGRAM 4B **Industry Training Networks**

To enable VET practitioners to establish innovative and effective networks between industry and providers and other stakeholders, to improve the implementation of the national training system.

SUB-PROGRAM 4C **Assessor Networks and Teaching and Learning Networks**

To enable VET practitioners to establish innovative and effective networks between VET teaching and learning practitioners or assessors, to support the implementation of the national training system.

GOAL 5 SUB-PROGRAM **Applying Information and Research**

To enable VET practitioners to develop skills in accessing and applying information and research findings.

Good practice in using different methodologies

- **While each of the examples** in this document provides some details about the project's context, output or outcomes, we invite you also to consider the ways the forty project teams model good practice in their use of a range of different methodologies. A breadth of methodologies is required to accommodate the variety of challenges faced by VET practitioners, in meeting the objectives of the national strategy.

While the predominant methodology used by the project teams is workbased learning, other methodologies used include those for change agency, change management and strategic management. Given the broad definition of workbased learning provided below, then it could be said that those personnel involved in change agency, change management and strategic management are simultaneously engaged in workbased learning.

To assist the reader, some broad definitions follow:

In the Australian VET context, **workbased learning** is an umbrella term that refers to structured learning that is managed by the organisation. The focus of workbased learning is learning through work and its participants are the staff employed by an organisation. Workbased learning describes a range of different staff development methodologies and techniques, from mentoring and coaching to action learning and the use of communities of practice and networks (Mitchell, Henry and Young 2001, p.4).

Action learning is a staff development technique for learning from current activities, and involves the use of the cycle of experiencing, reviewing, concluding and planning (Mitchell, Henry and Young 2001, p.37). Many projects described in this document used action learning, especially projects from the Staff Development sub-program. An example in this document is 2.8.

Communities of practice are groups of people bound by a shared experience and a common sense of purpose, such as the pursuit of a solution to a problem. Sometimes the communities are formed within the one company or community, and sometimes they stretch across company boundaries (Mitchell, Henry and Young 2001, p.39). Examples in this document include 2.7, 3.3, 3.4, 3.6, 3.10, 4.6, 4.7 and 4.10.

Membership of a **network** implies a commitment to a group and its work and to cooperation. Network membership implies connection, based around trust, understanding, and mutuality that support collaborative action. A network often takes a member beyond his or her own workplace, and involves interacting with members from other organisations (Cohen and Prusak 2001, pp.58-70). Examples in this document include 1.5, 1.10, 2.9, 2.10, 3.5, 3.7, 3.8 and 4.8.

Change agency refers to the ability of a manager or other agent of change to affect the way an organisation responds to change (Hayes 2002, p.17). Examples in this document are 1.4, 2.1 and 4.2.

Change management is the process of modifying or transforming organisations in order to maintain or improve their effectiveness (Hayes 2002, p.22). Examples in this document include 1.1, 1.2 and 1.3.

Strategic management is the process of identifying, choosing and implementing activities that will enhance the long-term performance of an organisation (Viljoen 1997, p.4). Examples in this document include 3.2 and 4.1.

VET practitioners involved in the Reframing the Future sub-program on Applying Research and Information are involved in **knowledge transformation**. This is the process of internalising information and research and then applying the new, tacit knowledge to one's practice (Perry 2004). Examples in this document include 1.7, 2.2, 2.3, 3.1 and 4.3.

Succinct core ideas

Each of the above methodologies is defined and discussed in a number of Reframing the Future publications, available at <http://reframingthefuture.net> under 'Publications'.

For quick insights into these methodologies, see the 'Core Ideas' series of brief publications, as follows:

- *Strategic management and change management and the national training framework: core ideas*
- *Change agents and the national training system: core ideas*
- *Communities of practice and the national training framework: core ideas*
- *Networking and the national training system: core ideas.*

See also:

- *Applying information and research: good practices from 2003*
- *A new model of workbased learning in the VET sector*
- *Participating in workbased learning*
- *Learning@work: good practice in workbased learning.*

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Mitchell, J. G., Henry, J. and Young, S. (2001), *A new model of workbased learning in the VET sector*, ANTA, Melbourne

Perry, W. (2004), *Applying Information and Research: Good Practices from 2003*, ANTA, Melbourne

Viljoen, J. (1997), *Strategic management, planning and implementing successful corporate strategies*, Longman, South Melbourne

Summary details about the projects profiled

No.	Project convenor	State/ Territory	Metro/ other	
				Industry
1.1	Drysdale TAFE	TAS	State-wide	Tourism and hospitality industry
1.2	Pharmaceutical Society of Australia, Victorian Branch	VIC	State-wide	Pharmaceutical industry
1.3	Royal Adelaide Hospital	SA	Metro	Health industry
1.4	Health Community and Disability Ministerial Council Secretariat	SA	National	Health and community services industry
1.5	Optus	NSW	National	Telecommunications industry
1.6	Institute of TAFE Tasmania	TAS	State-wide	Furnishings industry
1.7	Swinburne University of Technology – TAFE Division	VIC	Metro	New manufacturing industry
1.8	Boral	NSW	Regional	Construction industry
1.9	Allied Mills	WA	Regional	Food processing industry
1.10	Creative Industries Skills Council Inc	QLD	State-wide	Creative industries
				Employers and individuals
2.1	Swinburne University of Technology – TAFE Division	VIC	Metro	Mature-aged workers in the engineering industry
2.2	TAFE NSW North Coast Institute and Canberra Institute of Technology	NSW, ACT	State/ Territory wide	Indigenous, remote, regional and mature-aged learners in the community services, manufacturing and engineering industries
2.3	Spencer Institute of TAFE	SA	Rural/ regional	Older workers in regional industries
2.4	TAFE NSW Northern Sydney Institute	NSW	Metro	Students with a psychiatric disability
2.5	Charlton Brown Australian Nanny College	QLD	National	Mature-aged workers in the carer and nanny industry

No.	Project convenor	State/ Territory	Metro/ other	
				Employers and individuals
2.6	Kath Dickson Family Centre Association	QLD	Regional	Trainees with special learning needs in children's services
2.7	Volunteering Queensland	QLD	State-wide	Volunteers
2.8	Dept of Correctional Services	SA	State-wide	Prisoners
2.9	Queensland Ambulance Service	QLD	State-wide	Paramedics
2.10	Dept of Human Services	VIC	State-wide	Workers with a disability
				Communities and regions
3.1	Alstonville Adult Learning Association Pty Ltd	NSW	Rural/ regional	Youth in rural/regional northern NSW
3.2	Institute of TAFE Tasmania	TAS	Regional	Communities on the west coast and in the far north-west of Tasmania
3.3	Bremer Institute of TAFE	QLD	Regional	Western corridor of southern Queensland
3.4	TAFE NSW Illawarra Institute	NSW	Regional	Community service providers in the Illawarra region of NSW
3.5	The Centre for Continuing Education Inc	VIC	Regional	Networks of assessors from community and other organisations in north-east Victoria
3.6	NSW Dept of Education and Training	NSW	Regional	Vulnerable youth in NSW
3.7	South East Community College Inc	NSW	Regional	Network of providers in the Shoalhaven region, NSW
3.8	Water Industry Training and Education Association of Australia	NSW,VIC, SA	Regional	Communities abutting the Murray and Darling Rivers
3.9	Barrier Reef Institute of TAFE	QLD	Regional	Communities in regions around Townsville, Queensland
3.10	Bryan Blake Consulting	VIC	Regional	Regional private RTOs in north-east Victoria and the Riverina

No.	Project convenor	State/ Territory	Metro/ other	
				Indigenous Australians
4.1	Goolarri Media Enterprises	WA	Regional/ remote	Communities in the Kimberley region
4.2	Jobs Australia Ltd	VIC	Remote	Nyangatjatjara Aboriginal Corporation, NT
4.3	WA Arts, Sport and Recreation Industry Training Council	WA	State/ Territory-wide	Indigenous students in Arts Sport and recreation NT and WA
4.4	Arts and Recreation Training	ACT	Territory-wide	Indigenous artists and community members involved in visual arts, crafts and designs
4.5	Tropical North Queensland Institute of TAFE	QLD	Regional	Indigenous visual arts students and teachers
4.6	Pilbara TAFE	WA	Regional	Indigenous Australians in the resource industry
4.7	CHARTTES Training Advisory Council	NT	Regional	Indigenous artists and training providers in the Alice Springs region
4.8	Human Services Training Advisory Council	NT	Remote	Indigenous people with a disability in remote communities in the Katherine region
4.9	Abmusic	WA	Metro	Indigenous music students
4.10	Gordon Institute of TAFE	VIC	Regional	Indigenous people in correctional facilities

Industry will have a highly skilled workforce to support strong performance in the global economy

- **Following are examples** of ten different project teams in 2004 supporting the achievement of the above objective.
- **1.1 Responding to an industry research report in tourism and hospitality in Tasmania**

Industry	Tourism and hospitality
Project convenor	Drysdale Institute, Tasmania
Reframing the Future sub-program	Strategic Management and Change Management

This project is enabling Drysdale Institute to respond to a confronting industry research report on employment and training in the tourism and hospitality sector in Tasmania. To address the report, Drysdale is increasing its flexibility in meeting customers' needs about when and where they want training delivered. The Institute is also increasing its focus on customer service skills and changing student selection and induction procedures to meet industry expectations.

The Institute team is developing strategies to ensure training is relevant and embraces the principles of adult learning. These strategies will also improve student induction processes and the delivery of customer service skills.

A key outcome will be an increase in the flexibility of delivery and the ease of access to training in regional areas. By achieving strategic change the new Institute will become more resilient, developing a broader base of industry clients.

- **1.2 Providing training for the pharmacy industry in Victoria**

Industry	Pharmaceutical
Project convenor	Pharmaceutical Society of Australia, Victorian Branch
Reframing the Future sub-program	Strategic Management and Change Management

Traditionally the Pharmaceutical Society of Australia has linked closely to the university sector, but not to the vocational education and training (VET) sector. There is a growing awareness in the society of the value of VET qualifications, including the Business

Services Training Package, and in particular Certificate IV in Frontline Management.

The challenge for this project team is to identify VET training options that meet the current and future needs of the pharmaceutical workforce around Victoria. This challenge includes a cultural shift within the industry, especially in the attitudes towards VET of casual trainers and distributed area coordinators in regional and rural work environments.

A plan has been developed for the industry-led and client-focused training program 'Pharmaceutical Society Pathways', and the first steps in implementing the plan have been taken. These steps include becoming a registered training organisation (RTO), delivering VET training in all regions of Victoria, and developing partnerships within the pharmaceutical industry and with other RTOs.

■ 1.3 Aligning training services with a restructured health industry in South Australia

Industry	Health
Project convenor	Royal Adelaide Hospital
Reframing the Future sub-program	Strategic Management and Change Management

This project team is developing a strategic response to the regionalisation of several currently independent hospitals and health services – one of which organisations is also an RTO. As part of this strategic response, the RTO is identifying the most flexible and useful organisational structure and alignment for the RTO's future within the new region. Participation in the project by each of the hospitals is ensuring an inclusive planning process and is enhancing the strategic conversation across the region.

Also included within the strategic response to regionalisation is the development of a change management plan to identify the best mix of skills to ensure that a high-performing RTO emerges. This change management plan is designed to assist trainers and administrative staff to adapt to a new structure, to new relationships and to the anticipated increase in flexibility of training delivery and assessment. The ultimate beneficiaries of this change management plan will be the health industry personnel who will be able to access relevant and convenient training.

■ 1.4 Meeting the training needs of the child protection workforce

Industry	Community Services and Health
Project convenor	Health Community and Disability Services Ministerial Council Secretariat, Adelaide
Reframing the Future sub-program	National Training Change Agent

Child protection workforces in Australia are stretched to capacity – the work demands are growing and all jurisdictions are experiencing

difficulties in attracting and retaining high calibre staff. In the light of current concerns around the protection of children in a range of settings and the focus on abuse of children, it is becoming even more urgent that child protection workers be appropriately trained and qualified to engage in this sensitive work.

This change agent, Amanda Johnston, is working with child protection agencies across Australia, collecting information on the implementation of units of competency within the new child protection qualifications under the revised Community Services Training Package (CHC02). Information gathered is enabling collaborative, national discussion about the benefits of competency-based training and VET qualifications for government employers.

■ 1.5 **Networking for improved training in the telecommunications industry**

Industry	Telecommunications
Project convenor	Optus, Sydney
Reframing the Future sub-program	Industry Training Network

Convened by Optus, a group of major telecommunications industry players from across Australia has formed an Industry Training Network to address industry skill standards for their contractor workforce, existing workers and new entrants to the industry.

Network members are exploring industry skills standards, including the small business and employability skills required for a range of technical roles.

The network aims to work collaboratively to reconnect the supply and demand side of training; to support quality improvements in training; to encourage access to skills development through RTOs; and to prepare for future skill training needs.

■ 1.6 **Delivering state-wide training for the furnishings industry**

Industry	Furnishings
Project convenor	Institute of TAFE Tasmania, Launceston, Tasmania
Reframing the Future sub-program	Staff Development

In order to meet local industry needs, this project team is developing a new apprenticeship training framework to assist with the effective implementation and delivery of the Furnishings Training Package in Tasmania. The project team is also developing state-wide processes and practices that can be used to respond to state-wide industry needs.

The project team, comprising industry and TAFE representatives, is developing a variety of delivery models and learning and assessment strategies, as well as templates and tools to assist trainers and assessors.

A key outcome of the project will be an industry-endorsed learning and assessment framework which embeds the Australian Quality Training Framework (AQTF) standards and is owned by all stakeholders.

■ 1.7 Identifying emerging needs for skills training in new manufacturing in Victoria

Industry	New manufacturing
Project convenor	Swinburne University of Technology – TAFE Division, Hawthorn, Melbourne
Reframing the Future sub-program	Applying Information and Research

In this project, staff are participating in a series of workshop presentations which cover current research and information on key themes, including the following: the big picture - VET national and state directions; working with youth; mature-age students; flexible learning and teaching; new and emerging skills. The workshop series incorporates presentations from experts on recent research in these key areas, together with presentations from library staff on the range of research and information available on each theme.

Participants are then exploring how they can use the research to improve the training outcomes for their students. An internal community of practice is set up to support each theme.

The project is designed to expose a wide range of participants to current research and to the resources in their subject areas.

■ 1.8 Aligning training with the business needs of the construction industry in NSW

Industry	Construction
Project convenor	Boral Australian Construction Materials NSW
Reframing the Future sub-program	Staff Development

As part of this project, many regional teams in this large enterprise are reflecting on how best to achieve the integration of training and assessment with Boral's business operations. Groups of participants located around Australia are contributing to a collective understanding of strategies that might be employed.

Communication across all the regional teams is a challenge, but communication between the groups is maintained by using national videoconferencing and email. The facilitator of the project supports each team and ensures that information generated by each team is made available to the other groups.

The project is providing the regional teams, managers and workplace trainers and assessors with greater knowledge about how to use Training Packages to implement workplace learning and assessment in a way that supports strategic business plans.

■ 1.9 Enhancing training and assessment in the WA food processing industry

Industry	Food processing
Project convenor	Allied Mills, WA
Reframing the Future sub-program	Staff Development

In this staff development project, the facilitator is working with trainers and assessors in developing strategies for the effective delivery of occupational health and safety (OH&S) training for Allied Mills employees in the food processing industry. These strategies are in response to the identification of issues that affect training and the transfer of knowledge to the workplace.

Workplace trainers are progressively trialing these strategies and making adjustments as necessary. The application of attitudes, skills and knowledge – not simply the recall of information – is being assessed to gauge how much of the training is being transferred to on-the-job practices.

One of the anticipated outcomes from this project will be a training and assessment system that delivers quality training and best practice assessment that is applicable more widely in the VET sector.

■ 1.10 Collaborating in the creative industries in Queensland

Industry	Creative Industries in Queensland
Project convenor	Creative Industries Skills Council Inc
Reframing the Future sub-program	Industry Training Network

This network is focused on implementing the National Training Framework from the perspective of the creative industries. This perspective is based on a shared understanding among the members of this network of the concept of training for emerging economies.

Within the network, the input of industry sector representatives is matched by input from training sector representatives from public and private RTOs, schools and VET in schools professionals, and the tertiary sector. Participants also represent related government departments and agencies such as Arts Queensland, the Department of State Development and Education Queensland.

The network will guide skill formation strategies for the arts, entertainment, textile and clothing design, printing and graphics communication industries in Queensland.

Employers and individuals will be at the centre of vocational education and training

- **Following are examples** of ten different project teams in 2004 supporting the achievement of the above objective.
- **2.1 Building the capacity of mature-aged workers in the engineering industry**

Employers focused on	Engineering
Individuals focused on	Mature-aged workers
Project convenor	Swinburne University of Technology – TAFE Division, Victoria
Reframing the Future sub-program	National Training Change Agent

This change agent, Jill Slater, is assisting the TAFE Management and Directors Group within the Swinburne University of Technology (TAFE Division) to develop a strategic plan and change management plan that enables the organisation to be proactive and planned in its response to the current and future training needs of mature workers in selected industries with an ageing workforce.

Some of the research underpinning this development of corporate plans includes literature on mature workers, the ageing workforce and workforce planning.

As part of the project in 2004, the change agent is developing, in collaboration with a key employer in the engineering industry – Skilled Engineering – a pilot project that demonstrates how training for mature-aged workers can be packaged and delivered in industry to meet industry’s needs.

■ 2.2 Exploring VET pedagogy for different employer groups and individuals

Employers focused on	Community services, manufacturing and engineering
Individuals focused on	Indigenous, remote, regional and mature-aged learners
Project convenor	TAFE NSW North Coast Institute and Canberra Institute of Technology, ACT
Reframing the Future sub-program	Applying Information and Research

This joint project across New South Wales and the ACT is enabling VET practitioners to use research about VET pedagogy to generate innovative training delivery and assessment methodologies.

After investigating industry areas such as community services, manufacturing and engineering as well as focusing on indigenous, remote regional and mature-aged learners, participants are developing strategies to use research and emerging theories to enhance their teaching and assessment practice.

The long-term aim of this project is the development of a staff culture of regularly accessing, reading, reflecting on and utilising research.

■ 2.3 Applying research about older workers' training needs in regional locations

Industry	Older workers
Project convenor	Spencer Institute of TAFE, Port Lincoln, South Australia
Reframing the Future sub-program	Applying Information and Research

After gaining experience in managing a national IT skills program for older workers in South Australia and the Northern Territory, this project team at Spencer Institute of TAFE is now transferring to other areas across the organisation what was learnt through this experience and from related research.

The research that forms the basis of this project comes from a range of sources including research from the Business Work and Ageing team at Swinburne University and information from Flexible Learning leaders, EdNA and NCVET research. Using this information, participants are gaining an understanding of the implications for the economy and the need for older workers to retrain or upskill in order to stay in the workforce.

Given the changing needs of local industry and the workforce generally, the participants in this project are developing strategies to recognise, manage and engage older workers in training. This new knowledge will inform future strategies for marketing and delivering training in regional South Australia.

■ 2.4 Improving opportunities for students with a psychiatric disability

Individuals focused on	Students with a psychiatric disability
Project convener	TAFE NSW Northern Sydney Institute
Reframing the Future sub-program	Staff Development

Upskilling teaching staff is the major focus of this 2004 staff development project. Staff are developing strategies to manage students with a psychiatric disability. They are also developing skills in inclusive teaching, providing a supportive environment and unpacking assessment issues including reasonable adjustment.

Teachers from a variety of discipline areas are accessing a disability teachers' network where they are obtaining support – for example, mentoring or coaching – assisted by counsellors, consultants and others.

There are a number of anticipated outcomes from this project that will benefit staff and also students who have a psychiatric disability. These outcomes include staff developing skills in mediation and developing an understanding of the legislative requirements in relation to the AQTF. In terms of the students, the benefits include a greater potential for them to complete their courses.

■ 2.5 Training and assessing mature-aged entrants to the carers industry

Individuals focused on	Mature-aged learners in the carer and nanny industry
Project convener	Charlton Brown Australian Nanny College
Reframing the Future sub-program	Staff Development

As a first step in this project, Charlton Brown staff throughout Australia, in both its head office and branches, explored their attitudes to mature learners. Staff are now developing a greater understanding of the importance of the life experiences of older learners and in the process are becoming more respectful of this cohort.

The severe shortage of qualified people who can work as carers or nannies in homes will be assisted by the project team's implementation of recognition of prior learning processes. These processes suit mature aged people re-entering the workforce or those recently retired and changing career direction to fund this period of their life.

A longer term outcome of this project is the development of learning and support resources that are well suited to mature-aged learners in this industry.

■ 2.6 Meeting the special learning needs of trainees in children’s services

Employers focused on	Children’s services
Individuals focused on	Trainees with special learning needs in children’s services
Project convenor	Kath Dickson Family Centre Association QLD
Reframing the Future sub-program	Staff Development

Understanding the relationship between Training Package competencies, the special learning needs of trainees and the demands of the work environment is important for this project team as they come to better understand the role of reasonable adjustment in the assessment process.

An output from this project will be an agreed definition and scope for reasonable adjustment. The project will also provide models and strategies which will be useful for many other practitioners, as the models and strategies will be transferable to training contexts other than the context of this project – children’s services.

It is anticipated that another important project outcome will be the retention of trainees in the VET system and in industry – particularly those trainees with special learning needs.

■ 2.7 Opening up training and employment pathways for volunteers

Individuals focused on	Volunteers
Project convenor	Volunteering Queensland
Reframing the Future sub-program	Communities of Practice

Volunteering Queensland sees accredited training as the most effective way to develop, recognise and document volunteers’ skills in the workplace. Accredited training will also facilitate pathways to paid employment, more effective voluntary work and further training. Hence, this community of practice is developing models for RTO partnerships for the delivery, assessment and recognition of volunteers.

To develop these partnership models, staff at Volunteer Resource Centres throughout Queensland are becoming more familiar with the AQTF Standards. They are also developing their practice regarding their use of VET learning strategies and assessment methods, including strategies for recognising current competence.

The Volunteer Resource Centres will ultimately establish their own training reference groups in regional areas to guide partnerships with RTOs and to continue the development of quality training practice.

■ 2.8 Addressing individual learner needs in a prison context

Individuals focused on	Prisoners
Project convenor	Department of Correctional Services, South Australia
Reframing the Future sub-program	Staff Development

For education staff within the Department of Correctional Services, an effective action learning exercise conducted by the project team last year increased awareness of the issues influencing learners' cognitive functioning and strategies that can address individual learner needs. As a follow up to this action learning exercise, the 2004 project is exposing teachers to the application of literacy and numeracy skills in Training Packages and the range of resources available for implementing a more vocational focus in the use of learning materials and assessment.

Education staff are gaining confidence in applying this vocational focus to the provision of literacy and numeracy programs for prisoners, especially those with cognitive disabilities.

Anticipated outcomes of this project include the greater participation in VET of learners with cognitive disabilities and better vocational opportunities and outcomes for this cohort.

■ 2.9 Increasing assessors' skills for paramedics' training

Individuals focused on	Paramedics
Project convenor	Queensland Ambulance Service
Reframing the Future sub-program	Assessor Network

This network aims to improve the assessment abilities of 404 Queensland Ambulance Services (QAS) workplace assessors, to ensure quality paramedic services to Queenslanders. The network is focusing on implementing the new Health Training Package for pre-hospital paramedics.

QAS is a new RTO, with limited experience or expertise in critical workplace assessments under the AQTF. QAS services the whole of Queensland, involving 259 Ambulance Response Stations, including several remote and rural locations serving predominantly Indigenous people.

Within the QAS network, regional educators and the workplace assessors and trainers are solving issues such as assessing cross-cultural behaviour management; handling disability when assessing within the QAS workplace context; assessing when workplace literacy is a concern; achieving a balance between portfolio evidence and reasonable proof of performance; and developing strategies for recognition of prior learning (RPL) and assessment validation.

■ 2.10 Catering for the needs of workers with a disability

Individuals focused on	People with a disability in the workplace
Project convenor	Department of Human Services, Victoria
Reframing the Future sub-program	Assessor Network

An assessor network in the Loddon area of Victoria is providing a forum where current issues can be discussed and addressed, to enable a range of local RTOs to meet the requirements of the AQTF.

This network is mixing face-to-face meetings with communication technologies to define examples of valid and reliable evidence, from a workplace perspective, to support assessment practices for the Disability Training Package. A key issue being examined is the use of inclusive and respectful assessment practices in training environments where people with a disability are present.

The Loddon network hopes that this model for networking in the disability sector will be replicated in other rural and regional areas throughout Victoria.

Communities and regions will be strengthened economically and socially through learning and employment

■ **Following are examples** of ten different project teams in 2004 supporting the achievement of the above objective.

■ **3.1 Increasing VET options for youth in northern NSW**

Community focused on	Youth within the regional and rural communities of northern NSW
Project convener	Alstonville Adult Learning Association Pty Ltd
Reframing the Future sub-program	Applying Information and Research

Drawing on national and international research and current knowledge about engaging early school leavers, the Northern Rivers Community Colleges – an ACE cluster in northern New South Wales – is trialling and evaluating a range of approaches and strategies to improve local VET options for young people.

Pilot programs and models are being tested, in relation to a range of Training Packages. The pilot programs and models are also addressing issues raised by the Training Packages such as literacy and numeracy skills, generic skills and embedded language.

The findings from the trials will inform the plans for a future program in which the VET needs of local youth are more effectively addressed.

■ **3.2 Partnering rural and remote communities in Tasmania**

Communities focused on	West Coast and Circular Head (far north west) communities, Tasmania
Project convener	Institute of TAFE Tasmania
Reframing the Future sub-program	Strategic Management and Change Management

Participants in this project are increasing the capacity of the Institute of TAFE Tasmania to partner effectively with rural and remote communities in using training and learning to foster economic and social growth.

Project participants are identifying capability gaps regarding their ability to partner effectively. They are also developing a Professional Development Plan as well as a Rural and Remote Training Delivery

Strategy to address those gaps. Participants will assess the validity of these plans through their work with two remote communities in Tasmania.

The project will result in the development of a nucleus of staff with enhanced skills in partnering with rural and remote communities to develop integrated learning solutions that support sustainability as well as economic, social, cultural and environmental development.

■ 3.3 Engaging migrant workers in training and employment in regional Queensland

Community focused on	Western corridor of Southern Queensland
Project convenor	Bremer Institute of TAFE
Reframing the Future sub-program	Communities of Practice

This community of practice is bringing together employment, training and ethnic community service providers to create shared knowledge and practice about the sourcing, placement and engagement of migrant workers in training and employment.

New training strategies are being examined which match the employment needs of growth industries in the western corridor of Southern Queensland with the skills of both newly arrived and existing migrant groups. Of particular interest are skills recognition processes and the provision of accessible information.

The shared learning will be incorporated into providers' organisational practices and a web page will hold communally developed resources and information.

■ 3.4 Building a partnership with service providers in the Illawarra region, NSW

Community focused on	Community service providers in the Illawarra region, NSW
Project convenor	TAFE NSW Illawarra Institute
Reframing the Future sub-program	Communities of Practice

The Illawarra Institute has formed a partnership with the Illawarra Forum, the peak body that represents community organisations in the Illawarra region. The partnership was established to support the learning needs and professional development of people in the community sector.

The members' focus in the first stage of developing their community of practice is to expand their knowledge and practice as workbased learning teachers and advisors. It is hoped that building this knowledge will in turn strengthen their workbased learning practice and concurrently strengthen the knowledge and practice in the community sector.

The community of practice has a mentoring system in place that involves those with the most experience providing support to those who are newest to workbased learning. The whole group is meeting regularly to reflect on existing knowledge, to share knowledge and to increase awareness of practice. The members also meet in small groups that have particular interests. The small groups then report to the whole group on their discussion and learning.

Beneficiaries of this project will be all those in the local community services and health industries, including the Koori community.

■ 3.5 Improving assessment practices in north-east Victoria

Community focused on	North-east Victoria
Project convenor	The Centre for Continuing Education Inc
Reframing the Future sub-program	Assessor Network

This network of community, public, private and school-based assessors in north-east Victoria is aiming to improve members' assessment practices. Members are consolidating validation processes and improving consistency in assessment.

The regional network provides a supportive environment for professional development in extending skills and knowledge. People assessing similar Training Package areas, but in different contexts, have a variety of opportunities to link with and resource each other. The aim of this network is to be proactive about continuous improvement in assessment across the region, in relation to the AQTF.

A catalogue of exemplary assessment tools and strategies will be collated to benefit all members, in the future.

■ 3.6 Creating pathways for vulnerable youth in regional NSW

Community focused on	Vulnerable youth
Project convenor	NSW Department of Education and Training
Reframing the Future sub-program	Communities of Practice

This project is strengthening and informing the NSW Links to Learning Community Grants Program by providing professional development for staff in understanding and using the VET system. In particular, the project is developing members' capabilities throughout regional and remote NSW to explore, plan and capture effective models of seamless learning pathways for vulnerable young people aged from 16 to 24 years who left school early.

Five regional communities of practice are investigating local needs and establishing partnerships in order to create optional pathways into VET for vulnerable youth. The community members will

participate in a state-wide forum later in 2004 to further develop their capabilities to build, exchange and refine the knowledge gained.

The collaboration is expected to enhance transition arrangements and pathway planning across regional NSW.

3.7 Focusing on the quality of assessment in the Shoalhaven area of NSW

Community focused on	Shoalhaven, NSW
Project convenor	South East Community College Inc, NSW
Reframing the Future sub-program	Assessor Network

Facilitated by the South East Community College in southern NSW, this cross-industry, cross-provider network is focusing on quality assurance in assessment in the Shoalhaven area. It is envisaged that the network will set up long-term ongoing consultation between industry and RTOs by establishing an environment of collaboration, trust and shared knowledge.

Through assessment validation activities, the members are deepening their understanding of both industry and RTOs, regarding quality requirements for a variety of assessment and delivery settings.

By developing a better understanding of the AQTF, Training Packages, and the role of RTOs and industry in on-the-job and off-the-job training and assessment, the network will foster partnership agreements and improve training outcomes for both employers and learners in the whole region.

3.8 Improving training along the Murray and Darling Rivers – NSW, VIC and SA

Community focused on	Communities abutting the Murray and Darling Rivers in NSW, VIC and SA
Project convenor	Water Industry Training and Education Association of Australia
Reframing the Future sub-program	Industry Training Network

This network of training providers and industry stakeholders is improving training associated with the sustainability of the Murray Darling system.

The water and conservation industry training network includes practitioners from the three states along the Murray and Darling Rivers: South Australia, Victoria and New South Wales. The practitioners are examining the Water Training Package and the Conservation and Land Management Training Package. A focus on the river system itself is drawing the stakeholders together and encouraging collaboration between training providers and industry.

The network will lead to better use of existing resources and increased levels of training and will contribute to the broader agenda outlined in the Murray Darling Basin Ministerial Council document 'The Living Murray' (2002).

■ 3.9 Enhancing the quality of educational programs in regional Queensland

Community focused on	Communities in regions around Townsville QLD
Project convenor	Barrier Reef Institute of TAFE Queensland
Reframing the Future sub-program	Staff Development

This project team is developing the skills of permanent and casual staff in aspects critical to the delivery of quality education programs across the Institute's regional campuses distributed around Townsville, Queensland.

Following workshops providing both information and a framework, one of the agreed strategies for working across campuses is that individual participants will develop their own action plans endorsed by the community of practice and supported by mentors.

Developing individual action plans means that participants have outcomes resulting in higher standards of work performance. This strategy supports TAFE Queensland's goals of greater professional expertise and service to the community in regional Queensland as a whole.

■ 3.10 Developing a community of private RTOs in north-east Victoria and the Riverina

Community focused on	Regional private RTOs
Project convenor	Bryan Blake Consulting, VIC
Reframing the Future sub-program	Communities of Practice

This project is giving the participants opportunities to collaborate with RTOs from the private and TAFE sectors, in isolated communities and across state borders. Regional private RTOs in north-east Victoria and the Riverina have formed a community of practice to develop and share knowledge about the National Training Framework and to explore how to implement training and assessment for their clients in the most strategic way.

The community of practice is providing an opportunity for relationships to form and develop in a regional location where the RTOs may be geographically remote but are operating in a competitive training market. The group members are identifying a range of assessor moderation strategies and reflecting on methods to better meet the needs of local small and enterprise based RTOs.

The community provides an effective avenue for the sharing of delivery strategies, training products and new ideas that accommodate the diverse needs of learners and industries in the region.

Indigenous Australians will have skills for viable jobs and their learning culture will be shared

- **Following are examples** of ten different project teams in 2004 supporting the achievement of the above objective.
- **4.1 Developing culturally appropriate and creative strategies in far north-west WA**

Indigenous focus	The media training needs of communities in the Kimberley region
Project convenor	Goolarri Media Enterprises, Broome, Western Australia
Reframing the Future sub-program	Strategic Management and Change Management

As members of a new RTO, an aim of this project team is to develop the managerial skills and strategies needed to continue to be a leader in the media industry and to meet AQTF compliance requirements – while maintaining a culturally appropriate approach to learning for Indigenous people.

Project participants are exploring the art and science of strategic management and change management with the goals of enhancing the culture of the organisation as well as improving the organisation's structure and business systems.

The project will result in a clear strategy to ensure the highest standard of training services, without compromising the creative energy that drives the organisation or stifling staff with cumbersome and unnecessary bureaucracy.

- **4.2 Developing VET pathways for an NT indigenous community**

Indigenous focus	RTO status for Nyangatjatjara Aboriginal Corporation
Project convenor	Chris McAleer, Jobs Australia Ltd, Melbourne
Reframing the Future sub-program	National Training Change Agent

This change agent, Chris McAleer, is working with a remote Indigenous community organisation located in the Northern Territory that has identified a need to become an RTO. No other RTO is able to adequately provide service in the area and currently

there is no viable VET pathway for its Indigenous communities and limited access to new apprenticeship opportunities. The Indigenous organisation recognises achievement of this change requires a sound change management strategy and guidance from a VET industry expert.

The primary output of this project will be the development of a new and very much needed provider of VET in a remote locality that not only serves the needs of disadvantaged local Indigenous people, but also opens up opportunities that currently do not exist for isolated Indigenous students exiting from the secondary college.

■ 4.3 **Creating knowledge about Indigenous assessment services in WA and NT**

Indigenous focus	Assessment of Indigenous students
Project convenor	WA Arts, Sport and Recreation Industry Training Council, Northbridge, Western Australia
Reframing the Future sub-program	Applying Information and Research

In this project, a range of organisations from Western Australia and the Northern Territory, involved in providing or overseeing assessment services, is developing efficient assessment tools that acknowledge Indigenous people's skills.

In addition to examining relevant research, the project team is capturing and sharing current good practice in the assessment of Indigenous students.

Assessment tools in the form of templates are being developed that take into account Indigenous learners' requirements for skills recognition. The tools can be customised to suit relevant Training Packages.

Ideally, the products of the project will help Indigenous people throughout the VET system to be recognised for the skills, ability and value that they contribute to the Australian community.

■ 4.4 **Fostering collaboration in the visual arts industry in the ACT**

Indigenous focus	Visual arts, crafts and design
Project convenor	Arts and Recreation Training, Australian Capital Territory
Reframing the Future sub-program	Staff Development

In this staff development project, individual artists and members of Indigenous organisations and other organisations are increasing their understanding of the new Visual Arts Craft and Design Training Package.

A major task of the project participants is to identify how the cultural arts industry can encourage collaborative partnerships between organisations in the industry. To explore this challenge a

large network is being facilitated, involving key peak arts associations, government departments, community organisations, individual artists, private and public RTOs and all ACT secondary colleges.

As with many projects involving large numbers of participants, technology such as email and web discussion forums are among the tools being employed to foster communication. Additionally, individual focus groups, in consultation with the facilitator, are exploring their particular challenges in order to progress the implementation of the new Training Package.

4.5 Developing new partnerships with the visual arts industry in QLD

Indigenous focus	Indigenous Visual Arts
Project convenor	Tropical North Queensland Institute of TAFE
Reframing the Future sub-program	Staff Development

Developing the skills of staff and identifying units of competency from the new Training Package that are relevant to regional areas are two aims of this project. Assessment strategies, learning guides, validation tools and checklists are being developed to support the implementation of the selected units.

Asking the students, who are all of Aboriginal and Torres Strait Islander descent, for their suggestions was a key early step in this project. The issues they raised directly influenced the agenda for the second phase of the project – an industry and training workshop.

Through this project, new partnerships with industry are being developed. These partnerships are focusing on the placement of students, the involvement of external parties in assessment and an analysis of the level of crafts – contemporary and traditional – required by the tourist industry.

An action plan to be developed by the group will ensure the continuous improvement of assessment strategies and will increase the impact of this project.

4.6 Capitalising on employment opportunities in the resource industry in WA

Indigenous focus	Indigenous employment in the resource industry
Project convenor	Pilbara TAFE WA
Reframing the Future sub-program	Communities of Practice

A recent boom and subsequent labour shortage in the resource industry prompted Pilbara TAFE to enlist the support of stakeholders in establishing this community of practice. Bringing together all key stakeholders was possible because of the spirit of cooperation that has emerged between government and non-government agencies and organisations in the area. The stakeholders include the resource industry, educators and job and social services providers.

The community of practice is developing customised, holistic training specifically for Indigenous people wishing to find employment or take up traineeships or apprenticeships in the resource industry. The training program includes the use of training and resource materials, the undertaking of work experience and the development of job readiness skills.

All stakeholders will benefit from this project: TAFE will have an increased market for training, job service providers will have an enlarged number of people to be placed in jobs, Apprenticeships WA will have more candidates for apprenticeships and the resource industry will have an increased labour supply. Most importantly, however, Indigenous people will find employment in long-term positions.

4.7 Meeting the diverse needs of the Indigenous art sector in the NT

Indigenous focus	Indigenous art
Project convenor	CHARTTES Training Advisory Council, NT
Reframing the Future sub-program	Communities of Practice

This community of practice involves Indigenous artists as well as training providers from the Indigenous art sector in the Alice Springs region. One challenge for the group lies in determining flexible, innovative and creative methods of providing training to meet the diverse needs of Indigenous communities. Another challenge is to find ways of supporting more community involvement in the training arena.

All participants share a desire to see the Indigenous art sector continue to grow and for training to have an emphasis on Indigenous input. Partnerships are an essential component of this desired approach.

The practical use of art materials by members of the community is a 'parallel process' in this community of practice. According to the project convenor, the use of the creative process promotes many things including a 'safe place to express issues'.

Existing models of training and assessment in the broad Indigenous cultural industries are being explored and one of the project aims is the development of a model of good practice.

4.8 Networking to enhance outcomes for Indigenous people with disabilities, NT

Indigenous focus	Indigenous people with a disability
Project convenor	Human Services Training Advisory Council, NT
Reframing the Future sub-program	Industry Training Network

In this project, networking with industry, remote Indigenous communities, community elders, service providers and RTOs is the agreed strategy for achieving outcomes in employment and learning for Indigenous people with a disability. These Indigenous people live in remote communities in the Katherine region.

A range of different processes is being employed to develop a network with people for whom relationships are paramount. These relationships need time to be developed and mentoring is one of the keys. Mentors are assisting communities to facilitate their own processes of community ownership in addressing issues in the network.

For people and organisations participating in this project the outcomes are many and include additional support, knowledge of services and who to contact, being able to offer better quality services to clients and being assured that protocols and procedures have the agreement of all stakeholders.

■ 4.9 **Delivering and assessing music in a simulated industry environment, WA**

Indigenous focus	Indigenous music students
Project convenor	Abmusic, WA
Reframing the Future sub-program	Staff Development

This project aims to improve outcomes for Indigenous students in the music industry. Building on a 2003 project, Abmusic is establishing a simulated working production company for the delivery and assessment of the Music Industry Training Package.

The project members are researching and trialling new strategies for delivery and assessment using this simulated environment. The project members are also appropriately taking advantage of the demand from the public for live music performances, as these performances provide an effective opportunity for assessment.

In the words of the project convenor, one anticipated outcome is the development of the capacity for lecturers to deliver training 'from industry to Training Package' rather than from 'Training Package to industry'.

■ 4.10 **Improving Indigenous training in correctional services across Australia**

Indigenous focus	Indigenous people in correctional facilities
Project convenor	Gordon Institute of TAFE VIC
Reframing the Future sub-program	Communities of Practice

This community of practice is linking teachers from across Australia who are delivering training to Indigenous people in correctional facilities.

For some teachers in the community of practice, linking correctional services training to a nationally endorsed framework is a new experience. These teachers are being assisted by membership of the community of practice, where best practices are shared between members, including resources and teaching methodologies for the

Certificates in Learning Pathways for Australian Aboriginal and Torres Strait Islander peoples. These Certificates are designed as springboards to further studies.

Other members are benefiting as the community of practice is an effective tool in sharing knowledge of Indigenous cultures across Australia. For example, prisoners undertaking training may be from a region quite different from the one in which the prisoner is located, so teachers can exchange knowledge about the region where the individual normally resides.