

**SESSION AND REGISTRATION INFORMATION**

# Training Forum 2007

## Reform to Transform



2007

Exploring the VET Reform Agenda

Register online at [www.vetinfonet.det.wa.edu.au](http://www.vetinfonet.det.wa.edu.au)

14 and 15 May, 2007  
Burswood Entertainment Complex,  
Perth WA

# Training Forum 2007

## Reform to Transform

The Western Australian Department of Education and Training will host Training Forum 2007 – *Reform to Transform – Exploring the VET Reform Agenda* on 14 and 15 May 2007 at the Burswood Entertainment Complex, Perth.

The theme of the Forum “*Reform to Transform*” is designed to assist practitioners to explore current reforms effecting the vocational education and training (VET) sector such as the Council of Australian Governments (COAG) reforms, the outcomes of the Western Australian Skills Formation Taskforce and other current Government priorities.

The purpose of the Forum is to provide professional development for practitioners of VET to assist them to understand and implement the reforms and to access good practice for inclusion in their programs.

The Forum will be opened by **The Hon Mark McGowan BA LLB MLA, Minister for Education and Training.**

**Keynote Speakers** at the Forum include Patrick McKendry, Chair of the National Quality Council, Kate Lamont of Lamonts Winery, Glen Capelli, The True Learning Centre and Dr Karl O’Callaghan, Commissioner of Police.

### Professional Conversations

To assist delegates to address key topics the Forum will offer hosted round table conversations during lunch breaks on topics specific to VET. These round table sessions provide a unique opportunity to discuss common interests with other delegates.

### Emerging Technologies

The Forum will provide practitioners with the opportunity to access the latest in technologies associated with teaching, learning and assessment practices and a computer laboratory will operate throughout all breaks.

### Sponsorship of Regional Travel

The organisers wish to acknowledge the Department of Education Science and Training (DEST) for their continued support of the Training Forum. The funding provided by DEST will be offered to practitioners from regional areas of Western Australia to assist with travel costs to attend the Forum.

For further information on how to access this funding please contact [Michelle.Robinson2@det.wa.edu.au](mailto:Michelle.Robinson2@det.wa.edu.au)

### Program

There are 4 sessions held over the two days of the Forum and in each session there is a choice of 10 workshops. There are four (4) themes running through the workshops which are identified by a colour as follows:-

#### Good Practice in Teaching and Learning and Assessment

Emerging Technologies supporting delivery and assessment of VET

Innovative Delivery Practices in VET

Reforming VET Practice

The themes identify key areas of activity and interest in the sector and assist delegates to make choices of workshops.

### Forum Dinner (Optional)

A Forum Dinner will be held on Monday 14th May, 2007 from 6pm – 9.30pm at Swan TAFE, Bentley Campus. Buses will transport delegates to and from Swan TAFE and Burswood Convention Centre. The dinner showcases the work of students enrolled in Cookery, Hospitality, Viticulture and Entertainment from Swan TAFE, Bentley Campus, South West Regional College of TAFE, Margaret River Campus and the Western Australian Academy of Performing Arts (WAAPA).

Numbers to attend this special dinner will be limited.

### Accommodation

Special Forum rates have been negotiated with the Intercontinental Burswood Resort of \$196.00 (room only) per night and the Holiday Inn Hotel, Burswood of \$160.00 (room only). Please note that breakfast is available at both of these hotels at an extra cost.

Accommodation Booking Forms for both Hotels are enclosed in this program.

**It is important that when registering delegates quote “Training Forum 2007” to access these special rates.**

### To Register

Registrations can be made on-line at [www.vetinfonet.det.wa.edu.au](http://www.vetinfonet.det.wa.edu.au) or by faxing the enclosed registration forms to (08) 9264 4688.

# Training Forum 2007

## Reform to Transform

### Program

#### Day 1 – Monday 14th May

7.30	Registration – tea/coffee
8.45	Welcome to Country
9.00	<b>Welcome to Training Forum 2007</b> Robert Player A/Deputy Director General, Training Department of Education and Training
9.10	<b>Opening Address</b> Hon Mark McGowan BA LLB MLA Minister for Education and Training
9.30	Jim Davidson Deputy Secretary Department of Education Science and Training
10.00	<b>Keynote Address</b> Patrick McKendry Chair, National Quality Council “Reform Agenda – quality as a driver”
10.30	Morning Tea
11.00	<b>SESSION ONE</b> Workshops (Codes 1 – 10)
12.30	Lunch
1.30	<b>Keynote Address</b> Glen Capelli The True Learning Centre
2.45	<b>SESSION TWO</b> Workshops (Codes 11 – 20)
4.15	Close of Day
4.15 – 6.00	Networking Drinks Hosted by the State Training Board of WA
6.00 – 9.30	Optional Dinner – Swan TAFE, Bentley

#### Day 2 – Tuesday 15 May 2007

7.30	Registration – tea/coffee
8.45	Welcome to Day 2
9.00	Keith Spence Chair, State Training Board of WA
9.15	<b>Keynote Address</b> Kate Lamont, Lamonts Winery “Trades and training; let’s seize the moment”
10.00	Morning Tea
10.30	<b>SESSION THREE</b> Workshops (Codes 21 – 30)
12:00	Lunch
1.00	<b>Keynote Address</b> Karl O’Callaghan Commissioner of Police “Lifelong Learning – Lifelong Achievement”
1.45	<b>SESSION FOUR</b> Workshops (Codes 31 – 40)
3.15	<b>Keynote Address</b> Mystery Speaker
4.00	<b>Plenary Session</b> Siobhan Mulvey A/Executive Director VET and Career Development Department of Education and Training
4.30	<b>Close</b>

# Session One 1.5 hours

1

## RPL Done Well: Highlights

Andrea Bateman, Bateman and Giles, Dr John Mitchell, John Mitchell and Associates and Suzy McKenna, Reframing the Future

The recognition of prior learning (RPL) is one of the most popular topics in VET at the moment, for governments and practitioners alike, and new strategies are required to increase the usage of RPL from its current low levels.

Andrea Bateman discusses RPL and assessment and acknowledges that we do have the capability in VET for people to deliver RPL effectively, “but that the statistical collection standards (AVETMISS) and an outmoded view of what is RPL may in fact be clouding our VET RPL landscape”.

John Mitchell models the use of appreciative inquiry and the four Ds to change RPL practice. Appreciative inquiry enables participants to discover their current capabilities, dream new possibilities, design improved systems and take charge of their RPL destiny.

This presentation is based on the RPL forums conducted in 2006 by Reframing the Future.

2

## Apprentice Training – A Leap Forward

Gary Renshaw and Michael Cochrane, TAFE NSW – Western Sydney Institute

TAFE NSW and Heartland Holden have developed a partnership which meets both the high quality educational and training requirements of the stakeholders, and the present and future staffing needs of the Heartland Holden Group.

The strategy developed was for apprentice training to be delivered at individual Heartland Holden dealerships and Blacktown TAFE College. With this increased flexibility, Heartland Holden were able to provide a clear training pathway for each of their apprentices from entry level through to the Diploma of Automotive Technology.

Students spend less time off the job training than previous programs which results in better productivity for the company, quicker skills acquisition by the apprentices and more involvement by company personnel in training which provides a better working and learning environment.

Whilst this workshop involves automotive apprentices, the model can be used for almost all industry areas.

3

## Emerging Technologies

Marcus Ragus, Institute of TAFE Tasmania, and Daniel Dacey, New England Computer Solutions

Imagine environments where learners can access learning from everyday items around them, where an apprentice is introduced to the safe handling of a piece of equipment through the swipe of their mobile phone or where items within a first aid kit can talk, giving the user advice on how to apply them. This amazing concept is part of the exciting work now being applied in learning for the first time in Australia by a small group of practitioners using smart tag technology known as Radio Frequency Identification Devices or RFID's.

Discover new possibilities for the delivery of learning within the workplace and beyond with thought provoking concepts that will inspire and perhaps even change your perception of how learning is delivered.

Join us on a journey into the world of learning with these technologies in a truly down to earth and practical presentation encompassing an opportunity for hands on interaction.

# Session One 1.5 hours

4

## Indigenous Relationships

Kim Collard, Kooya Consultancy

In this session Kim will explore the composition of Indigenous family lineage, in particular the relationship between the structure and family/work activities.

This has an impact on both learning and customer service needs for RTOs and Indigenous involvement in the wider community.

This workshop provides great insight for practitioners of VET and will assist us in our professional and private lives.

5

## Teaching and Learning Styles

Glen Capelli, The True Learning Centre

This workshop will focus on the following:

- Recent learning styles research
- The grandparents of learning styles
- The learning umbrella

- A learning model and what it means
- Applications for classrooms, leadership and family

Come along to this workshop if you want to think, stretch, laugh and apply!

6

## Culture, Structure and RTO Capability

Berwyn Clayton, Canberra Institute of Technology

Just how does the way we structure our RTOs impact on our organisational capability? What influence does our organisational culture(s) have on the way we perform? As RTOs are being asked to be more responsive and agile in the face of increasing demands for training, many are adapting their structures and cultures to meet these needs.

This workshop will outline the findings of one of the research activities undertaken as part of the national research consortium program, *Supporting VET providers in building capability for the future* and will give insights into what training providers delivering vocational educational and training might look like in the future.

7

## Project Based Delivery

Graeme Waters, South West College of TAFE, Michelle Finucane, Swan TAFE and Rebecca Saunders, Department of Education and Training

What is project based delivery and how it is different to other delivery strategies?

How do you put it together, make it happen and ensure you are meeting quality requirements?

This workshop will consider these questions and more, providing two examples of successful project based delivery

projects; one from the Fitting and Machining trades and one from the Community Services area.

Come and gain some practical ideas and strategies to get your project based delivery program off the ground.

# Session One 1.5 hours

8

## Skill Sets: what they are, what they aren't, and what benefits they can offer

Mitch Cleary, Precision Consultancy

This workshop, will explain how Skill Sets are being introduced and the National Quality Council (NQC) policy that will support them. Skill Sets may be defined in a Training Package or developed by an RTO to meet local needs. A range of case studies and examples will be provided to demonstrate what legitimately constitutes a skill set, and the benefits that skill sets offer to individuals, industry and the training system.

Participants will have the opportunity to discuss the application of skill sets in their own contexts.

**This workshop is repeated in Session 3 Workshop 27**

9

## Engagement Programs for Quality Participation

Peter Jones, Antoinette Morris and Peter Reynolds, Department of Education and Training

The Raising the School Leaving Age (RSLA) legislation represents perhaps the most significant change for education and training practitioners in WA for the past 40 years. By the beginning of 2008 an estimated 15,000 students who may otherwise have disengaged from education, employment or training will be required to undertake targeted, high quality programs to improve their life and career prospects.

This workshop reviews the range of programs available to practitioners for this student cohort and highlights development options for future programs. A lens is placed on Education and Training Participation Planning (ETPP) processes which provide program development and funding guidelines.

10

## Learning to make a difference: Maximising opportunities for work based learning in Disability Work

Scott Thomas, Nulsen Haven Association and David Rogers, Central TAFE

Traditional training methods, i.e. institutional based training to prepare for employment, does not meet industry needs in the Disability Work sector. The skills shortage meant that employers in this sector had problems both recruiting and retaining appropriate and trained staff, and RTOs could not meet the demand for trained staff through the traditional training models of institution based training, prior to employment.

A collaborative approach between Nulsen Haven Association and Central TAFE has successfully changed the traditional model to one that is entirely employment based, and meets both employer and employee needs.

The training used traineeships and existing worker traineeships as well as Recognition of Prior Learning and flexible options to meet gaps in training. Advantages of this model will be discussed.

# Session Two 1.5 hours

11

## Meeting the Workforce Development Challenge

Wendy Perry, Wendy Perry and Associates and David Morgan, The Work Lab

As our internal and external clients become increasingly sophisticated in their views of human capital development the scope and focus of the VET practitioner's work changes. The role of the VET teacher is moving into the realm of workforce and industry development and planning.

Key new skill areas for VET practitioner's development includes project management, financial management, sales and marketing and an in-depth understanding of human resource management and organisational development.

This workshop will provide a number of RTO and industry workforce development and planning case studies, highlighting the ways that the new national training system can be used to underpin these activities.... Hints, tips and clues for RTOs and VET practitioners wanting to be at the forefront of enterprise and industry thinking and new product and service delivery.

12

## A Four Paradigm Model for VET Service Delivery

Jill Jamieson, Liz Harris and Kingsley Waterhouse, Challenger TAFE

Winning the Australian Large Training Provider of the Year award in 2005 didn't negate the need for Challenger TAFE to learn and grow as an organisation. In 2005, as part of the business planning process for 2006, the management team developed the "4 Paradigm Model for VET Service Delivery", identifying the staff capability, infrastructure and business processes required to support face-to-face delivery

(1<sup>st</sup> Paradigm) through to taking a workforce development approach in an industry or community context (4<sup>th</sup> Paradigm).

This presentation will share with the participants the "4 Paradigm Model" and provide examples of how this model has been applied to build the College's capacity to meet the national and state training reform agenda.

13

## Advancing qualifications: How do students benefit from VET participation, and how does this differ according to qualification level?

Mark Cully, NCVER

VET Ministers have set goals of increasing the number of people undertaking high-level qualifications and improving access to training for adult learners with no non-school qualifications. Recent NCVER research on student outcomes shows there to be significant differences in outcomes experienced by people undertaking study at different qualification levels.

For the population as a whole, the higher the educational attainment, the greater the chances of being employed full-

time and earning more. For recent VET diploma students, high proportions are subsequently employed, but under half at a skill level commensurate with their training. For recent adult learners undertaking Certificate I or II courses, the proportion moving into employment or further study at a higher level is modest.

The session provides an opportunity for discussion on a new framework for identifying whether VET leads to good or poor outcomes for students.

14

## VET Assessment for School Students – Finding the Learning

Jan Spence, Meerilinga Training College

Participants will use innovative assessment tools designed to capture the principle of holistic learning and assessment.

At times an assessor knows that the appropriate level of learning has occurred, but tangible evidence can be hard to find.

Discover how simple documentation can assist the tracking of on-the-job and off-the-job assessment, especially in the school sector, by interconnected systems.

A sequential investigation will explore the concept in practice, and group participation will evaluate the process.

15

## Examining the proposed new national model for assessing employability skills

John Mitchell, John Mitchell and Assoc and Maria Amesz, Department of Education and Training

A project was commissioned by the National Quality Council in late 2006 to establish and pilot an approach for assessing and reporting on employability skills in Training Packages. The project also produced a professional development strategy and associated resources for implementing the approach in the VET sector. John Mitchell was the consultant for the project and Maria Amesz was involved in piloting activities.

This workshop will use a range of the materials generated by that project, to introduce participants to the proposed model for assessing employability skills. Due to time limitations, we will not examine reporting.

Participants will examine the model for assessing employability skills and undertake activities designed to assist them to apply the proposed model to their own context.

16

## Creating Successful Learning Opportunities for Students with Disabilities

Caroline Hughes, West Coast College of TAFE

The creation of West Coast TAFE's Centre for Learning Support and Success has enabled students with disabilities to have access to a one stop shop where they receive academic and emotional support services. Since the Centre's creation in

2005 the retention and completion rate for students with disabilities has more than quadrupled.

This workshop will highlight how this centre works and how this successful strategy can be replicated by other institutions.

17

## Assessing Higher Order Competencies

Andrea Bateman, Bateman and Giles

This presentation will look at the development of an exemplar assessment tool that encompasses the use of multi-rater or 360-degree assessments. This method of assessing competence has essentially been ignored in VET related literature in Australia as well as in practice. Regardless, since the late 1980s, 360-degree evaluations for performance appraisals, succession planning and for personal development and performance improvement has been an effective instrument (Bernadin, Dahmus & Redmon 1993; Goudy 1998).

Although the related study to this presentation focussed on the skills of the subject matter experts in assessment tool development it also provided valuable insights in the use of multi-source feedback (i.e. 360 degree, interview and portfolio) as a strategy for assessing higher order competencies.

18

## Nerd School

Ray Tuckey, Andrew Nicholson, Rod Connell and John Maddison, Gt Southern College of TAFE

Marc Prensky has been talking about "digital natives" – "digital immigrants" for many years. His main focus has been on technology and the differences between those that grew up with it (the natives) and those that did not (the immigrants). In classrooms every day the "natives" and the "immigrants" come together to share – are they thinking alike?

Great Southern TAFE thought with lecturing staff ages averaging 46 we had our fair share of "immigrants" and maybe we should at least try and get some idea of what/how the natives are thinking!

One of our responses has been "Nerd School" a short sharp shot in the arm with technology. Nerd school has "rules" – it has to be almost instant, portable, quick and not very serious – a great combination that leads to lots of fun and of course plenty of learning. A group of Nerd school graduates will be presenting this hands-on workshop where you will be able to do some "nerding" yourself. Preparing for podcasting, Flipbooks, and checklists and digital stories on PDAs will make up the syllabus this time around.

Max number for session 20.

# Session Two 1.5 hours

19

## Shortened Apprenticeships and Flexibility in Apprenticeship Arrangements

Brian Wolstencroft, Thom Marshall and Kevin Williams, Challenger TAFE

This workshop will demonstrate creative innovation in delivering Training Package competencies, and how this is applied in a training and assessment program that realistically reflects the job roles performed in the workplace, using project based delivery.

Using the construction industry as an example, the workshop will provide participants with the opportunity to work through the methodology used to simplify the Training Package, translate it into plain English and consolidate the unit requirements to create a project based on real job tasks.

The methodology used in this process was used to build the task-based approach to assessment developed in the **TAFEWA Skills Recognition Project** (Whole of Trade Assessment) and can be used for both institution-based assessment and workplace assessment.

**This Workshop is repeated in Session 4 Workshop 35**

20

## Training Packages - the next Generation

Brenda Micale, Department of Education and Training

The Australian VET sector has been working with Training Packages for the past ten years. During this time we have seen considerable changes to their content and structure. In 2002 the *High Level Review of Training Packages* set down a reform agenda to shape the next generation of Training Packages this workshop will provide a valuable insight into how this reform agenda has shaped Training Packages. It will showcase all of the latest innovation and good practice features of the next generation of Training Packages.

If you are delivering from a Training Package then you need to know about:

- likely impacts of rationalisation
- introduction of employability skills
- increased flexibility,
- introduction of the Certificate I Industry Skills
- how to engage with the review or continuous improvement of a Training Package
- introduction of Skills Sets in Training Packages, and
- how the next generation of Training Packages will achieve greater recognition of Licensing outcomes

# Session Three 1.5 hours

21

## The Future of Trade Training

Ray Harris, Director, Apprenticeships and Traineeships, Department of Education and Training, Mike Bezaud, TAFEWA Swan

As a result of the Skills Formation Taskforce deliberations and the Council of Australian Government, a range of reforms have been implemented which impact on all stakeholders and present challenges to the sector.

This workshop will discuss these changes and the expected impact on the apprenticeship and traineeship system, such

as the changes to the Industrial Training Act and Regulations, shortened terms of apprenticeships, competency based training, part time and school based apprenticeships, and streamlining.

Come ready to discuss the role of RTOs in meeting the challenges posed by these reforms.

22

## The E-Horizon

Ann Odgers, Department of Education and Training

The environment of VET is changing rapidly – costs are rising, budgets are shrinking and the demand for new services is growing. Increasing globalization is changing the way we work, collaborate, and communicate. Information literacy increasingly should not be considered a given. The notions of collective intelligence and students' views of what is and what is not technology are increasingly different from those of practitioners. These trends are all impacting on the adult learning environment.

This engaging workshop will look towards the 'e-Horizon'. Analysis of a recent report will be presented and case studies used to identify and describe the emerging technologies likely to have a large impact on teaching, learning or creative expression within vocational education and training in both the short and long term.

23

## Keep Your Culture Keep Your Job

Rosemary Walley and Melanie Zan, Auswest Specialist Education Training Services

"Keep Your Culture Keep Your Job" (KYCKYJ) is designed for Aboriginal people moving into the Labour Market. This GATE unit aims to stimulate their curiosity in gaining employment in an area of their interest. It is also designed to provide an in depth level of inquiry into balancing and managing the expectations of both cultural and employment commitments. In KYCKYJ cultural awareness is defined as an Aboriginal person's way of thinking and acting in environments that are not familiar to their understanding and experience. To engage some Aboriginal people in employment is to invite

them into a cultural space that is not a match to their cultural understandings unless the individual has been coached or has developed knowledge to interpret the cultural environment of the workplace.

This GATE Unit has been written by an Indigenous educator for an Indigenous audience, however, the unit material is presented in such a way that non Indigenous educators can deliver the material and achieve a successful outcome.

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## Innovation and Entrepreneurship in VET : A practical professional development response to the VET Reform Agenda

Dr John Mitchell, John Mitchell and Associates

Numerous high-level reports since COAG's February 2006 communiqué have called on VET organisations and practitioners to be more innovative and entrepreneurial. Dr John Mitchell's important new book, 'Innovation and Entrepreneurship in VET', provides a powerful platform for building the necessary skills, practices, strategies, structures and cultures.

Participants will read excerpts from the book and will discuss key questions such as: What imperatives are driving innovation and entrepreneurship in VET? What are the characteristics of the leading innovators and entrepreneurs? What are some success stories?

# Session Three 1.5 hours

25

## Taking Australian vocational training to the world: Lessons and directions for improving the quality of offshore delivery

Hugh Guthrie, National Centre for Vocational Education Research (NCVER)

Numbers studying for Australian VET qualifications overseas have been growing steadily. Programs offered need to be of the highest quality so that the Australian education brand remains strong internationally. To help this 15 projects designed to assist Registered Training Organisations to improve their quality assurance processes for offshore education and training services and contribute to good practice in this area for the broader vocational education and training sector were funded by DEST. They involved RTOs from across Australia.

The projects have been completed and the reports and resources published so now it's time to tell you what the findings were. This interactive workshop will involve the author of the overview report as well as members of the project teams. Hear about the challenges and rewards of delivering VET offshore! Tell us about your experiences!!

A must for anyone already involved in offshore delivery or who is thinking about it!

26

## Raising the School Leaving Age – My Individual Pathway Plan

Peter Jones and Gordon Duffy, Department of Education and Training

Raising the school leaving age has highlighted the necessity for high quality, effective career advice being available to young people in planning for life / learning / work.

In this workshop, you will be provided with an update on the latest range of developments in relation to the 'raising the school leaving age' initiatives. These include: the development of education and training participation plans, developments in relation to schools, TAFEWA Colleges and community providers,

career development in schools, the work of the Participation Coordinators and the use of 'Individual Pathway Plans'.

The information provided in this workshop will be practice based and of relevance to teachers, TAFEWA lecturers, student support services, career advisers, Local Community Partnerships, Employment Directions Network and other community organisations.

27

## Skill Sets: what they are, what they aren't, and what benefits they can offer

Mitch Cleary, Precision Consultancy

**This workshop is a repeat of workshop 8, session 1**

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## Inclusively Yours

Grazia Stewart, Cassandra Breton and Debra Garnaut, Central TAFE

This session will describe the challenges and successes of providing inclusive opportunities for students with learning difficulties to complete training package qualifications and find real employment outcomes. It will provide practical suggestions which could also be easily adapted for other Access and Participation students. It will explore ways of creating a supportive training environment that has relevance to the workplace.

The presenters will discuss the way training packages are delivered at Disability Services and Aboriginal Programs at Central TAFE. They will outline the strategies they have implemented to increase the successful outcomes for their students. They will describe the involvement of industry, community and the students' support networks, and the strategies used to encourage students to take responsibility for their learning.

29

## “Ready to Succeed” – continuing trade training to fulfil the needs of modern Industry

Iain MacDougall, Hospitality Group Training and Steve Elsegood, Department of Education and Training

The Western Australian Trades Reform initiative sought to not only transform initial trade training but to provide and communicate training pathways for the graduating apprentice to meet the demands of modern work practices.

The “Masterclass” project sought to examine and validate the contemporary post-initial trade training needs and trends within four industry areas: General Construction; Metals; Automotive and Hospitality. Training pilots resulted in each of the industry areas with the *Hospitality Industry Group Training*-devised program being the first to be completed and evaluated in March 2007.

This session will begin with an overview of the issues and progress of the Masterclass project provided by Steve Elsegood. Hospitality Industry Group Training General Manager, Iain McDougall, will then report on the success of the *Kitchen Management and Supervisory Skills* program for Commercial Cooks.

There will be an opportunity for delegate interaction with the presenters.

30

## Aboriginal Police Liaison Officers: Using collaborative partnerships to overcome career roadblocks

Harriet Wakelam, West Coast TAFE and Gningala Yarran Clanton, West Australian Police Academy

This presentation examines how West Coast TAFE and the WA Police Academy overcame assumptions, shared expertise and developed an existing partnership to create a targeted program assisting Aboriginal Police Liaison Officers (APLOs) to exploit career development opportunities.

We will demonstrate how new technologies supported the development of communities of practice which in turn underpinned and provided new opportunities for training delivery and support.

It examines how blended learning assisted both organisations to address a diverse range of needs including remote delivery, career development pathways, literacy support, study skills development and navigation of legal and procedural training underpinned by the requirement to support Indigenous learning styles.

# Session Four 1.5 hours

31

## Building your Trainer's Tool Kit: 12 proven tricks to sharpen up your training

Marc Ratcliffe, MRWED, QLD

Trainers often only have one tool in the kit bag and that is a hammer! This is not always the best approach. This session adds 12 proven tricks to the Tool Kit to engage and support learning and at the same time, spice up your training. These techniques include get-to-know you, warm-ups, 2 minute

energisers, "fun" summaries and quick ways to minimise the affect of difficult students.

Participants will have a chance to play/practice a selection of the techniques as well as participate in debriefing these.

32

## Beyond Text: Using your voice online

Michael Coghlan, TAFE South Australia

Explore the application of online voice technologies in different learning contexts and learn how to integrate voice technologies into e-learning delivery, assessment and support services.

The workshop will explore best practice pedagogy, highlight implementation issues, detail the appropriate methods of using online voice technologies, and provide detailed case studies of the technologies in practice.

This hands-on workshop will provide participants with an understanding of interactive voice boards (spoken discussion boards), voice email, voice chat and audio blogging technologies for teaching and learning purposes. It will also increase participants' awareness of appropriate pedagogies and facilitation skills required by teachers to use online voice tools to engage and support learners, especially learners who are disadvantaged by text-based communication and delivery.

33

## Enterprising Partnerships

Melanie Whitton, Edith Cowan University, Marianne Harris, Lotterywest, Kate Guthrie, Department of Education and Training

There are 296,763 small businesses in WA based on Australian Business Number registrations. It is estimated that small businesses make up 97% of all businesses in this State and accounts for half of all the WA private sector employment. Small business is critical to the State's economy yet it has a poor record of accessing training and it is has been a difficult sector for VET to service.

This interactive workshop, presented by two experienced trainers, will showcase how a **partnership** between successful small business enterprises, a university, a statutory authority and DET developed a work-based **mentoring program** to develop the business expertise of small business operators.

34

## AQTF 2007 – Seamless Implementation

Sonia Bunic, Department of Education Services

The Australian Quality Training Framework (AQTF) 2007 reflects the growing maturity of quality arrangements in the vocational education and training sector. AQTF 2007 provides an outcomes-focussed approach to managing training and assessment. It also provides the opportunity for RTOs to review their engagement with their clients and industry to ensure client and industry needs are met. An outcomes

based audit approach will support RTOs in responding to their clients with flexible and innovative training and assessment methodologies.

This workshop will unpack the new AQTF 2007, with a focus on identifying opportunities to use the implementation of AQTF 2007 to improve training delivery and assessment.

# Session Four 1.5 hours

35

## Shortened Apprenticeships and Flexibility in Apprenticeship Arrangements

Brian Wolstencroft, Thom Marshall and Kevin Williams, Challenger TAFE

This workshop is a repeat of workshop 19, session 2

36

## Facilitator Ingredients for a Successful Learning Program

Mairead Dempsey, Assessment, Training and Research Consultancy Services

An entertaining and informative workshop about the key issues trainers/trainers/teachers/facilitators face in designing and facilitating training programs.

The workshop will explore the role of the trainer in meeting group and individual learning needs. It will provide practical examples of designing and delivering a training program to

meet client needs and show the ingredients for a successful learning program. It will identify underlying knowledge relating to adult learning theory and demonstrate common issues that arise in groups and ways these can be dealt with including handling difficult situations.

37

## Coaching a healthy work-life balance

Sandy Gordon, Optimum Balance

This presentation will adopt a Life Coaching approach to support and enhance the skills, resources, and creativity that attendees already have. *Work-Life Balance* involves a review of our discrete life components: physical (health and well being), spiritual (attitudes, values and beliefs), work (changing roles and responsibilities at work) and social (time with family and friends).

So following this presentation attendees will be able to develop an attitude for a balanced mind, create a life balance chart, understand influences and priorities in life, manage emotions in themselves and others, improve skills in mental toughness and resilience. Topics will include: Life Balance Review; Readiness to Change; Emotional Intelligence; Mental Toughness; Resilience; and Solution-focused coping.

38

## Effective Mentoring for Indigenous Students

Steven Florisson, Wongutha CAPS

Imagine being an Indigenous VET student on work placement! An unfamiliar workplace, an alien culture, no friends and family around, and your fellow workers are non – Indigenous. These students often find the whole work placement experience foreign and stressful. Effective mentoring can help Indigenous students bridge the gap between school/TAFE and work, but needs to be focussed, informed and intensive.

Wongutha CAPS is a year 11 and 12 boarding school for Indigenous students near Esperance. The school has offered vocational programs since 1990, is an RTO and has an effective mentoring program for Indigenous students in the workplace. Principles developed and validated through the presenter's PhD research are relevant for all school/TAFE/work placement students.

# Session Four 1.5 hours

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## After the Boom

Elspeth Wilson, Department of Education and Training

The aim of the Beyond the Resources Boom project was developed in the context of the current skills shortage and focus on demand for apprenticeships and traineeships. The aim of the project is to aid VET planning by better understanding the impact of possible outlooks for the State's economy on the demand for skills and occupations.

As part of the project, a consultant was engaged to model 4 different possible scenarios for the State's resources industry over the next 10 years and the results from these scenarios were compared against Western Australia's current VET training profile.

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## Creating dynamic call centre online training: VET practitioners and enterprise partners in action.

Barbara Schrugin and Lucille Rowland West Coast TAFE, Judith McNamara, WestOne Services and Neshka Turner, iiNet Limited


West Coast TAFE's Call Centre practitioners embarked on an ambitious project to develop online learning and assessment programmes for their industry client iiNet Limited. With a student group of 100 plus workplace traineeship candidates working and studying in a dynamic and highly technical environment, the need was obvious. Strongly supported by our enterprise client, and a team of VET professionals, the Customer Contact online programme was launched late last

year. The success of the new training arrangements is a tribute to the excellent working relationship between West Coast TAFE and industry.

This presentation provides valuable pointers for any practitioners who are considering online training and assessment strategies: what works; what doesn't, and how decisions are made.

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# Training Forum 2007 – Reform to Transform

14 and 15 May 2007

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OR FAX THESE FORMS TO (08) 9264 4688**

## REGISTRATION FORM

If not registering online please complete Section A and B of this Registration Form. To complete Section B you will need to select your choices from the information provided in the Session Details document. Registrations will be on a first come, first served basis. Numbers for Forum sessions will be limited and allocated on the same principle used for registrations (ie. first in, first served basis). **Note: No further registrations will be accepted after the close of business 8th May 2007.**

Registration includes morning and afternoon teas, lunch, satchel and presentation handouts from the Forum.

**FAX** both pages of this completed form to: Michelle Robinson on (08) 9264 4688

**Or Mail to:** Michelle Robinson  
VET Teaching and Learning Branch  
Department of Education and Training  
151 Royal Street EAST PERTH WA 6004

**For FURTHER INFORMATION** phone Michelle Robinson on PHONE (08) 9264 4681 or  
EMAIL [Michelle.Robinson2@det.wa.edu.au](mailto:Michelle.Robinson2@det.wa.edu.au)

**CANCELLATIONS:** Written notification of cancellations must be received by close of business 8th May 2007. After this date there will be no refunds and cancellations and 'no-shows' that have not been paid will be invoiced. Should you not be able to attend we would welcome a substitute delegate at no further cost to your organisation.

## SECTION A

Mr/Mrs/Ms/Dr \_\_\_\_\_  
(Title) (Given Name) (Surname)

Position \_\_\_\_\_ Industry area \_\_\_\_\_

Organisation \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_ Postcode \_\_\_\_\_

Email \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

## REGISTRATION FEES

I will be attending:	Two Day Forum	\$407.00 (incl GST) <b>EARLY BIRD Registration (closes 27 April 2007)</b>
	Two Day Forum	\$440.00 (incl GST)
	Day <b>ONE</b> ONLY	\$220.00 (incl GST)
	Day <b>TWO</b> ONLY	\$220.00 (incl GST)
	Optional Dinner	\$55.00 (incl GST)
	<b>Total due:</b>	\$ _____

**SHARED REGISTRATIONS:** Please note that no shared registrations are available.

**SPECIAL NEEDS:** The Forum organisers wish to assist delegates who may have special needs relating to their attendance at this Forum. If you require special services to enable you to participate more fully in this Forum, due to disability, or if you have special dietary requirements please indicate these:

Disability  Dietary  Other

## REGISTRATION FORM *(continued)*

**PAYMENT OPTIONS: PLEASE NOTE THAT PAYMENT MUST BE MADE IN ADVANCE. This document will be a Tax Invoice when you make a payment.**

1. **Cheque** – Payment by cheque can be made payable to Department of Education and Training to accompany this registration form.
2. **Electronic Funds Transfer** – A remittance advice listing all attendees and quoting 'Training Forum 2007' must be faxed to the Senior Accounting Officer on (08) 9264 8453. Please contact Michelle Robinson on (08) 9264 4681 for further details.
3. **Credit Card** – Please complete this section if you wish to pay by credit card and fax back to (08) 9264 4688 or mail to Michelle Robinson, VET Teaching and Learning Branch, Department of Education and Training, 151 Royal Street, EAST PERTH WA 6004

Payment Amount \$ \_\_\_\_\_

Card Type (please circle): Visa Mastercard \_\_\_\_\_

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Expiry Date: / \_\_\_\_\_

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

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### SECTION B

#### DAY ONE – MONDAY 14 May 2007

Name \_\_\_\_\_

*PLEASE MAKE TWO CHOICES FOR EACH SESSION.* Enter the Code number and Title for your preferred selection on the first line and your second preference on the second line for each session.

SESSION	CODE	TITLE
1 11.00am – 12.30pm (Codes 1 – 10)		
2 1.30pm – 3.00pm (Codes 11 – 20)		

#### DAY TWO – TUESDAY 15 May 2007

Name \_\_\_\_\_

*PLEASE MAKE TWO CHOICES FOR EACH SESSION.* Enter the Code number and Title for your preferred selection on the first line and your second preference on the second line for each session.

SESSION	CODE	TITLE
3 10.30am – 12.00pm (Codes 22 – 30)		
4 1.45pm – 3.15pm (Codes 31 – 40)		

**Please Note: Confirmation of your Registration will be made shortly, and will include confirmation of sessions**



Department of  
Education and Training