

## EOI 2009 PROJECT Final REPORT – December 2009

Project Code	EOI2009-01
Project Title	Indigenous People – Work Ready to Train
Organisation/lead agency	Central Gippsland Institute of TAFE
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### Project Objective

An overview of the program

The aim was to provide a dedicated, supportive and culturally appropriate learning strategy to recruit and encourage a group of indigenous learner to undertake the Certificate IV in Workplace Training and Assessment.

The benefits of the project included:

- increased completion rates/successful qualification
- addressing a shortage of industry based Indigenous trainers currently available in the education and training system.

### Program Outputs

An overview of the program, lessons learned

Methods/tools that assisted in achieving the program outcomes included:

- Throughout the project teachers and mentors demonstrated a flexible approach and an ability to adapt to students' changing circumstances, which gave students more options to achieve a successful outcome.
- Weekly optional workshops were scheduled to provide additional mentoring and support for all students.
- The teacher was available on a personal level to students which built trust in the relationship.
- Koorie Unit staff also provided support and mentoring outside class/workshop time.
- Use of a workbook which was provided to all students. If students were unable to attend class they could work through the workbook and catch up on missed information.
- Students provided peer tuition and study groups, as students were from different industries and had a varied knowledge base.

## The Learners

An overview of the target learner group

No of learners	Age range	Employment status	Qualification level
15	23–54	Various	Cert I to Higher Degree

All students had full time employment positions and therefore at times found it hard to manage both class and work. Optional workshops and support from the Koorie Unit helped students achieve desired outcomes. Students at times had problems managing assessment and time demands due to other commitments and once again understanding and support provided helped students achieve desired outcomes. A focus on completing modules rather than the whole qualification was beneficial. Some students felt there would be more opportunity for recognition of prior learning. More effective communication was needed at initial information sessions to avoid students developing an unrealistic idea of course requirements. Cultural aspect was not a barrier for any of the students; they all interacted well with each other and the teacher. Students enjoyed their class time and felt comfortable in interacting. Students already had an established relationship with the Koorie Unit/staff and felt comfortable receiving additional mentoring and support from the Unit.

## Consultation/Stakeholders

An overview of the progress with key stakeholders

Key stakeholder	Industry/Education /Employer/Peak Body	Issues/Challenges
Team Leader Education Delivery	GIPPsTAFE/Education	
Koorie Liaison Unit	GIPPsTAFE/Education	
Koorie Local Business	Business	

The Koorie Employees Forum provided assistance in recruitment of participants from various industries and helped identify a shortage for Indigenous trainers

The Koorie Unit provided additional support, mentoring and cultural advice for participants as relationships had already been established within the community.

The team leader provided appropriate course content, advice on delivery models, Australian Quality Training Framework (AQTF) integrity and recommendation of teacher.

### **Project Resources**

Resources developed as part of the project

A major resource used in the project was the learner guide. The guide contained all competency standards, application activities, further reading and assessment tasks in the one folder.

Further resources were provided on CD. The comprehensive nature of the learner guide enabled the students to 'catch up' independently on any missed class time – or to submit assessments at a later stage if more time was needed.

A major strategy was time flexibility. Due dates for assessments were extended according to student requests and optional workshops were well utilised for study and assessment preparation.

Both the comprehensive learner guide and the 'optional' workshops achieved their purpose, which was to deliver the most inclusive learning possible.