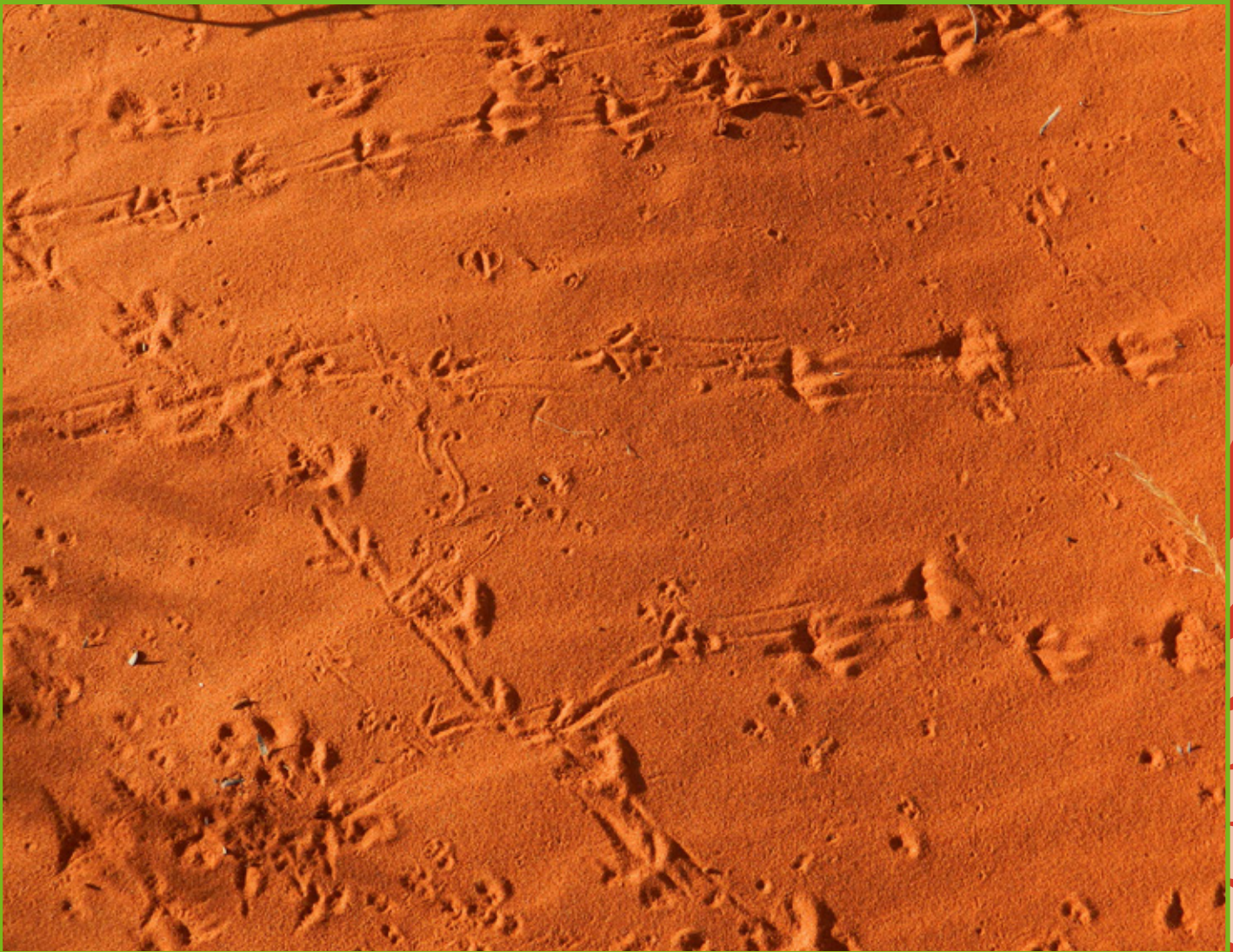


ALEP SERIES 2 TRAINER GUIDE

INCLUDING PARTICIPATE IN WORKPLACE COMMUNICATIONS



ALEP

Aboriginal Landcare Education Program

PUBLICATION NOTES

BHP Billiton Iron Ore is proud to support Greening Australia to provide valuable conservation and land management training to communities throughout the Pilbara through the Indigenous Training Program.

This Learning Guide series has been developed as part of our partnership of the program.

Gavin Price, Head of Environment, BHP Billiton Iron Ore

Greening Australia is proud to produce and provide the comprehensive suite of new ALEP Learning Guides. The guides are compatible with the new horticulture and conservation industries training package and are suited to developing skills in Indigenous communities within remote areas of the country where employment opportunities are limited. We would like to thank BHPBIO for their generous support in the development of the guides.

Brendan Foran, National CEO, Greening Australia

The second series of ALEP Guides is aligned with a number of units of competence from the Training Package AHC – Agriculture, Horticulture and Conservation Land Management (Release 1.0). The units selected are frequently used within Certificates I to III in Horticulture and Conservation and Land Management. As such they cover, where possible, the elements, performance criteria and required skills and knowledge of each unit.

The principal goal of these resources is to support the learning process; the learning activities may complement a trainer's assessment plan. The intent is that they will be used in an interactive manner with learners rather than as self-paced study guides. The structure and sequence have been designed to follow the logical steps of the practical tasks wherever possible. Concepts are introduced and then consolidated with discussion and/or practical activities.

The writers consider that these guides can provide a sound technical foundation but also strongly encourage trainers to complement the guides with additional, authentic resources from relevant industry texts and websites. The guides can be used in part or in their entirety but should always be linked to practical activities to strengthen the teaching and learning.

Genuine consideration was given to the level of language used in the guides. The goal has been to find a balance between simplifying the language to an accessible level and ensuring that the vocational concepts are addressed. The writers contend that with appropriate support these texts can provide an opportunity for students to strengthen their language, literacy and numeracy skills, which may be required for pathway progression.

A number of Aboriginal people have been involved in developing this ALEP Guide, which is considered suitable for use within a program based on Aboriginal pedagogies.

CONTENTS

ALEP SERIES 2 TRAINER GUIDE INCLUDING PARTICIPATE IN WORKPLACE COMMUNICATIONS

PART 1

INTRODUCTION	2
ABOUT THE ALEP LEARNING GUIDES	2
THE PILBARA BHP– GA PARTNERSHIP	2
THANKS AND ACKNOWLEDGEMENTS.....	3
PHOTOGRAPHS.....	3
THE LEARNER GUIDES	4
DISCUSSION AND PRACTICAL ACTIVITIES	4
THE RESOURCE SECTION	4
THE REFERENCE SECTION	4
THE GLOSSARY	4
ALIGNMENT WITH UNITS OF COMPETENCE	5
THE ALEP RESOURCE SHEET SUPPLEMENT	6
ASSESSMENT TOOLS	8
ASSIGNMENTS	8
TOOLS IN THE TOOLKIT	8
SOME BASICS	9
ASSESSMENT METHODS.....	10
VALIDATION	11
WHAT THE ASSESSMENT TOOLS ARE NOT	11
HOW TO GET THE ASSESSMENT TOOLS	11
PEDAGOGY & LEARNING	12
ENGAGE LEARNERS IN FORMAL LEARNING	12
ABORIGINAL PEDAGOGY	14
SUPPORTING LANGUAGE & LITERACY SKILLS DEVELOPMENT	16
LEARNERS WITH LANGUAGES OTHER THAN ENGLISH.....	16
ADDITIONAL RESOURCING FOR LANGUAGE, LITERACY AND NUMERACY TRAINING	17
TEACHING READING SKILLS.....	17
FINDING INFORMATION & RESEARCHING	21
PART 2	
PARTICIPATE IN WORKPLACE COMMUNICATIONS	22
PARTICIPATE IN WHS PROCESSES	23
PARTICIPATE IN ENVIRONMENTALLY SUSTAINABLE WORK PRACTICES	32
OPERATE BASIC MACHINERY & EQUIPMENT	35
ASSESSMENT MAPPING FOR COMMUNICATIONS	38
THE ALEP SERIES 2 PROJECT TEAM	42
REFERENCES	44



ABOUT THE ALEP LEARNER GUIDES

The Aboriginal Landcare Education Program (ALEP) started at Greening Australia (GA) in the Northern Territory in 1994. The first series of ALEP guides reflected the very practical approach that the ALEP training program used. The guides were written for Aboriginal learners in the Top End but were used across Australia to support both accredited and non-accredited training programs.

This second series of ALEP Learner Guides came about through a partnership between Greening Australia and BHP Billiton Iron Ore, in the Pilbara.

THE PILBARA BHP-GA PARTNERSHIP

This partnership has run successfully since 2010, creating positive environmental change in the Pilbara landscape. Through skilled staff and strategically located bases, GA has enabled over 4,000 members of the Pilbara community, both in the urban centres of Port Hedland and Newman as well as in remote areas, to:

- Engage in on-ground conservation activities
- Enhance their environmental skills
- Raise environmental awareness

Current contracts as part of the overall partnership include:

1. The Pilbara Biodiversity Conservation Program
2. The Indigenous Training Program comprising:
 - This second series of Aboriginal Landcare Education Program (ALEP) Learner Guides
 - A training program based on Certificates I and II Conservation and Land Management

The purposes of the Indigenous Training Program are to:

- Support and ensure the success of the existing Martu Lands project by providing specialised Indigenous Conservation Land Management (CLM) training to current and future Martu Ranger teams to ensure effective environmental management of Martu Lands
- Lay the foundations for a long-term, Pilbara-wide Indigenous CLM training program
- Provide Indigenous people living in the Pilbara with training that is both useful and relevant to them and their cultural values and which increases capacity in the areas of education, training, enterprise development and employment.

THANKS AND ACKNOWLEDGEMENTS

Some of the ranger groups involved in the Indigenous Training Program are responsible for management of the Indigenous Protected Areas on their Country. The content of the guides has been trialled with these groups, and their feedback has been included. Many of the photographs in the guides were taken during the training program.

GA would like to thank the following groups for their contribution to the project:

- Nyangumarta Rangers, managed by Yamatji Marlpa Aboriginal Corporation
- Martu Rangers based at Parnngurr, Punmu and Jigalong, managed by Kanyirninpa Jukurrpa

PHOTOGRAPHS

The Aboriginal advisers for the training resources said it was important to use photos and pictures throughout the guides. The images were selected to:

- Provide opportunities for discussion by the readers
- Provide some recognisable landscapes, locations and scenarios for learners in remote areas
- Support understanding of the context of the text for learners who are not strong readers
- Demonstrate the application of the skills and knowledge described in the text

The photos were taken by the writers, unless otherwise indicated. They show a broad range of learners in training programs at locations across the Top End, the Kimberley, the Pilbara, the Centre and further south, over a period of 12 years.

No permission will be given to use photos of individuals from the books. Permission may be given to use photos without people included. To request permission, contact the authors.



Kanyirninpa Jukurrpa
Martu Cultural Knowledge Program
Building Sustainable Martu Communities



THE LEARNER GUIDES



DISCUSSION AND PRACTICAL ACTIVITIES

The principal goal of these resources is to give you, the trainer, the support you need to guide the learning process. The intent is that you will use them interactively with learners, not as self-paced study guides. There is a strong focus on learning through discussion and the practical application of knowledge.

You can use the guides in part or in their entirety, but you should always link them to practical activities to strengthen the teaching and learning.

See the *Pedagogy and Learning* section (pp. 12–15) for more detail on the underpinnings of the guides.

THE RESOURCE SECTION

The *Resources* section in most of the guides provides supplementary information, such as:

- Links to relevant websites
- Details about legislation, codes of practice and industry guidelines
- Model procedures
- Model workplace reporting documents
- Additional information as required

Generally, there are links from the main text to the relevant resources in this section.

NOTE

The structure and sequence of each guide follows the logical steps of the practical tasks wherever possible. Concepts are introduced and then consolidated with discussion and/or practical activities.



THE REFERENCE SECTION

The *References* section in each guide lists resources the writers accessed to inform the content of the guides. You can use these resources to explore topics in the guides in more detail.

THE GLOSSARY

The glossary at the end of each guide provides a list of words and their meanings. There is also space to include other words that are new to the learner. Encourage learners to use the glossary while reading, to strengthen their vocabulary.

ALIGNMENT WITH UNITS OF COMPETENCE

The Learner Guides are written to address units from *AHC – Agriculture, Horticulture and Conservation and Land Management Training Package* (Release 1.0). This package is only recently released, and some of the earlier Learner Guides were written to address the preceding package, AHC10 (Release 8.0). Overall, the new units are very similar to the ones they replace. All of the assessment tasks are mapped to the new package.

GUIDE NO#	GUIDE TITLE	UNIT CODE AND TITLE FOR AHC10 (V. 8)	UNIT CODE AND TITLE AHC (V. 1)
15	<i>Participate in WHS processes</i>	AHCOHS201A Participate in OHS processes	AHCWHS201 Participate in workplace health and safety processes
16	<i>Participate in environmentally sustainable work practices</i>	AHCWRK209A Participate in environmentally sustainable work practices	AHCWRK209 Participate in environmentally sustainable work practices
17	<i>Operate basic machinery and equipment</i>	AHCMOM203A Operate basic machinery and equipment	AHCMOM203 Operate basic machinery and equipment
18	<i>Undertake operational maintenance of machinery</i>	AHCMOM204A Undertake operational maintenance of machinery	AHCMOM204 Undertake operational maintenance of machinery
19	<i>Recognise fauna</i>	AHCFAU201A Recognise fauna	AHCFAU201 Recognise fauna
20	<i>Observe and report plants and/or animals</i>	AHCILM202A Observe and report plants and/or animals	AHCILM202 Observe and report plants or animals
21	<i>Assist with prescribed burning</i>	AHCFIR201A Assist with prescribed burning	AHCFIR201 Assist with prescribed burning
22	<i>Apply chemicals under supervision</i>	AHCCHM201A Apply chemicals under supervision	AHCCHM201 Apply chemicals under supervision
23	<i>Maintain cultural places</i>	AHCILM201A Maintain cultural places	AHCILM201 Maintain cultural places
24	<i>Record information about Country</i>	AHCILM203A Record information about country	AHCILM213 Record information about Country
25	<i>Provide visitor information</i>	SITXCCS001B Provide visitor information	SITXCCS002 Provide visitor information
26	<i>Conduct erosion and sediment control activities</i>	AHCSAW201A Conduct erosion and sediment control activities	AHCSAW201 Conduct erosion and sediment control activities
27	<i>Operate and maintain chainsaws</i>	AHCARB205A Operate and maintain chainsaws	AHCMOM213 Operate and maintain chainsaws
28	<i>Fell small trees</i>	AHCARB202A Fell small trees	AHCPCM203 Fell small trees
29	<i>Apply animal trapping techniques</i>	AHCVPT306A Apply animal trapping techniques	AHCPMG307 Apply animal trapping techniques
30	<i>Trainer guide including Participate in workplace communications</i>	AHCWRK205A Participate in workplace communications	AHCWRK205 Participate in workplace communications

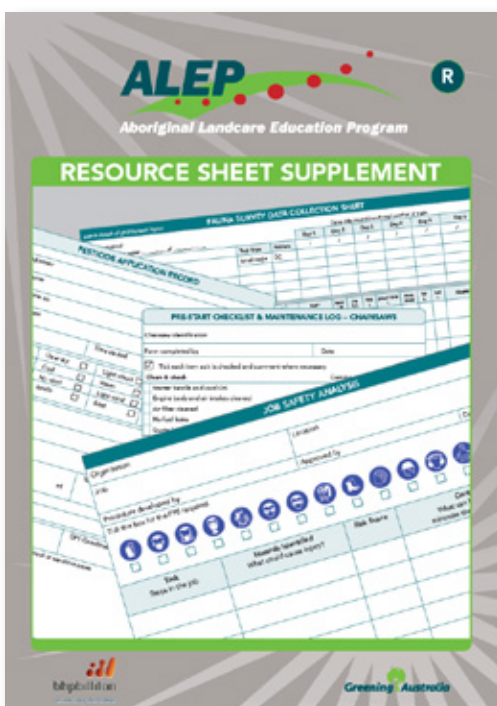
THE ALEP RESOURCE SHEET SUPPLEMENT

Many of the guides ask the learners to complete workplace reports using documents such as a job safety analysis, a pre-start checklist, a survey data collection sheet and a journey planner. A number of master sheets have been provided in the *Resources* sections of the guides. These templates are often deliberately much simpler than those used in the workplace. You can use them in two ways:

1. If the authentic workplace reporting documents are complex and unfamiliar to the learners, use the templates to scaffold the learning experience. That is, use the simple version to introduce the purpose and language of the document. When the learners are confident with these aspects of the work task, support them to use the authentic forms for their workplace. This is one important way that vocational training can support learners to strengthen their language, literacy and numeracy skills in an integrated way.
2. If a learner's workplace does not have existing documents, use these templates as a foundation to develop such documents.
3. The templates are designed to provide sufficient detail to address the requirements of the units for assessment purposes. This has been validated by trainers and employers. It is strongly recommended, however, that you train learners to use authentic workplace documents where they exist.

The *Resource Sheet Supplement* includes master sheets without badging and is available from the Greening Australia website: www.greeningaustralia.org.au.

Any queries about accessing the *Supplement* can be directed, by email, to drw.info@greeningaustralia.org.au.





ASSESSMENT TOOLS



The ALEP guides are complemented by a set of assessment toolkits. These documents align the activities in the Learner Guides with the corresponding units of competence.

ASSIGNMENTS

The term 'assignment' has been used throughout the toolkit to refer collectively to assessment tasks or activities. An assignment may comprise one or more assessment tasks and employ one or more assessment methods.

Many assignments have been designed to assess small chunks of skills and/or knowledge. The larger than usual number of small discrete assignments gives you flexibility. For example, you can omit an assignment if you have collected other evidence, or you can easily adapt an assignment to suit the training environment.

Some assignments are projects that provide opportunities for you to gather evidence against most or all of the unit requirements. A project is a kind of assignment that is undertaken over a longer duration. It often brings together many aspects of the unit of competency within a realistic context, including the practical aspects. It will generally require a mix of assessment methods.

TOOLS IN THE TOOLKIT

For each unit of competency, there are three documents, each serving a different purpose. Together, these documents can support you to carry out assessments.

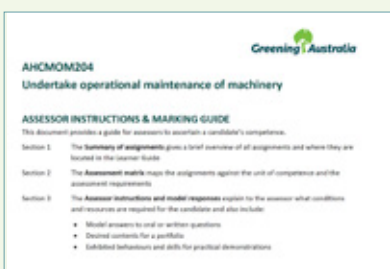
1. THE CANDIDATE INSTRUCTIONS AND WORKSHEETS

This document provides the candidate with instructions for the assignments they need to complete to fulfil the requirements of the unit. Most assessment tasks are taken directly from the Learner Guide. The document also provides a copy of the activity from the guide. The learners can use this as a worksheet, which can then be handed to the assessor.

2. THE ASSESSOR INSTRUCTIONS AND MARKING GUIDE

This document provides the assessor with:

- A summary of the assignments for the unit
- A mapping matrix that shows the aspects of the unit addressed by each assignment
- The context, resources and support that you will need to arrange for each assignment
- The desired contents for a portfolio, model answers to questions, and/or exhibited behaviours and skills for practical demonstrations



3. THE ASSESSOR RECORDING SHEET

This document provides you with a template to:

- Note any reasonable adjustments made to the assignment for an individual
- Provide supporting comments as evidence against the relevant aspects of the unit
- Provide feedback to the candidate
- Summarise the results of each assignment and provide a final result for the unit of competence

A separate copy of the assessor recording sheet should be filled in for each candidate.

SOME BASICS

The toolkit includes a range of tools to assist with conducting assessments that meet the principles of assessment and rules of evidence required by the *Standards for Registered Training Organisations 2015*.

The principles of assessment tell us that assessment must be fair, flexible, reliable, sufficient and valid.

The rules of evidence tell us that evidence of competence must be valid, sufficient, authentic and current.

While these assignments accommodate a range of environments, when you use these tools you need to make sure you are providing fair and flexible assessment opportunities. These factors depend on each individual candidate's abilities and the context(s) in which they are being assessed. You need to evaluate the suitability of each assignment for each candidate and make reasonable adjustments if necessary. Adjustments must not compromise the validity or authenticity of the assessment and can be recorded on the assessor recording sheet.

The image shows a screenshot of a form titled 'AHCMOM204 Undertake operational maintenance of machinery'. The form is for 'ASSESSOR RECORDING SHEETS'. It includes fields for 'Candidate name' and 'Other information'. Below these is a table for 'Candidate's final result' with columns for 'Result', 'Date', 'Assessor name', and 'Assessor signature'. There are also 'NOTES' at the bottom, including instructions on how to use the form and how to mark results (Y for satisfactory, N for not completed).



ASSESSMENT METHODS

There are four methods of assessment:

1. A **written activity** is a task written by the candidate either using a computer or paper and pen. This may be in a variety of forms such as:

- Responses to formulated questions
- Notes to summarise information learned from reading or listening
- Journal entries
- A scripted presentation
- Information written in a brochure or posted

Some written assessments are used to assess literacy skills and these are indicated in the assessor instructions. You can conduct other assessments orally if you think this is more appropriate.

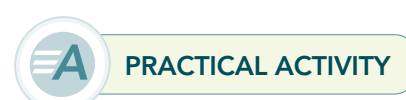
2. A **discussion activity** is a task that is carried out by speaking and listening or using a sign language such as Auslan or Makaton. This may be a one-on-one conversation between you and the candidate, or it can be conducted within a group (with the use of an interpreter if required). If discussion activity takes place in a group, you must ensure each candidate has individual input that is recorded accurately to indicate competence against an aspect of the unit descriptor. A discussion activity can take several forms:

- Formal predetermined questions and answers
- Discussion and/or questioning during a practical demonstration to ascertain related knowledge
- An unscripted oral presentation (this could include responding to questions raised during/after a scripted presentation)

3. A **practical activity** is often the best way to assess skills. The candidate carries out a set task, thereby demonstrating competence or otherwise. You can assess evidence of competence by observing the steps taken to complete the activity and considering the outcome of the task.

4. A **portfolio** is a collection of work that provides evidence of competence for the unit. It may be collated by the candidate or by you. A portfolio may be electronic or paper-based. It may include many different kinds of evidence. The kinds of evidence that can be included are as follows:

- Texts/documents to demonstrate research and/or knowledge of an area, for example, legislation, codes of practice or information sheets.
- Copies of workplace documents accessed or completed, for example, completed incident reports, completed Job Safety Analysis (JSA) forms, copies of Standard Operating Procedures (SOPs) or Safe Work Method Statements (SWMSs).



- Copies of daily work activity reports detailing jobs the candidate worked on
- Copies of data collection sheets from survey work
- Photos of the candidate's work and/or demonstration of skills
- Third party evidence, for example, written feedback from customers or managers, or reports from supervisor.
- Articles from newspapers/newsletters about the candidate and/or their involvement in their workplace

Note that care should be taken not to double count evidence. For example, if you observe the candidate performing a practical task, this is one form of evidence. Photos of the same task included in the portfolio do not comprise a second form of assessment, but may provide supplementary evidence to support your observations. Similarly, written activities from assignments that are later included in a portfolio only demonstrate one form of evidence.

VALIDATION

These tools have been validated with representatives from industry and registered training organisations to ensure their rigour. However, in order to meet compliance requirements, it is advised that you carry out your own validation in light of the training context and student cohort.

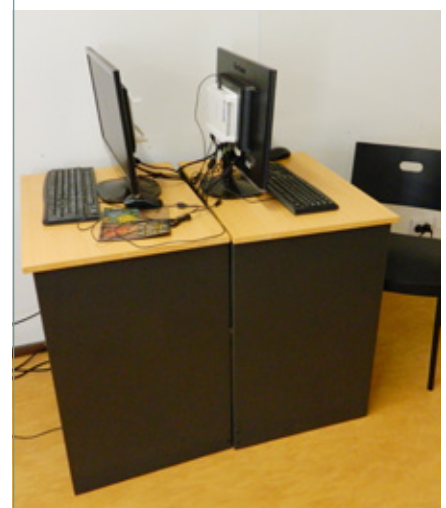
WHAT THE ASSESSMENT TOOLS ARE NOT

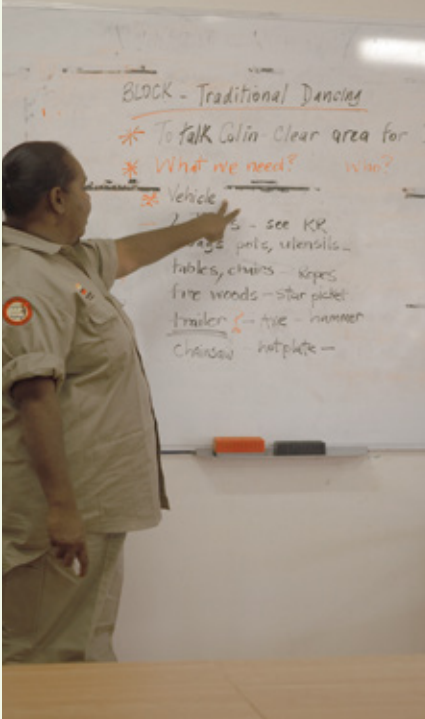
These documents are designed to support a Registered Training Organisation's (RTO) demonstration of compliance with Australian Skills Quality Authority (ASQA), or equivalent, standards. They do not, however, include all the prescribed information that the standards require an RTO to provide to a candidate. It is the responsibility of the assessing RTO to provide candidates with information such as a training assessment strategy, right to appeal an assessment result or other assessment requirements.

HOW TO GET THE ASSESSMENT TOOLS

The assessment tools are available from the Greening Australia website: www.greeningaustralia.org.au.

Any queries about accessing the assessment tools can be directed, by email, to drw.info@greeningaustralia.org.au.





This section provides some extra information about the approach to teaching that could best support the use of the ALEP Learner Guides.

The guides have a focus on the learning process, rather than on assessment. Pedagogy (the approach taken to teaching) is at its best when trainers think less about how they want to teach and more about how the individual people they are teaching want to learn. This approach encourages trainers to develop appropriate learning opportunities for each group of learners. So, teaching the same vocational content can look very different for different groups of learners.

A training program will incorporate a variety of teaching resources, strategies and tactics, activities, competency statements, resources, equipment and visiting experts and friends of the program. Pedagogy can be seen as the underpinning approach that interweaves all these aspects into a coherent program.

A Learner Guide or textbook is one part of a good teaching and learning program, and you can use these guides to help shape your structure and sequence. To make the most of them, however, your program needs to be aligned with the opportunities for the learners' skills and knowledge to be used in a meaningful and relevant way.

You will need to complement the information provided in the guides with realia from the learners' workplaces. This means students should do the real tasks using the real equipment and resources.

ENGAGE LEARNERS IN FORMAL LEARNING

Using a Learner Guide for teaching naturally leads to the learning environment being somewhat formal. Formal learning can be challenging for some people because of a lack of familiarity with it, feelings of discomfort, or both.

SUPPORT LEARNERS TO BECOME FAMILIAR WITH FORMAL LEARNING

Wherever possible, the Learner Guides encourage students to do some bookwork and then get up and go outside to practise and apply the learning. In this way, you can chunk up bookwork into relatively short periods of time. At the outset, periods of about thirty minutes will probably be enough, but be guided by the group. You can always take the books outside to work. Learners need to be able to get up and out of the classroom as often as reasonable to consolidate learning through practice.

During workbook sessions, avoid reading the text to the learners for any more than one or two minutes at a time without actively seeking their participation. The aim is for learners to be actively engaged in all activities at all times through reading, writing, copying, listening,



discussing, underlining, highlighting, ticking or drawing. To achieve this engagement, you will need to carry out training regularly, over an extended period of time.

It is important for the learners to engage with other experts in the field. In particular, programs on Country need to have ongoing engagement with elders and traditional owners to expand, contextualise and validate the learning program for that place. Arrange visits by relevant stakeholders to break up the workbook activity.

Over time, as learners develop confidence and understand the relevance of the learning, they will be prepared to spend longer periods of time working with the guides.

SUPPORT LEARNERS TO FEEL COMFORTABLE IN A FORMAL LEARNING ENVIRONMENT

Some learners feel uncomfortable in a formal learning environment. The reasons for this vary, but some are common and can be addressed over time.

Some learners have previously had negative experiences during formal learning. This is often the result of the unequal power structure in the teacher–student relationship in school environments. The only way to address this is by making sure that you develop equal power relations in all your engagement with learners.

The easiest way to achieve this is to recognise and respect each learner’s existing knowledge.

You will learn interesting and valuable things from them, and you will be able to support their learning. This is a key stage to implementing a strengths-based approach to your teaching. In a strengths-based approach, you look at what the learner can already do, and then work out the opportunities you can provide for them to build on their existing skills and knowledge and apply these to new situations. This is in contrast to a deficit approach, where the trainer looks at all the things a learner can’t do and then tries to fix them. The relationship between a trainer and a learner in a deficit-based teaching program is unequal in power.

It helps to view yourself as providing opportunities for learning rather than teaching. When you grow plants you can’t do the growing for the plant. You can’t transfer growth to the plant, but you can provide an environment that is conducive to growth. You probably observe the plant and then apply the appropriate water, nutrients and supports for the plant, given the situation it is growing in. You can then keep observing and keep doing what works and stop doing what doesn’t.

Training isn’t very different from growing plants. You can’t do the learning for the learner; you can’t transfer your knowledge to them. The learner has to do the learning. The onus is on you to provide appropriate opportunities for each of your individual learners. The onus is on the learners to take advantage of the opportunities you provide. Be explicit about this with your learners. As adults, they can choose to opt in or out.



NOTE

You might find it interesting to research the internet for some details about schema theory and how it relates to teaching and learning.

It is important to actively seek out and explicitly recognise the cultural knowledge of Aboriginal learners in relation to the topic at hand. This is particularly true if you are a non-Aboriginal person. While you learn new things, you also equalise power relations and provide the learner with an opportunity for deeper learning. Aboriginal learners can connect new information to their existing relevant content and cultural schemata.

Self-confidence in relation to formal learning can be a challenge for learners. If learners perceive that they will struggle with learning material, or with literacy and numeracy requirements, they might resist engagement with textbooks. Ensure each learner's success by carefully planning activities and providing scaffolded support for all activities as required. Repeated success will see a learner's confidence and enjoyment grow. This provides the most fertile ground for deeper learning.

ABORIGINAL PEDAGOGY

The ALEP Learner Guides are specifically designed to be used in training programs for Aboriginal adult learners. They are just as suitable for non-Aboriginal learners.

The guides were written by non-Aboriginal authors who drew on extensive feedback from Aboriginal colleagues, friends and students. The content draws largely on non-Aboriginal ways of knowing in order to meet the requirements of the accredited units of competence. To bridge the divide between Aboriginal and non-Aboriginal ways of knowing, you will need to actively recognise the learners' existing knowledge and experience and support them to connect this with the non-Aboriginal concepts from the training materials. As the trainer, you should involve and seek advice from elders and traditional owners for the Country where the learners are working. This can provide opportunities for learners to forge stronger connections between their cultural knowledge and the contents of the units of competence.

The guides support a curriculum underpinned by the 8ways pedagogy framework developed by Tyson Yunkaporta (2009).

Yunkaporta asks teachers to radically rethink ways of devising learning programs. This extends as much to the attitudes and values of the teacher as it does to the resources chosen. It is how you use these resources with learners that will ensure their appropriateness. Some of the opportunities the Learner Guides provide for a teaching and learning program based on Yunkaporta's framework are listed below. You can look for and maximise these opportunities.

- The texts are structured to make a clear learning pathway through the use of sections and headings
- A workplace is assumed, so activities are relevant to immediate learning needs
- In general, the workplace is assumed to involve caring for Country



- Explicit mention of relevance of tasks to looking after Country are made
- Links to Aboriginal priorities, knowledge and protocols are suggested and invited
- Practical training for practical tasks is necessitated
- Teacher talk can be limited and regularly interspersed with discussion
- Discussion can be prompted throughout to draw on learners' existing knowledge and allow opportunities for yarning
- An introduction to each topic provides a high level overview which can be built upon to work from wholes and move to focus on parts
- In many of the Learner Guides, the first chapter is "Before you start". This supports the deconstruction of the required knowledge that can then be reconstructed through the practical activities
- Scenarios are used to link knowledge to practice in a narrative style
- Images are used extensively to represent the message in the text, to support interpretation, to prompt discussion and to link the text to the learner's Country

You can access Yunkaporta's work online and work out how to strengthen your practice by adopting his approach.



SUPPORTING LANGUAGE & LITERACY SKILLS DEVELOPMENT



Learners using these guides will have a wide range of literacy skills, so it was important to aim for a balance between simplifying the language to an accessible level and making sure the vocational concepts were addressed. With appropriate training, the guides can provide an opportunity for learners to strengthen their language and literacy skills.

One of the most effective teaching models to enable this requires you, as the vocational trainer, to partner with a language, literacy and numeracy (LLN) trainer. Together you can develop the program, recognising opportunities to focus on language and literacy using a strengths-based approach.

LEARNERS WITH LANGUAGES OTHER THAN ENGLISH

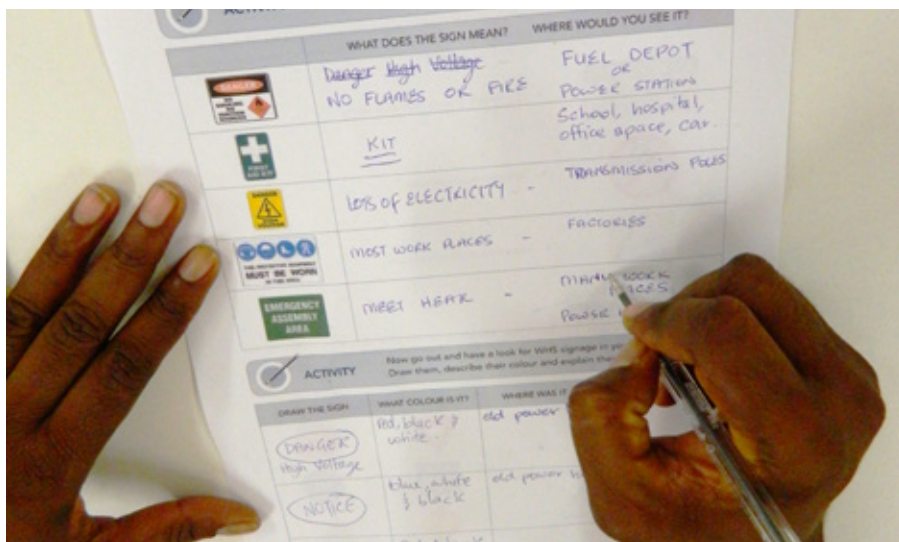
Some Aboriginal people speak Aboriginal languages as well as Aboriginal English and may not have Standard Australian English in their personal language profile. If they are enrolled in accredited vocational programs, they should be offered additional training to strengthen their skills in reading and writing in Standard Australian English. Without this, they might not successfully meet the requirements of the qualification. Furthermore, this will prepare them for higher level study in the future if this is their goal.

To develop a program for these learners, the writers recommend that you, as the vocational trainer, collaborate with an LLN trainer who is skilled in teaching English as an additional language or dialect (EALD) using a contrastive analysis methodology. In this approach, the learning program explicitly identifies the two dialects and looks at the similarities and differences of both.

NOTE

For further information about this methodology, look up the reference under Western Australia Department of Education and Department of Training and Workforce Development (2012).





ADDITIONAL RESOURCING FOR LANGUAGE, LITERACY AND NUMERACY TRAINING

You can allow additional time and resources to focus on the language and literacy aspects of the learning program by using accredited courses such as:

- Course in Underpinning Skills for Industry Qualifications (52665WA)
- Course in Applied Vocational Study Skills (52626WA)
- Course in Initial General Education for Adults (22234VIC)
- Certificates in General Education for Adults (22235VIC, 22236VIC)

or training package qualifications such as:

- Certificate I in Access to Vocational Pathways (FSK10113)
- Certificate I in Skills for Vocational Pathways (FSK10213)
- Certificate II in Skills for Work and Vocational Pathways (FSK20113)

TEACHING READING SKILLS

There are a number of things you can do to train learners to read while they are enrolled in the program. After all, reading is a workplace skill. Success is a motivator for learning. If you provide the opportunity for learners to learn to read, then they are more likely to be successful. This will encourage them to read more. The more supported reading practice they have, the greater the gains that can be made.

On the other hand, if you begin a session with silent reading or require large amounts of self-directed reading in your course, your struggling readers might feel incapable and therefore experience a sense of failure in terms of the vocational studies as well as their reading.

Following are some strategies you can include in your training sessions. These will help learners develop their reading skills as well as access the information in the text. Draw on the support of an LLN trainer to guide you in implementing these.



BEFORE YOU START READING

It can be useful to have some reading glasses in your training toolkit. These can be casually offered to learners before reading and they can choose to use them or not.

DISCUSSION

Prediction is an important aspect of reading. Spending time discussing what the text is about before reading will help with comprehension. Before beginning to read a text, draw on the learners' existing knowledge by getting students to look at the title and/or context and ask them what they think they will be reading about.

'What do you already know about [the topic]?'

'What do you think you'll find out by reading this?'

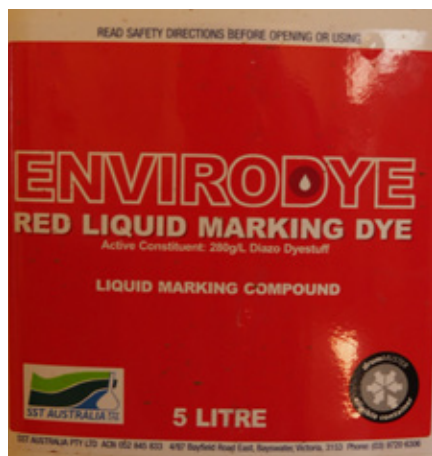
VOCABULARY

The more familiar the word, the better chance the reader has of decoding the text effectively. If the text introduces new vocabulary, go over this first using one or more of these strategies. In this way, technical terms will become familiar.

- Use the glossary section of the learner guides and add other new words to it
- Spend time pronouncing the terms; model this practice yourself
- Give students time to think about the look of the word and how it is spelt
- Identify morphemes to assist in finding the meaning of the word. For example, in the word 'pesticide', pesticide – 'pest-' might be something annoying or an insect, and '-cide' usually means something to do with dying or killing. Think of other similar words that students might be familiar with, for example, 'homicide' and 'herbicide'. If you do this, you'll not only teach the meaning of the word but also teach a strategy that can be used in future.
- Point out the vocabulary on an authentic text such as a label, poster, procedure or Safety Data Sheet (SDS)

NOTE

Many adults who are not confident readers will often have heard and used a word or term but have pictured it in their mind in a very different way, for example, 'horticulture' written as 'water culture'. This problem may be worsened for students who speak Standard Australian English as an additional language or dialect. Don't assume that because someone is able to use the term orally that they will recognise it when written.



READING ALONE OR IN GROUPS

Reading can be done individually or as a group, silently or aloud. Use a mix of these that caters for the needs of the individual learners in each class.

If the learners are reading silently, you will need to set only fairly short simple texts. The simplicity and familiarity of the text will depend on the learners' reading levels. Encourage the learners to read right through the text asking themselves, 'What is this about?' They can highlight words they struggle with as they go. It is important to have a follow-up task relating to the reading; some suggestions are in the final section.

It is useful for learners to hear texts read aloud by a fluent reader. If they follow along in the learner guide, this will assist struggling readers as they hear and see the new vocabulary and hear the tone. Understanding the tone helps the reader make meaning.

Exercise sensitivity at all times when encouraging nervous readers to read out loud. No one should ever be forced to read aloud or made to feel uncomfortable about declining the opportunity. If you can successfully demonstrate that the class is a supportive and safe environment in which to read aloud, you may be successful in encouraging even reluctant readers to have a go. An LLN trainer may be able to assist with this if you are not sure how to do this well.

If the text is quite long, then it is recommended that after reading every few paragraphs the group should discuss the meaning together. You can do this by asking questions about the text, relating it to a practical application, providing a brief summary or comparing it with other texts the group has read.

Supported reading practice is the most effective way to strengthen reading skills. The next section suggests ways to assist readers with the task as they are actually reading.



READING STRATEGIES

Practice is the most effective way of learning to read. Here are some strategies that you can use with your students if they struggle with reading. It is most likely that you will employ a range of strategies at the same time. It is useful to teach these ideas to your students; you may wish to ask an LLN trainer to assist with this.

CONTEXT OF THE TEXT

If using authentic texts such as safety signs or posters, or using photos of texts in the real world, ask 'Where are you likely to see this?' It helps the reader to establish the context of the text, and that will help them access the words and ideas they have heard associated with that environment. For example, the word 'emergency' might be difficult to read out of context, but on a green sign outside a hospital most people would have a reasonable idea of what it says.

USE VISUALS

Remind learners to use relevant graphics as clues to words and meaning. Graphics may be pictures, graphs, diagrams or photos. If the student is struggling with a word that directly relates to a picture in the guide, remind them of the first sound of the word and point out the picture.

SOUNDING OUT

This strategy is most usefully employed for identifying the initial sound and the length of a word and should be used as only one of a mix of strategies. Due to the irregularities of the English language and the variation in accents of trainers and students, this strategy is not nearly as useful as people often think.

HAVE A GUESS

Encourage the reader to identify the beginning sound of the word and then prompt them to think within the identified context. Ask them, 'What do you think it might be?' Remind them about the glossary if relevant.

WORK FAIRLY QUICKLY

Don't labour over a word. If they don't get it fairly quickly, tell them the word, allow time to match the sound with the look of the word, and then move on.



FINDING INFORMATION & RESEARCHING

Some activities in the Learner Guides ask the learner to find information using reference books and/or the internet.

The skills of searching for information in documents won't be learnt in one or two sessions. This kind of work will need to be done repeatedly at every opportunity throughout the training program.

It can be useful to discuss the following ideas with learners as they embark on a research project:

- Identify key words that will be useful to use to find the right kind of information
- Use the table of contents and index in reference books
- Use Ctrl + F to search an online document or webpage for the key words

Once they have found some information, learners can evaluate the relevance of the resources they find. Following are some questions to ask to prompt that process:

- Is the text useful to you?
- Who is the author, and are they qualified to provide this information?
- Did the author back up their claims with the use of references?
- Is the information current or is it out of date?
- Is the information factually balanced or does it only give one side of an issue?



In the second series of ALEP Learner Guides, the communications unit has been integrated into training throughout the program. This approach is generally more enjoyable and successful for learners, which makes training simpler.

The horticulture and CLM sectors provide excellent opportunities to strengthen communication skills and knowledge while the learners are engaged in relevant and authentic workplace tasks. The skills and knowledge required by this unit can be interpreted with reference to the Australian Core Skills Framework (ACSF). With this in mind, the skills can be generalised as:

- Speaking and listening
- Reading
- Writing
- Numeracy

You can deliver and assess the communications unit holistically alongside other units of competence. In this approach, communications training is integrated, but also explicit. Teaching communications in this integrated way makes learning and assessment more engaging for learners, as it is immediately relevant.

For example, while undertaking survey work, short bursts of time can be spent training on:

- Speaking and listening to participate in the completion of a JSA
- Speaking and listening to work in a team
- Reading and writing to complete field notes and data record sheets
- Reading to follow SOPs or SWMSs
- Reading field guides to identify species
- Writing to prepare information to share with others
- Numeracy to count, weigh and measure specimens
- Numeracy to complete the vehicle log sheet for the trip

The following pages suggest learning activities that you can use alongside existing activities in the ALEP Learner Guides. Examples from three Learner Guides are given; however, you can apply the same strategies to all of the other guides in the series.

- *Participate in WHS processes*
- *Participate in environmentally sustainable work practices*
- *Operate basic machinery and equipment*

At each opportunity, you and/or the LLN trainer can provide a small amount of additional instruction or learning activity to enhance the workplace activities in the training program. This will allow you to holistically deliver and assess this unit alongside other units.

NOTE

An assessment matrix is provided on pages 38–40. This shows how you can teach and assess each aspect of a unit holistically.

PARTICIPATE IN WHS PROCESSES

ASSIGNMENT 1 – PAGE 7

WORKBOOK ACTIVITY – EMERGENCY PROCEDURES

LEARNING ACTIVITIES

Support learners to read through several examples of emergency procedures such as:

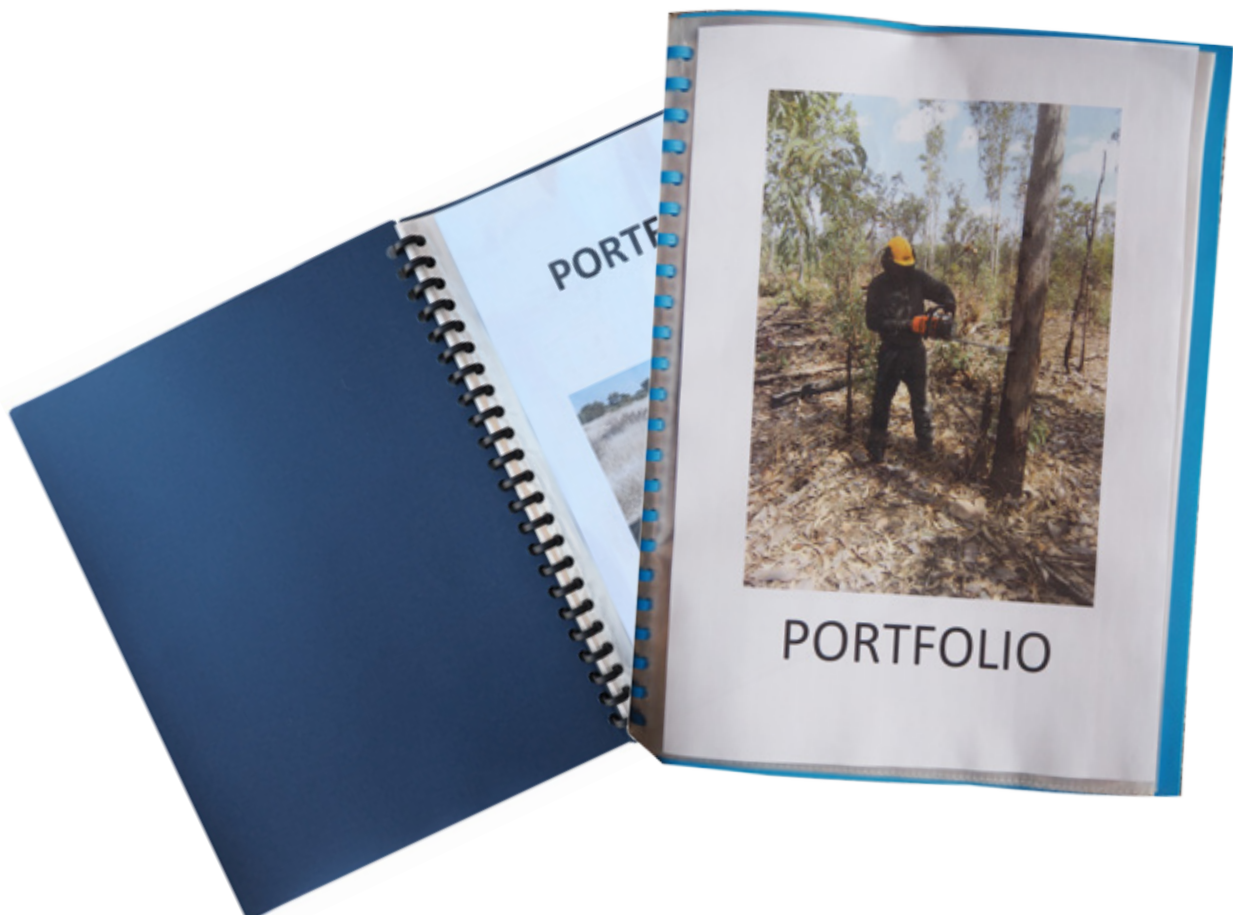
- The one in the activity
- The one for their workplace
- Others you find from other workplaces

Copies of procedures can be stored in their portfolio as evidence against this unit and others.



WORKBOOK ACTIVITY

If you wear these earmuffs on a ride-on mower, what will the attenuated noise level be?



ASSIGNMENT 3 – PAGE 11







WORKBOOK ACTIVITY – SIGNAGE


LEARNING ACTIVITIES

The activity supports learners to interpret signage and apply it to the work they do. It can be fun for learners to take a digital camera around their worksite or community and take photos of signs they see. Download the photos and use them in a table such as the one in the activity.

Support learners to understand the meaning of colours and shapes to help interpret the meaning of the signs. An additional learning activity is to design new signs for situations that might be relevant to their workplace. For example, design different signs to indicate 'no dogs allowed', 'beware of the dog' and 'companion dogs welcome here'.



 WORKBOOK ACTIVITY Answer the following		
	WHAT DOES THE SIGN MEAN?	WHERE WOULD YOU SEE IT?
		
		
		
		
		

 WORKBOOK ACTIVITY		
Go out and have a look for WHS signage in your workplace. Draw the signs, describe their colour and explain their meaning.		
DRAW THE SIGN	WHAT COLOUR IS IT?	WHERE WAS IT AND WHAT DOES IT MEAN?

ASSIGNMENT 6 – PAGE 18

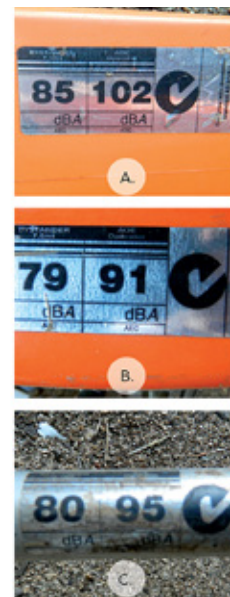
WORKBOOK ACTIVITY – HEARING PROTECTION

LEARNING ACTIVITIES

Work with the learners to:

- Read the label on the packet containing earmuffs or earbuds to identify the hearing protection afforded. This will be written in db(A).
- Read the noise level, in db(A), on the equipment they use.
- Subtract the protection level from the noise level to arrive at the attenuated noise level.

Learners will need to practise this several times on different occasions with different kinds of hearing protection and different equipment.



WORKBOOK ACTIVITY
 If you wear these earmuffs on a ride-on mower, what will the attenuated noise level be?

ASSIGNMENT 7 – PAGES 19 AND 23

WRITTEN ACTIVITIES – FIND INFORMATION IN MANUFACTURERS' INSTRUCTIONS

LEARNING ACTIVITIES

Support learners to read through manufacturers' instructions for the equipment and SDSs they use in the work they do. Access some hard copy documents as well as searching the manufacturers' websites and reading online.

First, work in a large group to read through one document together to find the required information.

Next, break into small groups of two or three. Pair a strong reader with others whose reading skills are not as strong and encourage peer support.

Encourage the groups to ask questions about the documentation when they don't understand. This is an important aspect of the communications unit.

NOTE

The skills of searching for information in documents won't be learnt in one or two sessions. This kind of work will need to be done repeatedly at every opportunity throughout the training program.

WORKBOOK ACTIVITY
 What are some other ways you could find out the information you need if it is missing?

WORKBOOK ACTIVITY
 Look at some manuals for the vehicles and machinery you use in your workplace. Use the information to fill in the table below.

TYPE OF MACHINERY	NOISE LEVEL (dB)	PPE REQUIRED

ASSIGNMENT 8 – PAGE 24

PRACTICAL ACTIVITY – PRE-START CHECK (CHAINSAW)


LEARNING ACTIVITIES

Carry out this learning activity at least twice, preferably on different occasions, before expecting learners to work through a pre-start check independently for their assessment.

Read through the checklist with one chainsaw in front of each learner or maximum of two learners to a chainsaw. Discuss one point at a time. Explain to them what they are looking for as they check each item. Encourage them to ask questions about the meaning of each checklist item. Let them know they will be assessed on this for their WHS unit. Give them opportunities to practise, explaining to each other what they are looking for at each item.

If errors are made, support the learner to correct the error in accordance with workplace procedures.

There is a more comprehensive pre-start checklist for chainsaws in *ALEP Guide 27 Operate & maintain chainsaws*, which could be used in place of this one.


PRACTICAL ACTIVITY
 Use the following pre-start checklist to look at a chainsaw that you use at your workplace. Tick off or make a note of required maintenance for each item.

CHAINSAW PRE-START CHECKLIST – THINGS YOU MUST CHECK	<input checked="" type="checkbox"/>
Conduct a visual inspection of complete machine including muffler for condition and/or leaks	
Check operation of interlocking safety throttle and on/off switch	
Check operation of chain brake and the front and rear hand guards	
Check chain lubricant	
Inspect saw chain for sharpness and check chain catcher is in place	
Check saw chain tension – the chain must not rotate on idle	
Check guide bar for wear or damage	
Check anti-vibration elements	

ASSIGNMENT 9 – PAGE 25

PRACTICAL ACTIVITY – PRE-START CHECK (VEHICLE)

LEARNING ACTIVITIES

Using the same method as for the pre-start check for a chainsaw, teach the learners how to conduct a pre-start check on a vehicle.

If errors are made, support the learner to correct the error in accordance with workplace procedures.

There is a comprehensive pre-start checklist for vehicles in *ALEP Guide 29 Apply animal trapping techniques*, which could be used in place of this one.



PRACTICAL ACTIVITY

Make a pre-start checklist for a vehicle you use regularly in your work. If your workplace already has a checklist, then you should use that one. When you have finished making the list, use it to do a pre-start check on the vehicle. You can use this checklist before taking the vehicle on a field trip or patrol. If you come across any problems with the vehicle you must report this to your supervisor.

TYPE OF VEHICLE:

Things you will check	<input checked="" type="checkbox"/>
Tyre pressure and condition	

ASSIGNMENT 11 – PAGE 29 PRACTICAL ACTIVITY – INSPECT TOOLS & EQUIPMENT

LEARNING ACTIVITIES

Explain the purposes of an out-of-service tag, which are to show:

- That the tool is not safe to use
- Who checked it
- When they checked it

If there is a workplace procedure for checking and tagging equipment, you can provide learners with copies of this and read through it as a group. This can be stored in their portfolio as evidence against this unit and others.

With the learners, identify where the blank tags are stored at their workplace. Provide some tags and give learners the opportunity to practise completing them as they check through the equipment in their workplace. When the task is finished, learners should take the blank tags back to where they belong. Discuss the procedure to be followed if new tags need to be ordered.

If errors are made, support the learner to correct the error in accordance with workplace procedures.

Also, discuss how they should respond after applying the tag, in accordance with the procedure. Do they need to:

- Arrange for maintenance?
- Discuss it with their supervisor?
- Log it or report it somewhere?

NOTE

As the learners follow your instruction, they will be demonstrating evidence of Element 1, 'Follow routine spoken messages' (see p. 38). Provide guidance as needed, so they can hone their listening skills.



PRACTICAL ACTIVITY

Inspect all of the tools and equipment in your workplace. Look for equipment with:

- Damage or serious wear
- Missing, worn or broken parts
- Rusty holes
- Splinters
- Frayed leads or cords

When you find this equipment, you will apply an out-of-service tag. Your trainer or supervisor will advise you of your workplace procedure for this.



ASSIGNMENT 12 – PAGES 33 & 34

VARIOUS ACTIVITIES – HAZARDOUS SUBSTANCE DOCUMENTATION

LEARNING ACTIVITIES

Read through an appropriate workplace procedure for using hazardous substances. Provide learners with copies of this and read through it as a group. Encourage active questioning about how the procedure is relevant to their work. Ask open questions such as:

- Which potential injuries do you think are the most likely?
- Which potential injuries do you think would be the most serious?
- Which controls do you think might be difficult to apply?
- Which controls do you think are unnecessary? Why? Discuss the reason why they are actually essential.

Learners can store these documents in their portfolio as evidence against this unit and others.

The learners then need to work in a team to identify all the hazardous substances they have in the worksite. List these on the worksheet on page 34. For each substance, they need to source the SDS and collate all of these in hard copy format. These may come from either an existing hard copy, printed out from the manufacturer's website, or from their distributor.

Treat this part of the activity as a team meeting. Within the meeting, the learners need to determine an appropriate place to store the SDSs. They then identify the best way to store them so they are readily accessible each time the substance is used.

The workbook activity provides a place for learners to record their progress. At the end of the activity, they should have all SDSs for substances in their workplace printed and stored in an identified location.



DISCUSSION ACTIVITY

Find your workplace safety procedures for hazardous substances. Read through these and discuss as a group to ensure you understand what is required.

If you do not have any workplace procedures related to hazardous substances, you could work as a group to develop a SOP (like the one on the opposite page) for working with and storing unleaded fuel.



ACTIVITIES

Find an SDS for each hazardous substance you use at work. If you don't have these in your workplace you might need to search on the internet to find them. Make sure you get the most recent version from the manufacturer's web site.



With your team discuss the best place to store SDSs so they are available when you need them. This needs to be near, but not in, the chemical store. This means you will have the information in case of an emergency.



When you have stored each SDS appropriately, tick the column below.

PRODUCT NAME	SDS <input checked="" type="checkbox"/>

ASSIGNMENT 13 – PAGE 36

PRACTICAL ACTIVITY – MANUAL HANDLING

LEARNING ACTIVITIES

Read through the safe lifting procedure from the *Resources* section with the group. Support one of the learners to demonstrate the technique as you read. Alternatively, have one of the learners read through while you demonstrate the technique following their instruction.

Initially practise with an empty container or box so there will be no consequence if it is not done correctly during the practice phase. Encourage learners to work in pairs and correct each other as appropriate.

After practising a few times, each learner should be able to follow the procedure correctly. Then introduce a heavier item.



PRACTICAL ACTIVITY

Practice using the safe lifting technique to move heavy items in your workplace. Use the procedure in the *Resources* section.

R1

SAFE LIFTING PROCEDURE



Using a safe lifting procedure reduces the risk of injury to your back.

1. PLAN AHEAD

- Size up the object and test to see if it is possible to lift by yourself
- Clear a path and make sure there are no obstacles in your way

2. LIFT THE OBJECT

- Place your feet shoulder-width apart with your feet close to the object
- Bend your knees and tighten your stomach muscles
- Get a firm hold on the object and stand up slowly, keeping your back straight
- Let your legs do the lifting work
- Take short steps and do not twist

3. PUT THE OBJECT DOWN

- Keep the object close to your body
- Bend your knees and keep your back straight
- Let your legs do the work
- Put the object firmly in place before letting go



ASSIGNMENT 14 – PAGE 39

VARIOUS ACTIVITIES – MANAGING HAZARDOUS SUBSTANCES


LEARNING ACTIVITIES

Begin this activity with a team meeting where you explain the task, step by step. Explain how to use the expiry date to work out if the substance has expired.

Finish by introducing the idea of a JSA. The next section covers this in detail.

Support can be provided, and candidates should be encouraged to ask questions, practise active listening, ask for clarification and seek advice from the supervisor as required.

Learners should be able to complete the table in their workbook or the inventory document from their workplace.



ACTIVITIES

You and your team can create a chemicals inventory for your workplace. To begin you will work with your supervisor to identify the PPE you need. You must wear this during the activity.

Go to your chemical storage area and organise the chemical containers by type so you can easily see what is available.

Remember to use appropriate manual handling procedures to lift and move the containers.

Discuss what you will do if you notice any of these things.

- A container is damaged or leaking
- A label is missing
- A substance is past its expiry date

You need to work out the quantity of each chemical type that you have on site and record it in the table below.

Record the expiry date if there is one on the label.

When you have finished you must clean and store your PPE according to your workplace procedures.

RECORD OF HAZARDOUS SUBSTANCES ON SITE

CHEMICAL NAME	SDS AVAILABLE (tick here) <input checked="" type="checkbox"/>	QUANTITY ON SITE (litres)	EXPIRY DATE (if applicable)



ASSIGNMENT 15 – PAGE 46

DISCUSSION ACTIVITY – COMPLETE A JSA

LEARNING ACTIVITIES

Introduce the JSA template in the Learner Guide or the one routinely used in the learners' workplace. Read through each section of the form, linking each to the information they have covered in the preceding part of the guide.

Conduct the JSA in a meeting format.

Begin by looking at the jobs list for the work team over the coming week. Do a separate JSA for each job. For each job, question learners about:

- The SOPs or SWMSs that are relevant
- The manufacturer's instructions for any equipment they will be using
- The SDSs for any hazardous substances they will be using

Encourage the learners to access these documents and read through as a group or in small groups. The learners then apply the information by listing the hazards, assessing the risk, applying controls to reduce that risk, then assessing the risk again. They also tick the boxes on the JSA for the PPE required.

Encourage active questioning and participation by all team members. Learners can work in small groups and take turns filling in the form. The trainer should check the form before accepting it as the basis on which to carry out the job safely.

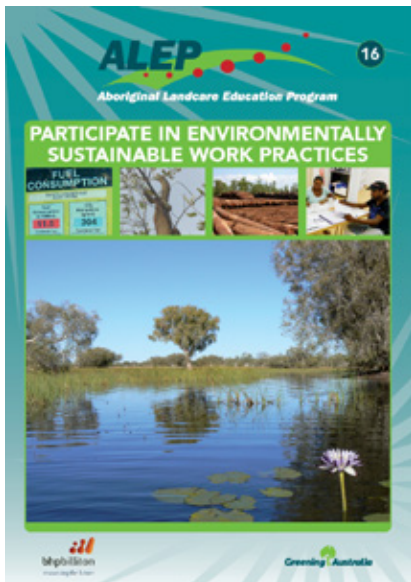
Mathematical skills may need to be used to calculate fuel or chemical volumes, distances and times.



DISCUSSION ACTIVITY

Together with your supervisor, complete a JSA for each job your team will be doing in the next week. It is important you actively contribute to this planning. Use your workplace standard document or the template on the next page.

JOB SAFETY ANALYSIS				
Organisation				
Job		Location		
Procedure developed by		Approved by	Date	
Tick the box for the PPE required.				
Task Steps in the job	Hazards Identified What could cause injury?	Risk Score	Controls What can be done to minimise the risk of injury?	Final Risk Score



PARTICIPATE IN ENVIRONMENTALLY SUSTAINABLE WORK PRACTICES

ASSIGNMENTS 4–11 – PAGES 10–18 DISCUSSION ACTIVITY – WORKPLACE POLICIES, PROCEDURES & ENVIRONMENTAL MANAGEMENT PLAN

LEARNING ACTIVITIES

If possible, this activity needs to be done with the involvement of the workplace supervisor. Begin this activity by establishing the session as a team meeting. The agenda will aim to carry out a stocktake of the in-house policies and procedures for each type of resource.


- Pesticides
- Water
- Machinery, equipment and vehicles
- Electricity
- Fire
- Paper
- Raw materials

If there is not already a systematic method of storing the policies, procedures and management plan, the meeting group also makes a decision about an appropriate way for these to be stored and how they can be accessed.

The following actions may be done during the meeting or noted as follow-up actions from the meeting.

Learners work in pairs or small groups to find the appropriate documentation, read it, summarise it and share the relevant information with the group. Each group member makes notes in the workbook based on the information. Learners should be encouraged to seek clarification from the trainer or workplace supervisor as required.


When finished, all learners store the information in the appropriate manner as decided during the meeting.



DISCUSSION ACTIVITY

Look through and discuss your workplace policies, procedures and EMP (if your workplace has one).

How do your workplace procedures and plans help you to follow the legislation in your state and improve environmental work practices?



WORKBOOK ACTIVITY

What do your workplace procedures tell you to do to minimise the risk of damage to the environment as you use pesticides?

ASSIGNMENT 14 – PAGE 23

PROJECT – RECORD & STORE INFORMATION ABOUT RESOURCE USAGE

LEARNING ACTIVITIES

If possible, this activity needs to be done with the involvement of the workplace supervisor. Begin this activity by establishing the session as a team meeting. The agenda will aim to address the need for the work team to track resource usage. The purpose for this is to identify any suggestions for efficiency in resource usage and also to track this to ensure that everything tallies up (i.e. resources are being used appropriately for the work undertaken by the work team).

The supervisor or trainer needs to provide verbal instruction during the meeting. Team members need to know:

- Who is responsible for finding what information, for example, tracking vehicle distances and fuel used
- Where they can find the information, for example, log books and receipts
- Who they need to speak with to get the information, for example, the bookkeeper

The meeting minutes should note who is responsible for tracking what kind of information. This information should be shared in writing with the group, with clear actions identified. Learners may work in pairs to complete the actions.

To follow up, learners should be encouraged to:

- Record usage of the resource they are responsible for looking into in a manner determined by the workplace supervisor and the trainer
- Proofread and fix up any mistakes in their tracking document

NOTE

Establish a follow-up meeting where learners present their information and verbally report back their findings and any recommendations.



PROJECT

Work with your trainer or supervisor to identify a set of records that you can keep or gather.

You need to maintain these records and store them in an appropriate place. Use the method of storing your records that suits your workplace. This might be on a computer or using a paper filing system.

After you have compiled the records look through them with your work team, trainer and supervisor. Try to think of ways to make improvements to your work practices. You can use these ideas in the next section.



ASSIGNMENT 16 – PAGE 27

PROJECT – IMPLEMENT IDEAS FOR A MORE SUSTAINABLE WORKPLACE

LEARNING ACTIVITIES

This assignment can be completed during the follow-up meeting from the previous assignment.

Once learners have presented their information, the group decides on some actions they can implement to make their workplace more sustainable.

The group can vote for their preferred options.

Ideally, a commitment is made by their workplace supervisor that they can implement the ideas that are voted in.



PROJECT

When you have thought through the ideas you have, discuss these with your team.

As a group, narrow down the ideas to what you think you can really achieve.

Discuss with your trainer and supervisor ways that you can implement these ideas to make a more sustainable workplace.



OPERATE BASIC MACHINERY & EQUIPMENT

ASSIGNMENT 1 – PAGE 3

RESEARCH ACTIVITY – MODEL CODES OF PRACTICE

LEARNING ACTIVITIES

Learners need access to the internet to find copies of the relevant model codes of practice for the duties they perform. They also need to be able to print these out to include in their portfolio.

Once learners have found the page that lists the model codes of practice, they can scan it and, through discussion with the group, decide which codes are relevant to their work roles.

Working in pairs, the learners read through and summarise the key points in writing. They then present these orally to the rest of the group.

Each learner can then ask questions and take notes about the codes explored by the other learners.



RESEARCH ACTIVITY

Go to the Safe Work Australia website and search for 'Model Codes of Practice'. Find codes for the hazards you will need to manage working with machinery and equipment.

For example:

- Managing risks of hazardous chemicals in the workplace
- Managing electrical risks in the workplace
- Hazardous manual tasks

These are generally designed for use by an employer, but it is useful for you to know what is recommended.



ASSIGNMENT 5 – PAGE 10

WRITTEN ACTIVITY – CALCULATING RATIOS

LEARNING ACTIVITIES

Support the learners as they complete the workbook task.

The learners can then access manufacturers' instructions for different pieces of equipment they use, to find the fuel/oil ratio required for each.

Learners can be encouraged to think about the fuel containers they use for each type of equipment and calculate the amount of oil needed for each.

Information about ratios can also be read from the label of the oil containers.

When working with fuel, learners need to be aware at all times of the associated hazards. They should follow WHS procedures accordingly.



FUEL/OIL RATIO TABLE				
Fuel/Oil Ratio	ml oil per 1 L of fuel	ml oil per 5 L of fuel	ml oil per 10 L of fuel	ml oil per 20 L of fuel
25:1	40	200	400	800
50:1	20	100	200	400
100:1	10	50	100	200



WORKBOOK ACTIVITY

A. The brushcutter needs a fuel-to-oil ratio of 50:1. We have a 5 litre fuel container. Use the table above to work out how many millilitres of two-stroke oil we need to add to the fuel container before refuelling.

B. The mower needs a fuel to oil ratio of 25:1. We have a 20 litre container of fuel. How much two-stroke oil will we need?



ASSIGNMENTS 6B–12B – PAGES 12–18

PRE-START CHECKS ON A RANGE OF EQUIPMENT

LEARNING ACTIVITIES

As the learners complete the activity associated with each of the assignments, they need to follow the relevant SOPs or SWMSs and complete the pre-start checklists. These need to be available to the learners. There is a checklist template in the *Resources* section. Learners can add anything else that is required by the SOP or SWMS.

Verbally explain the tasks clearly to the learners and encourage them to ask questions.

They can work in pairs to read the SOPs or SWMSs, taking turns to record the information on the pre-start checklist.

As the learners are working through the activity, question them about what they are looking for as they complete the task on each piece of equipment. Also, discuss with them how having well-maintained machinery and equipment contributes to a more sustainable workplace.

At all times the workplace WHS procedures need to be followed.

If equipment needs to be refuelled, the learners may need to calculate ratios.

If there are any problems with the equipment being inspected, learners should follow their workplace procedure to report this. Generally, this will require them to complete an out-of-service tag and advise their supervisor.

PRE-START CHECKLISTS		R2
GENERAL PRE-START LIST FOR FUELLED EQUIPMENT		
		<input checked="" type="checkbox"/>
• No obvious faults or damage		
• Fuel level is okay and not leaking		
• Oil level is okay and not leaking		
• Air filter is clean		
• Nuts and bolts are tight		
• Muffler is secure with no holes, and spark arrester is in place		
• Covers and/or guards are in place and are in good condition		
GENERAL PRE-START LIST FOR ELECTRIC EQUIPMENT		
		<input checked="" type="checkbox"/>
• No obvious faults or damage		
• Electrical cords are not damaged		
• Screws and fittings are tight		

ASSESSMENT MAPPING FOR COMMUNICATIONS

AHCWRK205 Participate in workplace communications Aspects of unit of competence	AHCWHS201 Participate in workplace health and safety processes		Assignment numbers													AHCWRK209 Participate in environmentally sustainable work practices	AHCMOM203 Operate basic machinery and equipment	
	1	3	6	7	8	9	11	12	13	14	15	4-11	14	16	1	5	6-12	
1. FOLLOW ROUTINE SPOKEN MESSAGES																		
Gather required information by listening and interpret information					X	X	X	X	X	X	X	X	X	X	X	X	X	X
Follow instructions and procedures in an appropriate sequence for the task and in accordance with the information received					X	X	X	X	X	X	X	X	X	X	X	X	X	X
Seek clarification from the workplace supervisor on all occasions when any instruction or procedure is not understood					X	X	X	X	X	X	X	X	X	X	X	X	X	X
2. PERFORM WORKPLACE DUTIES FOLLOWING ROUTINE WRITTEN NOTICES																		
Read and interpret written notices and instructions	X				X				X	X	X	X	X					X
Follow routine written instructions and procedures in sequence	X				X	X	X	X	X	X	X	X	X					X
Seek clarification from the workplace supervisor on all occasions when any instruction or procedure is not understood	X				X	X	X	X	X	X	X	X	X					X
Follow enterprise work health and safety policies	X				X	X	X	X	X	X	X	X	X					X
3. OBTAIN AND PROVIDE INFORMATION IN RESPONSE TO WORKPLACE REQUIREMENTS																		
Obtain and interpret specific, relevant information		X	X						X	X	X	X	X	X	X	X	X	X
Write any required information completely, accurately and legibly								X		X	X	X	X	X	X	X	X	X
Identify sources of required information and establish appropriate contact									X	X	X	X	X	X	X	X	X	X
Ensure personal interaction is courteous and make enquiries clearly and concisely								X	X	X	X	X	X	X	X	X	X	X
Use defined procedures for the location and storage of information								X	X	X	X	X	X	X	X	X	X	X

AHCWRK205 Participate in workplace communications Aspects of unit of competence	AHCWHS201 Participate in workplace health and safety processes		Assignment numbers													AHCWRK209 Participate in environmentally sustainable work practices		AHCWHS203 Operate basic machinery and equipment	
	1	3	6	7	8	9	11	12	13	14	15	4-11	14	16	1	5	6-12		
6. PERFORMANCE EVIDENCE																			
Following simple spoken messages					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Performing routine workplace duties following simple written instructions				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Gathering and providing information in response to workplace requirements				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Completing relevant work-related documents					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Estimating, calculating and recording routine workplace measures																			
Using basic mathematical processes of addition, subtraction, division, multiplication, percentages, decimal points and ratios			X																
Participating in workplace meetings and discussions										X	X	X	X	X	X	X	X	X	X
Use of industry standard terminology	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Awareness of work health and safety in the context of own work	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Appropriate sustainability practices in the context of own work														X	X	X	X	X	X
7. KNOWLEDGE EVIDENCE																			
Effective communication, including the role of body language					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Different modes of communication (e.g. written and non-verbal)					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Effective communication in a work team				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Communication procedures and systems, and technology relevant to the organisation and the individual's work responsibilities				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X



PROJECT MANAGER

Mike Clark

AUTHORS

Volker Mischker began his studies and work in horticulture in Victoria in the nursery industry. He was later involved in landscape and restoration work around the newly developed Yulara resort near Uluru. He qualified as a teacher and began training horticulture students alongside his work in the industry. In Esperance, WA, Volker established a native plant nursery. While undertaking further training in land management, he coordinated a number of projects in catchment restoration and farm planning. Moving north to the Kimberley, he worked with remote Aboriginal communities, maintaining essential services, and continued teaching horticulture through the local TAFE college. A shift to Darwin saw Volker focus on training in conservation and land management in national parks and remote communities throughout the Northern Territory. As well as authoring the Learner Guides, Volker is a trainer on the BHP-GA partnership project.

Cath Ralston has worked in vocational education and training for over 15 years in urban, regional and remote environments, taking both a hands-on and leadership role in training design, delivery and assessment of foundation skills, business and information technology qualifications. She has taught in remote communities, correctional services and workplace settings. Cath's professional interests include providing opportunities for adult learners from Aboriginal backgrounds to focus on learning Standard Australian English as an additional language or dialect integrated in a vocational training environment. A key aspect of this work has been developing learning materials written in Plain English without compromising the complexity of the required vocational skills and knowledge.

CULTURAL ADVISERS

Wayne Barbour, Irene Jimbidie, Grace Lewis, Heidi Mippy, Richard Rose

TECHNICAL ADVISERS

Wayne Barbour, James Gorrie, Gary Lienert, Tracy Sonneman, Gavin Wornes

GRAPHIC DESIGN

Square Peg Design
www.squarepegdesign.com.au

EDITORS

Gretta Beveridge, Madelaine Dickie

PROOFREADER

Ruth Davies: [centrEditing](http://centrEditing.com.au)
www.centrediting.com.au



Volker with the Parngurr Wanti Rangers

Cath with the Ngurrara and Nyikina Mangala rangers



REFERENCES

Black, S. and Yasukawa, K. (2011). *Working together: Integrated language, literacy and numeracy support in vocational education and training*. Broadway, NSW: The Centre for Research in Learning and Change, University of Technology Sydney.

Gibbons, P. (2002). *Scaffolding language scaffolding learning: teaching second language learners in the mainstream classroom*. NH, USA: Heinemann.

Harris, R., Guthrie, H., Hobart, B. and Lundberg, D. (1995). *Competency-based education and training: Between a rock and a whirlpool*. Victoria, Australia: MacMillan Publishers Australia Pty Ltd.

Print, M. (1993). *Curriculum development and design*. Second edition. NSW, Australia: Allen and Unwin.

Yunkaporta, T. (2009). *Aboriginal pedagogies at the cultural interface*. Professional Doctorate (Research) thesis, James Cook University. Retrieved from <http://researchonline.jcu.edu.au/10974/>

WA Department of Education and Department of Training and Workforce Development. (2012). *Tracks to two-way learning, Part 2. Focus Area 12, Toolkit for teaching: what we do with our mob*. Retrieved from <http://tle.westone.wa.gov.au/content/file/f161442e-265e-4ff7-ae5-ed805d10c81d/1/tracks.zip/index.htm>



Published and distributed by
Greening Australia
1 Underwood Avenue
Shenton Park
Western Australia 6008
T: 08 9287 8300
E: per.general@greeningaustralia.org.au
W: www.greeningaustralia.org.au

Publication copyright © 2016 Greening Australia
ISBN 978-0-9942060-5-3
All rights reserved

This document is copyright. Apart from any fair dealing for the purpose of private research, criticism or review, as permitted under the *Australian Copyright Act 1968*, no material whether written or photographic may be reproduced, stored in a retrieval system or transmitted in any form or by any means without the written permission of the authors and Greening Australia.

Project Manager: Mike Clark
Authors and instructional designers: Catherine Ralston and Volker Mischker
Aboriginal advisor: Wayne Barbour
Technical advisors: Volker Mischker, James Gorrie, Gretta Beveridge and Gary Lienert
Artwork photography: TASWA Training Consultants
Editing: Gretta Beveridge
Proof: Ruth Davies (centrEditing)
Graphic design: Square Peg Design



TRAINER GUIDE including PARTICIPATE IN WORKPLACE COMMUNICATIONS

This guide provides information for the trainer about:

- ALEP LEARNING GUIDES SERIES 2
- ASSESSMENT TOOLS
- RESOURCE SHEET SUPPLEMENT

It also gives the trainer information about how to integrate delivery and assessment of Participate in workplace communications with delivery and assessment of:

- PARTICIPATE IN WORKPLACE HEALTH AND SAFETY PROCESSES
- PARTICIPATE IN ENVIRONMENTALLY SUSTAINABLE WORK PRACTICES
- OPERATE BASIC MACHINERY & EQUIPMENT

ISBN 978-0-9942060-5-3 (2016)

For further information contact Greening Australia on

T: 08 9287 8300 E: per.general@greeningaustralia.org.au W: www.greeningaustralia.org.au