

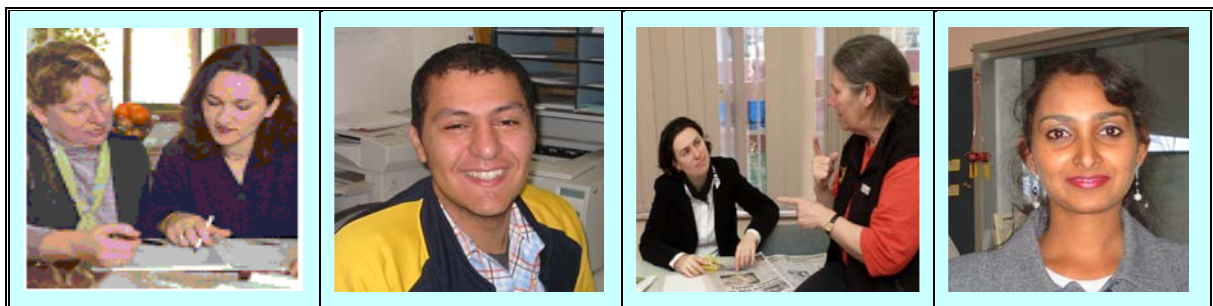
2006 Equity Showcase Conference

'Sharing the lessons from 2006 Equity Projects'

Funded by the Office of Training and Tertiary Education (OTTE) and hosted by Northern Melbourne Institute of TAFE (NMIT)

Monday 4 December 2006

**NMIT, Building U,
Cramer Street, Preston**



Knowledge & Skills
Building a Future



ABOUT THE CONFERENCE

The key objective of this one-day conference is to provide a forum for VET practitioners to share knowledge and resources on innovative approaches to working with equity groups.

The program features key note speakers, panel discussions and a wide choice of concurrent workshops.

Workshop presenters from TAFE, ACE and private registered training organisations will showcase their pilot projects and new ways of working with Indigenous, youth, disability, mature age and culturally and linguistically diverse groups.

PARKING

Free parking will be available in the **NMIT Student Car Park**, access from St George's Road, Preston.

For more details, please visit:

http://www.nmit.vic.edu.au/images/nmit_preston.gif

Please follow the path (and signage), at the rear of the car park, to the conference in Building U.

ACCOMMODATION

For your information, the following are examples of local accommodation facilities available in the vicinity of NMIT, Preston Campus.

Rydges on Bell
205 Bell Street, Preston
\$69 per room (single)
<http://www.rydges.com/>

St Georges Motor Inn
334 St Georges Road, Thornbury
Queen Size room \$95, Twin room \$135
<http://www.stgeorgesmotorinn.com.au/>

KEY NOTE SPEAKER

Keynote Speaker: Kira Clarke, Centre for Post-compulsory Education and Lifelong Learning (CPELL), University of Melbourne. Presentation of typologies and research findings on the impact of VET inclusiveness strategies from the National Centre for Vocational Education Research (NCVER) funded project *A Well Skilled Future: Tailoring VET to the Emerging Labour Market*



Since joining CPELL at the University of Melbourne at the beginning of 2005, Kira Clarke has undertaken a range of research focussed on education policy. She contributed to the preparation of the Victorian Qualifications Authority (VQA) October Scanning Papers in both 2005 and 2006, and the *Next Step* survey for the Queensland Department of Education. In 2005, she completed work for the Victorian Department of Education examining the effectiveness of the Student Resource Package (SRP) for non-traditional schools.

Since early 2006, Kira has been working on the NCVER funded national research project: *A Well Skilled Future: Tailoring VET to the Emerging Labour Market*, in particular, the survey fieldwork and data analysis for a report on the nature and impact of VET inclusiveness strategies. The fieldwork included:

- Consultations with all state and territory training authorities regarding VET equity policy
- A survey of all Australian TAFE Institutes
- Two case studies from regional Victoria involving interviews and focus groups with representatives from TAFE, ACE and private providers, local government, community organisations, the LLENs, schools and industry.

The Conference Program

9.00am–9.20am	Registration
9.20am–9.30am	Conference Welcome: Frances Coppelillo Associate Director, Faculty of Further Education, NMIT
9.30am–9.40am	Conference Opening: Patricia Neden Deputy Secretary, Office of Training and Tertiary Education (OTTE) Launch of the Equity Showcase Website
9.40am–10.30am	Keynote Address: Kira Clarke , Centre for Post-compulsory Education and Lifelong Learning (CPELL), University of Melbourne Impact of TAFE Inclusiveness – Presentation of Research Findings and Typologies Kira will present findings from the NCVET funded national research project: <i>A Well Skilled Future: Tailoring VET to the Emerging Labour Market</i> . The presentation will report on the nature and impact of VET inclusiveness strategies.
10.30am–10.45am	Morning Tea
10.45am–11.30am	Concurrent Workshops - A1, A2, A3, A4, A5 <i>(See following page for Concurrent Workshop Program)</i>
11.30am–12.15pm	Concurrent Workshops – B1, B2, B3, B4, B5, B6 <i>Workshop B6</i> – Exploring regional case studies; highlighting barriers to participation and innovative approaches. Kira Clarke
12.15pm–1.00pm	Lunch
1.00pm–1.45pm	Concurrent Workshops – C1, C2, C3, C4, C5
1.45pm–2.30pm	Concurrent Workshops – D1, D2, D3, D4, D5
2.30pm–3.00pm	Afternoon Tea
3.00pm–4.00pm	Panel Discussion Panel discussion with VET Managers on strategies to sustain equity innovations and how we make equity part of our 'core business'. Facilitator – Moira Schulze
4.00pm–4.15pm	Discussion and questions from the audience
4.15pm–4.30pm	Evaluation
4.30pm	Conference Close and Refreshments

Concurrent Workshop Program *(Please nominate two workshop preferences for each group on your Registration form)*

Concurrent Workshop – A Group		10.45am–11.30am
A1	<p>Yearnin’ 4 Learnin’ – Journeys of Young Indigenous Students at Chisholm Institute - Arbut Ash Peters & Tracey-Lea Smith, Chisholm Institute</p> <p>This Indigenous Individual Learning Pathways Program addresses the needs of Indigenous youth with issues relating to education, employment and career opportunities through the implementation of individual case management, pathway planning and individual support. Come and share in the journeys of several young Indigenous students.</p>	
A2	<p>Meeting the Challenge of Rehabilitation Support – Jim Crawshaw & Robyn Murray, The Factory</p> <p>Twelve months ago The Factory was approached by Teen Challenge in Kyabram for some commercial business advice to assist them in the development and implementation of a program to achieve a positive outcome of accredited training that would help their clients re-enter the workforce, once they had successfully tackled and overcome drug / alcohol problems.</p>	
A3	<p>A Toe in the Water: Providing VET Opportunities for over 45s and Sole Parents – Margie Fry & Sarah Hayton, Swinburne</p> <p>This presentation will outline the two-pronged approach taken by Swinburne TAFE in providing support and training opportunities to these equity groups. Case studies of two tailored programs in the community services and hospitality sectors will be presented, including the challenges involved with this approach. Industry links and confidence building have been key aspects of the success of these programs.</p>	
A4	<p>WYNNing it! – Debra Hormann & Sue Goodbourn, University of Ballarat</p> <p>This workshop will share lessons from trialling a literacy software called WYNN with students, support staff and teachers in the TAFE Division of the University of Ballarat. WYNN uses a bi-modal (auditory and visual) approach which assists students to better understand reading materials, by reading the text aloud and simultaneously highlighting it as it is spoken. The WYNN software is used to convert files from different applications, for example Word, PDF, PowerPoint and Excel, to the WYNN format, to customise the reading and writing environments and to modify the speech settings.</p> <p>Learner and Support Products / Services (Online Assessment Tool) – Mel Watson & Annette Whittaker, Sunraysia Institute of TAFE</p> <p>The Sunraysia Institute of TAFE developed a user-friendly assessment resource to be available across diverse learning environments. This resource assists staff to identify specific learning difficulties and make recommendations for customised individual response to a student’s unique learning profile.</p>	
A5	<p>Access to ESL Classes for Horn of Africa Women – Rose Price-Reed & Joan Cooney, Mediquest and ADEC</p> <p>In 2005 Mediquest and ADEC delivered English as a Second Language (ESL) classes to a group of students from Sudan and Eritrea. All students experienced difficulty completing the course due to child care issues. None of these women had extended families to care for their children whilst they were at classes. In order to successfully deliver access to ESL classes for women from the Horn of Africa countries it was seen as essential that consideration be given to these childcare issues.</p>	
Concurrent Workshop – B Group		11.30am–12.15pm
B1	<p>Indigenous RPL Kit – Terry Kildea & Wendy Schwedes, Kangan Batman TAFE</p> <p>The Indigenous Recognition of Prior Learning (RPL) kit was designed with the emphasis on cultural diversity and creating an inclusive learning environment demonstrated through oral stories. The workshop will focus on the key aspects of the project: Purpose, Project development stages, Outcomes, Implementation of the kit, Dissemination strategies of the kit</p>	
B2	<p>First Stop – A youth employment, education and training information and resource centre – Jill Slater & Trevor Bayley, Swinburne TAFE Division</p> <p>First Stop is a unique gateway program model developed at Swinburne TAFE. It specialises in re-engaging early school leavers back into training by providing the bridging program Next Step and a pathway planning approach. First Stop is the winner of the Victorian Training Initiative of the Year and finalist in the Australian Training Awards.</p>	
B3	<p>Introducing the Pathways Pak – Michael Carolan, RMIT TAFE</p> <p>The Pathways Pak is a careers and pathways resource that will help many TAFE students better manage their pathways planning and undertake action-oriented activities to meet pathways milestones over the course of the year. The Pathways Pak consists a set of 4 self-contained PDF resources written in an easy to read CALD-focussed student register.</p>	
B4	<p>Changing Disability to Ability – A guide to facilitating courses to clients living with a disability – George Megaloconomos, ParaQuad Victoria</p> <p>In 2006 ParaQuad Victoria ran two training programs for clients who are living with disabilities. The classes consisted of blind and vision impaired, hearing impaired, people living with HIV/AIDS, paraplegics, bipolar and clients with acquired brain injuries. The two courses delivered were <i>Certificate IV in Frontline Management</i> and <i>Certificate IV in Disability Work</i>.</p>	
B5	<p>Transition to Education & Employment – Marj Sjoström & Mary Fox, Keysborough Learning Centre</p> <p>The aim of this project was to improve the employability skills of CALD learners. These learners faced barriers to employment and further vocational training due to their low or non-existent Information technology skills and lack of experience in the workforce. This program has given the students a solid base knowledge of computers and gained accredited Certificates in Workplace First Aid Level 2 and Food Handling Level 1.</p>	
B6	<p>Exploring Inclusiveness in VET further – Kira Clarke, Centre for Post-compulsory Education and Lifelong Learning, University of Melbourne</p> <p>In this workshop Kira will discuss some findings from case studies of two regions in Victoria, conducted as part of an NCVET project. The case studies will focus on identified barriers to participation in VET by disadvantaged groups and the reported strategies and innovative approaches to addressing those barriers. These findings lead to a wider discussion on different approaches to inclusiveness and how strategies may differ across different VET contexts.</p>	

Concurrent Workshop – C Group		1.00pm–1.45pm
C1	<p>'Black on Track' – Bryan Winnett, Wodonga TAFE <i>Providing an opportunity for disengaged Young Indigenous People to reconnect with formal learning.</i> Ten Young Indigenous People were given an opportunity to speak about and share their insights, their concerns and their experiences during an eight-week introduction to VET program at Wodonga TAFE. This presentation will detail the hurdles, the successes of the project and the building bridges model implemented, illustrating how the structure of the Building Bridges model can be adapted to suit a variety of learners needs.</p>	
C2	<p>Young Mum's VCAL program – Rebecca Halit, Upper Yarra Community House Inc (UYCH) The Upper Yarra area has one of the largest populations of young single mum's in Australia. UYCH have responded to the needs of this group by packaging a flexible and engaging part-time VCAL program for young mum's to gain a Year 12 completion. The program has enjoyed great success in attracting and supporting local young mums to re-enter training by ensuring that every aspect of the program is learner centred.</p>	
C3	<p>Why not give it a go! – A Return to Study Resource – Kylie Jones, Employ-Ease "\"Why not give it a go!\" is a resource designed to encourage people to consider returning to study and the benefits that can flow from that decision. The resource includes a booklet and a DVD featuring the stories of several students who took on the challenge and succeeded.</p>	
C4	<p>Building Bridges – Peter Mudge, The Centre for Continuing Education, Wangaratta The Centre at Wangaratta tested a model of mentoring and support which has been used successfully in other projects over several years. The presentation will focus on how mentoring and support changes the experiences for young people with disabilities in the transition between school and employment.</p>	
C5	<p>Program for Equity: Transition to Employment for Overseas Qualified Teachers – Audrey Don & Adele Gonzalez, Holmesglen Institute of TAFE In 2005 – 2006, Holmesglen and The Overseas Qualification Unit (OQU) identified a large number of overseas qualified teachers who have skills that are not being taken advantage of in Victoria. This project aimed to deliver a course that would assist such teachers to gain the knowledge, skills and experience that would enable them to gain employment in Australia.</p>	
Concurrent Workshop – D Group		1.45pm–2.30pm
D1	<p>Indigenous Australians: Bridging the Skills Gap. – Gordon Jennings & Jan Phillips, Aust-Link, Mildura The program targeted Indigenous young people, 18 years of age plus who expressed an interest in undertaking training and employment in the Civil Construction and Transport & Distribution Industries. The workshop will showcase the program and outcomes for the young people involved. This workshop will demonstrate how the programs were designed to respond to the Wurreker Strategy 2006 Murray Valley Training Plan through the Wurreker Community Forums.</p>	
D2	<p>Building Resilience for Emotional Wellbeing & Responding to Emotionally Distressed Students – Lisa Farrugia & Anne Bambrook, NMIT A pilot program to investigate issues confronting "at risk" students and to trial an information program for students which promotes positive mental health and well-being. A second project developed a practical resource designed to enhance the capacity of teachers to respond appropriately to students who present with concerning or challenging behaviours due to mental health issues.</p>	
D3	<p>An 'easy to use' RPL tool for Equity Groups – Debbie Whitehead, Coonara Community House Coonara Community House worked with nine other ACE providers in the Eastern Region and developed an 'easy to use' RPL/RCC tool. Developed for sole parents but also applicable to other equity groups, it is currently being used by trainers to assist students to develop RPL/RCC applications within orientation sessions or return to study short courses.</p>	
D4	<p>Improving transition, retention and meaningful employment outcomes for learners with disabilities – Joanne Webber, RMIT Access to VET for individuals with disabilities is complicated by many challenges. Four OTTE funded equity projects highlight some of these challenges and the strategies used to overcome them. One of the projects highlights the individual issues specific to a single disability type such as Asperger's Syndrome in the form of the Aspirations CDROM. Another project explores the pedagogical techniques possible for enhancing inclusion in the learning environment, while the remaining projects focus on the individual with a direct aim towards enhancing self awareness through greater exposure to the learner's vocational pathway.</p>	
D5	<p>Industry Entry for ESL Learners – Ursula Besterda, Chisholm Institute of TAFE. This project sought to encourage and advance initiatives designed to give real life knowledge of the world of work to adult learners in ESL classes. This presentation seeks to plot the learning journeys of both teachers and students in this program. The sustainable components encompass a network of potential places, resource and organisational development and the formation of a Community of Practice.</p>	