



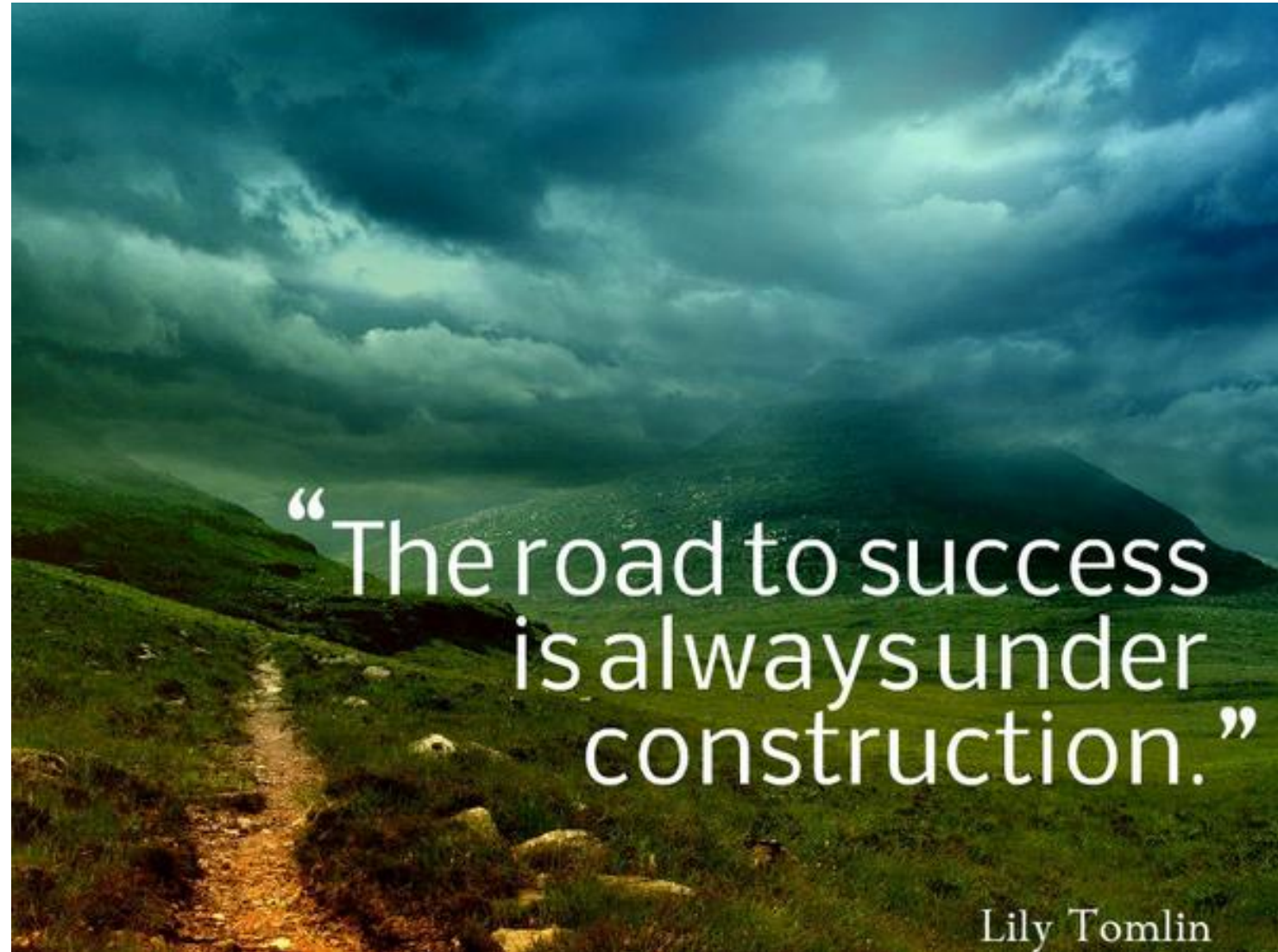
Tips and tricks on designing and delivering pre-accredited programs.

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Cloverdale Community Centre

My Journey

- Dental Nurse
- Marine/freshwater science
- Secondary Teacher
- Analytical Chemist
- VET Compliance
- VET Trainer
- Music/Multimedia
- Pre-accredited Trainer
- Adult Education Coordinator
- Operational Manager



Create a learning culture that shifts and adapts with both the sector and the learner.



Flexible



Creative



Facilitated by passionate trainers



Underpinned with a foundation of compliance



Knowing in its purpose and direction



Flexible

- Begin with the Pre-accredited Quality Framework.
- Your local knowledge.
- Known community needs.
- Develop your networks to build capacity.
- Outcomes that can and should change to align to the feedback from the Learner Plan.
- Collaborate with learners to identify and work towards outcomes – learner centred.
- Use feedback from Learner Review for hints on where to go next – pathways planning gold!
- Courses can be developed quickly without compromising quality.

Hot tip #1

Use your enrolment form more

- Enrolment forms paired with Learner Plans assist to identify needs and opportunities that can be missed if used in isolation of each other.
- Anthropological approaches reveal untold stories – we have engaged a graduate for projects.



CASE STUDY – Corrections Partnership



Co-design process.



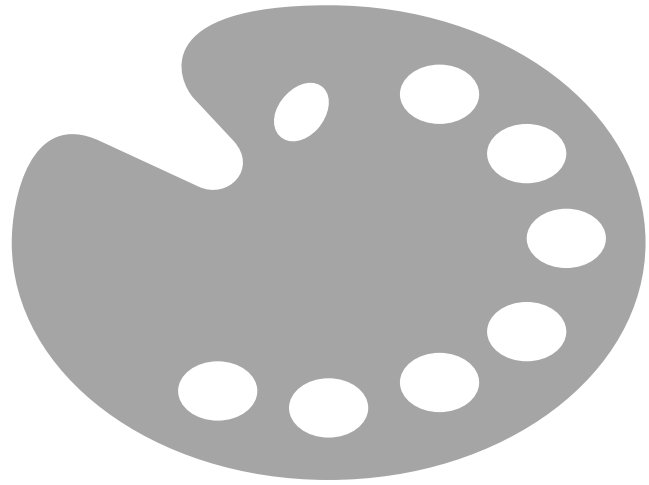
Aims to provide Learn Local training paired with Community Correction Orders.



High turn-over of staff, complex hierarchies.



It has taken three years to find the right combination of human resources and course structure.



Creative

- Do a skills and hobbies audit of your staff.
- Plan around the passion and skills of your existing trainers.
- If you need to build delivery capacity be willing to network in 'out of the box' circles.
- Be patient!!! Creative approaches take time to develop and refine.
- Find creative ways to engage learners.

Hot tip #2

Creativity CAN build employability

- Use creative practitioners to design and deliver employability skills in new ways.
- Preparing to Perform – explores human physiology and life's performances.
- Jodie Whitehurst - Using drama in teaching English.



Facilitated by passionate trainers

- Consider non-traditional educators with people skills paired with natural training capacity.
- Use your networks to find talent.
- Provide every opportunity for them to create and innovate.
- Encourage them to participate in the broader sector.
- Support them! We under employ too many of our trainers so be willing to network and share them in order to keep them.

Hot tip #3

Energised trainer, energise classrooms

- Be the culture you want in your staff – they are watching for your example.

CASE STUDY – Gordon TAFE



Co-design process – CAIF 11 Project booklet available from Cloverdale’s website.



Aims to meet the expectations of the Ministerial Statement and improve local TAFE outcomes.



Scale of resources available and limited understanding of Learn Local add complexity.



We have kept the partnership going, we can bend and flex in ways they cannot.



Underpinned with a foundation of compliance

- Build your professional practice on a foundation that is sure and predictable.
- Stick within the bounds of your professional skills – scope creep is dangerous.
- Identify and mitigate risks in delivery - this starts at the initial planning stage.

Hot tip #4
Embracing
compliance
provides the
capacity to
innovate.

- Compliance is the minimum required output.
- Creativity is the opportunity that lies beyond compliance.
- Innovation is a professional attitude.



Knowing in its purpose and direction

- ACFE Board Strategy
- The Ministerial Statement
- Organisation Vision, Mission, Values & Strategy.

Hot tip #5
Engaging fully in
the sector helps
you to predict
what is coming.

- It is quite easy to stay ahead of change.
- Engage in forums, professional development and projects.
- Be curious – ask questions.
- Apply for scholarships and fellowships.

QUESTIONS?

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