

Transforming the Trades (TTT)

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ACKNOWLEDGEMENT OF COUNTRY

We acknowledge the traditional owners of the land. It is a privilege to be sharing this land on which we live, work, and learn.

We recognise that this land has always been a place of teaching, learning and knowledge sharing.

We acknowledge the deep and enduring spiritual connection the First Nation's people have to this land and their ongoing contributions to education.

We recognise that Aboriginal and Torres Strait Islanders have maintained their culture, heritage, beliefs, languages, and lores and these are of ongoing importance.

We commit ourselves to learning from the wisdom and knowledge of the Traditional Owners and to fostering a spirit of respect, inclusivity, and reconciliation within our community.

CURRENT STATE

TAFE SA's current trades delivery model is:

- Centered around TAFE SA rather than the apprentice or employer
- Based on a dated pedagogical model with lock-step, in-class delivery and lack of choice for students and employers
- Costly and administratively inefficient leading to repetition of tasks and waste
- Not leveraging digital technologies nor learner analytics to improve quality outcomes and increase accessibility

Resulting in slow throughput, low completions, high operating costs and low productivity

PROJECT GOALS

Pedagogical Transformation

- Pilot across three, Certificate III qualifications (Plumbing, Agriculture and Agricultural Mechanical Technology)

Administrative Innovation

- Implementation of a system (Ready Skills) to digitise training plan and logbook (profiling), automate call ups, track progression and attendance

TTT: TWO COMPONENTS

Administrative Innovations



- ✓ Automation: database consolidation, reduce manual handling, compliance tracking
- ✓ Overproduction: class sizes right sized
- ✓ Reduced waiting: automation of signups and training plans
- ✓ Travel: reduction through scheduling and polysynchronous delivery

Pedagogical Transformations



- ✓ Class choice for apprentice and employer
- ✓ Anytime learning – workshops constantly available
- ✓ Flipped classroom model
- ✓ Learner analytics drive interventions

APPRENTICE PERSPECTIVE

What the student will experience:

CURRENT STATE



FUTURE STATE

- 1 “Clunky” and time-consuming sign-up process
- 2 Learning material provided in class
- 3 Difficult to track individual progress
- 4 Apprentices “managed” as a block
- 5 Time bound course

- 1 One stop portal for employer/apprentice/TAFE SA
- 2 Access to high quality digital resources and specialist lecturers from across TAFE SA
- 3 Real-time monitoring of progress through a personalised Apprentice Portal
- 4 More personalised service resulting in higher completion rates. Choose the class to attend
- 5 Progress at your own pace

EMPLOYER PERSPECTIVE

What the employer will experience:

CURRENT STATE



- 1 Inflexible dates/times for apprentice callups
- 2 Administratively burdensome to monitor apprentice progress
- 3 “Clunky” and time-consuming sign-up process
- 4 Manual practice whereby TAFE SA communication with key stakeholders is in response to request

FUTURE STATE

- 1 Anytime learning – workshops and lecturers available at times that suit the Employer
- 2 Employer portal to access training plans, monitor apprentice progress, attendance etc.
- 3 One-stop portal for Employer/Apprentice/TAFE SA
- 4 Automated reporting whereby TAFE SA communication with stakeholders is regular and consistent

TAFE SA PERSPECTIVE

What our staff will experience:

CURRENT STATE



1 Administrative tasks divert lecturers from training

2 High operating costs

3 Relatively lower productivity

4 Dated didactic delivery/pedagogical model....."Sage on the Stage"

5 Low completions

FUTURE STATE

1 Lecturers are focused on facilitation, delivery and assessment activities

2 Sustainable delivery model

3 Return admin tasks back to administrators.
Polysynchronous and Enterprise Scheduling System

4 "Flipped classroom", polysynchronous delivery...
Guide on the Side

5 Learner analytic functions to monitor at risk students to intervene early with pastoral support and reduce attrition

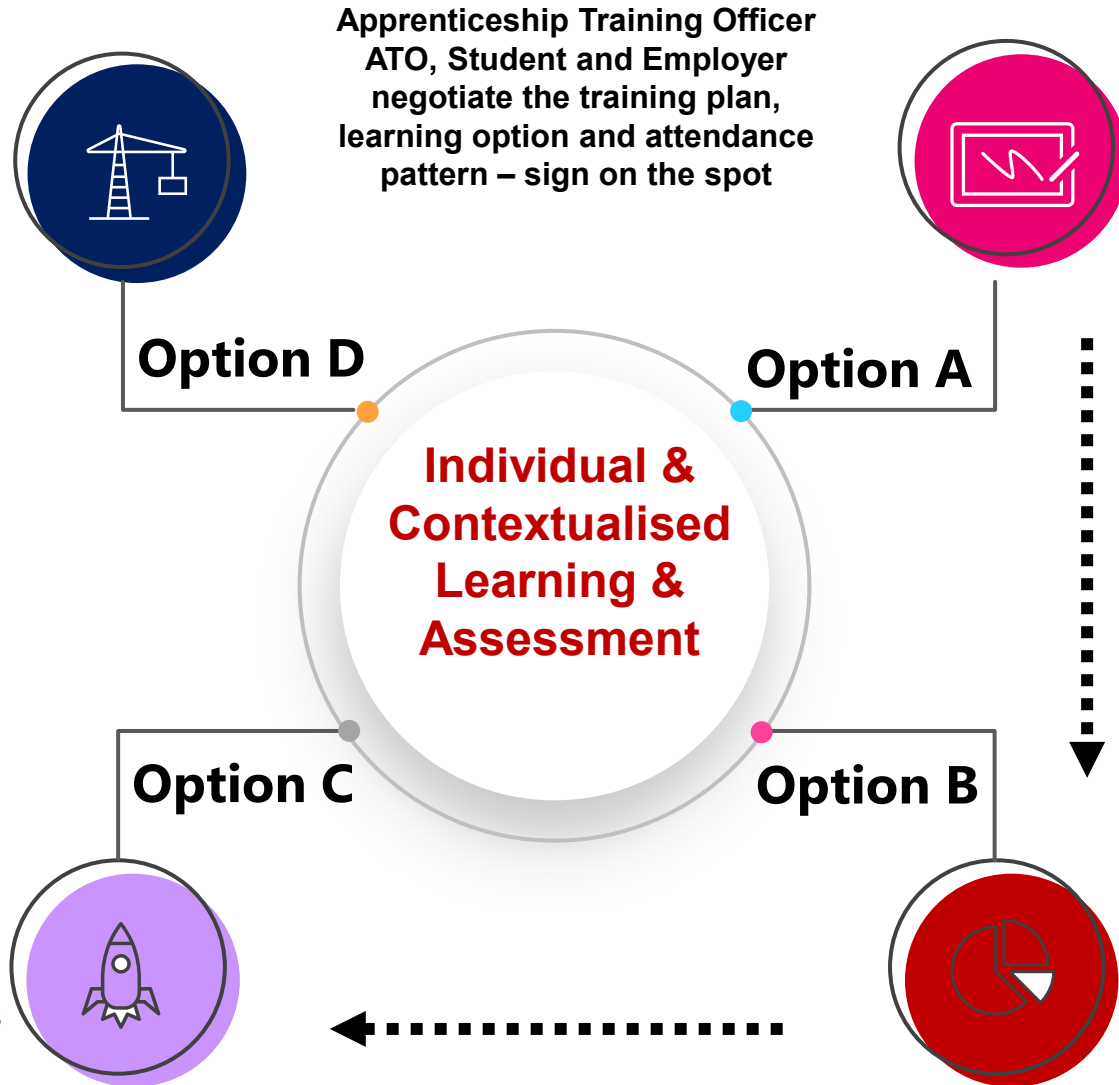
PEDAGOGICAL MODEL

Employer Specific Program (Bespoke)

- > Delivery model agreed with client
- > Utilising primarily workplace learning and assessment
- > Offers a blended workplace delivery with theory delivered through a combination of digitised resources and face to face teaching
- > Practice and assessments also conducted in the workplace
- > Lecturers visit client site to deliver and/or assess

Self Paced/Fast Track

- > Combination of online theory (no theory in classroom), self-serve practice sessions and assessment sessions
- > Optional tutorials (online, on campus or polysynchronous)
- > Assessment observation is either on campus or on the job
- > Workplace evidence is individualised and contextualised where applicable



Classroom Delivery

- > On campus classroom teaching
- > Digitised resources used as a class training resource – demonstration and a few in-class online learning activities working in small groups through 1 to 2 sections of the unit to develop confidence in digitised environment
- > Online quizzes in class
- > No required online learning outside of class – digitised resources can be used by student to reflect/review or prepare for class (optional)
- > Individualised and contextualized workplace assessment where possible and applicable
- > Polysynchronous delivery

Blended Delivery

- > Some classroom and some online theory (with shorter attendance patterns)
- > Clear instructions on which sections of the digitised resources to study and by when and boundaries and consequences for not completing work in timeframe
- > Individualised and contextualised workplace assessment where possible and applicable
- > Can include facilitating online classes and/or polysynchronous delivery
- > Delivery and/or practice can be on campus, on the job or a combination
- > Assessment can be a combination of on campus/on the job, dependent on workplace exposure to tasks

BENEFITS REALISATION

Tripartite Outcomes

> Enhanced Learning Experience

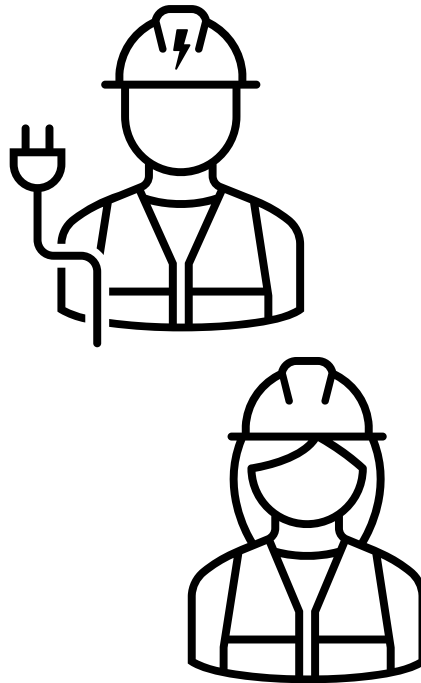
Apprentices can learn anytime anywhere and are actively monitored throughout their learning journey

> Enhanced Reputation

TAFE SA are sector leaders in the provision of trades training

> Contemporary Practice

Flipped learning model with 24/7 digital learning materials and accessibility



> Enhanced Employer Experience

TTT provides flexibility to an employer based on their workflow

> Financial Return

Waste reduction and productivity improvements are currently being modelled

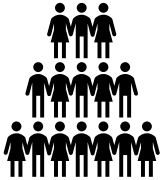
> Admin Innovation

Integrated systems and portal access to reduce waste and duplication

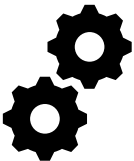
CHALLENGES



- > Project risks (recruitment of learning designers, turnover of PMs, SME availability, budget)



- > Lecturer/employer reluctance to move from known models
- > Administrative re-engineering



- > Data integrity and system integration
- > Change fatigue, project dependencies and interdependencies

THANK YOU

QUESTIONS?