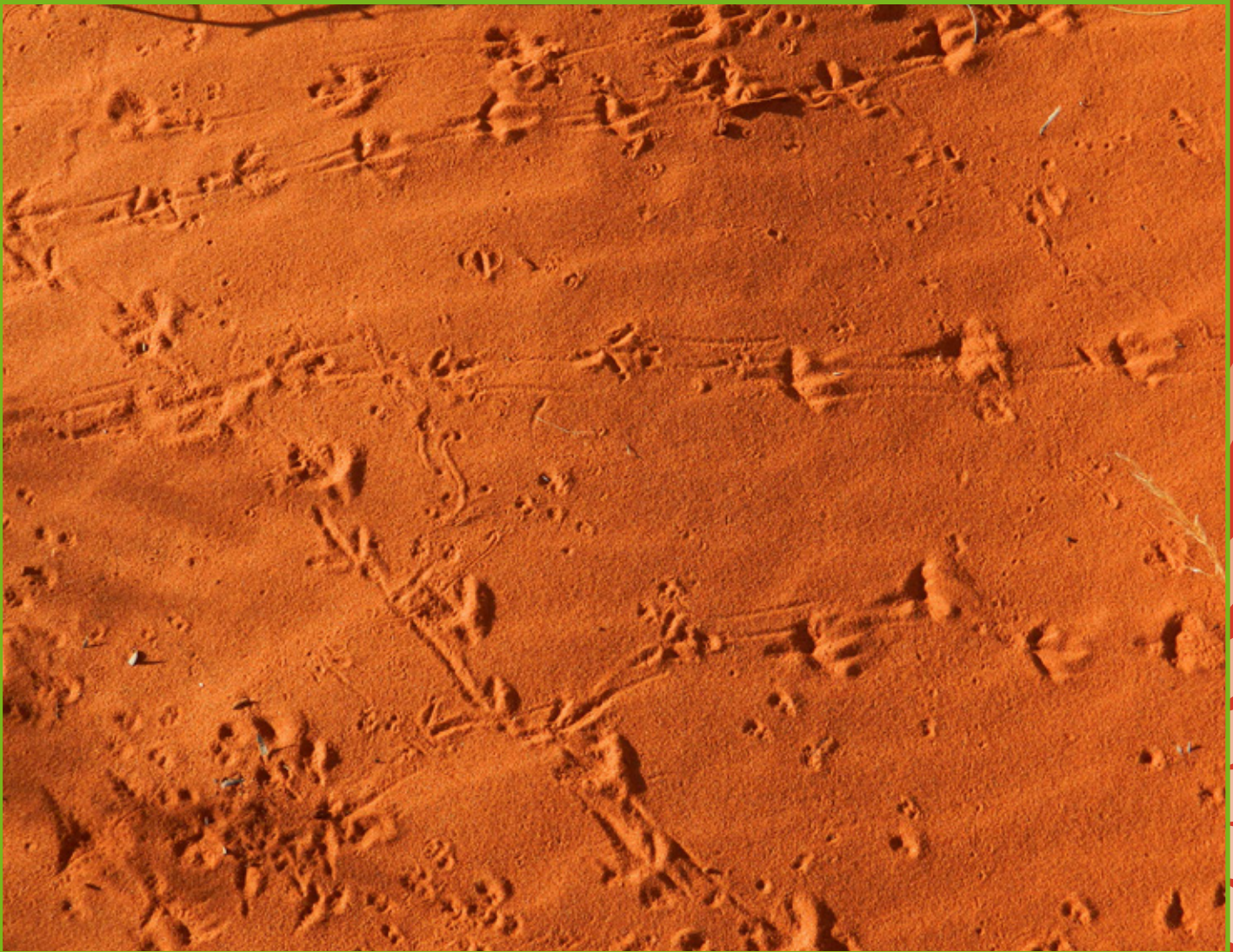


ALEP SERIES 2 TRAINER GUIDE

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.

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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.

