

# Djarindjin LLND Remote Community Pilot – Choosing Your Way

Pilot Delivery Model

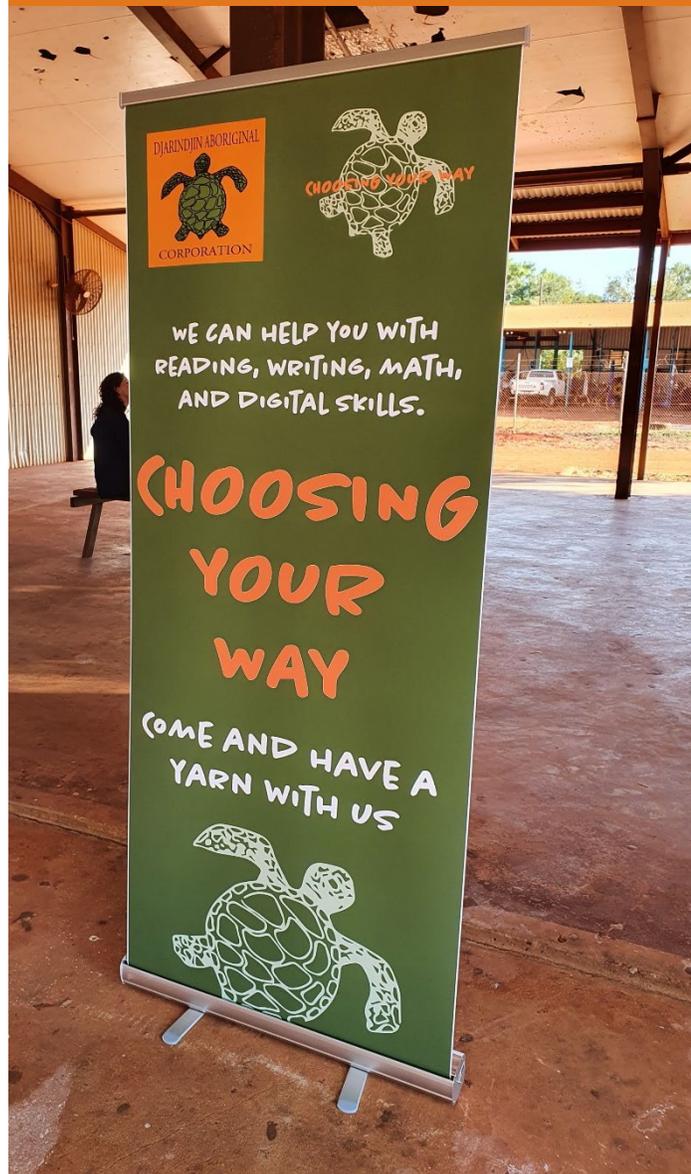
June 2021

---

Prepared

---

Djarindjin Aboriginal Corporation



DJARINDJIN ABORIGINAL



CORPORATION

---

## 1.0 Training and Assessment Model

### 1.1. What does success look like?

The primary aim of the 'Choosing Your Way' training model is to meet our participants where they are in their learning journey and develop a self-paced individual learning plan for them so they are able to develop their skills to achieve goals they have identified for themselves.

**Success, at an individual level**, will be participants achieving the goals they set for themselves, through an assessed improvement in their foundation skills and positive feedback from the participant that they are satisfied with their progress.

The Project will also work with employers and potential employers to identify employment opportunities available to them now and over time, based on their assessed aptitude. The Project team will help develop specific skills based on real-life materials they will encounter in potential work environments.

Employers and potential employers will also have the opportunity to provide direction as to where they will have opportunities to employ people and where the LLND skills are required to be developed.

**Success, at a community level**, will be an increase in the collective literacy, numeracy and digital skills that facilitates an increase in employment for local adults. We will have achieved success at a community level if more of the community feels confident and empowered to better manage their lives – such as bill paying, supporting children's education and understanding important documents such as residential tenancy contracts.

### 1.2. The Training Model

#### 1.2.1 Participant-centric approach

The Training Model is designed to be participant-centric and multi-modal to provide a variety of pathways for a participant to improve their skills and build on their strengths.

The entry point to the program for each individual participant will be the creation of an individual learning plan that assesses their skill level, based on the Australian Core Skills Framework (ACSF) levels. The exit point of their plan will be when they have achieved their personal goal and acquired the level of ACSF competency identified as needed for their plan.

Within the plan there will be key performance factors for their starting level through to their exit level that they must have been assessed as achieving.



Figure 1: The Participant Learning Pathway

### 1.2.2 Training Delivery

Training will be a combination of self-paced, face-to-face learning with weekly opportunities to work with the trainer in community. Further support can be provided by the local Project Officer and the team at the local Community Resource Centre.

The local Project Officer will chat to community members to encourage them to join the Project, and the training team will visit people in their workplaces and community spaces in which they feel safe, as well as the designated training spaces, to encourage them to participate in the program, and deliver the assessments in those spaces.

The face-to-face training will be complemented with app-based and online learning resources that can be done at the training centre, the local CRC or at home and on mobile. There will also be access to augmented reality training modules on the designated training days.

Each of the training modes are designed to do slightly different things:

- **Paper-based materials** – training and the quarterly assessment which will provide the data for the official attainment of performance factors.
- **App-based learning** – training and continuous assessment through data collection of app usage, attainment rates and identification of areas of further practice.
- **VR-based learning** – this space will be for skill-building play and practice of knowledge. Data will be collected on usage and progression but the role of this mode is for participants to be able to build confidence through practice.



Figure 2: The multi-modal training approach

---

### 1.2.3 Training Materials

Teaching materials will be tied to the ACSF and developed out of materials sourced from the Peninsula itself. These real-life materials will be broken down into the performance factor elements in the ACSF.

- **Paper-based materials** – these resources will be used by the local trainer in face-to-face training and can be given to the participants to take home and practice. These materials will be stored centrally and able to be downloaded by the trainer as required. The first tranche of materials will be available for use from 1 July 2021.
- **App-based learning** – these resources will be accessed by the participants through a log-in app on their phone or tablet. The apps will be linked to the LMS so the trainer can assign only the relevant tasks to the participant to avoid overwhelming them with material that is not on their current learning plan. The first tranche of these materials will be available by 1 September. The local trainer and project officer will be trained on the app to troubleshoot day-to-day technical issues. The app provider BlueSky Labs will be available on the phone to provide more advance technical support.
- **VR-based learning** – these resources will be accessed by participants on training days through the VR headsets that will be available. The participants may even be able to book sessions on the headsets on non-training days if the Project Officer is available. The local trainer and project officer will be trained on these devices to troubleshoot day-to-day technical issues. The VR provider Sentient will be available on the phone to provide more advance technical support. The first tranche of these materials will be available by 1 September 2021. The first two environments to be built in virtual reality will be the Djarindjin community store and the refuelling process at the airport.

The scoping documents for the development of the VR and app-based tools have been received and were submitted to the Department in June 2021, along with a schedule of paper-based tools for development.



# PROGRAM CONTENT DEVELOPMENT



## PARTICIPATION

- Participant identified goals
- +
- Starting point for each participant
- +
- Jobs identified as possible employment by participants, broken into tasks
- +
- Jobs identified by potential employers and CDP, broken into tasks
- +
- Available materials from the Peninsula - matched to ACSF

## REPORTING, EVALUATION, AND IMPROVEMENT

- Progress on individual learning plan for participants
- +
- Participant assessment of progress and assessment of satisfaction
- +
- Number of potential jobs matched to skill sets and individual learning plans
- +
- Number of employers willing to participate
- +
- Appropriate materials identified

Figure 3: Program content development - material sources

### 1.2.4 Training Schedule

The local trainer will be in each community for one day a week for up to 48 weeks of the year to support participants' learning. The plans will be self-paced and allow for stopping and starting in the process to allow for other commitments to be met. Participants can do as little or as much as they want to reach their individual goals. Learners can also learn at home.

In keeping with the participant-centric approach, the length of their engagement in the project will be determined by them and the time it takes to achieve their goal. Timeframes may vary as much as goals.

---

### **1.2.5. Wrap Around Services for Participants**

The Pilot delivery has been designed to be delivered at easily accessible locations in the communities. For example, in the first wave of the roll out, the assessment and training services will be delivered at community buildings located centrally within the communities. Where people require assistance to get to those locations, the Pilot has budgeted for the use of the Djarindjin Community Bus, a driver and fuel to support people to get to the training.

We are also working with the Djarindjin Community Resource Centre (CRC) to provide access to computers and the Pilot's resources, such as iPads, as well as learning support from the CRC Manager and Project Officer if the participants require it.

DAC has access to childcare services for participants if required and will provide some catering on the days the trainers are in community.

As a major employer in the Djarindjin community, the Djarindjin Aboriginal Corporation (DAC) has indicated that it would provide time for its employees to participate in training if they wish during their workday. This would also apply to employees at Kooljaman, a tourist and accommodation venture jointly owned with Ardyaloon.

The local CDP provider, Kullari, has also indicated that participation in the Pilot would count towards CDP hours. Unfortunately participation in CDP has now been made voluntary and this incentive is no longer relevant. The community people administering CDP in on the Peninsula have reported to us a significant and instant drop in attendance to acquire CDP hours. We continue to engage with Kullari and will work with the local community teams as partners to encourage people to participate.

On the 23-29 May trip, the Project Management team established initial relationships with both the One Arm Point Remote Community School in Ardyaloon and Christ the King school in Lombadina. The principals at both schools are keen to work with the project to provide support for adults in the community to access the services. The team has also made contact with the NIAA representative in Beagle Bay, Mary O'Reeri, and she is keen to work with the Project and introduce us to the Sacred Heart school in that community.

DAC works closely with community service providers, along with providing some of those services themselves and the Project will draw on those relationships where needed to provide support for health, domestic violence issues and justice issues when required.

---

### 1.2.6. Locations of Team during Delivery

- *The local trainer* will be based in Broome and will travel to the Dampier Peninsula for a day of training in each participating community per week.
- The *DAC Project Officer* lives in Djarindjin and will travel between communities for training days and meetings as required.
- The *Project Manager* is based in Perth and will travel to the communities on at least a quarterly basis to meet with stakeholder groups.
- The *lead assessment and IT development team* will be based in Perth and travel to community on a quarterly basis.
- The *DAC CEO and Board*, overseeing the project all live in Djarindjin and can travel as required.
- *DAC* has access to a Microsoft Teams video meeting platform to ensure that the Perth-based team can meet with the local team as needed online.

## 1.3. Assessment

### 1.3.1 Type of Assessment

Assessment will occur through direct observation and one-to-one assessments in a face-to-face environment. Initial assessments will be undertaken by the Perth-based LLN team. This team will also train the local trainers to conduct similar assessments throughout the program as new participants join. The Perth-based team will travel to community on a quarterly basis to assess progress. They will also provide online support to the local trainers to continually improve the assessment processes.

### 1.3.2 Assessment Material

Each participant's LLND skills will initially be assessed in a one-to-one interview using a specifically developed and contextualised bank of reading, writing and numeracy tasks aligned to the ACSF. Personal learning goals will also be established in consultation with the learner; these will subsequently also be aligned to the ACSF.

Taking these two sets of ACSF-aligned data as the start and end-points, the LLN specialist team will then plot a learning pathway between them, using the relevant ACSF indicators and

---

performance features as a guide. The result will be an individual Learning Plan. The trainer will then establish in consultation with the learner a customised series of learning activities and tasks that reflects the details of their Learning Plan. Assessment of the participant's progress through the ACSF indicators and performance features will then be monitored and reported on by the trainer as the participant achieves each Learning Plan task.

Where a participant moves to employment transition, there will be specific employer requirements, negotiated with the employer, as assessments for job readiness.

In addition to the formal assessment, there will be continuous assessment data collection through the app-based learning to identify when a participant attains a performance factor.

### **1.3.3 Assessors**

The participants will be assessed by the qualified assessors from Trainwest and, over time, by the local trainer, once trained by our Delivery Team.

### **1.3.4 Trainers and Assessors**

The Training and Assessing team are experienced adult vocational trainers. Their qualifications and activities are outlined in the table below, along with those of the app and VR development organisations.

Name	Qualifications	Experience	Participation
Eliza Allan	MA of Education (University of Sunshine Coast), BA in Literature and Asian Studies (Griffith University), Cert IV in TESOL (London)	Currently the Deputy Principal of the Halls Creek District High School and has been leading indigenous programs at the school. She has taught in the Steiner education system and taught English in Indonesia for a number of years.	Local training delivery. 0.8 FTE, 2 days a week in community, increasing to 3 over time.
Peta Sanderson Trainwest	PhD. In Coastal Morphology (UWA), BSc (Hons) in Geology and Geography (UWA) Cert IV in Training and Assessment (Trainwest)  Professor Emeritus (Notre Dame University)	Prior to joining Trainwest, Peta was the Pro Vice Chancellor of International Education at Notre Dame University and spent the past 20 years working with international student research and education programs. She has spent time on the Dampier Peninsula with international study tour groups over the years. She also has international experience, spending three years at the University of Singapore prior to Notre Dame.	Support development of literacy assessment methodology and materials of students. Quarterly visits to community for assessment oversight and materials development
Debbie Guy, Trainwest	Graduate Cert. in Education (QUT), Cert IV in Training and Assessment (Trainwest), International English Teacher TESOL, Dip. In Training Development and Design, Dip. VET (South Metropolitan TAFE)	Debbie is at Instructional Designer in Training and Assessment at Trainwest and has specific experience in designing teaching and learning materials in Aboriginal Workforce Development. She has also lectured in Training and Assessing within the TAFE system.	Support development of literacy assessment methodology and materials of students. Quarterly visits to community for assessment oversight and materials development
Rizal Farok Blue Sky Labs and team	BSc in Computer Science (Curtin University), Dip. Software Technology (Temasek Polytechnic)	Rizal is an owner and director of Blue Sky Labs which provides custom web and app development. Prior to starting Blue Sky with his business partner, Rizal has more than a decade of experience in web and app development.	Leading the design, development and delivery of apps. Quarterly visits to community for tech training.
Gemma Clarke, Sentient Computing and team	MA Education (Curtin), CALTA (Perth), Grad Dip. In Education (Witwatersrand), BA in Zulu History ad African Literature (Witwatersrand),	Gemma is the Instruction Designer with Sentient and works with the VR development team. Prior to that she worked as a program manager at Curtin College, which included teaching English.	Leading the design, development and delivery of VR. Quarterly visits to community for tech training.

## 1.4 Deliverables and Outcomes

### 1.4.1. List of Deliverables, Outcomes and Actions to achieve them

Deliverable	Intended Outcome	Actions to Achieve Outcome
Flexible, individual, self-paced Learning Plans for 300 adults in the Dampier Peninsula community	To improve the literacy, numeracy and digital skills of any adult on the Dampier Peninsula through learning that is meaningful to them	Assessments for each participant with trainer
		Individual Learning Plans based on the participant's goals and interests
		Assessments to be conducted throughout the Pilot to allow people to join when ready
		Multi-modal learning materials for participants to use
A library of learning materials and tools that can be added to and used after the end of the Pilot	To ensure that each participant has a library of materials and tools to draw on to improve their skills beyond the length of the Pilot.	Use Assessment outcomes to inform content of materials
		Develop applications and virtual reality tools that are relevant to the community
		Purchase assets, such as VR suites, owned by the community for future use.
		Create the materials over time and store on a cloud-based storage site for community access
Establish an ongoing local training capability for the Peninsula	To embed local capability to continue training adults to improve their literacy and numeracy skills after the Pilot ends.	Employ Local Trainers in the region to work on the Pilot
		Train them in the community-led Pilot training approach
		Identify any Peninsula residents interested in becoming a trainer and develop a training pathway for them.
		Embed a participant management software system
		Develop a Transition and Exit Strategy for the Pilot
Identified employment opportunities and career progression for locals	Ensure local people are equipped to get the local jobs that are available and develop their career if they wish	Develop learning materials in line with jobs available
		Employ local Project officer for Project
		Use local suppliers where possible. Eg. Printing, graphics, local linguist, catering etc.
		Work with Employers to create individual job pathways
Promotion of achievement	Promote achievement of individuals and program	Engage with communities and participants to establish most valued recognition tool – eg. T-shirt, certificate, post on community social media
		Establish employer email newsletter to update them about activities.
		Ensure progress and successes are acknowledged on community social media channels

### 1.4.2. Milestones and Delivery Timeline

Milestone	Activities to achieve	Due
Development of Learning Materials and Tools	Identify IT platforms for app development and VR development	30 April 2021
	Order required IT hardware for community	30 April 2021
	Undertake individual assessments of the first round of participants to determine training materials level required	31 May 2021
	Acquire initial local information and artefacts to inform content development	31 May 2021
	Consult with a local linguist and integrate local language into initial learning materials	31 July 2021
Pilot Delivery and Evaluation	Begin assessments with initial participants	31 May 2021
	Appoint Local Trainers to undertake ongoing weekly training in community	31 May 2021
	Ongoing training delivery of the Pilot	Ongoing
	Quarterly evaluation and reviews of activities, based on trainer, participant, community and employer feedback and data from the Learning Management System	Ongoing
Exit and Transition	Train DAC Project Officer to be ready to handover management at Pilot End	30 June 2023
	Consult with communities about preferred future program model	31 December 2022
	Consult with employers about post-training pathways to employment	Ongoing
	Prepare Exit and Transition Strategy	1 March 2023

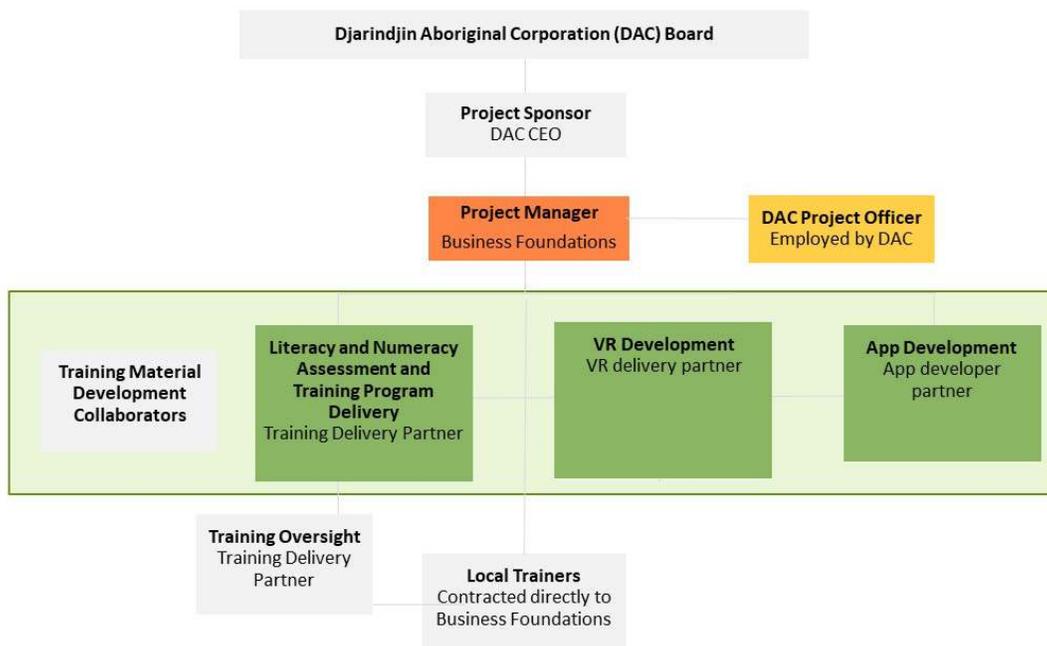
## 1.5 Governance

The DAC Board has the ultimate oversight for the execution of the Remote Communities Pilot within the community. The aim of the proposed governance structure is to reflect that this is a community-driven project with goals that are determined by the community, and:

- Ensure that the communities' goals for the Pilot are being met over time;
- That the perspective of other stakeholders, such as employer partners, are considered as the Pilot evolves;
- That the Pilot budget is being adhered to, and where there is a reallocation of funds within the Budget (such as excess travel budget gets allocated to more local trainer hours), that the DAC Board provides approval for this; and
- Contractual commitments of the subcontractors are being met.

The Project has also established a good relationship with the CEO and Chair of the Board at Ardyaloon and have adapted some elements of the project to suit this particular community – such as time of the day and week we will be in community and ensuring there can be gender separation in training. We have also established contact with the local school as a key channel to speak to parents and carers about the project. We intend to take this approach in all of the communities to ensure local tailoring of the project and localised promotion opportunities.

### 1.5.1 Organisational structure.



### 1.5.3 Governance Roles

The table below outlines the key groups in the Governance organisational structure, their role and responsibilities.

Group	Role	Responsible For	Responsible To
DAC Board	Project Oversight	<ul style="list-style-type: none"> <li>Overseeing to execution of the Project</li> <li>Ensuring the communities' views are represented</li> <li>Directing the Project Team on decisions</li> </ul>	DAC Community members, other Dampier Peninsula Community Bodies and DESE Pilot Team
DAC CEO	Contract Manager and Project Sponsor	<ul style="list-style-type: none"> <li>Contract Liaison with DESE Pilot Team</li> <li>Delivery of Plans and Reports to DESE Pilot Team</li> <li>Day-to-day decision-making, such as employment of staff and contractors</li> <li>Liaison with other community CEOs and leaders as required</li> <li>Formal Line Management of the DAC Project Officer</li> </ul>	DAC Board
Project Manager (sub-contractor)	Project Development, Management and Reporting	<ul style="list-style-type: none"> <li>Delegated authority to liaise with the DESE team as requested by DAC CEO</li> <li>Coordination and implementation of Pilot systems and processes</li> <li>Preparation of Plans and documentation</li> <li>Management of the implementation and execution of the Pilot</li> <li>Day-to-day management of DAC Project Officer</li> <li>Management of the participant Learning Management System and Content Management Library</li> </ul>	DAC CEO
Assessment and Content Delivery Team (sub -contractors)	Learning Content and Methodology Development and Delivery	<ul style="list-style-type: none"> <li>Development of materials in line with the Australian Core Skills Framework and Digital Skills Framework</li> <li>Selecting appropriately qualified and experienced local trainers</li> <li>Data gathering to input into the participant management system</li> <li>Data gathering to input into the participant management system</li> <li>Provision of information for the Content Management Library</li> </ul>	Project Manager

## 1.6 Resource Management

### 1.6.1. Pilot Resources

The table below outlines the Pilot resources that are required:

Type	Item	Status as of 30 April 2021
Training Locations	Djarindjin	Community Hall and Community Resource Centre (CRC) secured for use free of charge, also we will go to people's workplaces and CDP building as required.
	Ardyaloon	Community building next to the Ardyaloon administration building secured for use free of charge
	Lombadina	To be decided (TBD)
	Beagle Bay	To be decided (TBD)
Training Materials	4 x VR systems and content	Budgeted for, Training Team identifying the right product
	App software and content	Budgeted for, currently being designed by Training Team
	Online resources	Budgeted for, currently being identified by Training Team
	Paper-based materials	Budgeted for, currently being written by Training Team
	Secure storage facility	Locked storage for VR systems in Djarindjin CRC
	Materials production	Materials to be printed by Djarindjin Print Shop
	Training Catering	Budgeted for, Catering to be provided by local suppliers
Promotional Materials	Graphic design for online and printed materials	Budgeted for, graphic designer being sourced
	Content for promotions	Content being written by Project Management Team
	Online platforms	Material to be uploaded to DAC online sites and provided to other community sites
Project Management	Learning Management System	Meshed RTOManager System, a cloud-based participant management system has been chosen, to funded through savings in travel and accommodation costs
	Training Content 'Library'	A training content online 'library' will be set up on DAC's Microsoft Teams platform in a secure folder.
	Project Document Storages	A secure Project Document Storage area has been set up on DAC's Microsoft Teams platform.

Type	Item	Status as of 30 April 2021
	Video Meeting Platform	All video team meetings will be held through DAC's Microsoft Teams site.
People	Project Management	Budgeted
	Training Team	Budgeted
Travel and Accommodation	Perth-based team travel	Budgeted for to cover quarterly travel for Perth-based Project Management and Training Team
Transport	Participant transport	Budgeted for, DAC Community bus, driver and fuel as required. Training sites are centrally located in communities
	Local Trainer Transport	Budgeted for, fuel allowance for trainer travel
Childcare	Participant Childcare	DAC can provide access to free childcare in Djarindjin and Lombadina. Arrangements will be made for free childcare in other communities as required.

### 7.0.5. Process for Managing Subcontractors

The DAC CEO has delegated responsibility for managing the sub-contractors to the Project Manager but will manage the Project Manager as required.

The Project Manager is working with the DAC Project Officer to oversee sub-contractor activity in Perth and in community. The Project Manager will host bi-weekly Work in Progress meetings with the sub-contractors to receive reports of activities, resolve issues and manage a rolling self-evaluation process (the DAC CEO has a standing invitation to these meetings and if unable to attend, will receive an update from the Project Manager). The travel will be booked and managed centrally by the Project Manager.

The DAC Project Officer will manage day-to-day issues of the subcontractors, particularly the Local Trainers, when they are in community. The Project Manager will provide a monthly update report to the DAC CEO on all subcontractor activity to provide to the DAC Board.

## 1.7 Data and Reporting

The role of data collection and reporting in the Pilot is to track the journey of our participants, both as a group and at a community and Peninsula-wide level. This data will help inform our Action Learning approach and continuously evolve our activities as the Pilot progresses.

The data collection will also help use to adjust the learning materials to be most fit-for-purpose and finetune individual learning plans. The data will also be used to form the basis of our reporting to the Department across a range of KPIs.

The Project Manager will oversee the coordination of the data and reporting and the Project Team will all have specific roles in contributing to the data collection. This team will administer the MeshedRTO Learning Management System (LMS) which will track the participants enrolment and attainment.

Data reporting will be part of the monthly reports for the DAC Board and the Project Team will take direction from them as to when reporting methodologies need to be amended.

### 1.7.1 Data Collection

Group	Data to be collected	Collection Method	Time to Collect
Participant	Personal goal attainment, reason for commencement	Participant feedback	Training Session
	Skill attainment	Trainer notes	After training session, loaded into the LMS
	Satisfaction with co-design of learning	Having a yarn	Any time during training
Community	KPI on participant satisfaction	Feedback from participants	Training session
	Monitoring use and time spent on apps and VR	Review of IT usage data	Weekly
	Community feedback to Project Officer on Project Management structure	Having a yarn	Any time
Training Team	Self-evaluation of Program	Feedback at team meeting	Fortnightly WIP
	Adequacy of learning materials	Volume of materials	Monthly
		Feedback on content from participants	Training sessions, instant feedback on app
		Feedback from trainers	Fortnightly WIP

Group	Data to be collected	Collection Method	Time to Collect
Local Trainers	Comfort with teaching materials and methodology	Feedback meetings with assessment team	Weekly at first, moving to fortnightly
DAC Board	Feedback on improvements to be made, what is working	Sessions at Board meetings	Monthly Board meetings
Employers	Job task information	Meetings and follow up communications	Ongoing
	Job opportunities and pathways	Meetings and follow up communications	Ongoing
DESE	KPIs	Collation of all methods	Reported quarterly

### 1.7.2. Data Analysis

The data analysis will be based on hard data derived from the LMS and other quantitative measures, such as jobs attained and instant feedback responses from participants. The LMS will be accessible to the Project Team for data collection, but any use of the data beyond this will be de-identified. Where we wish to use a specific case study, permission from the participant and the trainer will be secured prior to use.

Qualitative data will also be collected through feedback from the stakeholder groups previously mentioned. Given our core mission is the individual participant achieving their self-identified goal, and the translation of that into attainment of skills in the ACSF, the analysis of this activity is our priority measure of success. Where we are interrogating why aspects may need improvement, we will focus on participant feedback, draw feedback from other Pilots for alternate methods and the Training Team will draw on the literature in the area.

The analysis will be measured against the Pilot KPIs, the participants individual goals and the post-training pathways undertaken.

---

### 1.7.3. Results

The results of the evaluation will be targeted at different audiences. For example:

- If the data and feedback is showing an individual participant is not heading towards success in their goal, and there is feedback from the participant that they are not thriving, then the evaluation will be done at an individual level with them;
- The information learnt in that session can be deidentified and shared as a case study at the Training Team WIP to explore how to adapt and change with the group;
- The quantitative data may show a slowing in attainment across a range of participants, which will then be reviewed with the Training Team and consultation with the community will be sought; and
- The outcomes of the process would be shared with the Department and other Pilots to discuss improvements.

The information can and will be presented in a range of ways – including dashboards, written, verbal and infographics and other visual presentations depending on the context.