



# NMCC inclusive

2023 LearnX Awards

**Category:**

Best custom/bespoke learning

**Submission:**

Certificate III in Community Services (Remote Indigenous community settings)

# Who is NMC inclusive?

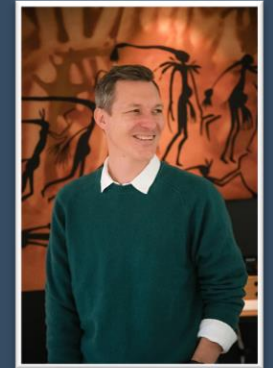
NMC inclusive specialise in the collaborative development of learning opportunities to empower remote communities by building on existing resources, skills and strengths.

We work with community, for community.



Natalie Coleman  
Managing Director

An established teacher, trainer and advocate, Natalie is driven by social justice principles, including outcomes of enhanced wellbeing, education and self-determination.



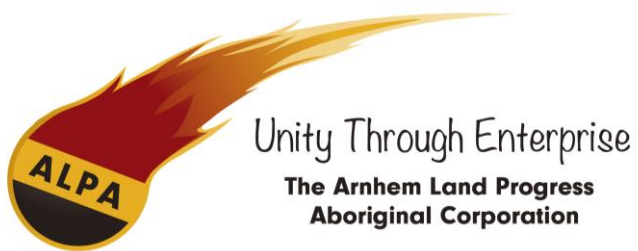
Mick Coleman  
Director

Mick's professional experience includes instructional design, project management and team leadership, with qualifications in digital learning leadership and secondary education.



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Find us online: <https://linktr.ee/nmcinclusive>

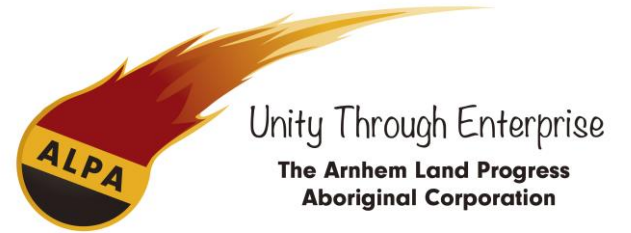
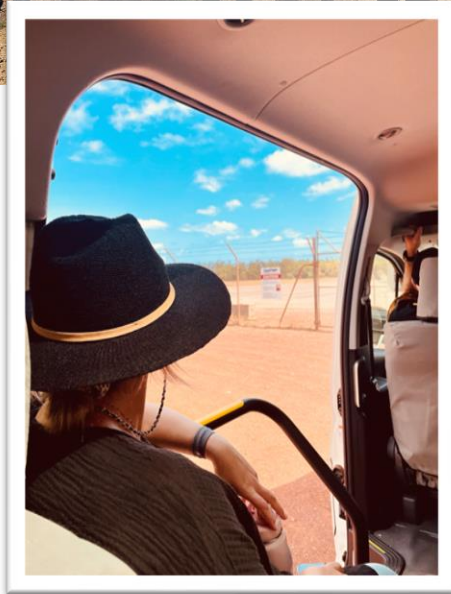


## Partnership with ALPA

The Arnhem Land Progress Aboriginal Corporation (ALPA) is the largest independent Aboriginal corporation in Australia. Starting in 1972 as a co-operative of community stores in seven Arnhem Land communities, it is now a highly successful retail enterprise with a turnover of approximately \$75 million and includes a registered RTO servicing more than 26 remote Indigenous communities across Arnhem Land (NT), the Central Desert (NT) and QLD).



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**Partnership with ALPA**

# Context of development

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ALPA had developed the Certificate II in Community Services but realised we did not have the capacity or the expertise internally to continue on with the Certificate III in (Community Services). NMC were understanding of the challenges our learners faced and complexities of remote communities and were able to put forward samples that met the needs of the learners and our business.

”

Ryan Buckley, ALPA Training and Education Manager



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**Challenges / project scope**

# Challenges for ALPA cohort

- Low language, literacy, numeracy (LLN) testing (ACSF Pre-level 1-3)
- Most learners speak local Yolŋu languages where English is often a fourth or fifth language
- The need for contextualised knowledge and assessment, appropriate for remote Indigenous settings
- Learning materials needed representation of Indigenous perspectives, people and place
- Consistency of outcomes is problematic across communities and dependent on the skills and aptitude of trainers
- Triggering content that must be unpacked with cultural awareness and a trauma-informed approach



# Off-the-shelf learning materials

Existing, “off-the-shelf”, learning materials posed significant hurdles for ALPA:

- written for learners in urban settings, not appropriate for Indigenous learners in remote settings
- lacked cultural representation, cultural sensitivity and accessibility
- included direct language from training packages, not simplified for low LLN learners, or contextualised for remote settings and Indigenous learners
- lacked appropriate context and a crucial understanding of the challenges and nuances of community services in remote Indigenous communities in Australia
- relied heavily on access to the internet for research or activities (Internet accessibility often intermittent in remote settings).



# Pedagogy and design choices



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# Pedagogy and design choices

The design choices and approaches to pedagogy were carefully considered and holistically developed in collaboration with ALPA staff and community members.

Approaches to teaching and learning include the use of:

- Cognitive load theory (CLT)
- LLN best practice
- Use of 8 Aboriginal ways of learning pedagogy
- Trauma-informed learning design
- Active learning
- Representation of community and country
- Face-to-face delivery and facilitation



# Cognitive Load Theory

- Minimising text on PowerPoint slides.
- Minimising the use of images that may compete with text.
- Deliberate and thoughtful use of colour, text boxes, font sizes.

## What is community development?

Community development is a holistic approach grounded in principles of:



Community development considers community members to be experts in:

their lives

their communities

their values

community knowledge and wisdom

## What is community development?

Community development addresses inequality and disadvantage by making sure decision-making lies with community. Community development programs are led by community members at every stage. Including:



Read more about community development [here](#).



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# LLN best practice

- Minimum 12-point font
- Noveo Sans font – chosen for a's and g's that are representative of the written letters
- Use of bullets and short lists to reduce heavy text
- Use of meaningful topic headings



**You are ready for the next task!**

Please complete Task 1.1 in your  
Supporting Young People Workbook



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## Duty of care

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**Duty of care** is your legal duty to take reasonable care to avoid others being harmed—this can include:

- physical harm
- emotional harm

**Remember:**

You must take care of clients, workers and yourself.

**Question:**

In what community settings would duty of care apply?

## Application of duty of care

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Your duty of care is **your legal duty** to take **reasonable care to avoid others being harmed**.

- First, you must take steps to **identify risks**: any reasonably likely harmful effects of your actions and inactions.
- If you identify a reasonably likely risk of harm, you must take **reasonable care** in response—perfect care is not required!
- Reasonable care recognises that you have limited resources and limited ability to protect people from harm.

# LLN best practice

- Only using images that support learning
  - minimising distraction on the page (CLT)
- Multi-modal – use of video, text, audio and imagery (including maps and local landmarks where possible).

## Building identity through exploration

During adolescence young people are working out who they want to be, who and what they identify with and what they believe and value.

During adolescence, young people may explore different:

- Attitudes
- Beliefs
- Behaviours



This is a normal and important part of becoming an adult.



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## What is community development?

Community development is a process where community members are supported to identify and act on issues that are important to them.

Community development empowers community members and creates stronger and more connected communities.



## Journey of health and wellbeing

This video helps workers understand the significant impacts to Aboriginal and/or Torres Strait Islander wellbeing, Department of Health WA.



# 8 Aboriginal ways of learning

[8 Aboriginal Ways of Learning pedagogy](#) (8ways, 2023)

- **Story sharing:** Use of an ongoing case study characters throughout major assessments
- **Learning maps:** Visual learning journey (showing learner progression through unit)
- **Non-verbal:** Learning journey, icons
- **Symbols and images:** Learning journey, icons
- **Land links:** Local community facilities, infrastructure, and services.
- **Community links:** Activities, Yarn with community (taking learning out of the classroom and into community), images of local people.
- **Non-linear:** Use of guided questions in trainer notes to contextualise broad frameworks and inform local practice.



# 8 Aboriginal ways of learning – story sharing



## Activity: Case study



You have been introduced to your new client, Terry.

Terry is in a wheelchair and requires support to complete daily tasks.

After speaking with Terry, he tells you he really likes cooking and wants support to prepare his own meals.

What people might need to know this information to make safe decisions and to deliver safe, high-quality care to Terry?



## Activity: Case study



When working with Terry to develop his support plan, Terry tells you no one visits him, and he often stays in bed most of the day.

Because he stays in bed, he often doesn't eat until the end of the day and will only go outside when you are with him, usually on Wednesdays.

Looking at the previous slide, what are some factors impacting Terry?



## Activity: Case study



You now know that Terry is feeling lonely and as a result other parts of his life are impacted, such as his eating and sleeping habits.

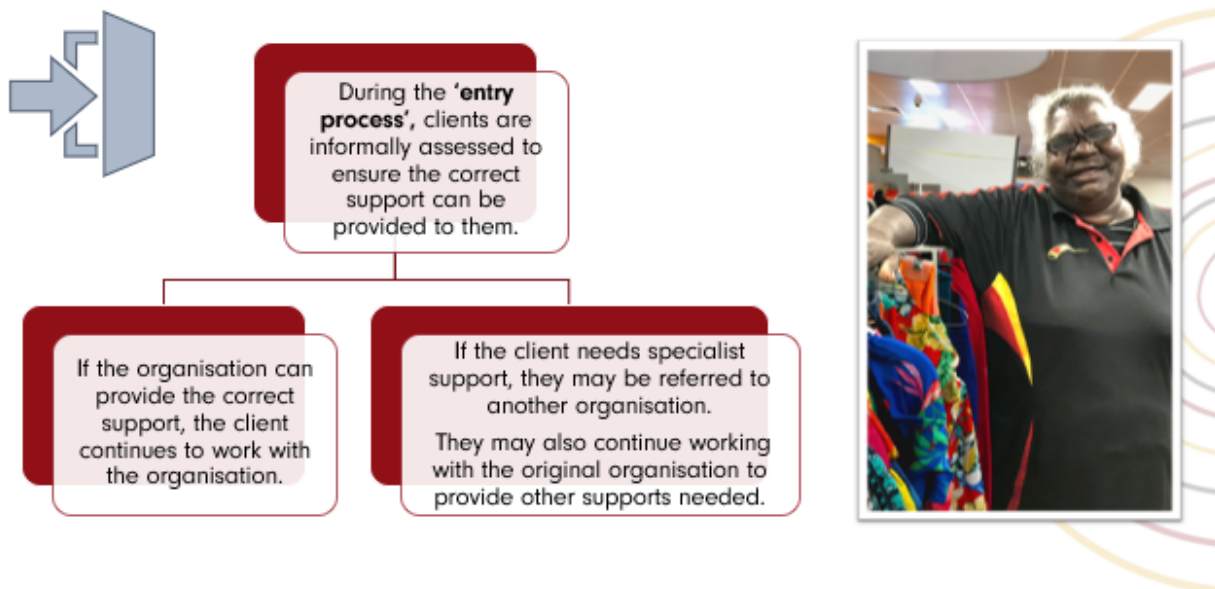
Looking at the previous 2 slides, what are some skill maintenance and development programs or services that might help Terry?





# Representation of local communities / people

## Entering a service



## Entering, exiting and transitioning a client



### Entry process

- When a client joins a service for support.

### Exit process

- When a client leaves a service.

### Transition process

- When a client is moving to another service provider to manage their care and support.
- Transitioning a client is a chance to acknowledge the client's strengths and achievements.

## How should we respond?

'Proactive strategies' are tools we use to prevent behaviours of concern.

These may include:

Strategies that **promote skills development** in daily living activities.

Strategies to **build on skills** including planning and organising skills.



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# Trauma-informed learning design

## Trigger warning

Some of the content in this resource may cause secondary trauma.

The content that may be triggering for some learners will display the icon above.

Yarn to your trainer about positive ways to manage any potential secondary trauma.



Information provided to students in resource PowerPoints

## Northern Territory reporting requirements

Everyone over the age of 18 must report to police if:

A person

- has caused,
- is causing, or
- is likely to cause, serious physical harm.

The life or safety of a person is under serious threat.

Reasonable belief a child **has been**, or **is likely to**, suffer harm.



## Your role

If you are worried about neglect or harm to a child but are not sure if it's something you should report, you should:

Talk with your manager at your community services job.

Talk about your concerns with the Child Protection Reporting Line (1800 700 250)



The reporting line operates 24 hours a day, 7 days a week.



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# Trauma-informed learning design

## Icon in Assessment task workbook

	<b>Task 1.10:</b> Indicators of neglect or abuse  Read the following case studies relating to indicators of neglect or abuse.	
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<b>Case study 1</b>  Sherene is a 68-year-old disabled woman who lives with her adult son who cares for her. While working with Sherene, you notice bruising on her forearms, some bruising which looks <u>new</u> and some bruising looks old. Sherene appears sad and confused and tells you she often goes long periods without showering or brushing her teeth because her son won't help her.  Select which types of abuse Sherene is experiencing? ( <u>select 2</u> )
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## Information for Trainers in delivery guides

3	Trigger warning	<p><b>Unpack</b> and <b>discuss</b> with students.</p> <p><b>Identify</b> positive ways of managing potential secondary trauma. This is a trauma-informed approach and is a vital skill in classroom management and working in the community services sector.</p> <p><b>Trauma tools may include:</b></p> <ul style="list-style-type: none"><li>• <b>Grounding techniques:</b> <u>e.g.</u> Walking barefoot on earth</li><li>• <b>Breathing exercises:</b> <u>e.g.</u> <u>Breathe</u> in for 5 counts and out for 10 counts</li><li>• <b>Using sensory tools:</b> <u>e.g.</u> Fidget toys, wobble boards, soft fabrics, gym balls</li><li>• <b>Counting slowly:</b> <u>e.g.</u> Backwards from 10</li><li>• <b>Identifying senses:</b> e.g. What can you hear? What can you smell? What can you feel?</li><li>• <b>Open ended questions:</b> e.g. What was the last thing you ate?</li></ul> <p><b>Further information can be found here:</b> <a href="#">Trauma informed practice</a></p>
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# Active learning



## Yarn with community



Head out into your community and have a yarn with workers in different youth settings.

Yarn with workers from the following places and find out more about what policies and procedures they have to follow and why.



## Check your knowledge



Adolescent development impacts many areas of young peoples' lives, including:

Select the 3 correct impacts.

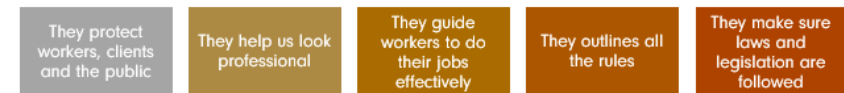


## Show your knowledge




Organisational policies and procedures must be followed because:

(Select 3 correct answers)



# Assessment choices



### Task 1.3: Reporting

Identify which of these statements, relating to organisation reporting procedures and practice, are TRUE or FALSE.

We must maintain privacy and confidentiality for the young person.	True	False
Making sure documentation is available to everyone.	True	False
Only following organisational policies and procedures when an incident occurs.	True	False
We must keep detailed notes regarding any risks or behaviours of concern.	True	False


**Q1**

Match each description to the correct basic human 'need' from Maslow.

Highlight each matching pair with the same colour, or draw a line between the two.

Type of need
Love and belonging
Physiological
Self-actualisation
Self-esteem
Safety and security

Definition
Food, water, clothing, sleep, and shelter
Acknowledgement of success, acknowledgement of change behaviours, being good at things, trying new things, meeting new people
Housing/place to live, money, employment, health and wellbeing, family and friends, <u>community</u> and culture
Becoming <u>everything</u> you can become



### Task 3.1: Journal 1

This task requires you to answer the following 15 questions relating to your work with young person 1.

**Name of young person 1:**


**Q1**


What youth work practice techniques and principles did you use to create a safe environment and opportunities for the young person?

Answer:



# Assessment choices

	<p><b>Task 2: Team meeting</b></p> <p>Task 2 Team meeting is the very first step in supporting a community development project.</p> <p>This task requires you to:</p> <ul style="list-style-type: none"><li>• Meet with relevant ALPA staff and colleagues.</li><li>• Gather important information in preparation for future planning and networking.</li><li>• Begin building relationships with external organisations, services and/or stakeholders.</li></ul> <p>The work you do in <b>Task 2 Team meeting</b> will inform <b>Task 3 Observation</b> and <b>Task 4 Verbal questioning (Reflection)</b>.</p> <p>Complete the following <b>Task 2 Team meeting</b> template.</p> <p><i>Trainer note: This can be printed using the <a href="#">Task 2 Team meeting template PDF</a> in the resources folder.</i></p>
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	<p><b>Task 3: Observation</b></p> <p>You are now required to support and participate in the planning of a community development project.</p> <p>You will be observed by your trainer as you participate in planning activities <b>on at least 3 occasions</b> relating to the development of the project/activity with external stakeholders.</p> <p>This may include:</p> <ul style="list-style-type: none"><li>• Attending a meeting</li><li>• Formal or informal discussions</li><li>• Gathering resources</li><li>• Setting up or packing up an event or activity</li><li>• Attending a morning tea</li><li>• Organising a working bee</li><li>• Participating in networking activities.</li></ul>
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# Delivery considerations – Trainer delivery guides

## Support Community Partnerships

### Delivery guide Task 1 Resource 1

<p><b>Unit Code/s and Title/s:</b></p> <p>CHCCDE001 Support participative planning processes          CHCPRP001 Develop and maintain networks and collaborative partnerships</p>	
<p><b>Instructions to Trainer:</b></p> <p>This guide provides trainers with information to guide the delivery and assessment of the support community partnerships cluster. This delivery guide relates directly to the <b>Task 1 Resource 1</b> PowerPoint.</p>	
<p>This PowerPoint contains triggering material. Unpacking, <a href="#">discussing</a> or providing examples may trigger a trauma response in students and/or trainers.</p> <p>This is identified in the associated PowerPoint and this delivery guide with the following symbol.</p>	

Slide	Content	Trainer notes
7-8	What is community development?	<p><b>Unpack</b> content with students.</p> <p><b>Ask guiding questions:</b></p> <ul style="list-style-type: none"> <li>• What do you know or understand about community development?</li> <li>• What examples of community development have seen on your community?</li> </ul> <p><b>Reflect on:</b></p> <p>The meaning of each sub heading from the infographic.</p>
17	What is community mobilisation?	<p><b>Unpack</b> content with students.</p> <p><b>Ask guiding questions:</b></p> <ul style="list-style-type: none"> <li>• Do you know of any way ALPA collects information from community members that informs community development projects in your community?</li> </ul>



“

What made us choose NMC was the point of difference - understanding and developing the resources that consider the cognitive load, including trigger warnings (and) visual representation of the learning journey through each unit. The resources are sleek and unique however incorporate structure and concepts that are in use throughout other training packages and are tried and tested. (They are) on brand and professional looking.

(Additionally, the materials are) trauma-informed; incorporating “how to” videos for trainers to unpack and deliver (the content) correctly, and where and when trainers need to be cognisant of their students’ needs and the topics they are learning. ”

Ryan Buckley, ALPA Training and Education Manager



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**Testimonial**

# Impact



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“

The NMC learning materials are “representative of our learners and where they live and what they do — (they are) easily relatable.

They contain language, imagery and case studies that are respectful of the learners to encourage participation.

The resources break down concepts and learnings in a way that is familiar to Yolŋu and Aboriginal learners.”

Ryan Buckley, ALPA Training and Education Manager

”

*On the job training – Community services*



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**Locations of delivery – East Arnhem Land, NT**

# Reach and engagement

Qualification	Current Communities	Current Learners	Future Communities	Future Learners
<b>Certificate III Community Services CHC32015</b>	<b>7</b>  Darwin, Galiwin'ku, Gapuwiyak, Gunbalanya, Milingimbi, Minjilang, Ramingining,	<b>40</b>	<b>11</b>  Darwin, Galiwin'ku, Gapuwiyak, Gunbalanya, Milingimbi, Minjilang, Ramingining;  Nhulunbuy, Yirrkala, Gunyangara, Jabiru	Currently 72 learners enrolled in Certificate II that will likely continue onto Certificate III.  Anticipating (once we have increased capacity with regards to trainers) to create a training pathway that all new remote ALPA employees will undertake a Community Services training pathway commencing at Cert II to Cert III and beyond.  Approx. additional 100 per year

Qualification	Total Enrolments	Active (continuing)	Completed	Cancelled/Withdrawn	Completion Rate
CHC32015	52	40	6	6	50%- Qualification  74%- unit completion

Source: ALPA, 2023



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# Appropriateness of materials



*Certificate III learners – Gapuwiyak, NT*

“

The resources that have been developed break the concepts and learnings down by contextualising and providing multiple learning methods to ensure learners get every opportunity to understand. This works better for learners who struggle with LLN. The resources have embedded local content and context to help increase familiarity, improving cultural safety and making them fit for purpose. ”

Ryan Buckley, ALPA Training and Education Manager



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**Testimonial**

# Wider community response

ALPA are getting interest from external organisations to use the resources developed by NMC Inclusive.

The West Arnhem Regional Council, Yalu Aboriginal Corporation, and others are interested in finding out more about the Certificate III in Community Services.

This demonstrates a recognition of ALPA being at the forefront of RTO materials designed for their cohort and geographical locations.

Additionally, ALPA was a finalist in the NT Training Awards and took out runner-up for the Small Training Provider of the Year award.



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