



NMC inclusive

2023 LearnX Awards

Category:

Best custom/bespoke learning (Industry specific: Construction)

Submission:

Get ready for construction, Get ready for White Card, White Card

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.



NMC
inclusive

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).

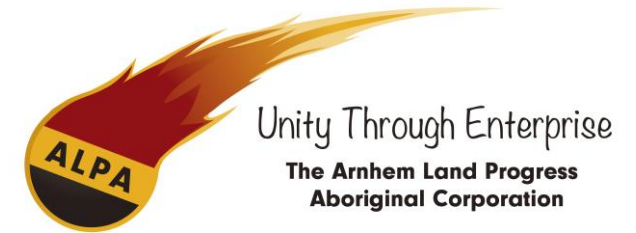


Collaboration and consultation

In late 2022, NMC Inclusive were invited by ALPA to visit Galiwin'ku (Elcho Island) and Ramingining in remote Arnhem Land to consult with key stakeholders and local community members, with a view to identify potential skill gaps and formulate a strengths-based approach to improving local education and employment pathways.

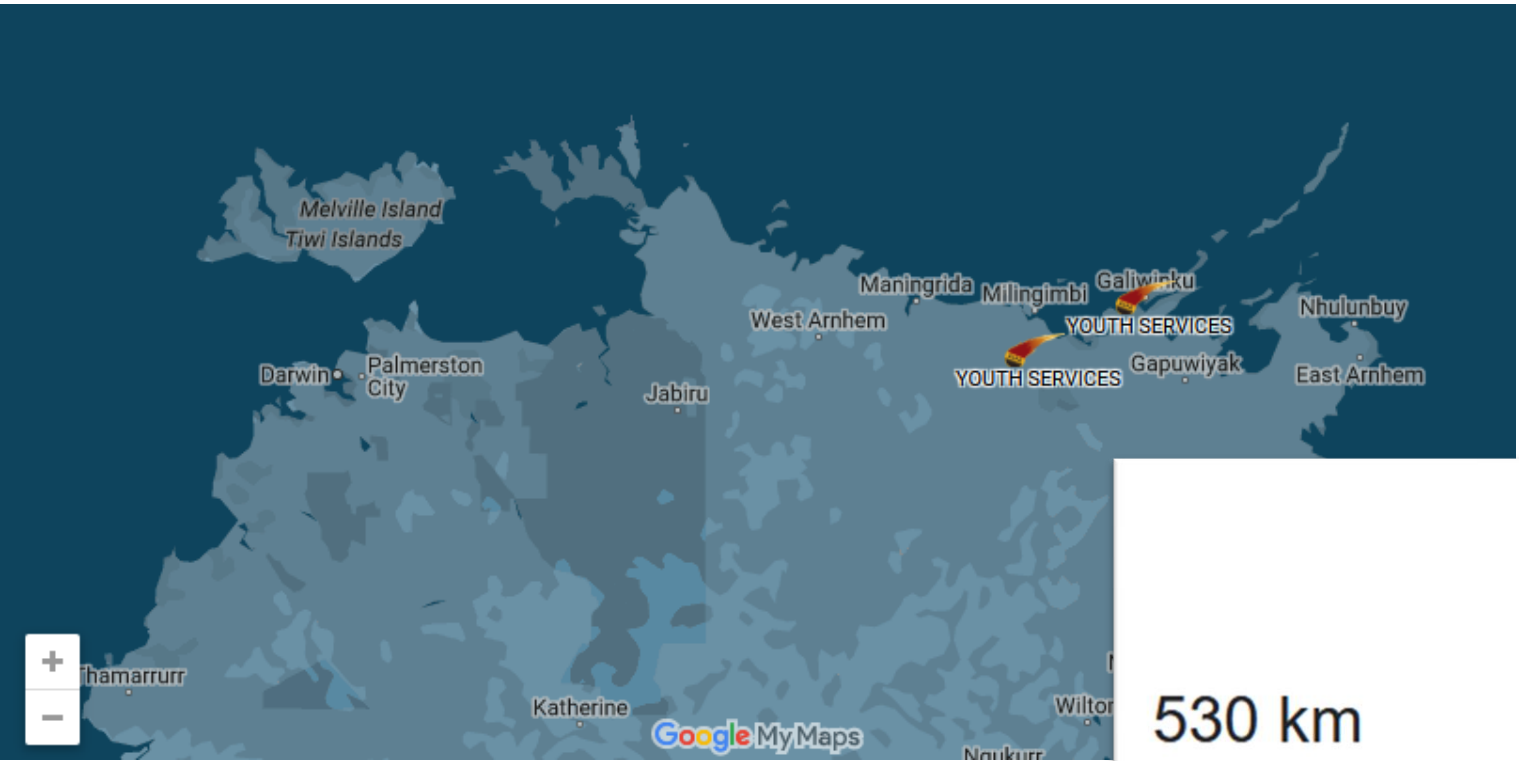
This process involved consultation with employees from Bukmak constructions and ALPA.





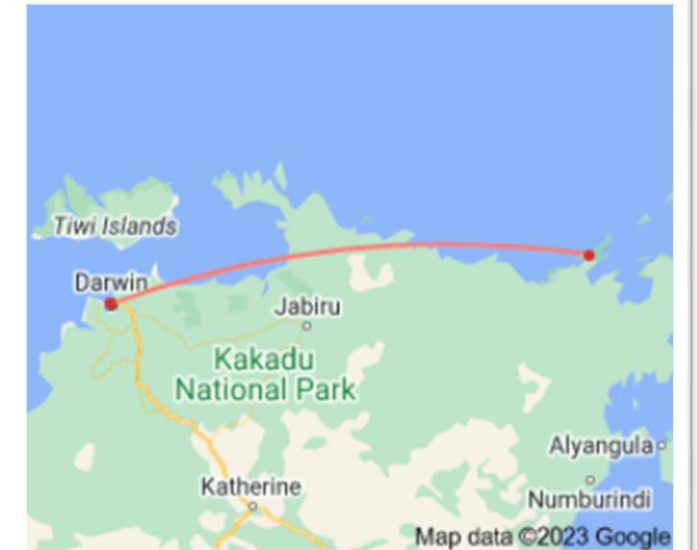
NMC
inclusive

Partnership with ALPA



530 km

Distance from Elcho Island to Darwin



NMC
inclusive

Remote north-east Arnhem Land

Context of development

“

There are significant challenges for learners in a remote setting with low levels of LLN. There are many concepts and required knowledge that are explicit in the learning that are unfamiliar and don't translate. ”

Ryan Buckley, ALPA Training and Education Manager



NMC
inclusive

Challenges / project scope

Challenges for ALPA cohort

- Most learners speak local Yolŋu languages where English is often a fourth or fifth language
- Existing learning materials were written for learners in urban settings and not appropriate for Aboriginal and Torres Strait Islander learners in remote settings
- Existing “off-the-shelf” learning materials lacked cultural representation, cultural sensitivity and accessibility
- The need for contextualised knowledge and assessment, appropriate for remote Indigenous settings
- Learning materials needed representation of Indigenous perspectives, people and place
- Unreliable/intermittent internet access
- Consistency of outcomes is problematic across communities and dependent on the skills and aptitude of local trainers.



Project scope

NMC inclusive were contracted to develop accessible, contextualised and scaffolded pathways to employment, inclusive of the following training pathways:

- Get ready for construction (Non-accredited)
 - Targeted at low LLN learners ACSF Pre-level 1–Level 1
- Get ready for White Card (Non-accredited)
 - Targeted at low LLN learners ACSF Pre-level 1–Level 2
- White Card (CPCWHS1001) qualification (targeted at learners ACSF Level 2–3)

These carefully scaffolded learning modules were created to develop key skills and understandings leading to improved success and meaningful community-centred pathways to local employment through Bukmak constructions.

Pedagogy and design choices



NMC
inclusive

Pedagogy and design choices

NMC inclusive made specific design choices to enhance the learner experience and provide scaffolding for low Language, Literacy and Numeracy (LLN) learners.

- Cognitive Load Theory
- 8 Ways Aboriginal Pedagogy
- LLN skills focus to build learner confidence and capacity to undertake accredited training.
- Strengths-based language
- Contextualised community representation
- Structured study schedule and clear learning outcomes for learners and trainers

Pedagogy and design choices

- Easily digestible learning content, directly aligned with the White Card (E.g. Get ready for White Card)
- Use of 'pomodoros'
- Blended delivery – online activities and field folder (offline)
- Daily yarns
- Learner progress tracking tool
- Provision of additional 'offline' activities if internet access is limited or unavailable
- ACSF mapping document for all activities

LLN best practice

- Minimum 12-point font
- Use of bullets and short lists to reduce heavy text
- Use of meaningful topic headings
- 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).

Laws and compliance

WHS legislation that will have an impact on workplace regulations, codes of practice & industry standards include:

- Work Health and Safety (National Uniform Legislation) Act 2011
- Return to Work Act 1986
- Dangerous Goods Act 1998

For more examples of WHS legislation visit the [NT WorkSafe](#) website.



A **duty of care** exists to provide for the protection to the health, safety and welfare of workers and others within a workplace.

It is a requirement to **investigate work hazard reports** and take actions to remove the hazards.

Businesses must take steps to **manage risks and hazards** and review their health and safety programs.

Construction djama at Bukmak Constructions



Bukmak Constructions are giving local people an opportunity to learn and work.

Watch the video below to learn more.



NMC
inclusive

Cognitive Load Theory

- minimising text on the page
- minimising the use of images that may compete with text
- deliberate and thoughtful use of colour, text boxes, font sizes

Checking for hazards

When you start checking for hazards, make sure you look everywhere.

A good way to do this is to check:

- Up high above your head.
- All around you at eye level.
- Down low on the ground (and also think about what is under the ground).



NMC
inclusive

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.



NMC
inclusive

8 Aboriginal ways of learning – story sharing



Monique – case 1

Monique looks after her 2 little brothers each night because her Mum works late. Monique has to cook dinner and get the boys ready for bed.

Sometimes she leaves the food cooking in the kitchen so she can help the boys get ready for bed.

How can Monique be safer at home?



Andre – case 2

Andre is caring for his niece while his sister is away. She is only little.

Andre sometimes leaves her in the bath alone while he feeds his dog.

What should Andre do to make sure his niece is safe in the bath?



Terry – case 3

Terry loves to fix old cars.

He lives with his mother who is old and has trouble walking.

Terry leaves car parts in the front yard and his mother is worried she might trip on them on the way to the store.

What can Terry do to keep his mother safe?



NMC
inclusive

8 Aboriginal ways of learning – learning journey map

Learning journey

Let's check your progress.

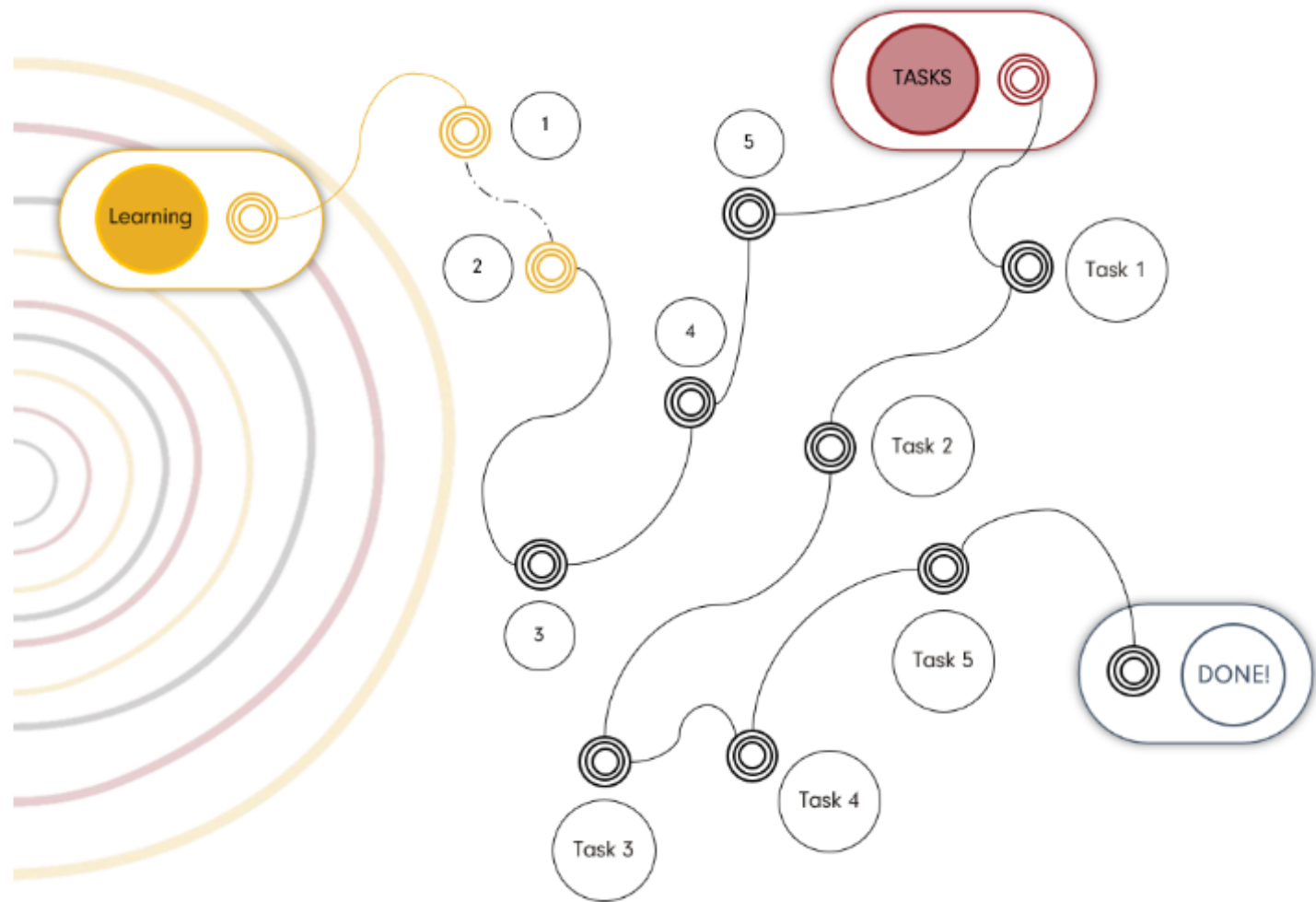
You've completed Learning 1 and now you're ready to do **Learning 2 staying safe at work.**

Select 'start' to begin.

Start



NMC
inclusive



Contextualised community representation

- Visual representation of remote communities
- Case studies based in remote Indigenous settings
- Images of local Yolngu people working in construction
- Embedding local language where possible

What is **WHS**?

Work health and safety (**WHS**) involves managing risks to the health and safety of everyone in your workplace.

This may include:

- workers or contractors
- customers
- visitors
- suppliers.



What is **construction djama**?


Construction work is work that is done on a structure or part of a structure, including its building, construction, extension or structural changes.

Construction work includes building, renovating, site preparation, plumbing and electrical work.




NMC
inclusive

Contextualised community representation




Material

Flip the flashcard to find out what material is.




Subcontractor

Flip the flashcard to find out what a subcontractor is.



Supplier

Flip the flashcard to find out what a supplier is.



Jimmy


Jimmy is a painter.


At work today Jimmy dropped the paint can and there is now wet paint all over the floor. How can Jimmy

Concrete

This is a building material poured into moulds.

Concrete is made out of water, sand, gravel and other materials, and it can be used for slabs, driveways and columns.





NMC
inclusive

Structured study schedule

Delivery Timetable Stage 1

Week 1	Day 1 What is construction?	Day 2 WHS	Day 3 Safety	Day 4 PPE
Session 1 (55 min) <ul style="list-style-type: none"> 25 min Brain Break 5 min 25 min 	What is construction? <ul style="list-style-type: none"> Online content and interactives Brain break Activities 1 and 2 Brain break 	Work health and safety <ul style="list-style-type: none"> Online content and interactives Brain break Activities 1 and 2 Brain break 	What is safety? <ul style="list-style-type: none"> Online content and interactives Brain break Activities 1 and 2 Brain break 	PPE in the community <ul style="list-style-type: none"> Online content and interactives Brain break Activities 1 and 2 Brain break
Session 2 (55 min) <ul style="list-style-type: none"> 25 min Brain Break 5 min 25 min 	Construction terminology <ul style="list-style-type: none"> Online content and interactives Brain break Activities 3 and 4 Brain break and lunch 	Responsibilities <ul style="list-style-type: none"> Online content and interactives Brain break Activities 3 and 4 Brain break and lunch 	Staying safe at work <ul style="list-style-type: none"> Online content and interactives Brain break Activities 3 and 4 Brain break and lunch 	PPE in construction <ul style="list-style-type: none"> Online content and interactives Brain break Activities 3 and 4 Brain break and lunch

Directly aligned with White Card

White Card



Learning 1: WHS law and responsibilities

This module includes duty of care, WHS legislation and rights and responsibilities of employers and workers in the construction industry.



Learning 2: Staying safe at work

Safe work practices are the actions that you take while at work to minimise the chance of causing harm to yourself, others or equipment. You will also learn about Personal Protective Equipment (PPE).

Get ready for White Card

Day 2 WHS	Day 3 Safety	Day 4 PPE
Work health and safety <ul style="list-style-type: none">• Online content and interactives• Brain break• Activities 1 and 2• Brain break	What is safety? <ul style="list-style-type: none">• Online content and interactives• Brain break• Activities 1 and 2• Brain break	PPE in the community <ul style="list-style-type: none">• Online content and interactives• Brain break• Activities 1 and 2• Brain break
Responsibilities <ul style="list-style-type: none">• Online content and interactives• Brain break• Activities 3 and 4• Brain break and lunch	Staying safe at work <ul style="list-style-type: none">• Online content and interactives• Brain break• Activities 3 and 4• Brain break and lunch	PPE in construction <ul style="list-style-type: none">• Online content and interactives• Brain break• Activities 3 and 4• Brain break and lunch



NMC
inclusive

Pomodoros

25-minute blocks of learning shown to improve learner outcomes. Benefits include:

- Breaking down concepts into easy-to-digest chunks.
- Smaller tasks equal more achievement boosting feelings of academic success.
- 5-minute brain-breaks allow students to recharge.
- Makes learning more accessible and easier to start.
- Combats distractions, procrastination and avoidance.

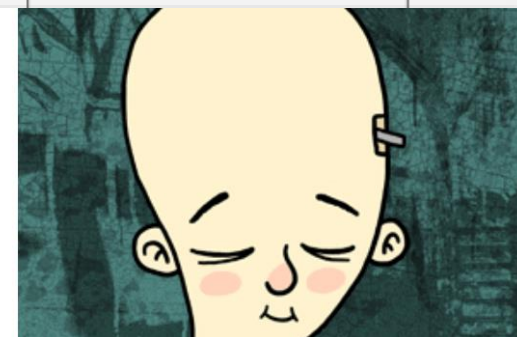
Delivery Timetable Stage 1

Week 1	Day 1 What is construction?	Day 2 WHS
Session 1 (55 min) <ul style="list-style-type: none">• 25 min• Brain Break• 5 min• 25 min	What is construction? <ul style="list-style-type: none">• Online content and interactives• Brain break• Activities 1 and 2• Brain break	Work health and safety <ul style="list-style-type: none">• Online content and interactives• Brain break• Activities 1 and 2• Brain break
Session 2 (55 min) <ul style="list-style-type: none">• 25 min• Brain Break• 5 min• 25 min	Construction terminology <ul style="list-style-type: none">• Online content and interactives• Brain break• Activities 3 and 4• Brain break	Responsibilities <ul style="list-style-type: none">• Online content and interactives• Brain break• Activities 3 and 4• Brain break

Brain Break

Great work!

It's time to take a 5-minute brain break.



NMC
inclusive

Blended delivery – online

Responsibilities

Everyone has responsibilities on a construction site.

A responsibility is **something you are expected to do** and will often keep you and others safe at work.



Employers

Employees

Contractors

Employers

Employers are responsible for:

- providing a safe workplace
- providing health and safety instructions
- providing Personal Protective Equipment (PPE)
- work environment free of discrimination, harassment and bullying

Employers are responsible for:

Select 4 correct answers



Providing a safe workplace



Providing lunch and coffee



Providing health and safety instructions



Providing a work environment free of discrimination, harassment and bullying



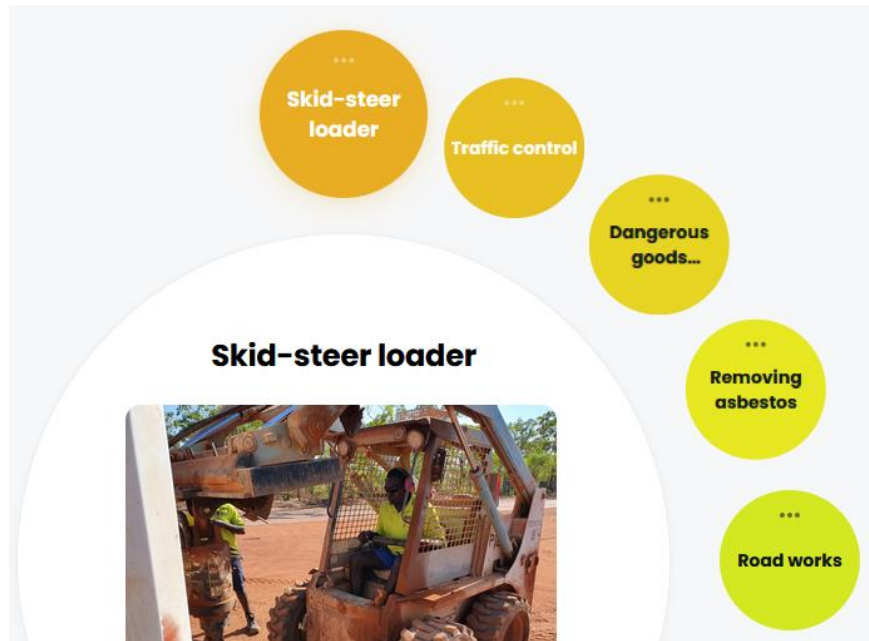
Providing transport to and from work



NMC
inclusive

Blended delivery – online

Four x 25-minute blocks of learning combining learning content, scaffolded and interactive activities, broken up by 5-minute brain breaks



There are six main types of safety signs that are common in Australia.

Click each heading to see examples of common signs and symbols in construction.

Hazard warning signs



Emergency information signs



Prohibited signs



Hazard warning signs



Yellow triangle with a black border and a black symbol.



Safe with water

Staying safe in the water includes many activities including:

- Swimming
- Watersports



Safe with fire

Fire safety is important at home and on Country. Fire safety includes:

- Back burning and land management



Safe with sport

Playing sports can be fun and dangerous. Sometimes while playing sports we may experience injuries.



NMC
inclusive

Blended delivery – Field folder

These asynchronous activities are designed to take learning away from a computer and into the community.

Stage 1, Day 2: WHS

Activity 1: What did they say?

Your trainer will read this information to you.

Work health and safety is also called WHS. Work health and safety laws protect workers and others from health and safety risks at the workplace.

WHS is everyone's responsibility. Everyone has duties under the work health and safety laws, including employers, workers, visitors and others.

It is your responsibility to take care of your own health and safety, as well as the health and safety of others.

It is your employer's responsibility to provide a safe and healthy workplace for everyone.

Read questions 1–5 and **write** which answer is correct (A, B, C, D or E).

Question	Answer
1. What did the speaker say about duties?	
2. Who's responsibility is it to take care of your health and safety?	
3. What is work health and safety also called?	
4. Who's responsibility is it to provide a safe and healthy workplace for everyone?	
5. What do work health and safety laws protect workers and others from?	

Answers to choose from
A. WHS
B. Your employer's responsibility
C. They said that everyone has duties under the work health and safety laws.
D. Health and safety risks in the workplace.
E. Your responsibility



NMC
inclusive

Blended delivery – Field folder

Activity 2: Case study and questions

Read the case study and then **circle** the correct answer.

Reuben has been working for Bukmak as a carpenter. They had to get lots of work done because they are running late. Reuben's boss told him not to worry about cleaning up his work site before lunch.

Reuben works for ALPA.	Yes	No
Reuben is a carpenter. What material does Reuben work with?	Wood	Metal
The workers are running on time.	Yes	No
Reuben's boss told him to clean up.	Yes	No

Activity 6: Listen to the safety instructions (optional)

Your trainer will read the following safety instructions to you.

You need to **listen** carefully.

Safety instructions

This is a very dangerous task. You need to make sure you are wearing your protective gloves, hard hat and goggles. If you don't wear this PPE, you could be seriously hurt.

Answer the following questions

- What 3 PPE items should you wear?

- The task is dangerous. **True** or **false**?
- If you don't wear the PPE you will be fine. **True** or **false**?
- You must wear hearing protection. **True** or **false**?



NMC
inclusive

Daily yarns

These 'end of day' activities have been designed to elicit reflections from learners to guide differentiated learning interventions and considered supports.

Get ready for White Card **Daily Yarns**

Trainer instructions

Trainers, the following suggestions can be used to drive learner reflections in the daily yarn.

Learner reflections will help you identify potential learning interventions you may need to implement to support individual learners and ensure the learner experience is positive.

Suggested learning interventions to support progress:

- Unpack content for each section via a master computer/projector (preview mode)
- Have learner's complete activities individually (or as a class if support is required)



NMC
inclusive

Stage 1 Day 2 WHS

Stage 1 Day 2 is now complete. It's now time to have a yarn to your learners.

Here are **3** ideas to help them reflect on their learning.

What was hard today?

Maybe it was understanding some of the new information?

Maybe you are still learning how to use the online training and it made completing tasks a bit slow.

Maybe you are just a bit tired today?

What would make learning a bit easier tomorrow?

Could you arrive ready to learn?

Maybe have some breakfast and make sure you get out of bed in time.

Maybe you could ask questions if you don't understand?

Or sit near someone that could help you?

Learner progress tracking tool

This document informs learner supports and interventions and track learner progress.

STAGE 1 DAY 2: Work Health and Safety (WHS)

Activity	Complete	Interventions needed	Ready to progress	Notes
Online activities				
Session 1 Activity 1	<input type="checkbox"/>		N/A	
Session 1 Activity 2	<input type="checkbox"/>			
Session 2 Activity 3	<input type="checkbox"/>			
Session 2 Activity 4	<input type="checkbox"/>			
Field folder				
Activity 1: What did they say?	<input type="checkbox"/>		Ready to progress to White Card – Learning 1 Y <input type="checkbox"/> N <input type="checkbox"/>	
Activity 2: Case study questions	<input type="checkbox"/>			
Activity 3: Circle the WHS words	<input type="checkbox"/>			
Activity 4: Who is responsible?	<input type="checkbox"/>			
Activity 5 (optional): The correct verb	<input type="checkbox"/>			
Activity 6 (optional): Hidden message	<input type="checkbox"/>			

ACSF mapping

ACSF mapping

Program title Get ready for White Card
ACSF level Pre-level 1 / Level 1

Stage	Day	Field Folder	Title	Learning	Reading	Writing	Oral communication
1	1 What is construction?		Activity 1 (online)	PL1	1		
			Activity 2 (online)	1	1		
			Activity 3 (online)	1	PL1		
			Activity 4 (online)	1	PL1		
		1	About you	PL1	1	1	
		2	About Steven	1	1	1	
		3	Write the word	1	1	1	
		4	Construction word find	1	1		
		5	Interview a partner	PL1		1	1
		6	About your partner	1	1	1	



NMC
inclusive

“

What made us choose NMC was the point of difference - understanding and developing the resources that consider the cognitive load, including 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.

Ryan Buckley, ALPA Training and Education Manager

”



NMC
inclusive

Testimonial

Impact



NMC
inclusive



NMC
inclusive

Locations of delivery – East Arnhem Land, NT

“ 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

”



NMC
inclusive

Engagement

“ Engagement with the materials so far has been excellent. With a 94% completion rate, the learners appreciate the simplicity of design and are not overwhelmed with information all at once. The information is scaffolded and aligned to assessment tasks. ”

Ryan Buckley, ALPA Training and Education Manager



White Card – Ramingining, NT



NMC
inclusive

Qualification	Current Communities	Current Learners	Future Communities	Future Learners
White Card	3 Gunbalanya, Ramingining, Galiwin'ku	40	11 We have forward bookings for this course to be delivered. We have also secured funding under the Fee Free TAFE program for community courses to be delivered in Galiwin'ku, Ramingining, Nhulunbuy and Jabiru There has been strong interest from external stakeholders for this course to be delivered including in Timor Leste Darwin, Galiwin'ku, Gapuwiyak, Gunbalanya, Milingimbi, Minjilang, Ramingining, Nhulunbuy, Yirrkala, Gunyangara, Jabiru	110 +70 We have secured funding for an additional 70 places under fee free TAFE program to be delivered in remote communities. We cap the learners at 10 for each course to ensure they get a quality learning experience.

Qualification	Total Enrolments	Active (continuing)	Completed	Cancelled/Withdrawn	Completion Rate
CPCWHS1001	51	1	48	2	94% unit completion



Qualification	Current Communities	Current Learners	Future Communities	Future Learners
Get ready for White Card	3 Ramingining, Galiwin'ku, Nhulunbuy	18	10 Galiwin'ku, Gapuwiyak, Gunbalanya, Milingimbi, Minjilang, Ramingining, Nhulunbuy, Yirrkala, Gunyangara, Jabiru	100 We cap the learners at 10 for each course to ensure they get a quality learning experience. Source: ALPA, 2023

White Card– Ramingining, NT



White Card– Ramingining, NT



Qualification	Current Communities	Current Learners	Future Communities	Future Learners
Get ready for construction	<p>Not delivered yet however there is considerable interest.</p> <p>Have discussed with Australian Apprenticeships Support Network and there is a need for this in remote settings- issue is who pays for the delivery.</p>	<p>10</p> <p>Galiwin'ku, Gapuwiyak, Gunbalanya, Milingimbi, Minjilang, Ramingining, Nhulunbuy, Yirrkala, Gunyangara, Jabiru</p> <p>There are some major housing projects happening in remote communities with a requirement for local participation. This course would be rolled out to where it was needed in conjunction with the Community Development Program and Training provider.</p> <p>We are also currently completing a business case to determine viability of adding Certificate II Construction pathways to scope that this course would feed into.</p>	<p>100</p> <p>We cap the learners at 10 for each course to ensure they get a quality learning experience.</p>	

Source: ALPA, 2023

Appropriateness of materials



White Card – Galiwin'ku, NT

“

The resources break 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, featuring photos from remote building sites and familiar faces which increases engagement.

”

Ryan Buckley, ALPA Training and Education Manager

Wider community response

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

"NTG has advised that there is a major project, Greater Sunrise with Woodside Energy, where there is approximately 10,000 workers in the NT and Timor Leste that will require training. ALPA are currently building relationships with the Timorese Government."

CDU have also expressed interest in using the Ready for White Card and Ready for Construction to support school-based learners wanting to get into the construction industry, demonstrating a recognition of ALPA being at the forefront of RTO materials designed for their cohort and geographical locations.

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



NMC
inclusive



NMC
inclusive