

# Tasmanian Disability Sector Language, literacy and numeracy skills action plan 2016 – 2017

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## **Introduction**

The disability sector is in a period of rapid growth that will continue through until 2019 with the roll out of the National Disability Insurance Scheme (NDIS). In Tasmania 6,500 people currently access services that provide disability support. It is estimated that by the end of 2019 the number of Tasmanians eligible to access the NDIS is projected to be approximately 10.600 people. This is based on figures from the ‘Bilateral agreement between the Commonwealth and Tasmania transition to a National Disability Insurance Scheme’ and takes into consideration Tasmania’s higher disability rate than other states (for men: 18.4% in 2012 compared with 12.8% nation-wide, women: 17.5% compared with 12.7%) (NDS, 2014, ‘National Disability Workforce Strategy project: Tasmanian trial site profile and findings’). The increased number of participants in the scheme will require an increase in the size of the workforce and in particular, the number of support workers.

The central tenet of NDIS is that people with disability have choice and control over the services they access to enable them to participate in all domains of life. This will see the demand for more services to be available outside of existing disability service centres. Participants expect support workers to undertake more diverse tasks, including assisting in the management of finances, computers, study and access to mainstream services; all tasks that require good literacy.

The ‘Tasmanian Disability Sector Language, Literacy and Numeracy Action Plan 2015-2016’ was developed by industry for industry. The original plan came about through actions taken at meetings of the Disability Industry Round Table, which meets quarterly to discuss key concerns to the sector in terms of workforce development. The membership comprises operations managers and human resource managers from disability service provider organisations as well as trainers from registered training organisations. The Plan also leverages off the work done as part of the Disability Workforce Innovation Network project; a federally funded project undertaken by National Disability Services (NDS). The revisions to this Plan 2016-2017 reflect the work that was achieved during implementation of the 2015-2016 Plan as well as the learnings from that activity. Since the first Plan, NDS has written The Tasmanian Disability Workforce Strategy and Action Plan. This LLN Plan forms an action in the broader Workforce Plan under Strategy 3.4, “Strengthen support service capability”. This Plan has assumed a stronger focus on supporting disability services to become more literacy friendly. NDS noted that in addition to many employees benefitting from training, there is a need for employers to take action in the following three ways.

* Simplify workplace documents
* Provide more initial support to new workers
* Be clearer on what workers need to report

The goal of this Plan is to strengthen the disability sector workforce so people with disability can participate in all domains of life. The actions in the plan strive to meet this goal by providing workplace language, literacy and numeracy (LLN) training and strengthening the culture of learning within organisations.

Reportedly, 49% of Tasmanians do not have the required level of functional literacy to perform everyday workplace tasks (ABS, 2013, PIAAC 2011-12 Preliminary Tables). Through forums such as the Disability Industry Round Table, NDS is aware the efficiency of businesses in the sector will be challenged by the mismatch of employee skills in this area with those required to successfully transition to the NDIS.

As such, many people in the existing workforce and people entering the sector need the opportunity to strengthen their LLN skills to operate in an increasingly complex environment. All support and training provided to workers, supervisors and managers in the disability sector is likely to have flow-on effects to other community services as the workforce moves between them.

It is anticipated 26TEN will continue their role as a key partner in the implementation of this Plan to comprehensively support the strengthening of the workforce in the disability support sector.

## **Action 1 Support senior managers to support their workforce**

All efforts in a workplace to strengthen LLN skills need to be championed by senior management. This is important for a number of reasons:

* Staff will view resulting training as important to and valued by the organisation
* Required organisational resources can be made available
* The cost to the organisation of underdeveloped LLN skills can be estimated by attention to WHS and re-work data
* Considerations, such as back-fill and payment for staff time, can be addressed directly with those with the authority to make decisions

### **Proposed activity**

The Adult Literacy Skills Officer (ALSO) will engage with senior managers in the following ways.

1. The information sheet developed during implementation of the 2015 Plan will be distributed electronically and in hard copy through NDS networks including members, Disability Industry Round Table, Training Quality Network. This information will also be made available from the NDS website. The document provides information about:

* The cost of employees having low level LLN skills
* Strategies that have been successfully used in workplaces to strengthen LLN
* Workforce development practices to destigmatise LLN skills development programs by strengthening a learning based culture
* Benefits of workplace documents written in Plain English and links to support
* Activities available to service providers as a result of this Action Plan

1. Service providers will have the opportunity for the ALSO to visit their workplace and discuss the needs of their workforce. This will provide the opportunity for the practitioner to learn about: the specific LLN skills needs of a particular workplace, its current workforce skills, and the challenges it faces. Based on this consultation they will provide advice on best practice training methods depending on each employee’s skill level, work commitments, and other study requirements. The ALSO can further advise on development of Plain English workplace documents and/or provide advice about ways to alter organisational culture with regard to LLN skills development, if required. During this consultation the ALSO will discuss ways the workplace can make their LLN skills development activities sustainable beyond the scope of the Action Plan and any related funding.

Based on the information provided, managers may decide to take advantage of the other actions in this Plan for the benefit of their organisation. Activity will be coordinated by the ALSO and the organisation’s delegate. It will be documented through an organisation-specific Workplace Literacy Action Plan (WLAP)[[1]](#footnote-1). This includes a list of recommended activity to be taken by management to enable the success of the project.

Services engaged in the first Plan may have their WLAP updated during implementation of this version.

### **Program plan**

Staffing Adult Literacy Support Officer (ALSO) 1 (fixed term)

* 60 hours liaison with services
* 20 hours travel to regional areas as required

Financial resources Salaries $3561

Meals and accommodation $600 (3 nights in N and/or NW)

Resources required Office space, computing equipment and systems, printing, venue and catering, access to vehicle

Other considerations This role requires a highly motivated and self-directed incumbent with in depth knowledge of workplace LLN training provision. Excellent interpersonal skills and document writing skills are required. Experience in the community services sector is highly desirable.

Risks and mitigations See [Risk analysis](#_Risk_analysis)

Action and responsibilities See [Schedule](#_Action_Plan_schedule)

## **Action 2 Promote the use of Plain English in the workplace**

It is important that employers provide workplace documentation in Plain English. This action has two aspects to support employers to meet this end.

### **Proposed activities**

1. Plain English helps people to understand information the first time they read or hear it. The ALSO will coordinate Plain English training sessions with 26TEN and add these events to the NDS workforce development calendar. Plain English can be used in a range of workplace documents including emails, reports, policies, workplace procedures, file notes, and forms. This workshop supports skills development to ensure workplace documents:

* Are written in clear language
* Give or ask for information in the right order
* Help others to find information quickly

1. The ALSO can provide advice to the organisation about the suitability of their workplace documents. They can also, where available, share well written policies and procedures that services can use to base theirs on.

The service organisation will take control of the process of re-writing the documents, supported by the ALSO. This will include a process of review by document users.

### **Program plan**

Staffing Adult Literacy Support Officer (ALSO) 1 (fixed term)

* 10 hours coordination of workshops
* 30 hours - 3 hours support for 10 services

Financial resources Salaries $1780

Catering $350

Resources required Office space, computing equipment, printing, venue and catering, access to vehicle

Other considerations This role requires an ALSO with strong skills in evaluating workplace documents. Excellent interpersonal skills and workplace document writing skills are required.

Risks and mitigations See [Risk analysis](#_Risk_analysis)

Action and responsibilities See [Schedule](#_Action_Plan_schedule)

## **Action 3 Strengthen supervisors’ skills to support team members**

This activity equips team leaders and supervisors with the skills to support colleagues who have difficulties completing their work due to their LLN skills levels. Supervisors need the knowledge and skills to understand the issues and engage the appropriate support, rather than to develop the capability to resolve such problems.

If real change is to be made in the sector with regard to the LLN skills of the disability workforce, then it is important to break down the stigma associated with low levels of skills. Supportive, understanding and knowledgeable supervisors are key to enabling this to occur within a workplace.

### **Proposed activity**

NDS will identify any relevant funding sources and apply to partner with interested RTO(s) to run this as an accredited program.

A specialist LLN practitioner will provide training for frontline supervisors to support their skills and knowledge in these areas:

* Understand what we mean by language, literacy and numeracy (LLN)
* Recognise the LLN demands of the roles you supervise
* Develop exemplar documents for team members to use as models during induction\*
* Learn how to train in the use of standard documents during induction\*
* Identify behaviours that mask issues with LLN skills
* Find formal and informal supports including specialist LLN practitioners
* Provide a supportive environment and promote a culture of learning
* Develop effective strategies to encourage team members to participate in training\*
* Develop individual plans with employees to strengthen their required skills

The resources developed during the first year of the Plan need some revision during this iteration. The additional topics to be covered are included in the list above with an asterisk.

### **Training program**

Learners On average, the learners in the group will have literacy skills around Australian Core Skills Framework (ACSF) level 2-3. Their role can be highly demanding as the span of their supervision is likely to span about 12 – 25 people.

Pathways from training Enhancement of front line supervision skills. This one unit is from the skillset BSBSS00062 - Workplace Supervisor Language, Literacy and Numeracy Skill Set (Release 2).

Job requirements Frontline supervisors need to be able to identify team members whose foundation skills are insufficiently well developed to efficiently complete their job role. They then need to develop individual plans with these employees that identify opportunities to strengthen the required skills.

UoC BSBFLM313A Apply LLN to support others in the workplace

Proposed program The following program will be repeated three times during the year in several locations depending on demand. The full program is designed to ensure participants roll out their skills in the workplace. Learning will take place across three events.

* One full-day, face-to-face workshop for frontline supervisors
* 1.5 hour, 1:1 follow-up by trainer with frontline supervisors in their workplace
* Half day workshop with frontline supervisors to consolidate learning and feedback for intra-sector learning

Staffing ALSO 1 (fixed term contract)

* 20 hours to refine training program materials
* 20 hours to coordinate funding application with RTO for delivery

Financial resources Salaries $1780

Resource required Office space, computing equipment and systems, printing, venue and catering, access to vehicle

Other considerations To ensure sustainability of this kind of training NDS will evaluate the uptake of this training and liaise with a number of RTOs training in the disability sector and ascertain their interest in adding the accredited unit to their scope.

This Action will logically follow from the completion of Action 1.

Risks and mitigations See [Risk analysis](#_Risk_analysis)

Action and responsibilities See [Schedule](#_Action_Plan_schedule)

## **Action 4 Provide training in leadership LLN skills**

Some existing and emerging leaders do not have the requisite foundation skills to carry out a higher level role. NDS has learnt this during consultation to develop the Disability Sector Workforce Action Plan. We spoke with services’ employees, management and funding bodies.

This Action aims to support service providers to strengthen the capability of their frontline leadership team. It is also hoped this Action will help break down any stigma associated with LLN skills learning as it will be evident this needs to occur at higher levels of the organisation.

### **Proposed activity**

A specialist LLN practitioner will develop materials and conduct four training programs. The training program content is given over the page.

The training programs will be fully flexible to accommodate the authentic texts used in each participant’s workplace. Training may be conducted one-on-one or in small groups. This will depend on the demand within each workplace.

### **Training program overview**

Learners

The learners will be existing support workers who have been identified for progression into supervisory roles. Their current ACSF level for the skills they are seeking to strengthen is likely to be between 2 and 3. They will need to develop these skills so they can engage with a limited range of familiar texts (oral or written) that might have the complexity of texts included at ACSF level 4.

Pathways from training

Enhancement of front line supervision skills possibly enabling opportunity for promotion.

Qualifications

Participants may choose to enrol in the accredited units associated with these programs at their own additional cost. Units are taken from Certificate III Business and Foundation Skills qualifications. These units have been selected as they may provide an alternative source of funding to enable the sustainability of the training at the end of this project. They may also provide a guide to the ALSO.

Mode of training

All learning programs will commence face-to-face, on-the-job for a 90 minute session. This session may be one-on-one or in a small group of two to three people. The session will incorporate an initial assessment against the relevant ACSF skills. Follow up face-to-face sessions will be conducted on a regular basis in consultation with the workplace. Depending on the existing skills of the worker, self-paced work may be set to carry on with between face-to-face sessions.

### **Training delivery plan**

Training facilities Training will be done at the workplace in small groups of 1-3 so just a small space is required

Staffing ALSO 1 (fixed term) and other ALSOs located regionally (casual)

* 40 hours liaison with employers
* 50 hours preparation for training
* 200 hours training

Financial resources Salaries $15,092

Other considerations The mode of delivery is flexible – modifications may be made to the program to meet the needs of individual workplaces.

Risks and mitigations See [Risk analysis](#_Action_Plan_schedule)

Action and responsibilities See [Schedule](#_Action_Plan_schedule)

### **Training program content**

**Business writing**

Job requirements Rosters, writing and reviewing participants’ individualised plans, participants’ file notes, staff performance appraisals, incident reports, shift reports, funding proposals for small community grants, other internal reports

Duration As required for the individual learner - regular sessions (weekly or fortnightly) of 30 minute duration

Mode Face-to-face with a focus on a particular document type within each session.

Resources required Office space, computing equipment, printing, training resources to be developed and/or collated by ALSO

UoC [BSBWRT301A - Write simple documents](http://training.gov.au/Training/Details/BSBWRT301A)

[BSBWRT401A - Write complex documents](http://training.gov.au/Training/Details/BSBWRT401A" \o "View details for unit code BSBWRT401A)

[FSKWTG09 - Write routine workplace texts](http://training.gov.au/Training/Details/FSKWTG09" \o "View details for unit code FSKWTG09)

[FSKWTG10 - Write complex workplace texts](http://training.gov.au/Training/Details/FSKWTG10" \o "View details for unit code FSKWTG10)

[FSKWTG11 - Write highly complex workplace texts](http://training.gov.au/Training/Details/FSKWTG11)

[BSBITU303A - Design and produce text documents](http://training.gov.au/Training/Details/BSBITU303A)

[BSBITU306A - Design and produce business documents](http://training.gov.au/Training/Details/BSBITU306A)

**Business reading**

Job requirements Standard Operating Procedures, internal workplace reports, internal policies and procedures, incident reports, internal service agreements, reviewing participants’ individualised plans, administering medication

Duration As required for the individual learner - regular sessions (weekly or fortnightly) of 30 minute duration

Mode Face-to-face with a focus on a particular document type within each session.

Resource required Office space, computing equipment, printing, training resources to be developed and/or collated by ALSO

UoC [FSKRDG11 - Read and respond to complex workplace information](http://training.gov.au/Training/Details/FSKRDG11)

[FSKRDG12 - Read and respond to highly complex workplace information](http://training.gov.au/Training/Details/FSKRDG12)

**Oral communication for meetings**

Job requirements Conduct team meetings, attend management meetings

Duration 2-3 sessions of 60 - 90 minutes duration or as required by the individual learner

Mode Face-to-face – Sessions will cover: use of professional terminology, workplace protocols and procedures of meetings, reflection on recent meetings, role play scenarios likely to arise within meetings. These sessions may be combined with reading and writing if agendas, minutes, etc. need to be covered holistically.

Resources required Office space, computing equipment, printing, training resources to be developed and/or collated by ALSO

UoC [FSKOCM04 - Use oral communication skills to participate in workplace meetings](http://training.gov.au/Training/Details/FSKOCM04)

[FSKOCM09 - Use oral communication skills to facilitate workplace meetings](http://training.gov.au/Training/Details/FSKOCM09)

[FSKOCM11 - Use oral communication skills to facilitate workplace teams](http://training.gov.au/Training/Details/FSKOCM11)

**Oral communication for negotiating**

Job requirements Liaise with management, supervise staff, performance manage staff with support, resolve staff disputes, resolve issues between participants and staff, liaise with families and carers of participants

Duration 2-3 sessions of 60 - 90 minutes duration or as required by the individual learner

Mode Face-to-face – Sessions may cover: use of professional terminology, workplace protocols and procedures of communication, reflection on recent meetings requiring negotiation and role play scenarios likely to arise within a negotiation.

These sessions may be combined with reading and writing if the development of performance appraisals, individualised plans, etc. need to be covered holistically.

Resources required Office space, computing equipment, printing, training resources to be developed and/or collated by ALSO

UoC [FSKOCM08 - Use oral communication skills to facilitate workplace negotiations](http://training.gov.au/Training/Details/FSKOCM08)

## **Action 5 Provide training in support work LLN skills**

Employers have reported to NDS that support workers often have under-developed LLN skills to meet the requirements of the workplace. NDS has learnt this during consultation to develop the Disability Sector Workforce Action Plan. We spoke with services’ employees, management and funding bodies.

This action aims to support the sector by strengthening the foundation skills of existing workers in their workplace.

### **Proposed activity**

A specialist LLN practitioner will develop materials and conduct training for support workers in their workplace. The training will be customised to suit individual learners in their workplace context. Broad program themes are identified in the Training Program Content on the following page.

The training will be fully flexible to accommodate the authentic events in each participant’s workplace. Training may be conducted one-on-one or in small groups. This will depend on the demand within each workplace.

### **Training program overview**

Learners The learners will be existing support workers who have been identified as benefiting from further LLN skills development. Their current ACSF level for the skills they are seeking to strengthen will be between 1 and 2. They will need to develop these skills so they can engage with a limited range of familiar texts (oral and written) that might have the complexity of texts included at ACSF level 3.

Pathways from training Enhancement of skills as a support worker leading to:

* Increased efficiency and productivity
* Improved competence and confidence
* Opportunity to study Cert III or IV level vocational qualification
* Opportunity to extended job roles that can increase work hours for casual staff

Qualifications Training may be aligned with units from the Foundation Skills Training Package. This option will not be offered under the current plan however may be required to enable continuation of support in the future.

Mode of training All training will commence with a face-to-face, on-the-job 60 minute session. This session will be most effective if conducted one-on-one. The session will incorporate an initial assessment against the relevant ACSF skills. Follow up face-to-face sessions will be conducted on a regular basis in consultation with the workplace. For the strongest outcome it is recommended that sessions are 30-60 minutes in duration and occur weekly or fortnightly. Depending on the existing skills of the worker, self-paced work may be set to carry on with between face-to-face sessions.

### **Training delivery plan**

Training facilities Training will be done at the workplace in small groups of 1-3 so just a small space is required

Staffing ALSO 1 (fixed term) and other ALSOs located regionally (casual)

* 35 hours liaison with employers
* 50 hours preparation of materials
* 200 hours training

Financial resources Salaries $14,557

Other considerations The mode of delivery is flexible – modifications may be made to the program to meet the needs of individual workplaces.

Risks and mitigations See [Risk analysis](#_Action_Plan_schedule)

Action and responsibilities See [Schedule](#_Action_Plan_schedule)

### **Training program content**

**Reading and interpreting individualised participant plans**

* Purpose, structure, terminology
* Follow-up required to support successful plan implementation (e.g. researching community engagement options with/for an individual)

Duration Initial session 60 minutes and then 30-60 minute sessions to follow up for as long as required by the learner.

Instruction mode One-on-one, face-to-face with a focus on authentic plans the learner is involved in implementing.

Resources required Access to space in the learner’s workplace and authentic individualised plans.

UoC FSKRDG04 – Read and respond to basic workplace information

FSKRDG07 – Read and respond to simple workplace information

FSKRDG10 – Read and respond to routine workplace information

**Recording and reporting**

* Record file notes using digital technology as required by the workplace
* Record information about times and shifts using digital technology as required by the workplace
* Complete standard workplace reports e.g. incident reports

Duration Initial session 60 minutes and then 30-60 minute sessions to follow up for as long as required by the learner.

Mode One-on-one or small group, face-to-face with a focus on authentic tasks the learner needs to complete in the workplace.

Resources required Access to space in the learner’s workplace and authentic records and reports the learner needs to engage with. This collection will include exemplar documents upon which learners can model their writing.

UoC FSKWTG05 - Complete simple workplace formatted texts

FSKDIG02 - Use digital technology for simple workplace tasks

FSKWTG09 - Write routine workplace texts

FSKDIG03 - Use digital technology for routine workplace tasks

**Oral communication**

* Using the workplace terminology of the profession
* Working with others in a team
* Participating in team meetings
* Communicating with people with disability

Duration Initial session 60 minutes and then 30-60 minute sessions to follow up for as long as required by the learner.

Instruction mode One-on-one or small group, face-to-face with a focus on workplace based scenarios using role play.

Resources required Access to space in the learner’s workplace.

UoC FSKOCM03 - Participate in simple spoken interactions at work

FSKOCM06 – Use oral communication skills to participate in workplace teams

FSKOCM07 - Interact effectively with others at work

**Problem solving**

* Recognising workplace problems
* Identifying the cause of the problem
* Recognising
* Developing creative solutions
* Making suggestions respectfully

Duration Initial session 60 minutes and then 30-60 minute sessions to follow up for as long as required by the learner(s).

Instruction mode One-on-one or small group, face-to-face with a focus on authentic situations encountered in the workplace.

Resources required Access to space in the learner’s workplace and authentic individualised plans.

UoC FSKLRG09 Use strategies to respond to routine workplace problems

**Foundation skills to assist with medication**

* Reading skills to follow instructions
* Numeracy skills to ensure appropriate measurement and time
* Communication skills to communicate with the person being assisted and a supervisor if necessary
* Language skills to use technical terminology that needs to be read, spoken or written
* Writing skills to complete required documentation

Duration Initial session 60 minutes and then 30-60 minute sessions to follow up for as long as required by the learner(s).

Instruction mode One-on-one or small group, face-to-face with a focus on authentic situations encountered in the workplace.

Resources required Access to space in the learner’s workplace and authentic individualised plans.

UoC FSKRDG05 – Read and respond to simple workplace procedures

FSKNUM09 – Identify, measure and estimate familiar quantities for work

FSKOCM03 – Participate in simple spoken interactions at work

FSKWTG05 – Complete simple workplace formatted texts

**Financial literacy**

* Understanding the relationship between time and cost under the NDIS
* Managing a personal budget

Duration Initial session 60 minutes and then 30-60 minute sessions to follow up for as long as required by the learner(s).

Mode One-on-one or small group, face-to-face with a focus on authentic situations encountered in the workplace.

Resources required Access to space in the learner’s workplace and authentic individualised plans.

UoC FSKNUM08 – Identify and use whole numbers and simple fractions, decimals and percentages for work

## 

## **Action 6 Provide short, targeted, in-house workshops with resources**

During the implementation of the first LLN Plan 2015 -2016, it was evident that staff meetings are a valuable opportunity for training.

Most services run staff meetings fortnightly or monthly. These are generally of a 2 hour duration and all members of a team come together face-to-face. It appeared that many such team meetings do not achieve the outcomes hoped for by the team members or the services. Strengthening the team leader’s skills and the team members’ skills in planning and running meetings would make such meetings a more effective use of time.

Further, these meetings are often the only time workers are paid outside of client-facing time. The development of short focussed workshops that could be held as part of these team meetings will provide opportunity for teams to learn together about specific LLN skills.

Services may decide to develop in-house capability to sustain delivery of these workshops. This will be supported by Action 2.2.D from the Tasmanian Disability Workforce Strategy and Action Plan. This action involves the development of a non-accredited train-the-trainer program for services to train their own staff, in the first instance, in IT systems.

### **Proposed activity**

NDS will offer a range of workshops that will be coordinated by the ALSO. Services can invite the ALSO to attend their team meeting and present any number of targeted programs including:

* Getting the most out of team meetings
* Preparing for a performance appraisal
* Recording time
* Sharing exemplar progress notes
* Using dot points to write progress notes
* Objective writing – reporting behaviour not emotion
* Pointers from Plain English – selected pointers about sentence structure

Workshop participant guides and session plans will be developed for each of these and be available to services to run workshops in-house.

Staffing ALSO 1 (fixed term) and other ALSOs located regionally (casual)

* 70 hours training delivery
* 30 hours development of training resources

Financial resources Salaries $4,919

Resources required Office space, computing equipment, printing

Risks and mitigations See [Risk analysis](#_Action_Plan_schedule)

Action and responsibilities See [Schedule](#_Action_Plan_schedule)

## **Risk analysis**

| **Risks** | **Mitigation strategies** |
| --- | --- |
| Unable to retain existing ALSOs | Promote EOI for position through 26TEN, Aged Care and Early Childhood sectors, TCAL, National Foundation Skills Community of Practice, RTOs, NDS Carecareers website, NDS members networks and professional networks. |
| Lack of sufficient engagement by employers | NDS has the support of 9 services currently participating in the project. There are another 2-3 services moving toward engagement at a Plan level. During the first year 16 others again have participated in workshops on an ad hoc basis. |
| The plan will be promoted through the Disability Industry Round Table e-Newsletter, News Update to members and Training Quality Network. |
| The State Manager will promote the opportunity to engage with the plan in meetings and forums as appropriate. |
| Staff are not allowed time to undertake the training and associated tasks | Ensure the support of senior management to allow time to complete training through Action 2. |
| Many sessions will be short (30 – 60 minutes) and offered in the workplace 1:1 to reduce time taken ‘off the floor’. |
| Sessions can be conducted during staff meetings. |
| Supervisor workshop sessions are condensed to 1.5 days with 1:1 in the workplace to follow up. |
| Individualised training is relevant to each individual learner so no time is wasted. |
| Training participants do not apply what has been learnt in the workplace and maintain effort over time | Training is fully contextualised in the workplace ensuring theory and practice are met within all training programs. |
| Support of senior management to be garnered at the outset so learners are encouraged by management to continue their efforts in the workplace. |
| Training has a negative stigma associated with it | Support of senior management to be garnered through Actions 1 and 2. |
| Training of supervisors through Action 3. |
| Promoting the opportunity as a reward for good performance. |
| Identifying foundation skills as just like any other skills that need further development. |
| RTOs won’t have appropriate unit on scope for Action 3 | Through NDS’s relationship with TasTAFE, we can ask they add it to scope if it isn’t already. |
| The resources available from this project will save RTOs time in preparing to add it to scope. |
| Funding won’t become available to fund the Plan at the end of 26TEN funding | Through the Strategic Partnership with Skills Tasmania, NDS can lobby for funding to cover the training components of the Plan. |

## 

## **Schedule**

| **Date** | **Res. person** | **Related Action** | **Task/Milestone** |
| --- | --- | --- | --- |
| 1/06/16 |  |  | Completion of previous 26TEN project |
| 2/06/16 | MN, AP, CR | 4,5 | Ongoing engagement with nine services from previous project |
| 30/07/16 | MN, CR | 3 | Learning and assessment tools for BSBFLM313A completed |
| 30/09/16 | MN, CR | 3 | At least one RTO has BSBFLM313A on scope, funding sourced, delivery scheduled and the program promoted |
| 31/12/16 | MN, AP, CR | 1,2,3,4,5,6 | Twelve employers are engaged with the actions of the project and have WLAPs |
| 31/12/16 | MN | 2 | 3 Plain English workshops have been run around the State |
| 31/12/16 | MN, AP, CR | 2 | Five services have engaged with ALSO to begin Plain English project |
| 31/12/16 | MN, CR | 6 | Workshop materials for three topics have been developed |
| 31/12/16 | MN, AP | 6 | Ten team-based workshops have been delivered |
| 30/03/17 | MN | 2 | A further 1 Plain English workshop has been run |
| 30/03/17 | MN, CR | 4,5 | Alternative funding for workplace literacy training has been sourced |
| 30/03/17 | MN, CR | 6 | Workshop materials for another two topics have been developed |
| 30/03/17 | MN, AP, CR | 6 | Five employers have participated in train-the-trainer activity and are skilled to run workshops in-house. |
| 30/03/17 | MN, AP, CR | 4,5 | All training for project is completed and ongoing training scheduled through alternative funding |
| 30/04/17 | CR | 1,2,3,4,5,6 | Project evaluation completed |
| 30/04/17 | CR, DC | 1,2,3,4,5,6 | Project report completed |

## **Appendix A**

# **Workplace Literacy Action Plan**

Organisational contact details

Please see back page for Individual Plan template

## **Action 1 Define the managers’ roles**

All efforts in a workplace to strengthen LLN skills need to be championed by senior management.

| **Proposed activity** | | |
| --- | --- | --- |
| Objective | Person responsible | Action |
| Enable staff to attend training by releasing them during paid time |  |  |
| Include this action plan in organisational workforce development plan and/or strategic plan |  |  |
| Use the Workplace Literacy Activity during recruitment or performance appraisals to identify employees who will require additional training |  |  |
| Become a 26TEN organisational member and promote in the workplace through posters, stickers, badges, etc. |  |  |
| Promote literacy project through articles in newsletters, etc. |  |  |
| Make documentation and other workplace resources available for the project. |  |  |
| Commit to using appropriate language to de-stigmatise workplace literacy training e.g. a worker needs training to develop workplace literacy skills in the same way they need training to use workplace equipment. |  |  |
| Commit to literacy training as an ongoing activity as with all other training not just a point in time intervention. |  |  |
| Financial resources | Workshops conducted are free to attend  Promotional materials are free | |
| Resources required | Posters, stickers, flyers available from <Insert contact name of ALSO> | |
| Other considerations |  | |
| Risks and mitigations | The successful outcomes of this project are compromised if there is not commitment by managers in the organisation to attend to the above actions. | |

## **Action 2 Understand the supervisors’ roles**

If real change is to be made in the sector with regard to the LLN skills of the disability workforce, then it is important to break down the stigma associated with low levels of skills. Encouraging, understanding and knowledgeable supervisors are key to enabling this to occur within a workplace.

### **Proposed activities**

This activity equips team leaders and supervisors with the skills to address issues related to direct reports who have difficulties completing their work due to their LLN skills levels. Supervisors need the knowledge and skills to understand the issues and engage the appropriate support, rather than necessarily to develop the capability to resolve such problems.

A specialist LLN practitioner will provide training for frontline supervisors to:

* Understand what we mean by language, literacy and numeracy (LLN)
* Recognise the LLN demands of the roles you supervise
* Develop exemplar documents for team members to use as models during induction[[2]](#footnote-2)
* Learn how to teach the use of standard documents during induction
* Identify behaviours that mask issues with LLN skills
* Find formal and informal supports including specialist LLN practitioners
* Provide a supportive environment and promote a culture of learning
* Develop effective strategies to encourage team members to participate in training
* Develop individual plans with employees to strengthen their required skills

The full program encompasses 3 events and ongoing workplace learning.

| Date | Event |
| --- | --- |
|  | Full-day, face-to-face workshop for frontline supervisors |
|  | 1.5 hour, 1:1 follow-up by trainer with frontline supervisors in their workplace |
|  | Half day workshop with frontline supervisors to consolidate learning and feedback |

| Training participant(s) names |  |
| --- | --- |
| Pathways from training | Enhancement of front line supervision skills. If the participant chooses to enrol in the accredited unit this is an elective from Certificate IV Frontline Management. |
| Job requirements | Frontline supervisors need to be able to identify team members whose foundation skills are insufficiently well developed to efficiently complete their job role. They then need to develop individual plans with these employees that identify opportunities to strengthen the required skills. |
| Unit of competence | Training will be based on - BSBFLM313A Apply LLN to support others in the workplace. This accredited unit will not be delivered however participants may compile a portfolio of evidence to support an RPL process should they choose. |
| Financial resources | Training participants’ time only; no fees |
| Risks and mitigations | Training participants need to be able to attend all aspects of the unit including opportunity for the trainer to visit the worksite. |

## **Action 3 Attend Plain English Workshops**

Many services can benefit from becoming more literacy friendly. One way to do this is to make sure all workplace documents are written clearly in Plain English. This means the gap between

### **Proposed activity**

This activity equips staff with the skills to write in Plain English, which can be used in a range of workplace documents including emails, reports, policies, workplace procedures, file notes, and forms. Plain English helps people to understand information the first time they read or hear it.

This workshop supports skills development to ensure workplace documents:

* Are written in clear language
* Give or ask for information in the right order
* Help others to find information quickly

| Date | Event |
| --- | --- |
|  | 3.5 hour, face-to-face workshop for staff |

| Training participant(s) names |  |
| --- | --- |
| Financial resources | Training participants’ time only; no fees |
| Risks and mitigations | Training participants need to be able to attend the workshop |
| Job requirements | Staff requirements will vary dependent on job specific requirements. They need to communicate information to internal and external clients. The information needs to be accessible by their audience to ensure they read, understand and act on the information when necessary. |

## **Action 4 Evaluate internal documents and develop them in Plain English**

It is important that employers make sure their workplace documents are written in Plain English.

### **Proposed activity**

The ALSO can provide advice to the organisation about the accessibility of their workplace documents. They can also, where available, share well written policies and procedures that services can use to build theirs from.

The organisation will take control of the process of re-writing the documents. This will include a process of review by document users.

| Policy to be reviewed | Staff member responsible | Document reviewers | Completion date |
| --- | --- | --- | --- |
| Insert details here |  |  |  |

| Financial resources | Time of staff members to work with ALSO; no fees |
| --- | --- |
| Risks and mitigations | The employer needs to take responsibility for the coordination of this project. A responsible staff member needs to be assigned for each policy. Reviewers need to be given paid time to review and provide feedback on the re-written policies. |
| Job requirements | The person responsible for the review will see input from others about the audience, purpose and content of each document they are accountable for.  The reviewers need to include content experts as well as end users of the documents. |

## **Action 5 Hold team meeting training sessions**

Team meetings provide a great opportunity of teams to work together to hone specific skills.

### **Proposed activities**

The ALSO is able to attend team meetings and run 30 - 60 minute workshops for the whole team. Following is a list of suggested topics but you can ask for anything specific that could be useful for your organisation.

* Getting the most out of team meetings
* Developing exemplar progress notes
* Using dot points to write progress notes
* Objective writing – reporting behaviours
* Pointers from Plain English – selected topics about sentence structure and composition
* Preparing for a performance appraisal

Materials from these workshops will be made available in a train-the-trainer format so in future you can run your own workshops with your own staff if you wish.

| Date | Topic | Team |
| --- | --- | --- |
| Insert details here |  |  |

| Financial resources | Training participants’ time only; no fees |
| --- | --- |
| Risks and mitigations | Training participants need to be able to attend the workshop, team members need to be willing to participate in training as part of their meeting time. |
| Job requirements | A team needs to carry out a range of activities to a standard agreed by its members and the organisation. Working together to strengthen skills will help consolidate communication skills between team members as well as provide opportunity for a shared understanding of the standards required. |

## **Action 6 Strengthen supervisors’ skills**

Some existing and emerging leaders do not have the requisite foundation skills to carry out a higher level role.

### **Proposed activities**

The ALSO will conduct four training programs. Details are provided below.

1. Business writing
2. Business reading
3. Participating in business meetings
4. Negotiating skills for supervisors

The training programs will be fully flexible to accommodate the authentic texts used in each participant’s workplace. Training will be done at the workplace in small groups of 1-3 so just a small space is required.

All learning programs will commence face-to-face, on-the-job for a 90 minute session. The session will incorporate an initial assessment against the relevant ACSF skills. Follow up face-to-face sessions will be conducted on a regular basis in consultation with the workplace. Depending on the existing skills of the worker, self-paced work may be set to carry on with between face-to-face sessions.

These sessions may be combined to cover to address situations holistically, for example, work on oral, written and reading skills together for a business meetings, the development of performance appraisals, individualised plans, etc.

### **Learner profile**

The learners will be existing workers who have been identified for progression into supervisory roles. Their current ACSF level for the skills they are seeking to strengthen is likely to be between 2 and 3. They will need to develop these skills so they can engage with a limited range of familiar texts (oral or written) that might have the complexity of texts included at ACSF level 4.

### **Risks and mitigations**

Training participants will need to have time to participate in the training during work hours for this to be successful.

### **Financial resources**

Training participants’ time only; no fees

### **Business writing**

Instruction mode Face-to-face with a focus on a particular document type within each session. Individually or in a small homogenous group.

Skills focus The sort of documents you might want to look at are: rosters, writing and reviewing participants’ individualised plans, participants’ file notes, staff performance appraisals, incident reports, shift reports, funding proposals for small community grants, other internal reports, agendas, minutes

Duration As required for the individual learner - regular sessions (weekly or fortnightly) of 30 minute duration

Resource required Workplace documents, office space, computing equipment and printing as relevant

Training participants A separate plan will be developed for each participant

### **Business reading**

Instruction mode Face-to-face with a focus on a particular document type within each session. Individually or in a small homogenous group.

Skills focus The sort of documents you might want to look at are: Standard Operating Procedures, internal workplace reports, internal policies and procedures, incident reports, internal service agreements, reviewing participants’ individualised plans, administering medication, agendas, minutes

Duration As required for the individual learner - regular sessions (weekly or fortnightly) of 30 minute duration

Resource required Workplace documents, office space, computing equipment and printing as relevant

Training participants A separate plan will be developed for each participant

### **Participating in business meetings**

Instruction mode Face-to-face. Small group sessions.

Skills focus Focus on oral communication to conduct team meetings and attend management meetings

Duration 2-3 sessions of 60 - 90 minutes duration or as required by the individual learner

Resource required Workplace documents, office space, computing equipment and printing as relevant

Training participants A separate plan will be developed for each participant

### **Negotiating skills for supervisors**

Instruction mode Face-to-face. Small group sessions.

Skills focus Liaise with management, supervise staff, performance manage staff with support, resolve staff disputes, resolve issues between participants and staff, liaise with families and carers of participants, use of professional terminology, workplace protocols and procedures of communication, reflection on recent meetings requiring negotiation and role play scenarios likely to arise within a negotiation.

Duration 2-3 sessions of 60 - 90 minutes duration or as required by the individual learner

Resource required Workplace documents, office space, computing equipment and printing as relevant

Training participants A separate plan will be developed for each participant

## **Action 7 Strengthen support workers’ skills**

This action aims to support the sector by strengthening the foundation skills of existing workers in their workplace. Enhancement of skills as a support worker leading to:

* Increased efficiency and productivity
* Improved competence and confidence
* Opportunity to study Cert III or IV level vocational qualification
* Opportunity to extend job roles and increase work hours for casual staff

### **Proposed activity**

A specialist LLN practitioner will develop materials and conduct training for support workers in their workplace. The training will be customised to suit individual learners in their workplace context. Broad program themes are following. Details are provided on the next page.

1. Following individualised participant plans
2. Recording and reporting
3. Oral communication
4. Problem solving
5. Foundation skills to assist with medication
6. Financial literacy

The training will be fully flexible to accommodate the authentic events in each participant’s workplace. Training may be conducted one-on-one or in small groups. This will depend on the demand within each workplace.

All training will commence face-to-face, on-the-job for a 60 minute session. The session will incorporate an initial assessment against the relevant ACSF skills. Follow up face-to-face sessions will be conducted on a regular basis in consultation with the workplace. For the strongest outcome it is recommended that sessions are 30-60 minutes in duration and occur weekly or fortnightly. Depending on the existing skills of the worker, self-paced work may be set to carry on with between face-to-face sessions.

### **Learner profile**

The learners will be existing support workers who have been identified as benefiting from further LLN skills development. Their current ACSF level for the skills they are seeking to strengthen will be between 1 and 2. They will need to develop these skills so they can engage with a limited range of familiar texts (oral and written) that might have the complexity of texts included at ACSF level 3. Problem solving strengthens the core skill of Learning at similar levels to other skills.

Where a learner needs work in multiple skills areas these may be combined within one regular session.

### **Risks and mitigations**

Training participants will need to have time to participate in the training during work hours for this to be successful.

### **Financial resources**

Training participants’ time only; no fees

### **Following individualised plans**

Instruction mode Initial session 60 minutes and then 30-60 minute sessions to follow up for as long as required by the learner. Face-to-face or small homogenous group sessions.

Skills focus

* Purpose of plans
* Structure of a plan
* Terminology used in plans
* Follow-up required to support successful plan implementation (e.g. researching community engagement options with/for an individual)

Duration Initial session 60 minutes and then 30-60 minute sessions to follow up for as long as required by the learner.

Resource required Authentic participant plans, office space

Training participants names A separate plan will be developed for each participant

### **Disability workplace communication**

Instruction mode Face-to-face. One-on-one or small group sessions.

Skills focus

* Using the workplace terminology of the profession
* Working with others in a team
* Participating in team meetings
* Communicating with people with disability

Duration Initial session 60 minutes and then 30-60 minute sessions to follow up for as long as required by the learner(s).

Resource required Authentic workplace documents, access to space in the learner’s workplace

Training participants names A separate plan will be developed for each participant

### **Problem solving**

Instruction mode Face-to-face. One-on-one or small group sessions.

Skills focus

* Recognising workplace problems
* Identifying the cause of the problem
* Developing creative solutions
* Making suggestions respectfully

Duration Initial session 60 minutes and then 30-60 minute sessions to follow up for as long as required by the learner(s).

Resource required Access to space in the learner’s workplace.

Training participants names A separate plan will be developed for each participant

### **Medication training preparation**

Instruction mode Face-to-face. One-on-one or small group sessions.

Skills focus

* Reading skills to follow instructions
* Numeracy skills to ensure appropriate measurement and time
* Communication skills to communicate with the person being assisted and a supervisor if necessary
* Language skills to use technical terminology that needs to be read, spoken or written
* Writing skills to complete required documentation

Duration Initial session 60 minutes and then 30-60 minute sessions to follow up for as long as required by the learner(s).

Resource required Access to space in the learner’s workplace.

Training participants names A separate plan will be developed for each participant

### **Financial literacy**

Instruction mode Face-to-face. One-on-one or small group sessions.

Skills focus

* Understanding the relationship between time and cost under the NDIS
* Managing a personal budget

Duration Initial session 60 minutes and then 30-60 minute sessions to follow up for as long as required by the learner(s).

Resource required Access to space in the learner’s workplace and worker’s roster

Training participants names A separate plan will be developed for each participant

## **Individual Literacy Training Plan**

This plan is created by the employee, supervisor and ALSO. It is to be updated by the ALSO at the end of each session and by the workplace supervisor as necessary.

## **General notes**

Name:

Work site:

Supervisor:

| ALSO Use only | | | | | |
| --- | --- | --- | --- | --- | --- |
| ACSF | P1 | 1 | 2 | 3 | 4 |
| Learning |  |  |  |  |  |
| Reading |  |  |  |  |  |
| Writing |  |  |  |  |  |
| Speaking |  |  |  |  |  |
| Listening |  |  |  |  |  |
| Numeracy |  |  |  |  |  |

## **Training Activities**

Training/activity:

Skills focus:

## **Training Sessions**

Training date:

Training time:

Supervisor sign:

1. The WLAP template was developed during implementation of the first Plan, has been updated for this Plan and attached as [Appendix A](#_Workplace_Literacy_Action). Sections can be deleted if they are not relevant. [↑](#footnote-ref-1)
2. This may be done in concert with a targeted meeting session from Action 5. [↑](#footnote-ref-2)