

**NARRATIVE REPORT**  
**NT Aboriginal and Torres Strait Islander Aged Care Training Project**  
**2010 - 2011**

<b>RTO:</b>	<b>Henge Education Pty Ltd - 70051</b>	<b>Reporting Period:</b>	<b>15/12/2010 to 14/03/2011</b>
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**Project Objectives:**

- develop the NT Aboriginal and Torres Strait Islander aged care workforce through the provision of culturally appropriate training;
- assist to improve the quality of aged care services for Aboriginal and Torres Strait Islander people through appropriate staffing and training; and
- build capacity and sustainability in the aged care training workforce in the NT and WA.

**During this reporting period: (Please keep responses brief and concise)**

<b>1.</b>	<b>What have been your key achievements in delivering this project?</b>
	<p>Since commencing the project in 2009, Henge has delivered HACC outcomes to remote, regional and urban areas of the Northern Territory and Western Australia.</p> <p>During this time the CHC30308 Certificate III in Home and Community Services has been the core training qualification. This has provided a platform for delivery of needs based accredited and unaccredited training targeted to meet participant and facility needs. Originally identified through skills audits and consultation.</p> <p>Historically this is a quieter period for remote delivery due to festive season and family migrations. This proved to be the case with many of the services yet Henge Education continued to support and achieve outcomes as the new year unfolded.</p> <p>The key achievements during this reporting period have been:</p> <ul style="list-style-type: none"> <li>• Of the 246 participants enrolled with Henge Education for training in the Certificate III HACC and Aged Care, training was delivered to 62 participants across all communities, in 5 units of competency.</li> <li>• Additional to training, over 100 assessments were completed during this period, allowing Statement's of Attainment to be generated for issue to 57 participants.</li> <li>• Participants continued to progress through their accredited training and in some cases are more than 50% complete, this will be supplemented and supported with the practicum's planned for year as indicated in the schedule.</li> </ul>

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**2. What challenges or lessons learned have been encountered? What actions have been taken to address these?**

As projected, the number of participants and variety of training being provided requires systems of a robust and flexible nature to manage the diversity of workflow across an area of over 1mil sq km.

With the broader acceptance of our educators on community events such as funerals and other business, the unavailability of key personnel impacted far less or not at all on some communities. Long-range weather forecasts were accurate, with over 90mm in 24hrs recorded on some WA communities, however other scheduled visits continued with fallback communities utilised where primary communities were inaccessible. Our relationships are now such that training has largely continued during most community events, and educators are more likely to continue on communities during rain and road closures when safe to do so.

During this period one of the Directors of Henge Education, \_\_\_\_\_, resigned. A change of staff also followed on from this challenge including key educators, administration and program coordinator. The new challenge has ignited a refreshed look at the program and a time for well contemplated responses to feedback that included a lack of creative and engaging teaching processes in some communities.

Other challenges being overcome include:

- Inaccessibility of communities as a result of poor road conditions due to inclement weather frustrates both teaching staff and students because of the possible delay in completions and reinforcement of the learning. \_\_\_\_\_

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**3. Outline activities undertaken to work collaboratively with stakeholders to promote training**

[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]

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**4. Outline activities undertaken to recruit trainees in each community and describe your approach to whole-of-community training.**

The following activities continue or have been undertaken to include participation from whole communities:

[REDACTED]

**5. Have there been any events held to celebrate completion of a unit of competency? If yes, please provide a brief description.**

Presentations and Statements of Attainments have been issued.

Presentation ceremonies have been held with the attendance of many other community members and leaders. The ceremonies have provided a platform to introduce other prospective students/staff to the training. It is with anticipation that they will begin to attend in the new year.

December, in particular, saw celebrations with participants in most communities, not only for achieving an accredited outcome, but also statements of attendance for those who partially participated in education and training without assessment. Local Alice Springs participants and educators celebrated in various ways including BBQ's and cakes on communities, and the Olive Pink coffee shop.

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6. What ongoing support and mentoring arrangements have been undertaken to promote successful completion of training and assessment?

[REDACTED]

[REDACTED]

[REDACTED]

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- 7. What strategies or resources have been used to assist trainees with work readiness, low literacy and numeracy skills? (E.g. List resources, describe teaching / assessment methods used )

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

- 8. Have you noticed any changes in approaches to work and aged care service delivery by aged care workers who have received training?

[Redacted]

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[REDACTED]

9. Have you noticed any challenges or gaps impacting on building the workforce and improving service delivery across your training region?

[REDACTED]

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<b>General Comment</b>
The departure internal reorganisation of Henge Education has created an exciting and refreshing challenge to training and educating in the communities.

**Other sections of this report due include:**

- Training schedule
- Data report
- Signed copies of MOU with Shire//Independent Aged Care Services
- Completed Evaluation form on testing of draft training resources
- Confirmation that the Skills Audit Tool in SAD is used for individual skills audits. If not please send alternative tool used.