



Australian Government

Department of Education, Employment and Workplace Relations

Working with the

Mining Mob



TRAINER'S GUIDE

Aboriginal and Torres Strait Islander readers are warned that this publication may contain images of deceased persons.





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The Trainer's Guide is designed to support the use of *Working with the Mining Mob* DVD and Learner Workbook. In addition to general background information about the resource, it contains important information for the non-specialist adult literacy trainer, and for the trainer who does not have a background in teaching Indigenous learners.

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1 Who is it for?

Indigenous Learners

Working with the Mining Mob is designed for Aboriginal and Torres Strait Islander trainees entering or seeking employment in the mining industry. It is designed to help bridge the gap in relation to English language, literacy and numeracy skills between Indigenous and non-Indigenous trainees, and to facilitate employment opportunities for Indigenous Australians into the Mining Industry.

Sections may also be useful for other mining industry trainees or for people considering employment in the industry.

It is important for the facilitator to note that regardless of location, all Indigenous peoples maintain their cultural identity and in many cases engage in a range of cultural practices. Aboriginal and Torres Strait Islander cultures are diverse and cultural sensitivity and understanding of Indigenous issues, cultures and histories is important when working with Indigenous peoples.

Cultural protocols within and around different communities vary and can affect the type of relevant information needed to work in a particular region with a particular group of Aboriginal and Torres Strait Islander peoples.

Relationship to accredited training

Working with the Mining Mob can be used either:

- in preparation for training and employment in the mining industry
or
- integrated with units of competency being delivered as part of a Training Package qualification.

In particular, the resource aims to develop essential underpinning skills in language, literacy and numeracy for two core units in the qualification R120108 Certificate II in Resources Work Preparation:

- RIIRIS201A Conduct local risk control
- RIIOHS210A Work safely and follow OHS procedures

See sect xx for details on the alignment of the resource's activities to these units of competency.

Sectors of the industry

The resource has application to entry level roles within:

- civil construction
- coal mining
- drilling
- extractive industries
- metalliferous mining

Language/Literacy/Numeracy Level

A literacy and numeracy level of approximately 2 on the Australian Core Skills Framework is required for learners using this material. This means, for example, that they should be able to demonstrate the following skills, with a high level of support from the trainer /mentor.

- Identify and interpret relevant information in familiar contexts with familiar vocabulary, such as reading an advertisement for something they are interested in or reading a brief newspaper report about an incident of which they have some knowledge
- Write at least a paragraph of personal or factual information. Spelling and grammar may be non-standard but should not interfere with overall meaning
- Perform a limited range of familiar and predictable calculations with the 4 operations (+ - x ÷) and understand and use simple, everyday fractions, decimals and percentages.

If English is not the learner's first language, he or she should understand and be able to use sufficient spoken English to be able to maintain a conversation using everyday language in a familiar context. For example, they should be able to go shopping by themselves or take a phone message.

Some suggestions for an informal skills assessment are given in Section 4. If learners are not able to demonstrate that they have these skills, additional help will be required (see section 5) or they may be offered a preparatory literacy/numeracy course before undertaking Working with the Mining Mob. (See sect 6 for suggestions)

2 Alignment to RIIOHS201A and RIIS201A

The table below shows the alignment between sections of Working with the Mining Mob and the units RIIOHS201A Work safely and follow OH&S policies and RIIS201A Conduct local risk control.

Completion of the various sections of Working with the Mining Mob will not necessarily meet the assessment criteria for the units indicated but will help to provide underpinning skills and knowledge.

Contents	Unit	Performance Criteria
Chapter 1		
<ul style="list-style-type: none"> What mining work is like Mining and Indigenous Cultures, lands and waters Mining work culture Is mining the type of job you want? What reading, writing and maths skills do you need to work on? 	RIIOHS201A RIIRIS201A	Required skills Required skills
Chapter 2		
<ul style="list-style-type: none"> Fitness for duty 	RIIOHS201A	4.1, 4.3
<ul style="list-style-type: none"> - Drug and alcohol policies - Smoking Policies 	RIIOHS201A RIIOHS201A	4.4 4.4
<ul style="list-style-type: none"> Managing your time 	RIIOHS201A	4.1 Required skills
<ul style="list-style-type: none"> Shift work and lifestyle 	RIIOHS201A RIIOHS201A	4.1 Required skills
<ul style="list-style-type: none"> Effects of work environment such as heat stress, sun, dehydration 	RIIOHS201A	4.1

Chapter 3		
• Introduction to safety signs and words	RIIRIS201A RIIOHS201A	1.1 Required skills
• Personal Protective Equipment (PPE)	RIIOHS201A	2.1 Required skills
• Identifying hazards	RIIRIS201A RIIOHS201A	1.1 4.2
• Common dangers in mining workplaces	RIIRIS201A	1.2
Chapter 4		
• Responsibilities	RIIOHS201A	4.2
• Rules	RIIOHS201A	1.4
• Permits	RIIOHS201A	2.3
• Tagging	RIIOHS201A	1.1, 1.2
- Information tags	RIIOHS201A	Required skills
- Out of service tags	RIIOHS201A	1.1, 1.2
- Danger tags	RIIOHS201A	1.1, 1.2
• Following work procedures	Required skills	1.1
• Communication	RIIOHS201A RIIRIS201A	Required skills Required skills
- 2 way radios	RIIOHS201A	Required skills
• Hazards		
- Identifying hazards	RIIOHS201A RIIRIS201A	2.2, 4.2 1.2, 1.4
- Reporting hazards	RIIOHS201A RIIRIS201A	4.2 4.2
• Reporting accidents	RIIOHS201A	5.2

Chapter 5		
• Mine safety management plan	RIIOHS201A	1.1, 3.1
• Emergency evacuation procedure and escape routes	RIIOHS201A	3.4
• Emergency radio communication	RIIOHS201A	3.2 Required skills
Chapter 6		
• Shift reports	RIIOHS201A	1.1
• Shift reports	RIIRIS201A	1.1, 4.2
• Accident reports	RIIOHS201A	1.1, 5.2

3 How do we use it?

Ideally, the resource will be used with a trainer in a group situation but could be used as self-access material by individual learners, assisted by a mentor.

Whilst the chapters have been arranged in a logical order, it is not intended that the resource should necessarily be worked through from beginning to end. You may need to select activities depending on the needs of the group. Additional activities may also be required for some learners or some groups.

You should attempt to customize the information and activities wherever possible. For example, discussion activities (Think about... talk about) should encourage the application of the presented information to the context of your own minesite. It is recommended that you collect authentic forms and copies of relevant site procedures. These authentic forms and procedures could then provide opportunities for practice and reinforcement of the skills developed.

Instructions for using the DVD:

The DVD component of this package is in video DVD format. It will play in any standalone DVD player or in computers that are capable of playing video DVDs. The DVD includes sections relating to headings within the Workbook. Within each section there are one or more scenarios to raise issues, generate discussion and provide tasks for completion in the workbook.

Following many of the scenarios series of questions will come up on the screen to facilitate this discussion. You may choose to utilise these questions and/or prepare alternatives.

Initial Interview

All learners should have an informal interview / assessment before beginning with *Working with the Mining Mob*. This is designed to identify any potential trainees who need to be offered preparatory literacy or numeracy training before commencing *Working with the Mining Mob* or who may require additional support during the course.

Interview / assessment will also assist in identifying those in the group who may have the appropriate literacy and numeracy skills to successfully undertake a traineeship, yet feel the need to refresh these skills. It is important for the trainer to be able to identify those with stronger literacy and numeracy skills in the group as Indigenous learners often look to each other for support before approaching the trainer. Again, it is culturally appropriate for Indigenous learners to share their knowledge, which includes the sharing the answers.

It is most important that potential trainees are given the appropriate preparation and do not experience failure. This may happen if their language, literacy and numeracy (LLN) skills are not appropriate for this resource.

Adults with low literacy skills develop many ways of hiding the signs of reading, writing or arithmetic problems. Consequently, it is difficult to tell if an applicant has a literacy problem unless you do a sensitive assessment. However, there are some clues that might help to indicate that there are problems.

Consider whether the applicant uses strategies such as these to avoid literacy tasks at an initial meeting:

- wanting to take the forms home
- bringing a friend
- becoming angry and leaving
- missing appointments

However, for some Indigenous learners there may be specific Aboriginal and Torres Strait Islander cultural factors influencing such behaviour including being required to share information. Additionally it is important to recognise the impacts of policies and practices on Indigenous peoples in the context of educational and mining settings. The presence of non-Indigenous trainers may well compound this.

The initial interview should be informal and relaxed and may be best conducted in a group. The person should not feel that he or she is being ‘tested’.

Begin by just chatting

Your chat should aim to cover the following information:

- Educational background and/or engagement
- Health issues which may affect learning – as a child or now
- Employment background and/or experiences

When asking for this type of personal history and information from an Indigenous group it will be very useful for you to share something of yourself in the process to encourage participation.

Many adults who have difficulty reading and writing have been made to feel 'stupid' and many welcome the opportunity to discuss with someone else the possible reasons for their situation.

It is important for the trainer also to understand a little of the learner's educational background and how they have felt about past formal school education. It is also important to recognize the past and ongoing impacts of education and training Institutions on Indigenous peoples including a history of distrust and racism.

There are a host of reasons why experiences and engagement with education and training is different for Indigenous learners. For example:

- it has been only during the last (approximately) thirty years that attempts to provide equal access and outcomes for Aboriginal people in education and training have been made
- in the past 'education' was used as a tool for removal
- current prosecutions for non-attendance at school is high; non-Indigenous families are rarely prosecuted.

The result may have lead to ongoing mistrust of education systems.

You also need to know a little of the person's work history. For example, a young person who has had little opportunity for employment history will bring different understandings to the resource from someone who has worked in industries similar to the mining industry.

What can they read?

You will need to collect a range of reading materials which may be **relevant to them**.

This might include a copy of the local newspaper, local brochures and advertising fliers and a copy of some simple, everyday signs (such as those in activities 3.3 and 3.4 of the workbook). Ask, *'What do you think you could read here?'*

After your initial chat you should have an idea whether he or she has great difficulty or is very anxious about it, in which case you first offer some simple signs (no smoking or EXIT). If they are OK with that, then move on to something which may be more difficult.

If, at the initial chat, they seem more confident, then asking them to choose something in the local paper would be appropriate.

You should be supportive while they are reading. If there is a long pause over a word, don't be too enthusiastic to assist as pauses can be considered culturally appropriate for Indigenous learners. Many Aboriginal learners are not keen to show how much they know. It is not considered appropriate behavior. However, if you feel the pause is too lengthy you might help them work it out or just tell them.

When they have read a little, ask them to tell you in their own words what it was about. Many poor readers can read the words but have trouble concentrating on the meaning.

What can they write?

Begin with a simple form for them to fill in. (Sample in section 4) If the person has had considerable difficulty with the reading task they might need some help with this.

If they filled in the form with some confidence, ask them to write a little, perhaps about themselves or where they come from or why they want to work in the mining industry. Tell them not to worry about the spelling. Just make it up if they are not sure. A few sentences are sufficient to see if they have the confidence to do this.

It is best to walk away while they are doing this. None of us likes writing while someone is looking over our shoulder.

Numeracy

Ask them how they cope with everyday numeracy. Can they work out roughly how much change they need? Can they work out roughly how much two or three items will cost? (A brief numeracy test is included in section 4.)

For more background information on conducting an informal literacy assessment, the following resource is free to download:

Literacy Face to Face – A Resource for Volunteer Adult Literacy Tutors
www.lg.tafensw.edu.au/facetoface

Sect 1 – Assessing your student's needs and progress.

Sample interview form

(For Trainer / assessor to complete after the interview)

Applicant's name

Date of interview

Educational background:

Age left school

Grade reached

Number of schools attended

Applicant's memory of and attitude to school

Training Background:

Post school training and training site (eg TAFE, CDEP?)

Health

Any health issues which could affect learning either as a child or now?

Hearing? (eg Otitis Medua?)

Eyesight?

Learning disability?

Employment history

Any previous jobs in the mining or similar industry?

Any previous jobs in the location or area?

Reading

What was the applicant able to read?

Did they read with confidence or need help?

Writing

Did they require assistance to complete attached writing sample?

Numeracy

Problems with everyday numeracy?

Did they require assistance to complete attached numeracy sample?

Oral language

If English is not the applicant's first language, did he or she have trouble understanding you, or making him/herself understood?

Assessment Summary

Was the applicant able to read a small passage about something he/she was familiar with and interested in, possibly with some help from you?

Did he/she understand what he/she read about?

Was he/she able to write a few sentences, possibly with some help and encouragement from you?

Did he/she get more than 50% right on the numeracy assessment?

If you answered yes to the above questions, the applicant's language, literacy and numeracy skills are likely to be sufficient to allow him/her to use the material in the *Working with the Mining Mob* resource.

If not...

He/she might need extra assistance and support in class to enable him/her to use the material. (See section 5)

OR

He/she might need preparatory or bridging basic education tuition before attempting *Working with the Mining Mob*. (See section 6)

Working with the Mining Mob Literacy Assessment

(For student to complete)

NAME

(First name)

(Surname)

ADDRESS

State

Postcode

Phone number

Date of Birth

Emergency Contact

Write a few sentences about yourself, or where you come from, or your home or your Country... or anything else you might like to write about, or just make it up if you like. Don't worry about the spelling.

Everyday Numeracy Assessment

1. You leave home at 8 o'clock and it takes three quarters of an hour to get to work.

What time do you get there?.

2. An advertisement reads:

SALE Shirts – were \$16. Now 50% off.

How much do you have to pay now?

3. You buy three items at the shop. They cost:

\$6.50

\$3.20

\$4.00

How much do you have to pay?

If you hand over \$20, how much change do you have to get?

4. You get paid \$80 for a job but you owe $\frac{1}{4}$ of this to your brother.

How much do you give him?

5. You do a job with two other people. The total payment for the job is \$90. You have to share this equally between you.

How much does each of you get?

5 How can the trainer help?

If you believe that the applicants can manage Working with the Mining Mob but will need assistance, keep the following in mind:

- At the end of the student workbook, chapter 7 contains learning hints which you should work through with your trainees. Although it is placed at the end of the workbook, it is intended that it be worked through early in the course. You might like to work through one section at the beginning or end of each training session for a few days.
- If learners have had little or inadequate formal education, they may need additional support during the training to help them understand the requirements of the formal learning situation. Group class discussions, for example, follow different rules from the rules that govern a discussion about the results of a footy game. These discussion guidelines may need to be made explicit.

Activities such as filling in the blank words or matching words to definitions may need to be modeled by the trainer. Do the first few of these activities as a group and model the thinking or problem solving process involved.

Understanding of the requirements of classroom-type activities such as these should not be taken for granted.

For more background information on assisting trainees with literacy or numeracy problems:

Literacy Face to Face – A Resource for Volunteer Adult Literacy Tutors

www.lg.tafensw.edu.au/facetoface

Sect 3, 4 and/or 8

6 Preparatory course options

If any of the applicants have such low levels of literacy and numeracy that they would not be able to benefit from the course, even with support from the trainer, you should attempt to arrange for preparatory literacy/numeracy tuition for them.

- TAFE colleges in many areas run Adult Basic Education or Literacy courses.
- If the applicant is unemployed and registered with Centrelink, they may be entitled to a free course under the Language Literacy and Numeracy Program. These are delivered in many centres or by distance. Contact the nearest Centrelink office for information.
- For other information about literacy and numeracy courses which may be available in the student's area, or by distance, call the *Reading Writing Hotline*, 1300 6 555 06.
- If anyone in your training organization is able to assist the person individually, the *Literacy Face to Face* resource which is available on-line will give some suggestions.

7 Discussion points – Suggestions for the trainer

The following points may be useful to help focus some of the group discussions, although the focus of your discussions will vary depending on the group and the context of your training.

Most of the discussion suggestions (*Think about...talk about*) are straightforward and not contentious. However, some forethought or even research may be required by you before you begin some of the discussions. The following are some of the issues you may need to consider.

Chapter 1

Activity 1.2 - Indigenous cultures and mining

This is the opportunity for learners to air through discussion any misgivings they may have about the relationships between mining and Indigenous peoples. The levels of importance for this discussion will depend upon the cohort (including age and gender) and/or their relationships with the locality. Discussion will also allow Indigenous learners to share (with permission) any cultural knowledge and understandings they have of the site with the trainer and other learners. Take the time to listen and attempt to address all issues and or concerns raised; alternatively you may need to point to where answers may be found.

This may be a great opportunity for you to learn about the local Indigenous peoples and the information shared can assist you to appropriately customise delivery.

Try to prepare yourself by researching any issues relating to the minesite or the company with which you are working.

Chapter 2

Activity 2.3 – Work and alcohol

Some suggested responses for the last dot point: *What can you do to prevent this happening to you?*

- Put bottle tops/ring-pull tabs in your pocket so you know how much you have drink
- Get your shift changed in advance
- Ask a mate or someone else who understands the importance to keep an eye on you.

Chapter 4

Activity 4.23 What's a hazard and what do I do about it?

The question “What do you do if someone is breaking the rules?” can produce conflicting responses. To ‘dob on’ your kin/family or others you may have responsibility to and for can be very much against cultural lores/laws. This will be especially so where the workforce in the minesite is from a local or distant family, clan, totem or Country.

Learners will need to talk this one through. What can they do to avoid ‘dobbing’? If they decide it is unavoidable, what can they do to reduce the negative impact on themselves, co-workers and family/kin?

8 Useful Resources

On-line

Workplace health and safety: online training resource kit

www.safework.sa.gov.au

Follow the links to: resources / education and training / training kits / online training kit

Adelaide Institute of TAFE. Workplace Education Service and the Vocational Preparation Department, 2000

Authors: Chan-Lee, Wing-Yin; Purcell, Doug; Owen, Sheila

Most of the training exercises are click and drag tasks but there are some activities which require writing. This package offers some excellent materials for the development of training around content relating to health and safety in the workplace. It has been designed as a self-access resource, incorporating workplace activities, listening tasks and writing exercises. It also gives useful basic computer practice. It covers many of the topics in Working with the Mining Mob.

Literacy Face to Face: *A resource for volunteer adult literacy tutors, TAFE NSW Access & General Education Curriculum Centre, 2006*

<http://siandvasupport.sydneyinstitute.wikispaces.net/Literacy+Face+to+Face>

Also available in hard copy from:

TAFE NSW Resources Distribution Centre, PO Box 22, Yagoona NSW 2199

Skillwise

www.bbc.co.uk/skillwise

An excellent interactive site for extra practice of generic spelling, reading, writing, vocabulary and numeracy.

Spelling Works – Hague M. & Harris C.

www.hi.com.au/spellingworks

There was also a book which is now out of print, but may still be available at some bookshops. Published by Heinemann, 1996.

General

Australian Core Skills Framework, DEEWR, Canberra, 2008

<http://www.deewr.gov.au/Skills/Programs/ACSF/Pages/default.aspx>

Available in pdf from the DEEWR website www.deewr.gov.au

Also available in hard copy from:

Adult Literacy Policy Section

Department of Education,

Employment and Workplace Relations

Location 736, GPO Box 9880,

Canberra City, ACT 2601

Print/DVD/Video

MINING / WORKPLACE

Belt basics: An introduction to Safety and Quality in the Conveyor Belt Industry.

A WELL Project; developed by Cath McHugh

An interactive CD-ROM which introduces new employees in the conveyor belt industry to safety and quality issues. The resource is context specific for resource and mining operations. Provides practice in basic computer use. On screen activities are complemented by a number of simple written activities.

Available from:

AGE Faculty Office,

Maitland TAFE Campus

PO Box 104,

East Maitland, NSW 2323

Ph 0249 302 952

Unearthing Black Coal – Ground Control Training for Surface Coal Miners

Video- also print based Trainers Guide and Diagnostic Tool to assist trainers identify learners with literacy needs.

Other titles available. See Australian Centre for Geomechanics website.

www.acg.uwa.edu.au/shop

Literacy / General Education

Little bit by little bit... that's the way we learn Batchelor Press, NT

For beginner learners in remote Aboriginal and TSI communities.

<http://batchelorpress.com/books/little-bit-little-bit-thats-way-we-learn>

Available from:

Batchelor Press,

Batchelor Institute of Indigenous Tertiary Education

PO Batchelor, NT 0845

The Literacy Workbook for Beginners, Christie J. – AMES, 2005

Numeracy

The Numeracy Handbook, Lukin A. and Ross L.

NSW AMES, 1997

Mathematics: A New Beginning, Marr R. & Helme S (eds)

State Training Board, Victoria, 1987

Survival Maths – On the Job, Shank M. & Grove M.

Hawker Brownlow Education, Australia, 1988.

Progressing Numeracy, Robyn Hurley, Barbara Evison, Greg O'Hara,

Batchelor Press, 2003

The activities in this book are designed to assist teachers in developing ways to teach maths to adult Indigenous learners.

Available from:

Batchelor Press,

Batchelor Institute of Indigenous Tertiary Education

PO Batchelor NT 0845



Working with the

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