



## Vocational Competence – Equivalence Template

*A copy of this form must also be submitted to the RTO Manager for filing*

The *Standards for RTO's 2015* (Standard 1, Clause 1.13) states that all trainers and assessors are required to have the relevant vocational competencies at least to the level being delivered or assessed (or demonstrated equivalence). Use this template to provide, in detail, how work experience, formal and informal training, etc address the requirements of each unit of competency being delivered and/or assessed.

<b>Trainer / Assessor Name</b>	
<b>Date</b>	2016/2017
<b>Demonstrating equivalence for the delivery and/or assessment of the following qualification:</b>	
<b>Qualification Code and Title 1</b>	Certificate II Sport and Recreation SIS20115.
<b>Qualification Code and Title 2</b>	Certificate III Sport and Recreation SIS30115

Unit of competency	Elements within the unit	Summary of experiences demonstrating vocational competence	Further Evidence provided
<b>BSBWOR202 Organise and complete daily work activities</b>	Organise work schedule	<ul style="list-style-type: none"><li>As the HOLA of HPE and Manager of Specialist Programs I have highly effective and efficient organisational and administrative skills necessary to oversee both the operational and strategic functions of this department in accordance with school, system and external agency requirements. I also timetable my own area of instruction in specialist maritime studies on a seasonal, term and weekly basis and from this plan for daily achievement milestones to ensure that all students have the best opportunity to succeed in timely competency based programs of delivery.</li><li>I use a variety of technological tools to facilitate planning, staffing,</li></ul>	<ul style="list-style-type: none"><li>Sample timetabling and scheduling documents available in support of claims upon request.</li></ul>



	<p>Complete work tasks</p>            <p>Review work performance</p>	<p>rooming and other scheduling tasks and to record and interpret data for continuous improvement, e.g. Student Achievement Information System (SAIS), 'i-scholaris', Microsoft Outlook for email, DoE's 'Connect', Sailing Australia's (SA) 'My Centre' Fox Sports Plus and Microsoft Excel as some examples of this.</p> <ul style="list-style-type: none"> <li>I am a line manager and performance manager for a staff of 9 people who are encouraged to provide open and direct feedback in respect of team effort in achieving the department's operational plan which is formally reviewed every semester. I also engage with superordinates in a performance management process to ensure that the department's objectives and KPI's align to the school business plan and ethos. In the shorter term, fortnightly faculty meeting are conducted to ensure that the actions and efforts of staff remain on track in achieving these outcomes. On a daily basis I ensure that I am in my office well before the start of school to discuss with any staff concerns they might have in respect of decisions or actions required of them and to take on board any concerns in this regard. I also informally interact and listen to feedback from staff during lunch and recess breaks where I attempt to be available for most days of the week.</li> </ul>	<ul style="list-style-type: none"> <li>Sample data and reports based on analysis and use of software programs available in support of claim upon request.</li> <li>Anecdotal evidence available from staff in relation to accessibility and minutes of meetings can be provided if needed.</li> </ul>
<p><b>BSBWOR201Manage personal stress in the workplace</b></p>	<p>Develop personal awareness of stress</p>       <p>Develop stress management techniques</p>	<ul style="list-style-type: none"> <li>I am a L3 manager who has a double administrative responsibility across two major areas/briefs within the school and as such have a more diverse and complex set of tasks than many of my colleagues. In the planning phase for a new school year. As such I identify potential 'pinch points' in the school year and use my 'critical friend' to aid me in recognising any changes in my demeanour, approachability, manner, etc.</li> <li>I utilise a range of stress management techniques including: careful timetabling/scheduling of my Duties Other Than Teaching (DOTT) time to ensure consistent breaks from instruction, use of relief personnel to relieve me from training delivery when other unforeseen pressures arise and informal meetings with my 'critical friend' to share feelings and thoughts during times of heightened stress.</li> </ul>	<ul style="list-style-type: none"> <li>Anecdotal evidence from critical friend if required.</li> <li>Documentation and anecdotal evidence available upon request.</li> </ul>



	<p>Manage time</p> <p>Recover from a stressful contact</p> <p>Maintain personal stamina and resilience</p> <p>Maintain work/life balance</p>	<ul style="list-style-type: none"> <li>• I use a training schedule to plan and prepare for my workload well in advance and in collaboration with other trainers and staff so that other persons can identify my busy and quiet times. This is shared electronically with colleagues and placed on a central whiteboard. My sub-school clerical officer also assists in prioritising appointments with students and parents. I work with my colleagues and subordinate in determining the reporting schedule for the whole of school and track my teaching load 'off-grid' to ensure that Time Off In Lieu (TOIL) can be taken to balance work load. Where required I also utilise holiday periods to undertake professional development to avoid any 'bumps' in workload during normal work hours.</li> <li>• I will use my 'critical friend' to discuss any stressful episodes that might occur and seek their feedback and support in providing a 'sounding board'. I also attempt to focus on 'the bigger picture' and place short encounters creating stress into perspective; or if it is a student behavioural matter ensure full and proper completion of any consequences including 'restorative justice' sessions.</li> <li>• I undertake a range of activities which assist me in maintaining my personal stamina and resilience including, daily exercise (home gym, walking, pool swimming), weekly deep tissue massage, balanced diet, regular sleep, vitamin supplements and various recreations which bring their own self-reward and satisfaction.</li> <li>• I limit the amount of take home work; spread work requirements over a whole of year cycle rather than a school calendar year, ensure that vacations are a prominent feature of my family life and enjoy the company of other people aside from work colleagues.</li> <li>• I schedule my own maritime training as 'off grid' in 'short port course' form as per industry models. For instance a Provide First Aid UOC is completed over three full days of at least 6 hours each.</li> <li>• I engage in a whole of school Professional Learning Community (PLC) which allows a colleague to observe my teaching and provide non-</li> </ul>	<ul style="list-style-type: none"> <li>• Copies of training schedules; reporting schedules for L3's etc., available upon request.</li> <li>• School behaviour policy document/flowchart. Anecdotal evidence if needed.</li> <li>• Diary and log book, as examples, entries if requested.</li> <li>• Photos of vacations, work diary extracts available on request.</li> <li>• Course documentation as held by RLSSWA showing consecutive dates.</li> </ul>
<p><b>BSBWOR301 Organise personal work priorities and</b></p>	<p>Organise and complete own work schedule</p> <p>Monitor own work</p>		



<p><b>development</b></p>	<p>performance</p>    <p>Co-ordinate personal skill development and learning</p>	<p>judgemental feedback against agreed domains of proficiency. This feedback provides a baseline for ongoing self-reflection and continuous improvement and supplements performance management with my superordinate. I collate and record hours of training delivery and use this to align overall balance of contact with students with suitable time to devote to administrative tasks and responsibilities.</p> <ul style="list-style-type: none"> <li>I use a work diary/calendar to plot and plan my requalification dates for a number of VET certificates. I use both work and holiday times to avoid cancellation of attendances at PD sessions and to provide for suitable lead up time; e.g., where minimum logged hours are needed.</li> </ul>	<ul style="list-style-type: none"> <li>Copies of PLC, training delivery schedule and contact records available upon request.</li> <li>Diary extracts, certificates of attendance at raining requalification sessions, log books available upon request.</li> </ul>
<p><b>HLTAID003 Provide first aid</b></p>	<p>Respond to an emergency situation</p>   <p>Apply appropriate first aid procedures</p>   <p>Communicate details of the incident</p>	<ul style="list-style-type: none"> <li>I am a first aider on call at school during normal operational hours and likewise a first responder whilst off school campus doing field based training and camps, expeditions, etc. In the past I have had to perform a range of first aid techniques to assist students with illnesses and injuries. I am also a fire/area warden for a large area of the school premises and have conducted this role on numerous drill and real life occasions.</li> <li>I have had to apply appropriate first aid procedures for a number of minor injuries in the field including jellyfish stings, abrasions and cuts and mild hypothermia whilst conducting maritime training such as diving, boating and surf lifesaving courses.</li> <li>In accordance with DoE's requirements for reporting of first aid incidents, I have completed a number of these forms for students under my care and followed procedures as outlined. As a RLSSWA SFA community trainer I have facilitated students completing accident report forms as a compulsory assessment within this OUC.</li> <li>I have, as a matter of protocol, a requirement to debrief any critical</li> </ul>	<ul style="list-style-type: none"> <li>Written letter of thanks for the administration of first aid to students from superordinate. Name on warden's list. Available upon request.</li> <li>Sample accident report forms available pending approval of school administration.</li> <li>See RLSSWA Learner Guide activity.</li> <li>Anecdotal evidence if</li> </ul>



	Evaluate the incident and own performance	incident reporting with my line manager which includes a review of response(s) and any further actions arising from the incident/accident whether it relates to students, parents or staff.	required and cleared by school administration.
<b>SISXCCS001 Provide quality service</b>	<p>Address client needs and expectations</p> <p>Provide quality service experience</p> <p>Resolve customer complaints</p>	<ul style="list-style-type: none"> <li>As a L3 administrator I interact not only with students (as system clients) but parents as important stakeholders. In specialist programs all participants and their carer/parents are required to sign contracts for academic and behavioural performance over the course of their enrolment to maintain their position and achieve all outcomes successfully. Students make selections based on needs, undergo testing for suitability, interviews and skill trials then all being well offered a place in the program of their choice. I oversee consultation with school, community, industry/sporting representative groups and parents on setting appropriate standards and sequencing phases of learning in a suitable manner to structure well recognised and accredited specialist programs.</li> <li>As part of working with various external stakeholders I am responsible for ensuring that all staff timetabled to provide various specialist programs, ATAR, general and VET courses through auspiced RTO's have the skills, knowledge and understandings to optimise success for clients. I have been required to meet such external benchmarks during my own instructional delivery over many years, for example, as a PADI Divemaster in the delivery of snorkelling and skin diver courses.</li> <li>As a HOLA I am required to deal with any complaints or grievances from parents or suppliers in the first instance. It is expected that these matters are largely resolved through negotiation or other conflict resolution techniques. I am also open to feedback from students via evaluation sheets and as such required to address any emerging issues from training delivery.</li> </ul>	<ul style="list-style-type: none"> <li>Copies of specialist program contracts available upon request.</li> <li>Copies of various certification from external agencies showing quality accreditation available upon request.</li> <li>Anecdotal evidence as needed upon request. RLSSWA trainer evaluation sheets.</li> </ul>
<b>ICTICT203 Operate application software packages</b>	Use appropriate workplace health and safety (WHS) office work	<ul style="list-style-type: none"> <li>As a user of various software packages I ensure that best practice is followed with regards to appropriate work health and safety office practices. This includes among other things, good overhead</li> </ul>	Colleague observation, anecdotal report, photos, can be produced upon request.



	<p>practices</p> <p>Use appropriate word-processing software</p> <p>Use appropriate spreadsheet software</p> <p>Use a third application software package</p>	<p>lighting, screen brightness adjustments, suitable distance of screen from chair, ergonomic adjustable chair, screen filter, good posture and regular breaks from screen activity (approx. every 15 minutes). Where a printer is used I also check for ventilation; I use cable tie organisers to rationalise cords under the desk, surge breaking power boards and ensure that sound levels are not excessive and font style and sizes appropriate.</p> <ul style="list-style-type: none"> <li>• I use a variety of applications from the Microsoft office suite. Microsoft Word is the main word processing application I use in its various iterations including the 16 version. I use this to create various documents including reports, letters, tables and the like.</li> <li>• As aforementioned I use a variety of Microsoft applications but the major one for spreadsheets is Microsoft Excel. This is used for budget preparation, collecting of monies for excursions, tracking departmental financial transactions/ledgers as some examples.</li> <li>• As a trainer/instructor with a variety of external groups/providers I have used different databases to input, manipulate and record information. One example of this is the Sailing Australia 'My Centre' Fox Sports Plus database for enrolling, insuring, assessing, recording and issuing certificates to participants.</li> </ul>	<ul style="list-style-type: none"> <li>• Table provided is demonstrable evidence of use of Microsoft Word. Other document are available upon request.</li> <li>• Sample documents available upon request.</li> <li>• See Sailing Australia website.</li> </ul>
<p><b>HLTWHS001</b> <b>Participate in work health and safety</b></p>	<p>Follow safe work practices</p> <p>Implement safe work</p>	<ul style="list-style-type: none"> <li>• As the HOLA of HPE I am required to stay abreast of changes to safe working practices as they apply to both students and staff. This has included changes to industry standards reflected in the Department of Education's Guidelines for Recreation and Outdoor Activities document which I must ensure are met by all staff. As a Divemaster for the Professional Association of Diving Instructors I am required to follow industry best practice and all standards associated with training courses to my level of accreditation and corollary insurance requirements.</li> <li>• I follow all OHSE requirements set by the Department of Education</li> </ul>	<ul style="list-style-type: none"> <li>• Copies of relevant DoE documents available upon request.</li> </ul>



	<p>practices</p> <p>Contribute to safe work practices in the workplace</p> <p>Reflect on own safe work practices</p>	<p>during the normal process of teaching/training and supervision. As an employee of the Department I use all industrial PPE whilst undertaking repairs to boats, ensure that I am visible during yard duty and roam my given area of responsibility, gather and check all student excursion and medical forms before permitting them to attend field work.</p> <ul style="list-style-type: none"> <li>As a member of the school's senior staff I am involved in regular review and debrief of whole of school emergency response scenarios and drills. The findings of such meetings is then used to modify or maintain existing procedures and practices.</li> <li>I am constantly involved in training students in field settings where a range of uncontrolled variables is at play, including wind, tide, currents, temperature and the like. As such I am constantly re-appraising the natural elements in regard to my own safe work practices to ensure that my students are not expected or required to undertake anything which I am not comfortable or confident in executing.</li> </ul>	<ul style="list-style-type: none"> <li>As above and photographic evidence if required.</li> <li>Written minutes from meetings if required available upon request.</li> <li>Anecdotal evidence from training colleagues available upon request.</li> </ul>
<p><b>BSBWHS303</b> <b>Participate in WHS hazard identification, risk assessment and risk control</b></p>	<p>Participate in workplace hazard identification</p> <p>Participate in WHS risk assessment</p> <p>Promote and support worker consultation and</p>	<ul style="list-style-type: none"> <li>As a commercial skipper I am required to undertake targeted monitoring of a surveyed vessel to ensure that it meets all regulatory requirements as set down in the National Standards for Commercial Vessels (NSCV), for example, Section D.</li> <li>Every year, as master of a commercial vessel, I am required to place the craft under survey inspection for renewal. This effectively, means that an independent marine surveyor must be satisfied that all aspects of the vessel, equipment, operational systems and procedures meet a nationally consistent standard to be safe for passengers and crew. As such, I must be present during this process and make myself available to the surveyor to explain any potential issues of concern.</li> <li>As the HOLA of HPE, I am constantly reviewing and discussing safety issues in regard to a range of issues concerning the physical education program in lower school. For instance, in regard to the</li> </ul>	<ul style="list-style-type: none"> <li>Copies of vessel OHS documentation available upon request.</li> <li>Copies of survey notes and surveyor sign offs available upon request.</li> <li>Sample faults sheets</li> </ul>



	<p>participation in hazard identification and risk assessment</p> <p>Participate in developing, selecting and implementing WHS risk controls</p> <p>Support effective worker consultation and participation in the risk control process</p>	<p>school weights gymnasium enforcing the requirement for a 1 metre separation between exercise machines and equipment and in athletics ensuring that the runways for long jump and triple jump have any divots filled and are even before use. I always encourage staff to complete faults reports where they identify any broken or damaged equipment or infrastructure and to report back to me so that this can be recorded for repair and replacement purposes.</p> <ul style="list-style-type: none"> <li>As a member of the Sailing Australia WA Training Committee and as a RST Trainer/Assessor I have been involved in developing, inputting discussion to determine decisions and implementing outcomes arising out of identified WHS risks in these recreations. At a school level, as previously alluded to, I have also been involved in whole of school development and application of control measures applied to various emergency scenarios.</li> <li>As the HOLA of HPE, I use faculty meeting time to encourage staff to raise any matters pertaining to OHSE in the delivery of their curriculum. Suggestions are recorded and then discussed with other school personnel, such as the Business Manager, to determine suitable mitigation control strategies or elimination solutions.</li> <li>As a Coastal Coxswain Grade 1, I am required to direct crew and passengers to follow set instructions regarding emergency procedures aboard the school's commercial vessel. This responsibility is clearly laid out in delegated authority via the Australian Maritime Safety Authority and NMSC legislation.</li> <li>As a commercial master, as noted above, I am required to respond to emergency situations in relation to my own passengers, crew and vessel and that of others. I have done so, on several occasions in the recent past resulting in the towing of vessels with engine troubles back to shore and the extinguishment of a fire on a small dinghy.</li> <li>As a master of a commercial vessel, it is my responsibility to</li> </ul>	<p>available upon request.</p> <ul style="list-style-type: none"> <li>Minutes from meetings available upon request.</li> <li>As above.</li> </ul>
<p><b>SISXEMR001 Respond to emergency situations</b></p>	<p>Apply workplace emergency procedures</p> <p>Respond to an emergency situation</p>	<ul style="list-style-type: none"> <li>As a commercial master, as noted above, I am required to respond to emergency situations in relation to my own passengers, crew and vessel and that of others. I have done so, on several occasions in the recent past resulting in the towing of vessels with engine troubles back to shore and the extinguishment of a fire on a small dinghy.</li> <li>As a master of a commercial vessel, it is my responsibility to</li> </ul>	<ul style="list-style-type: none"> <li>Copies of relevant legislation indicating authority of master available on-line.</li> <li>Notes in ship's log available on request.</li> </ul>





	<p>Coordinate and monitor participant response.</p>	<p>coordinate all actions in the event of a fire on board, the need to abandon vessel, grounding or swamping, person overboard or other emergency situation as it arises. In doing so it is necessary to utilise the crew and passengers in various ways to effect the safety of all and make further command decisions based on contingencies at the time. Accordingly, regular mock training is conducted, as per NSCV guidelines on a regular basis in preparation of the potential of such actions being required.</p>	<ul style="list-style-type: none"> <li>• Training sessions as noted in ship's log and available on request.</li> </ul>
<p><b>SISXCAI006 Facilitate groups</b></p>	<p>Plan for group establishment.</p> <p>Develop group commitment and cooperation.</p> <p>Facilitate group processes and performance.</p>	<ul style="list-style-type: none"> <li>• As HOLA of HPE I liaise with the Education Support Centre staff to provide for the specific needs of students with a range of learning and physical disabilities. This involves profiling each student and placing them in an appropriate PE class with an adapted curriculum which will best meet their particular needs. Such information is then provided to administrators and taken in to account when determining full time employee allocations to deliver the curriculum.</li> <li>• As a maritime trainer I work extensively with students in their commitment to meeting the requirements of their program contract and completion of all maritime trainer modules. Students are required to work in teams in a variety of settings, e.g., at the pool when participating in their RLSS aquatics courses where they also share space with the general public and where intrinsic hazards exist. Instructional styles vary accordingly where different tasks are undertaken and learning occurs both autonomously and collectively (e.g. 400m swim, scenarios). An outcomes focus and scaffolding of tasks ensures students identify the need for cooperation and effort as the keys to success.</li> <li>• As a RLSS aquatics trainer, I am constantly encouraging and supporting my students with opportunities to practice and improve skills levels in and out of the water. Students are buddied up in an appropriate way to ensure task focus, safety and good use of time is structured to meet course requirements. An optimum pool environment (space, temperature, etc.,) is ensured to facilitate</li> </ul>	<ul style="list-style-type: none"> <li>• Copy of HPE staffing matrix available on request.</li> <li>• Anecdotal evidence from colleagues can be produced upon request.</li> <li>• Anecdotal evidence from colleagues can be produced upon request.</li> </ul>



		<p>successful learning outcomes and additional supplemental assistance given to students identified with problems such as inefficient stroke technique.</p>	
<p><b>SISXCAI004 Plan and conduct programs</b></p>	<p>Identify participant needs and expectations.</p>	<ul style="list-style-type: none"> <li>As Manager of the Specialist Maritime Program, I am responsible for developing a 5 year program of education that addresses DoE’s standards for operation and accreditation necessitating extensive consultation with all stakeholders (students, parents and the wider community) prior to imprimatur being given. This occurs through meetings with maritime students, student council input, parent nights, and open lines for feedback (school Facebook page, etc.), the school board and some student surveys.</li> </ul>	<ul style="list-style-type: none"> <li>Rockingham SHS Facebook page can be accessed on-line.</li> </ul>
	<p>Plan the program.</p>	<ul style="list-style-type: none"> <li>In my role, as abovementioned, I am required to plan for the implementation of the specialist maritime program over a 5 year period. This includes identifying and recruiting human resources, purchasing physical resources, negotiating external contracts with suppliers, risk analysis of activities, budgeting and accountability.</li> </ul>	<ul style="list-style-type: none"> <li>Sample documents of budgets, external contracts, etc., available upon request.</li> </ul>
	<p>Prepare for the program.</p>	<ul style="list-style-type: none"> <li>As aforementioned, I am required to undertake a range of activities to ensure timely commencement and operation of the specialist maritime program, this includes parent information nights, course leaflets and brochures, video promotional presentations and visits to feeder primary schools to discuss program requirements and participant expectations. I must also ensure that all equipment and associated resources are in optimal condition for use; including boats, school buses and first aid equipment. I undertake professional development to ensure that I and other staff hold all necessary qualifications to deliver VET and other industry accredited qualifications.</li> </ul>	<ul style="list-style-type: none"> <li>Copies of promotional documents and qualifications held for VET delivery.</li> </ul>
	<p>Conduct the program.</p>	<ul style="list-style-type: none"> <li>As a highly experienced and qualified teacher I have delivered a myriad of VET and non-vocational programs over 35 years in the government educational sector. I currently train and assess in the Recreational Skipper’s Certificate course on behalf of the Dept. of Transport, skin diving courses on behalf of PADI and senior first aid</li> </ul>	<ul style="list-style-type: none"> <li>Record of teaching from TRB. RST trainer/assessor documentation available upon</li> </ul>



	<p>Conclude and evaluate program.</p>	<p>for the RLSSWA Inc., among many others.</p> <ul style="list-style-type: none"> <li>As a trainer, teacher, HOLA and Manager of Specialist Programs I am required to reflect on my professional competence and that of my staff within the HPE team and recommend changes to pedagogy and curriculum content when and as required, or based on learner needs. A recent example of this include changes to the Physical Education Studies ATAR course as a result of SCASA moderation visit and subsequent feedback from the learning area consultant.</li> </ul>	<p>request.</p> <ul style="list-style-type: none"> <li>Copy of moderator recommendation available upon request and with permission of the school to release.</li> </ul>
<p><b>SISXIND001 Work effectively in sport, fitness and recreation environments</b></p>	<p>Develop industry knowledge.</p> <p>Identify client needs and organisational objectives.</p> <p>Implement customer service practices</p>	<ul style="list-style-type: none"> <li>As the HOLA of HPE I am required to remain abreast of changes arising out of DoE policies and procedures based on industry and stakeholder working parties, for example, in regard to NOLS, Department of Sport and Recreation industry codes, the Australian Council for Health, Physical Education and Recreation and be versed in understandings of the VET sector as they apply to sport and recreation (training packages, etc.)</li> <li>As A HOLA at RSHS, I am required via the school business plan to offer a VET qualification pathway for students in order to achieve their WACE or WASA certificate at the end of Year 12. As such I provide for a post compulsory stream of study for students emerging out of lower school specialist sports programs in Netball, Basketball and Rugby. More adept scholars are offered the Physical Education Course of Study (ATAR) pathway where this matched with a strong career orientation or are seeking a course suitable for calculation in their ATAR score.</li> <li>As a maritime trainer, I am responsible for ensuring that all students enrolment details are correct prior to the commencement of any courses, for example, excursion and health forms properly completed and any issues noted, parents informed, venues and site reconnaissance undertaken, adaptations made to programs to meet the needs of students and deliver sound outcomes and debriefings held at</li> </ul>	<ul style="list-style-type: none"> <li>Compulsory attendance at RLSSWA trainer workshops. Records on RLSSWA files.</li> <li>Copy of school business plan, faculty plan available upon request.</li> <li>Copies of medical forms and excursion forms available upon request.</li> </ul>



	<p>Minimise risks to personal and public safety</p>	<p>the end of each course for garnering feedback from participants.</p> <ul style="list-style-type: none"> <li>As the HOLA of HPE and as a maritime trainer I lead by example by ensuring that I hold all essential qualifications as per industry requirements and as stated by DoE to provide safe and successful learning outcomes in a variety of non-traditional settings. By attending professional development courses offered by industry and endorsed by DoE I am minimising risk to myself, my students and the general public.</li> </ul>	<ul style="list-style-type: none"> <li>Copies of various re-qualifications available upon request.</li> </ul>
<p><b>SISXIND002 Maintain sport, fitness and recreation industry knowledge</b></p>	<p>Update and apply structural and operational knowledge</p> <p>Update and apply legal and ethical information</p> <p>Update and apply information on technology</p> <p>Update and apply</p>	<ul style="list-style-type: none"> <li>As a RLSSWA first aid trainer I am required to stay abreast of changes that occur in the delivery of specific skills as a result of industry review and best practice/peer assessment. A example of this include changes to CPR ratios as a result of ARC findings. In the same capacity I am required to understand changes made to Cert IV Trainer and Assessor requirements as dictated by ASQA/TAC such as the recent need for LLN and make adjustments to my PD to meet them.</li> <li>As a VET trainer I and DoE administrator I am required to ensure that all or any changes made to training packages is incorporated and implemented in the delivery of any training. As a RST trainer/Assessor with Sailing Australia a number of recent changes as outlined by DoT have had to be incorporated in the collection and relaying of candidate personal information as the paperwork are legal documents and remain the property of DoT as the end of line government agency.</li> <li>As a ship's master, I am responsible for ensuring that all electronic charts are updated in accordance with ongoing releases of new 'Navcom' software downloadable from the internet. I am also required to update my own details and those of other staff accompanying me in a crewing capacity on AMSA's National Sea Rescue Coordination Centre database.</li> </ul>	<ul style="list-style-type: none"> <li>Professional development session attendance at RLSSWA for Cert IV Trainer/Assessors.</li> <li>Recent copies of notifications from Sailing WA regarding RST Trainer/Assessor changes to DoT paperwork.</li> <li>Sample documents showing updated personal/personnel information for AMSA available upon request.</li> <li>Certificates of attendance</li> </ul>



	knowledge	<ul style="list-style-type: none"> <li>I have attended a number of RLSSWA professional development courses in recent years in order to stay abreast of changes in first aid and aquatics; for instance, use of spinal boards to assist recovery of casualties from the water. I have also attended SLSWA courses to retain 'active' status as a life saver and have delivered CSR courses in conjunction with SLSWA Assessors.</li> </ul>	<p>at RLSSWA professional development courses on file.</p>
<p><b>SISXRES002 Educate user groups</b></p>	<p>Develop educational strategies.</p> <p>Plan and conduct educational programs</p> <p>Evaluate programs</p>	<ul style="list-style-type: none"> <li>As a HOLA, trainer and teacher I am required to develop, implement, evaluated and review educational programs on a regular basis whether they are targeted curriculum offerings for clientele 'at risk' or for mainstream students in accordance with the WA curriculum framework.</li> <li>As the Manager of Specialist Programs, I am required to plan and implement a sequential course of study in maritime studies across Yrs. 7 – 12. I am timetabled as the lead trainer for the delivery of most maritime training in the school within the HPE department.</li> <li>As the Manager of Specialist Programs I am required to demonstrate to the school board the case for the continuation of specialist programs every 3 years. I am required to gather and analyse data, interpret the results then make recommendations to the school administration to forward to the board for final determination.</li> </ul>	<ul style="list-style-type: none"> <li>Copies of a variety of educational programs available upon request.</li> <li>Copy of maritime studies sequence Yrs. 7 -12 and teaching load available upon request.</li> <li>Copies of specialist program summative report data available upon request.</li> </ul>
<p><b>SISXCAI003 Conduct non-instructional sport, fitness or recreation sessions</b></p>	<p>Identify participant needs and expectations.</p> <p>Plan the session.</p>	<ul style="list-style-type: none"> <li>As HOLA of HPE, I have undertaken relief lessons for other staff at different points of their syllabus delivery. For example, I have supervised students in the school fitness centre undertaking their workout schedules. In doing so, students know that a teacher with sufficient background is available for reference if needed in dealing with any biomechanical or equipment based issue. At other times I have skippered the school's vessel and left instructional matters to other staff (e.g. science teachers doing seagrass research) with my focus being solely on safe passage.</li> </ul>	<ul style="list-style-type: none"> <li>Anecdotal evidence from colleagues available upon request.</li> <li>Copies of relief lessons available upon request.</li> </ul>



	<p>Prepare for the session.</p> <p>Conduct the session.</p> <p>Evaluate the session</p>	<ul style="list-style-type: none"> <li>• In prior consultation with other staff, or via relief lesson notes left by absent staff, I am able to continue with the instructional directions established at any point of the program.</li> <li>• In circumstances where I am taking a lesson on behalf of another staff member I closely read any instructions left, peruse the tasks in relation to the program and arrive early to ensure that all set up is done in a timely way so that my role is a supervisory one.</li> <li>• In situations where I am taking a relief session and where students are well into their program and have the teacher's confidence to continue in autonomous manner, I maintain a supervisory role and allow students to approach me but I do not take an active instructional role.</li> <li>• Upon completion of a relief lesson I will ensure all OHS clean up tasks are completed and students released. I then provide written feedback to the class teacher on how the session progressed and any specific issues of concern so that it can be followed through up on their return.</li> </ul>	<ul style="list-style-type: none"> <li>• Anecdotal evidence from colleagues available upon request.</li> <li>• As above.</li> <li>• As above.</li> </ul>
<p><b>SISXIND006 Conduct sport, fitness and recreation events</b></p>	<p>Identify event scope</p> <p>Plan the event</p> <p>Coordinate implementation of the event</p>	<ul style="list-style-type: none"> <li>• As HOLA of HPE I am required to work with my staff to run whole of school events such as the school athletics carnival for students in Years 7 -10.</li> <li>• I take leadership role in the planning and implementation of the school athletics carnival providing opportunities for staff to become involved but retain overall responsibility for this event. In short, I allocate various tasks to sub-groups within the faculty (arena layout, competition events and times, age divisions, trophy and presentation organisation and so on then meet on a regular basis during lead up time to ensure that all elements of the day are coming to fruition in an integrated way.</li> <li>• Once all aspects of the school athletics carnival have been individually completed it is my role to provide feedback and make any final</li> </ul>	<ul style="list-style-type: none"> <li>• Copies of school athletics carnival documents, etc., available upon request.</li> <li>• As above.</li> <li>• As above.</li> </ul>



	Evaluate the event	<p>adjustments to event scheduling, arrange other staffing from non-PE departments, additional volunteer services for first aid and data recording and OHSE matters in relation to students' requirements on the day.</p> <ul style="list-style-type: none"> <li>I am required to conduct a debriefing session following the completion of the school athletics day within my own team and also give and take feedback to and from senior staff on the running of the event. Major recommendations are then taken on board for continuous improvement.</li> </ul>	<ul style="list-style-type: none"> <li>As above.</li> </ul>
<p><b>SISXFAC001 Maintain equipment for activities</b></p>	<p>Perform routine equipment maintenance.</p> <p>Conduct equipment repairs.</p> <p>Store equipment to maintain serviceable condition.</p>	<ul style="list-style-type: none"> <li>As a maritime trainer I am require to perform routine maintenance of equipment, including upkeep of a commercial vessel, recreational fleet of 6 dinghies, 16 sets of scuba gear and first aid equipment among other things. Every year I am responsible for having scuba tanks visually and hydrostatically tested and all 1<sup>st</sup> and 2<sup>nd</sup> stage regulators and alternate air supply devices serviced. I have assisted the local dive shop in conducting tank tests in my role as a Divemaster in the past.</li> <li>As a ship's master I am required to undertake periodical and non-scheduled repairs to the school's commercial vessel. This might include for example, annual servicing of outboards, or replacement of a chaffed anchor line as required.</li> <li>As a maritime trainer, I am required to ensure proper and safe storage of all small vessels in the school's beachfront shed where a pulley system with multi-stacking is deployed. This enables all gear to be out of the elements and secured in such a way that it is in a state of readiness on the commencement of each and every course.</li> </ul>	<ul style="list-style-type: none"> <li>Photographic evidence of equipment stockpiles and maintenance reports available upon request.</li> <li>Information from Ship's equipment repair log available upon request.</li> <li>Photos as evidence available upon request.</li> </ul>
<p><b>SISXCAI001 Provide equipment for activities</b></p>	<p>Identify equipment requirements</p> <p>Issue and set up</p>	<ul style="list-style-type: none"> <li>As RLSS Aquatics Trainer I am required to deliver Bronze steam programs to a high standard. As such, I must book an appropriate venue for the course, check the existing levels of ability and range of participants prior to starting to ensure that all assessment tools are correctly resourced for skills to be conducted.</li> </ul>	<ul style="list-style-type: none"> <li>Anecdotal evidence from colleagues available upon request.</li> <li>As above.</li> </ul>



	<p>equipment</p> <p>Dismantle and check equipment</p> <p>Store equipment</p>	<ul style="list-style-type: none"> <li>At the outset of each aquatics course that I deliver, students are required to match equipment (e.g. PFD's to their body shape and size) and note the number of each on a central whiteboard against their name. Upon arrival at the pool the set down areas for personal gear and school equipment is clearly noted to avoid trip hazards. I have equipment in separate stockpiles ready to use at least two skills in advance of the one being conducted so that if changes to the sequence of tasks need to be done then equipment is always ready to go.</li> <li>At the end of each Sailing Australia Discover Sailing Course, I am required to work with students to break down the rigging on their Walker Bay RD 310 high performance sail kits and store them in the beachfront shed. As this is being done all components (goosenecks, halyards, sheets and so on) are individually washed and checked for distortion or breakages before being racked.</li> <li>As a trainer of various water based awards I am constantly handling equipment both in and out of store rooms. For example, sailing dinghies, first aid mannequins, ropes of various types, PFD's, and scuba tanks. Each one of these types of equipment has its own storage characteristics, e.g., racked, hung, stacked, and boxed and so on. As such a variety of different storage systems are used.</li> </ul>	<ul style="list-style-type: none"> <li>As above or photographic evidence is available upon request.</li> <li>As above.</li> <li>As above.</li> </ul>
<p><b>SISXCAI002 Assist with activity sessions</b></p>	<p>Contribute to session planning</p> <p>Assist in preparing participants.</p> <p>Assist in session delivery.</p>	<ul style="list-style-type: none"> <li>As a PADI Divemaster I work in the capacity of a 'certified assistant' under the direction of a Scuba Instructor Level 2 in the delivery of Open Water Dive courses. As such I work in tandem in planning of each learning session or module, be they theoretical or practical (e.g., dive planning or undertaking a boat dive).</li> <li>As part of my role, as abovementioned, I am required to assist the Instructor in issuing of equipment such as mask, snorkel, fins and wetsuits.</li> <li>As aforementioned, I provide assistance to the instructor and students when diving from the school's commercial vessel. This can be through the role of second assistant in the water to increase student ratio; as a</li> </ul>	<ul style="list-style-type: none"> <li>As above.</li> <li>As above.</li> <li>As above.</li> </ul>





	Assist in session evaluation and follow-up.	<p>'top person' on the boat to supervise group movement and/or to aid in the distribution of gear for kitting up students or breaking down gear at the end of the dive. I remain on call for any errant diver surfacing so that a 'drive to' pick up can be effected from the water.</p> <ul style="list-style-type: none"> <li>At the end of each day a short debrief is conducted between myself and the instructor in order to identify any issues that may have emerged and plan for the following day's activities. All dives/boating are captured in the appropriate log books.</li> </ul>	<ul style="list-style-type: none"> <li>As above.</li> </ul>
<b>ICTWEB201 Use social media tools for collaboration and engagement</b>	<p>Describe the different types of social media tools and applications</p> <p>Compare different types of social media tools and applications</p> <p>Set up and use, popular social media tools and applications</p>	<ul style="list-style-type: none"> <li>I have used a variety of social media tools in my role as HOLA of HPE and Manager of Specialist Programs in order to communicate with others. Among these are the DoE 'Connect' site whereby parents can interrogate data and communicate with me directly, the Facebook page where comments can be posted and LinkedIn where I keep my professional profile up to date.</li> <li>The various types of social media that I use relate to the need and timeliness of the communications that I require and the type of information that I seek to elicit. Twitter, whilst a popular platform is not often used at the request of my employer and only DoE sanctioned social media tools are permissible for work related matters, eg. The DoE Portal, etc.</li> <li>I use my LinkedIn page to keep my professional profile up to date and to network with others with similar interests or occupations. This has allowed me to expand my potential career horizons and aided me in making quicker contacts in industries of common relevance.</li> </ul>	<ul style="list-style-type: none"> <li>See RSHS web page and link to Connect site.</li> <li>As above.</li> <li>See LinkedIn page for Leslie Dodd</li> </ul>
<b>SISXMG001 Develop</b>	Identify the role and	<ul style="list-style-type: none"> <li>As the HOLA of HPE and Manager of Specialist Programs I am</li> </ul>	<ul style="list-style-type: none"> <li>Sample communications and parent night</li> </ul>



<p><b>and maintain stakeholder relationships</b></p>	<p>function of key stakeholders</p> <p>Develop and implement strategies to promote effective stakeholder relationships</p> <p>Evaluate stakeholder relationships</p>	<p>responsible for ensuring that carers/parents of student enrolled in these offerings have clear understanding of selection and monitoring processes against program benchmarks (academic and behavioural). They are invited in on several occasions for parent nights and one off meetings to discuss any areas of concern their child might be experiencing. Their role in supporting and engendering student learning is a key factor that I put considerable time and energy into fostering variety a wide array of communications.</p> <ul style="list-style-type: none"> <li>• In relation to the abovementioned, parent nights, various communications including email, texts, telephone calls and Facebook posts; as well as documents such as reports are used to convey information to carers/parents.</li> <li>• The school undertakes random sample surveying of parents as part of its reviews of the business plan which encompasses the specialist programs offered by the school. This information is then fed back via my performance management process. The school board also has a variety of parent representatives some of whom have students in the specialist programs, who provide first hand input and opinion on their operation. Again, this feedback is vital to measuring the success or otherwise of key stakeholders.</li> </ul>	<p>programs available upon request.</p> <ul style="list-style-type: none"> <li>• As above.</li> <li>• Documents showing composition of school board available upon request.</li> </ul>
<p><b>BSBCRT301 Develop and extend critical and creative thinking skills</b></p>	<p>Develop a questioning mindset</p> <p>Generate ideas and responses</p>	<ul style="list-style-type: none"> <li>• As a teacher and administrator, I am part of a whole of school Professional Learning Community (PLC) whereby other colleagues observe and provide feedback on instructional styles and techniques. As part of this program, professional development has been provided throughout this year which has required us to question our existing pedagogical understandings and practices in order to accommodate other approaches to teaching and learning.</li> <li>• As part of the Senior Management Team, I am required to work with colleagues towards identifying whole of school areas of weakness and devise solutions. For example, in the development of a 5 year whole school business plan. At various times, I have worked in sub-teams to focus on one or two particular aspects of poor performance that the data has highlighted and have been charged with reporting back to the</li> </ul>	<ul style="list-style-type: none"> <li>• Copy of RSHS professional learning community program documents and staff PD.</li> <li>• Anecdotal evidence from colleagues available upon request.</li> </ul>



	<p>Challenge, test and re-invent ideas</p>	<p>group with potential rectification strategies.</p> <ul style="list-style-type: none"> <li>As an RST Trainer/Assessor I have been involved in providing feedback to Sailing Australia to go forward to the Department of Transport regarding the Recreational Skipper's Ticket. This has required me to challenge some of the test question regarding their validity, the purposefulness of some of the sequencing of practical on water skills and the methodology behind the processing of the paperwork. For example, I have offered suggestions which modify or propose altering existing process in order to make them more streamline and efficient.</li> </ul>	<ul style="list-style-type: none"> <li>Copies of emails to Sailing Australia regarding RST available upon request and with clearance.</li> </ul>
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RTO Manager to Complete			
<b>Sufficient evidence provided to demonstrate equivalence:</b>			
<b>Y</b>	<b>N</b>	<b>NA</b>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Standard 1.13 – Sufficient evidence provided to demonstrate equivalence
<p><b>Other Comments</b></p> <p>Click here to enter text.</p>			
<b>RTO Manager Name</b>			
<b>RTO Manager Signature</b>		<b>Date</b>	