Using CATs to build a Sustainable Culture for a Competitive Sector

Gail Eaton-Briggs, TasTAFE
CATs Journey

Why are we here?

- Share our TasTAFE story as relevant to the CATs
- Share our CAT journey and experiences
- Learn from other providers
- Network beyond this forum
TasTAFE
Skills. Opportunities. Futures.

TasTAFE is the largest registered training organisation in Tasmania, and is proud to deliver more than 370 nationally accredited and industry-endorsed qualifications.

Our VISION is to enable Tasmanians to gain the skills and qualifications needed for the state’s workforce and the community to succeed and prosper.
OUR REACH

- West Coast and Queenstown mine closures
- Port Arthur Historic Site: we don’t train ghosts… (just tourism and hospitality training!)
- Antarctic Division: everything from hairdressing to high risk licences
- North west: farms, dairies and agricultural properties
- Child care: children’s services training around the state
- Training for mechanics
- Trade Training Centres

And much, much more…
2013 - The elephant in the room
Our **One TAFE, One Team** approach has been instrumental in bringing together the identity, workplace practices and staffing resources of the two previous organisations.

In the first 12 months of operation, TasTAFE has deliberately and systematically gone about **bringing two cultures together** in a transformational change that not only created “TasTAFE the organisation,” but the concept and practice of **One TAFE, One Team.**
# CATs Journey

<table>
<thead>
<tr>
<th>Program</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPLETIONCAT</td>
<td>February 2014</td>
</tr>
<tr>
<td>ADMINCAT</td>
<td>February 2014</td>
</tr>
<tr>
<td>MANAGECAT</td>
<td>May 2014</td>
</tr>
<tr>
<td>VETCAT</td>
<td>June 2014</td>
</tr>
<tr>
<td>CURCAT</td>
<td>June 2014</td>
</tr>
<tr>
<td>GROWCAT</td>
<td>March 2015</td>
</tr>
<tr>
<td>LEADCAT</td>
<td>March 2015</td>
</tr>
</tbody>
</table>
## Response Rates

<table>
<thead>
<tr>
<th>Category</th>
<th>Staff Count</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPLETIONCAT</td>
<td>587 staff</td>
<td>68%</td>
</tr>
<tr>
<td>ADMINCAT</td>
<td>262 staff</td>
<td>96%</td>
</tr>
<tr>
<td>MANAGECAT</td>
<td>75 staff</td>
<td>89%</td>
</tr>
<tr>
<td>VETCAT</td>
<td>306 staff</td>
<td>67%*</td>
</tr>
<tr>
<td>CURCAT</td>
<td>296 staff</td>
<td>64%*</td>
</tr>
</tbody>
</table>

*adjusted for sessional staff
This did not happen by accident!

Key to success
- Pre launch awareness campaign
- Regular communication
- Interesting graphics
- Friendly rivalry
- Humour
- Rewards
- Chocolate!
COMPLETIONCAT

The Successful Student Project

- Review TasTAFE PD Framework, including focus on mentoring
- Leverage off regional network and facilities for better community engagement
- Review student support
- Introduction of Virtual Learning Environment
- Staff connection to strategic and profile planning
- Moving towards a sustainable culture
CATs Journey

MANAGECAT

- Crucial to TasTAFE 2015 re-design
- Managers manage
- Performance development framework
- Value manager’s aspirations

ADMINCAT

TasTAFE Administrative Innovative Learning (TAIL) Project

- Recognition for the administration role
- Review admin processes
- Developing cross-skilled administration roles
VETCAT and CURCAT

Building Teacher Capability with 70:20:10

- systematic building of TasTAFE teachers’ capability in teaching, assessment and industry currency
- “Re-tooling” of teachers
- 70:20:10 Framework for Teacher Development
- Crucial to TasTAFE 2015 re-design
- Competitive advantage
Piecing together a pathway to success
**Case Study - COMPLETIONCAT**

<table>
<thead>
<tr>
<th>Skills Sets</th>
<th>National TasTAFE</th>
<th>Supporting Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills to ensure customised student support:</td>
<td>53% 53%</td>
<td>Successful Student Project</td>
</tr>
<tr>
<td>Skills to ensure targeted planning and administration:</td>
<td>49% 49%</td>
<td>TasTAFE Administrative Innovative Learning Project</td>
</tr>
</tbody>
</table>

**Capabilities**

| Fine-tuning online learning practices: | 31% 28% | Virtual Learning Environment Project                  |
| Strengthening learner support services: | 57% 54% | Successful Student Project                           |
| Arrange counselling and peer support | 56% 54% | Successful Student Project                           |
| Sustaining partnerships with students’ communities, employers and families: | 45% 43% | Communities Partnership Project (to be established) |
| Deepening the Institute’s understanding of student needs, motivations and behaviours: | 52% 48% | Successful Student Project                           |
| Monitoring the Institute’s marketing and promotions: | 43% 42% | 2015 TasTAFE Annual Implementation Plan               |
| Contributing to the Institute’s strategic planning: | 48% 42% | 2015 TasTAFE Annual Implementation Plan               |
| Assisting the Institute’s profile planning: | 46% 47% | 2015 TasTAFE Annual Implementation Plan               |

**Professional Development**

| Extent to which PD meets requirements: | 61% 53% | All met through reworking of the TasTAFE PD Framework and Building Teacher Capability 70:20:10 project |
| Amount provided to access PD: | 60% 48% | Timing and cost                                      |
| Issues affecting PD: | | During work hours and face-to-face                   |
| PD preference: | | |
MEASURING SUCCESS

We measure success, outcomes and client satisfaction and have a continuous improvement focus.

To ensure our clients are satisfied with the outcomes of their experience and training we use a range of measures including specific strategies used to collect data:

- Annual Learner and Employer Satisfaction Surveys
- Feedback and Complaints Management
- Measuring staff capability through
Questions?

Thank you

CATs
Online Staff Surveys