



### Third party evidence report

<b>Name of candidate</b>	Jan Clewett
<b>Unit(s)</b>	TAAENV402A Foster and promote and inclusive learning culture TAAENV402A Foster and promote an inclusive learning culture TAAENV403A Ensure a healthy and safe learning environment TAADES401A Use Training Packages to meet client needs TAADES402A Design and develop learning programs TAADEL401A Plan and organise group based delivery TAADEL403A Facilitate individual learning TAADEL404A Facilitate work-based learning TAAASS401A Plan and organise assessment TAAASS402A Assess competence TAAASS403A Develop assessment tools TAAASS404A Participate in assessment validation TAADEL402A Facilitate group-based learning TAAENV404A Develop innovative ideas at work
<b>Registered Training Organisation or workplace</b>	Oakey State High School
<b>Name</b>	Shelley Treasure (Deputy Principal)

This candidate is being assessed against the Certificate IV TAA training package. You have been nominated as a colleague who can comment on the candidate's ability to deliver and assess training packages and contribute to industry organisations and/or their local community.

Please do not complete the form if you are either a close friend or relative or may have a conflict of interest.

- team member  
 colleague  
 other, specify \_\_\_\_\_

Name: **Shelley Treasure** \_\_\_\_\_

Telephone: **46914100** \_\_\_\_\_

I have known the candidate for ( ) years.

Please complete this report and add any comments that you wish at the end. We value your contribution and ask that you answer the questions honestly.

Can you confirm that the candidate has the following competencies:	Yes	No	N/A	Comments
<b>TAAENV401A Work effectively in vocational education and training</b>				Mrs Clewett is familiar with the AQF 12 standards. She has a school handbook and has had a school induction process. Mrs Clewett is familiar with standards 7,8 and 9. She has assisted a number of other teachers in the VET assessment area
• Work within the vocational education and training policy framework	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Work within the training and/or assessment organisation's quality framework	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Manage work and work relationships	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Demonstrate a client-focused approach to work	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>TAAENV402A Foster and promote an inclusive learning culture</b>				Consultation has been done without Special Education staff. An education adjustment program has been completed and has show adjustments for a student who has a disability. Alternative curriculum and assessment materials have been developed to meet his needs
• Practise inclusively	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Promote and respond to diversity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Develop and implement work strategies to support inclusivity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Promote a culture of learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Monitor and improve work practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



TAAENV403A <i>Ensure a healthy and safe learning environment</i>	Yes No N/A	Comments
<ul style="list-style-type: none"> <li>• Identify OHS responsibilities</li> <li>• Identify hazards in the learning environment</li> <li>• Assess risk in the learning environment</li> <li>• Develop and implement actions to ensure the health safety and welfare of learners and/or candidates</li> <li>• Provide appropriate OHS requirements to learners and/or candidates</li> <li>• Monitor OHS arrangements in the learning environment</li> </ul>	<p>✓ <input type="checkbox"/> <input type="checkbox"/></p> <p>✓ <input type="checkbox"/> <input type="checkbox"/></p> <p>✓ <input type="checkbox"/> <input type="checkbox"/></p> <p>✓ <input type="checkbox"/> <input type="checkbox"/></p> <p>✓ <input type="checkbox"/> <input type="checkbox"/></p> <p>✓ <input type="checkbox"/> <input type="checkbox"/></p>	<p>The school has an OH&amp;S policy in it's handbook. A hazard report has been completed and passed onto the Workplace Health and Safety Committee. All units have OH&amp;S written into them. Students have checklists to be completed by the teacher. Proper ergonomic practices have been encouraged.</p>
TAADES401A <i>Use Training Packages to meet client needs</i>		<p>Students have been offered two training packages Certificate II in Business Services and Certificate II in Information Technology. Mrs Clewett understands the qualification framework. eg Special Education students. A modified unit of work has been developed. The student will participate in a modified assessment task. A student studying a different qualification is writing to RPL one of the units from her current course.</p>
<ul style="list-style-type: none"> <li>• Define the basis for using Training Packages/s and accredited courses</li> <li>• Analyse and interpret the qualifications framework</li> <li>• Analyse and interpret competency standards and accredited modules for client application/s</li> <li>• Contextualise competency standards and accredited courses for client application/s</li> <li>• Analyse and interpret assessment guidance for client application</li> <li>• Use Training Package/s and accredited course as an integrated tool for client application</li> </ul>	<p>✓ <input type="checkbox"/> <input type="checkbox"/></p> <p>✓ <input type="checkbox"/> <input type="checkbox"/></p> <p>✓ <input type="checkbox"/> <input type="checkbox"/></p> <p>✓ <input type="checkbox"/> <input type="checkbox"/></p> <p>✓ <input type="checkbox"/> <input type="checkbox"/></p> <p>✓ <input type="checkbox"/> <input type="checkbox"/></p>	
TAADES402A <i>Design and develop learning programs</i>		
<ul style="list-style-type: none"> <li>• Define the parameters of the learning program in consultation with the client/s</li> <li>• Generate options for designing the learning program</li> <li>• Develop the learning program content</li> <li>• Design the structure of the learning program</li> <li>• Review the learning program</li> </ul>	<p>✓ <input type="checkbox"/> <input type="checkbox"/></p> <p>✓ <input type="checkbox"/> <input type="checkbox"/></p> <p>✓ <input type="checkbox"/> <input type="checkbox"/></p> <p>✓ <input type="checkbox"/> <input type="checkbox"/></p> <p>✓ <input type="checkbox"/> <input type="checkbox"/></p>	
TAADEL401A <i>Plan and organise group based delivery</i>		
<ul style="list-style-type: none"> <li>• Interpret the learning environment and delivery requirements</li> <li>• Prepare session plans</li> <li>• Prepare resources needed for delivery</li> </ul>	<p>✓ <input type="checkbox"/> <input type="checkbox"/></p> <p>✓ <input type="checkbox"/> <input type="checkbox"/></p> <p>✓ <input type="checkbox"/> <input type="checkbox"/></p>	



TAADEL403A Facilitate individual learning	Yes No N/A	Comments
<ul style="list-style-type: none"> <li>• Identify individual learning facilitation requirements</li> <li>• Establish the learning/facilitation relationship</li> <li>• Maintain and develop the learning/facilitation relationship</li> <li>• Close and evaluate the learning/facilitation relationship</li> </ul>	<p>✓ <input type="checkbox"/> <input type="checkbox"/></p> <p>✓ <input type="checkbox"/> <input type="checkbox"/></p> <p>✓ <input type="checkbox"/> <input type="checkbox"/></p> <p>✓ <input type="checkbox"/> <input type="checkbox"/></p>	<p>An e-learning centre has been developed with students curriculum materials, course outlines and student handbook. This allows students to progress at their own level. The teacher can contact the students by email and students can be part of a discussion board.</p>
TAADEL404A Facilitate work-based learning		<p>Students studied three IT units working alongside our contracted IT technician, completing tasks within the school environment servicing the computer network. The technician was provided with the requirement of the units of competency. He completed an observation check list as he worked with the students. All materials were prepared by Mrs Clewett.</p>
<ul style="list-style-type: none"> <li>• Establish an effective work environment for learning</li> </ul>	<p>✓ <input type="checkbox"/> <input type="checkbox"/></p>	
<ul style="list-style-type: none"> <li>• Develop a work-based learning pathway</li> </ul>	<p>✓ <input type="checkbox"/> <input type="checkbox"/></p>	
<ul style="list-style-type: none"> <li>• Implement the work-based learning pathway</li> </ul>	<p>✓ <input type="checkbox"/> <input type="checkbox"/></p>	
<ul style="list-style-type: none"> <li>• Monitor learning and address barriers to effective participation</li> <li>• Review the effectiveness of the work-based learning pathway</li> </ul>	<p>✓ <input type="checkbox"/> <input type="checkbox"/></p> <p>✓ <input type="checkbox"/> <input type="checkbox"/></p>	
TAAASS401A Plan and organise assessment		<p>A LAS has been developed. Assessment tools have been developed for each unit. Version control is in operation. Assessment records are computerised and are state of the art</p>
<ul style="list-style-type: none"> <li>• Determine focus of assessment</li> </ul>	<p>✓ <input type="checkbox"/> <input type="checkbox"/></p>	
<ul style="list-style-type: none"> <li>• Prepare the assessment plan</li> </ul>	<p>✓ <input type="checkbox"/> <input type="checkbox"/></p>	
<ul style="list-style-type: none"> <li>• Contextualise and review assessment plan</li> <li>• Organise assessment arrangements</li> </ul>	<p>✓ <input type="checkbox"/> <input type="checkbox"/></p> <p>✓ <input type="checkbox"/> <input type="checkbox"/></p>	
TAAASS402A Assess competence		<p>Mrs Clewett has been to competency based PD workshops. She clearly understands the concept of Competency Based assessment. Feedback is given to students on the e-learning site and on task cover sheets. Assessment has been validated with other teachers. All competency record sheets are computerised.</p>
<ul style="list-style-type: none"> <li>• Establish and maintain the assessment environment</li> </ul>	<p>✓ <input type="checkbox"/> <input type="checkbox"/></p>	
<ul style="list-style-type: none"> <li>• Gather quality evidence</li> </ul>	<p>✓ <input type="checkbox"/> <input type="checkbox"/></p>	
<ul style="list-style-type: none"> <li>• Support the candidate</li> </ul>	<p>✓ <input type="checkbox"/> <input type="checkbox"/></p>	
<ul style="list-style-type: none"> <li>• Make the assessment decision</li> </ul>	<p>✓ <input type="checkbox"/> <input type="checkbox"/></p>	
<ul style="list-style-type: none"> <li>• Record and report the assessment decision</li> <li>• Review the assessment process</li> </ul>	<p>✓ <input type="checkbox"/> <input type="checkbox"/></p> <p>✓ <input type="checkbox"/> <input type="checkbox"/></p>	
TAAASS403A Develop assessment tools		<p>Level 3 Literacy is included in assessment pieces. Assessment tools are in line with the LAS. An Oakey State High School assessment cover sheet has been developed which identifies the purpose, context etc of the assessment piece.</p>
<ul style="list-style-type: none"> <li>• Determine the focus of the assessment tool</li> </ul>	<p>✓ <input type="checkbox"/> <input type="checkbox"/></p>	
<ul style="list-style-type: none"> <li>• Determine assessment tool needs</li> </ul>	<p>✓ <input type="checkbox"/> <input type="checkbox"/></p>	
<ul style="list-style-type: none"> <li>• Design and develop assessment tools</li> <li>• Review and trial assessment tools</li> </ul>	<p>✓ <input type="checkbox"/> <input type="checkbox"/></p> <p>✓ <input type="checkbox"/> <input type="checkbox"/></p>	



TAAASS404A Participate in assessment validation	Yes No N/A	Comments
<ul style="list-style-type: none"> <li>Prepare for validation</li> <li>Contribute to validation process</li> <li>Contribute to validation outcomes</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Assessment pieces will be validated by a Business and Information Technology representative
TAADELA02A Facilitate group-based learning		Students have been in group work developing a power point presentation. A range of delivery methods including the e-learning site and small group work have been developed. Students have the opportunity to re sit their assessment pieces.
<ul style="list-style-type: none"> <li>Establish an environment conducive to group learning</li> <li>Deliver and facilitate training sessions</li> <li>Demonstrate effective facilitation skills</li> <li>Support and monitor learning</li> <li>Review and evaluate effectiveness of delivery</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
TAAENV404A Develop innovative ideas at work		Mrs Clewett has been very innovative in her approach to her teaching. Some of these innovations have been developed by other departments courtesy of Mrs Clewett's mentoring.
<ul style="list-style-type: none"> <li>Interpret the need for innovation</li> <li>Generate a range of ideas</li> <li>Collaborate with others</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Signed: *Shelley Treasure* Date: 18/08/06

Please provide some comments to support your responses:

Mrs Clewett has been an outstanding teacher since she commenced at Oakey State High School in March 2006. She has developed a course which encapsulates two certificates (Level 2) into one school subject. As yet we have not been able to find another school which has mapped these packages into one course. Her results to date have been outstanding. Mrs Clewett participates in school based activities including playground duty, Staff meetings, professional development and student tutorials in the lunch break. Pages for the student handbook have been developed.

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