

# Building EYSAC Capability for Trainees Project

## Webinar 7: Establishing and supporting traineeships

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### Information about Mas National

- Mas is an Australian Network Provider (ANP). A core function of Mas is to set up training contracts. This includes setting up funding to support the traineeship and engaging the RTO.
- Mas is a 'gateway' service, which works with individuals to ensure that they are work and training 'ready'.
- Mas provides a mentoring service. This function supports trainees to stay engaged in work and in training, particularly if they are experiencing barriers and difficulties.
- Mas checks in with employers, particularly in regard to ensuring that trainees remain engaged in work and training, whenever possible.

### When things go wrong

1. Breakdowns in communication are common when there is a breakdown in trust. This can result from trainees not being honest (e.g., accountability, not taking responsibility for errors).
2. Trainees can bring behaviours to the workplace that don't align with the values of the workplace. This can include 'evasive' behaviours.
3. In extreme circumstances behaviours that aren't effectively addressed can result in situations that are untenable.
4. Sometimes trainees are unable to manage the study, despite relating well to children and colleagues (e.g., English as a second language)

How can employers minimise the possibility of things going wrong? Prior to signing up or before the probationary period ends:

1. find out whether the values of the potential trainee are compatible with your organisational culture. This might be attended to when recruiting. Mas will find out what they can too. This might include school attendance, family information.
2. give consideration about whether the trainee will be able to effectively balance the requirements of work and study with family and personal responsibilities.

Workplace coaches are valuable sources of information and insight here.

### **Relationships are important**

Achieving a right fit between trainees and employers begins with both the trainee and the employer holding realistic and clear expectations of how the traineeship should progress and of their (and their counterpart's) obligations. If this is managed effectively, the possibility of things going wrong can be minimised.

Good communication is essential. Employers need to communicate to Mas what they are expecting and why. Mas can then work more effectively in its gateway and recruitment function.

### **Literacy requirements are important**

The requirements of the Certificate III in Early Childhood Education and Care are such that a level 3 is needed to manage the study. TasTAFE, for instance, applies a literacy and numeracy assessment to gauge whether learners will be ready for study (exit level 2, working level 3 minimum to be signed up. Most TasTAFE assessments are set at a full level 3). This screening process is designed to alleviate some of the issues related to failure to complete the qualification and negative workplace issues.

Employers can include a literacy/numeracy screening requirement as a part of their recruitment process.

### **Induction is critical**

Employers need to make their expectations of the trainee clear. Workplace coaches can contribute to determining what the priorities are. At this point, the trainee should be encouraged to articulate what they expect from the employer. The employer and workplace coach can then identify to the trainee what they can (or can't) provide.

### **Beyond induction**

To effectively support a trainee, workplace coaches should:

- Work to include other team members in the process. Teams are usually filled with people with differing talents and interests, so the trainee (and the team) will have a richer experience if all can be involved.
- Communicate early and clearly. Establishing good communication practices will enable employers and workplace coaches to keep the traineeship on track.
- Watch the culture of the workplace to ensure that the trainee is treated reasonably by other team members.