

vision for the future



TRAINING & STUDENT ENGAGEMENT

**WVAR: A paradigm for
design**

Geoff Cake



NATIONAL VET CONFERENCE
GOLD COAST 2021

#2021NVC

Opening Activity



vision for the future



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design**

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What is WVAR?



What

An aerial photograph taken from a high vantage point, likely a cliff edge, looking down at a coastal town. The town is densely packed with buildings, mostly with light-colored roofs, and is situated along the coast. The ocean is a deep blue, with white waves crashing against the shore. The sky is filled with white clouds. The foreground shows the rocky edge of the cliff and some green vegetation.

Value

A high-angle photograph taken from a rocky mountain peak. The foreground shows the rugged, grey rock of the cliff edge on the left and right. Below the cliff, a dense coastal town with many small buildings is visible, nestled between the land and the ocean. The ocean is a deep blue, with white waves breaking near the shore. A large, rounded rock formation is visible in the water near the town. The sky is filled with soft, white clouds. The word "Application" is written in a large, white, sans-serif font across the middle of the image.

Application

Review



A man is sitting on the edge of a large, layered rock formation, looking out over a vast landscape under a clear blue sky. The rock formation is on the left side of the frame, and the man is positioned towards the right edge of the rock. The sky is a solid, bright blue, and the ground below is a mix of brown and green terrain.

WVAR

What

Value

Application

Review

6 Words Activity



- On the back of your name tent please create a **six word definition** of “What”.
- Share it with two other people near you.

WHAT

Is an **essential** inclusion.





Core component.

Inherent requirement.



Direct and Indirect Inherent Requirements

Direct Inherent Requirements	Indirect Inherent Requirements
Knowledge	Different theories, different types of equipment
Skill	Technique, capability, application
Standards	How it is to be met

“Whats” of power to be considered

- Structure
 1. Objective
 2. Overview
 3. Target group
- Content
 4. Explanation
 5. Tasks
 6. Skill required
 7. Knowledge required
- Resources



Activity



Write down the most important “**what**” in a course that you currently deliver.



VALUE

Value inspires

Value
establishes the
“why”

Value creates
intrinsic reward.





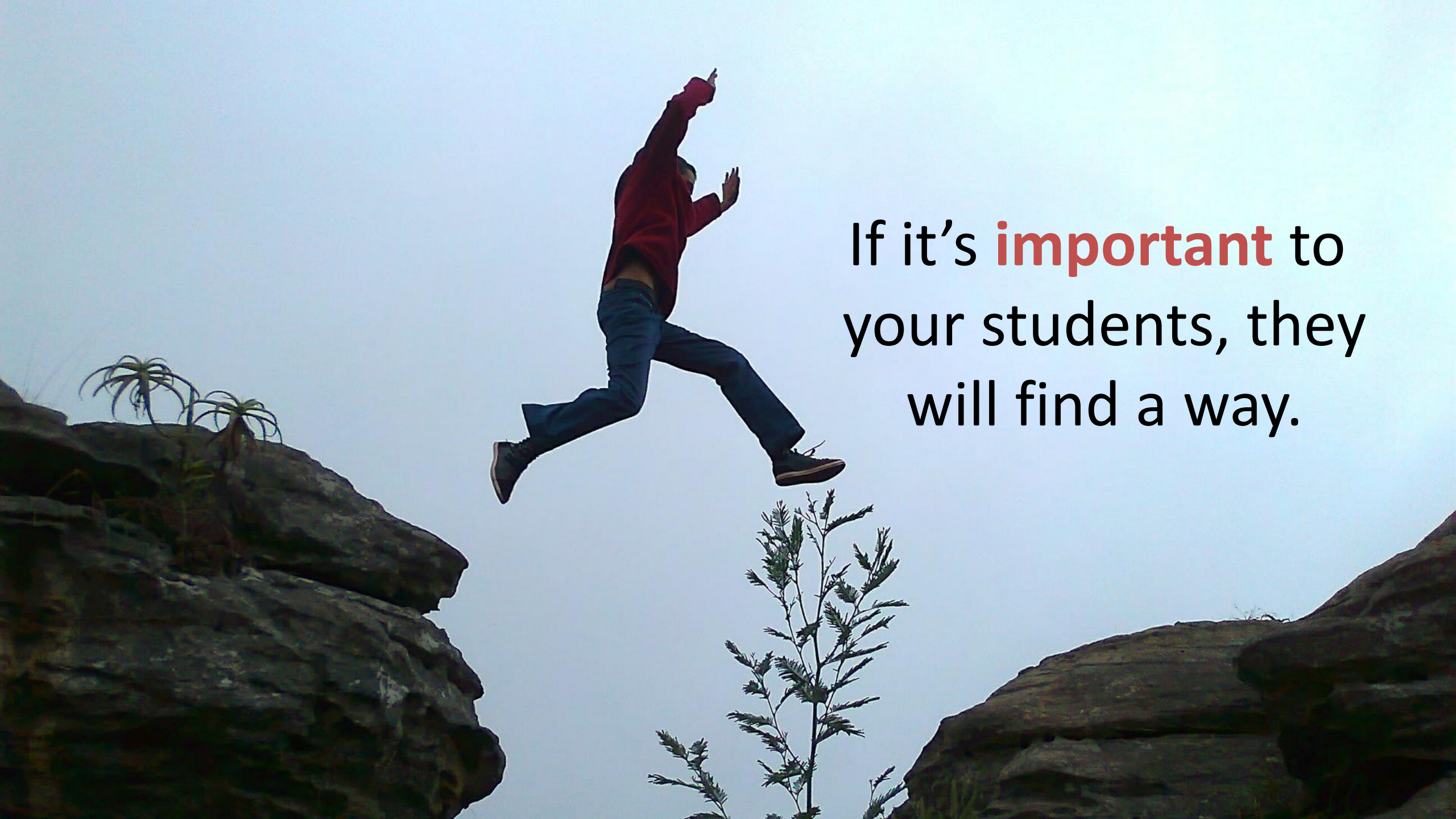
Inspiration builds
engagement through
identifying the depth and
breadth of your “what”.

Answering the “why”
supports **relevance**, **buy-in**
and **retention**.



Intrinsic value supports **motivation**.



A person in a red long-sleeved shirt and blue jeans is captured mid-jump, leaping from a dark, craggy rock formation on the left towards the right. The person's arms are outstretched forward, and their legs are in a dynamic jumping pose. The background is a pale, overcast sky. In the lower center, a thin, leafy plant grows upwards. To the right, another dark rock formation is visible, partially cut off by the frame. The overall scene conveys a sense of adventure and overcoming challenges.

If it's **important** to
your students, they
will find a way.

Five design values

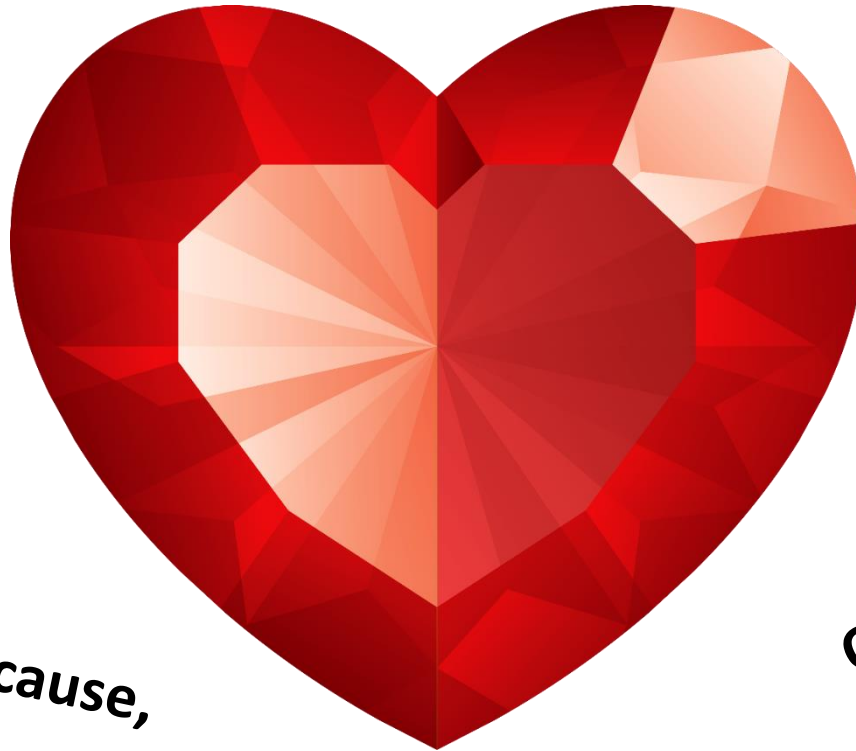
- Relevance
- Standards
- Aesthetics
- Logic
- Conviction.





Our participants must be able to **SEE**
and **EXPERIENCE** the value of the skill,
knowledge and attitudes being taught.

The purpose and effect of meeting standards
needs to be communicated as part of a **CAUSE**
not as a point of compliance.



Conviction: Our **PURPOSE**, our cause,
and our belief.

Seeing is believing.
Our values must be **EMBODIED**
in the aesthetics.

Use the **LOGIC** of the **WORKPLACE**
context to sequence the content.

Activity



- Referring back to the “what” you identified earlier, is its greatest value **inspiration**, **relevance** or **intrinsic reward**?
- Share your insight with two other people.

APPLICATION

Application is a process of creating pathways
of **discovery**.





For the learner to
define concepts.

To create points of
application for
themselves.



CATALYST



NEXUS



PLANTER



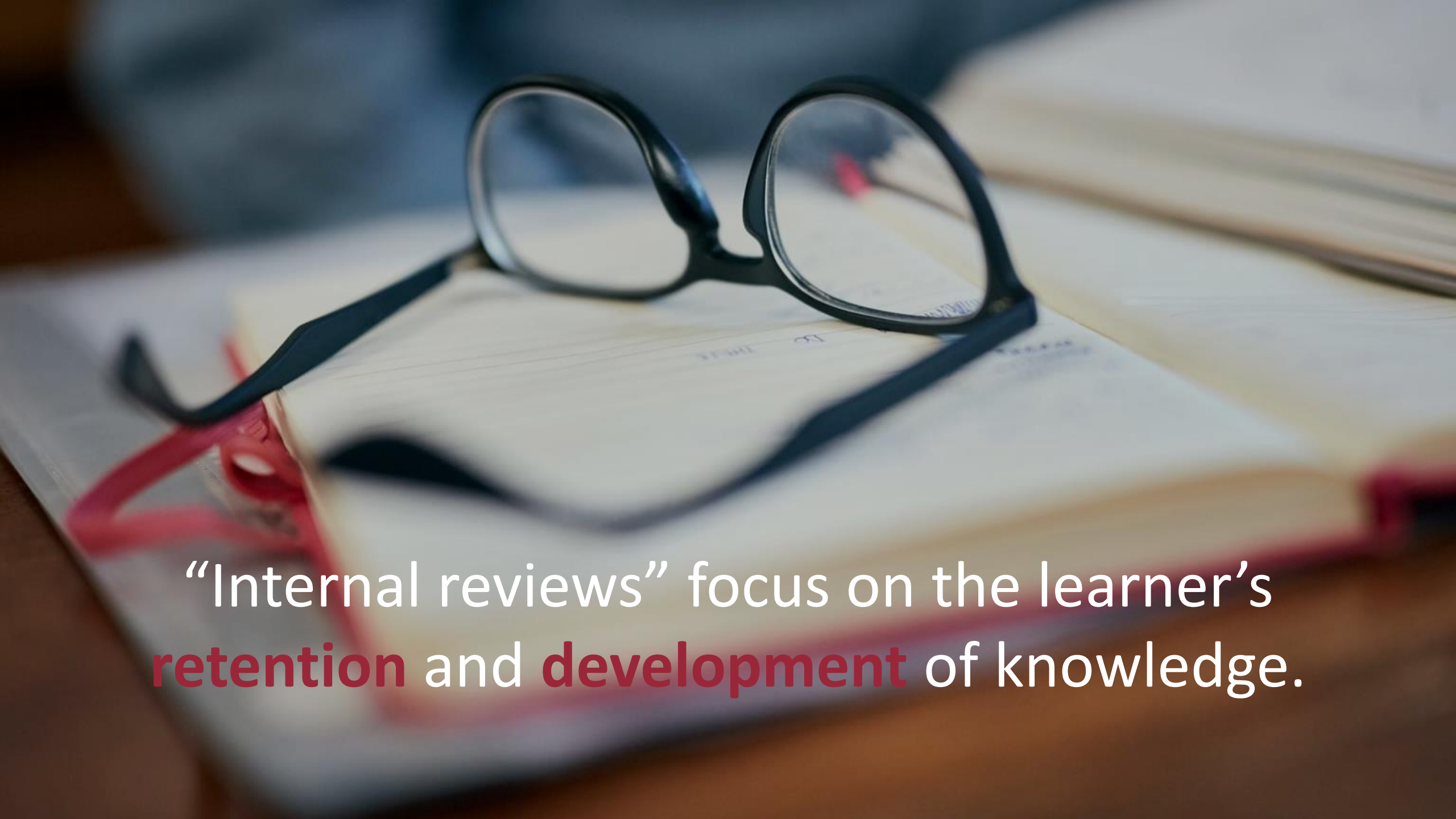
REVIEW

When used appropriately they create **interest**,
increase **impact** and extend the **life** of a course.



“External review” identifies **strengths**,
weaknesses and areas of **improvement**.



A pair of black-rimmed glasses with round lenses is resting on an open book. The book has a red bookmark visible on the left side. The background is blurred, showing more books and a wooden surface.

“Internal reviews” focus on the learner’s
retention and **development** of knowledge.

Activity – What were they?



Classify the activities
used in this session
into **Catalyst**, **Planter**
and **Nexus**.

Activity – What were they?

Cherry blossom value

Name tents

6 word definition

What was the greatest
“value”?

Most important
“what”

What were they?

A man is sitting on the edge of a large, layered rock formation that juts out over a vast, hazy landscape. The sky is a clear, bright blue. The man is seen in profile, looking out over the horizon. The rock has a rough, textured surface with some small patches of green moss or lichen.

WVAR

What

Value

Application

Review

COMING UP **NEXT:**

3.10 - 4.10PM



vision for the future

MANAGEMENT

**VET Reforms, COVID-19
and the Future
of the RTO**

Peter Doukas OAM

COMPLIANCE

**Future Proofing
Your RTO!**

Maciek Fibrich

TRAINING & STUDENT ENGAGEMENT

**Online Delivery for
English Language
Teaching**

Dr Patrick Pheasant

DEEP DIVE

**Using Brain Science to
Guide Education**

Dr Dan Hill

GOVERNMENT / REGULATOR

**Future Work,
Future Jobs**

Joshua Rayner