

vision for the future

MANAGEMENT

**The Future of Work
Start with your Own
VET Workforce**

Allison Miller



NATIONAL VET CONFERENCE
GOLD COAST 2021

#2021NVC



ABOUT: ALLISON MILLER

Allison Miller is a professional learning and business development leader of 25 years.
She is the Director and Lead Consultant of Digital Capability, an organisation which specialises in cutting edge online learning and online business solutions.

Allison has:

- Master of Learning and Development (Organisational Development)
- Graduate Certificate in Innovation and Entrepreneurship
- Bachelor of Education (Secondary Business)
- Diploma of VET, and Certificate IV in Training and Assessment
- Diploma of Business

#2021NVC

Phone: 0400 732 270

Email: allison@digitalcapability.com.au

Website: digitalcapability.com.au

Extra Link: [linkedin.com/in/theother66](https://www.linkedin.com/in/theother66)

vision for the future

How did I get here?



2000-04



2005-06



2007-11



2012-now

Smiley Face by Stacey Lee-Morgan



#2021NVC

vision for the future

Session overview

- Planning your VET workforce's digital skills is important
- Supporting VET trainers as dual professionals
- Using the Australian Workforce Digital Skills Framework (AWDSF)
- Preparing your VET workforce for the future of work
- Building digital capability using digital approaches

VET Sector = Having industry-ready students ... now and into the future

About the skills sector

For: [A]

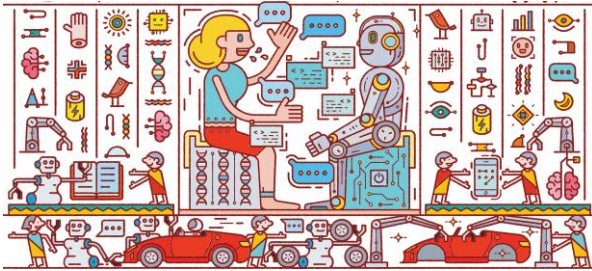
Vocational education is central to Australia's economic growth and business productivity. Australia needs a vocational education and training (VET) system that ensures qualifications are designed to provide the skills that employers and industry need now and in the years to come. A strong VET sector will boost the employment outcomes of those completing VET courses and instill confidence in users of the sector.

Source: Australian Government, Department of Education, Skills & Employment <https://www.employment.gov.au/about-skills-sector>



People who can work alongside robots

Wilson & Daugherty (2016)



Artificial Intelligence/Automation – Aged care



CC-BY Creative Commons from Wikipedia: https://commons.wikimedia.org/wiki/File:Robot_2.jpg

Artificial Intelligence/Automation – Building and construction



CC-BY Creative Commons by giral - <https://www.shutterstock.com/image-vector/technology-22582282>

Artificial Intelligence/Automation – Urban planning



CC-BY image from JCT 600 <https://www.shutterstock.com/image-vector/427591344/427591344/427591344/427591344>

Artificial Intelligence/Automation – Logistics



Image from video - The Driverless Truck Delivered 55,744 Cans Of Beer - <https://www.youtube.com/watch?v=6C2C08075g>

[illegible][illegible][illegible]

**All industries –
Modern offices**



What?

**How will the 'future of
work' impact your
industry/ies?**



Public Domain Image - <https://www.pexels.com/photo/illustration-writing-on-paper-using-yellow-and-black-pens-73028>

**VET trainers are dual
professionals**



Workforce of the future: The competing forces shaping 2030

"So what should we tell our children? That to stay ahead, you need to focus on your ability to continuously adapt, engage with others in that process, and most importantly retain your core sense of identity and values. For students, it's not just about acquiring knowledge, but about how to learn. For the rest of us, we should remember that intellectual complacency is not our friend and that learning – not just new things but new ways of thinking – is a life-long endeavour."

Blair Sheppard
Global Leader, Strategy and Leadership
Development, PwC

"New ways of thinking"

PwC, No date, pg 4

"New and innovative teaching methods"

Reeson, et al. 2016 pg 5

EDUCATOR CAPABILITY

- VET educators will need to respond to digital disruption on two fronts – as players out in the workplace and as it signs out to their own teaching practice.
- Each change in the use of technology in the workplace represents a training and development requirement for educators. **Education needs to be prepared to use of the latest workplace technology** so that they can learn it, it's how to use it correctly and troubleshoot the errors that occur when technology is used inappropriately or the system fails.

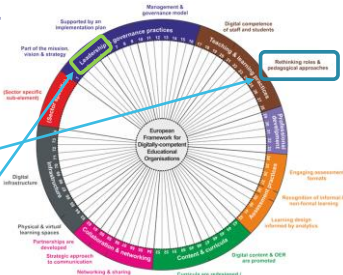
- Education and learning will increasingly be delivered through digital channels and educators will need **different pedagogies and delivery** in order to use them effectively in their teaching. This means that today's VET teaching workforce needs to be supported to build the capability required to **deliver new and innovative teaching practices** that respond to tomorrow's workforce skills needs.
- Currently, not all educators are comfortable with and proficient users of digital technology. Time, investment and support will be required to build educator capability to deliver VET in an increasingly digital learning and workplace environment.

Digitally Competent Educational Organisations (DigCompOrg)

Rethinking roles & pedagogical approaches

Leadership

Kampylis, et al, 2015, 18

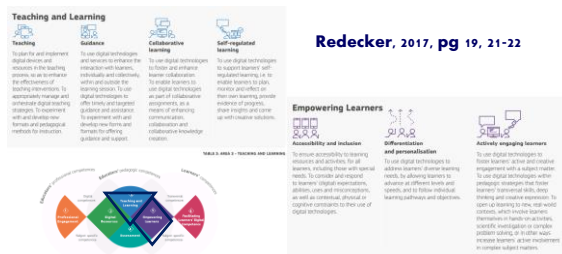


DigCompOrg – Teaching & Learning Practices

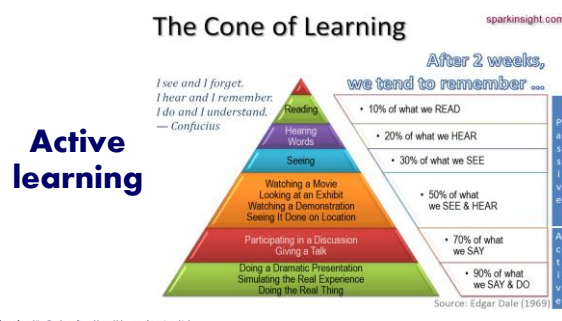
A rethinking of roles and pedagogical approaches takes place The organisation empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse settings without inside and outside the organisation and for various purposes (formal and informal).	
Staff are partners in change The organisation aims to establish a culture where staff (and students) identify as partners in change and are encouraged and incentivised to take individual roles and to explore new approaches that actively contribute to the integration and effective use of digital learning technologies for comprehensive learning outcomes.	Pedagogical approaches are expanded Teaching and learning is "redesigned" to incorporate digital technologies. Building on relevant research, the organisation promotes a variety of technology-enabled learning and teaching practices that are flexible, adaptable and engaging (e.g. learning by doing, learning by exploring, learning by creating, learning by doing, augmented and enhanced through digital technologies).
New roles are envisaged for staff The organisation empowers staff to act as mentors, enablers and facilitators of learning and to take on a role in designing learning and teaching and providing updates . It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	Personalised learning is developed The organisation supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning , taking into account students' strengths, potentials, and expectations .
New roles are envisaged for students The organisation promotes diverse digital learning technologies and multi-modal content, tools and practices that foster student-centred approaches confined for particular learning contexts (e.g. learning by doing, learning by exploring, learning by creating, learning by doing, augmented and enhanced through digital technologies).	Creativity is promoted Students and staff are encouraged to explore and diversify their creative practices by using digital technologies as enablers of creativity and creative expression .
	Collaboration and group work is expected As learning is a social process, the organisation encourages and expects collaborative and group work, supported in many cases by digital tools and platforms . This fosters the abilities of staff and students to think and work both independently and with others, enabling them to consider a plurality of perspectives.
	Social and emotional skills are developed The organisation promotes the development by staff and students of social and emotional skills (the skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions) and how such skills can be applied in digital and online environments .

Kampylis, et al, 2015, pg 23/24

Digital Competence Framework for Educators (DigCompEdu)



Redecker, 2017, pg 19, 21-22





How will the 'future of work' impact your training programs?

What?

Freelance License image by Kichakorn_Jedap - https://istock.com/author/kichakorn_jedap color web 2563206

Australian Workforce Digital Skills Framework (AWDSF):

Digital skills category dimensions

Gekara, et al. 2019, pg 12

Category	Subcategory	Indicator
Digital tools for working	Digital device	Employment skills (dedicated modules)
	Digital device	Common internet applications (digital technologies)
	Digital device	Learn and adapt ability to current and emerging technologies (e.g. social media, internet of things, apps, robotics, artificial intelligence etc)
Digital ways of working	System complexity	Use different systems (communication, content to create, complex transactions)
	System complexity	Ability to extract insight from data (analytics systems, engines and dashboards)
	Data analysis	Ability to gather and analyse big data
Digital ways of learning	Digital communication and collaboration	Use advanced features of digital technologies with confidence for communication, cooperation and collaboration
	Digital communication and collaboration	Effective ways to find, capture, process and communicate information from a variety of digital sources and in a variety of formats
	Digital communication and collaboration	A mindset to function with an increasingly digital workplace
Digital ways of living	Digital capability and innovation	Entrepreneurial and communication mindset in the digital workplace and beyond
	Digital capability and innovation	Overcoming and experimentation mindset in the digital workplace environment
	Digital problem-solving	Troubleshoot problems that arise when using digital technologies
Living in the digital age	Digital safety and security	Recognise workplace problems and needs in the digital environment and propose innovative solutions
	Digital safety and security	Comply with organisational policies to protect hardware, software, information and systems
	Digital safety and security	Analysing digital risks to identify cyber security threats and vulnerabilities
Social and ethical responsibility	Digital safety and security	Understand the importance of privacy in handling data and information
	Digital safety and security	Understand the positive and negative environmental impacts of digital technologies
	Digital safety and security	Understand the importance of privacy in handling data and information

AWDSF – Five levels of need/ performance - Gekara, et al. 2019, pg 33

Digital skills literacy	• Cognitive awareness and understanding of digital tools, ways of working, thinking and living
Digital skills competency	• Basic ability to use digital tools, ways of working, thinking and living to fulfil simple tasks
Digital skills proficiency	• Well-developed ability to apply digital tools, ways of working, thinking and living to fulfil relatively complex tasks
Digital skills fluency	• Advanced ability to apply digital tools, ways of working, thinking and living to fulfil complex tasks with ease and speed
Digital skills savvy	• Ability to troubleshoot problems in digital tools, ways of working, thinking and living, and to create innovative work processes and products using digital tools, as well as capability to quickly adapt to the digitisation of the workplace

Digital skill content	Level of need performance				
	Literacy (1)	Competency (2)	Proficiency (3)	Fluency (4)	Agency (5)
Digital tools for working	Understand common digital tools	Basic use of common digital tools	Application of advanced digital tools efficiently and effectively	Evaluate and select use of digital tools in the use of digital tools	Suggest solutions to solve problems in the use of digital tools
Digital ways of working	Recognise common digital ways of working	Basic ability to work digitally such as in the cloud and communicate information from a variety of information systems in a variety of formats	Apply advanced features to work digitally such as search, filter, analyse, process and communicate information from advanced systems	Manage complex, cross-cutting, and complex analysis of the complexity, reliability, and appropriateness of digital ways of working	Identify and advocate digital ways of working, make proposals, assess proposals, and participate in the implementation of new ways of working
Digital ways of thinking	Awareness of how to use support and evidence when facing digital problems	Ability to communicate problems related to digital systems, business and processes	Investigate digital business problems, evaluate the effectiveness of an approach to problem-solving	Analyse and evaluate the strengths and weaknesses of alternative digital solutions, conclusions or approaches to problems	Assess complex work problems and demonstrate a broad and deep ability to create innovative workplace digital work processes, systems and products
Living in the digital age	Awareness of digital trends and the social and environmental implications of digital technologies as well as basic privacy and copyright provisions	Follows company with basic organisational rules and policies in using digital technologies, understands the systems that manage, store, and disseminate information	Apply advanced rules, configurations, copyright and privacy laws, identify threats and vulnerabilities	Analyse digital risks and compliance to ensure digital security and privacy and being able to take action with security, privacy and copyright developments	Create policies and guidelines to ensure digital security and privacy and being able to take action with security, privacy and copyright developments

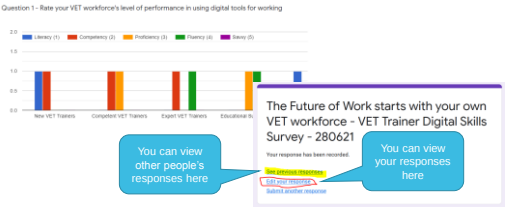
Australian Workforce Digital Skills Framework (AWDSF):

Levels of need/ performance
Gekara, et al. 2019, pg 34

Discover: Your VET workforce's digital skills now



Our group results



How do they compare to your VET workforce?

https://docs.google.com/forms/d/2FANQ03uRt0wseafv5d8r/LDn0ag9m_ujR01VF3u3Gy8rUu0Q0TEL1Y4uuefem7?view=edit&edit=77128547

Define

Discover

Dream

Design

Destiny

Dream:
What your VET workforce's digital skills should look like



What should your VET workforce's digital skills be like for?

- 'Digital tools for working' skills?
- 'Digital ways of working' skills?
- 'Digital ways of thinking' skills?
- 'Living in the digital age' skills?

Friday License image by Kitchakorn_Jedap - <https://www.shutterstock.com/image-vector/what-color-web-2553395>

Using an Appreciative Inquiry approach

Define

Discover

Dream

Design

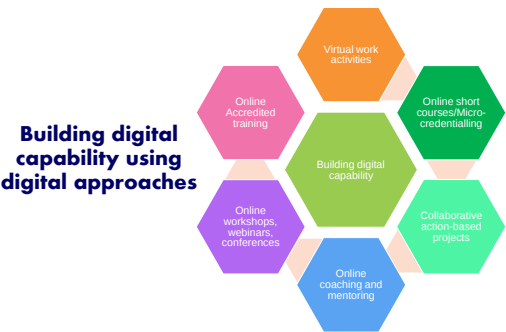
Destiny

Design:
Strategies to achieve what your VET workforce's digital skills should look like



bit.ly/mvcp280621
OR
tinyurl.com/3uu3chys

Using an Appreciative Inquiry approach



Undertaking digital research

- Setting digital research goals
- Open data and e-journals
- Analysing data using spreadsheets, graphs, tables
- Data visualisation and infographics
- Collaborating with others online
- Preparing a digital research brief
- Presenting a business case for change, improvement / new technology

Leading digital Innovation and succeeding

- Becoming an influencer
- Developing innovative leadership skills and techniques
- Using digitally amplifying techniques and communication strategies
- Fostering innovative team members
- Getting buy-in
- Celebrating outcomes

Collaborative action-based project ideas

Advanced online facilitation

- When and how to use advanced facilitation techniques
- Gamification / Online quests
- Branching and immersive content (H5P)
- Badges / Micro-credentialing
- Digital simulations (ANVR)
- Critically evaluating e-tools for advanced facilitation

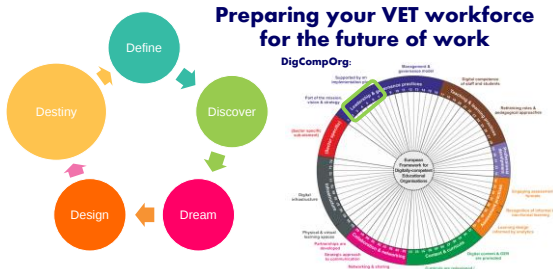
Adopting an adaptive mindset to realise your digitally innovative ideas

- Creative methods needed for adopting an adaptive mindset
- Agile and MoSCoW digitally innovative project management techniques
- Online collaborative and tracking tools
- Analysing and managing digital risks
- Using data analytics in digital innovative pitches and business cases
- Communicating a digitally innovative ideas and getting buy-in

Destiny:

Preparing your VET workforce for the future of work

DigCompOrg:



Using an Appreciative Inquiry approach

A guide to planning your VET workforce's digital skill development

Planning your VET workforce's digital skill development is important
The Vocational Education and Training (VET) sector plays an important role in Australia's economic, social and cultural development as it provides the skills Australia needs now and into the future (Australian Government, No date)

It is predicted that 750 million jobs will be automated by 2037 (Gohara, et al 2020, pp 45), so it is important for Registered Training Organisations (RTOs) to prepare their learners now so they have the digital skills needed to train people with the skills needed to support employers' needs, both now and in the future.

bit.ly/nvch280621

OR

tinyurl.com/8hukfjsz

DO NOT Sign in or Sign up
Look for DOWN ARROW OR DOWNLOAD button

**Handout supplied...A guide to
planning your VET workforce's
digital skill development**



digitalcapability.com.au
allison@digitalcapability.com.au
0400 732 270
Connect on LinkedIn: [linkedin.com/in/theother66](https://www.linkedin.com/in/theother66)

COMING UP NEXT:

11.50AM - 12.50PM

vision for the future

MANAGEMENT	DEEP DIVE	TRAINING & STUDENT ENGAGEMENT	RTO ADMINISTRATION	GOVERNMENT / REGULATOR
Glimpsing the Future: Why supply chain careers just became cool. Paul Walsh	Analyzing Learning Effectiveness John Blake	Training the Learning Magician...It's a skill and incredibly enjoyable Laurie Kelly	The Keys to RTO Administration Success! Angela McGregor	VET Student Loans – Past, present and future Kathy Dennis

13