Facilitator guide

ITD (Technologies) Safety Awareness and Induction Refresher course

Contents

DRAFT V0.1 Facilitator guide 1
Introduction 3
Course overview 4
Certificate of completion 4
Course objectives 6
How to facilitate the course 6
Important note 6
How to prepare your session 7
Preparation 7
Build a safety culture 8
Manage the workshop environment 9
Maintain safe systems of work 10
Implementing targeted safety actions 11
What's new? 13
Appendix 1 Reflective questions 15
Implementing safety actions 15
Managing access 15
Good house keeping 15
Appropriate use of personal protective equipment 15

Introduction

Thank you for choosing to facilitate the ITD (Technologies) Safety Awareness and Induction Refresher course.

This guide will help you deliver the online course in a collaborative group or faculty session. Facilitating face to face will give you the opportunity to:

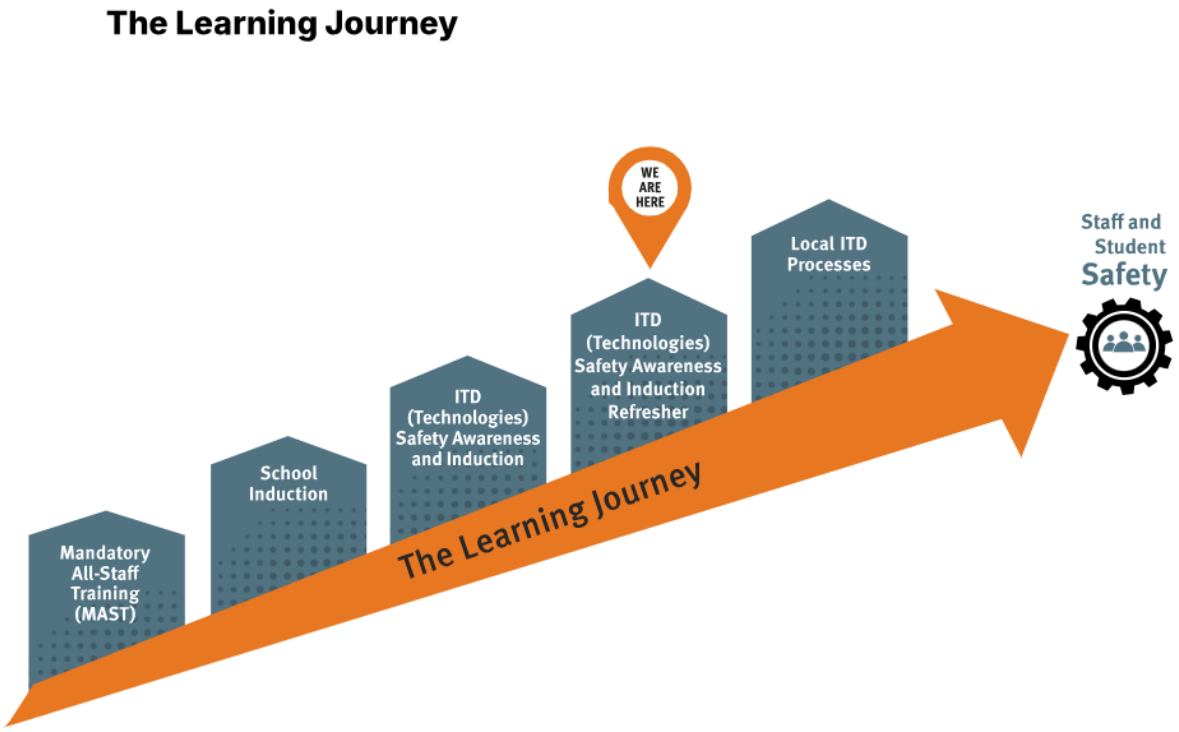
- apply the course content to your school context
- discuss key points relevant to your Industrial Technology and Design (ITD) workshop as a group
- share best practice safety and risk management strategies used in your ITD workshop.

The guide aligns with the online refresher course and draws on key topics and important discussion points to help you facilitate the training session.

Whether you are working one-on-one with a staff member or facilitating a group, the knowledge and experience you share will greatly influence their understanding of ITD workshop key safety messages.

Course overview

This mandatory refresher course provides a revisits and reinforces the key messages in the initial course for ITD teachers (including supply and contract) and teacher aides who deliver the ITD curriculum and work in ITD practical workshops. It focuses on safety culture and safe practices.



The participant's learning journey within an ITD workspace is best undertaken as part of a suite of prioritised school sessions that focus on the safety of staff and students.

The course is designed to be undertaken in conjunction with the participant's localised ITD processes used to manage their ITD curriculum, practical workshop or the ITD department.

Certificate of completion

Along with attending the facilitated session, your participants will need to enrol in the online refresher course as per the following instruction, to complete the assessment and post-course survey.



Department of Education

How to register for course access in the EFI Catalogue

To enrol in a QLearn course, you will need to register for the course via the EFI Catalogue.

Please note, not all listings in the EFI Catalogue require registration. If there is no registration option, please read through the description to see your options. These may include:

- directly accessing content;
- links to more information; or
- contacting the Education Futures Institute.

Registering for a course via the EFI Catalogue

01 Access the EFI Catalogue.

02 Use the 'Search for a course' function or scroll to find the relevant course and select the listing. This will open a new listing page.

03 Select 'Enrol'. This will open a new screen.

04 To finalise your registration, select 'Enrol in Course'.

05 You are now enrolled in the course. To access the course immediately, select 'Go To Courses'.

06 You will automatically be directed to the 'In Progress' tab of your EFI Catalogue Dashboard. Find the course you wish to complete and select 'Begin Course'.

Dashboard tips: You can also view your completed courses in the 'Completed' tab at the top of the EFI Catalogue Dashboard page.

07 Once you are enrolled, you will also receive an email that includes a link to the course.

08 To complete or access the course content at a later time, you can:

- select the link in the email; and
- go to your dashboard.

For technical support, log a ticket with Service Centre or phone **1800 680 445** and follow the prompts.

For general queries about the EFI Catalogue contact EducationFuturesInstitute@qed.qld.gov.au.

Completion is recorded and available on the Training Completion Reporting Site.

To download their Certificate of completion, participants must:

- get 100% pass mark on the assessment
- complete a post-course survey.

Course objectives

The Refresher course is designed to review and reinforce key messages from the initial course and support existing ITD staff to continue to:

- Build a safety culture
- Manage the workshop environment
- Maintain safe systems of work
- Implement targeted safety actions
- Access up to date health and safety information and resources

How to facilitate the course

The ITD (Technologies) Safety Awareness and Induction Refresher course is best facilitated by displaying the online course on a screen and guiding participants through the lessons.

Pause the presentation at appropriate intervals to:

- emphasise key points
- engage in reflection, group discussion and activities.

Important note

Participants will need access to their own device to complete the assessment, which is a compulsory part of the course. Completion records are generated automatically by participants registering for the online course, achieving a 100% pass mark in the assessment, and completing the post-course survey. Completion records are available on the Training Completion Reporting Site.

This guide will give you discussion questions, additional activities and key points for each module. These are designed to generate meaningful discussion about safety culture, risk management and safe practices in an ITD workshop.

How to prepare your session

Consider the following when preparing your facilitated session:

- Time – How long do you have with your participants, and how can you maximise this time?
- Context – Are your participants from your school, a cluster of schools, or across your region? How could you contextualise the learning?
- Value adding – How could you use both your own and your participants' experiences to add value to the course content?

Preparation

- Ensure all participants have registered for the online course on QLearn prior to attending the facilitated session and have access to a laptop or computer to complete the assessment and the post–course survey at the end of the facilitated session.
- Ensure a laptop or computer is available for participants to view the online course.
- As a presenter, know (or have ready) examples relevant to your school environment such as:
    - the location of Curriculum Activity Risk Assessments on OneSchool or OneNote
    - the location of Plant and Equipment Risk Assessments and maintenance registers
    - who approves risk assessments in your ITD area or school
    - how incidents are recorded at your school (e.g. individuals log into MyHR WHS, some other method)
    - who reviews incidents in MyHR WHS
    - how chemicals are managed (e.g. paper copies of safety data sheets (SDSs), Chemwatch)
    - who approves chemical and equipment purchases
    - who is on your Health, safety and wellbeing committee or forum
    - the names and contact processes for your school's Health and Safety Advisor or Health and Safety Representative (if these are at your school).
- Additional materials. You can facilitate the activities in this session with:
    - sticky notes (multiple colours)
    - butcher's paper / flipchart paper / whiteboard
    - copies of Reflective questions handout (Appendix 1).

Build a safety culture

Lessons	Facilitation ideas	Key points
Introduction	1. **Overview**	Working together is the most effective way to achieve a safety culture.
Workshop safety culture	2. **Reflection** Ask the group: How do you contribute to establishing a safety culture in the ITD workshop? Write their responses on a whiteboard or butcher's paper. Discuss common ideas/themes. **Tabs** Refer to the responses from the brainstorming activity and discuss how they are different/similar to the key points provided in the *Five elements to establish a safety culture.* 3. **Reflection** Ask the participants to take a few minutes to think about the school's ITD workshop. Discuss the following as a group. • What safe operating procedures (SOPs) and risk assessments have been developed or reviewed in the last year? • Reflect on the current processes in place to check workshop areas and equipment. What is working well? Are there any areas for improvement?	**Workshop safety culture** • Establish clear safety expectations • Provide safety information and training • Model and promote safety • Review and monitor safety • Establish consultation processes You contribute to establishing a safety culture in an ITD workshop by modelling good practice and taking responsibility for your own safety and the safety of others by: • regularly checking, assessing and managing equipment • actively communicating concerns, and asking for assistance and advice • reviewing and monitoring systems and processes, and working together to improve them • identifying safety issues and using local processes to report and action (e.g. hazards, broken equipment) • promptly reporting and recording incidents and near misses • promoting safety awareness and sharing good safety practices daily.
Scenario New ITD teacher joins the team	4. **Think, Pair Share Activity** Go through the scenario with the group. Each person chooses the correct response. Then they pair and share their responses and discuss why they choose that one. Extend the discussion by asking the group to share what happens when a new staff member joins the team, and the induction process they follow. Share what is effective and what could be improved. Discuss and reflect on the Key Message for the lesson.	

Manage the workshop environment

Lessons	Facilitation ideas	Key points
Managing risks	1. **Reflection** What common hazards and risks are present in the ITD workshop? What actions are taken to control the risks?	A *hazard* is something that can potentially cause harm. *Risk* is the likelihood of a harmful consequence (e.g. injury) occurring when someone is exposed to a hazard. Risk levels are based on the: • likelihood of an incident occurring • consequences if it does occur.
	2. **Tabs** On a whiteboard or flip chart, write the following headings: • Plan • Supervise • Communicate • Consult Hand out sticky notes to each participant. Ask participants to write relevant actions they do before starting any workshop activity and place them under each heading. Display the lists somewhere visible in the room and discuss as a group. Compare ideas raised by the group to the content.	•
Scenario Untidy environment	3. **Think, Pair Share Activity** Go through the scenario with the group. Each person chooses the correct response. Then they pair and share their responses and discuss why they choose that one. Extend the discussion by asking the group to share ways they manage the workshop environment, consider actions taken during each session, daily, weekly, at the end of the term and annually. Discuss and reflect on the Key Message for the lesson.	

Maintain safe systems of work

Lessons	Facilitation ideas	Key points
Hazard and risk management	1. **Reflection** Ask the group: What are some day-to-day practices that contribute to a safe system of work at your school? Write the responses on the whiteboard. Discuss the ideas raised by the group, and how they might align with the key elements: • clear processes • competent staff • safe equipment.	A safe system of work incorporates how to manage hazards and risks in an ITD workshop. Every school should have: • clear processes • competent staff • safe equipment.
Scenario Bandsaw incident	2. **Think, Pair Share Activity** Go through the scenario with the group. Each person chooses the correct response. Then they pair and share their responses and discuss why they choose that one. Extend the discussion by asking the group to share incidents or near misses in the practical workshop in the last 12 months. Ask the group to reflect on their safe system of work if there has been any changes made as a result of the incidents or near misses. Discuss and reflect on the Key Message for the lesson.	

Implementing targeted safety actions

Lessons	Facilitation ideas	Key points
Safety actions	1. **Reflection** Discuss as a group: What are examples of safety actions in place at your school? Encourage the group to think of how the safety actions are made visible in your school's ITD workshop by providing practical examples.	The four key safety actions are: • Outline clear safety expectations • Provide safety information and training • Model and promote safety • Review and monitor safety
	2. **Reflection** Discuss as a group: What are examples of risk controls you currently have in place? What process is used to review the controls to ensure they remain effective?	The Hierarchy of Control ranks risk control measures from most effective to least effective. For example: PPE is the lowest order control and should be used only after all other control measures have been considered. It is often used in combination with other control measures in ITD workshops to create a barrier between the individual and the hazard.
Implementing safety actions	3. **Reflection** Ask the group: What would be the consequences of not implementing these safety actions at your school? 4. **Think and share** Allocate participants (or small groups of participants) one of these safety actions: • Managing access • Good housekeeping • Personal Protective Equipment (PPE) Provide participants a copy of the Reflective Questions handout (Appendix 1) to prompt discussion relevant to their designated safety action and discuss the processes in place in your school to support that key safety action. Have each group then share an overview of their discussion with the rest of the group.	The four safety areas are: • Managing access • Good housekeeping • Appropriate use of PPE • Effective reporting processes Managing access is important as it: • Restricts student entry to the workshop when a staff member is not present • Ensures supervision is in place for students in the workplace • Prevents unauthorised access to ITD equipment and tools Good housekeeping processes in an ITD workshop: • Prevents trips and falls • Help manage risks • Prevents damage to the equipment

Lessons	Facilitation ideas	Key points
	Managing access: • How effective are your current measures in place to manage access? • What could be improved? • Are all staff aware of the access controls? • Housekeeping • How effective are your current housekeeping processes? • Has there been any incidents or near misses due to poor housekeeping? • What are areas for improvement? Personal protective equipment (PPE) • How do you store and replace your PPE? • Do all staff know these processes? • Is there signage to indicate PPE requirements? • Is PPE used as a control to minimise the risk of injury or illness? Why or why not? What could be improved?	• Enable items and equipment to be easily located Personal protective equipment It is important to model good safety practices selecting and wearing the right PPE for the task. PPE • Needs to be correct for the task being performed • Is only effective if worn correctly: monitoring and supervision is required • Needs to be stored appropriately • Should be checked frequently for wear and tear and replaced if damaged
Scenario Manage incidents	5. **Think, Pair Share Activity** Go through the scenario with the group. Each person chooses the correct response. Then they pair and share their responses and discuss why they choose that one. Extend the discussion by asking the group to share how they manage incidents in the practical workshop. What reporting processes are used? Reflect on current reporting practices, are they effective? Are there any opportunities for improvement? Discuss and reflect on the Key Message for the lesson.	

What's new?

Lessons	Facilitation ideas	Key points
Managing specific risks	**Reflection** Consider current practice in managing welding fumes and air compressors against information provided in the course. Are our practices in line with requirements? Are there any opportunities for improvement?	Managing welding fumes Welding activities produce fumes which contain a variety of different substances There are exposure standards that provide limit of containment levels in a worker's breathing zone Schools must manage welding fumes and effectiveness of extraction systems to provide a safe working environment for staff and students Managing air compressors Compressed air is often used to power pneumatic tools and spray painting equipment in ITD There are specific requirements related to the management of air compressors Depending on the size of the compressor there are additional specific legislative requirements related to inspections, registration and servicing
Next steps and resources	**Reflection** Ask each participant to recall at least one new thing they have learnt from the course. **Recap the key points to remember** Discuss value of and explain how to access the Practical Handbook for ITD staff. Share key HSW contacts. Show participants how to go to QLearn and complete their assessment. **Next steps** Please return to QLearn to complete the assessment and short, post-course survey.	Key points to remember Ensure CARAs are completed as required for curriculum activities. Be aware of any hazards and risks, and ensure controls are in place to manage them appropriately. Actively supervise student activities. Be aware of others and what is occurring around you in the workshop, including changes to the environment and unfamiliar noises (e.g. malfunctioning machinery, students using equipment incorrectly). Talk to others, work as a team, and ask for help. Report and record incidents and maintenance issues, and ensure relevant staff are informed. Communicate and share information with colleagues.

Lessons	Facilitation ideas	Key points
		Ensure your school has consistent workshop processes, and that everyone is following the same process. Know where resources are located (e.g. SOPs, PERAs, staff manuals and information). Ensure all processes have been followed, and documentation for equipment has been completed. Refer to the Industrial technology and design guideline – A practical handbook for ITD staff (PDF, 3.4 MB) for additional information.

Appendix 1 Reflective questions

Implementing safety actions

Managing access

How effective are your current measures in place to manage access?

What could be improved?

Are all staff aware of the access process?

Good house keeping

How effective are your current housekeeping processes?

Has there been any incidents or near misses due to poor housekeeping?

What are areas for improvement?

Appropriate use of personal protective equipment

How do you store and replace your PPE?

Do all staff know these processes?

Is there signage to indiate PPE requirements?

Is PPE used effectively as a control to minimise the risk of injury or illness? Why or why not? What could be improved?