

## KEY FOCUS AREA 1: Building Strong Forum Foundations

- Strategic Direction 1.1: Positioning the Forum

Objective	Strategy	Actions	Timeframe	Priority	Who
1.1.1 Establish strong partnerships and alliances with the objective of enhancing student's education, training and employment outcomes in the Tweed Region	Establish an action team to review the TEIF charter	<ul style="list-style-type: none"> <li>▪ Reduce the governance model to two tiers (Forum and Action teams). See appendix 2</li> </ul>	June 2013	done	endorsed
	Formalise membership of the TEIF	<ul style="list-style-type: none"> <li>▪ Establish membership form – detailing name of the organisation and the nominee.</li> <li>▪ Seek a minimum of 12 month commitment to Forum from all members, and continue to seek their ongoing membership and commitment</li> <li>▪ Seek equivalent of \$1000 of in-kind support/member</li> <li>▪ Establish process to invite new members</li> <li>▪ Develop and execute an MOU (or Compact) for the TEIF and its members</li> </ul>	June 2103	done	Julie Board (TAFE)
	Review and broaden membership of the TEIF	<ul style="list-style-type: none"> <li>▪ Renew membership based on attendance and contribution</li> <li>▪ Invite health industry representative(s)</li> <li>▪ Invite parent membership</li> <li>▪ Invite Student Representative Council membership</li> </ul>	June – Dec 2013	High In progress	Refer to October 2013 minutes
	Establish an action team to monitor and evaluate progress of the TEIF	<ul style="list-style-type: none"> <li>▪ Assess outcomes against the strategic action plan</li> </ul>	Bi monthly	high	All - Forum
	Advocate for the region and its priority education needs	<ul style="list-style-type: none"> <li>▪ Provide feedback to Government on the TEIF outcomes</li> <li>▪ Respond to Government programs and initiatives with collaborative feedback</li> </ul>	Ongoing	high	All – via 'The 3 Big TEIF Issues' standing agenda item

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### ▪ Strategic Direction 1.2: Supporting Regional Innovation Through Collaboration

Objective	Strategy	Actions	Timeframe	Priority	Who
1.2.1 Facilitate the development of Tweed regional projects that need the diversity of thinking of the Forum to achieve success.	Establish and implement the TEIF "Pitch and Push" Program	<ul style="list-style-type: none"> <li>Develop protocols</li> <li>Promote the opportunity</li> <li>Call for concepts from members</li> <li>Invite members to "pitch" at the TEIF meeting (2/year)</li> </ul> <p>Process – 10 min pitch followed by 20mins questions from the members. Project is supported if any member nominates to establish an action team. In the main, Pitch and Push should focus on member initiatives in the health sector.</p>	Once per year – August  Planning – April and June meetings	medium	All - Forum
	Establish an action team to develop protocols for gaining support from the TEIF for any project	<ul style="list-style-type: none"> <li>Develop the process to support short timeframe projects that fall outside of the Pitch and Push timelines. (For projects that are proposed by non members, and/or for industry sectors outside of health.</li> <li>Develop the process for responding to "letter of support" requests (members and non-members)</li> </ul>	Year 1	medium	All - Forum
	Seek and facilitate regional collaborative funding opportunities	<ul style="list-style-type: none"> <li>Leverage funding opportunities through collaborative processes</li> <li>Action teams apply for funding as available and as needed to support and implement projects</li> </ul>	Ongoing	high	TEIF forum – on agenda as standing item
	Increase collaboration as part of a commitment to continued improvement	<ul style="list-style-type: none"> <li>Explore opportunities to host an annual Hothouse workshop (aligned to Pitch and Push) to reflect progress, monitor trends, capture research, debate outcomes and priorities actions. This would consist of speakers for across/beyond the region, and also across industry sectors.</li> <li>Maintain a strong relationship with DEEWR and seek their participation in the Hothouse workshop to update the Forum on workforce trends, challenges and opportunities</li> <li>Refine programs and processes in response to Hothouse outcomes and feedback.</li> </ul>	Annually – April and June meetings	high	<b><u>Lead: Tweed Council</u></b> All - Forum

## KEY FOCUS AREA 1: Building Strong Forum Foundations

### ▪ Strategic Direction 1.3: Getting the Word Out There

Objective	Strategy	Actions	Timeframe	Priority	Who
1.3.1 Position the Forum as a strategic educational and industry leadership team in the Tweed region	Promote the TEIF internally to all member organisations	<ul style="list-style-type: none"> <li>Members to distribute strategic action plan to key staff within their own organisation</li> <li>Members to distribute outcomes of the annual review of the strategic plan to key staff within their own organisation</li> </ul>	Annually	medium	ALL
	Establish a communications action team to create a communication snowball to improve stakeholder connections	<ul style="list-style-type: none"> <li>Develop a communications strategy</li> <li>Formalise style guide – use of logo and acknowledgements etc</li> <li>Formalise media protocols for all members</li> <li>Issue at least 2 media releases per year regarding key outcomes, successes</li> <li>Seek opportunities to speak at regional functions/forums on the TEIF projects and successes</li> <li>Establish an information portal to share project ideas. Create the TEIF <i>Dropbox</i> account (free) and invite all members to attend</li> <li>Create a membership database (system to be self-managed)</li> <li>Create a newsletter (system to be self-managed)</li> <li>Create online calendar, chat room, database system with program such as <i>Zoho</i> (free) and upload to <i>Dropbox</i>.</li> <li>Create newsletter template with content management system for members.</li> </ul>	Year 1	medium	Secretariat agency to establish and maintain
	Increase collaborative opportunities through information sharing	<ul style="list-style-type: none"> <li>All members contribute information to newsletter regarding projects their organisations are working on in the Tweed region.</li> <li>Action teams contribute information to the newsletter</li> <li>All members contribute agenda items for meeting</li> <li>All members contribute to the Pitch and Push program</li> <li>All members find and make recommendations for suitable guest speakers to attend Hothouse workshop</li> <li>All members update their own information on the</li> </ul>	Year 1	low	All TEIF

		contact database			
	Promote the TEIF to the broader community	<ul style="list-style-type: none"> <li>▪ Newsletters are copied from <i>Dropbox</i> and all members distribute to their own contact lists.</li> <li>▪ Develop and deliver a media plan to promote the work of the Forum, and the student outcomes</li> </ul>	Year 2	medium	ALL
	Expand the use of the portal	<ul style="list-style-type: none"> <li>▪ Members increase their use of the portal and find new ways to communicate with each other and the broader community</li> </ul>	Year 2	low	
	Establish an action team to monitor and evaluate the progress the communication strategy	<ul style="list-style-type: none"> <li>▪ Evaluate outcomes against strategic directions 1, 2 and 3.</li> </ul>	Annually	low	

## KEY FOCUS AREA 2: Progressing Health Industry Initiatives

### ▪ Strategic Direction 2.1: *Go Health*, Employment in the Health Sector

Objective	Strategy	Actions	Timeframe	Priority	Who
2.1.1 Increase the number of students participating in VEIS, TVET and SBATs in all areas of health in the Tweed region.	Set aspiration targets for participating schools to attain Certificate 3 in any area of health	<ul style="list-style-type: none"> <li>▪ Map all Certificate III courses that are available to students in Tweed region and actively promote these options</li> <li>▪ Focus activity on areas of likely labour demand</li> <li>▪ Promote the Diploma of Nursing (Enrolled Nursing) as a viable career option for students who are not ready to undertake university. Focus to include Cert III graduates at the end of year 12.</li> </ul> <p>NOTE: Aged Care, Health Services Assistance, Allied Health Assistance, Community Services, Disability, Home and Community Care, Dental Assistant etc.</p> <ul style="list-style-type: none"> <li>▪ All the TEIF members to utilise networks and partnerships with industry to ensure industry placements are available</li> <li>▪ Work with ICTN Coordinator to stay informed of placement pressures</li> <li>▪ Each school reports progress (actual numbers, risk factors, and successes) at TEIF meetings. TEIF members work together to find ways to reduce risks and/or remove barriers to achieving targets.</li> </ul>	Year 1	High	<p><b><u>Lead: Gillian Gray/Anthony Rogers (TAFE)</u></b></p> <p>Peter Skaines Terry Watson Careers Advisors Peter Westwood SCU (Ben Roche)</p> <p>ICTN: Karen Wickham, Peter Westwood, Greg Smith.</p>
	Facilitate student understanding of, and access to a diverse range of health training pathways whilst at school	<ul style="list-style-type: none"> <li>▪ Support students gain equitable access to plain language information, in-class learning and positive work experience opportunities.</li> <li>▪ Working with the Student Representative Council, find new ways to promote/communicate information to students.</li> </ul> <p>Develop a 'students get it' communication strategy, where students distribute information about jobs, careers, facts that inspire them, to each other</p> <ul style="list-style-type: none"> <li>▪ Utilise existing promotional tools such as a the NSW Health video promoting nursing careers to Indigenous people.</li> </ul>	Year 2	MED	<p><b><u>LEAD: NOT DEFINED</u></b></p> <p>Schools Career Advisors Connect</p> <p>In Consultation with TAFE and University providers</p>

2.1.2 Inspire and encourage an understanding of the health sector (and all its roles and functions) and its effect on people's lives	Raise the profile of careers across the diversity of the health sector	<ul style="list-style-type: none"> <li>▪ Establish an action team to drive promotional activities</li> <li>▪ Identify existing health promotional items (flyers, brochures) and distribute them through non-traditional outlets such as supermarkets, cafés, gyms, sports centres and community centres</li> <li>▪ Radio guest speakers targeting parents/guardians "spotlight on health" - job of the week/month. The TEIF action team will partner with the local station and newspaper.</li> <li>▪ Partner with North Coast NSW Medicare Local to leverage the implementation of their marketing strategies and investment. Investigate options for innovative pilot projects.</li> <li>▪ Ensure the Health Sector are invited to participate in all Careers Expos and information days. eg: Aspire program</li> </ul>	Year 1	medium	<p>Defer to another meeting for follow up</p> <p><b>Greg Smith &amp; Daryl Jacobs to organize student input to forum</b></p>
	Investigate Opportunities to expand the Health Career Academy Program	Partner with Broken Hill Department of Rural Health, to investigate their model of building career aspirations in health for Indigenous students. If appropriate, explore options for replicating the model within the Tweed region for Indigenous students.	Year 2		<b><u>Lead: Karryn Liddell</u> and Terry Watson (DEEWR)</b>

## KEY FOCUS AREA 2: Progressing Health Industry Initiatives

- Strategic Direction 2.2: *Make It Work*, Proactive Career Development

Objective	Strategy	Actions	Timeframe	Priority	Who
2.2.1 Strengthen teacher/staff understanding of Health sector career opportunities	Improve access to information for teachers about career opportunities in the health sector	<ul style="list-style-type: none"> <li>Deputy Principals to drive this program by providing opportunities (and release time) for staff and teachers to visit TAFE, Universities, and leading industry providers (Aged Care facilities, Sim Lab, Ausjendia Super Clinic). Review school plans to ensure this can occur, and apply for additional funding to support release.</li> <li>Participating teachers share key learning(s) with the Forum and to their own school meetings (staff meetings, head teacher meetings, executive meetings)</li> <li>Teachers mentor other teachers, and support each other to develop skills in new teaching approaches and resource development.</li> </ul>	Year 1		<p><b><u>LEAD: Karen Connell (Schools)</u></b></p> <p>Gill Gray / Anthony Rogers – TAFE, to consult industry skills council</p> <p>Peter Westwood- Griffith University</p> <p>Karen Wickham - ?? HETI</p>
	Create access to learning and professional support for careers advisors	<ul style="list-style-type: none"> <li>Ensure Careers Advisors are invited to attend the annual Hothouse workshop to support their knowledge currency of economic trends and data.</li> <li>Ensure Careers Advisors are aware of and commit to meeting the strategic intent of the TEIF.</li> </ul>	Annually		<p>Council to extend invitation</p> <p>Karen to inform</p>
	Developing “EQ” as a success vector	<ul style="list-style-type: none"> <li>Establish an action team to investigate opportunities for a pilot project for improving student Emotional Quotient (EQ) as a preparatory skill for working in the health sector and beyond.</li> </ul>	Year 3	low	To be explored in the future.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">2.2.2 Improve the student and parent/guardian journey through the career development decision-making process</p>	<p>Strengthen understanding of the pathways available in Health sector</p>	<ul style="list-style-type: none"> <li>▪ Implement a peer-learning approach for sharing career information using role models (recent TAFE graduates, those who got jobs, those who went on to Uni).</li> <li>▪ Build on existing processes around work experience, careers expos, work placement, TVET, VEiS. Formalise the collection and evaluation of the data of all activities. Analysis this on a regional scale to find ways to enhance successes, or remove barriers.</li> <li>▪ Review and refine the plethora of career information – decoding it in a way that parents can understand. Ensure parents have regular, easy access to information using existing and new distribution channels such as newsletters, Council rates notices, newspapers.</li> <li>▪ Explain and promote the TVET Industry Curriculum Framework courses that contribute to ATAR, at all parent career information sessions.</li> <li>▪ Introduce 3-5 min high-energy interactive sessions for school students, delivered around topics of TVET, VET and SBaTs, and employment opportunities with the goal to access career information easily and in a format that is meaningful. Invite respected, inspiring and engaging industry professionals to deliver these sessions.</li> <li>▪ Post all job opportunities and career information in school newsletters and on notice boards. Find ways to ensure students, parents and teachers can do this, as well continuing the role for Career Advisors.</li> <li>▪ Invite parents to come to schools to talk about their careers with the initial focus being on health careers.</li> <li>▪ Establish and promote listening and learning career sessions for parents and students, hosted and run by health facilities. (20 min session in key facilities on a regular basis).</li> </ul>	<p>Year 2</p>	<p>moderate</p>	<p><b><u>Lead: Karen Connell (schools)</u></b></p> <p>Careers Advisors</p> <p>TAFE</p> <p>Funding submissions necessary to drive some of these activities</p>
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## KEY FOCUS AREA 2: Progressing Health Industry Initiatives

### ▪ Strategic Direction 2.3: Fast Track Existing Programs

Objective	Strategy	Actions	Timeframe	Priority	Who
2.3.1 Enhance existing health workforce development programs in the Tweed region	Building on, and fast-tracking existing health workforce development programs in the region through collaboration, resource and knowledge sharing	<ul style="list-style-type: none"> <li>▪ Evaluate the trial ICTN project at Banora Point High School, and find ways to broaden the opportunity to other Tweed schools.</li> <li>▪ Support HETI Speech Pathology project at Murwillumbah Primary School, and evaluate the outcomes and potential for future expansion to other schools in the Tweed region.</li> <li>▪ Participate, promote, monitor and evaluate outcomes for existing and new programs including (but limited to):                             <ul style="list-style-type: none"> <li>▪ Griffith's Go Health, Go Griffith Ambulance Program; and Launch into Life program;</li> <li>▪ Connect to your Child Future Expos</li> <li>▪ ASPIRE events such as Career Market days.</li> <li>▪ Pharmacy Career Link Program for Indigenous students</li> </ul> </li> <li>▪ Identify and review new and emerging projects at Forum Pitch and Push, Hothouse Workshop that need the support/participation of the TEIF members.</li> <li>▪ Seek funding to support new and emerging projects.</li> </ul>	Ongoing	medium	Standing agenda item  Build into agenda for HOTHOUSE and PITCH AND PUSH  <u><b>Lead: Not identified</b></u> ICTN: Peter Westwood Greg Smith  HETI???  Medicare Local???

2.3.2 Strive to reduce systemic barriers (for the participation in VEIS, TVET and SBATs) in the Tweed region	Tackling systemic success barriers at a regional level – buses, timetables, school hours, subject selection processes	<ul style="list-style-type: none"> <li>▪ Support students gain equitable access to plain language information, in-class learning and positive work experience opportunities.</li> <li>▪ Establish an action team to review and address bus timetable challenges for the Tweed region</li> <li>▪ Establish an action team to review the timetable and school hours</li> <li>▪ Advocate for changes to any barriers that are in place at a state or national level</li> </ul>	Year 1		<p>Schools re timetabling</p> <p>Council – bus challenges</p>
2.3.3 Improve training and employment outcomes in the health sector for 'at risk' students in the Tweed region	Develop links and networks with agencies delivering programs in the Tweed Region	<ul style="list-style-type: none"> <li>▪ Support Tweed Shire Council implement the findings of the Tweed Youth Strategy</li> <li>▪ Schools and agencies continue to support programs and activities for at risk students</li> <li>▪ Actively promote health SBaTs, TVET and VEIS options, and set aspirational targets for this cohort in terms of participation and completion rates for these programs. Targets must be aligned with programs that increase student understanding of, and interest in these areas.</li> </ul>	Ongoing	Med	DEEWR

<p>2.3.4 Improve training and employment outcomes in the health sector for Indigenous students in the Tweed region</p>	<p>Develop links and networks with agencies delivering programs in the Tweed Region</p>	<ul style="list-style-type: none"> <li>▪ Schools and agencies continue to support key learning events and link these activities and learnings to Personal Learning Plans.</li> <li>▪ Report outcomes to the TEIF, and consider ways that PLP outcomes can be incorporated into the TEIF annual reporting and planning processes</li> <li>▪ Seek regular updates on AECG projects, and invite participation in the Pitch and Push program and annual Hothouse workshop.</li> <li>▪ Actively promote health SBaTs, TVET and VEiS options, and set aspirational targets for this cohort in terms of participation and completion rates for these programs.</li> <li>▪ Seek funding assistance from DEEWR to tailor a project specifically using the 'Parent and Community Engagement' program to assist parents and carers to understand the career planning and subject selection process.</li> </ul>	<p>Ongoing</p>		
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