

CONCOVE RESEARCH: TEMPORARY TRAFFIC MANAGEMENT CREDENTIALS FRAMEWORK - FINDINGS AND RECOMMENDATIONS

FINDINGS



Ways of learning

- Māori and Pasifika learners often benefit from and thrive in a tuakana-teina environment, as this closely aligns with their culture and indigenous worldview.
- Not all learners will have one preferred way of learning, and it can be unhelpful to assign learners to groups or categories of 'learning styles'. Other factors are potentially of more importance, such as focusing on the provision of timely and specific feedback.

Learning and development barriers

There are many identified learning and development barriers for people going through TTM training, particularly Māori, Pasifika, and women:



- Real or perceived lack of literacy and numeracy skills which can affect confidence in entering a training course.
- Culture – Pasifika workers are most likely to not question a decision that has been made by a superior, even if they know it is incorrect or unsafe.
- Digital inequities- not everyone is experienced in using or has access to digital devices or the internet, to complete online training.
- Mental load, the invisible, non-tangible tasks involved in running a household, often mentioned by women as a barrier to their learning

Learning and development opportunities

Opportunities to enhance learning and development for Māori, Pasifika, and women going through TTM training.



- Create a safe, supportive, and collaborative learning environment
- Trainers should be well qualified, well connected to the industry, and reflect diversity in the workforce
- Provide wrap around support for those that need it.
- More practical learning and assessments – 'learning by doing'.

Technology/ innovation



- Interactive technology combined with collaborative learning formats (e.g., peer or group discussion) for learning and knowledge retention
- Simulation / virtual reality and gamification could make TTM training more interesting, and appeal to a wider group of people.
- Digital competency and inequitable access to devices (e.g., tablets) can be a barrier to online learning. There should be some digital skill aspect to training.

Encouraging people into the TTM industry

More can be done to encourage school leavers into TTM training and into the industry more broadly. This could include:



- TTM industry presence at career expos and/or working with schools to provide more work experience opportunities. This should include putting forward trainees that students will 'see themselves in'(e.g., Māori, Pasifika, and women).
- Greater effort and collaboration needed between schools, businesses, industry, and other educational institutions to educate school leavers, teachers, parents, and other advisors about TTM careers

RECOMMENDATIONS



Mentoring

- Needed to better support students' learnings and on the job development.
- Addressing the (current) TTM short period with a trainer – there is an opportunity to assist learners engaging with materials over a longer period of time.



Assessments

- Apply practical application of knowledge development for greater retention of what has been taught.
- Incorporate practical lessons into the new standards and link to mentoring.
- Use a wider range of training tools and shape the delivery of the training to the learners' needs.



Learning Materials

- Break away from the one size fits all approach from the past.
- Provide resources in targeted languages which supports students learning in their preferred language.
- Consideration of how material can be presented. A good mix is helpful and inclusive for those that have other commitments and different learning styles.



Training of Trainers

- Preparing and equipping the trainers for the students they will need to care for and how they can be supportive of their learning journey.



Learning environment

- Potential to create streams to meet diversity needs – for example specific Māori led and delivered learning.
- Teaching through different environments (catering for female, Māori & Pasifika groups of learners). How do we empower teachers and providers to cater for all these learners?



Embedding literacy, digital & numeracy upskill

- Recognise that our learners face barriers to learning which need to be addressed in the training model.
- Provide access to digital devices and the internet.



Build meaningful pathways

- Creating understanding of possible careers in TTM and communicate this in a more targeted way as an industry.
- The challenge is to connect the TTM career to the construction industry as a more respected pathway that learners aspire to.

FINAL RECOMMENDATION

The TTM Credentials Framework Working Group build the above recommendations into the proposed agreement for working with Te Pukenga to develop assessment and training.