

## TERTIARY, TRADE AND TRAINING

### A 36. TAMBO BRANCH

#### Motion

**“That ICPA Qld lobbies the Department of Employment, Small Business and Training to generate a flow chart that provides details of support contacts for apprentices/trainees at various stages throughout their training.”**

#### Explanation:

When apprentices start their training journey there is a lot of information to gather and navigate. Having a flow chart available as a visual guide for apprentices would allow for better understanding of the process. This type of resource would also provide apprentices, parents, and their support network with contact information for regional offices where they are able to get support and information and advice on when it is appropriate to contact such offices. A resource such as this would support rural and remote based apprentices as well as apprentices who have relocated for their training when they are perhaps away from family networks and support structures along with the process to expect throughout their apprenticeship.

**CARRIED**

### A 37. WINTON BRANCH

#### Motion

**“That ICPA Qld increases awareness amongst tertiary training providers of the job opportunities that exist for tertiary education students in the role of Home Tutor/Governess.”**

#### Explanation:

To coincide with the current promotion of careers in education, awareness should be brought to the opportunity of working as a Home Tutor or Governess so that tertiary students studying in the field of education can experience a distance education setting and rural communities. This could lead to positive outcomes with more graduates choosing to take up rural placements and assist families who are struggling to find suitable applicants to fill these positions. In addition to this, the tertiary education student is gaining experience working with curriculum, practical teaching skills, classroom management skills, and many other skills that will transfer to their chosen education career.

**CARRIED**