

**Centre for Heritage
at Oatlands**



HERITAGE EDUCATION AND SKILLS CENTRE

Course Presentation Guide

Introductory Guide to presenting at the
Centre for Heritage

Holly Farley and Brad Williams (original version 2013, reviewed bi-annually).

Centre for Heritage at Oatlands – Heritage Education and Skills Centre

73 High Street OATLANDS TAS 7120

info@centreforheritage.com.au

1. Introduction

The Centre for Heritage at Oatlands is committed to the restoration and conservation of heritage buildings and sites for ongoing and adaptive use. Central to this is our capacity to provide conservation and restoration solutions for property owners while ensuring traditional skills and contemporary practices are applied and further developed through our courses. Where appropriate, projects will be used as a resource in our wider research, education and training role.

The Heritage Education and Skills Centre (HESC) is a not-for-profit arm of the Centre for Heritage which seeks to address heritage trades skills shortages in Tasmania (and further afield) via the provision of a range of learning experiences from apprenticeships, short courses, experiential learning, conferences etc.

The Centre for Heritage has developed a set of course objectives. These are:

- Provide practical, quality courses and units;
- Create an enjoyable learning and teaching experience; and
- Develop and promote a culture of continuous learning.

As part of this, presenters need to consider:

- Courses and units that directly meet the needs of the participant;
- Applying appropriate teaching strategies that translate learning into meaning for the participant;
- QA processes and cohesiveness of branding and delivery.

This guide is intended to give prospective trainers the basis for considering whether they may be able to collaborate with HESC to deliver training objectives.

2. The Tasmanian Context

Ahead of the establishment of HESC, the Centre for Heritage, in conjunction with Heritage Tasmania, undertook a heritage skills survey across the state (2010). This aimed to find:

- What heritage trades skills are lacking in Tasmania?
- Who wants to learn those skills?
- What impediments are there to learning those trade skills?
- Who uses those trade skills?
- How and where would people like to learn?

In 2012, the Tasmanian Building and Construction Industry Training Board undertook a more in-depth and wider survey of Tasmania's heritage trades skills needs which expanded and validated the HESC/HT survey and made a series of recommendations, several of which overlap with the mandates of HESC and collaboration between HESC and TBCITB has been imperative in the success of HESC.

The results of these surveys, as well as regular industry contact and consultation are what drive the mandates and operational process of HESC, as guided by the Centre for Heritage Business Plan and the HESC Operational Plan (each being regularly reviewed).

3. HESC Training Operations

HESC by no means aims to be a 'do it all' type of organisation in that staff levels are limited, and the organisation seeks to achieve mandates primarily through a facilitation role – bringing together existing stakeholders and interested persons and to assist with the supply of systematic processes and logistics which aim to roll-out training in a more cohesive and consistent way. Put simply, HESC's role as a facilitator is:

Task	External policy body	HESC	Training partner
Identify training need			
Find a trainer			
Develop curriculum			
QA			
Test commercial viability			
External funding			
Deliver training			
Handle logistics			
Informal certification			
Possible accreditation			

HESC therefore seeks training partners (i.e. trainers) to develop curriculum and to deliver courses – with HESC handling all other logistics (e.g. venues, promotion, enrolment etc.). That is, we want to partner with you – so that you can teach your passion to others without the red-tape!

Currently, our courses include:

- Introduction to Conservation Planning – The Burra Charter
- Conservation management planning
- Traditional sash window repair and maintenance
- Repair and maintenance of traditional sash windows
- Traditional surface finishes
- Historic gardens and landscapes
- Archaeological survey
- Heritage project management and approvals

Through various skills studies and industry consultation, we would like to develop and offer courses on the following during 2018:

- Masonry repair and maintenance (stone and brick)
- Heritage joinery and carpentry
- Extant recording and element identification
- Elements of traditional roofing
- Retrofitting modern elements to heritage buildings (e.g. energy efficiency etc.).
- Furniture restoration.

However, we are not limited by the above list and are keen to discuss any good ideas! If you can propose a 1-3 day course on a topic in which you have expertise, please talk to HESC and we can consider turning it into a course.

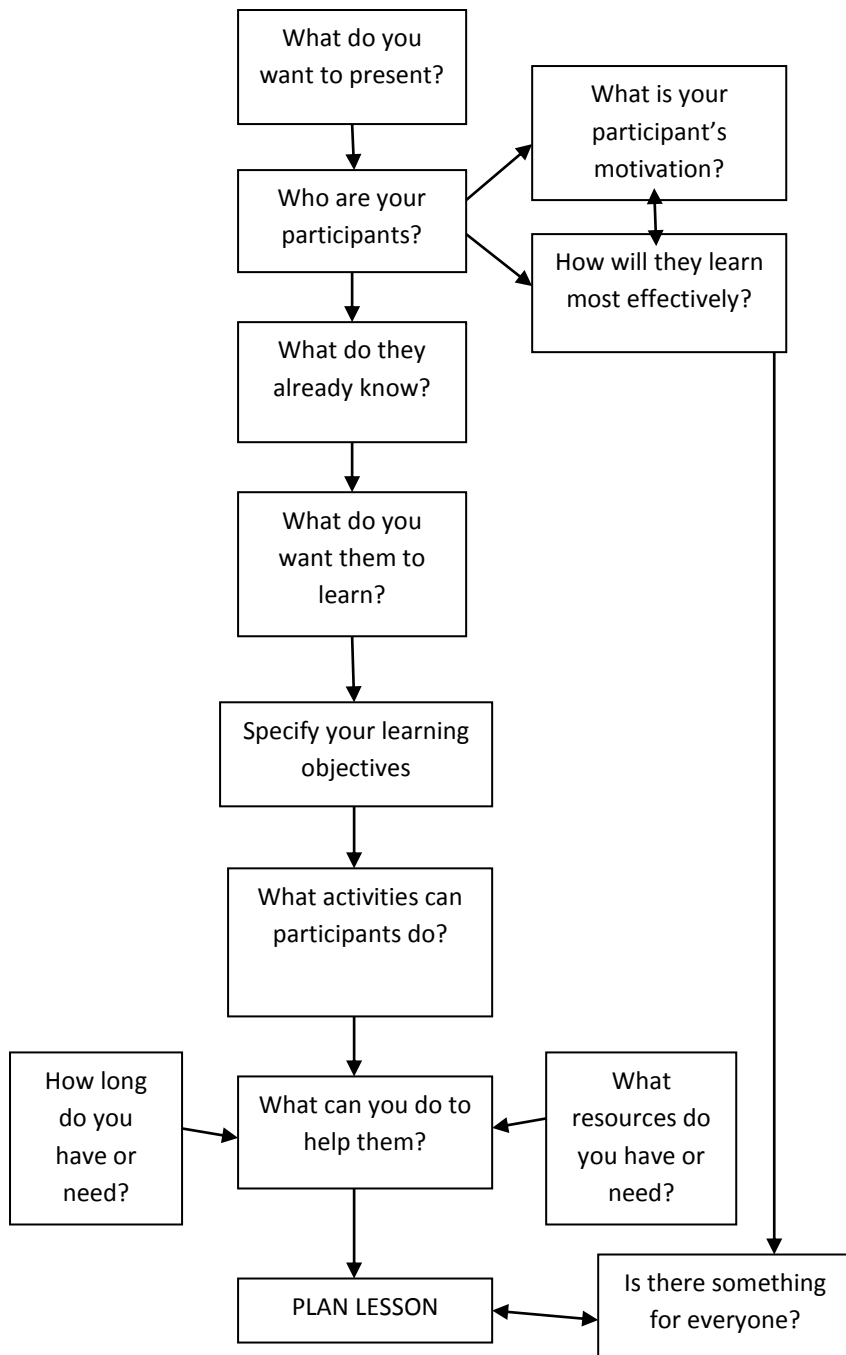
4. Planning

Planning is integral to presenting an enjoyable and informative lesson. Participants are very quick to see if a presenter is unprepared or unmotivated to teach and it is the quickest way to lose their attention and create a negative learning experience.

Overleaf is a flowchart asking some important questions that you will need to consider for your course. Following this is a table for your use to develop your ideas.

Course Planning Flowchart

This flowchart is to make it easier for you as a presenter to understand the planning and process of developing your course. Some parts will be applicable to you, others not so much but should be considered in your planning.



Basically, what it is that you want your participants to be able to do as a result of your presenting.

Adults are **relevancy orientated**. They must see a reason for learning something. Learning has to be applicable to their work or something else that has value to them.

Adults bring a foundation of **life experiences** and **knowledge** to the lesson. They learn more effectively when they can relate new information to their existing knowledge/experience base. To help them do so, you need to draw out participants experience and knowledge which is relevant to the topic.

A learning objective should describe what students should know or be able to do at the end of the course that they couldn't do before.

Adults are **practical**, they need opportunities to practice their new skills and apply their new knowledge, remembering that adult learners need more time to make sense of and value new information.

You should try to engage your participants in the learning process as much as possible. Learn how to organise information so that the learners can profit from their experiences and build upon skills in a logical sequential order.

It is important to look at your planning critically and ask yourself if there is something that addresses all learners and skill levels.

Things to think about

What do you want to present?		
Who are your students? What is your their motivation?		
What do you want them to learn?		
What activities can students do to learn these skills/information?	How long will each part take?	What resources do you have/need?
Is there something for everyone?		
Other comments		

Course Overview

COURSE TITLE

COURSE DESCRIPTION

Session 1 (9am-10:30am):	
Activities ¹ : CHANGE SESSIONS AS DESIRED AROUND A 9-4 day (or thereabouts)	Timeframe:
Session 2(10:50am-1pm):	
Activities:	Timeframe:
Session3 (2pm-4pm)	
Activities:	Timeframe:

¹ The Burra Charter is an integral part of teaching Heritage Conservation and Restoration. Each course should introduce the Charter, its principles and underlying importance, and how it will impact upon the work at hand. HESC have a standard 20-minute overview of the charter that can be slotted into all courses (with some tailoring to the specific subject if desired).

5. Presentation and Quality Assurance

HESC aims to provide a cohesive 'brand', accordingly all handout material and presentation Power Points must conform to the HESC brand. A template Power Point will be provided to all presenters and all handout material will be branded (or co-branded where appropriate) with the HESC logo and design suite. A HESC trainer will assist you in putting these together.

Co-branding of courses is encouraged and will be negotiated on a case by case basis.

HESC reserve the right to assess or independently peer-review any curriculum for quality assurance and cohesiveness in the HESC branding.

6. Remuneration

HESC will pay an hourly contract rate for the delivery of courses. Rates are negotiated on a case-by case basis. HESC will pay for travel to the training site(s) as well as accommodation and meals if necessary.

HESC do not pay for the time spent in curriculum development, however the intellectual property of that curriculum remains with the trainer who has developed it.

HESC will require any contract trainers to carry professional indemnity and public liability insurance. If this is not held, then HESC may be able to employ the trainer on a casual employee basis so that HESC's PI/PL insurances cover the trainer.

7. Next steps

This is a very exciting time for HESC. With the training and building industry environments both showing positive gains and a resurgence in interest in heritage, now is a great time to join us.

Even more excitingly, in mid-2018 HESC will be moving into a purpose-restored 1827 convict building (the former Oatlands Commissariat Store) as HESC HQ. This will form part of the Tasmanian Integrated Heritage Skills Hub, which will include a community heritage trades/craft co-op and a wide network of partnerships.



Simply contact HESC on the details below to discuss how we may go forward with a fun and rewarding course as part of our 2018 program!

Brad Williams
Heritage Manager
Centre for Heritage at Oatlands
73 High Street
OATLANDS TAS 7120
0418 303 184
info@centreforheritage.com.au