

## Introduction

Learners will benefit from a learning style that is explicit, experiential, scaffolded, co-operative and reflective. They will benefit wherever we can unpack ‘whitefella ways’ to give them the tools they will need to see what is happening at the deeper level of western culture. Learners will benefit from being told the reason (beyond the obvious) why they are learning this content in this way and why they are required to talk or push themselves in ways that may be challenging. In short, they will benefit wherever we can share the purpose for learning.

Please refer to the **Overview Teacher Guide** for an introduction in how to approach the concept of “skill mastery” and provide you with definitions of mastery levels the videos present. This can be found in the introduction section of the *Skill Mastery website*.

### Learning intentions

#### What do we want students to learn?

After viewing this video and working through activities students will gain an understanding of:

- ongoing learning in the workplace
- improving skills in the workplace
- the benefits of skill mastery i.e. improve employment prospects, career progression

### Success criteria

After viewing this video and working through activities students will be able to identify how to grow expertise and distinguish the difference in skills between a:

- Ranger;
- Senior Ranger; and
- Ranger Co-ordinator.



Before viewing the Conservation and Land Management Skill Mastery video, get students to consider the three different roles in the automotive pathway context from their own perspective: Tapping into prior knowledge, start with the what the students know and make links wherever possible.

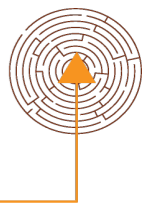
- What do the students already know about the Conservation and Land Management industry?
- Do they know someone else who works in conservation, land, management and what stories have they heard?
- What is the reason (beyond the obvious) they are learning this content?
- What do they expect to find out?
- What do the three levels outlined above mean to them in their industry?



- Build vocabulary: Use a Word List – either before starting a topic or as you go (refer to table below and glossary supplied)

### ➔ Prompting questions and general vocabulary to start:

Expertise Development and Career Progression	
General Conservation and Land Management Questions	Vocabulary
what do they do / make / sell? Who is the beginner, intermediate, master? How can you tell? What are the levels called? Are there any words you don't know? Write them down.	





# CALM



ACTIVITY - draw a line to match the screen captures of each person to their appropriate rank on the mastery scale below.



## MASTERY SCALE

 Ranger

 Senior Ranger

 Ranger Co-ordinator

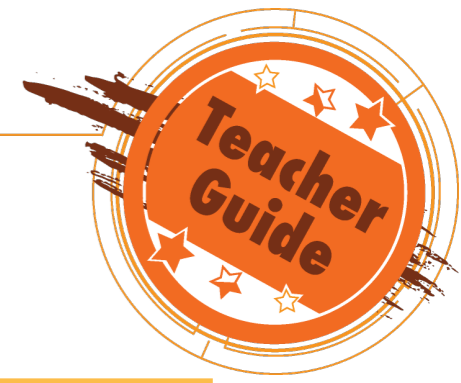


# SKILL MASTERY

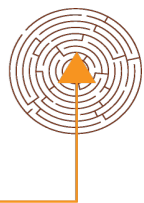




VIEW - watch sections of the video and ask question before, during or after



Section 			
Questions 	<ul style="list-style-type: none"> <li>• What does a Ranger need to do daily? Senior Ranger? Ranger Co-ordinator?</li> <li>• What's the most important responsibility in a Ranger Co-ordinator's day?</li> <li>• What is the NLC and how are they related to ranger groups? What does 'senior personnel' refer to?</li> <li>• What is an example of an office responsibility?</li> <li>• What would the Cultural Adviser be responsible for and why would the rangers need his approval?</li> <li>• What would be in a monthly report and why would they be required? Why would quarterly reports be needed? Who would read them?</li> <li>• What is the chain of command at this workplace?</li> <li>• How would the Senior Cultural Adviser change your work if you were a ranger?</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think of the average working hours? Why do you think a four day week is the average for rangers and a five day week for senior staff?</li> <li>• What preparation needs doing before they start their day? Why do you think this is needed?</li> <li>• What do you think about working away from home on trips? What would the purpose of that kind of travel be?</li> <li>• What do you think 'getting covered' by following the NLC rules means when thinking about a working day?</li> <li>• How do you feel about the structure of the day in this workplace? (breaks, lunchtimes, work scheduled duties?)</li> <li>• What does the work plan do and how long does it last? What affects the use of the plan?</li> </ul>	<ul style="list-style-type: none"> <li>• What kind of data reporting skills are required of the rangers? Why is it important to keep reporting?</li> <li>• What is a rangers' integral work skill?</li> <li>• What makes for good knowledge, learning and work culture in this workplace?</li> <li>• What distinctions are important to keep in mind for ranger work'? How is the work different from different activities you would do on your country?</li> <li>• What office work is required for this job?</li> <li>• Why do you need good writing and mathematics in this job? What other communication do you need to do with other organizations?</li> </ul>
Section 			
Questions 	<ul style="list-style-type: none"> <li>• What would you need to do to work safely in this workplace?</li> <li>• What's the most critical skill for safety at work?</li> <li>• What equipment is required? Why?</li> <li>• Why would an OH&amp;S supervisor be required here?</li> <li>• What would you need to consider when using different equipment and doing different jobs?</li> <li>• Why would the NLC have policies for their equipment?</li> <li>• What training and skills do rangers need in order to keep equipment and themselves safe?</li> </ul>	<ul style="list-style-type: none"> <li>• What different qualifications are required to work as a ranger?</li> <li>• Mimosa weed management and river work needs what kinds of skills and qualification?</li> <li>• What other roles can you play with research studies and other organizations?</li> <li>• What new skills are required as the industry changes? Can you see how the industry might change during your career and how could it? What could you do to adapt?</li> <li>• What different organisations might you need to communicate with in different ranger jobs and qualifications?</li> <li>• What are gps and waypoints for?</li> </ul>	<ul style="list-style-type: none"> <li>• How would you work towards a leadership role in this industry?</li> <li>• What range of skills would make a good manager?</li> <li>• How is it helpful to do different training during and after the qualification? What other jobs could you see it leading to?</li> <li>• What are the aspirations of the overall ranger service?</li> <li>• What job moves might you need to take if you want to get more skills? How many different jobs can you see yourself having in a life time if you work on country and do land management work?</li> </ul>





VOCABULARY



look up industry words.




<b>admin</b>	short for administration. the process or activity of running a business, organization, etc.
<b>aerial</b>	existing, happening, or operating in the air
<b>aspirations</b>	a hope or ambition of achieving something
<b>Blue Mud Bay</b>	High Court decision which gave traditional owners exclusive access rights to waters which lie on their land.
<b>chaps</b>	sturdy coverings for the legs consisting of leggings and a belt. They are buckled on over trousers with the chaps' integrated belt, but unlike trousers they have no seat and are not joined at the crotch.
<b>chart courses</b>	look at charts of the sea and decide on a course for a boat
<b>chopper</b>	a helicopter
<b>co-ordinator</b>	a person whose job is to organize events or activities and to negotiate with others in order to ensure they work together effectively
<b>coxswain's</b>	the Coxswain (Grade 2 NC) Certificate and will allow you to: Command a commercial vessel up to 12 metres in length, which does NOT carry passengers and operate a diesel engine capacity of <100 kW or unlimited outboard engine capacity in smooth or sheltered waters, or within 3nm of a parent vessel in the EEZ.
<b>detrimental</b>	tending to cause harm
<b>industry</b>	a term used to describe a specific area of the workforce. In this case the industry is conservation and land management.
<b>mimosa</b>	a creeping annual or perennial herb of the pea family Fabaceae often grown for its curiosity value: the compound leaves fold inward and droop when touched or shaken, defending themselves from harm, and re-open a few minutes later. The species is native to South America and Central America, but is now a pantropical weed.
<b>NLC</b>	Northern Land Council
<b>o,h &amp; s</b>	occupational health and safety
<b>ppe</b>	personal protective equipment which protects you from hazards associated with your job ( sprays and chemicals, sharp grasses)
<b>recovery</b>	vehicle recovery is the recovery of any vehicle to another place, generally speaking with a recovery vehicle, tow truck or spectacle lift, or another four-wheel-drive in this context
<b>supervisor</b>	a person who directs and oversees the work of a person or an activity
<b>traditional owners</b>	Aboriginal people who are members of a local descent group having certain rights and responsibilities in relation to a tract of land or area of sea
<b>technology</b>	the application of scientific knowledge for practical purposes, especially in industry





ADDITIONAL MATERIAL

	<p>What is the Blue Mud Bay Agreement and how does the Ranger job relate to it?</p> <p><a href="https://www.google.com.au/search?q=Blue+Mud+Bay+Case&amp;ei=TSJbWez1McOz0gSSjoCgBg&amp;emsg=NCSR&amp;noj=1">https://www.google.com.au/search?q=Blue+Mud+Bay+Case&amp;ei=TSJbWez1McOz0gSSjoCgBg&amp;emsg=NCSR&amp;noj=1</a></p>
	<p>What part of the Daly River is Malak Malak country? Can you find it on this map? (download from link below) What information about sea access would rangers need to know about if tourists wanted to travel from Malak Malak Country to Anson Bay?</p> <p><a href="http://www.nlc.org.au/articles/info/tourist">http://www.nlc.org.au/articles/info/tourist</a></p> 
	<p>Check out this set of lessons in PreVET all about Rangers</p> <p><a href="http://resources.prevet.net.au/m1c/m1c-magazine/">http://resources.prevet.net.au/m1c/m1c-magazine/</a></p>
	<p>A lot of organizations in the NT need to work together. What do each of these agencies, government departments and organizations do and how would the ranger jobs overlap between them?</p> <p>Indigenous Land Corporation <a href="http://www.ilc.gov.au/">http://www.ilc.gov.au/</a>          NLC <a href="http://www.nlc.org.au/">http://www.nlc.org.au/</a>          Department of Fisheries <a href="https://nt.gov.au/marine/for-all-harbour-and-boat-users/contact-nt-fisheries">https://nt.gov.au/marine/for-all-harbour-and-boat-users/contact-nt-fisheries</a>          Water Police <a href="http://www.pfes.nt.gov.au/Police/Community-safety/On-the-water.aspx">http://www.pfes.nt.gov.au/Police/Community-safety/On-the-water.aspx</a>          Department of Defence <a href="http://www.defence.gov.au/OurPeople/NT/">http://www.defence.gov.au/OurPeople/NT/</a>          NORFORCE <a href="https://www.army.gov.au/our-people/units/forces-command/2nd-division/north-west-mobile-force">https://www.army.gov.au/our-people/units/forces-command/2nd-division/north-west-mobile-force</a>          CSIRO <a href="https://www.csiro.au/en/Research/Environment/Land-management/Indigenous">https://www.csiro.au/en/Research/Environment/Land-management/Indigenous</a></p>
	<p>Where in these documents can you find reference to coxswain, 4WD recovery, weed spraying, and chemical handling? Can you find them referenced in the Certificate Documentation? What units can you find that they didn't mention that might be relevant in your area?</p> <p><a href="https://training.gov.au/Training/Details/AHC21016">https://training.gov.au/Training/Details/AHC21016</a></p>

