FOR GREATER TRAINING MASTERMIND

EVENT REPORT

AEROSPACE
AQUACULTURE
TOURISM
AGRICULTURE
BIOPRODUCTS
EDUCATION
MINING
METS

GW3D
GREATER WHITSUNDAY ALLIANCE
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Industry and education sectors come together in a think-tank event

EXECUTIVE SUMMARY

Greater Whitsunday region industry and education leaders explored how they can collaborate and address future skilling needs at the Greater Training Mastermind event held in late November 2021. The Mastermind was hosted by Greater Whitsunday Alliance (GW3) and the Research Chair of Automation and Future Work Skills. The Research Chair of Automation and Future Works Skills is funded by BHP Mitsubishi Alliance (BMA) and CQUniversity to ensure the region is leading the conversation about the changing needs of education, skills and training to meet industry demand. The event was an initiative of the Mackay Regional Jobs Committee, which is proudly supported and funded by the Queensland Government.

As the Greater Whitsunday region continues to embrace technology across all industry sectors, it is vital to ensure that regional education and training opportunities address current future skilling needs. At the Mastermind, evidence from research was presented about how skills development and delivery models need to evolve, and what skills will be needed into the future. Case studies presented showed collaborative arrangements between industry and education providers and how these have helped to address skilling needs. These case studies were evaluated by attendees to determine the potential applied learnings and how both education providers and industry can do better to address the region's existing and future skilling needs. The outcome of the day was to identify and prioritise potential actions / recommendations that can be implemented in the short and medium term.

Throughout the different activities across the day, key themes emerged that highlighted the importance of collaboration to meet the region's skills needs. The key themes from the presentations, the discussions and the workshop activities are presented in the following report.

HOW CAN SKILLS DEVELOPMENT AND DELIVERY CHANGE?

1.0 INTRODUCTION

1.1 Background

GW3 is the peak independent, economic development organisation that represents and advocates for the Mackay Isaac Whitsunday region, creating opportunities for the region to realise its full potential. GW3 delivers a range of projects focused on economic development to help support and promote prosperity across the region. A key focus of the organisation is to prepare the region's workforces and businesses for impacts from digital technology and ensure that the regional workforce remains resilient.

INFORMED WORKFORCE DEVLOPMENT DISCUSSIONS

1.2 Purpose of Event

On 18 November 2021, Greater Whitsunday Alliance (GW3) and the Research Chair of Automation and Future Work Skills, hosted the For Greater Training Mastermind event at the Resources Centre of Excellence in Mackay. The purpose of the event was to bring together a diverse group of stakeholders and provide a space for an informed and meaningful discussion around workforce development and lead the conversation about the changing needs of education, skills and training to meet local industry demand. The event focused on identifying opportunities for industry and education providers to collaborate to address the skilling needs of the region into the future that contributes to the economic development of the region.

The event took place from 8:00am to 2:30pm and included two main sections; presentations and panel discussions, and workshop activities. This approach was taken to provide participants with the opportunity to become informed around the focus areas and hear from experts and case studies - before undertaking a collaborative problem-solving exercise in small groups.

The workshop was structured into four activities (learnings, problem exploration, ideation and pitch) where participants had to work together and collaborate to come up with a solution that they had to present as an "elevator pitch" at the end of the session. PricewaterhouseCoopers (PwC) facilitated the event and structured the workshop in a way that encouraged participants to think outside the box and draw on the range of expertise in the room to ideate and pull together a solution for the specific problem the group identified as being a blocker to meeting the skills needs of the region.

COLLABORATION THAT CONTRIBUTES TO ECONOMIC DEVELOPMENT OF THE REGION

1.3 Objectives of the report

The following report presents the key themes and outcomes from the presentations, discussions, and workshop activities to provide a clear overview of the event. The report is structured in the following sections:

1. **Key themes of the event**
2. **The event program**
3. **Summary of the presentations and the panel discussion**
4. **Workshop methodology**
5. **Recommendations**; key takeaways of ideas, next steps
6. **Appendices**: List of attendees and a detailed summary of the group outcomes from each of the four activities including pictures and main discussion points from each group.

2.0 KEY THEMES

On the day, a number of key themes were identified in the presentations, discussions and workshop activities. These key themes are highlighted below as they summarise the most significant discussion points and represent the key issues noted by participants.

A. Optimise collaboration (with the right people)

Throughout the event, the importance of collaborating between key entities to develop cohesive and longstanding programs was highlighted. The purpose of the event was to enhance collaboration between industry, education and government, and the need for these entities to work together was the key theme in the discussion. Conversations around collaboration included the importance of needing common vision and shared goals for the future between entities working together to produce a collective impact.

B. Reframe individual, organisation and business perception of the region's capabilities

A strong theme was the importance of transitioning the long-held perceptions about the career pathways and opportunities in the Greater Whitsunday region to a more dynamic view of occupations, industries and career paths. It was noted that there may be misconceptions, outside the region, of the types of jobs and industries that make up the economy. Suggestions were made to increase the awareness of the demand for technology jobs available across all the local industries and promote roles created in the emerging industries. There was an identified need for a collective effort from teachers, government and industry to inform young people about the future of work and skills needed for the region. This would help assist students to identify the current and emerging work opportunities they could pursue in region.

> **Reframing the long-held perceptions about career pathways and opportunities in the region is needed.**

C. Greater focus on increasing digital/technology skills

With industry transformation accelerating at an unprecedented pace, the need for digital and technology skills dominated as the reoccurring topic of the event. Presentations and discussions focused on the new trends in industry and the changing occupational skillsets and labour market profile. Industries are evolving with new ways of working, increasing the adoption of technologies and it is vital that regional education and training opportunities address current and future skilling needs. Participants raised the importance of having a digital strategy for the region to position the region to embrace 4IR and the associated economic opportunities.

D. Upskilling the current workforce

With job roles increasingly relying on digital and technological skills, there is a need to upskill the current workforce so they can keep relevant and avoid falling behind. Participants raised that the younger generation are digital natives with very good foundation level digital skills, and a higher adaptability to new digital technologies. Therefore, there may be a greater need to focus on the existing workforce to help them embrace new technologies, upskill, and continue to play a meaningful role in the region's workforce. Solutions need to guide these workers through pathways of new skills development and improved technology knowledge.

HOW CAN WE MOVE PEOPLE AROUND AND NOT RESTRAIN THEM IN ONE CAREER?

E. Development of flexible career pathways and opportunities

Throughout the day, the topic of flexibility in career pathways was a persistent theme. It was agreed that the days of a career for life as the dominant career path are over. Professionals seek flexibility as they want to be able to have the options to move from one job or career to another, as new opportunities emerge.

Participants noted that awareness of these skilling pathways and opportunities is essential and the importance of creating frameworks that can move people around and not restrain them to stay in just one career pathway. While there are a range of existing pathways, diversifying entry, and progression options, including through VET, micro-credentials and cross-sector opportunities, will enhance the ability to attract, retain and upskill students, graduates and workers.

In the current environment of rapid change, the agility and adaptability of the workforce is essential. Workers need to have the skills to engage in businesses and job roles that are changing and be supported to understand what their future is in the sector.

3.0 EVENT PROGRAM

Time	Session theme	Details
8:30am	Intro to Mastermind	
8:40am	Warm up activity	Participants to introduce themselves with three questions
9:00am	Presentation	**What is the evidence telling us about education, skills and training?** **Kylie Porter** CEO, Great Whitsunday Alliance
9:30am	Panel Presentations: Good Practice Case Studies	**BHP Future Fit Academy** **Laura Langan** Apprenticeships Operations Services, BHP **Queensland Future Skills Partnership** **Robert Petherbridge** Executive Director, TAFE Queensland **Peter Heilbuth** Deputy VP, VET Operations and Growth, CQUniversity
9:50am	Panel discussion	Q&A, Case Study Learnings
10:20am	**Morning Break**	
10:50am	Presentation	**Industry 4.0 Education and Training Offerings Matrix** **Professor Pierre Viljoen** Associate VP (North Queensland and Hinterland) & Research Chair (Automation and Future Work Skills), CQUniversity
11:30am	Scope & Objectives	Presentation of workshop objectives
11:40am	Workshop sprint 1	**Learnings** - What did you learn and where are the opportunities?
11:55am	Workshop sprint 2	**Problem exploration** - What are we trying to solve?
12:15pm	**Lunch Break**	
1:00pm	Workshop sprint 3	**Ideate** - What might work?
2:00pm	Workshop sprint 4	**Pitch – Who, what, when and how?**
2:30pm	Workshop wrap up	**Next Steps** - What ideas should we pursue further?

4.0 PRESENTATIONS & PANEL

Presentation 1

Kylie Porter – Chief Executive Officer, Great Whitsunday Alliance

What is the evidence telling us about education, skills and training?

GW3 CEO Kylie Porter started by presenting the vision of Great Whitsunday Alliance; 'Making the Mackay Isaac Whitsunday region strong for generations' along with the 'core role' and the 'core activities' defined in the 2021-2022 Strategic Plan. Ms Porter highlighted the importance of 'education, skills and training' by mentioning how they are one of the key enablers to drive economic opportunity in the key sectors. She referred to the key priority sectors identified in the region; Agriculture/Aquaculture, Aviation/Aerospace, Bio-futures, Tourism and Mining and METS.

Ms Porter presented the key activities that GW3 is undertaking around 'education, skills and training':

- Future Workforce Summit
- Transformation Region Summit – virtual
- MIW Future Employment Study
- Greater Whitsunday Future Skills Roadmap
- Regional Jobs Committee 2.0
- Cross Industry Skilling Pathway project: Mining to Construction now underway in partnership with Construction Skills Queensland

Ms Porter reflected the major piece of work to assist with data based decision making was the research presented in Greater Whitsunday 'Future Employment Study'. The region-specific report has provided insights to understand skills needs and help define what the next steps are moving forward. Ms Porter noted the importance of making people want to stay in the region, noting that there will be over 3,000 jobs created within the region in the next 10 years in ICT and Engineering roles alone.

Other highlights included the importance of flexibility, taking people from one industry, upskilling them and taking them to another industry. It was also noted that there must be frameworks to support this transition. Ms Porter mentioned that we must consider, for example, how someone with 15-20 years' work experience might need to upskill to maintain relevance in the workforce.

Prior to finalising the presentation, Ms Porter spoke about the key learnings so far:

- The Fourth Industrial Revolution is not 'coming' - it's here now.
- Kids do not understand the term 'future of work' because as digital natives it's just going to be 'work'. Their biggest concern is how "old people are going to cope with technology".
- Workforce numbers in the region remain stable through to 2030, however the types of jobs will change with a greater focus on digital/technology skills.

- The research undertaken highlighted the importance of developing micro-credentials for digital foundations for existing workforces; developing local training opportunities that are aligned to future skill needs and developing education and training pathways for emerging occupations.
- Leadership and change management will be key in guiding the Greater Whitsundays on this journey.

The critical role of teachers in influencing the career choices of students was discussed during the presentation. With parents and friendship circles, teachers are involved in critical decisions that have an impact on the direction students take in their studies, work experience and careers. GW3 is delivering activities to upskill teachers and help build their understanding of the future skills needs and future jobs in the region. These activities also include how to incorporate this information in their lessons and teaching practice. Ms Porter mentioned that teachers, like all influencers, are well placed to be champions of the message.

Ms Porter highlighted that significant work has been, and continues to be undertaken, to highlight the economic diversity and opportunity of the region. The old views of the region are gone, and we are now showcasing the opportunities presented by innovation and technology. On this point, Ms Porter mentioned the need for a digital roadmap for the region. GW3 is currently investing in this so the region can develop future proofing strategies that help the economy continue to evolve.

DEVELOP FUTURE PROOFING STRATEGIES THAT HELP THE ECONONY TO EVOLVE

Presentation 2

Laura Langan – Manager-Learning Partnerships & Systems, BHP Operations Services

What can we learn from the BHP Future Fit Academy?

Ms Langan opened with BHP's journey, which started in January 2020. She discussed how BHP reimagined their approach to apprenticeships and developed a new way of learning using cutting edge learning technology. This was the BHP Future Fit Academy (FFA).

Ms Langan then focused on the achievements of the Academy in the last two years. This includes establishing two Future Fit Academy Centres - one in Mackay and one in Perth. Since commencing the first students in March 2020, they have had 204 graduates and 316 currently in training. While the overall numbers are strong, even more pleasing was that 85% of those graduates are female. This is important to contribute to BHP's target of gender equity within their workforce by 2025.

During her presentation Ms Langan discussed some of the factors that have contributed to FFA's achievements. The facilities are world class utilising up to date equipment (identical to that used on site) for apprentices to work on. The learning environment is inclusive with the use of mixed training methods like instructor-led learning, workshop practical learning, and immersive virtual reality and augmented reality. Consequently, the apprenticeship model appeals to a broader spectrum of learners.

Ms Langan shared some of the enabling factors for the success. The organisations involved were willing to challenge the existing apprenticeship delivery model and embark on developing an alternative model was critical. A shared vision within the organisation and with delivery partners also meant that rapid progress could be made to implement the new approach.

Expedited development of micro-credentials as region specific solutions created

Presentation 3

Robert Petherbridge - Executive Director,TAFE Queensland

Peter Heilbuth - Deputy VP, VET Operations and Growth, CQ University

What can we learn from the Queensland Future Skills Partnership?

Mr Petherbridge and Mr Heilbuth gave an overview of the Queensland Future Skills Partnership (QFSP) which involves a collaborative partnership between CQ University, TAFE Queensland and BMA to ensure that the current and potential mining and METS workforces have the skills needed to adjust to increasingly automated workplaces.

They discussed the importance of upskilling and reskilling the current workforce as the tasks and functions of traditional occupations change. They reflected on how it was important for industry and training providers to come together to develop place-based solutions where the national training system is not keeping up with the rate of change.

As part of the QFSP partnership, workforce personas were developed to identify initiatives and training pathways required for career planning in the mining sector. In June 2020, the Queensland Future Skills Partnership Steering Committee endorsed the course structure and development of twelve priority skill sets, ten micro-credentials and a new Certificate II in Autonomous Technologies qualification. The development of these training programs was expedited with the creation of subject matter expert working groups and piloted within a 12-month period.

As the presentation concluded they discussed the success of the Partnership, how it wasn't always easy and how they overcame some of those challenges. They concluded by suggesting that the model developed in the Partnership was very effective and is being replicated for education and training development in other industries, such as a current project for the Agriculture & Aquaculture Skills and Tech Hub.

Panel Discussion and Q&A

During the panel discussion, the panellists were asked questions. Key leanings from the panel discussion:

- Diversity in training is not only about gender and needs to be considered more comprehensively.
- Micro-credentials, while not being part of the national accreditation system, allow education providers to create training packages quickly and enables them to be more agile when responding to market demand. As soon as more regulation and structure are applied to training package development, the process slows significantly.
- Lessons learned from the QFSP include that genuine collaboration for a mutually agreed goal was critical, as well as strong industry leadership.
- Being proactive about future skill development requires education and industry representatives to collaborate frequently; industry leadership is critical, and industry has a responsibility to articulate skills needs.
- What does success look like in 10 years?
    - Continued upskilling and reskilling in the workforce
    - Young people understand the system and have clear career pathways
    - Clear career pathways for market entrants and existing staff
    - The formal training system to upskill is more flexible
    - Diversity targets achieved and diversity is no longer an issue.

SUCCESS IN 10 YEARS INCLUDES A FLEXIBLE FORMAL TRAINING SYSTEM

Presentation 4

Professor Pierre Viljoen - Associate VP (North Queensland and Hinterland) & Research Chair (Automation and Future Work Skills), CQUniversity

Industry 4.0 Education and Training Offerings Matrix

Prof. Viljoen provided the last presentation of the day before the workshop activities commenced. He started his presentation by discussing the main trends from his research into the development of new innovative training qualifications and courses in response to automation in the workplace, and related skills.

He also presented key insights from other sources about the Australian future workforce:

- All of Australia's top 5 emerging jobs feature automation or Artificial Intelligence skills
- Demand for technology workers will grow by 100,000 between 2018 and 2024
- Australia's technology workforce has seen average growth trend of 2.5% per annum between 2011 and 2018
- Employment of mining and geological engineers is projected to grow 4% from 2020 to 2030.

During his presentation, Prof. Viljoen highlighted new technologies which he suggested had to be considered when thinking about future skill needs. Additionally, he presented the new digital and technical skills that had to be taken into consideration for the workforce and also that soft and enterprise skills are essential for the workforce of the future. He presented examples of emerging roles and how those roles would evolve into new ones over time.

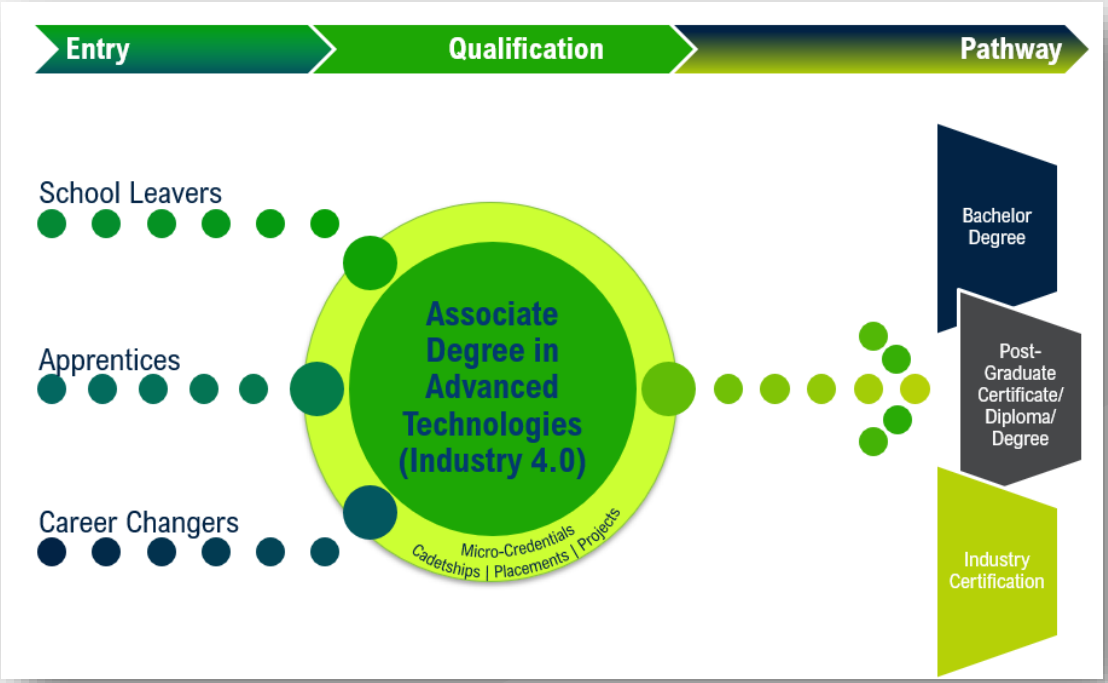
> **Enterprise and soft skills are very generic in majority of qualifications and are not enough to build the required future skills needed.**

During the presentation, Pierre mentioned two focus areas; community transition and workforce transition and made a reflection referring to the following two questions.

- How do we prepare the workforce for the future?
- How do we prepare and upskill new and current workforce for the future?
- Additionally, a summary of key findings was presented in his presentation that concluded the following:

Identified skills are being addressed to **some extent** and **some level of depth** (AQF level).

- Scattered throughout the qualifications.
- Only touching on Industry 4.0 and not enough focus on building required skills (most cases only a small component of the qualification) – in particular the enterprise and soft skills – very generic in the majority of qualifications.
- No clearly established pathways towards Industry 4.0 workforce (current and future).



- Considerations in relation to existing qualifications:
  - Duration
  - Prerequisites
  - Entry-requirements
  - Funding

In conclusion, Pierre suggested a new qualification as a way of responding to the new trends and skill requirements of the future workforce.

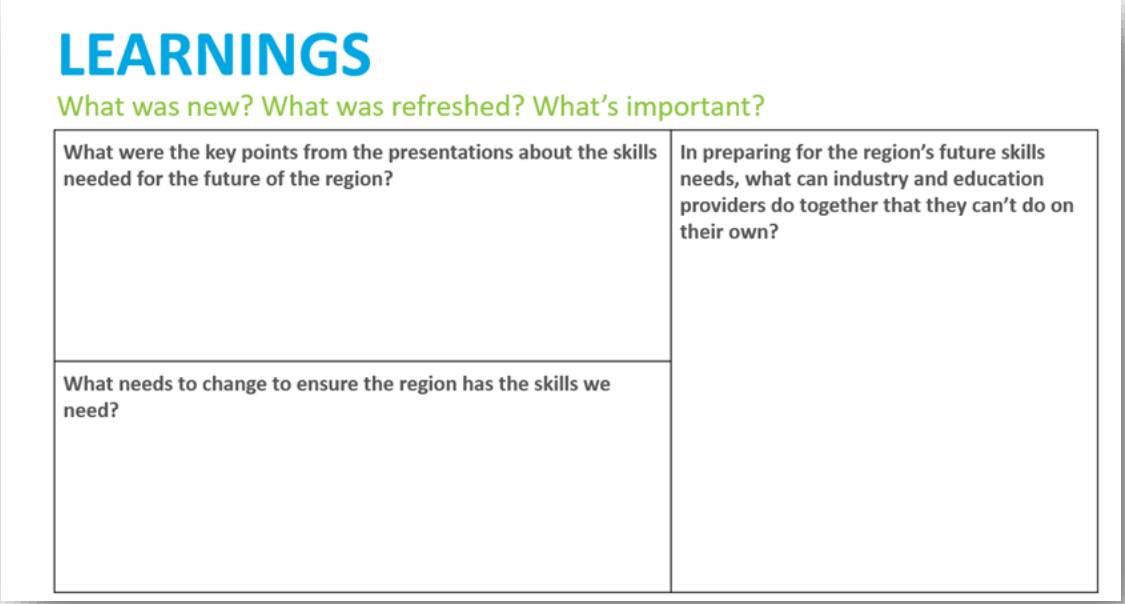
DEMAND FOR TECH WORKERS WILL GROW BY 100,000 BETWEEN 2018 & 2024

5.0 WORKSHOP METHODOLGY

This section provides an overview of the workshop activities that were undertaken during the second part of the event. The workshop was divided into four activities: learnings, problem exploration, ideation, and pitch. During this time, participants had to work together in small teams of four to come up with ideas for how industry and education providers could better work together to meet the future skills needs of the region. They would then present as an elevator pitch at the end of the session. The workshop was structured in a way that encouraged teams to collaborate, think 'outside the box' and draw on the range of expertise in the room to come up with a solution to solve a specific problem they had previously identified. The templates used for each of the activities have been included in this section.

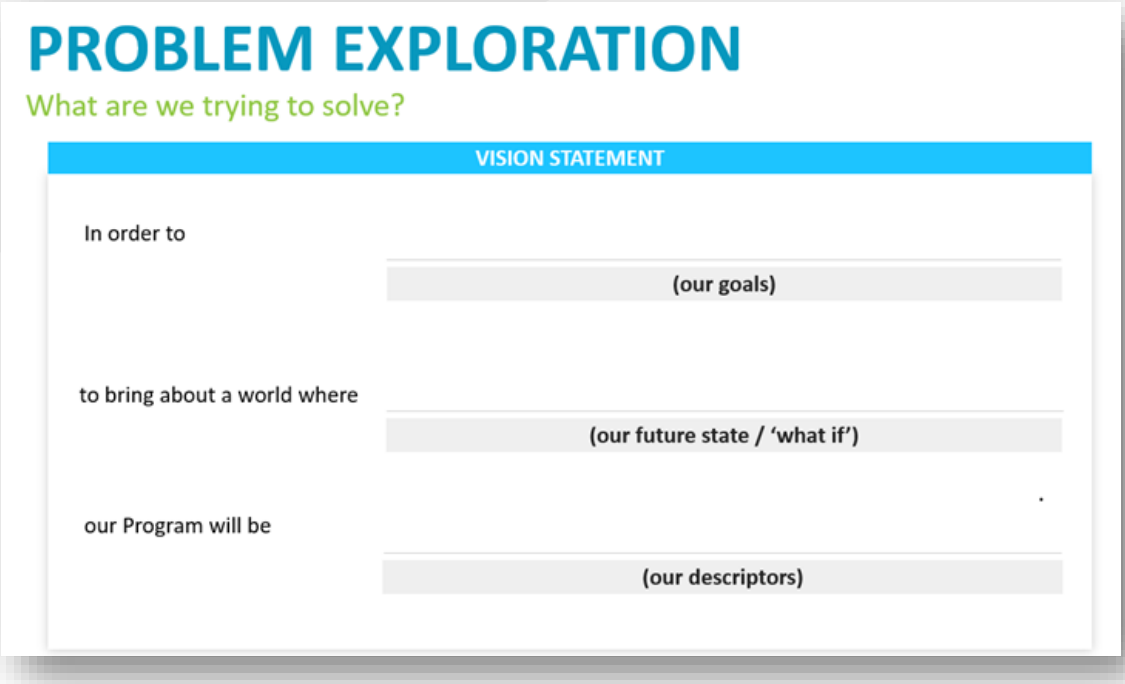
Activity 1 - Learnings

Within their groups, participants were given 15 minutes to reflect on their learnings from the previous presentations and discussions. The following template was given for the groups to collaborate and fill in.



Activity 2 – Problem Exploration

Within their groups, participants were given 20 minutes to complete this section. The purpose of this activity was for each group to define what problem they were trying to solve. The following template was given for the groups to work on.



What needs to change to ensure the region has the skills we need?

Activity 3 – Ideate

This was the main activity of the workshop. After defining the problem, the group had to work together to propose a solution for the problem they had previously identified. Participants were given 60 minutes to ideate and make a proposition. They were encouraged to think outside the box. The following template was given for the groups to complete.

IDEATE

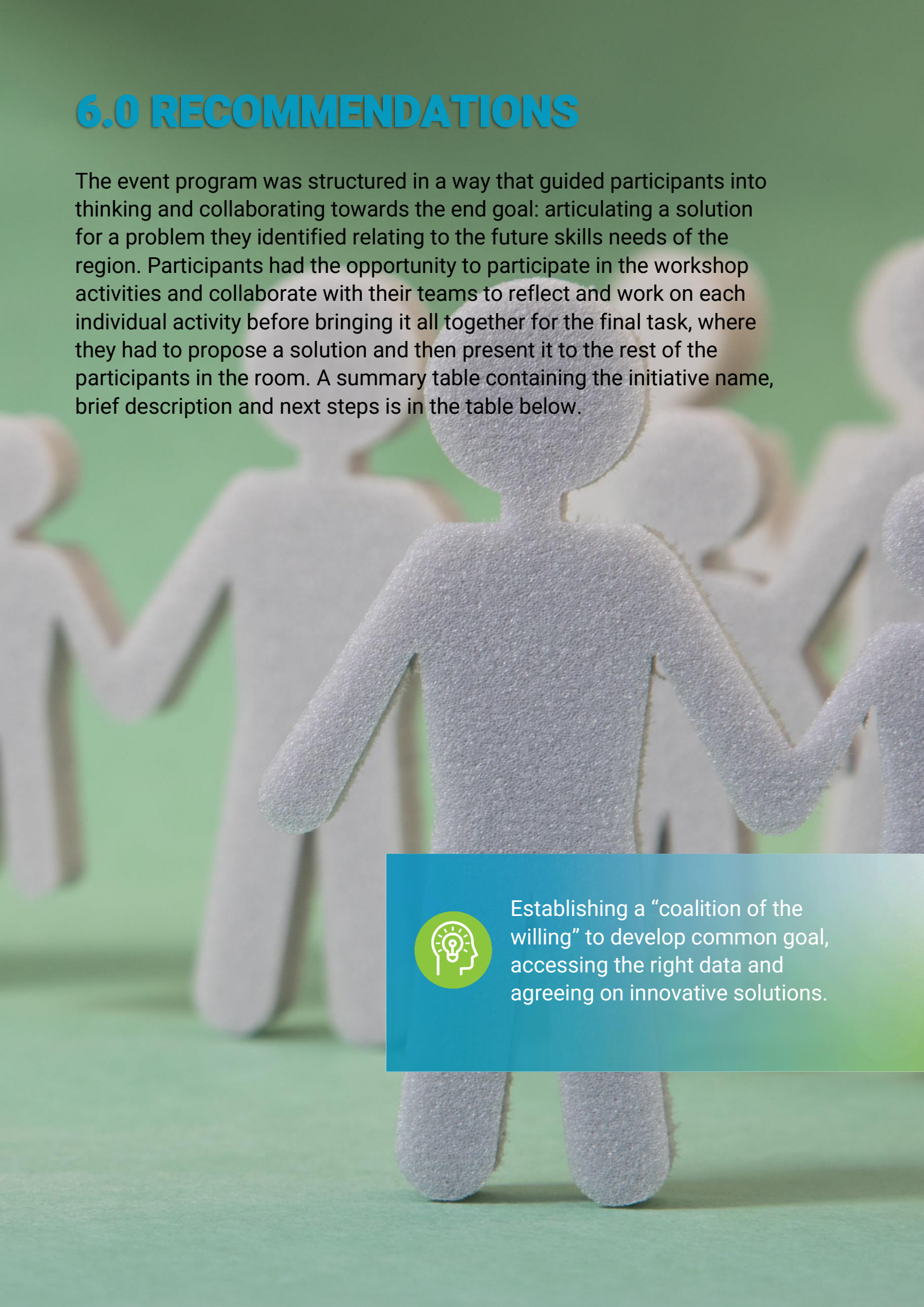
<table>
<tr><td colspan="2">Chosen proposition</td><td rowspan="2"><u>Checklist</u>
• Does this help the future skills needs of the region?
• Does this leverage the benefits of collaboration?
• Is this value for money?
• Is this practical?
• Is this new for the region?</td></tr>
<tr><td rowspan="3">Elevator pitch</td><td>Who needs to be involved?</td></tr>
<tr><td>What do they need to succeed?</td></tr>
<tr><td>What are the next three things we need to do?</td><td>B sides</td></tr>
</table>

Activity 4 – Pitch

In the last activity each team nominated one team member to present a three-minute pitch outlining their proposed idea. After all the teams had presented their ideas, every participant was invited to vote for the best idea.

6.0 RECOMMENDATIONS

The event program was structured in a way that guided participants into thinking and collaborating towards the end goal: articulating a solution for a problem they identified relating to the future skills needs of the region. Participants had the opportunity to participate in the workshop activities and collaborate with their teams to reflect and work on each individual activity before bringing it all together for the final task, where they had to propose a solution and then present it to the rest of the participants in the room. A summary table containing the initiative name, brief description and next steps is in the table below.



Establishing a “coalition of the willing” to develop common goal, accessing the right data and agreeing on innovative solutions.

Develop an environment for individuals to thrive in a changing world by establishing the Greater Whitsunday Digital Innovation Hive.

Copies of the raw outputs from each group is found in Appendix 2. The summary table consolidates the raw output.

Group	Title	Description	Next Steps
1	R&D Linkages Back to Skills	Communicate regional innovation and R&D to promote skills application. By linking the innovators with the upskillers, this will assist in ensuring that the region has the skills needed to take advantage of R&D being undertaken	Develop linkages between industry, government, innovators and education providers.
2	Develop an Industry 4.0 Strategy in key sectors	Empower sectors to embrace Industry 4.0 with a focused strategy. This would include establishing a "coalition of the willing" to develop common goal, accessing the right data and agreeing on innovative solutions in a sector specific manner	Agree the concept, gather stakeholders and test the concept, bring to the Regional Jobs Committee
3	Form a dynamic partnership	To overcome the current silos where good work is happening, but in isolation, this solution seeks to develop a dynamic partnership that: collates a pipeline of regional opportunities, has access to a range of learning and experts.	Map the landscape, identify who should participate, develop an organising structure.
4	Utilising industry experts to rapidly scale and deliver new and emerging tech	Bring together education partners, applicable companies, OEMs, technology vendors and regulatory bodies to quickly build the skills required for emerging technology. This will include an industry experienced workforce to deliver training and exploration of new models including experienced industry workers delivering training for / within RTOs while remaining employed by their company.	Bring together partners, identify priority emerging skills/technologies, develop pathways for experienced trainers from industry to training.

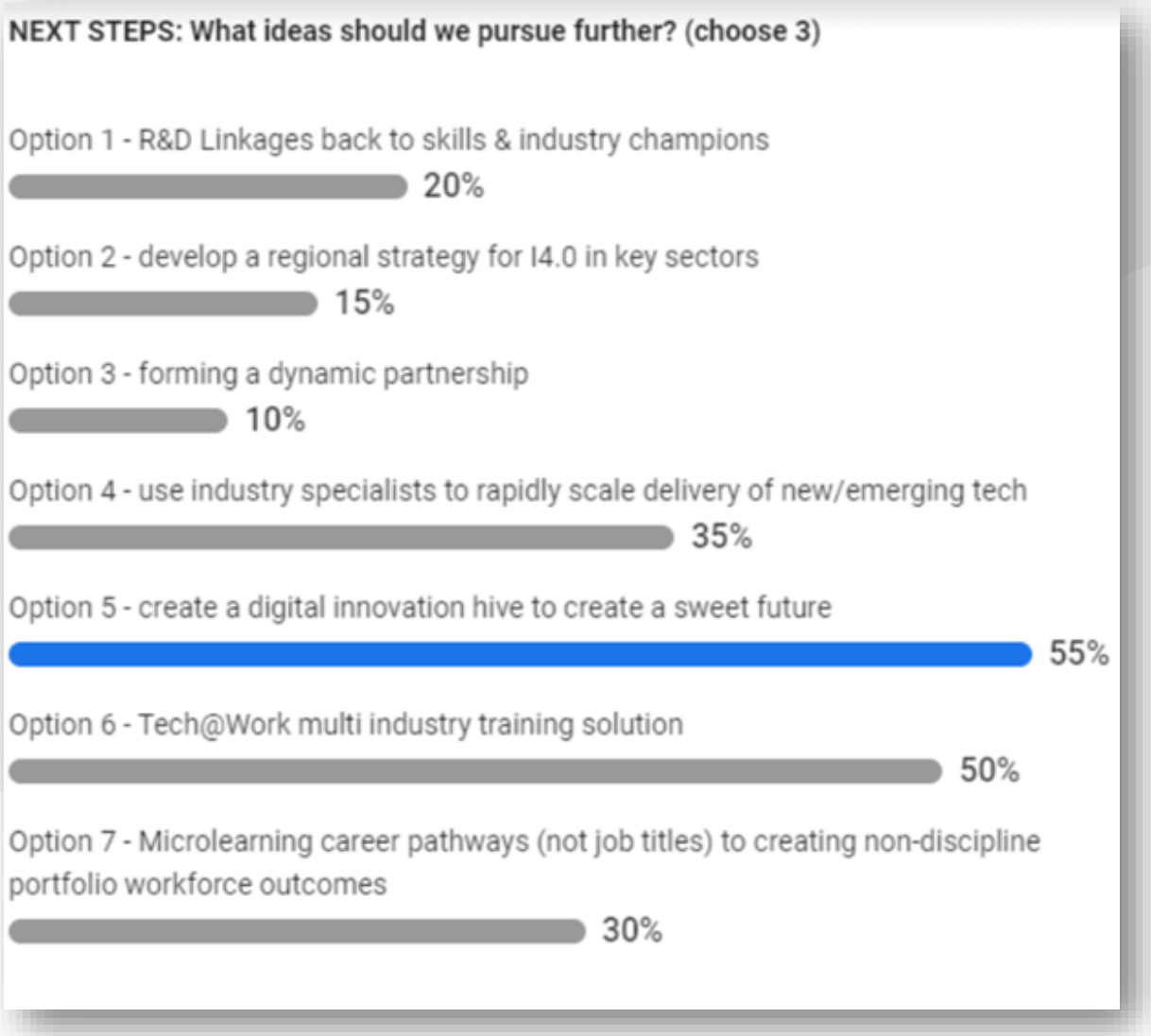
5	Create a Greater Whitsunday Digital Innovation Hive	Develop and environment for individuals to thrive in a changing world by establishing the GWDIH. The Hive will develop the skills required for future technologies and in doing so attract people, startups, and investment to the region. The hive concept is likely to be a physical and virtual environment dedicated to the concept of interdependence and collaboration where all necessary parts are working together to achieve the vision.	A well-articulated vision and plan, value proposition (light touch – just get in and do it) with industry buy in.
6	Tech@Work multi-industry training solution	To retain young talent in the region, this initiative aims to offer a range of opportunities across different priority industries – particularly the four pillars of mining, health, agriculture, and tourism. The program will apply digital technologies in the workplace and have closer links between industry and training so skills can be immediately applied.	Gain feedback on the idea from schools and industry, identify the technologies (and micro-credentials) to focus on.
7	Micro-learning career pathways	This is an innovative, flexible approach to training delivery that focuses on key skills, not job roles, in non-specific disciplines. The training will be place based to increase the relevance to the region but link in with state-wide networks to increase opportunities.	Open discussion on place based to high level response, develop framework and co-design to create a pilot, promote career opportunity pathways.

After each of the seven groups pitched their ideas, everyone in the room had the opportunity to vote for the ideas they wished to see pursued. Using the online tool called Slido, each participant voted for three of the seven options anonymously using their phone.

The following are the results from the poll, and show preferred ideas being:

1. **Create a digital hive to create a sweet future.**
2. **Tech@Work: multi industry training solution**
3. **Use industry specialists to rapidly scale delivery of new/emerging technologies.**

The Hive will develop the skills required for future tech and in doing so attract people, startups and investment to the region.



There are two noticeable themes common across a number of the proposed solutions:

- **The need to get ahead of the emerging skills needs**. A concern in the room was that training is too slow to respond to the skills that are needed to take advantage of innovation and new technologies. Several solutions seek to engage those directly involved in the innovation, or industry participants looking to deploy the new products and technologies, in the upskilling process. Some solutions also saw this as an opportunity for the region both in the retention of local talent, and the attraction of talent to the region.

- **The need to look at different ways of approaching skills**. Related to the above, there was a prevailing view that the formal upskilling system was rigorous but cumbersome and that this impeded the responsiveness to gaining the future skills needed in the region. More than one initiative highlighted increasing industry involvement in delivery or embracing less strict pathways (e.g., non-discipline qualifications, micro-credentials).

The purpose of these recommendations is to help guide the region moving forward to ensure a sustainable future workforce, as this is key to drive economic development in the region.

THE RECOMMENDATIONS WILL HELP GUIDE THE REGION MOVING FORWARD TO ENSURE A SUSTAINABLE FUTURE WORKFORCE

APPENDIX 1: ATTENDEE LIST

Name	Organisation	Role	Industry Type
Gary Warrener	Whitsunday Regional Council	Manager Economic Development	Government
Ry Collins	Bowen Gumlu Growers	General Manager	Industry Body - Ag
Kate Williams	Hastings Deering	Capability Lead	METS
Leticia Grigorieff	Jobs Queensland	Director, Workforce Planning and Development	Government
Patricia Fidow	Department of Education, Skills and Employment	Strategic Engagement, Youth Programs and Industry Engagement	Government
Melissa Joyce	James Cook University - Townsville	Research Officer, Centre for Sustainable Tropical Fisheries and Aquaculture | College of Science and Engineering	Education
Elaine Wightman	University of Queensland - Sustainable Minerals Institute	Transformational Learning Group Lead	Education
Jakes Jacob	Energy Skills Queensland	Industry Workforce Planner	Energy/ICT Industry
Tony Charles	Australian Prawn Farmers Association	Senior Manager	Peak Body - Aquaculture
Julia Wheway	DAF	Queensland Agriculture Workforce Network	Industry Body - Ag
Peter Albertson	DAF	QAWN Officer for the Central Region	Industry Body - Ag
Rod Morris	Queensland Farmers Federation	Industry Skills Advisor for Primary Industries - Queensland	Industry Body - Ag
Rob Cocco	RDA GW	CEO	Peak Body
Tegan McBride	Split Spaces	Manager	Misc
Janine Gurney	Komatsu Australia	General Manager - Capability & Training	Mining
Kathleen Cush	BHP	Principal Asset Integration	Mining
Tim Roberts	Komatsu	Technology Solutions Trainer	METS
Troy Mundy	2Censor	Business Development Manager	METS
Peter Beradi	Department of State Development, Infrastructure, Local Government and Planning	Senior Economic Officer	Government
Deb Allan	Department of Regional Development, Manufacturing and Water	Manager Mackay Manufacturing Hub	Government
Steve Hall	CQUniversity	Dean - School of Engineering & Technology	Education
Taryn Hughes	Tafe QLD	Queensland Future Skills Partnership Program Manager	Education

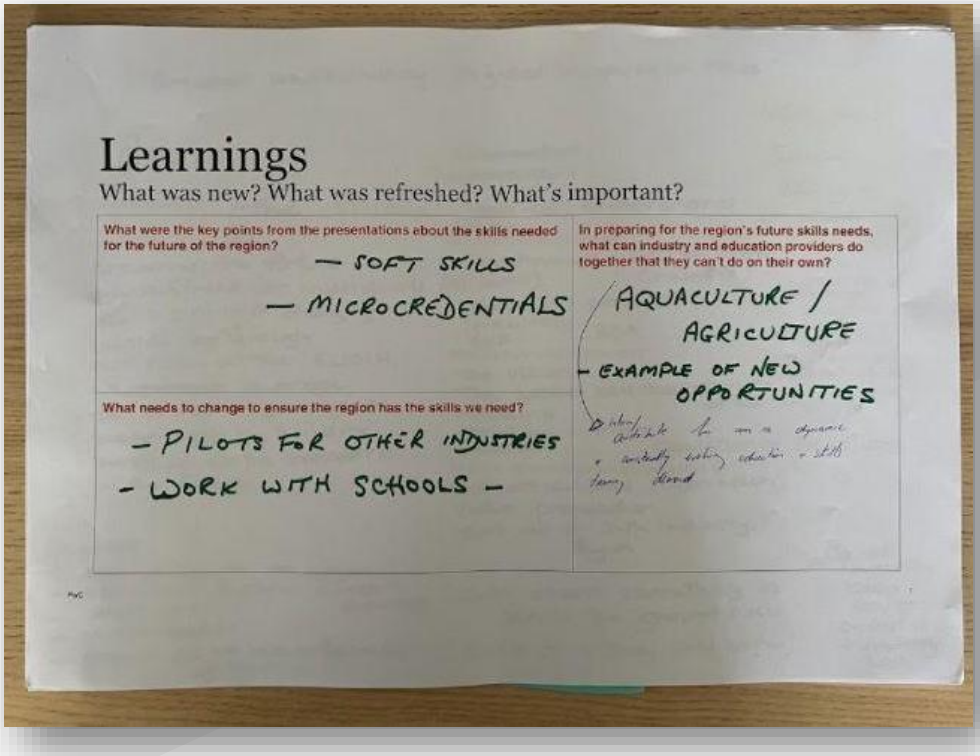
Natalie Link	Tafe QLD	Back to Work Training Officer	Education
Mohsen Yahyaei	University of Queensland - Sustainable Minerals Institute	Program Leader - Future Autonomous Systems and Technologies (FAST), Group Leader- Advanced Process Prediction and Control (APPCo)	Education
Dean Kirkwood	Resource Industry Network	General Manager	Industry Body - METS
Maree Merrett	BHP	Principal HR Business Partner	Mining
Renette Viljoen	CQUniversity	Research and Education Officer	Education
Laura Langan	BHP	Apprenticeships, Operations Services	Mining
Peter Heilbuth	CQU Tafe	Deputy VP, VET Operations and Growth	Education
Robert Petherbridge	Tafe QLD	Executive Director	Education
Pierre Viljoen	CQUniversity	Associate VP (North Queensland and Hinterland) & Research Chair (Automation and Future Work Skills)	Education
Tim Rawlings	PricewaterhouseCoopers (PwC)	Director, PwC's Skills for Australia	
Kylie Porter	GW3	CEO	Peak Body
Sherry Smith	GW3	Project Coordinator - Innovation/Future of Work	Peak Body
Cindy Baker	GW3	Grants Officer	Peak Body
Tonia Wilson	GW3	Manager Projects and Developments	Peak Body
Jarrah Steen	GW3	Project Coordinator	Peak Body

APPENDIX 2: DETAILED SUMMARY OF WORKSHOP OUTCOMES

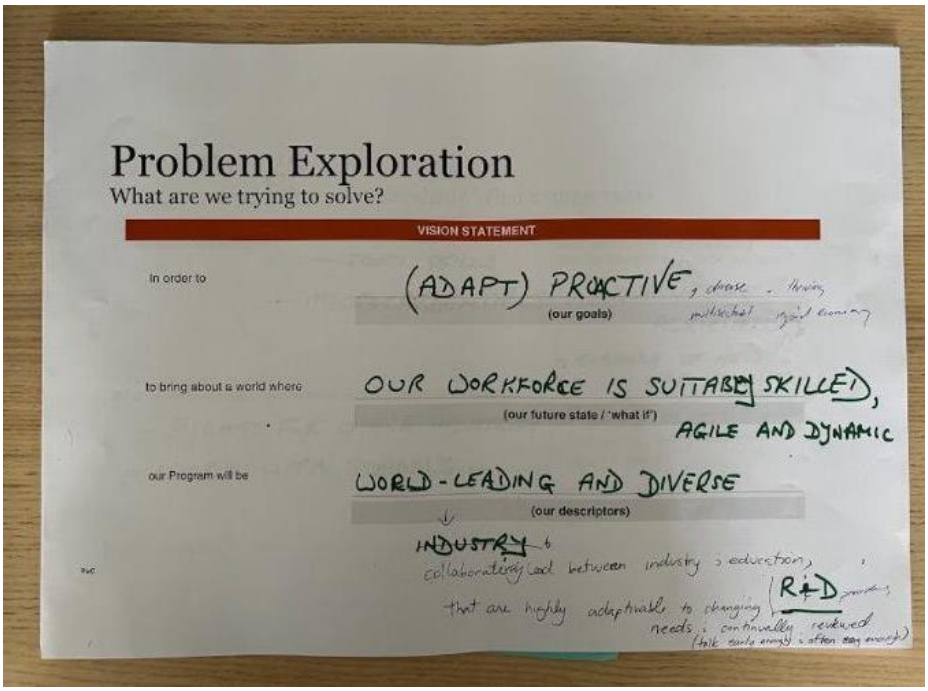
In this section, a detailed summary of the workshop outcomes for each of the groups is presented. The structure of this section is organised in a way that there is a clear view of how each group made progress as they moved forward in the completion of the four activities from the workshop. Images of the templates used during the workshop activity discussions are presented as the images were key artefacts used to develop the report. These are the raw materials and along with the presentations and other discussions have been consolidated in the table on page 17.

GROUP 1

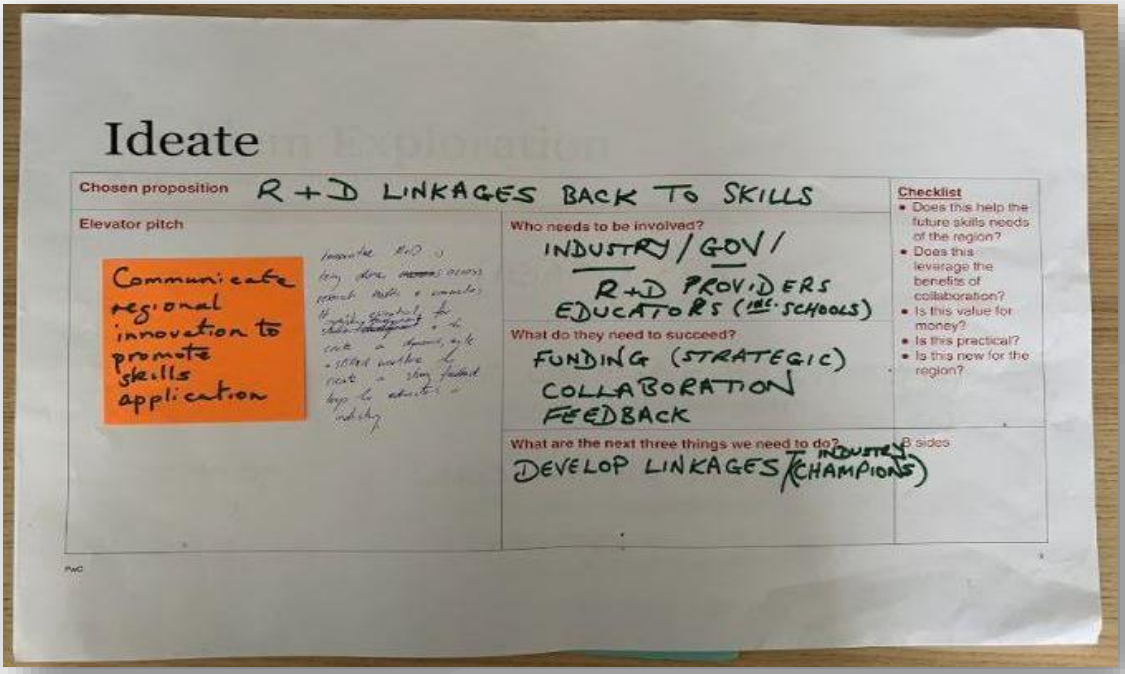
Activity 1 – Learnings



Activity 2 - Problem Exploration



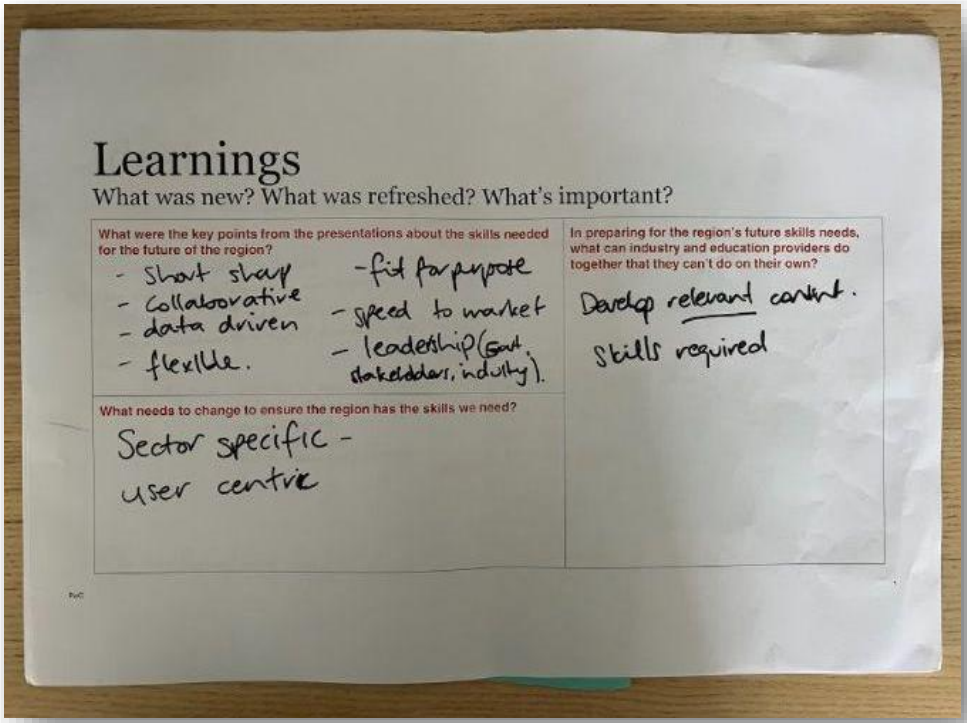
Activity 3 - Ideate



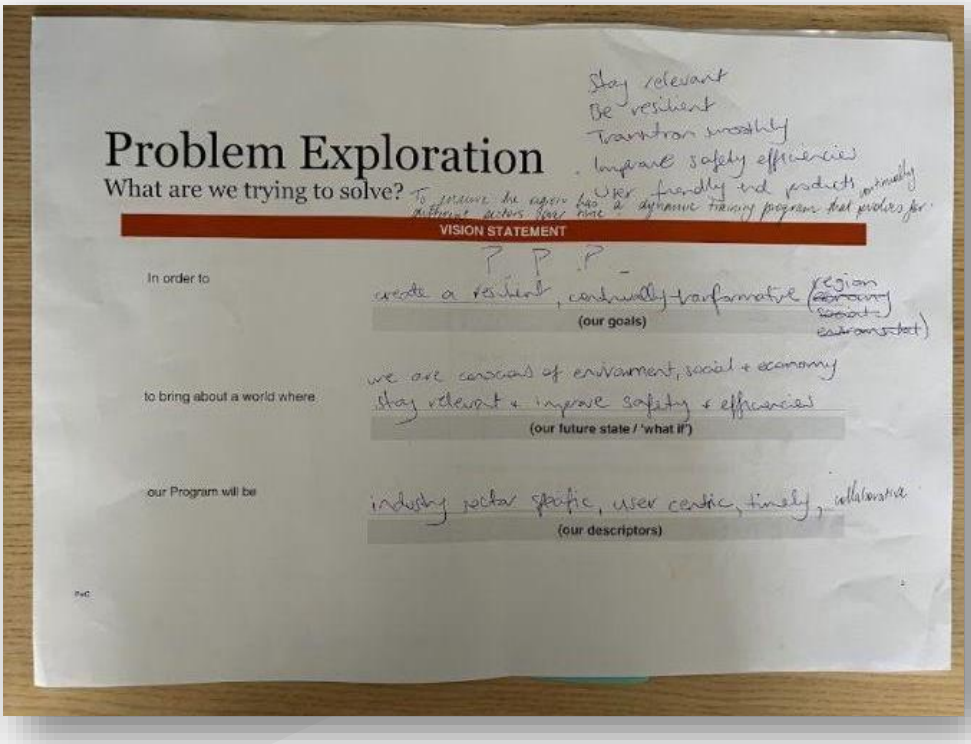
Activity 4 - Pitch

GROUP 2

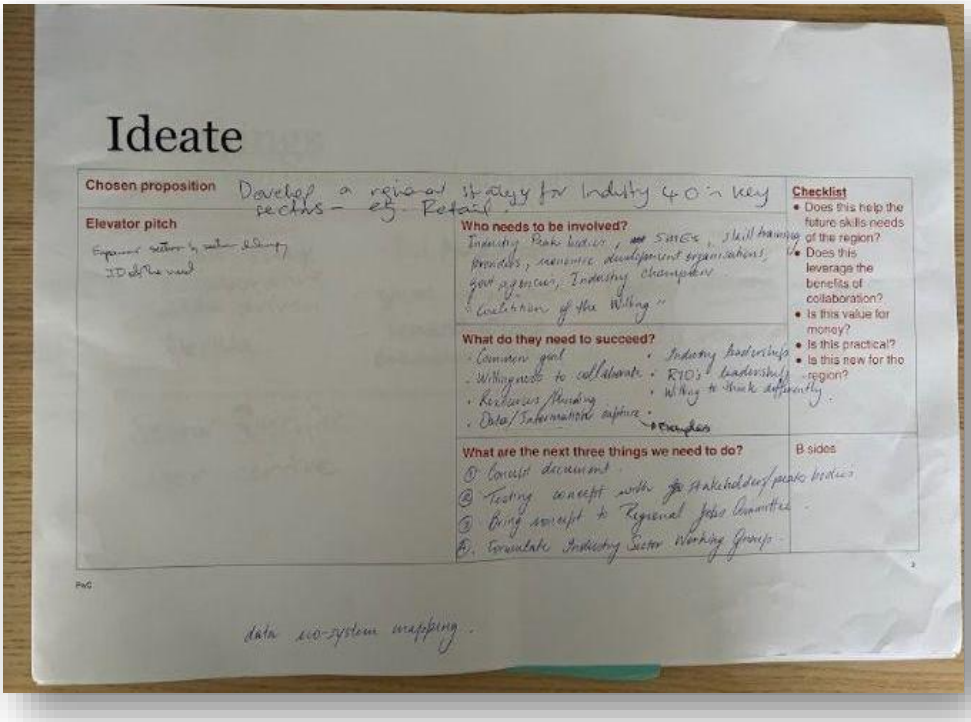
Activity 1 - Learnings



Activity 2 - Problem Exploration



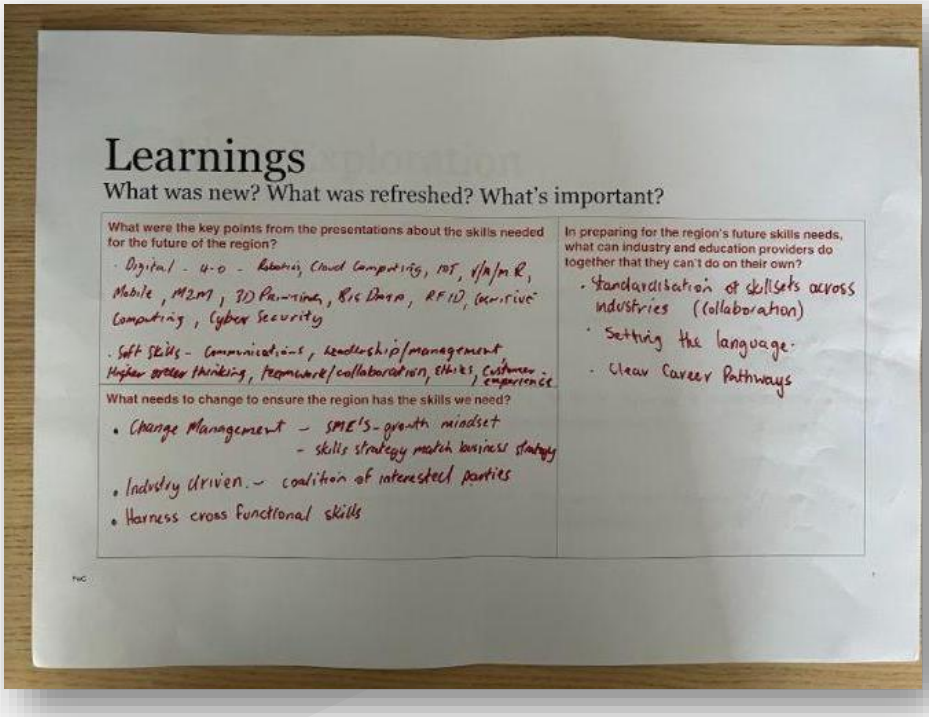
Activity 3 – Ideate



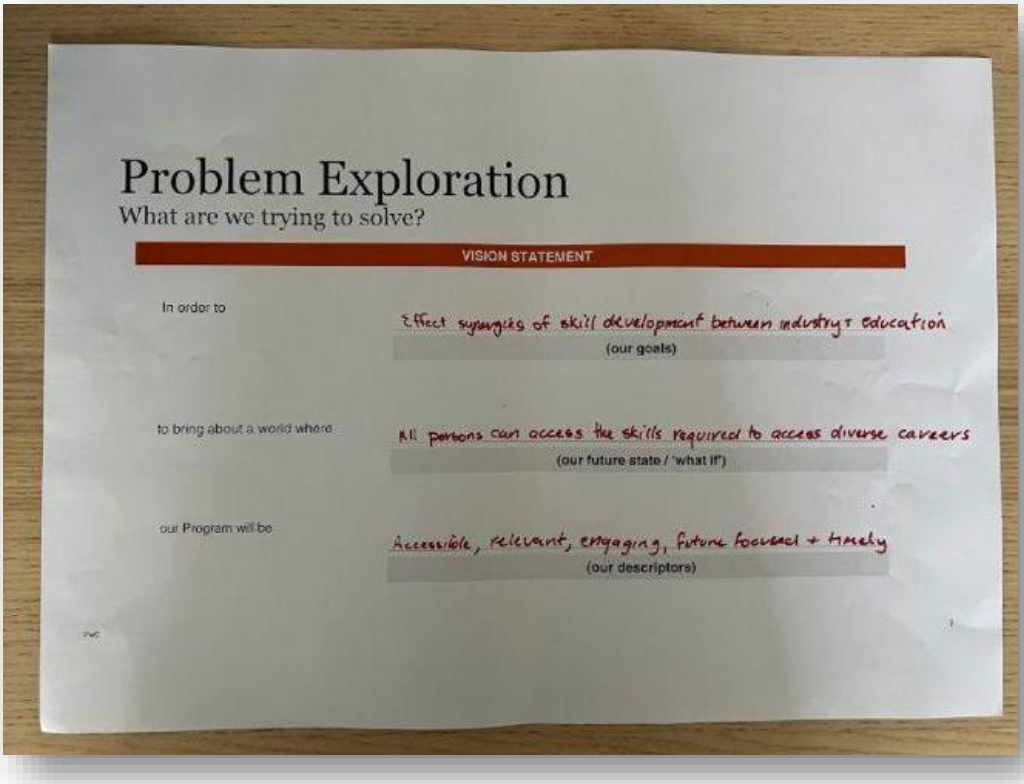
Activity 4 – Pitch

GROUP 3

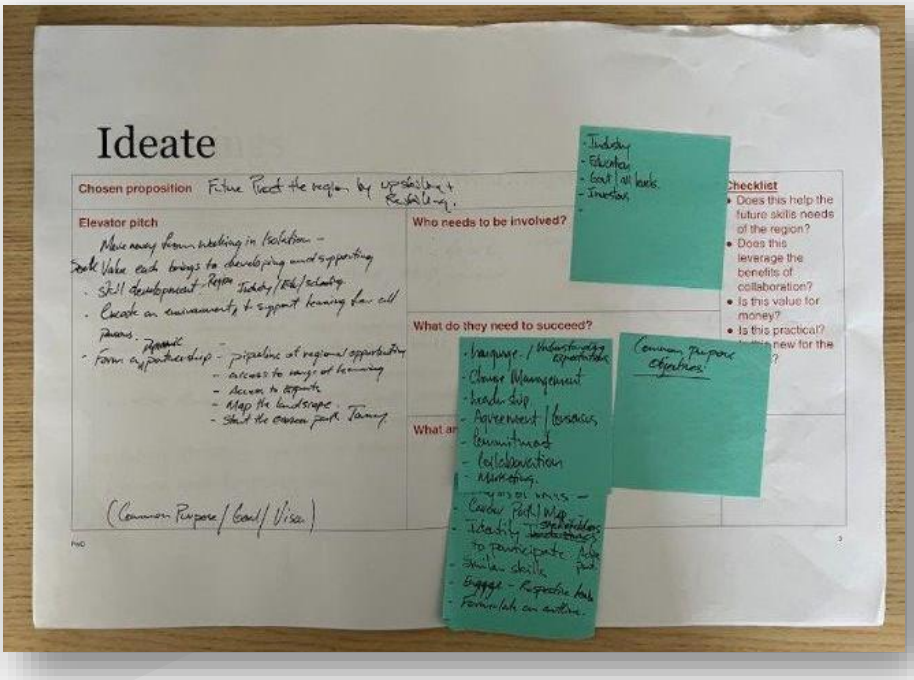
Activity 1 – Learnings



Activity 2 - Problem Exploration



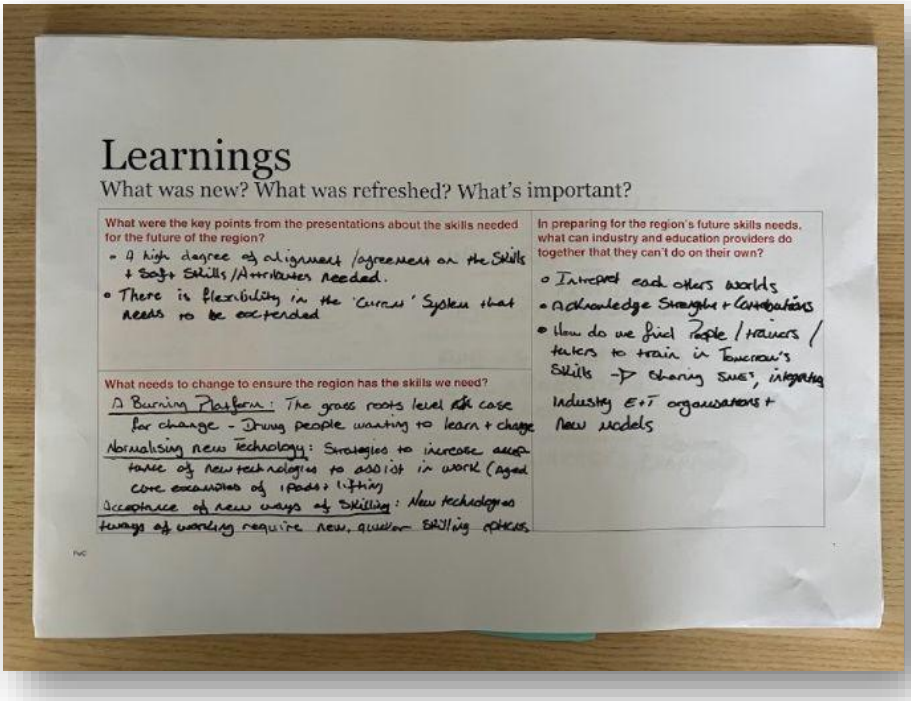
Activity 3 - Ideate



Activity 4 - Pitch

GROUP 4

Activity 1 Learnings



Learnings

What was new? What was refreshed? What's important?

What were the key points from the presentations about the skills needed for the future of the region?

- A high degree of alignment /agreement on the Skills + Soft Skills /Attributes needed.
- There is flexibility in the 'Curric' System that needs to be exercised

What needs to change to ensure the region has the skills we need?

A Burning Platform: The grass roots level ask case for change - Drive people wanting to learn + change

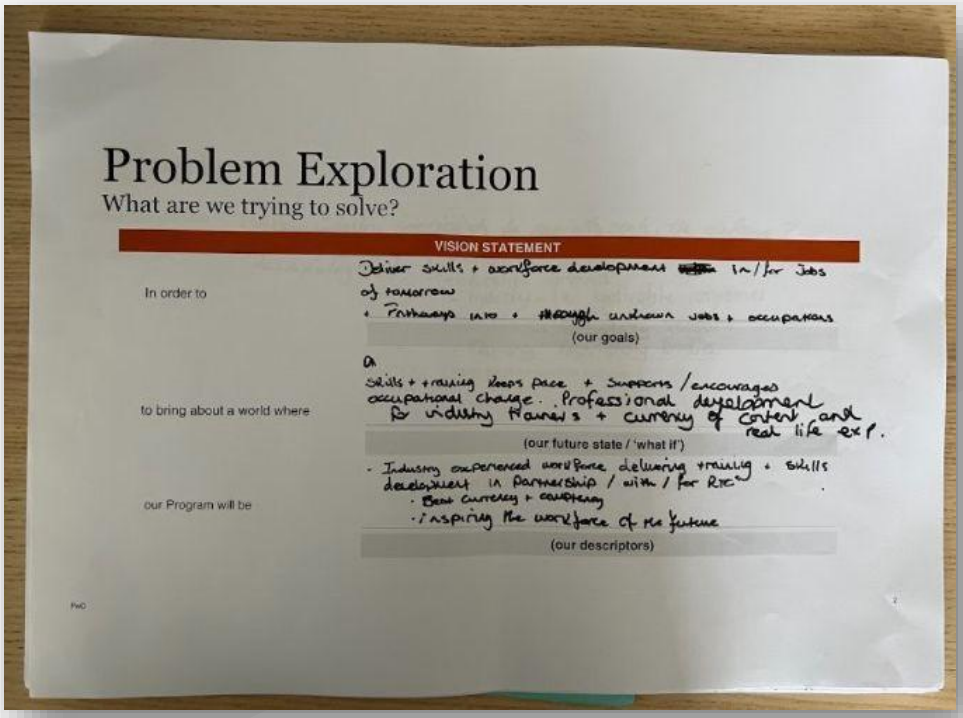
Normalising new Technology: Strategies to increase acceptance of new technologies to assist in work (Aged care examples of iPads + lifting)

Acceptance of new ways of Skilling: New technologies + ways of working require new, quicker Skilling options

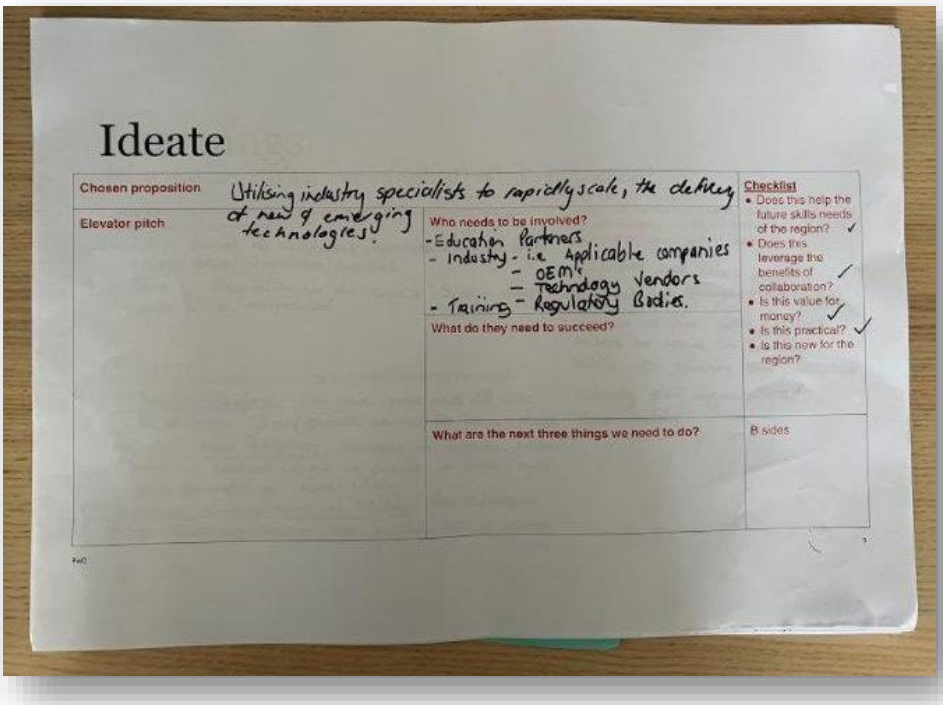
In preparing for the region's future skills needs, what can industry and education providers do together that they can't do on their own?

- Interpret each others worlds
- Acknowledge Strengths + Contributions
- How do we find People / trainers / teachers to train in Tomorrow's Skills → Sharing SME's, integrating Industry E+T organisations + New models

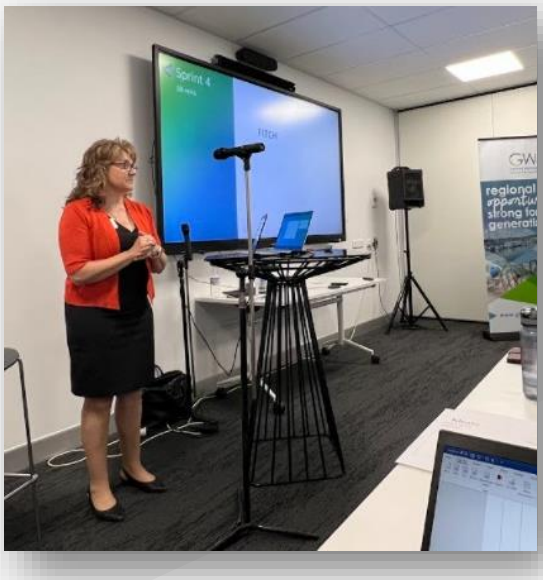
Activity 2 - Problem Exploration



Activity 3 – Ideate

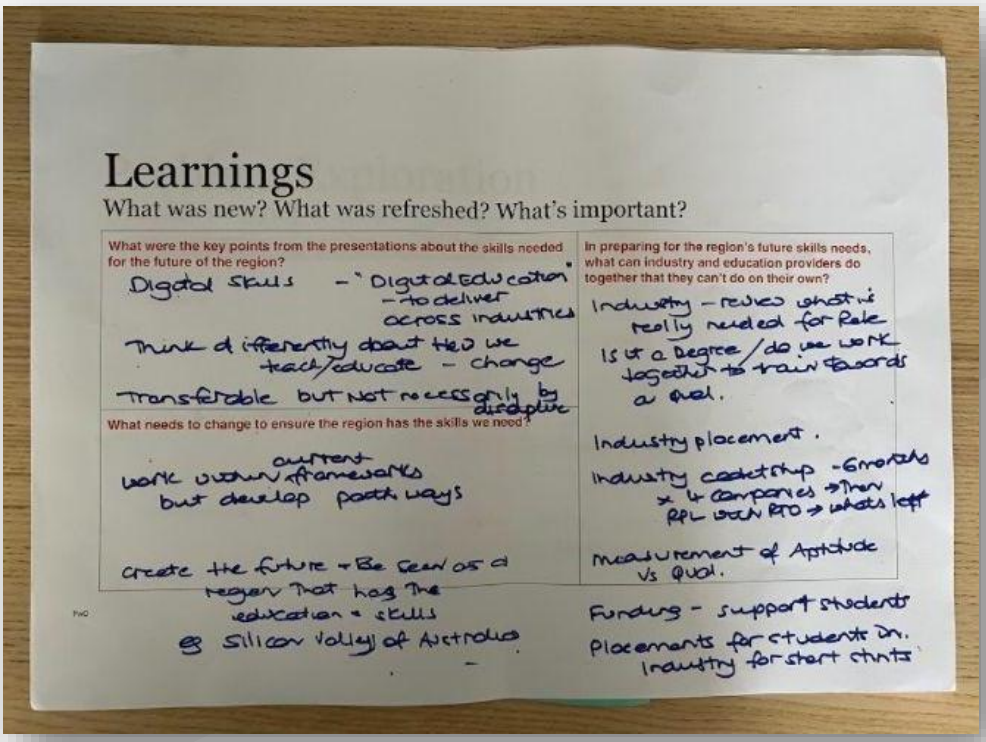


Activity 4 – Pitch



GROUP 5

Activity 1 - Learnings



Learnings

What was new? What was refreshed? What's important?

What were the key points from the presentations about the skills needed for the future of the region?

Digital Skills – "Digital Education" – to deliver across industries

Think differently about how we teach/educate – change

Transferable but not necessarily by discipline

What needs to change to ensure the region has the skills we need?

work within current frameworks but develop pathways

create the future – Be seen as a region that has the education + skills eg Silicon Valley of Australia

In preparing for the region's future skills needs, what can industry and education providers do together that they can't do on their own?

Industry – review what is really needed for Role

Is it a Degree / do we work together to train towards a qual.

Industry placement.

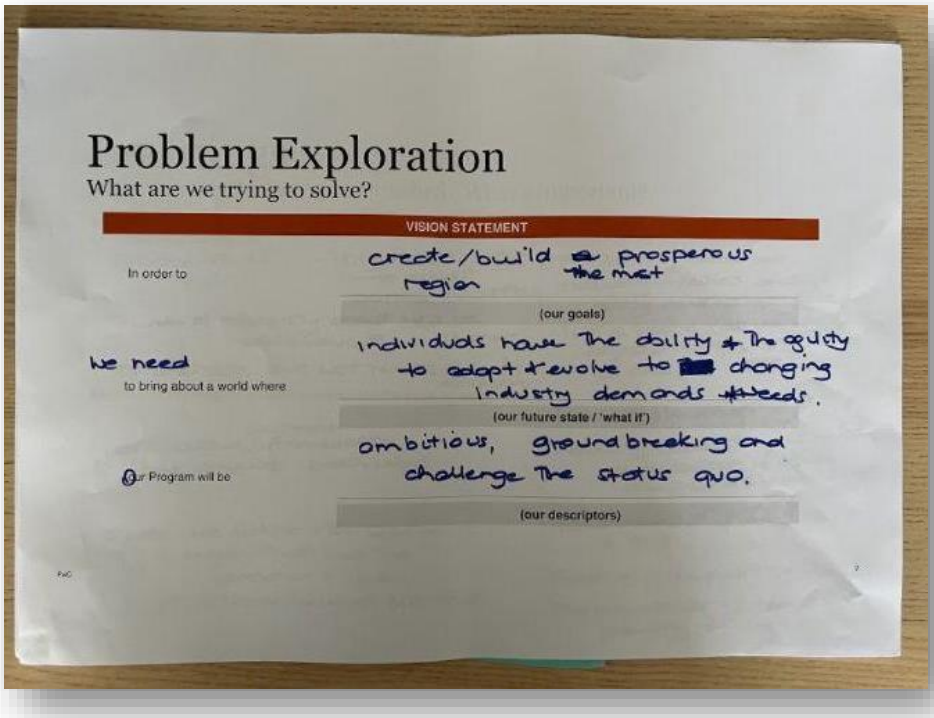
Industry cadetship - Grads + companies → Then PPL work RTO → what's left

Measurement of Aptitude Vs Qual.

Funding - support students

Placements for students in. Industry for start ups

Activity 2 - Problem Exploration



Problem Exploration

What are we trying to solve?

VISION STATEMENT

In order to — create/build a prosperous region the most

(our goals)

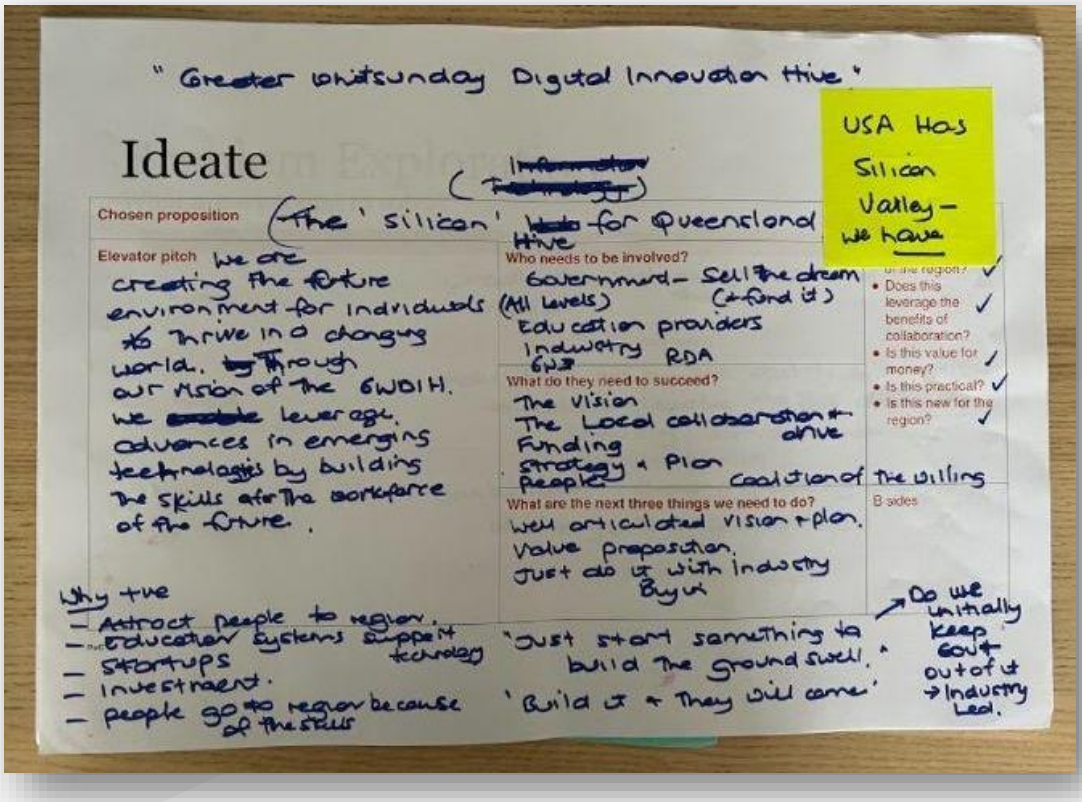
We need to bring about a world where — individuals have the ability + the agility to adapt + evolve to [redacted] changing industry demands + needs.

(our future state / 'what if')

Our Program will be — ambitious, ground breaking and challenge the status quo.

(our descriptors)

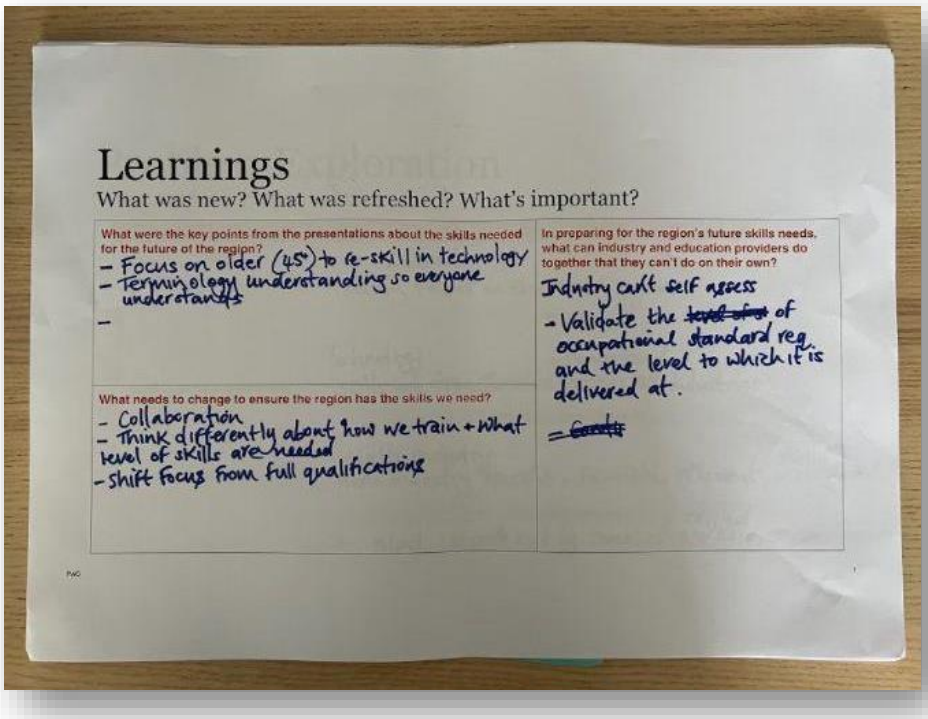
Activity 3 - Ideate



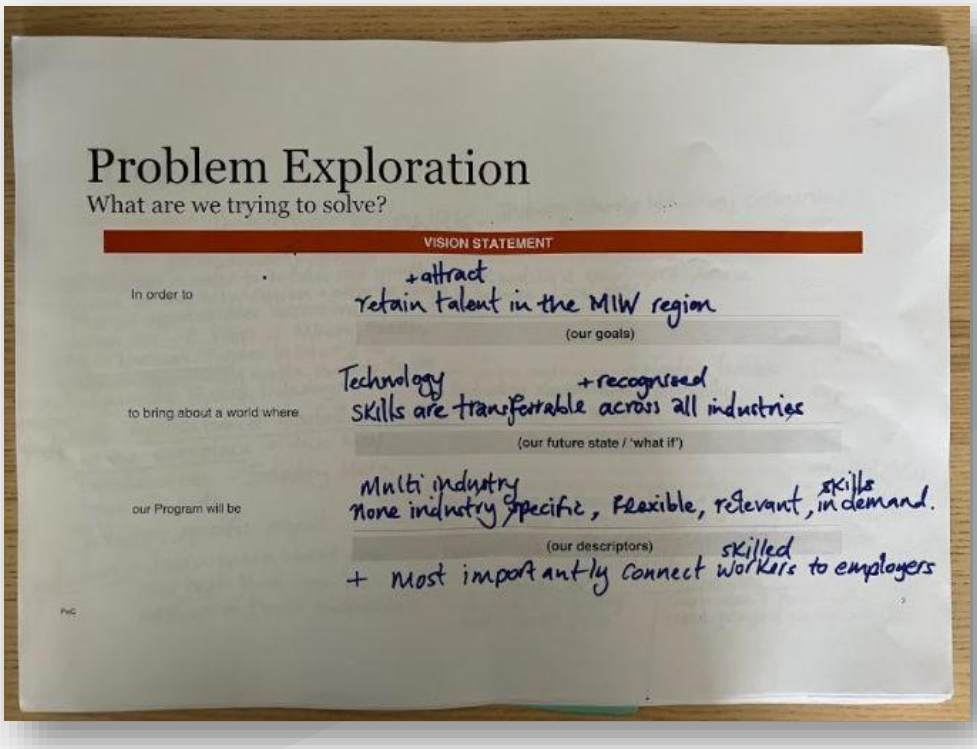
Activity 4 - Pitch

GROUP 6

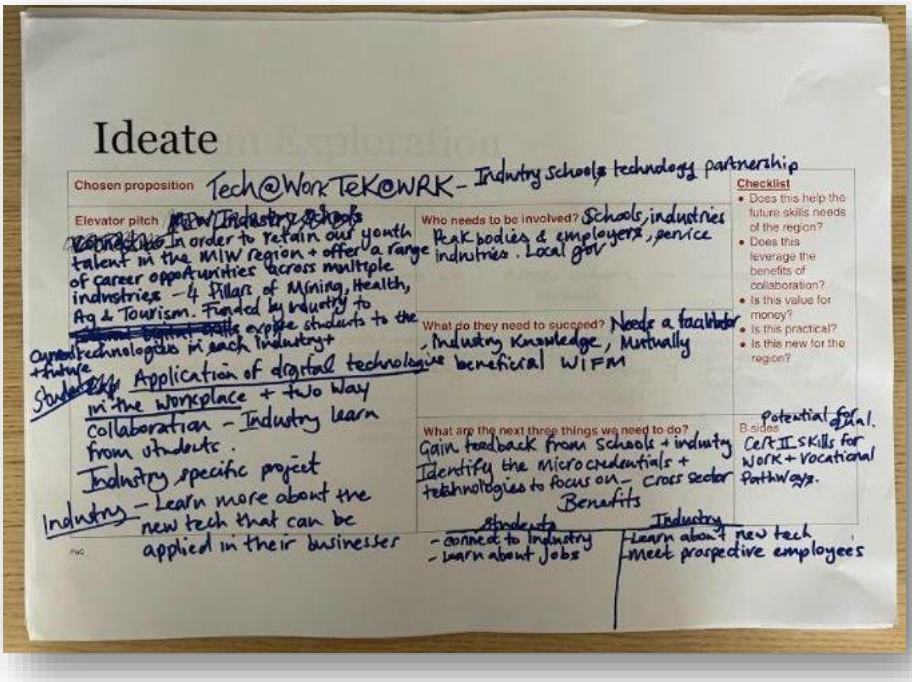
Activity 1 – Learnings



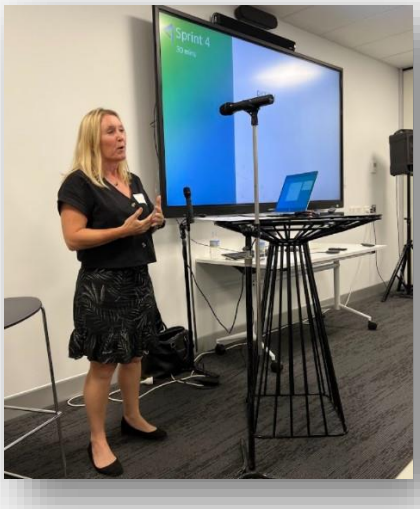
Activity 2 - Problem Exploration



Activity 3 – Ideate

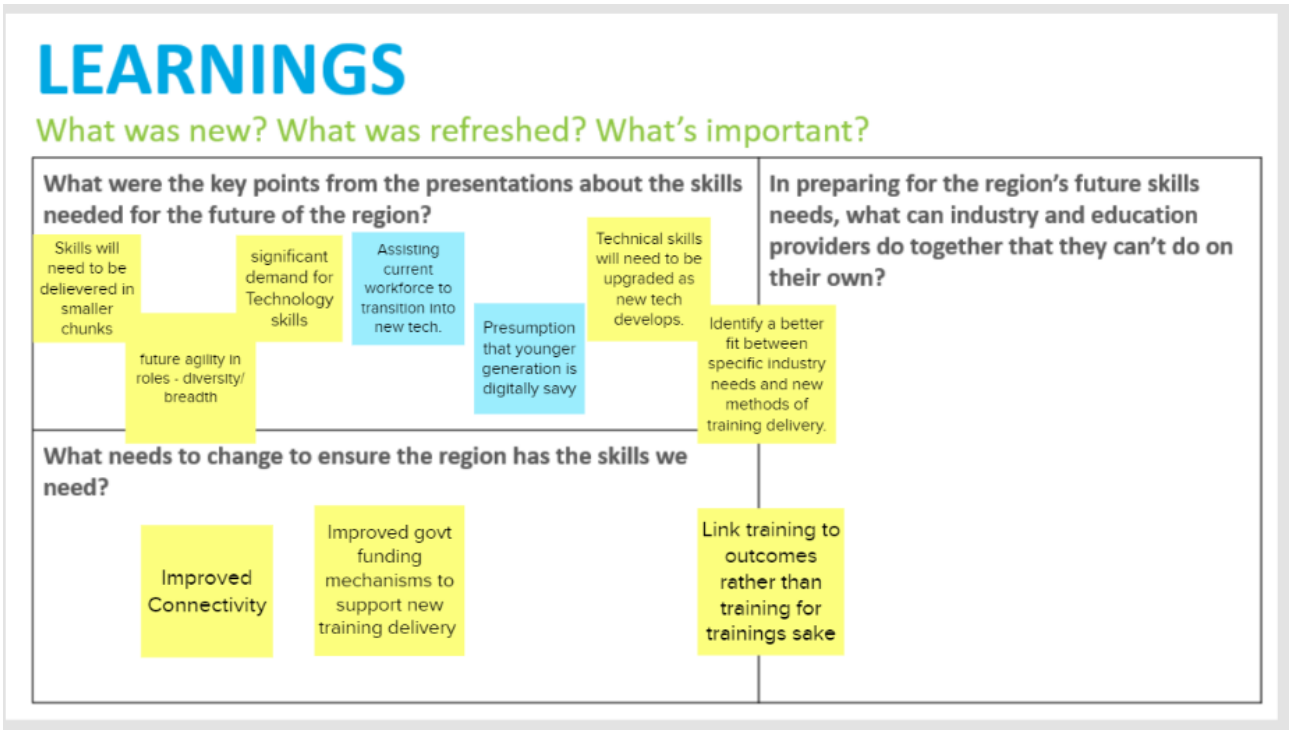


Activity 4 - Pitch

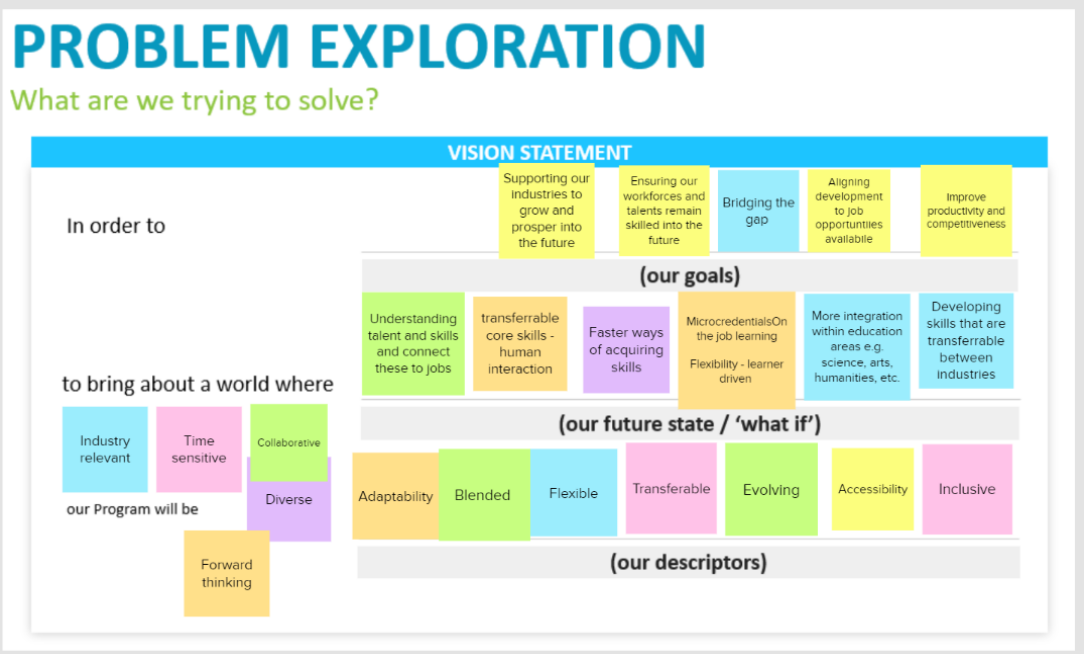


GROUP 7 - Online

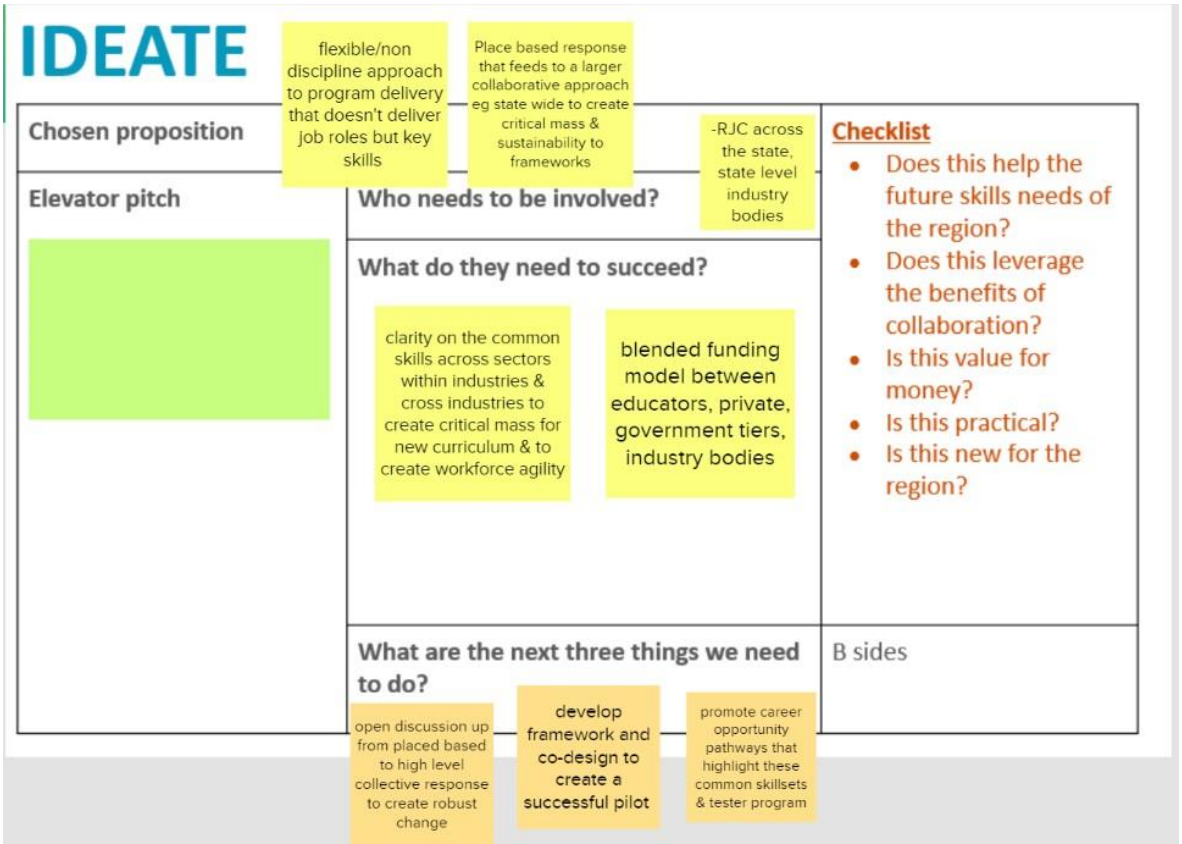
Activity 1 - Learnings



Activity 2 - Problem Exploration



Activity 3 - Ideate



07 4845 8222
admin@gw3.com.au

PO Box 1076 Mackay Qld 4740
L1, 224 Victoria Street Mackay Qld 4740

www.gw3.com.au

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