

2018-19

THINK. DIGITAL

Bi-Annual Operating Plan

**National Association of
Agricultural Educators**

Growing the next generation in Agriculture



Table of Contents

President’s Introduction	1
Organisation Values Mission and Objectives	3
Recommendations from the 2016-2017 Executive	4
Critical Project 1 – Corporate Governance.....	5
Critical Project 2 – Improvement in opportunities for national curriculum via the refinement of a nationally accepted framework6	
Critical Project 3 – Development of a nationally based teacher training and mentoring strategy	7
Critical Project 4 – Bi-annual national Conference.....	8
Executive	9
PRESIDENT	9
VICE PRESIDENT	9
SECRETARY	9
TREASURER	9
NSW PRESIDENT	9
QLD PRESIDENT	9
SA PRESIDENT	9
WA PRESIDENT (IMMEDIATE PAST PRESIDENT)	9
VICTORIA PRESIDENT	10
TASMANIA PRESIDENT	10
COMMUNICATIONS AND MARKETING OFFICER	10
MEETING SCHEDULE.....	10

National Association of Agricultural Educators

BI-ANNUAL OPERATING PLAN 2018

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President's Introduction



Agricultural Education in Australia is so fortunate in comparison to other subject areas, in that we get to so heavily integrate and work with the industry that we generate graduates for.

Simon Sinek's 'Golden Circle' encourages organisations and individuals to explore their "Why", and often individuals feel isolated or excluded because they either prioritise the "What" and the "How", and fail to clearly identify and shape their personal or "nested why" as a part of a bigger picture or overall organisational strategy.

Simon Covey, encourages success through "Beginning with the end in mind", encouraging essentially the same message of clearly identifying our core values and growing with clear purpose from there.

Organisations with limited financial opportunities and small workforces can only succeed by facilitating leadership, as opposed to the delivery of services and resources, simply due to limited resources.

The incoming executive has the ability to assist 'coal face' educators in developing their own programs by working with state associations and using the principle of 'many hands make light work'.



Simply, **if you are doing something for your school, how can that benefit the students within the rest of your region, state or nation?** The good work of TAEN and QATA around investigating how NAAE and AgEd in the US is a perfect demonstration as to how this works and we take this opportunity to thank of friends in the US for their willingness to work with Australia in this way.

We have the capacity through identifying and exploiting common elements to gain significant momentum and strength as an educational sector.

Through the effective sharing of frameworks, resources and networks as a part of your national and state associations, we have the capacity to achieve much as a group as opposed to the person on the ground having to do all in isolation. However, with this, we all know as

educators, we are busy people, and need to be effective in what we do and therefore an approach of refinement and structure is essential.

I therefore proposed as a part of my discussions with you as colleagues that NAAE work in coordination with states to focus on the following common areas:

1. **Improved corporate governance and organisational capacity** via the establishment and distribution of administrative resources and procedures, including association handbooks, role descriptions, record keeping policies and resources, as well as clarification of stakeholder roles and interaction (including improved interaction with PIEFA, industry and Government) as well as attracting new members.
2. **Improvement in curriculum via the adoption of a National Agricultural Education Framework**, which can be used to influence progressive curriculum development and refinement.
3. **Development of mentoring, professional development and leadership networks** and programs, including the sustainable partnership with universities in both content and pedagogy related to agricultural education, as well as the development of leadership capacity in our youth stakeholders.
4. **National Conference** strengthening and planning to ensure members receive the highest possible quality national biannual conference.

I am so proud of the quality of agricultural education in Australia, and I would like to acknowledge the work and passion of our immediate Past President, Alysia Kepert, and our previous executive for their work in the last term for NAAE and our proud sector of education.

By all chipping in and most importantly sharing what we do, we have the capacity to achieve great things for both our students and our society and industry stakeholders over the next two years.

Hardy Manser, President NAAE

Organisational Values, Mission and Objectives



The objects for which the Association is established are:

1. to provide leadership at a national level in the promotion and development of agricultural education,
2. to join together in an association all persons having an interest in agricultural education,
3. to provide a national forum for the discussion of, and exchange of information relevant to the teaching of agriculture and related studies, and
4. to engage in activities aimed at assisting the development agricultural education.

Recommendations from the 2016–2017 Executive

Continuity is so important in small organisations such as ours, and it is important to recognise and continue the work of previous terms as well as provide foundations for future directions.

The 2016–2017 executive team made the following recommendations:

- Clarify the role of the NAAE-vision and committee roles..
- Finalise the review of the constitution
- Develop a process to recognise life members.
- Develop an archive of NAAE history and improve record keeping.
- Establish a host state conference start-up fund for initial expenses (loan basis).
- Establish a contingency fund for conferences for minor unexpected situations not covered by insurance.
- Enhance communications directly with members using the Facebook page, State Associations and PIEFA web page and Primezone newsletter.
- Increase NAAE membership fees from \$5 to \$10 per annum.
- Establish a regular NAAE Executive meeting schedule.
- PIEFA update each NAAE Executive meeting.
- Develop a mentoring program for new agriculture teachers.
- Communicate nationwide teaching vacancies with members through Facebook.
- Continue to work with stakeholders to advise and collaborate on the priorities for agricultural education.

Critical Project I – Corporate Governance

SITUATION

Following a significant period of uncertainty around due process, structure and roles, the development of resources to clarify and familiarise members and executive around association processes is critical to the association’s ongoing functionality and relevance. The constitution is in need of review and is an ongoing project to be resolved during this term.

There has also been discussion by affiliated associations and industry as to who should constitute a full voting member given the nature of NAAE’s objectives.

Task	Timeline	Resources and responsibility
AGM Script	June 2018	President, Legal
Association Handbook	August 2018	President, Secretary, Communications and Marketing
Review of membership structure	Ongoing	Executive, Members, Surveymonkey vote
Constitutional review	End 2018	Executive, Dr Amy Cosby
Improved communication with stakeholders through the development of an industry contact database and regular engagement with PIEFA	End 2018	President, Communications and Marketing, Secretary

Critical Project 2 – Improvement in opportunities for a national curriculum via the refinement of a nationally-accepted framework

SITUATION

Following the good work of Queensland and Tasmania in reviewing the educational framework adopted by NAAE in the US, and recent workshops at Australian conferences, a way to unify the expectation for agricultural education in Australia is required.

It is hoped that by unifying the framework and generalist core concept statements, that a solid common framework may be developed so as to build and refine future national and state-based curricula.

Task	Timeline	Resources and responsibility
Development of a national framework based upon the recently-released Tasmanian framework	End 2018	Lead association: TAEN NAAE marketing and communications
Survey of stakeholders as to what they feel are essential content statements for senior agricultural subjects in Australia	End 2018	Stakeholders External partners such as PIEFA, industry, Government TAEN
Draft strategy for the incorporation of Youth Leadership Training in Australia	End 2018	TAEN, US colleagues

RELEVANT OBJECTIVES: 1,3,4

Critical Project 3 – Development of a nationally-based teacher training and mentoring strategy

SITUATION

With significant increases in food and fibre education across many Australian states, anecdotal shortages of qualified and experienced educators in agriculture, and shifts in workforce demographics, it is a significant priority for a number of Australian educational jurisdictions.

Task	Timeline	Resources and responsibility
Audit of pre-service teacher training in Australia	Apr 2018	State organisations, Amy Cosby, President
Pilot handbook or training package for early-career teachers	Jan 2019	State Associations
Provision of an annual state-based content workshop	Ongoing	State associations
Development of a business case for the establishment of a tertiary agriculture education postgraduate program	End 2018	Executive, university representatives, Stakeholder support

RELEVANT OBJECTIVES: All

Critical Project 4 – Bi-annual national conference

SITUATION

The next conference is to be held in NSW under the management of the NSWATA conference management team.

Task	Timeline	Resources and responsibility
Save the date	Mid 2018	Organising committee
Review of previous conference feedback	Mid 2018	Organising committee
Establishment of program	Mid 2019	Organising committee
PD accreditation	Mid 2019	Organising Committee
Insurance confirmation	Mid 2019	Organising committee

RELEVANT OBJECTIVES: All

Executive

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NEWSLETTER<http://www.piefa.edu.au/piefa-newsletter.html>

MEETING SCHEDULE

TERM 1 2018	5pm AEST, Saturday 3 rd Mar 2018
TERM 2 2018	5pm AEST, Friday 8 th June 2018
TERM 3 2018	5pm AEST, Saturday 18 th August 2018
TERM 4 2018	5pm AEST, Friday 23 rd November 2018
TERM 1 2019	5pm AEST, Saturday 9 th Mar 2019
TERM 2 2019	5pm AEST, Friday 7 th June 2019
TERM 3 2019	5pm AEST, Saturday 17 th August 2019
TERM 4 2019	5pm AEST, Friday 22 nd November 2019
BGM	Jan 2020 at National conference

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