

WE KNOW

HEALTH & SAFETY

TRAINING & SUPERVISION

QUICK GUIDE

WHAT THE ACT SAYS

Every employer shall take all practicable steps to ensure that every employee who does work of any kind, or uses plant of any kind, or deals with a substance of any kind, in a place of work either:

- has
- or is so supervised, by a person who has

such knowledge and experience of similar places, and work, plant, or substances of that kind, as to ensure that the employee's doing the work, using the plant, or dealing with the substance, is not likely to cause harm to the employee or other people. This includes the use of protective clothing and equipment that the employee is or may be required to use or handle.

WHAT IS NEEDED AT YOUR WORKPLACE

An organisation's training programme should be documented and must include training for new and transferred employees. Factors to be included in that training are:

- Health and Safety Induction
- Specific workplace hazards and controls
- Information about all relevant potential emergency procedures
- Assessments (including a practical component) in relation to the type of work they are to carry out
- Supervision arrangements where employees lack knowledge and experience
- A criteria set for the competency requirements of those selected to supervise and train
- Training in the safe use of plant and equipment and on the job tasks

HOW TO TEACH A TASK

Step One: Explain the process

- Talk the student through each step required to complete the task or skill. Remember to highlight the key points and other tips that will help the student achieve the learning objective. Explain the importance of each step.
- Ensure that your explanation is given in the order that they complete the task and relates to the application of the skill on the job.
- Make sure you give your explanation and instructions clearly, slowly and completely.

Step Two: Show them how to do it

- At a pace that will give the student time to follow the demonstration, work your way through the task. Of course, machinery and the nature of the task, will dictate how quickly this will happen.
- You can combine the demonstration with further explanation and questioning to help consolidate the learning.

Step Three: Provide practise

- Check the student for readiness to do the task.
- Using questioning skill, ascertain understanding, continue with guided practise and clear explanation until the student demonstrates competency to the level required in your performance objective.

Step Four: Review their progress

- Continue to observe the student practising. When you notice that they are achieving at a level close to performance requirements, review the student's progress with them. Let them know what they need to do to meet the training objective.
- Encourage the student to transfer the new skills back to on-the-job as quickly as possible.

HINTS FOR INTRODUCING (INDUCTING) NEW STAFF INTO YOUR WORKPLACE

Introduce (or induct) new staff to your workplace to help them feel comfortable and be safe and more productive.

- Involve key people in the induction – supervisors and other staff.
- Pace the induction so the new staff member doesn't get too much information at once.
- Show (as well as tell) the staff member how to perform work tasks.
- Encourage the staff member to ask questions.
- Consider the language, culture and literacy needs of the staff member.
- Go over things that may seem common sense to you. You can't assume that prior knowledge, training or experience is enough because your workplace, equipment, tools and work practices may be different.
- Ensure that the new staff member is supervised while they perform new tasks, until they demonstrate that they are competent.
- Check that the staff member understands what they have been told or shown.
- Follow up with visits, demonstrations and training sessions as needed throughout the staff member's first year of work.

For further information regarding Health and Safety or for help with developing systems and procedures – or other aspects of Employment Relations – please contact CECC, Helen Mason: e-mail helenm@cecc.org.nz or Steve Cooper: email stevec@cecc.org.nz or phone 03 366 5096.

