

Making everyday inclusion, belonging, and safety visible



A reflection prompt to support trainers, assessors, and managers across a Vocational Education and Training (VET) career in automotive and mining contexts.

Part of the AUSMASA Trainer and Assessor VET Career Framework

Consultation identified that inclusion is most often shaped by everyday decisions, interactions, and responses rather than by formal policies. This guide responds to the DEI themes described in the Wellbeing and Support section of the Guidance Document, by supporting reflection on how systems, norms and behaviours affect who feels able to participate and contribute.

Who the tool is for

Teams, trainers, assessors and those supporting teaching and assessment practice.

When to use the tool

Use this tool to reflect on how inclusion and safety show up in day-to-day practice, particularly where issues may be unspoken, normalised or quietly affecting experience and participation.

How to use the tool

Use one prompt cluster at a time and explore it through discussion or quiet reflection. Focus on patterns, systems and everyday responses. Insights are intended to inform small, practical shifts, not to form formal DEI plans or activities. Not all prompts will be relevant in every context. Use what is helpful and leave the rest. Use this card to choose practical methods that increase learner participation, connect training to real work and keep sessions active. Match the technique to the task, the group and the workplace context.

DEI Reflection prompts

Attraction, entry and belonging

- Who tends to be encouraged to apply for roles here, and who may receive signals that this is not a place for them?
- What messages do job ads, induction processes, or informal conversations send about what is valued or expected?
- When we talk about the "right" or "best" person for a role, what criteria are prioritised, and what may be overlooked?
- Which strengths are consistently recognised and rewarded, and which are treated as risks or gaps?

Gender, power and assimilation

- Who adapts their behaviour to fit dominant norms, and what does that cost over time?
- Who is expected to be resilient, flexible or "cope", rather than supported through change or challenge?
- What behaviours are rewarded or amplified, and which ones gradually disappear?

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First Nations representation, safety and progression

- Where are First Nations trainers and assessors visible, and where are they absent?
- What signals do First Nations staff receive about whether it is safe to speak up?
- How are cultural obligations, ways of knowing or communication styles understood, or misunderstood in everyday practice?
- Who carries cultural knowledge or cultural labour, and how is that work recognised and supported?

Neurodiversity, disclosure and difference

- Who appears to thrive under current systems, and who may be coping quietly?
- Which processes rely on unspoken rules, speed or constant switching of attention?
- What supports require disclosure, and what supports are available without it?
- How safe does it feel to ask for adjustments without being labelled as difficult or incapable?

Voice, safety and everyday responses

- What typically happens when someone raises a concern, asks a question or makes a mistake?
- How consistent are responses across people, teams and locations?
- What do people learn from how leaders respond under pressure?
- Where might silence be misread as confidence, agreement or capability?

Workload, flexibility and access to support

- Who tends to be encouraged to apply for roles here, and who may receive signals that this is not a place for them?
- Who has access to flexibility, and who absorbs the cost elsewhere?
- Where does workload rely on goodwill rather than deliberate work design?
- Who absorbs extra tasks because they are capable, reliable or "good with people"?
- How visible is unpaid or hidden work across the team?

If this reflection highlights patterns to explore

Teams may choose to focus on one area at a time and consider small, practical changes to everyday practice, systems or expectations, rather than trying to address everything at once.

Learn more about the Trainer and Assessor VET Career Framework

Explore more practical tools, guides and resources supporting VET capability, wellbeing, industry engagement and career development