

BAW BAW LATROBE LOCAL LEARNING AND EMPLOYMENT NETWORK

Response to Stronger Future Discussion paper

A: Strengthening literacy and numeracy in the post-compulsory years		
<p>1. What form should the proposed literacy and numeracy standards take?</p>	<p>Should be consistent with early years standards</p> <p>Current standards and measures are appropriate Should also be relevant to a vocational learning program</p>	
<p>2. In what other ways can the acquisition of literacy and numeracy skills be strengthened in the post-compulsory years?</p>	<p>Linking vocational learning with literacy and numeracy materials</p> <p>Broadening the use of technologies in literacy and numeracy delivery.</p> <p>Increasing the student understanding of the links between Literacy/numeracy and future post school pathways.</p>	
B: Support for making informed education and training choices		
<p>3. Will a career plan strengthen young people's engagement with education and their capacity to make informed study and career choices both during schooling and in subsequent education, training and employment settings?</p>	<p>Any careers/transition plan must be "owned" by the young person as their own plan rather than a plan imposed on them. The plan must be transferable and relevant to the next provider. There must then be a capacity for the young person to build on that plan in any new environment.</p> <p>The plan must be stored in such a way that it can be easily accessed in the future, eg electronically stored using student identifier in an accessible (electronic) location.</p>	
<p>4. What other actions should be taken to ensure that sound career development services are available to all young Victorians?</p>	<p>Consideration should be given to community based career advice services supplementing schools based career advice.</p>	

<p>5. How can business/industry be more involved in assisting students' career choices?</p>	<p>Workplacement arrangements can sometime restrict the capacity for businesses to engage in SWL or SBA.</p> <p>Increased flexibility of schools timetables to better accommodate SWL and/or SBA's could open up greater opportunity for young people to link with businesses.</p>		
C: Arrangements that support and encourage young people to complete qualifications			
<p>6. What would further strengthen the delivery partnerships between government and non-government schools and between schools and VET providers?</p>	<p>Well coordinated and resourced clusters or alliances consisting of all schools and relevant RTO's in a geographic area which consider shared arrangements for post compulsory learning.</p>		
<p>7. What additional actions should Government take to support young people to complete initial qualifications in the VET sector?</p>	<p>Ensure that apprentices are enrolled in complete qualifications from outset.</p> <p>Support vocational work placement / experience in school programs and ensure that these placements are linked with learning program.</p>		
<p>8. Would greater levels of institutional specialisation in curriculum and qualification delivery result in improved quality of provision, and support increased student attainment of Year 12 or an equivalent vocational qualification?</p>	<p>Greater levels of specialisation could improve any shared cluster or alliance arrangements, particularly in regional areas, which would allow greater access to an increased variety of VET while avoiding duplication.</p>		
<p>9. How should schools, VET providers and system authorities use the new transparency and accountability arrangements in Victorian schools and the Victorian Student Number to improve the completion rate of Year 12 or equivalent qualifications?</p>	<p>Ensure that funding follows the student where the provider changes.</p> <p>The Vic Student Number will allow for a clearer record of student attainment and should be used as such.</p>		

10. What other strategies could be introduced to lift qualification completion rates for young people in the schools and VET sectors?	<p>Continue to increase the status of VET pathways in schools and of VCAL.</p> <p>Include more applied teaching and learning options into mainstream secondary school programs</p>		
11. How can businesses and industry be involved in increasing completion rates – especially for apprenticeships?	<p>Increasing the shared responsibilities for apprentice completion, between business & VET providers.</p> <p>Increased support services and field officers to support apprentices, including school based apprentices and trainees, and employers.</p>		
D: Systems that assist students to move effectively between courses, institutions and sectors			
12. How can student transition to the VET sector, higher education and full-time employment be improved?	<p>Increase the capacity for schools to include VET taster programs in early curriculum delivery. Cost to schools is currently an inhibitor.</p> <p>Improving all teacher's ability to develop literacy and numeracy skills specific for their area of expertise/subject</p>		
13. What other steps are required to assist schools' connection to the world of work?	<p>Strengthening teachers understanding of the needs of employers and businesses.</p> <p>Utilising the workplace as a learning place.</p>		
14. What other initiatives would improve school to tertiary education articulation and support young people to take advantage of the expansion of these sectors?	<p>Strengthening the status of senior VCAL particularly as a pathway to tertiary education including higher education</p>		
E: Articulation within the VET sector and from VET to higher education			

<p>15. Should efforts to improve VET to higher education articulation and credit arrangements focus on particular occupational pathways and skill priority areas, for example in engineering and nursing?</p>	<p>There are likely to be significant benefits to young people if their pathway to higher education included vocational learning practices particularly in skill priority areas.</p>		
<p>16. How can governments improve provision and articulation arrangements to better support young people, especially in regional and rural areas, to access tertiary qualifications without needing to re-locate?</p>	<p>Increased recognition of the reduced (financial) capacity of young people in regional areas to access higher education.</p>		
<p>17. What other actions should be contemplated by institutions and government?</p>	<p>Reduce the emphasis place on an ENTER score as a measure of completion of a senior certificate and in selection to higher education.</p>		
<p>F: Opportunities for young people to re-engage with education and training</p>			
<p>18. How can Youth Connections be implemented in Victoria to most effectively re-engage young people with education and training?</p>	<p>A more likely effective re-engagement strategy will include at least an introduction to some form of vocational learning and skills development. A current barrier to early re-engagement is access to affordable VET taster programs.</p>		

<p>19. Should LLENs be provided some flexibility to facilitate and broker service provision to young people 20 and over, in line with the flexibility in Youth Connections service provision?</p>	<p>Baw Baw Latrobe LLENs has previously highlighted the gap that exists in services supporting young people aged 20 and over.</p> <p>The extreme nature of barriers, as well as the number of barriers facing some of the ‘at risk’ young people who the LLENs deal with, are not easily overcome.</p> <p>Young people often need ongoing support to stay connected to education and training, as well as gaining and maintaining employment, well beyond the age of 19 in order to successfully transition into adulthood.</p> <p>The Enhanced LLEN initiative clearly reflect the current policy drive that recognises that earlier intervention is required for young people. To add to the identified young person cohort of 10-19 year olds for LLEN’s, there is a real danger that LLENs will spread themselves too thinly.</p> <p>To formally broaden the age range would simply create more of a strain and lack of capacity to carry out the core work of the LLENs. Even where additional resources were made available to assist in servicing another age range there are significant differences across the state that would make this difficult.</p>		
<p>20. Is the range of qualifications on offer to re-engage young people adequate? (Existing qualifications include VCAL, adult VCE, the General Certificate of Adult Education and the Diploma of Further Education.)</p>	<p>While the range of qualification available to re-engage young people is sufficient, there needs to be greater recognition the re-engagement is initially more important than the qualification.</p> <p>Regulatory arrangements for delivery of these qualifications needs to remain flexible so that the re-engagement can occur. In many cases this may require additional time (and therefore resources).</p> <p>Avoiding disengagement needs to remain a priority. Early access to vocational learning, TAFE tasters and other “hands on learning” programs within schools have proven to be effective.</p> <p>Recognition of the development of particular skills and attributes rather than focussing on the completion of a qualification can be more valuable to disengaged young people.</p>		