

Stronger futures for all young Victorians

Discussion paper on the youth transition system

Response from Hume Whittlesea LLEN

1. Strengthening literacy and numeracy in the post-compulsory years

- Early intervention is essential for best learning outcomes.
- Learning plans need to match individual student's needs and must be adequately resourced.
- Students with the greatest needs are often disengaged by Yr 9 so literacy/numeracy needs have to be addressed before the post-compulsory years.
- Literacy/numeracy skills need to be addressed in conjunction with other standards such as communication/employability skills etc.

2. Support for making informed education and training choices.

- Plans (which are an adult construct) are of little value unless they are the end product of an education process that has built strategies and skills.
- A careers program needs to be across the whole school with all teachers being well informed 'careers teachers'. There needs to be both incentives and accountability measures for schools to ensure that both academic and vocational pathways are given serious consideration and explanation.
- Career development services in schools need to be well resourced; there should be genuine 'buy in' to VET and vocational pathways.
- A number of good resources are available.

- Business/industry can offer a lot by providing industry experience/Student Workplace Learning (SWL) etc.

3. Arrangements that support and encourage young people to complete qualifications.

- 'Flexible Learning Options' need to become a reality with a range of pathways being resourced adequately to provide a range of environments to suit learning styles of all. This requires support from all levels of the education system: - schools, regional and central offices of DEECD.
- The above range needs to be within a reasonable distance of home.
- Need to have smooth and easily understood transitions between settings.
- Skills Reform funding needs flexibility to encourage the disengaged to re-engage.
- DEECD needs to continue to work on its community partnerships, in particular encouraging and supporting schools to develop local partnerships with community and industry.

4. Systems that assist students to move effectively between courses, institutions and sectors.

- SWL should be mandated/resourced in a much wider range of courses than VET.
- 'Linear progression' requirements can often discourage young people from completing or re-entering training sector.

5. Opportunities for young people to re-engage with education and training.

- Although only 5 months into the Youth Connections contract it appears that there is insufficient funding to meet the real needs of the young people. This will be further exacerbated with the cessation of the YTSI funding in September.
- Although there is clearly a need for support for some young people over 20, LLENs are already supporting a wide range of young people (10-19 yrs) with an emphasis on earlier intervention and re-engagement. Working with the 20+ cohort would spread the current resources even more thinly.
- It is not the range of qualifications that is inadequate; rather, the needs of some young people are not being met because of a lack of appropriate settings and environments to meet the learning styles of all young people. Also, the needs of the 10-15 yr old cohort who become disengaged are not met at all.