

STRONGER FUTURES FOR ALL YOUNG VICTORIANS

From:

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RESPONSES

Literacy and Numeracy

1. What form should the proposed literacy and numeracy standards take? For example, what is involved in the introduction of explicit literacy and numeracy standards into the VCE and VCAL?

Any form of testing is only viable in relation to assumed skills or educational programme undertaken by the person being tested. The current VCE for example is not a literacy and numeracy based skill programme accessible to all students.

1.1 How should it be different from NAPLAN?

1.1.1 Comment: While literacy and numeracy standards remain important to assessment of system wide performance and that of individual schools, if the central aim is to improve the levels of literacy and numeracy there needs to be a system wide shift in thinking towards individual skill levels and effective learning. NAPLAN or a NAPLAN style activity should not be the basis for assessing individual skill levels.

Agreed well researched literacy and numeracy tests should be available with appropriately resourced and supported tracked programmes for young people.

1.2 At what level of schooling should they apply?

1.2.1 Comment: There is currently no system wide resourced assessment of literacy and numeracy skills beyond year 9. The GAT in Victoria approaches assessment of that information but is not a tool designed for learning and support. Young people would benefit from a sensitive diagnostic effective learning assessment connected to literacy and numeracy skill building programmes.

1.3 What sorts of skills should we be testing for?

1.3.1 Comment:

Refer to standard employability skills required in the workplace,

- Ability to communicate in written and oral form
- Comprehension
- Use of language for purpose and audience

1.3.2 Comment: The link between language (not LOTE) and learning is essential and the effective use of language in all programmes should be a priority for professional learning of teachers and introduced into school programmes at all levels.

1.3.3 Comment: There must be consistency through the learning experience of the child/young people which tracks and recognizes skill level development in literacy and numeracy

1.3.4 Comment: The Mapping Tool should integrate with literacy and numeracy skill levels throughout schooling. *While schools and school systems are coming to terms with the validity of early intervention approaches, workers in the field of family services anecdotally quote the predictive value of understanding of the family circumstances and likely impact on a child's behaviour, learning and later prospects before the child is born. Schools identify these aspects in circumstances where they seek PSD funding for children/young people with anti social behaviours for example, which of course parallel low levels of learning attainment.*

2 What should be avoided in implementation?

2.1 Comment: There needs to be a clear separation between the perceived requirements of political and system wide approaches to national testing, parent accessibility to information and inevitable media publication leading to inappropriate use by the media and inappropriate judgements about schools AND the needs to assess/evaluate and develop programmes for individuals and cohorts of young people.

2.2 Comment: Literacy and numeracy programmes will only be effective if appropriately resourced programmes are available for young people P-12 and these skills mapped into all VELS and VET, VCAL and VCE programmes. We should improve on current practice of literacy and numeracy coaching and develop professional learning for teachers.

2.3 Comment: Avoid the current media frenzy evident on publication of results. The lack of understanding and intelligence evident in a lot of reporting is not in the best interests of anyone. There should be follow up by the department to address instances where misinformation is published... a correcting press release should be at least attempted .. or paid advertisement.

2.4 Comment: The inappropriate geographical comparisons used on the MYSPACE web site should be abandoned. This is one example where in a time pressured need to fulfil requirements of the new policy where ABS data has been used in the belief by a federally based agency of the efficacy of the comparisons. Repeatedly for example prestigious high fee schools in inner city and/or industrial suburbs has shown up with a set of schools with disadvantage because of the SES profile of that postcode. It has delivered significant funding advantage in that example in the past. The same application of regional mapping has been used also in the Youth Allowance eligibility for rural students in recent Parliamentary negotiations to allow the Government's revisions to funding for tertiary students – disastrously. The geography has to be right.

3 What are the best strategies to assist young people identified as at or below national benchmarks through Year 9 NAPLAN testing?

3.1 Comment: Avoid the national media festival engendered by the need to promote NAPLAN as a 'new Government initiative' – especially in Victoria; we have been doing this for years. In essence remove the learning from the political agenda.

3.2 Comment: Current strategy is to establish a special resources list for schools based on their position on some form of list, in effect a deficit funding model. The number of schools included on the listing would appear to be based on availability of financial resources through a state's budget. Some schools which maintain better levels of literacy and numeracy might do so at considerable cost to teacher workload and/or pressure on the school's student resource package. By their nature literacy programmes are resource intensive and often

nonexistent beyond years 7 & 8 in secondary schools and about years 3 or 4 in primary schools. ALL schools should be able to access literacy support resources in the form of specific funding for literacy specialist/s, coaches and financial resources to allow for a full programme especially beyond year 8 and throughout years 9-12 inclusive, regardless of the programme in which the student is engaged.

3.3 Comment: ALL schools should be able to resource effective mentoring programmes as learning, literacy, skill development and success at school and transition into further education, training and employment are interlinked.

4 What other improvements could be made to improve the VCE and VCAL to promote equity and excellence, and to equip young people to become successful learners, confident and creative individuals and active and informed citizens (in line with the Melbourne Declaration on Educational Goals for Young Australians)

4.1 Comment: a huge question of itself ...Schools are at risk of becoming centres of outcomes delivery according to the latest accountability structures. This places added stresses on the school, the leadership team teaching staff and subsequently students to 'perform' and be accountable. The allocation of precious resources in roles such as Regional Network Leaders has introduced other dynamics into school networks and relationships with school leaders more focussed on accountability. It would be tragic if Victoria followed the path of the long entrenched OFSTED accountability mechanisms and national testing in the UK which has had the effect of disempowering teachers from doing what they do best.

In the early 1990's the Kennett Government deprived schools of 15% of their usable resources, teachers. A secondary school say of student population over 600 lost its entitlement to 6 teachers, larger schools much more and smaller schools approx. 4. This resource has never been replaced although the resource has been re applied in different forms such as consultants, coaches and other system based specialists.

At that time schools lost capacity to resource positions such as the careers teacher and the welfare teacher plus others.

IT WOULD BE A GREAT START FOR ALL SECONDARY SCHOOLS TO BE ALLOCATED A SPECIFIC RESOURCE FOR A CAREERS TEACHER WITH CAPACITY TO WORK IN CAREERS ADVICE, WORKPLACE LEARNING PLACEMENT AND CURRICULUM DEVELOPMENT – NOT A MIP MANAGER, WHICH SHOULD BE RETAINED.

The capacity of schools to undertake engagement, retention and support programmes is really limited by the access to resources.

Community VCAL for example works but is labour and resource intensive and to this day remains a very poor relation of our public education system, especially in rural and regional areas. The Understanding Poverty work being prompted through schools and local communities is showing the increasing number of families in 'poverty' and generational poverty where simply getting up, sending young people to school and going out to work are a challenge. It is worth the community resource allocation, shared across all appropriate Government portfolios to work at a local level to address the needs of young people not only through VCAL but also for young people for whom a successful VCE outcome is a possibility

4.2 Comment: support for ESL and new arrivals is vital.

4.3 Comment: Specific work to support effective approaches do need to be made in rural and regional areas

Support for informed choices

1. Will a career plan strengthen young people's engagement with education and their capacity to make informed study and career choices?

1.1 Comment: This would certainly assist some students to focus. A 'Career Plan' is probably not the best way to market the activity however. A Pathways Plan is a better focus so long as it is a genuine activity and resourced so that the school can spend at least 15 minutes with each student as required per fortnight. Current resources do not go anywhere near this target. In personal experience having some decisions about the next step or steps certainly provide a focus for many young people ***so long as they are supported and kept on track***. This approach must allow for the changes and explorations a young person might make.

From personal experience, such planning can provide a useful set of goals for many young people at say year 11 for year 12 transition and 10 into 11. Year 9 into 10 needs a different approach. At the same time having followed groups of students through from year 8 into year 12 and transition out of school, then attended a reunion 10 years later, the pathways they young people embarked upon was very often not the destination they had reached in their late 20's. It becomes therefore a skill building exercise to equip young people make initial and later transition through life.

2. What issues should be considered in the implementation of the National Partnership commitment to develop a careers curriculum from Years 7 to 12?

2.1 Comment: From the perspective of a school the greatest deficit is time. Schools should not have to be in a position to replace teaching or other personnel in order to attend partnership brokerage meetings or make priority decisions about the teaching time of their staff. In order to access schools a replacement teacher resource should be made available to participating schools.

2.2 Comment: Careers education programmes, workplace learning and other skill building activities have been mapped into recognized VELs and VCAL programmes. System wide support needs to be given to schools at a local level to address implementation .. not just another initiative to be taken on by busy and diligent teaching and support staff.

2.3 Comment: I suspect the level of resources allocated to the LLEN's is inadequate to the task and needs to be reviewed sooner rather than later.

3. How can this curriculum be applied across sectors?

3.1 Comment: The term 'sector' needs closer definition. As a working model;

Preschool /kinder	(we are after all DEECD)
Primary school	included in the partnership brokerage contract
Secondary School (OGSE)	including transition between year levels
Secondary School (non OGSE)	
Post school	

- Employment
- Traineeship/apprenticeship
- TAFE
- University
- Unemployment

Once the mapping has been achieved and made available to all parties, the next stage should be to for DEECD or responsible education authority, to bring the parties together for consultation, networking and sharing of experience.

There is a strong case in rural and regional areas for partnerships to deliver VET programmes, with of course effective resource sharing and partnership agreements developed and authorised at governing board level, school council etc. Schools in receipt of any Government funding should not be able to excuse themselves from the breadth of provision of wider programmes such as VET and/or VCAL by a claim, anecdotally made by some non OGSE schools that they are ‘academic’.

3.2 Comment: teacher training programmes such as the Applied Learning course which has been fully mapped and integrated into effective learning strategies should be promoted throughout teacher education programmes and professional learning for teachers in practice. LLEN’s might be able to promote these programmes in their areas for people with skills and qualifications to transfer into teacher training programmes.

4. The NP will establish Regional Careers Coaches to support providers. What support are you looking for from them? Can they assist in industry and communities being more involved in assisting student career choices? If not how can employers be more involved?

4.1 Comment: There are concerns that the whole NP/regional careers/ WPL programmes don’t actually provide an opening and/or resource to work with young people. It is assumed that this role will be undertaken by the school – which may not easily be able to resource the work. Many of the shortfalls of the existing programmes are driven by lack of resources allocated to the area. *[see reference to careers teachers above]*

4.2 Comment: The initiative is a good one, so long as the position is well defined and well resourced. Having one Careers Coach per region is however ineffective and the money should be saved and diverted. The models available under the LCP contracts and Regional Careers advisors programmes were potentially more effective. A careers coach assigned per schools network would be more effective.

Potential Role:

- Capacity to work with schools (134 or so in BSW DEECD region) coaching dedicated careers staff and class teachers in primary schools... or better with each of the 6 networks.
- Capacity to bring networks of appropriate people together to share strategies, professional learning and make plans for locally based activities.
- The role of bringing industry and communities together is probably more of a role for the LLEN – however if the role were to be schools network based more of the hands on work could be achieved.
- Capacity to work with the Partnership Brokerages, the LLEN’s and Youth Connections programmes.
- A source of accurate and up to date information on effective careers programmes.

- A ‘face’ in the local area.
- Capacity to analyse On Track and other locally based data to be able to suggest strategies to schools and agencies.
- Support for development of programmes such as Parents as Careers Advisors.

Arrangements to assist Completions

1. In your experience, what types of services or environment make it more likely that young people will complete their qualifications?

1.1 Comment:

- A welcoming environment that supports ALL young people as effective learners and not candidates for achieving a target on a set of educational outcome.
- An environment that engages the young person and his/her family in the partnership
- An environment which is able to take the time to support not only the learning of young people but also their wellbeing.
- An environment that can understand and work with youth culture and not be a foreign traveller in their land!
- An environment and culture that promotes physical wellbeing, including effective anti bullying and drug education programmes
- A community which supports young people on a broader sense, partnerships with local police, community, traders alcohol outlets to reduce underage drinking and illegal substance abuse.
- An environment which promotes mental wellbeing. ‘mind Matters’ type of programme
- An environment which promotes enterprise, self reliance and positive role modelling

2. Is there a case for facilitating greater specialisation by institutions? For facilitating more alternative settings to mainstream schooling, often with the support of a LLEN

2.1 Comment: In rural and regional areas there is the ever present tension between the need to provide comprehensively, lower population density and available resources. Specialisation in this context is not beneficial. However, where skill deficit in the demographic can be securely identified and robustly predicted for a period of time ahead, specialisation in the local AND neighbouring areas might be considered. Students do not normally check out labour market projections prior to making their course and pathways decisions though schooling.

2.2 Comment: There is however a need for specialising **‘Learning Programmes’** ..

We should engage in terms other than ‘alternative’ when attached to what we currently identify in this manner. ‘Alternative’ in the minds of many conjures the notion of inferior – different – sub standard – and with a prejudged demographic. If we are to believe our own policies about all young people being able to learn and achieve the word does not belong in the vocabulary.

Such learning programmes, be they community VCAL or CGE (ACFE), need to be established in settings where they work locally and with an effective local provider, a school, TAFE, ACFE outlet or other.

Programmes for young people even from year 5, and late primary, early and later secondary need to be available to support schools and young people. They need to be based on sound educational principles (Applied learning) properly resourced, effectively managed and supported and recognized throughout the broader community. We should cease the practice of forcing schools to scrape and save and make other hard

programme decisions to meet the needs of these young people, including those not old enough to be in VCAL, VET or VCE programmes. That is year 10 and below.

3. What can be done to ensure that young people who drop out don't "fall through the cracks" to disengagement and long term disadvantage?

3.1 Comment: The normal approach is to identify young people at risk and wherever possible, marshal resources to mentor and support them. However this tends again to be a resource intensive activity. This can be very effective where it is possible to be maintained. In essence it is the basis of the original MIP programme, identify young people across the board, assess and make known to them their own effective learning styles – let their teachers know – and provide effective mentoring. Effective mentoring requires at least 15 minutes for a young person at least a fortnight. **We should resource and train personnel – not necessarily teachers – implement and monitor the programme.** We should avoid the temptation to overly dwell on a need to add this to accountability and/or tracking system which diverted resources from the MIP programme in early years.

3.2 Comment: The effect of the disadvantage to young people in rural and regional areas of the inequities of access to tertiary education cannot be overestimated. On Track, many Government and Departmental reports including the most recent *Inquiry into Geographical differences in the rate in which Victorian students participate in Higher Education* provide clear evidence of this variation. Youth Allowance policies by the Federal Government thus far is militating against its stated goals of increasing the number of young people with first degrees in lower SES groups and not supporting such young people in rural and regional areas achieve this outcome. The compromise arrived at with the Opposition to allow passage of the Bill did nothing to assist students in all but a tiny geographical area of our LLEN region and that of neighbouring LLEN's . Clearly there is a need to the development of public policy to be based on an accurate understanding of real world circumstances of our young people. This must be addressed.

4. What partnerships need to be created with broader youth services, the community and employers?

4.1 Comment: They must be effective, agreed and recognized. The LLEN is not a partner as such rather the broker with potential for bringing them together.

- On a local area basis..
- Representatives of young people
- Representatives of parents/families
- Schools
- Youth and community service groups
- Youth commitment provider
- Employer groups
- Training providers

5. **Is there a need for provision planning to be cross-sectoral (government and non-government school sectors, TAFEs)?**

5.1 Comment:

- With TAFE's and university campuses certainly to allow for optimal provision, programme and resource planning and implementation **at an effective local level.**
- Must avoid duplication of resources, especially where there are provision deficits in neighbouring areas e.g. the decision to locate an ATC (now IEC) in a regional community with two large secondary colleges, a TAFE College with multi campuses and University where there are significant training provision shortfalls in neighbouring areas.
- With 'non government schools' – really there is no such thing in Australia as a non Government school because of the level of funding provided to most schools in this sector... these schools should not be able to avoid VET/VCAL/ 'alternative' programme provision because of a perceived 'academic profile in their programme and marketing. If there is to be cross sectoral provision at this level it must be general and beyond the local politics – which is evident in some regions.
- In such circumstances there needs to be a brokered partnership at local level, not able to be managed externally by for example a regional/diocesan authority and based on genuine student/community/industry need. The partnership needs to be enshrined in a legally binding and appropriately drafted document with capacity for review and if necessary appropriate notice for withdrawal by parties. The clear expectation of resources contributed needs to be agreed and specified at the outset. Also a clear understanding of publicity releases about the development – and others by the parties so that no party is able to use the programme as a specific marketing advantage – either way.
- There needs to be more recognition and actual supervision of any contractual arrangement with any training organization to ensure that the work is being done and needs of young person in training met. This should apply to any programme where enrolling a student attracts a per capita payment. This supervision should go also to the component of funding an agency, group training company or provider allocates from these resources to 'management' or 'infrastructure' costs.
- In regional areas ensure that the effectiveness of personnel is not diminished by having to travel great distances – additional staffing.
- Any area where competitive culture can be identified as a negative to provision of effective programmes for young people there should be a review and blockages identified and minimised to allow for a more collaborative culture.

6. How can central Department approaches more strongly support completion by young people?

6.1 Comment:

- In developing Policy DEECD should adopt a more listening profile, paying attention to people on the ground and in the field working with young people before developing draft public policy and then going back to stakeholders for effective consultation.
- The results of the policy development and publication should then be presented within the budget cycle and given a high priority.
- The DEECD should use its resources to bring together cross Government approaches to working with the issues within the scope of this paper.
- DEECD/DIIRD should work together to identify provision issues in regional Victoria. For example, some regional centres would appear to have been ‘assigned’ to the care and attention of the nearest TAFE institution. However there are examples where there are significant gaps in TAFE provision in these communities to the short and long term detriment of the education and training levels of those communities. The development of a Trade Training Centres, closely supported by local schools and Local Government in these areas would appear to be the best opportunity these communities have for filling a gap in training. There needs to be a state wide provision function to ensure that training opportunities are available particularly in rural areas.
- DEECD/DEEWR should work together to provide operating costs, including staffing for Trade Training centres.
- At a local level;
 - Provide within the SRP for each school, starting at the smaller schools, resources to employ 1 teacher EFT, more based on a population sized model for young people in years 7-12 in addition to the MIP manager in each school.
 - Provide for network based staff to support a careers coach for each network, specialising but not exclusively, for primary schools.
 - Provide adequate resources within schools and/or networks for the provision of what are described in this paper as ‘alternative programmes’ which allow for at least 2 EFT teaching staff (trained in Applied Learning) per 10 students or part thereof – similar to requirements for excursions and activities requiring special supervision (DEECD) and at least 1 EFT support staff per 10 students or part thereof. This should be backed up by funding for infrastructure/property utilities where specific accommodation is used or the school access on site facilities.

- In developing Policy DEEWR must adopt a more listening profile, paying attention to people on the ground and in the field working with young people before developing draft public policy and then going back to stakeholders for effective consultation. Observation of current practice is that this is not occurring and the attempt to ‘one size fits all policy’ across the country does not take into account state by state variations in programme delivery and quality of approach.
- DEEWR/DEECD should work together to provide operating costs, including staffing for Trade Training Centres.
- DEECD/DEEWR should review resource levels to LLEN’s in Victoria
- Improved approaches:
 - DEEWR should abandon its current approach, where an oversight has been demonstrated in public policy, of listening to people on the ground, not digging in and demonstrating a lack of understanding. Personnel responsible for the development of such policy should work better with people on the ground. Australia is too big a country/continent for centrally based approaches.
 - Tertiary programmes at all levels should be accessible and affordable to our young people and issues of regional costs disadvantage should be properly addressed.

Moving Between Courses, Institutions and Systems

1. How can achievement in Year 12 or equivalent be raised? Role of industry and socially themed programs?

1.1 Comment:

- Recognize that achievement in year 12 does not happen in the last 8 months of a young person’s formal schooling alone. It is a long process and requires attention from the earliest time. In all of the questions raised in this paper about improvement in achievement, early intervention, for young people at risk as well as potentially higher achievers is required.
- Good teaching, effective learning and mentoring in a caring environment with support of the family is essential for young people to achieve – at any level the specific needs will vary according to the child/young person and their age.
- Effective work on improvement in learning has been observed where for example the teacher/school/young person is aware of their optimal learning style and use can be made of that.
- Schools also need to be removed from negative accountability pressures due to publication of results and the culture of competition.

2. How can the connection of all education sectors to the world of work be strengthened?

2.1 Comment:

- Allow for school leaders, teachers and support staff to have a clear understanding of the value of the principles of Applied Learning.

- Elevate in the culture of the school the status of a young person's eventual entry into a world of work, be it on exit prior to completing year 12, post year 12, TAFE and/or University.
- For schools to work with the LLEN to form partnerships with industry to understand the broad and specific needs of business/industry/employers and for the business world to better understand the work of schools with young people.
- For these partnership groups at a local community level to meet regularly to develop programmes for allowing teachers to spend time in places of business and industry and for employers in schools.
- With the support of employers and local providers 'trade tasting' opportunities for young people in the workplace and training institution.
- Do not restrict these experiences to 'trades and training' but also to professions and other providers of tertiary education as advance certificate, diploma and degree level.
- Upgrade the work experience programmes
- Ensure that all students undertaking VETis and VCAL complete an effective and monitored workplace learning programme.

3. School, university partnerships and TAFE are expanding. How can we make them work better?

3.1 Comment:

- Encourage coordinated partnerships and resource personnel to work within the partnership.

4. What student selection processes should be introduced to complement the ENTER?

4.2 Comment:

- Other 'jurisdictions' and programmes such as UK do not use the ENTER score mechanism. Potential applicants are provided with a reference from their school to the courses of their selection and are interviewed. They are made an offer on the basis of their senior level achievement. Typically Arts course were harder to get into than Science courses. In Victoria, increasingly applications have been filtered on the basis of folio work, practical work and/or interview.
- Institutions might engage with students at an earlier level of schooling – say year 10 or 11 and form a relationship which is supported by interview, school performance reports and visits to the course location. On enrolment, students should be monitored and followed through, particularly from students who may be at risk of non completion.

5. Can we build a common Victorian articulation and credit transfer framework to overcome inconsistencies in the way universities credit VET qualifications?

5.1 Comment: I am certain this should be possible and in fact should be a priority. The credit matrix work should provide for this.

Re-engaging Young People

1. How can Youth Connections be implemented in Victoria to most effectively re-engage young people with education and training?

1.1 Comment:

- Ensure that the services are working in partnership with the LLEN, schools and training providers.
- Maintain close contact with young people through their training organizations and schools

2. Should LLENs be provided some flexibility to facilitate and broker service provision to young people 20 and over, and if so what specifically?

2.1 Comment:

- There needs to be an assessment of who is already providing this type of function at a local level before a LLEN starts into a service delivery mode. If the work required to broker partnerships to provide the service, then clearly the role is within the role of an 'enhanced LLEN'.

3. Is the range of qualifications to re-engage young people adequate?

3.1 Comment:

- In 20 years of leading schools in Victoria, I have met few people with formal qualifications designed to work engaging/ re engaging young people. More commonly adults in this role are people with a passion for working with young people presenting profiles of 'disengagement'. Most teachers are focussed on the wellbeing and broader needs of young people and many schools have structures in place for supporting these young people. The difficulty of course for schools is the cost and resources provided. Secondary schools typically allow time to teachers on the basis of a 24 x 50 minute maximum industrially agreed workload per week. More experienced teachers cost a school more than less experienced staff. Support Staff of course are much less expensive but generally not as well qualified but may as equally skilled in supporting young people.

Many people working with young people at risk do have a profile of professional learning which in some way supports their work on the ground. However another profile of these dedicated adults is burnout due to work pressure and work load. Issues with students at risk do not wait for an English or Maths teacher to have a spare period to assist them.

For the whole issue of re-engagement to work DEECD/DEEWR needs to commit to resource effective professional learning and also simply to resource dedicated positions in schools and/or groups of schools.

4. What actions are required to ensure more effective cooperation between providers?

4.1 Comment:

- **Paramount is the development of a collaborative/ cooperative culture in education providers rather than a competitive culture.**
- The LLEN's may be able to broker cooperative partnerships between providers given clear guidelines agreed to by the parties.
- Any structural or legal obstacles need to be able to be cleared through the expertise and authority of the appropriate Government Department or agency. The model of joint use agreements for facilities might form a thematic background for the development of such a cooperative venture.

5. Are there easy wins that could be implemented now based on experience to date?

5.1 Comment:

- The notion of 'Easy Win' might be considered dangerous. We live in an educational environment where schools have almost been cultured to recognize and cite 'launched' programmes they have 'ticked off'. The compliance approach implemented by DEECD is an example of this. Recently at a very detailed and effective high level programme on improving the organizational health of schools, the presenter at the end of the day of detailed training asked the assembled participants of school leaders what they would do to address a particular negative impact on the culture of a school which was demonstrating a particular negative attribute. The room rang to a chorus of DEECD 'programmes' .. none of which went to the core of the issue being addressed. The answer was in fact much easier. The participants had almost been trained Pavlov dog style to salivate at having another programme ticked off, so that much have been the answer. Wrong!
- There is value in the process of working through a programme to arrive at an outcome rather than participating in a 'launch' or 'roll out' as we are prone to do. Let's be careful out there and we need to be effective and 'own' the solutions and strategies, even though we have borrowed the idea from someone else.
- Having said that, minimal effort for maximum returns is a good idea in most circumstances of our time poor schools and employers;
 - Parents as careers advisors
 - Providing CRT funding for schools to release teachers for a day to engage with 2 or 3 local industries
 - Taking year 9 students to a nearby TAFE College for a day
 - Have students at any level work on a worthwhile enterprise together to develop team work
 - Have someone talk to staff about applied learning and debunk some of the myths
 - Showcase experiences of young people on work experience
 - Invite local business and industry employers to a hosted breakfast with a good facilitator to give them projects to work on .. then get them involved on real ones with schools, training and young people development
 - Invite employers to spend time in school
 - Form a local education and training group with local representatives to keep track of what is needed and share needs .. may be the three employers sending collectively 20 people to providers out of town, involving time and travel costs could get together and have the programme provided locally. They aren't going to know unless they get together. This needs follow up coordination by someone.