Harvester Technical College – Interim Advisory Committee
Response to Youth Transitions Review Discussion Paper

Through four years of planning and developing the Australian Technical College Sunshine, the Governing Board has established solid relationships between TAFE, School and Industry sectors toward a common goal.

Especially this Board recognised the value of cross-sectoral collaboration at both operational and governance levels, and the potential for this fresh approach to provide attractive learning and pathways opportunities for young people.

1. What form should the proposed literacy and numeracy standards take?
   • Competency-based
   • Integrated into formal learning program
   • Relevant to the trade/program
   • Pre-entry testing of LLN

2. In what other ways can the acquisition of literacy and numeracy skills be strengthened in the post-compulsory years?
   • Literacy and numeracy training embedded in themed learning programs
   • Contextually relevant LLN learning
   • Applied / kinaesthetic LLN programs in schools

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?
   • A Career Plan will provide career direction and information to students
   • Structured work placement and/or site visits will expose young people to authentic career information

4. What other actions should be taken to ensure that sound career development services are available to all young Victorians?
   • Trained careers educators in school
   • Industry liaison officers in schools

5. How can business/industry be more involved in assisting students’ career choices?
   • Provision of apprenticeship / traineeship opportunities
   • Curriculum consultation (through industry field officers, for example)
   • Provision of work placement opportunities
   • Applied learning programs based in industry and the community (outside the school walls)
   • Careers and curriculum teachers’ industry placement
   • Industry / business presentations to students in schools

6. What would further strengthen the delivery partnerships between government and non-government schools and between schools and VET providers?
   • Support for integrated delivery models (currently no overlap within VETiS model)
   • Cluster school options are working for regions
   • Funding for VETiS and school programs altered to require collaboration
7. What additional actions should Government take to support young people to complete initial qualifications in the VET sector?
   • Funded support structures vital – transition, youth support – especially crossing VET and schools
   • More vocational work placement / experience in school programs
   • Support for VCAL and other applied learning programs
   • Raise the status of applied learning in the education and wider community
   • Delivery of contextually relevant literacy and numeracy
   • Exposure to wider range of VET opportunities and possibilities while at school (the 'taster' program)

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?
   • Some school specialisation will assist – important to create / establish / fund a critical research and evaluation framework around these specialisations so that professional learning is shared
   • Goal should be to improve the applied teaching and learning methodology and VET profiles within all existing school structures
   • Increasing the status and profile of VCAL will assist

12. How can student transition to the VET sector, higher education and full-time employment be improved?
   • Funded transition support through VET and schools
   • Increased profile of VCAL and VET pathways in schools
   • Schools required to meet with industry/business/VET
   • ISCs funded to provide wider support into secondary system
   • Funded VET taster programs offered in school
   • Reviews (such as Bradley) include VET
   • Improved induction and orientation programs
   • Improved LLN diagnostics and subsequent support
   • Improved selection processes at tertiary level
   • Better induction to core study skills
   • VET and HE providers partner with schools to introduce tertiary study skills to senior secondary (particularly VET providers, who generally have strong applied and integrated delivery and assessment skills)

14. What other initiatives would improve school to tertiary education articulation and support young people to take advantage of the expansion of these sectors?
   • Cross sectoral representation (including business & industry) in School governance (and vice versa)
   • Increased overlap, with VET and HE programs delivered into schools (orientation, teacher exchange, buddy systems)
   • School specialisation (either within faculties of the school, or whole of school) in partnership with VE/HE/industry (eg. ATC Sunshine, Harvester Technical College)

16. How can governments ensure that reforms to the VET and higher education sector address both skill needs and student demand for particular qualifications?
   • Cross sectoral governance teams
   • High level reports (such as Bradley) include VET and industry
   • More informed, regular and timely data available from government to VET/HE providers (eg, ISC industry data) and industry partners
   • Capture the learning from the past: TOP, VOP, ATCs, etc
   • Centralise and summarise research into transition programs, for practitioner and strategic access
The (Interim) Advisory Committee of Harvester Technical College is happy to speak to this paper as required. Members feel that, having spent four years planning and establishing Australian Technical College Sunshine, we have experience that would benefit this discussion.

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