## COBDEN TECHNICAL COLLEGE

### Secondary

**Barwon South Western**

### Objectives

- Develop inquiry based learning opportunities using paraprofessionals.
- Train and support people with relevant industrial/professional experience to become teachers.

### Classification / Rating

- Expanding workforce: paraprofessionals
- Building capacity: paraprofessionals

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<thead>
<tr>
<th>Nature</th>
<th>Incremental</th>
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<tbody>
<tr>
<td>Stage</td>
<td>Implementing</td>
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<tr>
<td>Scope</td>
<td>Like schools</td>
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### Actions

- Implement ‘Catchment to Coast’ program for a small group of Year 9 students, working in teams to undertake a research topic of their choice using available resources and support from the Corangamite Catchment Management Authority, Warrnambool College and persons with expertise in catchment management.
- Provide professional learning and support to enable **tertiary career change students** to acquire teaching qualifications.

### Impact

- Students in the ‘**Catchment to Coast**’ program enjoyed the opportunity to get out and examine a cross-curricular issue with potential career pathways implications. The more ‘hands on’ approach to learning (e.g. team work, phoning people, working with people, basic organisation, learning ways of investigating things and how to conduct interviews) was seen as more engaging than their previous school experiences, but also a challenge that required increased levels of confidence and organisation.
- Students valued the input from paraprofessionals. They said that because it was this person’s job the information they received was not passed to them second hand and explained better because ‘they knew about the actual thing’ – ‘An expert who knows what they are talking about’.
- Teachers indicated that the trial improved students’ engagement and involvement in learning.
- As part of acquiring career change qualifications, staff in the **career change program** were supported by the school in gaining practical teaching experience. Staff indicated that the support they received from school leadership and other staff was very positive and affirming. They received some support in curriculum development, were encouraged to contribute to school programs and received feedback from school staff.