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SPOTLIGHT ON SCHOOL-GROUP TRAINING PARTNERSHIPS

These designated pages of the GTA website provide Group Training Organisations and their school partners with a snapshot of valuable activity and good practice around Australia. Each project is described under five simple headings.

1. Project Description
2. The Partners
3. Project Achievements and Outcomes
4. GTA Commendation
5. Contact Point (for more information)

GTA encourages members to develop partnering activity with schools which simultaneously helps young people to make successful transitions from school to work, and promotes opportunities for trade pathways to school students. This webpage puts the spotlight on some School-Group Training projects that achieve these two goals.

Please find time to scan the twelve snapshots that are documented on this website as you may gather useful ideas for your own initiatives. You are encouraged to make follow-up contact with any relevant GTO and gain more detailed information on a project that is of interest.

The following twelve projects have come to our attention as they were nominations for the 2006 GTA Partnership Awards. We have included all eleven nominees for this year and added a description of the 2005 award winner to the list. This award is designed to identify and promote effective collaboration between schools and GTOs which promotes a wide range of opportunities and pathways for secondary students.

We would like to put the spotlight on more good practice.

So please read on.

We are keen to expand this list throughout 2006. So if you feel that your GTO has developed a project or initiative that could be usefully shared on the website, please contact Leonie Stanfield or Dave Turner at GTA who will be updating the website throughout 2006 in order to encourage the sharing of practice and learning across our network.

More than 70 GTOs participated in “Partnering with Schools” workshops in 2005. Many of these GTOs identified project activity that would develop effective relationships with schools – if you are one of these please contact us as these ideas come into fruition, and we can add your story to the website.

ADOPT A CHEF – SCHOOLS CULINARY CHALLENGE

1. PROJECT DESCRIPTION

The project allocates chefs from industry to work in a number of secondary schools in the Cairns area with both teachers and students. The participating year 10/11 students then begin to design, plan and prepare their menu and food service for the culinary challenge. The combined impact of the “chef” mentoring and the subsequent competition/event provides students with a “real life” exposure to aspects of a hospitality pathway and more specifically to working and learning in a commercial kitchen/restaurant atmosphere. Cairns Region Group Training has developed this project with schools in order to expose young people to the excitement of the hospitality industry; an industry which faces massive skill shortages in the region.

Awards for service and kitchen performance in the culinary challenge are announced and celebrated at a special and high profile event which attracts strong media interest.

2. PARTNERS

Cairns Region Group Training
Local Schools
Tropical North Queensland Institute of TAFE
Business Liaison Association

3. PROJECT ACHIEVEMENTS AND OUTCOMES

Many of the hospitality teachers are not qualified chefs and they, as well as the students are keen to learn from the chefs who are provided by local industry to the school at no cost. In fact, some of the chefs remain in close contact with the schools after “the challenge” and continue to assist the teachers. The project has strengthened local education-industry collaboration.

Many of the students who participated in the project have then entered a school based cooking apprenticeship. The combination of the chef mentoring and the challenge has enabled the students to develop their interest in hospitality, to develop their generic and enterprising skills as well as to benefit from basic trade skills training.

4. GTA COMMENDATION

The project is coordinated and owned by a partnership committee of CRGT and the schools. Meetings discuss the needs of all partners and ensure that each school has equal opportunity to participate in the competition and enables their students to perform the designated tasks with a level playing field. This close collaboration and process of review has strengthened the relationship between the schools and GTO. The GTO has learnt to appreciate the needs of the hospitality teachers and can assist them with access to professional development opportunities and training.

5. CONTACT

Cairns Region Group Training
Mark England
07 4046 4053
mark.england@crgt.com.au

ADOPT A SCHOOL

1. PROJECT DESCRIPTION

TORGAS has concentrated its investment in the development of a quality partnership with Pimlico High School (Townsville Qld). Rather than approach this school with a particular project. TORGAS, and school staff worked through a matrix of ideas and procedures on how mutual benefit could be generated.

TORGAS wished to focus its energy and resources on a school who was keen to work with them rather than spreading their effort with limited impact. The overall aim of this project is to show students and teachers how participation in traineeships and apprenticeships can work in harmony with school studies i.e. by giving relevance to subjects. TORGAS and the school have agreed to assist students to better appreciate how trades are an important part of society as well as a source of rewarding career paths.

2. PARTNERS

Pimlico High School and TORGAS

3. PROJECT ACHIEVEMENTS AND OUTCOMES

This process of dialogue and focussed partnering has led to a number of helpful procedures of collaboration being put in place eg both organisations have exchanged contact lists, TORGAS apprentices/trainees who were students at Pimlico have been identified so they can become involved in career information sessions at Pimlico. Staff from both organisations will spend time in each others workplace and learn about the challenges and priorities of both organisations. Teachers will meet host employers, and TORGAS staff will assist students in their transition planning.

Through learning about each other, TORGAS and the school were able to identify a need to support the Pimlico High School Manufacturing Division, where students were fabricating trailers for sale whilst developing their trade and generic skills.

TORGAS bought the required machinery (underwritten) so the project could begin. It gives students a taste for many aspects of manufacturing, from design, costing, budgeting and sales.

4. GTA COMMENDATION

TORGAS and Pimlico High School have developed their process of partnering and allowed projects or product to emerge from their learning about each other (the first project being the Trailer Manufacturing). By concentrating resources on one particular school, TORGAS has been able to develop shared goals, effort and learning with their partner. This is an interesting and alternative approach to that of developing a project or product for a number of schools. The vision for the partnership is about enhancing the status and profile of trades in society, connecting education to the world of work and in particular encouraging young people to take-up career paths in the trades. The implementation of the partnership activity is about building the trust and sharing information and contacts to make collaboration more effective and time efficient. Both partners are committed to learn from each other and overcome barriers together.

5. CONTACT

TORGAS

Tracy Lew

07 4779 0344

tlew@torgas.com.au

CAIRNS SCHOOL BASED SCHOLARSHIP PROGRAM

1. PROJECT DESCRIPTION

Cairns Region Group Training has committed \$500,000 to initiate 100 scholarships for young people in North Queensland over the 2006/7 school years. The scholarships are to be awarded to students who will take up a school based apprenticeship and they are seen as one important step in meeting local skill shortages by promoting school based apprenticeships to local employers.

The scholarship will cover the wages for apprentices and trainees during their release from school into work placements. Host employers are to be encouraged to provide quality work experience to the young people.

In summary, schools and Cairns Region Group Training are working together to create an alternative pathway of personal learning and development to the academic route.

2. PARTNERS

Cairns Region Group Training
Local Schools
Local Employers

3. PROJECT ACHIEVEMENTS AND OUTCOMES

This is a brand new project and the way in which it has been developed illustrates quality partnering. School principals were engaged in the process of developing the project and how it will be promoted to young people. School coordinators work with Cairns Group Training School Development Officer to identify scholarship recipients and to monitor progress.

GTA will closely monitor the impact of this initiative and update the website later in 2006. At this stage, it is the development phase that GTA commits to for your consideration.

4. GTA COMMENDATION

The way in which Group Training and Schools have jointly developed the project is worthy of close analysis. This joint effort has resulted in the modification and fine tuning of the program to cater for each schools unique culture. It has guaranteed acceptance of the innovation by those upon whose cooperation it depends. Similarly, host employers are engaged in developing program procedures and the marketing of the scholarships to employers.

In addition, the actual allocation of \$500,000 by Cairns Region Group Training has caught the imagination of local media, employers, schools and young people.

5. CONTACT

Cairns Region Group Training
Patrick Korman
07 4031 2033

patrick.korman@crgt.com.au

CAREER LINK

1. PROJECT DESCRIPTION

In 2004 an initiative between a cluster of nine private schools and the Motor Industry Training Association was formed with a purpose of addressing the needs of students for automotive training. The partnership entails 15 days of technical training on the MITA campus followed by a further 15 days “on the job” training where the applicants are placed with a “host employer” to put their training into practice. The program allows for students to gain a Certificate I in Automotives which can articulate into a Certificate II or III pathway whilst gaining units and credit for their school study i.e. the Western Australian Certificate of Education. The Career Link project enables students to gain underpinning knowledge and practical experience required for units of competency in the automotive trades.

MITA staff monitor the programs of students whilst they train at MITA and a workplace assessor visits work placements and validates competences whilst “on the job”. A school representative also visits the MITA site to personally review student progress. Students also receive two academic progress reports throughout the program. MITA also hosts a major graduation event to recognise the achievements of students and the contributions of the partners.

2. PARTNERS

MITA (Group Training and RTO)

VET Cluster of Schools (Career Link) in the northern metropolitan region of Perth.

3. PROJECT ACHIEVEMENTS AND OUTCOMES

15-20 students can avail themselves of this opportunity each year. 90% plus of all these students (over the last three years) have gained completion certificates. School and parental anecdotal evidence suggests that the students motivation and engagement to learn at school also improves.

The GTO benefits in that possible candidates for employment as apprentices can be recommended to host employers. The success of Career Link has been dependent upon an effective working relationship which has been established with the VET Coordinator.

4. GTA COMMENDATION

This is a project that has been established for three years and it has now developed a truly effective partnership between a GTO and a VET Cluster of Schools. Students are able to enter a vocational pathway and earn points for their school certificate. A thorough process of induction, (including aptitude tests regards technical skills and literacy and numeracy) skill training, work placements, the monitoring of learning, and celebration/graduation has been developed by MITA. Each year, a general meeting of all stakeholders will review Career Link and how it is contributing to the school curriculum and certification.

5. CONTACT

MITA

Stephen Spini

08 9240 8044

stephen.spini@mita.net.au

also

Kath Davey

VET Coordinator (Career Link)

08 9203 6377

kath.davey@careerlink.net.au

COMMUNITY VCAL

1. PROJECT DESCRIPTION

Inner Eastern Group Training has established **i e Directions** to support young people with learning disabilities and/or who are considered to be “at risk”, in their transition to finding a pathway of work and learning. **i e Directions** has developed in conjunction with community partners, the Community VCAL project to re-engage these young people (15-19) by developing their literacy and numeracy skills, personal skills and by providing integrated employment support. VCAL is the Victorian Certificate of Applied Learning and it offers a curriculum framework based upon three strands of activity i.e. personal development, work related skills and specific job skills. It also offers young people a valuable means of accreditation for their vocational learning.

A key component of the **i e Directions** Community VCAL project is to connect the young people with education, training and employment opportunities. The program promotes the ability of young people to enhance their skills and broaden their thinking in order to make positive learning choices. It also implements strategies and programs for achieving a better match between the needs of young people, appropriate services and available resources.

2. PARTNERS

i e Directions (Inner East Group Training)
Boronia Heights College (Secondary College)
Industry (Local Learning and Employment Networks)
ET Training Pty Ltd

3. PROJECT ACHIEVEMENTS AND OUTCOMES

i e Directions has been able to make contact with marginalised and early school leavers and encourage them back into learning. Its networks with young people with learning disabilities and the work of the 2005 “SOS” project have been invaluable in this regard.

As Community VCAL only commenced in early 2006, there are no destination recorded as yet, however 45% of participants have already indicated that they will take-up an apprenticeship, whilst others are seeking out employment or vocational training at TAFE.

4. GTA COMMENDATION

Within the GTA network, there are a significant number of GTOs who have made an ongoing commitment to assisting young people who are considered to be “at risk”. IEGT through **i e Directions** has invested resource in supporting young people with learning disabilities. The Community VCAL project is one expression of this commitment. A mix of creative approaches (mentoring, personal development, literacy/numeracy and work placement/experience) are used to support young peoples transition to adulthood and more particularly, to helping them find an appropriate vocational education and training pathway.

5. CONTACT

i e Directions (Inner East Group Training)

Gillian Szergi

03 9890 7444

gillians@iedirections.com.au

ENGINEERING SCHOOL BASED TRAINEESHIPS

1. PROJECT DESCRIPTION

Working closely with Kwinana Senior High School and industry, SMYL has developed a program of engineering school based traineeship program for young people residing in this industrial and outlying community of Perth (WA). The project identifies and places students into a form of integrated work and study that leads to a nationally accredited qualification. The aims of the program are to increase retention rates at school for students who are considering a non tertiary pathway, to address high youth unemployment in this region, and to help meet the skills shortage crisis.

Students are taught within a “family of trades” model which has the flexibility to allow students to select the trade that they want as they progress through the project experience.

2. PARTNERS

SMYL Group Training
Kwinana Senior High School
Kwinana Industries Council
Challenger College of TAFE

3. PROJECT ACHIEVEMENTS AND OUTCOMES

Ninety percent of the 30 participating students/annum have gone onto gain a full time apprenticeship and over 300 students have participated in the program since its inception. A number of these trainees have been nominated for national training and Group Training awards. These trainees present a role model for younger students.

A strong partnership which includes the school, employers, RTO, students, parents/guardians and unions have worked together to create the pathway and to establish KPIs for the qualification, and identified detailed responsibilities for the partners and trainees. The Group Training staff meet with teachers on a regular basis and provide reports to the partnership. Workplace monitoring reports are available to parents, where feedback is sought.

4. GTA COMMENDATION

The “Family of Trades” approach offers flexibility to young people. They can taste and choose their particular vocational pathway within the world of engineering. To construct this creative concept, SMYL worked in a close partnership with education. The successful transitions of young people from school to work/trade related areas was the shared goal. Monitoring mechanisms were agreed and a comprehensive process of review and reporting has been developed.

The outcome has been outstanding – 90% of students have taken up an apprenticeship.

5. CONTACT

SMYL Community Services – Group Training
Ian Linn
08 9430 4921
ianl@smyl.com.au

GLADSTONE PRE-TRADE PROGRAM 2006

1. PROJECT DESCRIPTION

The program encourages young people who are not necessarily academic, and who are interested in a trade area to engage in careers related activity. Senior secondary students at Gladstone State High School are able to complete their Senior Certificate, to attend TAFE one day a week, to study pre-vocational modules and to participate in structured workplace learning for one-two days per week. This allows the students to gain practical industry experience, and prior to leaving school, to commit to a fully indentured apprenticeship or a school based apprenticeship. The program educates the students to decide whether this is the pathway they truly wish to follow – in this sense it is both a Trade Taster and Work Readiness program in one. From a broader community perspective it is also about meeting the challenge of local skills shortages in the trades area (an important issue for the industrial town/area of Gladstone).

2. KEY PARTNERS

Gladstone State High School
Gladstone Area Group Apprentices Ltd
Central Queensland Institute of TAFE
Schools and Industry Network

Since 2004, these four partners sign-off on an annual agreement (MOU) to ensure a clear understanding of duties and expected outcomes.

3. PROJECT ACHIEVEMENTS AND OUTCOMES

During 2004/5, nearly 40 students (from a total cohort of 50) have entered into trade related careers and it is estimated that a further 40-50 will similarly graduate within the next 12-18 months. The concept and its underpinning partnership have created an additional pathway of work and learning for local young people. Students learn to communicate with employers and work mates and develop strategies for managing situations that are in the workplace.

Local employers are encouraged to contribute to the program and at the same time get a chance to “observe” potential recruits. A GAGL project officer supports those employers ensuring that information about the progress of the student is shared between all relevant parties.

4. GTA COMMENDATION

GTA commends this program to interested parties as an example of good practice. Goals and planning are shared between the partners. The program has evolved and gained a positive reputation with young people, their parents, education and industry. GAGL can take much of the credit for not only establishing the concept in 2004, but for now coordinating/supporting the contributions and learning of the partners.

5. CONTACT

Gladstone Area Group Apprentices Ltd
Greg Clifford
07 4972 5988
projects@gagal.com.au

HUNTER VALLEY YOUTH AT RISK PROGRAM

“The 2005 Group Training Partnering Award Winner”

1. PROJECT DESCRIPTION

This program is about creating a pathway for year 10 students who are at risk of leaving school early. It offers young people an alternative to the mainstream academic curriculum. The students engage in vocational training and are offered work placements by local government and industry. The creative mix of training, work experience and personal development activity is the hallmark of this program. Schools are flexible in terms of student attendance and training is monitored to meet industrial needs.

Funded by trusts and foundations and resources from Hunter Valley Training Company, the program has been designed to support young people in transition, whilst encouraging them to take-up a trade pathway. The Hunter Valley region was already experiencing skill shortages (by 2003) and therefore the partners were keen to collaborate and create this program.

2. PARTNERS

Hunter Valley Training Company
Maitland Office of NSW Department of Education and Training
Newcastle Catholic Education Office
Local Schools
Coal and Allied/Donaldson Trust
Donaldson Trust

3. PROJECT ACHIEVEMENTS AND OUTCOMES

The partners have established a sustainable program that is locally funded. School-industry links have been developed in a way that boosts the retention of young people in learning. Since 2003, 100 (approximate) students have acquired a trade qualification whilst at school and the vast majority of these young people have either gone onto an apprenticeship, or continued with their school learning. The local reputation of this program is evidenced by the number of applications for participation and the support of local parents and young people.

4. COMMENDATION

The degree of local commitment from industry, education and the Group Training Company to this program was recognised by GTA in awarding the 2005 Partnering Award to Hunter Valley Group Training. The extent of local funding is outstanding and the program is now a permanent feature of the transition support landscape in the Hunter Valley.

5. CONTACT

Hunter Valley Training Company
Peter Shinnick
02 4932 4222
pshinnick@hvtc.com.au

SCHOOL BASED NEW APPRENTICESHIP COORDINATOR

1. PROJECT DESCRIPTION

MEGT's coordinator for school based new apprenticeships liaises with the school appointed coordinator of the vet EAST school cluster in order to expand and enhance participation by young people. The MEGT coordinator places students with host employers and then ensures that the progress of the apprentice/trainee is monitored in the workplace. The MEGT coordinator also leads a three day pre-employment orientation program for the students, which covers such issues as OH&S, employability skills, rights and responsibilities in the workplace. The students are placed with an employer (as part of a structured work learning (SWL) placement) to enable the student and employer to ensure "a good fit" before employment as a SBNA i.e. SWL is used as a platform for SBNAs.

The aim of this initiative is to provide vocational pathways for senior secondary school students which articulate into full time apprenticeships and traineeships. This will increase school retention rates and minimise the number of school leavers without a clear pathway.

2. PARTNERS

MEGT
The vet EAST School Cluster

3. PROJECT ACHIEVEMENTS AND OUTCOMES

Although numbers of SBNAs are increasing every year, the most vital outcome of this initiative has been to streamline and make more effective, the recruitment, monitoring of progress and the "exit support" strategy to the young people. The vet EAST coordinator pre-interviews interested young people and ensures appropriate selection and at the completion of their SBNA, the vet EAST coordinator helps the trainee to a positive destination from school (90% plus positive destination).

4. GTA COMMENDATION

The development of school based new apprenticeships is of significant importance to many GTOs. The MEGT strategy of liaising with a school appointed cluster coordinator is straight forward, yet it is seen to have a number of benefits for the young people, schools and GTO. Responsibility is placed in the hands of a single manager who is the clearly identified contact person for schools and can nurture relationships with school staff and MEGT. Both coordinators ensure that communication and the sharing of ideas is an integral part of a partnership approach to the individual case management of each trainee. The vet EAST coordinator is able to raise the profile of SBNAs in the schools and work with the MEGT coordinator to deal with any challenges in implementation and ensure that interested students are fully aware of the opportunities for continued employment as a New Apprentice.

5. CONTACT

MEGT
Jennifer Ebdon-Hope
03 9871 5589

TRY A TRADE ROAD SHOW

1. PROJECT DESCRIPTION

Central West Group Apprentices “Try a Trade” Road Show visits high schools in the central west region of NSW to provide students (years 8-12) with the opportunity to learn more about various trades. Apprentice Ambassadors work with local trades people and/or TAFE teachers to enable students to have a hands-on experience with some simple tasks related to a particular trade. The activities (27 now developed, but only 8-10 are used at one outing) cover such areas as cooking, metal work, electrical and engineering. They are short, sharp and there are take-aways for the students. Dialogue occurs about the training that students who have an interest in that career will need, and what a typical day at work involves. Such interaction provides valuable information and insights into the world of the trades eg expectations, pay rates, qualifications required, job prospects etc. This provides an introduction to that occupation in a hands-on dynamic way.

2. KEY PARTNERS

Central West Group Apprentices – coordinate/manage the project.

Local Schools – the project occurs in a school and as part of the school timetable.

Local Employers – 20 CWGA hosts work with 20 CWGA field staff and 15 local TAFE personnel in manning the booth/activities and provide sponsorship, materials and funding.

3. PROJECT ACHIEVEMENTS AND OUTCOMES

The pilot phase for the road show expanded by nearly 100% (to 11 events) as feedback from all stakeholders was extremely positive. The pilot events were carefully monitored and CWGA was able to make a number of improvements/developments i.e.

- conversation starters/prompts for employees/apprentices to stimulate dialogue with students
- producing a generic newsletter release for schools to use with local media, parents, staff
- linking smaller rural schools into events at larger schools.

CWGA has now secured 9 major industry/employer sponsors for the road show including DETNAC, local government and manufacturing, power and mining industries.

4. GTA COMMENDATION

This creative project leads to a deeper engagement with schools, whilst raising the profile of the trades. Industrial Arts teachers work with CWGA personnel to develop the “try a trade” activities and ensure that they are safe, and relevant to the students and their studies. Apprentices (often former students) also make their contribution and add a special dimension of young people supporting young people. This project has been inspired by the GTO, but carefully developed in partnership with education, industry and young (apprentices) people themselves.

The project provides CWGA with an important platform for their newest project – the Regional Industry Careers Advice (funded through DEST/ANICA) which will support 40 Careers Advisors in local schools. However a most important contribution to Group Training, is that this “hands-on” approach provides a valuable alternative to either the traditional static display or career talk – methods of providing careers information that are being reviewed by many GTOs around the country.

5. CONTACT

CWGA

Jenny Sinclair

02 6330 1402

jsinclair@cwga.com.au

WORK READINESS PROGRAM

1. PROJECT DESCRIPTION

The Work Readiness program assists year 10/11 students in their making of career choices, and it provides them with the necessary tools required to make the transition from school to work. It is also about promoting School Based Apprenticeships and the Group Training concept to young people.

The program is a 6 week course that prepares the young people to approach business for work experience with a view to becoming a school base apprentice/trainee. A creative method is taken to the gaining of placements, for it is the young people themselves who approach employers. In this course, they explore career choices, employer expectations, and undertake resume writing and interviewing skills. The program is based in a school classroom (but occurs outside of school hours).

In addition to these aims, the Work Readiness program has helped to further build relationships and cooperation between MRAEL and local schools.

2. KEY PARTNERS

MRAEL Group Training who manage the project.

Five Local High Schools who nominate/refer students. On occasions, teachers from these schools assist in the running of certain sessions.

A MOU between MRAEL and the schools clarifies responsibilities and obligations.

3. PROJECT ACHIEVEMENTS AND OUTCOMES

Feedback from students and their teachers reveal that participating students are more able to appreciate the connection between their school studies and real work and this improves their motivation to learn at school. Students who complete the course feel that they are work ready.

Information sessions for the program have engaged parents and students about the world of apprenticeships/traineeships. Principals/teachers attend these sessions and show support for the participants. The program has helped MRAEL to build a more satisfying relationship with schools.

4. GTA COMMENDATION

The Work Readiness program is an innovative approach to supporting young people in transition, whilst promoting the development of school based apprenticeships.

MRAEL staff consult with school staff to ensure that the content of the course is in line with school curriculum – reinforcing certain key aspects of careers education and transition planning. The staff review the course and provide feedback on the progress of the students to their teachers.

Vocational Education Coordinators play a key role in working with MRAEL staff to identify possible students.

5. CONTACT

MRAEL Group Training

Jan Sharp

07 4957 9810

jsharp@mrael.com.au

WORKREADY NORTHERN TERRITORY

1. PROJECT DESCRIPTION

WORKREADY NT prepares students for employment in recognised skill shortage areas whilst enabling the participants to gain units for their Northern Territory Certificate of Education. The program and underpinning partnership was established to further expand SBNA opportunities for students and it has now become an important model in the NT for facilitating the gradual and successful transitions of young people from school to work. Now operating within the major centres of the territory (Alice Springs and Darwin) WORKREADY NT has created new standards of flexibility and collaboration for education and employers.

Students are counselled regarding options, they complete a First Aid Certificate and gain a Drivers License. They are able to trial and test work placements before deciding to take up a SBNA. GTNT delivers a two day work preparation program in collaboration with cluster schools. Students are able to spend more than one day a week in the workplace and this allows for greater continuity in skill development and work readiness. A thorough induction for students and parents, the development of student individual pathway plans, a comprehensive joint case management approach of students (GTNT and schools) leading to dual accreditation of learning, enables WORKREADY NT to remain focused upon the needs of young people.

2. PARTNERS

Group Training NT
Three Darwin Schools
Northern Territory Department of Employment, Education and Training
DEST
The Local Community Partnership

3. PROJECT ACHIEVEMENTS AND OUTCOMES

The program has evolved over a period of 7 years. From its initial development in Alice Springs which had a focus upon supporting indigenous young people, the model now operates in schools throughout the NT. Procedures have been developed and documented in memorandums of cooperation between GTNT and schools. An annual review event with all stakeholders and the facilitation of a “Learning Community” for professionals ensure continuous review and improvement.

Destination surveys of the project consistently reveal 70% plus of all participants moving onto further learning and/or employment. Targets for 2006/7 have been set at around 85% retention by the Territory Government although 70% will be viewed as successful.

4. COMMENDATION

WORKREADY NT is an outstanding piece of good practice which is strongly supported by the Federal and Territory Government. Enabling student competency based assessment outcomes to also be accredited for the completion of year 11/12 studies is an important breakthrough in raising the status and learning credentials of vocational education and training pathways in the Territory. The program has led to more flexible and innovative arrangements for school

timetabling. This was achieved through careful and collaborative development work between GTNT and schools and in consultation with parents and of course, potential staff.

A Professional Learning Community supports the program. Teachers and administrators of WORKREADY NT develop and share approaches to timetabling, assessment and partnership building. The community also involves the local community partnerships. WORKREADY NT is seen by many key stakeholders as being about changing the nature of schools for senior students.

5. CONTACT

Northern Territory Group Training

Mr Bob Chapman

08 8980 0612

bob.chapman@gtnt.com.au