

Sustainable Futures Through School To Work Vocational Training Programs For Students At School

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1. From School to Work

Reports by Dr Marcus Bowles on
School to Work Structured
Vocational Training Programs
Across Australia Since 1998 have
Illustrated Some Central Issues

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S2W - issues

- ❖ **Issues 1: Lack of sustainability as the structured school-industry VET programs have been rewarded for their development effort, not the outcomes achieved.**
- ❖ **Issue 2 : Lack of clarity concerning the role & function of the "New" Apprenticeships and their funding (ie. Government as a purchaser of services in a 'supply'-driven system) vis-à-vis other forms of VET .**

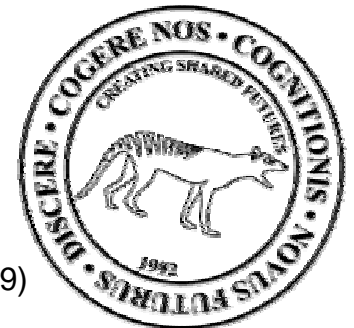
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S2W - issues

- ❖ **Issue 3: Uncertainty of how to customise and package Training Package-based qualifications to meet local employment and regional needs**
- ❖ **Issues 4: Failure to integrate structured and unstructured approaches to VET in schools (ie. New Apprenticeships may not be the sole solution)**
- ❖ **Issue 5: Success in structured school-industry VET programs (especially when it goes beyond Certificate II levels) has limited that student's capacity to attract further funding when they access further vocational learning pathways, or work that has a structured VET component.**

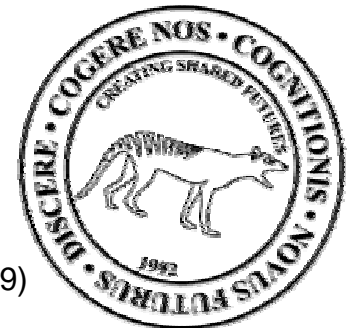
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S2W - issues

- ❖ **Issue 6:** School VET programs are widely perceived – especially by TAFE providers – to ‘under deliver’ on required standards. This centres on the post-compulsory RTO/ providers’ inability to reliably move students from S2W VET acquired national vocational qualifications into the next level of qualification (ie. Lack of competence, lower ‘standard’, non-work oriented focus, lack of applied work experience, different mix of competencies for ‘base’ qualification)
- ❖ **Issues 7:** Competition in an Integrated structured VET marketplace has not emphasised how schools will sustain content balance while competing for funds and marketshare

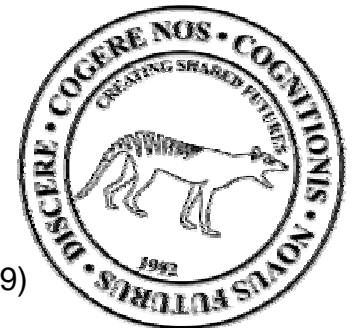
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S2W - issues

- ❖ **Issues 8: Failure to supervise work placements and poor assessment methodologies that fail to tie competency attainment to performance – not learning outcomes**
- ❖ **Issue 9: Lack of critical competence in VET teachers – especially in IT and specialist professional areas**
- ❖ **Issue 10: Alignment by State Secondary Schools Boards of many “competency outcomes” to general education curriculum/ criteria outcomes and deeming competence based on these educational outcomes (Cross Credit)**

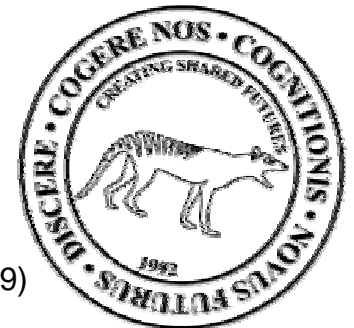
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S2W - issues

- ❖ **Issues 11: Many schools fall under an RTO system that spans many schools or the whole education department, or simply are not audited rigorously for daily operations and outcomes against the AQTF**
- ❖ **Issue 12: The strength of schools in VET that IS NOT a traineeship/ New Apprenticeship approach and does include general education and key competency outcomes is not rewarded or 'pretends' to be a New Apprenticeship to gain 'system' support (through system support especially for additional funds attracted).**
- ❖ **Issue 13: Training Packages encourage attainment of full qualifications when disaggregation of competencies may make more sense for both employers, the labour market and rapidly changing 'jobs' landscape students will move into.**

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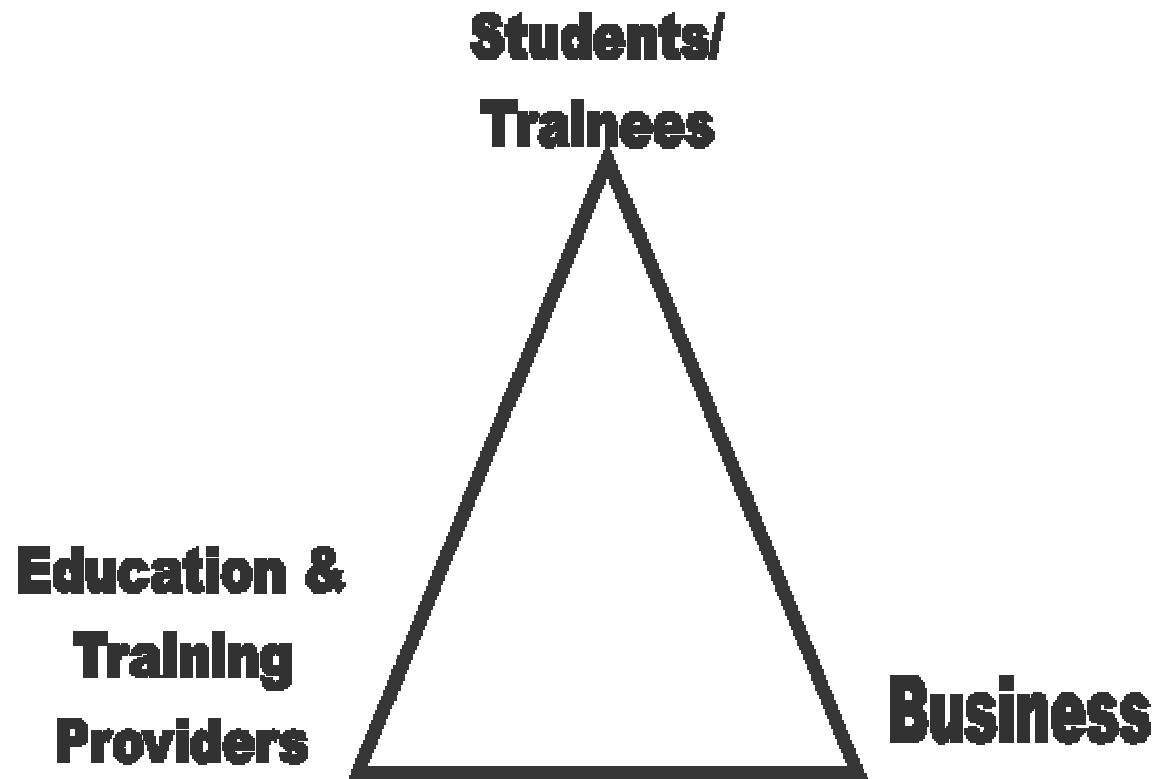
Lets Talk Sustainability

Employment, education, and vocational training services and funding should be coordinated to assist students and grow local businesses and thence create employment opportunities.

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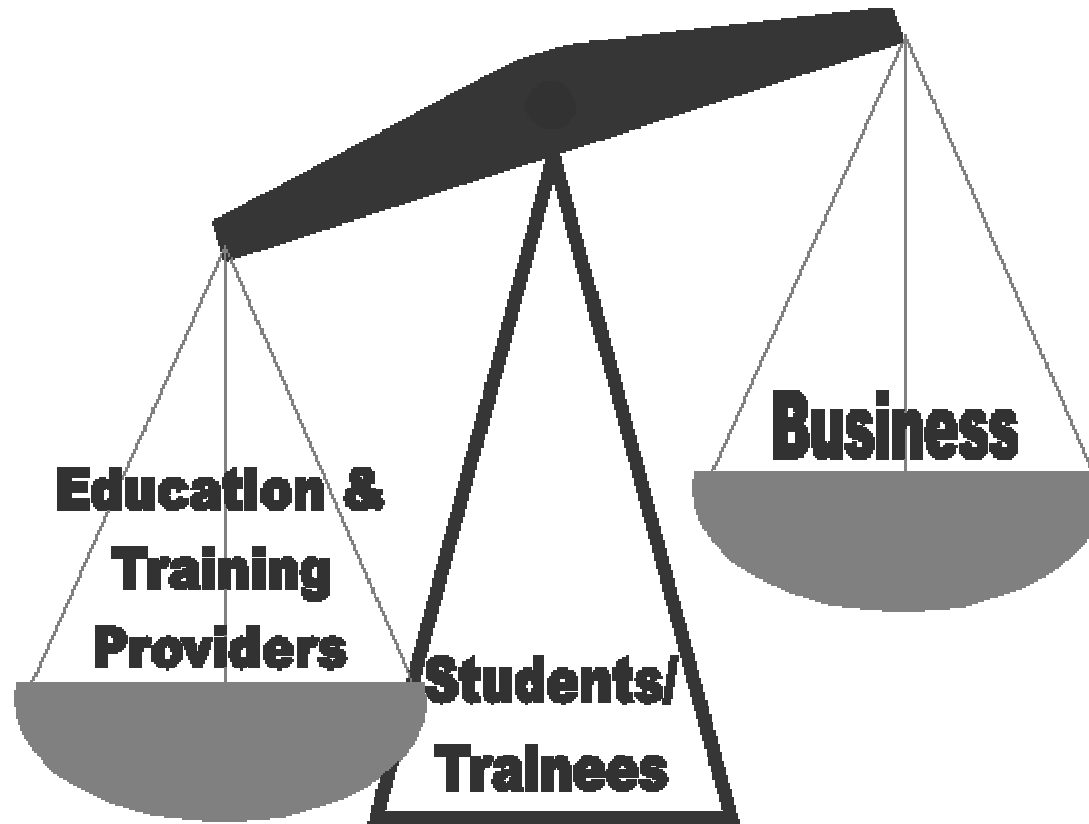
sustainable learning partnerships



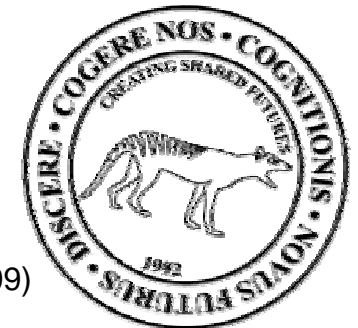
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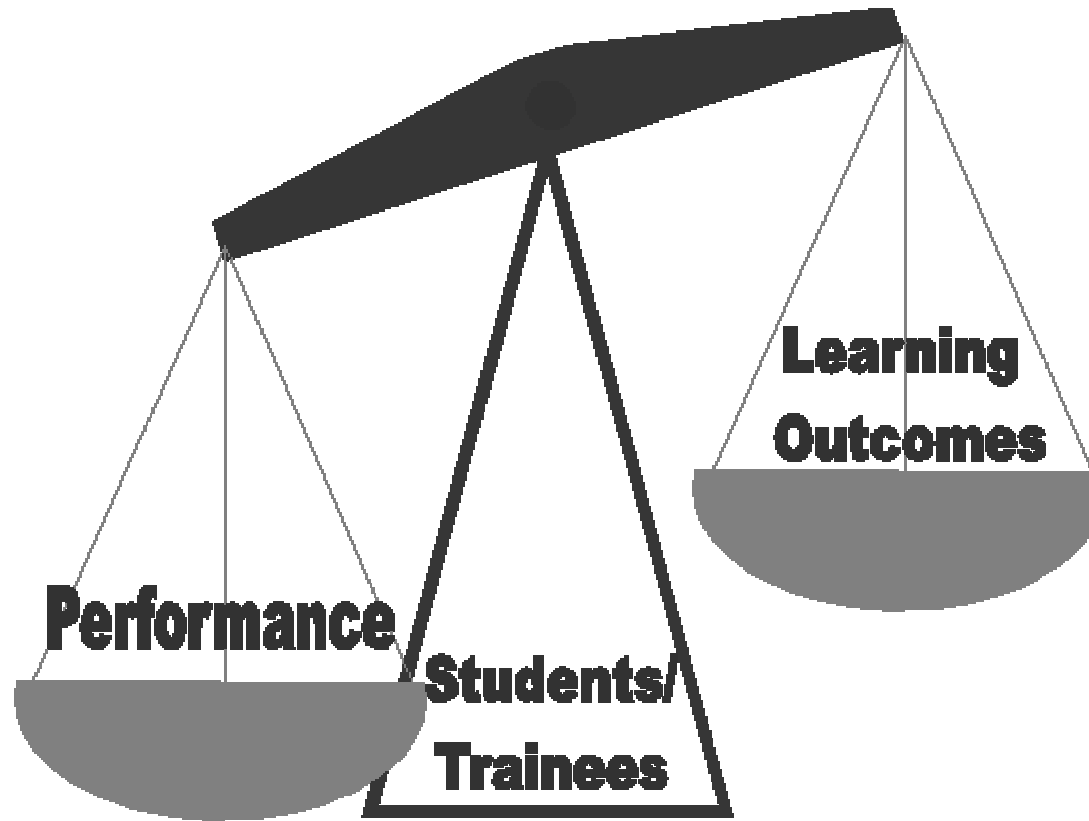
is the balance right - no!



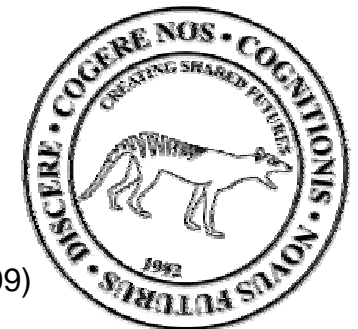
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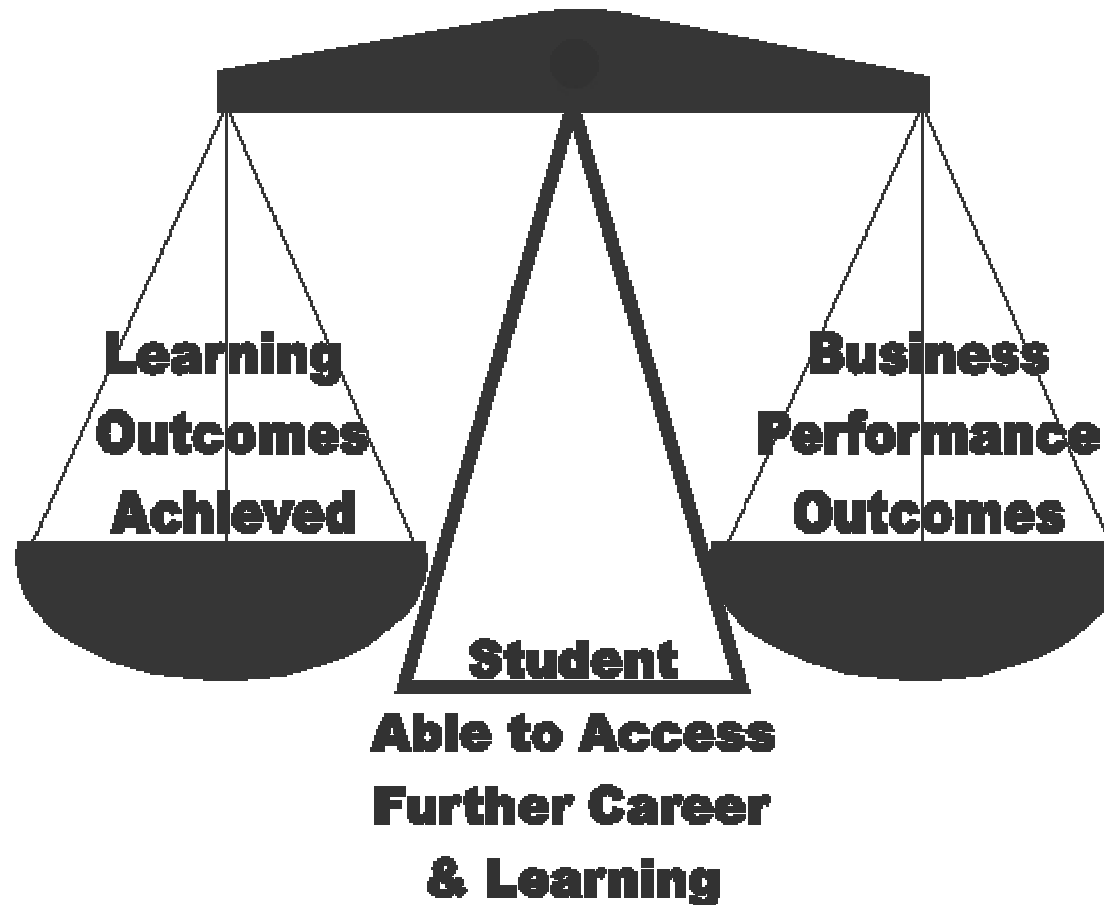
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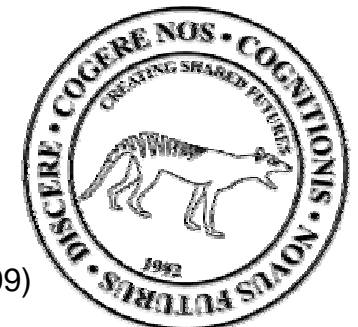
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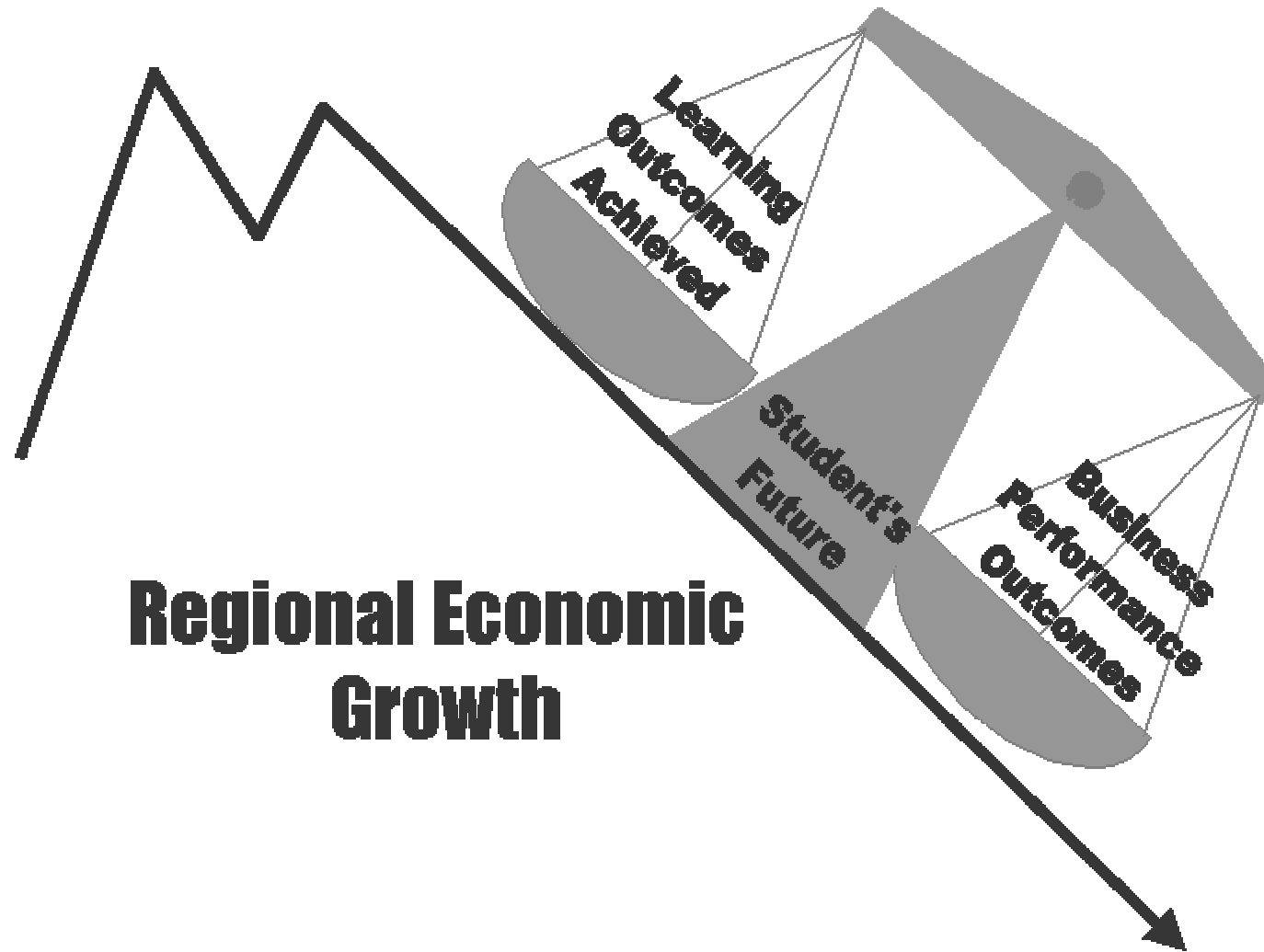
is this the right balance?



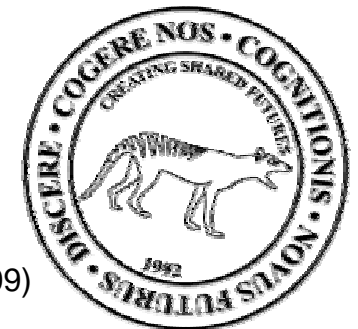
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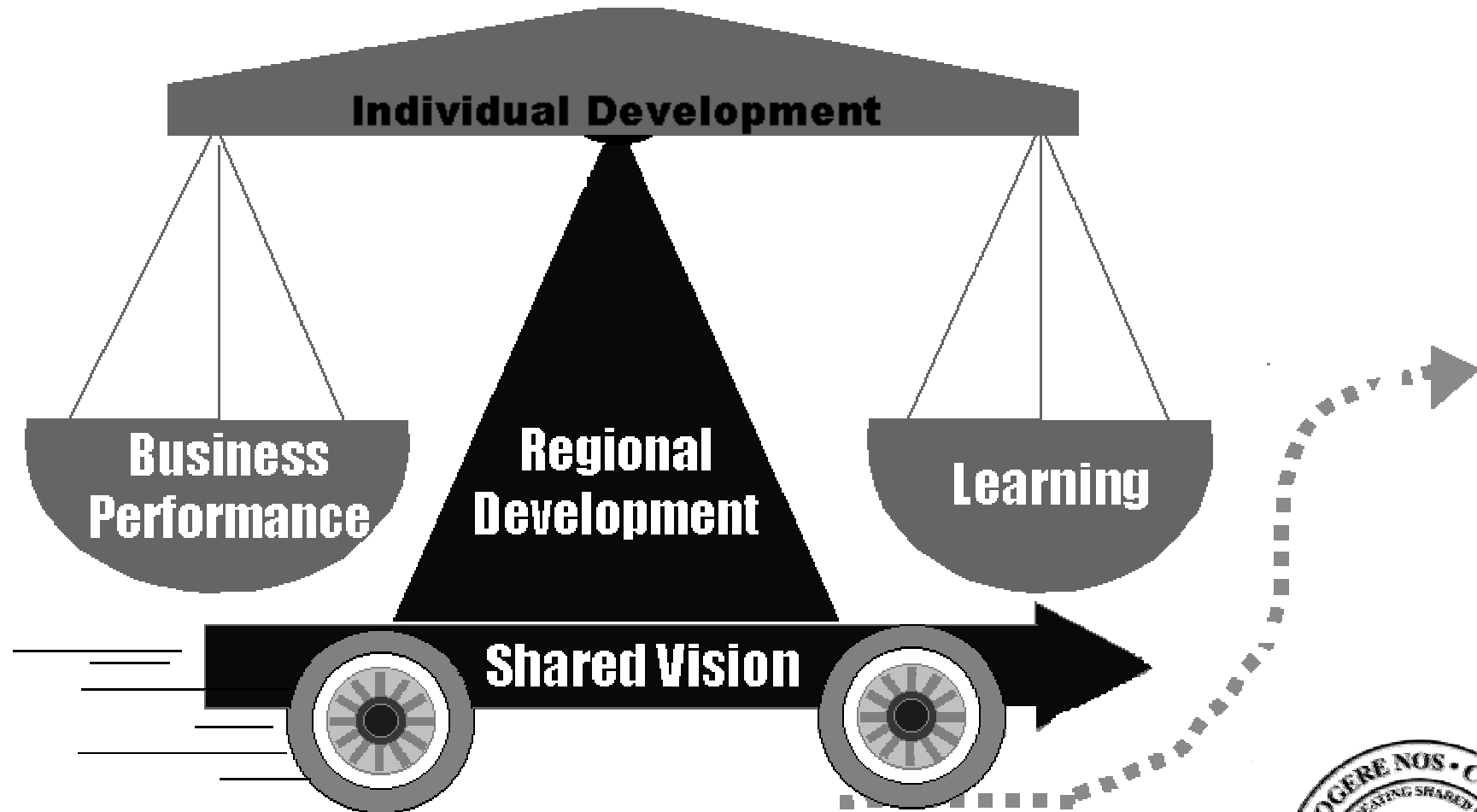
no! too narrow a perspective.



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integrated & responsive



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3.

REGIONAL FUTURES

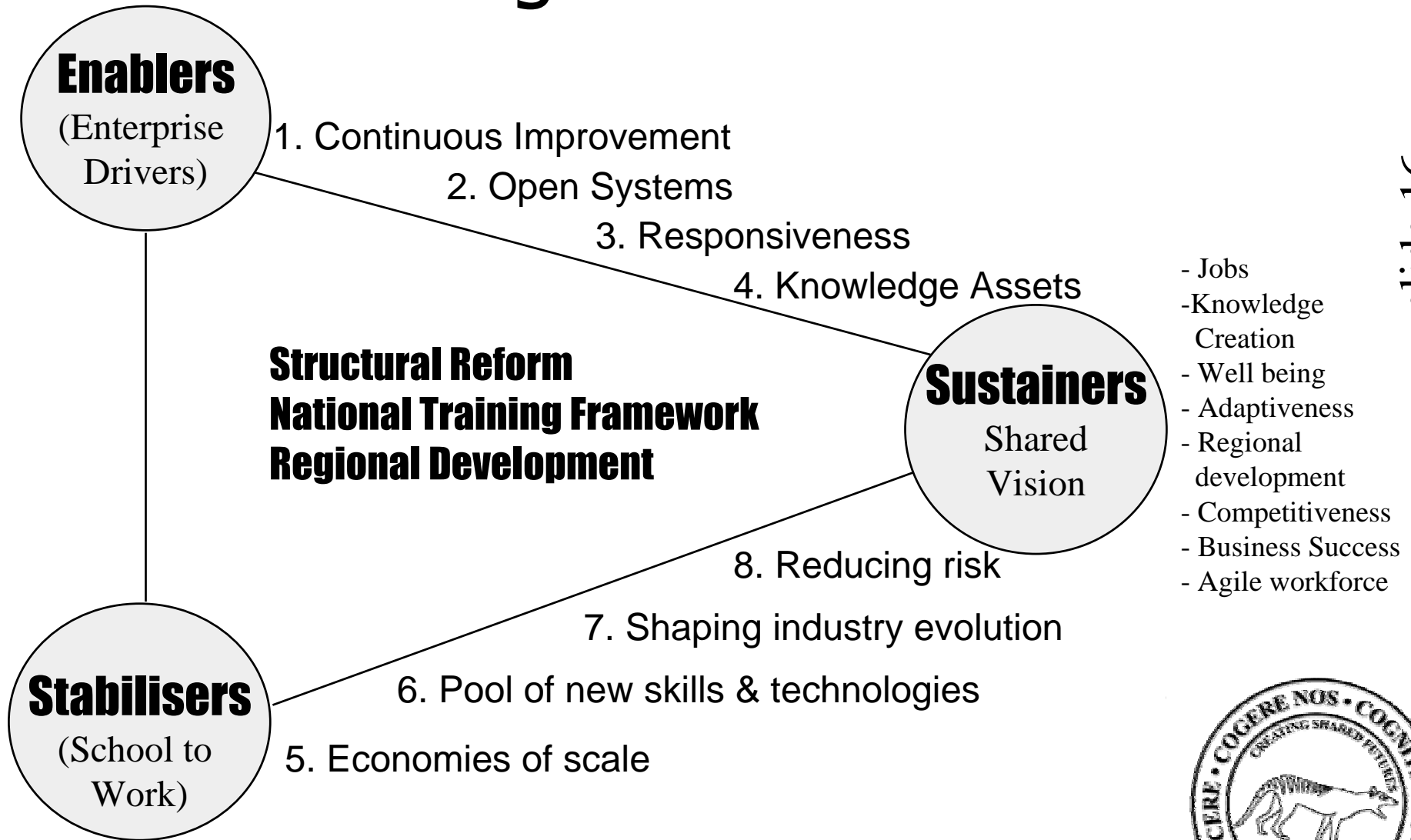
The basis for sustainability is to recognise any funded regional or industry learning program is not benign. It can build futures and underpin relationships between individuals, employment services, learning providers, businesses, the community and government.

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strtegetic role of S2W

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major sustainers

- ❖ Grow capacity - A job is created
- ❖ Created (unique) knowledge assets
- ❖ Attractive to potential businesses seeking to locate to a region
- ❖ Agreed futures based on adaptiveness, shared vision and creativity, not set goals
- ❖ Dynamic and agile recruitment 'pool'
- ❖ Improved business success
- ❖ Global/ sustained competitiveness
- ❖ Less rather than more government intervention

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myths

- ❖ Schools are moving the yoke imposed by university demands for education content, to industry demands for training content.
- ❖ School-based structured VET is distinct or different to industry/ workplace VET
- ❖ Vocational training has to be done on the job
- ❖ Employers want employees with standards based competencies
- ❖ Qualified teachers have the skills and capacity to alleviate the need for work placement

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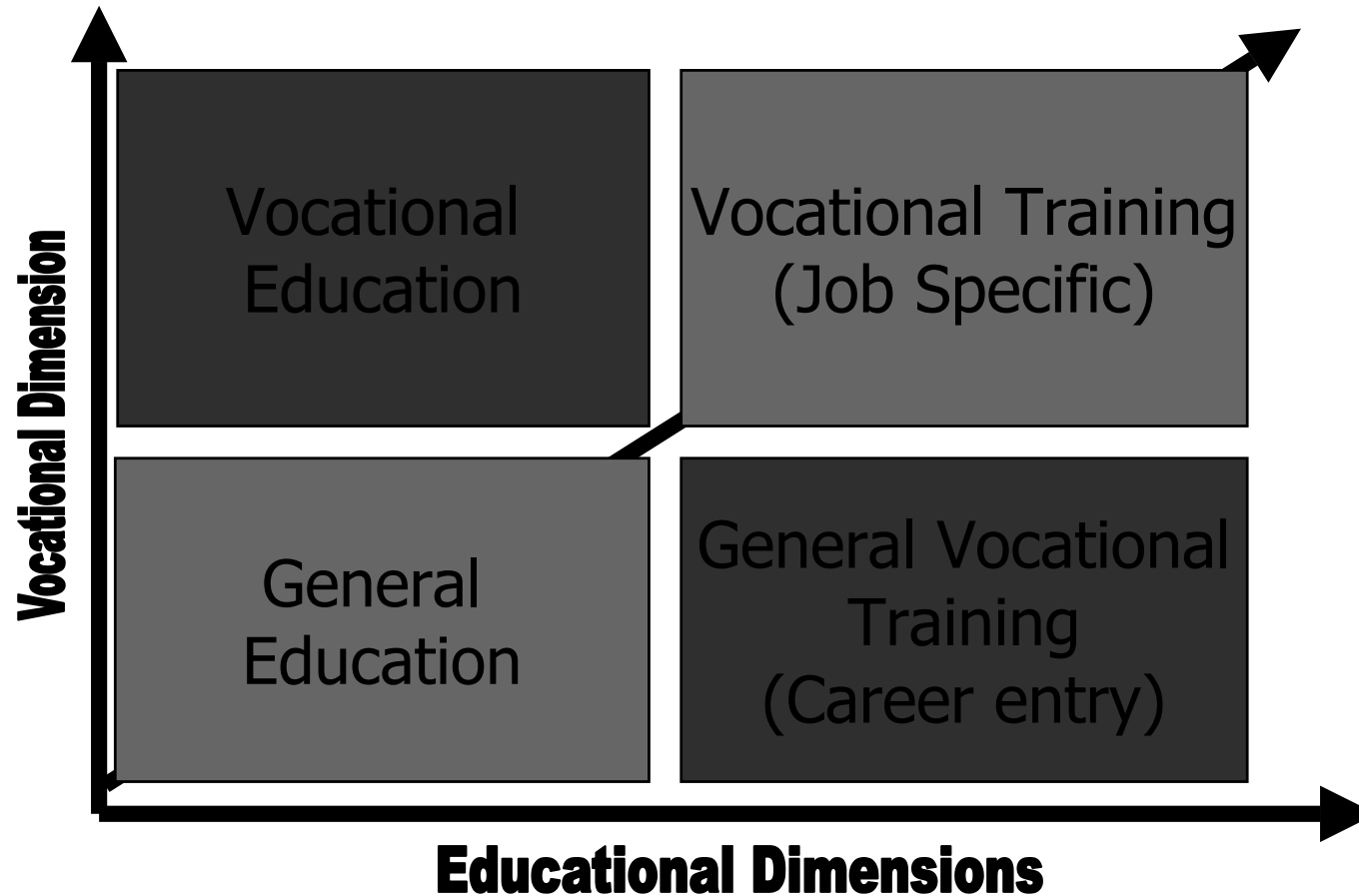
myths

- ❖ Employer calls for students to have better 'communication skills' and the 'right attitude' represent a failing of both education and vocational training systems
- ❖ Competency standards cover all the learning required for performance in a workplace
- ❖ Education is of a lesser capital value to businesses than vocational training

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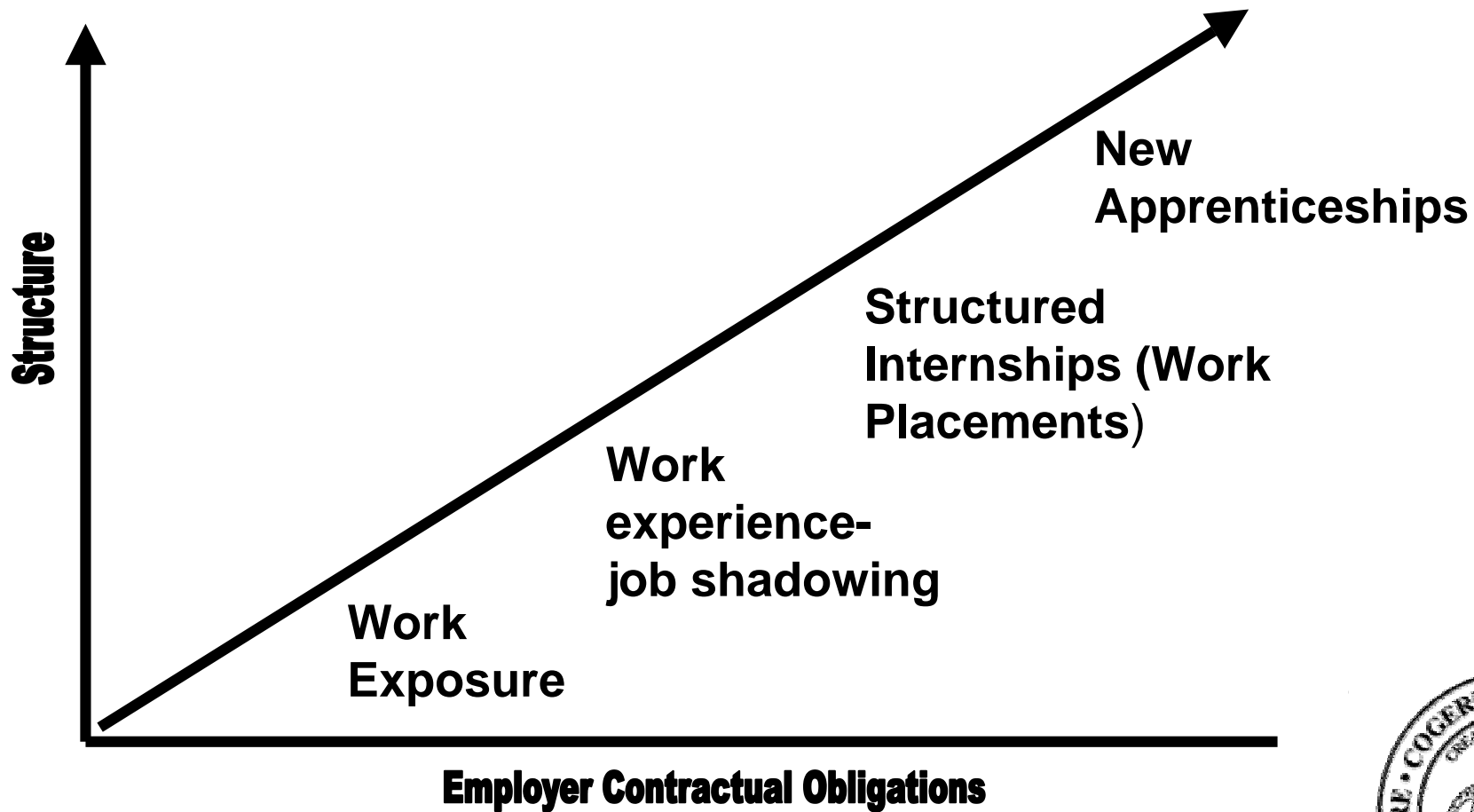
VET is not just about training



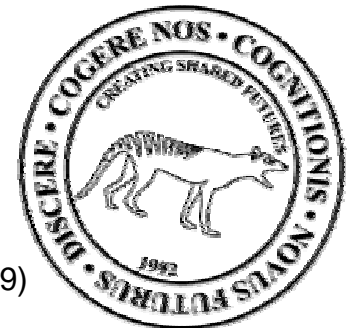
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examples of balanced VET

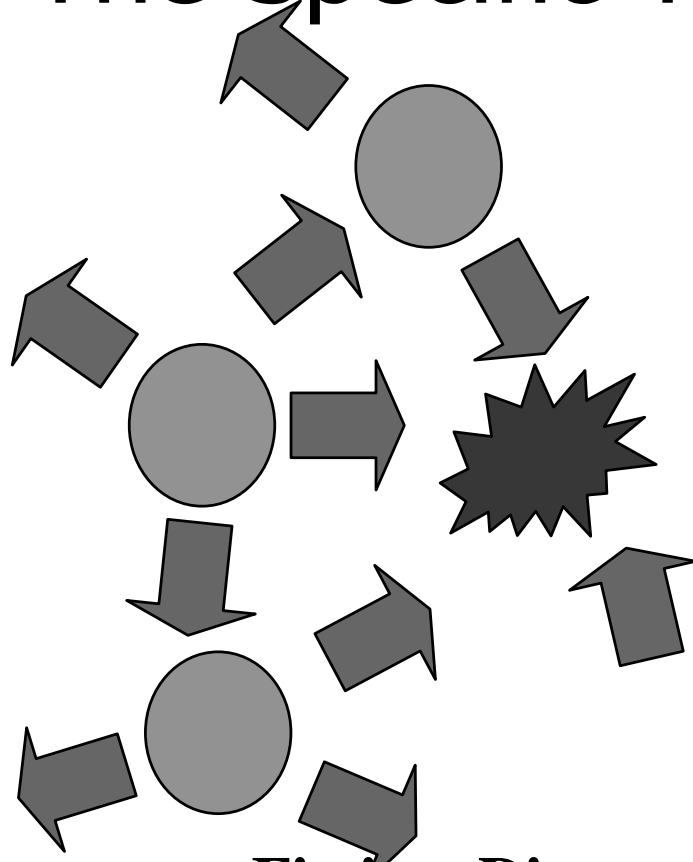


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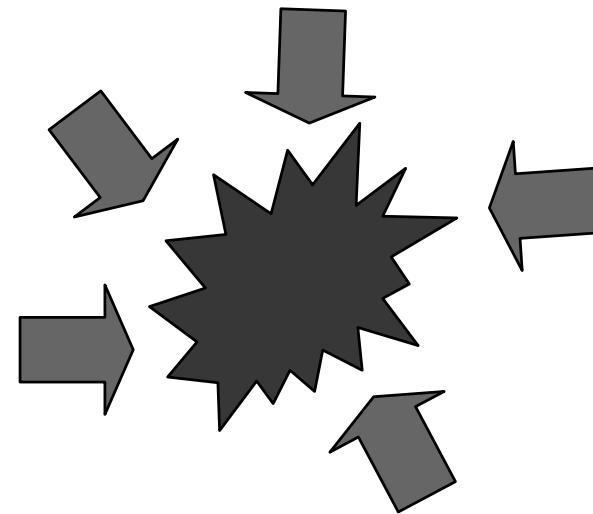


Learning Can Add Value Beyond The Specific Topic/ Competence

**Fusion - Convergence or
targets (Applied)**



**Fission Divergence or
broad-based
(General)**



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