

From: Anthony J Leverenz

Sent: Monday, 19 August 2002 1:51 PM

Subject: Pages 55-76 of my Industry Training report: New ways of delivery

Dear Committee,

I am the former Executive Officer of the Training Board responsible in SA for Electrical, Power, Water, Gas, Renewable Energy, Communications and Electronics.

I am former because with the budget change of funding , there being no State funding, my Association was left with no alternative but to "let me go".

I am a Fellow of the Institute of Engineers, an economics graduate, and a Communications consultant (with a passion for education)

But that is *not* why I am writing.

In my Industry Training Plan attached, commencing P55 I include a novel method of providing vocational education to schools.

In this proposal, a *teaching* trailer is delivered to a school participating in the program, and students in year 11 (and below) undertake one of three Certificate 1's.

Either the C1 Water Operations, the C1 Sustainable energy or the C1 Electrotechnology. A science teacher or RTO trainer accompanies the trailer. All lab work is conducted outside and underpinning knowledge inside. The Water studies has the rigour of year 11 chemistry but don't tell the students it is chemistry. The other certificates have the rigour of Year 11 physics but don't tell them it is physics. Tell them we are saving the planet.

BUT

the NEW key concept outlined in my paper is that the ***three studies are linked***--as they are in real life.

Water students will see their fellow classmates creating solar and wind electricity, and see their electrotechnology students switching using microcomputers.

This concept came about because of a program developed in conjunction with one of my regional committees .

We towed a *demonstration* trailer containing wind and solar to rural schools. It is fair to say, the students were knocking down the walls to participate.

We also discovered there are very few science teachers at upper levels in rural schools except in larger towns (like Mt Gambier for example)

All this, at the present time, is a **concept**.

But it meets two very important criterion.

(1) It rotates "science" teaching to schools on a share basis and is therefore cost effective.

(2) If we postulate that the a high percentage of students now fall into the postmodern category, and in simple form, we assume that students in this category need to know "why" they need to study, Vocational education has a clear linkage between the underpinning knowledge and the hands on application and meets that need.

(What I have assumed is a simplification, and even talking about *categories* is a Baby Boomer thing to do (as I am): But this teaching trailer will work.)

Rural students who do not go on to any further studies will still have a higher science level than otherwise, especially in matters environmental.

Some who want to save the planet from a water viewpoint, will discover that what they need to do is not study water (a surprise to them) but to study communications or electronics. They will need to measure how much water is used, and if more is needed, communicate to a pump, and turn it on: Then turn it off when it is finished. To do that, measurements need to be made.

In metro areas the method is not a trailer, but a fixed site. And schools come to the facility.

This system of taking science to the schools, making it outdoors, making it fun, making it environmental, deserves consideration in any study of VET in schools study.

The worst thing that can be done today in Vet in schools is unpack the training. It flies in the face of postmodernism.

There is much more I would like to add!

I would pursue this further: But it does not pay my rent.

I would appreciate the opportunity to present to the Committee.

This year for the first time ever, an Adelaide University dropped the TER requirements for Science.

Levels of Language, Literacy and Numeracy are falling.

Teaching that meets a postmodern world, can reverse the trend. It needs a national vision. It needs you.

regards

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