



International Conference
The Future of Education



Applied learning in the senior years of high school – a systemic approach in the state of Victoria, Australia.

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The Changing Face of Education

Skills have become the global currency of the 21st century. Without proper investment in skills, people languish on the margins of society, technological progress does not translate into economic growth, and countries can no longer compete in an increasingly knowledge-based global society.

(Mr Angel Gurría, Secretary-General of the OECD, 2012)

Research shows that skilled jobs now dominate job growth and that people who have completed high school, or vocational education and training qualifications, fare much better in the employment market than early school leavers.

(Australian Bureau of Statistics, 2010; Lamb & Rice, 2015; OnTrack data, 2011, Stewart, 2012).

IN AUSTRALIA, THE GOVERNMENT WANTS 90% OF STUDENTS TO COMPLETE YEAR 12

(Council of Australian Governments - COAG, 2009 & 2012)

New Strategies

Reforms vary in different countries - from local, ad hoc measures including mentoring, welfare support and tutoring for targeted students , often led by private enterprise; to systemic change including VET provision, alternative certificates, income support, careers education and planning, and higher leaving ages. (Lamb, 2008).

VET – VOCATIONAL & EDUCATION TRAINING

AUSTRALIAN SCHOOL BASED APPRENTICESHIPS

LEAVING AGE 17 - YOUTH ALLOWANCE CUT OFF

CAREERS TEACHERS – Managed Individual Pathways

ALTERNATIVE PROGRAMS

**VICTORIAN CERTIFICATE OF APPLIED LEARNING
(VCAL)**

The Kirby Report, 2002

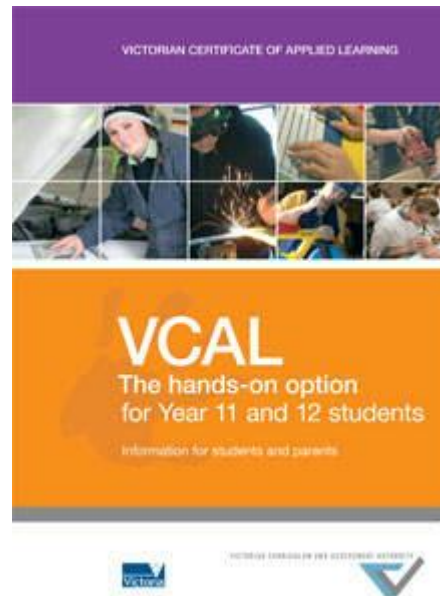
Those who have difficulties with current arrangements will typically need different learning contexts.

- **courses and qualifications that are coherent, comprehensive and flexible.**
- **secondary colleges and TAFE institutes to reorganise so that they welcome young learners and provide for them as conveniently and comprehensively as possible.**
- **well- structured collaboration and direct involvement by business and industry.**
- **improved ways of advising young people and engaging them in activities and decisions about the pathways that are open to them.**

Ministerial Review of Post Compulsory Education and Training Pathways in Victoria (Kirby, 2000).

VCAL

Victorian Certificate of Applied Learning



<http://www.vcaa.vic.edu.au/Pages/vcal/ind>

Applied Learning

'THE CONSTRUCTIVISTS'

Experiential Learning or Hands on Learning (Dewey, 1938; Kolb, 1984)

Discovery Learning (Bruner, 1961)

Active Learning (Bonwell & Eison, 1991)

Situated Learning (Lave & Wagner, 1991)

- **learning in the 'real world' - develops skills and knowledge in relevant contexts**
- **partnerships with organisations and individuals outside school**
- **working with students in an holistic manner - personal strengths, interests, goals, previous experiences and preferred ways of learning**
- **the skills and knowledge relevant to the community context is introduced, applied in the context, followed by feedback and reflection**

VCAL Enrolments

2003 – 5137 students @ 229 providers

2015 – 23,784 students @ 447 providers

(VCAA 2004 & 2015)

VCAL Providers

Initially at just government schools & a few community providers

2015	Schools	VCAL Certificate Enrolments
Government	282	14,864
Catholic	84	3,161
Independent	39	829
Adult	42	4,930
Total	447	23,784

Table 5.1: Numbers of Schools Providing VCAL and VCAL Certificate Enrolments by Sector, 2015, (VCAA, 2016)

20% of all senior high school students.

**Five key elements
needed for a
successful VCAL
program**

Curriculum

A shell or a framework to write your own content. It is different in every setting according to student interests, community needs, teacher skill set and available resources.

Outcomes based.

Focus on developing employability skills.

Three year levels – Foundation, Intermediate, Senior
Four strands of study.

Literacy & Numeracy	-reading, writing and oracy for research, reflection, and communication. -design, measuring, constructing, graphs, money, time and travel.
Industry Specific Skills	Vocation and Education Training (VET) related to a specific industry context
Work Related Skills (WRS)	Developing employability skills within community and work environments.
Personal Development Skills (PDS)	Community project based, developing social responsibility, community building, confidence and self-esteem.

Literacy	Numeracy	Personal Development Skills	Work Related Skills	Industry Related Skills
<p>READING & WRITING</p> <p>LO1 - Writing for Self Expression Write a recount, narrative or expressive text.</p> <p>LO2 - Writing for Practical Purposes Write an instructional or transactional text.</p> <p>LO3 - Writing for Knowledge Write a report, explanatory or expository text.</p> <p>LO4 - Writing for Public Debate Write a persuasive, argumentative or discursive text.</p> <p>LO5 - Reading for Self Expression Demonstrate that meaning has been gained from reading a narrative, recount or expressive text.</p> <p>LO6 - Reading for Practical Purposes Demonstrate that meaning has been gained from reading an instructional or transactional text.</p> <p>LO7 - Reading for Knowledge Demonstrate that meaning has been gained from reading an explanatory, expository or informative text.</p> <p>LO8 - Reading for Public Debate Demonstrate that meaning has been gained from reading a persuasive, discursive or argumentative text</p> <p>ORACY</p> <p>LO1. Oracy for Self Expression Use and respond to spoken language to communicate to others story and life experience.</p> <p>LO2. Oracy for Knowledge Use and respond to spoken language in informative talks.</p> <p>LO3. Oracy for Practical Purposes Use and respond to spoken language in instructions and transactions.</p> <p>LO4. Oracy for Exploring Issues and Problem Solving Use and respond to spoken language in discussions to explore issues or solve problems</p>	<p>LO1- Numeracy for practical purposes – design Can interpret and use the knowledge and conventions of common shapes and their representation for describing, designing or representing real life objects.</p> <p>LO2 – Numeracy for practical purposes – measuring Can use straight forward measurement and the metric system to estimate and measure for the purpose of interpreting, making or purchasing materials in familiar practical situations.</p> <p>LO 3 - Numeracy for personal organisation – money and time Can use and interpret whole numbers, simple fractions, decimals and percentages to make decisions about money and time in familiar situations.</p> <p>LO 4 - Numeracy for personal organisation – location Can interpret and use everyday language and symbols of location and direction to give and follow oral and written directions.</p> <p>LO 5 - Numeracy for interpreting society – data Can use and create everyday tables and graphs to represent and interpret public information which is of interest or relevance.</p> <p>LO 6 - Numeracy for interpreting society – numerical information Can identify and translate everyday numerical concepts to interpret public information which is in texts of interest or relevance.</p>	<p>The Personal Development Skills units are designed to develop:</p> <ul style="list-style-type: none"> • self-awareness • improved health and wellbeing • commitment to, and achievement of, personal goals • social and community awareness • civic and civil responsibility. <p>LO1 - Plan and organise a complex project or activity.</p> <p>LO2 - Demonstrate knowledge and skills in the context of a complex project or activity.</p> <p>LO3 - Demonstrate self-management skills for goal achievement in the context of a project or activity.</p> <p>LO4 - Describe leadership skills and responsibilities.</p> <p>LO5 - Demonstrate interpersonal skills to communicate ideas and information.</p>	<p>The Work Related Skills units have been developed to recognise learning that is valued within community and work environments as preparation for employment.</p> <p>LO1 Learn about conditions and entitlements of a specific industry.</p> <p>LO2 - Obtain and communicate information in response to a work-related OHS issue.</p> <p>LO3 - Develop knowledge and understanding of OHS in a work-related context.</p> <p>LO4 - Identify workplace safety hazards.</p> <p>LO5 - Work in a team to follow safe work procedures within a work-related activity.</p> <p>LO6 - Use information and communications technology and other technology in relation to a work-related activity.</p>	<p>VET Qualification in an Industry of choice Usually Certificate II at this level.</p> <p>Study in this strand is designed to:</p> <ul style="list-style-type: none"> • develop key knowledge and skills in a vocational context that assists the student in making informed choices regarding further learning and/or employment • provide vocational experiences relevant to student interests and abilities • provide pathways to further study into higher level VCAL, VCE or VET courses. <p>There are currently 41 Cert II VCE/VET courses on offer to high school students, covering 28 industries. (VCAA website, 2012)</p> <p>Popular choices in my experience -</p> <p>For young women Childcare, Beauty & Hairdressing, Hospitality, Aged Care, Retail.</p> <p>For young men – Building Trades, Automotive trades, Sport & Recreation, Fitness.</p>

Pedagogy

The Role of the Teacher/Facilitator is far different to that of a traditional teacher.

**INSTRUCTOR FACILITATOR MENTOR ORGANISER BOSS COACH
FRIEND TRAINER MANAGER**

Ability to write curriculum to engage students.

Student centred or holistic approach

Facilitate out of school learning in multiple settings.

Develop strong relationships with students.

Fair & equitable assessment.

Principles of Adult Learning.

Assessment

There are four principles of assessment:
validity, reliability, fairness and flexibility.

Assessment methods & tools for collecting evidence

Observation of performance

Physical demonstration

Practical application

Simulation

Role-play

Case study

Written questions

Quiz

Multiple choice

Verbal questions

Report by third party

Portfolio or assignment

Product inspection Debate

Discussion

Resources

Specialised teaching spaces – sheds, gardens, VCAL room

Tools – for building and gardening

Transport – to get out into the community

Time – for planning and developing partnerships

Money - for camps and excursions

Organisation

Flexibility in the timetable to facilitate out of school learning

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
P1	Literacy	Literacy	Literacy	Structured	PDS
P2 Recess	Numeracy	Numeracy	Numeracy	Workplace	Community
P3	VCE Subject	VCE Subject	VCE Subject	Learning	Project
P4 Lunch	PDS Project	WRS Research	VETis @	Placement in	Private
P5	Planning	& Reflection	TAFE College	Industry	Study

Providers can adhere to a conventional school timetable and operate their VCAL within it, others create a separate VCAL campus, and others use a mixture of time planning and staffing strategies. Different in every setting.

Community support & partnerships

Quality work placements

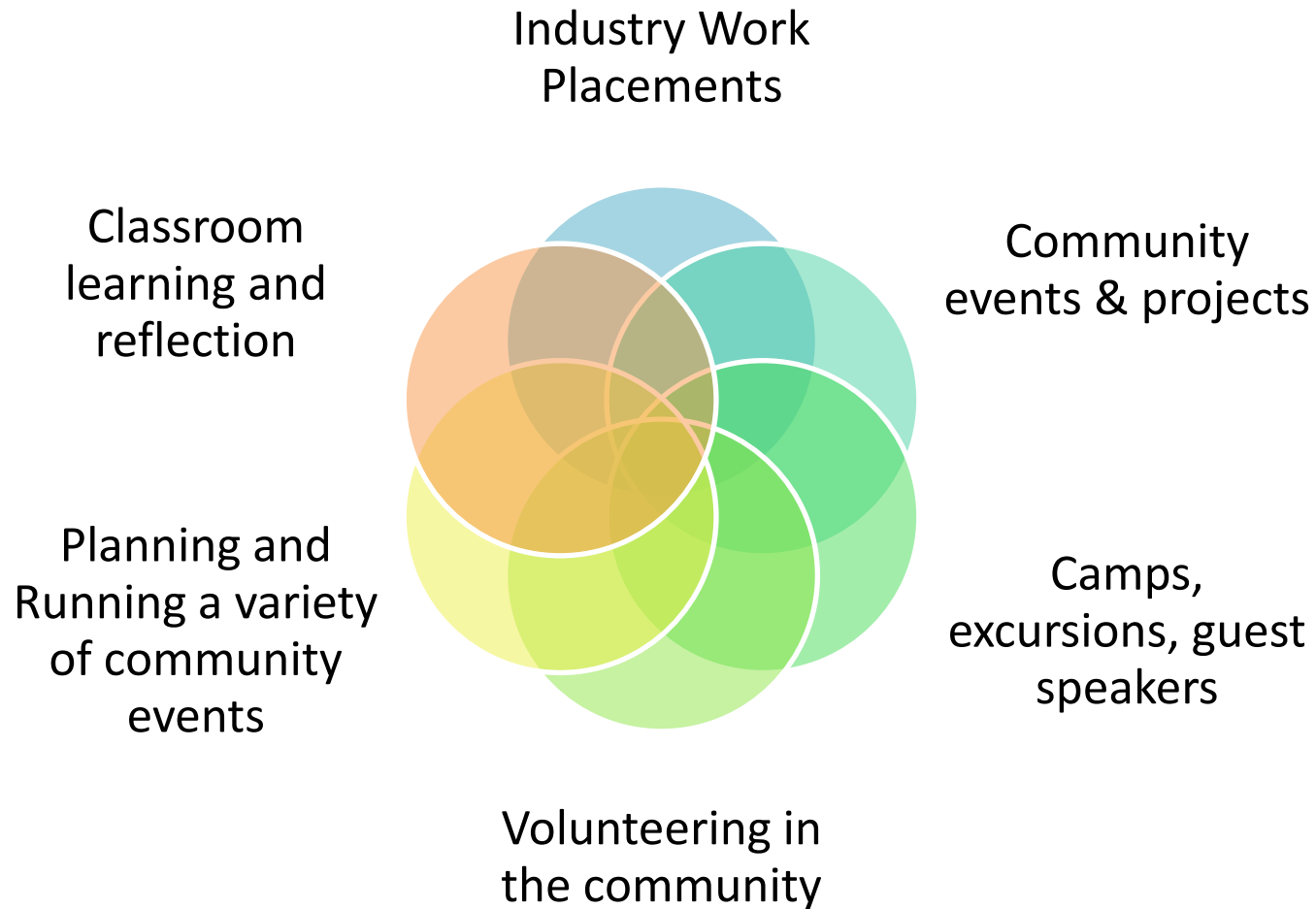
Quality VET delivery

Meaningful and engaging community projects

Volunteering opportunities

It is very important that VCAL is seen as a quality pathway for students.

Community partnerships and 'rich' learning

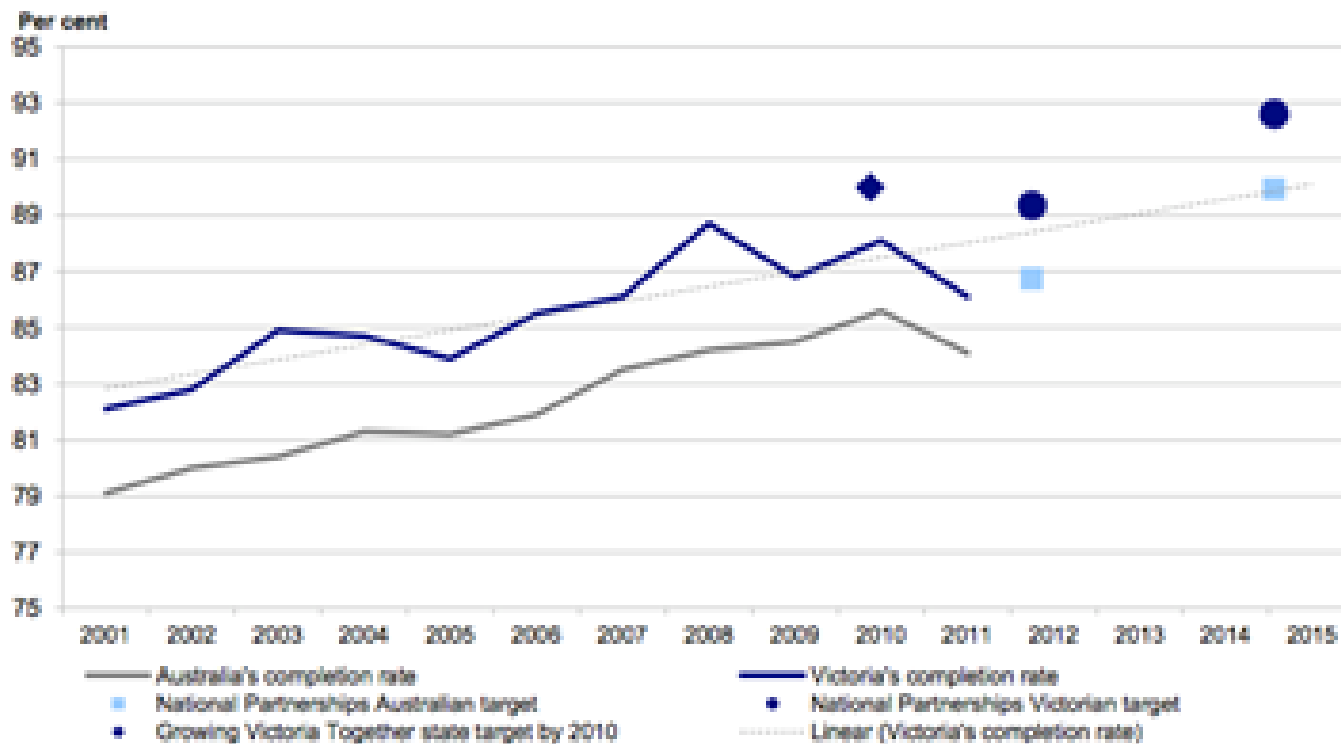


Success?

Evidence from the On Track survey suggests that VCAL helps to keep young people in school, with nine in ten VCAL students stating that VCAL played an important role in their decision to stay at school (Polesel & Rice, 2012)

'...Victoria's tracking system for young people leaving school provides evidence of VCAL's success in helping those at high risk of dropping out too early and without qualifications... Engaged and employed young people are less likely to cost the state money because they are less likely to need healthcare, less likely to depend on welfare, and less likely to be involved in anti-social or criminal behaviour.' (PriceWaterhouseCoopers, 2005)

Completion data



Victorian and national completion rates (20- to 24-year-old students) (Pearson, 2012)

Student testimonials

I'm learning how to do what I want to maybe do in future life. Probably, my social skills and communication skills have gotten a lot better. I'm more confident in speaking in front of people and talking to people that I wouldn't usually communicate with I guess.

Confidence. Just experience in the industry ... you know just things that I may be able to use further down the track in life and I hope and I know that it will come in handy one day. I can already see situations that I've been out in like the work force and stuff where they've come in handy.

The teachers help you with all your pathways and help more to identify what you actually want to do in the future, and then base your learning and your work placements and interests around that.

The program has opened so many opportunities to not only contacts and getting to know people, but just getting to know myself really. Like in what I think I'll be able accomplish and it's definitely expanded my reach. When you look at it, it's been a real positive thing for my self-esteem and just even like how I consider myself.

Further information



<http://www.vcaa.vic.edu.au/Pages/vcal/students/index.aspx>



VICTORIAN
APPLIED
LEARNING
ASSOCIATION



<http://www.vala.asn.au/>