'Framing the Future'

Vocational Education in Schools Strategy 1999 - 2002
(South Australia)

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TRAINING AND EMPLOYMENT

Vocational Education Team
The Delors Report on Learning: *The Treasure Within* presented to UNESCO in 1996 focuses on the challenge to teach children to put what they have learned into practice and to adapt education to future work when it is impossible to foresee exactly how that work will evolve\(^1\). *Learning to Do* is one of the four pillars of education presented in that Report. It lays the groundwork for bridging knowledge and skills, learning and competencies inert and active knowledge, codified and tacit knowledge.\(^2\)

Delors stated that "in addition to learning to do a job of work, it should, more generally, entail the acquisition of a competence that enables people to deal with a variety of situations, often unforeseeable, and to work in teams, a feature to which educational methods do not at present pay enough attention."\(^3\) He went on to say "in many cases, such competence and skills are more readily acquired if pupils and students share the opportunity to try out and develop their abilities by becoming involved in work experience schemes or social work while they are still in education, hence the increased importance that should be attached to all methods of alternating study with work."\(^4\)

As representatives of the South Australian Department of Education, Training and Employment, Vocational Education Team we will provide you with an overview of current directions in Vocational Education in South Australia and the background that has framed them. We will share with you some information around the evaluation of the previous strategy *Ready, Set, Go* and conclude the paper around the future directions of vocational education in South Australia.

The relevant emphasis in vocational education in South Australia is contained in the policy document "*Vocational Education in Schools Strategy 1999 - 2002*". The Strategy is a State government initiative that builds on the work of its successful predecessor *Ready, Set, Go*, the previous vocational education

\(^1\) Delors, *Learning: The Treasure Within*, UNESCO 1996 page 88  
\(^2\) *Education for the 21\textsuperscript{st} Century in the Asia-Pacific Region* page 38  
\(^3\) *Delors Report*, page 23
strategy and I will expand on this later. The new Strategy recognises, values and expands the work of regional groups established during 'Ready, Set, Go' as it aims to support the various roles and responsibilities that have been developed by regional groups.

The Vision Statement in the South Australian Education Department's Strategic Plan states:

"World class education, training, childcare employment and youth services, founded on consumer choice and accountability, and achieved in partnership with the community and business, producing literate and numerate citizens with enhanced scientific and technological skills as members of an enterprising cohesive society within a global community."

The principle directions in the Strategic Plan identify the links between education, training and economic renewal for the State. As well as ensuring all school age children have access to a broad and balanced general education there is an emphasis of the need to have a highly skilled, technological and internationally competitive workforce. Youth are distinguished as the potential for our future. Therefore the education system identifies that it is devoting its efforts in education and training to foster a greater community-wide commitment to education, training, and lifelong learning.

Resources are being targeted by the government to five strategic objectives over the next three years. These are:

- Raise Standards
- More Jobs
- It Smart
- Focus on Youth
- Value for Money

Vocational education and training is strategically linked to three of the five objectives: Raise Standards, More Jobs and Value for Money with Key Performance Indicators

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4 Ibid
5 Department of Education Training and Employment, Strategic Plan 1999-2002, page 3
6 Ibid
and Targets for 1999/2000 being identified through number of hours of VET, participation rates apprentices and trainees and the developing of a "high performance organisational culture which recognises, values and fully develops the diversity of our workforce".

Vocational Education is a key government initiative in South Australia and the government has funded the Strategy over and above the Education Budget. A cornerstone of the Vocational Education in Schools Strategy 1999-2002, is the recognition of partnerships that schools and regional groups have established with business/industry, providers and other relevant partners. The Strategy recognises the value and importance of these partnerships and aims to extend the partnerships beyond any superficial school-industry links that may have existed previously. The Strategy is based on a number of key principles. These include:

- Improving young people’s transition to work needs to encompass the whole age group and be placed in a lifelong learning perspective.

The Vocational Education in Schools Strategy has identified that it will:

- support schools in the business of preparing their students to live, to learn and to work in the next century;
- support schools in the business of teaching and encouraging students to learn how to learn;
- support schools in the business of developing the whole student; and
- focus not only on industry specific skills but also on generic competencies, which enable students to acquire new skills as they are required by the changing demands of industry and society.

The concept of Vocational Education needs to be promoted as a shared responsibility in the community, which fosters collaboration between local education, business, government and community interests.

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*Ibid*, page 9
The *Vocational Education in Schools Strategy* aims to:

- recognise and promote approaches that have a local dimension which emphasise partnerships, and the active engagement of local business, industry and community groups in the joint development and management of Vocational Education programs.

- promote programs, which have a local character as the central element and accept responsibility for their own development, operations and achievements.

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The term *Vocational Education needs to be re-conceptualised to differentiate between 'VET' and Vocational Learning.*

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The *Vocational Education in Schools Strategy* will:

- reserve the term ‘VET’ as it is used in the school context, for appropriately accredited and industry recognised, industry-specific entry level training programs which deliver competencies endorsed within the National Training Framework and provide credit towards a credential within the National Training Framework; and

- include an additional term to describe the learning that has a vocational perspective to it, which all students should experience throughout their schooling. The term that best describes this is ‘vocational learning’.

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*Creative and flexible approaches to delivery, structures of schooling and learning, integrated student support services will be needed to ensure that students not only have access to a wider range of vocational education whilst at school, but they have the opportunity to acquire as many skills and competencies and at as high a level as possible, so that when they leave school they will have maximised the options available to them for further training, learning or working.*

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The *Vocational Education in Schools Strategy* aims to:
• Support schools in their fundamental review of the curriculum, of the school calender, of dominant pedagogical styles, of school structure, in approaches to labour market and training advice and guidance and counselling

• Encourage Vocational Education that can be delivered by organisations external to schools and in settings outside schools and through regional networks

• Promote effective student support services that support young people in school-to-work transition, are dependent on a more holistic community approach and are coordinated across state, Commonwealth and local initiatives.

A recognition that young people have a role in Regional Economic and Social Development

The Vocational Education in Schools Strategy will support the:

• Recognition that young people can be a major resource for regional communities and can play an important catalytic role in revitalising economic and social development at the local level.

• Reposition young people in their communities and utilise their potential to help manage, change and create more positive futures.  

The Vocational Education in Schools Strategy has five specific goals:

GOAL 1:

To support the continued development of a quality ‘VET In School’ system which:

• offers real choice and a comprehensive range of quality programs to meet the needs of students and industry;

• is recognised as integral part of a sound general education; and

• enhances career and employment opportunities for students by maximising post-school further education, training and employment pathways.

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8 Department of Education Training and Employment, Vocational Education in Schools Strategy 1999 - 2002 page 5
GOAL 2:
Ensures all students are adequately prepared for life, education, work and employment, by building a solid foundation in lifelong learning as well as skills that enhance immediate employability.

GOAL 3:
To develop regional models that demonstrate the importance of regional partnerships which:

- foster collaboration between local education, business, government and community interests;
- promote the concept of vocational education as a shared responsibility in the community;
- provides the opportunity for business and industry to shape, at a local level, the destiny of their regions by building the skills of the future workforce and economy of the region;
- require active participation by all stakeholders at the local level;
- promote regional leadership and collaboration; and
- ensure that local stakeholders, who have a stake in the achievement of Vocational Education outcomes, are involved in the formulation of outcomes, which they want to be achieved, and are participants in securing their achievement.

GOAL 4:
To re-culture schools and school communities, to explore more creative approaches to Vocational Education programs in terms of modes of delivery, structures of schooling, and effective student support services that enhance school to work transition.

GOAL 5:
To improve the success of all young people, particularly those who have been educationally disadvantaged, through a range of inclusive empowering and socially
critical activities that is enhanced by their successful engagement in Vocational Education.  

**Seamless School to Work System**

The *Strategy* is viewed as a "Seamless School to Work System" whereby vocational learning starts at reception and is relevant to all students throughout their schooling. Vocational learning is directed at all students from Reception to Year 12, and involves students having experiences in the areas of:

- **Key Competencies**: key competencies are essential for effective participation in the emerging patterns of work and work organisation. They focus on the capacity to apply knowledge and skills in an integrated way in work situations. Key competencies are generic in that they apply to work generally rather than being specific to work in particular occupations or industries. Key competencies are essential for effective participation in work, further education and in adult life more generally.

- **Enterprise Education** is directed toward achieving a learning culture that will result in greater numbers of students enthused and equipped to identify, create, initiate and successfully manage personal, business, work and community opportunities.

- **Career Education**
- **Community Based Learning**
- **Workplace Familiarisation and Preparation**.

In years 11 and 12 students participate in Vocational Education and Training, within the National Industry Frameworks gaining industry specific accreditation that can lead into certificates within the Australian Qualifications Framework, New Apprenticeships, further training, education or work.

In the *Strategy* there are four key components:

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*Ibid* page 7
1. **School Industry Partnerships:** With an emphasis on regional leadership responding to local needs with a broadening of regional management groups. Across the State Regional Management Groups comprising members from business, industry and education, training organisations and the wider community are working to support school industry partnerships and links within the region. A large part of their work in the past has been to support structured workplace learning. However, in the new strategy there is an opportunity for the regional management groups to expand their services to encompass a broader range of support structures that may include: career advice, vocation learning activities, enterprise activities. The Regional Management groups are developing three-year Strategic Plans that will be connected to the economic renewal of their localities. School Industry Partnerships are being forged at a regional and Statewide level. Statewide partnerships are occurring with peak employer bodies to facilitate vocational education programs.

2. **Vocational Education Delivery:** The Vocational Educational Program Delivery supports VET in schools arrangements and Vocational Learning. In VET in schools arrangements an emphasis in the Strategy is the ability for students to access curriculum that develops learning experiences that are relevant to their aspirations and that they are prepared for employment and the world of work. In South Australia, an essential element within the VET programs in senior secondary schooling is structured workplace learning. To support a quality program improved articulation between schools, TAFE and other providers is being continually evaluated. School Based Apprenticeships/Traineeships are also a high priority area. Questions are being asked as to how students can have quality careers advice and how this can be managed. Vocational Learning engages students in the key competencies, enterprise education, workplace familiarisation and preparation; community based learning activities and career pathway planning.

3. **Regional Skills Development:** A regional focus on school-to-work transition and the development of effective linkages between schools, business, education and training providers. In order to assist in the development of regional skills, funds have been allocated for 'Enterprise Initiative Centres', 'Training Centres' and the ability for schools to become Registered Training Organisations. Enterprise
Initiative Centres are locally based organisations that connect students and their schools with the resources of their local communities in ways that assist students in developing enterprising skills and attributes. Through this process Enterprise Initiative Centres will indirectly be supporting training and enterprise development in their local area. Training Centres are envisaged as locally based bodies intended to incorporate local resources to supplement training opportunities in an industry area. Their functions will include providing additional training opportunities for students in years 11 and 12, providing workplace opportunities for students where workplacements are difficult to find; running tailor-made VET programs for groups with particular needs and providing an assessment centre where a range of testing can be undertaken. In targeted areas schools will be given the opportunity to become Registered Training Providers.

4. **Regional Support Services**: Regional Support Services that include provision for: 'Local Careers Service Providers'; 'Community Based Brokerage Schemes', and 'Integrated and Coordinated Support Services', will be funded.

Regional groups are being encouraged to identify skill shortages within their area and to then link programs the school curriculum that will address those shortages within their strategic plans. The *Vocational Education Strategy* has close links with the development of the *South Australian Curriculum Standards and Accountability Framework*, which is currently being developed through widespread consultations. Both are encouraging schools to ensure that vocational learning opportunities exist for all students. The *Strategy* and *Curriculum Framework* will enable schools to tie together vocational education objectives across learning areas and levels of schooling.

The *Strategy* is future oriented and contains many normative statements which tell us what ought to be happening. However, these normative statements are built on a sound basis of experience and research. What has led to this new *Strategy*?

*‘Ready, Set, Go’*

In February 1997 the State government launched a new education initiative called *‘Ready, Set, Go’* as part of the 'Youth Employment Statement', the Government's three year strategy highlighting its commitment to addressing youth employment. This
initiative was funded for the triennium 1997-1999 and has evolved into the new Vocational Education in Schools Strategy 1999-20002.

*Ready, Set, Go* was an integrated and coherent program that aimed to equip students with a set of skills, understandings and attributes that would enable them to better manage their transition from school-to-work. It built on existing programs in schools, including pre-school and child parent centres. Ultimately, *Ready, Set, Go* impacted across all levels of schooling, providing students with more relevant and varied pathways to further study, training and work options through the existing curriculum frameworks.

There were three concurrent strands to the program. 'Ready' aimed to develop students' acquisition of the key competencies and enterprise skills and attitudes that provide them with the ability to manage the wide range of further education, work and general life opportunities that are available. 'Set' aimed to provide all students with greater access to up-to-date careers advice and information. 'Go' aimed to increase the number of students involved in work placement in the South Australian Certificate of Education (SACE) courses and to expand the range of vocational education programs offered.

*Ready, Set, Go* was implemented as a broad-banded school to work program that aligned several key Commonwealth and State initiatives including:

- VET in Schools (including school based apprenticeship/traineeships)
- Community Based learning
- Career Planning and Pathways
- Key Competencies
- Enterprise Education

A significant feature of *Ready, Set, Go* was that both schools and their local communities were funded 'to join forces' and a new concept of partnerships emerged that extended far beyond any superficial school industry links.
Schools districts and their local communities cooperated to form viable clusters for program and service development. They implemented programs with a clear local or community focus incorporating strategies to ensure the participation of relevant parties, and developed long term strategic plans for program delivery in partnership with combinations of local TAFE Institutes, private training providers, businesses and community groups.

The ‘Ready, Set, Go’ program saw dramatic changes occur including:

- a focus on regional partnerships and local decision making in terms of programs and services implemented;
- developing strategies to increase the participation of industry and business personnel in the delivery of programs;
- a dramatic increase in the number and range of regional partnerships developing between schools, industry and Registered Training Organisations (RTO).

Funding for ‘Ready, Set, Go’ concluded in 1999, with a transition period occurring between the old program, ‘Ready, Set, Go’, and the implementation of the new Vocational Education in Schools Strategy 1999-2002. Early this year an evaluation of the ‘Ready, Set, Go’ program occurred. A team of independent evaluators from Simpson, Norris International, led by Dr Dave Goddard, evaluated ‘Ready, Set, Go’, and reported to the Chief Executive of the Department of Education Training and Employment in April 1999. Their findings and recommendations based on those findings form the springboard for the new Strategy.

The entire evaluation is based on the objectives of ‘Ready, Set, Go’ these objectives are:

- Improve student learning and achievement
- Enhance strategies for school reform especially in relation to curriculum, school organisation and professional development
- Enhance regional development through productive school-community partnerships
The overall findings of the evaluation were that:

- There is evidence of improved learning and achievement, almost totally at the post-compulsory or years 11 and 12 level.
- There is very strong evidence of enhanced strategies for school reform, particularly in relation to school organisation, curriculum choice and pathways and professional development.
- There is evidence of greater communication and cooperation between schools, business and the general community. As one businessperson said in a rural district: "It seems like we are allowed to have a say now. Not so long ago, we were seen as interfering if we said what we thought. Now it seems like schools want to talk to us."
- There is some evidence of partnerships being formed between interest groups that are bringing about enhanced student learning and achievement.
- There is little evidence of enhanced regional development in broad economic terms, although the evidence suggests considerable potential for this to occur.

The evaluation adopted both quantitative and qualitative data collection. Using interviews with small and medium groups and individuals, surveys and a documentary study of the 'Ready, Set, Go' Team's reports.

In looking at the aspect of improved student learning and achievement, evidence was gathered that identified 80% of respondents had the view that there was an increase in the retention of students through the 'Ready Set Go' program. In meeting diverse student needs, 95% of respondents agreed that 'Ready Set Go' had a substantial impact on accommodating diverse students needs. 89% of respondents perceived that 'Ready Set Go' programs provided for more flexible catering for a range of post-school options. Similarly 88% perceived that identified and articulated pathways for students are being extended through 'Ready, Set, Go' or one of its elements. Finally 79% perceived that 'Ready, Set, Go' extended the support for students of career choices and transition to further study and to work.
Surveys indicated that ‘Ready, Set, Go’ enhanced strategies for school reform. 86% of those interviewed believed that schools had explored the breadth and relevance of their curriculum offerings. Similarly 85% believed that there had been exploration of the integration of the academic and vocational focus through ‘Ready, Set, Go’. 76% of respondents believed that there had been a great deal or some exploration of flexibility in the use of time and the delivery of content because of ‘Ready, Set, Go’. 72% believed that schools had explored more appropriate and effective staff development as a result of ‘Ready, Set, Go’. Perceptions of the way schools had explored more effective student support services through ‘Ready, Set, Go’ stood at 67% and 72% believed that schools had explored how school and community cooperation has improved student motivation, achievement and outcomes through ‘Ready, Set, Go’.

The third desired outcome of enhanced regional development was much more concerned with directly measurable outcomes rather than exploration of how to achieve the outcomes. 88% of people perceived that schools have formed viable clusters in order to enhance program and service development. 83% believed that schools had ensured the participation of relevant parties by focussing on local and community programs through ‘Ready, Set, Go’. 79% of respondents perceived that schools had developed long term strategic plans for local partnership based program delivery.

**Suggestions for the Future from ‘Ready, Set, Go’ Evaluation**

The evaluation report recommended that funding for the ‘Ready, Set, Go’ program continue and that the bulk of the funding should be devoted to programs and initiatives that have the greatest effect and success on a system wide basis. This finding is based on the evidence that was gathered that the VET component of ‘Ready, Set, Go’, delivery to schools, was the most successful. The Vocational Education and training component of ‘Ready, Set, Go’ has been where:

- Most funding has been placed
- Most outcomes are apparent

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• Most recognition has come from school-based people and business and industry personnel.

The VET component has consisted of two programs for which schools and districts received funding. These are:
• VET in Schools, including work placement programs in the SACE
• Regional VET Development and Coordination

Data for 1997 for student participation and completion of VET outcomes as part of the SACE came to be used as the reliable baseline data for VET in Schools activity in the 'Ready, Set, Go' program. Student participation in VET programs, as a percentage of the years 11 and 12 cohort, rose from 11% in 1997 to 39% in 1998. The table below compares several indicators of this VET in schools activity for 1997 and 1998.

<table>
<thead>
<tr>
<th>Indicators of Change in School Activity in terms of VET - 1997 to 1998</th>
<th>1997</th>
<th>1998</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of DETE schools delivery VET modules</td>
<td>Metropolitan 22</td>
<td>Metropolitan 61</td>
</tr>
<tr>
<td></td>
<td>Country 20</td>
<td>Country 52</td>
</tr>
<tr>
<td>Number of VET programs</td>
<td>70 programs</td>
<td>258 program</td>
</tr>
<tr>
<td>Number of students participating in Vet modules</td>
<td>2,417</td>
<td>8,907 students</td>
</tr>
<tr>
<td>Student module enrolments</td>
<td>9,944 module enrolments</td>
<td>24,917 module enrolments</td>
</tr>
<tr>
<td>Annual student contact hours</td>
<td>161,716 h</td>
<td>454,032h</td>
</tr>
<tr>
<td>Average hours/student spent in structured work placements</td>
<td>40h</td>
<td>62h</td>
</tr>
</tbody>
</table>

This shows significant expansion of VET activity in schools within the last two years in terms of each indicator. The number of VET programs and number of participating students each increased more than threefold. Student module enrolments and student contact hours in VET programs both more than doubled and there was more than 25% increase, on average, in the time that each participating student spent in the workplace.
There has been significant growth in VET in South Australia over a relatively short time; however, there are challenges to be met with the National Training Packages and the push for students to do whole certificate courses. The Evaluation Report indicated a need to incorporate vocational learning throughout the schooling years. Our students in school are not necessarily being prepared for the changing nature of work that is anticipated. It is being foreshadowed that young people leaving school today will change jobs six to 10 times. They will be involved in ongoing training and education. Some are likely to move from the area or country in which they were born and have careers that don't yet exist. As educators the schooling system needs to equip students to cope with the globalisation and changing nature of working and living and participating in a just society.

In addition to the State Government's 'Ready, Set, Go', the Federal Government has funded the School to Work Program covering the period 1997 - 2000. This Federal funding has been targeted at generating business involvement in the provision of Vocational Education and Training. Commonwealth 'School to Work' funds expended in 1998 and 1999, have supported the participation of personnel from industry and business in vocational education and training (VET) across the State. Working in partnership with Regional VET Coordinators and teachers, business and industry have explored ways they can work effectively in supporting vocational education and training in the senior years in schools.

Eighteen pilots have trialed various models of VET curriculum delivery using personnel from industry, business and the VET sector. The pilots have enabled a number of innovative models to emerge, in different settings across the State. Business, industry, and education representatives have worked alongside each other, often with open dialogue that continually evaluates the processes they have been engaged in. In each of the pilots it is evident that business and industry gave over and above the monetary value they received in order to give the very best opportunities for the students they were engaging with.

The Commonwealth School to Work program was able to capitalised on the outstanding success of the 'Ready Set Go' program. Due to development of cohesive regional management groups emerging with clear industry representation for example,
$60,000 was expended over six regions across the state to support industry in developing regional delivery networks for VET in schools. Each region used their $10,000 in different ways with outstanding results. The South East Regional Cluster employed a teacher to set up a business mentoring program, in the Yorke District, *School to Work* was marketed to small business with seminars linking VET, training and employment. In the Adelaide Hills a marketing consultant worked with local business and industry whilst in the Northern Adelaide region industry people from horticulture and IT met, talked and planned ways of working together with students and teachers. In the Riverland, the VET Regional Coordinator worked with local industry and jobnet providers in promoting school to work transition and in the western Adelaide metropolitan area funds were used to support industry, business and education partnerships occurring within a regional management model.

Partnership 2000, located in the Southern Vales of Adelaide employed a business consultant to work with small businesses and establish the links with small business to ensure that high quality structured workplace learning occurs within OHS guidelines. Located in Norwood, Eastside, a Business Enterprise Centre and Jobs Pathway Provider, entered into a formal agreement with schools in the region to broker workplacement opportunities for students.

Energy, time and dedication by business, industry and education personnel have uncovered some exciting ways of working with each other and in so doing identified barriers to participation and issues that need to be addressed.

**Conclusion**

The *Ready, Set, Go* program has seen dramatic changes take place over the last two years. These include:

- agreement on a series of principles to guide the development of VET in Schools programs and School Based Apprenticeships/Traineeships;
- a focus on regional partnerships and local decision making in terms of programs and services implemented;
- increasing the number of students undertaking training as part of the SACE to approximately 9,000 in 1998;
• increasing the number and quality of programs involving structured workplace
  learning resulting in the achievement of nationally accredited competencies on the
  job;
• developing strategies to increase the participation of industry and business
  personnel in the delivery of programs;
• introducing arrangements for students to sign on Training Agreements as school-
  based apprentices/trainees;
• a dramatic increase in the number and range of Regional partnerships developing
  between schools, industry and Registered Training Organisations;
• a clear focus on Vocational Learning within the compulsory years of schooling to
  ensure that all students are aware of the world of work;
• a focus on innovative ways of learning which centre on developing essential skills
  such as key competencies and enterprising skills and attributes; and
• the establishment of career information strategies both at a system and local level.

Principles Underpinning Future Development
Future development will require the:
• rapid expansion of the last two years to be nurtured and sustained;
• opportunities offered by changes in schooling to be seized;
• focus on quality improvement in Vocational Education program to be maintained;
• capacity to build genuine partnerships at all levels to be pursued.

The Vocational Education in Schools Strategy will: secure the longer term future of
high quality and sustainable vocational education programs and is based on a common
understanding that securing the future is much more than a matter of funding. Quality
vocational education programs depend on having the policy setting right, support
mechanisms in place, flexibility in the school organisation, and a capacity from all
involved to work in a genuine partnership.

The Strategy recognises that successful school-to-work transition is not made up
simply of school-industry programs in years 11 and 12, but has a number of key
components. In the compulsory years of schooling a comprehensive and integrated
approach to vocational education allows young people to have multiple opportunities for contextual and authentic learning which should provide for:

- student control of the nature and location of the learning;
- learning cooperatively;
- learning through experience and through projects; and
- learning outside the school in community and work settings from significant adults other than teachers.

These opportunities will be built around a range of strategies including key competencies, enterprise education, community service projects, career education and work-based learning. Programs will have a strong community and employer involvement and will make use of networks drawn from the local community, employers and parents. In the post-compulsory years of schooling a comprehensive and integrated approach to vocational education offers all students access to VET in school programs that incorporates structured workplace learning opportunities. The programs will encompass the full range of students’ interests as well as local and State employment patterns and regionally specific demands for skills. VET in school programs will be delivered through active local networks of schools, training organisations and employers working closely with organisations providing post school training and job placement services.

The Strategy emphasises:

- Career guidance and advisory services, linked to external networks of advice and information drawn from the community and employers. These services will be integrated with programs that offer youth focussed services such as job seeking skills, training and direct contact with local employers and their requirements.
- School leaver tracking services and offers disadvantaged students personally tailored services, including advice, support, training and access to part time work.

The Vocational Education Strategy will ensure that all services are in place, are properly integrated, sharing their knowledge base and information at a local level to provide an effective transition from school for the majority of young people. The Strategy promotes a rethinking of the relationship between school and community,
such as each becomes a resource of the other, and the barriers between the two dissolve.
A Seamless School to Work System

VOCATIONAL LEARNING

- KEY COMPETENCIES
- ENTERPRISE EDUCATION
- CAREER EDUCATION

COMMUNITY BASED LEARNING

WORKPLACE FAMILIARISATION AND PREPARATION

VET IN SCHOOLS
- STRUCTURED WORKPLACE LEARNING

SCHOOL BASED APPRENTICESHIP/TRAINEE SHIPS

BRIDGING OR VOCATIONAL PREPARATION

STUDENTS AT RISK OF LEAVING SCHOOL EARLY

VOCATIONAL EDUCATION AND TRAINING

EMPLOYMENT

HIGHER EDUCATION

- LIFELONG LEARNING
- FLEXIBILITY AND ADAPTABILITY
- WORK READY

CERTIFICATE 4

CERTIFICATE 3

CERTIFICATE 2

CERTIFICATE 1

TRAINEESHIPS AND APPRENTICESHIPS