

Stakeholder Consultation & Strategic Planning Workshop

Summary

Activity One: Building Capacity

How do we equip young people with the knowledge and skills to participate effectively in our community?

- Real life stories
 - exposure to explore passion, opportunity and develop relationships
 - young people need relevance - connecting to real life experiences for self belief
 - opportunity for parents, communities, ex students to connect to the school
 - suitable for all students in high school
 - volunteers attached to a class from year 7, continues through school (mentor)
- Real world awareness
 - young people need opportunities to acquire the skills, verbal instruction is not enough
 - important for young people to see and experience different things to expand world view
 - allow for more choice in what children learn
 - career days
- Accepting responsibility
 - young people need opportunities to take on responsibility but with support
 - failure is a fact of life and an important part of experience and learning
 - know how to handle different situations, take ownership
 - opportunities for young people to get more involved - passive participation isn't effective
 - develop to level of maturity so young people can take on own responsibility (consider age, don't set up to fail)
 - some 'cotton wool' kids they need the opportunity to develop real skills
 - too many young people do not understand failure and consequences
- Parents
 - educate and inform parents about possibilities and how parents can have a positive influence
 - rushed living, children miss out on parental influence when learning/developing skills e.g. life skills
- Resilience, flexibility, creativity

- teach students to be open to change and accept new ideas
- empower them with the skills to bounce-back from set-backs
- opportunity for parents, teachers and business / community leaders to collaborate
- formal/informal teachers
- provide opportunities for young people to be creative and confident to move forward
- teach them the fundamentals needed to function in society
- self reliance- how do you build it
- soft skills- awareness of change, confidence
- Early community involvement
 - live and accept diversity
 - enterprising
 - to lead by example and influence other young people
 - say no to peer pressure
- Positive role models
 - equip young people
 - instil values, morals, tolerance
 - opportunity for young people to know about and explore the limitless opportunities that are accessible to them
 - confidence-success leads to confidence
 - role models can include; peers, elders, parents, teachers, community members, business members
- Communication
 - build relationships, open , effective, ongoing
 - opportunity for mentoring, industry visits etc
- Professional development for teachers
 - linking with industry
 - teachers make real life links with students
 - linking subjects and curriculum with real life possibilities and outcomes e.g. body talks, links to careers, expand to other industries
 - work experience for teachers, industry visits keeping teachers up dated and informed about what is going on in the workforce

- Personal development for parents
 - parents can support/ equip young people with knowledge and skills regarding careers, transitions, resilience
- Industry visits
 - to provide insight on current practices in the workforce
 - learning beyond the classroom
 - engaging/reengaging young people
- Customised learning
 - target young people with disability, generational unemployment
 - holistic approach
 - enterprise learning
 - interact with global community
 - 24 hour learning institutes for all e.g. green card, e- learning

Activity Two: Skill Development and Learning Experiences

What opportunities can we create to make learning more meaningful for young people?

- Learning beyond the classroom
 - using all senses
 - making connections with others, parents, community, business
 - opportunity to learn about different cultural groups, cultural acceptance
 - identify/ access untapped resources, expand opportunity, make learning more meaningful
 - more tailored opportunities and subjects at school 'what is realistic in the world'
 - awareness of alternate pathways
 - school is not just about academic achievement
- Inventory of parents
 - a great resource for schools
 - bring a range of skills and experiences (e.g. vocational questionnaire)
 - match parents to schools, if needed
 - bringing parent involvement back into schools
- Role models
 - mentoring, inspirational/ motivational speakers
 - inspire and set goals
 - former students, community
- Exploring additional careers adviser resources
 - careers advisers as a body, external to the school environment – additional to existing resource in schools
 - link to industry, regularly updated, ongoing professional development
- Meaningful learning
 - identify the young person's strengths, utilise this to create meaningful learning
 - hands on activities, relate concept to the physical activity
 - engage young people
 - real life experiences, provide a rich diversity of learning activities
 - authentic learning
 - cater for different learning styles
 - success stories

- networking with local business
- practical learning- back to basics, life skills
- resilience , coping with set backs
- recognise all success
- give experience not just information
- provide achievable challenges do not set them up to fail
- cultural awareness- low SES young people need to go beyond their neighbourhood to broaden horizons

Activity Three: Partnership Engagement

What partnerships are possible to improve education and training outcomes for young people?

- Enterprise learning
 - meaningful learning
 - holistic approach
- Partnering between schools and local businesses
 - greater opportunities, resources
 - realistic expectations need to be considered
 - employment opportunities
 - BEC , chamber of commerce, councils and government
 - trade schools, schools that deliver significant VET
 - industry visits
- Partnering between parents and community
 - a sense of greater responsibility
 - strong and positive links
 - rotary, lions club, community leader, church groups, school communities
- A coordinating body
 - building sustainable partnerships
 - structure, consistency
 - potential for workshop group to guide and inform partnerships and possibilities

|
|