

SPECIAL THANKS

A warm thank you to all of the schools, TAFEs and organisations who helped in making the 2006 Learning Choices Expo happen:

EXPO BAZAAR

Noosa District State High School
Coorooora Secondary College
Coolum State High School
St Teresa's Catholic College Noosaville
Morayfield State High School
Deception Bay State High School

EVENT MANAGEMENT TEAMS

St Teresa's Catholic College, Noosaville
Coolum State High School
Sunshine Beach State High School

GIFT PROJECT

Noosa District State High School and Lead On
Noosa for sourcing and preparing the presenters' gifts

RADIO TEAM

Students from the Centre Education Program
and Andy Brader

PHOTOGRAPHY TEAM

Sunshine Coast Institute of TAFE

IT TEAM

Sunshine Coast Institute of TAFE

CHEERLEADERS

Coolum State High School
Students and Kylie Carter and Michelle Withnall

WORK PLACEMENTS

Novotel Twin Waters
Human Resource Management -
organising student work placements for local
schools

THE EXPO ADVISORY GROUP

Reg Barton
Will Davis
Lin Farrington
Sue Griffiths
Jenny Haddrell
Roger Holdsworth
Graeme Speedy
Gerri Walker

AND SPECIAL THANKS TO THE FOLLOWING:

Melanie Durston
*University of the Sunshine Coast - Professional
Learning Workplace Co-ordinator*

Alan Grasset

Gubbi Gubbi people - *traditional custodians of
this land and sea at Twin Waters*

Lance Lewis
Education Queensland

Dave O'Donnell
and Riverina Institute of TAFE (Albury Campus)

Dale Shearer

All of the Day Two Youth Workshop providers.

Learning *choices* expo

MAROOCHYDORE QLD, 24-25 MAY 2006

PRESENTED BY DUSSELDORP SKILLS FORUM

EVENT PROGRAM



DUSSELDORP SKILLS FORUM (DSF)

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The Dusseldorp Skills Forum (DSF) is an independent, not for profit body with a mission to achieve changes needed to enable all Australians to reach their potential through the acquisition of productive skills. In particular, the Forum seeks to improve the learning and work transitions of young Australians by cooperating with communities, industry, government and non-government organisations to generate ideas, research, tools and information, and to build networks of common interest. It finances its own work.



WWW.DSF.ORG.AU/LEARNINGCHOICES

Learning *choices* expo

MAROOCHYDORE QLD, 24-25 MAY 2006

PRESENTED BY DUSSELDORP SKILLS FORUM



The travel plans have been made, the gear stowed and the clothes packed. The last words for the presentations have been saved and filed. The Showcase team members have got their lines down pat and know their cues...well maybe not quite yet. But there's no escaping the buzz, the skip, the nervous jiggle of the legs and feet.

Learning Choices Expo 2006 is here.

An excited air has been building over recent weeks. Expo 2006 promises to challenge and surprise you.

At this Expo young people will be everywhere - centre stage and behind the scenes.

Seventy young people, representing over 20 of the most creative learning programs in Australia, will be offering their own fresh and positive perspectives on the ways they are reconnecting with education pathways. They are being joined by students from the Te Kotahitanga program in New Zealand and a ground-breaking US school - MetWest Oakland Big Picture School, California.

Students from secondary schools across the Sunshine Coast - Coolum State High School, Noosa District State High School, Sunshine Beach State High School, Cooroora Secondary College and St Teresa's Catholic College - have played a pivotal role in the production of the Expo. Their contributions include enterprise projects, sourcing conference gifts, managing stalls at the Expo Bazaar and the cheerleaders opening the Expo.

Throughout the Expo itself you'll also see them; as part of student-led event management teams, working alongside professional conference organisers, and serving in a range of roles under the guidance of the wonderful Twin Waters Resort staff - 15 local students are undertaking their workplacements this week at the resort.

Sunshine Coast Institute of TAFE is heavily

involved too - with students in the IT support team, student Expo photographers and the offering of a range of student workshops on Day Two.

Working with the Showcase student teams will be twenty-five students from the University of the Sunshine Coast's Teaching program. The Uni students, affectionately known as Hoon Goonz, have been specially selected and trained and experience will count towards their teaching degree requirements. They'll be there supporting, mentoring and encouraging the student teams in their presentations and participation in other activities throughout the three days. After the Expo, the Hoon Goonz will be able to go online and chat to the teachers involved in the Showcases - to really get the low down on how these programs operate. Then, in a first for Queensland, the Hoon Goonz can choose to be placed for a week with a Learning Choices program in South East Queensland, to gain some first hand experience in working with these young people. And it all counts towards their teaching qualification!

The Twin Waters complex will be buzzing with workshops, fierce conversations and professional development sessions, including a strong stream of sessions highlighting Indigenous education.

A terrific line up of keynote speakers - among them Chris Sarra and Evonne Cawley from home, Constanca Warren and Laudy Aron from abroad.

Expo 2006 - bringing together some 500 educators, youth workers, policy makers, researchers, program directors and community organisation leaders - is brimming with possibilities for connecting with new folk and reviving old ties.

The ground's been prepared, the seeds sown, the crop is ripe for the picking.

As of this moment the Learning Choices Expo 2006 is in your hands...so it's over to you.

KEYNOTE SPEAKERS

CHRIS SARRA



Chris Sarra has had an extensive career in education. In his time as Principal of Cherbourg State School he facilitated many changes that saw increasing enthusiasm for student learning. Under Chris' leadership the school became nationally acclaimed for its pursuit of the 'Strong and Smart' philosophy.

Today Chris is the Director of the Indigenous Education Leadership Institute that is designed to pursue improved student outcomes for Indigenous children.

EVONNE GOOLAGONG CAWLEY



EVONNE GOOLAGONG CAWLEY, MBE, AO, is a Wiradjuri Aboriginal. During her tennis career she won 92 pro tournaments and was a finalist in 18 Grand Slam events. She won Wimbledon twice, the Australian Open 4 times, the French Open once and was the runner up 4 years in succession at the US Open.

By 1990 she was determined to expand her knowledge of her Aboriginal heritage and this along with the death of her mother in 1991 prompted the Cawley family to leave their USA base and return to Australia.

In 1995/96 she was a board member of the Australian Sports Commission. From 1997 to 2001 the Federal Government appointed Evonne as consultant to Indigenous Sport. In 1998 Evonne teamed up with Tennis Australia to form the national Getting Started Program aimed at increasing overall female participation in tennis. In 1993, Evonne's autobiography "Home! The Evonne Goolagong Story" became an immediate best seller. She has been Australian Sportsman Of The Year, Australian Of The Year and she is the Co-Patron of Reconciliation Australia.

LAUDAN ARON



Laudan Aron is a Senior Research Associate with the Urban Institute in Washington, DC. She has over sixteen years' experience in social policy research and has worked on many issues related to children and youth including special education, alternative education, child welfare, family violence and homelessness.

Her work has included a review of alternative education options for vulnerable youth for the C.S. Mott Foundation, a review of research related to the social, physical, and economic well-being of American youth, and a study for the National Council on Disability on the relationships between disabilities and delinquency among children and youth. She is the co-author of several books, including *Serving Children with Disabilities: A Systematic Look at the Programs* (Urban Institute Press 1996), and *Helping America's Homeless: Emergency Shelter or Affordable Housing?* (Urban Institute Press 2001).

She is currently assisting the U.S. Department of Labor with strategic planning on how to develop more high quality second chance learning opportunities for out-of-school youth, is working on a second book examining publicly-funded programs for children with disabilities, and is completing a three-year study of the social service needs of victims of human trafficking for the National Institute of Justice.

CONSTANCIA WARREN



Senior Program Officer and Director, Urban School Reform Initiative Education Division

Constancia Warren joined Carnegie Corporation in 2002. Her involvement in school reform dates back to the late 1960s. In the early 1980s, she helped create a small science-oriented public high school in New York City. More recently, at the Academy for Educational Development (AED), Warren headed teams providing evaluation and technical assistance to school initiatives across the country, and directed AED's Support Center for Educational Equity for Young Mothers.

Before joining AED in 1989, Warren worked to expand school-based health services for adolescents in and to improve the education of pregnant adolescents and adolescent mothers. In 1988, she co-chaired the New York City Chancellor's Working Group on the Education of Pregnant and Parenting Adolescents. She also worked in the Office of Policy Analysis and Planning of the New York City school system, focusing on high school redesign and school system-university collaboration. She holds a doctorate in political science from Columbia University.

ADDITIONAL SPEAKERS

LEONIE MURRAY (MC)



Leonie is currently heading a TAFE based project providing training across Australia and New Zealand for Oaks Hotels and Resorts. Usually, she teaches management at the Moolooaba Campus of SCIT in the Tourism and Hospitality sections. Since 1982 when she started at the Ryde TAFE in Sydney, Leonie has alternated her employment between teaching at TAFE and working in the Tourism & Hospitality industries both in Australia and overseas.

Leonie has held management positions with the Panthers Group of Clubs, Accor Asia Pacific, including being on the opening team for Novotel Twin Waters Resort and Hyatt Hotels. Her work has included several stints in Las Vegas and Victoria Falls in Africa.

Leonie's extensive experience in both the theoretical and practical realms of management has enabled her to develop programs that are relevant to the demands being faced by today's learners.

TJERK (JACK) DUSSELDORP



Jack is currently Chairman of the Dusseldorp Skills Forum. In 1999, he was elected President of WorldSkills (re-elected in 2003), the International Vocational Training Organisation. He was Founder, Executive Director, and Chairman of WorldSkills Australia Foundation (previously WorkSkill) retiring from the organisation in 2004.

JOANN SCHMIDER



The Department of Child Safety in Queensland appointed Joann Schmider to the position of Director for the Indigenous Support and Development Branch based in Cairns in 2005. The Indigenous Support and Development Branch was formed to support the delivery of Indigenous child protection services by newly formed or expanded Indigenous agencies located across Queensland.

Joann Schmider is an Indigenous woman with 25 years of experience in government and Indigenous community engagement, and a background in: human services for children; youth and family programs; education and training; human rights; and social justice.

JOHN SPIERINGS



Dr John Spierings is the research strategist with the Dusseldorp Skills Forum (DSF), and he has published numerous articles and essays on young people and learning and work. He joined DSF in 1998, having previously worked at Melbourne, Monash and Adelaide universities. John's PhD is a study of business management in Australia between 1920 and 1940.

DAY ONE - PROGRAM

WEDNESDAY 24TH MAY 2006

8:00 - 8.50am

Registration

Tea and Coffee on arrival

Twin Waters Foyer

9:00am

Welcome and introductions

Leonie Murray (MC)

Wandiny Room

Welcome to Country

Aunty Merle Tilbrook, local Indigenous Elder

Cheerleaders Performance

Coolum State High School

Opening Address

Jack Dusseldorp, Dusseldorp Skills Forum

Introduction of Student Showcase Teams and Hoon Goonz

Chris Sarra

Drawing on his own experiences, Chris will take a closer look at changing the school environment to lift the expectations and the achievements of Indigenous young people.

10:00 - 10:25am

MORNING TEA

Expo Bazaar

10:30 - 11:40am

Showcase Teams Group A (refer to your Showcase allocation)

BREAK

Expo Bazaar

11:50 - 1:00pm

Showcase Teams Group B (refer to your Showcase allocation)

1:00 - 1:45pm

LUNCH

1:50 - 3:00pm

Showcase Teams Group A (refer to your Showcase allocation)

3:00 - 3:25pm

AFTERNOON TEA

Expo Bazaar

3:30 - 4:40pm

Showcase Teams Group B (refer to your Showcase allocation)

4:45pm

Rapporteur Joann Schmider

Wandiny Room

Joann Schmider, in conjunction with showcase students, will draw together the main themes and messages from the Showcase presentations.

Evonne Goolagong Cawley

Young people from the Expo in conversation with Australia's tennis great and Indigenous leader

5:30pm

Close

Expo Bazaar

6:30pm

Expo Dinner – The Eucalypt Clearing

Please meet in the hotel foyer for mocktails

Entertainment – Gubbi Gubbi Dance Troupe

DAY TWO - PROGRAM

THURSDAY 25TH MAY 2006

- 8:30am** **Welcome back and the day ahead** Wandiny Room
Leonie Murray (MC)
- Laudan Aron, Urban Institute, Washington DC, USA**
Senior researcher at the Urban Institute, Laudy will discuss the growth of alternative schooling in the United States and the lessons for Australia.
- A Synthesis of Research – John Spierings**
John will outline Dusseldorp Skills Forum's research program for Learning Choices which includes the development of benchmarking tools and research on the links between mainstream and alternative learning.
- 9:20 - 10:40am** **Concurrent Session One** (refer to your Session One allocation)
- 10:45 - 11:10am** **MORNING TEA**
Expo Bazaar
- 11:15 - 12:35pm** **Concurrent Session Two** (refer to your Session Two allocation)
- 12:40 - 1:25pm** **LUNCH**
Expo Bazaar
- 1:30pm** **Connie Warren** Wandiny Room
Connie Warren, an education leader with the Carnegie Corporation of New York, will address the challenges and possibilities of education reform, and steps to achieving a more inclusive education.
- Snapshots**
A 'speed dating' approach to what's happening around the country – products, processes and programs.
- Next Generation**
A look at what's happening in teacher education and a sneak preview of an exciting development that has the potential to change the way teachers relate to young people at risk.
- Closing Remarks**
Jack Dusseldorp
- 3:30pm** **Close**

SHOWCASE STUDENT TEAMS - DAY ONE

WEDNESDAY 24TH MAY 2006

ACCESS PROGRAM, SWAN VIEW SENIOR HIGH SCHOOL - WA

Group A

The ACCESS Program at Swan View Senior High School has transformed outcomes for Indigenous students at this Perth High School. Implemented three years ago, retention and graduation rates are now at 90% with record numbers of Indigenous graduates, school-based trainees, improved literacy, numeracy and work-readiness and vastly raised expectations. All students attend school 3 days per week and follow school-based traineeships 2 days per week. Additional one-to-one literacy support is provided if necessary. An Aboriginal parent action group has been established to give direction and guidance to the program.

CAUGHT IN THE WEB, BROOKS HIGH SCHOOL - TAS

Group A

At Brooks all students have the choice of taking part in a range of challenging activities including the No Dole Program, Traineeship and Apprenticeship Pathways Program, work-skills, rebuilding cars and motorbikes, video production, TAFE delivered girls courses, sculpture, and How to get a car, get a license and keep both. Its unique timetable model enables this flexibility and its long history of innovation and belief in providing stimulating options for all students has contributed to its success.

CHANGING LANES, BAIRNSDALE SECONDARY COLLEGE - VIC

Group A

A Victorian Certificate of Applied Learning (VCAL) program, Changing Lanes works with 'out of school' young people in East Gippsland. Operating as a workplace, as opposed to a school, young people acquire both life long and work related skills in an applied learning context. Literacy and numeracy is integral to the program, as is tracking the students once they leave. Local Rotary clubs have formed a committee to support the work of Changing Lanes, including the development of a mentoring program.

GREAT ALTERNATIVE PROGRAM (GAP), URANGAN & HERVEY BAY STATE HIGH SCHOOLS - QLD

Group A

Operating as an annex of Urangan State HS, GAP assists young people (12-19 years old) who are 'at risk' of not completing their schooling. The program primarily aims to assist students to achieve numeracy and literacy at a Year 10 level. In addition, on offer is a wide variety of learning experiences such as living skills, welding, spray-painting, nutrition, drug awareness, metal art and mechanics. Three different GAP programs are offered with 15 learners in each group.

PLAYERS UNITED, GREATER DANDENONG COMMUNITY HEALTH YOUTH SERVICE - VIC

Group A

Players United provides Year 9 boys with the opportunity to develop life and leadership skills through a series of sport training programs run over a 12-week period. The skills learnt also give students the ability to apply for employment in local sporting clubs as junior coaches. Staff from the Greater Dandenong Community Health Service Youth Team work alongside school staff ensuring a sustainable model of delivery. The program is currently delivered within the English curriculum and addresses the following areas; communication, confidence, planning, problem solving, sequencing ideas, learning styles and writing tasks.

POEM ROZELLE, LEICHHARDT COMMUNITY YOUTH ASSOCIATION - NSW

Group A

The POEM Rozelle program, from its location in a three-storey Victorian terrace in Sydney, has a strong emphasis on maintaining a holistic learning and living environment. Students work towards a variety of academic goals from completing Year 9 to the HSC. As well as core studies, students are offered extension activities including Rock and Water, Taking Charge (cognitive behaviour program), Cred (to assist with obtaining their driver's licence), and drama and art workshops. Strong links with TAFE and regular staff development workshops strengthen the program.

SHOWCASE STUDENT TEAMS - DAY ONE

WEDNESDAY 24TH MAY 2006

SOUTHSIDE EDUCATION - QLD

Group A

Southside Education is a flexible school for young women aged between 12 and 21. Students attend both full and part-time and develop basic life and social skills as they work towards their Senior Certificate and various other qualifications. A multi-disciplinary team of teachers, counsellors, youth workers and family workers support the young women. The school also has a Vocational Education Co-ordinator to assist young people to access further training at Southside and elsewhere.

TE KOTAHITANGA AT KERIKERI HIGH SCHOOL - NZ

Group A

Te Kotahitanga – Improving the Educational Achievement of Maori students in Mainstream Education. Kotahitanga – unity Te Kotahitanga is a collaborative response to the long term issue of educational underachievement among Maori students in mainstream schooling. This professional development / research project, which began in 2001, is now in its third phase. Over 400 teachers in 12 secondary schools around the North Island are currently involved. Te Kotahitanga is implemented at each site by an in-school facilitation team and is targeted at raising achievement for students in Year 9 and 10.

THE VIRTUAL SCHOOL, YOUTH EDUCATION CENTRE AND PARTNERS – SA

Group A

Students are enrolled at Youth Education Centre, however they attend a range of settings to access services and education. These may include juvenile detention centres, within community juvenile justice settings, mobile training programs or an alternative education setting. Time spent in the program varies from a 3-day vocational short course, to two years completing a range of programs and qualifications, including a TAFE certificate in Employment Skills Training and industrial qualifications. Staff at the Virtual School include teachers, youth workers and service providers from a range of organisations

VET MULTIMEDIA IN REMOTE COMMUNITIES IN THE NORTHERN TERRITORY, NT OPEN EDUCATION CENTRE (NTOEC) - NT

Group A

NTOEC caters to a diverse range of students who choose or need to access secondary education by distance mode. This program engages older Indigenous students in education through culturally appropriate media projects including documentaries, music videos and digital stories. NTOEC VET teachers in Darwin deliver the program with help from supervising teachers in each community. Students gain vocational knowledge and access to professional media practitioners via work placements at the annual Garma Festival.

YEAR 10 CERTIFICATE 1 IN ENGINEERING, YOUTH CONNECT / HOLMESGLEN TAFE - VIC

Group A

A significant challenge for the south-eastern suburbs of Melbourne's area is attracting young people to local manufacturing jobs. Youth Connect, alongside the local manufacturing industry and TAFE colleges have been working to increase student and employer participation in VET and School Based New Apprenticeship programs. This Year 10 program engages young people through a mentoring process involving a one-day per week accredited training program followed by an 80-hour work placement.

AUTHENTIC LEARNING - AN EDUCATION AND INDUSTRY LIAISON, NEWSTEAD COLLEGE - TAS

Group B

This digital media based program operates at Newstead College to provide students with the opportunity to undertake authentic project-based learning opportunities. Projects are either industry based, or part of an intra and inter school morning program. The morning program involves skilled college students in mentoring roles working alongside primary and high school students to establish production teams. One such project is the creation of a Friday morning TV program (Dogs Breakfast).

SHOWCASE STUDENT TEAMS - DAY ONE

WEDNESDAY 24TH MAY 2006

FLEX-ELEARNING PROGRAM, DEADLY MOB - NT

Group B

The Flex-e Learning program takes place in the Gap Youth Centre internet café in Alice Springs with Indigenous young people undertaking multimedia projects and interactive online activities. Their information, communication and literacy and numeracy skills are developed. Over the past 2 years over 200 young people have accessed the program; building up electronic portfolios, being mentored, and being assisted to take the next step to further education and work opportunities.

HEALTHY ACTIVE RESILIENT KIDS (HARK), SORELL SCHOOL - TAS

Group B

The HARK program, operating in south-eastern Tasmania for over six years, has been working with students excluded from mainstream education. Having recently expanded the program to include mainstream students they have seen improved transitions back into mainstream education for their core group, as well as a significant reduction in suspension rates from their mainstream students. Incorporating workshops, classrooms, a commercial kitchen, boat repairing and a dance studio they are able to offer a diverse range of options – with the most recent addition a Clown Therapy program.

PIALLA GARANG, MTC WORK SOLUTIONS - NSW

Group B

The Pialla Garang Indigenous Hospitality Training Program operates at three inner-Sydney locations; Marrickville, Redfern and Glebe. Program participants, who are typically 16-25 years old, undertake self-paced vocational work experience, a Certificate II in Hospitality Operations and the Certificate of General Education for Adults (CGEA). A number of community elders are involved with the program providing mentoring, support and guidance for the young people. The program also provides a vital daily food service for disadvantaged residents, as well as education on health and nutrition & a meeting place for community elders.

SOUTH AUSTRALIAN INDIGENOUS SPORTS TRAINING ACADEMY - SA

Group B

Conducted at the Parra West Adult Campus, the SAISTA program is an initiative in Indigenous education for young people who have not been successful in mainstream education but who have an interest in, and aptitude for, sport. The students are given the opportunity to complete their Certificate 2 Sport and Recreation (coaching) as well as completing their South Australian Certificate of Education (SACE). They are involved in intensive lifeskills and mentoring programs and are actively involved in professional sports coaching.

STUDENTWORKS - TAS

Group B

Studentworks is a dynamic and innovative vocational training centre which for the last 28 years has offered high school students whose preferred learning styles are more practical than academic, the opportunity to develop vocational skills that will prepare them for work. The program is fully integrated with their base school with students spending alternate weeks at Studentworks and back in their regular classroom. Students gain real life experience in a number of skill areas, producing goods for commercial sale (e.g. nursery furniture, catering service) and are therefore armed with specific knowledge and industry experience when they move into the workforce.

THE BIG PICTURE COMPANY

Group B

Big Picture Schools are 'break-the-mould' small schools in the USA. Each school enrolls no more than 130 young people in a radically different school design. Students spend a significant proportion of their week in internships in the community based on student's interests and each student works on an individual learning plan to achieve college standard at graduation – 95% of students achieve this goal. The Big Picture Company believes that schools must be personalized, educating every student equally, ONE STUDENT AT A TIME. Each student's learning plan grows out of his or her unique needs, interests, and passions. Two students and their principal will take participants through a typical, day, week and year in their school.

SHOWCASE STUDENT TEAMS - DAY ONE

WEDNESDAY 24TH MAY 2006

VIP PLUS @ COMMUNICARE, COMMUNICARE INC. - WA *Group B*

Communicare is a Registered Training Organisation delivering the Certificate of General Education for Adults (CGEA) to disconnected young people. All students are on holistic, individualised programs that include literacy and numeracy integrated with ethics, work ethics and lifeskills. The organisation currently runs three programs; Back on Track, Young Parents and Track 2 (residential substance abuse programs). A post-support program assists the young people with their transition out of the program.

YOUNG AMBASSADORS PROGRAM, NATIONAL GALLERY OF VICTORIA - VIC *Group B*

The NGV Young Ambassadors Program provides positive personal, social, educational and vocational experiences to young people with an interest in the visual arts who are not engaged in education or employment. Nine young people participated in a year long paid training program in 2004 involving research, gallery tours and the development and delivery of workshops for a range of audiences including young people from alternative community settings. The program is evolving and a regional Young Ambassadors program has commenced in the Latrobe City area involving some of the original participants.

YOUNG PARENTS ACCESS PROJECT, CORIO BAY SENIOR COLLEGE - VIC *Group B*

Based at Corio Bay Senior College, the Young Parents Access Project supports young parents to complete their schooling, while providing on-site childcare and the assistance of a parent support worker. In addition to timetabled classes, students participate in parenting and life skill programs and one-on-one after school support with teachers. Community partners are actively involved in the program, delivering workshops, providing mentoring and scholarships. The college is committed to tracking individual student progress once they leave the program to offer support and to assist with program evaluation.

YUNGGULLUNGALLA INDIGENOUS MEDICINAL GARDEN, SOUTHERN FUTURES - SA

Group B

Yunggullungalla is situated at Christies Beach High School. Lead by the local Indigenous community, it is an educational resource that engages the students, their families and Elders. It is a source of knowledge and pride for the whole school and surrounds. Students study a Certificate 1 in Horticulture with Tourism competencies where they learn the skills to manage the upkeep and development of the garden.

UNIVERSITY OF THE SUNSHINE COAST - HOON GOONZ 2006



CONCURRENT SESSIONS 1 - DAY TWO

THURSDAY 25TH MAY 2006

PD 1.1



THE TEENAGE BRAIN

Marcia Vallance Principal, Sunning Hill Education and Training Centre, Lidcombe NSW

Creating a learning environment that caters for students presenting challenging behaviours and learning difficulties is one of the most important issues facing alternative learning settings. Understanding the effects of chronic or repeated stress in early childhood on brain functions and its impact on behaviour is a crucial factor for teachers of these 'at risk' students. As the brain develops, it is crucial for the child to receive the stimulus at the right time to reach full potential. New research in brain development concludes there are two ten-year periods of behaviour development for children. The second ten-year development in the teenage years is of particular interest to teachers in early secondary schools. This second phase of brain development may provide another chance for 'at risk' students to take control of their behaviour.

PD 1.2



DEVELOPING POLICY, PLANNING AND ADVOCACY SKILLS

Eric Sidoti Dusseldorp Skills Forum

As much as practitioners might just want to be left to get on with the job, we all know that our programs, if not the creatures of Government policies, are nurtured, nudged or maybe manacled by them. How are Government policies shaped? Is there a place for practitioners in shaping them? How can these skills be developed without reducing innovation & initiative?

PD 1.3



CROSSING CULTURES - A HIDDEN HISTORY AN ABORIGINAL PERSPECTIVE (A STORY THAT'S SELDOM TALKED ABOUT)

Muriel Eddleston Project Officer for Crossing Cultures for Education Queensland.

We see the world not as it is but as we are. What we see can be affected by background or by what it is surrounded by. Our perceptions then become our reality. The Crossing Cultures Workshop will allow you to discover the story yourself, via pictorial posters, that Legislative Acts and Policies had on Land, Life, Identity, Culture & Clashes of Aboriginal people since invasion and colonisation. It is not about blaming or looking for sympathy but simply sharing our story.

FC 1.4



WHAT DO WE MEAN BY SUCCESS ANYWAY?

Facilitated by Reg Barton Assistant Director Educational Programs City East @ Randwick TAFE, NSW

Do we measure success in terms of employment/training outcomes, personal growth, funding for the project, partnerships? What are the qualitative and quantitative data people use to measure and demonstrate success?

FC 1.5



CONCENTRATING THE PROBLEM - ARE WE DOING KIDS A FAVOUR?

Facilitated by Graeme Speight Principal, Rosetta High School, Tasmania

Should we be trying to make schools all inclusive or should alternatives be offered separately? Is there a middle ground? The inclusive versus alternative debate.

FC 1.6



RAISING THE BAR FOR INDIGENOUS LEARNERS

Facilitated by Joann Schmdier Director for the Indigenous Support and Development Branch Qld Department of Child Safety

How do we raise expectations of success, without making it so difficult that failure is almost guaranteed? What are some of the programs being used to tackle this issue, how can they be used in other areas?

W 1.7



WHITE MIGHT BLACK RIGHTS

Will Davis Centre Education Program, Logan QLD
Dale Murray Principle Edmund Rice Education Flexible Learning Centre

The education system in Australia is failing Indigenous people but there are many programs of hope - Centre Education Program (CEP) is one of these. 'The Unit' CEP is an Indigenous Education Empowerment Program that incorporates mainstream syllabi and standards but inculcates a black perspective of empowerment. The Unit is a success story in education but has only grown and developed through conversation, compromise and conflict with white systemic demands and stereotyping of Indigenous people. Like the bushfire principle of life, death and regrowth white Australia can only hope to enhance the learning outcomes of Indigenous students through acceptance of difference and relinquishing power. This workshop outlines the work of the Unit and the Principal of the school will discuss how it has developed within the school environment.

CONCURRENT SESSIONS 1 - DAY TWO

THURSDAY 25TH MAY 2006

W 1.8



USING DIGITAL TECHNOLOGY TO ENGAGE YOUNG PEOPLE IN EDUCATION

Stephen McVey Manager, Flexelearning Virtual Campus, Mandurah WA

To address the retention and participation of compulsory students in regional Western Australia, a completely different approach has been developed; the establishment of a Virtual Campus, Flexelearning. Flexelearning Virtual Campus offers an opportunity for young people to access positive educational outcomes in a non-traditional format, utilising the many benefits of online technology.

W 1.9



TRIPLE CARE FARM: INTEGRATED SERVICE RESPONSES IN ALTERNATIVE EDUCATION

Gabriella Holmes Supervising Psychologist, Mission Australia: Triple Care Farm and Norman Holmes Education Coordinator, Mission Australia Triple Care Farm

Triple Care Farm, through Mission Australia, provides a residential alcohol and other drugs rehabilitation program for young people (16-24 years). This unique three-month program works with consumers from across Australia. One of the major issues facing the students is access to appropriate education. Most participants have left school before completing Year 9 and have had negative learning experiences. This workshop will explore how the program responds to engaging young people in new learning experiences, integrating a rehabilitation and education program and supporting participants to continue engaging in education when they return to the community.

W 1.10



A COMMUNITY APPROACH TO SUPPORTING YOUNG PEOPLE - THE MACARTHUR YOUTH COMMITMENT

Kevin Garrick Principal, Sarah Redfern High School, Western Sydney NSW
Peter Raymond Co-ordinator, Macarthur Youth Commitment

The impact of a collaborative regional approach to supporting school to work transition for 'at risk youth' is showcased in this session. Macarthur Youth Commitment has demonstrated improved outcomes and many benefits in the region which covers three local government areas in Southwest Sydney.

Macarthur Youth Commitment has been a strategic umbrella organisation with whole of government and community support developing a co-ordinated community response to regional youth transition needs.

The impact of programs, resources, regional research, mentoring networks and partnerships will be explored. Difficulties, issues and tips will be discussed.

W 1.11



A SCHOOL-BASED APPROACH TO SOCIAL INCLUSION FOR ABORIGINAL STUDENTS AND THEIR FAMILIES - THE SWAN NYUNGAR SPORTS EDUCATION PROGRAM

Geoff Holt Deputy Principal Balga Senior High School, WA
Rob Simons National Manager Strategic Research and Social Policy, The Smith Family

The presentation will focus on a five-year demonstration project of The Smith Family, the Swan Nyungar Sports Education Program, which supplements the capacity of schools to meet the special learning needs of Indigenous students. The evaluation of the first year of the program has shown significant improvements in the retention and achievement rates of the students and has also highlighted a number of challenges in the meeting and mixing of cultures. Cultural challenges – both Indigenous / non-Indigenous and in relation to competing approaches to educational practice -- have surfaced especially in five areas: pedagogy; curriculum design; engagement of families and elders; the relation between the program and non-program staff; and administrative flexibility.

The workshop will focus on data collected from both the classroom and program levels with synopses of best practice, and further recommendations.

CONCURRENT SESSIONS 2 - DAY TWO

THURSDAY 25TH MAY 2006

PD 2.1



SUSTAINABILITY, PARTNERSHIPS AND FUNDING – SECURING AND STRETCHING THE FUNDING DOLLAR

Linda Farrington Co-ordinator, Studentworks, Launceston, Tasmania

What drives community partnerships? How can they make a difference? Who can your organisation form positive partnerships with? Why would an organisation partner your own? Where can you find community partners? Do community partnerships have lives of their own? Sustainability is an issue for most programs. This session examines whether community partnerships can offer some assistance in the stretching of the funding dollar. We look at some research on how community partnerships can add value to educational programs offering Learning Choices and discuss resources that can be used to inform and develop these partnerships. Finally we will collaborate to develop a blueprint for the development of organisational partnerships with the intention of making the most of the funding dollar.

PD 2.2



BENCHMARKS FOR GOOD PRACTICE

Bernadette Or B3 Consulting

The Dusseldorp Skills Forum has supported the development of a simple, interactive tool that will assist programs to assess their performance against key indicators. This online tool has been developed after extensive consultations with practitioners in the Learning Choices field, and is aimed at providing programs with a means to continuously measure and improve their performance over time. By completing this assessment, programs will have a report that outlines areas where they do well and areas where strengthening is required. Where appropriate, links to useful resources are provided within this tool to aid the process of self-improvement.

By attending this workshop, participants will gain some insight into how to use this tool to embark on an organizational performance improvement journey.

PD 2.3



YOUTH VOICE AND PARTICIPATION IN PRACTICE

Andrew Apostola Executive Director, Business and Development Manager, Portable Content

During the first half of 2005 Dusseldorp Skills Forum in conjunction with makeithappen developed and delivered the Tasmanian Media Skills Strategy (TMSS). TMSS looked at ways of engaging secondary school students through the platform of audio and community radio. TMSS looked at using existing technology in the classroom - computers, microphones - to provide cheap and fun outcomes for students. In a short period of time TMSS has delivered excellent outcomes for students at risk. TMSS gained support from the Tasmanian Department of Education to continue the program. The session will look into the rationale of the project, benefits, applicability to other regions and future issues and directions.

FC 2.4



YOUTH WORKERS VERSUS TEACHERS – IN HARMONY OR AT WAR? OR IS IT A COALITION OF THE WILLING?

Facilitated by Gerri Walker Principal, Youth Education Centre, Adelaide SA

What can one learn from the other?

FC 2.5



PROGRAM SUSTAINABILITY

Facilitated by Jason Haskett Southern ICAN Program Manager, SA

Why are programs only funded on a short-term basis? What is the impact and what can we do to address this trend?

FC 2.6



MAINTAINING SUFFICIENT RIGOUR AND STANDARDS IN ALTERNATIVE EDUCATION PROGRAMS (NOT GIVING SOFTER OPTIONS)

Facilitated by John Spierings Research Strategist, Dusseldorp Skills Forum

Is this important? Why? How can we focus on objective outcome measurements? What's being done in other programs?

CONCURRENT SESSIONS 2 - DAY TWO

THURSDAY 25TH MAY 2006

W 2.7 YACHAD ACCELERATED LEARNING PROJECT (YALP)



Judy Yaron Hebrew University of Jerusalem
Merle Miller Teacher, Gowrie St Primary School Shepparton, VIC

A three-year educational intervention program aimed at raising the achievements of students in rural and remote locations, particularly those with high proportions of low achieving Indigenous students. Based on a whole of community educational approach developed by the Hebrew University of Jerusalem.

W 2.8 MENTORING - DOES IT REALLY WORK?



Judy MacCallum Senior Lecturer in Educational Psychology, Murdoch University, WA
Kathleen Vella Project Officer, Youth Mentoring Network

Is mentoring the panacea for all at-risk young people? Does it really make a difference? What factors does it depend on? How can we increase its effectiveness? How do you keep both parties involved, what are some success stories, what are the issues?

W 2.9 NOT JUST THE IEW!!



Peter O'Beirne Queensland Action Area Coordinator, Dare to Lead
Priscilla Holborn Indigenous Education Worker, Toowoomba State High School

All agree that the role of the Indigenous Education Worker is a critical one but the IEW cannot be successful if standing alone. This session looks at examples of how IEWs (under their various 'titles') are used in schools across Australia. How are they used? What support do they need to do their job well? What do schools do to support them in their work? This will be an interactive session where participants have the opportunity to reflect on their own situation against what is happening in other places. This session is 'not just for IEWs' but for all those who work alongside them.

W 2.10 STRONG CULTURES, STRONG CHOICES - INDIGENOUS YOUTH EMPLOYMENT



Jason Tatipata Indigenous Enterprise and Youth Employment Team
Department of Employment and Workplace Relations

An increasing Indigenous youth population, labour market shortages, relatively low numbers of Indigenous young people making the transition from school to work. How is the Federal Government addressing these issues? The Indigenous Youth Employment Consultants (IYEC) program is operational in 30 Employments Service Areas across Australia. Each Consultant is based in a Job Network Agency and works with participants (15-19 years) to create a personalised activity plan and set about achieving participants' goals. IYECs aim to assist young people to stay in education, complete training and ultimately secure employment. To do so IYECs link with communities, schools, Indigenous organisations and families. Within the first year of operation 2800 Indigenous young people have been supported and there are some great stories to share.

W 2.11 PERSONALISED LEARNING AND LEADING FOR LEARNING IN A PERSONALISED SCHOOL: THE BIG PICTURE COMPANY



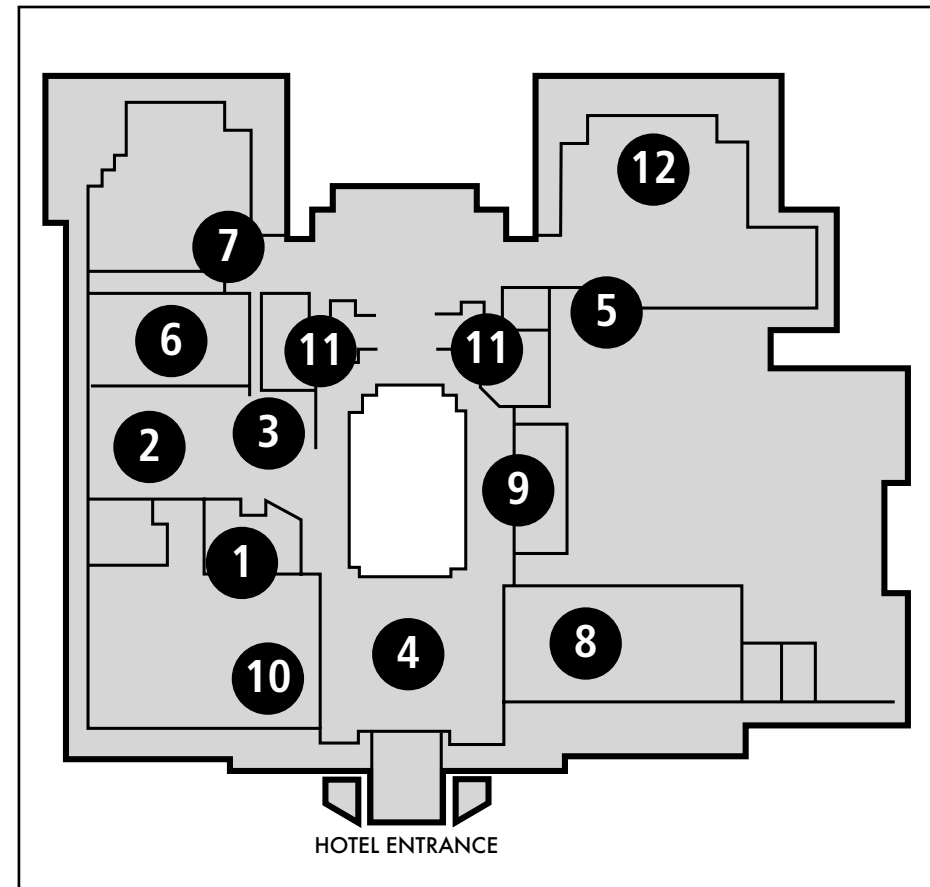
Eve Gordon Principal, Met West High School, Oakland California
Viv White Founder, Big Picture Company Australia

Big Picture Australia is a new not for profit company established by a group of Australians to work with The Big Picture Company (USA) dedicated to a fundamental redesign of public schooling in America and Australia.

The Big Picture Company aims to catalyse vital changes in public education by generating and sustaining innovative, personalised schools that work in concert with the real world of their greater community. It builds and supports breakthrough schools to work in fundamentally different ways. These schools develop a rigorous and highly personalised approach to the curriculum which combines academic work with real world experimental and inquiry-driven learning. Its guiding philosophy is grounded in educating "one student at a time". Over 33 Big Picture schools have been established across the USA. Students are active and accountable players in their education; teachers, parents and professional mentors design a challenging course of study, and school based learning is fused with real-world work two full days a week in community organisations, businesses and agencies. The workshop will explore the design principles for Big Picture schools and their application in Australia.

VENUE MAP

NOVOTEL TWIN WATERS RESORT
Ocean Drive, Twin Waters Queensland 4564, AUSTRALIA
ph: 07 5448 8000; fax: 07 5448 8001



CENTRAL COMPLEX PLAN

- | | |
|---------------------------|-------------------------------|
| 1. SPLASHES BOUTIQUE | 7. MEL BAR |
| 2. DELI CAFE MARKET | 8. MUDJIMBA ROOMS 1, 2 & 3 |
| 3. DISCOVERY DESK | 9. NINDERRY ROOMS 1 & 2 |
| 4. EXPO REGISTRATION DESK | 10. RECEPTION |
| 5. GRABIT & GO | 11. TOILETS |
| 6. MAROOCHY ROOM | 12. ZANTHS RESTAURANT & Z BAR |