

# **transition teams**

**.... helping young people**

**make career choices**

## **a resource**

The Dusseldorp Skills Forum gratefully acknowledges the many materials provided by CCDU Training and Consultancy Ltd, *Transition Teams*, 1996, and reproduced here. We would especially like to acknowledge the use of 'Top Teams', the team building activity from *Healthskills for Life KS 4* published by Nelson, and 'Pupils Reviewing their own Learning' from *Lifeskills Teaching Programmes No. 2* published by Lifeskills Associates.

Materials developed by the 17 schools who participated in the 1997 Australian pilot are also gratefully reproduced.

# LETTERS OF ENDORSEMENT

I write to say how appreciative this school has been of the Transition Teams Program. Under the skilled direction of our school facilitator, we have seen the program virtually turn around some of our students who would have dropped out of school before completing Year 10.

At a ceremony held at school the students involved in the program delivered their reports. This was done in front of an audience of forty that included parents, employers involved in the program, teachers and fellow students. It was done with confidence and polish. At the beginning of the year most of the students wouldn't have believed it possible.

On behalf of the school please accept our heartfelt thanks for allowing us to be part of the Transition Teams Program. It has brought about major changes in the outlook of our participating students.

*Richard Leemen*  
*Principal*  
*Elizabeth Macarthur High School, NSW*  
*1997*

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The Transition Team pilot at Rooty Hill High School was successful on a number of different levels, however it also had some problems.

The pilot was successful on:

## **A student level**

- Some great work was produced (including posters, reports and video tapes).
- The level of enthusiasm increased especially with out of school visits.
- Teams developed structure and worked together to overcome problems.
- Students started doing things for themselves.

## **A whole school level**

- New documentation/rules were written and can now be used for the school.
- The project gave new ideas on a focus for non-academic students that encourages them to stay at school.

## **A community Level**

- Positive comments and feedback from the parents re student involvement and enthusiasm.

*Shane Maloney*  
*Teacher*  
*Rooty Hill High School, NSW*  
*1997*

Transition Teams offer students a range of activities which cater for different learning styles and encourage engagement in learning. Negotiation, co-operative groups, team building and self directed learning have been used by Transition Team students at Exeter High School. These techniques support the school aims of developing independent and responsible learners, and of encouraging and developing student leadership.

At the end of the project students presented their work to a group of parents, employers and educators - this was a valuable experience for our Grade 10s as they had to plan, prepare and present the work themselves for an adult audience.

The Transition Teams concept certainly supports the learning principles which we are aiming to develop at the school and is a successful way of motivating students and giving them an opportunity to conduct investigations in the 'real' world. We would like to continue with the concept next year.

*M Le Rossignol  
Principal  
Exeter High School, Tasmania  
1997*

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# **SECTION 1**

# WHAT ARE TRANSITION TEAMS?

## What are Transition Teams?

Transition Teams are self-managing teams of young people who design and carry out projects which investigate their future options for education, training and employment.

The information and insights young people gain through their investigations are then brought back to their peers. This team participation and the ensuing activities enable students to begin to make sense of their unknown futures whilst still enjoying the support and security of their school.

There are two key people required to successfully implement Transition Teams - a coordinator and a facilitator. They may be drawn from the teaching staff of the school or from local business or community groups.

Projects generally run over a 15 week time line and take from 2 - 6 hours per week, including planning and implementation. There is next to negligible cost involved in implementing Transition Teams, especially if Transition Teams is delivered within an existing subject.

## What are the origins of Transition Teams?

The concept of Transition Teams emerged from the internal research and development program of CCDU (Counselling and Career Development Unit) based in the United Kingdom and builds on their previous work in this field.

In 1997, Dusseldorp Skills Forum successfully trialed the concept within Australia across 17 schools in 4 states; New South Wales, South Australia Tasmania, and Victoria. A list of 1997 Pilot Schools and contacts has been provided.

## What are the benefits of Transition Teams?

### Students

- enhanced motivation
- development of interpersonal skills
- development of independent learning skills
- acquisition of relevant and current knowledge about pathways after post compulsory schooling
- a sharing of this knowledge with their peers
- improved attendance
- certificate of achievement from their school
- taking greater responsibility for their learning and future



## **Schools**

- extension and development of existing relationships between staff and students
- building upon and extending careers library resources
- establishing and developing links with employers and learning providers
- enhanced student achievement across other subject areas

## **Employers/Learning Providers**

- students as potential employees become well informed
- students as potential employees are motivated and thus more likely to be retained
- a channel of communication is created between employers/learning providers
- more independent learners and workers are created

# **PRINCIPLES OF TRANSITION TEAMS**

## **What makes Transition Teams different?**

- Transition Teams are characterised by these important learning principles:
  - They are student led
  - Project focussed
  - Investigative in nature
  - Based on action learning

## **What does Transition Teams have in common with other learning systems?**

- Transition Teams embrace these broader focused teaching principles:
  - Cooperative learning
  - Experiential learning/action learning
  - Enterprise learning

*Another important feature of Transition Teams is the importance of recognising skills students already have and helping them to refine and build them.*

## **What is the Transition Teams learning experience?**

A learning experience which has 'sharp focus' principles and 'broader focus' principles:

- Sharp Focus
  - Student led
  - Project led
  - Investigative learning leading to presentation
  - Action learning

These are the essential learning principles.

- Broad Focus
  - Cooperative learning
  - Experiential learning
  - Enterprise learning
  - Recognition of Prior Learning
  - Shared learning

These are essentially teaching principles.

The fundamental principle of Transition Teams is that the learning and skilling acquired by students is achieved through a student-led and student-managed process. Team Building gives the students access to the first set of skills required and is the only activity which is teacher-led.

## THE EDUCATIONAL AND CAREERS VALUE OF TRANSITION TEAMS

### 1 Key Skills

As Transition Teams are managed projects with real outcomes, they provide students and staff with a model of enterprise education. Transition Teams are a vehicle for the development of personal and transferable skills, such as negotiation, planning and taking on responsibilities, etc. Students use the phone, write business letters, handle a small project budget and organise transport routes and appointments, solve problems.

17 Australian pilot schools believed that Transition Teams enabled students to develop and apply key skills. The experience of the pilot programmes indicates that there is a high probability of:

- all students intensively using communication / literacy skills
- most students using information technology skills
- many students applying numbers
- all students intensively working with others
- most students problem-solving and using self evaluation techniques

Transition Teams are a form of enterprise activity that by definition involves students in research activity and in the presentation of their research findings back to the community. It is an effective vehicle for the development of vital work, learning and life skills. Students experience how to access information, interpret and disseminate that information to others.

### 2 Learning Culture - In the Classroom

A learning culture within an organisation manifests itself when many, if not all, the members are teaching and learning from each other. Transition Teams is a vehicle for developing such a culture, for at the heart of this educational tool, is the belief that young people can and will exchange the findings of their career educational investigations.

Educational research has for many years claimed that the most effective method of ensuring retention of learning is for the learner to teach it! If we want students to retain the knowledge they gained from their project visits, the best idea is to ask them to pass on their knowledge and understandings to others. By passing on the knowledge, they also *apply* the key skills to a *real* situation. This should also help to retain the learning of these process skills.

### **3 Motivation and Responsibility**

The two concepts of motivation and responsibility have been deliberately linked. Although one can frequently meet young people who are motivated to learn, they are not necessarily willing or able to take responsibility for that learning.

Transition Teams has the potential to tackle the issues of motivation and responsibility simultaneously. *Motivation* to contribute, learn and make an effort can be generated by the 'peer group culture' of Transition Teams.

Student-led projects connect the interests and aspirations of the members with the aspirations and information needs of their peers. They own their own project, but it can also be of benefit to other students. Transition Teams can help generate and then 'feed on' the notion of 'belonging' to the community of the classroom. This need by young people to belong can be utilised to promote learning and responsibility.

Some young people who are not motivated to meet the requirements of the formal curriculum may find a greater sense of relevance and purpose in investigating what options and challenges they face when they are about to leave school as seen from those 'students at risk' who were involved in the pilot programmes.

In conclusion, Transition Teams does merge the concepts of 'motivation to learn' and 'responsibility for learning'. After all, teachers cannot provide Transition Teams projects to young people. By definition you are supporting students to make the project happen, and they in turn need to accept and value their own levels of responsibility and involvement.

### **4 The Integration of Careers Education into the Formal Curriculum**

Transition Teams can 'buy' space in the formal curriculum for careers education and, in return, enhance that formal curriculum. As outlined in this resource, Transition Teams have already been piloted as part of English, Industry Studies and a variety of other subjects. There are additional possibilities available in the range from Years 9-12.

Transition Teams is one vehicle for enabling the world of work and the local community to become an integral part of the classroom and the core curriculum. Although the school remains the administrative centre of learning, learning occurs in a variety of external settings and is resourced by a number of other adults – employers, TAFE colleges, universities, Group Training Companies, voluntary sector organisations etc. Transition Teams is a great model for involving adults other than teachers in the school.

### **5 Preparing Young People for the Transition to Post School Employment, Education and Training**

The emerging labour market in which young people will participate has changed from 'the real job' to an uncertain and ever changing mix of traditional jobs, part-time and contract work, further study and the hidden economy and unemployment. The contract culture is replacing 'the traditional job' as the dominant force in this emerging labour market.

In order to deal with this contract culture, young people need to be capable of:

- working with changing teams and in various contexts

- planning ahead, looking beyond the present job or task
- analysing and negotiating both opportunities and conditions
- working without close supervision or with the security of imposed long term structures

Transition Teams enable students to experience a gentle but real introduction to the contract culture and develops 'enterprising initiative'. The students design a working project, they collaborate to both meet deadlines and analyse options. They actually experience designing and managing a real piece of work and taking responsibility for that work with peer support.

## QUALITY ASSURANCE

This Resource is not meant to be a prescriptive guide on how to implement Transition Teams. It is unlikely that any two Transition Teams programs will be exactly the same. However the key to the success of Transition Teams is ensuring that the quality assurance in delivering the concept of Transition Teams is maintained.

There are many models of Enterprise Education that schools may choose to adopt. When implementing Transition Teams it is important to remember the essential features of this particular model;

*Transition Teams are teams of young people who are about to experience change. The teams and their activities enable the students to look into the future and rationalise the unknown whilst they enjoy the support and security of their schools.*

- *Transition Teams are self managing teams of young people who design and manage enterprising projects that:*
- *investigate their own choices of post compulsory education, training and employment,*
- *explore the issues and changes students will need to manage in their transition from school to those future destinations*
- *provide information about career education to other students*

### Remember

- that the facilitator intervention should follow student action, not student action following facilitator intervention,
- the Enterprising Skills need to be addressed as the result of the process, not as a result of the curriculum framework,
- new facilitators and coordinators should have at least a full day training session with those who have implemented Transition Teams in the past,

- that is important to become part of the Transition Teams Network so you have the opportunity for (a) peer review and reflection, and (b) in turn assist new Transition Teams schools,
- that Transition Teams involves consultation, facilitation, participation and communication and,
- that there are many models of enterprise education available to schools. Please ensure the appropriateness of the Transition Teams model for your students.

## **SECTION 2**

# THE CO-ORDINATOR

One of the most important ingredients of a successful Transition Teams' program is the input of a skilled facilitator and coordinator, usually at least one of the two is a teacher who has a real stake in careers education. Certainly, others such as employers, staff, community workers and parents are encouraged to play a role, but they must be given the necessary support.

## Qualities of the Transition Teams Coordinator

*A highly motivated, enthusiastic person with a strong commitment to the key principles of Transition Teams.*

A Planner - preparing for the pilot, knowing where Transition Teams can fit within the curriculum.

A Facilitator - supporting young people to design and manage their projects and ensuring that they have the opportunity to develop enterprising skills and review their learning.

A Promoter - promoting Transition Teams to the school, staff, students, parents, community.

A Manager - coordinating the Transition Teams pilot within the school and linking it to the external community. Linking Transition Teams activity to the mission of the school.

A Documenter and Advocate - recording the experience, making necessary modifications and advocating its further development within the development plans and strategies of the school (using reflection, evaluation, celebrations etc).

A Trainer - participating in the training of other teachers within the school.

# THE FACILITATOR

The facilitator may be the Transition Teams Coordinator and/or another teacher within your school. They could even be a secondee from a local community organisation or business.

Their task is to:

1. Explain the vision of Transition Teams to young people and outline the rights and responsibilities of project participants.
2. Assist young people to determine what organisations and information they would like to explore, their own learning needs and their personal aspirations.

3. Help young people to form teams and generate project ideas – exemplars and the use of resource people. Be clear about limits/boundaries.
4. Create pathways for young people to access information and resources, including resource people who can offer expertise, equipment and facilities.
5. Care about the individuals in the project – trust builds and, concerns and vulnerability's are raised.
6. Support the team to develop their project proposal and then endorse it, before it goes to the relevant person for approval.
7. Once approved, support young people in the implementation of their project (both investigation and presentations). Set up milestones, review sessions and log books/journals.
8. Facilitate regular review sessions with the project team so they can review both the progress of their project and reflect upon their own learning. Remember to focus on skills only when they are needed. Particular attention will need to be given to the use and development of personal and enterprising skills; skills essential to the design and management of a Transition Teams project.
9. When the opportunity arises, assist project participants in developing these enterprising skills. The projects are student led, so the learning of enterprise skills takes place as the necessity arises. The facilitator needs to watch out for opportunities to assist participants to develop the skills. eg if there are conflicts within the group – instigate team building activities or if a person is nervous about making a phone call – practice role plays.

Remember that the learning process is the important outcome and that the process is essentially action learning. The participants need to be familiarised with the skills they are expected to acquire BUT ideally they should be assisted to learn them as they come to need them.

*Note: Recognition of Prior Learning*

*Often students may not realise they have some skills already, draw out these skills, recognise them and build upon them.*

10. Help the group to consider ethical issues raised by their project participation, eg accuracy and bias of information, impact on other groups.
11. Work with the students to ensure the learning and achievements of project participants are recognised and celebrated, whether the project occurs within or outside the formal curriculum.
12. Support the Transition Teams Coordinator and the young people to promote Transition Teams within the school. This may be achieved by:



- helping students and other staff to establish a baseline and then evaluate the project;
- documenting the learning and experiences of the project participants and the facilitators;
- exploring possible ways of developing community organisations and community leaders to support future Transition Teams projects;
- celebrating and promoting Transition Teams to all key stakeholders.

Typically it takes about 15 weeks to actually run a Transition Teams project from start to finish. This 15-week period may be made up of 2-6 hours per week; this includes implementation time, plus planning.

We suggest that you begin with a manageable number of students (approximately 25) and monitor as you go, making adaptations where necessary.

# TRANSITION TEAMS FACILITATOR SCORESHEET - A

## Handout

The following scoresheet is designed so you can examine the role of a Facilitator and then identify where you (and possibly others) may feel comfortable or uncertain. Its purpose is to stimulate discussion which may lead to the identification of development and support needs.

So next to each responsibility/role, please mark yourself out of 10. If very comfortable - 10 points, if very concerned etc - 1 point.

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### *Responsibilities of Facilitator*

The Facilitator may be the Transition Teams Coordinator and/or other teachers within your school. They could even be a secondee from the local business or community groups.

1. Explain the vision of Transition Teams to young people and outline the rights and responsibilities of project participants. 0
  
2. Assist young people to determine what organisations and information they would like to explore, their own learning needs and their careers/personal aspirations. 0
  
3. Help young people to form teams and generate project ideas - exemplars and the use of resource people. Be clear about limits/boundaries. 0
  
4. Create pathways for young people to access information and resources, including resource people who can offer expertise, equipment and facilities. 0
  
5. Care about the individuals in the project - trust builds, and concerns and vulnerabilities are raised. 0

6. Support the team to develop their project proposal and then endorse it, before it goes to the relevant person for approval. 0
7. Once approved, support young people in the implementation of their project (both investigation and presentations). Set up milestones, review sessions and log books/journals. 0
8. Facilitate regular review sessions with the project team (young people) so they review both the progress of their project and reflect upon their own learning. Particular attention will be given to the use and development of personal and enterprising skills; skills essential to the design and management of a Transition Teams project. 0
9. When the opportunity arises, assist project participants in developing these enterprising skills. 0
10. Help the group to consider ethical issues raised by their project participation, eg. accuracy and bias of information, impact on other groups. 0
11. Work with the students to ensure the learning and achievements of project participants are recognised and celebrated, whether the project occurs within or outside the formal curriculum. 0
12. Support the Transition Teams Coordinator and the young people to promote Transition Teams within the school. 0  
This may be achieved by:
  - helping students and other staff to establish a baseline and then evaluate the pilot;
  - documenting the learning and experiences of the project participants and the facilitators;
  - exploring possible ways of developing Transition Teams into a longer term –and sustainable initiative;
  - enthusing other teaching staff, parents, business people and community leaders to support future projects;
  - celebrating and promoting Transition Teams to all key stakeholders.

**Total Scores** 0

# DIFFICULTIES AND SUGGESTIONS

We describe here four areas of Transition Teams which seem most likely to disrupt the flow of the project. Below each are listed our suggestions for overcoming the difficulty and/or lowering the cost. The fifth area described (that of sustaining motivation) has the suggestions here as a 'just in case'.

## 1 Making facilitators available to young people

Evidence shows that only the most skilled, motivated and mature young people will be able to design and manage their own project, without the support of a facilitator who is committed to the principle of enabling students to take responsibility. Evidence also shows that the facilitator is the key to students effectively reviewing their own learning and being able to identify what skills they have used and how they can use their skills to achieve career and personal goals.

The cost of a facilitator is **staff time**.

### *Suggested Solutions:*

- increase the skills/experiences of young people to take action so they can be more self-managed
- embed into curriculum
- release staff person to hold 'surgeries' etc, especially where Transition Teams are organised on an extra curricular basis
- identify and train adults other than teachers
- designate a senior member of staff to support the facilitator
- designate facilitator role to young or new staff member as both a development opportunity and a way of inducting them into the school and the local community

## 2 Making facilities available to young people

Experience indicates that students will need additional facilities as well as the support of a facilitator. These may include:

- access to a phone
- system for students to receive messages
- a small project fund that young people can access
- a 'banking system' for students to manage and monitor project finances

### *Suggested solutions:*

- involve the school administration office and staff in the process
- allocate space and phone/message system within the learning resource centre or library
- seek sponsorship to establish a 'youth initiative office' within the school (this will be a valuable resource for any school wishing to develop project based learning activities and enterprise education)

### **3 Additional support and progression for students with learning difficulties**

Transition Teams is an attractive concept to young people of all abilities. UK Evidence suggest that young people who are underachieving and/or disaffected with school do find meaning and relevance in the concept. Some of these young people are the 'bright rebel' or the 'quiet yet enterprising non-academic' students who will quickly excel. But others do not have the confidence or skills to take responsibility for their own projects without additional support.

#### *Suggestions for additional support:*

- a resource person or mentor from the community who supports their particular project (without taking it over)
- a volunteer facilitator who works alongside the teacher providing skill development opportunities around key skills. This person might be a Careers Advisor
- ensure that Transition Teams occur within the formal curriculum, so that teacher support is guaranteed
- include special needs assistants and outreach workers
- progression will come about best by the careful planning of a series of experiences which deliberately lead to participation in Transition Teams. This series of experiences will have been designed to equip the students to take responsibility for managing their learning projects.

#### *Suggestions to support progression:*

- skill development activities around key skill areas and other personal transferable skills
- theatre/drama workshops to support personal skill development
- industrial visits to 'wet the appetite' of students
- workshops committed to teamwork, taking responsibility, tackling peer culture to move away from 'put downs' to mutual support
- practise the Transition Teams project with a pre-organised brief, quest, or challenge
- run practice workshops of ideas generation

### **4 Gaining support from the Community**

Young people will need the support of local government, service organisations, community groups, charities, not for profit organisations, in order to implement their Transition Teams project. Planning and preparation is required.

#### *Suggested solutions:*

- students may be let down by project respondents. This is a situation which happens in the world of work, just as it can anywhere, and the situation can be debriefed to generate valuable learning opportunities for the young people
- community organisations may feel besieged if more than one group of students wants to visit them – this needs careful negotiation by the Co-ordinator to dampen neither student nor 'customer' enthusiasm
- where possible, organise on a cluster basis with an overall co-ordinator who can monitor pressure on providers, etc.

### **5 Sustaining the Motivation of Young People (Post Visits)**

Students of all abilities are keen to organise and participate in their local projects. Although they are committed to the principle of sharing their findings, the enthusiasm and perseverance necessary to actually collate the information may be lacking at the point when they have completed their investigating (a bit like the academic who has done the interesting research and field trips and now faces the challenge of writing it up!)

### ***Suggested interventions***

- invite the community organisations to talk to the students about the concept of a student made section of the library (based upon their reports)
- remind students of any opportunities to gain accreditation whilst compiling their report, eg English, Information Technology, Vocational Education Course, Geography, School Certificate, Senior Secondary Certificate etc
- facilitate project meetings with various project teams and discuss how they might go about effective dissemination. Remind the students of the wide range of interesting vehicles for dissemination.
- if none of the above strategies work, because the students perhaps lack the confidence or creativity to carry through the final stage of their projects, then a more direct approach may be required.
- put to the class a series of options in which all teams could join together and present their findings. Perhaps there is less embarrassment and concern about failure if each team does not have to 'stand alone'. Ask the group to pick from these options or expand upon them. They may include:
  - a class display or exhibition to the whole school (boards and photographs)
  - a class newspaper or radio programme/audio tape, in which each team can contribute their text
  - a celebration event in front of those adults the young people would like to impress with their work and learning, eg parents, employers, course providers, other teachers. An information sharing event with students from another school doing Transition Teams; cross-school celebrations can be an attractive option. The holding of such an event can create a new sense of urgency to collate and disseminate their findings

These whole class ideas can be in addition to (rather than instead of) the ideas and efforts of various teams.

### **Working together**

Of fundamental importance is the support network, established across various Transition Teams schools; especially geographically based clusters. The co-ordinating teachers train together, share experiences, compile documentation and assist school staff in refining the concept of planning for the future. *Schools developing Transition Teams for the first time will find it invaluable to work alongside other schools in this same way and we strongly recommend that this should happen.*

# MARKETING TRANSITION TEAMS

## Marketing to Schools

It is important that not only students, primarily from Years 9 & 10, but also principals, parents and employers support the program. For the facilitator and the coordinator the role of marketing Transition Teams is ongoing.

For effective acceptance of Transition Teams to take place within the school environment, the principals, staff and parents need to support the program. Their support can be enlisted in the following ways:

### Schools

Inform the principal and staff how Transition Teams operates and the benefits to schools, students and parents. Make general information available about Transition Teams to staff before the introductory session. And especially ensure that the designated Careers Adviser within the school is aware of how Transition Teams operates, its benefits and is supportive of its implementation. Further;

- cultivate administrative support (their support is important to students who need guidance with using faxes, phones, photocopiers etc)
- inform staff about Transition Teams prior to its implementation, during and after (keep them up to date with the students' achievements)
- prepare a form explaining why students are out of class, or using school equipment
- be aware that you may have to consider the needs of the staff and that Transition Teams is one program among many
- notify other staff well in advance about students being absent when conducting interviews so they are not away for tests/excursions. (Use the Staff Bulletin to keep everyone up to date)
- invite staff to either the presentation or the celebration so they can see the changes in the individual students
- ask students to assist in promoting Transition Teams to the staff by asking them to address staff and discuss the benefits of Transition Teams
- ensure Transition Teams appears in the 'student selection course handbook'

### Parents

Parents and students information nights are an effective mechanism for introducing the concept of Transition Teams. After gaining interest at this information session, hold another Transition Teams - specific evening. Whilst Transition Teams is new to Australia try and include students/employers/parents who have been involved in the past. Include,

- detailed benefits for the students
- information on how it will fit into the school timetable and subject area
- ask the Careers Adviser to attend and endorse the benefits of Transition Teams
- Q & A session

then follow parents up with;

- newsletters
- a letter home detailing relevant information with a permission form attached
- elicit support from parents eg transport, employer contacts etc
- invite parents either to the presentation or the celebration
- ask students to make mid cycle presentations to parent organisations, school councils

### **Employers/Learning providers**

It is important that your local employers and learning providers are aware of Transition Teams and understand its benefits. Once they are aware of Transition Teams they may be able to provide lists of contacts for students to follow up with. Or they may be able to provide guest speakers to attend Transition Teams sessions when key enterprising skills are being discussed.

- provide students with a generic flier explaining Transition Teams to take on their visits to employers or learning providers
- place local newspaper articles, or radio interviews etc marketing the advantages of the program
- explain the Australia wide aspect of the program
- publicise supporting employers or learning providers in the local newspaper
- promote the fact the Transition Teams is a process which would replicate many required work site team processes
- provide employers/learning providers with overheads of enterprise skills
- invite them to either the presentation or the celebration
- ensure that students send thank you letters or thank you certificates

### **Students**

To effectively promote Transition Teams within a school, coordinators or facilitators can address students as a class, in year groups as a whole, as a targeted group, as individuals or with their parents at students subject meetings. It depends on what decision you have made as to what grouping and how many students would best benefit from Transition Teams.

- introduce Transition Teams to smaller groups, even if you have made a general announcement, as you need to allow students the possibility of asking questions
- leave concise written information with students
- promote Transition Teams by using past students (if they are available)
- explain to students how Transition Teams fits in with their usual subject
- explain to students how they will be supported when they are absent from school to do their interview for their project



## **SECTION 4**

# CELEBRATIONS AND PRESENTATIONS

It is required that all team members *present* their outcomes/findings to their fellow students; either classmates, another class, or even students within another year.

And team members should be encouraged to *celebrate* their learning. This can occur in a variety of ways but it should be negotiated with the students as to what they are the most happy with.

However many schools, facilitators, coordinators and parents consider that a formal event is appropriate to celebrate what the students have achieved; to see what it is the students have found out about, to thank all those involved in the process and to further the interest and acceptability of Transition Teams within the school curriculum.

In the above instance, it is important that such a requirement is negotiated with the students at the outset and secondly, that students have a say as to how they participate as it would be a contradiction in terms to have a student led initiative then taken out of students hands at the very end. This is not by any means meant to discourage formal events such as participation in general school speech days, or asking a student team to make a formal presentation as part of a school assembly – it is however critical to emphasise that students should be made aware of this consideration at the beginning of the project and that the appropriate action is negotiated when project milestones are being set.

## PRESENTATIONS:

*Definition* Students showing the outcomes they have created to their peers as a result of the Transition Teams process.

*Characteristics* Students negotiate with the facilitator the audience and the type of presentation and should involve a review/reporting function

## CELEBRATIONS:

*Definition* An event which celebrates the Transition Team process

*Characteristics* Student negotiate with facilitator what type of Celebration is to take place.

Can also be inclusion into a formal school activity

Can involve awards/certification

May be used for a variety of purposes including as a marketing tool

Should involve a review/reporting function

## **SECTION 5**

## THE NEXT STEP

Congratulations! You have implemented Transition Teams!! You will now be considering your next step. This may involve:

Including the methodology of Transition Teams into other subject areas as a way of delivering the required syllabus,

Training more teachers within your school on how to be either a facilitator or a coordinator of Transition Teams to ensure the knowledge base is not lost,

Negotiating with local schools who have not yet delivered Transition Teams to be trained by your experienced staff to deliver Transition Teams,

Clustering with nearby schools who are delivering Transition Teams and creating a local network,

Further involving representatives from local business or community organisations - its an effective low cost way of delivering staff development to the organisation,

Sharing resources created within your local Transition Teams network,

Negotiating the next presentation or celebration with several local schools,

Promoting the concept of Transition Teams at in service meetings, conferences, email list such as VECO (instructions for joining the list are at <http://owl.quit.edu.au/common-cgi-bin/forum/VOCED-COORD/>),

Going global and participating in the exchange of information and ideas with those in the UK via:

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CCDU Training and Consultancy Ltd  
22 Clarendon Place  
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# 1997 AUSTRALIAN PILOT SCHOOLS

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