

SECTION 3

Elizabeth Macarthur High School Campbelltown District, NSW

Mixed NSW DSE High School
1,030 students on roll
Age range 11-19 years

1 Setting up a Transition Team project

Age : Year 10 (15-17 years)
Ability spread: Low, especially in literacy
Number : 14 (started with 18)

2 Curriculum area and timescale

Year 10 English classes
2 x 60 minute lessons per week
Extra time was allowed for visits via negotiation with other teachers
One whole day was allocated to working on their projects in week 15
Entire program from Start to Celebration Day took 17 weeks during
Terms 3 & 4, 1997 (including one week of work experience and two
weeks of exams)

3 Team sizes and composition

Teams were originally organised according to vocational interest,
although some friendship groups also emerged. Teams either had 2-
3 students.

4 Project areas

- Child Care
- Security Industry
- Building Trades
- Youth Employment Services
- Disability Support Services
- Hospitality Industry

5 Facilitators

- Careers Adviser
- English Teacher/Year 10 Adviser
- Manager - Black Stump Restaurant, Narellan
- Owner - Grinners Buffet Catering, Narellan
- School Clerical Assistant

6 Resumé of three projects

- Security Industry – students visited Chubb and Roden Security Training Centres. They investigated the training involved to become a Security Guard by interviewing the Training Managers, and were taken on a guided tour of the Training Facilities. The students examined different motivations of people entering this industry, and looked at promotion prospects.
- Building Trades – students visited the Building Careers Centre, the Master Builders Association and some building sites. The students examined apprenticeships and traineeship opportunities, looked at the wide range of building trade areas, and discovered specific information relating to wages, indentures, Group Training Companies and tools.
- Youth Employment Services – students visited Campbelltown CES, Mission Employment and Camden Valley Skills. They looked at employment and further training opportunities for school leavers, as well as for students ‘at risk’. The students also learnt of opportunities in Resumé preparation, job interview skills, job seeking etc. The students registered themselves with the CES and used the touch-screens to print out job opportunities for young people within the local area.

7 Presentation/Celebration

- Conducted at school in the Staff Common Room
- Morning Tea provided by the Hospitality Section of the School’s Life Technology Faculty
- Parents, staff (including Principal, Deputy Principal, Head Teachers and Year 10 Advisers) plus some local employers attended the Celebration Day.
- Students set up a ‘market’ of project folders and posters, followed by a formal oral presentation including overhead sheets (approximately five minutes per group).
- Students presented certificates to employers and to school clerical support.
- Certificates were presented to the students.
- Principal commented on the great worth of this program in terms of raising the confidence, self-esteem, motivation and world of work understanding of the students involved.
- Students appeared to raise the expectations of themselves, and received the praise and acknowledgment of all who attended. Some very favourable parental comments were received.

8 Additional comments

- Transition Teams had an obviously positive impact upon students whose previous school experience had generally been fairly negative.
- The students thrived with the responsibilities given eg., contacting employers, organising transport, negotiating finances. Don't be afraid to give them a little bit of rein!
- Make use of interesting Guest Speakers. They keep the students on task and maintain motivation.
- Use Transition Teams to further develop/strengthen your local school/industry links. Most employers/training providers are keen to help out where they can.
- Be patient. Don't expect projects to develop overnight, especially if the students have literacy-related difficulties. Simple things like addressing an envelope, writing a letter or even developing a basic phone manner require teaching time. The end result however is worth the effort!
- Transition Teams can be linked directly to the school's Career Education Program, via the Board of Studies produced 'Statement of Career Education Outcomes 7-12'.

Kincumber High School - Central Coast, NSW

Mixed Comprehensive

1 Setting up a Transition Teams project

Age: Year 10 (15-16 years)
Ability spread: Mixed
Number: 30

2 Curriculum area and timescale

Year 10 Careers Education allocation for 12 periods (each of 50 minutes). Students negotiated with co-ordinator/facilitator and other subject teachers when extra time was required for visits etc. Also the two week break between Terms III and IV was utilised by most teams.

3 Team sizes and composition

It was expected by co-ordinator/facilitator that students would choose by area of interest. However, all but one team chose groups based on friendships. Teams were from 2-4 members.

4 Project areas

- Nursing as a career
- Life as a train commuter
- Comparisons of work on the Central Coast and Sydney
- Apprentice motor mechanic
- What employers expect from school leavers
- Surveying young unemployed people
- What employers look for when they interview school leavers

5 Facilitators

- Co-ordinator/Facilitator was the careers adviser
- Support from School Principal
- Central Coast Transition Team facilitators network meetings

6 Resumé of three projects

- Four girls arranged with the Central Coast Area Health Service to interview nurses at work in Gosford Hospital to investigate nursing as a career
- Three boys commuted to Sydney with an apprentice motor mechanic and observed a typical day in the life of a 3rd Year Apprentice Motor Mechanic. They interviewed the employer and others in the workshop.
- A team of four interviewed young people in Sydney about their jobs (or lack thereof) and how they actually got their job.

7 Presentation/Celebration

The teams decided that they would rather have a class celebration at school than combine with the other Central Coast school students piloting the Transition Teams project. (This seemed to be the case in other Central Coast schools.) The certificates were an important component in that they signified the end point of the project.

"When can we do more team projects again?"

Student

"I learned a lot about the world of work."

Student

8 Additional comments

- The concept of Transition Teams had great potential given the DSE's focus on Vocational Education in post compulsory schooling. However it is also applicable to the middle school and would work with Year 9 students.
- Word of mouth is the best marketing tool. Students involved in the project have promoted it widely to others in the school population.
- Timing of the project is critical. Term III was not good for Year 10 due to factors such as Moderator Examinations and decision making regarding HSC subject selection. However, due to the McGaw Review, from 1998 Year 10 will sit for examinations on November, so Term III may be OK.
- It was good in terms of project management to have a two week holiday break near the completion of the project. Most teams met during the break and consolidated their projects.

Narara Valley High School - Central Coast, NSW

Comprehensive High School
1,035 students on roll
Age range 11-17 years

1 Setting up a Transition Teams project

Age : Year 10
Ability spread : Below average
Number : 21

2 Curriculum area and timescale

Term 4 English Elective Module by student choice but targeting school leavers. 4.5 weeks of 4 hours timetabled per week plus extra curricular time.

3 Team sizes and composition

The teams formed along friendship lines. Teams ranged from 2-4.

4 Project areas

- Mechanics
- Central Coast Group Training
- Security Guards
- Intencity
- Australia's Wonderland
- Childcare

5 Facilitators

- Facilitating Teacher (English Teacher)
- Transition Team Co-ordinator

6 Resumé of three projects

- Students researched Central Coast Group Training because of their differing interests in apprenticeship and traineeship. CCGT was suggested as a source of information but became the team project. Visited the centre and produced poster and audio tape.
- Students visited two security guard organisations and produced a set of overhead transparencies and all participated in the preparation.
- Students visited Intencity at Tuggerah. They investigated the complex with a view to the job opportunities available. The students presented a poster display.

7 Presentation/Celebration

The date was set at the end of the elected module allocated to the program. The celebration had a low profile due to the time constraints placed upon the teams. The presentations were highly satisfactory considering the ability level of the students and was a successful climax to the program.

The students were awarded certificates.

The presentation was successful in terms of student participation, raising of student self-esteem, presentation skills and co-operation.

"The program was seen by students as relevant and worthwhile. They appeared to enjoy the program and accepted the challenge."

Headteacher

"Transition Teams was great. I would like to do it again."

Student

"Transition Teams was really good. We got a lot out of it and enjoyed it."

Student

8 Additional comments

- Narara Valley High School ran a program over an extensive 4.5 week period
- The program was successful in most respects except for a low key celebration
- The students were generally well motivated and responded to the challenge
- Students developed awareness of the range of enterprising skills. To varying degrees students skill levels were significantly enhanced

Nepean High School - Emu Plains, NSW

Mixed Comprehensive
Age range 12-18 years

1 Setting up a Transition Teams project

Age : 14-15 years

Ability spread : Mixed

Number : 35 targeted. Group of 27 attended approximately half the time. 23 finally presented.

2 Curriculum area and timescale

Project commenced in June and the Celebration Day was in October. Students withdrawn over several subject categories for whole group work. Individual groups negotiated time for phone access and classroom space. A 'time-out' day was had at the local ERC using the two form personnel and the CA Facilitator (a relief teacher was supplied at the school to release one staff member). A member of Rotary attended that day to assist with special methods of presentation and to give input to one particular group - Information Technology, as this was his expertise and his project.

3 Team sizes and composition

Teams ranged from 2-4. Where groups tried to work as a team of 5 difficulties developed and the conflict was resolved either by (a) splitting into two teams or, (b) less committed students leaving the program.

Teams developed from interest basically but certainly some teams were formed by friends adding another one or two to the group.

4 Project Areas

- Child care
- Travel agents
- Information Technology
- Legal careers
- Flight attendant
- Building industry
- Police force (Legal and Police were originally one group but division made research presentation less cumbersome)
- Hospitality industry

5 Facilitators

- Careers Adviser - Primary Facilitator
- Two Year 9 Advisers

6 **Resumé of three projects**

- Students researched training for and working in early childhood area by investigating the Centre for Information on Training.
- Students interviewed police education officers at a local police station about training and work. Attended another police station for a three-day seminar on police careers, which included a day visit to Goulburn Police Academy as well as attending the Careers Market and the Careers Reference Centre.
- Students found persons to interview in the Legal fraternity by visiting a local Rotary meeting to explain the program and ask assistance. They also used Careers Market and Careers Reference Centre research.

7 **Presentation/Celebration**

Although there had originally been plans for a combined celebration between the three schools in an approximately close area, eventually each school held its own.

Nepean held theirs in the School Library one evening. Letters were sent by the students to the groups they had interviewed and visited and all parents of participants, the Vocational Education Consultant, the Principal, the Deputy, the Administration Masters and the Year Advisers were formally invited. The other staff were informally invited.

The creative approach to delivery, reported in the school newsletter, was a delight and an agreeable surprise.

The students were also presented with two certificates of participation and a special folder by the Principal and the Vocational Education Consultant in a general assembly held at the end of the year.

8 **Additional comments**

- The students mainly understood the skills and how they applied them throughout the stages of the program
- One student adroitly avoided most group sessions so it is obvious from her returned handouts that the person 'missed the point'.
- Timetabling the program might be a better option than withdrawal of students from class into an 'external subject'.
- It was an effective learning model. The students want episode two: mentors for the new group – and work experience (which some have gained).
- Some students were shattered by the rudeness they had from adults when they approached them, and when pre-organised interviews were abruptly terminated by a third party without apology. Having overheard telephone approaches which gained rude rejections, I know there was not any fault in the students' approach, attitude or manners. My belief in the delights of our future generation is enhanced.

Wyong High School - Central Coast, NSW

Mixed Comprehensive
1,059 students on roll
Age range 12-18 years

1 Setting up a Transition Teams project

Age : Year 9 (15 years)
Ability spread : Mixed
Number : 28

2 Curriculum area and timescale

English subject area
1 hour per week for 12 weeks plus extra curricular time and 2 hour presentation/celebration

3 Team Sizes and Composition

Teams grouped by friendship and were all single sex groups of 1-4 members

4 Project Areas

- Journalism
- Theatre
- Real Estate
- Animal keeping (zoo)
- Banking
- Modelling
- Green Keeping
- Child Flight - Emergency Rescue
- Guitar making
- Amusement Arcade (Intencity)
- Panel Beating (resulted in work placement)

5 Facilitator

- Co-ordinator
- Class Teacher

6 Brief Resumé of three projects

- Students explored a day in the life of a Golf Course green keeper, their responsibilities, maintenance, machinery and training requirements. They compared the day of a keeper on a large international 18 hole course with that of the keeper of a small private 9 hole course and played some good rounds of golf to try the greens.
- Students interviewed the owner of a one man guitar making business to research the ups and downs of small business and what is required in training and expertise to produce a guitar.

- Students wanted to know what Child Flight was and what sort of jobs, paid/volunteer, it provides. They interviewed the volunteer Central Coast Co-ordinator and were disappointed that arranged excursions to the helicopter were twice cancelled because of the heavy use of the facility.

7 Celebration/Presentation

Students planned a market place presentation of their projects to their chosen audience:

- fellow students from other classes (they considered this the most necessary audience)
- Facilitators and Vocational Education staff and English Faculty Head Teacher and Year Adviser
- Headmaster and deputies
- some community contacts and some parents were invited

After 'coke and cake' the certificates were presented by the Vocational Education Head.

Format: Videos, newspaper, play, 'This is Your Life', folders, modelling and commentary.

They were asked to give a presentation to a full staff meeting.

"You learn to look after yourself and make your own decisions"

Student

"I can talk face to face easily but I can't believe I made a phone call by myself!"

Student

8 Additional information

- It is important that students own all aspects of the program. Student run excursions came at a politically difficult time and students were disappointed that restrictions were placed on them initially.
- It is difficult to 'let go and let them' but do it! The rewards are great.
- There was an enthusiastic response from students and aware staff and all staff must be kept informed via bulletins and staff meetings all the way through for success.
- A more intense timetable at least initially would serve the students better. With only one period per week students sometimes lost focus on the time frame.
- The program was easy to implement, labour intensive during class time but low in impact on teacher time and high in successful student outcomes.

Ross Smith Secondary School - SA

Mixed Comprehensive
700 students on roll
Age range 11-18 years

1 Setting up a Transition Teams project

Age: Year 11 and 12
Ability spread: Mixed
Number: 32

2 Curriculum area and timescale

Year 11 SACE Stage 1 Work and the Community
Year 12 SACE Stage 2 Work Education

3 Team sizes and composition

Teams were formed on the basis of similar interest areas and in some cases friendship groups. Teams were mostly comprised of 2 or 3 students. One group of 5 split into two groups part way through the project due to evolving interests in different careers.

4 Project areas

- TAFE & Information Technology
- Occupational Health & Safety
- Motor manufacturing industry
- Motor repairs - mechanical and crash repairs
- Working conditions in a mine site
- Fashion industry - photography and hairdressing
- Careers in sport and recreation
- Volunteer work
- Tourism industry
- Primary teaching
- Working on a farm
- Jobs using the internet
- Child care service providers

5 Facilitators

- Co-ordinator - Assistant Principal
- Facilitator - Student Counsellor/Work Education teacher

6 **Resumé of three projects**

- Three physically disabled boys worked with a variety of support people in the school, including scribes and the Agriculture teacher, to look at careers in the Agriculture industry and experience what it is like to work on a farm. They tackled a farm problem: eradicating pests (sparrows were making a mess in the school farm shed and eating all the chook feed) and made a photographic record of their practical solutions to the problem. All work was presented for the final display in the form of posters and leaflets.
- Three girls of mixed ability researched careers in the child care service area. They decided to divide the task into three main areas – child care, paediatric nursing and child and family support counsellor. Action research in the form of work experience and interviewing at appropriate government agencies were completed individually. The team then pooled their research to produce a poster and matching leaflets.
- Two girls of an academic background investigated mining engineering as a career option. Visits to Boral, the Business Centre and Careers Reference Centre and the Australian Taxation Office in Adelaide and the Salisbury Quarry included the collection of information materials and a number of interviews. A video was made of the interviews at the quarry and footage of what it is like to work on a mine site was included. The two girls spent a great deal of time editing the video so that it could be viewed at the celebration lunch.

7 **Presentation/Celebration**

Students wanted a low-key lunch time celebration in the school library with invited guests. The students were keen to spend about 70% of the allocated funds on food and refreshments for the luncheon and at the same time share their learning in the form of a display with posters, leaflets and videos. Each student invited a guest who was either a fellow student, a teacher, a member of the support staff at the school or a family member.

All students were awarded with participation certificate. A short speech was delivered by the facilitator to inform the guests of the background and highlight the outcomes of the project.

Student designed feedback forms were given to guests to provide some specific comments back to groups about the information they had presented at the display.

"I learnt not only about the impact of working in a team and a career in the mining industry, but just how important it is to be organised, efficient, disciplined and to have good time management skills."

Student

"I believe that the Transition Teams project was beneficial to me because I put my problem solving, communication and negotiation skills to the test."

Student

8 Additional comments

The facilitator was not at the training conference and so perhaps did not fully embrace the process that was stipulated in the original information. However, the philosophy and general steps are very similar to the methodologies used in Community Studies and Work Education programs in South Australia. The facilitator felt confident that the learning outcomes could be achieved without any deviation from the requirements of the SACE units that the students were enrolled in.

The negatives which the facilitator was faced with included:

- High absentee rates of the students which interfered with the efficient functioning of groups
- Being a lone facilitator without colleagues to bounce ideas off.
- Indifference of some of the disinclined students. These students needed much support and in some cases intervention was required in order for the research and the products to be completed ready for the display.
- 'Just in time' intervention approaches were essential for the successful conclusion of this project. Students were left to run with their ideas as much as possible, but the facilitator found that some intervention fairly early on in the process was necessary to ensure success. For example, some students, due to lack of communication skills, were receiving no co-operation from employers when ringing up places for visits and interviews. The facilitator needed to set the wheels in motion by making some initial communications with various work places that students had already identified.

From many of the student's point of view the value of the Transition Teams project lay in the feeling of accomplishment in producing an effective product for the display. High self esteem was greatly reflected in the way that students showed their guests their team's contribution to the display. A tangible outcome to work towards - in our case the display - provided the carrot for the Transition Teams process to be fully followed through.

Woodville High School - Woodville, SA

Mixed Comprehensive
830 students on roll
Age range 12-18 years

1 Setting up a Transition Teams project

Age : Year 10
Ability spread : Mixed
Number : 26

2 Curriculum area and timescale

Delivered during Society and Environment lessons. One double lesson (2 x 50 minutes) each week for 12 weeks.

3 Team sizes and composition

Students were allowed to form their own groups. They were mainly based on friendship and shared interests. Size of groups ranged from 1-5 students.

4 Project areas

- Career pathways involving animals
- Career pathways and training options in computing
- Training and support for professional sportspersons
- Starting a small florist business
- Pathways to management in the retail trade
- Starting a small sporting retail business
- Vocational and further education options for Aboriginal students
- Teaching young children

5 Facilitators

- Two teachers

6 Resumé of three projects

- Interviewing workers at the Animal Welfare League and the zoo about working with animals.
- Visiting TAFE colleges (Adelaide and Regency) and Flinders University to explore study options in computing.
- Investigating the setting up of a small florist business by visiting the Careers Reference Centre and interviewing several florists (by visits, phone and fax).

7 Presentation/Celebration

We planned the celebration as a 'coming together again' of the individual groups as we prepared the final display and viewed and shared each other's work, and as a reward for achievement.

"We got to go without a teacher; we had a sense of responsibility."

Student

8 Additional comments

The project gave us a chance to reflect upon methodologies and strategies and to develop very positive working relationships with the students. Students articulated real enjoyment of, and satisfaction from, the project. Since completing the project, they have requested to use similar approaches to other tasks.

Exeter High School - TAS

Mixed Government Secondary High School
495 students on roll
Age range 11-16 years

1 Setting up a Transition Teams project

Age: Year 10 (14-16 years)
Ability spread: Mixed
Number: 27

2 Curriculum area and time scale

Run during the Health/Personal Development. One 3 hour session per week over 12 weeks.

3 Team sizes and composition

Teams of three – single sex and mixed groupings. Mainly friendship groups rather than interest groups.

4 Project areas

- Professional sport
- Assessment of college, TAFE and university
- Courses at the AMC and employment options
- Training and job options in theatre, film and TV
- Careers and professionalism in sport
- Study of two jobs in the leisure industry
- Small business: structure and establishment
- Small business: community experiences
- The police force: rural and urban needs

5 Facilitators

- One teacher
- Teacher's aid
- Transition ed. Worker

6 Resumé of three projects

- Education after Grade 10 – An examination of options at college, TAFE and university. Through interviews and surveys with students and staff and a comparison of courses available. How these courses fitted into career paths. Life and these institutions.
- Looking at careers in the police force – comparison of small rural policing versus city policing. Observations and interviews of police in both areas.
Setting up a small business – interviews with local education enterprise groups and actual businesses. Looked into legal, financial and personal implications of setting up a small business.

7 Presentation/Celebration

In the last session each group presented the findings of their research. On that evening we held a celebration on the school library with invited friends, family, staff and visitors from local schools, colleges, the educational department and politicians. All groups put up a display of their work - one group gave a presentation. Certificates were given out. Students were introduced and afterwards visitors would move around and view work and talk to the groups.

"Transition Teams was good. We found out a lot of useful information that nobody ever tells you normally and had fun doing it!"

Student

8 Additional comments

Most students responded positively to the project, though I'm not sure how many related it to their future and how they might proceed. Some did see how a career path in sports developed and will use this in developing their own education and training plans. Others became aware of the advantages TAFE had to offer as an alternative to college.

Indirectly they have developed many skills which will assist their career choice and future pathways. They have learned how to find information and developed confidence in seeking advice and dealing with adults and experts. Most groups worked well together and were able to discuss issues, problems and procedures in a confident and beneficial way and with positive outcomes.

I feel groups did not really plan or develop budgets - most spending was ad hoc. Some have not kept careful tally of phone calls, photocopying and printing costs. I suspect they did not realise the importance of budgeting. I also felt that we should have allowed time to discuss ways of presentation and actually teach them some skills in this area - video, speech-making, group presentation techniques. These skills had not really been covered in other areas of their education and so needed to be taught to achieve the best possible outcome.

Tasman District High School - Nubeena, TAS

Background

Tasman District High School is an isolated school on the Tasman Peninsula in Tasmania. The region is characterised by high unemployment and underemployment so that there are very limited opportunities for our students to find futures on the peninsula.

In addition to this, there is presently no opportunity for our students to continue their schooling beyond Year 10. This is being addressed to some extent in 1998 through provision of a VET program which is being implemented in co-operation with Rosny College.

In short, the region has its own special problems associated with the depressed conditions and isolation.

This has been exacerbated to some extent by the tragic circumstances surrounding the Port Arthur Massacre which has had an effect on the emotional development of many students.

We were keen to provide students with a structured opportunity to develop life skills which would be relevant to the time when they would inevitably need to make serious decisions about their futures.

Prior to this year Grade 10 students were provided with some activities aimed at work experience, college orientation, etc, however there was no formal structure for this to be assessed or accredited.

We introduced formal assessment of Work Studies including Work Experience for Grade 10 students this year. Transition Teams was embedded in the overall program of work studies.

The Program

We introduced students to the program using a timetabled period called Tutor Group. This is a time slot which has been used for such activities as Driver Education. This enabled them to utilise about two and a half hours per week of school time with an expectation that they would be prepared to put in extra time as needed, eg to visit work places.

Although I co-ordinated the program I had support from the Year 10 co-ordinator, the Home School Liaison Officer, both of whom are actively involved in the work studies program.

We introduced the students to the program using the resource material provided by Dusseldorp Skills Forum. We emphasised that the activity required students to take full

responsibility for the investigations once they had selected an area to research. At the same time we made sure that students had access to staff for support/advice.

We perceived that once the initial directed phase was concluded and students were supposedly working hard on their projects activity slowed down. It was tempting at times to intervene and push the students along but we avoided doing this other than to remind them of the timeline they were working to.

This inertia was seen as both positive and negative: negative because as a teacher it is hard to sit back when you are aware that students are wasting time; positive because it accentuated some of the areas of learning across the curriculum that needed attention. We used the time for these observations without the pressure of having to fulfil assessment requirements of formal subjects and this in itself was useful. More of this later.

The class divided into teams of between two and four and they investigated a range of post compulsory schooling areas. These included career opportunities in the armed forces, VET options, post school options on the Tasman Peninsula, careers in motor mechanics.

We briefed the students in procedures for requisitioning funds for materials, phone calls stationery, etc. A couple of week in we asked students to jot down a weekly journal in which they noted progress, actions, etc. Interestingly this was seen as interventionist by most students who reminded us that it was supposed to be student directed - so we made this optional - which is to say that no student did it. We reviewed progress in an informal way, ie asking groups and individuals how they were going, suggestion resources and reminding them to stay on task. We did emphasise that although they were working in school, the study was about something real and something which would affect them all soon enough.

Procrastination became the modus operandi of most students - "I know what I'm doing and I'll make that phone call on Friday" - "No I haven't sent that letter off yet but I'll get round to it, there's plenty of time". One the one hand students were floundering but on the other they didn't want to be seen as not able - and one or two were just downright lazy of course!

One thing they all learned was that working within time constrains requires them to take some actions regularly rather than leaving it all until the last minute. For example, I assisted one group by helping them to make contact with a project officer who was investigating opportunities on the Peninsula. I emphasised that I would not help them other than to introduce them to the project officer, although I suggested that they should prepare for the interview by formulating appropriate questions. (I did, however, brief the project officer explaining that both girls were quite nervous and both were going through emotional problems). Unfortunately both girls put off doing the interview until time was nearly up and when they did make contact, the project officer was not immediately available. Had they made contact earlier they would have been able to organise a time to meet.

Another observation which came out of this was the inability of most students to organise individual and group responsibilities. One of the common responses from some students was, "I can't do anything just now because so and so has the material". Although this became a useful excuse for inaction it highlighted the need to teach proper group skills if we expected students to use them. This cannot be done in a short time and notwithstanding the brief time spent on enterprising skills it brought home to us the importance of co-operative learning and the need to teach it.

The presentations varied in quality and some groups did not present in the end because they were too nervous and some were too lazy. The best presentation was by three boys who investigated the opportunities offered by VET courses. They prepared a mobile wall display with information from a number of secondary colleges as well as some generic information.

Conclusion

It became apparent that these students had little confidence to undertake independent investigations and that this is an area of learning that needs to be addressed in the wider curriculum we felt that not enough emphasis has been placed on genuine co-operative learning in earlier years and that this makes it difficult for all but the brightest students to cope with the responsibility of it.

Thus one very important learning method we will emphasise in early secondary school will be co-operative learning techniques. This will be particularly important in SOSE, but it will be used across the curriculum.

Another important point that became apparent during the focus on work studies is that students do see this type of study as important and that they think it should be more formally acknowledged as part of the curriculum. They saw it as important that their efforts spent on work studies overall, including work experience should be assessed and accredited as Grade 10 subjects. This happened for the first time this year.

Finally we determined that it is important not to leave investigation of the world of work until Year 10 because, as we discovered, students who have not been exposed to thinking seriously about their futures before them find it difficult and confusing. They tended to see this investigation as an 'extra'.

We intend to use Transition Teams in Year 9 rather than Year 10 because we feel it would be a good way for students to begin to think about career/study futures when they have that further year of high school to go.

In Year 10 we have planned a more comprehensive Work Studies program which includes placement in a work situation and introductory study. We also have provision for students to do case studies of particular working situations. We see an investigation of the world of work in Year 9 as a sound preparation for the Year 10 program.

One thing we would do differently would be to monitor students progress more closely. We noted the package put together by Exeter along the lines of a negotiated study and feel this would be useful as a tangible tool for students and co-ordinator to monitor progress without the activity becoming too teacher directed.

All in all the experience of running Transition Teams at Tasman District High has been a worthwhile exercise.

Corio Community College - Corio, Geelong, VIC

VCE Senior College
480 students on roll
Age range 16–60 years

1 Setting up a Transition Teams project

Age: Year 11 (VCE) students in Industry and Enterprise
Ability spread: Mixed ability and generally low motivated students.
Number: 25

2 Curriculum area and timescale

Delivered as part of the VCE subject Industry and Enterprise. Students had 105 minutes of formal class time a week and a further 105 minutes of unstructured time to carry out research. This unstructured time can be allocated to work placement.

3 Team size and composition

Teams were organised on both friendship and vocational interest. Group sizes varied between 2–3 per group. There were two teams with only one person.

4 Project areas

- Careers with animals
- Careers Sports People
- Careers in skateboards and motor bike riding
- Setting up a franchise
- Careers in entertainment
- Greenkeeper
- Setting up a business
- Jobs in the fast food industry
- Cabinet making

5 Facilitators

- 2 x Industry and Enterprise teacher

6 Resumé of three projects

- Students researched careers that were associated with animals. After some encouragement from their teachers the students organised a visit to the Werribee Plains Zoo to meet with and interview workers.
- Students researched setting up their own business. CCC has a strong tradition of competing in Rock Eisteddfods and have established a large prop and costume department. The students researched setting up a business to hire out the props and costumes to other schools or staff.

- Careers in entertainment – students organised an interview with TV personality Mr Frankie J Holden. The students did not believe that they would be able to interview such a high profile celebrity. He not only agreed but treated the interview seriously. For the students who conducted the interview it was the high of the year.

7 Presentation/Celebration

Each year CCC has a presentation afternoon where the technology (wood, textiles, food and metal) and arts students display their work. The staff from CCC and the two feeder schools are invited to view the work and the school provides drinks and nibbles. It was this venue that the Transition Teams used to display and show case their work.

8 Additional comments

- Involved students in a different type of learning. Student directed not teacher lead. Some students found this difficult and it allowed some students to do as little work as possible.
- A very efficient model for delivering enterprise education and for students to acquire the Enterprise Skills.
- With some inservice using past facilitators as trainers, all schools could deliver the program.
- \$200 in the Student Project Fund was sufficient to resource the students' programs.

Fawkner Secondary College - Fawkner, VIC

Mixed Government Secondary College
400 students on roll
Age range 12-17 years

1 Setting up as Transition Teams project

Age: Year 10
Ability spread: Mixed
Number: 25

2 Curriculum area and timescale

Undertaken during SOSE classes. One period per week for 10 weeks during Term 3.

3 Team sizes and composition

The choice was left to the students. Most students selected to work in friendship groups.

4 Project areas

- Jobs in the Police Force
- Jobs in local manufacturing company Integrated Packaging
- Investigation of RMIT University
- Jobs in the Army
- Jobs in retail and manufacturing
- Investigation of private modelling college
- Investigation of science courses at university

5 Facilitators

- 1 co-ordinator – Careers/Vocational Co-ordinator
- 1 teacher
- 1 representative from Integrated Packaging

6 Resumé of three projects

- Investigation of RMIT University – students contacted the Schools' Liaison Officer of the university. They made a time to interview staff on the differences between school and university. They produced a poster that contained photographs of their visit and a summary of their interview.
- Jobs in retail and manufacturing – a large number of students worked as two mini teams to interview two people in the retail and manufacturing sectors. Through interviews they investigated the type of work, the training and the attributes needed in these occupations.
Investigation of private modelling college – students contacted the college and arranged a visit to investigate the course offered, the fees charged and the facilities. They produced a poster representing these aspects and a review of their visit.

7 **Celebration/Presentation**

The college celebration was held during the Year 10 VCE Parent Information Evening. Students spent the morning presenting their displays using the resources of the college library. Parents were invited to view the displays and talk to the students. The posters were also on view at the Parent/Teacher Report Evening in Term 4.

"This project allows teachers the opportunity to assist students to explore their dreams."

Facilitator

8 **Additional information**

- The local Inner Northern Group Training Company provided the students with a training session on working in a team, which is an important skill of the project.
- Sometimes disappointing support from some organisations and it was important for the facilitator to help support students deal with such issues.
- It is important for the teacher or outside helper to fully understand the role of the facilitator.
- The college will be increasing the number of students undertaking Transition Teams next year.

Langwarrin Secondary College - Langwarrin, VIC

Mixed Comprehensive
1,050 students on roll
Age range 11-18 years

1 Setting up a Transition Teams project

Age: Year 10 (15-16 years)
Ability spread: Mixed
Number: 16

2 Curriculum area and timescale

Transition Teams project time came out of the subject Literacy. One double session per week for approximately one term (110 minutes). Students also negotiated with other subject teachers when extra time was required for visits etc.

3 Team sizes and composition

Teams were negotiated by areas of interest and friendship. These were formed after general discussion and brainstorming of ideas. Team sizes ranged from 2-4.

4 Project areas

- Decision making beyond Year 10
- Greenskeeping
- The Defence Forces - Army, Navy
- Access to TAFE
- Beef and Dairy cattle industry

5 Facilitators

- Facilitator - Careers teacher
- Co-ordinator - Literacy teacher
- Member of the Peninsula Industry & Education Partnership (PIEP)

6 Resumé of three projects

- Decision making beyond Year 10 - two boys decided there was a need to put together information that the students could access easily that would assist with decisions about the VCE, subject choices, career options, university and TAFE. Hence the formation of a brochure: *'What to do when you don't know what to do.'*
- Access to TAFE - three girls decided they would investigate the local TAFE. Their emphasis was to provide information to others that would illustrate the different courses and opportunities that are provided.
- The Defence Forces - two boys decided to gather together all the information one would need to know when joining the Navy, prospects, salary, positions, promotion etc.

7 Presentation/Celebration

Each group produced a display of their work (three projects were finished) and they chose who they would like to be present at their presentation.

8 Additional comments

- Students grasped with enthusiasm the concept of planning and executing their own projects.
- Great exercise in providing students with an ability to learn and improve organisational, communication and team building skills. Valuable learning process along the way.
- Students learned quickly that information and co-operation from others is not always easily forthcoming.

McGuire Secondary College - Shepparton, VIC

Facilitator Notes on Transition Teams at McGuire Secondary College

Preparation

Transition Teams co-ordinator met with the facilitator, to discuss the first lessons. Assessment and method of choosing project topics was considered.

Week 1 - Last week of Term 2

The co-ordinator introduced the concept to the students and gave out a copy of the school newsletter article. The facilitator presented assessment as:

- stages completed
- teamwork
- skill development
- final product

Students then responded to the overheads on the enterprise skills by rating themselves out of 10 for each one. Possible topics were circulated along with various methods of presentation and students were asked to add their own. A definition of Transition Teams was discussed. The group began the 'Top Teams' activity; two lists of team types and features of successful teams were developed and on the whiteboard.

Week 2

Handout of further possible topics, then in groups of 2 or 3, combine lists and add one more as a group. Students then ranked each group's top 4 in order of preference. The top 4 topics were listed on the board. The whole group narrowed these down to 8 topics. Groups were then formed around this list. 'Transition Teams Proposal' form was attempted and students recorded their feelings about their progress in their journals.

Week 3

The 'top teams' activity was continued. Large sheets with agreed statements about top teams were produced. Students completed a journal entry about each person's contribution to the group.

Progress proposal forms was checked. The budget concept was introduced. 'The next step for me next week.....' was entered in the journal.

Week 4

'Were do you stand?' activity.

Students stood on a continuum placing themselves somewhere between:

Happy with their progress _____ * (most) _____ and worried.
Well-organised _____ * (most) _____ confused.
Enjoying lessons _____ * (most) _____ not enjoying.
Want facilitator input _____ * (most) _____ do own work.

Assessing strengths and weaknesses activity from the booklet on 'Developing Enterprising Skills'. Student recorders were used for information on the whiteboard.

Discussion of how to allocate \$200.

Journal entry: Why this topic? What strengths/weaknesses? Improve in? Students dispersed between careers room, library, and the classroom to continue their own research. Students consulted careers assistant. Students were reminded of the Careers Expo for all students in Shepparton.

Week 5

Exercise 1 - Methods of making decisions from booklet 'Developing Enterprise Skills'. Transition Teams then decided on 5 tasks to fully complete the project. These tasks were group on the board.

- Initial contact
- Interviews
- Visits
- Budget
- Presentation

First deadline - complete permission slip in 2 weeks.

Week 6

Check on topics and discuss changes. Buzzing activity with new partners; exchange information on

- a) Group achievements so far.
- b) Next main task for you.

Report back information gained from listening to your partner to whole group! Student scribe records findings on the board (2 lists). Midterm review in Melbourne with one other school.

Week 7

Check on permission slips and topics and group members. 'Carrying through responsibilities' exercises 1 and 2 (modified) from skills booklet page 18. Continuum checks on carrying through responsibilities in life in general, and in Transition Teams. Proceed with projects.

Extra mid-week meeting

Many negative comments from kids. Co-ordinator and facilitator listen and discuss their concerns. Much resistance encountered, but each team presented:

(in the actual presentation venue)

- a) topic
- b) achievements so far
- c) problems encountered
- d) likely method of presentation

Celebration committee formed – how to spend the money if it is not spent!

Week 8

List personal responsibilities involved in finishing project. Exercise 1, Skills Booklet – negotiating (in groups of 3). Journal Entry – Plan time, ask for help, plan phone calls and practice technique on the phone. Project work.

Week 9

VET courses discussed by Co-ordinator for 1998 subject selection. Journal – Presentation in 2 weeks! How who, what, will be presented? Practise of first speaker introduction in teams.

Week 10

Facilitator absent. Co-ordinator checked the class. Lots of movement about the school for project – PANIC!

Throughout the final week students came individually and as parts of groups to practice, and familiarise themselves with the technology available in the presentation room of the Science and Technology Centre. Some frantically worked on content.

Week 11

Presentation Day

Local TV and newspaper visited during presentations. All contributed and groups presented well. Individuals tried to pull out minutes before the start, but every group presented and the overall result was good. Students were very relieved and generally happy after the presentation.