

**World Class Standards**

*... through...*

# **PARTNERSHIPS WITH SCHOOLS**

## **A Diagnostic Tool for GTO Leadership Teams**

A working document demonstrating how Group Training Organizations can work in partnership with schools and further contribute to translating the MCEETYA Framework for Vocational Education in Schools into tangible results for young people.



**DEST**

Department of Education, Science and Training

## Foreword

Group Training Australia is committed to Australia achieving world class standards in the retention of young people in learning, whether that learning occurs at school, college and/or in the workplace. We can only achieve that goal if our member Group Training Organizations work in partnership with schools and engage key stakeholders such as employers and training providers. We can only bring about improved results in the employment and training of young people, as apprentices and trainees, if we work in this broader context and be one part of a truly collaborative effort.

Working in partnership is at the very heart of any successful initiative to support young people in transition and to offer them pathways of learning and employment. This diagnostic tool *Partnerships with Schools*, provides Group Training Organizations a guide to self-assessing their readiness, performance and progress in terms of working with schools and fully contributing to the MCEETYA *Framework for Vocational Education in Schools*.

This diagnostic tool is best used by a GTO leadership team in conjunction with access to the accompanying report, *The Way Forward: GTOs and Schools*, which chronicles current and valuable practice that is being developed by GTOs and schools (and other partners) across Australia. It is the documented practice and experience of business people, who seek to work in partnership with their employees, that has informed the content and shape of this working document.

Thank you to DEST for funding and thank you to all the GTOs who have contributed to the research which preceded the preparation of both the diagnostic tool *Partnerships with Schools* and the associated report *The Way Forward*.

## **Partnership - the most valuable vehicle to drive change**



**“Following up early school leavers under the umbrella of “a partnership that brings all the school and providers together is valuable.”**

GTO (VIC)

**“Good partnerships need coordination and employer involvement. If we can maintain communications and positive publicity, then the GTO can offer networks and their understanding of training and employment.”**

GTO (WA)

**“We are actively involved in a process that is about identifying innovative and flexible arrangements within the education system that are supported by a wider community partnership.”**

GTO (QLD)

**“New structures of collaboration offer an opportunity to create a one-stop shop that will improve retention and integrate all the options – the way forward is genuine cooperation.”**

GTO (VIC)

**“A program such as TIP requires good relationships with schools, additional funding and networks with other partners including JPP, JPET and Job Network Providers.”**

GTO (SA)

**“Partnerships and collaboration are the key to working with schools, TAFE and employers in order to help young people progress into apprenticeships.”**

GTO (QLD)

## Why is this tool helpful?

### There are several reasons

1. Utilizing the tool focuses the mind on working in partnership at the local level.

It offers you, as a member of a GTO leadership team, the opportunity to reflect upon your current collaboration with schools and determine whether there are more effective ways of investing resources, effort and innovation. It may also be of assistance when reviewing progress with other partners, such as schools, employers and training providers.

2. If you use the tool in conjunction with The Way Forward report, you can assess your readiness and performance to work with schools.

At the same time you can refer to many examples of current practice, learnings and innovations that may be of value to your community. These examples are about the way in which a GTO, schools, employers and other partners have developed vocational education in schools and sought to retain young people in learning and support them in transition.

3. The process of working through the diagnostic tool enables you to build your shared understanding of the purpose of working with schools.

It is about being clear about your position, plan and strategy. If that is already achieved, the tool has the flexibility to allow you to move on and focus upon performance. The tool could also be used by a GTO and school team working and learning together, thereby reinforcing collaboration and promoting quality performance.

4. The process of working through the diagnostic tool may offer a GTO a precursor to the development of a strategic plan for collaboration with schools (and other partners).

### The tool is about:

- **improving business performance**
- **comparing and learning about current practice**
- **reinforcing collaboration and partnership**

## Background to the Diagnostic Tool



GTA's research project on the contribution of Group Training to achieving the goals of the *MCEETYA Framework for Vocational Education in Schools*, promised to develop a **tool** or **instrument** that a Group Training Organization (GTO) could use to benchmark its related investment and developments in working with schools.

Rather than develop a tool or instrument for benchmarking in its purest sense, GTA has produced a diagnostic tool that will enable you to:

1. reflect upon your current performance and readiness to work with schools (and your contribution to the goals of MCEETYA) and consider further and possibly more effective means of investing resources, effort and innovation;
2. determine how such an investment improves your productivity and effectiveness by adding value to your core business and strategic plan;
3. self assess your investments in working with schools and formulate a position, strategy or plan to work with schools (and contribute to MCEETYA), against a set of critical success factors for working in collaboration and partnership with others, especially education and employers.
4. identify issues that require assistance/ action from GTA, such as, policy advocacy to government, national responses and dialogue with policy makers and key resource holders;
5. learn from the processes and performance implemented by your fellow GTOs and their partners, and from some international and external developments;
6. self assess the readiness of your GTO to work in collaboration with others (especially schools and employers) to contribute to achieving the goals of MCEETYA.

# Background to the Diagnostic Tool

GTA has decided to go with the idea of a **diagnostic tool** rather than a pure benchmarking exercise for the following reasons:

1. Group Training is unique to Australia and internationally tested standards for the contribution of GTOs to vocational education in school do not exist. Benchmarking requires that such prevailing standards be established and widely recognised.
2. There is no one uniform Australian system and the contributions of GTOs are profoundly influenced by the policies and practices of the state systems (MCEETYA partners) of education, training and partnership development. In addition, it is difficult to impose a common set of standards to rural, regional and urban GTOs.
3. There is some difficulty in pinpointing best practice by GTOs which in turn sets the standards for best practice. It is more useful to offer a particular GTO various examples of activity carried out by other GTOs and their partners that might inform their own thinking and future investment.
4. The diagnostic tool and the accompanying 3 phase process retains many of the benefits of benchmarking. For example, it should contribute to:
  - the prompting of more effective ways of working,
  - the decision of where best to invest wisdom, skills, energy and innovation for significant returns, and
  - the examination of that investment with respect to critical success factors of partnership and collaboration.

## 1. The Purpose of Schools

The MCEETYA Taskforces and their Secretariat clearly advise all organizations that any contribution to the agenda of vocational education in schools, must keep in mind the national goals of schooling, as articulated in the *Adelaide Declaration*. Vocational education must be viewed in the context of the purpose of schools, which is:

- to develop the talents and capacities of all students with respect to generic skills, self-esteem and confidence, values, citizenship, employment, technology, environmental matters and health/leisure;
- to provide a balanced and comprehensive curriculum around the eight learning areas, which enables students to attain literacy and numeracy, participate in vocational learning, enterprise skills and have access to VET in the senior years; and,
- to ensure schooling is socially just, free from negative forms of discrimination, appreciation of cultural and diversity, acknowledge indigenous cultures and enable all students to complete Year 12 or its equivalent and have clear pathways to work and learning.

## Background to the Diagnostic Tool



GTOs who wish to contribute to the pathways outcome (National Goals 3.6) must place that agenda into perspective with the three national goals of schooling.

GTOs who wish to contribute to the employment related skills outcome which encompasses the understanding of work, careers, pathways and lifelong learning, (National Goal 1.5) must work with schools to find ways in which their collaboration can enrich the curriculum.

They must fully appreciate and understand that this curriculum is about delivering all the outcomes of the national goals of schools. In particular, they need to work together to relate the purpose and curriculum of vocational learning and enterprise skills (compulsory years) and VET (senior years) to the overall national goals, as well as take into account the needs of educationally disadvantaged young people.

Such collaboration requires a much deeper and richer relationship and it is about GTOs moving beyond the role of broker to one of being a partner.

### 2. MCEETYA Framework

The MCEETYA Framework is about retaining young people in learning to the completion of Year 12 or its equivalent. The Framework has

been developed to represent an integrated and comprehensive strategy to achieve the shared goals of the partners. The program elements of the Framework

are:

- **enterprise and vocational learning,**
- **student support services for young people in transition, and**
- **vocational education and training.**

There are also three process elements which are described in Task 1, Preparation of the Diagnostic Tool. The development of flexible local partnership arrangements and appropriate funding and institutional arrangements are the keys to the delivery of the three program elements.

MCEETYA itself is the forum of Federal and State Ministers for Education, Employment, Training and Youth Affairs. It is this national partnership working across the Federal-State divide, that has not only developed but also made a commitment to implementing the *Framework for Vocational Education in Schools*. They are the political partners who face the challenge of rationalising institutional and funding arrangements in order to facilitate the local collaboration and partnership work of GTOs, schools, employers, training providers and youth services. There remains a great deal to be achieved for Australia to reach world class standards in the retention of young people in learning.

# The Focus of the Diagnostic Tool : Partnership

## 3. Collaboration and Partnership – the critical factor

A vital process element of the *MCEETYA Framework for Vocational Education in Schools* is the notion of building a community, education and business partnership. This diagnostic tool seeks to connect investment in these collaborative matters to advancing the tradition and core business of GTOs (that is the employment and training of young people as apprentices). Evaluating programs against the critical success factor of **working with partners** must also shape any diagnostic tool with respect to GTOs and MCEETYA. Some of the key reasons for this are that:

- joined-up thinking and integrated service delivery are highly valued in an era where limited additional resources are available;
- young people who are considered to be at risk of being separated from work and learning, need to be served by agencies that are working closely together, ie closing any gaps between services;
- local communities (especially rural and regional) seeking to develop their own response to meeting the needs of young people, seek local integration of resources. For the many GTOs who place high value on responding to community need and/or improving systems of education and training, there is an imperative to join such a movement and influence the design and management of both external funding and local resources.

The contribution of Group Training to the MCEETYA Vocational Education in Schools agenda must be underpinned by the partnership approach and mindset. This is not to assume that all the business of GTOs, and in particular, activity relating directly to the core business of employing and training apprentices after they leave school, always requires the same approach. This diagnostic tool is about analysing efforts to work with schools, in the context of translating the *MCEETYA Framework* into real benefits for young people.

Group Training Organizations are keen to contribute to the broader MCEETYA agenda. However, with limited new resources available, they are not keen to either take on a sole or even leading responsibility, nor do they wish to lose focus on their own core business. Schools, in particular, are viewed as resource centres that should make significant and improved investment in the broad agenda of developing vocational education in schools.

GTOs cannot advance their core business or make any effective and sustainable contribution to MCEETYA, in isolation from education and employment. Partnership is at the very heart of vocational education in schools.



## The Focus of the Diagnostic Tool : Partnership



Education is clearly located on the supply side of the business equation for GTOs, whilst employers are located on the demand side. If GTOs are not able to collaborate with schools and work in partnership with educators, they will not easily reach out to the young people that employers continually seek to host, and in the longer term employ. **In order to do this, GTOs will need to engage with teachers and their systems by contributing to the curriculum and the learning agenda of schools (the core business of education). If not, GTO contributions will be seen as an add-on or one-off investment and their impact will frequently be limited to benefiting the students who are not achieving at school. Without this integration of effort, only a few students travelling well in their academic studies will access the opportunities offered by a GTO.** Although there are "star" potential recruits in the at-risk group, a significant percentage of these students may exhibit behaviour and work readiness that is not readily attractive, or even acceptable to employers.

GTOs, education and employers need to build a working liaison that moves beyond that characterised by a traditional supplier-customer relationship. At the very least, schools must be seen as preferred suppliers or partners in a joint venture to improve both vocational education in schools and more specifically pathways to apprenticeships.

Many GTOs have indicated that they seek to both respond to community need and bring about beneficial and systemic change in education and training systems. To come close to achieving such goals, partnerships over a longer term are required.

In addition, GTOs must take into account the changing nature of other key stakeholders in their core business. The perceptions of young people, their parents and their community, about the trades, and the nature of developing government policy regarding the retention, participation and transitions of young people in learning will impact upon the GTO and its core business.

In order to carry out that core business, that is to employ and train young apprentices over the longer term, a GTO must be a partner in a broader movement for retention. More specifically, it must:

- place young people in apprenticeships,
- help prepare young people for apprenticeships, and develop their work readiness and pathways,
- help lay the groundwork for employers to offer quality supervision, training and support,
- respond to community need – including identifying and meeting the needs of target groups eg indigenous, the at-risk, young people with disabilities.

## How to use the Diagnostic Tool

This diagnostic tool is designed for GTO leadership teams and key staff members who work with schools on issues and programs relating to vocational education in schools. These collaborative initiatives are about:

- **the retention of young people in learning,**
- **transition support and careers education,**
- **enterprise and vocational learning,**
- **vocational education and training (VET), and**
- **participation in community/education/business partnerships.**

This tool has been designed for the use of a small group or team, however, it may also be helpful to an individual leader of a GTO. Although the tool is primarily dedicated to collaboration with schools, you may also choose to invite an inter-agency team (GTO, school, employers and training providers) to work through the process. The process is structured into three flexible phases of activity.

**Phase A: Preparation and understanding partners**

**Phase B: Articulation of a position, strategy and plan**

**Phase C: Diagnosis of readiness, progress and performance**

It is likely that some GTOs will feel that they have already achieved a clear and mutual understanding of goals with schools.

**If so – progress (move to Phase B).**

It is also likely that some GTOs will feel that they have already articulated a clear position, strategy and plan for working with schools.

**If so – progress (move to Phase C).**

The three flexible Phases of activity are designed in such a way that a GTO can advance to the phase that they feel is relevant to them.

### **Repeat – you do not have to do all three phases!**

#### **SCAN THE DOCUMENT AND DECIDE AT WHICH PHASE YOU WISH TO COMMENCE**

- If your GTO has not yet acquired a clear understanding of the agendas of schools and there is a lack of mutuality in your collaborative activities – you may wish to start at **Phase A.**
- If your GTO has an understanding of schools, but has not yet articulated a clear position, strategy or plan for working with schools – you may wish to start at **Phase B.**
- If you only wish to analyse progress and improve the performance of collaborative activity with schools, start at **Phase C.**

## Facilitating and Documenting the Process



An effective facilitator provides people with the resources and environment they need to participate in the process. A facilitator only makes decisions in terms of the process, but not in determining the outcomes of the exercise. The facilitator ensures that:

- the contribution of all participants is recognised,
- all participants listen carefully to each other and acknowledge each other's input,
- reflection and review of past and current experience continually underpins the exercise,
- the group keeps to the agreed purpose of the exercise,
- The facilitator may prompt, even challenge, the group to question and think outside the square, but the direction and decisions over content must always remain in the hands of the group.

The GTO leadership team may recruit a facilitator from any of the following sources:

- **an external consultancy,**
- **a GTA State Office,**
- **another GTO, or from**
- **one of the partnering organizations, ie schools, employers, training providers, local government.**

It is important that someone takes the role of scribe and records key points that emerge from the decisions and activities of the process. The scribe can then ensure that all participants receive a record of the key points.

**THE PILOTING OF THIS DIAGNOSTIC TOOL WITH GTOs HAS CLEARLY REVEALED THAT IT IS MOST HELPFUL, WHEN USED IN CONTEXT WITH A FACILITATED WORKSHOP. GTA HAVE PRODUCED A FACILITATORS HANDBOOK FOR THIS PURPOSE**

## **Before you Start: Using the Work Sheets and *The Way Forward* Report**

### **The Work Sheets**

It is strongly recommended that if you decide to use the diagnostic tool (no matter whether you start at Phase A, B or C) make effective use of the work sheets that are part of Phase C.

The work sheets offer many practical ideas and hints on how a GTO might attain the critical success factors of partnership. They are a reference and resource as your team diagnoses its readiness and performance in terms of working with schools.

### **The Way Forward Report**

This document represents the other half of the research and writing that emerged from a GTA/DEST funded project - to provide the role of group training organizations (GTOs) in achieving the objectives of the *MCEETYA Framework on Vocational Education in Schools*.

*The Way Forward* Report and this Diagnostic Tool go together. The report offers vital background information to any group or team

that works through the process of using the diagnostic tool. The content of the report acknowledges and builds upon the experiences and learnings of members of the GTA network. More than 70% of this network participated in the research program. Various exemplars and quotes from GTOs who are working with schools at the local level are an integral part of the text. The report also challenges the partners of MCEETYA (Federal and State Governments) to establish the institutional and funding arrangements that are necessary to encourage and resource such local collaboration.

*The Way Forward* Report chronicles various examples of interesting practice and learnings in the related fields of:

- prevocational training,
- career education,
- enterprise and vocational learning,
- fast-tracking young people through the linear pathway of structured workplace learning and school and post school new apprenticeships, and supporting young people to develop networked pathways that integrate academic, vocational and enterprise learning

**At the very minimum, please make the Executive Summary of the report and the work sheets mandatory reading for any group using this Diagnostic Tool.**

## Before you Start: What is revealed in *The Way Forward Report*



*The Way Forward Report* calls for **Federal and State Ministers** (Members of MCEETYA) to build upon important and emerging developments such as the Career and Transition Services Framework in order to:

- take up the challenge to achieve world class standards in the retention of young Australians in learning, whether that learning occurs in school, college or the workplace;
- establish a nationwide youth transition support service that signposts young Australians to options and that can resource local partnerships to take the initiative and develop collaborative efforts to retain young people in learning;
- articulate a National Youth Transition Strategy that has bipartisan support and provides the service with a point of accountability;
- develop a national core work related curriculum for all young people; a curriculum for learning about the world of work, career development, the concept of vocation and the investigation of options and navigation of pathways which can integrate academic, vocational and enterprise learning.

*The Way Forward Report* calls for GTOs to work with schools and other local partners and:

- position themselves as key members of the local partnerships and take the initiative to not only employ and train apprentices, but also to fully contribute to the goals of the National Youth Transition Service;
- commit themselves to supporting the learning of young people in transition; learning that can be integrated into the formal (and work-related) curriculum of schools. This means moving beyond VET and the training and employment of trainees and apprentices;
- tackle the primary concerns of many GTOs, including the status of the trades and vocational training, skill shortages, the work readiness of some young people and the opportunity for all students (including those who are travelling well at school) to be informed about careers in the world of apprenticeships and traineeships;
- help employers, young people and schools to understand each other's motivations and expectations (using the historic role of broker to promote understanding between these parties);
- develop new models of work placement and learning beyond the classroom that are project based, promote creativity and innovation and allow for the emerging team culture of employers who are part of the knowledge economy;
- make local partnerships more employer friendly.

# Summary of the diagnostic tool and process

“It’s as easy as A.B.C.”

## Phase A – Preparation and understanding the partners

**TASK 1:** Acquire a clear and shared understanding of the *MCEETYA Framework* (including the notion of community and business partnerships) and how that agenda impacts upon your own core business and the strategic direction of your partners.

**TASK 2:** Reassess and align your current contributions to the MCEETYA stated goals, with your business plan and the policy and operations of your partners and stakeholders.

**TASK 3:** Identify key developments and investments that you wish to make that will strengthen both your own core business and your readiness to work with schools and other agencies and partners to achieve the MCEETYA goals.

“It’s as easy as A.B.C.”

## Phase B – Articulating a position, strategy and plan

**TASK 4:** Aggregate those key developments and investments into a position and evolving strategy or plan that will engage schools and other partners and make more effective use of resources within both your own organization and those of your partners and community.

**TASK 5:** Identify issues that require action at the national level and request assistance from GTA ie policy, resource and coordination that feeds into government and MCEETYA.



**“It’s as easy as A.B.C.”**

## **Phase C – Diagnosis of readiness, progress and performance**

**TASK 6:** Examine your readiness to transform that articulated position, strategy or plan into collaborative activity that brings about results. Do this by deciding what stage of collaboration that your GTO has reached. This decision is informed by comparing your development against an internationally recognised set of critical success factors for partnership with people - success factors that have been informed by both the Departments of Trade and Industry and Education and Employment research on Partnership with People (UK) and the ECEF Alliance Matrix (AUST).

**TASK 7:** Use the self assessment tool to test your performance and determine whether it meets the requirements of the stage of development you have nominated for each path. Be informed by the wide range of useful practice that has been developed by your peers (GTA network) and their partners and then plan for improvement. Use both the work sheets that accompany this diagnostic tool and refer to The Way Forward Report.

**TASK 8:** Take the next steps for improvement, which may or may not include redefining the core business and longer term business strategy of your organization. This could also have implications for the role and future priorities of GTA.

**START WHERE YOU FEEL IT IS APPROPRIATE!!**

You may decide that there is little need for your GTO to work through either Phase A and/or Phase . You may feel that you already have articulated a clear and coherent position for collaboration with schools, with your partners. If this is the case, move directly to Task 6 (of Phase C) and begin self-assessment of your progress and performance.

# Summary of the diagnostic tool and process

“It’s as easy as A.B.C.”

## In Conclusion

### Please:

1. Appreciate that bringing about positive change by investing in a position, strategy and plan is all encompassing. It does not mean revolution or change for change sake. It can be about renewal and/or reform. It can mean:
  - reviewing, reinforcing and consolidating current practices,
  - expanding and enhancing the quality of current developments,
  - repackaging current activity in an updated and more attractive manner,
  - reviewing and deciding to create new ideas, initiatives, processes and procedures that replace or complement current developments.
2. Retain your own focus yet acknowledge the need to engage others and work in collaboration or partnership. The culture and positioning of a GTO in its community or marketplace reveals a brokering role - a function that cannot work in isolation from external forces and agendas.



## Summary of the diagnostic tool and process



**“It’s as easy as A.B.C.”**

3. Use the wisdom and experience of your peers. Successful benchmarking is based upon the premise that any company or organization can learn from its competitors and/or collaborators. The work sheets in Phase C are about conveying useful initiatives and learnings that can inform your own thinking, planning and doing. Various helpful hints are offered.
4. Please also use The Way Forward Report which incorporates various examples of interesting practice without making the assumption that they are best practice or that a supposed “league ladder” to GTOs contributing to MCEETYA goals currently exists.

It is possible that participating in this exercise will confirm your purpose, or raise issues about redefining the very heart of your core business. This may be of particular relevance to you if you have moved significantly away from being a traditional group training company into a more integrated deliverer of education and training services in your marketplace.

## PHASE A : TASK 1 PREPARATION

- ❖ **Please scan the following summaries of both the MCEETYA document, *Framework for Vocational Education in Schools* and the content of *The Adelaide Declaration of National Goals for Schooling in the Twenty-First Century* and note the key connections.**

### National Goals For Schooling

The following goals are the most relevant, but there is a more complete description of the National Goals on Page 6 of this document.

- 1.5 Employment related skills, understanding the work careers options – and pathways as foundation for vocational education and training, fuller education, employment and lifelong learning
- 2.3 Curriculum – vocational learning (compulsory) and access to vocational education and training (senior years)
- 2.4 Curriculum – foster and develop enterprise skills
- 3.6.1 Access to high quality education to completion of Year 12 or equivalent and provision of clear pathways

### MCEETYA Framework

#### KEY ELEMENTS

##### PROGRAM

- 1. Enterprise and Vocational Learning - generic skills, as well as enterprise education
- 2. Student Support Services - guiding and supporting young people in transition including career education
- 3. Vocational Education and Training - accredited and industry specific training eg VET and SBNA

##### PROCESS

- 1. Business and Community Partnerships -foster cooperation between government, community, education and the labour market
- 2. Effective Arrangements (funding/ institutional) - providing policy cohesion and effective involvement of all
- 3. Monitoring and Evaluation - data collection to measure performance

#### 7 PRINCIPLES

(as determined by State and Commonwealth Ministers)

##### VOCATIONAL EDUCATION:

- is an essential and valid element of education for all
- will improve transitions and promote lifelong learning
- will enable young people to learn in various settings
- will engage employers and community
- will foster collaboration across all sectors – it is a shared responsibility
- will provide young people with broad work related skills/competencies
- will ensure students and schools have a role in economic/social development



❖ **Confirm the core business of your GTO and connect it to the National Goals and MCEETYA Framework.**

- Has it changed due to your organization’s expansion into areas of endeavour such as Job Network, Jobs Pathway Program, NAC, etc?
- Is it the same as the statement used in your own organisational documents?

**CURRENT STATEMENT OF CORE BUSINESS**

**The Employment and Training of Young New Apprentices**

Does this demand that your GTO is actively involved in the following core business activities.

1. Placing young people in New apprenticeships
 

Yes		No	
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 Why/Why Not \_\_\_\_\_  
 \_\_\_\_\_
2. Preparing young people for new apprenticeships ie work readiness and pathways
 

Yes		No	
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 Why/Why Not \_\_\_\_\_  
 \_\_\_\_\_
3. Laying groundwork for employers to allow quality supervision and training
 

Yes		No	
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 Why/Why Not \_\_\_\_\_  
 \_\_\_\_\_
4. Responding to community need eg target groups, community movements/ coalitions
 

Yes		No	
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 Why/Why Not \_\_\_\_\_  
 \_\_\_\_\_

# PHASE A : TASK 2 PREPARATION

- Explore the changes occurring in the worlds of your key stakeholders. Are there any particular changing circumstances or perceptions that impact upon the nature of your core business and your contribution to the MCEETYA Framework?

### YOUNG PEOPLE

- motivations to work and choose a career - financial security, adventure, respect, social satisfaction and learning
- perceptions of the trades - currency and status
- employability and work readiness young people
- rural-urban migration and demog
- Other: .....

### COMMUNITY AND EDUCATION

- attitudes of parents - perceived status of trades
- attitudes of teachers - accountability to the National Goals



### EMPLOYERS

- skills upgrading - their call for "quality" young people
- "work ready" young people - who have made an informed career choice
- legislation and regulation eg health and safety
- financial investment in training
- Other: .....

### GOVERNMENT POLICY

- National Goals and MCEETYA
- VET and SBNAs
- funding policies
- State Government Transition and Partnership Initiatives
- Other: .....

### GROUP TRAINING

- diversification or focus of your GTO
- age structure and HR investment in your staff
- profile of Group Training in policy circles
- recent initiatives of GTA (national and state offices)
- Other: .....



**CONTRIBUTIONS TO SCHOOLS AND MCEETYA - YOUR CORE BUSINESS - YOUR STAKEHOLDER NEEDS**

**KEY FACTORS THAT MAY REQUIRE YOU TO CONFIRM, CLARIFY OR CHALLENGE THE DEFINITION OF YOUR CORE BUSINESS**

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....



**OUR CONCLUSION: THE CORE BUSINESS OF THIS GTO IS:**

.....

.....

.....

.....

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## PHASE A :TASK 2 (continued....)

- ❖ Having revisited the definition of your core business and the nature of the core business activities, it is now time to map your current contributions to MCEETYA against your core business activities.

Assuming that the four core business activities remain valid, please fill in the grid by locating your current contributions to the *MCEETYA Framework* against your core business activities.

- ❖ **PLEASE USE THE FOLLOWING MATRIX OF CURRENT ACTIVITIES AS A RESOURCE**

<b>MCEETYA ELEMENTS</b>	<b>1. Enterprise and Vocational Learning</b>	<b>2. Student Support Services including Career Education</b>
<b>CORE BUSINESS ACTIVITIES</b>		
<b>Placing of young people in employment</b>		
<b>Preparing of young people for apprenticeships/ employment</b>		
<b>Laying groundwork for employers</b>		
<b>Responding to community need</b>		
<b>Others:</b>		



The three program elements of MCEETYA and the vital process element of Community and Business Partnerships are the headings for the

horizontal axis. The process element of partnership is at the very heart of a GTO working with schools.

❖ **PLEASE USE THE FOLLOWING MATRIX OF CURRENT ACTIVITIES AS A RESOURCE**

<b>3. Vocational Education and Training (including SBNA's)</b>	<b>Process Element: Community-Business-Education Partnerships</b>

## PHASE A :TASK 3

### KEY DEVELOPMENTS/INNOVATIONS TO STRENGTHEN YOUR WORK

- ❖ Having reviewed your current activities and then related them to the MCEETYA Framework (Task 2), now identify 1-5 future developments and innovations that your GTO would like to make that strengthens both your contribution to MCEETYA and your core business performance.
- ❖ The term “future developments and innovations”, does not necessarily mean brand new activities, projects or programs. Bringing about changes and

improvements can be achieved by a number of reflective, reforming as well as revolutionary measures. Change is about review, reform, renewal and revolution. Its about:

- reinforcing and consolidating current practice/activity
- consolidating recent pilot initiatives into an on-going program
- expanding or enhancing the quality of current development

<b>MCEETYA ELEMENTS</b>	<b>1. Enterprise and Vocational Learning</b>	<b>2. Student Support Services including Career Education</b>
<b>CORE BUSINESS ACTIVITIES</b>		
Placing of young people in employment		
Preparing of young people for apprenticeships/ employment		
Laying groundwork for employers		
Responding to community need		
Others:		





- repackaging or marketing current activity
  - removing any project that is not performing well
  - creating brand new initiatives
- ❖ Identifying these 1-5 developments will assist the process that you have embarked upon and/or it may be useful as part of your normal organizational arrangements of review and innovation.

Please reflect upon the conclusions and ideas that have emerged from undertaking tasks 1-3 of this process.

- ❖ Now locate these developments/innovations on the following matrix, that plots the key elements of the *MCEETYA Framework* against the four core business activities of a GTO.

<b>3. Vocational Education and Training (including SBNAs)</b>	<b>Community-Business-Education Partnerships</b>

## PHASE B : TASK 4

### DEVELOP A POSITION, STRATEGY OR PLAN

- ❖ This task is about simply transforming your list of 1-5 priority actions (Task 3) into an organizational position, strategy or plan. The idea is to make the connections between these priority actions and determine how to generate synergy and strengthen impact.
- ❖ The resulting position, strategy or plan will become the topic for the diagnostic tool which will enable you to assess your readiness to work with schools and other partners in order to achieve these objectives that are about both contributing to MCEETYA and improving your own business performance. If you already have articulated such a position, strategy or plan, simply state it below.

#### **OUTLINE OF POSITION, STRATEGY AND PLAN**

**1. Set out what your organization wants to do**

.....  
.....  
.....  
.....  
.....  
.....

**2. Why your organizations wants to do it**

.....  
.....  
.....  
.....  
.....  
.....

## PHASE B: TASK 5 ACTIONS AT A NATIONAL LEVEL



- ❖ In developing your position, strategy and plan, you may have identified challenges and desirable actions that need to be tackled at the national level eg issues that require policy change or a national response.
- ❖ Please list these issues and an associated list of ideas and recommendations that your GTO will pass onto Group Training Australia and/or take to other policy or coordination structures that you can access eg state forums, such as a Victorian local Learning and Employment Network.

### LIST OF ISSUES

1. ....  
.....
2. ....  
.....
3. ....  
.....
4. ....  
.....
5. ....  
.....
6. ....  
.....

## **PHASE C: TASK 6**

### **PARTNERSHIP PATHS**

The Department of Trade and Industry and the Department for Education and Employment (UK) identified four main themes or broad bands of management practice which enable an employer to work in partnership with its people.

Those same paths to sustained success underpin the work and performance of partnerships between organizations; that is between a GTO, schools, employers, training providers, youth agencies.

The same British research program identified three levels or stages within each path; stages at which certain elements of good practice must be established, before breaking new ground. Attempts to push the organization and partnership forward before people and partners are ready to assimilate and believe in innovation and change, could damage the GTO and its partnership with schools.

#### **THE FOUR PATHS ARE:**

- 1. SHARED GOALS**
- 2. SHARED EFFORT AND CULTURE**
- 3. SHARED LEARNING**
- 4. SHARED INFORMATION**



These three stages are not, of course, rigid boundaries but they are significant enough to warrant dividing the framework into three stages:

**STAGE 1 - STARTING OUT**

**STAGE 2 - MOVING FORWARD**

**STAGE 3 - NEW HORIZONS**

The following four pages summarise the four paths. You may also wish to refer to the associated four work sheets (included at the back of this resource). There is one work sheet for each path and practical ideas are presented for each of the stages of that path. The “ideas worth trying” relate to a particular challenge or goal that is relevant to collaboration with schools and other partners and, more specifically, to that particular path.

Key points with respect to “what should be avoided” and “what is essential” have emerged from consultations with GTOs. All these suggestions are about working with partners as no single agency can meet the challenge alone.

Group Training Organizations are already travelling along the partnership journey. In order to fully contribute to the MCEETYA agenda regarding Vocational Education in Schools, GTOs believe that the partnership approach is essential to achieving success. As partnerships become stronger, employers and managers will increasingly work across the boundaries of their own organization and explore new ground. New concepts of accountability will emerge and managers will continue to be challenged to promote inter-agency cooperation and a culture of partnership development to their staff.

# PATH 1

# PATH 2

## Shared Goals

Understanding the business we're in

- Shared planning creates the direction for the partnership.
- It is about capturing the creativity of all the partners and engaging the staff of the partnering organizations at all levels.
- This collaboration generates commitment. Staff are more determined to contribute to a higher vision, as well as to the core business of their own organization.

"A shared vision pulls us together and enables a GTO and other partners to clarify their contribution. Ideas and innovation occur at all levels, within and across the partnership" (GTA Project Steering Group).

## Shared Effort and Culture

A team effort banded together by agreed values

- Shared effort and culture transforms the shared goals and values into tangible results.
- People and organizations that contribute to that vision will collaborate and be more determined to lift performance.
- They will not feel alone, but see themselves as one respected, valued and integral part of a community-wide effort. This generates further energy to stretch both the individual partner and the partnership.
- Team effort is the building block, within and across the partners. Flexible teams integrate effort, solve problems, innovate and bring about change.

"A shared culture is about truly sharing values which generate energy that results in a combined effort across the partnership. Trust and mutual respect emerge from shared effort and reinforce the culture, bringing harmony to the partnership". (GTA Project Steering Group).

## PATH 3

### Shared Learning

#### Continuously improving ourselves

Learning steadily develops creativity and problem solving within and across the partnership. It leads to improved performance.

- Learning about partnering improves collaboration and leads to more integrated delivery and joined-up thinking. Monitoring and reflecting upon progress is at the heart of this kind of active learning.
- Participants will not feel alone, but see themselves as one respected, valued and integral part of a community-wide effort. This generates further energy to stretch both the individual partner and the partnership.
- Individual organizations become increasingly receptive to change, individuals gain satisfaction and their career and personal development leads to greater loyalty to the shared mission and to the wellbeing of their organization.

“Shared learning is about managers and employees learning from each other. Partnership activity is exploited for its development opportunities. Back-up support and training is available and enables individuals and teams to stretch targets and shape the shared vision”.

(GTA Project Steering Group).

## PATH 4

### Shared Information

#### Effective communication and data accessibility

- Information is accessible and comprehensible to all across partnerships. Data makes sense; it can be aggregated and yet interpreted to clarify the performance of not only each organization, but also the progress of the partnership working towards its shared mission.
- Communication is developed through formal and informal mechanisms – meetings, celebrations, and electronic bulletins. A variety of communication channels are essential.
- Channels of communication that are interactive can lead to further innovation and quality improvement, within and across partnering organizations.

“Three-way communication, up, down and across the partnering organizations facilitates collaborative effort, it nurtures a culture of trust and mutual respect and it leads to further innovation”.


(GTA Project Steering Group).

## PHASE C: TASK 6

### READY TO TRANSLATION OF POSITION, STRATEGY OR PLAN INTO ACTION?

**Check your readiness to translate your position, strategy or plan for working with schools into action. This is about deciding what stage you are at for each of the four paths! Your GTO leadership team is now ready to decide which stage you are at for each of the four paths ie stage 1, 2 or 3.**

The main critical success factors for each path and each stage have been incorporated into a single framework. We trust this will provide you with a useful guide as your GTO assesses your organization in terms of its readiness to implement your strategy and plan to work with schools and both contribute to the MCEETYA framework and further advance your own core business and strategy.

 <b>PATHS</b>	<b>3 STAGES</b>	<b>STAGE 1 STARTING OUT</b>
<b>SHARED GOALS:</b> Understanding schools, MCEETYA and the business we're in		<ul style="list-style-type: none"> <li>▪ GTO staff are cultivating a compelling position on why the organization should invest in collaborative effort to achieve MCEETYA goals and work with schools.</li> <li>▪ A developing plan exists which nominates targets and connects this investment to realising the policy and strategic direction of the GTO.</li> </ul>
<b>SHARED EFFORT AND CULTURE:</b> A team effort banded together by agreed values		<ul style="list-style-type: none"> <li>▪ The developing plan and underpinning values and thinking are accepted within the GTO as the need for change is understood. Risk management is carried out by the GTO.</li> <li>▪ An inter-agency team of GTO and school staff is formed and team leaders are orientated into a partnership culture.</li> </ul>
<b>SHARED LEARNING:</b> Continuously improving ourselves		<ul style="list-style-type: none"> <li>▪ Team members and their managers shape working procedures and performance levels for the partnership activity.</li> <li>▪ A plan for the continuous professional development of operatives is put forward.</li> </ul>
<b>SHARED INFORMATION:</b> Effective communication and data accessibility across the partnership		<ul style="list-style-type: none"> <li>▪ Performance indicators for implementing the plan, methods of collecting evidence of progress and the reasons for collecting and sharing are identified Necessary data, facts and knowledge are acknowledged by all partners.</li> <li>▪ Communication channels within the GTO and across the partnership are clarified.</li> </ul>





As you analyse the critical success factors for each path, please refer to the work sheets for each of the four paths and the associated stages.

**Please determine the stage that you feel your GTO has reached for each path and locate it on the grid.**

<b>STAGE 2 MOVING FORWARD (MATURE PERFORMANCE)</b>	<b>STAGE 3 NEW HORIZONS WORLD CLASS LEADER!!</b>
<ul style="list-style-type: none"> <li>▪ The position and plan are shared and subsequently shaped by the partnering organizations so the partners are moving in a shared direction.</li> <li>▪ If necessary, a lead organization is identified and each partner is clear about their responsibilities in meeting this shared/jointly owned direction.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The shared position has been written into the strategic plans of all partners as a partnership plan, ie mainstreaming into the school and GTO.</li> <li>▪ The partnership is open to further innovation and development, and seeking to define best practice.</li> </ul>
<ul style="list-style-type: none"> <li>▪ The implications of the plan, now shared and shaped by the inter-agency team, has been considered by all partnership bodies both for themselves and the partnership.</li> <li>▪ Partners come to accept common values and differences, yet agree on shared ground. Risk management is a shared responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Blame between partners is removed. Any damage or delays do not devastate the shared commitment for agreed mechanisms that exist.</li> <li>▪ Lessons are being learnt and feedback into partnering organizations occurs. The inter-agency team is a driver of change and concerned about issues of sustainability.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Performance indicators and evidence measures are agreed by both schools and GTOs. Managers become coaches and the team takes the initiative.</li> <li>▪ Critical reflection ensures the monitoring of progress is captured and learning is shared. Targets are revised.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Agreement on definition of excellence, stretching and revised performance is made within the partnership.</li> <li>▪ Continuous professional development that is cross-sector and has an inter-agency characteristic occurs. Plans for development, discontinuity and succession are shared.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Data, knowledge and facts are comprehensible to all, and shared across the partnership.</li> <li>▪ Open communication "good news, bad news" is relayed between partners.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Common outcomes and or formats for monitoring procedures (replacing separate inputs and outputs) are developed and their desirability presented to funders.</li> <li>▪ Shared information leads to further innovation.</li> </ul>

## PHASE C: TASK 6 (continued ...)

Self-A

### LOCATE THE APPROPRIATE STAGE FOR EACH PATH

4 PATHS	STAGE1
<p><b>PATH 1</b> <b>Shared Goals</b> (Tick the relevant stage or place an arrow between the relevant stages)</p>	
<p><b>PATH 2</b> <b>Shared Effort and Culture</b> (Tick the relevant stage or place an arrow between the relevant stages)</p>	
<p><b>PATH 3</b> <b>Shared Learning</b> (Tick the relevant stage or place an arrow between the relevant stages)</p>	
<p><b>PATH 4</b> <b>Shared Information</b> (Tick the relevant stage or place an arrow between the relevant stages)</p>	



<b>STAGE2</b>	<b>STAGE3</b>

--	--

## PHASE C: TASK 7: TEST YOUR JUDGEMENT

### HOW DOES YOUR ORGANIZATION AND PARTNERSHIP RATE?

Below you will find 12 statements that express critical success factors, three for each of the four paths. Look at each statement and circle the most appropriate response in each case and then aggregate your total score for that path.

The group will compile an average score for each path and then compare those scores against the judgements made in Task 6.

	<b>TO WHAT EXTENT</b>
<b>PATH 1 Shared Goals</b>	<ul style="list-style-type: none"> <li>▪ Is there a step-by-step plan and/or clear thinking with respect to developing collaborative effort to achieve MCEETYA goals which is clearly understood by all those involved?</li> <li>▪ Can all those who are involved contribute creative ideas about implementation?</li> <li>▪ Is the thinking behind such a plan widely discussed, owned and mainstreamed?</li> </ul>
<b>PATH 2 Shared Effort and Culture</b>	<ul style="list-style-type: none"> <li>▪ Would all those involved say that they understood the plan and associated action and who it is for and why ie benefits (singular and mutual)?</li> <li>▪ Does the culture of the partnership demand that all contributors are consulted, engaged in decision-making and review?</li> <li>▪ Are individuals working in high performance teams that can take the initiative (form and reform)?</li> </ul>
<b>PATH 3 Shared Learning</b>	<ul style="list-style-type: none"> <li>▪ Are all those involved skilled to do the job?</li> <li>▪ Are those involved reflecting upon progress and feeling that they are learning as they go?</li> <li>▪ Are the contributors engaging in critical reflection and capturing the learning from the experience and integrating that learning into the normal operations of their organization?</li> </ul>
<b>PATH 4 Shared Information</b>	<ul style="list-style-type: none"> <li>▪ Is information relevant to the goal, flowing throughout the teams and being fully and effectively shared across contributing individuals and organizations?</li> <li>▪ Are new and improved approaches to the collection and use of data and shared information developing?</li> <li>▪ Is information getting back up to leaders of the partnering organizations and leading to advocacy for resource holders/policymakers to more effectively support local action?</li> </ul>



**0 to no extent**  
**1 to a little extent**  
**2 to a slight extent**

**3 to a moderate extent**  
**4 to a great extent**  
**5 to a very great extent**

<b>PATH 1</b> <b>TOTAL SCORE</b>	0	1	2	3	4	5
	0	1	2	3	4	5
	0	1	2	3	4	5
<b>PATH 2</b> <b>TOTAL SCORE</b>	0	1	2	3	4	5
	0	1	2	3	4	5
	0	1	2	3	4	5
<b>PATH 3</b> <b>TOTAL SCORE</b>	0	1	2	3	4	5
	0	1	2	3	4	5
	0	1	2	3	4	5
<b>PATH 4</b> <b>TOTAL SCORE</b>	0	1	2	3	4	5
	0	1	2	3	4	5
	0	1	2	3	4	5

## PHASE C : TASK 7 (continued ...)

### Locate your Scores on the Self-Assessment Grid

Locate your total scores for each of the four paths on the grid and decide whether those scores match the expectations and demands of the stage or between stages of development that your GTO leadership team nominated in Task 6.

Path Score	Stage 1 Starting Out (0-5)	Stage 2 Moving Forward (6-10)
Path 1 Shared Goals		
Path 2 Shared Effort and Culture		
Path 3 Shared Learning		
Path 4 Shared Information		

Do this by comparing where your team has located their average scores (Task 7) against the grid compared with the grid locations nominated by individual team members in Task 6.

<p><b>Stage 3</b> <b>New Horizons</b> <b>(11-15)</b></p>	<p>This map represents the profile of your GTO and partnership, as perceived by those who have participated in the exercise.</p> <p>If the comparison of grid location and scores (between Tasks 6 and 7) reveals significant variance, that path needs to be studied more closely in order to ascertain whether the organization and partnership meets your expectations.</p> <p>It is vitally important that you tackle all paths together. This balanced approach will bring about the greatest rewards and results. So look at your profile and determine whether more work needs to be undertaken with respect to one or more paths.</p>



## **PHASE C: TASK 8: FUTURE ACTION; REFLECTING ON YOUR SELF ASSESSMENT**

Having nominated the stage of development that you feel your GTO has reached in terms of collaborating with schools through an agreed position, plan or strategy (Task 6), you have now tested your judgement by scoring your GTO on the self assessment grid (Task 7).

Take a close look at both your nomination (Task 6) and score and please respond to the following questions:

1. Have your scores confirmed or challenged your initial judgements? What does this mean for your GTO? Why/Why not? What are the implications for your GTO?
2. Are you satisfied with your overall profile, as indicated by the pattern of scores on the self-assessment grid? Why/Why not? What are the implications for your GTO?
3. Are you satisfied with the stages of development that you feel has been reached by your GTO in each of the four paths? Why/Why not?
4. Are you in a position to use the information that has emerged from the exercise to develop a strategic plan for collaboration with schools? Why/Why not?

Please now move onto the next page and determine priority areas for future action.

## PHASE C: TASK 8: (continued) FUTURE ACTION



### WHAT DO YOU AND YOUR PARTNERSHIP DO NEXT?

Having filled in your self-assessment mapping grid, reflect upon the content and decide what are your next 3 priority actions. What does it tell you?

1. In Paths 1-4, are there certain things you need to do, improve and change within your GTO to either remain at your nominated stage of development or move forward to the next stage?

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.....  
.....

2. Are there certain things you and your partners need to do, improve or change together so your profile is more balanced ie that progress in all 4 paths is occurring in unison?

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.....  
.....

3. Are there certain things that you require of your partners in order to move forward?

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.....  
.....

4. What is the key learning point that has emerged from using this diagnostic tool?

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.....  
.....