



# Learn Local Conference 2018

**LEARN LOCAL – LEARNING TOGETHER**

30 – 31 August 2018

Pullman Melbourne Albert Park Hotel



# From Clients to Learners

Supporting high needs,  
disengaged young people to  
engage in and complete pre-  
accredited education programs

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# Overview

- Introduction
- Brainstorm
- About the program
- What we did
- Recommendations

# Introduction

- Who we are
- About TaskForce
- What TaskForce does

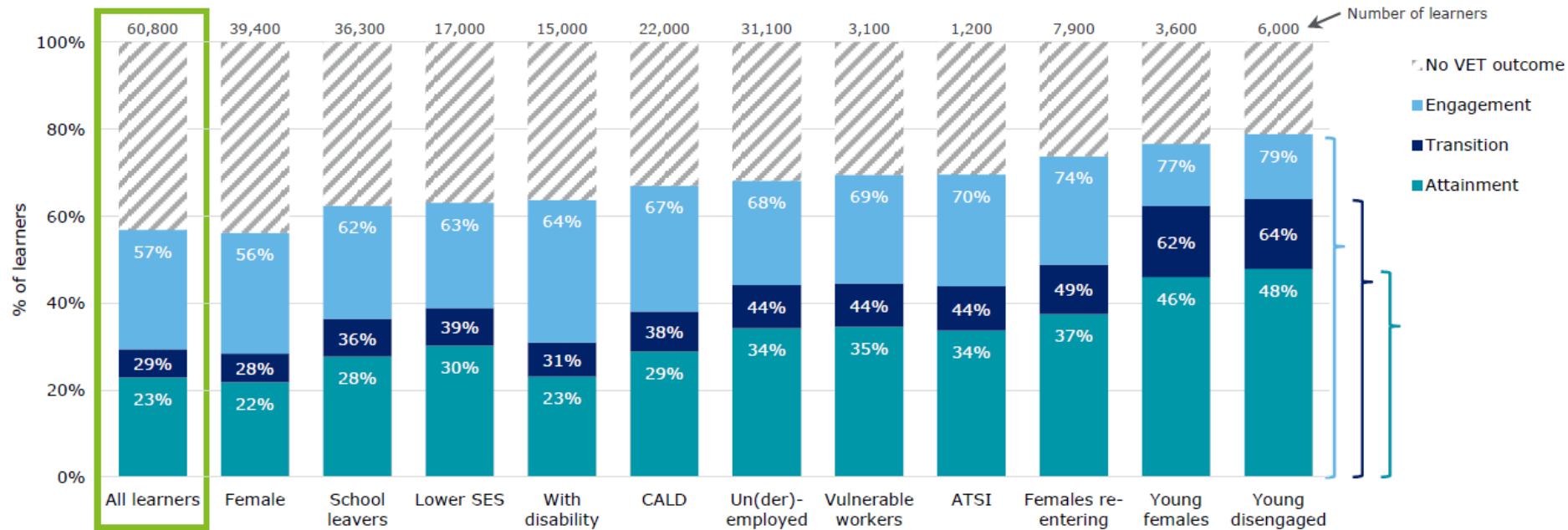
# Brainstorm

What factors contribute to young people becoming disengaged in a service?

# From Clients to Learners

- Disengaged young people with high needs are significantly likely to re-engage with further education, training or employment once they have completed ACFE pre-accredited courses (Deloitte Australia 2017)
- How might we best support these people to fully engage with and complete pre-accredited courses?

## Learner outcomes by ACFE priority cohorts (commenced pre-accred in 2013-15)



Source: Deloitte Australia 2017

# Project aims

- Improve capacity across the ACFE sector to engage disengaged young people who misuse alcohol and other drugs, experience mental ill health, or have other significant needs
- Enhance professional practices among teachers working with students with AOD misuse and other issues
- Improve support offered to this cohort when engaged in pre-accredited learning



# Project outline

- Consultation with other Learn Local organisations in the Southern Metropolitan Region
- Literature review
- Interviews with educators, clinical youth workers and youth engagement specialists
- Surveys with young people
- Analysis and development of report and resources

# Talking to Learn Locals

- Six Learn Locals consulted, with a diverse range of experience with the target cohort
- Material challenges – lack of transportation connections, lack of funding
- Need to be able to support young people to build their capacities in order to overcome barriers and successfully engage in more complex education and training
- Need for further training and staff wellbeing support

# What the literature says

- Identification of existing research and determining what this says about best practice in supporting disengaged young people with high needs to complete pre-accredited education
- Determination of key success factors for high needs young learners
- Importance of embedding these in course development

# Some key success factors

- Flexibility of hours, content and delivery style
- Built around needs of learners and communities
- Ownership over process of learning
- Goal setting and rewards
- Individualised support
- Relaxed, informal learning environment
- Horizontal hierarchy and respectful relationships
- Building confidence and resilience
- Strong cross sector partnerships

# Talking to experts

- Four youth AOD/dual diagnosis counsellors, three Learn Local trainers, three youth engagement specialists
- Importance of self esteem and resilience skills
- Reinforcing importance of flexibility and relationships
- Clear boundaries that still promote positive sense of self
- Small class sizes, at convenient times
- Trainers need access to the right skills and knowledge
- Workers need an outlet for pressure and trauma

# Talking to young people

- Reinforcing need for small classes, personal support, positive relationships and 'soft' skill building
- Disconnection from traditional schooling
- Lack of support for emotional and social difficulties
- Importance of understanding barriers and supporting young people to overcome these
- Preference for varied didactic modes and adaptation to different learning styles

# Recommendation 1

Pre-accredited courses should be designed around existing best practice and tailored to the individual needs of learners

# Recommendation 2

Increased staff awareness of mental health and alcohol and other drug misuse issues, and strategies for addressing these



# Recommendation 3

Increased specific focus on the development of essential 'soft' skills for disengaged, high needs young learners

# Report and best practice tool

- The full text of the 'From Clients to Learners' report can be found at our website, <http://www.taskforce.org.au/education-training/pre-accredited-training>
- Also there is a questionnaire tool to help support best practice course development for disengaged young people with high needs



## PRE-ACCREDITED TRAINING COURSES

Pre-accredited short courses are designed for learners to gain confidence and skills. They focus on creating pathways to employment and further education.

### We currently offer the following courses:

- Create an Art Portfolio using Paint
- Create an Art Portfolio using Pastels
- Introduction to Computers
- Introduction to Hospitality & Barista
- Work Readiness
- Introduction to Hospitality & Barista Youth
- Work Readiness Youth

For more information please see below.

Please click [here](#) to see the final report of our CAIF 9 project and the accompanying best practice course development tool [here](#).

<http://www.taskforce.org.au/education-training/pre-accredited-training>

A watercolor-style background with a gradient of colors. On the left side, there are shades of purple and magenta. These transition into warm tones of orange and yellow towards the right side. The overall effect is soft and artistic, with visible brushstrokes and color blending.

# Questions

# Thank you!

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Thank you for a great day and  
enjoy the Learn Local Awards tonight!

