TRAINING PROVIDERS FORUM 2015
25 - 26 MAY | PERTH CONVENTION AND EXHIBITION CENTRE

Building the workforce to meet the economic and community needs of Western Australia
When the ‘good kids’ choose VET. How partnerships change young people’s perception of learning

Mick Doherty and Jo van Son

SEDA Group
when ‘good kids’ choose vet

How partnerships change young people’s perception of learning

Mick Doherty – State Manager
Jo van Son – Chief Operating Officer
when ‘good kids’ choose vet

How partnerships change young people’s perception of learning

SESSION OVERVIEW

• The VET stigma
• Introduction to SEDA
• Partnerships – Research
• Questions
the vet stigma

• “Good kids” and “VET kids”

• Who says?
BACKGROUND - SEDA

SEDA is an education provider that offers a hands-on style of education and training for Year 11 and 12 students.

We exist to Engage, Educate and Empower young people.
Engage
SEDA engages students in their education through their passion. Students learn in a hands-on environment. They are connected to real world experiences and learn from experts in the industry.

Educate
SEDA provides formal education and industry qualifications. Students have the opportunity to develop key life skills including independence, self-confidence, organisation and resilience.

Empower
Through real world experiences, students have the confidence and ability to make informed decisions about their future and are empowered with a range of choices for further study or employment.
BEGINNINGS

The SEDA Program commenced in Victoria in 2007 with 17 students in partnership with Cricket Victoria
WHERE ARE WE NOW?

• Operating in Vic, WA and NT

• Hands-on programs delivered through the sport, arts and building and construction industries

• 1956 enrolled students in 2015
SEDA LEARNING MODEL

INDUSTRY

HOST SCHOOL

TRAINING

SEDA

STUDENT

COMMUNITY
- School
- Disability
- Sports Clubs
- Indigenous
- Multicultural

ENGAGE

EDUCATE

EMPOWER
WA 2015 PROGRAM PATHWAY

**PROGRAM 1 (YEAR 11)**
- SIS20313 Certificate II in Sport and Recreation
- WACE Units

**PROGRAM 2 (YEAR 12)**
- SIS30513 Certificate III in Sport and Recreation
- WACE Completion

**FURTHER STUDY**

**EMPLOYMENT**
STUDENT ENGAGEMENT

Attendance

- Victoria: 99.5%
- Queensland: 98.4%
- New South Wales: 99.8%
- South Australia: 99.5%
STUDENT COMPLETIONS

WESTERN AUSTRALIA 2014

- **WACE Completion** – 94%
- **SIS30510 – Certificate III in Sport and Recreation** – 91.5%
- **SIS20513 – Certificate II in Sport Coaching** – 91%
- **SIS20313 – Certificate II in Sport and Recreation** – 89%
WA INDUSTRY PARTNERS
# BENEFITS FOR PARTNERS

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STEPHEN’S STORY

- Private School
- Academic subjects (English literature, politics)
- Passionate soccer player
- Aspiring journalist
STEPHEN’S STORY

“Good kid” or “VET kid”? 
STEPHEN’S STORY

• Year 12 at SEDA
• Industry experience with Perth Glory FC
• Work placement with Football West
• Completion of Year 12
STEPHEN’S STORY

• Studying Marketing & PR at Notre Dame Uni
• Internship with Perth Glory FC
STEPHEN’S STORY

“Good kid” or “VET kid”? 
Education partnerships – shaping the learning experiences and education outcomes of young people in an alternative education setting

Jo van Son
How do educational partnerships shape the learning experiences and education outcomes of young people in an alternative education setting?

Which learning experiences & education outcomes (from their 3 year program) are valued by SEDA students in the program?

How does the SEDA-Cricket Victoria partnership contribute to these learning experiences and outcomes?
BACKGROUND

- The importance of Senior Secondary completions
- Implementation of the Victorian Certificate of Applied Learning
- Evaluation of the VCAL trial

*The report identified a need for learning programs that catered for a diverse group of learners ‘especially those who have had poor outcomes in the past’* (Kirby 2002 p.5).
METHODOLOGY

Case Study

- 3 phases of the research

Phase 1 – Context (5 Senior Managers)

Phase 2 – Student experience (3 min videos and interviews – 20)

Phase 3 – Partnership shaping experiences (staff 3-5 interviews)
METHODOLOGY

Case Study

• Students as the focus

• 104 Cricket Australia Sports Development Program students who undertook their Diploma of Sport and Recreation (program 3) at SEDA in 2013

• Completed in 2013

• 95 male and 9 female students

• 18-20 years of age

• Spent at least two years in the SEDA program
Partnerships

• Champions in each organisation to establish the relationship.

• Not afraid to use ‘brand’ in education – recognised the value of the CV brand.

• Both partners recognised the ‘value’ of the brand for the student.

• Both understood how the ‘other’ would benefit.
RESEARCH THEMES

Partnerships

• Shared language – the language of sport - win/win – level playing field.

• Used personal relationships and cricket networks.

• Prepared to take RISKS. Students as a risk to their brand.

• Both organisations valued education.

• Students at the Centre.
RESEARCH THEMES

Student Experience

What young people value about the program

Key Themes
- Love of Cricket
- Choosing to do school differently
RESEARCH THEMES

_Loving Cricket_

- Belonging
- Shared Interest
- Coaching – building on existing knowledge and skills
- Prepared to take risks - knowing Cricket
- Redefine themselves as successful learners
RESEARCH THEMES

Student experience - what young people value about the partnership

Places of Privilege – MCG, Test Matches, the Nets at the MCG, the change rooms,

Pride, Being valued, respect, high expectations, not wanting to let people down, grateful.
RESEARCH THEMES

Student experience - what young people value about the partnership

• Places of Privilege – MCG, Test Matches, the Nets at the MCG, the change rooms,

• Famous people
RESEARCH THEMES

Student experience - what young people value about the partnership

- Places of Privilege – MCG, Test Matches, the Nets at the MCG, the change rooms,
- Famous people
- Important events – Melbourne Stars and Renegades
RESEARCH THEMES

Choosing to do school differently

- Active Choice - *I decided to do SEDA*
- Effort and Commitment
- Hands on Learning, practical, physical
- Choices – Work Experience and Major Projects
Choosing to do school differently

• Autonomy – It is up to you

• Challenging activities – Outdoor Adventure
  • Choosing your response

• Opportunity and choices – future focussed

• Future focussed
GOOD STUDENTS

Redefining the GOOD student

In Schools:

• Girls
• Academic
• Sit still
• Hand in their work on time
• Ask good questions
GOOD STUDENTS

Redefining the GOOD student

In Schools:
• Girls
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• Ask good questions

At SEDA:
• Boys
• Frustrated by school
• Is passionate about Cricket
• Is on time
• Participates physically
• Is enthusiastic
• Knows what he wants to do with his life
• Discovers that he does want to go to University
GOOD STUDENTS

Finishing school

“I’ve said it many times to people, it wasn’t about ability, it was just apathy.” (Student 2)

“I wasn’t motivated, I couldn’t really see a point, … I was very disengaged with the whole thing (school) and it just seemed yeah – sport was sort of my really big focus.” (Student 2)
PARTNERSHIPS

A balancing act
PARTNERSHIPS

Good Students

Student who benefits the most
PARTNERSHIPS

Youthful enthusiasm

Unpredictable young person
PARTNERSHIPS

Student Benefit

Sport Benefit
Questions?
Closing Plenary