

DREAM

Trade Training Centre



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DREAM

D - Dandenong

R - Regional

E - Education

A - Alliance

M - Model

CONSORTIUM

Cluster of:

- ❑ Dandenong High School (Lead School)
- ❑ Carwatha P-12 College
- ❑ Lyndale Secondary College
- ❑ Minaret College
- ❑ Nazareth Secondary College

in partnership with

- ❑ Chisholm Institute

History

- ❑ 2005 Trade Hub Concept developed
- ❑ Concept considered and an MOU developed between Dandenong High School, Cleeland Secondary College and Doveton High School and Chisholm for a trade facility
- ❑ Concept to incorporate facility into new Chisholm Engineering Building (CIES)
- ❑ Unable to obtain funding
- ❑ Relationships and concept retained

Underlying Principles - 2005

- ❑ Outcomes of students at forefront
- ❑ Partners committed to expanding pathways opportunities for secondary school students
- ❑ Addressing low retention rates / early school leavers
- ❑ Valuing of vocational options
- ❑ Strong commitment to VET from Schools
- ❑ Introducing careers in manufacturing / engineering with industry support
- ❑ Concept of school owned buildings on TAFE land
(*True partnership – Schools and TAFE*)

Trade Training Centre Program Opportunity - 2008

- ❑ February 2008 Discussion at South East Principals Network meeting hosted by Chisholm
- ❑ Dandenong High School (DHS)* took the lead supported by Lyndale Secondary College
- ❑ Carwatha, Nazareth and Minaret joined the Cluster
- ❑ Formed consortium with Chisholm
- ❑ Cross sectoral initiative

* Now a merged school and DHS, CSC and DHS

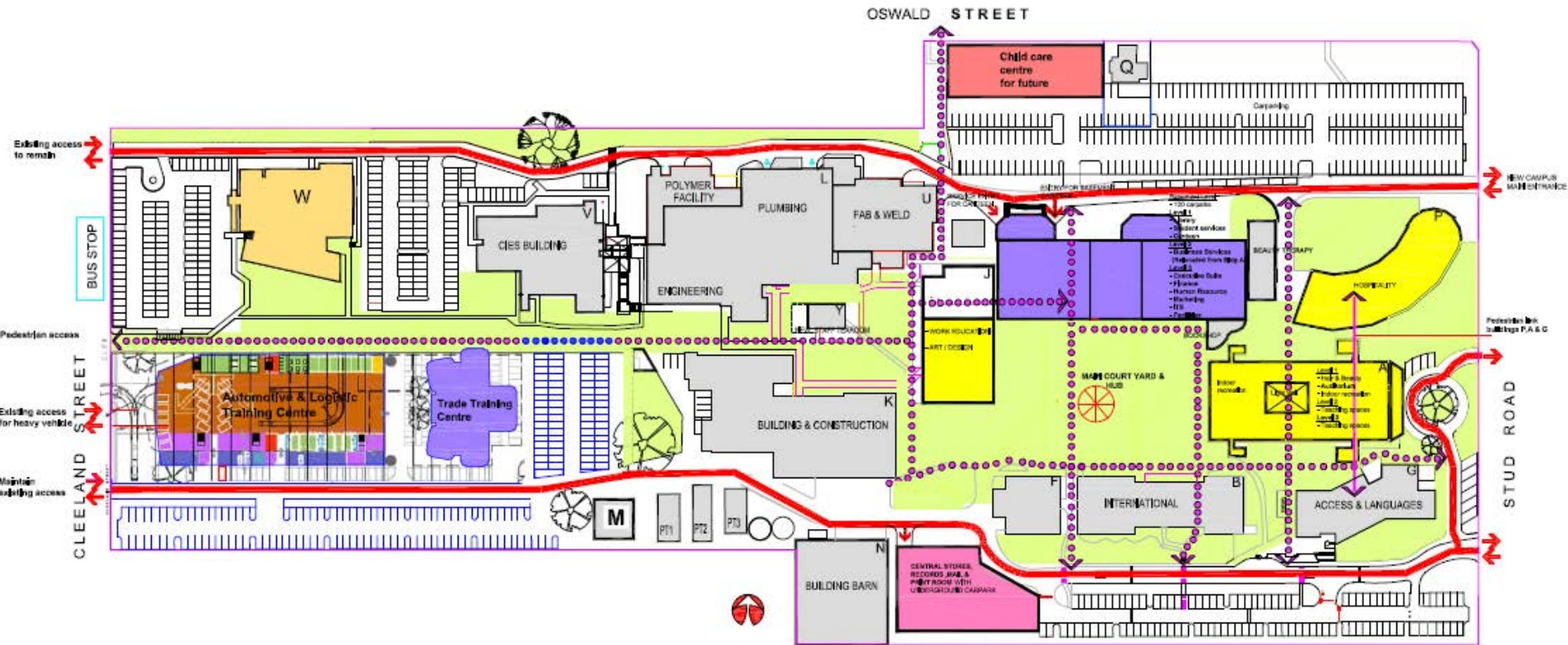
Why TAFE?

- ❑ Partner schools and Chisholm within close proximity
- ❑ Chisholm master planning facilitates access by Schools to trade facilities
- ❑ Schools wanted Chisholm to be RTO and guarantee AQTF compliance
- ❑ Schools wanted access to quality competency based training
- ❑ Architectural and VET facilities expertise at Chisholm

Why TAFE?

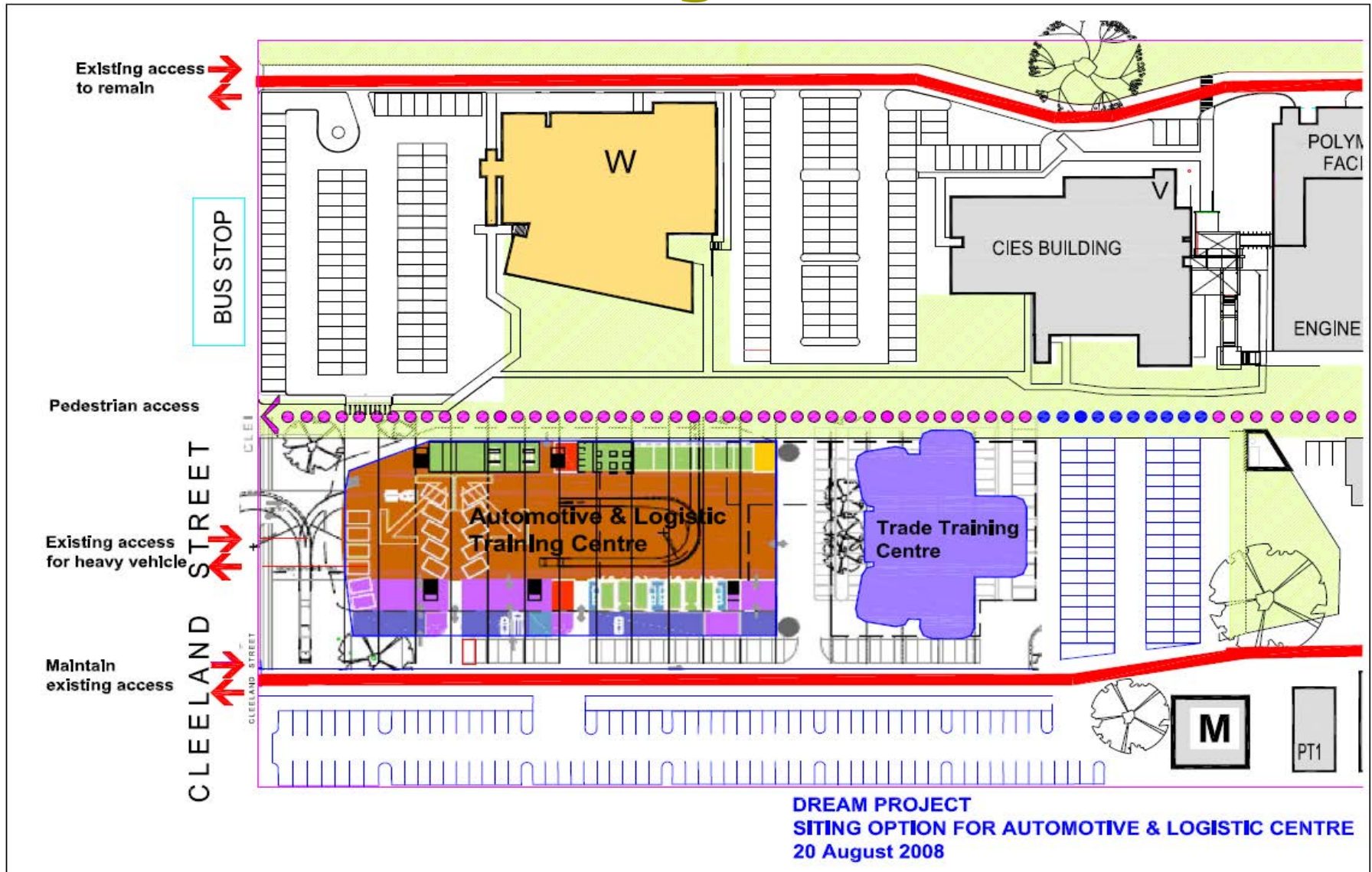
- ❑ Schools wanted students to be exposed to full trade facilities
- ❑ Wanted real and guaranteed pathways
- ❑ Access to Chisholm's existing industry links
- ❑ Access to new applied learning methodology and technology

Siting option for the TTC



**DREAM PROJECT
SITING OPTION FOR AUTOMOTIVE & LOGISTIC CENTRE
20 August 2008**

Siting option for the TTC and the Automotive & Logistics Centre



The Way Forward

- ❑ Established a Working Party –monthly meetings with Principals and CEO Chisholm
- ❑ Developed a comprehensive Action Plan
- ❑ Formed three working groups which reported to working party
 - Governance / Funding
 - Capital Project /Equipment
 - Curriculum / Timetabling
- ❑ Consortium engaged and funded a consultant with a focus on recurrent funding and govrenaNce

Facilitating the concept - uses

Space detail	Students	Total numbers (DSC)	M2 per person allowed	Total area
Carpentry & Joinery – Cabinetmaking - workshop	3 Groups x 14	42	9	170
Plumbing workshop Basic skills & sand pit units	2 Groups x 14	28	9	112
Engineering / Competitive Manufacturing workshop	2 Groups x 14	28	9	112
Electrical / Electro technology workshop	3 Groups x 14	42	8	170
				564

Facilitating the concept - uses

Space detail	Students	Total numbers (DSC)	M2 per person allowed	Total area
Hairdressing salon	1 Group	15	4.5	68
Beauty salon	1 Group	15	4.5	68
Children's Services	1 Group x 20	20	3.9	78
Allied Health facility	1 Group x 20	20		100
General Purpose Classrooms	2 Rooms x 20	40	2.5	100
Seminar rooms	2 rooms	10	2.5	25
Technology Hub - Design studio	1	40	2.5	100
Automotive facility	0			0
				539

Major Issues

- Governance Model
- Recurrent funding and ongoing maintenance of facility/equipment
- Duty of Care -Legal liabilities

Governance

□ Explored two options

- Legal structure – separate company or incorporated body
- Lead School as legal entity

Solution: determined simplest for DHS to remain as the legal entity.

- DHS established an MOU with the four schools detailing roles and responsibilities of each party.
- DHS will sign agreement for funding and have accountability on behalf of the cluster

Recurrent funding

- ❑ **Delivery, equipment and maintenance costs are significant for ongoing quality to be assured**

Solution :DHS on behalf of the cluster entered into a Service Agreement with Chisholm. Chisholm would be the RTO responsible for all training and resolved the issue of recurrent funding and ongoing maintenance through a mutually beneficial arrangement.

Duty of Care

Major concern for schools

- Who has the responsibility for duty of care?

Solution: *Chisholm as RTO took all legal and duty of care responsibilities*

Other Factors

- Transport

Solution: Outsourced transport arrangements through one local bus line

- Timetabling

Solution: Common agreement across the schools for half day blocks for accessing the Trade Training Centre

Industry and Community Support

- Engagement with key industry and agencies (SEMMA, SELLEN, SED and LLEN)
- Newsletter update
- Working Party met with local industry and community groups
- Provided detailed briefing on concept
- Industry representatives agreed to be part of an Industry Reference Group
- Industry agreed in writing to provide Mentoring, workplace learning, equipment , in kind support and career advice

Other Unique Features

- In kind support
- Schools re-evaluating operation for rostering in TTC of:
 - Literacy and numeracy teachers
 - Career advisers
 - MIPS
- Strengthened pathways ,with vocational goals a real option and embedded into MIPS
- Strong ownership by schools - a shared vision, shared responsibilities between all stakeholders in developing DREAM to this point and to ensure it becomes a reality

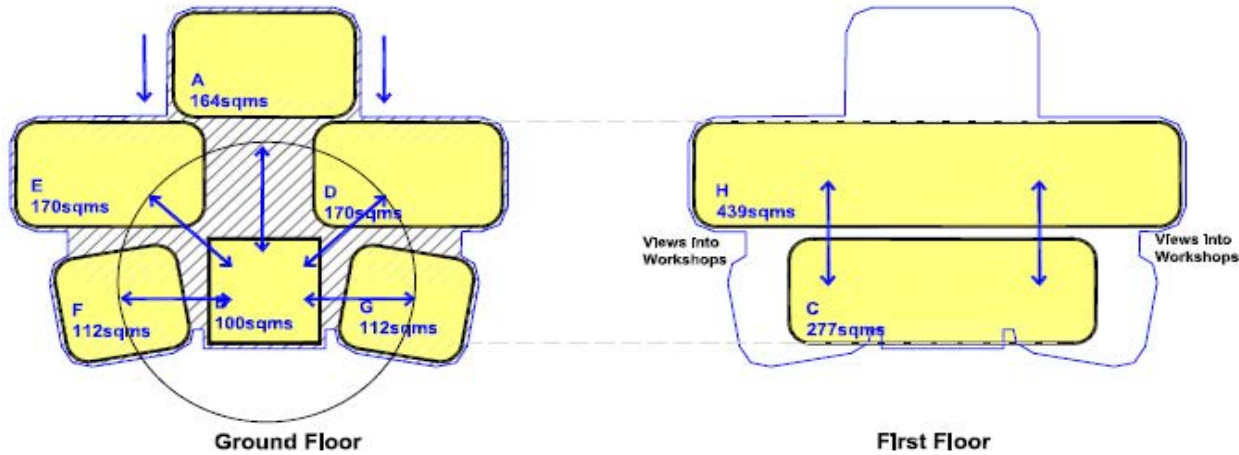
Facility

- Access to state of the art Centre for Integrated Engineering & Science (CIES)
- Linked to new planned Automotive & Logistics Centre
- Concept plans of flexible and integrated learning

Design of Facility

- Working Group developed a vision of the facility as a welcoming and stimulating space for students
- Facility to be designed to encourage ownership by students
- Facility design to be flexible to accommodate changing skill needs and technology
- Easy access for Cluster Schools

Concept 1 – Flexible Learning

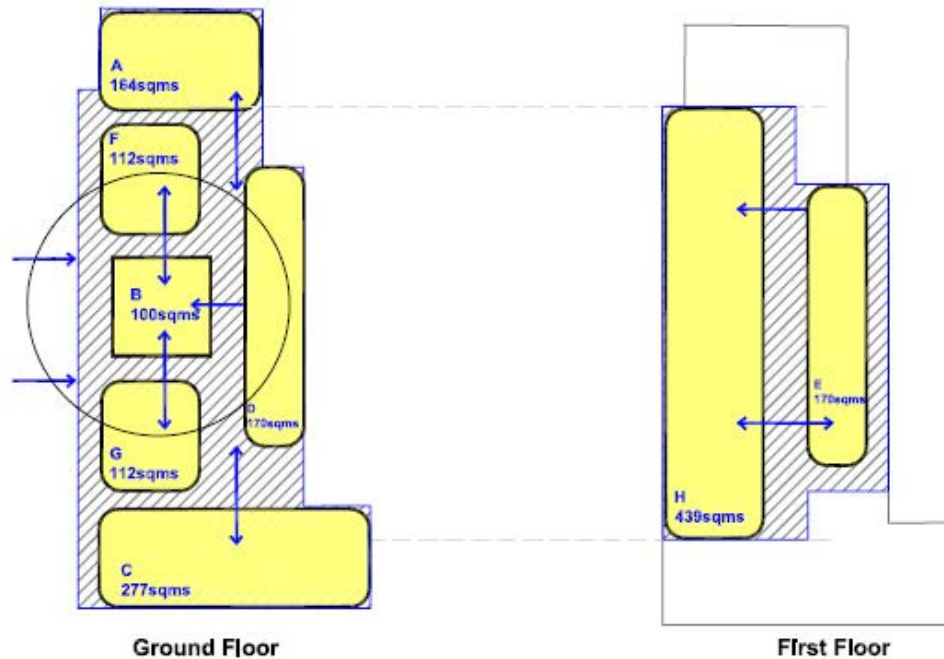


LEGEND

- A - Front of activity- Control point
- B - The technology hub(Design Studio)
- C - Student support & amenities
- D - Carpentry & Joinery
- E - Electrical & Electronics
- F - Manufacturing & Engineering
- G - Plumbing
- H - Salons , childrens services , allied health , GPC's & seminar rooms
-  - Covered area communal learning

DREAM Project
Concept 1- Flexible learning relationship
Built Environment Services
Chisholm Institute
20 August 2008

Concept 2 – Flexible Learning



LEGEND

- A - Front of activity- Control point
- B - The technology hub(Design Studio)
- C - Student support & amenities
- D - Carpentry & Joinery
- E - Electrical & Electronics
- F - Manufacturing & Engineering
- G - Plumbing
- H - Salons , childrens services , allied health , GPC's & seminar rooms
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DREAM Project
Concept 2- Flexible learning relationship
Built Environment Services
Chisholm Institute
20 August 2008

Learnings to Date

- Keep the vision for the students at the forefront
- Ensure the design is flexible
- Keep all stakeholders informed all the way through
- Keep talking and discussing until a way through the challenges emerges
- Plan for the changes in Schools to realise the great potential the TTC concept provides

DREAM

Thank you