

Education, Training and Employment Transitions Framework

Parkville College approaches student transition as a process rather than an event. A successful transition requires a coordinated set of activities for a student designed within a strength based, outcome-oriented framework that promotes successful movement from the custody into appropriate education, training and employment environments.

4 Phases

A structured approach that supports students to identify, prepare for, and achieve their education, training and employment goals, consisting of four clear phases that they progress through at their own rate. The same support and opportunities are available to every student throughout these phases, but as students are supported to drive their own Student Plan, each student's transitions journey and destination is unique.

Student Plan



At enrolment with Parkville College every student is supported to start developing a Student Plan that recognises the formal and informal skills, talents and strengths they bring with them to the school. It supports students to identify their goals and reflects their efforts and achievements whilst continually developing with the student throughout their entire Parkville College journey.

Student enters Parkville College

Readiness

Understanding a student's skills, interests, intrinsic motivations and readiness to set education, training and/or employment goals and actively work towards achieving them.

This is achieved through:

- Recognition of informal learning assessments
- Understanding a student's intrinsic motivations
- Determining language, literacy and numeracy skills
- Explore available education, training and employment pathways with students
- Contact with family/carers to gain input and insight
- Understanding and preparing for external risks to goals

Student Decides Transition Destination

- School
- Secondary School with Vocational Training
- Tertiary Education or Vocational Training
- Employment

Post Placement Support

Challenges are expected for any young person entering a new education, training or employment environment and students leaving custody are no different. Parkville College recognises the importance of strong Post Placement Support for the sustainability of student transitions, but does not currently have the resources to deliver this support in community. We work in collaboration with Youth Justice, DHHS, and other community support services to establish regular Post Placement Support for students, families, teachers/schools and employers to understand and respond to these challenges early.

- Coordinate with support services delivering Post Placement Support
- Monitor impact and sustainability of student transitions
- Celebrate student achievements

Student leaves Parkville College

Pre-Placement Support

Preparing students, families, teachers, trainers and employers for the student's transition and the significant adjustments that they will undertake through the process.

- In-reach
- Preparation sessions
- Pre-release visits and programs
- Collaboration with family and community
- Pathway information clearly outlined in Student Plans
- Accounting for possible gap between leaving custody and engaging in pathway
- Identify the roles and responsibilities of support staff, family, community members and students

Skills and Knowledge Development

Provides targeted skills and knowledge development opportunities that support student preparation for the education, training and employment goals. It focusses on supporting students to develop the hard skills, soft skills and qualifications needed to support their ability to access chosen educational environments, courses and/or employment opportunities.

- VCAL and VCE
- VETiS and pre-release programs
- Language, literacy and numeracy skills
- Qualifications, certificates and licenses
- General and industry specific employability skills
- Cultural skills and knowledge