

Leading secondary schools through vocational education and training: Reforming to Senior L/earning in Queensland

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1. Abstract

This paper *investigates* the role of Vocational Education and Training in Schools (VETiS) in providing leaders with a driver for reforming Senior L/earning (Years 10, 11 and 12). Using a *case study methodology*, this paper explores the traction being gained, and the tensions faced by leaders reforming Senior L/earning in Queensland (Australia). Given that this Senior L/earning reform is multi-layer and cross-sectoral reform, *interviews* have been conducted with educational and training leaders at the school, regional and State levels, as well as leaders of registered training organisations and technical colleges. *Data from interviews* with 21 leaders in Queensland has been analysed, initially by using NVivo and conceptually by exploring Sergiovanni's (2005) argument concerning the place of hope in leadership. The *analysis of evidence indicates* that leaders play a decisive role in the success of Queensland's Senior L/earning reforms, in particular in dealing with the difficulties in the implementation process. This paper reports on how and what these leaders do in securing traction for the reforms they are pursuing and negotiating the various tensions they confront.

2. Introduction

This paper reports on the place of funding in the efforts of education and training leaders to secure traction and sustainability in the reforms they are pursuing, given the tensions they confront and negotiate. It provides an initial analysis of emerging findings from the first stage of a three-year (2007-2010) Australian Research Council project *investigating* the role of Vocational Education and Training in Schools (VETiS) in providing leaders with a driver for reforming Senior L/earning (Years 10,

11 and 12). Focusing on the issue of funding, it explores the traction being gained, and the tensions faced by leaders reforming Senior Learning in Queensland (Australia). The reforms to Senior Learning are multi-layered and cross-sectoral. For this reason we conducted *interviews* with educational and training leaders at the school, regional and State levels, as well as leaders of registered training organisations and technical colleges. *Data from interviews* with 21 leaders in Queensland has been analysed, initially by using NVivo and conceptually by exploring several different perspectives on the place of hope in leadership. The *analysis of evidence indicates* that funding plays a significant, but not necessarily absolutely determinant role in the success of leaders' efforts to reform Queensland's Senior Learning reforms.

3. Literature review: Leadership and hope

This review considers three different but related perspectives on leadership and hope, and their place in VETiS.

Sergiovanni's concept of hope

Leadership may be analysed in terms of the concept of hope. Sergiovanni (2005: 77), for example, contends that “the most important and perhaps the most neglected leadership virtue is hope [because] hope can change events for the better.” It is “hopeful leaders [who] recognize potentials in persons and in situations” (Sergiovanni, 2005: 82). Sergiovanni's (2005: 77) hope is the most powerful virtues of leadership:

“One reason why hope is neglected is because of management theories that tell us to look at the evidence, to be tough as nails, to be objective, and in other ways to blindly face reality. But facing reality rather than relying on hope means accepting reality as it is. Relying on hope rather than facing reality means working to change reality—hopefully. Leaders can be both hopeful and realistic as long as the possibilities for change remain open. Being realistic differs from facing reality in important ways. Being realistic means calculating the odds with an eye to optimism, aware of the consequences of fate without being resigned to the inevitability of a situation or circumstance.”

There is a need to distinguish between hope and wishful thinking. Sergiovanni (2005: 76) warns that “hope is often confused with wishing. But hope is grounded in reality, not wishful thinking.” Realistic hope

“is based on the attempt to understand the concrete conditions of reality, to see one’s own role in it realistically, and to engage in such efforts of thoughtful action as might be expected to bring about the hoped-for change. The affect of hope, in this case, has an activating effect. It helps in the mobilization of the energies needed for activity” (Menninger, Mayman & Pruyser cited in Sergiovanni, 2006: 78).

Hope could help leaders to clarify their commitment to a cause, forming strong beliefs based on significant ideas, and from other convictions. It is necessary to avoid wishful thinking. The idea is to

“provide the basis for a school to become a community of hope, and these ideas can fuel the school’s efforts to turn this hope into reality. Developing a community of hope elevated the work of leadership to the level of moral action. Leadership as moral action is a struggle to do the right thing according to some sense of values, according to some sense of what it means to be a human being. Leaders need to be concerned with what is good as well as what is effective” (Sergiovanni, 2005: 80-81).

There is no hope without taking action. Action is the

“key differentiator in the comparison of hopeful leaders and wishful leaders. Hope is based on articles of faith that function as assumptions. These assumptions provide the impetus for doing things that will change hopes into realities” (Sergiovanni, 2005: 81).

Hope compromises:

“goals, pathways, and agency. Individuals with high hope possess goals, pathways to these goals, navigate around obstacles, and develop agency to reach their goals” (McDermott, Pedrotti, Edwards & Houske cited in Sergiovanni, 2005: 81)

Goals and efforts are integral to turning hope into reality: “Realizing our hopes in a deliberate way requires that they be transformed into goals—goals that lend themselves to the development of practical pathways” (Sergiovanni, 2005: 81). Sergiovanni (2005: 82) suggests that wishful thinking may be avoided “by deliberately taking action and deliberately providing the context for both organizational and individual efficacy.” Sergiovanni (2005) quotes Gompers Elementary School¹ in Detroit as the example of a school of hope, in which hope encourages the school. To turn hope into reality, this School uses the Comer process² to develop pathways to meet students’ needs. These developmental pathways are: cognitive-intellectual, physical, speech and language, psycho-emotional, moral, and social-interactive. Sergiovanni (2005: 88) commented that

“hope at Gompers is closely linked to ... ideas and assumptions are [if] true ... will work if obstacles are identified and overcome. Members of the Gompers community ... have high hopes for the academic success of their students ... At Gompers hope has become a reality... teacher leadership was an important factor in this success. But wise leadership from the principal... was critical too. Wise leaders are important bearers of hope... hopefulness can provide the margin of encouragement, the margin of clear thinking, and the margin of informed action that make difficult situations manageable and challenging goals attainable.”

¹ Gompers Elementary School has about 350 students in an economically distressed neighbourhood in the city of Detroit.

² The Comer process is based on the philosophy and work of James Comer and his colleagues at Yale University’s Child Study Centre. Nine components of the process provided the structure and means for the key questions in the process of turning hope into reality. The nine processes are: School planning and management team; Parents’ program; mental health team; Comprehensive school plan; Staff development needed to implement plan; Periodic assessment and modification of plan; No-fault policy; focus on problem solving; Consensus decision making; Collaboration; leading and learning together (Sergiovanni, 2005: 83).

Sergiovanni (2005) argues for practical hope which can be turned into reality through effort, action and developmental pathways. This may be the kind of hope needed in dealing with the challenges schools face when reforming the Senior Phase of Learning.

Young adults, VETiS and hope

Te Riele and Crump (2002) argue that hope and education are necessary to re-engaging marginalised young adults in a “diverse, equitable and inclusive” way. They point to the importance of hope to getting young adults involved in education, contending that VET offers them a varied, fair and comprehensive education:

“VET can restore some hope for young people in education if VET policy and practice takes into account curricular complexity, multiple literacies, disparate contexts and emerging pedagogical demands that tend to be specific and situated” (Te Riele & Stephen, 2002: 264).

To be achieved, this hope-restoring function of VET has to take into consideration the complexity, diversity and situated context of young people. It is, however, not clear from Te Riele and Crump (2002) what hope really means or how it might function in VET. Zourzani (cited in (Te Riele, 2006: 62) argues that “hope is the difference between *probability* and *possibility*... It doesn’t mean hope for one or another thing or as a calculated attitude, but to try and feel and put into words a possibility for becoming”. This notion of hope is used to speak to the emotional aspects of schooling and care in school practices. Evidence of educational practice with hope points:

“to possibilities for schools to make a difference. This perspective is different from the claim that schools can make a difference based in school effectiveness research in several ways. The difference between educational practice based on the school effectiveness model, and on hope, is the difference between seeing education as ‘normal science’ and seeing it as a ‘relational practice’; it is the difference between seeing these students as

presenting problems versus seeing the opportunities they present; it is the difference between a technical–instrumental and a critical–humanist paradigm” (Te Riele, 2006: 71).

Te Riele’s (2006) findings contribute to redirecting of education to “recognise “teaching a caring vocation” in which teachers would teach to marginalised students with hope.

Robust hope and the Senior phase of L/earning

Harreveld (2007) argues that the “robust hope” could usefully inform the education practice in Queensland’s Senior phase of L/earning. She offers four key resources as constituents of robust hope: “the overarching resource of hope itself and its combination of values, sustainability and resilience which give hope its robustness” (Harreveld, 2007: 281). Halpin (cited in Harreveld, 2007: 282) defining three signposts of robust hope: 1. taking the experience of hopelessness seriously; 2. taking the moral virtues of teaching seriously, and 3. taking optimistic illusions seriously. Harreveld (2007) argues that democracy, agency, a futures orientation and research are integral to robust hope. Resilience is required for sustainable leadership. However, robust hope could inform the vision of policy makers and educators.

In their study of Queensland’s education and training reforms for the future (ETRF), Singh and Sawyer (2008) examined the relationship between democracy and hope. They observe that the literature on hope insists on “contrasting naïve versions of hope with those rooted in a sense of reality” (Singh & Sawyer, 2008: 225). The latter means transforming hopes for the future into realistic actions the push against the limit of possibility. They define *robust hope* as seeking

“to investigate ways in which utopian possibilities can be expressed in the face of the structural pressures of marketization, particularly in education” (Singh & Sawyer, 2008: 226).

4. Research Method

The research strategy for this study involves in-depth empirical investigation of the leadership in reforming ‘Senior L/earning’ in order to explore the contemporary configuration leadership. This study, thereby, elucidates key features of the larger reforms to senior secondary schooling by developing and evaluating the concept of hope and its place in leadership. Here four points relating to this study are highlighted, namely the characterisation of the case of “Senior L/earning”, its policy context informing the current conceptualisation of leadership in Queensland; the interview procedures used for data collection, the process of computer aided data analysis using NVivo, and an introduction to the idea of “radical hope” as a way of extending the conceptual framework for rethinking educational and training leadership

The ‘case’ of Senior L/earning

The boundaries for this ‘case’ are being determined by prior research and refined as a result of the theoretically informed analysis of primary evidence (Harreveld and Singh, 2008). With the progress of Queensland’s ETRF reforms, the meaning of Senior L/earning has been broadened to include:

1. All senior subjects taken in school
2. Senior subjects studied in alternative settings
3. Vocational education and training undertaken in school, TAFE institutes, agricultural colleges or with other training providers
4. School-based apprenticeships and traineeships
5. A combination of education or training and part-time employment
6. Employment programs that prepare young people for work
7. Training programs tailored to individual student needs, for literacy and numeracy.
8. Negotiated workplace, community or self-regulated projects.
9. International learning programs (via the International Baccalaureate).
10. University subjects undertaken while students are at school (Harreveld, 2007: 279).

As this research project progresses what is taken to be Senior L/earning is being refined as new relations between theory and data are established. For instance, Vennesson (2008: 230) explains the process thus “Casing takes place at various stages during the research, but especially at the beginning and at the end.” during the initial phase of this project, ‘Senior L/earning’ sees the traditional role of schools as learning providers being extended:

“they are now positioned as brokers of learning for this broad range of educational and training opportunities for young people ... Young people are enrolled ‘with’ but not required to learn ‘at’ school. Multiple learning providers allow for a range of learning option” (Harreveld, 2007: 279-280).

‘Senior L/earning’ can also be described as an industry-higher-education-school engagement reform strategy. It is not a job specific intervention. Rather it provides young adults with opportunities to explore possible career pathways by acquiring information about work and workplace practices in safe, secure learning environments. Queensland’s ETRF reforms promote partnerships between schools, industries and higher education organisations that consolidate and extend

“the collaborative work of schools, community organisations, universities, TAFE colleges, small/medium/large businesses, and Government agencies. Through these networks and partnerships, interagency, cross-sectoral, multidisciplinary flexible learning options continue to be enhanced. At the heart of [Queensland’s Senior L/earning] is the assumption that together the State, members of civil society and business are capable of making progress towards improving the condition of fellow human beings” (Harreveld, 2007: 280).

Delimited in this way, Senior L/earning names senior secondary schooling in a way that is different from that in which this phase of learning is typically taken for granted. The case of Senior L/earning has been defined as alone and will be reconstructed by a “theoretical approach that provides a framework of hypotheses to probe the various aspects of the empirical data” (Vennesson, 2008: 230).

The context of leadership in Queensland

Leadership is the key to success of Queensland's reform to the Senior Secondary phase of Learning. The concept of leadership will be abstract without looking at the capabilities of leaders. Queensland's top leadership develop a new leadership framework *Leadership Matters*³ "to define the desired knowledge, skills and behaviours of State school principals" (DETA, 2006). It is used in the professional leadership development for principals of Education Queensland. It identifies five capabilities that are required for principals to possess to be a present-day leader in Queensland in the globalised world. This framework is also used to offer guidance in all leadership development activities.

"Five related leadership capabilities form the basis of *Leadership Matters*. They are aimed at principals and aspiring leaders. The Educational, Personal, Relational, Intellectual and Organisational leadership capabilities combine to form a shared understanding of outstanding leadership of Queensland state schools. Highly effective school leaders strive to achieve mastery in each capability area" (DETA, 2009).

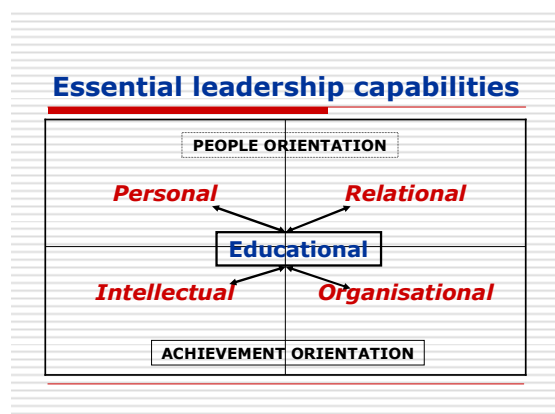
As mentioned on the website of DETA,

"This new framework represents a synthesis of current research and literature as well as the views of Education Queensland principals of what it means to be a successful leader in Education Queensland schools" (DETA, 2009).

These five leadership capabilities are demonstrated in Figure 1.

³ *Leadership Matters* was developed under the leadership of the Deputy Director-General, Education Queensland, Jenny Cranston after 12-month consultation phase.

Figure 1
Leadership capabilities



(Source: DETA, 2006)

The content of these five capabilities are summarised in Table 1

Table 1
Leadership capabilities contents

<i>Type of capabilities</i>	<i>contents</i>
Educational Leadership	Educational capabilities encompass professional knowledge and understanding of the art of teaching and learning to inspire commitment and achieve quality outcomes for students. Principals seek to evoke a passion for learning and believe that every child is important and every school day makes a difference to the achievement of outcomes.
Personal Leadership	Personal capabilities are the inner strengths and qualities that underpin ethical and professional practice. Principals demonstrate integrity and commitment to professional, moral, and ethical behaviour. They possess the courage to make difficult decisions; the ability to balance their personal and professional lives; and the capacity to model these capabilities to others.
Relational Leadership	Relational capabilities are the interpersonal skills required to develop and maintain quality relationships with a diverse range of people.
Intellectual Leadership	Intellectual capabilities require clever thinking, reasoned judgment and wise decision making. Principals enact the mission of public education. They seek to understand and to influence the strategic agenda; and to recognise emerging local, national and international trends.
Organisational Leadership	Organisational capabilities support continuous school improvement through effective management of human, financial and physical resources. Principals build efficient and effective processes and structures to lead and manage high performing school communities.

(Source: adapted from <http://education.qld.gov.au/staff/development/docs/leadershipmatterspdf.pdf>)

Among the five abilities necessary for leaders, the educational leadership quality includes professional knowledge and understanding of teaching and learning. As an educational leader, this type of capabilities is the fundamental and core abilities. Personal leadership capabilities are the “inner strengths and qualities that underpin ethical and professional practice”. The relationship capabilities are necessary for leaders to maintain quality interpersonal relationships with different kinds of people. Intellectual leadership capabilities are the good thinking and reasoning in making judgement and decision. This type of abilities actually decides the innovative potentials. Organisational capabilities decide the effective leadership in the organisation and influence the sustainability of the organisation. The categorising of leadership capabilities help develop leadership ability for leaders professional development. It also helps evaluation of leadership in educational reform.

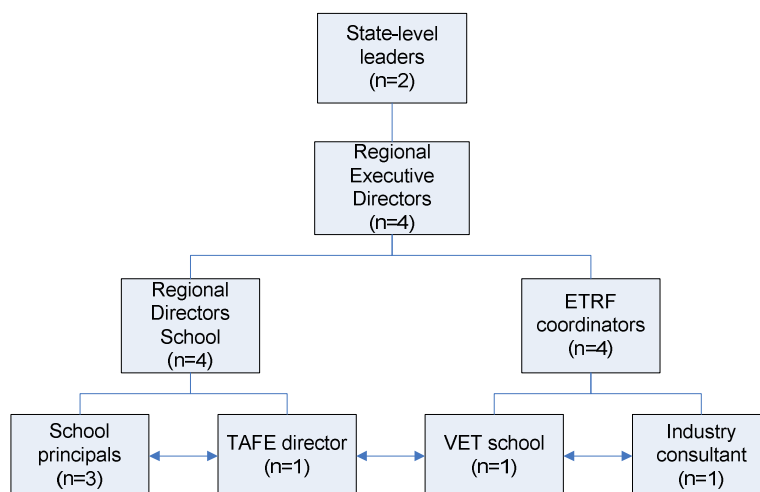
Data collection

Using qualitative research method, interviews are used for the collection of data. The data for this paper is based on interviews undertaken in Queensland under an Australian Research Council project entitled “Multi-level leadership for engaging young people through innovations in senior learning: Brokering socio-economically aligned learning and work”. These interviews were conducted in Brisbane, Toowoomba, Rockhampton, Gladstone, Bundaberg, Maryborough and Redcliffe. 21 interviewees were recruited for the interviews.

Before the interviews, an Information Sheet and letter of invitation to interview was sent to each of prospective interviewee to contact the authors if they were interested. Consent form was signed by each of the interviewees before each interview began. The interviews were undertaken in January and February 2008. Interview places are familiar to the interviewees and are their daily routine working environment. Interviews were undertaken in their offices or in the office of one of the interviewees if there is more than one interviewee in one interview. Duration of each interview is around one hour to one hour and a half. These interviews are the first part of first-phase of the three year project (2007-2010).

The number of interviewees in each interview ranges from 1-3. There are two interviews participated by three (3) participants each. Three are 4 interviews participated by two (2) participants each. There are 7 interviews participated by only one participant each. The 21 interviewees are all leaders from different levels of educational leadership across the above-mentioned seven areas in the reform of Queensland's ETRF to the Senior phase of Learning, especially in the VET in School (VETiS) programmes. Figure 2 displays composition of 21 interviewees showing the multi-tier leadership in engaging young people in senior learning. The recruitment of these interviewees and their composition correspond to the aim and objectives of the project.

Figure 2
Multi-level, cross-sectoral interviewees



At the beginning of each interview, researchers of the project introduced briefly the intention of the interview although it is clear in the Information Sheet and Invitation Letter the purpose and content of the interview. The interviews were audio-recorded and later transcribed. Appendix 1 provides a list of the questions that were asked during the interviews. Each interview lasted around one hour to one hour and a half. The interviews were transcribed within four months after the interviews.

Data analysis

The interviews were analysed using NVivo. The researchers first read through all of the interviews and identified the key words as the free nodes. Seven hundred and sixty-three key words/phrases (763) were established. Then these free nodes were categorised into tree nodes according to their relationships. For the purpose of this paper we focus on Government investment relating to four initiatives: Aviation High School, the Australian Technical College, the College of Wine Tourism and rural ventures in VETiS. From the 763 key words we put related free nodes into four tree nodes, with regard to government funding and support. Table 2 lists the key words related to the four areas.

Table 2 List of free nodes related to four areas

<i>Areas</i>	<i>Key words</i>
Aviation	Aerospace; Aviation Australia; Aviation High; Aviation High School; Boeing; Brisbane Airport Corporation
Australian Technical College	ATC; Australian Technical College; technical colleges
Wine tourism	hub and spoke; hub and spoke model; hub schools; hospitality; Queensland College of Wine Tourism; Queensland Wine College Tourism; Queensland Wine Industry Association; tourism; tourist; wine industry; wine tourism
Rural area	Rural; Dingo Diggers; Livestock Identification; Mineral & Energies; Oakey Transport; Queensland Energy and Minerals Academy; rural community; rural education
Academies	Creative Industry; gifted and talented; gifted and talented strategy; gifted kids; international baccalaureate;
Other areas	Health industry; health science; Health Futures; hub and school model; hub school; mine; mineral; Minerals & Energies; mining; plumber; plumbing; QMEA; virtual college
Funding and resources	Budget; Commonwealth money; dollar, donate, equipment; federal money; federally funded; funding; equity; fee; investment; money; staffing; subsidy;

The researchers read all tree nodes one by one and noted the information relating to funding and resources for the areas of aviation, wine tourism, ATC and rural areas.

“Radical hope” as a conceptual framework for rethinking educational leadership

Through his study of “radical hope”, the Jonathan Lear (2006) presents new insights into leadership, manifested in the story of Plenty Coups⁴. Two hundred years ago the Crow lived a relatively nomadic life. They hunted beaver and buffalo, which they later traded with the French who colonised parts of this continent. Gradually, more white men (and women) came to occupy their land. Their land for hunting and living decreased, being reduced from 33 million acres in 1851, to 8 million acres in 1867, then to 2 million in 1882. Finally, the remaining Crow were moved into a reservation during the period of 1882-1884. The Crow population decreased from 2,461 in 1887 to one-third of that number in the 1890s. This decrease in population was caused by the imported diseases they were not prepared for, and a fixed life quite different from their nomadic one. The young Crow people did not know what to do on the reservation. There was no beaver and buffalo for hunting and intertribal war was prohibited. Both were the core of the Crow’s traditional life. These became impossible. Their traditional way of life was gone. Their culture as once it had been was becoming a memory. That culture was disappearing. What should a leader of the Crow do in the face this cultural devastation; this loss of a way of life?

An important quality of Plenty Coup’s leadership was hope. Lear’s (2006: 95) concept of radical hope finds expression in a leader who can “witness the death of traditional way of life and commit himself to a good that transcends these finite ethical forms.” Radical hope is “a peculiar form of hopefulness. It is basically the hope for *revival*: for coming back to life in a form that is not yet intelligible” (Lear, 2006: 95). This hope is radical because it arises:

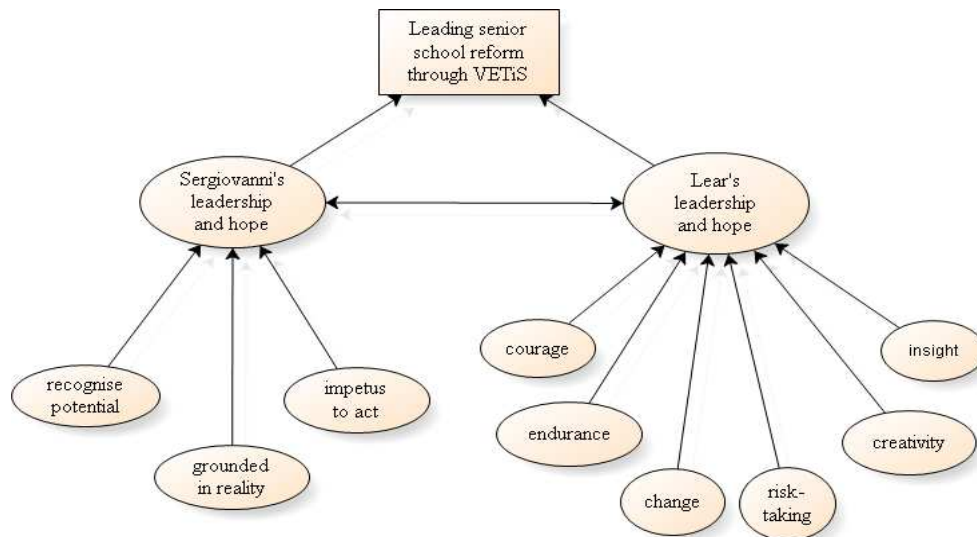
“at one of the limits of human existence ... What makes this hope radical is that it is directed toward a future goodness that transcends the current ability to understand what it is. Radical hope anticipates a good for which those who have the hope as yet lack the appropriate concepts with which to understand it” (Lear, 2006: 103).

Plenty Coup’s leadership was characterised by the following features of radical hope: courage; the ability of listening to others; insight; change; risk-taking; endurance and

⁴ Plenty Coup: the last great Chief of the Crow Nation

creativity. He reworked the Crow’s traditions for the new era; but did not totally forget them, taking what ever opportunity to train the children in warrior virtues. Lear’s (2006) conceptual categories are derived from his analysis of Plenty Coup’s leadership qualities. For instance, courage is especially important, being “a state of character that is manifested in a committed form of living [that is] the ability to live well with the risks that inevitably attend human existence” (Lear, 2006: 65, 123). Using Lear’s (2006) concept of hope to analyse leadership is not as exceptional or provocative as might be first thought. Figure 3 shows the connections that were made between these conceptual tools which provide a point of departure for the theoretical journey undertaken in this ARC research project.

Figure 3
Conceptualising leadership, hope and VETiS



5. Findings and Discussion

In response to Queensland’s Senior Learning reform VETiS now takes place in State high schools, Catholic schools, independent schools and colleges, and involves cooperation with industry partners. The work of leaders seeking to secure the sustainability of VETiS varies from one institution to another, in part because of funding arrangements. The analysis of interview data shows that some institutions are

more favourably funded or otherwise supported by Governments or industries than others. The preliminary data analysis presented here focuses analyse on the funding of innovations in aviation, wine tourism, technical colleges and rural industries.

Aviation industry schooling

Initiatives in aviation VETiS have been driven by collaboration between Government and industry partners who have invested a huge amount of money in it, including providing scholarships for students:

we had the Department, the training organisation, Boeing was the key industry player and they brought along four significant industry partners – Australian Air Services, Smith’s Aerospace, Australian Aerospace, and the Brisbane Airport Port. These were five the corporate partners for the Aerospace project. ... now we have Qantas, Virgin, and others. ... we’ve created Aviation High School. ... an industry based high school aligned to a very broad definition of what the industry is, curriculum developed in context. Now we’ve got Qantas and Virgin handing out amazing scholarships to kids as they graduate, university scholarships, straight flight scholarships, further studies scholarships and all sorts of things out of that model. ... Boeing committed over \$600,000 when we kicked off, and are now the greatest advocate and they’ve taken the model world wide. ... They will match our dollars ... over time they will probably go two to one on the investment we put into it (Kerri Tarne).

This ‘hub and spoke’ cluster of aviation industry schools received substantial industry donations, more scholarships and Parliament House as a venue for its awards ceremony:

we presented the first Virgin Blue scholarships to students at the awards night last year ... Aerospace Australia have donated a flight simulator. ... ABH Australia is putting on the table, places for 24 traineeships for aircraft engineers..... It’s why Parliament House each year to have the aviation awards where Smith Engineering, Air Services Australia, Aviation Australia,

Qantas, Virgin and others put scholarships on the table for kids doing engineering. QUT and UQ have both bought into it as well (Rom Tobert).

Australian Technical Colleges

The Australian Technical Colleges were a Federal (Howard) Government initiative in reforming Australia's Senior Secondary Schooling, specialising in vocational education and training in school (VETiS). That the ATCs do not get their fund from the State but from the Commonwealth but only for three year poses its own challenges for education and training leaders, especially if they want to maintain their independent school status. The ATC is

federally funded ... they're all school students Grade 11, Grade 12. It is a dream for anyone who wanted to ... match up your curriculum with your teachers, your human resource element, your pedagogy and your resources They started fresh ... they had the millions of dollars to build a facility, hire the staff and develop the curriculum, all for the group of students who had trades as a priority (Kanda Samen).

In addition to industry placements, the ATC is resourced to do much on site:

they have the most wonderful kitchen, they have automotive, they have engineering, they have construction that's just like building a real house. There's just millions of dollars put into that place (Kanda Samen).

Because the ATC is funded by the Federal Government for a short time, its leaders have had to pursue other sources of finding:

When we are out of the funding contract then maybe what we can do is start looking at how we can service that [other areas]. ... so we provide the apprenticeship; we are a registered Supervisor Registered Training Organisation (SRTO), and we have won a contract with the State Government for that which is worth about 2.2 million dollars ... (Rosie Han)

The ATC also gets Queensland Government funding for the early completion students undertaking apprenticeships:

Anybody [i. e. student] that early completes gets \$1000. ... The Queensland Government has dished out about 2 million dollars for about 2000 apprentices who have early completed. So we anticipate that if that [funding scheme] continues some of our students will complete early as well. So it's a really great thing. We are the only College in Queensland which can offer completions but we had to put a business case first ... they came out here looked at all our facilities and our training. ... They had their Queensland meeting here around this table, very frightening, and endorsed it. We are the only college/school in Queensland that I know of that has been endorsed for this (Rosie Han).

Wine tourism

In Queensland, wine tourism VETiS is undertaken through cooperation among high schools, TAFE and university:

We got together a few years ago and really said ... the principle behind it was establishing an educational precinct. That was the schooling sector, the TAFE sector, and hopefully in time the university sector and private providers, Queensland open learning, all playing a part. So that's where we've been going and of course it always made sense to link it with the wine industry. [However] the wine industry in Queensland was still very family oriented and family run and so forth (Joh Liche).

Queensland's wine tourism 'hub and spoke' schools involve partnerships among Education Queensland, the University of South Queensland and TAFE, along with funds from the Federal Government:

we sold our Applethorpe Campus, moved resources, and built facilities as part of a College of Wine Tourism ... we're delivering Cert II & III in wine tourism, hospitality, business the Vice Chancellor [took] the opportunity

to get involved ... he's developed in his faculty of business and science a wine science/wine business program. He got very substantial grants from the Commonwealth Government to build laboratories [at Stanthorpe]. ... The money came directly from the Commonwealth through USQ to build facilities and resources there. The College of Wine Tourism was developed under the Education Department's Schools Skills program. So money came from the Commonwealth through the Education Department for the building of skills centres ... So that partnership became an EQ/USQ/TAFE joint project. [The] principal of the high school became the director of the Wine Tourism College and is employed fifty percent by USQ and fifty percent by EQ. ... The land belongs to EQ. The buildings are jointly funded and owned almost all through Commonwealth money by EQ, USQ and TAFE (Joh Liche).

The leaders working for the successful establishment of the wine tourism industry schools/college had considerable financial and in-kind support:

the success that you've got around the Wine College Tourism you got SQIT now is based down there as well and threw the dollars on the table, reluctantly for a while ... and USQ which is major...and in fact the VC there is passionately and personally involved in it as well. So they're the things required for success. That's what Kerri Tarne sets up - a very high strategic level intervention and then minions like myself to pick it up and ensure that the processes are sustainable (Luke Mig).

Wine tourism hub and spoke schools/college has attracted much funding from the Federal Government and its four local partners:

Queensland College of Wine Tourism – on the campus of Stanthorpe State High school, built on a part of the campus its actually over the road, but it was where the school did the winery work, where they did their vineyard and their stone fruit crop. We put in for Federal money around a skill centre ... what we initially got was \$400 thousand dollars to put a tin shed in the street. ... What we now have is a 7 ½ million dollar college built, and it

is a true partnership of several groups. It is a partnership of Education Queensland and schooling, it is partnership of the Southern Queensland Institute of TAFE, and it's a partnership of the University of Southern Queensland, and QWIA, the industry body, Queensland Wine Industry Association. ... [This enables] provision to school students, to TAFE students, university students and to industry makers who are all in a form of education and training (Kerri Tarne).

The industry partners made a donation of grapes for making wine:

The wine industry, all small cottage industries, no money in it at all in Queensland. I said how are we going to do this. What they did was to donate a twenty tonne crush that gave us around 20,000 bottles of wine. They donated that for one season. ... So we marketed it as the Queensland College of Wine Tourism Foundation Series, and that became the base for the operation of the college. That brought us about half a million dollars to set up the operation of the college (Kerri Tarne).

Minerals and energy industry

The Queensland Energy and Minerals Academy (QEMA) is virtual. It was never about ... building bricks and mortar. ... It was a partnership between us and the Queensland Resources Council. ... It has both a training arm and a university arm built into it. Each of the projects work on a hub and spoke school model. ... A State High school is the hub, and we have six or more schools ... tagged as gateway schools. They have an official brand which is Gateway To – (whatever industry). They are allowed to use the Department logo and industry partners' logos. ... The Gateway Schools are state but also include private, Catholic and independent schools. ... In QMEA there are eighteen gateway schools, three hubs, and we have a hub to support about six schools. ... we advertise [for gateway schools], we put conditions on [their entry]. ... one of the requirements is that they had to come with an industry partner. ... we talk to them if we think its strong enough to be an industry partner enough to take them into the fold. ... We also have industry

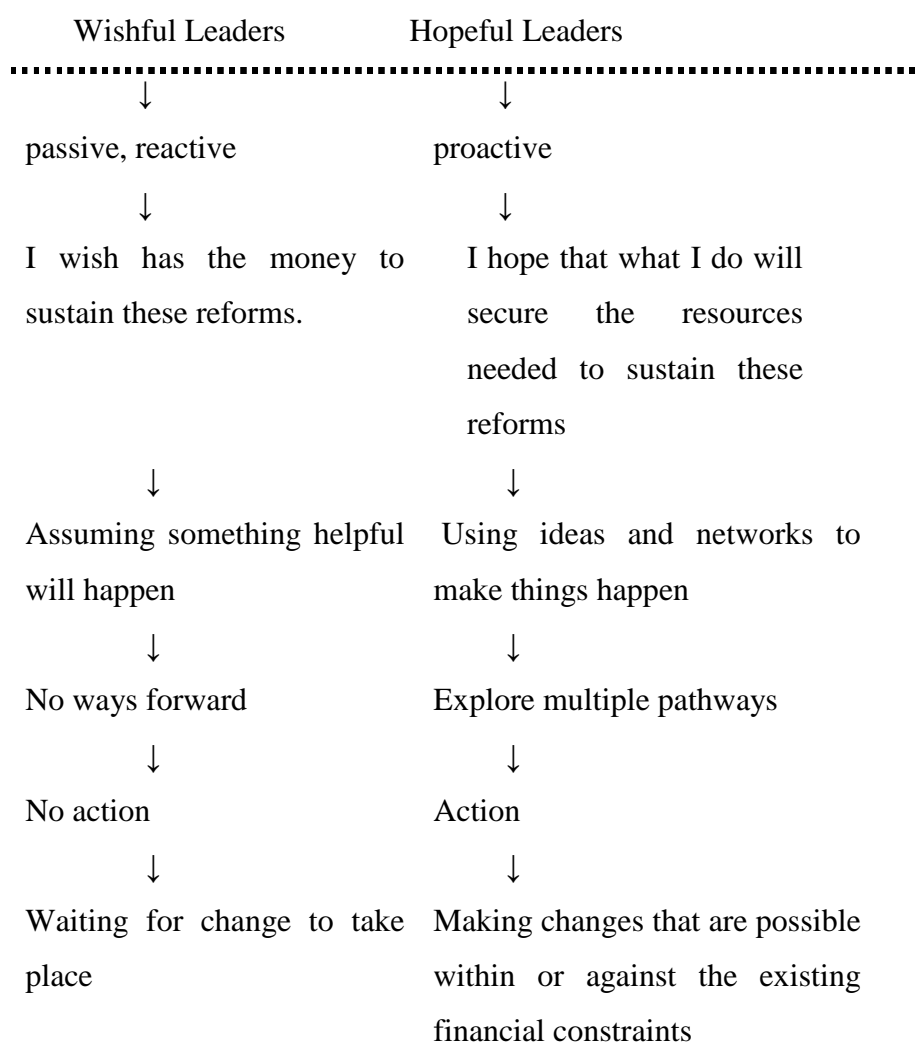
putting amazing amounts of money into the development of all of these models. The Queensland Resources Council and the twenty industries that sit on their QRC education board have committed over ¾ million dollars in the last two years, two and a half years, QMEA (Kerri Tarne).

The QMEA is a joint venture between the Queensland Resources Council and the Queensland State Government, and gets much financial, material and in-kind support from both Government and industry sources:

“We had a champion of our cause in the training master ... basically we are taking over their training facilities. ... the sustainability is built around the industry partnership model. ... The skill centre runs on industry funding ... they give us \$10,000 for example we’ll do a certain amount of work for them so the young person will have to go in to the team leader for that job. 15, 16, 17 years olds come in the manager shake his hand ... talk about the costings ... all the materials are supplied to us we don’t have to go out and buy them. ... the machine’s that they are using are huge. One woodworking machine costs three quarter’s of a million dollars, we’re not going to get that in schools, no way. ... the industry support’s great, whenever they are decommissioning a machine they will ring up and say, “Do you want?” So we’ve got all these woodworking machines which we never planned to have there, then we’ll get have a punnet of welding rods will turn up (Kins Rorer).

The interview data suggest that VETiS in aviation sector has gained substantial funding and support from Governments and industry partners, offering its leaders increased possibilities for the sustainability of the reforms to Queensland’s Senior Learning. In contrast, it would seem from the interviews that VETiS for rural industries gets less financial support from either Governments or industries. This could affect the capability of education and training leaders in these sites in sustaining VETiS (see Figure 4).

Figure 4
Hopeful leaders and wishful leaders



(Source: adapted from Sergiovanni, 2005: 78-79)

6. Conclusion

Education and training leadership involves leveraging the necessary financial and organisational resources necessary to meet the conditions required for sustainability. Individually and collectively, leaders broker from among the possibilities already on offer to create enhanced, and sometimes new education and training possibilities for young adults. This involves leaders in changing the operational conditions of possibilities for vocational education and training; providing for, and learning from ongoing evidence of other innovatory practices; engaging in local-level participatory

and State-level representative democracy, and pursuing holistic engagement strategies with key communities of interest.

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Appendix 1

Questions were asked during the interviews

1. What type of organisation, agency or workplace do you represent on the DYAP?
2. What is your position and role within that organization/agency/workplace?
3. What do you understand to be your role on this DYAP Management Committee and the purpose of this DYAP Management Committee?
4. What is its relationship to other education, training and work providers involved with young people in your community?
5. What factors/variables/processes/have been effective in the operations of this DYAP? Why do you think that is so?
6. What strategies are/have been effective in realising individualised learning journeys for young people serviced by this DYAP?
7. What resources are/were necessary for that to happen?
8. What have been the responses to the programs/processes of senior phase learning for these young people in your organization/workplace/community?
9. What has been their role? & extent of influence?
10. In your community: How many/Where/Who are the young people 'at risk' of not completing their senior phase of learning?
11. What are the factors/issues/variables that are hindering their completion?
12. What is different for them now in terms of their capability to complete their senior phase of learning? What challenges are still being faced?
13. What/who are the major learning providers of senior phase learning in your community? What does each offer? [When, where & with whom?]
14. Is there evidence of a relationship between the number of young people's re/engagement in senior phase learning and this range of learning providers now available for them to access?
15. What does this mean for the role of brokerage services to facilitate this type of learning?
16. What/who providers brokerage services in your community? At what levels? And in what ways?
17. What are the most successful ways in which young people can be assisted to successfully complete their senior phase learning?