

Leading secondary schools through VET: Reforming to Senior L/earning in Queensland



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1. Introductory overview

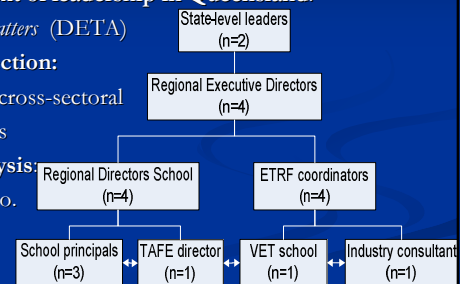
- **1. Focus:** the place of resources (e.g. funding) in the efforts of education & training leaders to secure traction, & thus the sustainability of VETiS reforms Senior L/earning in Queensland (Australia)
- **2. Literature review:** Leadership & hope
- **3. Research Method**
- **4. Findings**
- **5. Discussion of implications**

2. Literature review: Leadership & hope

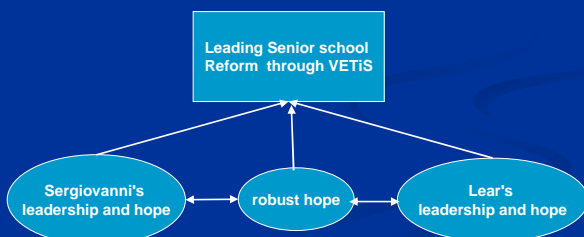
- *Sergiovanni (2005)'s concept of hope*
- *Young adults, VETiS and hope*
Te Riele & Crump (2002)
- *Robust hope & the Senior phase of L/earning*
Harreveld (2007)
Singh & Sawyer (2008)

3. Research Method

- The 'case' of Senior L/earning
- The context of leadership in Queensland:
Leadership Matters (DETA)
- Data collection:
Multi-level, cross-sectoral interviewees
- Data analysis:
using NVivo.



- "Radical hope" as a conceptual framework for rethinking educational leadership
J. Lear (2006)
- Conceptualising leadership, hope & VETiS



4. Findings

- *Aviation industry schooling*
 - industry based high school
 - collaboration between Government & big industry partners
 - a huge amount of money invested in it
 - scholarships provided for students
 - substantial donations received from industries

■ *Australian Technical Colleges (ATC)*

- initiated by Fed. Gvt in VETiS and federally funded.
- no fund from the State
- funded only for three years
- gets State funding for early completion students

■ *Wine tourism VETiS*

- partnership of EQ/USQ/TAFE/QWIA
- funds from the Fed. Gvnt
- has considerable financial & in-kind support.
- much funding from its local partners.
- donation of grapes from industry partners

■ *Minerals and energy industry*

- a joint venture between the Qld Resources Council & the Qld State Gvt
- much financial, material & in-kind support from both Gvt and QRC and industry sources

■ *Rural areas*

- Funds only from Gvt
- Limited, small-scale, local industry financial support

Key finding

Some institutions are more favourably resourced (funding or other support) by Governments and/or industries than others.

5. Discussion of implications

- Leaders are excited in VETiS in aviation, ATC, wine tourism and QMEA sectors. They talk less about VETiS in rural areas.
- VETiS in aviation sector has gained substantial funding & support from Gvts & industry partners, offering its leaders increased possibilities for the sustainability of reforms.
- VETiS for rural industries gets less financial support from either Gvts or industries. This could affect the capability of education & training leaders in these sites in sustaining VETiS.

6. Conclusion

- Educational leaders need to leverage the necessary financial & organisational resources for sustainability.
- The concept of robust and radical hope could help leaders to create new possibilities for young adults.

7. Acknowledgement

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