

Dr Jones has taught three subjects in Tasmania at secondary level, with training in two and a K-12 expert in the third. With undergraduate teaching qualifications, TRB registration, and a Grad Cert (Education), UTAS; Cross trained in performance and compliance auditing, she has experience as a lecturer in Education. This positions the writer as an educator, qualified commentator and parent.

I make the following requests of the ACER year 9 - 12 review;

1) the review process investigates and collects data for analysis to respond to the following points,  
2) that where possible, 'findings' on these points be reported in the ultimate review report :

- a) Why Cert I and II course are not started earlier in secondary school, and how to deliver them more widely, in year 9 /10
- b) The number of secondary teachers in high schools who, in addition to a TRB compliant degree, hold a Cert IV Workplace Training and Assessment, and how to embed Cert IV' knowledge with ASQA recognition, into teacher training or professional development
- c) How to improve provision in Tasmania, and access to, Traineeships leading to a Cert II or III in year 11 and 12
- d) What is required from Governments to increase take up of the traineeship scheme by Tasmanian employers, and Tasmanian students
- e) How to promote and increase uptake of the traineeship scheme to students and parents.

#### BACKGROUND STATEMENT

At the end of year 10 I found the need to move my Senior Secondary child between systems, so as to provide access to a Traineeship. In a context of long range impact, as a parent, the best thing I ever did educationally for my eldest child (2011-2012) was to remove them from a small class, excellently resourced but terribly expensive independent school in Southern Tasmania, and send her to a private [Catholic] College (Guilford Young), then the only school implementing these operations on a any large scale (without sending her to TAFE).

In 2011 this seemed the only college in Hobart set up to dedicate a line of study to achieving Cert II through a coordinated business placement. In theory about 6 - 8 hrs a week, and off campus in a real work environment. My child pursued a generic Cert II Business Studies, and on the basis of the work experience and measured competencies and skills gained, they were able to find part time work through university, and a job on graduating. Their daytime job is now directly related to the Cert II Business Studies experience and subsequent work opportunities it led to, not employment based on the specialty of the university degree.

I reiterate this was a school release Traineeship - putting the student on immediate Clerical Award wages, in continuing weekly duties, off campus in an office environment, as opposed to a Business Studies class in school hours with a week or two block placement. When the child finished school, they were work ready, had two years part time work experience and a work place qualification recognised by ASQA. The traineeship gave them these outcomes.

In closing I add that in this individual case, the child achieved four Pre tertiary subjects in Year 11, and had sufficient prerequisites to enter a University Course but was obliged to complete year 12. This annoyed me as a parent because my child was mature enough to go straight to university. I had to hold them back and pay fees for year 12 to comply with regulation of the year 11-12 sector. Whereas, both my sister and I as high achieving academic students in the 1970s were able to proceed, and on a competitive entry basis, directly to tertiary university courses. I now have a PhD and my sibling has two degrees.