

Leaving School to Learn and Workplace and Community Learning Policy

Introduction

Workplace and Community Based learning through the Big Picture Education Australia Learning Through Internship LTI and Leaving School to Learn LSL approach is a valuable aspect of authentic reciprocal learning, immersing learning in the real world, raising awareness and skills around social, empirical and quantitative reasoning and developing connections between school to post school opportunities. As an integral part of Child Side School's core approach to immersion in the real world, all workplace and community-based learning and Leaving School to Learn requires the support and approval of the Leadership Team in accordance with the Workplace and Community Based Operational and Management Plans. Every child's trajectory across their life is different and variable as is their acquisition of skills, knowledge and connection. Learning Through Internships LTI and Leaving School to Learn LSL opens up opportunities to provide variable conditions for each child to optimise their learning and find their motivations and sustain their long-term engagement in life and learning. These processes help them all embark on their own journeys towards being and becoming a constructive part of the stream of human civilisation.

Scope and Application

Leaving School to Learn process applies to all children across the clusters, with a priority focus on MCC and YAC. The Learning Through Internship LTI Programme in the workplace or community base, applies to YAC children only, with the focus on Year 9 and 10 children as priority. Leaving School to Learn includes all YACs accessing shadow days, attending events and opportunities that will deliver real world immersion and authentic curriculum application. Children with additional needs will be supported by the school and their family in accordance with their individual needs in the context of each Leaving School to Learn experience. LSL experiences require YAC children to have achieved appropriate levels of self-regulation, general common sense Work, Health and Safety awareness and age-appropriate application of codes of conduct. This policy will be reviewed and amended in accordance with Child Side School Policy on Policies.

Related Legislation/Guidelines

- School Curriculum and Standards Authority Act 1997
- Disability Discrimination Act 1992
- Equal Opportunity Act 1984 (WA)
- Work Health and Safety Act 2020
- Liquor Control Act 1988 (WA)
- Privacy Amendment (Private Sector) Act 2000
- Mines Safety and Inspection Regulations 1995
- Road Traffic Act 1974 (WA)
- Vocational Education and Training Act 1996 (WA)
- Volunteers (Protection from Liability) Act 2002 (WA)
- Teacher Registration Act 2012
- Workers Compensation and Rehabilitation Act 1981
- Working with Children (Criminal Record Checking) Act 2004

Related Policies

- Guiding Children's Behaviour Policy
- Child Protection Policy
- Code of Conduct Policy
- General Duty of Care Policy
- Excursions Policy
- General Occupational Safety and Health Policy
- Risk Management Policy
- Anti-Discrimination and Harassment Policy

Related Documents

- Workplace and Community Learning Management Plan
- Workplace and Community Learning Operational Plan
- Workplace and Community Based Learning Process
- Leaving School to Learn Annual Parent Permission Form
- Emergency Response Flow Chart for Interns
- Mentor Agreement Form
- Internship Application
- Internship Database
- School Support Letter LTI
- BPEA Internship Video Link https://www.bigpicture.org.au/member_videos

Policy Statement

Leaving School To Learn encompasses both the regular and occasional interactions Child Side children have out in the wider community for a wide variety of reasons based around immersing children with authentic experiences and engaging them with the community in which they live. Leaving School to Learn is purposeful and capitalises on the Big Picture A's of learning, in particular: developing adult working relationships outside of the school staff, applying skills and academic rigor in a real context, acting on arranged stages and sequences to produce or serve or learn new skills, becoming actively involved, making real life assessments in real time with real feedback and consequences as well as learning about accountability. Leaving School to Learn purposefully engages the school with other people's businesses, workplaces, experiences or needs by educating children through real life observation, immersion and activity and then brings this back into the learning and application at school.

Learning Through interest (LTI) projects and LTI (Learning through Internships) are also built around the Big Picture A's of Learning and the 5 goals of learning. They are designed to focus on each learner developing their voice and choice, to gain new skills and knowledge as well as to reciprocate and generate possible products, services, support, communication or processes. They are designed to skill children to become self-advocates of their strengths and how they work best, considering what support they may need to function and operate in different contexts. They are designed for authenticity in real world immersion AND value adding to work places co-designed by the work place supervisor/mentor, the YAC participant and LTI co-ordinators considering the workplace needs and suitability.

Internships are customised and varied and include internal internships within the school and school community to ensure that all YAC children have access to the vital experiences, skills and knowledge that comes from engaging with different adults and real-world immersion and accountability, especially if an external internship is unable to be procured or sustained over the time in the YAC (Yr 7-10). Shadow days and 'cold calling' are features of the internship process and require flexibility and contingency planning.

The Workplace and Community Based Learning approach followed at Child Side is structured, monitored, regulated and assessed by the Workplace Learning Coordinator. It follows Big Picture Education Australia integrated learning approach and processes. If deemed relevant and appropriate participants have access to The Workplace Learning Course and the Endorsed Programs – Workplace Learning: On the Job and Workplace Learning: Employability Skills are accredited. Completion of Workplace Learning contributes to the Western Australian Certificate of Education (WACE) and Secondary Graduation. Details of these are also listed on the School Curriculum and Standards Authority website www.curriculum.wa.edu.au.

Appendices

Appendix 1	Procedure to following when organising Leaving School to Learn and Workplace and Community Learning
Appendix 2	Workplace and Community Learning Management Plan - (separate document)
Appendix 3	Workplace and Community Learning Operational Plan – (separate document)
Appendix 4	Leaving School to Learn Annual Parent Permission Form – (separate document)

Version Management

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Procedure to follow when organising Leaving School to Learn and Workplace and Community Learning:

- YAC families sign an annual permission form to enable their child to Leave School to Learn on a regular basis with a staff member (educator/leadership team) or their own family member for a designated purpose to a designated place that has been approved by the school leadership team.
- Families/caregivers will be informed prior leaving school (week or day before) of place, purpose and any requirements through a broadcast message and individual child responsibility.
- Medical and diverse needs will be addressed to cater for individual children whilst leaving school to learn.
- An Excursion Management plan will only need to be filled out and approved by the leadership team if the designated place and activities are unusual and/or carry a higher degree of risk and unfamiliarity.
- A Leaving School to Learn Risk Register and matrix will be created to consider and reduce/mitigate as much risk as possible and all relevant staff will be part of this creation and review process.
- All LSL experiences will be logged and archived for reference.
- Any LSL experiences will be in consultation with the Leadership team and have approval before the communication to families goes out.
- Mentored and coached by their educators, YAC children create internships, projects and training programmes and Leaving School to Learn experiences based on:
 1. Their interests and passions
 2. Around their strengths
 3. Industry related experiences applicable across any work context
 4. Community and family opportunity
 5. A challenge or need
 6. Hands-on skills
 7. Deep inquiry
 8. Connection to life skills, the General Capabilities and relevant academic rigor
 9. Real world immersion
- External internships will be sourced by families and the school networks once pre-requisites have been explored and fulfilled at school to ensure readiness and capability.
- Different levels of support and expectation will be customised so that each child is successful within the scope of their own internship and project, given that failure, mistakes, confusion and conflict are all considered as learning opportunities and are addressed together with their learning team of child, educator and family .
- Families are responsible for transport to and from the placement and supporting their child to fulfil the obligations of the internship within the agreed upon framework between child, school and internship mentors.
- Child Side children are selected for internships on the basis of their work readiness. These children will demonstrate a positive attitude towards learning in a workplace environment and make an honest commitment to the experience. This includes a list of qualifying criteria available and accessible for children, families and staff to work towards. Selection does not necessarily relate to academic ability. Placing children in the workplace who are not work

ready may expose them to unmanageable levels of failure and present difficult situations to overcome in the vulnerable stages of adolescence.

- Selection will be made by the Workplace Learning Internship Coordinator in consultation with the Senior Educator and recommendations by all YAC staff, in the best interest of each child in their current capacity.
- The Child Side Workplace and Community Learning Management Plan is to be implemented for each participating child and or leaving school to learn experience. It will be monitored with overall responsibility for the program by the Child Side appointed Workplace and Community Learning/Internship Coordinator, although children will be requested to find their own placement as part of the LTI process.
- YAC staff will adhere to the Workplace and Community Based Learning Operational Plan.
- An External Internship Workplace and Community Based Risk Register and matrix will be created to consider and reduce/mitigate as much risk as possible and all relevant staff will be part of this creation and review process.
- All internship placements will be logged and archived for reference.
- Any internship placements and activities/expectations/projects will be in consultation with the Leadership team, in particular the Senior Educator and have approval.
- Special requirements for particular workplaces will need additional approvals, risk management strategies and specific training/induction for interns as required by the workplace and regulations.
- All co- operating workplaces and organisations will need to demonstrate that they comply with WA COVID-19 Health Guidelines (COVID safe) prior to students attending.
- Workplace and Community based learning affects other areas of policy within the school and the above listed related Child Side School Policies are to be referred to by both parents and children in conjunction with the Workplace and Community Based Learning Management Plan.
- Parents and children are required to complete all of the forms associated with the Workplace and Community Based Learning Management Plan.
- An emergency response strategy (ERS) is developed and made clear to the intern, parent and workplace mentor. The ERS ensures all parties have contact details of the parent, workplace and Internship Coordinator/School (or School contact).
- Child Side holds an insurance policy that covers workplace learning programs. YAC children participating in workplace learning programs are covered through public liability insurance.
- It is the YAC educator's and participant's responsibility to integrate curriculum around workplace learning and related project and investigations through their proposals, central questions, products and services.
- It is the responsibility of the participant and their family to negotiate and navigate significant school-based work requirements that maybe missed out whilst out on workplace learning in consultation with the YAC educators.
- YAC educators have a process to follow and check that all involved are informed and prepared. The health, well-being and engagement of all parties in the process is of highest priority and determines the levels of investment.