



Young people and social inclusion: Challenges for teaching

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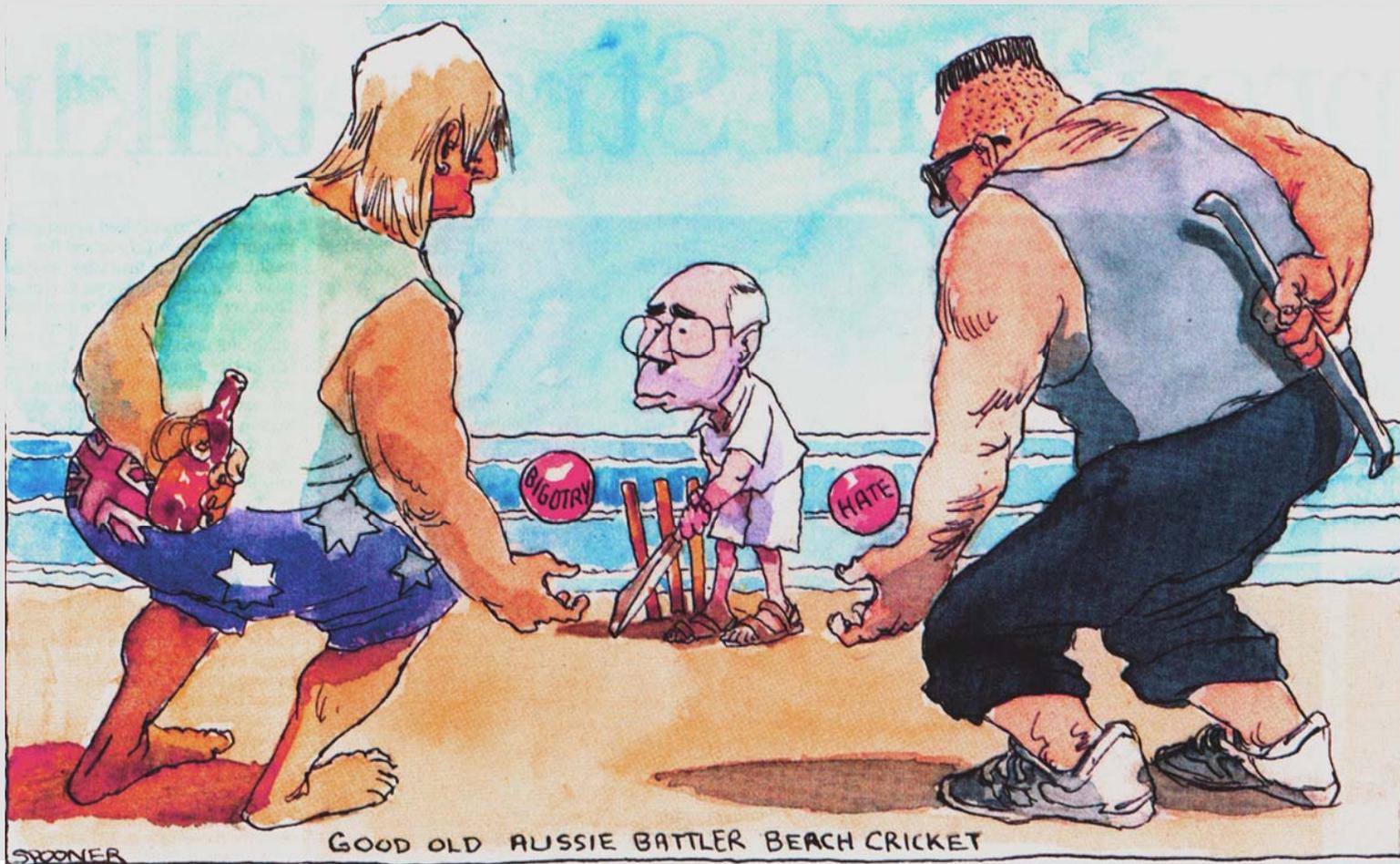
**Building skills for citizenship
and social resilience?**

Is it enough to build skills for life and work?

My argument is that we need to consider:

- **Skills for collective security and social resilience**
- **Learning skills for citizenship**
- **Structuring young people's learning**
- **Differential access to citizenship skills**

Cronulla: A wicked problem



Collective security - a policy challenge

Education and training reform since the 1980s

- Has skilled for work
- Has skilled for life and social inclusion

Yet Cronulla reveals a problem of collective security

How does Australia ensure:

- Individual security
- Social resilience
- Sustainable democracy

Lifelong learning:

Skilling for work and social resilience

In Europe:

... The importance of lifelong learning in Europe cannot be underestimated. Economic performance increasingly depends on a highly skilled workforce, capable of adapting to new technologies and new ways of working and capacity to function as a democratic, tolerant society requires the active promotion of citizenship and equality of opportunity. Thus, lifelong learning is placed at the top of both national and community policy agendas.

Being a citizen

Being a citizen involves more than simply belonging to a community. It means using power responsibly to further community (collective) action in pursuit of preferred goals.

- It is the ‘power to act’ in a certain capacity, in ways that can enhance the individual and society.
- It depends upon the knowledge that it is both lawful and appropriate for citizens to act in this way.
- It underpins the possibility and legitimacy of public decision-making realised through collective authorities.
- It is a right and a responsibility of all citizens because citizen action offers security in democratic societies, protects democratic processes and sustains resilient societies.

Skilling for citizenship means ...

Developing everyday practices of civic participation and engagement that build and sustain:

- **Tolerant social interaction**
- **Skills in learning and researching**
- **Capacities for critical thinking**
- **Cultures of questioning**
- **Courageous actions**
- **Responsible use of power**
- **Active involvement in decision-making**



Learning citizenship skills?

From:

- The red brick school
- Solid
- Serious
- An authoritative knowledge source
- In a nation-building project
- Developing learners as fixed identities who belong

To:

- The learning network
- Fluid
- Pragmatic
- Many centres of expertise-authority
- Partnering in knowledge-sharing projects
- Supporting learners as mobile identities who learn



Two processes of learning

- **‘Input learning’ - An outcome of the formal curriculum, mediated by an expert teaching workforce, underpinned by assessment.**
- **‘In-place learning’ - Learning through participation in the organisational work, life and culture of the particular learning place that is also a work place.**

Citizenship skills developed mostly through in-place learning

Embodying learning-working cultures

... working in collaborative networks requires partners to demonstrate a distinctive mind-set that is open to power sharing and learning. Partnering means having a commitment to the whole collaborative agenda, despite conflicts between partners and partner's organisations. It also means respecting and recognising partners equal right to speak, and the need to develop new ways of behaving and dealing with one another. Learning to work together in these ways requires time, trust, effort and the establishment of norms of flexibility and reciprocity.

(Mandell, 2006)

LLEN partnership

- **Training café for people, largely under 25, who are long term unemployed**
- **To revitalise area's economy and offer skills training to young unemployed in high unemployment area**
- **6 month projects for unemployed workers leading to Certificates 1-3 in food handling and hospitality, & VCAL and new apprenticeships**
- **Serves up to 380 people per day, with 20 trainees at any time**
- **Training, written component and exam facilitated by accredited trainers who support 4 professional chefs**
- **Trainee demand sufficient so returnees discouraged.**
- **A market environment providing goods and services**
- **Described as a success - puts trainees 'on their feet'**

What happens to learning?

Learn to serve

- What is transacted is food, and performance of service.
- What is learned is capacity to do service and its emotional and symbolic work that differentiates server from served

Developing capabilities

- Accessing credentialed training, skills, working lives in service
- Increased emphasis on pastoral, emotional, rehabilitative, relational learning.
- Emphasis on learning to be and do, to 'wait' but not make decisions
- Emphasis is not on learning to be knowers, to exercise power responsibly on the basis of knowing.

Building communities

- Trainee and patron relationship work through consuming
- Linking schooling and communities

What defines learning?

Negotiations and agreements within local COP

- youth workers, school, TAFE, uni, employers, union, local council, Indigenous Australians etc.
- Multiple voices reshape learning - structured by local relations of power, work demands, and their links with public authorities

Local needs and priorities perceived by key actors

- personal biographies and commitments
- voice, drive and persistence
- expertise in governance and decision-making

Requirements of public authorities

- Curriculum and assessment
- Teaching qualifications and workforce regulations
- Workplace relations and industrial politics
- Funding and accountabilities

What happens to teaching?

Teaching expertise

- Practice subordinated to theory
- Pastoral pedagogy focused on relationship building, interpersonal skills, rehabilitation, inclusion, compliance with social norms
- Focused on individual capability = 'I understand' + 'I can do' + 'I care'

Employment conditions

- Disconnected from public authority
- Contract-sessional, short term with limited security
- Teaching qualification - Cert IV (max required)
- Line management structure
- Pragmatic, problem solving

Skilling for social resilience?

Build human capacities for work and inclusion (life)

Touch :

- 3.4 million students in schools
- <1 million students in universities
- 1.7 million learners in VET
- 5.9 million people in work-related training courses
- 600,000 learners in ACE

But who is skilled for citizenship and responsible use of power?

Stratified outcomes - or variegated sites of entitlement?

Differentiated learning spaces - school, uni, VET, workplace, community

Differentially normed for learning:

- **By localised COPS within sectoral public frameworks**
- **By localised workplace relations**

Differentiated by teaching expertise -

- **Qualification level - graduate, Cert IV, no qual**
- **Ordered between discipline knowledge and constructivist knowing**
- **Characterised by 'restricted' or 'extended' work practices**

Differential entitlements to resources for crafting a self as worker and citizen

Some questions

Who accesses which learning space?

How does skilling for citizenship and responsible use of power map across learning spaces?

What input and in-place learning occurs in different learning-working places?

What is the contribution of teaching expertise and the way it is organised, ordered and authorised today?

What is the cost of not skilling for citizenship and responsible use of power?

Skilling for citizenship: variegated sites of entitlement?

FROM	Capability	Teaching Expertise	Access	TO Learning spaces
Uni	Discipline Knowledge COPS	Graduate	Yr 12+	
TAFE	Industry COPS	Cert IV	15+	
Work-places				
Comm-unity				