

# TOO COOL FOR SCHOOL



Jayden and his coach Derek Murray

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*Jayden left school early with limited language, literacy and numeracy skills...*

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## Provider Name

Albury Wodonga  
Community College

## Contact

Rodney Wangman, CEO  
P 0417 253 801  
E ceo@awcc.edu.au

## Program

Part qualification CGEA

## Target Group

Youth at Risk (including many other categories such as Disability, Mental Health, ATSI, Migrant, Regional/ remote)

## Details

Minimum 6 months

## Key points of difference

A strengths based approach focusing on the person not the problem - we see young participants "...as valuable members of their community, each with their own unique context, history, skills, dispositions, attitudes and motivations"

## Jayden is a young Indigenous man with a passion for cricket who lives in a small town in rural NSW.

He left school early with limited LLN skills and after trying a job or two without much success, his sister encouraged him to try out "Too Cool for School" (2C4S), an alternative learning program for teenagers.

CSO funding allowed Jayden to access additional support and coaching which has seen him grow in confidence and self-esteem and start his new life. His achievements are phenomenal! Jayden has succeeded in achieving two foundation skills qualifications (C1 & C2 CGEA), completed a work experience program at the local Golf Course, established a small business with his Mum importing and selling cricket bats and enrolled in Certificate III in Landscape and Gardening at TAFE! Jayden says,

*"2C4S has helped me build my confidence to do other courses and search for employment. My Coach made my learning experience an enjoyable and rewarding experience."*

The Australian College of Higher Education, an arm of Albury Wodonga Community College (AWCC), manages the 2C4S program which has been a decade in the making involving a myriad of relationships with government, education, welfare, community, business and support agencies.

Enrolling 800-900 students per year they have a 75% success rate meaning learners either go back to school, on to further education, into employment or actively seeking employment. Their learners are extremely vulnerable people, often with challenging life circumstances and behaviours. The support of Case Workers and wrap around services is critical.

The college takes a "strengths based" approach, describe by Professor Barry Golding as, "...young people are not seen 'as a problem' who have 'failed' school, have fallen foul of the criminal justice system for one reason or another, are impacted by drugs or are having a 'problematic' teenage pregnancy (or all of the above)... rather, they are seen as valuable members of their community, each with their own unique context, history, skills, dispositions, attitudes and motivations."

The strengths based approach involves: inclusivity, trust and respect; a holistic approach focusing on the individual's health and wellbeing; working collaboratively on mutually agreed goals to empower young people; drawing on personal resources, motivation and hope; flexibility; individualised support and coaching in varied and mutually agreed locations.

The success of the program can be attributed to a number of factors including:

- The strengths based approach
- Nurtured long-term relationships with employers and Job Service Agencies
- Wrap around services by religious based organisations, crisis accommodation centres, Beyond Blue, government employment/welfare agencies, ATSI agencies, disability agencies, Job Service Agencies, doctors, schools and local government and youth support agencies.
- A can do, nimble, responsive and determined attitude

*This training is subsidised by the NSW Government.*