

INVESTING IN OUR YOUNG PEOPLE

DISENGAGED YOUNG PEOPLE & COMMUNITY COLLEGES, THE PERFECT FIT



THE KEY TO BEING THE PERFECT FIT

IT'S WHAT WE DO

IT'S WHO WE ARE

IT'S IN OUR TITLE

COMMUNITY!

**“MAKE NO MISTAKE, ADOLESCENCE IS A
WAR. NO ONE GETS OUT UNSCATHED”**

HARLAN COBEN

CONSIDER AN AVERAGED YOUNG PERSON

- Searching for identity
- Seeking greater independence
- Seeking greater responsibility
- Seeking new experiences – bullet proof
- Learning about choice & consequence
- Dealing with communication & information over-ride (24/7)
- Feeling & dealing with emotions
- Self conscious

LET'S ADD TO THAT LIST... BAGGAGE

- Neglect
- Drugs and Alcohol
- Domestic violence
- Mental ill-health
- Isolation (physical, emotional or social)
- Peer pressures & expectations
- Family expectations (or lack of)
- Homelessness or instability within the home
- Complicated relationships

LET'S CONSIDER THE AVERAGE SCHOOL

- 300 - 500+ cohort
- Limited room for flexibility
- Limited time for mentoring or individualised support
- Hard working staff with limited time and resources
- Complicated 'social order'
- Easy place for the average YOUNG PERSON TO DISAPPEAR

WHAT DO THE YOUNG PEOPLE SAY?

- Choice - voluntary participation by teachers, students and families;
- Autonomy and control - some ownership in the decision-making processes;
- Small class sizes with more one-on-one support, tailored to individual needs and circumstances;
- Staff able to develop meaningful and supportive relationships with young people
- Curriculum and skills – relevant to students' needs and life experiences; and
- Common goals – purposeful emphasis on school as community

YOUNG PEOPLE AREN'T ALIENS...

- Adolescents require more **time to process** information with clear instruction well as benefiting from explanations or alternatives.
- Identify & suggest preferred behaviours, don't **tell** adolescents what not to do.
- Outcomes are better when teachers approach adolescents in an emotionally neutral manner & model the behaviours they expect from the young person.
- Adults are offered time to process information in a calm manner and are afforded alternative explanations
- If a change in behaviours is required adult learners are asked, not told.
- Teachers and trainers generally approach the adults in their classes in emotionally neutral manner and with consideration

COMMUNITY + SCHOOL

- Small, supported environments
- Less 'school-like'
- Community focused
- Flexible and responsive to community & individual needs
- Socially inclusive
- Resilience & wellbeing driven
- Staff who choose to be there, driven by passion & prepared to be creative
- Safe space... both physically and psychologically!

“Education is, at its essence, learning about life through participation and relationship in community”

(Cajete 1994, p.25).

References

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