Directorate for Education
Centre for Educational Research and Innovation (CERI), OECD

Innovative Learning Environments (ILE)

INVENTORY CASE STUDY

NETschool

Australia (Victoria)

NETschool is located in the City of Bendigo in regional Victoria, approximately 150 kilometres north-west of Melbourne. It was founded in 2005, as a small annexe of Bendigo Senior Secondary College (BSSC), in order to re-engage young people (aged 15-20) in work or study. NETschool offers a highly innovative environment designed to provide positive learning experiences for 'at risk' students. The wide-ranging innovations at the NETschool include: a shopfront setting; a workplace interior layout; and the use of a respectful and non-judgmental vocabulary to describe young people and their learning achievements. The programs are also innovative in nature: individual learning plans are drawn up to accommodate each learner, and include the option of study in a home—(online) or centre-based setting.

Since each learner requires a new and different approach, the demands on the mentors and teachers are considerable. Staff use both formal and informal means to assist one another, and are supported in turn by the director, their professional development, and by professional agencies. This multi-level system is both consultative and inclusive. A notable indicator of NETschool's success is that some of its innovative practices have been taken up by mainstream schools, demonstrating that programs for marginalised learners can have significant insights to offer mainstream educational practice.

Department of Education and Early Childhood Development

Innovative Learning Environments (ILE) Project

Case study: NETschool

Aims of the ILE and the nature and history of the innovation

Background and context

The City of Greater Bendigo, with a population of 100,054, is a major regional centre servicing the towns and rural areas of the Loddon-Mallee Region, about 150 kilometres north-west of Melbourne in the State of Victoria, Australia. Bendigo's traditional reliance on manufacturing has diminished in recent years, while strong health care and social assistance, education and retail sectors have developed in the city. Commerce, finance and government administration are important to the local economy and, as part of the historic goldfields triangle, Bendigo attracts both local and overseas tourism (Community Indicators Victoria 2010; City of Greater Bendigo 2010). Whilst there are thriving areas of employment, the region is economically depressed. The City of Greater Bendigo and its regional neighbours all rank in the top 30 most disadvantaged areas in Victoria. Individual, family and household income levels across the Goldfields Local Learning and Employment Network (GLLEN) are lower than the average for Victoria.

Bendigo has high levels of unemployment (4.9 per cent in 2008; 7.8 per cent in 2009). One quarter of 15-64 year olds receive Centrelink[1] benefits, much higher than the Victorian average. People in the region have lower levels of educational attainment than in Victoria generally, with 37 per cent of 15-64 year olds having completed Year 12 or equivalent in 2006 compared to 49 per cent in Victoria, and 74 per cent in Australia (Community Indicators Victoria 2010).

The 7,000 15-19 year olds in the Bendigo area are typically below the Victorian average on socio-economic measures and, if working, are most likely to be labourers, or in sales or trades. Hospital admissions for 15-24 year olds are above the Victorian average as is the incidence of suicide for young males and depression among young females. Lower regional population numbers, combined with geographic distance, give rise to many 'economy of scale' issues of access, facilities and services for both young people and the broader population, with high proportions of young people homeless, unemployed and early school leavers. Numbers of pregnant or parenting young people are also increasing. In 2007, 250 16-19 year olds were engaged with Connect Central, a Victorian initiative to create sustained pathways and provide support, consultation and advice (GLLEN 2010). St. Luke's Anglicare, a non-government welfare agency, identified the key issues facing young people disengaged with schooling, and the drivers behind non-participation as:

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[1] Centrelink is an Australian Government statutory agency that delivers a range of Commonwealth services to the community to assist people to become self-sufficient and by supporting those in need.

- lack of family support and family disconnection

- impact of trauma through exposure to prolonged neglect and abuse within the home

- high prevalence and impact of mental health issues both diagnosed and undiagnosed

- learning difficulties and low levels of literacy and numeracy

- poor school experiences and early disconnection from education

- substance misuse that impacts on day-to-day living

- homelessness

- a limited support system within the community and poor connection to community.

The Goldfields LLEN in 2008 reported that only 65.3 per cent of youth completed Year 12 or equivalent by age 19 in 2008, a rate which continues to decline compared to the Victorian completion rate of 80 per cent (GLLEN 2010).

NETschool history and objectives

NETschool was established in 2005 in response to the identification of up to 700 young people aged 16-20 years old receiving job seeker benefits. NETschool, funded for three years initially through the Department of Education and Early Childhood Development's (DEECD) Leading Schools Fund (LSF), involved a partnership between Bendigo Senior Secondary College (BSSC), a high-achieving secondary school of 1,800 students with a well-developed information communications technology (ICT) capacity for delivery of curriculum, and five local Year 7-10 secondary colleges. The target group was 15-18 year olds who had not completed secondary schooling, were no longer enrolled at a school, may not have enrolled for some time, and believed they could not return to a formal school setting. These were students who could not, or would not, enrol in formal schooling or who had been excluded and were therefore outside formal education and training systems (BSSC 2004).

The program was conceived as a mix of centre-based and online curriculum—the NET in NETschool refers to the 'virtual and personal network connections to worlds of knowledge, support and vocation'. The target in the 2004 application for the Leading Schools Fund was 40 students—with 10 in a home-based online learning setting with a formal curriculum, and the remainder in a NET centre-based program involving either a formal curriculum or a research-based learning program. As stated in the 2006 evaluation, 'NETschool is an organic program, operated by staff with a clear commitment towards the wellbeing of students'. NETschool has 'a logic consistent with an emerging national and international educational approach to re-engage high-need students disadvantaged in contemporary educational institutions' (Cox 2006, p. 21). The task was to identify students before they 'dropped out' of school. While initially they aimed for all students to re-engage with mainstream schooling, this was later expanded to include further training and work.

NETschool is an innovative learning environment in that while located within a large government school it offers alternative pathways within the mainstream curriculum and also focuses on the personal health and wellbeing of the students and their relationships with mentors to re-engage them as learners with schooling or getting work.

Partnerships

NETschool is an outpost of Bendigo Senior Secondary College (BSSC), and NETschool students are enrolled at BSSC, with full access to the teachers, staff and resources. They can attend any classes they wish as they share a common curriculum with BSCC. BSSC is the primary financial provider through its School Resource Package (SRP), in partnership with local Year 7-10 colleges and the local Technical and Further Education (TAFE) college. Since 2008, NETschool has been directly funded by BSSC with an additional 25 per cent weighting added by the Minister for Education to standard enrolment funding. The shortfall is made up by the BSSC School Council

and the facilities are now funded by the Loddon-Mallee Regional Office. The Department of Education and Early Childhood Development (DEECD) is currently reviewing these arrangements.

Since young people enrolled in NETschool are not eligible to apply for the Youth Guarantee, other partners and sponsors provide low cost or free services. (Youth Guarantee in the *Education and Training Reform Act 2006* provides a guaranteed place in TAFE institutions, the Centre for Adult Education (CAE), Adult Multicultural Education Services (AMES) and participating adult community education providers, to young people who have not completed Year 12 or its equivalent). Bendigo Community Telco supplies free internet service to student homes, with support from a help desk. NETschool has also garnered support from IBM Australia and the Rotary Club. St Luke's Anglicare provides case-work support and facilitates relationships with other agencies, based on a joint Memorandum of Understanding. In 2009, the school received $69,265 from the Commonwealth Government to support *Healthy MOVE,* a project to promote personal development and community connection. Philanthropic funds ($8,700) from the Sidney Myer Foundation enabled a maintenance room to be converted into a metal bending room so that products such as wine racks could be built and sold as a student enterprise. Staff were trained and six learners worked in a pilot project. They will now train others in a train-the-trainer model.

The City of Greater Bendigo provided a Community Arts Grant organised by a former student for a NETschool Arts exhibition of 12 students' work around the theme of *Dreams*. A mentor worked with students for six months to prepare for the exhibition. NETschool also provides assistance to those they do not enrol to be placed in employment or community programs. Connect Central was set up as part of a Youth Transition program with St. Luke's Anglicare as a central referral point for students who drop out of school and is able to provide a support worker for six months. Conversely, students are referred to NETschool from Central Connect if appropriate. A new partnership in 2009 with Victorian General Practice Network Health connected NETschool with a fitness trainer, dietitian, doctors, and Quit Australia[1].

NETschool governance is two tiered. The Project Council of the Board of Management is responsible for policy development, strategic direction and monitoring outcomes in order to meet accountability requirements. This involves all key stakeholders: BSSC, Year 7-10 colleges, Adult and Community Education (ACE) and TAFE sectors, St Luke's Anglicare, Bendigo Community Health, City of Bendigo Youth Services, Lead On[2], Bendigo Plus[3], GLLEN as well as the NETschool management staff. The second tier is at the project management level where managers are responsible for the implementation of policy, operational procedure, and dealing directly with staff and students. They seek compliance with funding plans and report to the Board of Management

Underlying theory and practice

Theories underlying the NETschool practices are derived from the disciplines of psychotherapy, counselling and education. As 45 per cent of NETschool learners suffer from mild or acute forms of mental illness the therapeutic emphasis is a necessary one. Also discernible in the NETschool program are the principles of 'turn-around pedagogy' (Kamler & Comber 2005). According to this pedagogy, all students come to school with funds of knowledge from their own social environments, but only some are invited to share or use this knowledge in schools. Kamler and Comber's research shows that one transformative way of re-connecting learners with education is to appreciate their unrecognised interests and abilities in an educational setting.

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[1] Quit Australia provides resources for health professionals and the general public on smoking related issues including resources, policy guidance and advertising campaigns.

[2] Lead On is a community development organisation which aims to strengthen relationships between youth, business and the broader community.

[3] The Bendigo Plus plan was released in 2005 as a strategty to plan the future of the community. The City of Greater Bendigo 2036 strategy was launched in 2011 which will build on the Bendigo Plus plan.

All staff are trained in mental health first aid, circle work and Glasser's Choice theory. Circle work, which derives from counselling, is used as a means of building trust and addressing issues pertinent to each mentor group (Thorsborne 2010; Hubbard 2010). Circle work theory is evident in the morning 'SET' and 'RESET' sessions in which plans are made and reflection on the day's activities take place. William Glasser's (1998) Choice theory underpins NETschool's focus on student autonomy, respect for individual choices, and the beneficial effects of physical activity on negative thought patterns. The contacts made with other health professionals also inform staff approaches to individual learners. The team facilitator explains:

> *When you start to build trust and rapport with the [learner's] family we want to know what the psychiatrist is helping [the learner] work with. What are these actual strategies they want them to use when they're feeling overwhelmed and out of control … and that's when it starts to make a powerful difference … We've got a very good relationship with CAMHS, the Child and Adolescent Mental Health Service. And a couple of the people there have come in … and run sessions on autism and Asperger's syndrome and anxiety. So we can actually fire specific questions … we are hearing what others are trying … that's really good practice* (team facilitator).

Any staff member can suggest methods or approaches for inclusion in the program. Choice theory was suggested by one mentor, and two mentors studying for Master of Education degrees have contributed theory and practice from these courses. The theoretical approaches are therefore both participatory and evolving.

Structured patterns and characteristics of the ILE

School setting

NETschool's exterior is like that of a business or office within a community setting. It is located in a former bank building in the city centre, between a pastry shop and a café, close to major department stores. The interior design resembles a workplace, with a central conference table flanked by individual workstations. It is carpeted and the walls are covered with a fawn, felted material. This formal office setting includes informal and personal elements. The workplaces are individually decorated with posters and pictures, and the shelves contain pot plants as well as books and papers. The learners' comfort and wellbeing is emphasised: the chairs are designed for computer stations and the upstairs rooms contain exercise bikes and cushioned sofas.

NETschool staff foster a relaxed atmosphere within this setting.

> *We work very hard at welcoming and making people feel comfortable in their work place. Let's be clear, it is like work, every morning when I walk in I say hello to everyone. And this morning I acknowledged a girl who has only been here for the second day, making a particular point of saying hello to her. It's the small [things] that make the difference. The centre is small enough for everybody to know everybody's names and we do a lot of work around that, so that I can acknowledge every person who is in the room ... and the staff are often sitting there like in any workplace reading the paper, having a cup of coffee, as students arrive in the morning; it is just like welcoming a work colleague* (team facilitator).

Whilst the 'work' environment is emphasised, NETschool acknowledges the students' physical, psychological and social needs. Many students do not eat well, so making and eating pancakes together is seen to be a way of breaking down barriers and making people feel at home. In general, NETschool aims to support the learners individually and socially, whilst preparing them for a more impersonal world of work or formal study.

Figure 1. NETschool 'shop front' entrance

The learners

In 2010, up to 70 per cent of NETschool students were in lower income groups and many lived in difficult familial circumstances. For most, the difficulties they face in accessing and completing their education are complex ones, but the major barriers affecting learners at NETschool in 2010 were classified as follows: pregnancy (22 per cent), family dysfunction (two per cent), physical health (six per cent), mental health (45 per cent) and disengagement with schooling or behavioural issues (25 per cent). NETschool learners themselves cited difficulties at school as the main reason for their disengagement. Some experienced violence and bullying:

> *In my previous school … I went until Year 9 and just gave up because they just weren't doing anything about all the problems that were occurring in every class ... mostly verbal bullying and name calling or throwing things at me* (female student).

Other students describe being overwhelmed by the crowds and numbers at large secondary schools such as Bendigo Senior Secondary College:

> *I come from Mildura and at my old school I knew everybody there, it is just a small town. Here there were about 2,000 students, which is a lot, and I couldn't cope with that many strangers* (male student).

One student had fallen behind in his work after an illness and did not feel he could catch up with the others at his school. Another found she was classed as 'a failure' in her secondary school because she 'learns differently'. In general, the group of young mothers studying at NETschool, most of whom are enrolled in the home-based program, found it difficult to continue with their studies after giving birth, even if they had been progressing well at school. As one said: 'I would have dropped out at the end of Year 10 because I had a tiny baby and it was just going to be too hard'.

The program recognises that disengagement from schooling is a process which derives from multiple difficulties, ranging from abuse through to bullying, and is not necessarily related to educational underachievement. Nor is educational underachievement necessarily due to lack of ability, but rather to personal, familial and institutional reasons that make learning difficult, reduce motivation or limit possibilities. Literacy and numeracy are not an issue. Rather, 'academically there are big gaps as they've probably been coming and going from school for a while … Our educational philosophy is the 'you can do it' stuff, it's really that self-belief. And it's about getting them to acknowledge that instead of blaming everyone else, that they really need to take that internal control' (team facilitator).

Selection

Selection for enrolment relies on individual students indicating that they are motivated to complete their schooling. As the team facilitator states: 'They have to be able to convince me this is what they want'. Students apply on a website form and are then interviewed. They have to be supported by a significant other: parent, sibling, foster parent or juvenile justice worker. The team facilitator describes the process:

> At the interview we're talking about what's holding them back from school. And we talk about NETschool values—trust, honesty, and commitment—and [at] some point I'm trying to get them to be honest with me, you know, what really went wrong at school. What's gone wrong at home. But then it's about where do you want to be. It's destination focused. So you know if I had my magic fairy wand, where would you like to be at 21? Where does your passion lie? ... So they will come with a view [and] you know it's more academic type study that they want or perhaps a business course or working in an office, that sort of thing. So if you want to be a plumber, I'll refer them to TAFE. One girl wanted to be a hairdresser. She attended NETschool for a year, did work placement and then enrolled in the local TAFE.

After a trial period, students are allocated to either a home- or centre-based program. The initial year is spent in an inquiry or research-based activity that is of interest to the individual learner (see Appendix 3). Given the aim of re-integration and gaining formal accreditation, content, delivered online, is drawn from any of the three secondary school certificates offered at BSSC: the Victorian Certificate of Education (VCE); the Victorian Certificate of Applied Learning (VCAL) or Vocational Education and Training (VET) modules.

The organisation of two settings: home-based and centre-based learning environments

Home-based learners are provided with a computer to access the online curriculum taught by teachers at BSSC, usually in VCE units. Mentors oversee student progress, resolve communication issues, visit homes to install and check equipment, and develop individual plans. They also facilitate visits to BSSC and NETschool for additional learning and assessment opportunities and assist with the development of pathways back into formal learning. The home-based students also attend the centre for Motivational Outside Values Experience (MOVE) sessions, a pastoral care program which fosters independent living skills and provides a connection to the centre. Students also publish their work and communicate with other students online. Centre-based students attend the NETschool facility where they are supported in curriculum design, daily organisation and approaches to study with mentor teachers. Students can enrol in VCE and VET courses, and some students attend BSSC classes. Learning is organised around a negotiated, individualised learning plan and curriculum that can be mapped onto VCAL outcomes (see Appendix 2).

NETschool routines

NETschool offers a 20-hour week over four days, with Wednesday as a non-school day. The shortened week allows learners to undertake projects such as work experience, and assists more fragile learners with the demands of study and social contact. Wednesday morning at the centre is a dedicated time for young mothers and other home-based learners to socialise, and to meet their mentors and teachers.

> One of the young mums—her baby is now four, and she chose to return to class to do her last couple of subjects because, for her, classroom learning is much easier and … now he's old enough to be in care. So it's given her that flexibility of home-based learning to begin with, then going back into classroom but only for a couple of subjects (team facilitator).

Meals are supplied for the young mothers and babies, and cooked breakfasts, planned and prepared by the learners, are available on a weekly basis.

Each day begins at 9:00am with a SET (Set Expectations for Today) in which learners sit together to plan their activities. The SET is followed by three sessions of one and a half to two hours separated by breaks. The learners follow their own research interests, or work on their VCE or VET studies with the support of their mentors. During the day, subject teachers from BSCC take classes in the centre, and some learners will leave to attend classes at BSCC, at the local technical college or in the workplace. Learners log their activities in a reflective journal that is shared with their mentors. At the end of the day learners sit in a circle for the RESET session in which individual 'highs' and 'lows' are discussed. The RESET is also an opportunity to consider issues affecting the group. It is an opportunity to 'clear the air … and provide alternative perspectives and ideas for the next day'. Learners are also required to take responsibility for their surroundings by cleaning and tidying their learning space daily.

The NETschool week includes a timetabled MOVE session in which both home—and centre-based learners participate. The program has three strands:

1. Personal development (e.g. team games, drug information)

2. Community work (e.g. community gardening, training dogs to assist disabled people)

3. Physical activities (e.g. rock climbing, yoga, ball games).

Learners also participate in whole school excursions called 'Big Days Out', later recalled and celebrated with posters and photographs on the walls of the centre.

Figure 2. Big Day Out poster

The individual in the physical environment

The learners were very articulate about the effects of the physical environment on their psychological states and on their learning. All of those interviewed appreciated their own desk and computer space. For some, this area provided a sense of peace and security—'my little bubble' as one learner put it—whilst others spoke of the importance of ownership and familiarity: 'It's good to have your own space where people aren't going to come and use it and you have your own little area … it's just good to be able to go to a place you're familiar with'. A number of students had personalised their space with pictures and familiar objects. Another learner spoke of the sense of control she felt at her own desk: 'Well it's sort of my own personal area … I like peace and quiet and no interruptions … I can be like—I'm trying to get my work done, can you please move along and come talk to me at break'.

Although each student has a desk, some of them choose to work at the central table. One learner said they chose this space because it provided a sense of control. As a female learner described it: 'I've gotten used to where everything is visually from where I sit … I feel a lot more comfortable knowing what is going on around me'. Learners also appreciated the freedom to move to a different part of the building to avoid noise, and to use different pieces of furniture, such as bean bags or sofas, at stressful times. A sense of neatness and order was important to some. One young man liked everything to be tidy, as he could only work in an orderly environment, and another learner liked to have her materials around her in a 'messy-organised' way, with everything at hand.

Learners spoke of the need to be close to their friends and/or mentors when they were working. One liked to be close to his mentor, as she helped him deal with distractions. One young woman, who liked to work at the central table, said: 'I like connecting with my mentors, so when they're sitting at the table I enjoy it'. Others mentioned the importance of having friends nearby to offer ideas and assistance, whereas another appreciated the opportunities for social talk at the central table, as in mainstream school 'I used to be terrible at socialising'.

Figure 3. Learners at the central table

Wherever the learners chose to work, the important factor was the sense of individual space, and the freedom to choose where this should be. The learners were sensitive to all aspects of their surroundings—to light, heat and noise—and needed to be able to choose their workplace depending on these factors, and on their own varying physical or emotional states. The freedom to move was itself an important issue because in the learners' previous schools, an inability to sit still, in one case, had caused problems. One mother said: 'At NETschool he could get up and move around because he can't stay in one place for too long'. For all the learners, the freedom to choose their own space, and to move from one space to another, was highly significant. This flexible use of, and sense of space in NETschool was distinctive from more conventional schools, but is now considered in new school design as being significant to learners, and not just those experiencing anxiety. A young woman described its importance:

> When I was back in mainstream schooling at Bendigo Senior Secondary College, we were always so close to everyone and there were people behind us, in front of us, next to us. And I used to feel really isolated, like I didn't have room, and I didn't have a good sense of what was going on around me. It used to stress me out (student).

One mother explained how her son experienced social anxiety in school: 'Certain things frighten him like big classes, strange people, too many strangers … He was so tense he couldn't concentrate'. NETschool, by contrast, provided a secure, non-threatening spatial environment.

Some learners compared NETschool with their homes, regarding both as tranquil places. However, for one learner, the image was reversed: '*In my lounge room, because it is a nice, quiet, relaxed area, it is easy to study there. It does remind me a lot of school being there because it is so peaceful*'. This confirms studies indicating that it is the sense of place and not just the space that makes students feel secure and more prepared to engage with learning. Place is about feelings of belonging and connectedness.

Individual learning plans

The methodological driver of the program is an Individual Learning Plan (ILP), discussed regularly between mentor and learner. On an ILP one learner wrote:

> *I find it hard to cope with big masses of people. At the end of Year 10 I want to better my literacy, get closer to my goals. I want to achieve Year 12 by 2012. I want to be doing Year 11 by 2011. Things have to change about my behaviour, not being so aggressive* (student).

The ILP discussion occurs regularly as a prompt for learners and staff. The idea of research-based learning meant that students could study any content that interested them, provided they convinced the mentor that it matched their personal learning plan. The focus of the ILP, for example essay writing, could then be embedded into the project. This student would be asked to write an argumentative essay about the topic. The premise was that if the topic motivates them to be at NETschool and be punctual, and if it drives their learning, then it has academic value. The research-based project is also related to the VCAL personal development unit, and this links into a range of outcomes.

> *This morning, one learner who finds it difficult to be with lots of people has cooked everyone breakfast. So she's prepared pancakes and delivered pancakes to everyone this morning. For her those … are work-related skills. When she cooked her pancakes of course there's occupational health and safety in relation to working in a kitchen and not contaminating people at NETschool. So once she's cooked her pancakes and had evidence of cooking safely, she has a conversation with her mentor, writes it up on her online journal (because they write a journal entry every day) the mentor can tick it off … an outcome met. So at the end of the year quite a few of them will complete at least one unit in work related skills if they've been on work placement … and at least a unit in personal development. Now they qualify and count as part of their VCE, they then go on to VCE and they've got two units done* (mentor).

The centre is responsive to the changing needs of its students. One student who finally completed VCE through NETschool had started on the centre-based program after significant family abuse and drug issues, but then became pregnant and moved to the home-based program. Others move from one program to another, depending on how they are progressing. This flexibility lifts retention rates and supports some transition back into BSSC mainstream classes.

Language use

The vocabulary in use is deliberately adult and workplace-oriented, with a positive tone. Students are referred to as 'learners', as 'young men' and 'young ladies', and their particular teachers are known as 'mentors'. Learner behaviour is guided by 'workplace expectations'. The positive tone of the language can be seen in NETschool's data-gathering and reporting processes, where mentors are asked to observe 'the what' rather than 'the how' in initial assessments of learners' written work. Rather than writing 'reports', mentors describe student achievement using less judgmental terms such as 'reflective journals' and 'narratives'. The word 'achievement' is used daily in peer group sessions, and on occasions such as the public 'Record of Achievement' night. Phrases such as 'fresh start', 'redemptive tasks' and 'restorative practice' emphasise the school's positive and progressive approach.

The metaphors in use by staff imply an alternative approach to teaching, learning and assessment, one in which the learner is central to the educational practices. An English teacher at BSSC spoke

of a 'greenstick' approach to assessment, of 'bending what is expected of the students … so it's a matter of adapting what they have to learn, to what they can do, to what they can learn'. Staff also spoke of assessment 'by stealth'. The team facilitator explains: 'Those who have been on work placement can get at least one unit in work-related skills … now that counts as part of their VCE … you're not actually teaching it, you're doing it by stealth'. NETschool signals its difference from mainstream education through its language use and thereby suggests innovative ways of thinking about identity formation and an opening up of possibilities for its learners.

Process and structuring of teachers' and students' work

The role of the mentor

The role of mentors is to support learners in achieving their educational or vocational goals. Whilst mentors at NETschool are all trained teachers, their focus in this setting is on building relationships with the learners, and providing them with practical assistance. As mentors they address a range of issues, from mental health and abuse through to homelessness. The success of the program is attributed by people both inside and outside the program to the strength of the relationship between learner and mentor.

> The program's success is in terms of the students [being able] to connect with significant adults in their lives and have a positive role model and develop the trust that wasn't there … with the guiding hand … the relationships are basically the fundamental success of the school (Assistant Principal, BSSC).

Building this relationship takes time and perseverance on the part of the mentors, who must gradually earn the trust of the learners. One mentor described this as a process of 'chipping away each day' until the relationship takes shape. Another mentor described the gradual process of connecting with one learner and of re-engaging her in education:

> She's done schooling at hospital but not here. So she comes in once a week at the moment but we're trying to extend that to a couple of days a week with the intention of getting her in hopefully four days a week by the end of this term. At the moment she's only doing one subject but her enrolment for next year is for a bigger load. We'll see how she goes … It is quite difficult at times. But she's very good at communicating and as you know we all have our own phones, and she'll contact me whenever she's got a question... The first time I met her she'd only been out of hospital for a week, she was very medicated so that was a big shock for me. So by the second or third time she was in here she was much more responsive to me, so it's about building that rapport with her ... Besides focusing on English I will throw in little anecdotes or just have chats with her. She has lots of interest in classical music. I ask her to teach me about that ... I did communicate with her teachers at the hospital as well. Before she started here they emailed me and they sent me her report that outlined what works best for her in a classroom situation (mentor).

To cope with the demands of the work, mentors need strong personal qualities. A male mentor said he needed 'absolutely undying patience, unwavering, because these students will go three steps forward and two steps back, and that can be very frustrating for a mentor when you can see the absolute potential.'

Mentors also mentioned the importance of having empathy and resilience in equal measure so that, when things went wrong, they were able to distance themselves emotionally. Even so, the role is a demanding one, and debriefing routines are important. Mentors meet daily to share their experiences, and offer support to one another through an online journal. They are also sustained by the professional rapport between them. 'It is very helpful,' said one female mentor, 'that we are very open to learning from one another'.

Mentors and teachers undertake additional training in mental health, particularly concerning how to deal with anxiety, depression, Asperger's syndrome and autism. A DEECD psychologist, BSSC student welfare officer or a local psychiatrist supports them in identifying useful strategies. This means that:

> *The mentor ends up in a bit of a case manager role because we advocate for the learner, we hear what the parents are saying, we hear what the doctors are saying, and the psychologist…sometimes it's the first time that learner has had a person for everybody to refer to* (mentor).

Figure 4. Mentor and learner

Conflict resolution is a central activity for mentors and learners, and mentors have to be capable of moderating the behaviours of their groups and individuals, and unpacking why a small incident led to open conflict.

NETschool teachers

Teachers self-nominate to be at NETschool, and teachers at BSSC also teach units taken by the learners. All teachers bring with them both specialist expertise, for example in art, English, or maths, but also a desire to work at a personal level. Some are part-time (0.5 time fraction) teachers in NETschool and at BSSC. They are selected on the basis of being good education practitioners and flexible in their teaching, able to cater to the individual through differentiated learning, 'which means they can juggle multiple things … so we do take into account what skill set they're bringing and their personal qualities' (team facilitator). In selecting staff the academic side is not the highest priority, as it is important that every mentor has a different skill set which is not replicated across the team. NETschool employs teachers with expertise in literacy, numeracy, physical and outdoor education, who help each other as well as the students; this includes primary as well as senior secondary trained teachers.

An English teacher describes her day:

> *I work with the English students. I come down three times a week. I work to the timetable of Bendigo Senior Secondary College so I come down for two 60-minute periods, and then a 100-minute period. And we have a classroom here at NETschool that I can utilise if I want to but generally I would just walk around and individually speak to each student because I'm running four different English courses so I've got a very big spread of students … particularly with Foundation English, the students know exactly what they need to do. They have the expectations on a sheet and they just work through the content. And I have folders sitting on my desk that they come to and look at*

> *when they need to move onto the next piece of work … They always know they can come and knock on my door and say 'I have a question' .*

The teachers also actively participate in all programs to model behaviour for the learners. For example, with the focus in 2009 on fitness and healthy eating, mentors were involved in all the personal training sessions and with the community dietitian. All the mentors attend pathways meetings with other teachers at BSSC and become advocates for their learners within the wider school environment. There is significant cross-institutional knowledge, since working with the students in NETschool leads to approaches that have value for all teachers, and as the teachers move from NETschool back to BSSC they bring significant experience which some considered changed how they taught in terms of addressing the affective aspects of learning.

Leadership as modelling

The team facilitator is a member of the BSSC extended leadership team and the curriculum and learning team. She also runs professional development activities on restorative practices at BSSC and with other local schools. At NETschool, the team facilitator reads all personal learning plans and inducts and supports new teachers. The team facilitator describes her role as a 'model' where 'every staff meeting I am modelling what I want people to do in their rooms. Every staff meeting has active PD (professional development) in it'. One example of staff professional development was a 'no-blame classroom' conference in response to tensions between staff after the move into the new space.

The team facilitator described her leadership as:

> *... hands on … I'm not going to tell them to go and run a 'no blame' classroom without having done it myself in my own classes. I'm not going to ask them to take their learners rock climbing unless I've done it myself and can predict what will happen, because here it is about predicting where things will go wrong … I've been a home-based mentor, a centre-based mentor, run a group, taught at Bendigo Senior Secondary College ... and I still mentor learners now, and that's strategic ... I also get to keep trialling new things as our own practice changes and grows.*

As a leader she considered she was responsible for keeping up with of a range of policy initiatives and funding possibilities as well as maintaining connections with BSSC, other schools and the service providers and partners. Decisions are made as a team with the teachers and mentors.

Central to the team facilitator's role is her support of mentors. This takes the form of a continuing dialogue, with daily conversations and de-briefing sessions. The conversations concern: 'What's working, what's not working? Where are your frustrations? Who's not in contact with you? Who's disappeared off the radar?' Any problems faced by the staff are solved jointly. According to the team facilitator: 'If I need to, I'll step up and intervene. So I'll say let's maybe do this together'. This joint approach means that views are shared equally—the team facilitator herself seeks out and values the staff's opinions, as 'we're all in this together'. Moral support to staff is critical as 'when you're dealing with traumatised people the demands are very great'. It means being able to identify when staff are struggling or a particular student is getting a mentor down. The facilitator then takes it on herself to mentor the staff member. As a result of this support system, staff are not only retained in, but experience considerable satisfaction from, their work.

Nature and quality of the learning

The school focuses on motivating the whole learner to re-engage with learning and therefore offers activities that focus on the personal, educational and everyday skills required to live and work effectively. The use of ICT as a key communication and information strategy was deemed essential as it provided a range of learning options.

The underpinning educational philosophy is that, 'It's up to you; you can do whatever you like. It's really your life and *you* get *you* to your destination. It is about finding that belief in yourself again'. This belief is embedded in everyday practices; students who do not achieve their immediate goals can always try again. The principle of restorative justice is central and:

> *It's interesting because we run a restorative practice, not a punitive one. When they muck up the first couple of times [the learners] are expecting to be kicked out, kept in, whatever. We go through the restorative process … it will be done with a facilitator, which is usually me, and with their mentor. We do it formally if we need to with parents … and so the agreements [are] made and we monitor the agreement. It's about teaching them how to solve their conflict in other ways* (team facilitator).

Sustaining motivation is a key issue for these students. The central feature of NETschool's success mentioned by all interviewees and highlighted in the evaluation is that of relationships based on trust. As the English teacher and mentor said: 'the relationship you form with these guys is very important … you need to be able to have communication with them. They need to be honest with you and you have to be honest with them. So that's very critical'. Given the significance of relationships, the school focuses on the close, personal support of mentors with learners, particularly with young mothers, who are perceived as a highly motivated group. A mentor explains: 'They all have mentioned getting a job to support their baby so that plays heavily on their mind I think. They really want to be able to provide for their baby. I guess they probably think of the future a little bit more'.

Learning pathways

This support system is highly focused on the needs of individuals and academically students choose a learning model to suit them and that allows them to work at their own pace. The Assistant Principal at BSSC felt that the many approaches to the final outcome meant students stayed on, even those who were not ready for an academic subject, as they were channelled into research-based learning based on interests and needs.

> *When they've reached a point where they've established really good work habits, good literacy skills, good attendance, reliable attendance, we'll … check the competencies that they've been able to meet in VCAL. So then you might have some students deciding to do some VCE units … they might do it online. And then we've got some students who might do more than one VCE subject and they might go completely to class …* (Assistant Principal).

One young mother at NETschool, describes her own learning pathway:

> *I've been here for four years and I am a home-based student. In my first year all my subjects were done online … I completed Maths Units 1 and 2 and the following year I wanted to pick up a subject where I could only do it in class, so I joined the classes. I did two subjects in class and one online. Then in 2008 I did Community Services and Further Maths in class. And I did English online … last year I did Psychology and Community Services with English online. And I've got my VCE certificate.*

There are no given expectations about the pace of student learning. A former NETschool student now at university, found himself behind with his VCE after moving to Bendigo from Darwin and spending time in hospital. He subsequently completed his VCE over three years:

> *It surprises a lot of people when I say I am 21 and only finished year 12 last year but I am fairly proud to admit that I went back to school and pursued that initial goal* (former student).

The learners are also free to organise their own time. 'If they are passionate about art, on a Monday … they can spend all day drawing' (mentor). They are also expected to include extra-curricular activities in their plan, such as the health awareness program. These activities are organised so that learners only attend the relevant sessions and only hear messages that they will take on board. Safety plans that are the learners' chosen responses to tense or volatile situations, and known to their mentors, are also documented.

Figure 5. Choice of seating for learners

Impact and effectiveness of the ILE

While the initial NETschool proposal to the Leading Schools Fund in 2004 sought to re-engage students with formal schooling in order to gain a qualification, the notion of a successful outcome was expanded to include enrolment in training, moving to the next phase, or finding employment. For some students, success is just being able to get up and come to school, to plan for the future, or to indicate an improved sense of self. In these terms, NETschool has achieved a high success rate, with 89 per cent of students enrolling or staying in mainstream education or training or finding employment.

As the 2010 NETschool evaluation report (Cox 2010) stated, while it is easy to assess destinations and qualifications of students, it is more difficult to assess the impact on personal wellbeing. In a study comparing a Year 11 BSSC cohort with 24 NETschool learners, Cox (2010) identified that the BSSC cohort had higher levels of educational confidence but that measures of self-esteem and self-efficacy were equivalent[1]. Additionally, the NETschool students did not indicate lower levels of mental or emotional health. While the self-selected sample may have been more confident, this

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[1] The study utilised measures of self-esteem to consider a random sample of a control group of 200 Year 11 BSSC students and the 2008 cohort at NETschool. Thirty-six (12 home-based and 24 centre-based) of the 91 students at NETschool responded.

was a clear indicator of success. As with this case study, Cox's (2010) evaluation identified the relationship between mentors and learners as critical to its success. Other contributing factors included the non-classroom/workplace environment and small group approach, the pacing of the program and its relevance to the learners' lives. Equally important was the positioning of the learners as knowledge-producers as well as learners.

Measures of success

Success is measured in small steps. For one student experiencing social anxiety, attending school was a significant first step. Her next achievement was to complete her set tasks, followed by completing her work placement in preparation for VCAL hairdressing. This process took three terms (four terms exist in one school year). For another girl, the route to re-engagement is more complex:

> She has anxiety issues and when she gets anxious she runs away but then will also be aggressive verbally, so she pushes people away. [She] has been like that since she was little, so always struggled with school. So [her mother and I] we've had discussions over the phone, strategies over the phone; given her books to read; had her in here talking to her about what she can do; and then encouraging her to get her own counselling. We're seeing now a change [in] the way she does things. She's putting consequences in place instead of letting things go. And it's about everybody giving the young person the same message. And we said to her last week unless you're honest with us, we can't help you. So it comes back to what you want from your life and why you're here. So that's been an interesting journey over the last three terms and we're just starting to get results now. A lot of it comes down to time and effort (mentor).

What these examples indicate is that success takes on multiple forms and that working with these young people takes energy and time. There are no quick-fix solutions, and the difference between managing and becoming more 'at risk' is slight, with perhaps only a small incident sparking off damaging behaviour. The primary issue here is about setting up conditions of learning which develop behaviour patterns that are supported by teachers and family and which also provide concrete opportunities for the future.

Other indicators of success highlighted in the 2009 Annual Report are:

- 19 centre-based learners have covered 37 VCAL units

- 38 learners have completed NETschool, and

    o moved back into mainstream school BSSC

    o partially completed VCE and VET Certificate 2 and 3

    o obtained an apprenticeship, traineeship or full work, or

    o connected with community agencies who will take them to next stage, e.g. Access Employment[1].

The majority of students in the home-based group are those who completed Year 10 or 11 before coming to NETschool, predominantly young mothers. These have largely remained connected to school even after their babies are born. For these young women, completing VCE was important for them to be independent and support themselves and their child.

Reasons for NETschool's success

The 2010 evaluation (Cox 2010) concluded that the practical value of the home-based program meant that young mothers had flexibility. They also had mentors who were both teachers and friends, and who could be contacted when the learner was sick or feeling down, to assist with overdue assignments and negotiate deadlines with the Victorian Curriculum and Assessment

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[1] Bendigo Access Employment offers effective employment assistance for job seekers with disability, injury or a health condition.

Authority (VCAA) which monitors examinations and schools. The centre-based learners who had attended over two-three years indicated a higher capacity for reflection than at their initial interview in 2006, displaying greater confidence, eye contact, and ability to articulate a point of view. The words used to describe the program included feeling more 'comfortable', gaining confidence, learning to learn as well as learning to trust, while recognising and managing their anxieties better. The key cause of success identified by the learners in Cox's interviews and survey was the mentor-learner relationship. Mentors were seen to be motivators, always there, emotionally available, challenging, and trusting. The learners also liked the non-classroom approach, small size of the classes, flexibility, group work and relevance of the program.

NETschool's understanding of success now incorporates measures that are specific to individual learners, such as school attendance, planning and organisational skills, and an improved sense of self. Overall the evaluation report (Cox 2010) emphasised a culture of positive learning. The school is 'doing important identity work with learners [as] participants' language shows an identity shift from 'drop outs' and 'quitters' to 'taking charge' and talking about 'can do it', we are 'pushing past comfort zones; and 'making choices'. This study found the learners used positive language, similar to that of the school policy texts, to talk about themselves and their futures. One young man talked about the school giving him 'a new lease on life'; another is returning to Mildura 'to get a job and start my life', and one young woman, who had been in trouble with the law, said:

> *What pretty much pulled me out of the deep end was the fact that I've been good for the time since the charges … and now I'm at school I'm doing all these great things, so I've kind of turned my life around* (student).

The quality of the relationships—particularly the mentor/learner relationship according to the youth worker, the staff, learners and mentors—provides the critical support young people need to take the risks involved in completing education, finding work and living in the community. Mentors become significant adults in the lives of young people, providing both a positive role model and a guiding influence. Equally important was the individualised program, described by Cox (2010, p. 17) as being 'wrapped around the learner'. This approach affirmed and validated them as it put their goals and interests at the core of their learning. A parent explained the flexible nature of the approach:

> *If [my son] gets stressed, because he does have a lot of anxiety, he is given some flexibility, he can take 15 minutes to move around, go and chat to someone. And he is quite happy with that idea. There isn't a one size fits all* (parent).

The influence of NETschool practices

It is a notable indicator of NETschool's success that a number of its innovative practices have been taken up by mainstream schools. Now all BSSC students have an individual learning plan based around their goals. In addition, teachers are encouraged to strengthen relationships with those students in danger of disengaging. To foster these teacher-student relationships, NETschool mentors have led professional development sessions at BSSC in restorative practices. BSSC has implemented self-paced learning programs derived from NETschool models, in which students come to class for every fourth lesson in some subjects, but otherwise work independently. This approach has been developed with the assistance of student feedback, a practice also derived from a NETschool model. Individual teachers who work at both NETschool and BSSC have found that their NETschool teaching experiences have altered their attitudes towards both learners and their teaching. A maths teacher with experience of both schools spoke about the flexibility she has developed as a result of her NETschool experiences. She said she was now more accommodating when BSSC students did not complete tasks on time, and more understanding of their personal circumstances.

Also as a result of her NETschool experience this teacher has altered the content and approach of the maths course: 'I'm more aware of them being engaged and wanting to do it. We've designed the course around their interests ... sport is the big thing, and travel … things to do with budgeting and designing a house'. These changes in attitudes and practices show that innovation which

addresses marginalised learners can provide significant insights into educational practice for all students.

Finally, NETschool is doing important identity work with learners, as exemplified in the following speech given by one graduate at the Recognition of Achievement evening in December 2008:

> *In 2005 I was in Year 9 at secondary school. I felt very trapped. I felt I had no future, there was nowhere for me to go, that my possibilities were very limited. I was diagnosed with depression and social anxiety. I started NETschool as a home based learner, and moved to centre-based learner in 2006. I started to take steps that were do-able, these steps I worked out with my mentor. I spent 12 months doing research-based learning. It got me re-engaged in doing work again. It was easy because I could pick things I wanted to find out about. I also started one VCE subject that was Equine Studies, my area of passion. This was my first step in heading to Bendigo Senior Secondary College. But the hardest thing was to push myself to do the study. NETschool gave me power and confidence when I took each step, and it made me want to take more steps. Pushing myself got easier. By 2007, I was attending classes back in a normal classroom at BSSC. In my journal on the 2nd of March 2007 I wrote: 'Oh boy, things have just been going nuts these last few weeks'. I still sit back in class and think to myself 'I'm in a class room??!! (cool)'. I can't believe I have come this far, I'm so proud of myself. So many things have changed this year. I've changed so much. I still miss being at NETschool more often, but I just remember that this is for me. And now towards the end of 2008 I have completed my VCE and have a plan for my future. I am now managing both my depression and anxiety. My advice to all learners is: acknowledge each success you have no matter how big or small; listen to advice from your parents and mentor; do it yourself, no one can do it for you. I don't think I would have quite achieved all I have without NETschool. Although my successes are my own, I thank NETschool for all its help and support* (NETschool 'Achiever of the Year 2007).

Concluding comments

NETschool is a highly effective learning environment, both in terms of its educational and employment outcomes, and in terms of its impact on the lives of young people, their families and their communities. This success derives in part from the creation of a de-institutionalised learning model, one that is deliberately adult—and workplace—oriented in nature. This orientation is made clear in all aspects of NETschool's operation, notably in the use of language to refer to the young people and their achievements, in its physical setting and layout, and in its program choices. The NETschool model is one that values the learners' emotional, physical and social wellbeing as well as their academic interests. Individuals are therefore offered choices at every level of the school's operation—where they sit and move, or whether they should study at home or in the centre. In addition, their individual learning plans, related to their own goals, are a motivating and validating aspect of the program. The individual choices offered are balanced by the structure of the program, with its regular and predictable timetable, and the daily and weekly rituals within it. These offer security to the learners and reinforce the adult, workplace nature of the learning environment. At the same time, the mentors encourage learners to attempt new skills and to operate in challenging settings such as mainstream schooling. Mentors provide pastoral and academic support while scaffolding independent learning and affirmative life skills.

The particular needs of the learners in NETschool have affected staff practices. Given the multiple demands of the mentoring and teaching roles, staff have required additional and inventive forms of leadership and professional development, and draw on wide formal and informal networks of support. It is significant that some of the innovative practices initiated by NETschool have been taken up by mainstream schools, and this is facilitated by teachers rotating to work in NETschool full- or part-time as well as at the main campus of BSSC. Programs that seek to assist more vulnerable young people often lead to innovative practices which then inform the everyday

practices of mainstream schools as people and ideas disseminate across different educational environments.

The school has set a limit of 100 students, being fully aware that the critical aspect of positive social relationships could be lost if the school expanded. At the same time, it provides an unconventional model that could be replicated in other localities with similar issues, provided there are the resources and the local school has the capacity to provide the flexible teaching modes. Furthermore, such initiatives were made possible by enabling government policies that supported innovative practices, system-wide reform that financed projects under the Leading Schools Fund, which linked pedagogical practices to buildings and resources, as well as curriculum and qualification frameworks such as the Australian Qualifications Framework that allowed students to take up individualised pathways mixing exit certificates and education sectors.

The NETschool structure is not unique in itself, with other examples of alternative schools within mainstream government schools currently existing. What is distinctive about NETschool is the capacity of the mainstream school to provide a flexible online learning approach in which students can access teachers and curriculum in the mainstream school when located off-site or on-site while supported by their mentors in NETschool. The capacity for NETschool learners to transition seamlessly across the different educational sites—school, NETschool and home—without losing their teachers or their capacity to continue in their chosen course while supported by strong pastoral care, is a key aspect of its success.

Glossary

Australian Qualifications Framework: The Australian Qualifications Framework (AQF) is a quality assured national framework of qualifications in the school, vocational education and training, and higher education sectors in Australia. The framework links together all these qualifications and is a highly visible, quality-assured national system of educational recognition which promotes lifelong learning and a seamless and diverse education and training system.

DEECD: The Department of Education and Early Childhood Development, Victoria, Australia.

Leading Schools Fund: The Leading Schools Fund was flagship strategy number seven from the first Blueprint for Victorian Schools reform agenda. It was a school transformation and renewal initiative. It was a key driver for the Department of Education and Early Childhood Development's vision of excellent outcomes for all students in secondary government schools. The initiative was a model for whole school improvement and school system development. The focus of the Leading Schools Fund is on: improved student outcomes; changed teacher practice; connectivity between pedagogy and space; flexibility of teachers' working relationships; and access to resources. Improved educational provision, strengthened by innovative practices, aims to keep students motivated, keen to learn and stay in school. This, in turn, will bring about improved student outcomes, the focus of the Government's goals and targets.

ICT: Information and communication technologies.

LLEN: Thirty-one Local Learning and Employment Networks were established across Victoria in 2004 to coordinate the service providers for the transition of students at risk, defined as leaving school prior to completion of Year 12, into further education or employment.

TAFE: Technical and Further Education.

VCAA: The Victorian Curriculum and Assessment Authority. The Victorian government system has 1,555 schools over a geographic region equivalent to the UK. Currently, school curriculum and assessment is undertaken through the State authority, the VCCA. The VCAA offers curriculum for Prep to Year 12 for all schools based on the Victorian Essential Learning Standards (VELS) for P-10 and three certificates for post-compulsory Years 10-12.

VCE: The exit certificate the *Victorian Certificate of Education*

VCAL: The exit certificate the *Victorian Certificate of Applied Learning* at Year 12 provides a focus on making curriculum highly relevant to students by gaining experiential learning in subjects such as Equine and Hospitality Studies.

VELS: The Victorian Essential Learning Standards outline what is essential for all Victorian students to learn during their time at school from Prep to Year 10. They provide a set of common statewide standards which schools use to plan student learning programs, assess student progress and report to parents. VELS is based on best practice in Victorian schools and draws on national and international research about how students learn. The VELS differ from traditional curricula by including knowledge and skills in the areas of physical, social and personal learning, thinking and communication to encourage flexible and creative approaches to learning.

VET: The exit certificate the *Vocational Education and Training* modules that provide basic trade training and are provided by schools in partnership with TAFE as well as private providers.

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Appendix 1: NETschool welcome

Appendix 2: Personal learning plan

Personal Learning Plan

Date: / /2010

Learner:

Mentor: Jim

Support person(s):

My interests are?

In 2010 I want to be doing:

In 2011 I want to be doing:

By the end of 2009 I want to achieve:

The reason/s I am at NETschool is because:

The thing/s I would like to change about my behaviour:

I would like to learn about:

The skills I would like to develop are:

Where will I push my comfort zone?

My three safety plan steps are:
1)
2)
3)

How will I draw on other people to track my progress, gather advice and feedback and support learning?

Three ways I will show trust, honesty and commitment to NETschool are:
1) Trust –
2) Honesty –
3) Commitment –

All NETschool mentors work together to help you achieve your goals. Do you give consent for us to discuss your situation?

Yes ☐   NO ☐

Signature: _____   Date: _____

Initial STEPS I WILL TAKE	GOAL 1	GOAL 2	GOAL 3

Appendix 3: Research proposal

RESEARCH PROPOSAL 2010

☐ Individual Name 1: _____
☐ Group   Name 2: _____
                      Name 3: _____

Research title: _____

Engage and Explore

Mind Map 1

1. What is your Research all about? 2

2. What do you know already about this topic? 3
   -
   -
   -

3. What do you want to know about this topic?) 4
   -
   -
   -

Explain

Summarise the "big idea"
* in one sentence
* pose it as a question
*write a hypothesis 5

How will this research contribute towards your PLP goals? 6

Who is your Target audience and how will you best present your material? 7

Target Audience:
◊ Podcast ◊ Flip Cam Video   ◊ Research Report
◊ Essay   ◊ Art Piece ◊ Song ◊ Costume ◊ Review
◊ Poster   ◊ Meal   ◊ Other:

Evaluate

Tick the boxes; how will you will further evaluate your Research. 8

◊ Group discussion   ◊ Surveys
◊ Presentation/questions   ◊ Compare with others
◊ Professional Review   ◊ Other mentor

Write up Introduction, Body, Conclusion, References, Appendices and both Evaluations

Write down two sentences that reflect positive features of your work

Compile research; to include Mind Map, Proposal and Evaluations

Write down something to 'work on' for your next research study

Approval: Sign   / /10

Timeline: 9

Start | Develop Mind map Approval | Gather, collate References | Collate | Final | Personal | Secondary | Finish
          Summarise idea   and write up   Journals Version Evaluation Evaluation