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ABORIGINAL COMMUNITY COLLEGE

PRE-VOCATIONAL TRAINING UNIT - 1978

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COURSE AIM

This course design is such that it will enable twelve Aboriginal school leavers to compete, within nine months, on an equitable basis with other generally more qualified students who seek apprenticeships in the automotive and building trades.

COURSE TARGET GROUP

Aboriginal persons aged fifteen to eighteen years who have a genuine desire to enter one of these general trade areas, but who, for both reasons of insufficient educational achievement at time of leaving school and as a result of other sociological factors, have not been in a position to compete for apprenticeships. Selection of the final student group was made after an interview, numeracy and literacy tests and a two week orientation program.

COURSE OUTLINE

The course is of thirty-five weeks' duration, and provides a number of strands of preparation thought necessary to enable course members to obtain marketable pre-trade skills.

The two major strands are trade training and upgrading academic skills necessary to cope with in-trade and release time training, as well as operating within the pressures of living as an intact individual in the dominant society.

Initially, each individual member spent four hours per week for the first six weeks at either Marlestone or Croydon Park College of Further Education. A link type course was specially designed to provide both a realistic view of the trade training program of an apprentice and an assessment of the academic compensatory program necessary in order for the course member to cope with the theory,

the mathematics and reading comprehension/vocabulary work that are prerequisite for successful transition into apprentice training.

The nature of this experience demands that the learning be experiential and developmental. The two colleges were provided with a detailed student profile of previous school level, nature of prior work experience and other experience relevant to the particular trade preference area. As a result of the progressive experience in trade theory and practice, the co-ordinator and the teaching staff of the colleges planned and implemented relevant developmental learning strategies.

By way of preparation and follow-up, the co-ordinator provides for classroom tuition and remediation as appropriate, focusing on the Drawing, Mathematics and English needs of each individual.

In order to promote personal growth and societal skills, a section of the course focuses on developing group skills, as well as emphasizing employment/living related skills.

Practical job oriented skills are also developed: driver instruction, work experience, and developing hand tool skills through project work which is undertaken at the home base are offered.

Students are also exposed to Aboriginal culture, in a course conducted at the Aboriginal Community College.

At the end of the first six weeks, course members moved into training in the first year apprentice course as a motor vehicle mechanic or carpenter. Two other students, one of whom wishes to become an electrician, the other a bricklayer, have undertaken a specially designed internal course of related study.

1977 COURSE

Of the eleven students who completed the pilot program in 1977, seven obtained apprenticeships; these people are being followed up on a regular basis for the duration of their apprenticeships.

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