A SECOND CHANCE: AN INVESTIGATION INTO ADULT RE-ENTRY
EDUCATION IN THE SOUTH AUSTRALIAN PUBLIC SECONDARY
SCHOOL SYSTEM 1989 – 2005

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6.0 Appendices

6.1 South Australian Parliament Documents Consulted (Hansard)

6.2 Summaries of Interviews (in alphabetical order)

6.2.1 Mrs P C, Assistant Principal, Adult Campus of Research School
6.2.2a Hon Greg Crafter, former Minister of Education, telephone interview
6.2.2b Hon Greg Crafter, former Minister of Education, face to face interview
6.2.3 Mr Lyall Fricker, former Director General of TAFE
6.2.4 Mr T G, Teacher, Adult Campus of Research School
6.2.5 Mr N M, former Manager, Adult Campus of Research School
6.2.6 Mr D M, former Principal, Research School
6.2.7 Mrs H R, Adult Counsellor, Adult Campus, Research School
6.2.8 Mr John Steinle, former Director General of Education

6.3 The Hamburg Declaration on Adult Learning

6.4 Documents from the Research School Consulted

6.5 Examples of Key Documents from the Adult Campus of the Research School

6.5.1 Adult Student Diary, 2003, pp. 4 – 5
6.5.2 Staff Handbook, 2002 pp. 1 – 15
6.5.3 Adult Campus Handbook, 2004, pp. 1 - 15
6.5.4 Program Brochures 2005
   - MAPS 3 Short Courses
   - Information Technology, Certificate 11
   - Media Arts Production Skill, Certificate 1V
   - Travel and Tourism, Certificate 11 and 111
   - Uni SA PAL
6.5.5 Papers for Adult Campus Meeting, 24/01/2003
6.5.6 Adult Campus Newsletter, August 28, 2001, pp. 1 - 4

6.6 Personal Statement Guidelines

6.7 Examples of Completed Personal Statements from major study
6.1 South Australia Parliament Documents Consulted (Hansard) In Chronological Order.

SA Parliament, 1990a, Parliamentary Debates (Hansard) Legislative Council and House of Assembly 10 and 11 April, South Australia Government Printer, Adelaide.


6.2 Summaries of Interviews: (in alphabetical order

Mrs P C
Hon Greg Crafter
Mr Lyall Fricker
Mr T G
Mr N M
Mr D M
Mrs. H R
Mr. John Steinle.
6.2.1 Meeting with Assistant Principal Mrs P C on 13/06/2007 regarding the establishment of adult re-entry colleges.

The following is not a verbatim transcript of the meeting; rather it is an edited version of the discussion that occurred. To the best of my knowledge it is a true and accurate record of the discussion that occurred.

This meeting occurred at her office the Research School, Adelaide, SA.

Summary

- Adults have a diversity needs and issues
- Adult sites offer a second chance
- There are resources challenges for adult sites

1. How and when did you become involved in the teaching of adult re-entry students? In particular identify your teaching and leadership roles?

Mrs C came to Research School in 1992 in a transfer outside the normal transfer process as the Research School was a special interest school. She came here to teach English and History. After a period of time Mrs C undertook leadership duties and applied for the Adult Campus position in 1997.

2. What is your current role regarding the teaching of adult re-entry students?

Mrs C is the current Assistant Principal responsible for the administration of the adult site and teaches in the fields of English Studies, Uni SA PAL program and Foundation Psychology.
3. *What formal and informal training did you receive to equip you to teach adults and to become a leader of an adult site?*

Mrs C indicated her formal training involved the completion in 2007 of a Master of Education in adult education. Her involvement in teaching senior English gave her experiences in dealing with older students as did as a Librarian with individual student needs.

P acknowledged that initially she had little formal training and the process was all new. She was well prepared in her lesson delivery and this is what adult students want. Mrs C identified she an understanding of the other adult sites and able to deal with a diversity of people appreciating a number of different views.

Finally Mrs C, acknowledging she had no specific leadership training and limited resources at this site meant she had to apply her organisational skills so she became a ‘jack of all trades’. P was grateful of the support given by Mrs H R, Adult Counsellor who had extensive experience in adult education.

4. *Have you been involved in staff Training & Development regarding the teaching of adults? If so, please identify your experiences.*

Mrs C has provided Training and Development when required. She was involved in a considerable amount of ‘one to one’. P identified to be a good teacher of adults one needs to be honest and upfront. Further, adult students hate teachers who are authoritarian.
5. **Are you involved in the counselling of adult re-entry students? If yes, appreciating the confidential nature of this role, please identify the process, issues that arise and how you address students' needs.**

Mrs C is involved in the counselling of adults but not to the same extent as Mrs H R. (P indicated HR had extensive experience and knowledge in dealing with outside agencies)

Mrs C identified adult students come with a diversity of issues including: money, mental health, relationships, housing, family, work (to a degree), time management and disabilities. Further she specified that one must be aware of how much help we can help; often it is about referring to other agencies. Counselling is essentially the connection with education and successful experiences but we are not psychologists and can not solve problems. This was especially so with mental health issues and disabilities. She concluded indicating that the Research School was a secondary institution not a special education centre.

6. **It has been argued that adult re-entry students require different teaching methodologies in comparison to continuing students? Do you agree? Please explain.**

Mrs C argued that the teaching methodology is not different but the style of ‘address’ requires teachers to be aware of the adult experiences. Specifically, P C indicated that the utilisation of ‘Constructivism’ methodology was applicable. Further, adult students like to converse and are not interested in reading from a book. P C highlighted that adult require teachers to be knowledgeable, well prepared and have clear directions. She said, “…good teaching is good teaching but there is a different tone and style”.
Mrs C specified that styles of interaction are the key and teachers can not go into an adult class and wing it. Essentially, adult students complain quickly if they don’t like what is happening, with the consequences of ineffective teaching means they leave.

7. What are the challenges adult re-entry students’ face?
Mrs C specified the challenges adult students face, are personal, family and income. Often the pressure becomes too great and considerable sacrifices are made. She indicated that adult students often feel they have failed before and the same issues arise again. Many find learning hard as literacy levels can be low and being their confidence up is a real challenge.

P C specified that time management is a real issue and education slips to the bottom of the list when there are family and work issues to deal with. Finally, P C identified education is along road i.e. Vet certificates then to TAFE and SACE then to other education.

8. What are the positive educational and social aspects of an adult re-entry site?
Mrs C identified the following as positive aspects:

- a second chance in education
- affirmative action
- no government funded examples found interstate and
- enhances communities by giving opportunities to rebuild self esteem, enhancement of articulate and effective citizens.
Essentially P C indicated there were positive outcomes for the individuals and the community.

9. **Have you noticed any changes in the types of adult students you teach? If possible any changes over time.**

Mrs C identified the changes to the adult students over time being:

- There is a more younger mean age group attending,
- Not as focussed as focussed to going to university in comparison to those mature age students of the 1990s: who were seeking to complete the SACE then to go to university and
- Increased number of adult students seeking vocational education i.e. certificates.

P C indicated that at Research School had about 550 Full-time Equivalent students.

10. **What are the educational leadership challenges for an adult re-entry site?**

Mrs C identified that at Research School the challenges were:

- Sharing of resources with the secondary (continuing) school,
- The generating of a curriculum which is dynamic and changing all the time and maintaining an adult identity with the community.

Further, she indicated the challenges for all adult sites were:

- The Department of Education and Children’s Services ignores sites in particular to the language used in the policy ‘mix’,
- To maintain a high profile so they can get funding
• Maintaining a profile in the wider community,
• The increasing number of adult students with mental health issues which require more resources
• The increasing numbers of students with disabilities and as the sites are not special education centres they do not have the required resources.

11. Are there any specific educational challenges the adult site you are placed at?

Mrs C indicated the specific challenges are:

• Child protection implications as HSC is a mixed site and the college has a policy of adults not mixing with continuing students,
• Adult students do not want ‘kids’ in their classes and seeking to be separate especially in year 12.

12. What educational, social, and political challenges do adult re-entry sites face in the 21st century?

Mrs C identified the challenges for the 21st century as:

• Offering different modes of educational delivery i.e. on line and off site,
• Enhancing technological skills and learning modes
• Maintain the conventional school education in an attractive format,
• Political issues such as keeping adult education in the policy framework so to avoid funding cuts and
• The demands from special interest i.e. students with disabilities and the impact this will have on other students.
13. **Any other comments?**

Mrs C indicated that adult campuses serve a worthwhile purpose and adult re-entry has important community role. Adult sites provide for a broad curriculum and access for a diversity of people who have a range of needs. Essentially, adult sites are about empowerment. P concluded by indicating the move from TAFE to DECS was successful in funding terms and beneficial for students, specifying that TAFE is too expensive.
6.2.2a Telephone conversation with Hon Greg Crafter former Minister of Education on 17/3/2003 regarding Adult re-entry Colleges.

The following is not a verbatim transcript of the telephone conversation rather an edited version of the discussion that occurred. To the best of my knowledge it is a true record of the discussion that occurred.

This telephone call was a preliminary discussion on the development of Adult re-entry colleges in South Australia and to organise for an interview for a later date.

According to his recollection Mr Crafter indicated that the decision was taken in 1985. The key people at that time were Hon Lyn Arnold Minister of Education and John Steinle Director General of the Department of Education.

Mr Crafter indicated that the decision taken to establish adult colleges under the responsibility of the Education Department was as there was a view that the Department had a greater range of resources compared to TAFE. At that time TAFE was responsible for adult education. Further, adult college were needed to cater for the needs of students who had dropped out from school.

Mr Crafter indicated that it would be useful to interview the above to gauge their views. We agreed to meet a later date.
6.2.2b Meeting with the Hon Greg Crafter former Minister of Education (1985-1992) on 1/4/2003 regarding the establishment of Adult re-entry Colleges.

The following is a not a verbatim transcript of the meeting, rather it is an edited version of the discussion that occurred. To the best of my knowledge it is a true and accurate record of the discussion that occurred.

The meeting with Hon Greg Crafter occurred on 1/4/2003 at his office at Johnston and Whithers, a law firm in Carrington Street, Adelaide, SA.

In this meeting I asked Mr Crafter to address the following themes in the establishment of adult re-entry colleges;

- a general historical background of events
- the philosophical position of the government and
- Any other external pressures.

Summary

The main reasons for the establishment of adult re-entry colleges were:

- Equality of opportunity
- Bending the system so that many people would not miss out
- A social justice initiative
- Satisfy the teaching force
- Students to better prepared for the work force
• Mainstreaming people for education, i.e. one system designed to deliver year 12 whereas TAFE was not designed for this and
• Increasing numbers of older students wanting to complete year 12

(1) A general historical background of events.
His involvement occurred when first elected to Parliament 1979. He was MP for State seat of Norwood in which Kensington TAFE was in the electorate. At that time Kensington TAFE provided adult education classes. He was concerned regarding the facilities for the students at this college.

Mr Crafter indicated that the responsible Minister was the Hon Lyn Arnold Minister for Education and TAFE (1982-85). The decision to transfer adult education to the Education Department and begin a system of adult colleges was his.

The students at that time in TAFE adult education were from disadvantaged backgrounds, single women and non English Speaking Background. The decision to have a system of formal adult colleges within the Education Department was also designed to meet the needs of post 15 years old who sought trade qualifications. During the period of the establishment of adult re-entry colleges there was the debate about of the closure of Goodwood Technical High School.

• The Philosophical Position of the Government.
The philosophical debate was one should adult students be outside or part of the education system. The view taken was that adult education should be part of the
Education Department. When Mr Crafter became Minister for Education this view of having adult education as part of the Education Department was maintained. Mr Crafter was Minister for Education from 1985 to 1992. Mr Crafter stressed that there was an increasing demand by adult to return to education and it was decided that the Education Department could best do this and meet the needs of adult learners.

The philosophical position was one of concern for the students who have dropped out of the education system. During the discussion Mr Crafter stressed that the concern of the government of that time was one of equity and of opportunity. The aim was to have a system whereby many people would not miss out and adult colleges were seen as a social justice initiative to meet this need. Further, there was a desire to provide for a more satisfied teaching force. Essentially the philosophical position was one of designing an education system which allowed for a more ready workforce. The decision was that TAFE could not meet the need for the numbers of mature people who sought to return to formal education.

Mr Crafter indicated that adult colleges were a method of breaking down barriers by providing proper libraries, teachers in the mainstream, schools with educational focus and pastoral care.

Further, the decision to develop adult colleges occurred with the desire to have youth either in employment, education or training or a combination of these. Mr Crafter indicated in 1991 the retention rate was 92%.
Mr Crafter indicated at that time there was concern from parents regarding youth unemployment and the alienation. There were falling enrolments in some school and so adult colleges could meet this need. Mr Crafter indicated that there was concern of the Thatcherism impact on comprehensive education elsewhere.

- Any other external pressures.

Mr Crafter indicated that there were some concerns regarding the formal system of adult colleges. For the affected TAFE teachers there were issues regarding different awards and structure. He indicated TAFE teachers were offered jobs in the Education Department. For the schools sector there was some concern of having adults around schools, the philosophy of teaching older students and teaching out of hours.

Finally, Mr Crafter indicated at this time many adult students were returning in increasing numbers so something had to be done. Many wanted to get their year 12. A system of adult re-entry colleges was developed to meet these demands. The initial system had a college at Elizabeth West, Marden, Research School (formed from the amalgamation of Mitchell Park and Glengowrie High Schools) and Thebarton. In the formulation of these colleges there was a desire that they would cover specific areas i.e. trades.
Further, there was some development in the private sector for adult education with the establishment of Eynesbury College and year 13 program in other private schools.
Meeting with Mr Lyall Fricker the former Director of General of TAFE (1981-88), on 11/7/2003 regarding the establishment of adult re-entry colleges. The following is not a verbatim transcript of the meeting; rather it is an edited version of the discussion that occurred. To the best of my knowledge it is a true and accurate record of the discussion that occurred.

This meeting occurred at his home in Adelaide, SA.

Summary

The reasons for adult colleges establishing in South Australia were:

- A philosophical position of a ‘fair go’ and social justice
- Demand from women who wanted improve their life and
- Adult teachers were more focussed to the learning needs of adults.

Why were adult re-entry colleges introduced?

Mr Fricker indicated prior to 1985 TAFE colleges were providing programs in literacy, women studies and employment courses including apprenticeships. The students who came to these courses were mature age, (often women) or young people who had dropped out of school. The mature age women often had left school early and had families now were returning to education and training. These programs were often referred to as second chance. The buzzword at the time was ‘empowerment’. During the 1980’s high school enrolments were decreasing alarming and the Education Department faced problems of school closures. Many schools were seeking new roles for themselves. Debate occurred regarding why TAFE was teaching adult matriculation and not the school sector? Hence, schools
began to teach secondary curriculum to adults. Fricker indicated that it could be viewed that schools were about self-preservation.

Lyall Fricker stressed he had mixed feelings about TAFE teaching adult matriculation. Essentially the staff had experience and were undertaking the teaching well. However, he recognised that the Education Department had the facilities, personnel and could cater for the increasing number of adults re-entering education. The funding was a concern, as TAFE could not cater for the increasing demand for adult matriculation. There were at this time a number of adult matriculation campus including Kensington, Regency, Croydon, Marleston, Berri and Murray Bridge.

Mr Fricker also indicated that at this time there was debate about the higher education sector and the role of TAFE within that sector. Essentially the debate in the 1950’s was could society afford universal secondary education? In the 1980’s the debate was about universality of the tertiary sector i.e. university and TAFE.

Overall Mr Fricker stressed that the decision for adult re-entry colleges was based on Education Department ability to meet the increasing demand of adults returning and TAFE inability to cater for the increased demand.

The philosophy and reasoning behind the setting up of adult re-entry colleges. The philosophical perspective was one of second chance in life. Essentially social justice, equity and a fair go for adults was the over arching position. There was a
strong view of a large proportion of the population was not achieving its full potential.

There was an issue regarding students who left the Education department could not go to adult matriculation without a 12-month break. Lyall Fricker indicated that he had a good relationship with John Steinle and sought to enable greater cooperation between the two Departments.

There was an issue with the Industry Training Commission regarding pre-vocational courses. Basically the (ITC) would not accept teachers teaching of technical subjects for vocational courses.

The evolution that occurred was that increasing number of mature aged people were seeking to return to improve their educational and work skills. These included women who were in dead end jobs and people who sought to improve their education status.

Lyall Fricker indicated that the Governments position was one of social justice in educational terms. Essentially the adult re-entry was seen as a need to service those adult students who required educational advancement. Furthermore, Fricker indicated that there were schools available in the Education Department, which could provide facilities, personnel and expertise hence the decision was made.
6.2.4 Meeting with Mr T G, Teacher at the Research School Adult Campus on
06/06/2007 on the experiences of teaching in adult re-entry sites

The following is not a verbatim transcript of the meeting; rather it is an edited
version of the discussion that occurred. To the best of my knowledge it is a true
and accurate record of the discussion that occurred.

The meeting with Mr T G occurred at the Research School, Adelaide, S.A.

Summary

Mr G referred to his experiences in the early 1990s and mid 2000s at re-entry
sites. He identifies teaching methodologies, challenges and positive experiences
for adult students.

- How and when did you get involved in adult re-entry programs?

In the 1980s there was a decline in the number of students at Elizabeth West High
School and there was a move to expand the pool of students present. The school
already had community studies which included some adult students and options
for adults to study leisure courses. The school was actually part of the Inberendi
College which was a cluster with nearby educational sites. Mr T G indicated that
the College did not succeed as there were problems with logistics, timetabling and
staff coordination.

In 1990 the site changed its name from Elizabeth West campus of Inberendi
College to Para West Adult Campus and the major instigators were the Principal
Mr Mike Middleton and the Area Supervisor Mr J D. In that year it became a stand 
alone adult site.

Mr T G was the Staff Representative on all panels, i.e. setting up of the school, 
evaluation, staffing and administration. Essentially he was involved in the politics, 
educational direction and the development of the site. On a personal basis, Tom 
was not in favour of loosing the continuing students but felt comfortable about 
teaching adult students as he had had adults in his year 12 classes. After staying 
at the site for 3 more years, Mr T G was moved to Valley View Secondary School 
as his ten year tenure was due. He was no longer teaching adult students.

During his time at Para West he felt he spent a considerable amount of time as a 
counsellor dealing with social justice issues which impacted on his teaching and 
their learning.

In 2006 Mr T G returned to adult teaching by securing a school choice position at 
Research School and this was a positive outcome.

- **What is your current role regarding the teaching of adult re-entry students?**

Mr T G role with adult students is the teaching of SACE Stage 2 subjects English 
Communications and Media Studies and an adult interest course titled Creative 
Writing.

- **What formal and informal training did you receive to equip you to teach adults?**
The training Mr T G received was as an adult student or working with adults. Specifically he worked with adults at Brookway Park and McNally Training Centres. Further, T G was an adult student who completed his year 12 at through TAFE. Further, Mr T G received Training and Development through staff who worked at TAFE.

- Do adult re-entry students require different teaching methodologies in comparison to continuing students? If yes, please explain in detail?

Mr T G responded yes and no to this question. That is, he recalled the words of a colleague, Mr V H who said, “We teach people not subjects”, hence there is no difference in the sense teachers need to understand human needs, problems and limitations. Yet Mr T G identified that adults expect and demand more and are able to tell whether a teacher is well prepared and versed in a subject. That, continuing students may not care about the subject knowledge and teacher preparations but adults demand it.

Mr T G indicated that both types of students appreciate warmth, genuineness and good humour. Finally, T G specified all teachers need to show they are human, knowledgeable and care.

- What challenges do adult students face? Please refer to your experiences of early 1990s to 2000s?
For the 1990s Mr T G indicated that the male students’ lack of success was self defeating and some felt insecure about female partners / wives becoming more skilled than them. Whereas, the women students’ were impacted upon by their male partners, and the responsibilities of family duties, as well as self esteem. For the 2000s, the male students had a feeling of disempowerment. That is they feel they don’t have power or status, hence they take up study to get up the ladder. This then leads them to make the choices between work and study. For women the impact of family responsibilities still has an impact.

- **What are the positive educational and social aspects of an adult re-entry site?**

  The positive aspects are:

  - Opportunities to reequip people with the skills to achieve success, which inturns provides increased self esteem
  - Physical opportunity for adults to meet other adults, to have shared goals and self improvement and
  - Adult re-entry sites are more accommodating than TAFE because teachers are more caring given their background of teaching a range of ages; whereas TAFE Lecturers have mainly industry experience and less diversity of people of different ages. That is, teachers have a diversity of teaching skills and can apply them.

- **Have you noticed any changes in the types of adult students you teach? Please explain.**
The changes Mr T G has noticed from the 1990s to the present is that adult students are now more skills driven than socially drive. For example, in his experience at Elizabeth it was almost a sheltered / closed house; whereas at Hamilton, at present the adult students seek means to an end.

• Any other comments?

Mr T G ended with this quote: “…Everyone deserves a second chance and re-entry schools are an opportunity for people to rediscover their strengths and overcome their weaknesses.”
6.2.5 Meeting with Mr N M, former Manager of the Research School Adult Campus on 10/09/2003 on the establishment of the adult re-entry education at Research School.

The following is not a verbatim transcript of the meeting; rather it is an edited version of the discussion that occurred. To the best of my knowledge it is a true and accurate record of the discussion that occurred.

The meeting with Mr N M occurred at his home in Adelaide, S.A. (Previous senior positions held at this site were Coordinator and Senior School Manager at Mitchell Park High School)

Summary

Adult re-entry education was established at Research School, (established in 1991) and it predecessor a High School because:

- Social justice initiative
- Commitment to second chance learning and
- Changing nature of schools at the time, especially regarding decline in student enrolments.

Why did adult re-entry schools / colleges begin?

Mr N M indicated his comments were effectively about the Mitchell Park / Research School history. Essentially there were two reasons why adult education began: the high unemployment and the social justice issues involved and the decline in school enrolments.
In the southwest metropolitan area of Adelaide, during the 1980s there was 35% unemployment within the 15-19 age group. Further, within this age group, there was considerable underemployment as well. At the local school level, brainstorming occurred on how to get these people back to education, especially with the circumstance of decline in the school population. Further, in the area, there had been closure of other local schools.

Meanwhile, a unit headed by B W based at Magill PS found there was a need for adult courses and there was a push by the Commonwealth Government to make education more vocational. Education Department professional survey found adults would return to formal education if appropriate courses were available.

Mr N M indicated that in November 1983 there were adverts placed in the local messenger newspaper with the image of a passport for the future. The initial educational programs were semester courses in Business i.e. computer awareness and business English. The advertising attracted up to 40 adults who were mainly women. By December 1983 there were 79 enrolments which equated to 17 full time enrolments.

Mr N M highlighted that during the initial period there were no specific adult facilities and the driving force were adult women seeking to return to study. Apart from himself the other key person involved was Mrs H R. By 1989, with the increasing number of
adults returning to study necessitated a full time coordinator to be appointed. Essentially, N M was appointed to get the adult program operational.

Mr N M clarified the courses offered were not available at TAFE and was part of 2 streams: lifestyle and certificates. Essentially, the courses offered were designed to get adults back into formal education. Mr N M acknowledged that, Mr P W had organised similar courses at Para West Adult Campus. Further, at this stage, adult matriculation was offered at TAFE and during the 1980s Foundation courses were developed as discreet classes to get adult students prepared for Year 12.

In 1989 there was a TAFE and Education Department agreement, (Joint Ministerial Statement) in which reviewed adult education. According to Mr N M, Mr G LD of TAFE was part of the committee to oversee this agreement. By 1990 there was a formal system of adult re-entry sites with the following high schools: Charles Campbell, Elizabeth West (now Para West), Christies Beach, Parks, Thebarton and Le Fevre. Marden also joined this group. NM commented that a number had previously been high schools for boys.

With the new direction in adult education there was a need for suitable staff, hence at first there were volunteers, but later staff were chosen outside the placement process. N M indicated there was union concern regarding changing teacher working conditions and support was given for special considerations for staff, i.e. TOIL. For the TAFE staff, which was affected by the closure of adult matriculation sites, offers of
employment were made to become part of the Education Department. To his knowledge none accepted these offers.

Further, with the establishment of adult sites, the Education Department initiated special funding formulae, which was removed in the late 1990s, and there was some Commonwealth support.

Mr N M highlighted that throughout the 1990s Research School SC, Marden SC and Thebarton SC had 75% of the adult students.

Who were appointed to oversee the development of the colleges?

Regarding professional development N M indicated he completed an Advanced Diploma in Education, during the 1990s but regarding senior staff they developed as they received in servicing and passed on their training. Essentially, the teaching staff was appointed according to those who had the relevant teaching expertise. There was some in service training from universities.

Mr N M indicated during the 1990s there was a considerable amount of guidance sought from Mr R A Assistant Director in Curriculum regarding policies on adult education.

Mr N M indicated that the senior colleges of Canberra were a model regarding block time for class, even though these were not adult oriented. Finally, N M stressed that
the Principals of the adult sites met once to discuss adult students and their educational needs.

Why was this sort of structure?
Mr N M identified that the structure for adult sites was developed as there was:

- Existing capital structure there through current schools
- Geographical locations suited the communities
- The was considerable under employment in the areas and
- The sites were close enough for cooperation.

What was the role of Government in policy initiatives?
For Mr N M the key policy initiative was the Joint Ministerial Statement which identified the role for TAFE and the Education Department in regard adult education. Essentially it set the pathways for both institutions.

Further, N M identified that TAFE is now offering almost semi tertiary courses and adult courses offered by adult sites are now filling the void created.

Finally, Mr N M identified there was conflict / competition between resource needs of Education Department and TAFE during 1970s and 1980s.

Any other information?
In conclusion, Mr N M indicated that adult education began at Research School in 1980s as a social justice response to the disadvantaged people in the local community
but it expanded. There was an opportunity to offer a second chance education of all, despite their level of affluence. In particular, for adults who returned to study it was for self-fulfilment, building of self-confidence and to seek educational qualifications. Finally, Mr N M highlighted that the teachers did not just teach but were empathic to the needs of adult learners.
Meeting with Mr D M Principal of Research School 2000-2007 on 30/05/2007 regarding the establishment of adult re-entry colleges.

The following is not a verbatim transcript of the meeting; rather it is an edited version of the discussion that occurred. To the best of my knowledge it is a true and accurate record of the discussion that occurred.

This meeting occurred at 9:45 am at the Research School, Adelaide, SA.

Summary

- Mr D M had little formal training when he become Principal of the site and gained a considerable amount on the job training.
- The benefits of adult sites are in building educational needs of adults to undertake future study.
- There are educational moves towards more vocational needs of adult students.
- Adult sites need to be more visible within the Education Department.

1. How and when did you get involved in adult re-entry programs?

Mr D M indicated he had no previous involvement with adult sites but became involved after securing the position of Principal commencing the third term of 2000. He was familiar of the operations of Research School i.e. open four nights a week but he was uncertain regarding the actual procedures regarding night classes, uniforms and schools rules.

1. What is your current role in an adult re-entry site?
Mr D M is Principal of the entire campus. He indicated whilst he delegates most of the work to the Assistant Principal, he still has the final decision making option especially as it relates to the Strategic Plan for the Adult Campus.

Further D M works with the Principals of other educational sites undertaking the role of parental opinion surveys. Here he stressed that the central office of the Education Department does not fully appreciate the adult students when undertaking surveys.

2. **What formal and informal training did you receive to equip you to be an educational leader of an adult site?**

Mr D M indicated he did not have formal training to be an educational leader of an adult educational site. Essentially for him it was on the job training and it was a steep learning curve. D M identified that the effective panning occurred through strategic teams i.e. Assistant Principal and counsellors and weekly administration meetings. Essentially he was thrown in the deep end as he did not fully appreciate the culture of the site, adult curriculum and teaching methodology.

3. **What are the educational benefits for adult students of a re-entry site?**

Mr D M identified the major benefits of adult sites are:

- provides adults with a second chance to come back and to complete their education and go to university, TAFE, employment or pursue leisure or lifestyle education,
- a location for adults who are nurtured in education unlike university,
• a cost effective / cheap and effective way to return education and a pool of people who go or return to education,

• provide opportunity for continuing school students from other schools to undertake study,

• greater use of government resources more effectively as the adult campus is open at night and

• provides for social justice needs for those adults who are unemployed or disabled.

4. What challenges do adult students face?

Mr D M identified the challenges adult students face are:

• the time commitment not only the time to study but the ongoing requirement for a sustained period i.e. one year etc,

• financial costs,

• the absence from education means the loss of learning skills i.e. to learn how to learn again is very difficult for some and

• the issue of fitting into a routine again.

5. What educational changes have you seen implemented in adult campuses?

Mr D M identified the educational changes of adult sites are:

• a progressive trend away from SACE to vocational certificates,

• a move to specific courses, studies and experiences which enables greater skill level enhancement. These can be more important than a specific qualification,
• increasing numbers of students with different types of disabilities i.e. intellectual, mental health, substance abuse or physical abuse which require specific programs and teachers to deal with them and
• increasing higher level of vocational educational education i.e. basic computing to CISCO.

6. **What challenges does the staff face in the teaching of adult students?**

Mr D M identified the challenges staff face include:

• for new staff there are relationship building and different methodology and pedagogy and discipline issues
• time management and engagement of students i.e. 3 hour lessons,
• the aging of the teaching staff means there is continual turn over and loss of expertise and the required energy level needed for younger adults in the 18-19 age group and
• the diversity of ages of adults i.e. the needs of mature age versus to middle age to young adults.

7. **As an educational leader what are the future challenges adult sites face? Please refer to educational, political, social and economic circumstances?**

For Mr D M the future challenges for adult sites are:

• to become more visible in the minds of policy makers within the Education Department and with politicians,
• dealing with students with disabilities, including mental health issues and the growing demand these clientele need for resources and management
of their needs. In particular, D M identified that there are no effective mechanism from the Education Department i.e. no resources allocated except for those identified as a child with special needs and no support for the learning needs of those adults with mental health issues,

- facilities so that the site has an adult look and feel to it,
- the adult behaviour which is different i.e. smoking is not allowed on school sites yet adults who wish to have a specific need: hence this site has a smoking shed and
- local communities to recognise that having adults on site (especially in schools with continuing school age students) is a positive aspect. That it is beneficial as adults can provide a positive model for younger students with a sense of maturity and engagement and adult enrolments enable a greater diversity of courses offered at the school.

8. Any other comments?

Mr D M concluded for Research School the issues are:

- the level of efficiency of adult enrolment i.e. do all adults need to be interviewed at enrolment time,
- the financial i.e. generous nature of the site
- the possible mixing of continuing school age students with adults in VET and Foundation studies courses and
- the specific funding for adult campuses and the Education Department’s view. That is are adult campuses under threat?
6.2.7 A meeting with Mrs H R, Adult Student Counsellor at the Research School on 08/11/2006 regarding the establishment of adult re-entry education at the site.

The following is not a verbatim transcript of the meeting, rather an edited version of the discussion that occurred. To the best of my knowledge it is a true and accurate record of the discussion that occurred.

The meeting with Mrs H R occurred at her office at the Research School, Adelaide SA.

Summary

The comments were essentially of the development and history of adult re-entry education at Research School and its predecessor Mitchell Park HS from the 1980s to 2006. Mrs. H R has been a staff member at this site since 1980.

1. Why did HSC start its adult re-entry program in the 1980s?

Mrs. H R indicated that during the early 1980s there were declining enrolments at the school and a group of staff brainstormed ideas to redress this. They desired to work out why students had left and to get them to return to study. Letters were sent to past continuing students and the school received replies from the parents of ex students interested in returning to study. Mrs. H R indicated that the interest came mainly from women who were interested in computer studies. The aim was that, to get ‘old school leavers’ interested in education, but instead receive interest from the parents and community members. There were adverts placed in the local messenger and an information meeting occurred in the ‘shed’ which is now the cafe. There were 64 people who attended. The initial adult program began in 1984.
2. What were the social / educational / political issues at that time which led to the program being started?

Mrs. H R specified the social / educational / political aspects at the time were declining numbers in the secondary school and there was a building up of a clientele of women who were keen to return to study. Essentially, Mitchell Park HS was fighting to stay open. To the best of her knowledge, Mrs. H R stated the initial adult numbers enrolled were:

- 1984 60
- 1985 800
- 1986 100
- 1987 400

Mrs. H R indicated Para West had started a similar program before the program had started at Research School and the school assessed an example from Queensland.

Mrs. H R identified the initial courses were in Business Education / accounting / computer then into technology courses and expansion into other curriculum areas.

3. What were their impacts?

Mrs. H R highlighted that the Education Department at that time had no opposition and were essentially on side. The program began slowly with her-self and Mr N M, and then classroom teachers became involved. There was in servicing of teaching staff.

4. Who were the types of adult students who started?
Mrs. H R specified the types of adult women who started in the adult re-entry program were mainly women, either single mothers or those with children at school. There was some discussion regarding the provision of childcare facilities but this was not viable.

5. Have they changed over the years? If so how?

Mrs. H R indicated that there has been a change in the type of adult student attending the adult program. At first there were mainly young mothers whereas now a greater variety of people returning to education: including young adults, mature age retirees, people with social needs and those who seek to study. Further Mrs. H R identified there are still ‘older people’ who have challenges with technology and seek relevant educational programs. Finally, she highlighted that there are an increasing number of adults returning to study who face specific social justice need i.e. those with mental health issues. There is referral to the adult education program by agencies such as Centre-link.

6. Who were the staff involved and their positions in the commencement of the adult re-entry program?

Apart from herself Heather H R identified the original teaching staff involved were Mr N M and Ms G B (Deputy Principal). Further, there was support from School Services Officers R W and W S. Further, she indicated there was support from Principals, especially Mr B W.

Mrs. H R indicated she organized enrolment from her home at night, undertaking telephone calls etc and the school reimbursing her.
7. Did you and any other staff receive any support from Federal or State Governments at that time?

There was government support and Mrs. H R identified Ms G B as the person to speak to about this.

8. Has the governmental support changed over the years? If so how?

There was a dramatic change in financial support with the removal special funding for adult sites by the state government. Again she advised to speak to Ms G B about this.

9. What were the facilities like then for adult students?

Mrs. H R specified the facilities were ‘raw’ and ‘Spartan’ not like they are now. At that time the Research School was essentially at 1950s high school. The computers utilized at that time, were Commodore 64s.

10. Have they changed? If so how?

The key changes in facilities for the adult students for Mrs. H R are:

- Library upgrade
- Computer rooms
- Café (upgraded)
- Adult Reception area and
- More teachers of adults.

Mrs. H R indicated there was a trailed Adult Café.
Mrs. H R identified the courses offered were the major changes. As indicated earlier the adult program provided business education which was semester oriented or term based or a full year. Initially the certificates offered were not recognised. Now there is a divergence of academic, certificate and VET style courses.

In particular, when TAFE moved out of year 12, there was a boom in adult enrolments for senior secondary education. However, she indicated there is now a decline in this area for adult students with an increasing number seeking more vocational courses. Mrs. H R identified there has been increases in the number of accredited certificates in specific skill areas, which are nationally accepted. Further, there has been growth in Art and Craft, Hospitality and Textiles.

11. What were the educational challenges the leadership team and teachers faced when the program began?

For Mrs. H R the challenges for the beginning period were:

- Constant growth of adults returning to education
- Actual numbers attending versus Full Time Equivalents
- Training and development needs for new teachers and
- Adult environment versus continuing school environment: although this was never an issue for the local community.

In particular, Mrs. H R indicated that during the development period there was a vibrant culture, which was a considerable amount of work, not necessarily a challenge.
12. Have the challenges changed? If so how?

Mrs. H R specified that the challenges now are:

- Increasing number adults who have social problems i.e. (poverty, financial and mental health needs)
- Increasing number of younger adults and students from other high schools
- Aust-study and other Federal Government check ups on students
- Considerable social welfare work, in particular contacting agencies and
- Keeping the curriculum interesting and diversified.

Mrs. H R specified the diverse courses available include:

- Year 12
- Foundation
- Literacy and numeracy
- Uni SA PAL and
- VET.

In particular there have been changes over the years with more TAFE style certificates.

13. What training and development have teachers of adult students received over the last 20 plus years to assist them in the teaching of adult students?

The specific training and development for teaching staff have included:

- Staff meetings
- Full day T & D
- Campus meetings and
• Sessions at the beginning of the year.

Mrs. H R identified as Research School has diversified there is not as much T & D for staff teaching adults, as it varies according to the need.

14. What were the challenges the Research School faced in the 1980s, 90s and post 2000 years?

Mrs. H R highlighted that the 1980s the major challenges were:

• Massive growth
• Finding staff and
• Course offerings.

For the 1990s, Mrs. H R specified the major challenges were:

• Maintaining growth and
• Expansion of year 12.

For the post 2000s, Mrs. H R identified the major challenges were:

• Stronger competition from private institutions and universities and
• Advertising, especially the increased competition between adult re-entry sites for students.

15. What challenges do adult students face?

Mrs. H R specified there are different challenges for different ages. In particular, Mrs. H R indicated the challenges adult students studying year 12 face are maintaining the
priority especially from outside considerations such as financial concerns and work commitments. For other adult students she highlighted the challenges of:

- Family commitments and child care needs
- Finding time to study
- Skills for work and
- Concern of employment prospect after the study is completed.

As a positive response to these challenges Mrs. H R identified certificate courses have helped adult students, as has Research School having a Careers Officer and an increased number of counsellors.

16. What are the positive aspects of an adult re-entry site?

Mrs. H R identified the positive aspects of adult re-entry sites for the students attending these institutions are:

- The commitment to lifelong learning
- Confidence building especially for sole parents
- The enhancement of skills, academic, artistic and creative abilities
- If students can not get employment there is always learning
- The social benefit of mixing in with other students
- There is skill development for students by reading and writing
- Learning of new technology
- Something to talk about
- A new purpose in adult students’ lives
- The flexibility to study day or night and
• Development of routines.

In developing this further, Mrs. H R identified in the early years the advertising was directed at parents helping their children including homework as the parents were role models as they were engaged in study.

Also Mrs. H R identified that the 19-20-21 year old that had left school in the 16-17 age group were mature and could now return to study and have a vision for their future. Finally Mrs. H R indicated that adult sites enable students to realise their dreams and aspire for the future.

17. Any other comments?

In reflecting upon the developments of the past twenty, plus years in adult re-entry education Mrs. H R, on a personal level indicated:

• The job has changed and it is very positive people oriented position
• It is pleasure seeing people grow and to be a part of the planning of their futures and
• There is a real community focus in her role.

For the future of adult re-entry at Research School there will need to be greater curriculum options and the development of a senior school needs attention.
6.2.8 Meeting with Mr John Steinle the former Director General of Education, on 18/5/2003 regarding the establishment of adult re-entry colleges.

The following is not a verbatim transcript of the meeting; rather it is an edited version of the discussion that occurred. To the best of my knowledge it is a true and accurate record of the discussion that occurred.

This meeting occurred at his home in rural South Australia.

Summary

The reasons for establishment of adult re-entry colleges were:

- Adults included in the comprehensive schools were a positive role model for younger students and
- A social justice action – why should schools be for one age group.

Further, Mr Steinle indicated he supported there establishment as he was a supporter of life long learning.

My interview of Mr Steinle was based around the question of ‘why were they introduced?’

He gave a brief historical account which indicated his involvement. While he was in Northern Territory in 1970s he noticed some problems in the delivery of education to aboriginal students. He saw the need for the young to learn with elders. Then when was overseas he became interested in the provision of continuous education. Further, he had developed a good relationship with Lyall Fricker (Director General of TAFE). They had discussions about continuous education and life long learning. During the Liberal Government administration (Dr David Tonkin as Premier) the Education
Department and TAFE were separate. Mr Steinle suggested they could ‘come together’ but this did not occur. He also proposed an amalgamation when Mr Crafter was minister. Mr Steinle indicated that Mr Crafter was neutral but the proposal was not agreed to. Apart of some concerns regarding the creation of a ‘jumbo department’ opposition was on financial (Public Accounts Committee cut backs) and the Keeves Report did not pick up on adults in schools.

Essentially, Mr Steinle indicated that the inclusion of adults in the schooling system was for a comprehensive school focus. He stressed that schools were for all and that adults should be part of this: (a process of social inclusion). In stressing his support for continuous and life long learning he suggested adult colleges were a method for this to occur. He stressed he admired Hugh Hudson (Minister of Education in 1970s).

Finally, Mr Steinle indicated there were some examples of cross over programs i.e. a trial program at Glawer TAFE and the local high school. He indicated that there were some issues that arose of this trial such as financial and industrial issues.
6.3 The Hamburg Declaration on Adult Learning

http://www.unesco.org/education/ui/ie/confintea/

THE HAMBURG DECLARATION ON ADULT LEARNING

1. We, the participants in the Fifth International Conference on Adult Education, meeting in the Free and Hanseatic City of Hamburg, reaffirm that only human-centred development and a participatory society based on the full respect of human rights will lead to sustainable and equitable development. The informed and effective participation of men and women in every sphere of life is needed if humanity is to survive and to meet the challenges of the future.

2. Adult education thus becomes more than a right; it is a key to the twenty-first century. It is both a consequence of active citizenship and a condition for full participation in society. It is a powerful concept for fostering ecologically sustainable development, for promoting democracy, justice, gender equity, and scientific, social and economic development, and for building a world in which violent conflict is replaced by dialogue and a culture of peace based on justice. Adult learning can shape identity and give meaning to life. Learning throughout life implies a rethinking of content to reflect such factors as age, gender equality, disability, language, culture and economic disparities.

3. Adult education denotes the entire body of ongoing learning processes, formal or otherwise, whereby people regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, and improve their technical or professional qualifications or turn them in a new direction to meet their own needs and those of their society. Adult learning encompasses both formal and continuing education, non-formal learning and the spectrum of informal and incidental learning available in a multicultural learning society, where theory- and practice-based approaches are recognized.

4. Though the content of adult learning and of education for children and adolescents will vary according to the economic, social, environmental and cultural context, and the needs of the people in the societies in which they take place, both are necessary elements of a new vision of education in which learning becomes truly lifelong. The perspective of learning throughout life commands such complementarity and continuity. The potential contribution of adult and continuing education to the creation of an informed and tolerant citizenry, economic and social development, the promotion of literacy, the alleviation of poverty and the preservation of the environment is enormous and should, therefore, be built upon.

5. The objectives of youth and adult education, viewed as a lifelong process, are to develop the autonomy and the sense of responsibility of people and communities, to reinforce the capacity to deal with the transformations taking place in the economy, in culture and in society as a whole, and to promote coexistence, tolerance and the informed and creative participation of citizens in their communities, in short to enable people and communities to take control of their destiny and society in order to face the challenges ahead. It is essential that approaches to adult learning be based on people's own heritage, culture, values and prior experiences and that the diverse ways in which these approaches are implemented enable and encourage every citizen to be actively involved and to have a voice.

6. This Conference recognizes the diversity of political, economic and social systems and governmental structures among Member States. In accordance with that diversity and to ensure full respect for human rights and fundamental freedoms, this Conference acknowledges that the particular circumstances of Member States will determine the measures governments may introduce to further the spirit of our objectives.
7. The representatives of governments and organizations participating in the Fifth International Conference on Adult Education have decided to explore together the potential and the future of adult learning, broadly and dynamically conceived within a framework of lifelong learning.

8. During the present decade, adult learning has undergone substantial changes and experienced enormous growth in scope and scale. In the knowledge-based societies that are emerging around the world, adult and continuing education have become an imperative in the community and at the workplace. New demands from society and working life raise expectations requiring each and every individual to continue renewing knowledge and skills throughout the whole of his or her life. At the heart of this transformation is a new role for the state and the emergence of expanded partnerships devoted to adult learning within civil society. The state remains the essential vehicle for ensuring the right to education for all, particularly for the most vulnerable groups of society, such as minorities and indigenous peoples, and for providing an overall policy framework. Within the new partnership emerging between the public, the private and the community sectors, the role of the state is shifting. It is not only a provider of adult education services but also an adviser, a funder, and a monitoring and evaluation agency. Governments and social partners must take the necessary measures to support individuals in expressing their educational needs and aspirations, and in gaining access to educational opportunities throughout their lives. Within governments, adult education is not confined to ministries of education; all ministries are engaged in promoting adult learning, and interministerial co-operation is essential. Moreover, employers, unions, non-governmental and community organizations, and indigenous people's and women's groups are involved and have a responsibility to interact and create opportunities for lifelong learning, with provision for recognition and accreditation.

9. Basic education for all means that people, whatever their age, have an opportunity, individually and collectively, to realize their potential. It is not only a right, it is also a duty and a responsibility both to others and to society as a whole. It is essential that the recognition of the right to education throughout life should be accompanied by measures to create the conditions required to exercise this right. The challenges of the twenty-first century cannot be met by governments, organizations or institutions alone; the energy, imagination and genius of people and their full, free and vigorous participation in every aspect of life are also needed. Youth and adult learning is one of the principal means of significantly increasing creativity and productivity, in the widest sense of those terms, and these in turn are indispensable to meeting the complex and interrelated problems of a world beset by accelerating change and growing complexity and risk.

10. The new concept of youth and adult education presents a challenge to existing practices because it calls for effective networking within the formal and non-formal systems; and for innovation and more creativity and flexibility. Such challenges should be met by new approaches to adult education within the concept of learning throughout life. Promoting learning, using mass media and local publicity, and offering impartial guidance are responsibilities for governments, social partners and providers. The ultimate goal should be the creation of a learning society committed to social justice and general well-being.

11. Adult literacy. Literacy, broadly conceived as the basic knowledge and skills needed by all in a rapidly changing world, is a fundamental human right. In every society literacy is a necessary skill in itself and one of the foundations of other life skills. There are millions, the majority of whom
are women, who lack opportunities to learn or who have insufficient skills to be able to assert this right. The challenge is to enable them to do so. This will often imply the creation of preconditions for learning through awareness-raising and empowerment. Literacy is also a catalyst for participation in social, cultural, political and economic activities, and for learning throughout life. We therefore commit ourselves to ensuring opportunities for all to acquire and maintain literacy skills, and to create in all Member States a literate environment to support oral culture. The provision of learning opportunities for all, including the unreached and the excluded, is the most urgent concern. The Conference welcomes the initiative for a literacy decade in honour of Paulo Freire, to begin in 1998.

12. Recognition of the right to education and the right to learn throughout life is more than ever a necessity; it is the right to read and write, the right to question and analyse, the right to have access to resources, and to develop and practise individual and collective skills and competences.

THE HAMBURG DECLARATION ON ADULT LEARNING Page 3 of 4

13. Women’s integration and empowerment. Women have a right to equal opportunities; society, in turn, depends on their full contribution in all fields of work and aspects of life. Youth and adult learning policies should be responsive to local cultures and give priority to expanding educational opportunities for all women, while respecting their diversity and eliminating prejudices and stereotypes that both limit their access to youth and adult education and restrict the benefits they derive from them. Any attempts to restrict women’s right to literacy, education and training must be considered unacceptable. Practices and measures should be taken to counter them.

14. Culture of peace and education for citizenship and democracy. One of the foremost challenges of our age is to eliminate the culture of violence and to construct a culture of peace based on justice and tolerance within which dialogue, mutual recognition and negotiation will replace violence, in homes and communities, within nations and between countries.

15. Diversity and equality. Adult learning should reflect the richness of cultural diversity and respect traditional and indigenous peoples’ knowledge and systems of learning; the right to learn in the mother tongue should be respected and implemented. Adult education faces an acute challenge in preserving and documenting the oral wisdom of minority groups, indigenous peoples and nomadic peoples. In turn, intercultural education should encourage learning between and about different cultures in support of peace, human rights and fundamental freedoms, democracy, justice, liberty, coexistence and diversity.

16. Health. Health is a basic human right. Investments in education are investments in health. Lifelong learning can contribute substantially to the promotion of health and the prevention of disease. Adult education offers significant: opportunities to provide relevant, equitable and sustainable access to health knowledge.

17. Environmental sustainability. Education for environmental sustainability should be a lifelong learning process which recognizes that ecological problems exist within a socio-economic, political and cultural context. A sustainable future cannot be achieved without addressing the relationship between environmental problems and current development paradigms. Adult environmental education can play an important role in sensitizing and mobilizing communities and decision-makers towards sustained environmental action.
18. **Indigenous education and culture.** Indigenous peoples and nomadic peoples have the right of access to all levels and forms of education provided by the state. However, they are not to be denied the right to enjoy their own culture, or to use their own languages. Education for indigenous peoples and nomadic peoples should be linguistically and culturally appropriate to their needs and should facilitate access to further education and training.

19. **Transformation of the economy.** Globalization, changes in production patterns, rising unemployment and the difficulty of ensuring secure livelihoods call for more active labour policies and increased investment in developing the necessary skills to enable men and women to participate in the labour market and income-generating activities.

20. **Access to information.** The development of the new information and communication technologies brings with it new risks of social and occupational exclusion for groups of individuals and even businesses which are unable to adapt to this context. One of the roles of adult education in the future should therefore be to limit these risks of exclusion so that the information society does not lose sight of the human dimension.

21. **The ageing population.** There are now more older people in the world in relation to the total population than ever before, and the proportion is still rising. These older adults have much to contribute to the development of society. Therefore, it is important that they have the opportunity to learn on equal terms and in appropriate ways. Their skills and abilities should be recognized, valued and made use of.

22. In line with the Salamanca Statement, integration and access for people with disabilities should be promoted. Disabled persons have the right to equitable learning opportunities which recognize and respond to their educational needs and goals, and in which appropriate learning technology matches their special learning needs.

23. We must act with the utmost urgency to increase and guarantee national and international investment in youth and adult learning, and the commitment of private and community resources to them. The Agenda for the Future which we have adopted here is designed to achieve this end.

24. We call upon UNESCO as the United Nations lead agency in the field of education to play the leading role in promoting adult education as an integral part of a system of learning and to mobilize the support of all partners, particularly those within the United Nations system, in order to give priority to implementing the Agenda for the Future and to facilitating provision of the services needed for reinforcing international co-ordination and co-operation.

25. We urge UNESCO to encourage Member States to adopt policies and legislation that are favourable to and accommodate people with disabilities in educational programmes, as well as being sensitive to cultural, linguistic, gender and economic diversity.

26. We solemnly declare that all parties will closely follow up the implementation of this Declaration and the Agenda for the Future, clearly distinguishing their respective responsibilities and complementing and co-operating with one another. We are determined
to ensure that lifelong learning will become a more significant reality in the early twenty-first century. To that end, we commit ourselves to promoting the culture of learning through the "one hour a day for learning" movement and the development of a United Nations Week of Adult Learning.

27. We, gathered together in Hamburg, convinced of the necessity of adult learning, pledge that all men and women shall be provided with the opportunity to learn throughout their lives. To that end, we will forge extended alliances to mobilize and share resources in order to make adult learning a joy, a tool, a right and a shared responsibility.
6.4 **Documents from the Research School Consulted.** (In Chronological order)


Research School, 2001a, *Adult Campus Information*, Research School, Adelaide SA.


Research School, 2001f, *School Newsletter No 4, (August)* Research School Adelaide SA.


Research School, 2002a: *Adult Campus 2002 Diary*, Research School, Adelaide SA.


Research School, 2002g, *Staff Handbook*, Research School, Adelaide SA.


Research School, 2003e, *Yearbook*, Research School, Adelaide SA.


Research School, 2004c, *Yearbook*, Research School, Adelaide SA.


Research School, 2006, Site Learning Plan, Research School, Adelaide SA.

6.5. Examples of Key Documents from the Adult Campus of the Research School

6.5.1 Adult Student Diary 2003

NOTE:
These figures are included on page 366 of the print copy of the thesis held in the University of Adelaide Library.
IMPORTANT DATES

Term Dates 2003

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<td>Term 2</td>
<td>28 April to 4 July</td>
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<td>Term 3</td>
<td>21 July to 26 September</td>
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Public Holidays

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<td>Proclamation Day</td>
<td>Dec 26</td>
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Research School 2002 Adult Campus 2003 Diary pp 4-5.
SECTION 6

TEACHING ADULT STUDENTS

1. Mandate
2. Transition Courses
3. SAIT/E.D. Agreement
4. POLICIES
   4.1 Expectations of students
   4.2 Non-attendance
   4.3 Punctuality
   4.4 Teacher absences
5. Reporting Procedures
6. Administration Guidelines
MANDATE

The students enrolling in Research School adult campus will include:

- Adults returning to study at least six months away from full time secondary education
- Near adults returning to study after six months away from full time secondary education.
- Continuing secondary students choosing for legitimate curriculum needs to enrol as either part time or full time students (eg subject and course availability or timetabling issues in their own schools in SACE Stage 2 classes or SASSL language classes).

Our mandate will be:
1. To make access to the attainment of a full secondary education to students regardless of background and age.
2. To offer students a broad general secondary curriculum compatible with the attainment of SACE.
3. To provide a physical, organisational and learning environment that fosters productive adult learning.
4. To be responsive to the educational needs of specific groups including people needing access to 'catch up' secondary schooling as a preliminary to retraining in order to remain in the workforce.
5. To offer bridging into schooling program that increases participation and fosters successful learning habits.
6. To be 'in touch' with the community and be flexible in programming in order to respond to the changing needs of society.
7. To develop curricula that are responsive to community interests and demands.
8. To offer a broad counselling service that, among other things, emphasizes individual study programmes which provide the desired, needed or advised career pathway options.
9. To build a set of valued personal attributes which will offer to the individual pathways in employment, further education, training and community life.
10. To develop as an individual adult college or campus whilst being part of a network that collectively exists to service the secondary education needs of its clients.
11. To organise and market this form of curriculum delivery as a member of the network.
12. In planning and operation be aware of the relationship developed by the network with the DETAFE college sector.
13. To manage an appropriate on campus interface between adults and adolescent students.

The overall aim and commitment is the maximum obtainable achievement of these objectives within the capacity of the available personnel and physical resources.
ADULT RE-ENTRY CENTRES

Charles Campbell Adult Campus
3 Campbell Road
PARADISE SA 5075
Phone: 8337 6844  Fax: 8337 2948  Courier: Central East

Christies Beach
Beach Road
CHRISTIES BEACH SA 5165
Phone: 8382 2655  Fax: 8384 4011  Courier: Southern Vales

Hamilton
Marion Road
MITCHELL PARK SA 5043
Phone: 8275 8300  Fax: 8277 9380  Courier: South West

Le Fevre
90 Hart Street
SEMAPHORE SOUTH SA 5019
Phone: 8449 7004  Fax: 8449.1200  Courier: North West

Marden
1-37Marden Road
MARDEN SA 5070
Phone: 8366 2888  Fax: 8362 0451  Courier: East

Para West Adult Campus
Crafter Street
DAVORENPARK SA 5113
Phone: 8254 6564  Fax: 8254 6182  Courier: Elizabeth/Munno Para

The Thebarton Adult College
Ashley Street
TORRENSVILLE SA 5031
Phone: 8352 5811  Fax: 8234 2467  Courier: Central South

Whyalla College (Edward John Eyre)
P O Box 2245
WHYALLA NORRIE SA 5608
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TRANSITION COURSES

RATIONALE
BRIDGING COURSES & CAGE
Subjects in this category are educational up-date or basic skills courses. Students studying in this area are building their basic literacy, numeracy and general study skills while they also develop the confidence and esteem to tackle Foundation Studies at a later date. There is a wide variety of students in every intake in this area in both ability and educational background. Students require individualised programs which satisfy their particular needs both academically and emotionally.

Literacy Skills and Numeracy Skills
These courses are designed to improve skills in literacy and numeracy so that students may tackle advanced courses confidently.

Certificate in Adult General Education (CAGE)
The CAGE is an accredited flexible learning package which provides a solid base in key subject areas to open doors to further study.

CAGE has 5 subjects
- Australia in Focus (6 modules)
- English (7 modules)
- Keyboard Application (3 modules)
- Maths (8 modules)
- Science (5 modules)

FOUNDATION STUDIES COURSES
Foundation Studies is a pre-year 12 bridging course open to adult students who have limited previous senior secondary education or who have not studied formally for many years. The course provides the opportunity to experience study in a non-threatening environment. In this way, students can gain, or regain confidence in their own abilities and competencies.

Foundation Studies is an open course available to the widest range of people. There are few pre-requisites and entry requirements.

Foundation Studies aims to provide the necessary skills for a student to tackle a full academic Year 12 (Stage 2) course which may lead to tertiary studies or to employment.

AIMS
BRIDGING COURSES
The Bridging course curriculum aims to prepare students to enter Foundation Studies or Vocational Courses.

FOUNDATION STUDIES COURSES
The Foundation Studies curriculum aims to prepare students to enter ACE Stage

BOTH AIM TO PREPARE STUDENTS BY:
pacing their learning and skills development at a rate to suit their backgrounds and needs.
assisting students to build their confidence
providing a learning environment which values and extends their previous experiences.

ACHIEVING THE AIMS
The aims of the Bridging Course and Foundation Studies curriculum are to be met by sets of desirable learning and curriculum principles which will be implemented through sound adult teaching methodologies.

**Desirable Learning**
Each course will incorporate the following as appropriate to the Learning Area:
- concepts and knowledge
- skills and applications
- reasoning and problem solving
- language and communication
- personal development: confidence, self reliance, initiative

**Curriculum Implementation and Teaching Methodology**
Adults have wide experience and knowledge of the world and this should be acknowledged and valued. However, they often lack confidence when they return to the classroom and teaching strategies need to foster **self esteem** and offer **reassurance** and **encouragement**.

**Adults** learn best when:
- they are treated as adults
- they feel secure and they can try things out in safety
- they know what it is they have to do
- they have been involved in setting their own goals
- their needs are being met
- they are respected and their contributions valued
- they are actively involved
- what is being taught is relevant to their needs
- they can see they are achieving something
- feedback on their performance is immediate and positive

**Teachers** of adults will be most effective when they:
- create a friendly, informal and welcoming atmosphere
- remember and use people's names and recognise them as individuals
- listen to what students say
- have time for people before, during and after a session
- use appreciation as a reward
- demonstrate an interest in students' ideas
- value what students offer, yet sensitively challenge their errors when necessary
- admit, if they don't know, that they don't know
- are fair in allocating time and attention
- get to class before the students
- make the physical surroundings of the classroom attractive and congenial
- avoid sarcasm, ridicule and social disapproval
- start and finish punctually
- present material step by step and in short units
- relate new material to what is already known
- repeat new or difficult ideas and processes
- summarise often and check that students are learning
- use audio/visual aids where appropriate
- have frequent changes of activities during a session
- demonstrate enthusiasm for their subject
- are willing to negotiate with their students about the course and procedures to be adopted
- follow up absences sensitively
- accept the variety of people and personalities in the class
• remember that in the last analysis it is students’ learning and achievement which are important not the subject or the teaching.

**CONTENT**

**BRIDGING COURSES**

The content for each subject should be based on the Junior school curriculum and should cover the essential elements necessary for successful entry into Foundation Studies.

**FOUNDATION STUDIES**

**CONTENT**

The content for each subject should be based on the SACE Stage 1 framework and should cover the essential elements necessary for successful entry into SACE Stage 2. (It is not necessary to cover all aspects of SACE Stage 1)

**ASSESSMENT**

It is essential to their learning that students undergo a continuous evaluation of their progress so that by the end of the course they know whether their skill development is sufficient to enter Foundation Studies or they should know what to expect at Stage 2. This evaluation process must be:

• at a pace suitable to the students’ confidence and self esteem
• at a level appropriate to their learning development
• structured to provide immediate feedback in a positive way so that they learn from the assessment exercise

• For Foundation Studies the assessment process must-
  • include experience in test/exam situations which are important to their development once they have built up their esteem

The principles of Assessment Plans and the deadline policy may not be appropriate at the beginning of the course. However, later they should be introduced gradually

• as a preparation for Stage 2
• because adults appreciate knowing what is ahead of them

**REPORTING**

Adult students are appreciative of feedback and critical when they do not receive it. They should receive:

• for each piece of work prompt feedback
• an interim report consisting of a summary of work done and achievement at the end of Terms 1, 2 and 3
• a major report at the end of each semester

Adult Campus Manager
ENTRY SCHOOL POLICY

When Re-entry schools were established there was a formal agreement negotiated between SAIT and the then Education Department.

This agreement involved the following:

- a recognition of Adult Re-entry education as serving "post compulsory students whose continuous education has been interrupted for a significant period of time (6 months minimum), as well as continuing secondary students for legitimate curriculum needs"

The Department and SAIT supported Re-entry education because it provided "a second opportunity for school students and a much-needed opportunity for men and women to enhance their education in later life".

- an acknowledgment that education teachers in Re-entry schools should have the same rights of transfer and tenure as those in other DETE workplaces. Further "that no employee should be required to work in a re-entry school against his or her will".

- a recognition that facilities and amenities required to support adult learning may vary from those which are usually found in schools.

- an understanding that extended hours and increased resourcing may be necessary.

- a recognition that because Re-entry schools are required to work an extended day, special provisions regarding staff working conditions may apply. These were confirmed recently in the Enterprise Agreement.

Specifically:

Extension of School Day in Re-entry Schools

Re-entry schools should arrange timetables to ensure all staff members are able to attend staff meetings in order to contribute to the school's decision making processes and that this should be after 3.30 pm unless negotiated with individual staff.

An officer may be required to teach after 5.00 pm on no more than two evenings per week. In that week, any further teaching undertaken outside normal hours shall be subject to the agreement of the officer concerned.

(a) Where an officer is required to teach after 5 pm on only one evening per week, the hours teaching undertaken shall form part of the officer's prescribed teaching load but an additional 50% of the hours so worked that evening may be taken off in lieu of non-teaching attendance time. (See Policy on TOIL.)

(b) Where an officer is required to teach after 5.00 pm on two evenings per week, the hours so worked during the first evening will attract credit as in (a) above whilst the hours so worked during the second evening will attract credit of one and one half hours against the officer's prescribed teaching load for each hour of teaching undertaken.

(c) Where an officer undertakes teaching outside normal hours other than in (a) or (b) above, each hour of teaching undertaken by the officer will attract credit as in (b) above.
No staff member will be required to work split shifts, and unduly lengthy days are to be avoided.

Staff required to work out-of-hours will be entitled to a compulsory meal break of half an hour after five hours work consistent with Industry Standard. Where early morning work occurs, the day should be adjusted accordingly as negotiated with the principal or deputy. The total lesson load cannot be reduced by this process and the teacher(s) concerned must undertake their share of non-teaching duties at the school as negotiated with the principal or other designated officer. The practice will be reviewed at the end of the year.

DETE policy states that no teacher involved in a re-entry programme should be required to teach on more than one evening per week.

Policies for the adult campus

1 Expectations of Students

The Research School (RS) student behaviour management policy operates under the following principles:

RS students accept responsibility for their own behaviour and its consequences.
RS students will be involved with staff in the development and review of appropriate behaviour guidelines.
RS will provide a safe, caring, orderly learning environment in which the rights of all students to learn and teachers to teach are supported and protected.

RS students have the responsibility to:
• attend all classes and other required sessions
• notify about absence where these are known in advance
• explain any unforeseen absences in the manner required by campus procedures
• negotiate with the teacher concerning work missed due to absence

RS management will monitor students behaviour in keeping with the campus guidelines, in a way which protects the safety and learning rights of other campus members. This may include the exclusion of a student from part or all of the campus programme.

2 Non Attendance

1 The Research School Adult Campus has the responsibility for strongly encouraging and carefully monitoring attendance at all classes.
2 It is the student's responsibility to:
• attend all classes and other required sessions.
• notify about absence where these are known in advance.
• Explain any unforeseen absences in the manner required by campus procedures.
• negotiate with the teacher concerning work missed due to absence.

These responsibilities reflect the conditions required in the workforce that students are preparing themselves to join.

3 Where a student is absent for three consecutive sessions in a subject without explanation, or there is a pattern of unexplained absences which is of concern, the Campus contacts the student by phone or proforma letter
seeking an explanation of the absence. The aim of this contact is to support the student to resume a successful study program.

4 If the student does not respond to this contact within five school days or if the absences continue, the student is notified by mail of the program coordinator's intention to terminate enrolment unless the student explains the absence and resumes attendance at classes. The Austudy implications will be explained in this letter.

If no response occurs within five school days, the student's enrolment is terminated for the remainder of the semester from the subject or program in which the absences occurred. Fees are not refundable where an enrolment is terminated. A student may re-enrol that semester, but this would require a new set of fees being paid.

5 The appeal against termination is to the Principal.

3 Policy On Punctuality And Adult Students

Rationale
While the bulk of adult students manage to get to class on time, there is a significant number who consistently arrive well after the lesson is due to start. As a result of this, disruption to the lesson occurs and other students are disadvantaged. Consequently, the following policy will be implemented by all teachers.

Policy
All students and teachers are expected to arrive to class by the set time. However, we acknowledge that for some this is unavoidable, due to family commitments and other personal problems. Teachers of adults will explain to their students the necessity for punctuality in relation to:

- disruption of lessons by late comers.
- inconvenience to teachers having to repeat instructions or go over new work;
- training for future careers or tertiary courses;
- politeness.

Teachers of adults will create a classroom management policy in relation to punctuality which is in keeping with other school and SSABSA policies. In particular:

- Discounting of marks or other such penalties for lateness are not acceptable;
- Refusal to allow students into a classroom after the start of a test or other summative assignment is not acceptable unless:
  - students are given another time to complete the test which would be at the convenience of the teacher.
  - students are marked absent for that test and the teacher does not record that assignment as part of the summative assessment.

- Students arriving late to a lesson are allowed to enter the classroom up to 30 minutes into a test or other summative assignment, but must complete the work at the time set for the completion by the whole class. That is no extra time is allowed for late entry.

This punctuality policy will be flexely interpreted, but only through a negotiation process based on the following criteria:

- where injury or illness has hampered a student's ability to get to class on time.
- where family disruption has hindered a student's ability to arrive on time.
- a misadventure has occurred whereby a 'one off event beyond the control of the student has made it impossible for the student to get to class on time.
Negotiation is normally between the student and the subject teacher but students may wish to consult the adult counsellor to assist them. In the case of a dispute arising over negotiation, the adult campus manager will be consulted to arbitrate between student and teachers.

4 Teaching absence - policy statement

Rationale
The main reasons for developing a discrete policy on teacher absences for the Adult Campus are the different timetable arrangements which operate and the different needs and expectations of the adult students. This particularly applies to the evening classes where students only attend one three hour session per week for each subject. If a teacher is absent for one evening this amounts to a week’s work or 3% of the year’s work. The situation for day-time classes is also a problem, although not so severe.

Salaries have been converted to TRT and HPI equivalents so that we can employ relief staff. This will allow us to more easily cover teachers who are absent for whatever reason.

Absence from particular classes for reasons other than illness must be kept to a minimum. For example an excursion should not be arranged so that it means a particular class needs to be interrupted more than once in a term. Students do not like having classes cancelled. Absences from 9 week computing classes should be avoided at all costs - a relief teacher will need to be put in place and work/instruction made available.

Whenever an adult class is cancelled - either in advance or without notice due to illness - instruction for continuing study must be given by the teacher. If an absence is known in advance it may be possible to set a test, which can be easily supervised, or have a video shown. Avoid cancelling lessons where possible.

Policy - Evening Classes

Absence Known in Advance
Where teachers know that they are going to be absent for an evening class due to other professional commitments (eg conferences, courses, work shops, etc) they are to attempt to organise the class to attend on another night to make up the lesson. If this is not possible then they are to notify the Adult Campus Manager well in advance that cover will be necessary. A suitable replacement will be contacted if possible and the teacher who will be absent will be responsible for preparing work for the relief teacher. If no relief teacher in available the Site Manager or Adult Counsellor will speak to the group regarding work to be completed.

Unexpected Absence
Where teachers are unable to attend an evening class due to a sudden illness or an emergency, they are to contact the Adult Campus Manager as early as possible. Work should be set and the class will be started by a member of the Adult Campus team if it is not possible to contact a relief teacher at short notice.

Policy - Day Classes

4.1 TRT
Teachers who have registered as TRTs will be used in the normal way where necessary. However as a general rule, adult classes will be cancelled if the teacher absence is short term.
4.2 Absence Known in Advance
Where teachers know that they are going to be absent from a day class due to other professional commitments, they should make their own arrangements with the class to continue with their studies. Work should be set. There should not be more than one such absence in any one term.

4.3 Unexpected Absence
Where teachers are unable to attend day classes due to sudden illness or an emergency they are to inform the Deputy Principal (Daily Routine) in the normal way. Work should be set. One of the following notices will be placed on the door of the room which is the normal teaching area for that subject.

4.4 Absence Known in Advance
Where teachers know that they are going to be absent from a day class due to other professional commitments, they should make their own arrangements with the class to continue with their studies. Work should be set. There should not be more than one such absence in any one term.

4.5 Unexpected Absence
Where teachers are unable to attend day classes due to sudden illness or an emergency they are to inform the Deputy Principal (Daily Routine) in the normal way. Work should be set. One of the following notices will be placed on the door of the room which is the normal teaching area for that subject.

**Teacher Absent**

Subject: 
Teacher: 
Lesson: 
Instructions: 

A. This notice indicates that there will be no teacher present for the lessons noted, but students must continue to work on the set instructions in the room normally allocated. This will generally be used by classes where equipment is necessary (eg typewriters) for students to continue their assignments.

**Lesson Cancelled**

Subject: 
Teacher: 
Lesson: 
Instructions: 

B. This notice indicates that there will be no teacher present for those lessons noted, but that students must read carefully the instructions given regarding the continuation of study. This may be done either in the normal classroom during the set lesson or at a time and place decided by the student.

RESEARCH SCHOOL ADULT CAMPUS

Reporting procedures

1. Adult students doing courses will receive reports each term (except Stage 2 students in Term 4).
2. This report will be addressed directly to the student, not the parents.
3. The teacher will indicate on this report a Grade, Semester mark and an Examination mark if applicable.
   (NB The Semester 1 mark relates to that part of the assessment plan completed by the end of Term 2.)
4. The Grades used will reflect SSABSA policy on cut-off points.
5. The exam mark will be expressed as a percentage.
   The teacher's comment will reflect the student's achievements in relation to the objectives of the course.

RESEARCH SCHOOL ADULT CAMPUS

ADULT STUDENTS - ADMINISTRATIVE GUIDELINES

Computer print outs of class list will be in staff pigeon holes prior to classes commencing. Any continuing secondary students will be indicated by the 2002 care group and adult students will be indicated by their 2002 Contact teacher group.

Teachers are requested to collect their class at the beginning of the first lesson for each subject at the Adult Student Services Area. There will be a large number of students each time, so please be prompt. Current Year 12 continuing students will be waiting at the classroom.

Introduce yourself clearly to the class from the beginning (first name basis will help break the ice) because students need to know your name when they ring through for absentee days.

If a student appears in your class but is not on your list, check that the student is doing the correct subject, allow them to remain for the introduction and then check with Adult Student Services. It may be our error or it may be a computer entry error. Send the Adult Student to the Adult Admin Area during the lesson.

Roll Books and Attendance
Subject rolls are essential records and should be kept from day one.

Temporary rolls should be used for first 3 weeks due to students changing courses. Do not throw out temporary rolls. Attendances from Day 1 are important.
One roll book or roll sheet for each subject is to be used / or a computer generated attendance record.

Teachers should stress the need for regular attendance. Discuss the attendance and punctuality policies with your students.

**Syllabus Outlines and Assessment Plans**

*In the introduction to your course it is important to adult students that they know where they are going and what will be expected of them.*

Issue course outlines and proposed assessment plans.

Discuss the school's deadline policy.

Warn students of any extra expenditures likely throughout the year. *Eg practical guides, field trips, theatre visits.*

**Smoking**

Remind students that smoking is strictly prohibited while continuing students are on the campus, except in the smoking enclosure. This is located in the Northern side of the carpark behind the cafeteria.

Smoking is permitted in the evening outside of any building, **but smokers must use bins to dispose of their refuse.** Students are asked not to smoke directly outside the cafeteria in the evenings.

**Drugs**

Remind students that it is an expectation that they remain unaffected by alcohol or other intoxicating substances while involved in any college activity on or off campus. The DETE Drug and Alcohol Policy apply at RS.

**Counselling**

Many of our adult students are returning to school after several years and they are naturally apprehensive. Please make students aware of the counselling services available at Research School. In particular, **XXXX's position as Adult Counsellor.** The other members of the Adult Campus team – **XXXX** and **XXXX** are also available for consultation by students. In addition, other experienced teachers will be rostered for course counselling during the evenings (Mondays-Thursdays) 4.30 - 7.00 pm.

**Daily Absentees**

A list of absentees is put on the board outside at the Staff Room. Teachers will be notified of absences through this absentee sheet. Doctor's certificates or letters of explanation will be placed in individual student's files in the Adult Student Services Area.

**Leavers and Subject Changes**

Student leavers and subject changes are put in the daily notices each day.

It is important that the Leavers Form be completed by Contact Teachers as quickly as possible. Please make sure that the last day of attendance is entered correctly. Students will not be registered as leavers until the Leaver's Form has been completed.

**Adult Student Services - Office Hours**

To be announced. In general there will be someone in attendance between 8.30 am and 7.00 pm.
Pigeon Holes
Student Messages and student materials are put in teachers' pigeon holes at least 3 times a day. Time and date of receipt is recorded on all assignments.
6.5.3 Adult Campus Handbook,

Research School 2005, pp. 54-55.
This section outlines the policies relating to:

- Expectations of students
- Attendance
- Punctuality
- Assessment deadlines
- Adult rules relating to SACE
- Harassment policy
- Code of practice
- Policies on internet
- Skills recognition

### Expectations of students

The Research School Adult Campus has the responsibility for strongly encouraging and monitoring attendance at all classes. It is the student’s responsibility to:

1. attend all classes and other required sessions
2. notify about absence where these are known in advance
3. explain any unforeseen absences in the manner required by the school
4. negotiate with the teacher concerning work missed due to absence

These responsibilities reflect the conditions required in the work force that students are preparing themselves to join.

### Rationale

While the bulk of adult students manage to get to class on time, there is a significant number of students who consistently arrive late after the lesson is due to start. As a result of this disruption to the lesson the student is disadvantaged. Consequently, this policy will be implemented by all teachers.

### Attendance

All students and teachers are expected to arrive to class by the set time. However, we acknowledge that for some this is not possible due to family commitments and other personal problems.

1. **Teachers of adults** will explain to their students the necessity of punctuality in relation to:
   - disruption of lessons by late comers
   - inconvenience to teachers having to repeat instructions or go over new work
   - training for future careers or tertiary courses
   - poorness
   - where a student is absent for three consecutive sessions in a subject without explanation, or there is a pattern of unexplained absences which is of concern, the College contacts the student by phone or prforma letter seeking an explanation of the absence. The aim of this contact is to support the student to resume a successful study program.

2. If the student does not respond to this contact within five school days or if the absences continue, the Adult Campus Manager may terminate the enrolment unless the student explains the absence and resumes attendance at classes. The Acceptability/Youth Allowance implications of a terminated enrolment are the responsibility of the student.

3. Fees are not refundable where an enrolment is terminated. A student may reenrol that semester, but this may require a new set of fees to be paid.

4. The appeal against termination is to the Principal.

### Policies

The Research School Adult Campus has the responsibility for strongly encouraging and monitoring attendance at all classes.

### Policies on internet

5. RS students are expected to refrain from mixing socially with students enrolled in the continuing school in years 7 to 12.

### Skills recognition

6. HAC management, in keeping with the campus guidelines, reserves the right to exclude part of all of the campus program, any student not meeting these expectations.

### Assessment deadlines

When a student is absent for three consecutive sessions in a subject without explanation, or there is a pattern of unexplained absences which is of concern, the College contacts the student by phone or prforma letter seeking an explanation of the absence. The aim of this contact is to support the student to resume a successful study program.

### Assessment deadlines

The Senior Secondary Assessment Board of South Australia (SSABSA) which has the responsibility of the South Australian Certificate of Education (SACE) has a precise policy about work handed in late. This requires each school to have a clearly stated policy on assignment and work requirement deadlines. This is to ensure fairness and equity are maintained.

### Assessment deadlines

4. Records of summative assessment will be kept in each subject based on the actual work undertaken and presented for assessment by students.

5. **Assessment deadlines** for the completion of assignments as part of their management strategy and these will be clearly articulated.

### Assignment

3. Assignment is or work requirements not presented at the expiration of the final deadline must be awarded ‘Not completed’ or Zero (0) for summative student achievement record purposes.

### Punctuality

4. XXXXXXXXXXXX such penalties are not acceptable practice.

5. Assessment deadlines will be flexibly interpreted, but only through a negotiation process based on the following criteria:

   - illness or injury which has hampered a student's ability to arrive on time
   - a misadventure has occurred whereby a 'one off event beyond the control of the student has made it impossible for the student to get to class on time

5.1 For a student to receive an extension of time one of the following must be satisfied:

   - XXXXXXXXXXXX
   - physical impairment where the impairment hinders a student’s ability to work at the same pace as other students
   - emotional impairment where a knowledge of the personal social environment of a student indicates that they would be disadvantaged by the maintenance of the set deadline
   - misadventure whereby a 'one off event beyond the control of the student has hindered the progress of the assignment

5.2 For each of the above situations the student has the responsibility to provide documentation to support the request for an extension. Information supplied will be treated as confidential.

5.3 Extensions will not be granted on the day the assignment is due, unless there are exceptional circumstances.

5.4 Where summative activities are scheduled over a long period of time, the teacher will provide check points to monitor progress and hence avoid deadline problems.

5.5 Work handed in after the negotiated deadline may be marked for feedback purposes only, but will not form part of a student’s summative assessment record.
6.5.4 Program Brochures 2005

- MAPS 3 Short Courses
- Information Technology, Certificate 11
- MAPS Arts Production Skills, Certificate 1V
- Travel and Tourism, Certificates 11 and 111
- Uni SA – PAL

NOTE:
These brochures are included in the print copy of the thesis held in the University of Adelaide Library.
6.5.5 Papers for Adult Campus Meeting, 24/01/2003

AGENDA
Adult Campus Meeting
24/01/03

1. Adult Learning

2. Characteristics of the cohort

3. Issues
   - teacher absence
   - student absence/retention/achievement

4. Orientation Week – roster

5. First week of lessons: 3-7 February
   - Contact Teacher info
   - Class lists
   - I/D Cards

6. AOB

MARKETING

Live in area 25%
Word of mouth 60%
Messenger 12%
Advertiser 4%
WHAT ARE PERCEIVED TO BE THE WIDER BENEFITS OF FE?

- **Esteem and efficacy** are considered to be the most important benefits of FE. Quantitative analyses reveal that esteem and efficacy are perceived as separate benefits of FE, and our qualitative findings suggest that esteem and efficacy bring about different classes of wider benefits. For example, esteem may lead to improved psychological health, whereas efficacy often leads to an increased propensity to participate in the community.

- **Independence of thought, problem solving, and improved IT skills** are identified as outcomes of FE. These contribute to both economic and non-economic areas of life, illustrating that there are inter-connections between economic and non-economic outcomes of learning.

- **Social integration.** FE appears to be effective in developing social networks and in bridging differences between ethnic groups and individuals of different ages. This promotes tolerance and active citizenship.

- **The College is a community resource,** encouraging social and cultural development and 'community esteem'. Benefits are not only realised at the level of the individual.

WHAT ASPECTS OF FE DO PRACTITIONERS THINK ARE RELEVANT TO WIDER BENEFITS?

- **Subject area:** Humanities practitioners stress the benefits of their subjects in terms of community and political engagement through developing students' awareness of their place in society. Health practitioners stress benefits of their subject across all domains.

- **Level:** The students who are reported to experience benefits most in terms of esteem and efficacy are those studying on access and basic skills courses.

- **Student groups:** Students who have experienced failure within the education system previously, often described by practitioners as 'second chancers' benefit particularly in terms of esteem and efficacy. Ethnic minority students are perceived to benefit more than other student groups in terms of increased efficacy, esteem and labour market outcomes. For overseas students, learning English is seen as a key element in community integration.

- **Teaching style:** Interactions between students are thought to be central in the formation of tolerant attitudes and active citizenship. All wider benefits are fostered in a learning environment that is supportive and responsive. Reported barriers to the generation of wider benefits include the rigidity of the curriculum, time and funding pressures, bureaucratic burdens and staff morale.

- **College type:** We found no differences in the wider benefits reported by practitioners working in Sixth Forms and general FE Colleges.

- **Practitioner experience:** Practitioners who had been working in the sector for longer were less likely to report wider benefits than practitioners who had spent less time working in FE.
Dirkx and Lavin (1995) and Pelavin (The Adult Learner) have offered summaries of characteristics of the adult learner based upon the research and theory of andragogy and social learning theory. In the field of Adult Education, it is generally agreed that learners possess the following characteristics:

1. Adult learners are diverse, bringing a wealth of life experiences to the learning situation. Active forms of learning help connect the content to the learners' own meaning structures. They:
   a) vary widely among ages, abilities, job experiences, cultural backgrounds, and personal goals;
   b) range in educational backgrounds from no formal schooling through many years of schooling;
   c) carry well-developed personal identities;
   d) carry reservoirs of personal experiences, which are learning resources.

2. Adult learners want to be able to relate content to specific contexts in their lives. These contexts are often in the form of a problem issue or concern in their worksite - i.e. the ABE classroom. They:
   a) tend to be pragmatic learners;
   b) study to improve their performance in other social roles;
   c) let their schoolwork take a back seat to other responsibilities, such as jobs and families;
   d) expect their class time to be well spent;
   e) hope their courses will help them solve problems in their daily lives

3. Adult learners prefer to have some degree of control over their learning. They may evidence a greater or lesser degree of self-directedness depending upon their maturity level and familiarity with the content. They:
   a) tend to be voluntary learners;
   b) believe the decision to return to school is an important one;
   c) believe that education will be helpful;

4. The adults' sense of self has a significant influence on the meaning of the learning situation for that person. Learners have differing degrees of self-efficacy and awareness of their own learning styles. They may:
   a) feel embarrassed about returning to school;
   b) feel embarrassed to join classes with younger students;
   c) hold negative impressions of their own abilities;
   hold negative impressions of schools and teachers
RESEARCH SCHOOL ADULT CAMPUS
IS
CELEBRATING
ADULT LEARNERS WEEK
2-8 September

Congratulations adult students for your commitment to life-long learning

To acknowledge the importance of life-long learning this Newsletter features the statements of many of Research School’s adult students

I came back to Research School to finish my schooling and get into university. It’s also good for making new friends. Adult student, 26

I didn’t really like doing work at school so I found a job and quickly found out what the real world was about. I came back to school because I wanted to do work and pass so I could get a better job and have a better future. Adult student, 16

In 20 years of working I can see the amount of my workload getting less. The physical work will become harder as I get older. Going back to school was something I have thought about but I never did anything about it. So I decided to bite the bullet and Just do it. John, 36.

I want to join the army. Adult student, 19.

I am a supporting parent and need flexible study times so I can be home with my son when he needs me. I have returned to study at Research School to build my skills and confidence for the workforce. Adult student, 37

I retired from the workforce at 50 after working 35 years and found I needed a mental challenge and contact with people. Research School has an excellent range of courses at very reasonable fees which is very important on a limited income. I have been able to explore new topics and gain new skills that I did not have the time for whilst in the full-time workforce. Adult Student, 55.

I spent 30 years working for the public service. Receiving a redundancy package I decided to return to school to complete Matric and get a University degree and work on things that actually interested me. Adult student, 50.
ADULT LEARNERS WEEK BARBECUE
FREE!!
The student committee has secured some funding from the Adult Learners Week Committee to put on a free barbecue lunch and bring our adult community together. It will be on

Tuesday 4th September
at
12.45
on
the Admin lawns
meat, salads, vegetarian.

This barbecue is an annual event and always good fun. Let your teacher or the office know if you will be attending so we can cater appropriately.

Student Committee

I have multiple sclerosis which affects my central nervous system. I came to Research School first in 2000 and again this year. I have come to do something constructive and to learn more about my artistic character and to go further with my art. Plus Ben, my teacher is a great man! Adult Student, 33

I came back to school to complete Year 12. I chose Research School because they have an adult facility. Since starting two and a half years ago I have enjoyed every aspect of learning and the staff are excellent. Adult Student, 52

UNIVERSITY OF SA INFORMATION SESSION

he SATAC booklets have arrived and are available from the Adult Office.

Key dates are:
Friday 31 August  Closing date for Medicine
Dental Surgery & Bridging
Dentistry at Adelaide

Friday 28 Sept  Closing date for all other courses listed in Section 10, including Special Entry applications via STAT test.

I am at Research School to update my skills, meet new people and prepare myself to return to the workforce. Adult Student, 39

I left school in Year 11 and spent 3 years working in the central markets for $10 an hour. The job was going nowhere so I thought I’d give school another shot. Adult Student, 20

UNIVERSITY ENTRANCE

he SATAC booklets have arrived and are available from the Adult Office.

Key dates are:
Friday 31 August  Closing date for Medicine
Dental Surgery & Bridging
Dentistry at Adelaide

Friday 28 Sept  Closing date for all other courses listed in Section 10, including Special Entry applications via STAT test.

ADULT STUDENT COMMITTEE

he Committee needs new members. Some of our original 2001 members left or have health problems. Membership is not onerous - 2 meetings a term and helping out with events such as the barbecue and soup day.

Assistant Principal

STATTEST

I will run separate sessions on the STAT Test late this term and early next term: September 20, 1pm, Conference Room and October 25, 1pm, Conference Room.

If you are not enrolled in any Stage 2 (Year 12) subjects this year you need to apply for Tertiary Entrance via the enrolment form in the SATAC books in my office. Please see me or Heather to get your copy. We are happy to discuss your tertiary application with you if you need assistance.

Some courses have a late closing date but please check these carefully; assume that you need to have applied by 28 September. Late applications will cost you money.

INFORMATION SESSION AT RESEARCH SCHOOL

These will be held on:
3 September at 1pm in Room 65
5 September at 1pm in Room 65

Adult students are welcome to attend.

P has arranged for a former student of Research School to speak to our current Year 12s and adults about the Uni of SA. XXXX is a well informed and entertaining person and the session will be very informative.

This will be on:
Friday 14 September at 1.00

in the Common Room

I am at Research School to update my skills, meet new people and prepare myself to return to the workforce. Adult Student, 39

I left school in Year 11 and spent 3 years working in the central markets for $10 an hour. The job was going nowhere so I thought I’d give school another shot. Adult Student, 20

hehe
MANTAL HEALTH

GROW is a community mental health movement organised and led by people recovering or recovered from mental illness and from other serious personal inadequacies or maladjustments to life. If you would like more information contact

GROW: 8231 6566

WBLA

If you wish to gain your SACE and/or apply for tertiary entrance with a SACE score you will need to complete the WBLA - Writing Based Literacy Assessment. The WBLA deadline for this term is September 21. Please ask for information at the Adult Campus Office or see TEACHER. You may submit photocopies of work for WBLA assessment and it is recommended that you do so because the WBLA Panel will retain work until the assessment is completed.

I studied Tourism at Research School 4 years ago and I am now back to do IT. The College is close to the foothills and I enjoy the mixture of age groups.

June, 44.

I have a thirst for knowledge that must be quenched and Research School is my stepping stone to higher learning. Adult Student, 20.

I came from Algeria. I am returning to education because I would like to improve my level in English and as a permanent resident in Australia I would like to get an Australian Certificate. I also want to be involved in Australian society. Adult Student, 32.

I am a sole parent that is finding helping her daughter with her homework very difficult. I enrolled in numeracy skills and after only 4 weeks I am feeling a lot more confident in being able to help her. I am finding the course quite rewarding.

Adult Student, 39.

Dates for Term 3/4
September 4  Adult Learners Week Barbecue
September 6/7  School closure
September 28  Last day of Term 3
October 8-12  Accelerated Classes at Research School
October 15  Classes resume
November 2  Last day for PES classes
December 7  Last day for all adult classes

CERTIFICATES
Please collect yours from the Adult Office.

Assistant Principal

I retired from the workforce at 50 after working 35 years and found I needed a mental challenge and contact with people. Research School has an excellent range of courses at very reasonable fees which are very important on a limited income. I have been able to explore new topics and gain new skills that I did not have the time for whilst in the full-time workforce. Jill, 55.

I am studying here because I want to go to university to study Automotive Engineering. Adult Student, 18.

I am at Research School to learn more things to get a job. Research School is a great environment to work in. Adult Student 33.

I wish to finally finish SACE for my own satisfaction

Adult Student, 23.

I studied Tourism at Research School 4 years ago and I am now back to do IT. The College is close to the foothills and I enjoy the mixture of age groups.

June, 44.

I have a thirst for knowledge that must be quenched and Research School is my stepping stone to higher learning. Adult Student, 20.

I came from Algeria. I am returning to education because I would like to improve my level in English and as a permanent resident in Australia I would like to get an Australian Certificate. I also want to be involved in Australian society. Adult Student, 32.

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Adult Student, 39.

Dates for Term 3/4
September 4  Adult Learners Week Barbecue
September 6/7  School closure
September 28  Last day of Term 3
October 8-12  Accelerated Classes at Research School
October 15  Classes resume
November 2  Last day for PES classes
December 7  Last day for all adult classes

CERTIFICATES
Please collect yours from the Adult Office.
I am at Research School for the enjoyment of learning and to acquire new skills for future employment. After working in retail for 18 years I needed a change. Adult Student, 38

After 10 years looking after my children I decided it was time to return to work. A friend of mine told me about Research School. I did some research about other schools. Research School is the cheapest and has a wide range of subjects and a very good program. Adult Student, 44.

I have chosen to return to Year 12 to obtain better results for going to University. Research School provides a better learning environment for people who want to take their education seriously. The teachers are dedicated to their students and are always willing to help out. Jessica, 19.

INDIGENOUS & RURAL STUDENT RECRUITMENT PROJECT

Medical School, Adelaide University
Natalie Harkin, the Indigenous Project Officer at Adelaide University has sent information about scholarships for indigenous students wishing to study Medicine, Dentistry or Health Sciences.

Please contact me if you are interested in seeing the range of scholarships available or contact Ms Harkin direct on 8303 6275.

SCHOLARSHIPS

There are a number of schemes and scholarships A designed to assist students to get into tertiary courses and to offer support when you do get in.

For example:

**USANET** - Uni SA's scheme that gives eligible students (e.g. those on school card) bonus points to get into courses.

**SEAS** - Flinders University's Student Equal Access Scheme supports students to get into courses and offer financial assistance as well.

**FAIRWAY scheme** - Adelaide University gives bonus points to students from schools where students are in need of support.

There are also scholarships available - most Universities publish a list of scholarships e.g. Flinders University: [www.flinders.edu.au](http://www.flinders.edu.au) or 1300 657671 or 8201 3074.

For information about scholarships please contact Adult Counsellor.

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**ASCOT TPARK PRIMARY SCHOOL 75TH ANNIVERSARY**

Anniversary Fair to be held Sunday 11 November at 10.30am. Anniversary Dinner Friday 9 November, Flinders University Rosetta Restaurant. Tickets $40 person. Contact school office.
6.6 Personal Statement Guidelines.

ORAL and WRITTEN MEMOIRS.

A STATEMENT OF YOU AS AN ADULT LEARNER.

Thankyou for participating in this research into adult students in the public education system. This research is part of my Doctoral studies at the University of Adelaide. Your confidentiality is assured as responses will remain anonymous and no family or personal identification will be used in the analysis of the data. Below I have specified headings with indicators for you to write about your experiences as an adult re-entry learner. Please write generously, freely and please include any information you feel relevant. It would help if you do address the indicators. Thankyou once again.

CENZ LANCIONE

BACKGROUND
Specify age, gender, residential location, family, previous education, socio economic status and relevant life experiences.

WHY DID YOU RETURN TO ADULT RE-ENTRY EDUCATION?
Talk about;

- How did you find out about adult re-entry education?
- What was the method of enrolment?
- What courses did you undertake?
- What were your aims/goals in pursuing re-entry education?
- What were your feelings about the re-entry process?
- How did your find the starting of your studies?

WHAT VALUE HAVE YOU GAINED FROM ADULT RE-ENTRY COLLEGES? Talk about;

- What were the positive experiences?
- What were the negative experiences?
- Were there support structures available to use and what were they?
- How did you feel about the end process?
- Did you meet your original goal, please explain your response?
- Were there any other advantages that you feel you gained from an adult re-entry education?
- What advice would you give to others who left school and were thinking of adult re-entry education?
ENDING COMMENTS
Please feel free to add any comments you feel necessary.
Examples of completed Personal Statements.

Number 1

BACKGROUND
Specify age, gender, residential location, family, previous education, socio economic status and relevant life experiences.

Female, 39 yrs. (German family). 
Divorced, Single Parent 3 children.
High School - to Year 11. 
Started an Associate Diploma of Marketing (incomplete). 9 yrs ago. 
Currently doing Year 13 over 3 yrs. 
Socio-economic status: always low income. (pension).

Most of my adult life, I have been raising children. I had worked on and off over the years:
1. Screen printer
2. Waitress and Hotel work.

I tend to keep myself busy, by doing things that have been a challenge: Door to door sales etc to meet new people and gain knowledge. I’m curious about everything. The topics I had done at Tafe, and the diploma I wanted, ended up being something I wasn’t really interested in, so I dropped out and as it was I had another child, so now I’m looking at a future that works around my youngest child; eg. teaching.

I have lived in this area most of my life. As a child lived with my German grandparents. (Migrants). Single Parent mother.

My family consists of:
1. Brother
2. Sister.
WHY DID YOU RETURN TO ADULT RE ENTRY EDUCATION?

Talk about;

• How did you find out about adult re entry education?
• What was the method of enrolment?
• What courses did you undertake?
• What were your aims/goals in pursuing re entry education?
• What were your feelings about the re entry process?
• How did you find the starting of your studies?

- I've always felt as an adult that education is one of the most rewarding aspects of life, so I have always known about adult re-entry schemes, and have worked on my experiences through education to better my mind.
- My method of enrolment has been for me to walk in an establishment, ask and organise children and funds. It hasn't been a difficult task.
- The courses I have done in the past include:
  - some computer subjects
  - Sales
  - Marketing
  - Craft subjects, learn to do.
- At the present I'm currently preparing doing Year 12, so I can enter university to study primary school teaching
  or
  Social work specialising in youth work.
  My biggest aim at the moment is to complete Year 12 studies which I think is an achievement in itself.
- My feelings about reentry education have been very rewarding and has built up my self esteem. A great deal.
- Starting my studies this year has overwhelming but exciting.

404
WHAT VALUE HAVE YOU GAINED FROM ADULT RE ENTRY COLLEGES?

Talk about:

- What were the positive experiences?
- What were the negative experiences?
- Were there support structures available to use and what were they?
- How did you feel about the end process?
- Did you meet your original goal, please explain your response?
- Were there any other advantages that you feel you gained from an adult re entry education?
- What advice would you give to others who left school and were thinking of adult re entry education?

Adult re-entry colleges are a great idea and I have gained a lot of confidence and I am finding that I am able to enjoy learning. As I feel I didn't want to or wasn't able to enjoy school when I was younger.

I have to say the only negative experience of re-entry and studying is trying to fit homework and assignments in around family. I feel that I can't give my up most attention to my school work.

I am very excited to end my study and I hope I can achieve the best in the end.

I'm actually doing better than I thought I could do!

The other experiences that I have gained in being at the re-entry Adult campus have been the social contact and working with young people in class.

With this contact, I have learnt to understand them which has helped me understand the way my teenagers think, and made us a little closer!

If there was any support structures where available to use, but I really didn’t look into them, as my daughter who is Year 12, had given me the lead and direction needed to hang in the year 12 studies.

My advice to other adults is go for it, as its enjoyable, rewarding and the teachers help you work out step by step to help you achieve your plans.

Eg: going to university or simply doing topics
BACKGROUND
Specify age, gender, residential location, family, previous education, socio economic status and relevant life experiences.

The reason why I decided to study as an Adult was because I lost my full time job in the IT industry. As I had no job (thought my only option was to Complete my education and go on to tertiary studies). Whilst I was nervous going back to school due to my age (32) I thought it was necessary to Complete year 12 for the above reasons.

The reason why I did not complete my education in the first place was because I was offered a full time position whilst doing year 11. As I was not enjoying my schooling I was only to please to accept the position offered.

I would say that I come from a middle class socio economic background. My mother has retired from work. My dad works in the Public Service as a tenancy disputes officer and my Stepdad is a para nurse at Hillcrest. Both my parents encouraged me to go back to my education as they also believe education is the key.

I believe that my life experiences will hold me in good stead when I enter the workforce. My previous working employment along with my tertiary education will provide a massive advantage for me. I also believe the fact that I chose to come back to school as an Adult student will show commitment and willingness to learn will be beneficial to any employer of mine.
WHY DID YOU RETURN TO ADULT RE ENTRY EDUCATION?

Talk about:

1. How did you find out about adult re entry education?
2. What was the method of enrolment?
3. What courses did you undertake?
4. What were your aims/goals in pursuing re entry education?
5. What were your feelings about the re entry process?
6. How did you find the starting of your studies?

1. Phoned up Thebarton High School and made an appointment to see the Councillor.

2. As above ended with the Councillor at both Thebarton High School and Hamilton High School.

3. Business Studies, Biology, Business Studies, notation, Art History
   - Hamilton
   - Biology - Thebarton

4. Goals
   - to complete yr 12
   - to get a high ter
   - to get into the university course I wanted
   - to prove to myself that I could undertake higher education

5. Pleased that I was completing my goal of finishing yr 12.
   - pleased that I would be in an environment wanted to learn
   - Antecedence - the "human factor"
   - pleased in that I knew I would be able to go onto university.

6. Time was needed for me to adjust back into study mode.
   - found it was more motivated from my previous years at school.
   - encouraged by the input of the teachers.
WHAT VALUE HAVE YOU GAINED FROM ADULT RE ENTRY COLLEGES?

Talk about:
1. What were the positive experiences?
2. What were the negative experiences?
3. Were there support structures available to use and what were they?
4. How did you feel about the end process?
5. Did you meet your original goal, please explain your response?
6. What advice would you give to others who left school and were thinking of adult re entry education?

1. Change in adult teachers
   Learning environment
   Making new friends / acquaintances.

2. Being in a “traditional” school environment.
   Completing studies with current yr 12 Students
   Motivation of time with work, study
   Personal level - managing my health, energy, studying

3. Teachers for relevant studies (ie. where Lenone etc.)
   School Cancellations
   Family friends
   Other adults, friends, acquaintances

4. Goal that I had achieved my CET goals.
   Disappointed I didn’t achieve a higher TCE.
   Goal that my formal studies were over.

5. Yes, as mentioned 1
   1) Completed yr 12
      2) Achieved a Standard TCE
      3) Was accepted into University

6. Association with teachers / students
   Skills re Studying that could be used at University
   The ability to achieve set formal goals.

7. If it is a set goal, go for it.
   Education is the key to life, so it’s worth a try.
   Find a balance between study, family, work & recreation.
   Relax & enjoy learning.
ENDING COMMENTS
Please feel free to add any comments you feel necessary.

The only comment I would make about being at School as an adult would be that I believe Adult Students should be separated from the Children during Year 12. This will encourage co-operation, friendship and a collection of thoughts, ideas and expression that would benefit Adult learners.

I believe the authorities need to take into account the situation that faces Adult Students and as such exercise a degree of leniency. By situation I mean, an Adult Student may have working commitment, family part-time employment etc. As such authorities need to be more flexible.

Adult Students should be given as much support as possible enabling them to achieve their aims/goals. Maybe at the beginning of the year these goals/forms should be formulated and reviewed on a constant basis, from a Counsellor.

Important point: Adult Students are still Students as such they should be treated as any other Student.
BACKGROUND

(Answers in brackets represent status whilst attending adult re-entry education)

Age

26 (19 when started adult re-entry education)

Gender

Male

Residential Location

Ngunnawal, Canberra, ACT (Seaford and Brooklyn Park)

Family

Single (Single and lived with parents - Seaford; with mother - Brooklyn Park)

Previous Education

Bachelor of Arts with Honours 1997-2000
(Years 8-12 Morphett Vale High School 1989 - 1993)

Socio-Economic Status

(Lower middle class)

Relevant life experiences

Schooling: Since completing Year 12 again at an adult re-entry school, have completed a Bachelor of Arts with Honours. Undertook a semester of studies at the Australian National University in Canberra.
**Personal:** Since commencing studies at an adult re-entry school, my parents have divorced and remarried, and I have tended to move house on a regular basis (ten times since 1996).

**Employment:** Continued to work casually in retail during my university studies, progressing to a role as a supervisor. By the time I had finished working with that employer in 2001, I had been with the employer around 7 years. Spent nine months in the SA public service before commencing with the Commonwealth public service in Canberra.

**Schooling:** Before attending adult re-entry, had experienced problematic high school years where I had retreated to my studies to escape some of my peers. Passed one subject out of five in Year 12.

**Personal:** Home life was also problematic at times, with my father experiencing difficulties in the workforce. There were a number of events during this period that also contributed to this unstable home life.

**Employment:** Worked casually in retail sector from early 1994 and had initially intended to make a career in retail, however was nearly fired in late-1995/early 1996. In February 1995, gained a full-time job in a roadhouse in remote South Australia, lasted less than a fortnight as I was too young for such a dramatic step.)
WHY DID YOU RETURN TO ADULT RE-ENTRY EDUCATION?

I made the decision to return to school (not specifically, at the time, adult re-entry) in early 1995. I started working in a roadhouse in remote South Australia and whilst there (albeit briefly) I decided to return to school. I contacted Christies Beach High School, however I was too late to commence that year.

I am not sure about how I found out about adult re-entry education, although I suspect, as a regular reader of The Messenger, I noticed the education section the paper regularly prints, and noticed that Christies had adult re-entry education. Christies was the only school I contacted in early 1995. In the end, I started in 1996 at Hamilton Secondary College, having consciously decided not to return to my previous high school, nor go to Christies.

Returning to school as an adult was important to me, as I wanted to undertake my studies at night so I could continue working. In the end, although starting at night, after about a month I switched to day classes.

The enrolment method involved discussing with a person in the adult re-entry section my interest and enrolling there. I undertook Year 12 again, doing four subjects, and using the subject I passed previously, to constitute the fifth subject required. The subjects I chose were completed different to the Year 12 subjects I did in 1993.

My goals in pursuing re-entry education were mixed:

* The major goal was get into university. My interest in retail as a career was extinguished by events in late-1995/early-1996, where I was nearly dismissed by my employer (admittedly I wasn’t good at the job I was doing; I was much better in other roles with that employer). I wanted to pursue another career path, although it took me a long time to find that path;
* Combined with that was a strong desire to ‘get away’. Rightly or wrongly, my family and peers were negative role models for me, and I did not want to follow their respective examples;
- Adult re-entry also gave me an opportunity to study areas that I had had an interest in for a long time, such as politics, and history. Part of the reason for choosing Hamilton was that it offered the subjects that I really wanted to study, especially politics.

Despite this, I initially enrolled in Maths 1, which I withdrew from within a month (I ended up doing the Accelerated Legal Studies in semester 2). Here I quickly remembered that this was not an area I was terribly good at. I also enrolled in Economics, however there weren't enough students so I ended up doing Geography.

My feelings about the re-entry process are very positive. I think in terms of both the enrolment process and the overall commencement of the adult re-entry year was quite smooth. Despite the disappointment of economics being cancelled, I think that was resolved well also.

I must admit, given the above goals and issues that were motivating me to go to adult re-entry education, I don't recall too many feelings about the re-entry process. I don't recall being overly nervous starting; I was quite excited.
WHAT VALUE HAVE YOU GAINED FROM ADULT RE-ENTRY COLLEGES?

In part, I am where I am today because of attending an adult re-entry college. Studying at such a college gave me an opportunity, and the support, to pursue the fields of study that I was, and still am, interested in, and it nurtured my interest in these fields. It provided the springboard for the university studies I started after leaving Hamilton.

I think the positive experiences for me was that I was able to achieve the goals that I set myself, and that going to an adult re-entry college was a key component in this occurring. I was able to study the areas, such as politics, that I had always had an interest in.

I also believe that the ‘environment’ in an adult re-entry college is a positive in terms of studying. Being able to relate to the teachers as an adult is extremely beneficial, and provides a much more conducive learning environment.

Undertaking Year 12 at an adult re-entry college also gave me the confidence to believe that I could not only get into university, but succeed at university.

I don’t recall any negative experiences from my time in adult re-entry education. Whilst setbacks did occur, such as starting Maths I and the cancellation of economics, the subjects that I did undertake in place of these, Legal Studies and Geography, more than made up for those setbacks, and indeed in hindsight, were positive events. I think my experiences, and results, during adult re-entry education, were enhanced by undertaking these subjects.

The support structures in adult re-entry education were excellent. The teachers were always available to assist, and provide advice, to me when required, but at the same time, encouraged me to use my initiative and resourcefulness when undertaking tasks, and final exams.
BACKGROUND
Specify age, gender, residential location, family, previous education, socio economic status and relevant life experiences.

I am 24 year old male. I live south of the City of Adelaide (Mallett). I have an older brother and younger sister.
I attended Westminster College from 92 to 93 and completed Year 11, SACE 1. Before enrolling at Hamilton Secondary College I worked in my families business for 5½ years. I obtained a level 4 in small business and warehousing. I quit work to come back to school and now work part time at several mobil service stations.
I receive Aus study every fortnight. I still live with my parents and pay board every week. I've been overseas when I was seven and up to the Northern Territory a few times.
WHY DID YOU RETURN TO ADULT RE ENTRY EDUCATION?

Talk about:
- How did you find out about adult re entry education?
- What was the method of enrolment?
- What courses did you undertake?
- What were your aims/goals in pursuing re entry education?
- What were your feelings about the re entry process?
- How did you find the starting of your studies?

I returned to adult re entry education because I always regretted not finishing high school. I want to further educate myself and be able to look back and say I finished high school.

I found out about adult re entry education by word of mouth. On the way back to work from a delivery, I pulled in to find out what I could do about going back to school. I took the subject choice booklet and read up on the subjects I was interested in and then rang and made an appointment at the school to enrol.

I decided to do year 12 over 2 years so this year I’m studying the subjects - Studies of Societies, English and P.E. as well as computing courses - keyboarding 1+2 and word processing and computer 1.

My aims and goals are to get a good job or further educate myself after finishing school.

My feelings about the adult re-entry process are excellent. The teachers are friendly and understanding that you may have other commitments outside of school. I feel the whole process is well worth doing and more schools should offer it.

It had been a long time in between drinks so the starting up my studies took me a while to get the hang of. After the first term things started to flow better and I look forward to coming to school and learning new things.
WHAT VALUE HAVE YOU GAINED FROM ADULT RE ENTRY COLLEGES?
Talk about;
- What were the positive experiences?
- What were the negative experiences?
- Were there support structures available to use and what were they?
- How did you feel about the end process?
- Did you meet your original goal, please explain your response?
- Were there any other advantages that you feel you gained from an adult re entry education?
- What advice would you give to others who left school and were thinking of adult re entry education?

I found the whole experience to be very positive. There are support structures available to students which included teachers and other staff. Also financial support through Aus study. I’ve still got a long way to go but so far the process has been good.

I haven’t reached my end goal but I feel I’m well on my way.

Other things I feel I gain through adult re-entry is good communication skills. I also feel fresh and wanting to learn more. I also got to know a lot of great people and together with them we could help each other out with problems.

When I was writing I kept on saying I would like to go back to school and then one day thought what’s stopping me. The advice I would give others who were thinking of adult re entry education is to go for it. You don’t know if you don’t try!
BACKGROUND
Specify age, gender, residential location, family, previous education, socio economic status and relevant life experiences.

I'm a 19 year old female, who has recently moved in with my father down South (Christies Beach). I previously lived in Cumberland Park in the city, and I studied for 5 years at Unley High School, until I was forced to drop some subjects in 2002 due to glandular fever. I'm currently applying for Youth Allowance to help me through my studies. I have a long term boyfriend. I have a large family, 3 older brothers, 2 of which work interstate or overseas. I have 1 older sister who has two children (my niece + nephew), but she also lives interstate. I have a younger half brother and sister who are only 6 yrs + 3yrs old. My parents both have long term partners who are also a big part of my life. I also have an Aboriginal foster sister who lived with me for 5 years. She is only 2 days older than me, + how has her own 1yr old baby in Darwin. Finally I have my 1yr old Siberian Husky puppy.
WHY DID YOU RETURN TO ADULT RE ENTRY EDUCATION?
Talk about;
- How did you find out about adult re entry education?
- What was the method of enrolment?
- What courses did you undertake?
- What were your aims/goals in pursuing re entry education?
- What were your feelings about the re entry process?
- How did you find the starting of your studies?

I found out about Adult re-Entry through my mum. I also knew students who had studied at Hamilton. At the beginning of 2003 I rang the school and had an information pack sent to me. I then booked a course counselling appointment and enrolled in PES Legal Studies, PES Politics, and AS Biology (because I had to do maths or science). My aims and goals were to get the marks and grades I knew I was capable of, and to be able to qualify for a TER. I was a little disappointed that I had to return to yr 13, because of glandular fever in 2003, but the process was easier and smoother than I expected. I was a little nervous as I had been at my previous High School for 5 years, but I was happy to recognise friends and people I knew. I also found the independence my style.
ENDING COMMENTS
Please feel free to add any comments you feel necessary.

Even little things were important to me. My last high school was very concerned with uniform presentation, during my illness last yr, the last thing I needed when I could actually go to school, was a detention for the wrong shirt, shoes or tie. I was so happy reading my 1st adult newsletter that simply said under uniform: All adult students must wear shoes. This is not negotiable.
I thought to myself, this is my kind of school.
7.0 Bibliography


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