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

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1.0 Introduction to Portfolio of Research

1.1 Introduction

‘Adult students are not merely tall children’ (Research School Handbook, 1992)

The teaching of adult students who are undertaking studies within the public secondary sector requires a unique understanding of the challenges they face when returning to education. Many have competing demands of family and work, as well as a sense of personal insecurity and anxiety as to whether they are up to the challenges of learning which confront them in the adult re-entry context. This section reviews the theoretical perspectives and debates which have emerged in response to the needs of adult re-entry students, both here in Australia and in comparable programs throughout the English – speaking world.

From the early 1980s secondary schools in South Australia began reporting increasing numbers of adults returning to formal secondary education. Anecdotal evidence suggested that their reasons were varied: some returned seeking improvement of job prospects or change of employment direction; others desired to complete secondary education with the aim of undertaking tertiary studies or vocational certificates. Others wished to further their knowledge or skills in a given area or wanted to study for self-fulfilment and enjoyment. No special provisions were made for these older students; they were simply slotted into the existing day-time secondary classes, at what was judged to be the most appropriate academic level.

At the same time colleges in the Technical and Further Education (TAFE) sector also noted an increasing number of enquiries from adults wishing to undertake studies equivalent to year 11 and 12 subjects in secondary schools in order to prepare them for university entrance and other career options. A small number of TAFE Colleges began to make
 provision for these students by teaching year 11 and 12 subjects to evening classes, made up exclusively of adult students. Supported by some outstanding teachers, these programs proved very effective in terms of enabling students to achieve their aims of entering university study or obtaining jobs requiring year 12 qualifications.

Then in 1989 the South Australian Government made a policy decision to transfer all year 11 and 12 classes for adult students from the TAFE sector to the public secondary school system. Funds were provided to set up nine Adult Re-entry sites within key secondary school campuses in Adelaide and Whyalla. Their brief was to establish within the school a distinctive adult sector, incorporating separate adult classes, including evening times for part-time students, and special organisational provisions which recognised their status as adults rather than adolescents.

I became a teacher at one of these Adult Re-entry Colleges. Over 14 years I have participated in, and reflected on the development of adult re-entry programs and have taught adult re-entry classes. For my doctoral studies, it seemed natural and appropriate to focus on investigating the area of adult re-entry programs in South Australia. In particular I wished to find out:

- how and why the decision was made in 1989 to locate adult re-entry programs in South Australian secondary school campuses;
- how adult re-entry programs were developed in one adult re-entry site campus over the next fifteen years; and
- which adults had chosen to participate in such programs and why, and how they evaluated their learning experiences.
1.2 Provisions for Adults to Return to Study in Australia

Within the Australian context, provision for adults to return to secondary studies varies in each state, since constitutionally education remains under the jurisdiction of state governments. Since the 1980s a number of states / territories such as the Australian Capital Territory (ACT), New South Wales (NSW), Victoria (Vic), Queensland (QLD) and Western Australia (WA) have been moving to a system of Senior Colleges involving separate campuses for senior students (Years 11 and 12, but sometimes including Year 10). Some of these Senior Colleges in NSW have established partnerships with the universities and TAFE sector (NSW Department of Education and Training, 2007). Others in Victoria offer pathways to university entrance, apprenticeships, and industry and commercial programs (Corio Bay Senior College, 2007). These wide-ranging programs have proved attractive to many young adults. Whilst seeking to cater for adult students, Australian wide, there are varying degrees of special provisions made for the diversity of ages and educational needs of adult students in these senior colleges. The ACT has an extensive system of Senior Colleges which provide essentially for students undertaking their senior secondary education; students mainly aged 16 - 18. There is a formal break at year 10 and students proceed to years 11 and 12 in a senior site. Adult students can access TAFE for their senior secondary needs. In the Northern Territory, Casuarina Senior College offers adult education classes at night.

In WA, Senior Colleges, such as Tuart and Canning, offer adult education and community programmes which seek to enhance literacy, numeracy, personal enrichment courses and career education and training options (WA Department of Education and Training, 2007). In the case of Queensland, those eighteen years of age and over are classified as adult or mature age students. They are permitted to enrol in state secondary schools at the discretion
of the school’s principal. There are twelve centres in Brisbane, Bundaberg, Cairns, Mackay, Nambour and Townsville which offer both day and evening classes to cater for the needs of adult students (Queensland Department of Education and Arts, 2005). Essentially as educational needs are evolving throughout Australia a number of these senior colleges are providing in different ways for the needs of adult students in the secondary sector of their respective geographic locations.

Under the 1989 policy decision, the South Australian government made special provision for all ages of adult re-entry students. The Department of Education and Children’s Services was allocated specific funds to establish a system-wide network of nine re-entry sites and this was an innovative education policy at the time. Students were able to move between colleges / schools in order to access appropriate subject options and preferred times. These sites were specifically geared to the diverse educational needs of adult learners in terms of the range of subjects offered, the times at which classes were offered, the demands and behavioural expectations made of students and the patterns of teaching and learning adopted. The range of students involved was considerable. In my personal experience, it was not uncommon to have mature age students, in the fifty plus age group, in the same classroom as younger adults, aged eighteen to twenty-five, and even entire members of one entire family at the same site studying a diversity of secondary and vocational courses.

1.3 Clarifying Key Terms

As the above discussion illustrates, the terms ‘adult learners’, ‘mature age students’ and ‘adult re-entry students’ often appear to be used interchangeably. Although the overlap in their meanings may make this appropriate in some contexts, it is important to understand the
different emphasis implied in each.

‘Adult learners’ is the most general, all encompassing term which includes in its scope all those involved in various types of learning at different stages of their adult lives. There are many educational structures which provide specific courses or other learning opportunities for adult learners to gain pre-service, professional or post-graduate qualifications, participate in ongoing professional development or pursue knowledge and skills for leisure activities or out of intrinsic personal interest. These organisations include:

- universities
- TAFE institutes
- Registered Training Organisations (RTOs)
- Community education organisations and other learning providers (Services SA, 2003).

This wide general meaning was used in the Labour Force Survey conducted in United Kingdom in 1998. According to the definition it used, an adult learner was aged between 25 and 64, and was enrolled in educational institutions or correspondence courses, or undertaking vocational training (Hillage et al, 2000, p.46). On the basis of the findings, it was claimed that in 1998 there were 3 340 117 adults involved in learning part-time and another 300 000 undertaking full-time study (Hillage et al, 2000, p.47).

A study carried out in the USA broadened the definition of adult education to include informal learning. In contrast to formal, institutionalised learning in the school classroom, for example, informal education could be characterised by control of learning remaining ‘in the hands of
the learner’ (Kim and Chapman, 2004, p.2). According to the findings, of this study, there were in the USA:

- 92 million adults participating in formal education; and
- 125 million adults involved in informal, work related learning.

Overall, it was claimed that 30% of all adults were undertaking work related courses (Kim and Chapman 2004, pp. vi-xii).

The term ‘mature age’ student is more limited in its scope, since it tends to be used for older adult students who are regarded as having considerable life and / or work experience. It excludes younger students, such as those over eighteen or in their early twenties, who left school early, but seeks to return to study within a few years.

The nomenclature ‘adult re-entry’ defines a very specific type of student, as DECS regulations for the South Australian colleges / schools make quite clear. They define an adult re-entry student as being over the age of 18, and in addition, as having been absent from formal education for a period of at least six months (Services SA, 2006). These clearly are to be seen as mainly young people who are being given a second chance at formal education.

However, in South Australia there are some students under the age of 18 who attend adult re-entry schools or colleges in order to complete the South Australian Certificate of Education (SACE). Essentially they are students who are pursuing subjects not available to them at their home schools or for other educational reasons chose to attend an adult college or school. They may attend during day or evening classes. Further, there are 18 to 20 year old students who are seeking to upgrade their previous year 12 Tertiary Entrance Rating (TER)
and have not left education but have enrolled in an adult site. These students are also generally referred to as re-entry students.

In the South Australian public education system the adult re-entry schools and colleges can operate as RTOs, if they are certified as alternative learning providers, providing formal secondary and vocational programs (certificates 1 - 4) and aspects of community education courses. These students are often referred by Centre-link or other welfare agencies. Adult re-entry students also include those who seek to study a specific course for a particular educational or leisure focus. Strictly speaking, however an adult re-entry student in the South Australian context is one who has had a formal break from education and is over the age of 18.

1.4 Understanding adult learners

1.4.1 Preamble

The teaching of adult students within the public secondary sector requires an in-depth understanding of the challenges they face when returning to formal education. For most the decision to return to study requires the courage to take a risk, as well as a readiness to re-organise their lives. Many have demands of family and work, as well as personal doubts and fears of whether they are up to the challenge. Schools and teachers dealing with adult learners need to appreciate the diversity of both external and internal factors which are at work in the lives of those particular students. External social and cultural factors have influenced their current circumstances and their life experiences in a variety of ways. The internal psychological factors which mark them out as individuals, and are evident in the way they have responded to external pressures, and the new demands of study, are also very
different. Together these external and internal factors can be taken as representing the personal world of each adult learner. This section analyses the theoretical perspectives and debates which are associated with understanding the personal worlds of adult re-entry students and responding effectively to them in the learning context.

1.4.2 Reasons for returning to study

Research evidence, as well as the ‘writer’s personal knowledge, indicated that there were many different reasons behind the decision of adults to return to study. In their study, Goldman and Bradley found that students in Australia returned to education in order to improve their employment and career prospects and to gain entrance to university. These instrumental or utilitarian reasons were similar to those found in the United States of America (USA) and New Zealand (NZ) (Goldman and Bradley, 1996, p. 2007).

Cocklin, however, from his research based on the ‘diary accounts’ of adult students claimed that the desire to pursue credentials was not the only motivation that could be identified. Personal goals, often related to self-image, were also important. He reported that ‘many of the adult students gave at least as much, if not more, prominence to those personal outcomes, with some relegating credentials based goals to a secondary position’ (Cocklin, 1992, p.75)

According to White (2000), the decision to return to education for personal reasons often occurred as the result of challenges to existing roles or contact with people who had taken a similar step. This pattern appeared to be common in the case of women. The findings of Brew (2000) suggested that children were often ‘pivotal in a women’s motivation to return to
study. Mothers who had left school early were anxious to keep up as their children moved into senior secondary studies and not to lose esteem in their children’s eyes. In the view of Cocklin (1992, p.81) it was important for those developing policies and programs for adult re-entry students to be aware of the differing ‘dynamics and dimensions of the processes of becoming an adult student.’

The adult re-entry students whom the researcher has taught, over fourteen years could be seen as exemplifying the various reasons. These students have sought to seek credentials to further their education. That is, completing their senior secondary education to undertake university studies. The examples include younger adults in the 18 to 25 age to mature age in their 50s plus years. Others have been those who return to undertake senior school subjects to enhance their university entrance scores. While others have undertaken bridging programs which are specially designed as alternative routes to university studies. Still others students have undertaken subjects which are part of vocational certificates. As indicated earlier the ages were extensive, and family circumstances varied from single individuals to those with young children at home or adult siblings of their own. In one circumstance the researcher had a mother in one class and her school age daughter in another class. Further, the researcher taught adults who were in seeking new career paths and utilise the facilities to enhance their learning. A number of students taught had health and personal circumstances which had impacted upon their lives and their learning needs.

1.4.3 Social and cultural factors influencing adult students

The external factors influencing the personal worlds of adult re-entry students can be seen to begin with their birthplace and the circumstances of the family into which they are born.
There are circumstances which an individual has no power to control. Primary and secondary school students, of course, are influenced similarly by the social and cultural context of their family, but in the case of adult students, these factors have been at work, for better or for worse, over a larger period. Since adult Re-entry students are by definition those who left school before completing their secondary school studies or without gaining qualifications at the level of university entrance, the family's social and cultural background might well have played a negative role in limiting their educational successes.

In my personal experience, for example, I have known as students, adult immigrants who had only recently gained Basic English skills and were still trying to catch up the gaps in their basic education. Adults of indigenous background sometimes had comparable gaps in English writing and numeracy skills, as well as limited exposure to the mainstream cultural values which permeated the process of schools in Australia.

The financial constraints in a family of low socio-economic background, caused by death or unemployment of a father, could have meant that a boy of the family left school early to take up an apprenticeship and the subsequence opportunity of secure gainful employment, despite the fact that he was enjoying study and had achieved high grades. After thirty years of successfully establishing himself in business, he decided that the family's financial future was secure enough to allow him to return to studies which he had been unable to pursue as an adolescent. The personal world of such a mature age student had been greatly enriched and extended by the experiences of thirty years of living and working. Very different was the situation of a nineteen year old that had left school at the end of year 12 with only minimal success, spent twelve months looking unsuccessfully for a permanent job and decided to
return to study to try to upgrade his qualifications. Yet adult re-entry classes I have known have contained both extremes of age and life experiences sitting alongside one another as students. According to Bradley and Goldman (1996, p.79) the older students have tended to be more successful in their studies than the young re-entry students.

The compounding negative influence of gender for many women can be seen in comparatively high proportion of women in adult re-entry classes. In difficult family circumstances, it was often the girls who left school early to help at home or bring in much needed extra income. Then marriage came and their children to support and bring up. Only when children were approaching adulthood and some degree of self sufficiency was it possible for such women to consider returning to study to satisfy a love of learning or a desire for greater self-esteem and status. In practice, many women who want to return to formal study as adult re-entry students went onto university studies. Burns and Scott (1990, p. 58) claimed that mature aged women had proved particularly successful as tertiary students.

A number of writers on adults returning to study have emphasized the importance of their teachers understanding these external social and cultural factors. Recognition of the multiplicity of learning worlds which adult learners inhabit and taking account of the diversity of their environments was fundamental (Grear and Squires, 1990; Hebenstriet, 2003; Bron et al, 2005). In the view of Brookfield those responsible for adult learners needed to recognise more the cross-cultural dimensions of adult learning and the impact of society's dominant cultural values on those of minority background. In particular, teachers would benefit from an appreciation of how learning capabilities of their adult students had been shaped by
‘interpretive filters, cognitive and cultural rules’ learned in childhood and adolescence (Brookfield, 1995). The life experiences of mature adult learners also had to be respected and the knowledge gained from this made use of their current learning (Gear and Squires, 1990; Fardouly, 1998; Daines and Graham, n.d.)

The influence of these social and cultural factors is evident not only in family background and past life experiences but even more directly in the current circumstances of adult students. The retired or semi retired businessman would most likely have both the time and freedom from financial worries and family responsibilities that would enable him to spend much of his time on his studies and enjoy them. Most adult re-entry students, however, had to juggle family responsibilities as well as the demands of full or part time work to ensure an ongoing income for themselves and their dependents.

Leib (1991) argued that factors such as the financial costs, family responsibilities and constraints on time available for study functioned as barriers which negatively impacted on their level of success that adult students achieved in their learning. It was hardly surprising that some adult students appeared tired and fatigued in class (Fardouly, 1998). For Cocklin (1990, p. 208), financial circumstances appeared to be the factor most likely to affect the success of adult re-entry students. On the basis of their research Bradley and Goldman (1996, p. 79) concluded that the not infrequent withdrawal of adult re-entry students was ‘mainly due to financial, family and work overload factors’. In the case of women, in particular, there was often a ‘considerable load in terms of home, part-time occupation and school requirements’ for their children (Cocklin, 1990, p. 209). Some Aboriginal women returning to study reported resistance from other family members who saw them as not
properly fulfilling their home role, especially their child-rearing responsibilities. One such woman provided a memoir describing her experiences when she began her adult studies. ‘It is difficult to take interest in all kinds of things including sex. That caused a few problems. Every spare minute that I had I would usually grab one of the books and just read through it and see what I was up to and what I was doing’ (Grant and Trimingham–Jack, 1996, p. 175).

1.4.4 Internal and psychological factors affecting adult students

Internal developmental and psychological factors have also been regarded as initially important in adult students’ decision to return to studies and the level of success they achieve. Adult students are usually expected to be mature and independent individuals. The assumption is that age, physical maturation and accompanying life experiences, and their family background, have helped to form their distinctive adult personalities. In society at large they have been regarded as adults responsible for their actions legally, politically and financially, as well as within their family context. When adults decide to return to study, they respond most positively to learning contexts where the school organisation and class teaching reflect the more autonomous practices of adult workplaces rather than the more controlled and restricted organisational patterns legally required for children and adolescents who are of compulsory school going age.

In the case of re-entry students, their adult status has consequences for the approaches to learning and teaching adopted in the classroom. The learning process for adult learners is different from children’s, as the former have assumed responsibility for the learning themselves and bring to it a wide range of personal experiences and perspectives (Edmunds et al, 1999). This process has been called ‘self – directed learning’ by Brookfield (1995) to
indicate that adults are in control of their learning. Similarly, Derrick and Carr (2003) referred to the process of ‘learner autonomy’ involve the adult learner takes responsibility for his/her own learning, sets goals, makes plans and undertakes action.

Adult students have been seen to respond best to a problem centred or enquiry based approach to learning, focussing on questioning key issues, discovering more information, reflecting critically and refining assumptions (Adult Student Centre, 2005; Brookfield 1995). Other writers have stressed that this individual autonomy needs to be balanced and supported by group activities, exchange of ideas and practical experiences (Foley, 2000; Carey, 2003). Speed and Hartfree (1998, pp. 4 - 5) in their research with 496 Glasgow residents aged 16 and over found that their respondents identified learning as a process of ‘discovery and exchange of ideas’ and preferred their learning to be practical. Teachers of adults, therefore need to create a learning environment which fosters respect, collaboration, support, trust and a sense of fun, as well as satisfying student expectations that what they are learning immediately useful (Edmunds et al, 1999; Fardouly, 1998).

A number of important psychological factors that need to be taken into consideration in dealing with adult re-entry students can be regarded as the outcomes of earlier learning experience. The level of confidence with which they approach their studies, the type of motivation they demonstrate, the learning styles they reveal and the sorts of learning skills they have developed (or failed to develop), are largely a consequence of the opportunities for learning which they had been able to access previously and how successful their learning had proved.
Within the students of an adult re-entry class teachers are likely to find a great range of learning backgrounds, levels of knowledge, skills and experience. There are those who are confident in meeting the challenge of their studies because of their past success in gaining qualifications, achieving their career objectives and winning the recognition of others. There are others whose studies are incomplete or unsuccessful, have achieved little of their life so far and are used to being regarding by others as failures or non-achievers. For such adults who are unsure of their abilities, low self esteem and fearful of yet another failure, the return to formal studies is a high-risk initiative fraught with difficulties (Hebenstrait, 2003, pp. 41 - 43; Daines and Graham, n.d., pp. 2 - 5). At one extreme there may be the young adult re-entry student who has not yet successfully completed Year 12 studies, has only limited part-time work experience and who has not yet developed independent learning skills of their own. The other extreme may be represented by a retired professional, a university graduate, who has retired to study to satisfy a love of learning and a desire to extend their knowledge in a new field. In recent years such students have been increasing. An example this researcher viewed was the situation of a retired bus driver who had retired to study after many years of service. Essentially he worked in the public transport system in the 1970s when private bus companies provided public transport for commuters, and then the move by the state government of the time to make the system totally public owned, to see by the 1990s the system being privatised and private companies offering the services again. He returned to study at year 12 standard in pursuit of a career change and new direction in life. In one of his studies he chose to analyse the effectiveness of the ‘new’ private system.

To be effective with groups of students across such a range of psychological and developmental factors, teachers need to find out the nature of their students’ earlier studies
and their level of success in it. Teachers need to appreciate the particular learning experiences of their students through childhood and adolescence in order to take into account ‘the formation during these periods of interpretive filters' cognitive and cultural roles’ (Brookfield, 1995). Others have argued that assessing students’ learning styles can lead to improvement in student learning. With this knowledge, teachers are in a better position to use a range of teaching styles to match students’ needs and enhance their further learning (Tucker et al, 2003).

1.5 System and school level responses

In responding to the widely diverse needs and interests of the adult learners who have been returning to schooling in increasing numbers, education systems, colleges and schools around the world have developed a variety of approaches in relation to the types of programs offered as well as the organisational methods of the teaching applied. Uren (1995, pp.4-5), in a review of these approaches identified four different types. For the purposes of this study, I have summarized them as follows, in my own order:

(1) directed and structural learning for the gaining of competencies and skills (the training model);

(2) self – directed learning, where the learners control the process for their own ends (the andragogical model);

(3) learning designed to enable learners to change society (the critical pedagogy model); and

(4) learning centred on learners, with educators providing relevant programs and supportive environments, what I would call the holistic model.

These four models are discussed in more detail in the section.
1.5.1 The training model

The training model can be seen to involve students in learning that is directed and structured by the instructor. The specific knowledge, skills or competencies to be learned are set out in detail in advance in the published course outline. Instructors tick each of these off as students demonstrate their achievement of it. There is little opportunity for instructors to deviate from the course outline to satisfy the needs of individual students or the group. To succeed students need to adapt to the set program and keep pace with it.

This model is the prevailing approach used with adults in the TAFE sector, which is focussed on vocational or technical education. Certificates are awarded as the guarantee of the demonstrated level of competence under the Australian Qualifications Framework (AQF) in a given workplace skill or occupation (Australian Qualifications Framework, 2007).

1.5.2 The andragogical model

The principles of andragogy, the field of study concerned with the way adults learn, were first expounded and popularised by Knowles (1970) at a time when the phenomenon of adult returning to study was beginning to appear in the USA and UK. Knowles approached adult education from a psychological perspective, starting from the premise that adults wanted to be responsible for their learning and had the capacity to take control of what and how they were learning. Their experiences of living in the world could be seen as enriching their learning capacity as well as strengthening their sense of adult identity.

In Knowles’ judgement, adult students often re-entered education with a definite idea of the direction they wished to take and a specific motivation for their learning clearly in mind.
(Knowles, 1984, pp. 9 - 12). In discussing the nature of motivation in adult learners, he argued that, ‘while adults are responsive to some motivators (better jobs, higher salaries and the like), the most potent motivators are internal pressures (the desire for increased job satisfaction, self esteem, quality of life and the like’ (Knowles, 1990, p.63)

According to Rosmann (2000, p. 5), Knowles made a major contribution to the ‘development and dissemination of the andragogical process of planning and operating educational programs’ for adults. Knowles’ work stimulated a wide range of other writers and researchers in the field of andragogy. Some authors saw andragogy as a body of knowledge concerned with the way adults learn, as contrasted with the area of pedagogy with the way children learn. The distinction, which was elaborated in most detail by Green (1998, pp. 1 - 2), has failed to gain universal acceptance. Most subsequent writers have considered that there was no clear-cut distinction between the two and that many of the features Green characterised as exclusive to andragogy could be shown to apply to pedagogy (Jarvis, 1995, pp. 91 - 92).

The adoption of andragogical principles has important consequences for developing programs and structuring learning experiences for adult students. Programs should be directly relevant to the needs of adult students and the reasons for studying a particular course or program need to be clearly explained, as a means of strengthening motivation. Their learning needs to make sense of their life experiences encourage self – direction of learning options (Knowles, 1990, pp. 57 - 63). Under the andragogical model, teachers need to develop a climate for learning and provide opportunities for practical activities within schools and classes set aside for adult learners. In addition, creating a structure, to involve students in ‘participative planning’, in formulating objectives for learning, in the ‘diagnosis of
needs for learning’, and ultimately the evaluation of learning for a given topic would help fulfil the andragogical ideal of adult students exercising autonomy in their learning (Knowles, 1980, p. 59).

1.5.3 The radical education model

In discussing adult education from a sociological perspective, Jarvis emphasized the importance of understanding the relation between educational structures and change in society. For him, the education of adults could be regarded as ‘any process directed towards the participants’ learning and understanding where the participants regard themselves and are regarded by others as socially mature’ (Jarvis, 1995, p. 42). The interpretation of the way in which educational structures for adult education influenced and were themselves influenced by societal changes depended on the ideological perspective adopted. Jarvis (1989, p. 34) argued that there were ‘two interpretations of the social phenomena of adults’. Based on their ideological assumptions and implications he referred to these as the liberal and the radical education perspectives.

The ideology of liberalism focuses on ‘free and rational individuals’ able to pursue their own interests. There are, however also ‘implications of power’ since such freedom appears possible only for the educationally privileged, the economic, political and professional elites. Liberal adult education therefore ‘may be seen to be …individualistic and elitist ideologies’ in a way that ‘seem to favour a form of “education from above” ’ (Jarvis, 1989, p. 37). In contrast, ‘radical adult education stands for the presupposition that the individual is constrained by social factors that prevent him pursuing his own interests. Since the social structures constrain individuals unequally, they need to be replaced and adult education
should liberate the people so that they can act back upon those structures and so build a more equal society’ (Jarvis, 1989, p. 38). The form of education associated with the radical perspective ‘may be typified as “education of equals” since it is concerned with the perception of reality of the participants and with ideological perspectives of equality between all the participants in the teaching and learning process’ (Jarvis, 1989, p.40). These competing ideologies help to explain the debate between adult education as a tool to maintain a capitalist society by providing the skilled workers required versus adult education as a liberating force which empowers adults to become articulate individuals who can change society (Tuijnman, 1996, p. 159).

Jarvis went on to elaborate the differences between these two approaches to education in terms of the curriculum. The liberal model of education from above aimed to initiate individuals into the dominant or mainstream culture and meet the needs of society. Curriculum content was decided by those who controlled the education system to ensure that individuals acquired the necessary publicly accepted knowledge and its forms. Teaching methods were strictly didactic, with the teacher essential to learning and in control of all learning outcomes. Assessment was related to behavioural objectives and standards with achievement evaluated through regular tests and public examinations (Jarvis, 1989, p. 49).

In contrast, the radical education of equals aimed to encourage individuals to achieve their human potential and to meet their needs. The curriculum content was selected by the learners, according to its interest and relevance to them, usually in consultation with teachers. The role of the teacher was more of a facilitator than a pedagogue with minimal influence on learning and no control of learning outcomes. The learning objectives were
expressive of individuals' interests, and assessed by the students themselves or their peers in a way that put the emphasis on learning (Jarvis, 1989, p. 49).

1.5.4 The holistic model

A fourth model which may be seen to have emerged in school level responses to the needs and challenges of adults returning to study may perhaps be labelled, 'holistic'. Those responsible for the teaching of adults at a given site had taken insights from other three models as a means of trying to make the learning experience as meaningful as possible to adult students. Some have also made a feature of practical organisational factors to make attendance at classes, the provision of resources and support facilities and the completion of assignments as user-friendly as possible. It can thus be seen as an eclectic and pragmatic approach which has been designed to create an effective learning environment where adult students get a genuine second chance.

Evidence for this sort of approach was found not so much in academic writers as in the discussions and deliberations of teachers and administrators involved with adult students. Four factors seemed to characterise these efforts. The first factor was a commitment to social justice, to administer which makes 'society better by making it more egalitarian' rather than enhancing 'existing social and economic inequalities' (Merriam and Cunningham, 1989, pp 65 - 66). Such adult education aims to provide an avenue to increase the range of life choices and pathways for individual students (Uren, 1995, p. 21), while recognising their potential to contribute positively to changing the local community, the wider society and global development.
A second factor was their student centeredness. Recognition of students’ adult status and their needs as adult learners were fundamental to this, but this general thrust was matched by a readiness to take account of their diverse individual needs and interests and to respond to the realities of their learning and background situations in specific and concrete ways (Grear and Squires, 1990, pp. 8–11; Uren, 1995, p. 21). The ultimate aim was to provide academic achievement, the enhancement of self worth and ‘self – regulated learning in adult learners’ (Moran, 2005, p. 25).

However, the third factor in this approach was that adult students were not expected to achieve these goals alone. The role of teachers in responding to individual learners’ needs and structuring effective learning experiences was seen as critical. In particular, a teacher’s ability to develop positive relations with students, encouraging and stimulating as needed, was given paramount importance (Grear and Squires, 1990, pp. 8–11; Uren, 1995, p. 21). Down (2000, p.3) in particular, highlighted the role of the teacher as a learning mentor in supporting adult learners until they could gain in confidence and knowledge to move from dependent to independent learners. Grow’s model of four stages of development in this process was useful in detailing the changing role of the teacher as the learners progressed (Grow, 1991, p. 29).

The last factor employed in the holistic model was the provision of practical support for adult students. This included ensuring that there was a broad range of subjects available; reflecting what Imel (1995) identified as subject orientated, consumer orientated and emancipatory adult learning. Various resources were needed to support this: counselling to assist with subject choice; tutorial assistance to cater for individual learner’s educational
needs; regular but flexible timetables, programmed at times that suited students: and specific spaces made available as individual learning and socialising areas (Bradley and Goldman, 1996, pp. 79 – 80).

Overall, an adult campus or site which provided a broad curriculum, student centred and personalised teaching, supportive and friendly teachers was seen by many of the students concerned to provide a ‘fantastic’ learning environment. In their view, ‘the best thing’ they had ever done was to join such a learning community (Te Riele, 2000).

The above discussion of the factors influencing adult learners and the various models that educational authorities have used as the basis of providing appropriate education has given a background sketch of the adult educational sector which was the focus of this study. The next section outlines the values underlying the investigation, particularly as they relate to the research methods adopted.

1.6 Value assumptions and research methods

Before the three main parts of this portfolio are outlined, it is important to indicate what view of human beings underlies the study as a whole. Such research value assumptions are evident in the way a study is planned and conceptualised and the research methods adopted. They are particularly apparent in relation to the sorts of data the research chooses to use, the methods used to collect information and to analyse the data gathered.

In this discussion I am following the principles of Wright Mills who gave the following advice to his students: ‘Always keep your eyes open to the image of man – the generic notion of his
human nature – which by your work you are assuming and implying; and also the image of history which is being made...keep your eyes open to the varieties of individuality and to the modes of epochal change’ (Wright Mills, 1959, p. 225). Allowing for the gender inclusion which was accepted in the term ‘man’ at the time when Wright Mills wrote this, I would claim that the explicit acknowledgement of the researcher’s values, which he advocated is still applicable today.

Wright Mills’ insistence on recognising the influence of values in research is consistent with Weber’s way of looking at human existence and sociological method. Accepting the philosophical distinction between values and facts, Weber considered that it is not possible to scientifically demonstrate or prove with facts that one value is preferable to another. As a result, human beings in the course of their lives are confronted with a great variety of competing values and need to choose which ones they will follow. ‘We have to choose our values, the things we treasure and strive for, from a range of possible and irreconcilable values, and must therefore make a decision to go one way rather than another and, having made it, live with its consequences’ (Cuff, Sharrock and Francis, 2003, p. 40).

The reality of human choice and decision-making in relation to values can be seen to underlie Weber’s belief that society consisted ‘of human individuals and nothing more’ and that sociological inquiry was concerned with ‘the activities of those individuals and nothing else’ (Cuff, Sharrock and Francis, 2003, pp. 41 - 44). Hence, Social Action is the term often used to describe Weber’s distinctive sociological theory and method. Human beings are regarded as actors in their social contexts and the sociologist ‘attempts an interpretive understanding of action’ (Heydebrand, 1994, p.1; Brown, 1979, pp. 139 – 140) in a way
which takes into account ‘the inner feelings and self perception of the actors themselves’ (Robertson, 1986, p. 337). According to Drislane and Parkinson, Social Action theory is a ‘sociological perspective that focuses on the individual as a subject and views social action as something positively shaped by individuals within a context to which they give meaning’. Those who adopt this approach regard the individual as an autonomous agent, ‘giving meaning to subjects and events and acting with intent’ (Drislane and Parkinson, 2007: Willis, 2004, p. 148).

The researcher’s task in investigating a particular phenomenon is to gain an understanding of those who are involved in the phenomenon, in order to appreciate the ‘actions’ and the subjective intentions of the actors’ (Jensen, 1971, p.18). Weber emphasised the researcher’s use of ‘verstehen’ or empathy as the means of gaining an understanding of individuals’ behaviour from their own perspective (Jureidini and Poole, 2003. p. 67). Such an approach has been referred to as interpretive sociology (Walters and Cook, 1996, p. 88).

Weber’s Social Action perspective, with its underlying value assumptions of the centrality of the individual as a social being, seemed particularly appropriate for this study of adult re-entry education in South Australia. In each of the three parts which make up this portfolio, there was a group of people whose personal decisions, at different levels, could be seen as making a significant contribution to the way adult re-entry education developed in South Australia. The research strategy adopted was to seek information from key people making decisions at the three different levels. In particular, the aim was to investigate the reasons and motives behind the decisions they made, in order to tap into the values they held in relation to educational opportunities for adults. In part 1 which investigated the introduction of
a new government policy for adult re-entry programs, it was considered important to find out from Hansard record what Members of Parliament said in the Parliamentary debate on the policy and to have interviews with key participants, such as the Minister of Education and Director - General of Education and the Director - General of Technical and Further Education at the time. For the Part 2 study of how one secondary school developed a program for adult re-entry students, interviews with leading members of staff with responsibility in the sector were of great significance. In part 3 of the Portfolio, which was concerned with the experiences of the adult students themselves, the method of a written personal statement from each participant in response to open ended questions was used. This last approach to data gathering was based on the method of the Polish – American humanist sociologist, Znaniecki, who followed Weber in regarding individuals as active agents in their social and cultural contexts (Smolicz, 1974: Secombe and Zajda, 1999).

The analysis of the personal data gathered from individual participants in all three parts was based on the assumption that each was a conscious and active human agent. They therefore could be regarded as having the capacity to know what their actions were, to explain why they acted in that way and to make a later reflective judgement on their actions when asked.

1.7 The Research Portfolio

My research utilised qualitative research methodology, encompassing historical analysis of policy documents and school documents related to curriculum and organisation of programs for adult re-entry students, as well as interviews with key decision makers. Part three made use of memoirs and personal statements from adult re-entry students. Specifically the three research projects were:
1. A review of policy development in relation to adult re-entry education in public secondary schools in South Australia from 1989 to 2005;

2. An investigation of the adult re-entry programs developed on one particular site;

3. An analysis of the personal experiences of 40 adult re-entry students

**Part 1 of Portfolio.**

This section is a historical research on the 1989 policy decision to locate adult re-entry education in South Australian public secondary schools. Further, this research was supported by interviews with major players (actors) in the policy decision.

Essentially the focus of investigation in this section was the establishment of adult re-entry colleges why they developed. The researcher sought to discover the philosophical and educational reasons for the decision to transfer general education programs for adults away from TAFE and to establish adult re-entry colleges within public secondary schools and to support their implementation from 1989 to 2005.

**Part 2 of Portfolio.**

This section is an investigation of one adult re-entry site, which is referred to as the Research School. This quantitative and qualitative research provided information on the history and structure of the site over the years 1989 - 2005. This was done by accessing data, which was in the public domain from the Department of Education and Children Services, as well as reports and documents from the site. Further, where applicable I sought information from previous studies and relevant personnel who were involved in the development of the site. From the data it was possible to trace the changing patterns in student enrolments, in the
particular subjects and programs taught and the support services provided at the research school.

**Part 3 of Portfolio**

Part 3 of the Portfolio was a piece of qualitative research, based on the interpretation of written personal statements or memoirs from 40 adult re-entry students who attended the Research School. I investigated the motives and experiences of these 40 adults who had returned to formal education. I sought to understand why they decided to come back to study (full time or part time) and what they perceived as the positive and negative aspects of their experiences in an adult re-entry site.

The chief advantage of using personal statements or memoirs as research data was that they provided direct access to the thoughts and feelings of the participant actors themselves. This research method not only proved time consuming in terms of the analysis but required trust and honesty on both sides, from the students and from me, as teacher-researcher. At this level, the theory could be related to the actual circumstances of individuals. As a teacher in an adult re-entry college, I found these personal statements assisted me professionally by providing a detailed knowledge of the personal worlds and experiences of these adult re-entry students.

**1.8 Summary**

In conclusion, the theoretical base of my research pointed to the importance of adult learners as actors and understanding, how they gave meaning to their action in returning to formal secondary education and to the interaction that occurred between learners and teachers and
the learners themselves in the school context. Yet these adult learners were not isolated from society but affected by social, political and historical events that occurred. Therefore, it was necessary to understand the societal context in which the adult re-entry were established and to note the social, economic, political and historical events that shaped their development, in terms of both opportunities and constraints.
2.0 PART 1 Of PORTFOLIO: The Introduction of Adult Re-entry Programs in South Australian Secondary School Sites, 1989 - 2005

2.1 Introduction

The first study in this portfolio of research aimed to investigate an important South Australian government initiative in adult education, the 1989 introduction of the first official state policy in this area. Four key questions guided the research investigation.

1. What provision for adult students existed in post-war educational structures in South Australia?
2. How and why did the South Australian Labor government introduce in 1989 a policy to cater for adults wishing to return to formal education?
3. What programs were introduced for these students and why? To what extent were these changed and modified over the following fifteen years?
4. Why were programs situated on secondary school sites, under the jurisdiction of the South Australian Education Department?

2.1.1 Research methods adopted

As indicated in 1.6, Social Action theory was adopted as the values framework for this research portfolio. It was therefore considered appropriate to seek out the official documents related to the introduction of the 1989 policy. These were:

1. the South Australian Labor Party policy documents on education in the period being considered;
2. the official Hansard record of South Australian Parliamentary debates following the Ministerial Policy Statement, including responses from the two responsible Ministers;
3. subsequent Hansard debates related to questions asked in Parliament on the implementation of the policy;
4. Departmental documents on the development of adult re-entry programs on secondary school sites; and
5. public documents prepared by those secondary schools involved in the adult re-entry programs.

In addition, it was considered important to gain as much information as possible from those who played a key role in introducing the adult re-entry policy. It was especially important to try to understand why the adult re-entry policy had been introduced in that particular form. The three key people I was able to interview were:

1. The Minister for Education (1985-1992), the Hon Greg Crafter;
2. The Director – General of Education (1980 – 87), Mr John Steinle; and

2.2 Post–war public schooling in South Australia

To understand how and why the state government introduced adult re-entry courses into South Australian secondary schools in 1989, it is necessary to know the nature of public education structures which had existed in earlier decades. At the same time the ideological underpinnings which led to the establishment and maintenance of these particular structures need to be recognised and acknowledged. This section outlines the situation which existed in the years after World War II and the changes which came early in the nineteen seventies and again in the eighties, as different governments and their changing ideologies came to power. In the immediate post–war years, the prevailing ideology of the conservative, right wing
parties in power in most English speaking countries could be seen to reflect functionalist sociological theory. This model of society regarded social stratification as a natural and inevitable phenomenon which brought important benefits to society as a whole. Public education systems functioned to reinforce social class and occupational groupings by preparing individuals to fit into the level of society that supposedly suited their abilities and interests. The practical implication of this approach was seen most clearly in the tripartite secondary school system (grammar, technical, secondary modern) which was introduced in England from 1944. The resulting pattern of education was described by Jarvis as ‘education from above’ since it was ‘functional to the social system’ and moulded the individual ‘to fit his [sic] niche in society through the education process’ (Jarvis, 1985, p. 45).

Through the late nineteen forties and fifties the South Australian Education Department, under a Liberal government, followed the English model by establishing a two-tier public secondary school system. High schools were for those destined for university studies or white collar jobs requiring the Leaving Certificate (a Year 11 qualification). Technical high schools were set up for those intending to proceed to trade apprenticeships or semi–skilled occupations once they reached fourteen and schooling was no longer compulsory. It could be argued that SA had a third rural stream – the Area Schools – for those expecting to work on family farms or in country towns.

To a very large extent, the type of secondary school attended determined once and for all the life chances of individual students. There was only a very limited opportunity for technical high school students to advance to tertiary studies, mainly through becoming technical teachers and very few opportunities of returning to formal study in later life. The expectation
was that men would stay in the same occupation for the rest of their lives. For the most part, women who married worked in the home, bringing up children and managing the household. However, the Karmel Report’s 1971 review of existing educational structures made it clear that through the 1950s and 1960s there had been ongoing expansion in the provision of part-time classes for adults in academic, vocational and leisure time subjects, in response to growing public demand (Committee of Enquiry into Education in South Australia, 1971, p. 322). In 1954, for example, there were 17 country Adult Education Centres serving 73 country towns and offering 573 classes. By 1969, 13 country Adult Education Centres existed, servicing 182 country towns and offering 1,979 classes. In the metropolitan area, two Adult Education Centres, in conjunction with a number of the metropolitan technical high schools, offered 35 classes in 1954. By 1969, there were 21 metropolitan centres operating, offering 782 classes (Committee of Enquiry into Education in South Australia, 1971, pp. 322 – 323). In addition, the Technical Correspondence School of South Australia in the period 1964 – 69 had between 4,683 and 5,818 students studying in the range of courses it offered. Almost half of these were studying Public Examinations Board (PEB) subjects; by 1969 another quarter were studying vocational subjects.

In these ways limited opportunities were made available for adults to pursue part time post school studies related to their existing or desired occupations, on their leisure interests. By 1969, a total of 45,297 individuals were making use of these opportunities (Committee of Enquiry into Education in South Australia, 1971, pp 322 – 324). It was an option that only those who were determined and committed and who had done reasonably well in their school studies could hope to succeed in.
2.3  The 1971 Karmel Report and changing ideological perspectives

From the mid 1960s and into the 1970s political leadership throughout much of the English speaking world swung to the left, with the Democrats in power in the USA and Labor parties coming to government in the UK and in Australia, at both the Commonwealth and State levels. Their ideological position stressed the constraints and oppression which social structures imposed on those who did not have access to political power. Governments introduced reforms in education and social welfare to compensate for previous discrimination and provide greater equality of opportunity. Harold Wilson’s government, for example, abolished the tri-partite secondary system in England and relaced it with comprehensive schools, designed to extend the opportunity to proceed to tertiary studies. Such reforms represented what Jarvis called ‘radical education’ focussed on ‘education of equals’ where ‘the individual is free, able to develop and fulfil his [sic] own potential and able to create a truly human social order as a result of his [sic] new found knowledge, skills and ability’ (Jarvis, 1985, p. 45).

These ideals were evident in Australia in the decades of the nineteen seventies and eighties. One of the most dramatic examples of such educational reform was seen when the Whitlam Labor government came to power in Canberra in 1972 and within two years had abolished fees for university studies. An even earlier public manifestation was the Report on Education in South Australia, published in 1971.

2.3.1  The Karmel Committee’s appointment

In South Australia the late 1960s and early 1970s was period of comparative economic affluence which was based on a mining boom, industrial growth and high employment rates.
It was accompanied by notable political and social changes, when the Labor Party came to power. The influence of these factors on the provision of public education was most clearly reflected in the work of the Committee of Enquiry into Education 1969 – 70, headed by Emeritus Professor Peter Karmel, the then Vice-Chancellor of Flinders University. The Committee was commissioned by the Hon Joyce Hall, Minister of Education in the Liberal Government of Premier Steele Hall. The other members of the Committee of Inquiry were the Hon Justice Roma Mitchell, later the first woman appointed to the Supreme Court, Sydney Dunn, Professor of Education at Monash University, Ian Hayward, Managing Director of John Martin and Company and William Radford, Director of the Australian Council of Educational Research (ACER). Jean Blackburn’s work as consultant was particularly acknowledged.

The terms of reference given to the Committee were to investigate the entire education system at infant, primary and secondary levels. This was to include the training of teachers, the organisation of the central Department of Education, which was responsible to the Minister of Education for the administration of the schools, and the curriculum and teaching methods used in schools (Committee of Enquiry into Education, 1971, p. 1).

2.3.2 Issues of freedom and equality

The Karmel Committee was quite explicit about the ideological underpinnings of its enquiry and subsequent recommendations. The Report dealt with this in Chapter 3, in terms of the purposes which the Committee believed should be striven for in education, even if they were never achieved in practice. At the heart of this was the ideology of the individual in society, ‘choosing with a considerable degree of personal freedom what he will or will not do because this is his own wish and there is on him little or no external compulsion so to act and no
The ideology of individuals as free beings meant that the primary concern in education was seen to be ‘the individual child and his maximum personal development.’ In the committee’s judgement, there was much that schools in South Australia needed to do ‘to remove, or to compensate for, inequalities’ in the personal development of children from different backgrounds (Committee of Enquiry into Education in SA, 1971, p. 30). Such statements are clearly aligned with what Jarvis (1985, p. 45) called the ‘radical education’ perspective which aimed to liberate individuals from the constraining forces of society and to encourage them to achieve their full potential. The Karmel Report was one of the first public documents in Australia to deal directly with issues of freedom and equality in society. In Western European and North American societies such issues had become much debated as governments moved to the left over the 1960s.

The twentieth century focuses on freedom and equality can be seen to originate in the two great revolutions of the eighteenth century, the American and the French (Williams, 1976, p.101). In both the catch cries of liberty and equality were used to justify the overthrow of what were regarded as the great inequalities of the time – the injustices perpetrated by those in power against ordinary people and the denial of democratic rights to representative government (Williams, 1976, p. 102). The eighteenth century focus on civil equality before the law gave way in the nineteenth century to demands for political equality (the right to democratic vote) and the rights of workers to fair wages and working conditions (Bulbeck,
In contrast, the concern for equality in the second half of the twentieth century was rooted in the individual’s social and economic rights and demands for a fair and just society.

By the 1960s sociologists who were dissatisfied with functionalist explanations of society began to adopt a conflict model of society, derived from the writings of Marx. This approach questioned the structures that existed in society and sought to investigate how they benefited some groups and disadvantaged others (Edgar, Earle and Fopp, 1993, p. 57). Various groupings within society, which could be defined in terms of variables such as socio-economic background, gender, ethnic origin, urban versus rural residence, were seen to be stratified or ranked according to their access to socially valued rewards like political power, wealth, prestige, educational achievement and career advancement. As one writer of the time put it, for the conflict theorist ‘the dominate social process...is the endless struggle between those without advantages, who wish to secure them, and those with privileges, who wish to either get more or to prevent others taking what is available’ (Inkeles, 1964, p. 34). Individuals from groups which had little or no access to these rewards were seen to be facing inequalities and suffering disadvantages, when their overall lot was compared to those who belonged to groups who enjoyed some or all of those rewards. However, such individuals were not to be blamed for their situation. Rather, they were to be regarded as victims of the unequal structures and the way they functioned in society. For those concerned with the issue of equality and fairer distribution of power and resources in society, the challenge was how to find effective ways to lessen the inequalities suffered by disadvantaged groups in society.
2.3.3 Equality of opportunity in education

The Kamel Committee’s more radical social stance was evident in its insistence that schools were in a dynamic relationship with the society in which they were set and needed to respond constructively to the varying social contexts of their students (Committee of Enquiry into Education in South Australia, 1971, pp. 538 – 540). The Committee followed the lead of the United Kingdom and the United States of America in proposing that social welfare and education measures could be used as interventionist policies to compensate for the inequalities in societal structures. The Wilson Labour government in the UK had established comprehensive schools with a common curriculum, as a means of providing greater equality of opportunity for all students (Cosin et al, 1971, p. 271). The principle of ‘equality of opportunity between children from every kind of home’ was enunciated by the Karmel Report as the central purpose which all state schools should be striving to achieve (Committee of Enquiry into Education in South Australia, 1971, p. 30).

The recommendations of the Karmel Report were clearly intended to enable the South Australian education system to provide greater equality of opportunity for children and young people from all backgrounds. It recommended considerable expansion at both ends of formal education provisions – in pre-school centres, so that more children would be better prepared for school, especially in low socio-economic areas, and in Colleges of Advanced Education in the tertiary sector, to enable more students to proceed to advanced studies and professional careers. These two ends of public education provision had both been previously limited by funding constraints (Committee of Enquiry into Education in South Australia, 1971, p. 549).
Probably the most innovative and far-reaching recommendation of the Karmel Report was that schools should have wider responsibilities devolved from the central bureaucracy and be encouraged ‘to experiment with varying forms of organisation, curricula and teaching methods’ in order to respond more effectively to the diversity of students’ social backgrounds (Committee of Enquiry into Education in SA, 1971, p. 538). At the level of school organisation the Karmel Report recommended the abolition of the two tier secondary system of separate high and technical high schools in favour of co-educational comprehensive secondary schools ‘with a full range of options [to encourage] a proper treatment of, and respect for individual differences between children’ (Committee of Enquiry into Education in SA, 1971, p. 538). Small rural schools should be consolidated into area schools which catered for years 1 to 11, thus increasing the opportunities for these students to do some senior secondary studies (Committee of Enquiry into Education in SA, 1971, pp. 545 – 6). To enable teachers to focus more on the diverse needs of their students, class sizes were to be reduced to 30 for primary and lower secondary and to 20 – 25 for senior secondary classes. Additional resources were to be provided for schools to enable ancillary staff and teacher aides to support the work of teachers (Committee of Enquiry into Education in SA, 1971, pp. 542 – 568).

Several recommendations related to the improvement of teaching needed to achieve greater equality of education for children from all backgrounds. The number of teachers being trained and appointed needed to be increased so that the class sizes recommended could be achieved. The professionalism and competence of teachers were to be expanded through improved training and opportunities for ongoing professional development. A Teachers’ Registration Board should be set up by an Act of Parliament, as a means of ensuring that all
teachers had appropriate qualifications and maintained professional standards (Committee of Enquiry into Education in South Australia, 1971, pp. 543 – 544).

In addition to considering the special education needs of children with disabilities, the Karmel Report spent a whole chapter investigating the extent to which ‘many inequalities’ existed in the state system ‘within the provision of apparently equal opportunities’. The specific learning difficulties which socially and culturally disadvantaged children experienced at schools were pointed out. The Committee members affirmed their belief that ‘if equality of opportunity is to have real meaning for each child, positive action within the limits of the resources available is needed to compensate for the disadvantages which arise in the school or in the home as an educational institution ’ (Committee of Enquiry into Education in South Australia, 1971, pp. 355 - 356). They singled out ‘Aboriginal, immigrant and socially disadvantaged children’ whose homes suffered from language deficiencies, particularly knowledge of English, and inadequate mental stimulation, as needing particular consideration (Committee of Enquiry into Education in South Australia, 1971, p. 375). It is worth noting that the Report made no specific mention of gender disadvantage.

2.3.4 Extending Further Education

The Karmel Report contained a chapter which dealt with institutions that currently provided education beyond formal schooling and apart from university studies. Falling under the jurisdiction of the Education Department were the Adult Education Centres and the Technical Correspondence School. Some of the Department’s Technical High Schools also offered a range of adult courses, which included senior secondary subjects offered by the Public
Examinations Board (Committee of Enquiry into Education in South Australia, 1971, pp. 319 – 323).

The Report introduced the term Further Education to denote courses and programs designed for adults or for young people who had left school. In relation to teaching vocational skills, there were specific recommendations to review the training given to those teaching adults. All trade teachers were to undertake full time teacher training and continuing part time professional development (Committee of Enquiry into Education in South Australia, 1971, p. 332).

The Report’s most important recommendation related to post-school education was the proposal to establish a Division of Further Education to allow for greater expansion in this area. A number of pages in the Report were devoted to presenting arguments for and against the proposed new Division being under the direct administration of the Education Department. The arguments in favour of a separate and independent Division of Further Education included identifying the advantages of maintaining a clear distinction between each of the three sectors of education – schooling, further education and tertiary. The independence of the further education sector would enable greater recognition of the specific and different needs of adult students. For example, more attention could be given to the development of part-time courses and the offering of classes after normal work hours. Most fundamentally, it would be possible to use and develop teaching methodologies which were appropriate to adult students (Committee of Enquiry into Education in South Australia, 1971, pp. 333 – 4).
The argument which the Report presented against the separation of Further Education and for its incorporation into the structures of the Education Department focussed on the advantages of having a single authority to oversee the delivery of adult classes and to ensure that standards, organisation and resources were comparable to those in Departmental schools. Since teachers of adult classes were often drawn from the staff of local schools, their employment by a single authority would enable more equitable arrangements for their teaching loads. Staff teaching in adult evening classes would be able to have less than a normal load in day time classes (Committee of Enquiry into Education in South Australia, 1971, p. 334).

The Report finally recommended a compromise on this issue. A Department of Further Education should be established as a separate division, but resources, such as school accommodation and staffing, should be shared with primary and secondary schools that were under the jurisdiction of the Department of Education because of the mutual benefits which would follow (Committee of Enquiry into Education in South Australia, 1971, p. 335).

2.3.5 Practical outcomes of the Karmel Report

On its submission, the Karmel Report met a favourable response. The Labor Party in power from 1970 was even more committed to the principles of equality of opportunity in education embodied in the Report than was the Liberal government which had commissioned it. In addition, good economic times and growing taxation revenue encouraged the government to spend taxpayers’ money on what it regarded as important educational and social reforms. The Minister charged with implementing the Karmel Report was ideologically committed to the proposed changes and took an active role in implementing them over the following years.
Almost all the key recommendations of the Karmel Report were in fact implemented over the next decade. New preschool centres were opened; colleges of advanced education were developed to offer a far greater range of tertiary opportunities; and teacher education, both pre-service and on-going professional study, were improved. The Teachers’ Registration Board was established and all teachers required to be registered before they could be employed. At the secondary school level, schools moved to become more comprehensive, by becoming co-educational and offering a wider range of subjects. In the country, the number of Area Schools offering classes from year 1 to 11 increased and a number began to have a significant impact in their regions.

Furthermore, the increase in teacher numbers, together with the decrease in class sizes and the support work of ancillary staff and teacher aides meant that teachers had more time and energy to spend in the classroom. This meant that they were more able to pay attention to the particular needs of individual students in the way envisaged by the authors of the Karmel Report. Under these conditions, many teachers were also enthusiastic about pursuing further educational studies in their own time.

The other big area of development was in post-school opportunities for the training of adults, as distinct from tertiary study at university and colleges of advanced education. The Department of Further Education was established as a separate division. It oversaw the development of a number of Further Education Colleges throughout the Adelaide metropolitan area and in major country centres.
The contribution of the then Education Minister, Hugh Hudson, to this decade of dramatic educational reform was recognised at the time of his death in 1993. Lynn Arnold, then Premier (SA Parliament, 1993c, p. 3), in acknowledging the passing of Hugh Hudson indicated he was ‘instrumental in many expansions and developments of the education system of this state that were watched with great interest in other states’. The Hon Chris Summer, as Attorney General of South Australia, stressed that Hugh Hudson had ‘strong views on equity and fairness in Australian society which he believed could only be achieved by strong economic growth’ (SA Parliament, 1993d, p. 7). As Hudson came from a strong social democratic perspective and was part of a reformist state government, he strongly supported the reforms to education proposed in the Karmel Report for increasing equality of opportunity in South Australian schools.

The significance of the Karmel Report was recognised in Australia as soon as it was published. Fitzgerald (1972, pp. 30 - 32) indicated that the Karmel Report was of foremost importance in its analysis of educational reform, professionalism and resources from the perspective of equality of educational opportunity. Further, he argued that the Report had been well received by educationalists and policy makers. In his judgement the Report represented a new benchmark for reform and research in education.

2.4 The 1981 and 1982 Keeves Reports and responding to change

A decade after the Karmel Committee Report, the Minister of Education in the Tonkin Liberal Government, the Hon Harold Allison, appointed a second Committee of Enquiry into Education in South Australia. It was headed by Dr John Keeves, then Director of the Australian Council of Educational Research, and included Peter Agars and William Menz
from the business sector; Ian Wilson, an accountant; Diana Medlin from a leading independent school; and John Gregory from the South Australian Institute of Teachers. Under the terms of reference the Committee was to examine ‘the educational system of the State of South Australia’, with the exclusion of the tertiary sector. It was to pay particular attention to the following:

- Identifying economic, demographic, technological and social influences on the system and their implications for the allocation and effective use of resources;
- Rationalizing the organisation of the three divisions of the Education Department and managing the financial, human and other resources among them;
- Changing school curricula and teaching methods to meet new technological and employment needs and evaluating school effectiveness (Committee of Enquiry into Education in South Australia, 1981, p. 1-1).

The First Report of the Keeves Committee was submitted in February 1981, in time for the preparation of the 1981-1982 State Budget. Its focus was system based issues within the Education Department structure. Its recommendations were concerned with ‘the administrative, organisational, management and financial issues of the education system and its major component parts which were likely to impinge on financial planning for the following year. The Final Report, submitted in January 1982, dealt with issues within pre-schools, schools and colleges of further education. It was concerned with ‘curricula, evaluation and resources allocation issues confronting teachers’ at the various levels (Committee of Enquiry into Education in South Australia, 1981, p. 1-3).
2.4.1 The changed context of the early 1980s

The terms of reference reflected what was widely seen as the changing context of education in the 1980s. The emphasis on the effective management of financial and human resources was a response to ‘a decline in the economic fortunes of the state’. Along with many other countries in the western world South Australia was ‘experiencing the consequences of a marked level of inflation, rising unemployment and structural changes both in the workforce and the economy’ (Committee of Enquiry into Education in South Australia, 1981, p. 3-15).

Although participation in schooling and further education in South Australia had not increased to the levels predicted in the Karmel Report, due to a decline in fertility and immigration to SA, expenditure on education had risen from 1.7% of GNP in 1949 to 6.5% (Committee of Enquiry into Education in South Australia, 1981, p. 3-15). Both government and public were expressing concern at the amount of money being spent on education. The financing of the Karmel Report recommendations had led to overall education funding in SA amounting to $665 million for the financial year ending June 30, 1980 (Committee of Enquiry into Education in South Australia, 1981, p. 4-18).

The other change worth noting in the context of the SA education system was the intervention of the Commonwealth government into the area of pre-school, primary and secondary schooling. Under the Commonwealth Constitution, schooling had not been named as an area of Commonwealth power but remained under the jurisdiction of the various state governments. However, when the Labor Party under Gough Whitlam came to power in Canberra in 1973, within days of assuming office, it moved to implement equal opportunity policies in education by establishing the Commonwealth Schools Commission under the
leadership of Emeritus Professor Peter Karmel. Despite the change to a Liberal National Country Party government in 1975, the Schools Commission and its funding was maintained by governments of both political persuasions, well into the next decade.

The Commonwealth intervention did not seek to take over the control of schooling from the states. Rather it took the form of additional funding targeted to specific schools for particular projects and initiatives which had the support of the Commonwealth government. As the Keeves Report pointed out, the principles under which the Schools Commission was established were almost identical to the equal opportunity principles espoused in the 1971 Karmel Report on education in South Australia. Schools Commission funding was made available to boost the level of resources in schools, such as buildings, libraries and teacher development. Funding was also given to ‘disadvantaged schools’ for programs designed to compensate for the ‘cognitive, physical, social or economic disadvantage’ experienced by specific groups of students (Committee of Enquiry into Education in South Australia, 1981, p. 2-10).

In the judgement of the Keeves Committee, ‘More so than any other state, South Australia was in an excellent position as a result of the [1971] Committee of Enquiry into Education in South Australia to benefit to the full from the programs of the Schools Commission’ (Committee of Enquiry into Education in South Australia, 1981, p. 2-11). Because it had already begun to align its policies and school practices to equal opportunity principles, South Australia was able to apply for Schools Commission funding to carry out the recommendations of the 1971 Report. The fact that many of these were ‘introduced ahead of time and more fully than would otherwise have occurred’ was attributed by the Keeves
The Keeves Report formally endorsed the principles of equality of opportunity in education, where ‘individuals in our society should be provided for according to their needs, both for their own good and for the benefit of the society in which they live’ (Committee of Enquiry into Education in South Australia, 1981, p. 4-3). In practice, however, it did not pay particular attention to these issues. Although Chapter Ten in the Final Report was focussed on the needs of what were called ‘special groups’, the Keeves Report preferred to deal with equal opportunity issues in the general framework of curricula and evaluation of schools. Perhaps this was because the Committee considered that equal opportunity principles were receiving adequate support through Commonwealth Schools Commission initiatives which were designed to provide for the needs of students belonging to disadvantaged groups.

2.4.2 Important principles in the Keeves Report

The First Keeves Report presented arguments in favour of three important principles in education. At the time they were considered important new advances in educational thinking in Australia. In the decades since, they have remained important strands of educational development.

The first of these principles could be called Education for Technological Development. Following the 1980 Myer Report on technological change in Australia, the Keeves Committee highlighted the way in which the introduction of new technologies could strengthen economic
growth and create greater employment opportunities. However, these benefits of technological change could be appropriated only if all people in the Australian community had access to education and training in the new technologies (Committee of Enquiry into Education in South Australia, 1981, p. 3-17). The Keeves Report stressed the importance of tertiary level mathematics and science education, since these areas represented ‘prerequisite learning for working in a technological field’ (Committee of Enquiry into Education in South Australia, 1981, p. 3-18). In addition, the role of colleges of further education was seen as critical, not only in ensuring a sufficient number of technicians and those with appropriate trade skills, but also in providing the regular periods of skills re-training which the pace of technological development demanded (Committee of Enquiry into Education in South Australia, 1981, p. 3-18, p. 3-19).

A second principle elaborated in the Keeves Report was Lifelong Education – ‘the view that education is a continuing process in the life of an individual from the time of birth to the time of death’ (Committee of Enquiry into Education in South Australia, 1981, p.4-3). In the judgement of the committee, this principle had gained a surprising degree of acceptance over the previous decade. Many of the developments stemming from the Karmel Report had helped to provide educational experiences for young children and young people beyond the range of the compulsory school years. Greater opportunities for pre-school learning had been matched by a wider range of options for further education and tertiary studies in the colleges of advanced education. No longer was the school being seen ‘as the sole provider of education for all except a fortunate minority who proceeded to university’ (Committee of Enquiry into Education in South Australia, 1981, p.4-3).
Furthermore the educational needs of adults were increasingly being satisfied through a range of continuing education activities organised by various educational institutions, as well as community and voluntary groups. Many of these were being developed for the elderly and those nearing retirement, ‘in recognition of the importance of maintaining a lively and active mind’. The Committee also predicted an ever increasing demand for vocational programs which offered retraining and in-service development. While strongly endorsing the principle of lifelong education, the Keeves Committee laid down an important financial constraint. The costs involved in the provision of lifelong educational programs ‘beyond the initial stages’ would need to borne by the users (Committee of Enquiry into Education in South Australia, 1981, p.4-4).

Chapter 13 in the First Report of the Keeves Committee was devoted to the principle of Educating for Leisure. In the context of the shorter working week, longer periods of leave and shorter working lives, which had come to be taken for granted in the early 1980s, the Committee argued for leisure education programs. These would not only ‘prepare both young people and adults for life ahead’ but also ‘contribute to the happiness and health of the individual at the time they were taken’ (Committee of Enquiry into Education in South Australia, 1981, p.13-1). It considered that recent reports on education, technology and training had ignored the way education for leisure could make an important contribution to what it called the nation’s ‘investment in human capital’. In the Committee’s view, government expenditure on leisure education programs represented ‘a sound investment in human capital’, since ‘all aspects of national development depended on the health and well-being of the people in a nation’ (Committee of Enquiry into Education in South Australia, 1981, p.13-2).
While recognising that many schools offered a range of extra-curricula activities for their students, the Keeves Committee advocated that ‘the concept of education for leisure should be raised to a position in all schools where it is seen to be of greater importance than the past’. (Committee of Enquiry into Education in South Australia, 1981, p.13-4). A full range of recreational activities should be an integral part of the educational program of the school rather than an add-on extra-curricula activity. In addition, the program should be planned to develop strong community links.

At the Further Education level, the committee recognised the great diversity of courses offered by Colleges of Further Education as Enrichment or Stream 6 courses, although as a proportion of overall teaching hours, they had declined over the 1970s. It noted the wide discrepancy in the rates in which communities participated in such courses. Up to 80% of the total student hours in one rural college were made up of Stream 6 courses, while in a large metropolitan college, such courses constituted less than 5% of the total program. Moreover, 51% of the total female enrolment throughout the state was in stream 6 courses, compared to only 20% of the total male enrolments. Although the Report strongly supported Stream 6 programs, it recommended that, apart from the salaries of the program co-ordinators, the costs of the courses should be borne the students enrolled (Committee of Enquiry into Education in South Australia, 1981, p.13-11).

2.4.3 Recognition of other groups at risk

The Keeves Report argued the case for better provision for two disadvantaged groups which had not been specifically identified in the Karmel Report: girls and unemployed youth. Although the Karmel Report in South Australia had not specifically identified girls among the
groups suffering educational disadvantage, equality of education for girls was strongly emphasised by the Commonwealth Schools Commission in its programs and funding initiatives. The Keeves Report pointed out the moves had enjoyed some success, since by 1981 the proportion of girls in South Australia staying on to study at years 10, 11 and 12 levels exceeded that of the boys (Committee of Enquiry into Education in South Australia, 1982, p.173). Nevertheless, girls’ continuing preference for languages and humanities subjects, together with their avoidance of maths and science options, had long-term consequences for girls compared to boys, in that they were ‘less likely to embark upon careers or enter occupations that offer substantial reward.’ The Committee considered that new careers becoming available in technology provided an opportunity to counter the existing gender stereotyping of subjects, so that girls could ‘be led into envisaging that they could achieve success through seeking training and employment in these fields’ (Committee of Enquiry into Education in South Australia, 1982, p.174).

The second disadvantaged group was unemployed youth in the 15-19 age group brackets, particularly those who had left school as soon as it was legally possible, without having any formal qualifications. Such unskilled young people were among the least employable in the market. The Report pointed out that even if they did manage to secure a job they were often dismissed within a short time because of the poor numeracy skills. Furthermore, unemployment figures since the economic downturn began in 1975 showed that the percentage of unemployed youth was greater in South Australia than in the rest of the country (Committee of Enquiry into Education in South Australia, 1981, pp. 14-2; 14-3).
Drawing on figures from all Australia states on school retention rates and destinations of school leavers, the Keeves Committee was able to pinpoint the weaknesses and strengths of the upper secondary and post educational provision in South Australia. While the retention rate for students from year 10 to year 11 was higher in South Australia than in any other state, the numbers of school leavers proceeding to full time study in colleges of further education and to apprenticeships were substantially lower than the Australian average (Committee of Enquiry into Education in South Australia, 1981, p. 14-4). The Report concluded,

The evidence suggests that South Australian schools have developed patterns of education that provide programs, relatively satisfactorily at least in comparison to other states, for youth up to the end of year 11, with some dropping out from school at year 10 level. On the other hand the low level of full-time participation in colleges of technical and further education and the low level of engagement in apprenticeship programs would appear to suggest that in these areas there is a lack of appropriate opportunities (Committee of Enquiry into Education in South Australia, 1981, p. 14-5).

The Keeves Committee’s diagnosis of this situation can be seen as an important contribution to understanding the gap in educational provision in South Australia for early school leavers.

An earlier comment in the First Report is also worth noting in this regard. Despite the Karmel Committee’s 1971 emphasis on equality of education principles in relation to opportunities for pre-school and tertiary study, as well as to teaching approaches and subject choices in schools, it did not formulate its proposals for the expansion of the further education sector in these terms. However, the Keeves Report pointed out that equality of education had proved
to be one of the chief concerns in the way that further education had developed over the 1970s. It referred to the comments made by one official in the Department of Further Education, Kangan, who claimed that developments in further education had been ‘built on the view that technical and further education in Australia should not be seen solely or mainly as the supplier who satisfies the industrial and commercial demand for skilled labour, but as the provider of educational opportunities for each person to meet freely chosen vocational needs and preferred vocational objectives’ (Committee of Enquiry into Education in South Australia, 1981, p. 2-4). Such a view had also been evident at the level of the Commonwealth government, which in the late seventies provided funds to Further Education Colleges for an initiative called Education Programs for Unemployed Youth (EPUY) (Committee of Enquiry into Education in South Australia, 1981, p. 2-8). The Keeves Report noted that the South Australian EPUY program had been highly commended by an evaluation study of this initiative (Committee of Enquiry into Education in South Australia, 1981, p. 14-8).

2.4.4 Key recommendations of the Keeves Reports

When the Keeves Committee Reports were submitted to the Minister of Education, they did not receive the same positive reception which the Karmel Report had enjoyed a decade earlier in good economic times and with a sympathetic government. The election of a Labor Government in 1982 led to a change in Ministerial priorities, with the result that a number of the Keeves recommendations were never put into practice. However, in the areas of departmental re-structuring, better management of resources, developing technological training and in reform of school curricula and student evaluation, a number of important proposals were implemented over the following years.
Some of the key proposals which were implemented proved to have long-term viability. Early childhood services were established as a separate area. The earlier proposal for a new Year 12 Certificate was supported by the Keeves Committee and led to the establishment of the Senior Secondary Board of South Australia (SSABSA) with responsibility for a new end of school certificate. The Department and Colleges of Further Education were renamed Technical and Further Education (TAFE), to highlight their growing importance in technological training.

One of the Keeves’ proposals which were never implemented was for the establishment, on a trial basis, of a Senior College at the upper secondary level. This recommendation was based on the Committee’s positive evaluation of the development of a number of such colleges in Tasmania, the ACT and Victoria. The Report noted that these Senior Colleges appeared to have the advantages of offering ‘a more flexible and diversified curricula’, including the sorts of programs usually found in TAFE colleges, and of providing ‘students with greater independence and greater responsibility for their actions’ (Committee of Enquiry into Education in South Australia, 1981, p. 10-9). Had such senior colleges, offering a more adult ethos, been established in South Australia, it is possible that the policy of adult re-entry colleges introduced in 1989 would not have seemed necessary. As indicated in the Introduction to the Portfolio, in those states which currently have such structures, adult students seeking to return to formal studies usually find their needs catered for within a senior college.
2.5 Pre – 1989 situation

The years between the Keeves Reports and the joint Ministerial Statement of 1989 saw a number of issues noted in the Keeves Reports worsening. Restructuring and the expansion of technology resulted in new challenges for education; commerce and industry had new requirements in terms of expected technological knowledge and skills. New educational needs were emerging among individuals, especially young people who had left school early and adults retrenched from a secure job and lacking the technological skills required in the economic climate. Similar concerns in other parts of the world led to further studies in equality of opportunity in education, as well as a growing interest in lifelong education. Contemporary writings on these two principles are considered briefly in the sections that follow, before the educational situation in South Australia during this period, particularly as it related to adults is summarised.

2.5.1 Further arguments on equality and education

According to an American study by Turner, the perception of social inequality as a problem was related to the construction of citizenship in modern democracies, with a stress on rights of citizens.

The expansion of social rights of citizenship has been inextricably bound up with social movements to establish equality in modern society...Modern politics and modern political institutions are constantly subjected to social pressures to expand opportunities equally, irrespective of ethnicity, sexual identity or age (Turner, 1986, p.19).

He went on to argue that although capitalist societies are by nature progressive, in the sense that labour, markets and access to goods are free, they were unequal in the distribution of
wealth. Reformist governments had been unable to remove this basic inequality (Turner, 1989, pp. 51 – 52).

A study by Abercrombie, Hill and Turner distinguished conceptually among four types of equality. Ontological equality related to the fundamental equality of all i.e. equality before God and before the law. Equality of opportunity referred to access by all to important social institutions. This was interpreted in a conservative sense to mean that, depending on merit, all were equally likely to achieve success. This sort of assumption could be seen to underline many policies of equality of opportunity in education. The concept of equality of condition related to welfare reform to ensure that life conditions were comparable for all social groups. Equality used in this sense was an accepted feature of liberal democratic societies which had developed compensatory policies designed to redress the disadvantage experienced by some groups and individuals (Abercrombie, Hill and Turner, 1988, pp. 88 - 89).

In the case of the fourth type of equality, it was not the process, but the ultimate product or final result which was the focus. The pursuit of equality of outcomes would involve radical change in capitalist liberal democratic societies. In contrast, the fundamental tenant of a socialist state was that through a platform of socialist policies, the inequalities of competition and the market place would be removed. Equality of outcomes would supposedly be achieved in this way. As the authors pointed out, in the practicalities of implementation, policies based on equality of opportunity or equality of condition generally do not manage to achieve equality of outcomes. On the other hand, any attempt to introduce policy leading to equality of outcomes usually involves massive social, political and economic upheavals (Abercrombie, Hill and Turner, 1988, p. 89).
Australia in the 1980s could be seen as an example of a liberal democracy where inequality still persisted. Edgar, Earle and Fopp quoted a 1984 study by Piggott which indicated that the top 5% of adults in Australia held about 50% of the combined wealth, while there was evidence that the number of Australians living in poverty at that time was on the increase (Edgar, Earle and Fopp, 1993, pp. 230 - 231). The effect of family poverty as well as other disadvantages based on gender, ethnicity, distance or disability, to which it is often linked, on the educational attainment of children was the focus of many studies during the seventies and eighties. Researchers like Lawson and Bernstein in the United Kingdom, Lareau in the United States, Bourdieu in France, and Marjoribanks in Australia drew attention to the way the education system functioned to advantage those whose home life gave them a background which overlapped with school curriculum and organisation, while those whose family background was based on different assumptions to the school’s often performed poorly in the required learning tasks and assessments. The result was that the inequalities in family background were being reinforced through schooling and reproduced into succeeding generations. Graetz and McAllister, in reflecting on the ‘theory of social reproduction’ in the Australian context, indicated that children from privileged social backgrounds who attended private schools to enhance their chances of university entrance, successfully completed tertiary education and subsequently enjoyed the benefits that flowed from highly paid professional employment. Children from those families who lacked ‘the appropriate forms of cultural capital’ were less likely to complete secondary education, proceed to university study and professional employment (Graetz and McAllister, 1988, pp. 162 – 163). Furthermore, research studies
indicated that those inequalities between groups were being maintained generationally. Children growing to adulthood suffered the same sorts of disadvantages as their parents, in being powerless to influence their situation, unable to find regular work and have secure income, and constrained in their ability to access health and education facilities (SACE, 1987, p. 25).

Other studies of inequalities between different social groupings have concluded that the background factors were often complex and interacting (Giddens and Held, 1982). A family’s below average income could be associated with a combination of factors as low socio-economic status, unemployment or part time or low paid employment, minimal schooling and different racial origins, each reinforcing the negative effects of the others.

It was the extent of economic, social and educational inequality which led the Commonwealth government, under Labor Prime Minister Bob Hawke, to pledge to work for greater social justice in Australian society. Edgar, Earle and Fopp (1993, p. 231) discussed at some length the nature of this policy statement. It began with a stated purpose, ‘this government’s fundamental objective is to develop a fairer, more prosperous and just society: a society in which every Australian receives a fair share of the nation’s growing wealth’ (Hawke, 1988). The Prime Minister pointed to four elements which made up a just society. They were:

- ‘equality in the distribution of economic resources;
- equality of civil, legal and industrial rights;
- fair and equal access to essential services such as housing, health and education;
- and
the opportunity for participation by all in personal development, community life and decision making (Hawke, 1988).

Hawke declared that his government’s social justice strategy ‘will ensure the benefits of a growing economy are distributed equitably. We will improve equality of opportunity. And we will enhance the rights of people, especially the underprivileged’ (Hawke, 1988). It would seem therefore, that the labor government’s social justice strategy was seeking to guarantee fundamental human rights across the economic, legal social and personal domains of life, as well as an on-going commitment to Australia as a nation in which these rights were entrenched legally and socially. The latter would mean a change in the thinking of many Australians so that the receiving of welfare by the disadvantaged was recognised as their right to exist in a decent and humane manner.

A question often asked in relation to social justice strategies is whether in practice they achieve their ends. Connell’s 1994 analysis of the effectiveness of the compensatory education programs, commonly implemented through the 1980s to achieve greater equality for children and young people, provided some important answers to this question. His study focussed on educational systems in the USA, UK and Australia which could be characterised as English – speaking countries with industrialised capitalist economies and liberal democratic governments. Connell argued that the development of compensatory education programs in all these countries was the direct result of their post – war educational expansion, the civil rights movement and the introduction of broader social welfare reforms. For the most part, however such programs failed to achieve their objectives. In Connell’s view, as long as schools continued to use conventional teaching approaches and testing methods, children from poor families (the main focus of Connell’s class – related conception
of disadvantage) were most likely to perform least successfully. Those with greater resources and economic power always benefited from school curriculum and educational change.

Connell’s concern was that the school curriculum was controlled by the dominant classes in society. Changes needed to be made to curriculum and assessment to better reflect the needs, interests and experiences of children from poor families, not just from privileged and advantaged homes. In his judgement, ‘poor people are short of resources, individually and jointly, including many of the resources that are deployed in education’ (Connell, 1994, p. 135). In contrast, those with power were in a position to make changes in schools which worked to their advantage. Policies which increased

Competitive pressures within the school system, including mandatory objective testing, parental choice plans and “gifted and talented” programs, have transparent class meaning, reinforcing the advantages of the privileged and confirming the exclusion of the poor (Connell, 1994, p. 137).

Compensatory education programs needed to be renewed not just in educational terms but in relation to the broader social context and wider social justice strategies. Connell argued,

To accomplish the institutional change needed by children in poverty requires greater social forces than poverty programs themselves generate. At the end of the day then the educational problems of compensatory education are political problems. Their long term solution involves social alliances whose outlines are still, at best emerging (Connell, 1994, p. 145).

The conclusion reached by Connell was that, to be effective, social justice strategies involved greater emphasis on economic and social redistribution, not just special education programs.
Targeted programs needed to be part of a wider agenda. He went as far as to declare, ‘paradoxically then, less targeted benefits (including universal benefits) are often more effective in producing redistribution; they level up’ (Connell, 1994, p. 145)

Connell did, however, advocate one important specifically educational reform which he believed could impact positively on the effectiveness of education for those from disadvantaged families. In Connell’s view, the main hope for countering the influence of dominant social groups on schooling and improving the educational opportunities of other groups in society was the work of teachers. Where teachers could be empowered to develop negotiated curriculum and adopt pedagogical methods which were related to the needs and interests of children from poorer families, the so – called disadvantaged schools were able to achieve much more for their students (Connell, 1994, pp. 137 – 8).

2.5.2 Developing the case for lifelong education

The principle of lifelong education, as explicated in the First Keeves Report, was outlined within section 2.4.3. Education was seen as a process that continued throughout life, rather than being limited to the years of formal schooling. It is perhaps useful to distinguish it from the term lifelong learning which sometimes appears to be used interchangeably. Lifelong learning can be seen to refer at the individual’s attitude of mind in approaching all life experiences from the point of view of learning from them. Very often this involves informal learning experiences but can include the individual’s choice to learn particular knowledge or skills in a formal context. This ideal is not new and is epitomized in the comment of Plato over 2 000 years ago ‘Education commences in the first years of childhood, and lasts to the very end of life’ (Livingstone, 1940, p. 157).
Lifelong education is a term more likely to be used from the systemic or institutional perspective in relation to the formal provision of education throughout the life cycle of individuals. It raises the issue of how the state should be involved in providing education for all its citizens, not just some form of further education, professional training or personal development. This sort of provision had been recognised in the Karmel Report’s listing of those agencies that provided adults with the opportunity to learn. It had also been the subject of recommendation by the Russell inquiry into adult education in the UK. In the mid seventies, Whitelock, Head of the Adult and Continuing Education Department of the University of Adelaide, put the case for education being provided into adulthood.

In our changing and evolving society the explicit and patent demands for all kinds of adult education have increased and continue to increase. Adults, in their own right, have claims for the provision of a comprehensive service, which can satisfy these demands in appropriately adult ways: all areas of education will be enriched if demands for education of adults are met (Whitelock, 1974, p. 322)

The Keeves Report’s advocacy of lifelong education sparked further consideration in South Australian Education Department circles over the years up to 1989. Two important statements emerged. One considered the implications of a lifelong education policy for TAFE. The other argued for changing the systemic provision of education in Australia to make it a more flexible and continuous experience for all. The then Director – General of TAFE, Lyall Fricker, considered the concept of lifelong education in the context of Australian governments’ historical commitment to the provision of education for its citizens. He argued that public debate in the 1950s was over affordability of secondary education for all in Australia. By the 1960s the argument for universal secondary education was accepted
(Fricker, 1988, p. 32). He suggested the issue for the debate in the 1980s concerned the universality of tertiary education. While young people needed specific skills to function effectively in modern society, lifelong education was also important for on-going adult development (Fricker, 1988, pp. 37 – 39). Because of its role in all these areas, Fricker maintained that TAFE needed to be recognised, alongside the universities and colleges of education, as a vital sector in the provision of tertiary education for all. In his view, it was important ‘that we provide for all our citizens an education which allows for the development in a number of different directions and the flexibility to change direction later in life i.e. a tertiary education’ (Fricker, 1988, p. 48).

In a publication for the Commonwealth Schools Commission, Boomer saw lifelong education as the principle which could change educational provision in Australia. He argued this case from the perspective of the SA Education Department school system, in which he had worked all his life. He maintained that the education system should be viewed more as a whole, in order to provide ongoing flexible pathways for students at different stages in their lives. In his judgement, too many barriers existed in the post – school education sectors (Boomer, 1987, pp. 133 – 34). Where adults were involved in learning, Boomer suggested it was important for them to be able to:

- control their learning;
- evaluate their actions;
- discuss new ideas; and
- question, and build upon, their current knowledge (Boomer, 1987, p. 161).

Although the principle of lifelong education could be seen as having an important degree of overlap and complementarity with equality of opportunity, in some interpretations, especially
as they were implemented into policy, they could be seen as serving the interests of opposing groups in society. When interpreted in terms of social justice, equality of opportunity in education policies were intended to serve the interests of individuals and groups whose background, in one way or another had prevented them from realising their educational potential, as measured by their failure to complete secondary school and qualify for tertiary entrance. In contrast, lifelong education could be implemented in ways that seemed to further advantage elite groups who had already benefited substantially from secondary and tertiary education.

An example of lifelong education being interpreted specifically from the social justice perspective is to be found in Edgar, Earle and Fopp’s discussion of educational opportunity for Australian school learners in the 1980s. Based on the figures they presented, they claimed that,

Approximately 50% of Australian young people choose not to stay at school beyond age 16. This means that they do not qualify for university education and therefore are ineligible for most professional and public service vocations. This situation could be countered by a departure from the view that education finishes when one leaves school. A wider promotion of the value of education across the life cycle should provide people with a second chance to discover and maximise their education needs


A similar statement was included in the South Australian government’s 1989 Social Justice Strategy. One emphasis was on the need to provide opportunities for all individuals to have a complete education. This involved enabling not only children to complete secondary schooling and go onto some form of tertiary or further education, but also adults to return to
school to complete or extend their formal studies. Such provisions were necessary to improve life chances and create a fairer society (Department of Premier and Cabinet Social Justice Unit, 1989, pp. 35 – 40). The enunciation of such a strategy was an important pointer to the way the Labor government moved at the end of 1989.

2.5.3 Adult interest in returning to study

Over the 1980s an increasing number of adults were seeking to undertake some form of study. Both the Karmel and Keeves Reports had documented the different organisations which provided learning opportunities for adults and the range of courses they offered, from matriculation to vocational to leisure interest courses. As a consequence of the economic downturn, young people unable to find jobs and retrenched adults began to look for learning possibilities which would not only enhance their prospects for future employment, but also help fill in their time and give them an opportunity for social contact. According to The Principals’ Adult Secondary Management Committee (1995), the demand for senior secondary education, in particular, increased during the 1980s partly as a result of the acceptance of the value of a complete secondary schooling and the ideal of lifelong education.

At the same time, changes in formal education provision made return to formal study a more attractive proposition for adults. As previously noted, fees for university had been abolished by the Commonwealth government in 1975. Some of those who found themselves unemployed decided to make the most of this unexpected opportunity to gain higher qualifications and the opportunity for a professional career. Then, in 1984, South Australia abolished the Public Examinations Board which had controlled and administered the external
Matriculation examinations required for university entrance. In its place, the Senior Secondary Assessment Board of South Australia (SSABSA) was appointed, with a brief to provide senior secondary curriculum and assessment across a wider range of subjects. As a result of the increasing enquiries and expressions of interest, a number of TAFE colleges and Education Department Schools began to make ad hoc provision for such adult students.

2.5.4 TAFE alternative secondary programs for adults

A number of Further Education Colleges became involved during the 1970s in providing learning opportunities for early school leavers and young adults without work through the EPUY program funded by the Commonwealth government. Small teams of teachers committed to social justice principles worked intensively with groups of 20 – 30 young people over one semester (half a year) to improve their basic literacy and numeracy skills. They also sought to give them knowledge skills and experiences which would make them more employable and help them in the actual process of applying for suitable jobs. Many of the students in this program felt that they had learned far more in this process than they had in the secondary school context (Secombe, 2008).

There were a number of positive aspects about the EPUY programs from the students’ perspectives. Many expressed their appreciation of the commitment of their teachers to their individual development, as well as the more relaxed and informal climate of learning that was deliberately fostered in the program. The groups met in hired premises, such as old halls, shops, office blocks in locations close to where the students lived rather than designated educational facilities. There was no tight schedule of lessons but rather a regular, though flexible, pattern of daily activities. Rules of behaviour were minimal; and no expectation that
students would sit all day at a desk. When there was actual teaching, they were free to move around, talk to others and get a coffee. There was even provision for smoking, in the days before anti-smoking restrictions (Secombe, 2008).

The success of the EPUY program could have contributed to adults turning to TAFE for further study opportunities. In response to a growing number of enquires, some TAFE colleges began to offer a limited number of Matriculation and Pre – Matriculation. One of the main reasons for popularity of the courses TAFE Matriculation programs was their adoption of adult learning approaches and the deliberate fostering of an adult learning environment. Recognition of the different situations faced by students was evident also in the provision of both full – time and part – time studies. While the opportunity for full time study was appropriate for those who were unemployed, the time tabling of late afternoon and evening classes suited those who wished to study part – time, while they were still working.

Increasingly over the 1980’s TAFE became involved with teaching secondary subjects to adult students. The 1989 student enrolment figures supplied to Parliament in 1990 at the request of the Minister for TAFE, Hon Mike Rann (See Table 1) provide a good indication of the extent of interest in Adult Matriculation. Although the figures from the Adelaide College of TAFE were incomplete in terms of student numbers, Table 1 shows that the six TAFE colleges involved had a total of 6 072 subject enrolments at Matriculation level and 3 326 at Pre – Matriculation. In terms of student numbers, there were well over 600 adults studying full – time, with another 1 500 plus enrolled as part – time students. The significance of these numbers needs to be recognised as there were many high schools, (in urban and rural locations) that would then have had less than 50 students in their Matriculation classes.
Table 1 Students studying Matriculation and pre – Matriculation subjects at TAFE Colleges in 1989

NOTE:
This table is included on page 69 of the print copy of the thesis held in the University of Adelaide Library.

2.5.5 Secondary schools’ provision for adults

The Principals’ Adult Secondary Management Committee, in its review of adult re-entry programs, claimed that by the mid 1980s a number of secondary schools began to recognise and cater for the needs of adult students seeking to return to senior secondary studies (Principals’ Adult Secondary Management Committee, 1995, p. 1). For example, Mitchell Park High School (one of the two schools who formed Hamilton Secondary School in the late 1980s) was teaching adults by this time. In the face of falling enrolments at senior secondary level, these schools had taken the initiative to maintain student numbers by providing for adult students. They sought to reinvent themselves in order to survive and to meet the changing needs of their communities. By 1987 the Education Department had developed a formal policy for adults returning to senior secondary studies. Entitled ‘Participation in Post - Compulsory Education’, it gave adults of whatever age the right to return to formal studies at

In practice, however, returning to study in a secondary school context did not prove a very positive experience for many adult students. Unless there was a specific adult program, as at Mitchell Park, adult students were expected to slot into existing school classes and structure and timetables. They were subject to the same rules and regulations regarding behaviour as secondary school students. Many adults found such restrictions inappropriate and found it difficult to relate to the adolescent secondary school students in their classes. Furthermore, the expectation that attendance would be on a fulltime basis and the failure to offer late afternoon or evening classes excluded many adult students.

2.5.6  Concern at overlap

Evidence of the growing concern at the overlap between TAFE and Department of Education secondary schools in the provision of senior secondary curricula can be seen in the review of the relationship between schools and TAFE carried out for the Commonwealth Schools Commission. In their report, Jones and Krzemionka (1988, p.17) argued for a more cooperative relationship between the school sector and TAFE, as well as the elimination of barriers which prevented students from moving between them. Their recommendation was that the best way to eliminate the barriers would be to establish a state – wide post year ten qualification which could be earned equally at secondary school, a TAFE college, or the sort of senior college structure which had been recommended by the Keeves Committee (Jones and Krzemionka, 1988, p. 20). Furthermore, they advocated the advantages of ‘clustering
strategies’ which would enable schools and TAFE colleges to cooperate in the delivery of a diverse range of courses (Jones and Krzemionka, 1988, pp. 25 – 26).

None of these recommendations for the wider co-operation were implemented in the short term. Instead, a Joint Ministerial Statement in 1989 delineated a clear separation of responsibility, or distinct spheres of influence, for TAFE and the school sector.

2.6 The Joint Ministerial Statement of 1989

In November 1989, The Hon Greg Crafter MP, as Minister of Education, and the Hon Kym Mayes, MP, then Minister for TAFE, made a joint statement, entitled ‘Providing High Quality Education and Training Services for South Australians’. The significance of the statement was most clearly explained in August 1990 by Hon Mike Rann MP, who had become Minister for TAFE in December 1989, in response to a question asked in Parliament by Murray DeLaine, Labor MP for Price (SA Parliament, 1990b, p. 52). The statement was intended to clarify the specialisations for which DECS and TAFE would be funded in the following years. It sought to clearly demarcate the roles of DECS and TAFE in order to eliminate the overlap in provision which had emerged as an ad hoc response to changing educational needs in the community.

Unfortunately, no copy of the actual Ministerial statement could be found from any source. Every effort made by the researcher to locate the statement in government records ended in failure. However, it was considered that the detailed briefing given by Minister Rann and available in the Hansard records of August and September of 1990 gave sufficient information about the new policy to provide basis for this research.
DECS was to be responsible for all senior secondary education and hence the teaching of all Year 11 (pre–Matriculation) and Year 12 (Matriculation) subjects. The teaching of these subjects to full and part-time students in TAFE Colleges mentioned above was to be phased out. Adults wishing to return to study at these levels would be catered for in special adult re-entry programs on DECS sites. Specific funding would be made available for this purpose. For its part, TAFE would focus on technical and vocational education, providing initial programs for the training of young people, as well as the re-training of adults, for employment in para-professional, technical and trades areas, in response to an increasing demand for such programs. Conversely, DECS schools would not be involved in the technical and vocational training of adults (SA Parliament, 1990b, p. 53).

The Ministerial Statement was notable for recognising the needs of a new category of students – adults returning to formal studies. By placing the network of adult sites under the administration of DECS, the Ministers hoped to maximise the facilities and resources available to such students. In particular, secondary schools had a large number of staff who could teach a wider range of Year 11 and 12 subjects than was the case in the TAFE colleges. However, the proposal to establish a network of sites, specifically dedicated to the needs of adult students, could be seen as an attempt to reproduce the adult learning settings which had been so much appreciated by students completing Year 11 and 12 studies in TAFE colleges (Post Compulsory Education Steering Committee, 1994, p. 25).

2.7 The views of key players
The provisions of the Joint Ministerial Statement raised two key issues for consideration. Why did the government at this time make specific provision for adults returning to study? And why was this initiative situated in secondary schools rather than TAFE colleges? Two sources of data have been used to investigate these issues. The first is drawn from the Hansard proceedings of Parliament, when relevant Ministers during 1990 and 1991 were replying to questions related to the implementation of the statement. The second source of data used in this research has been derived from interviews with a number of the key players, the Minister of Education at the time and what were then called Director-Generals of DECS and TAFE. These interviews conducted fifteen years after the event, provided some information, concerning the 1989 statement, as the respondents remembered it, and reflective judgement on why the new policy had been introduced and how successful it had been.

2.7.1 Greg Crafter’s explanations as Minister of Education

The Hon Greg Crafter MP (seat of Norwood) held the portfolio of Education in the Bannon Labor government from 1985 to 1992. His tenure covered the period of regulations leading up to the 1989 Joint Ministerial Statement and the succeeding stage of implementation. On a number of occasions, particularly over 1991, he was asked questions in the House of Assembly concerning the adult re-entry programs. His replies provided a measure of understanding into the issue of why the government decided to develop adult re-entry programs on DECS sites.

Minister Crafter’s explanations in Parliament on DECS’s implementation of the Joint Ministerial Statement stressed the special provisions being made by DECS for teaching of
adult students. In response to a question from Heini Becker, Liberal MP for Hanson, on 5 March 1991, Crafter explained that two somewhat different situations were being envisaged to cater for adult students in DECS schools. The first was to use DECS sites to establish separate adult only senior colleges offering study at years 11 and 12 levels. The second was to establish separate senior campuses within existing DECS secondary school sites which offered programs for years 8 to 12 (SA Parliament, 1990a, p. 3417).

By August 1991, in response to a question from Paul Holloway, Labor MP for Mitchell, Minister Crafter was able to name the nine sites which had been chosen for adult re-entry programs. Four of those high schools named, Marden, Thebarton, The Parks and Elizabeth (whose name changed to Para West) subsequently became senior colleges, along the lines of the first structure mentioned above. The other high schools, which developed by providing an adult campus structure on a continuing school site, were Christies Beach, Hamilton, Le Fevre, and Thorndon (later Charles Campbell Secondary School). The only site outside Adelaide was in Whyalla at Edward John Eyre High School (SA Parliament, 1990b, p. 233).

The Minister acknowledged that these designated sites would need to be upgraded to cater for the needs of adult students. Funds would be provided through the ‘school rationalisation program’ and the ‘annual upgrading program’ (SA Parliament, 1990a, p. 3417).

In his response, the Minister also paced importance on the provision of competent teachers whose methods of teaching were appropriate to adult students. Mr Crafter indicated that a few of the staff from TAFE or DETAFE as it was then called would transfer to DECS. Furthermore, senior staff would help to develop training programs for teachers who would be involved in the adult re-entry senior colleges and campuses. This program of training adult teachers would take place over 1991, with responsibility for adult Year 11 and 12 studies
being finally transferred from TAFE to DECS in 1992 (SA Parliament, 1990a, p. 3417). The Minister argued that the consolidation of adult re-entry programs on the specially chosen DECS sites would provide adult students with a far greater range of subject choices and a gave an assurance that these would be available at flexible times to accommodate part-time adult students who were working (SA Parliament, 1990a, p. 3417).

These detailed responses given by Minister Crafter were a clear indication of the government’s recognition of the educational needs of a new group of students – adults returning to formal study. In his August statement, the Minister stressed that the purpose of the new programs was to provide specifically for adults and young people seeking to enhance their education and employment prospects (SA Parliament, 1990b, p. 233). He made this purpose even more explicit in answering an Estimates Committee question from Mr DeLaine on September 1991. While TAFE was specialising more in the area of training, the DECS adult re-entry program was designed, he said, to accommodate the needs of the community and to cater for adult students who wished to study outside the accepted school hours. To illustrate the benefits of the new approach, he provided the example of a mother and daughter who were studying at the same DECS secondary site. The experience had resulted in positive educational growth for both (SA Parliament, 1991c, p. 207). The Minister also stressed the importance of the state providing those of mature years with the opportunity to study, not only to complete academic subjects which could lead to higher qualifications and professional occupations, but also to pursue courses which would ‘develop their talents and interests’ (SA Parliament, 1991c, p. p. 206 - 207).
Although the last comment of the Minister discussed above would seem to support the broad principle of life-long learning, the bulk of the Minister’s remarks can be seen to highlight the government’s concern for social justice in establishing adult re-entry programs. Adults who had left school with insufficient or no formal qualifications were being given a second chance at senior secondary studies. This was also demonstrated in the breakdown of adult students provided by the minister during the Estimates Debate on 19 September 1991. Of the 4,000 adult students enrolled on DECS sites in 1991, 65% were women and 58% were part-time. In the terms of age, 15% were aged between 15 and 17; 25% between 18 and 21; 26% between 22 and 30; and 34% between 31 and 55. On the basis of such figures, the Minister was able to claim the adult re-entry program as a most significant achievement in South Australian education (SA Parliament, 1991c, pp. 193 – 194).

Within the Minister’s statements to Parliament, however, there was also a hint that other more pragmatic factors could also have been influencing the decision to develop adult re-entry programs on DECS sites. Several times the Minister reported on the 1991 adult enrolments. In response to a question from Martyn Evans MP for Elizabeth, Minister Crafter indicated that Elizabeth West had proved successful in attracting 880 adult enrolments for 1991, a considerable increase on the previous year (SA Parliament, 1991b, p.170). The following day the Minister stressed the overall increase in adult student enrolments from 2 200 in 1990 to 4 000 in 1991 (SA Parliament, 1991b, p. 233). Later, in answer to an Estimates Committee question from Mr DeLaine, the Minister claimed that the increased enrolments in adult re-entry courses, which included the transfer of adults from TAFE, had assisted in overall secondary school enrolments (SA Parliament, 1991c, p. 189).
The significance of this last statement was illuminated in remarks by Mr Noel Milburn (1990) in an address to the National Conference on Secondary Colleges in Canberra in 1990. He indicated that, at that time, the Commonwealth government was seeking to improve the participation rate in senior secondary education. There was an emphasis that schools needed to be more accessible and flexible, with a desire to have more multi purpose centres to provide for the changing needs of the community. In South Australia, student numbers at year 11 and 12 were declining, largely because of demographic factors, and a number of secondary schools were at the stage of being barely viable. From the point of attracting maximal commonwealth funding, the boosting of numbers in secondary schools could be seen as strategically prudent for South Australia.

2.7.2 Crafter’s interview reflections

In April 2003 the researcher had the opportunity to interview the former Minister of Education concerning the Joint Ministerial Statement and its implementation (see Appendix 6.2b). When questioned some fourteen years later about the reasons for establishing adult re-entry programs on DECS sites, Mr Crafter indicated that there had been considerable debate within the government concerning the placement of adult students wishing to pursue senior secondary studies. Should they be included in the programs offered to senior students at secondary schools or would adult students be better outside the school system? The question had become important because of the increasing demand from adults seeking to pursue studies at the senior secondary level. Eventually a policy decision was made that the Education Department was in the best position to satisfy this demand.
Crafter considered that this policy was based on the philosophical perspective of social justice and the principle of equality of opportunity in education. Having one system to provide all senior secondary education would enable the more effective delivery of educational resources and services to all. He suggested that the provision of adult senior colleges and adult campuses in schools was a mechanism for breaking down barriers and ensuring that adult students had access to proper libraries, teachers in a wide range of mainstream subjects, as well as the broad educational focus and opportunity for pastoral care offered by school structures.

Crafter's interview comments can be seen to be consistent with the main thrust of the responses he made in Parliament in the time he was Minister of Education. For him, both in his practice as Minister and his considered judgement after leaving politics, the policy of developing adult re-entry programs on DECS sites was based on the principle of equality of opportunity, which had been advocated as the basis for South Australian education by the Karmel Report.

2.7.3 Interview with Director - General of Education

Another key player interviewed was Mr John Steinle, who was Director – General of the Education Department from 1977 to 1987, in the period when the question of what to do with adults returning to study was being discussed (see Appendix 6.2.8). In his view, incorporating the education of adults into the school system was part of a move to give schools a more comprehensive focus. He stressed that schools were for all students and adults pursuing senior secondary studies should be an integral part of schools. Steinle believed that this was a matter of social inclusion. Schools and adult colleges were avenues through which life-long
education could occur. Steinle’s justification for the incorporation of adults into the secondary school system can be seen to be more closely aligned to the Keeves Reports’ focus on life-long education than to the principle of equality of opportunity in education espoused in the Karmel Report. Steinle retired in 1987 and Ken Boston became Director General of the Education Department when the final transfer of adult secondary education occurred.

2.7.4 The reflections of the Director – General of TAFE

The Director – General of TAFE from 1981 to 1988 was Mr Lyall Fricker. In an interview in July 2003, (see Appendix 6.2.3), Mr Fricker explained that in the early 1980s, TAFE began to offer a diversity of courses aimed at adults wishing to return to study. He claimed that there were two particular categories of adult students seeking to further their general education in TAFE. The first were young people who had dropped out of school. The Keeves’ Reports had pointed to the particular disadvantages experienced by this group because of their low levels of numeracy and literacy and their low rate of employment. The other main category was individuals of mature age who wished to upgrade their qualifications and take advantage of the opportunity for free higher education. Many of these were women who had left school early and had children who were now independent enough for them to pursue their own interests. These mature age students often sought linking or bridging courses which would overlap with school studies they had missed or forgotten in order to prepare them for studying at year 11 and 12 levels. In response to this demand, TAFE colleges had developed courses in basic literacy, on enhancing employment prospects and on women’s studies, as well as offering year 11 and year 12 subjects for those wishing to go onto university study.
In Fricker’s view, TAFE’s positive orientation to teaching adults and young people who had left school was the result of teachers who had the understanding and experience of teaching adults as independent individuals rather than as adolescents needing to be strictly controlled, as was the situation in schools. This explained why so many adults preferred to do their year 11 and 12 studies at a TAFE college rather than a secondary school. However, Fricker did acknowledge the other side of the issue. In the light of increasing number of adults wishing to return to year 11 and 12 studies, he recognised that it was becoming increasingly difficult for TAFE to adequately cater for the demand. The Education Department undoubtedly did have greater expertise, facilities and resources in this area. Hence the top level of government was asking why DECS secondary schools were not teaching year 11 and 12 subjects to adults. Fricker himself considered that the need was for senior secondary colleges which could offer a fair go to all students.

Yet Mr Fricker also pointed to some pragmatic reasons which influenced the decision for adult re-entry programs to be situated on secondary sites. As Minister Crafter had mentioned in Parliament, there were concerns with falling enrolments in DECS schools at senior school level. In some instances schools were no longer considered viable and closures were being fore shadowed. To forestall these moves some secondary schools were seeking to extend their role beyond the teaching of adolescents and had already moved to attract adult students.

2.7.5 Reviewing the evidence

From the evidence given by some of those involved in making the decision, it can be concluded that the government’s introduction of adult re-entry programs was justified
principally on social justice grounds. Providing public funding to support adults who wished to return to formal studies was seen as a way of overcoming the social, cultural or educational disadvantages which might have hindered their attainment of year 12 qualifications. There was also some recognition of the importance of moving public secondary education toward the broad principles of lifelong education.

However, the placement of the adult re-entry programs on DECS sites would appear to have been based on more pragmatic grounds. On the one hand, there was the argument that DECS had greater resources and expertise in teaching the full range of senior secondary subjects, while TAFE needed to be free to focus all its resources on vocational and technical training. On the other hand, there was the perceived need to boost student enrolments at the senior secondary level in South Australia. The transfer of adult students from TAFE to DECS helped in this regard.

2.8 The Implementation of the adult re-entry policy 1990 – 1992

The new adult re-entry policy was phased in over the years 1990 to 1993. The Hansard record for the period shows that there was considerable debate about the impact of the new policy on school and TAFE communities, for both students and staff. The answers given by Mr Mike Rann MP as Minister for TAFE can be seen to trace some of the early concerns in the implementation process.

2.8.1 Initial concerns

In September 1990 several members of Parliament asked questions which reflected the concern in their electorates as to how the new policy would affect adult students currently
enrolled in TAFE programs, as well as the TAFE staff teaching these subjects. Responding to a question from Kevin Hamilton, Labor MP for Albert Park, Minister Rann stressed that those adult students who were already in TAFE programs would be able to continue at TAFE. He indicated that negotiations were taking place in relation to the transfer of TAFE staff currently teaching adult programs to DECS schools. Inter – departmental negotiations were commencing to oversee the transfer arrangements (SA Parliament, 1990d, pp. 686 - 687).

A few days later, during Estimates Committee hearings, Rann re-iterated and further explained those comments in answer to a question from the then liberal MP for Fisher, Dr Bob Such. The transfer of adult year 11 and 12 programs from TAFE to DECS would not impact on students currently enrolled in TAFE subjects, he said. The available figures on TAFE enrolments, supplied at the Minister’s request by TAFE administration, showed that the number of adult students in 1990 was comparable to that of 1989 (SA Parliament, 1990e, pp. 66 - 67). In regard to the teachers concerned, Mr Rann indicated that it was planned that over the following year (1991) there would be a progressive transfer of staff. He stressed, however, that TAFE staff currently teaching adult students would be given options; they could ask to transfer to adult re-entry programs in DECS schools or to be re-assigned to other teaching areas in TAFE. The inter – departmental negotiations would also include the teacher’s union, the South Australian Institute of Teachers (SAIT), in order to safeguard the rights and conditions of the teachers involved (SA Parliament, 1990e, p. 66).

2.8.2 The sites and their mission
Over 1991 decisions were made on which DECS schools would be involved in the network of adult re-entry sites. In reviewing the decisions of this period in 1995, The Principals’ Adult Secondary Management Committee pointed out that the choice of sites for the new programs was influenced by social justice concerns. Schools like Thebarton in the inner western suburbs of Adelaide, The Parks in the northwest, Le Fevre at Port Adelaide, Hamilton in the inner south, Christies Beach in the outer southern and Elizabeth West in the outer northern suburbs, as well as Edward John Eyre in Whyalla, were all in areas of recognised social disadvantage, marked by high rates of unemployment and single parent families (Principals’ Adult Secondary Management Committee, 1995, p.1).

It was also clear that a number of schools chosen had been seriously affected by declining senior secondary enrolment. Two newly amalgamated schools were included in the network of adult re-entry sites – Charles Campbell (formed from Campbelltown and Thomdon Park High Schools) and Hamilton (the result of the merger of Mitchell Park and Glengowrie High Schools). Other schools which had experienced a dramatic drop in secondary enrolments – Thebarton, Elizabeth West, The Parks and Marden – became senior colleges dedicated exclusively to adult students (Principals’ Adult Secondary Management Committee, 1995, p. 2). In addition, there were a number of adult students at Urrbrae Agricultural High School. Also in 1991 the Executive of DECS agreed to a statement entitled Mission and Principles of Adult Secondary Education, designed as a directive for the new programs. In order to offer educational opportunities to adults within the public system of secondary schooling, the adult re-entry sites would provide learning environments and facilities appropriate to mature age people. They would be offered innovative secondary education programs and the opportunity to attend either day or night classes (Principals’ Adult Secondary Management Committee,
1995, p.p. 2 - 3). The social justice perspective was clearly evident in the statement’s rationale to cater for adult students with a diversity of educational needs. These were seen to include specifically:

- young people who were unemployed or under – employed;
- adults seeking to upgrade their skills or to re-enter the workforce;
- people seeking to enter higher education, especially women and those from low socio – economic areas;
- adults from non – English speaking backgrounds seeking to upgrade their educational standing (The Principals’ Adult Secondary Management Committee, 1995, p.4).

2.8.3 Staffing and curriculum

In the end not many of the TAFE lecturers teaching in the adult program chose to transfer to DECS. In order to find appropriate staff to teach in the new network of adult sites from the beginning of 1992, DECS arranged that teachers could apply for positions in the adult colleges and campuses outside the normal placement process. Essentially prospective teaching staff needed to illustrate their abilities and skills to teach adults and were selected from a specific pool of teachers. (This was the personal circumstance of this researcher in the early 1990s.) The adult re-entry sites had specific staffing requirements which were a guide to staff for the 1992 adult programs. In the middle of 1991, a supplement to the Education Gazette appeared advertising 1992 school positions available in the adult re-entry sites (Education Gazette, 1991, June 21). Additional requirements were specified for those seeking to teach in the adult programs. These included flexibility in teaching approaches and a commitment to the principles of social justice. The Principals’ Adult Secondary Management Committee (1995, p.5) considered that all sites put strong emphasis on
teachers recognising the educational needs of adults and being committed to adult learning approaches.

The detailed job descriptions provided by each of the schools stressed these factors in various ways. The Parks High School included that those transferring to its adult programs would need to be prepared to work flexible hours, including evening and some holiday teaching. They would also be expected to adopt teaching methods appropriate to adult students and to have a commitment to equity and social justice (Education Gazette, 1991, June 21, p. 5). The new Marden Senior College had similar requirements, but the Open Access (on the same site) stressed distance education (Education Gazette, 1991, June 21, pp. 67 - 68). Le Fvre and Thebarton (p.p. 6 – 7) as well as Christies Beach High (pp. 46 - 47) with two adult campuses, also stressed flexibility, both in terms of hours of teaching and the use of adult learning principles. Hamilton Secondary School highlighted its extended timetable and Elizabeth West its high proportion of women and part – time students (pp. 28 – 29).

According to the Principals’ Adult Secondary Management Committee’s review, the curriculum offered in adult re-entry sites included a number of strands. Subjects for the new South Australian Certificate of Education (SACE) at Stage 1 (year 11) and Stage 2 (year 12) were the core of the offerings. The SACE was introduced in the early 1990s to replace the PEB senior and Matriculation subjects for years 11 and 12. These provided adult students with the opportunity to complete an end of school qualification and even the possibility of being accepted into tertiary study. A number of foundation or bridging courses were also offered to develop students’ basic literacy, numeracy and study skills to a level where they
could successfully undertake SACE subjects. In addition a number of courses were available to help students not interested in SACE studies to develop skills needed to gain employment or better job opportunities (Principal’s Adult Secondary Management committee, 1995, p. 5).

There was also diversity on the format and time tabling of teaching. Both day time and evening classes were available, if not on, the same site, then across the network of adult campuses. Classes in one subject were often blocked into periods of two or three hours to minimize the number of times students needed to attend. In some cases intensive courses of specific duration were arranged. To provide for those who found it impossible to attend because of distance or personal circumstances, as well as for those who preferred not to, the Open Access College at Marden provided the opportunity to study via distance education methods (Principal’s Adult Secondary Management committee, 1995, p. 5).

2.8.4 The policy in operation

As the new policy came into operation over 1992, there were questions asked in Parliament as to how successful the establishment of the adult colleges and campuses was proving. In response to a question from Mr Vic Heron, Labor MP for Peake, the Hon Susan Lenehan MP, who had become Labor Minister for Education and TAFE after the resignation of Hon John Bannon as Premier and Lynn Arnold becoming Premier in September 1992, advised that there was a network of nine adult re-entry sites. They held regular meetings to coordinate and consolidate their activities. The Minister indicated that South Australia had a total February enrolment of 3 296 full time equivalent adult students, 82% of whom were attending adult re-entry sites. In addition, the Minister reported that there was a positive attitude evident among the adults returning to studies (SA Parliament, 1992, p.1461).
2.9 Changing governments and ideologies 1993 - 1996

The early 1990s proved to be a tumultuous period in South Australia, economically and politically. A dramatic downturn in the Australian economy was intensified in South Australia with the collapse of the State Bank in 1991. This, in turn, precipitated the resignation of the Hon John Bannon, who was replaced as Labor Premier by the Hon Lynn Arnold. The 1993 State election resulted in a humiliating defeat for Labor and the election of a Liberal government headed by Hon Dean Brown.

Given that the 1989 Adult Re-entry Policy had been introduced on predominately social justice grounds by a Labor government, there was some concern among the nine recently established adult re-entry colleges and campuses as to whether the new government would support the policy and continue their funding. Change seemed particularly likely, in light of the criticism of equality of education policies, along with advocacy of quite different educational ideology by conservative right wing governments in the UK, for example, as well as by liberal governments in other Australian states.

2.9.1 The new liberal ideology

The policies of the conservative governments that came to power throughout the English speaking world during 1980s and 1990s can be seen to be based on the liberal ideology outlined by Jarvis (see section 1.5.3). The overwhelming belief of the new liberals that individual liberty was required for personal advancement made them distrustful of any collectivist mechanism which limited individual freedom (Australian Catholic Social Welfare Commission, 1997, p.2). Their policies were being driven specifically, however, by principles of economic rationalism, which were being worked out in the context of rapid technological
advances, expanding global communication and consequent simultaneous awareness around the world of all major events taking place. Economic rationalism stood for unregulated capitalism, where the competitive forces of the market place were allowed to operate unhindered by any support or safeguard for disadvantaged groups and individuals. In theory, policies based on economic rationalism were supposed to ensure quality, while driving down prices for goods and services to the lowest levels possible for the benefit of society in general. The economic rationalists argued that the optimum society was one in which private markets and individual choice had maximum opportunity to operate (Orchard, 1992, p. 2). They considered that in a modern society the economy should be left to be organised through free markets in which national governments had only limited involvement (Orchard, 1992, pp. 5 – 6). The operation of such policies was seen most clearly in Britain under the Thatcher government, in the United States under President Reagan and subsequently in Victoria under the Kennett government.

The application of the principles of economic rationalism to education led to substantial changes in school policy and administration. It was not the function of the state to spend vast amounts of taxpayers’ money on social welfare or educational reform in an attempt to provide individuals from different backgrounds with an education which would enable them to achieve their full personal development and educational aspirations. The state should withdraw from such expansive and intrusive policies. Rather the state should focus on the manpower needs of the economy and allow market forces to operate in the education sector. In this way the hidden hand of capitalism could enhance the quality of schooling. Education was regarded as just another ‘commodity to be bought and sold’ (Australian Education Union Victorian Branch, 1996, p.20). Furthermore, it was appropriate that the economic language and practice of
business, marketisation, privatisation, commodification, corporatisation and managerialism be applied to the organisation of education (Australian Education Union Victorian Branch, 1996, p. 13).

According to Marginson’s retrospective view (1997, p. 20) expenditure on public schooling in South Australia was further decreased under the new Liberal government, while at the same time private schools were being encouraged with capital funding from the Commonwealth government. Public schools were held more strictly accountable for expenditure (Edgar, Earle and Fopp, 1993, p. 329) and expected to develop specialities and strengths to attract student enrolments. Parents and students were thus given greater freedom to choose the education that suited them. Those students with merit would inevitably rise to the top, it was assumed, and go on to university study and professions. These policies functioned well for those who came from families of secure socio–economic backgrounds. They revealed no understanding and appreciation of the situation of, say, single parent or low income families who had little or no power to influence policy or even to exercise choice in their children’s education. How such groups fared educationally when the upper echelons of society were enjoying the benefits of well sustained independent schools was not the concern of those in government. It was hardly surprising that the enrolment in independent schools through the early 1990s continued to increase with a corresponding decline in those attending state secondary schools (Marginson, 1997, p. 17).

Mulford (1994, p. 21) provided a useful diagram to show how the concerns of such Liberal governments worked out in practice. In his view the forces of technology had generated demands and expectations which were difficult for governments to meet. The result was what
he termed the ‘political intensification’ of education. Governments took greater interest in controlling education and demanded that educational organisations respond to the economic needs of society. The three ‘waves of reform’ identified by Mulford were designed to achieve these ends (Mulford, 1994, pp. 20 - 23). There was, of course, no place in such a diagram for the needs and interests of individuals or concerns of social justice.
Figure 1 Political and market forces and technological changes (Mulford, 1994, p. 21)

NOTE:
This figure is included on page 91 of the print copy of the thesis held in the University of Adelaide Library.
2.9.2 Criticisms from the perspective of social justice

Criticism of education policies based on the economic rationalism of the new liberalism came most sharply from those whose ideological position supported social justice policies and Jarvis’ radical perspective. Such social democrats were opposed on principle to unregulated free markets which they believed led to greater inequality in society. They supported collective action from the state to counter these tendencies (Australian Catholic Social Welfare Commission, 1997, p.2). For those who held these views, any privatisation of public sector activities was regarded as questionable. Graycar and Jamrozik, for example, argued that social inequality had become greater in countries where the privatisation of health services, education and associated social welfare had taken place. Investment in ‘human resources’, they maintained contributed to the economy. Accordingly,

public expenditure on community services is not an alternative to social security system but an integral part of that system. For this reason community services need to remain in the public sphere and access to their provisions must be universally available so that they do not contribute to the growth of inequality in society (Graycar and Jamrozik, 1989, p. 297).

Similarly Cass and Cappo (1995, p. 13) put the case for the development of ‘more comprehensive and inclusive systems of social protection’. Government commitment to ongoing and higher levels of funding for education should be part of an integrated approach to social justice.

A more socially just distribution of resources to families, and in particular to families who are disadvantaged by social and economic processes, will only occur if strong and sustained investment is made in the provision of employment, education and
training; affordable housing; redistributive family income support; good and sufficient
health and welfare services for families, women and children; and services for the
care of the disabled and the elderly (Cass and Cappo, 1995, p. 8).

Education from this perspective was both the right of individual citizens to achieve their
potential and also a public good, in the sense it empowered individuals to work for a more
equal society (Whitty, 1997b). In sharp contrast was the new liberal view of education as a
commodity, the provision of which was to be organised as a business, with the best learning
opportunities available to the highest bidders and the bottom line for schools the necessity of
making a profit. The move to what Whitty (1997b) described as ‘quasi – markets in education
involved policy initiatives to reform schools. According to Whitty’s survey of developments in
the United States, Great Britain and New Zealand, these included encouraging privatisation
to create greater school choices; making public schools self – governing through the
decentralisation of decision-making to school councils, with their parent representatives; and
devolving responsibility for expenditure from the central bureaucracy to individual schools.
He maintained that greater marketisation did not yield improvements in education. Nor had
decentralisation helped to improve inequalities, despite the potential of this approach to
explore ‘ways of realising the legitimate aspirations of disadvantaged groups’ (Whitty, 1997b,
p. 38). Furthermore, the devolution of decision – making in practice had shifted the unpopular
responsibility for expenditure in education away from government and onto local schools and
parents.

A number of other researchers also reported that the marketisation of education had negative
rather than positive outcomes for many families and students. Halpin, Power and Fitz (1997),
for example, argued that self–governing schools were not increasing parental choice, nor encouraging parental involvement, nor improving student attainment. After reviewing the effect of school choice in the United Kingdom, Gorand (1997) concluded that the market system allowed larger schools to develop monopolies and increased the emphasis on promotion and competition. In his judgement, however, privatisation and choice of schools had not resulted in any improvement in the educational attainment of students. There had been, in particular, no gain in equality of education for the poor and the working class. Bryne and Rodgers (1996) highlighted the impact private schooling was having as a vehicle in transmitting social advantage to the middle classes. In their view, the current system in the United Kingdom was as elitist as it had been before the 1965 introduction of comprehensive schools. Overall, Whitty (1997a, p. 241) concluded that the emphasis on parental choice and school autonomy did not assist disadvantaged groups and individuals in reducing the differences between themselves and the schools. Furthermore, the outcome of decentralisation was proving to be the ‘atomization of educational decision–making’ which failed to take into account of wider societal perspectives on the nature of schools and the curriculum they teach (Whitty, 1997a, p. 132)

2.9.3 Diversifying adult re-entry programs

For the nine adult re-entry colleges and campuses, the new government's approach to education represented a particular challenge. Just newly established, under a Labor government, predominately as a social justice initiative, the adult re-entry sites could have been seen as an early target for closure in order to make considerable savings which could be transferred to priorities of the new government. With two exceptions, the closure of The Parks in 1996 and the Funding Readjustment of 1998 (to be discussed in the next sections),
this did not happen. Instead, the evidence suggests that the Department of Education
officials, together with the Principals and staff of the adult re-entry sites, responded to the
change in policies by re-aligning their programs to fit the requirements of the changing
economic circumstances affecting students’ educational demands and expectations of the
new Liberal government.

According to the Principals’ Adult Secondary Management Committee (1995, p. 5), from
1993 on, each of the sites was offering a range of curriculum options, well beyond what had
been available in the transitional years of 1990 and 1991. No longer were the programs
aimed predominately at university entrance through offering what had become South
Australian Certificate of Education (SACE) Stage 1 (Year 11) and Stage 2 (Year 12) subjects,
together with bridging courses in literacy, numeracy and study skills to prepare students to
undertake SACE. Most of the adult re-entry sites now included courses to prepare those who
had left school early to move onto TAFE certificates studies, as well as courses specifically
designed to assist young people to prepare for employment. Essentially the sites were
starting to develop educational pathways pre-TAFE.

This claim was borne out by a 1993 Education Department publication which provided
information about the adult secondary education senior colleges and campuses. This
included details about the range of courses being offered at each site. The adult campus at
Charles Campbell Secondary School offered not only a SACE and pre – SACE program, but
a range of vocational pathways – information technology, engineering, and electronics,
performing arts, food and hospitality and business education. The Senior Campus at
Christies Beach High School offered introductory courses, pre – SACE Stage 2 foundation
studies and TAFE certificate courses in engineering and business. Elizabeth West Adult
Campus offered predominately co-operative programs with TAFE, while Le Fevre
continued to focus on SACE Stage 1 and 2 courses. Hamilton Senior Campus, offered in
addition to its SACE and pre-SACE program, pre-vocational and TAFE equivalent
certificates in media, tourism, hospitality and secretarial–office work. Marden Senior College
focussed on providing an extensive range of SACE and foundation subjects, while the Open
Access College offered SACE courses through distance education in order to provide for
students in remote and isolated communities, as well as metropolitan students unable to
attend other sites, or seeking a wider range of courses than was available in secondary
schools or adult re-entry sites. Thebarton Senior College developed a New Arrivals and
English as a Second Language program, alongside its pre SACE and SACE courses, and
also offered vocational studies in engineering. At the Parks, a SACE and pre-SACE
program was complemented by ESL, literacy and basic compulsory courses. In Whyalla, the
Edward John Eyre High School offered computing courses in Aboriginal Studies, courses for
those with disabilities and an engineering pathways option. By this time Urrbrae Agricultural
High School was also offering an adult secondary program, based on Urrbrae Certificates in
Horticulture and Animal Studies (Education Department of South Australia, 1993, pp. 2–7).
The table 2 provides a comparative summary of the programs offered.

These curriculum changes in the adult re-entry sites did not alter the flexibility in their
teaching format. The time tabling options available included day and evening class times;
block periods of two to three hours; intensive courses of longer duration; and distance
education. In addition, all sites continued their strong emphasis on teaching being committed
to adult learning principles and responding to the specific educational needs of adults (Principals’ Adult Secondary Management Committee, 1993, p. 3).

Table 2: Programs offered at Adult Re-entry sites, 1993 (Derived from Education Department of South Australia, 1993, pp. 2 – 7).

<table>
<thead>
<tr>
<th>Adult Re-entry site</th>
<th>SACE related programs</th>
<th>Vocational Programs</th>
<th>Other programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Campbell Secondary School</td>
<td>Pre SACE, SACE</td>
<td>Business, engineering</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>Stages 1 and 2</td>
<td>information technology</td>
<td>Food and hospitality</td>
</tr>
<tr>
<td>Christies Beach HS Senior Campus</td>
<td>Pre SACE, pre stage 2</td>
<td>TAFE certificate</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>foundation studies</td>
<td>(engineering &amp; business)</td>
<td></td>
</tr>
<tr>
<td>Elizabeth West</td>
<td>SACE</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Hamilton Secondary School Senior Campus</td>
<td>Pre SACE and SACE</td>
<td>Pre-vocational Cert</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>Foundation studies</td>
<td>(engineering, hospitality Media, secretarial &amp; tourism)</td>
<td></td>
</tr>
<tr>
<td>Le Fevre HS</td>
<td>SACE stages 1 &amp; 2</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Marden Senior College</td>
<td>Foundation studies</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>SACE stage 1 &amp; 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open Access College</td>
<td>SACE Stages 1 &amp; 2</td>
<td>NA</td>
<td>Distance Education</td>
</tr>
<tr>
<td>Thebarton Senior College</td>
<td>Pre SACE</td>
<td>Engineering</td>
<td>New Arrivals Program</td>
</tr>
<tr>
<td></td>
<td>SACE Stage 1 &amp; 2</td>
<td></td>
<td>ESL</td>
</tr>
<tr>
<td>The Parks HS Senior</td>
<td>pre SACE</td>
<td>NA</td>
<td>ESL, Literacy &amp; basic computing</td>
</tr>
<tr>
<td>Edward John Eyre HS Senior Campus</td>
<td>SACE stage 1 &amp; 2</td>
<td>engineering pathways</td>
<td>Aboriginal Studies</td>
</tr>
</tbody>
</table>

The 1993 introduction of a vocational strand into teaching programs of adult re-entry schools is worth considering in more depth. Within four years of separation between the roles of
DECS and Department for Employment, Training and Further Education (DETAFE), enshrined in the Joint Ministerial Statement of 1989, the practical need for some degree of overlap between secondary and DETAFE vocational programs for adult students had re-emerged. Greater co-operation between DETAFE and DECS senior secondary sector, especially on adult sites, along the lines suggested by Jones and Krzemionka (1988) in their report for the TAFE National Centre for Research and Development, was considered by a joint committee appointed in 1994. The committee was chaired by Dr Geoff Wood from DETAFE and included Dr Jan Keightly, later Chief Executive for the Senior Secondary Assessment Board of South Australia (SSABSA). The policy document prepared by the committee was entitled ‘Options and Pathways for Immediate Post – Compulsory Education and Training Pathways in South Australia’. It specifically supported the role of adult re-entry sites to provide ‘a wide range of preparatory, general and broad – based vocational curriculum to adult students’ (Department of Education and Children’s Services and Department for Employment, Training and Further Education, 1994, p. 27). The policy document recommended greater co-operation generally between DECS and DETAFE, including formal agreements between particular schools and TAFE institutes on the delivery of vocational curriculum. Schools could seek registration as training providers (Registered Training Organisation – RTO) and credit transfer could be made at the local level. There was also a recommendation that discussions should be held with SSABSA concerning the recognition of TAFE based Vocational Education Training (VET) with in SACE (Department of Education and Children’s Services and Department for Employment, Training and Further Education, 1994, p.7). The move to offer vocational education was more in tune with the demand by industry and commerce rather than on adult campuses being providers for social justice. In this sense, it may possibly be interpreted as an example of what Jarvis regarded
as adult education being a tool to enhance capitalist society by providing the skilled workers required (Tuijnman, 1996, p. 159). At the same time, the introduction of vocational programs also represented a response to the changing needs and interests of adult re-entry students at this time. There was an increasing demand for people with technological and vocational skills to fill job vacancies. Moreover, since the re-introduction of higher education fees earlier in the decade was proving a disincentive for many adult students, and an increasing number were more interested in vocational education options than university studies.

2.9.4 The closing of The Parks High School 1996
Despite the new curriculum initiatives adopted by the adult senior secondary campuses and colleges over 1993 and 1994, there appears to have been a growing concern that the Liberal government would seek to cut their funding. In an attempt to counter this threat, the informal networking which had been a feature of the operations of the adult sites became constituted more formally into the Principals’ Adult Secondary Management Committee. By May 1995, this group of educational leaders prepared what they called ‘A Position Paper’ for the adult re-entry sector. It provided a detailed review of the history of the ‘provision of adult secondary education through senior colleges and campuses’. Its intention was to provide a defence of what adult re-entry sites had achieved and a strong justification for their continued role as a recognised and important part of DECS’ provision of schooling. This position paper has proved to be a most valuable resource for this investigation. It has been quoted frequently already, since it provides much background information which was unavailable from any other source. Its significance lies also in the fact that it was written by principals who had been personally involved in the implementation of the 1989 Joint Ministerial Statement. Many had been instrumental in the earlier DECS initiatives in the provision for adult learning.
The extent to which the Principals’ Position Paper had any influence on government is difficult to tell. What can be said, however, is that all but one of the adult re-entry sites survived the Liberal government policy of cutting back educational expenditure at this period. The exception was The Parks High School, where the government made a decision to close the whole school, including the adult re-entry site, on the grounds of falling student numbers.

The Parks High School had been established under the socially reformist Dunstan Labor government in the 1970s as a show piece for educational equality. It was situated in the north–western suburbs of Adelaide, in a low socio-economic area, with high levels of unemployment or part–employment, single parent families and newly arrived immigrant groups. It had played a notable role in the education of Vietnamese immigrant students, many of whom had gone on to tertiary education. In addition to becoming an adult re-entry site, The Parks had developed a program for students with disabilities. However, the decline in student numbers by 1995 made it the target for a Liberal government keen to demonstrate its careful financial management and its capacity to cut educational funding.

A review by officials of DECS of The Parks High School and its Adult Campus to consider its ongoing viability was instituted in 1995. The decision to close the site at the end of 1996 was announced in March 1996. The announcement provoked consternation and much public debate within the surrounding community. The closure of The Parks was an issue taken up vigorously by the Labor Party in Opposition. Throughout 1996 there were debates over the issue in both Houses of the South Australian Parliament. The chief political actors were the Labor Shadow Minister for Education and Children’s Services, the Hon Carolyn Pickles MLC,
the Liberal government Minister, the Hon Rob Lucas, who was also a member of the Legislative Council (Upper House). In the House of Assembly, the issue was pursued by the Labor Member for Price, Mr Murray De Laine, in whose electorate The Parks High School was situated. The government's spokesperson, in the Lower House, representing the Minister for Education and Children's Services, was the Hon Bob Such. The Parliamentary debates represent important evidence concerning reasons advanced in the ideological positions of both political parties in relation to education. The Parliamentary proceedings are reported below in some detail, since they illustrate the downside of mainstreaming adult re-entry programs into secondary schools. The closure of a secondary school can cause the closure of a viable adult re-entry program as-well.

The debates in both Houses of Parliament were sparked by the presentation of a letter from a teacher at The Parks High School. It claimed that the staff and school community had been informed in a rather hasty manner on 15 March 1996 that the school would close at the end of the year. Mr De Laine, as Labor MP for Price, claimed in the House of Assembly that, in deciding to close The Parks, Minister for Education and Children's Services had rejected both the recommendations of the review committee and the wishes of the School Council (SA Parliament, 1996a, p. 1104). In the Legislative Council (Upper House), the Shadow Minister of Education, Ms Carolyn Pickles, referred to the fact the review of the Parks had taken place in 1995 and challenged the Education Minister, Hon Rob Lucas, for the abrupt and thoughtless manner in which the announcement that the school would close at the end of 1996 had been made. Minister Lucas replied that he would personally speak to the parents about the closure (SA Parliament, 1996b, p. 954).
The following day, Ms Pickles raised the closure of The Parks again. She questioned the Minister as to whether the 1995 review had recommended closure. In response Mr Lucas acknowledged that the review had recommended that The Parks High School should remain open. As Minister, he had himself made the decision to close the school. He stressed that The Parks High School had an enrolment of only 360 students, and as many as 37.6 full-time equivalent teachers. The Minister implied that it was not feasible to allow the school to remain open on this basis (SA Parliament, 1996b, pp. 999 - 1000). The un-stated assumption was that there was one teacher for every 9.5 students, but this ignored the high level of staffing needed, for example, in the program for disabled students.

A similar debate on this issue had been taking place in the House of Assembly. The same motion had been presented to the House by Mr Murray De Laine, MP for Price. The debate raged around similar themes: the process of consultation, the social needs of the community, and the educational needs of the students.

In his address concerning the closure of The Parks High School, Mr De Laine stressed the lack of consultation, the facilities at The Parks Community Centre, the innovative curriculum and the specific educational needs of the students (SA Parliament, 1996a, pp. 1195-1196). Further, he questioned the financial arrangements in renting the facilities on the site after the closure (SA Parliament, 1996a, p. 1196). The issue of the financial arrangements for the site became an issue in 1997. As it did not deal with the students at The Parks High School, especially adult re-entry students, it will not be explored in this research.
A week later, the matter was raised in both Houses of Parliament again. The Leader of the Labor Opposition in the House of Assembly, Hon Mike Rann MP questioned the Premier, the Hon Dean Brown MP, about Minister Lucas’s failure to reverse his decision to close The Parks. The Premier replied that he had every confidence in Minister Lucas and the decision he had made (SA Parliament, 1996c, p.1260).

In the Legislative Council, Ms Pickles questioned Minister Lucas on whether he had met some of the students from The Parks to reconsider his decision. The Minister, in his reply, reiterated that he had considered the report of the review committee, together with information provided by DECS officials. On this basis, he had made the decision to close the school. He reported that he had subsequently spoken with students, staff and a group representative of the school and its community. Although he recognised that there was disappointment at the school’s closure the decision would not be changed (SA Parliament, 1996d, pp. 1115 - 1116).

Later the same day, Ms Pickles moved a motion in the Legislative Council, censuring the Minister’s actions in closing The Parks High School. The motion read as follows:

That this Council:

1. Condemns the decision by the Minister for Education & Children’s Services to close The Parks High School at the end of 1996 without any prior consultation with the school community on the findings of the 1995 review into the school;

2. Condemns the Minister for the way in which the school was advised of the decision and the inadequacy of the six-sentence notice given to parents and care givers, the timing of the notification on Friday afternoon to minimise debate
and the total lack of adequate counselling and support for students, staff and
care givers;

3. Calls on the Minister to reverse his decision and consult with the school
community on how the future of the school can be secured (SA Parliament,
1996d, p. 1129).

In her address to the Legislative Council in support of the motion, Ms Pickles began by
criticising the way in which the Minister had informed the school community of his decision.
She claimed that the ‘whole process of the announcement was reprehensible and callous
(SA Parliament, 1996d, p. 1130). Ms Pickles also challenged the total figure of 360 students
which had been quoted by the Minister as the school’s enrolment the previous week.
According to her information the current school population at The Parks was 517 students
which also included ’12 Bowden – Brompton students, 15 Regency Park students and 30
1130).

She provided the following figures:

- 169 full-time male students;
- 158 full-time female students;
- 46 part-time male students; and
- 92 part-time female students, meaning 465 or 379.6 full-time equivalents.

In terms of year levels, this was broken down as,

- 35 year 8 students;
- 46 year 9 students;
- 44 year 10 students;
- 88 year 11 and 12 continuing students; and

Minister Lucas continuously disputed these figures and this researcher has noted there is a difference in the mathematical calculations and the presentation of these figures by both individuals in their presentations to Parliament. What should be noted in relation to the topic of this study is that the number of adult re-entry students at The Parks exceeded that of the continuing secondary students.

In addition, Ms Pickles indicated that the 1995 team reviewing the viability of the school had consulted widely with the relevant educational and community stakeholders. She referred to the research of the review team in identifying that The Parks High School was located in an area of considerable social disadvantage, as revealed by the following figures concerning the surrounding community:

- 33% were unemployed;
- 57% lived in South Australian Housing Trust homes;
- 60% were low income earners;
- 30% of households did not own a motor vehicle;
- 26% were from non-English speaking households; and
- 19% were single parent families (SA Parliament, 1996d, p. 1130).

Ms Pickles argued that in an area of such social dislocation, it was important for the school to remain open. She highlighted the importance of The Parks to the surrounding community by specifying the reasons given by the review team to justify maintaining the school, in order to

- provide secondary education for continuing and adult students;
- re-negotiate financial arrangements with relevant government agencies of the school on the community centre sites;
- enable the school to become a focus for vocational education and training (SA Parliament, 1996d, p.1131).

On these grounds, Ms Pickles questioned why the Minister had not accepted the review’s findings that the school played an important role in catering for the local community’s social and educational needs (SA Parliament, 1996d, p.1132).

In speaking against the motion, Minister Lucas claimed that the letter sent to the community had been appropriate and that the ‘abridged’ version had been sent on the advice of DECS officials. He accepted full responsibility for the closure and claimed that the process followed had been the same as in previous school closures by the Department of Education and Children’s Services. The minister stressed that students would receive counselling about alternative school programs available, and special assistance would be given to students with disabilities. In the case of adult re-entry students, there was the smooth transition to either Thebarton Senior College (recently upgraded) or Le Fevre High School’s adult campus which was in the process of being upgraded (SA Parliament, 1996d, pp.1132 – 1136).

Two other Labor members of the Legislative Council took part in the debate. The Hon Terry Roberts asked about the process of consultation and expressed the view that the school was sizable and needed by the community (SA Parliament, 1996d, p. 1137). The Hon Ron Roberts claimed that the Minister’s actions raised questions about his commitment to public education. The debate was adjoined until July 1996.
Over the next two months the matter was pursued through other parliamentary forums, such as Questions on Notice and Estimates Committee. In April Mr De Laine asked Mr Bob Such, representing the Minister in the House of Assembly, a question on notice about the future placement of the sixteen disabled children currently enrolled at The Parks (SA Parliament, 1996e, p. 1385). When the reply came in July, Dr Such indicated that a management group had been formed to oversee all aspects of the closure of The Parks. He indicated that it was possible that all the students would not be attending the same school (SA Parliament, 1996k, p. 1949).

A week later Mr De Laine asked Dr Such a further question about the future of the 250 adult students at The Parks, and whether Thebarton Senior College and Le Fevre High School would be able to cater for the additional numbers (SA Parliament, 1996f, p. 1421). When Dr Such replied to this question in June, he reiterated that the review team had consulted widely, but the final decision had been the Minister’s. A contributing factor had been the low number of students from feeder schools seeking to enrol at The Parks. He gave assurances that all students would receive counselling and that adult students would be assisted in enrolling at Thebarton Senior College or the adult campus at Le Fevre High school. In addition, the government would provide assistance to the various community groups that made use of The Parks’ facilities after hours in order to overcome any possible disruption (SA Parliament, 1996h, p. 1629).

Issues concerning the closure of The Parks were also raised in Estimates Committee hearings. Mr De Laine questioned the decision of the Minister to close the school, arguing that the site provided a unique educational service to the community. In his reply, Minister
Lucas acknowledged the views of the community, but re-affirmed that he had made the final decision and had followed the appropriate process for closure. Mr De Laine asked why other options, such as amalgamations had not been pursued. The Minister responded by re-iterating that the school would close and that adequate consultation had taken place. He stressed that the school was being closed on educational rather than financial grounds. The school had very low teacher–student ratio and the number of students expected to enter year 8 from the local feeder schools was low (SA Parliament, 1996i, pp. 12 - 14).

Mr De Laine continued his questioning of the schools’ closure. He argued that the neighbouring High Schools, Croydon and Le Fevre, did not have the resources to teach a wide range of senior secondary curricula, while The Parks had considerable computing resources. The Minister responded by repeating his reasons for the closure of the school and giving assurances that its students would be catered for. He indicated that if the majority of the current students transferred to Croydon or Woodville High School, the majority of The Parks’ computers could be sent to those schools as well. Mr De Laine also questioned Minister Lucas about his informal consultations with the Principal and the School Council chairperson at The Parks. The Minister advised that Mr De Laine’s information was incorrect; rather a senior Departmental official, Mr Allan Young, as District Superintendent, had visited the school and was managing the closure process, along with other officers. In response to another question from Mr De Laine concerning the needs of students with disabilities, Mr Lucas said a planning team would review their needs and ensure a smooth transition to a new school (SA Parliament, 1996i, pp. 31 - 32).
When debate on the March censure motion resumed in the Legislative Council on 3 July 1996, Australian Democrats' Leader, Hon Mike Elliot MLC, spoke of the social and educational concerns he had about the closing of The Parks High School, the sale of the site and the impact on the surrounding community. In his view, The Parks was ‘a model of education relevant to the community’ (SA Parliament, 1996j, p. 1620). The Hon Carolyn Pickles MLC concluded the debate by claiming that the closure of The Parks would severely affect the community. She highlighted the area’s disadvantage and pointed particularly to the negative effects for students with disabilities and for adult re-entry students (SA Parliament, 1996l, p. 1798).

When the vote was taken, the Labor and Australian Democrat members of the Upper House voted together against the Liberals so that the censure motion was passed by a majority of one. The final voting was as follows:

<table>
<thead>
<tr>
<th>For (9)</th>
<th>Against (8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cameron</td>
<td>Griffin</td>
</tr>
<tr>
<td>Crothers</td>
<td>Irwin</td>
</tr>
<tr>
<td>Elliott</td>
<td>Laidlaw</td>
</tr>
<tr>
<td>Holloway</td>
<td>Lawson</td>
</tr>
<tr>
<td>Kanck</td>
<td>Lucas</td>
</tr>
<tr>
<td>Levy</td>
<td>Pfitzner</td>
</tr>
<tr>
<td>Pickles</td>
<td>Redford</td>
</tr>
<tr>
<td>T. Roberts</td>
<td>Schaefer</td>
</tr>
<tr>
<td>Weatherill</td>
<td></td>
</tr>
</tbody>
</table>

The other MLCs were paired, with R. Roberts and Nocella (for) and Davis and Stefani (against) (SA Parliament, 1996l, p. 1799).

When the debate on the censure motion resumed in the House of Assembly in August 1996, Mr De Laine identified the success of the school in catering for students of disadvantage, and
the number at the school being higher, if the adult re-entry students were included (SA Parliament, 1996m, p. 2235).

However, the result of the debate in the House of Assembly was different. In the Legislative Council, the Brown Liberal Government did not have a majority, with the Australian Democrats holding the balance of power. In the House of Assembly, the Liberal Government had a substantial majority, as following the 1993 election, the Labor Party had been reduced to holding ten of the 47 seats. The result of the vote on the motion was ten MPs in agreement (ayes), and 29 in opposition (noes), with the result split along party lines.

The debate was to continue in November, with Mr De Laine questioning the Premier, the Hon Dean Brown MP, about visiting the school. The Premier indicated he would take up the issue with Minister Lucas. However, the Liberal Party deposed Mr Brown as Premier in late 1996, with the Hon John Olsen becoming Premier. In questioning the new Premier, Mr De Laine asked if he would visit The Parks School, to which Premier Olsen indicated ‘yes’ (SA Parliament, 1996p, p. 715).

In February 1997, Mr De Laine pursued Premier Olsen, seeking his review of the decision to close The Parks School. In response, Mr Olsen indicated the matter would be reviewed (SA Parliament, 1997a, p. 1080). Later in 1997, Mr De Laine continued his seeking of a review of the decision to close the school. In response, Mr Olsen indicated options were being explored and Mr De Laine would be advised further (SA Parliament, 1997c, p. 37).
The Parks High School did not re-open, with the issue not sparking a major political debate in the ensuing years. As indicated earlier, there were a number of questions concerning urban development in The Parks areas, but not of the school. Although parents, teachers, students and the local community did oppose the closure, with media campaigns, delegations and representations in a variety of forums, The Parks High School has remained closed and currently, various community groups use parts of the school site, with the WEA also offering some courses at night.

2.10 Continuity and change: maintaining an on-going role 1997 - 2005

The last eight years of the period under consideration can be regarded as a time of consolidation for the adult re-entry sites established after the 1989 Joint Ministerial Statement, despite the need to accommodate to changing government policies. At Commonwealth level, John Howard’s Liberal / Nationals coalition remained in power until 2007. In South Australia, however, a minority Labor government, supported by Independents, came into office in 2002. (Hon Bob Such was one of those independents as he had left the Liberal Party and won the state seat of Fisher.) As there was little hint of the coming economic downturn in 2005, the Labor government of Mike Rann tended to continue the pattern of maximising private development and limiting public spending. In addition, the predicted mining boom in South Australia helped to underpin a sense of growing prosperity, marked by lower unemployment and rising property values. The increased demand for skilled workers in the mining and building industries was beginning to lead to a decline in those going onto tertiary studies, but an increased demand for those wanting to upgrade technical and technological skills in order to take advantage of the job opportunities.

2.10.1 The continuing ideological divide
The application of the principles of economic rationalism to education was particularly evident at Commonwealth level, in the Howard’s government’s distribution of funding to support the state’s role in the provision of primary and secondary education. In place of allocations made by the Schools’ Commission for specific school based projects designed to increase educational opportunity, the bulk of commonwealth funding from 1996 onwards was directed toward private schools, through grants for building, as well as per capita funding. This support led to a large increase in the number of low – fee private schools, many opened by specific religious groups or private providers.

A good example of the sort of privatisation which was being encouraged in education was the establishment of Eynesbury College in Adelaide. The establishment of this Senior College (for years 11 and 12 only) was the initiative of Tony Stimson and other TAFE lecturers, all of whom had been involved in teaching Adult Matriculation classes before the Joint Ministerial Statement. Initially situated at Belair, it tapped into the sort of clientele which had made the Kensington Adult Campus of TAFE so successful – adults living in the eastern suburbs who had not completed Year 12 studies. Later it began to offer Year 11 and 12 subjects to international students who wished to gain SACE qualifications for the purpose of enrolling in South Australian universities.

Another variation of the then state liberal governments’ push for market forces to determine educational directions was the move for communities to have more influence over local government schools through giving greater autonomy to school councils. In South Australia this was seen in the State Liberal government’s Partnership 21 Program. Much publicised and promoted as a new means of devolving control from the central bureaucracy to local
communities and encouraging parent participation in schools, it gave local school councils greater autonomy in the day to day management of the school, including greater control of curriculum, staffing and the school budget (McInerney, 2002).

Over the same period, research studies by those who worked from the ideological perspective of social justice were pointing to previously unacknowledged long – term social and economic consequences of the application of the free market policies to education. Social justice policies have had as their ideal more equitable access to resources across all individuals and groups, as the basis for a fairer and more egalitarian society. The ideal implied not so much special provision or handouts but rather a shift in thinking by policy makers. MacCarrick (2004), for example, argued that education could not be measured in purely dollar terms; rather it must be regarded as an integral part of life and hence accessible to all. In her view, education needed to be egalitarian, so that it did not become a privilege. For supporters of social justice, the social agenda is not to be subordinated to the economic; economic solutions are not regarded as the only possible response and the language of economics is not applied automatically to all areas of life. By the end of the period under consideration, it was being argued that the concept of social justice included such issues as gender equity, rights to democratic government, opportunities for economic well-being, freedom of intellectual expression and other human rights as well as protection of the environment (Clyde, 2005).

From the social justice perspective, there were criticisms, for example, of the Partnerships 21 program, because of the potentially negative effects of the local management model of schools and their budgets on disadvantaged communities or on minority groups within a
given school. McInerney (2002) went as far as to suggest that localised school management enabled central educational bureaucracies to devolve responsibility to schools and avoid catering for marginalised communities. (It is noteworthy that the Partnerships 21 Program was suspended when the Rann Labor government came to office in 2002 and the suspension still remains in force.) In relation to Australia more generally, Marginson (1997, pp. 20 – 21) claimed that the role of private money in ‘self managed’ government schools was increasing resource inequalities across different locations, with schools in working-class areas suffering the most.

The findings of a number of researchers with a social justice perspective revealed the reality of poverty in certain sections of society, even in of economic prosperity. According to Aspin (1996, p. 107) poverty could be regarded either in absolute terms, as the lack of the basic means of survival, or relative to the standard of living in the surrounding community. In the latter sense, it was becoming more and more a social concern in countries that were generally enjoying good economic times.

The cyclic nature of poverty has been well illustrated in a recent Australian study of families and individuals suffering from relative poverty because of incomes well below the average for the population as a whole (Preston, 2000). As figure 2 indicates, Preston looked at what poverty meant in terms of five key concepts – persons, society, culture, environment and time – in order to highlight the way an individual’s childhood experiences of poverty could be set up adult expectations of continuing poverty. As a result, the personal characteristics of many caught in this cycle were low self-esteem, lack of educational success, limited skills and a sense of failure.
Woodbury argued that there was a link between poverty and leaving school early. He claimed that Australia had the second highest youth poverty rate among countries in the western world, with one in seven young Australians living in poverty (Woodbury, 2000, p. 5). The graphs provided in Figure 3 show the main reasons given by young people for leaving school early and their subsequent occupations.

Woodbury was critical of the free market approach to education, which ‘along with the increased emphasis on vocational education and discriminatory funding for private schools has increased the social divide between the haves and have nots.’ In his view extra funding was needed for public education to encourage young people at risk of dropping out early to stay at school (Woodbury, 2000, p. 5).
Figure 2 Social Inequality - equality and poverty (Preston, 2000)

NOTE:
This figure is included on page 116 of the print copy of the thesis held in the University of Adelaide Library.
Figure 3: Main reasons given for leaving school before Year 11

I wanted to get a job/apprenticeship
I was not doing very well at school
I wanted to do job training that wasn't available at school
I didn't like school
Financially, it was hard to stay at school
Teachers thought I should
To earn my own money
The school didn't offer the subjects/courses I wanted to do
Other reasons

Source (Woodbury, 2000, p. 5)

Figure 4: Occupations of early school leavers, 1997

Managers and Administrators
Professionals
Para-Professionals
Tradespersons
Clerks
Salespersons and Personal Service Workers
Plant and Machine Operators and Drivers
Labourers and Related Workers
Unknown

Source: (Woodbury, 2000, p.5)
Tattam (1999, pp. 12 - 16) went further in claiming that students at risk needed government policies to redress the deep – seated issues associated with poverty, such as substance abuse, learning difficulties, family breakdown and homelessness.

In his research on educational policy and funding in Australia, Marginson (1997) identified a major shift in Australian education which he argued came as a result of ideological policy changes. When the Howard Liberal government came to power in Canberra in 1996, Commonwealth School funding was moved away from initiatives in government schools to support private schools. According to Marginson the new funding meant that as enrolments in private schools rose, their Commonwealth funding increased, while the cost of student places fell, enabling more educational resources per child to be provided and the overall status of private school education to improve. At the same time the average funding given to government schools was declining (Marginson, 1997, pp. 17 – 20). As a result of market choice and competition among schools for student numbers, a great divide was being created in Australian education. As a great percentage of students were being attracted by the benefits of private education, government schools were ‘losing middle class achievers; and in this sense are residualised’ (Marginson, 1997, p.18). He was concerned that there would be a cumulative decline of government schools and consequently in the support for public education. In addition, the flow of students to private and certain select government schools had the negative affect on learning achievement and social mix of students in government schools (Marginson, 1997, p. 23). Marginson (1997, p. 24) pointed to the need for policies to restore equity. There was a need for the return to positive discrimination for government schools in marginal areas to counter balance the dependence on private funds among government schools in more affluent areas. The extent to which students had moved
away from government schools and into the private sector, particularly into low fee – paying private schools, was clearly demonstrated in the statistics that Marginson presented.

<table>
<thead>
<tr>
<th>Year</th>
<th>Government %</th>
<th>Catholic %</th>
<th>Anglican %</th>
<th>Other private %</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975</td>
<td>78.7</td>
<td>17.0</td>
<td>1.7</td>
<td>2.5</td>
<td>100.0</td>
</tr>
<tr>
<td>1976</td>
<td>78.8</td>
<td>16.9</td>
<td>1.7</td>
<td>2.5</td>
<td>100.0</td>
</tr>
<tr>
<td>1977</td>
<td>78.9</td>
<td>16.8</td>
<td>1.7</td>
<td>2.6</td>
<td>100.0</td>
</tr>
<tr>
<td>1978</td>
<td>78.7</td>
<td>16.9</td>
<td>1.8</td>
<td>2.7</td>
<td>100.0</td>
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<td>17.2</td>
<td>1.8</td>
<td>2.8</td>
<td>100.0</td>
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<tr>
<td>1980</td>
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<td>17.5</td>
<td>1.9</td>
<td>3.0</td>
<td>100.0</td>
</tr>
<tr>
<td>1981</td>
<td>77.0</td>
<td>17.9</td>
<td>1.9</td>
<td>3.2</td>
<td>100.0</td>
</tr>
<tr>
<td>1982</td>
<td>76.2</td>
<td>18.3</td>
<td>2.0</td>
<td>3.5</td>
<td>100.0</td>
</tr>
<tr>
<td>1983</td>
<td>75.6</td>
<td>18.5</td>
<td>2.1</td>
<td>3.7</td>
<td>100.0</td>
</tr>
<tr>
<td>1984</td>
<td>74.9</td>
<td>18.8</td>
<td>2.2</td>
<td>4.1</td>
<td>100.0</td>
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<tr>
<td>1985</td>
<td>74.2</td>
<td>19.1</td>
<td>2.3</td>
<td>4.4</td>
<td>100.0</td>
</tr>
<tr>
<td>1986</td>
<td>73.6</td>
<td>19.4</td>
<td>2.4</td>
<td>4.7</td>
<td>100.0</td>
</tr>
<tr>
<td>1987</td>
<td>73.1</td>
<td>19.5</td>
<td>2.5</td>
<td>4.9</td>
<td>100.0</td>
</tr>
<tr>
<td>1988</td>
<td>72.7</td>
<td>19.6</td>
<td>2.5</td>
<td>5.2</td>
<td>100.0</td>
</tr>
<tr>
<td>1989</td>
<td>72.4</td>
<td>19.6</td>
<td>2.6</td>
<td>5.4</td>
<td>100.0</td>
</tr>
<tr>
<td>1990</td>
<td>72.1</td>
<td>19.6</td>
<td>2.7</td>
<td>5.6</td>
<td>100.0</td>
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<td>1991</td>
<td>72.1</td>
<td>19.5</td>
<td>2.7</td>
<td>5.7</td>
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<td>19.4</td>
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<td>5.8</td>
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<td>1993</td>
<td>71.9</td>
<td>19.3</td>
<td>2.7</td>
<td>6.0</td>
<td>100.0</td>
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<tr>
<td>1994</td>
<td>71.5</td>
<td>19.4</td>
<td>2.8</td>
<td>6.3</td>
<td>100.0</td>
</tr>
<tr>
<td>1995</td>
<td>71.0</td>
<td>19.5</td>
<td>2.9</td>
<td>6.6</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Australian Bureau of Statistics
Marginson (1997, pp. 21 - 22)

Recent statistics show that the trends identified by Marginson were strengthened over the succeeding years. The public school share of Commonwealth funding declined from 40% in 1997 to 35% in 2006 (Australian Education Union, 2006, p. 12). Figures on schooling enrolments for 2004 show that although government schools represented 72% of the total, their student enrolments represented only 68% of the overall student numbers in full time equivalent (FTE) term (Teaching Australia, 2006, pp.; 20 – 21)
Figure 5: Facts and figures about teachers, schools and schooling in Australia 2004

In 2004, there were around 265,000 teachers (full-time and part-time) in schools across Australia. Chart 1 details the numbers of teachers in each state and territory. In 2004 there were 9,615 schools in Australia. Chart 2 provides details by state and territory and Chart 3 by type of school.

Chart 1: Teachers in each state and territory

Chart 2: Schools in each state and territory

Chart 3: Schools by sector

NOTE:
These figures are included on page 120 of the print copy of the thesis held in the University of Adelaide Library.
In 2004, there were 3,332 million students enrolled in schools in Australia. Chart 4 shows the number in each state and territory. As illustrated in Chart 5, approximately 68 per cent of all students were enrolled in government schools.

**Chart 4:** Student enrolments by state and territory, 2004

**Chart 5:** Full time equivalent students by sector 2004

**NOTE:**
These figures are included on page 121 of the print copy of the thesis held in the University of Adelaide Library.

Source: TEACHING AUSTRALIA - AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP | PAGE 21
The interpretation of such figures depends, of course, on the perspective adopted. It could be argued that by 2005 the ideological divide in education between social justice perspectives and economic market forces was sharper than ever.

2.10.2 The growing commitment to lifelong learning

Another education principle which was being widely discussed around the world at this time was lifelong learning. It was strongly endorsed by both adult re-entry sites and their students. The term is much broader in application than lifelong education in the Keeves Report. It was focussed not so much on the systemic provision of education, but rather on individuals and their opportunities for learning both in formal educational contexts and through the informal learning networks in which they become involved in the course of their lives.

The breadth of the application of lifelong learning was reflected in definition by Birch and his colleagues. In their view, lifelong learning involved gaining ‘knowledge throughout life through education, training, work and general life experiences’. Their ideal was ‘learning society whereby the population are engaged to learn throughout their lives through formal institutions and in participation in social affairs’ (Birch et al, 2003, p. 10). Ruppert (2006) discussed Jarvis, Holford and Griffen’s view of lifelong learning as the goal of education. They considered that distance education and relevant community organisations needed to be included, if lifelong learning was to enhance society. Clearly, appropriate and effective provision for adults to learn was central to the concept of lifelong learning.

One of the statements to explicitly link adult education with lifelong learning was the Hamburg Declaration on Adult learning; issued by participants in the Fifth International
Conference on Adult Education held in Hamburg in 1997 (Appendix refers). It acknowledged ‘a new vision of education in which learning becomes truly lifelong’ and the need for youth and adult education to be ‘viewed as a lifelong process.’ The conference had enabled the participants ‘to explore together the future of adult learning, broadly and dynamically conceived within a framework of lifelong learning’ (UNESCO Institute for Education, 1997, p. 1). The rationale for the link between adult education and lifelong learning was explained as follows:

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 individual to continue renewing knowledge and skills throughout the whole of his or her life (UNESCO Institute for Education, 1997, p.2).

Wenham (2001, p. 2) also adopted an individual focus, but stressed that lifelong learning should be enjoyed by all. In her view, lifelong learning was more than providing ‘second chance education and training for adults…everyone should be able, motivated and actively encouraged to learn throughout life’. Further she argued that this learning should be about sharing of ‘resources, knowledge and amenities within our communities to advance the opportunities for all people to learn’ (Wenham, 2001, p. 2)

Lifelong learning has been considered to have benefits both individual learners and for society as a whole. A good expression of the former is to be found in the document developed by the University of Western Cape and UNESCO entitled The Cape Town Statement on Lifelong Learning (University of Western Cape, 2001). Although originally
related to the area of higher education, the broad benefits it enunciated can be seen to apply to other forms of adult education. According to the statement the core mission of higher education was to ‘provide opportunities for higher learning and learning throughout life, giving learners an optional range of choice and flexibility of entry and exit points within the system, as well as an opportunity for individual development and social mobility’. Such individual development, however was intended also ‘to educate for active citizenship and for active participation in society, with a world wide vision, for endogenous capacity building, and for the consolidation of human rights, sustainable development, democracy and peace, in a context of justice’ (University of Western Cape, 2001).

Other statements have focussed more on the societal benefits. The Asia – Europe Meeting (ASEM) Lifelong Learning Conference of 2002 in Copenhagen declared that the purposes of lifelong learning were to

- reduce social exclusion and enhance active citizenship;
- improve qualifications for workers in a knowledge based economy

(Asia - Europe Meeting, 2002).

Jarvis elaborated these points further when he claimed that in a globalising world, lifelong learning was relevant in three ways. Successful corporations depended upon a highly qualified labour force. Citizens needed to access continuous education for their development, livelihood and sustainability. Nation states required their citizens to have continuous learning so that they could maintain economic development, democratic government and social activity (Asia – Europe Meeting, 2002).
Watson (2001) also considered lifelong learning to be important to the development of a nation’s skills, especially in the context of global capitalism. She drew attention to the great disparities in learning opportunities throughout adult life between those in high skilled occupations, based on university qualifications and those with low skills, who have usually reached only compulsory education or TAFE Certificate 1 standard. Watson referred to ABS statistics of 1997 among workers in the lowest skill level, only 64% were engaged in training or educational programs, whereas 90% of workers in the highest skill levels attended training or educational programs. Watson argued that the government needed to redress this imbalance in opportunities for lifelong learning.

In Australia Adult Community Education (ACE) has been one of the leaders in advocating lifelong learning. It is made up of a network of organisations that provide a diversity of leisure, interest, vocational and self empowerment courses in a range of educational and community based institutions. The vocational ACE programs were designed for skill and / or knowledge enhancement to enable the students to gain qualifications. Non – vocational courses were for recreational or personal development (NCVER 2001, pp. 7- 8). In 1995 there were 350 781 people attending ACE courses with 14 214 ACE courses delivered (Adult Community Education Unit, 1996, p. 1). The organisations surveyed for 1995 included community organisations, Community Centre / Neighbourhood Houses, Private / Commercial Providers, Skill Share / Labour Market, Churches, TAFE, Schools, University and Social / Sporting Clubs (Adult Community Education Unit, 1996, pp. 2 - 3).

According to the National Centre for Vocational Education Research (NCVER, 2001, p. 5), in 2000, the adult and community education sector involved over a million students in formal,
community and informal education. Over two thirds of these students (69%) were female (Birch et al, 2003, p. 6).

NCVER (2001, p.8) specified the following 2000 Australia wide programs, where the vocational ACE training activities were either community - based or community - managed activities.

<table>
<thead>
<tr>
<th>Types</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>'000</td>
</tr>
<tr>
<td>Vocational programs</td>
<td>237.9</td>
</tr>
<tr>
<td>Formal</td>
<td>74.5</td>
</tr>
<tr>
<td>Informal</td>
<td>173.3</td>
</tr>
<tr>
<td>Non-vocational programs</td>
<td>259.7</td>
</tr>
<tr>
<td><strong>All ACE</strong></td>
<td><strong>477.8</strong></td>
</tr>
</tbody>
</table>

*Note: the number of students does not add up to the total as some students may be enrolled in more than one ACE program.

In 2000 a great number of these organisations became part of the Adult Community Education Council, which aimed to improve the provision and awareness of lifelong learning for adults in South Australia (Adult Community Education Unit a, 2001, p. 6). In 2003, the umbrella group for the various adult learning organisations i.e. WEA, ACE organisations, workplaces, re-entry sites, health centres, TAFE etc were a part of Adult Learning Australia SA Branch (Adult Community Education Unit c, 2003, p. 48). Further, within the Office of Vocational Education and Training, which formed part of the Department of Further Education, Employment, Science and Technology, was the VET Equity and Adult Education Unit. Its aims were to develop flexibility in providing for the learning needs of the adult community (Adult Community Education Unit c, 2003, p. 3)
In 2002 a Ministerial Declaration agreed to by all the relevant Commonwealth, State and Territory Ministers, was published. It set out four goals to enhance lifelong learning in the community and to build pathways for further study. These were to:

- expand and sustain innovative community learning models
- raise awareness and understanding of the role and importance of adult community education
- improve the quality of adult community education learning experiences and outcomes
- extend participation in community–based learning


From this Declaration seven action areas were proposed for local discussion. They were:

- understanding the needs of adult learners;
- building relationships between service providers, employers, government and the community;
- promoting the value of adult learning;
- assisting mature age transitions;
- supporting learning in the workplace;
- ensuring access to opportunities; and

This final action statement was to provide opportunities for continuous learning for all by promoting social interaction, and economic well being and environmental awareness (Department of Education, Science and Training, 2003, p. 20).
The emphasis on lifelong learning has also been strongly evident in the publicity and activities organised for Adult Learners Week in September each year. This is an international event in which 40 countries participate and has occurred since 1995. Essentially various adult education providers celebrate adult learning that occurs in the home, at work or the community and the annual events are coordinated by Adult Learning Australia (Adult Learning Australia, 2008). In South Australia adult re-entry colleges and schools have often published details of their courses in the booklet produced under the auspices of Adult Community Education Unit. Both staff and students from the adult re-entry sites have participated enthusiastically in the activities arranged over this week.

There has been a historical commitment by the Labor Party to the idea of lifelong learning and the principle of lifelong learning was written to the ALP platform before 2000. At the State Convention for that year, the policy document, ‘Education and Training: A Path to Opportunity’ was passed as part of the ALP platform for the forthcoming election. It contained specific references to lifelong learning and adult re-entry education. The key statements are given below:

11. Education and Training systems should provide flexible pathways through early childhood services, schools, vocational training and higher education institutions. Every person should have the opportunity to participate in educationally rewarding

67. Labor will enhance the links between schooling, industry, business and unions and enhance access to adult re-entry education…

73. Access to adult re-entry colleges will be provided as apart of Labor’s priority for social justice in education…
113. Labor supports the concept of lifelong learning and will assist the retraining of workers in order to enhance them to remain in, or re-enter the workforce (Australian Labor Party, 2000)

In 2005 the ALP’s education policy for its election platform was entitled ‘Learning for Life’. Statement 27 expressed the party’s commitment to lifelong learning, which was worked out in practical terms in a number of subsequent items. There was support for VET in schools (Statement 53); for the needs of rural youth aged 15 – 19 (Statement 60); the re-engagement of adult students in years 11 and 12 (Statement 64) as well as recognition of the relevance and importance of Year 11 and 12 studies (Statement 135). Statements 148 to 153 dealt with lifelong learning and related issues, such as mature – age students, credit transfer, bridging courses and re-entry of parents to education, while statement 160 argued for multiple pathways between schools, VET, adult community and higher education options. It can be seen therefore that the Labor Party’s endorsement of lifelong learning was essentially part of its commitment to social justice principles.

As discussed in 2.6, the provision of lifelong education had been one of the principles which contributed to the decision to establish adult re-entry colleges and campuses in 1989. In a subsequent period of 1997 to 2005, the related, but broader and more individually orientated principle of lifelong learning had considerable influence on the way these sites developed the programs which they offered to adults wishing to pursue senior secondary education.
2.10.3 The funding adjustment of 1998

In its 1998 Budget, the SA Liberal government opted for tighter control of government spending. Substantial funding cuts across all government departments were announced. In education the proposed cuts amounted to A$116 million over three years. Of this A$2.5 million was to be deducted from adult re-entry education, through the withdrawal of specific ‘seeding’ funding, which had been given in 1991 and each succeeding year, to cover the cost of establishing these new sites and programs (Kemp and Papps, 1998, p. 3). The proposed cuts would leave the adult re-entry colleges and campuses on the same funding formula as other DECS schools and sites (Kemp and Papps, 1998, p. 3).

These cuts in education were raised in the House of Assembly where the Hon Trish White MP for Taylor (Shadow Spokesperson on Education) asked the Education Minister, Malcolm Buckby, why the re-entry sites were being targeted. She emphasised that the high unemployment rate in South Australia meant that the cuts would bear more heavily on the adult sites. She was particularly concerned at the way the budget cuts, together with the recently introduced charges to the Commonwealth Youth Allowance, would impact on the adult re-entry sites. In reply Minister Buckby indicated that the sites had been established seven years previously in 1991, so that the funding formula should now, become the same as other educational sites. The programs could therefore be regarded as established. In his judgement, the adult re-entry students would not be affected in ‘any disastrous way’ (SA Parliament, 1998b, p. 1761). Over succeeding months, criticism of education funding cuts mounted, particularly among staff and students of adult re-entry sites, to the point where it attracted media interest. In the mid – August, the first of a series of articles appeared in The Advertiser. It provided a detailed analysis of the situation. Staff in the adult re-entry schools
were so opposed to the cuts that they had proposed a position of non – co-operation in relation to any changes (Lloyd, 1998a, p. 25). Both the Australian Education Union (AEU) and the Public Service Association (PSA) had announced their complete opposition to the cutbacks. According to the President of the South Australian Secondary Principals’ Association, Mr Terry Woolley, the cuts were ‘poorly timed’. In response to the Minister’s statement in Parliament that the cuts to adult re-entry schools simply meant that the adult re-entry sector would be on the same funding formula as other schools, the President of the AEU, Ms Janet Giles, accused the Minister of not understanding the purpose of these colleges and campuses. Teachers and principals were particularly concerned that the new requirements for young people to be undertaking specific training or education to qualify for Commonwealth Government’s Youth Allowance could mean a substantial increase in the number of young adults returning to formal education at a time when their available funding was reduced (Lloyd, 1998a, p. 25).

By early September, The Advertiser was publishing letters to the Editor expressing opposition to the education funding cuts in the adult re-entry colleges and campuses. One from Adam Yearsley, for example, was concerned at the way the funding cuts would impact negatively on the unemployed (Yearsley, 1998, p. 17). A second article by Lloyd on September 21st outlined the ways in which the proposed cuts would impact on the programs of the adult re-entry sites. The Adult Campus at Hamilton Secondary College was expected to delete 15 subjects from its program as the result of the loss of three staff members. Para West Adult Campus anticipated losing the equivalent of 20 subjects, while Christies Beach High School Senior Campus was facing the possible closure of its whole adult program. Lloyd reported that the opposition to the cuts had mounted to the point where staff at the
Both staff and students from the Adult Campus at Hamilton Secondary College, Para West Adult Campus, Thebarton Senior College, Christies Beach Senior Campus, Le Fevre High School and even Edward John Eyre High School Senior Campus intended to pursue industrial action (The Advertiser, 1998, p.21). Interestingly, whilst there might have been sympathy for the adult sites, there was not the same level of commitment from high schools in the industrial action pursued. A more detailed account of the rally was given in the journal of the Australian Education Union’s South Australian Branch. The Vice-President of the branch, Mr Bob Woodbury, claimed that the proposed cuts were aimed at adult sites because they were seen as ‘soft targets’. He also reported the fact that a number of adult students had spoken at the rally. They had emphasised that importance of the adult re-entry sites from a social justice perspective and stressed what the opportunity for second chance learning meant for them personally (Woodbury, 1998, p.10).

Perhaps the most telling evidence about how strongly the adult students felt about the funding cutbacks is to be found in the series of photographs, taken at the rally and reproduced in the Australian Education Union’s South Australian Branch journal. The faces of the protesters and the speakers reflected not only the wide range of ages and types of adults involved, but also their enthusiasm and determination not to be deprived of the opportunity that adult re-entry education was giving them.
Figure 6 Protest on education cuts to adult sites

NOTE:
This figure is included on page 133 of the print copy of the thesis held in the University of Adelaide Library.
NOTE:
This figure is included on page 134 of the print copy of the thesis held in the University of Adelaide Library.

The rally by adult re-entry staff and students appeared to have been effective, in that it did produce some positive outcomes. In a third article in The Advertiser toward the end of October, Lloyd reported a compromise on the part of the government. Although not recanting on the principle of abolishing the seeding grants for adult re-entry sites, the government did agree to provide some additional funding (A$330,000) to adult campuses to provide for those young people who were returning to formal study in order to qualify for the Commonwealth Youth Allowance. The President of the South Australian Branch of the AEU welcomed the additional money, but indicated that it was only a short term measure (Lloyd, 1998c, p. 10). No increases in funding levels have been proposed since then; adult re-entry colleges and campuses have continued to be funded on the same formula as students on primary and secondary sites.

2.10.4 The response of adult re-entry staff and students

After the 1998 funding adjustment, the adult re-entry sites experienced no major change in policy direction on funding availability, despite the change to a minority Labor government in 2002. The following seven years therefore can be regarded as a time of consolidation for the re-entry sites. It is appropriate to conclude this investigation by reviewing the sites, their students and their programs, at the end of the period under consideration.

2.10.5 Adult re-entry sites in 2005

In 2005 there were nine sites involved with the delivery of adult re-entry programs – the same number as had been established in 1991. However, there had been some changes. As discussed in 2.9.4, The Parks High School, with its Adult Campus, had been closed in 1997. The Open Access College, based at Marden, had become the specialised provider of
Distance Education, while Marden High School had become a senior College, Elizabeth West had been become the Para West Adult Campus. Six sites – Charles Campbell Secondary School, Christies Beach High School Senior Campus, Edward John Eyre High School, Hamilton Secondary College Adult Campus and Thebarton Senior College – all continued to operate adult re-entry programs. Le Fevre High School has substantially declined in its educational provisions for adult students, despite being listed as an adult site in the 2008 / 2009 telephone directory. In addition, Urrbrae Agricultural High School offered some adult courses in agriculture and horticulture as part of its association with TAFE. Three sites (Marden, Para West and Thebarton) were solely for adult students. The others were all associated with secondary schools which provided programs for continuing students, and in some cases, specialised programs for particular groups of students. According to data gathered by the Adult Re-entry Principals’ Cluster (2005), the total number of adult students enrolled in Term 1 programs in 2005 was over 5,380, representing 2,950 full time equivalent (FTE) students. (See table 4). Unfortunately, no figures were available for three sites: Charles Campbell Secondary School, Le Fevre High School and Edward John Eyre High School. These 2005 figures are consistent with the claim by the Department of Education, Employment and Work Place (2007) that an estimated 6,000 individuals a year have utilised the educational services of the adult re-entry sites since the 1990s. The adult head count figures for the individual sites given in table 4 show that four (Hamilton, Marden, Para West and Thebarton) were each catering for over 1,000 students.
Table 4 Enrolment details Term 1 for selected adult re-entry sites, 2005.
Source: Adult Re-entry Principals’ Cluster, 2005

<table>
<thead>
<tr>
<th>Site</th>
<th>Adult head count</th>
<th>Adult FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christies Beach High School</td>
<td>326</td>
<td>136.4</td>
</tr>
<tr>
<td>Hamilton Secondary College</td>
<td>1059</td>
<td>552.3</td>
</tr>
<tr>
<td>Marden Senior College</td>
<td>1355</td>
<td>745.2</td>
</tr>
<tr>
<td>Open Access College</td>
<td>351</td>
<td>198</td>
</tr>
<tr>
<td>Para West Senior College</td>
<td>1244</td>
<td>594</td>
</tr>
<tr>
<td>Thebarton Senior College</td>
<td>1044</td>
<td>725.4</td>
</tr>
</tbody>
</table>

The programs which were being offered at the adult re-entry sites in 2005 are presented in table 5. When this is compared with table 2, based on the programs advertised in 1993, it can be seen that the two main strands of SACE related and vocational programs have been maintained, but appear to have become more extensive and diversified. Individual sites have developed their own pre-SACE bridging and foundation courses, and offer studies for the Certificate of Adult General Education, in the case of Hamilton Adult Campus. A number of sites, like Hamilton, had become registered providers of vocational education and training, in order to give their students access to accredited educational pathways towards TAFE certificates.

A third strand of programs was introduced into some of the sites from 2003. This was a one year University of South Australia bridging program, the successful completion of which enabled adults to begin studies at the University of South Australia without completing SACE requirements. After a year’s trial at Para West Campus, this foundation studies program, called University of South Australia Preparation Pathways for Adult Learners (Uni SA PAL) was offered at Hamilton, Marden, Para West and Thebarton adult site from 2003 (DECS, 2003, p. 1). The program was designed to develop in the participating students the skills and
knowledge needed for successful university studies, while undertaking course related to the specific university programs they were interested in. The introduction of this program was one of the University of South Australia’s social justice initiatives.

Two things are perhaps worth noting about 2005 adult re-entry programs. Firstly, the recognition of adult sites as vocational education providers and the University of South Australia’s program for adult learners, as an alternative Year 12 program, provide evidence of the extent to which the push for individual school initiatives and privatisation in educational provision, encouraged by the economic rationalism of liberal governments, had become an accepted part of teaching, even in state – provided schools. The second point of note is that very few of the programs could be regarded as leisure or lifestyle courses. These seem to have been left to other Australian community educators to provide. The focus of the adult re-entry colleges has remained firmly on programs that prepare for further tertiary study either in the TAFE or University sectors, or directly for employment.

In terms of teaching methodology, the adult sites in 2005 remained firmly committed to adult learning principles. At the practical level, there continued to be flexibility in timetabling and ready availability of learning support, while the organisation of school life directly reflected the students’ status as responsible adults. At the pedagogical level, students were treated as independent learners and in the interchange among students and with teachers, all were regarded as equals in learning. The fact that all of the 2005 sites had succeeded in retaining their identity as separate colleges or campuses greatly helped them maintain their distinct adult focus in organisation and in approaches to teaching and learning.
<table>
<thead>
<tr>
<th>Adult Re-entry Site</th>
<th>SACE Programs</th>
<th>Vocational Programs</th>
<th>Foundation / Bridging Programs</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Campbell Pre SACE</td>
<td>N/A</td>
<td>N/A</td>
<td>Computing</td>
<td></td>
</tr>
<tr>
<td>Secondary School SACE Stages 1 &amp; 2</td>
<td>N/A</td>
<td>Word Processing</td>
<td>Desk Top Publishing</td>
<td>MYOB</td>
</tr>
<tr>
<td>Christies Beach SACE options</td>
<td>N/A</td>
<td>Automotive, child care, business and hospitality studies</td>
<td>Pathways to University (with Flinders Uni 2008)</td>
<td>N/A</td>
</tr>
<tr>
<td>(Christies Beach HS is part of the Southern Vocational College network)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hamilton Pre- SACE Vocational certificates and making Uni SA PAL</td>
<td>Wine appreciation and making (with Uni SA)</td>
<td>MAPS (Film and screen Studies)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary College SACE Stages 1 &amp; 2 subjects Levels 1 – 3</td>
<td>N/A</td>
<td>N/A</td>
<td>Distance Education Parenting Programs</td>
<td></td>
</tr>
<tr>
<td>Le Fevre Limited SACE High School</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Marden Senior College Pre SACE Vocational subjects / certificates Uni SA PAL</td>
<td>ESL Computer Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open Access College Pre – SACE N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Para West Pre – SACE Low Senior College</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td>Programs for students on low incomes, indigenous background, NESP, and disabilities and parenting program</td>
</tr>
<tr>
<td>Thebarton Senior College Pre - SACE Vocational studies UNI SA PAL New Arrivals</td>
<td>ESL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edward John Eyre High School Edward John Eyre High School is a senior college with years 10, 11 and 12 students)</td>
<td>Pre industry studies N/A</td>
<td>Young Mums Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urrbrae Agricultural High School</td>
<td>N/A</td>
<td>Agricultural and horticultural studies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Sources: various publications from the respective sites).
2.11 Conclusions to Part 1

The Joint Ministerial Statement of November 1989 made the decision that the government would make specific provision for adults wishing to return to formal pre-tertiary studies within the secondary school system rather than TAFE. However, adult students were to be taught in separate colleges or distinct campuses, which could provide specifically for their needs and interests. The policy debate in the late 1980s centred on whether adults should be part of the Education Department or part of the TAFE sector. The overriding justification for the new policy was based on social justice principles and the needs of adult students. However, it cannot be discounted that the closure and amalgamations of a number of secondary schools, in the late 1980’s, together with a declining number of students at year 11 and 12 level, had an impact upon policy decisions. There was also the issue of whether TAFE had the capacity to meet the needs of the increasing number of adults returning to formal study at the senior secondary level.

With the establishment of an adult re-entry network within the Education Department, each of the sites selected developed programs to cater for the needs of adults in their particular communities. Fifteen years later, despite the change to economic rationalist policies when the Liberal Party was in power from 1993 to 2002, there was a network of adult re-entry sites still operating. Although the programs they offered had become quite innovatory in their design, the commitment to adult principles of education was maintained. The adult re-entry sites were well established in their particular community contexts and accepted as a specialised part of secondary education.
Indeed by 2005, there appeared to be general acceptance within government, within the Department and within the community generally, that the adult re-entry colleges and campuses were an integral and worthwhile part of the education systems. There was, however, one important DECS condition – that such sites should maintain themselves as financial entities within the general funding model applied to all DECS schools.

It could be argued that the adult re-entry sites had effectively been incorporated into the mainstream of public education provision. The overall acceptance of adult re-entry programs which this implied carried with it a down-side – the risk that the special nature of the adult re-entry programs was not being fully recognised and its rather different needs ignored in applying the lowest – common – denominator base level of funding to them. If this process were to continue unchecked, there was a danger that the adult re-entry sites would cease to exist as separate entities and their important contribution to the teaching of adults as distinctive special interest group would be lost. This was one of the factors which led the Principals of the adult re-entry sites to collectively give public expression to their concerns for the future of their programs, particularly in relation to funding, staffing and curriculum. In 2005, the network which now referred to itself as the Adult Re-entry Principals’ Cluster prepared a position paper in which they explained their chief concerns.

Funding levels were of fundamental concern since they affected the operation of the adult sites on a number of levels. Continuity of leadership positions were at risk because of uncertainty of ongoing funding. Costs for adult sites were greater in many areas because of the different needs of students. Administratively, for example, the time needed to handle student enquires and to process the enrolment and information details required by DECS
was far greater because the high proportion of part–time students effectively doubled the number of students to be dealt with. An adult campus needed facilities which were specifically for adults – and hence usually more expensive - in order to cater effectively for their adult students. In addition, adult students often needed more counselling and those with disabilities required additional help, facilities and support. The increasing number of students with mental health problems also needed special consideration, of a type not normally available in secondary schools. The Principals also made mention of the ever increasing costs of advertising which schools had to bear since DECS was no longer promoting the adult sites.

The selection of staff who had experience in and commitment to the principles of adult learning was another topic discussed at length by the Principals. As indicated in 2.8.3, in the early years of establishing the adult re-entry sites, the selection of staff had been a process separate from the normal teacher transfer. Appointees were drawn from a specific pool of applicants who had been required to demonstrate their skills and experiences in teaching adult re-entry students. This process was later abandoned so that new teachers in adult sites did not always have any experience or skills in teaching adults, and lacked any commitment to the social justice principles on which the school was based. In some instances difficulties had also arisen in the continuity of curriculum development. What concerned the Principals most was that in the case of other ‘special interest schools’ within DECS, such as music, languages, agriculture and girls’ education, appointments were being made outside the normal transfer process, in order to ensure that these schools had the most appropriate staff.
The interchange of programs, teaching and educational experiences between the TAFE and schooling sectors over the 1989 – 2005 period is illuminating. The secondary school sites involved in adult re-entry programs enthusiastically embraced the adult learning approaches which had been a feature of the TAFE Adult Matriculation classes. This, in fact, could be regarded as one of the main reasons for the success of the Adult re-entry policy. However, some forms of vocational education, which was supposed to be the prerogative of TAFE, have increasingly been introduced into the senior secondary SACE curriculum and into the programs of the adult re-entry sites. TAFE, for its part, has restricted itself to the post-school provision of technical and technological programs, as it has attempted to establish itself as a viable and recognised sector of tertiary education.

Part 2 of this portfolio of research focuses on one particular adult re-entry site, in order to investigate the circumstances of its establishment and how its programs and approaches changed and developed over the fifteen years of policy changes outlined in Part 1.
3.0 PART 2 OF PORTFOLIO: An Investigation of an Adult Re-entry Site and its Program in the South Australian Public Education System

3.1 Introduction

Part 2 of this portfolio of research aimed to find out how the 1989 policy of introducing adult re-entry education into the secondary school sector worked out in practice at one of the sites chosen for adult programs. Part 1 presented a detailed investigation of the post-war, pre-1989 provisions for adult learning, the arguments presented in 1989 for and against adult re-entry programs in secondary schools and the subsequent implementation of this policy up to 2005. What this meant in one school, selected as a typical example, is the focus of Part 2.

The site chosen as the Research School for this study was one that had been involved from its establishment in providing opportunities for adults to learn, well before the Karmel Committee recommended the introduction of the Department of Further Education, to provide for the learning needs of those who had left school. The changes to its structure and organisation over the years reflected the pre-1989 policy developments discussed in Part 1. From its inception as an adult re-entry site until 2005, it has been regarded as one of the leaders in introducing organisational and teaching structures to facilitate adult learning and in developing appropriate programs to cater for the changing needs of its adult students. It can therefore be regarded as a good example of a South Australian adult re-entry secondary school.

There was another practical reason for the choice of the Research School. The researcher had been teaching adults at the school since 1995, when the adult campus had been well
established. This meant that it was easy to access statistics and documents from the school. Furthermore, the researcher’s position as a participant observer was an advantage in the interpretation of the data gathered, although it was necessary to guard against the possibility of over–favourable judgements.

The underlying questions which guided this part of the research portfolio were:

1. What provisions did the Research School make for adult learners prior to 1989?
2. How did the School set up its adult campus over 1990 – 1992?
3. What changes were implemented over the period 1993 – 1999 and why?
4. What adult re-entry programs were offered over the years 2000 – 2005 and how did the students evaluate them?
5. What have been the main achievements and the chief difficulties of the adult re-entry programs at the Research School since their inception?

3.1.1 Method of research
The case study approach seemed the most appropriate to use in the investigation of adult re-entry programs at the Research School over the period 1989 to 2005. Case study method involves an in-depth investigation into a single example. In Burns view, this must be ‘a bound system, an entity in itself… [which] is either very representative or extremely apolitical’ (Burns, 1998, p. 364). There needs to be extensive collection of data about the selected entity, in order to gain a through understanding of all aspects of the entity, preferably in a way which retains ‘the holistic and meaningful characteristics of real life events’ (Burns, 1998, p. 365).
The aim of this second part of the research portfolio was to gain an in-depth understanding of what one entity, the Adult Campus of the Research School had achieved in its adult re-entry programs and how. This required gaining as much information as possible about all aspects of the schools’ re-entry programs, from many sources as possible. The widest possible range of information and documents available from the school were collected by the researcher. These included the following:

1. information on the historical background of the school and later changes to its structure;
2. annual statistics on student enrolments;
3. school documents on available programs, class organisation and school rules and policies;
4. curriculum documents for subjects available in adult re-entry programs;
5. informal school documents like newsletters;
6. student views and evaluation surveys collected by the school.

A full list of the Research School documents used in this research is given in Appendix 6.4.

The availability of relevant school documents varied greatly over the whole period being investigated. Few school documents existed for the earlier years and it was necessary to rely on a South Area Education Department Report and the memories of a number of current and past senior staff who had known the School in its earlier days. A full range of documents was available for the last years. Once the researcher had decided on the topic for his portfolio, he was careful to keep copies of documents which he thought could be useful for his research. In addition, it was decided to interview staff who had held senior appointments in the adult section of the school and ascertain their views on the establishment of the adult campus and
the changing patterns of its development, as well as their expectations for the future. Their
information and opinions were regarded as particularly important because of their role as key
decision – makers for the adult campus. Summaries of these interviews based on the
researcher’s notes, can be found in Appendix 6.2.

Ethics clearance for this part of the research portfolio was gained from both the University of
Adelaide and the Department of Education and Children’s Services. The latter required that
the actual name of the school be withheld in order to respect confidentiality of sources and
the privacy of individual staff and students, Every effort has been made to adhere to this
requirement.

For the purpose of presenting the data analysis, this investigation of the Research School
has been broken down into four chronological periods, related to the research questions. The
first outlines the history of the school in the years before the 1989 joint Ministerial Statement
and identifies how the Research School dealt with those adult students who sought to utilise
the ‘local’ public school in a period when this was not the accepted practice. The second
period from 1990 – 1992 describes how the Research School established itself as a specified
adult re-entry site, while the 1993 – 1999 section deals with a period of challenge, growth
and diversification of programs. The final period 2000 – 2005 (the most substantive of this
study because of the greater availability of relevant documents) provides considerable detail
of the range of adults utilising the site and the different programs developed to cater for their
changing educational needs.
3.2 Pre – 1989: Catering for adult learners

It is helpful and instructive to review the pre – 1989 history of the secondary school which had originally established on the site of the current Adult Campus of the Research School. There were limited school documents from the original school available at the present site for this research on adult education; therefore the researcher has drawn heavily from a published historical account and a number of senior staff (past and present) in the Research School’s current adult program, who were able to provide important information about the school during this period.

3.2.1 Adult learning opportunities in a boys’ technical high school

In 1958, when housing projects were being developed in the newly established suburbs to the south – west of metropolitan Adelaide, a new boy’s technical high school was built to cater for the expanding population of the area. The demography of those moving into the area was mixed, but a sizeable proportion consisted of low to middle income families who were taking advantage of the public housing available in these new suburbs. This fact helps to explain why a boy’s technical high school was established on the site. A companion girl’s technical high school was built not far away, while a high school in the more up – market suburbs, closer to the beach already existed.

Like other South Australian technical high schools throughout the 1950s and 1960s, the Research School offered secondary students proceeding from primary school an alternative education designed for those not wishing to matriculate or go onto university studies. The focus was on practical, technical subjects needed by those going into the skilled or semi – skilled workforce. In addition, however, from the very beginning, adult education classes
were offered. In 1959 the subjects available to adults were mainly related to technical or practical interests – woodwork, motor maintenance, public speaking, cake decorating and art (Forbes, 1983, p.51).

Over the following decade, the range of subjects offered to adults was extended to include a number of classes in Public Examination Board (PEB) subjects – ‘in Intermediate and Leaving English, Mathematics and Physics and craft subjects’, such as woodwork, art and metalwork (Forbes, 1983, p. 52). These classes were in response to a growing need among some adults to be able to study in the evenings in order to gain a recognised educational qualification, rather just than develop a personal interest. According to Forbes there were 14 technical high schools and woodwork centres, as well as Wattle Park Teachers College and the Public Examinations Board itself, which were offering adult education classes at this time. Their enrolments totalled 6 596 students (Forbes, 1983, p.51). These facts on adult education classes are consistent with those reported by the Karmel Committee in their report (see 2.3.4).

The evening adult education classes for PEB subjects were taught mainly by the staff of the Research School, while a number of the personal interest subjects were taught by hourly paid instructors from outside the school (Forbes, 1983, p. 55).

3.2.2 The challenges of a comprehensive high school

The recommendations of the Karmel Report of 1971 directly affected the Research School in two ways. In 1972 it changed its name to High School and became a comprehensive co-educational school offering the full range of secondary curriculum, including the opportunity
for matriculation and advancement to university studies. Student enrolments over the years were substantial reflecting not only the demographics of the surrounding population and good economic times, but also an increasing acceptance of the ideology of equality of opportunity in education.

The establishment of a Department of Further Education as recommended by the Karmel Committee also affected the Research School. All its adult education classes were eventually transferred to the new Department. The Research School was free to concentrate all its efforts on enhancing equality of education for its continuing secondary students.

A decade later the Research School was being affected by the economic downturn and the financial constraints in the education which Keeves Committee had reported on (see 2.4). Several of the senior staff in the adult campus in 2005 remembered this period in the Research School as a time when enrolments were falling because young people living in the area had passed the compulsory school leaving age. A number of metropolitan high schools with falling enrolments had been forced to close or amalgamate with neighbouring schools as part of the policy to reduce educational expenditure. At the same time the south – western suburbs were experiencing the sort of youth unemployment portrayed in the 1981 Keeves Report, Chapter 14. The former Coordinator, and later School Manager at the Adult Campus of the Research School recalled in his interview that the unemployment rate among young people aged 15 – 19 in the suburbs around the school had reached 35% (see Appendix 6.2.5).
According to the Adult School Manager interviewed, there was among the staff of the Research School at the time a strong desire to get unemployed young people back to school. This approach was mainly driven by the concern to cater for the educational needs of the young people themselves. However, it also served as a way of boosting declining secondary enrolments and thus forestalling any possible closure of the Research School. This threat was of immense educational and social concern for the surrounding community (see Appendix 6.2.5).

3.2.3 New adult learning initiatives

In November 1983 the Research School placed an advertisement in the local suburban newspaper. This contained details of part – time evening courses for adults which would be offered by the Research School in the following year, together with an image of a passport for the future. They were to be semester – length courses of half a year in Business, with an emphasis on computer awareness and skills and business English. This initial advertisement attracted a response from 40 adults. By December the number of prospective adult enrolments had risen to 79, which equated to 17 full – time secondary students (see Appendix 6.2.5).

The current Adult Student Counsellor (then staff member at the Research School) recalled the strategy used to attract adult students. Concerned about declining enrolments at the School, a group of staff ‘brainstormed ideas to redress’ the problem and decided that it would be useful to focus on past students. The Principal at the time supported their plan and the school sent letters to past secondary students inviting them to return to study. The response to these letters came not so much from former students, as from their parents and other
members of the community who expressed interest in adult courses being offered. Most of
the enquiries came from women who were interested in completing the computing courses.
The Adult Student Counsellor remembered, in particular, an information meeting for potential
adult students, which was held in what was then a school shed, but later became the café for
the adult campus. There were 64 people who attended this meeting. The Research School’s
program for subjects for adult students began in the following year, 1984 (see Appendix
6.2.7).

Over subsequent years, the Research School sought to attract more adults back to education
through offering employment – based courses, for the completion of which students received
a certificate issued by the school, as well as life - style or leisure subjects. A third strand of
Foundation Studies subjects was developed to provide an educational stepping stone for
those adults who wished to proceed to Year 12 studies through TAFE adult matriculation
offerings (see Appendix 6.2.7). According to the Senior Manager, such bridging courses were
not available through TAFE at this time. Both the Adult Campus Manager and the Student
Counsellor acknowledged the influence of Elizabeth West High School (later Para West) in
the development and design of the adult subjects, particularly the certificate courses.
Elizabeth West had already introduced a comparable education program in the northern
suburbs of Adelaide for reasons similar to the Research School in the south (see Appendices
6.2.5 and 6.2.7). The number of adults in these evening subjects grew steadily so that by
1987 there were 400 individuals participating (see Appendix 6.2.7). The majority of the
students at this stage were women, either single mothers or those with children. The
possibility of childcare provision was raised, but this was not viable because of the lack of
resources (see Appendix 6.2.7)
The facilities for adult students in these initial ad hoc classes were described by the Student Counsellor as ‘raw’ and ‘spartan’, very different from the purpose – built classrooms, study facilities and equipment that became available once the provision of adult programs became government policy, with appropriate funding.

At the beginning the subjects offered to adults were taught by the Manager, the Student Counsellor and a woman Deputy Principal. The School’s administrative staff did provide help, but the Student Counsellor indicated that she organised much of the initial student enrolment via telephone after hours in the evening. This proved to be the best time to contact potential students and the school was prepared to reimburse her for the expenses involved. Later, as student numbers grew, other classroom teachers became involved in the evening teaching of adults. As the evening classes became an industrial concern regarding teaching loads for all adult sites a formal agreement was made between the Education Department and the union that teachers would receive Time Off In Lieu (TOIL) for the hours they worked after 5:00 pm. Essentially teachers received 1.5 hours for each hour worked. The Research School enabled staff to bank their TOIL if they could not take it at a mutually agreed time and they were able to use it when it suited the school and respective teachers individually, usually later in the school year. According to the Student Counsellor, staff involved in the teaching of these evening classes were given in-servicing to prepare them for the teaching of adults (see Appendix 6.2.7).
3.2.4 The significance of the adult classes

It seems clear that the recognition of the need for adult courses and the decision to provide them were initiatives of the staff at the Research School (see Appendix 6.2.5 and 6.2.7). The introduction of evening adult classes reflected particularly the senior staff’s recognition of social justice issues and awareness of the needs of adult students in the surrounding community. At the same time, they could see that responding to this need could help to increase student enrolments and avert the closure of the school.

The Research School’s initiatives in adult education in the mid eighties illustrate unofficial moves made by a small number of high schools (see 2.5.5). Offering classes for adults was not part of the accepted role of secondary schools at this time. Yet it seemed that senior Education Department officials knew of these developments and raised no opposition. According to the Student Councillor, they were ‘essentially on side’ (see Appendix 6.2.7). Eventually, in 1987 there came a formal Education Department policy statement on ‘Participation in Post – Compulsory Education’ (see 2.5.5) which was superseded two years later by the Joint Ministerial Statement, with its far more wide – ranging policy for secondary adult education programs.

3.3 1990 – 1992: The establishment of the Research School as an adult site

The Joint Ministerial Statement of 1989 was followed by a two year period of implementation, transferring Adult Matriculation classes from TAFE to the newly established adult re-entry sites in secondary schools and expanding the offerings available. The first year in which the new policy was fully operational was 1992 (see 2.8). Because of their earlier initiatives in providing adult education classes for adults, senior staff at the Research School
expected that it could be one of the sites chosen for the adult re-entry programs. However, the situation was complicated by a projected merger between the Research School and neighbouring secondary school. It was necessary to deal with opposition to this merger, as well as to clarify how the amalgamated secondary school would operate on the same site as the adult re-entry program.

There were two sets of public documents available for this period. The first was the Hansard Parliamentary debates, in relation to the merger of the two secondary schools. The second was a very detailed report on the process of amalgamation between the two secondary schools concerned and the plans for setting up the new adult campus, written by Jocelyn Bayly (Project Officer with the Education Department's Director of the Southern Area). In addition, the interviews with the Manager and Adult Counsellor of the Research School provided important first-hand information from inside the school itself.

3.3.1 Initial challenges

Both the Manager of the adult site and Adult Student Counsellor believed that there were good reasons for selecting the Research School as one of the adult re-entry sites. Its situation in lower socio-economic suburbs of south-west Adelaide made it an obvious choice for the implementation of policies driven by equality of opportunity and social justice concerns. An adult re-entry program at the Research School offered ‘a second chance [at learning] for all, despite their level of affluence ‘(see Appendix 6.2.5). The opportunity was particularly important for those whose first chance at education had been negative and unsuccessful and led directly to prolonged unemployment. The other group eager to take up
the chance were those whose life circumstances had truncated their schooling or further education options. Many of these were women (see Appendix 6.2.5 and 6.2.7).

The paradox was that as adult enrolments at the Research School were rising, secondary enrolments were falling, as was the case in a number of other metropolitan secondary schools. To rationalise the provision of secondary education and reduce costs, the Education Department had proposed a number of closures and mergers. In 1990 there was a proposal to close a neighbouring high school and consolidate the provision of secondary education for the surrounding community on the site of the Research School. Understandably, there was widespread concern in the local community and complaints from parents whose children were attending the school to be closed.

The matter came to a head in Parliament over 1990. On 10 April 1990, Hon Mark Brindal, then MP for Haywood, presented in the House of Assembly a petition signed by 210 people who sought a review of the decision to establish the newly amalgamated secondary school on the site of the Research School. They wanted the site of the other school in the merger to be developed as the secondary school (SA Parliament, 1990a, p. 1358).

Later the same day, in response to a question from the MP for the seat of Mitchell (Mr Paul Holloway), the Minister of Education (Hon Greg Crafter) stated that both school communities had approached the Southern Area Office of the Education Department requesting information on whether there had been a decision to merge the two schools. The Minister claimed that the Education Department saw merit in an amalgamation. Separately the two schools could not provide an extensive range of subjects for their students, particularly at the
senior level. The amalgamation was an opportunity to provide more effectively for the educational needs of the students in the area. In order to support the amalgamation process, the Minister announced that it was proposed to allocate A$2 million for the upgrading of facilities on the site of the Research School and for establishing it as an adult re-entry site (SA Parliament, 1990a, p. 1363).

The proposed merger of the two schools was still an issue when the adjourned debate took place in Parliament on August 14. Mr John Oswald, MP for Morphett, claimed that there was a petition signed by 1349 people who wanted the other school to remain open on environmental and educational grounds (SA Parliament, 1990b, p. 276). Some of these were parents of students who had been involved in a secondary school closure a few years before. They were concerned at a further disruption to their children’s educational and social needs through a second school closure. Mr Oswald cited a Statuary Declaration made by the last Principal of the closed school. His declaration read, ‘At a public meeting held between the parents […] and the Southern Area Education officers, the statement below was made. No student relocated on the closure of […] school will have his or her further education disrupted by another school closure (SA Parliament, 1996, p. 268). Mr Oswald concluded that there was no complete support to close the other school, and relocate to the Research School site, as the Minister implied; there was only an in – principle agreement (SA Parliament, 1990b, p. 276).

The proposed merger did go ahead on the conditions outlined by the Minister in April 1990. Staff and students of the two secondary schools came together on the Research School’s site and a wide – ranging adult re-entry program was established over the ensuing years.
The planning and implementation of these changes and developments was overseen by a number of working parties set up by the Education Department’s regional office.

3.3.2 Establishing the basic parameters of the new school

According to Bayly, who wrote a full report of the decisions and activities of the working parties for the Southern Area Office of the Education Department, the human service needs of the Research School were centred on:

- students and their future stability in the school;
- parents and their concerns about curriculum offerings and the maintenance of educational standards;
- staff and the security of their future employment (Bayly, 1991, pp. 3-4).

In terms of the structure of the new Research school, it was made clear from the outset that it would be set up as a dual purpose site. It would function as a secondary school catering for students in years 8 to 12 from the surrounding community. The adult re-entry program to be set up on the same site would be established as a separate campus to cater for the increasing number of adults who were seeking to re-enter secondary education. The buildings, administration, time tabling and some staffing for the Adult Campus was to be separate from the secondary school and the students were to be treated as two separate bodies. (The only exception to this was when year 12 secondary students were in the same senior classes with adults.) In retaining this dual function, the Research School was different from the adult re-entry programs at Marden, Thebarton and Para West (formally Elizabeth West) all of whom were established as single function Adult or Senior Colleges.
It is significant that the Assistant Principal responsible for the Adult Campus identified the duality of the site as one of the specific educational challenges faced by the Research School. She drew attention to the child protection issues raised by having adult students at the same geographic location as adolescents who were legally under the age of adulthood. It was partly for this reason that the Research School insisted on the separation of its secondary and adult functions and adopted a policy of adult students not mixing with the continuing students in the secondary program. Another reason for maintaining the separation of the two student groups related to the preferences of adult students to have only fellow adults in their instructional groups, and not be distracted by the presence of secondary ‘kids’ in their class (see Appendix 6.2.1). As indicated earlier the only difference in this format was the interaction in year 12 subjects where adults and year 12 secondary students were in the same class for stage 2 subjects. The expectation was that adults and year 12 would not mix outside the class.

In his interview, the Principal of the Research School also mentioned the challenge of ensuring that sites involved for adult learners had an adult look and feel about them. This referred not only to the sorts of facilities and resources provided, but also the need for the adult campus to have rules of student behaviour and classroom management that were different from those in secondary schools. The example he gave was smoking. Smoking was forbidden on secondary sites. However, as an acceptable, though now discouraged form of adult behaviour, adult students resented total bans on smoking. The Research School chose to allow smoking on the site at one particular spot – the smoking shed (see Appendix 6.2.6). This location was in a car park well away from the secondary school students and the general public. The wearing of school uniform was a similar issue. Secondary school
students were required to wear an appropriate secondary school dress code, but no such requirement was imposed on adult students.

The working party set up for the establishment of the adult re-entry program at the Research School consisted of the District Superintendent of Education; the Acting Principal of the Research School, the Acting Assistant Principal of the Research School (who was subsequently interviewed as the Senior Manager of the Adult Campus); the Adult Re-entry Organiser in the Research School (subsequently interviewed as the Adult Student Counsellor); the Acting Director of the nearest TAFE College; the head of General Studies at the nearest TAFE; an Education Department Advisor; and the Project Officer who wrote the Report. The membership of the working party (all from the public education system), directly reflected its purpose. It was established to consider the practical implications for the southern metropolitan area of transferring Year 11 and 12 subjects previously taught by TAFE to the Research School (Bayly, 1991, p. 28).

The working party considered that the purpose of the adult re-entry campus at the Research School was to provide for the educational needs of adults in the local community. This would involve:

- offering senior secondary subjects and programs for those who wished to proceed to tertiary studies;
- developing learning pathways to employment or further study for other adults;
- remaining accessible to all adults;
- catering for the particular social justice needs of individual adults

Central to this purpose was the creation of an adult learning environment. According to the working party this would offer adult learners:

- a positive learning environment which could boost their confidence;
- the opportunity for adult learners to become partners in learning with their teachers;
- the achievement of successful outcomes for all learners; and
- a flexible approach with the possibility of negotiation to provide for diverse needs of adult learners (Bayly, 1991, p. 718).

3.3.3 Implementing the adult program for 1991 - 1992

In drawing up practical plans for implementing the adult re-entry program in 1991, the working party anticipated from the information available to them there would be around 1 000 students enrolled in its subjects and utilising the educational facilities on the Research School site. It was expected that most of these would come from the surrounding suburbs, and would be part – time students (Bayly, 1991, p. 749).

The Working Party agreed that the adult re-entry program would consist of Pre – matriculation or in the terms of the newly introduced SACE, Year 11 Stage 1 Subjects and Year 12 Stage 2 subjects. These were:

<table>
<thead>
<tr>
<th>Pre Matriculation (SACE Stage 1)</th>
<th>Matriculation (SACE Stage 2) (Bayly 1991, p.282)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maths 1</td>
<td>Legal studies</td>
</tr>
<tr>
<td>Maths 2</td>
<td>Biology</td>
</tr>
<tr>
<td>English</td>
<td>Maths 1</td>
</tr>
<tr>
<td>Physics</td>
<td>Maths 2</td>
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<td></td>
<td>Maths 1S</td>
</tr>
<tr>
<td></td>
<td>Accounting</td>
</tr>
<tr>
<td></td>
<td>English</td>
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<td></td>
<td>Politics</td>
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<td></td>
<td>Australian History</td>
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<td></td>
<td>Chemistry</td>
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<td></td>
<td>Classical studies</td>
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<td></td>
<td>Economics</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
</tr>
<tr>
<td></td>
<td>English</td>
</tr>
</tbody>
</table>
The Working Party estimated that to carry out this teaching program, the adult re-entry campus would require 5.8 full–time equivalent teachers, with additional hourly paid instructors when required (Bayly, 1991, pp. 282 – 3). This staffing allocation was intended specifically for the teaching of the adult re-entry subjects and was to be regarded as a staffing allocation separate from the staffing needs of the secondary component of the Research School (Bayly, 1991, p. 287). In addition, the working party recommended that 30 hours of ancillary staff time should be allocated to support the administration of the adult re-entry program (Bayly, 1991, pp. 283 - 4). A further recommendation was the creation of a position of ‘Manager / Counsellor at Assistant Principal Level’ (Bayly, 1991, p. 287). As the need arose for a specialised adult counsellor, this position became a reality and was filled by the person whose interview record is in Appendix 6.2.7.

It should be noted that all the above subjects were geared to students gaining a year 12 SACE Certificate, indicating successful completion of secondary education (Bayly, 1991, p.717). As such, it could provide the students with the opportunity to gain more secure and better paying employment or, where the students’ achievement was of sufficiently high standard, to gain acceptance into a university program.

The timetabling of these subjects over the school week was given careful consideration in order to find the best way of catering for both full–time and part–time adult students. The Manager of the Adult Campus recalled that the timetable model of one weekly block of teaching contact for each subject was adopted from ACT Senior Colleges (see Appendix 6.2.5). This had the advantage of enabling students to attend classes less frequently over the
week. The table below identifies the diversity of subjects offered during the day and at night. It is assumed that, unless specified, the subjects were at Stage 2 (Matriculation) standard.

Table 6: Proposed 1991 Adult Re-entry Time Table

NOTE:
This table is included on page 163 of the print copy of the thesis held in the University of Adelaide Library.


According to the Manager of the Adult Campus, the appointment of suitable staff for the new adult school was an important priority at the Research School (see Appendix 6.2.5). Although under guarantees given by the government of the day, TAFE staff who had been teaching Adult Matriculation classes were offered the chance to transfer to adult sites within the Department of Education, he personally knew of no staff who had accepted this offer. Since 1984 a few of the senior staff at the Research School, together with other staff volunteers, had gained experience through the ad hoc adult classes which the school had offered. Some of these, like the Manager of the Adult Campus and the Adult Student Counsellor, were transferred full – time to the adult campus from 1991.

From the beginning the Research School introduced on – going training and development in adult teaching and learning for all teachers in the adult program. This was done formally
through staff meetings, full–day programs, regular campus meetings and planning sessions at the beginning of each school year (see Appendix 6.2.7). In addition, there was a lot of informal sharing of ideas, discussion of issues and consideration of particular student cases among those teaching adult classes. The formal and informal inductions into adult teaching became even more important as new staff were appointed in succeeding years. The Assistant Principal of the Adult Campus recalled arriving in the Research School in 1992, without any specific expertise or training in adult education. She spoke with gratitude of the support given by other members of staff, such as the adult Student Counsellor, and their willingness to share their understanding of working with adult students (see Appendix 6.2.1).

The working party also made a number of recommendations in relation to resources and facilities which needed to be provided for the adult campus. These ranged from funds to establish resources for the teaching of two new Year 12 subjects, Classical Studies and Politics, to a cash grant of A$5 700 for marketing the new adult re-entry program at the Research School (Bayly, 1991, p. 287). Other resources required by the adult campus included a cafeteria which could cater for adult students coming to evening classes directly from work or family commitments and a common meeting area, where students could meet and talk informally before and briefly after classes. A third very practical requirement for those attending evening classes was the provision of lighting in the car parking areas (Bayly, 1991, pp. 283 – 4).
3.3.4 Making the most of a new opportunity

The operation of the Research School’s adult re-entry program over 1991 and 1992 was a demonstration of what could be achieved under the policy proclaimed in the Joint Ministerial Statement. The provision of government funds specifically for this new sector within the Education Department meant the appointment of appropriate staff specifically to teach in the adult program, as well as the administrative and ancillary staff needed to support this teaching. There was also money to provide the necessary teaching resources and to make the campus comfortable and appropriate for adult students.

The number of adult students who entered the program gave evidence of the demand for such study in the surrounding community. It is worth reiterating that in this initial period the re-entry program had a major focus on the provision of year 11 and 12 SACE subjects. However, the Research School’s adult campus did also continue to offer other educational choices i.e. business and computing subjects which were solely for adult students. The successful completion of SACE gave students the recognised secondary qualification they were seeking, either for the purpose of proceeding to university studies or to employment for which SACE was a pre-requisite. It can be argued that many of those students who persevered with their studies to achieve their desired qualifications can be regarded as a reflection of the Research School’s success in providing a school structure and organisation of teaching which met the needs of adult students. In this, the School’s pre – 1989 experience in teaching adult classes proved invaluable. Teachers committed to social justice principles and understanding the challenges that faced many adult students succeeded in creating a positive adult learning environment on the campus. At the most fundamental level, enthusiastic, responsive and well prepared teachers succeeded in making their classes a
positive and effective learning experience which gave the students a taste of success and built up their confidence.

It is worth recording, however, that the senior staff who spoke of these achievements were themselves responsible for establishing the parameters of the school’s functioning and ensuring that all teaching staff had a good understanding of the aims of the re-entry program and the needs of adult learners. They were the ones who saw the opportunity provided by the 1989 Joint Ministerial Statement and were determined to make the most of it for the sake of the adult students, as well as the future of the school.

3.4 1993 – 1999: Challenges, growth and diversification

Within two years of its successful establishment, the adult re-entry program at the Research School found itself facing challenges which threatened its very existence. Yet by the end of this period the Research School had considerable increased the number of its adult students, who came with a greater diversity of educational needs and studied a wider range of programs than had been available earlier. Furthermore, a number of the Research School’s students had been prepared to stand up in public and explain what adult re-entry programs had meant in their lives, in order to protest at proposals to reduce funding to this sector. The discussion of this period is based mainly on documents which the school produced, either as information for the general public or as internal documents for staff and / or students. As the researcher became a member of the Adult Campus staff during this period, he was able to make use of material that he had personally collected over the years. Other valuable information came from the interviews with senior members of staff summarised in Appendix 6.2.
3.4.1 Strategies for challenging times

The period of economic downturn and financial crisis in the early nineties led to the defeat of the Labor Party in 1993 and the coming to government of a party which had a lower commitment to social justice and was determined to slash government spending (see section 2.9). Like their counterparts in other adult sites, the staff especially those in leadership positions at the Research School, were concerned that the re-entry programs, introduced by the disgraced Labor government, were obvious targets for funding cuts. Some staff feared that there could be complete closure of the adult re-entry programs. The adult demand for SACE courses seemed to be slackening by the end of the decade, as the initial surge of adults, especially women, wishing to proceed to tertiary studies dried up and the full effect of HECS payments for university courses began to be realised (see 2.9.3). However, the economic down-turn resulted also in unemployment, especially among young people. The Research School began to receive an increasing number of enquiries from those not interested in a SACE qualification as a means to university entry, but in vocational courses that could increase their competencies and provide skills needed to compete more successfully in the job market. The growing demand among adult students for these courses fitted well with the new government’s emphasis on vocational education as essential for the state’s future economic development.

In this context, the networking among the adult re-entry sites, on which Minister Lenehan had reported in 1992 (see 2.8.4), proved invaluable as a forum to discuss the issues and devise strategies which could overcome the challenge. According to the Manager of the Research School’s Adult Campus, the Principals or their nominees, met to discuss common issues (see Appendix 6.5.5). In their deliberations this time, "there was guidance sought from [...]
Assistant Director in Curriculum regarding policies on adult education’ (see Appendix 6.2.5). The leaders of the adult sites were educationally and politically astute enough to realise that their hope of survival depended on developing a new strand of adult re-entry programs in order to cater for the vocational education needs of adults and, simultaneously, satisfy the new government's emphasis on vocational training to ensure a better equipped work force for the future.

The outcomes can be seen in the Education Department's publication of the programs available for 1994 at each of the re-entry sites (Education Department of SA, 1993, pp. 2 – 7), as well as in the Position Paper prepared by the Principals’ group to defend what the adult sites had achieved (see 2.9.4). For its part, the Research School introduced a strand of what it termed pre-vocational certificates, as well as a strand of pre – SACE bridging subjects, in addition to its SACE program. The new courses related to five different employment areas which were linked to subsequent TAFE certificates of training – engineering, hospitality, media, secretarial / business and tourism (Education Department of SA, 1993, pp. 2 – 7).

The actual implementation of vocational education courses was assisted over 1993 and 1994 by growing cooperation between DECS and TAFE (see 2.9.3) particularly in support of adult re-entry sites providing ‘preparatory, general and broad – based vocational curriculum to adult students’ (Department of Education and Children's Services and Department of Employment, Training and Further Education, 1994, p. 27). By these strategies, the Research School (and its counterparts) diversified their adult re-entry programs and tried to ensure that government funding for the Research School’s Adult Campus would continue.
The diversification in curriculum was also apparent in the subsequent Statement of Purpose documents which the Principal of the Research School (like all other principals) was required to submit each year from 1996 to 1999. At this stage the Statements were not published in any formal way but represented more a brief position paper identifying the particular educational emphasis of the school. Each school had to submit this to DECS as part of the expectation that schools would develop initiatives of their own under the market approach to public schooling (see 2.9.1 and 2.10.1).

The 1996 Statement of Purpose for the Adult Campus of the Research School outlined the range of programs it was providing for adult students. These were:

- Certificate of Adult General Education (CAGE);
- foundation subjects;
- vocational subjects and certificates;
- SACE (stage 1 and 2) subjects; and
- some university options through Open Learning.

The Statement went on to explain that these were available on a flexible basis to meet the needs of both full and part time students. Classes were offered at both day and evening time slots, in two to three hour blocks and as accelerated programs. Reference was also made to the Research School’s policy of offering support for students in areas of special need, because of learning difficulties, gender issues or socio – economic background (Research School, 1996).
The 1998 Statement of Purpose focussed on three strands of programs being provided to adult students:

1. SACE, with a range of Publicly Examined (PES), Publicly Assessed (PAS), and School Assessed (SAS) and Community Studies subjects;
2. basic literacy and numeracy courses; and
3. vocational certificates (Research School, 1998).

In 1999 the Statement of Purpose had been somewhat reconfigured as four strands:

1. basic literacy and numeracy and CAGE program;
2. foundation studies;
3. SACE;
4. vocational courses (Research School, 1999).

The big increase in subjects taught made the timetable for the Adult Campus of the Research School more crowded, through the fact that the majority of students were part–time meant that it was possible to have multiple classes running at the same time – provided the teachers and teaching facilities were available. The pattern of a three hour block of teaching once a week at night, or block period twice week during the day emerged as the most suitable option for adult students.

The diversification of the Research School’s curriculum options required some increase in teaching staff. At this period appointments to all adult sites were made outside the normal appointment procedure for secondary schools. Instead appointees were chosen from a special list of applicants who were required to demonstrate their commitment to and
experience in the education of adults. The researcher was one of those appointed to the Research School in 1995 under these conditions. Senior staff were very much aware of the need to provide new staff with in-service training in relation to the underlying principles of the school’s commitment to social justice and adult learning methods. Those coming from a TAFE environment were used to teaching adults, but more along the lines of the training model, rather than the holistic development model of supporting adult students which the Research School had embraced (see section 1.5).

The Adult Counsellor referred to the training and development needs of new teachers as one of the main education challenges in the early years of the Adult Campus (see Appendix 6.2.7). As the Assistant Principal remarked from her own experience, the in-service training of new staff was often most effectively done on a one-to-one basis between new and experienced members of staff (see Appendix 6.2.1). At this period all staff had to come to terms with the particular needs of students who had come to study in the vocational programs. Their age, school and life experiences were often different from the earlier group of adult students. In particular the levels of their previous achievement in school and employment were often low, and as a consequence, their confidence in their ability to learn and their overall self-esteem were often depressed.

3.4.2 Communicating with adult students

Both in its policies and practices the Research School and its staff demonstrated a commitment to adult learning. Not only were the structure and organisation of the program geared to adult needs, but staff went out of their way to encourage adult students and ensure that their return to studies resulted in positive learning experiences. Since so many part –
time students were at the school only once a week, and then often in a hurry to arrive and leave, maintaining communication with them often proved a challenge.

One communication strategy which proved particularly effective at the Research School was the publication of a regular, usually monthly newsletter. This was organised and written by the senior adult campus staff i.e. Manager, Assistant Principal or Adult Counsellors. Figure 8, which follows shortly gives two examples of the Adult Campus Newsletter, two pages from February 1998 and two from September 1999. An analysis of the nineteen items included in these pages provides an insight into the function that the Newsletter served in the Adult Campus. About a third of the items (6 out of 19) could be classified as relating to school Rules and Procedures. They were usually short, direct paragraphs explaining what students were required to do, such as have their photograph taken; pick up their previous year’s certificate, or their stage two reports. Two more detailed ones outlined the school rules on smoking and procedures to be followed in the case of an emergency. Most of these items were to found in the first two pages from the February 1998 edition of the newsletter – the first for the year, when new students needed to be informed of school procedures.

About a quarter of the items (5 out of 19) provided detailed information to students about the requirements of external bodies, such as Senior Secondary Assessment Board of South Australia (SSABSA) subject polices, South Australian Tertiary Admissions Centre (SATAC) deadlines and Writing Based Literacy Assignment (WBLA) requirement, as well as the Special Tertiary Admission Test (STAT) for tertiary entrance.
There was another fifth of the items (4 out of 19) that were concerned to inform students about the various facilities available to adult students at the Research School. In addition to explanations of how to use the computer network, and how the tutorial scheme worked, there were advertisements for the 1998 Student Cafeteria which provided not only breakfast and lunch but hot meals for the evening students. The 1999 Adult Campus Café offered tea and coffee for fifty cents!

The last group of items were focussed on students themselves. There were details about a Barbeque organised by students for Adult Learners Week, and advance notices of a Stage 2 drama production and a Student Committee meeting. The importance of such social activities for some of the adult students was highlighted in the interview with one of the staff at the Research School. He made the observation that at the site where he had previously worked, the social contacts and activities among the students seemed so important that the adult campus ‘was almost a sheltered / closed house’ (see Appendix 6.2.4).

Finally, in one item congratulations were extended to two past adult students who had gone on to win recognition as a finalist for apprentice of the year and by winning the Magarey Medal in football. The School’s policy was to show case the achievements of past students and encourage current students through hearing how earlier students had overcome their initial difficulties and succeeded. Further examples of items on students’ experiences are discussed in the next section.

An earlier page of the February 1998 Newsletter contained an analysis of the success of the Research School’s 1997 SACE students in gaining a university place with as many as 97 of
the adult students gaining a tertiary place. The successful applicants ranged in age from 17 to 46, with the average being 21 years. The programs into which they were accepted included Arts, Law, Justice and Society, Social Work, Nursing, Health Sciences, Applied Science, Economics, Commerce, International Business, Cultural Tourism and Environmental Management. Predominantly the programs were at either Flinders University or the University of South Australia which were the preferred tertiary institutions of most students at the Research School.

Thus, in addition to providing students with important information about their present and future studies, the Newsletter let them know about behaviour expectations and the facilities available at the Research School. It also provided items that could contribute to the students’ sense of sound wellbeing and give them positive encouragement to maintain their learning efforts.
Table 7: Analysis of items in Adult Campus Newsletters (2 pages of February 1998 and September 1999)

<table>
<thead>
<tr>
<th>Type of Item</th>
<th>Examples</th>
<th>Where Found</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Rules and procedures</td>
<td>Photograph</td>
<td>p. 1, col. 1, middle</td>
</tr>
<tr>
<td></td>
<td>Messages for students</td>
<td>p. 1, col. 1, middle</td>
</tr>
<tr>
<td></td>
<td>Smoking</td>
<td>p. 1, col. 1, bottom</td>
</tr>
<tr>
<td></td>
<td>Certificates</td>
<td>p. 1, col. 1, bottom</td>
</tr>
<tr>
<td></td>
<td>Emergency Procedures</td>
<td>p. 1, col. 2, bottom</td>
</tr>
<tr>
<td></td>
<td>Reports</td>
<td>p. 4, col. 2, middle</td>
</tr>
<tr>
<td></td>
<td><strong>Total 6</strong></td>
<td></td>
</tr>
<tr>
<td>External Requirements</td>
<td>re SACE subjects</td>
<td>p. 1, col. 1, top</td>
</tr>
<tr>
<td></td>
<td>SATAC Deadlines</td>
<td>p. 3, col. 1, bottom</td>
</tr>
<tr>
<td></td>
<td>University Scholarships</td>
<td>p. 3, col. 2, top</td>
</tr>
<tr>
<td></td>
<td>STAT Test</td>
<td>p. 4, col. 1, middle</td>
</tr>
<tr>
<td></td>
<td>WBLA</td>
<td>p. 4, col. 1, middle</td>
</tr>
<tr>
<td></td>
<td><strong>Total 5</strong></td>
<td></td>
</tr>
<tr>
<td>School Resources and Facilities</td>
<td>Computer network</td>
<td>p. 1, col. 2, top</td>
</tr>
<tr>
<td></td>
<td>Cafeteria</td>
<td>p. 2, col. 1, all</td>
</tr>
<tr>
<td></td>
<td>Tutorial Service</td>
<td>p. 2, col. 1, all</td>
</tr>
<tr>
<td></td>
<td>Adult Campus Café</td>
<td>p. 4, col. 2, bottom</td>
</tr>
<tr>
<td></td>
<td><strong>Total 4</strong></td>
<td></td>
</tr>
<tr>
<td>Student Activities</td>
<td>Adult Learners Week Barbecue</td>
<td>p. 3, col. 1, top</td>
</tr>
<tr>
<td></td>
<td>Stage 2 Drama Production</td>
<td>p. 4, col. 2, top</td>
</tr>
<tr>
<td></td>
<td>Student Committee</td>
<td>p. 4, col. 2, middle</td>
</tr>
<tr>
<td></td>
<td><strong>Total 3</strong></td>
<td></td>
</tr>
<tr>
<td>Student Achievements</td>
<td>Congratulations</td>
<td>p. 4, col. 1, bottom</td>
</tr>
<tr>
<td></td>
<td><strong>Total 1</strong></td>
<td></td>
</tr>
</tbody>
</table>
February 1998

**IMPORTANT:**

If you are studying SACE subjects at another school, please leave a note for me at the Adult Reception office, giving details indicating your name, the subject and school at which you are studying other subjects. Students who have a long term impairment (disability) may be entitled to apply for special provisions in curriculum and assessment. Similarly, students may apply for short-term impairment special provisions as a result of a sudden injury or illness. Students from a non-English speaking background may also be eligible for special provisions in linguistic limitations. If the need arises, speak to a counsellor or your subject teacher, who has more details regarding SSABSAs special provisions policy.

>>>>>> SACE Coordinator

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**COMPUTER NETWORK**

All students are welcome to use the College computing facilities. Adult students enrolled in Computing classes have been shown how to log on to the network but all Adult students have been set up with their own log-in name and have reserved space on the network for saving files etc.

The log-in name for all Adult students (except those in Computing classes) is the first 4 characters of your surname followed by the first 2 characters of your first name, followed by .ADULT, e.g.

**Log in names here**

Please drop into H47 - the Computing room at the top of the stairs from the Adult Reception area - at lunch-time on any day and there will be a teacher on duty who will be able to assist you logging on for the first time.

If your log-in name does not work, or if you have enrolled since the start of the year please leave a note at the Reception desk for >>>>>> and we will add you to the network.

**MESSAGES FOR STUDENTS**

Unfortunately we do not have the staff to convey phone messages to students during the school day. We can do this only in cases of absolute emergency.

**SMOKING**

There is a smoking shed at the northern boundary of the carpark. This is a special concession for our adult students and is the only area where smoking is permitted - i.e. smoking is not permitted in the canteen, toilets, carpark or school grounds. Please do not light up until you reach the smoking shed.

**PHOTOGRAPHS** - Students who enrolled late or who have not had a photo taken will need to do this NOW so that student cards can be prepared. Photographs will be taken in the Adult Reception area at recess and lunchtimes. Please ask at the desk. There may be a short delay.

---

**REMINDERS IN BRIEF**

**EMERGENCY PROCEDURES**

In the case of emergency, e.g. fire, bomb threats, continuous siren blasts will sound. All students are to move to the oval by the shortest route and remain there until the all clear is given. No student should loiter in the car parks, smoking shed or buildings.

It is vital that everyone treat the emergency evacuation procedures in a responsible manner to ensure the safety of all. There are instructions about emergency procedures in rooms and offices - multi-coloured, layered sheets. Please read these.

---

**CERTIFICATES**

Evening classes - the site managers for evenings are:

<table>
<thead>
<tr>
<th>Staff names here</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

The caretaker, >>>>>>, is also on duty from 5 p.m.
February 1998

The Cafeteria will be open from 8 a.m. to 2:30 p.m. XXXX

Hot meals are available from 5.00 p.m. - 8.00 p.m. - very reasonable prices.

The College cafeteria relies on the support of volunteers to help maintain a quality service. If any adult student would like to offer this support, the cafeteria staff would be most appreciative. This is an ideal opportunity to gain experience, expand skills and support the college community. Contact Bev White in the cafeteria.

Hot meals are available from 5.00 p.m. - 8.00 p.m.

Tutorial Service

The Tutorial Service has been set up to provide you with the opportunity to seek extra help in various subject areas. This help can take many forms:

- guidance in composing an essay introduction
- assistance with note taking
- assistance with grammar and expression
- help with difficult topics or concepts
- support in essay writing
- assistance in interpreting a task or topic

The Tutorial Service operates from the Robinson Centre. It is staffed from 8:45 a.m. to 3:25 p.m. each day by teachers from a range of subject backgrounds. The staff allocation roster is printed below:

<table>
<thead>
<tr>
<th>TUTORIAL ROOM</th>
<th>STAFF NAMES HERE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 M GREC 1</td>
<td>1 (8:45-9:40)</td>
</tr>
<tr>
<td>2 N C/REC 2</td>
<td>2 (9:40-10:35)</td>
</tr>
<tr>
<td>3 D LUNCH 3</td>
<td>3 (11:05-12:00)</td>
</tr>
<tr>
<td>4 E LUNCH 4</td>
<td>4 (12:00-12:55)</td>
</tr>
<tr>
<td>5 A C/REC 5</td>
<td>5 (1:35-2:30)</td>
</tr>
<tr>
<td>6 Y C/REC 6</td>
<td>6 (2:30-3:25)</td>
</tr>
<tr>
<td>1 T C/REC 1</td>
<td>1 (8:45-9:40)</td>
</tr>
<tr>
<td>2 U C/REC 2</td>
<td>2 (9:40-10:35)</td>
</tr>
<tr>
<td>3 S LUNCH 3</td>
<td>3 (11:05-12:00)</td>
</tr>
<tr>
<td>4 H LUNCH 4</td>
<td>4 (12:00-12:55)</td>
</tr>
<tr>
<td>5 R C/REC 5</td>
<td>5 (1:35-2:30)</td>
</tr>
<tr>
<td>6 F C/REC 6</td>
<td>6 (2:30-3:25)</td>
</tr>
<tr>
<td>1 T C/REC 1</td>
<td>1 (8:45-9:40)</td>
</tr>
<tr>
<td>2 U C/REC 2</td>
<td>2 (9:40-10:35)</td>
</tr>
<tr>
<td>3 S LUNCH 3</td>
<td>3 (11:05-12:00)</td>
</tr>
<tr>
<td>4 H LUNCH 4</td>
<td>4 (12:00-12:55)</td>
</tr>
<tr>
<td>5 R C/REC 5</td>
<td>5 (1:35-2:30)</td>
</tr>
<tr>
<td>6 F C/REC 6</td>
<td>6 (2:30-3:25)</td>
</tr>
</tbody>
</table>

CAFETERIA HOURS

The Cafeteria will be open:

8.00 a.m. - 2:30 p.m.

HOT MEALS will be available from 5:00 p.m. - 8:00 p.m.

Seating areas are available for use from 8:00 a.m. - 2:30 p.m. & 5:00 p.m. - 8:00 p.m.

BREAKFAST IS AVAILABLE FROM THE CAFETERIA EACH MORNING
Term 3 is drawing to a close and everyone seems to be looking forward to a break from class. Congratulations to the Student Representative Committee for their enthusiasm and hard work in putting on the Adult Learners Week Barbecue on September 7th. It was great to see so many students turn out for this event - we were lucky with the beautiful day. The students cooked and served the food brilliantly and thanks to them for their hard work and enthusiasm:

Counsellors for assistance with your application if you require it.

UNIVERSITY SCHOLARSHIPS

The following access schemes are available NOW for application. Please see >>>> for further information and application forms.

University of Adelaide
Adelaide Access and Rural Scholarships
These scholarships are awarded to students new to higher education who are members of designated equity groups i.e. students with a disability, students from a rural or isolated area or from a minority group including Indigenous Australians. All applicants must be able to demonstrate financial need.

Benefits
Up to thirty scholarships will be awarded. The value of the award is a HECS exemption for the duration of the course (up to a maximum of four years) and $1000 for the first year of enrolment. Applications close on 26th February 2000.

University of South Australia
USANET - Special Access Scheme Applicants who are in receipt of one of the following should follow this up with a counsellor.

- School Card
- Youth Allowance
- Austudy
- Abstudy
- Assistance for Isolated Children
- Health Care Card

The Access component of USANET has been designed to help eligible students to get a place in their preferred course at the University of South Australia - a little bit of extra assistance to get in. Eligible students from USANET Target Schools can receive bonus points (if required). The bonus points can support your entry into your first or highest preference course at the University.

SATAC DEADLINES

The deadline for Tertiary applications is 30th September. If you are intending to apply for Tertiary entrance in 2000, make sure you do it by 30th September, otherwise you will incur a late fee. SATAC booklets are still available at the Adult Office and you can see >>>> or one of the other
Applications for admission under SEAS will be accepted from students who:

- are currently attending one of the selected schools participating in the scheme
- hold a current School Card
- will be eligible to complete SACE at the end of the year, and
- have listed at least one of the degree or diploma courses offered by Flinders University in their 1999 SATAC Application Form.

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**STAGE 2 DRAMA PRODUCTION**

The Stage 2 Drama Production “Top Girls” will be performed on Wednesday 22nd September and Thursday 23rd September in the Drama suite. Drama Productions are always excellent. If you are free or Wednesday or Thursday evening, buy a ticket and attend.

Tickets available from Student Services. Cost: $4.00.

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**REPORTS**

Reports will be issued this week for Adult students. This will be the last report for students taking Stage 2 subjects. Please make sure you collect your report from your teacher this week. Students taking single-term Computing courses will be able to collect Certificates late this week and Statements of Modules at the beginning of next term.

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**STUDENT COMMITTEE**

The next Student Committee Meeting will be held on 23rd September at lunchtime in the Conference Room. New members welcome to attend.

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**W.B.LA.**

If you are applying for Tertiary entrance on the basis of a Stage 2 score you need to complete the WBLA. Final deadline for Term 4 is 5th November. Do it now. Check your WBLA status by consulting with WBLA Coordinator.

---

**CONGRATULATIONS!**

Congratulations to >>>>> who is one of the final 5 finalists for Apprentice of the Year. The winner will be announced on 24th September.

Congratulations also to >>>>> 1998 Sport and Recreation student at >>>>>, who is this year’s Magarey Medallist. Clearly, his experiences at >>>>> set him on the right path!
3.4.3 The students and their views

Several times over this period staff at the Research School undertook surveys of students at the Adult Campus, in order to find out their background, their reasons for studying at the Research School, their future aspirations, the courses being undertaken and the specific difficulties they were facing in returning to study. As an example of the sort of information gathered by the school, the researcher has analysed the data of adult students from the 1997 internal senior campus survey. In addition to seeking the above information, the 1997 survey asked the students to evaluate the Research School’s programs and teaching.

The official May census statistics collected for the Department of Education and Children’s Services (DECS) indicated that out of a total of 1229 student bodies enrolled at the Research school’s Adult Campus in 1997, 815 (66%) were female and 416 (34%) were males. In terms of age, 48% were under 30, and 40% were in the 31 - 50 age group and 12% in the over 50 age group. These figures give evidence of the shift toward adult students being in the younger age bracket than in the earlier periods. A total of 616 adult students participated in the 1997 Senior Campus Survey, although many did not answer all the questions. This number represented 50% of the total enrolment. The gender breakdown of the respondents was roughly consistent with the total student body – two thirds female and one third male (see Table 7) Austudy was the main source of income for the younger adults, while over a third of all respondents were in some form of full – time or part – time employment. Among women in the 31 – 50 age group, almost all were in either full – or part – time – employment.

A question asking how they found out about the Research School’s program indicated that word of mouth was the source of information for about a third of the respondents, and only a
comparatively small portion had gained information from the press. However, a good many of the respondents failed to answer this question.

The reasons given by the respondents for studying in the Adult Campus of the Research school illustrated the changing needs of the students compared to the early years of the Adult Campus. As many as 39% claimed to be attending to upgrade their work skills, and another 30% to complete secondary education qualifications. Only 14% of these respondents saw themselves as preparing to go to university, whereas this had been the main aspiration of adult students through the eighties and early nineties. Those pursuing studies as a recreation or leisure represented only 6% of the respondents. There were five aspects of the Research School’s adult program that the survey respondents were asked to evaluate. Two of these focussed on organisational matters, the range of subjects offered and the times when classes were held. The other three related more directly to teaching – classroom atmosphere, support from staff and teaching styles.

In relation to organisational criteria, a third of the respondents considered the range of subjects offered was excellent and another 59% said good. Overall, the proportion of satisfaction could be taken as 92% with less than satisfactory and no evaluation limited to 8%. Such an overall response could suggest that the Research School was catering for the educational needs of most of its students. The response in regard to Class Times showed a lower excellent evaluation (27%) and a somewhat greater level of dissatisfaction or no evaluation (10%), with about two thirds of the respondents considering it was good. This would seem to suggest that although most of the respondents did not regard the timetabling as ideal for them, they did recognise that it was probably the best that could be achieved.
Table 8: Background details of respondents in Senior (adult) Survey (Research School, 1997)

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>420</td>
<td>68</td>
</tr>
<tr>
<td>Male</td>
<td>196</td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td>616</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 20</td>
<td>227</td>
<td>37</td>
</tr>
<tr>
<td>21 – 30</td>
<td>99</td>
<td>16</td>
</tr>
<tr>
<td>31 – 40</td>
<td>99</td>
<td>16</td>
</tr>
<tr>
<td>41 – 50</td>
<td>129</td>
<td>21</td>
</tr>
<tr>
<td>Over 50</td>
<td>62</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>616</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source of Information</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word of Mouth</td>
<td>203</td>
<td>33</td>
</tr>
<tr>
<td>Press</td>
<td>54</td>
<td>9</td>
</tr>
<tr>
<td>NA</td>
<td>359</td>
<td>58</td>
</tr>
<tr>
<td>Total</td>
<td>616</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reasons for studying at Research School</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update work skills</td>
<td>238</td>
<td>39</td>
</tr>
<tr>
<td>Complete secondary education</td>
<td>182</td>
<td>30</td>
</tr>
<tr>
<td>Preparing for university</td>
<td>88</td>
<td>14</td>
</tr>
<tr>
<td>Pursue leisure interests</td>
<td>39</td>
<td>6</td>
</tr>
<tr>
<td>NA</td>
<td>69</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>616</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 9: Student Evaluation of Research School’s Adult Campus Program (Research School, 1997)

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Excellent No</th>
<th>Excellent %</th>
<th>Good No</th>
<th>Good %</th>
<th>Mediocre No</th>
<th>Mediocre %</th>
<th>Poor No</th>
<th>Poor %</th>
<th>No Answer No</th>
<th>No Answer %</th>
<th>Total No</th>
<th>% (Approx)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Styles</td>
<td>224</td>
<td>(36%)</td>
<td>313</td>
<td>(51%)</td>
<td>43</td>
<td>(7%)</td>
<td>6</td>
<td>(1%)</td>
<td>46</td>
<td>(8%)</td>
<td>616</td>
<td>100%</td>
</tr>
<tr>
<td>Support from Staff</td>
<td>208</td>
<td>(34%)</td>
<td>296</td>
<td>(48%)</td>
<td>58</td>
<td>(9%)</td>
<td>8</td>
<td>(1%)</td>
<td>46</td>
<td>(8%)</td>
<td>616</td>
<td>100%</td>
</tr>
<tr>
<td>Classroom Atmosphere</td>
<td>203</td>
<td>(33%)</td>
<td>355</td>
<td>(58%)</td>
<td>27</td>
<td>(4%)</td>
<td>6</td>
<td>(1%)</td>
<td>25</td>
<td>(4%)</td>
<td>616</td>
<td>100%</td>
</tr>
<tr>
<td>Range of Subjects Offered</td>
<td>202</td>
<td>(33%)</td>
<td>365</td>
<td>(59%)</td>
<td>19</td>
<td>(3%)</td>
<td>3</td>
<td>(0.5)</td>
<td>27</td>
<td>(4%)</td>
<td>616</td>
<td>99.5 (100%)</td>
</tr>
<tr>
<td>Class Times</td>
<td>169</td>
<td>(27%)</td>
<td>365</td>
<td>(63%)</td>
<td>39</td>
<td>(6%)</td>
<td>5</td>
<td>(1%)</td>
<td>18</td>
<td>(3%)</td>
<td>616</td>
<td>100%</td>
</tr>
</tbody>
</table>

In contrast, the students’ evaluation of teaching revealed a degree of duality. For example, the highest proportion of excellent ratings was for ‘teaching styles’, but the evaluations revealing some degree of dissatisfaction (Mediocre, Poor, No Answer) amounted to 13%. Similarly, the second highest proportion of excellent ratings was for ‘support from staff’, but the dissatisfaction level for this aspect was 18%, higher than for any other. Perhaps the best
explanation for this pattern of evaluation is the recognition that even the best teachers are rarely able to satisfy every student. Although over a third of the survey respondents rated all three teaching aspects as excellent and another half (approximately) considered them good, there was a small minority whose evaluation of the Research School’s teaching was negative.

The internal survey also contained two open-ended questions. The first asked them to explain what factors made study and learning difficult for them. The responses could be categorised into five broad areas:

- financial, including the costs of adult study;
- family responsibilities, and the difficulties of maintaining these while studying;
- difficulties in returning to study, especially in completing homework;
- staff explanations and the conflicts than can arise from this;
- pressures from other students. (Research School, 1997)

A second open-ended question asked them to suggest ways in which the Research School could make their learning more successful. The responses here could be categorised under three main headings, outlined below.

1. Facilities
   - more access to computers after hours;
   - Resource Centre and computer rooms open on Saturday;
   - library open later;
   - better bicycle facilities;
   - an adults only study room.
2. Organisation

- smaller classes;
- week-end classes;
- shorter lessons twice a week;
- holiday preparation courses.

3. Teaching

- better communication of student problems to teachers;
- more time from teachers;
- understanding that some people need to leave early to pick up children;
- teachers monitor progress and assist with big projects more;
- ensure counsellors are properly informed;
- don’t have teachers with ‘an attitude problem.’

4. Other

- take student complaints seriously;
- give parents more flexibility;
- eliminate marijuana users (Research School, 1997).

Many of the suggestions re facilities and organisation were beyond the capacity of the Research school to implement, because of all the costs involved. However, the comments relating to teaching, particularly teachers’ attitudes and understanding were points that the staff of the Research School could take seriously and strive to rectify.

In January 1999 at an Adult Learning Workshop, the Research School's Adult Campus provided a profile of thirteen students as part of training and development session for
teachers to focus on students and to acknowledge the diversity of their backgrounds, experiences and aspirations. It is worth analysing as a small cross-section of the adult student body in terms of their gender, age and reasons for studying at the Research School. For the purpose of this research, these have been reproduced as Figure 8, with the students’ names removed and a code ‘S1’ etc applied. Four of the thirteen, two females and two males, were under 20. Student S1 had left school at 14 but after five years in and out of jobs and on the dole wanted to complete secondary education. S7 wanted the opportunity to work full-time at a job she was offered at 16, while continuing her studies part-time, which she could only do on an Adult Campus. Students S4 and S12 were both aiming for university studies; with S12 reversing an earlier ‘wrong decision’ and S4 after a year as a Rotary Exchange student.

Two others, without giving exact ages, appeared to be in their early twenties. Student S8, who had left school to work in factories for four years, wanted to improve his ‘job prospects’. Student S13 wanted to complete Year 12 and get a good job. The comments of both these students revealed their sense of personal disadvantage. Student S8 commented that he and his friends did not go to a private school. Student S13 wanted ‘more options in our one-sided society… opportunities that wealthy kids have’.

Among the thirteen profiles were three married women who were in their thirties or forties. Student S1 had been pre-occupied with bringing up four children after leaving school at Year 10. Now she wanted to complete secondary education and proceed to university studies. Student S6 was looking to upgrade her skills in her career area, after a period of child-rearing. As a result of her studies, she had now chosen to move into a new career.
area. Student S3 had left school early and felt she had ‘missed opportunities’ as a result. She returned to gain the skills she needed for her current job and open up further possibilities later.

There were four adult profiles from the over 50 age group, one male and three females. Each illustrates in a different way the value of a policy of lifelong learning and the benefits that come from the opportunity for formal learning later in life. Student S2 was on a disability pension and seeking to retrain for a job more suited to the condition of his health. He had come to the Research School because both his children were enrolled on the secondary campus. Student S10 had only two years of secondary schooling, but went on to become a nurse before managing and bringing up two children. After her husband’s death she decided to come back to formal study and was enjoying it so much that she intended to go on and complete Year 12. As an orphan and polio victim, S9 had had no secondary education at all. She was really appreciating this belated opportunity to catch up on the education she had missed. Student S11’s profile showed another way in which the opportunity for learning throughout life could bring benefits. She had enrolled in the Adult Campus program as a form of rehabilitation after her son’s death. She found it was possible to ‘now live through companionship and learning’.

Overall, the thirteen profiles can be seen to reflect trends of the school’s adult students generally, as revealed in the 1997 Internal Survey discussed earlier. Approximately two thirds were female and one third male. Although they were spread over a large age range, there were slightly more in the youngest age grouping. Only three or four of these adult students S4, S12 S1 and S2 were intending to proceed to university studies. Another four wanted to
gain better work skills or complete a Year 12 qualification. For the three women in the oldest age group, the reason for their enrolment was their sheer enjoyment in the opportunity to learn. It is worth noting also that five of those profiled (S1, S2, S4, S5 and S11) made specific, but rather different, comments in praise of the Research School and what it had offered them.

Evidence of how much the principles of life – long learning and second chance education meant personally to many of the students – and to some of them passionately – was seen at the protest rally at the time of the 1998 funding re-adjustment to adult sites (see 2.10.3). In the observations of the researcher, who was present, adult students from the Research School made their concerns clearly heard. Most of the student speakers were from adult sites. Their presentations in defence of adult education and their rights to a second chance were strongly supported by the students attending from the Research School. Their actions could be regarded as a tribute to the School that had made these ideals a reality that the students wished to defend.
Figure 8: 1998 Some Student Profiles from the Adult Campus

S1

31 years old, married, 4 children - completed Year 10 at Whyalla in 1983. Currently studying 3 Stage 2 subjects and Advanced Computing.

"Lack of education has really limited my chances of getting a good job and security for the future. Also I want my children to realise the advantages of getting a good education while they are young.

Research School has given me a chance to develop skills such as public speaking, critical analysis and computer knowledge. The teachers and counselling staff have all been helpful and supportive in trying to assist Adult students such as myself to achieve our goals.

I am to complete SACE in 1999 and study Law at University".

S2

I am 51 years of age. My reason for returning to school is that I am on a disability support pension and no longer able to continue in my former employment as a white goods service-man and driver of plant and trucks.

I suffer from chronic osteoarthritis so that my mobility can be severely restricted at times. My aim is to gain skills that would mean a chance of employment in Electronics or Information Technology industries. My plans are to complete SACE over three years and then continue to TAFE or University. I am studying 6 subjects this year at Year 11 standard (Foundation). My previous education standard was Year 10, because of financial and location restraints at the time (1962).

The choice of Research School was very easy because my daughter completed Year 12 there last year and my son is presently in Year 9. The range of subjects for Adults is very good and will be of great assistance for me to reach my goals.

S3

Married, 42 years old

I was not fortunate to have an education as a child. I had an inability to communicate effectively because of lack of education. Many missed opportunities in my personal and work life have been the result of no education.

I mostly have to study because my work demands this experience and expertise in relating, communicating and working with people. I am at this College because the study for me here at this particular time is suited to my needs. This is because of my insufficient funds. There are, however, more studies needed in other subjects here at Research School before going on to TAFE.

S4

18 years old

Most of my secondary education was at Christies Beach High School. In 1997 I gained a Rotary Youth Exchange Scholarship and went to Anchorage, Alaska. When I complete my studies at Research School, I plan to study Psychology at the University of South Australia.
In the seven months that I have been back in Adelaide, I've given numerous presentations at local Rotary Clubs and have been involved in Youth Affairs. I feel that the mature atmosphere of Research School has given me the necessary skills to succeed in my education. If I did not find out about this Research School it would be unlikely that I would be as community involved as I am now. I would have little motivation and would have lost confidence in myself. This College has given me a major step toward the direction that I wish to pursue in my life.

S5

I am an Adult Re-entry student at Research School. I am only 19 but have not been to school since I was 14. I have been in and out of jobs and on and off the dole for 5 years and feel like I am travelling in circles. I made the decision to return to school and hopefully finish Year 12. Making the decision to learn is where Adult Re-entry students differ from Secondary students. People of all ages are here by choice and enjoy learning and we all should have the opportunity to be here and should be encouraged.

S6

I am a mature Adult re-entering school for one specific reason: to pursue my education towards a career. I found that over the years after raising my family I had lost touch with my career especially with the new technology. Now, after one year of studies, I have decided to change my career and pursue a new one. Even at my age I am finding it enjoyable and looking forward to going out into the workforce.

S7

I have chosen to study this semester at Research School due to Adult Re-entry being suitable for part-time study, whereas at a public school Year 11 is not available part-time. At the age of 16 I was offered a part-time management position in my current job. This was an excellent opportunity for students my age, so I took this on but my studies began to suffer as a result. This was due to full-time schooling being too demanding to fit into my work schedule.

Coming from a large family of an average income, I have been required to pay my own way since the age of 16, so this job was helping me survive. I wanted to continue my studies at this level but also continue my position which public high schools would not allow me to do. I am now studying part-time whilst gaining experience in the workforce.

S8

I, like many others of my student friends, do not come from a private school. I worked in two different factories for four years and then realised that I must go back to school and improve my knowledge and understanding. Not only have I started achieving this, but I am improving my job prospects. I believe that many young Adults leave school without realising how limited their options will be later on.
S9

I came out of a Catholic Orphanage raised by The Sisters of Saint Joseph. As a teenager in 1954, I was put on a farm. In 1950 I had lost a year of schooling due to polio and Grade 7 was the maximum year I reached. I am back at school at the age of 60 trying to learn from the education I missed. Also, the technical age has left people of my era behind. I believe my writing skills have improved, my general knowledge is greatly enhanced and I mix better with people of all ages. I am a young 60.

S10

As a young person growing up on a farm in Queensland after the Second World War, I was not able to attend a conventional school until I reached high school level. I attended a Catholic High School for two years and passed what was called Junior Year Public Examination.

After school I entered the nursing profession. Later I came to South Australia, met and married my husband, and had two children. When my husband died I found that I had time on my hands. I do a lot of voluntary work which I enjoy, but felt I needed more. I have always liked to learn new things - I have an inquiring, mind. Also I want to keep my mind active - if I don't use it I might lose it! Last year I came back to school and am enjoying it so much that I want to go on and eventually matriculate - probably in 2002!

S11

We have a wide cross section of the community here. We have young people coming back to get their grades, we have the 25 - 30 year olds, the single mums, who have decided that without the advantage of an education they cannot get on.

I am a mature student and there are lots here who learn new skills when they have, through no fault of their own, ended up on the scrap-heap of life. For me it has been a rehabilitative experience after the death of my son. I can now live through companionship and learning - learning to build my life again. I can cite numerous other experiences, all valid, for coming to this facility to learn.

S12

I am an Adult student, due to a mistake I made in 1996. I am going to finish school and go to the University of South Australia or Flinders University. I will be doing a Psychology course.

S13

I returned to Research School to complete my Year 12 so I had more options in our one-sided society. I would like to have all the opportunities that wealthy kids have to go to school and get a good education and then get a good job.
3.4.4 Response to the 1998 funding re-adjustment

The strategy of diversifying the curriculum which the Research School had adopted from 1993 as a response to the change in government, as well as to the shift in student need, proved successful in maintaining adult enrolments at the site. Indeed, over the following six years, the curriculum diversification continued in two ways. There was the extension of bridging and foundation courses for the increasing number of students who needed to develop basic literacy, numeracy and study skills. The second was in the area of specialised vocational areas, as co-operation between the adult sites and local TAFE colleges increased and the Research School became a registered training site. By 1999, the Research School had stabilised with fairly consistent enrolment of just over 1000 adult student bodies a year.

After the 1998 funding re-adjustment, (which meant the site lost its ‘seeding funding’), the on-going funding of staff and resources at the Research School depended solely on the maintenance of student numbers. The resulting diversification of adult re-entry curriculum, at the initiative of the individual sites, can be seen as an illustration of the way the privatisation of the public sector of schooling was being encouraged and expected by the state government of the time (see 2.10.1). The Research School was, along with adult sites, now conceptualised as a business unit on the open market for adults who wished to return to education. Advertising its programs and policies increasingly became a matter of concern to the Research School.

The diversification of the adult re-entry curriculum resulted in a greater social, cultural and educational diversity among the individual adults who made up the student body. The nature of this diversity was highlighted in the previous section. Each of the thirteen students profiled,
for example, had very different family circumstances and experiences, and came to the school with different educational needs. The 1997 internal survey also provided some evidence that this diversity was causing some strains within the student body itself. The open-ended questions revealed that some respondents saw pressure from other students as a barrier to study, while suggestions for improving the learning experience at the Research School included the comment to ‘eliminate marijuana users’. The on-going challenge for the Research School was for its staff to be as understanding and flexible as possible in accommodating all the students who were enrolled.

3.5 2000–2005 Competition and new student challenges

During the final period being investigated, 2000–2005, the development of the adult campus at the Research School was marked by two challenges. The first was the on-going Departmental expectation that it should be openly competitive in the market for adult students in order to maintain student enrolments and hence the level of Departmental funding needed to remain viable as a separate campus. The Adult Student Counsellor claimed that course competition from educational providers, such as private institutions and universities, was one of the main features of the years 2000 to 2005. Moreover, in contrast to the earlier co-operation and net working among the adult sites, this period witnessed a competition in advertising among them, as each school or college made a bid to attract adult students to its programs (see Appendix 6.2.7).

The second challenge was a consequence, on the one hand, of the growing public recognition of the achievements of the Research School’s campus and, on the other, of the pressure to keep student enrolments as high as possible. New types of adult students, with
quite different educational, social and emotional needs, were being attracted to the campus and being accepted by the School. These included students with various disabilities and those with mental health related concerns. They presented a new set of social justice issues, requiring different programs, facilities and often higher levels of counselling and learning support (see Appendix 6.2.7).

A wide range of School documents was available for consultation and interpretation from this period. Partly this was the result of the Adult Campus formalising many of its policies and procedures in handbooks prepared for staff and adult students. Others were published as a part of the school's marketing and publicity strategies. One of the noteworthy features was the change in presentation and production evident over this period. At first, as in earlier periods, school documents were produced in house by secretarial and administrative staff as typed and copied papers. By the end of the period most public documents were professionally designed and published to enhance the image of the Adult Campus in comparison with other sites. Moreover, in addition to the Annual Reports for this period, the School generated a detailed analysis of student enrolments from 2000 onwards.

3.5.1 Publishing the Adult Campus’s Vision and Mission

One of the key statements published during this period related to the Adult Campus’s Vision and Mission. This is perhaps best seen as an extension of the Statement of Purpose which the Principal had been expected to include in the School’s Annual Reports during the late 1990s. As published in the 2003 Adult Students’ Diary (see Figure 9), these can be evaluated as concise and pithy statements which managed to encapsulate a number of the key strands
in adult re-entry education which have been discussed in earlier sections of the Portfolio (see 1.5; 2.5.1; 2.5.2; 2.10.1; 2.10.2).

The Vision Statement emphasizes the commitment of the Adult Campus to:

- learning and teaching of the highest standard;
- a lifelong learning approach
- preparing for future possibilities; and
- the school as a community of learning (see Figure 9).

It is noteworthy that the 2003 Vision statement does not explicitly mention the ideals of social justice or equal opportunity nor does it describe the school as an adult re-entry site. These were terms most commonly used in the early nineties when the Adult Campus was being established. Instead, the Statement refers to lifelong learning, which had become the most common way of expressing the social justice concerns of adult students in the late nineties (see 2.10.2). However, as noted in Part 1 of the Portfolio, people like Keeves (see 2.4.2); Steinle (see 2.7.3) and Fricker (see 2.7.4) had recognised much earlier the importance of public education making provision for individuals to continue learning throughout their lives. Hon Greg Crafter, as Minister of Education, had also acknowledged this as a rationale for establishing the adult re-entry sites (see 2.7.1).

The Statement of Mission sought to express the vision in more practical terms (see Figure 9).

It focussed on three things as the crux of the Research School’s concern – people, skills ideas. This triad became the logo of the Adult campus (see Appendix 6.5.4 top right hand corner). In addition, the statement stressed that the Research School

- catered for students of all ages;
- offered a wide range of academic and vocational programs;
- had a focus on technology learning; and
- offered a flexible and supportive learning environment.

There is evidence that the Vision and Mission Statement was in fact the cornerstone of the School based policies in the Adult Campus. The middle three paragraphs of the Welcome page in the Adult Student diaries for 2003 represented a re-working of the Vision and Mission Statement, specifically in terms of the implications for the students (see Appendix 6.5.1). In the same way, the Mandate section of the Staff Handbook for 2002 (see Appendix 6.5.2) can be seen as the detailed spelling out of the implications of the Vision and Mission Statement for those teaching adult students.

The Vision and Mission Statement became part of the Site Learning Plan of the Research School (published in 2006) which indicated that the Research School was aiming to:

- ‘provide high standard of teaching, management and service
- create an environment that enhances learning
- develop the skills and attitudes for life long learning in a global community
- support each individual to achieve challenging goals
- develop in its students a sense of worth, self motivation, self discipline, self confidence as perceived by themselves and others’.

(Research School, 2006, Appendix 6.4)

In discussing this with staff, the Principal of the Research School explained that the triad of people / skills / ideas presented the key values of the school. The people emphasised respect, responsibility and honesty. The skills component put focus on excellence, diversity
and relevance. Finally the ideas component put pointed to knowledge, innovation and empowerment (Research School, 2006, Appendix 6.4).

The Research School, sought to support all students (adult and continuing secondary school) in achieving their desired future through access to flexible and diverse learning. The aim was to enhance the students’ academic, vocational, civic, social and individual well being.

In the Principal’s view, the Statement incorporated a number of beliefs, or what has been called in this study ideological perspectives (see 1.5.3). One related to an ideological position on education which stressed the importance of literacy and numeracy skills for all students as tools for living and learning; upheld the ideal that learning was lifelong; recognised that education programs should be broad enough to cater for the diverse needs of students; and accepted that extensive support services were needed to enhance students’ learning. The other important area of ideological perspective related to adults as human beings. According to the Principal this included recognition of the dignity of all students, and conversely, respect for the rights of others. Relationships within the school community were expected to be positive, free from negative forms of discrimination. Principles of social justice and equity were essential for developing inclusive practice both in teaching and administration. This was to be further developed through democratic decision – making, leadership involving students as well as staff, open communication and the encouragement of individual initiative and enterprise (Research school, 2006, appendix 6.4)

Through expressed in twenty first terms, these ideals are consistent with the ideological perspective of equality of opportunity in education as voiced by the Karmel Committee in
earlier decades (see 2.3). They also share something of the radical approach to adult education in their view of students’ status and potential (see 1.5.3). However, the simultaneous stress on the role of the school in forging good relationships with students and providing support services suggests that the Research School’s ideal for its Adult Campus came closer to the holistic model of school response, outlined in 1.5.4.
Figure 9: Vision and Mission Statement of the Adult Campus of the Research School


VISION STATEMENT

Research School will be recognised as a learning centre with the highest standards of teaching and learning practice. The College community will meet the challenge to acquire life-long learning skills to face confidently a rapidly changing and rewarding future.

MISSION STATEMENT

Research School values people, ideas and skills in a relevant, technology-based learning environment. We offer students of all ages opportunities to select academic and vocational courses tailored to individual needs.

We provide

- an extensive curriculum
- technology-rich learning
- responsiveness to individual needs
- a supportive, flexible environment

WELCOME TO RESEARCH SCHOOL ADULT CAMPUS

Welcome to the Adult Campus of Research School which caters for the needs of adult students returning to Secondary Education.

Research School has a rich history in adult education being first established as an adult re-entry school in 1984. Its name reflects the history of the local area and its connections with the famous pioneering XXXX wine and grape growing family.

People are the key to teaching and teaming programs and Research School prides itself on the quality of its educational programs which are widely recognised in the Community. Our adult learning environment is based on open communication, respect, genuine interest and empathy for adult students and the unique circumstances they bring to education.

The Research School Adult Campus welcomes adult students of all ages and all backgrounds, irrespective of previous educational experiences. There will be a course available to suit your needs.

The Research School offers a wide range of modern facilities including significant access to information technology to support adult learning.

I urge you to read the information contained in the early sections of this diary and use the diary as a means of planning through your chosen course of study.

Never hesitate to seek further information or advice you require from any of Research School's helpful and supportive staff.

I wish you well for your studies this year.

XXXXX
Principal
3.5.2 Catering for new types of students

The Adult School Counsellor, in her interview, remembered the period 2000 – 2005 as one in which the Adult Campus had to constantly diversify its curriculum in order to cater for the educational needs of adult students who were seeking to enrol at the school. There were, she recalled, increasing numbers of adult students who came from socially marginalised situations: those where poverty was the ongoing reality of life; those faced with immediate financial crisis; those who depended on government pensions, particularly for disability and mental health reasons. Another quite different source of new students were younger adults who had been away from school only for a short time, as well as senior secondary students from other schools seeking to study subjects which were not available at their site (see Appendix 6.2.7).

According to the Assistant Principal, these new types of adult students brought new challenges which staff had to find constructive ways of dealing with in terms of curriculum teaching and organisation. Those with disabilities and mental health issues often needed more than other students in basic learning and counselling support. Sometimes it was important to recognise that there were underlying problems beyond the control of the School. Consultation with and referral to other agencies became an important part of the Adult Counsellor’s role. The younger adult students, who had little time and experience away from school, were at times less mature in outlook than adult students from previous decade (see Appendix 6.2.1 and 6.2.7).

There was further expansion and diversification of the programs offered by the school in order to cater for the new types of adult students. The outline of courses presented in the
Adult Campus Handbook (see Appendix 6.5.3) and the 2005 Annual Report suggests that the Adult campus continued to provide three main program strands, with sub – strands within this:

- Bridging and Foundation subjects and courses;
- Vocational subjects and certificate courses;
- SACE Stage 2 subjects of all types.

The Bridging subjects and courses were designed for adults who had not completed year 10 secondary studies. Individual subjects included Adult Literacy Skills, Adult Numeracy Skills, English as a Second Language and Music. The Research School offered the Certificate in Adult and General Education (CAGE) for those students who successfully completed all subjects. In 2005, this was replaced with Certificate 2 in Access 10 from the Canberra Institute of Technology. These bridging certificate courses were designed as the beginning stage for adults who were re – starting secondary education with no senior secondary studies (Research School, 2005b; Appendix 6.4)

The Foundation studies were pre – SACE subjects intended for students who had limited senior secondary education. They included academic subjects like Mathematics, Science, History and Languages at the equivalent of level, as well as technology and arts subjects. The South Australian School of Languages used the Adult Campus site to teach Italian in the evening.

The other subjects were available at both day and evening times, on a term and semester basis (Research School, 2005b; Appendix 6.4). The vocational strand offered both individual
subjects and vocational certificate courses. The Adult Campus of the Research School was able to provide these in its capacity as a Registered Training Provider. The separate subjects such as Accounting, Animation, First Aid, Hospitality and Food, and Wine Appreciation and Making were for those students, who wished to include them, as part of their SACE, and count them towards an eventual certificate, or just study them out of interest. The number of vocational certificates offered had increased to include

- Certificate 1 and 11 Apprenticeship pathways
- Certificate 11 Business
- Certificate 111 Business Administration
- Certificate 11 and 111 Community Services
- Certificate 11 Hospitality
- Certificate 11 and 111 Information Technology
- Certificate 111 Screen (Animation)
- Certificate 1V Screen (Media Arts Production Skills)
- Certificate 11 Sport and Recreation
- Certificate 111 Tourism (International Retail, Travel Sales)
- Certificate 11 Tourism (Operations)
- Certificate 111 Tourism (Guiding)

The subjects for these Vocational Certificates were offered in both day and night classes (Research School, 2005b; Appendix 6.4).

In the third main program strand, related to SACE as a Year 12 qualification, the number of options available had increased extensively. No longer were they restricted to subjects required for university entrance. In both the Group 1 Subjects (Arts / Humanities / Social and Cultural Studies) and the Group 2 subjects (Mathematics / Science / Technology) there was a range of subjects that could be counted towards a Higher Education Score (HESS General), of those which were Restricted in the number that could be included in HESS, and
those which could not be counted toward HESS (Non – HESS). In all there were 34 HESS General options available, 23 HESS Restricted and 3 Non – HESS. A number of these options, particularly in the later two categories, had been developed to cater for the younger group of adult students wishing to complete SACE (Research School, 2005b; Appendix 6.4).

As part of the push for competitive innovation, the Research School’s Adult Campus became linked from 2003 onwards to a social justice initiative of the University of South Australia in the delivery of a program referred to as Uni SA - PAL, University of South Australia Preparation program for Adult Learners (see Appendix 6.5.4). The brochure described this as a bridging program, but it was designed to bridge mature age students without senior secondary qualifications directly into certain non – specific undergraduate programs offered at the University of South Australia. In this way it side - stepped SACE as the normal pre – requisite for university entrance. The subjects which made up the program and the course materials for each subject were determined by the University of South Australia. The basic eligibility criteria for those wishing to apply for the program were laid down by the University. In addition their staff moderated the assessment of the subjects and the results achieved by the students determined which University of South Australia degree program they proceeded into. However, the Research School was responsible for the actual selection of students, usually a class of up to 25 students, and the face – face teaching and marking of the subjects, in consultation with staff from the University of South Australia (see Appendix 6.5.4).

The full extent of all these programs is most clearly revealed in Figures 10a to 10d, the 2005 time - table for each of the main strands. The complex time – tables and the wide range of subjects offered over five days and four nights a week is in sharp contrast to the proposed
time – table in the school’s first year of official operation as an adult re – entry site (see 3.3.3).

Figure 10a: 2005 Adult Campus Timetable for SACE subjects STAGE2(YEAR12)
(Source Research School)

| Group 1 Subject - Arts/ Humanities/ Social & Cultural Subjects - shown as eg G0101 Aust Hist (Italic) |
| Group 2 Subject - Maths / Science / Technology - shown as eg G0102 Biology (normal) |
| Classification by negotiation - shown as eg R0611 Com St A (underlined) *means the subject is taught combined with another class |
| VET Stand alone - shown as V0214 HO3D SA (italic underlined) |

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### 2005 Adult Campus Timetable for Foundation Subjects

(For adult students only and can be of Stage one standard)

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**Figure 10c: 2005 Adult Campus Timetable for Vocational Subjects**
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For the Diploma in University Studies and the Certificates 2 and 3 in FT, see the "Foundation" sheet
3.5.3 Enrolment figures 2000 - 2005

From 2000 onwards the School generated its own detailed analysis of enrolments in the various programs. These data are summarised in Figure 11. The breakdown of the specific categories in the columns is:

- Column 1 (Code 11), Foundation Studies and Access 10 (a course updated from the Canberra Institute of Technology – formally known as CAGE)
- Column 2 (Code 12), first time adults studying Year 12 SACE
- Column 3 (Code SP), Year 13 adult studying Year 12 SACE
- Column 4 (Code SR) computing, vocational certificates and Uni SA – PAL.

Overall, it can be seen that the total numbers enrolled in FTE (full – time equivalent enrolments) remained fairly constant, with a peak of 583 in 2001 and a low of 551 in 2004. In terms of actual bodies, these represented 1300 adult students in 2001 (Research School, 2002, Annual Report, p. 26; Appendix 6.4) and 1059 in 2004 (Research School, 2005, Annual Report; Appendix 6.4). The variation in enrolments in the various programs is of interest. In 2000 enrolments in the bridging programs (Column 1) represented about a quarter of the total, but by 2005 this had declined to fifth, with even fewer numbers in 2002 – 3. Enrolments in SACE (Column 2 and 3) ranged from well over a third of the total in 2001 and 2002 to just over a quarter in 2004 and 2005. The Vocational programs over the period, however, showed a slow but steady increase in enrolments from 45% of the total in 2000 to 52% in 2005.

Some understanding of adult enrolments compared to numbers in other parts of the Research School can be gained from Figure 12a and 12b, which give the overall 2005
enrolments for Terms 1 and 3. The figures for the Centre for Multiple Disabilities are full time numbers. This is another important component of the Research School, although it contributes a comparatively small proportion of the total School enrolments. The Adult Campus represented roughly one half of the Research School's total FTE enrolments, slightly more in Term 1 and slightly less in Term 3. The senior and middle school enrolments of full time secondary students amounted to roughly the same FTE number as the Adult Campus's over 1000 term 1 students (in terms of bodies) and 1500 Term 3 students. The difference in bodies between Term 1 and Term 3 illustrates the difficulties that many adult students have in sustaining a heavy study load. The figures suggest that in the second half of 2005 more adult students were studying a smaller number of subjects. This discrepancy can be explained in part in the number of adults not continuing with so many subjects due to work related or personal circumstances. The Research School's Annual Report provided a breakdown of the 2005 enrolment figures which would confirm this interpretation. Total enrolments in the Adult Campus amounted to 1294 student bodies, which equated to 557 full time students. According to the Report as many as 40% of the total number were studying only a single subject (Research School, 2006, p. 47; Appendix 6.4). Their ages ranged from 16 to 80.
Figure 11: Adult Student Enrolments (FTE) for Term 1, 2000 - 2005


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<tr>
<th>Year</th>
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<th>SP</th>
<th>SR</th>
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<tr>
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<td>67.60</td>
<td>287.20</td>
<td>551.80</td>
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12a: 2005 Term 1 Enrolment Statistics by School for Research School
(Research School, 2006)

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<th>Bodies</th>
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Grand Total | 1074.23 | 1629 |
### Figure 12b: 2005 Term 3 Total Enrolment Statistics for Research School
(Research School, 2006)

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| Grand Total | 1010.30 | 2146 |
3.5.4 Methods of communication

In this period where maintaining student numbers was so important, ways of contacting potential new students became a more varied and advertising more extensive. The programs and specific courses being offered at the Research School’s Adult Campus were advertised in the local Messenger Press across metropolitan Adelaide, as well as in the daily Advertiser and DECS publications, in larger and more impressive format than in earlier years. Information about the courses was now made available in printed brochures, as part of the School’s advertising campaign to attract maximum student enrolments. The following examples are included in Appendix 6.5.4:

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

In addition, the Research School developed its own website to provide all relevant information to those who wished to access it on the internet.

Despite all these new avenues of contact, the marketing analysis report to the Adult Campus Meeting on 24th January 2003 indicated that word of mouth was still the most common way for students to find out about the Adult Campus’s programs (60% of responses). Another 25 % knew about it because they lived in the area. The Messenger Press accounted for 12% of replies and The Advertiser 4% (see Appendix 6.5.5).
Once individuals had made the decision to become an adult student, the Research School used both oral and written forms of communication to enable them to complete the enrolment process and receive the necessary information about school regulations, teaching organisation and school resources. Face to face counselling of students at the time of enrolment was still considered vital and the staff was given specific training in this. Counsellors had an on going role in the provision of tutorial support, assisting students in difficulties and providing information about university entrance, SACE deadlines and regulations, as well as student activities and the Adult Student Committee.

At the beginning of each course, orientation sessions were held for the students. Teachers talked with them about how teaching and assessment was organised, what was expected of them as students and what recourses and support were available to them. Throughout the year, when issues arose that required the whole adult student body to be briefed, key teachers would ‘adopt a line’ and make it their responsibility to personally visit and talk with the students in every subject on that time – table line.

Much more use was made in this period of printed sources of information for students. Reference has already been made in previous sections to the Adult Student Diary and Adult Campus Handbook. Examples of these and the sort of information they provided can be seen in Appendices 6.5.1 and 6.5.3. In addition, the School continued to publish a regular Adult Campus Newsletter. Examples from newsletters over this period are presented in Figures 13a to 13c.
The three pages selected provide examples of the same five categories of items discussed in section 3.4.2. Figures 13a and c, however, contain items not previously seen: information about related but non-school agencies which the school considered could be of interest to some of the adult students. In this case, the information related to a free session on Understanding Your Teenager, supported by Parenting SA, and a request for volunteers to help at Uniting Care, Wesley.

Figure 13c demonstrates a new more professional format for the Adult Campus Newsletter making it more consistent with other public documents produced by the School in this period. The most notable feature of the new look newsletter was the inclusion of lots of photographs of staff and students participating in various activities of the Adult Campus, such as the Easter Morning Tea and the Anti-Cancer BBQ. The items contained in the new format still covered the same basic categories, but there was one addition. The newsletter now sometimes carried articles advertising programs which the School was offering in the coming semester. In Figure 13c, this is exemplified by the articles on the foundation wine making course.
FEES

All fees are now due. Some of you have engaged in agreements to pay your fees during Term 1. Please keep to those agreements. If you are having difficulties with the fees, see XXXXX, XXXXX or XXXXX and we can help you sort things out. Statements of fees owed will be issued soon. If you are not continuing with a subject, it is essential to withdraw officially from it by consulting with a counsellor.

If you have applied for Schoolcard your fees will have been adjusted by the amount of $215.00. You are entitled to this full reduction to your fees if you are enrolled at the College for the full year.

However, if you leave before the end of the year the College will not receive the full $215.00 from DETE. For example if you leave at the end of term 1 the College will have received ¼ of $215.00 Therefore an adjustment may be made to your account because of this and the refund you receive if you leave may be smaller than you expected.

UNDERSTANDING YOUR TEENAGER

DO YOU HAVE CHILDREN AGED 8-18?
THEN THIS IS A MUST FOR YOU.
HILARIOUS! AFFIRMING! INFORMATIVE!
CHALLENGING!

VENUE: XXXXXXX
FOR INFORMATION PHONE
XXXXXXXXXX
DATE: Monday 27th May
TIME: 7.00 pm to 10.00 pm
(NO CHARGE)
(Supported by Parenting SA)

BOOKROOM HOURS

The Bookroom / Student Services is open for the sale of stationery and payment for excursions at the following times:

Opening hours:

<table>
<thead>
<tr>
<th>Time</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before school</td>
<td>8.15 to 8.45am</td>
</tr>
<tr>
<td>Recess</td>
<td>10.45 to 11.05 am</td>
</tr>
<tr>
<td>Lunchtime</td>
<td>12.55 to 1.30pm</td>
</tr>
</tbody>
</table>

Financial services is open from 8.30 am to 4.30 pm for fee payments only.

(College fees may be paid at the fee office window at other times).

MAPS STUDENTS

For you. Apart from music, a bit of chat and the odd interview there will be a daily giveaway of Radio Adelaide’s feature CD for the week. And where is Radio Adelaide? 101.5FM of course. Catch the MAPS students and have a chance to win the feature CD.

Student XXXX (MAPS Radio)

WBLA

If you hope to achieve the SACE this year you will need to complete the Writing Based Literacy Assessment (WBLA). This requires the submission of 4 pieces of writing (250 words each) done in your classes, with a cover sheet attached - available from the Adult Office.

The WBLA panel will meet later in the term and you should aim to submit your pieces by 31st May.

Queries to XXXXX, the WBLA Coordinator, or the Adult Campus Staff.

Faith Matters

A Love Story

Like most people, I find the news bulletins on TV and Radio very disturbing, especially the events in the Middle East. What is it about that part of the world that makes people hate so strongly, especially religious people? As Chaplain, I try to present Love and fellowship as...
Adelaide University

Adelaide offers a range of scholarships - for example the Adelaide Access Scholarships - for students commencing University. These are based on academic merit and financial need. Application forms are available from the Student Centre or scholarships website: http://www.adelaide.edu.au/scholarships

Bonus points for studies in Specialist Mathematics (2) and LOTE. (2) will again be added to the University aggregate of students applying for Adelaide University programs.

Hamilton students will also receive Fairway Scheme bonus points.

See XXXXXX when she returns to discuss particular scholarships and for further information.

Flinders University

Flinders University offers a number of scholarships to commencing students and has some Special Access Schemes to encourage people from a range of backgrounds to attend University. For more information contact the scholarships website: http://wwwfp.flinders.edu.au/scholarships

The Student Equal Access Scheme (SEAS) is available to students who are on schoolcard and who will be completing SACE at the end of this year. This scheme offers financial support and assistance with Tertiary Entrance to eligible students. There is an application form and process and this needs to be completed before the end of this term. Contact XXXXXX when she returns if you are interested in SEAS.

University of SA

USA also offers a range of undergraduate scholarships. Information may be found on the website: www.unisa.edu.au/index/scholarships.htm

UNISA also has a Special Access Scheme called USANET. Students (including adults) currently studying Year 12 at a Target School (Research School is a Target School) and who receive one of the following, may be eligible:

♦ Schoolcard
♦ Youth Allowance
♦ Austudy
♦ Abstudy

Students on Schoolcard attending Hamilton will receive 4 USANET bonus points. Students on Youth Allowance will receive 4 USANET bonus points. Students on both Schoolcard and Youth Allowance will receive 5 USANET bonus points.

Students who think they will be eligible should complete an application form and return it for verification by XXXX or XXXX. This is very important. Forms are available from the Counsellors, Adult Office or XXXX, SACE Coordinator.

Additional bonus points for Mathematics.

The University of SA will offer 2 bonus points (up to a maximum of 4) for satisfactory Achievement of SSABSA Stage 2 Mathematical Studies, Specialist Mathematics or Mathematical Methods. There are booklets on all of the above. Each Counsellor has a limited supply of copies. They are readily available at the Universities themselves.

Please don't hesitate to ask for some information about scholarships - there are more offered each year and it is worth applying.

CAS HAWKER SCHOLARSHIPS

The CAS Hawker Scholarships are the most generous privately funded scholarships available to undergraduate and postgraduate students in Australia.

Established by Charles Hawker's sister Lilias Needham, the prestigious CAS Hawker Scholarships are valued at up to $60,000 over four years. Since 1991, the Trustees have awarded more than 1.8 million dollars to thirty-nine young Australians, including a significant number from regional areas. There are a number of fully and partly funded Scholarships awarded each year. The Trustees offer them to academically capable students of principle and character, who are committed to Australia's future. Selection is based largely on personal qualities.

SCHOLARSHIP APPLICATION DATES:

Scholarship applications for 2003 open on 1/12/03. Scholarship applications for 2003 close on 16/1/04.

HOW TO APPLY FOR THE SCHOLARSHIP:

An application form and further information are available from the website: www.hawkerscholarship.org or contact the Secretary to the Trustees at TOWER Trust Ltd. On (08) 8218 4911 or see XXXXX

CANTEEN

OPENING HOURS

8.15am - 1.45pm
5.00pm - 7.45pm

HOT MEALS SERVED
from 5pm

Figure 13b: Adult Campus Newsletter, August 2003, p. 3.
ENTRY TO DENTAL SURGERY, ORAL HEALTH OR MEDICINE IN 2006

INFORMATION SESSIONS

Potential applicants, parents, school career advisers are invited to attend the following sessions:

Saturday 2nd July, 2005
1:00pm - 2:00pm: Oral Health and Dentistry as a Career
2:00pm - 4:00pm: Medicine as a Career
Venue: Union Building, Adelaide University, North Terrace
Campus. Enter via Victoria Drive (parallel to the Torrens River)

Wednesday 6th July, 2005
7:00pm - 9:00pm: Medicine as a Career
(This is a duplicate of Saturday's session)
Venue: Florey Lecture Theatre, 1st Floor, Medical School, Frame Road, Adelaide

An information booklet will be available from 1st June 2005 on the University website www.health.adelaide.edu.au

All enquiries (08) 8303 5336 or via email admissions.health@Adelaide.edu.au

IN MEMORIUM

xxxxxxxx

Teachers and students were saddened by the accidental death of XXXXXX at the beginning of the Term.

XXXX was new to the College in 2005 and was doing well in his Stage 2 subjects. He was well-known, even after a short time at the College, for his involvement in music and bands.

Many of Research School’s students, XXXX’s friends and colleagues, attended XXXXX’s funeral on 10 May at XXXXXXXXXXX

VOLUNTEERS NEEDED

UNITING CARE, WESLEY

Ever wondered how you could make a difference?

We currently have these opportunities available

- Phone Support - make a weekly phone call to some socially isolated people in the community.
- Telelink - Convenor - lead a weekly group phone conversation for socially isolated individuals in the community.
- Friendly Visiting - visit someone in their own home for some social support.

These positions are voluntary and within your own community. We provide support and training.

For more information please call Jean on (08) 8202 5130.

NEW NURSING PROGRAM 2006

The University of Adelaide will be offering, for the first time in 2006, a new Bachelor of Nursing Program. This will have a clinical focus.

Details about this and other tertiary courses at TAFE and University will be available early Term 3 through the SATAC guides.
FOUNDATION WINE MAKING

The Foundation Wine-making course has enabled students to have hands on experience with making wine. Students picked grapes from the Adelaide Hills then transported them to Patritti winery. Grapes were crushed and allowed to ferment for a week. During this process chemical analysis was conducted and the grape juice was adjusted to finally produce a high quality wine. The wine was then placed into oak barrels to mature.

Students have the opportunity to work closely with Geoff Patritti and his wine makers, gaining expert knowledge and experience. Currently the students are planning a vineyard and are working hard to organise a trellis and watering system. Grape vines will be planted later this term and will take several years to produce the first crop. During this term students will visit vineyards, a Wine Show and visit a number of wineries.

This course is only offered in Semester 1. If any Adult student is interested in winemaking please contact a course counsellor. XXXXXXX
NOTE:
These figures are included on page 218 of the print copy of the thesis held in the University of Adelaide Library.
3.5.5 Teachers, professional development and staff guidelines

The full – time teaching staff at the Adult Campus remained fairly stable over this period with new or existing staff teaching a greater variety of courses. Moreover, the increase in subjects being offered in specialised areas meant greater use of part – time staff. There were changes in leadership roles, however, with a new Principal for the whole Research School appointed in 2000. In the Adult Campus the most senior position, that of Assistant Principal, continued to be filled by the same person, Mrs P C.

On – going professional development in the areas of adult learners, further education and life long learning was considered essential for all staff. Often this was built into regular staff meetings of the Adult Campus. An example of this can be seen in the papers for the Adult Campus meeting for the 24th January 2003 (see Appendix 6.5.5). The first item on the Agenda was ‘Adult Learning’, with the discussion based on two attached articles, one on practitioner views on the benefits of further education and the second on assumptions about adult learners.

The other items on the agenda for the meeting point to through teacher preparation and orientation for the start of the 2003 school year. A consideration of the characteristics of the student cohort, as well as practical information on orientation week rosters, class lists and ID cards and clarification of such issues as procedures for staff on student absences were all included. Such through organisation of staff had been a feature of the Adult Campus from the outset.
A good example of the Research School’s approach to organisation can be seen in the procedure developed for the enrolment of adult students. This involved each student meeting with a school Counsellor over the period November to March. Since Counsellors were available at both day and evening times to suit the varying circumstances of adult students, this usually proved to be a period of intense activity. Those involved included staff who were professionally trained counsellors or who had extensive experience in the counselling of adult students. In addition to the Assistant Principal and the Adult Campus Co-ordinator, a number of teaching staff volunteered to be counsellors during the enrolment period. These volunteers were usually drawn from those who predominantly taught adult students or key staff for specific certificate courses. All staff involved in the counselling took part in a major training session held in November each year. With the support of the Adult Campus Counsellor and Co-ordinator, and others providing specialist information, the Assistant Principal guided staff through the whole counselling / enrolment counselling process, as outlined in the School’s Handbook of Procedures, and its accompanying forms and information for outside agencies like SSABSA, the universities and Centrelink. It was also necessary for counselling / enrolling staff to have a working understanding of EDSAS, the information technology data system used in all South Australian public schools. Figure 14, the Agenda for the Adult Counsellors’ Meeting on Tuesday 18th November 2003, illustrates the complexity of the procedure which the counselling staff needed to be familiar with in order to guide students through their enrolment.
As in the case of student materials, this period saw the consolidation and formalisation of staff documents relating to school procedures, Adult Campus guidelines and instructions to staff into a Staff Handbook. A copy of the 2002 Staff Handbook is included as Appendix 6.5.2. Its first section, Mandate, began by clearly defining what the Research School regarded as adult students. It then provided an outline of the vision and mission of the Adult Campus, as it related to the teacher’s role. Points 10 – 12 attempted to situate the Adult Campus within the wider educational context. The School was to be seen as part of a
wider network ‘that collectively exists to service the secondary education needs of its clients’. The last point was a reminder to staff that the Research School was a multipurpose campus, which served the interests of both adolescents and adults. On a more practical level, the Handbook gave information on School Policies, Reporting Practices and Administration, which dealt with matters as mundane as roll books, reporting absences of staff and students and mail boxes.

In these ways the leaders of the Adult Campus tried to encourage an understanding of its adult students and a well organised but flexible approach to teaching which ensured that the staff would become good teachers of adults. In the opinion of the Assistant Principal, this meant being ‘honest and upfront’ in teaching, being knowledgeable, well prepared and [giving] clear directions’. The key was in the quality of interaction between teacher and students; being not ‘authoritarian’ but adopting a ‘style of address […] and tone’ which showed the teacher’s awareness of the adult experiences of the students and the way they ‘like to converse’ about them in class. Where this respect and appreciation for individual students was lacking, teaching usually proved ineffective and students were quick to complain and leave, rather than waste their time and effort (see Appendix 6.2.1). The Research School’s professional development and detailed staff guidelines were intended to ensure that such outcomes happened as rarely as possible at its Adult Campus.

3.5.6 Student views and experiences

In 2001 and again in 2004, the Adult Campus conducted a survey of its students, similar to the one undertaken in 1997 (see 3.4.3). Their purpose was to gain information about the background of the students and to seek their evaluation of the school’s programs and their
delivery. These Campus surveys were undertaken by the school's senior staff who encouraged all adult students to participate. Most of the questions provided a series of possible answers from which respondents were to tick the one most appropriate to their situation. Some question, however, provided for multiple responses, for giving alternatives or an open expression of views. In addition, there were other formal and informal opportunities for students to describe their experiences of the Adult Campus and its programs, their reasons for returning to study and their future aspirations.

In relation to the Adult Campus surveys, it needs to be pointed out that participation was voluntary; the responses therefore are not necessarily representative of all the students in all the various programs. Staff were aware, for example, that it was easier to get students in evening classes, particularly those doing single subjects, to complete the survey than those involved in full – time day classes that were mainly for SACE or VET certificate programs. The result was that older students doing single subjects out of interest tended to be over represented in the surveys and the younger adult students doing full – time study were under represented (Research School, 2004a). In practice the response rate in 2001 was 467 responses, while for 2004 it was 514 responses (Research School, 2004a). A comparison of the data gathered in the two surveys on the participating students' background details is presented in Table 8.
Table 10: Adult Campus Survey, 2001 and 2004: Students’ background details. (Adapted from Research School, 2001b and 2004a)

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>2001</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>288</td>
<td>62</td>
</tr>
<tr>
<td>Male</td>
<td>179</td>
<td>38</td>
</tr>
<tr>
<td>Total</td>
<td>467</td>
<td>100</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 and under</td>
<td>135</td>
<td>29</td>
</tr>
<tr>
<td>21 – 30</td>
<td>89</td>
<td>19</td>
</tr>
<tr>
<td>31 – 40</td>
<td>84</td>
<td>18</td>
</tr>
<tr>
<td>41 – 50</td>
<td>103</td>
<td>22</td>
</tr>
<tr>
<td>51 and over</td>
<td>56</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>467</td>
<td>100</td>
</tr>
<tr>
<td><strong>Birthplace</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Australia</td>
<td>378</td>
<td>81</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>33</td>
<td>7</td>
</tr>
<tr>
<td>New Zealand</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>28</td>
<td>6</td>
</tr>
<tr>
<td>N. A.</td>
<td>19</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>467</td>
<td>100</td>
</tr>
<tr>
<td><strong>Sources of Income</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Austudy / Youth Allowance</td>
<td>108</td>
<td>23</td>
</tr>
<tr>
<td>Unemployment Benefit</td>
<td>19</td>
<td>4</td>
</tr>
<tr>
<td>Employment F/T</td>
<td>61</td>
<td>13</td>
</tr>
<tr>
<td>Employment P/T</td>
<td>70</td>
<td>15</td>
</tr>
<tr>
<td>Employment Casual</td>
<td>65</td>
<td>14</td>
</tr>
<tr>
<td>Pension (Disability or Sole Parent)</td>
<td>65</td>
<td>14</td>
</tr>
<tr>
<td>Family</td>
<td>33</td>
<td>7</td>
</tr>
<tr>
<td>Partner</td>
<td>23</td>
<td>5</td>
</tr>
<tr>
<td>Other</td>
<td>23</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>467</td>
<td>100</td>
</tr>
<tr>
<td><strong>Level of Previous Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Year 8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Year 9</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>Year 10</td>
<td>74</td>
<td>16</td>
</tr>
<tr>
<td>Year 11</td>
<td>92</td>
<td>20</td>
</tr>
<tr>
<td>Year 12</td>
<td>145</td>
<td>31</td>
</tr>
<tr>
<td>TAFE</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>University</td>
<td>35</td>
<td>7</td>
</tr>
<tr>
<td>N. A.</td>
<td>110</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>467</td>
<td>100</td>
</tr>
<tr>
<td><strong>Source of Information</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other People</td>
<td>277</td>
<td>59</td>
</tr>
<tr>
<td>Live in the area</td>
<td>115</td>
<td>25</td>
</tr>
<tr>
<td>Messenger Press</td>
<td>55</td>
<td>12</td>
</tr>
<tr>
<td>The Advertiser</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>N. A.</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>467</td>
<td>100</td>
</tr>
</tbody>
</table>

In terms of gender, the results are consistent with those of 1997, showing a 2:1 ratio in favour of females. This would appear to have been a fairly consistent pattern in the Adult Campus enrolments, although in 2001 the percentage of males was slightly higher.
Student ages showed some fluctuations from survey to survey. However, a trend to the greatest numbers in the under 20 and the 41 – 50 age group was evident, as senior staff had indicated in their interviews (see Appendix 6.2.1 and 6.2.7). The comparatively high percentage of 2004 respondents in the over 50 age group was interpreted as an anomaly of over – representation (Research School, 2004a). Perhaps the most striking feature of the figures was the spread across all age groupings demonstrating both the demand for adult learning across the individual’s life cycle and the school’s commitment to providing it.

Both surveys revealed that over 80% of the respondents were from Australia and most of the remainder from other English – speaking countries. Only 17 in 2001 and 22 in 2004 spoke a language other than English at home. Compared to an adult campus like Thebarton, which specialised in ESL and New Arrivals programs, the proportion of students who potentially needed English language support at the Research School was quite small.

In relation to students’ source of income, the relatively small proportion of those relying on family, partner and unemployment benefits remained fairly constant across the two surveys. Part – time employment, casual employment represented around the same proportion and accounted for over two fifths of the total. Austudy / Youth Allowance was the source of income for the highest number of students (33%) in 2001, while full – time employment at 21% was the highest in 2004. The result probably reflects the increased strength of the economy and the consequent high levels of employment at this time. A regular and sufficient source of income was important to provide adult students with the financial security they needed if they were to give full attention to their studies. Source of
income helped to determine whether a student pursued full – or part - time studies. Those on youth allowance or government pension were more likely to be able to study full – time, provided other personal circumstances were not a hindrance.

The respondents’ level of previous education showed some variation between the two surveys. The common pattern was that just under a third had been involved previously in studies at Year 12 level and another fifth (slightly more in 2004) at year 11. These two levels thus accounted for over half the students surveyed. Almost a quarter of the 2001 respondents failed to answer this question, but among the 2004 respondents were some at both ends of the education scale. There were three, for example, who had only primary level of schooling and another 25 who had only reached year 8 or 9 in secondary school. At the other end, were 8% who indicated that they had studied at TAFE and as many as 13% who had university level studies. It is possible that the high percentages in these last two categories reflected the high proportion of 2004 respondents who were doing single subjects out of interest.

In addition to gathering information about students’ background, as a means of better understanding their situation, both surveys contained two key questions about the students’ personal motivation and future intentions (see Table 11).
Table 11: Adult Campus Survey, 2001 and 2004; Reasons for Studying and Future Intentions
(Adapted from Research School, 2001b and 2004a).

<table>
<thead>
<tr>
<th>Aspect</th>
<th>2001</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>Reasons for Studying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete Secondary Education</td>
<td>80</td>
<td>16</td>
</tr>
<tr>
<td>Update Skills</td>
<td>146</td>
<td>29</td>
</tr>
<tr>
<td>Study for interest</td>
<td>65</td>
<td>13</td>
</tr>
<tr>
<td>Prepare for tertiary studies</td>
<td>100</td>
<td>20</td>
</tr>
<tr>
<td>Get ready for job</td>
<td>81</td>
<td>16</td>
</tr>
<tr>
<td>Gain a VET qualification</td>
<td>30</td>
<td>6</td>
</tr>
<tr>
<td>N. A.</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>502 Responses</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intentions for following year</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>Workforce</td>
<td>192</td>
<td>37</td>
<td>177</td>
<td>34</td>
</tr>
<tr>
<td>University</td>
<td>93</td>
<td>18</td>
<td>96</td>
<td>19</td>
</tr>
<tr>
<td>TAFE studies</td>
<td>47</td>
<td>9</td>
<td>35</td>
<td>7</td>
</tr>
<tr>
<td>Further adult campus studies</td>
<td>187</td>
<td>36</td>
<td>103</td>
<td>20</td>
</tr>
<tr>
<td>N. A.</td>
<td>0</td>
<td>0</td>
<td>103</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>519 Responses</td>
<td>100</td>
<td>514 Responses</td>
<td>100</td>
</tr>
</tbody>
</table>

Students were first asked to tick which of the responses provided reflected their reasons for returning to study. In both years, the most common reason ticked, representing just under a third in 2001 and rather more in 2004, was to update skills. The slight 2004 increase in those studying for interest was probably a reflection of the fact already mentioned that a greater number of students enrolled in these subjects completed the survey in that year. In contrast, the number preparing for university study or to get a job was lower in 2004, perhaps as a result of the good employment opportunities at the time.

The most surprising result was the very low figures in both surveys for gaining a VET qualification, when the actual enrolment figures showed that the VET programs contained the highest number of students (see 3.5.3). One possible explanation of this result was that very few students in the VET programs actually completed the surveys. It could be
suggested that their involvement in more scattered full – time day classes made them less easy to catch, or less interested in participating in the surveys. Whatever ever the reason, the lack of responses reflecting this group of students needs to be borne in mind in interpreting all the results. When asked to indicate their intentions for the following year, over a third in both surveys expected to go into the workforce. Another quarter were going on to further studies, either at university or TAFE level (with twice as many aiming for university as for TAFE. The greatest difference between the responses for the two years was the number intending to continue their adult studies – 36% in 2001, but only 21% in 2004. The other point to note is the comparatively high number who failed to respond to this question in 2004.

The School’s report on the 2004 survey summarised the qualitative responses to the open – ended questions. When asked for positive comments about the School’s facilities, about half of the participants responded, often with more than one suggestion. Their comments covered more than the facilities of the school and were summarised in broad categories as,

- a supportive atmosphere and friendly teachers
- an appreciation of the needs of adult learners
- adult specific facilities
- affordability and
- safety (Research School, 2004a, p. 4).

Asked what improvements they would like to see at the Research School. Their suggestions, listed randomly in the survey report, included such things as,

- ‘more display of adult work
- different lunch and recess for adults / continuing students
• have mature adults separate from young ones
• cleaner
• extensive notes
• spruce up the building – carpet paint displays improve décor
• quiet study area for study
• information on courses per term and times
• more seating outside
• more computer access for adults – in classrooms and elsewhere
• computer common room for adult use
• colour and comfort in lounge
• better contact with night teachers during the week’. (Research School, 2004a, p. 5)

Another source of student views expressed more spontaneously in their own way was to be found in the Adult Campus Newsletter for August 2001. This was prepared as a special edition to celebrate Adult Learners Week from 2 – 8 September. The Assistant Principal had sent all students a note, saying she would be pleased to receive brief statements about why they were an adult learner to feature in the newsletter. Twenty one statements were published, scattered over four pages of the Newsletter (see Appendix 6.5.6). Of these 11 were written by female students and 10 by males. They included all age ranges: eight in the 31 – 40 age group; six in the 20 and under age group; three in the 41 – 50 bracket; and two each in the 21 – 30 and 51 and over groupings. There was one whose background was in a language other than English and another with an acknowledged disability. They
therefore can be seen to represent a good cross-section of the different types of adult students who were enrolled at the Research School.

Nine of them indicated that they were studying on the Adult Campus for the purpose of getting a better job. Five were hoping to go on to University studies. There were three who claimed to be studying out of interest, while another two were intending to complete Year 12. Two of them had very specific reasons of their own. The one with a disability wanted to develop his artistic skills, while one of the mothers had enrolled in a foundation numeracy course so that she could help her daughter more with her maths homework. These brief personal statements thus revealed the predominant interest of students at this period in improving their job prospects, alongside an ongoing, though smaller group, wishing to proceed to university studies. At the same time, they demonstrated how the school's program was able to cater for a diversity of individual needs. Some of the comments also indicated what they most appreciated about the Research School. Three mentioned the quality of the teachers, their interest, support and dedication. Two commented on the excellent learning environment created; another two appreciated the friendships they had made. The range of programs available and the low fees was mentioned by two others. The mix of ages in the classes was the aspect most singled out by one of the respondents, while for another, the most memorable feature was the enjoyment of learning engendered (see Appendix 6.5.6).

An article in *The Advertiser* highlighted another family benefit experienced by some older students who were the parents of teenage children. While they themselves were enrolled in programs on the Adult Campus, their adolescent children were completing their studies in
the secondary part of the Research School. A number, in fact, had chosen to come to the Research School because of their children’s positive learning experiences there. This unusual set of circumstances was singled out as a matter of interest in an article written by *The Advertiser* reported (see Figure 15). While it was reported that there were 17 sets of parents and children attending the Research School, the article focussed on one mother and her two daughters. The girls, for their part, considered it great to have their mother at school. In the mother’s view, studying at the same school site as her daughters had given her a greater appreciation of the educational experiences which they faced (Goodfellow, 2002).

**Figure 15: Parents and Children Studying Together, June 2002.**
NOTE:
This figure is included on page 232 of the print copy of the thesis held in the University of Adelaide Library.
A more recent study by the Assistant Principal of the Adult Campus investigated in greater depth the experiences of students in the Uni SA – PAL program. The aim of this program was to prepare adults with work experience for tertiary studies and to bridge them directly into certain University of South Australia degree awards. A qualitative, interpretive approach was used to interview past and present students, either face to face or by telephone. They were asked to evaluate their experiences as adult learners in the Uni SA – PAL program. Over a four year period, 26 of the students in this program were interviewed. In addition, to find out the teachers’ perspective, the Assistant Principal interviewed a number of those teaching in the Uni - SA PAL program to ascertain their views on its effectiveness.

According to Cashen (2006, p. 23) both the teachers and students interviewed claimed that ‘face to face’ teaching and ‘individual support’ were the ‘major contributors to student success’. A clear majority of the students (18 out of the 26 respondents) indicated that they were very satisfied with the Uni SA - PAL program and none claimed to be dissatisfied with it. Sixteen of the 26 were also very satisfied with the quality of the teaching, but there was one who claimed to be moderately satisfied with the teaching and for one other it was a point of dissatisfaction. It was concluded that students were positive about the program. In explaining this view, they identified, in particular, its ‘liberating aspects’ and ‘emancipating’ outcomes in

- enhancing their skill for education and life; and
- making them ‘successful and confident learners with future intentions and pathways (Cashen, 2006, pp. 25 – 27)
The success of the School in encouraging a commitment to lifelong learning among their adult students is well revealed in a speech given by one of the student students at the Campus’s Adult Education Night (adult students’ reunion night) in 2003 (see Figure 16). The writer’s contact with the Adult Campus extended over eleven years, beginning with a basic computer skills course. Then she embarked on courses in poetry, photography and creative writing, out of interest. About ten years after her first course, she enrolled full – time in year 12 studies and completed SACE with a score sufficient to get her a university place. At the time of her speech, one year off the completion of her first degree, she was contemplating applying for Medical School.

Her speech gives a humorous insight into the skilful juggling required to balance the demands of her own studies with managing a household, looking after her children, and holding down a full – time job. In addition, the final two paragraphs demonstrate her awareness that what she had been able to achieve was due to education policies that made it possible for adults like herself to keep on studying, as well as to teachers and a school that were committed enough to provide ‘the encouragement and support’ which adult students needed.
My adult education history goes a little like this...

My association with Research School began many years ago, in my mid-twenties. As a mother of three young girls I thought it appropriate to update my computer skills, nonexistent as they were, and so began the juggling act: of picking up kids from school; shovelling food into hungry mouths; trying to complete last minute homework tasks, both mine and theirs; baths; brushing teeth; and prepare above mentioned children for bed; and then travel in peak late night traffic to try and find a park, all in the name of education. Need I say anymore?

Having gained enough confidence to try another course that involved something different, travelling in day light hours, I enrolled in Poetry classes as a Foundation Student, under the invaluable guidance of XXXXX.

A Photography course later, and at 29 I'm now sitting in on Creative Writing. At this point of my studies I'm thinking that I would like to be published as a writer, and so I begin my Advanced Certificate in Applied Writing. Publication follows throughout Australia and New York in literary journals and poetry anthologies, in due course.

I'm still juggling the kids, but am practiced at it now ... so I start looking for another challenge... Year 12.

It's now 2001 and my kids are convinced that all mothers hold down full time work, attend adult education, run households, and somehow also manage to still be the local taxi service for both themselves and the sports teams they play in. Not to mention finding time to occasionally cook a meal and wash a school uniform now and then.

Enrolled in Chemistry, Biology, Nutrition, English as a Second Language, and Physical Education (along with numerous 17 year olds), I finish Year 12 with a TER score of 93.35 and am accepted into Medical Radiation at University as my undergraduate degree.

It's now 2003, and I'm 38, still juggling kids, playing taxis, occasionally cooking and cleaning, but now aiming to apply for Medical School when I complete my current degree, next year.

I would like to say that the encouragement and support I found at the Research School has helped me with my educational endeavours far beyond the classroom, and into the real world.

Finally, education can be wasted on the young, but it's great that it is available for all, no matter what their age, or ambitions.
3.6 Achievements and future challenges

Over the years 1984 to 2005, the Research School had moved from a secondary school whose falling enrolments were boosted through the tentative initiatives of a few staff to offer evening classes to adults to a School which had an established and well recognised Adult Campus with adult facilities, a wide range of study options and a fairly stable enrolment of 1 000 - 1 300 adult bodies, representing around 400 - 450 FTE. The opportunity to develop as an adult re-entry site had come as a direct result of the Joint Ministerial Statement of 1989 and the special funding made available for schools selected for this purpose. The Research School’s Adult Campus had survived and grown through the challenges of the succeeding years and changing government policies and student needs, the threat of closure for non-viable schools and adjustments to funding which no longer took account of adults as students needing different facilities and special resources.

From the results of the School surveys and the student comments discussed in the previous sections, it would seem that one of the key factors in the success of the Adult Campus was the quality of the staff. Many of the students appreciated the effective classroom skills of their teachers and the patience and understanding which staff showed toward their situation as adult students, the extra help and support staff were prepared to give and the way teachers were interested with them as adults. A second important factor was the overall encouraging and supportive ethos of the campus. This was reflected in the way its organisation, facilities and services were geared to the needs of the adult students and an understanding of their out-of-school commitments. There were also deliberate attempts to create formal and informal opportunities for adults to interact socially with one another and other staff, as adults together.
In all of this, the leadership of those in senior positions in the Adult Campus was most important. The fact that a number of key figures remained with the school from 1984 until they retired, provided continuity of approach and the opportunity to build on early successes. They became well-known and respected figures in the surrounding community for their commitment to adult re-entry education. They were the ones who had built up the adult ethos of the Campus in the early days and they continued to foster the professional development of staff in the area of the teaching and learning of adult students. In addition, they went out of their way to ensure that new staff were inducted into the accepted organisational and teaching patterns of the Adult Campus. Another significant feature of their leadership was their flexibility and vision. They proved to be quick and astute in recognising the winds of political change, sensing the shifts in adult students’ needs and devising bold and effective strategies in response. The introduction of new curriculum initiatives and teaching alliances with TAFE and the University sector and becoming an RTO proved most important in first increasing and then maintaining the level of enrolment over the last decade.

The factors discussed in the above two paragraphs would suggest that the educational approach adopted by the Research School’s Adult Campus is best described by the features of the holistic model (see 1.5.4). The School’s approach incorporated insights from the andrological and radical education models, while also recognising the importance of gearing the structures and practical organisation of the campus to the needs of the adult students. Through its staff and the programs offered, the Campus demonstrated a commitment to social justice, the centrality of the individual students, their needs and interests, and an emphasis on the role of teachers in supporting the students’ learning.
According to the Principal of the Research School from 2000 to 2005, the Adult Campus had succeeded in providing

- adults with a second chance to come back, and complete their secondary education and go onto university, TAFE, employment, or pursue leisure or lifestyle education;
- a location where adults could be nurtured in education, unlike a university context;
- a cheap and effective way to return to education;
- an opportunity for continuing school students from other schools to undertake study in subjects unavailable on their own site;
- unemployed and disabled adults with educational opportunities which were appropriate to their needs and satisfied social justice concerns; and
- more effective use of government resources, as the adult campus was open at night (see Appendix 6.2.6).

However, the leaders of the Research School, like their counterparts in other adult sites (see 2.11), considered that there were challenges for the Adult Campus and its programs in the years ahead. The Assistant Principal identified students with various disabilities as one particular area which needed to be dealt with more effectively. Specific facilities and adequate provision needed to be developed. Moreover, the response of other adult students to the presence of those with disabilities, together with the support they required, was another aspect which needed to be considered. There were also particular child protection implications at the Research School, because a secondary school and Adult Campus shared the same site. For their part, the adult students generally wanted to
maintain separate classes from the younger secondary school students (see Appendix 6.2.1).

In the area of curriculum, the Assistant Principal foresaw several issues for future consideration. One was the possible introduction of different modes of educational delivery, by offering on – line, as well as off – site, courses. A second was further enhancing adult students’ technological skills and learning modes. She also believed it was important to balance the programs of the Adult Campus with offering the Year 8 – 12 secondary program in an attractive format. Outside the immediate demands of maintaining and developing the Adult Campus, she emphasised the future political challenges. In order to avoid funding cuts and ensure the survival of school’s separate adult program, it was important to keep adult re – entry within the DECS policy framework, as a distinct and necessary provision (see Appendix 6.2.1).

In his interview, the principal of the Research School discussed many of the same issues. He mentioned, for example, the difficulty of dealing with students with disabilities without adequate funding to support them. He was particularly concerned about those students with mental health issues. He also considered it important to preserve the ‘adult look and feel’ of the Campus. In his view, it was beneficial to have onsite adult students whose greater maturity and engagement with learning provided ‘a positive model for younger students’. The Year 11 and 12 secondary students also benefited from the greater diversity of courses offered at the Adult Campus (see Appendix 6.2.6).
The need to be careful with limited funding led him to suggest that the School might need to introduce some cost-cutting measures. He wondered whether all adult students needed to be interviewed at enrolment and hinted that the ‘generous’ course fees might need to be raised. Mixing secondary and adult students in the same VET and Foundation studies classes would also represent a saving. The concern over funding led him to make the same point as the Assistant Principal. The challenge was to make the adult re-entry sites ‘more visible in the minds of policy makers within the Education Department’ and of politicians. It was vital that the ‘adult face’ of public education provision be supported by specific government funding to continue its role within the wider community (see Appendix 6.2.6).