



2018 STRATEGIC PLAN

Brimbank Melton Local Learning
and Employment Network

INTRODUCTION



The Brimbank Melton Local Learning and Employment Network (BMLLEN) strategic plan was developed through a process of community engagement.

We thank all those who gave their time, insight, advice and feedback during the process.

BACKGROUND

Development in the urban fringes of Melbourne, particularly in the Western Suburbs creates a contemporary environment that is made more complex by the intersections of culture, socio-economic status, identity and rapid growth. There are many forces that go in to making a modern community but we can't forget that at the centre of any community are the people. These people have their hopes and dreams for themselves and for their children. They may experience barriers such as generational unemployment, cultural differences or disability.

This complexity, perhaps quite naturally, leads to uncertainty and this can be expressed by low expectations for young people in Brimbank and Melton.

There is research to show that parents who have low expectations for their children are more likely to have children who disengage from school prior to year 12. Parents who insist on their children continuing their education onto university have children who are four times more likely to complete school (Gemici, et al 2014).

Principals, careers teacher and parents are aware of the impacts of automation and globalisation but may see this as a negative; doing away with traditional entry-level jobs. It is clear that parents, and those working with young people, are aware of the need for young people to develop resilience, indeed this perceived lack of resilience has been widely reported in traditional and social media. There are numerous studies that point to a need for resilience in young people but this is just one of the skills they will need.

The Foundation for Young Australians in their 'Future of Work' series highlight several key competencies or skills that are needed to forge careers in the 21st Century. Amongst these are digital literacy and enterprise skills (team work, problem solving, financial and negotiation skills). Gone are the days of an employee entering an industry straight from school and working full-time in that industry until retirement. Instead, we are seeing a growth in part time and casual jobs and entrepreneurship all coming together in one person's working life. Career planning is changing along with our perceptions about what a career actually is.

BACKGROUND

This rapid change leaves us in a position of uncertainty; many times in our consultation respondents answered ‘we don’t know what we don’t know’. It is exactly this lack of information about the community’s understanding of transitions and pathways along with the other responses to our strategic interviews that has formed the basis of the BMLEN strategic plan.

The area in which we work is evolving. This evolution is seen in the people that move in and out of Brimbank and Melton and also in the changes that are taking place in Australia overall. The National Disability Insurance Scheme (NDIS) is often touted as the ‘biggest social reform since Medicare’ and has broad impacts on the lives of those living with disabilities and their families, supporters and carers. The principles of supporting participants to live their lives in the way they would like, through choice and control includes support for career choices and should provide greater options for young people living with disability. The roll out of the NDIS in October 2018 in Brimbank and Melton will impact the work of BMLEN and the community.

Alongside these community changes we are seeing a physical change in the environment of Brimbank and Melton. Melton, in particular, is seeing an emergence of new housing estates and whole suburbs being created. With the influx of building and new residents we see growth in industries and a greater demand for services.

OUR VISION

We see a bright future where our community works together so all young people dream, aspire, connect and achieve.

HOW ?



TRANSPARENT

We value the input of the community and will communicate openly and honestly.

We believe information should be available to all stakeholders in an accessible way.



COLLABORATIVE

We will work with partners, students and local residents to achieve the best outcomes.

Any organisations we work with must align with our values.



FUTURE FOCUS

We believe in the young people of Brimbank and Melton and support them to develop the skills they will need further into the 21st Century.



IMPACTFUL

We will work effectively to achieve outcomes for Brimbank/Melton.

We will avoid duplication and collaborate with organisations that further our impact.



INCLUSIVE

We work towards equality by supporting diverse young people, including Indigenous young people, those with disability, new and emerging community groups and women in traditionally male industries such as some Vocational Education and Training (VET) courses and Science Technology Engineering and Mathematics (STEM)

WHAT WILL WE FOCUS ON?

PILLAR 1:

Improve community value and understanding of education and employment pathways. This pillar is all about young people, the community and employers developing understanding.

WHAT WE WILL DO

- **Broker** partnerships
- Measure what the community **understands** about pathways and the future
- Provide accurate **information** about transitions
- Highlight the **advantages** of School Based Apprenticeships and Traineeships (SBATS), Structured Workplace Learning (SWL) and Victorian Certificate of Applied Learning (VCAL)

HOW WE WILL DO IT

- Review existing **research**, determine any gaps and commission research to fully understand what the community, knows, thinks and feels about the transition from school to work
- **Facilitate** expos and events
- **Include** young people in our project planning
- Support the work of our **partners** and collaborate
- Explore ways to **evaluate** the impact of our work

WHAT SUCCESS WILL LOOK LIKE

- Establish the **current** community understanding of pathways (baseline data) and use this to inform our programs.
- The community voice will help **inform** our work
- Measure **improvements** in understanding of pathways (evaluation)

WHAT WILL WE FOCUS ON?

PILLAR 2:

Support employment and training aspirations of young people.

This pillar is about action and how students can get to where they want to be.

WHAT WE WILL DO



- Broaden **opportunities** for SWL placements and employment options
- Showcase young peoples' **successes**
- **Lobby** employer groups, Government and others about their role in youth employment.
- **Support** lifelong learning
- Support the development of VET teacher **skills**

HOW WE WILL DO IT



- Broker **partnerships** that lead to employment or training opportunities.
- **Celebrate** success through various channels including awards and social media
- **Collaborate** with training providers, DET and Brimbank and Melton Councils
- **Develop** programs to support VET teacher skills

WHAT SUCCESS WILL LOOK LIKE



- More **opportunities** on the SWL Portal
- **Connect** young people to employment opportunities
- We will have **stories** to tell that showcase young peoples' achievements
- Employers will become **champions** of SWL and youth employment
- VET teachers will **develop** enhanced knowledge about industry needs and future skills

WHAT WILL WE FOCUS ON?

PILLAR 3:

Facilitate greater community inclusion for all young people and their parents and families. This pillar is about bringing everyone on the journey.

WHAT WE WILL DO



- Increase opportunities for diverse groups and pathway **options for all** young people.
- Increase community understanding of pathways options for young people living with disability including those available through **NDIS**
- Facilitate greater engagement at school for **Indigenous** young people and greater involvement in employment pathways
- Facilitate greater engagement for **Culturally and Linguistically Diverse (CALD) & newly arrived community members** & greater involvement in employment pathways.

HOW WE WILL DO IT



- Provide **programs** that encourage the engagement of young people in school with partner organisations.
- Increase awareness of STEM and trade opportunities for **women**
- We will develop a program for students with disability to;
 - **inform** them about options
 - **increase** their expectations
 - **lift** their parents' knowledge, and
 - facilitate their **involvement** in VET and SWL
- **Promote** new employment opportunities that will emerge with the NDIS roll out
- **Continue** our collaborations which support Indigenous young people
- We will **explore** opportunities to support CALD and newly arrived migrants by working with the community in the way they want

WHAT WILL WE FOCUS ON?

PILLAR 3:

WHAT SUCCESS WILL LOOK LIKE

- A local, place-based program **codesigned** with young people
- STEM will be a **viable**, achievable pathway for women in the eyes of young people and parents
- Girls will **choose** a range of VET options
- Students with disability and their parents will understand their options and aspire to be **involved** in VET and SWL

WHAT WILL WE FOCUS ON?

PILLAR 4:

This pillar is about sustaining BMLLEN.

WHAT WE WILL DO

- **Ensure** effective use of resources
- **Increase** the profile of BMLLEN
- Provide **credible** information across a variety of media

HOW WE WILL DO IT

- **Recognise** our staff and their achievements
- Be **strategic** around where time is invested
- Undertake a **re-branding** and recognition project
- **Diversify** our income in line with the purpose of BMLLEN
- **Evaluate** our programs

WHAT SUCCESS WILL LOOK LIKE

- BMLLEN staff will be effective and we will **celebrate** their success
- BMLLEN will be a **recognised** brand in the community
- We will identify and apply for **funding** opportunities
- BMLLEN Committee of Management will **lead** effectively
- Young people are **engaged** with BMLLEN