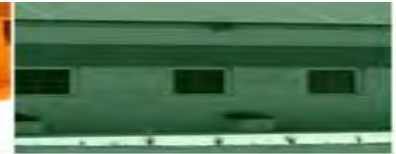


NEWSLETTER

Volume 2 Issue 1 April 2008



Two new Learning areas for Ashley School

In 2007 Ashley School was successful in gaining a \$150,000 building grant by way of the Federal Government's Initiative; *Investing in Our Schools Program*.

As a result of this we now have two new learning areas. A small Technology workshop has been constructed where we plan to deliver such programs as low voltage electronics, small projects in wood, design in plastics, leatherwork and sewing are to just to name a few. The workshop is set up to cater for a maximum of six students at a time. The school has purchased all new machines, hand tools and benches etc. Tools and other resources are securely locked away behind a cage. Students will have access to part of the cage whereby they can use tools that are located on a shadow board which makes it easy to account for all tools throughout and at the end of the lesson. Individual students have been assisting teachers to prepare the workshop ready for use.

The second learning area will have the capacity to deliver practical science experiments, horticulture, agriculture, small metalwork projects, enamelling, and small engine mechanics etc. This area can cater for up to 6 students at a time.

We also plan to undertake and develop the area behind the existing school building where students can experience practical hands-on horticulture work. We intend to grow plants and cut flowers to sell and donate in our local community and also for students to take with them when they leave us. We also intend to sell flowers on the highway which goes past the Ashley Youth Detention Centre by way of an honesty box. We feel this is quite a unique idea and will better inform the general public that good things are happening at our centre. We now have the capacity to deliver VET programs in a number of key areas that will enhance the opportunities for further education and training and job prospects for our young people upon leaving Ashley.

A Parliamentary Review undertaken in the past 18 months or so into our centre has made us extremely hopeful of receiving extra teaching allocation hours to deliver these programs by at least the beginning of 2009. When this occurs we are really keen to communicate with other juvenile detention centres around your horticulture programs. We are also feeling optimistic that our school will run for up to 48 weeks of the year and I will be really keen to discuss with other centres that run school virtually on an all year round basis on how you overcome staffing issues such as leave arrangements for staff etc.

Storage solutions: The new Ashley School was built in 2003. Little thought was given to storage facilities at the time. We have just purchased a new 'shipping container' for storage of resources, archiving and horticulture tools including our brush cutter and lawn mowing equipment etc. Shipping containers meet security requirements in our setting perfectly. If you want more information and prices etc, please feel free to contact me. Teachers and students will soon connect the container and back of the new learning areas to the rear of the school by way of concrete pathways and gardens.

Shane Stanton



Shipping container



Technology Room



New building to the right

SUNNING HILL

Education and Training Centre

169 Joseph St.
Lidcome, NSW 2141
Ph. 87375025 Fax. 87375041



“Sculpture From Within”

“Sculpture From Within” is the unique and clever name of an exhibition of work created by students at Sunning Hill School, inside Juniperina Juvenile Justice Centre in Sydney’s Lidcombe.

Principal Marcia Vallance welcomed guests from the Department of Education, Distance Education, Juvenile Justice and Archibald winning artist Wendy Sharpe, who opened the exhibition – “Sculpture From Within” – on Tuesday 25th March, at Sunning Hill.

Ms Sharpe was quite impressed with the girls’ work and was full of praise for their imagination and commitment to the project.

Two ‘new scheme’ art teachers who are working towards accreditation devised the project and encouraged students to participate in all areas of creating the exhibition, right down to serving canapés at the opening!



Principal, Marcia Vallance and guests in the café courtyard.

The exhibition consists of a huge mural which was painted by several students and their Aboriginal Education Assistant and is symbolic of the girls’ journeys to and from the school.

Various motifs displayed represent areas of New South Wales, different countries of origin for some of the girls and loving memories of home.

The artists wanted to design a work which would speak from their hearts, be inclusive of all the girls at Sunning Hill and create a legacy for others like a sign-post along their way.

The sculptural component of the show was inspired by Sydney’s extremely popular “Sculpture By The Sea”. Large paper mache figures of a dolphin, goannas, fish, seagulls and a huge ice-cream cone were ‘site-specific’ and were exhibited in a courtyard with a seaside theme.

Students, staff and guests enjoyed the opportunity to interact and discuss, at a number of levels, the rather impressive works on show.



Mural in art room courtyard painted by students at Sunning Hill

Artists' Statement

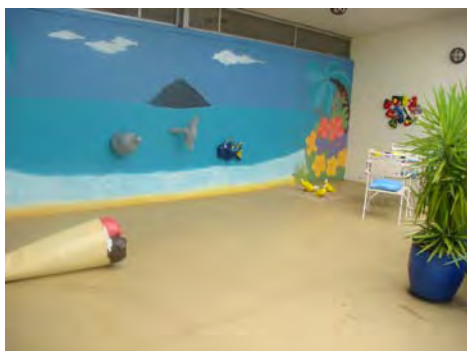
Sculpture from Within encompasses two components. The first is the paper mache sculptures, large and small, and the second is a mural painting. The sculptures are all site specific so they have been made for our café courtyard which already housed a seaside mural. These sculptures were inspired by looking at the educational DVD, *Sculpture by the Sea*. The two goanna sculptures are site specific to the art room courtyard which is the location for the new wall mural.

All the work has been created and made by the students themselves. Two students studying art for the HSC wanted to design a work which not only spoke from the girls' hearts, but was inclusive of all the girls at Juniperina and would be a legacy for others to enjoy when passing the mural in years to come. The turtle and dolphin along with Dungutti Princess are the work of a student from Kempsey NSW and represent girls from Kempsey and other coastal communities. Several other students worked on the city, Harbour Bridge and Opera House to represent girls from the city. The left side of the mural was painted by a Maori student and refers to her New Zealand heritage, the place where she was born and her favourite sunset.

Another student portrayed her rich Pacific Island culture on the right hand side of the mural. Her boat which reads *Fresh off the Boat* is alluding to new beginnings and multiculturalism.

The Aboriginal component painted by our Aboriginal Assistant includes women, roads and feet which radiate out from Sunning Hill School. These are symbolic of the girls' journeys to and from the school.

The dotted animals and Uluru represent those girls who come here from the country and the outback.



Seaside mural with paper mache sculptures



Seagull sculpture in paper mache

News from the North – Cleveland Education and Training Centre.

Well, we have all taken a big deep breath here at the Centre. What happened to first term? With new staff, new packages, and a new Centre Director for the Department of Communities, it has been a very busy, “finding our feet” time for all. With all the rain we have had, perhaps I should say “webbed feet”!!!!

We welcome Peter, Danielle, John and Debbie to our team of teachers and congratulate Ben and Katrina moving from casual/contract to permanent. Our three beginning teachers (Ben, Katrina and John) are busy getting their head around the wonderful new concept of holding classes in a Youth Detention context.

This dedicated lot, together with Peter, are also progressing through the RPL process to gain their Certificate IV in Delivery and Assessment.

We have registered the Certificate I in Work Education together with the Canberra Institute of Technologies Learning Options package. The CIT Certificate will fill the literacy/numeracy void in Work Education.

Education Queensland is progressively rolling out the new **Queensland Curriculum, Assessment and Reporting (QCAR)** Framework. This new framework is to set new standards to define what is studied in all Queensland schools. New **Essential Learnings** for the key learning areas (KLA's) targeting Grades 1 to 9 are being introduced. The impact for our Centre is that we will need to cross-map the standards of literacy and numeracy in the Learning Options Package (mapped to the NRS Framework) and Certificate II in Access 10 to the new Essential Learnings.

Education Queensland is also rolling out a new computer network for schools. A **Managed Operating Environment (MOE)** will see the two current network systems (Curriculum & Administration) rolled into one. Everything and anything to do with the network has to be checked, including all software and hardware, before a school is ready for MOE deployment. This deployment is part of the **Smart Classrooms Strategy** and affects all staff with input into our school's ICT's.

Our Centre is currently being reviewed by the State government to examine the possibility of expanding the size of the Centre here, or building another Youth Detention facility in Far North Queensland. Plans are currently being drawn up for both options, with a decision to be made by the May budget.

The numbers in our Centre are at an all time high. We have tried to send some students down to the Brisbane Centre (come on Mr. Brew!!! Can't you squeeze in a few more?), but they are also top heavy. As we all know, these extra numbers can make timetabling a nightmare and disrupt the harmony in the Centre.

The Centre was recently notified of our success in our federally funded **Investing in Our Schools** submission. We all had fun compiling our wish list, managing to find \$100,000 worth of resources. Items included new welding gear, a ride on mower for Horticulture, 10 laptops, 2 electronic whiteboards, office equipment to set up a room for Work Education (printer, fax, photocopier, phone, etc) and more books and educational DVD's for the library. Now, all we need is to see the cheque!!!!

Alison Cooper.

Hospitality at Youth Education Centre (YEC) South Australia

Hospitality was first introduced at the Cavan site in 1994, when students were enrolled in the Certificate in Commercial Cookery, through The Regency Institute of TAFE. The course was for residents who planned to work within the hospitality industry and academic statements were from Regency TAFE with the qualifications being recognised nationally and internationally.

As I hold the Certificate in Commercial Cookery, Regency TAFE allowed me to teach the course, with Regency chefs being the assessors. This was a formal course of study and students had to conform to industrial work standards of hygiene and safety; demonstration of a positive work ethic was critical before students were supported in going on to work experience, further study or work.

The fundamental modules of Mise en Place, Stocks, Soups and Sauces and Principles and Methods of Cooking were the basic units. There were also three steps for work experience; after the completion of Mise en Place students had work experience in the Centre kitchen, after Stocks, the experience was in a soup kitchen which fed the homeless, then finally work experience was organised within a commercial enterprise.

This proved to be a highly successful approach many of those students continue to work within the industry and one that we know of is the head chef in a respected Adelaide restaurant.

For a number of reasons this format had to change and over the last few years the course has evolved in a couple of different directions.

Hospitality is still offered, but not as intensively; as students are no longer afforded day release. In order to gain realistic catering experiences, we have forged a mutually beneficial relationship between YEC and Domestic Violence support groups.

When D.V. support groups, and on occasions Centrelink, have a regional meeting or training day we supply the food. On one occasion we supplied the food for a women's shelter Christmas party. Not only did the boys do a great job of the food, they also made a large gingerbread house which was filled with Christmas cracker type toys for the children.

In return, counsellors and trainers from Domestic Violence Support visit Cavan and run sessions around the issues associated with domestic violence. These sessions can be quite powerful as many of our students have had first hand experience of domestic violence in one form or another.

Another arm of Hospitality which has proved to be exceedingly popular is Coffee Skills; originally introduced as means of having students become cognisant of the café menu and of customer etiquette when eating out. It has evolved into producing some highly competent baristas, who could hold their own in any commercial coffee setting.

A number of situations are created, within Cavan, which simulate a café so that students are afforded real life experiences.

Hospitality continues to be a popular subject, students develop a high level of technical skills, moreover, though, they begin to understand and develop a more positive work ethic.

The skill level of students is such that the Cavan Pathways Co-ordinator has no problem in finding them work placement.

Jan Darling

EXPLORING ART AND UNDERSTANDINGS

When I first started as the Arts teacher at the Magill campus of Youth Education Centre (YEC), South Australia, the students were visibly apprehensive. I had decided to develop their understandings of, and exposure to, arts styles and diverse forms of communication and expression.

Since studying Visual Arts and Arts Education, I have been interested in authenticity within Arts Education. Arts Education that is authentic is focussed on a) Developing students' methods of problem finding - this refers to the students' need to find the particular problem within the larger presented problem.

b) Developing students' abilities to understand and interpret - rather than imitate - the relationships between, and methodologies of, Arts forms and concepts.

c) Developing students' understandings of Arts practices past and present and of potential relationships with - and roles in the life of - the individual, culture and society.

d) Developing multiple perspectives that enlarge students' understanding of the world and create recognition of the individual's valuable place within it.

The students at YEC seem initially to approach Art with the notion of failure planted foremost in their minds. With their fixed perception of "what art is" and little to no exposure to Arts, they often lack the confidence and skills to experiment in their ideas development and medium application, and I found that usually if one student made a development, everyone else would immediately imitate it. In order to initiate a cultural shift in this regard, I instituted the Art room as a place to explore ideas and art mediums, a place to experiment with techniques and concepts. Students now accept that they will be asked to extend upon their knowledge. Teaching the students about brainstorming and class discussion at the start of the lesson has been useful as the students now come to lessons ready to engage in analysing information and visual material to inform the subtext of their work. In most of the students I have been struck by the initial sense of finality and agitation they exude when they make what they perceive as a mistake in their art. The notion of an opportunity rather than a mistake was introduced and is constantly reinforced and the students are now more flexible in adapting their Artmaking to their needs and usually take for granted that if effort is applied, they do not need to compromise their increasingly realistic and often quite high standards.

Building knowledge with a transient population with incredibly diverse learning needs and "levels" is difficult but this has been overcome to an extent by presenting sequential lessons to those students who are within Secure Care for an extended period of time. Students are presented with work that allows them to self-pace and extends their particular skill "level." New admissions are shown examples and discuss the aim of the project in relation to the previous week's artworks.

Recently the students were presented with a unit of work that began by building up an understanding of the methods of pattern making and demonstrated a use of contrast. The following week, students were asked to create a landscape in ink and oil pastel that incorporated the use of contrasting pattern. The concept of "landscape" was discussed and students selected visual examples that they interpreted through their growing understanding of line and repetition of line and its relationship to form. The next week, students created cityscapes as these were yet to be explored as a potential landscape. They experimented with paint techniques and analysed cloud forms; then utilised masking techniques in the creation of a cityscape. During the following lesson the forms explored in the cityscape were used in the creation of a geometric composition. Many students chose to repeat shapes to explore graphic continuity. Students achieved an understanding of the link between line and form to varying degrees and explored contrast in each artwork. The diversity of interpretations was inspiring and the originality present in their works reinforced the validity of approaching art through problem finding strategies.

The celebration of the individual's skills and ideas as well as of social and cultural diversity is a central focus to the Arts Educator who is teaching for understanding and authenticity. Open-ended activities which value and develop students' "real-life" views, cultures and experiences have, in my experience, engaged students more readily and have created opportunities for students, through the arts, to explore strategies for their lives. The introduction of a diversity of arts forms, concepts, mediums and techniques informs students of the potential of the Visual Arts as a means of communication and expression, celebrates the diversity of ideas and their manifestations and allows students to build the confidence and skills to create their own understandings of preferences and styles. Teaching diversity of arts styles and concepts allows students to posit their ideas, if not their art, within a broader context.

I recently taught a unit on Simple Figurative Artwork as part of the Wellbeing Curriculum where students were encouraged to find value in static, often highly illustrative, forms of depiction. Many students were themselves at this stage in their artistic development and were delighted to find that it is an accepted tradition which many practiced Artists strive for acceptance within - and that work is often sold for large sums of money! Our discussions initiated a flurry of highly detailed artworks which incorporated text around the concept of “Memories you feel comfortable sharing with others,” which required students to engage in discovering their comfort levels in relation to their memories, defining some of the roles of happy and sad memories within their lives, and introducing art as a way to explore personal feelings and experiences. Many students asked for extensions to this activity and were asked to visualise and express their “happy place” through colour association.

The creation of an authentic Arts curriculum is challenging as well as rewarding and each day offers a new opportunity to facilitate a student’s creative exploration and self-reflection. I find that I am constantly challenged to find new ways to engage students’ inquiry into visual communication and interpretation. As well as through their Arts practices, it is through my development of beneficial professional relationships with my students that they become confident to communicate their artistic ideas as well as the development of their learning to me - from the understanding of a technique in relation to a concept, or the dismay and eventual acceptance that a Contemporary Indigenous Australian Artwork has been bought by a major museum overseas, to the recognition a month after the unit on Cubism that a picture of 2 Pac is in the Cubist style: “but not as good as I could do it!...”

Jessica Ryan

CITYSCAPES

