Every day you learn something – Dr Trace Ollis

• Every day you learn something, learning for life: Neighbourhood houses, adult learning and transitions to higher education.
• Professor Karen Starr
• Dr Cheryl Ryan
• Dr Trace Ollis
• Dr Jennifer Angwin
• Ms Ursula Harrison
Acknowledgement of Country

• I acknowledge and pay respect to the traditional and original owners of this land the muwinina (*mou wee nee nar*) people, - to pay respect to those that have passed before us and to acknowledge today’s Tasmanian Aboriginal community who are the custodians of this land.
Great Transformation – Karly Polanyi

• The great transformation: Economic and political origins of our time

• Is Adult education in a time of ‘great transformation’?

• Risks and costs associated with opening up a market through privatization.
ACE VET & neoliberalism

• Current education and training policy is, therefore, heavily influenced by the needs, values and underlying philosophy of global market economics and attendant neo-liberal political agendas (Tyler, Fairbrother, Snell, & Carroll-Bell, 2013)
A good democratic education - Dewey

• Dewey reminds us that education can function either to create passive, risk-free citizens or to create a politicized citizenry to fight for various forms of public life informed by a concern for justice, happiness, and equality. At issue here is whether schools of education are to serve and reproduce the existing society or to adopt the more critical role of challenging the social order so as to develop and advance its democratic imperatives. (McLaren & Giroux as cited in Jenlink, 2009c, p. 8)
Qualitative case study research.

- Qualitative research
- Critical pedagogical lens applied to the analysis of multiple case studies exploring the practices, habits and dispositions of participants in NH programs.
- Multiple case study research
- Phase 1 - 42 interviews with learners, Barwon and South Western networks
- Phase 2 - 45 interviews with learners, 9 interviews with managers across Victoria
- 87 interviews with learners.
Richard Flanagan on Storytelling

• It matters that there be voices in society speaking of what exists outside ideologies, that acknowledge both the beauty and the pain of this life, that celebrate the complexity of what it is to be human without judgement, that aspire, to give our lives meaning … (Richard Flanagan, *The Monthly*, October 2016)
Poetry and data as text

- Highlighting case study data through a creative process
- Allows a layering of the data, interpreting the interviews in a way that is creative, effective and accessible
- Able to demonstrate understanding of the data through allowing the data to be a story in the case study, but also providing snapshots of the learners experiences in a poem.
I've always had big dreams. I found the neighbourhood house
Always wanted to try and achieve them. Enrolled in a course,
Always had a dream of opening up an animal shelter. Computers for my homework
Yeh, I've always had big dreams. Help out my classmates,
My mother passed away I'm learning
at thirteen, I moved out of home lived on my own About the business.
at sixteen in foster care Got a website
Dropped out of school in year 10, Really proud of that
Moved around, no stable home, nowhere to go. I have the passion, I really want to do it,
At nineteen, had my first child Ask anyone in class, they’ll say I'm a nerd
At twenty two my 2nd daughter was born. Eager to learn

I’m 24 now, and I’m learning about MY business.
Neighbourhood Houses in Victoria

• In Victoria, there are more than 390 funded Neighbourhood Houses, servicing 372 communities.

• They provide pre-accredited and accredited training, only 8% of providers provide accredited training.
Neighborhood houses – adult learning pedagogy and practice

- Small size classes provide an intimate and personalized approach to the learning needs of adults.
- Adult learning principles or andragogy (Knowles, 1984), experiential and applied learning pedagogies are used to engage learners with the content of the material (Dewey, 1938).
- Draws on the experiences of adult learners as sources of class content, co-construction of curriculum between teachers and learners is a feature.
- Didactic or front-end-loading approaches to teaching rarely occurs in these spaces of learning.
- Social learning - students learn from the teacher and the teacher learns from students. They are all engaged in a mutual process of teaching and learning (Freire, 1972).
Freire, passion, commitment and love

- It is impossible to teach without the courage to try a thousand times before giving up. In short, it is impossible to teach without a forged, invented and well-thought-out capacity to love (Freire, Freire & Macedo 1998, p. 3)
Second Chance Learners

• Learning for improved employment opportunities eg career change, re-entry to the workforce
  ○ Early school leavers re-engaging with education and learning following disengagement from traditional sites of education such as schools, TAFES and universities.
  ○ Learners returning to study to up-grade their qualifications towards improved employment outcomes (Hoare 2012).
  ○ Small number of learners transition from NH’s to TAFE, but not to university
Later Life Learners

• Learning for personal interest and satisfaction
• Neighbourhood houses are sites of later life learning Formal or informal learning in later life
  - Includes early school leavers (second chance learners)
    - Post fulltime employment
  - Strong uptake of new technologies
When you get to three score and ten let me tell you every day is a good day.

I've been in this area since 1986. Just love it ... memories ... my youth.

We had nothing to start with.

We basically built, and lined, and fitted out the sheds.

We were hit with donations.

We had to keep turning stuff away.

We went from, roughly, five people to fifty in a very short period of time.

I lost my wife 18 months ago. There was quite some representation at my wife's funeral. Believe it or not. I didn't realise just how strong the ties were here.

The camaraderie,

I get lots of laughs out of it.

The camaraderie is the highest priority as far as I'm concerned.

We misbehave, no two ways about it.

We look after each other, help each other. Share health and personal problems. This is one of the most amazing things. I hadn't experienced that, in my earlier years.

My skills have certainly expanded.

I feel quite confident

Wood turning.

I was always frightened

Of the very dangerous tools.

I'm open to just about anything.

I think the day we all stop learning is the day we have no place left for us.
References


