# PROJECT TITLE: ALIGN FUTURE CAREER OPPORTUNITIES AT THE REGIONAL LEVEL WITH SENIOR SCHOOL AND TERTIARY CURRICULA AND INTEGRATE WITH EMERGENT TRANSITION PATHWAYS AT THE BAC & POB PRECINCTS OF THE AUSTRALIA TRADE COAST

#### RESEARCH QUESTION

1. What are the emergent skills associated with future regional growth aligned with this precinct
2. What are the gaps between current curricula provision and future demands of the ATC

PARTNERSHIP NAME 1. AUSTRALIA TRADECOAST – BRISBANE AIRPORT PRECINCTS; PARTNERSHIP BROKERS (REGION 04); BRISBANE NORTH EDUCATION & TRAINING PROVIDERS

#### PARTNERSHIP PURPOSE

Build strategic and sustainable partnerships:

1. To identify and quantify the emergent skills associated with future regional growth
2. To identify the gaps between current curricula provision and the identified emergent skills

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| PARTNERSHIP MEMBERS | CONTACT (Core connectors ) | PARTNERSHIP ROLE OF CONTACT |
| Brisbane Airport Corporation | Jim Carden | Provide employment opportunity advice |
| Australian catholic university | Nasir Butrous | Provide tertiary curriculum advice |
| Partnership Brokers Region 4 | Bruce Rich | Co-facilitator |
| Education Queensland | Judi Robinson | Provide TAFE curriculum advice and liaison with schools and principals |
| Brisbane north development forum  Chamber of commerce and industry Brisbane north | Gary Fulton | Facilitate discussion and identification amongst the group  Support the process |
|  |  |  |
| Brisbane Airport Precinct Tenants |  |  |

LEAD PARTNERSHIP BROKER

TOM MCCUE.

PARTNERSHIP NAME; 2. AUSTRALIA TRADECOAST – PORT OF BRISBANE PRECINCTS; PARTNERSHIP BROKERS (REGION 03); BRISBANE SOUTH EDUCATION & TRAINING PROVIDERS

#### PARTNERSHIP PURPOSE

Build strategic and sustainable partnerships:

1. To identify and quantify the emergent skills associated with future regional growth
2. To identify the gaps between current curricula provision and the identified emergent skills

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| PARTNERSHIP MEMBERS | CONTACT (Core connectors ) | PARTNERSHIP ROLE OF CONTACT |
| Port of Brisbane |  | Provide employment opportunity advice |
| Education Queensland |  | Provide TAFE curriculum advice and liaison with schools and principals |
| Partnership Brokers Region 3 | Tom McCue | Co-facilitator |
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| Port of Brisbane Precinct Tenants |  | Provide employment opportunity, educational requirements including future requirements and sector development advice. |

LEAD PARTNERSHIP BROKER

BRUCE RICH.

ALIGNMENT WITH STRATEGIC PLAN

* creation of emerging partnerships within identified areas of challenges and gaps;
* Identify and facilitate partnership development associated with Regional ‘Greenfield’ operations that necessitate innovative approaches to partnerships. Regional projects such as the BAC or POB development requires the integration of secondary, vocational and tertiary education pathways and curricula for mutual benefit and youth outcomes.
* Use a knowledge based approach to identify gaps in existing senior school and tertiary curriculum which will drive curriculum change.
* Share information that allows all partners to fully contribute to the process
* Identify new or modified knowledge and skills that workers require due to changes in technology, climate change policy and regulation and licensing i.e. white card for construction.

#### EXECUTIVE SUMMARY OF DUE DILIGENCE REPORT

**BRISBANE AIRPORT CORPORATION (BAC) – EXECUTIVE SUMMARY**

**Bruce to provide executive summary from merged document**

**Brisbane Airport’s Current Contribution to the Wider Economy:**

* In 2008, Brisbane Airport will directly contribute an estimated:
* $3.2 billion in output to the SEQ economy;
* $1.4 billion in spending in the wider community;
* $840 million in total wages for people working on airport; and
* 16,000 Full Time Equivalent (FTE) jobs.

By 2029, employment at Brisbane Airport is projected to increase to more than 50,000 jobs.

By 2020, BAC will have spent $3.3B in infrastructure in the following areas

* New roads
* New runways
* New terminals (27 new check-in counters)
* Development of aviation related precinct
* New retail and hospitality outlets

**Future employment needs, 2011-2021**

* Employment - Retail, Property & Business Services
* Export - Manufacturing, Property & Business Services
* Growth areas are at the Brisbane Airport and the Port of Brisbane, known together as Australia Trade Coast (ATC)

The opportunities outlined above do not include projections into such attendant areas as media & communications staff, catering services, property management and real estate sales, translators, gardeners, aircraft charter companies, sales & marketing, car parking and handling companies or other such business as will be attracted by the position of the BAC within South East Queensland.

**Aviation Growth**

Brisbane Airport is Australia’s third busiest airport, behind Sydney and Melbourne. Brisbane Airport also serves as an important freight hub for both domestic and international freight. As the airport continues to grow, warehousing and transport, road infrastructure and tourism associated industries will place a greater demand on the workforce and lead to increased opportunities for schools and training providers within the region to partner with BAC, or with businesses that operate out of the BAC complex in order to form viable sustainable transition pathways to work at the conclusion of their formal education

**Education & training**

Clearly, the future employment opportunities available to school leavers who live in suburban areas accessible to the BAC by public transport are enormous. To facilitate the transition however, the correct pathways must be identified and provided by the TAFE and tertiary sectors of education and training in Brisbane west, north and south. Currently, the tertiary pathways for the most part;

* Can be embedded in VET courses while students are still attending schools.
* Exist and are accessible to the students in the region within the post secondary sector,
* Are reasonably well known to students, parents and members of the education community and
* Constitute a large percentage of the employment opportunities available to school leavers.

It will therefore be important to correctly align education, training, and transport needs with the ongoing employment needs of the BAC if the resident population of greater Brisbane is to benefit from the growth and development of the airport precinct. This process is highlighted in the following Ministerial Statement:

‘**Our reform agenda will be complemented by increased investment in innovation and infrastructure through the new $11bn Education investment Fund … in the next round of funding, eligibility will be expanded and we expect it to help transform the VET sector and increase its capacity to meet the skill needs of Australians into the next decade …’**

#### (Julia Gillard speech, Mick Young Oration 2008, 17 September 2008)

#### METHODOLOGY

TSF PB in BN&W and TSF PB SE & Redlands are committed to the following principles to ensure all of our work is

**RELATIONSHIP DRIVEN EVIDENCE BASED OUTCOME FOCUSSED**

#### As indicated in the Strategic Plan a specific methodological approach has been selected. This approach has been selected for it’s ability to achieve practical outcomes. The two key components in this approach are program theory and participative methodology. A brief overview of program theory and participative methodology

#### OUTCOMES OF THE PARTNERSHIPS

* Sustainable strategic partnerships enable youth transitions
* **Shared Goal** - Partners have a clear, shared, realistic goal
* **Shared Decision Making** - Each partner contributes meaningfully to the planning and implementation of the program, and is involved in the decisions that are made;
* **Communication** - There is effective communication between partners;
* **Commitment and Investment** - All organisations are committed to the partnership and make a considerable investment to it;
* **Review -** Partners monitor and review their partnership and progress towards goals

**Education and Training Providers**

**Indicators:**

* Share responsibility for learning
* Create opportunities for learning beyond the classroom
* Create opportunities to bring expertise into the classroom
* Expand awareness of linkages between education and career opportunities

**Key Performance Measurements:**

Opportunities for meaningful learning as a result of education and training providers partnering with other stakeholders

**Business and Industry**

**Indicators:**

Influence the skills and knowledge of the future workforce

Address skills shortages and meet future skills needs

**Key Performance Measurements:**

An increase in the number of businesses providing quality workplace and community learning opportunities for young people

**Parents and Families**

**Indicators:**

* Make links between learning and career aspirations
* Be more aware of and better informed about a diverse range of education, training and employment options
* Support learning inside and outside the classroom
* Access supportive networks and services to help their children pursue chosen directions

**Key Performance Measurements:**

An increase in the number of parents and families that have improved understanding of the link between learning and career aspirations

An increase in the number of parents and families that are better informed about learning and career options

**Community Groups Outcome**

**Indicators:**

* Share knowledge about learning and engagement needs of young people
* Leverage resources to support engagement and learning
* Align effort to increase young people's participation and engagement in learning
* Align effort to increase young people's employability and life skills

**Key Performance Measurements:**

An increase in the number of community groups that partner with stakeholders to provide young people with opportunities to connect with the community.

#### OUTCOMES OF OUR BROKERAGE

1. The establishment of high quality partnerships that meet the sustainable partnership criteria
2. Education and Training providers have increased opportunities for meaningful learning
3. Business and industry increase in the number providing quality workplace learning opportunities for young people
4. Parents and families have improved understanding of the link between learning and career aspirations
5. Community groups increase partnering with stakeholders to provide young people with opportunities to connect with the community.