

Community Consultation March 9th GOTAFE

Questions	Community Response				
	Afghan	Congolese	Iraqi	Sudanese	Bridging Visa
The timetable for fulltime English classes at GOTAFE has been revised (3 ½ days) to allow students greater flexibility and to meet attendance requirements. How can attendance be improved further?	<ul style="list-style-type: none"> • Comment re classes: range of ability levels in one class makes it difficult • Would like a structured 'book' so motivated students can work ahead 	<ul style="list-style-type: none"> • Focus should be on speaking, rather than academic writing, numeracy • Needs to be a strategy to help students understand the reasons they are studying • Make students understand that it is their future not just money from Centrelink 			<p>(Some comments 'heard from others')</p> <ul style="list-style-type: none"> • Range of ability levels in one class makes it difficult • Continuous enrolments compound this • St (low level) found Australian teaching methods confusing
Despite trade-taster programs (e.g. hospitality, community services & hair dressing) being delivered, there has been minimal interest. What strategies can be implemented to motivate students?				<ul style="list-style-type: none"> • Rep commented that in Sudan certain skills are recognised as being useful and productive – enough to start a business / provide for the family, e.g. tailoring, nursing, agriculture, sewing, hair braiding, so some re-education re skills needed in Australia needs to be made • Students need to be told that their English is not good yet enough to get a job so they need to work harder 	
What information sessions would be beneficial to the community?	<p>Information sessions re:</p> <ul style="list-style-type: none"> • Dept. Justice • information about courses at GOTAFE • hospital service/tours* (commented about community not understanding the triage system) 			<p>Information sessions re:</p> <ul style="list-style-type: none"> • Career pathways (specific information) • Target year10/11 students so that they know what training besides university courses are available • Parenting skills for parents of teenage children, particularly boys • Issues relating to teenage behaviour, alcohol, drugs, gangs, etc. and how to motivate disengaged youth 	
Once students' English has reached a high enough standard, GOTAFE offers many training courses for work (some of which can articulate into university courses in the future). What further training would people be most interested in?	<ul style="list-style-type: none"> • Very hard to find a job even after C2/3 and further courses are difficult for the same reason 	<ul style="list-style-type: none"> • Should look to do courses that lead to real jobs, e.g. aged care, hair and beauty, mechanics, trades 			<ul style="list-style-type: none"> •

<p>GOTAFE training courses are suitable for young people who have completed high school. What courses would these young people be most interested in?</p>	<ul style="list-style-type: none"> • Engineering • Medical • Expressed difficulties of parents whose children want to study at university in Melbourne, e.g. rent, living away from home (including disillusion, loneliness, etc.), transport, need for families to relocate 		<ul style="list-style-type: none"> • Science courses, other than nursing, to be available locally, e.g. courses that articulate into further study for paramedics, medicine, pharmacy • TAFE courses in construction • Interpreting course (Arabic) • Offer of classroom space off site (Ethnic Council) 		<ul style="list-style-type: none"> • Tiling • Construction