Enabling Spaces for Learning:
a knowledge archive and shared measurement framework

A position paper by:

Johanna Wyn, Gavan McCarthy, Ani Wierenga, Mike Jones, Antonina Lewis, Richard O'Donovan, Ebeny Wood, Jo Taylor, Naomi Berman, Simon Faivel, Duncan Peppercorn, Clare Shearman & Stefan Bramble

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EXECUTIVE SUMMARY

The problem
Young people who do not form reasonable relationships with peers and staff are unlikely to benefit from being at school. They tend to disengage and become excluded from school. This is a chronic problem. In 2013, 20 percent of young Australians did not complete secondary school (FYA, 2013). This group faces significant disadvantage in increasingly precarious labour markets (FYA, 2013; ILO, 2013) and also faces ongoing challenges to positively engaging in their communities.

Current responses to the problem
There is a wide range of creative community-based responses to keeping young people connected to learning through a diverse range of non government organisations (NGOs) and programs which work with young people's learning, wellbeing and active social participation. These organisations work both within and outside schools and are often anchored within particular communities. Australian and international research shows that the marginal status, and short-term funding of these programs is itself a problem (Thomson & Russell, 2009). There is a need to better recognize and support NGOs who work directly with disadvantaged young people.

Until now, the creation of rigorous evidence about the nature of programs that keep young people connected with learning has been hampered by the fragmented and uncoordinated nature of their information and data, and lack of information about the nature, location and history of programs. Programs that achieve significant results for young people vary in size, emphasis, outcome, focus and practice and have variable resources at hand to support their evaluation and develop the evidence base behind their work. New developments, both conceptual and practical in archival science and digital information management enable the accumulation (over time) and integration (across programs) of information and data about programs.

A solution
This project draws on these new developments to build the 'proof of concept' for a knowledge archive and a shared measurement framework that enables the scaling up of data and information about these programs. This is achieved by tailoring an instance of the Online Heritage Resource Manager (OHRM)[1]. This powerful digital system enables the management of complex information, data and metadata, and is specifically designed to enable links to be made across levels of information, publications, other records and sets of data.

The outcome of this three-year project will be a proof of concept public, web-based open resource that provides:

a)   a contextual framework documenting a selection of the Australian programs that keep young people connected to learning;

b)   a conceptual framework for the measurement and evaluation of the processes and outcomes of these programs, which is represented through a logic model and an information model for organisations working with young people; and

c)   an evidence framework documenting the publications, information and data created and kept by these programs as a record of their activities.

The primary purpose of this position paper is to describe the conceptual framework.

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1   The Online Heritage Resource Manager (OHRM) is an archival knowledge management tool developed by the eScholarship Research Centre and its predecessors at the University of Melbourne.

INTRODUCTION

The problem

Effective learning environments for young people are underpinned by respectful relationships. Young people who do not form reasonable relationships with peers and staff are unlikely to benefit from being at school. They tend to disengage and become excluded from school. This is a chronic problem. In 2013, 20 percent of young Australians did not complete secondary school (FYA, 2013). This group faces significant disadvantage in increasingly precarious labour markets (FYA, 2013; ILO, 2013) and also faces ongoing challenges to positively engaging in their communities.

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This project draws on the experiences of organisations that accept responsibility for keeping all young people connected through the creation of learning spaces that are enabling, built on respectful relationships to foster a sense of belonging, to encourage and develop self-efficacy, and provide a context for students to derive a sense of purpose.

A solution

Drawing on these new developments, this project contributes to conceptual renewal in the sector. It does this by giving greater visibility to programs and organisations that keep young people connected to learning and by identifying a common framework that can be used by different organisations to transform thinking about enabling practices (by organisations) and positive outcomes (for young people).

Currently, effective organisations each have their own distinctive ways of identifying the practices that keep young people connected to learning and the outcomes for young people. The process used in this project has been to 'mesh' rather than 'mash' these details, so that each organisation's practice is respected, traceable and distinctive. Drawn together, this knowledge is creating a much fuller picture of what organisations do. This has enabled the project to identify elements in common (leading towards a common framework) as well as highlighting the gaps in what is being measured and known.

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    b.   a conceptual framework for the measurement and evaluation and measurement of the processes and outcomes of these programs; and

    c.   an evidence framework documenting the publications, information and data created and kept by these programs as a record of their activities.

All the data, metadata and information necessary to produce the proof of concept web resource will be managed by the OHRM.

Together these provide the foundation for a scaled up collective body of knowledge about what does and does not work to keep young people connected to learning.

What is in this position paper?

The focus of this paper is on describing the conceptual framework (point b) outlined above. This is because this is a new way of thinking about the critical changes that happen to young Australians and other stakeholders who are involved in organisations that keep young people connected to education and learning.

The information modelling to document and register the contextual framework is well understood and this type of modelling and web expression can be seen in OHRM-based web resources such as the Australian Women's Register, Find and Connect, and the Encyclopedia of Australian Science. Therefore this is not described in detail in this paper.

Similarly, the information modelling for the documentation and registration of forms of evidence, usually archival records, contemporary records, publications of all type, multimedia records and data sets is well understood and also not described in detail in this paper.

This paper specifically describes the conceptual framework. It is first represented through a logic model, which shows who organisations work with, what they do and critically what happens as a result of what they do. This can then be translated into an information model suitable for use in the OHRM where the different parts can be systematically linked into the contextual and evidence frameworks. This position paper has the following sections:

- **A Logic Model for Organisations Working with Young People**
  - o This section describes the key elements of the conceptual framework, namely: Respectful Relationships; Enabling spaces and Outcomes; and Connection, Control and Meaning.

- **An Information Model for Organisations Working with Young People**
  - o The section examines how the conceptual framework can be represented as an information model. It explores how these elements could be translated into an entity-relationship information framework and proposes definitions that could be used in that space.

- **Analysis and Interpretation**
  - o This section describes the processes used to build the framework.

- **Application**
  - o This section describes some examples of how the framework is being used by organisations.

- **Next Steps**
  - o The position paper ends with a brief outline of the next stages of development of the framework

A LOGIC MODEL FOR ORGANISATIONS WORKING WITH YOUNG PEOPLE

A model has been developed to understand how Young People (aged 15 to 19 years) progress through learning spaces that are enabling. This is the Building Futures Conceptual Framework. Here it is represented as a logic model, i.e. there are logical relationships between every phase of the model. It shows the logic of creating enabling spaces based on respectful relationships that engage young people in learning. The logic of this model is underpinned by the interconnected relationships of three components that occur in the enabling space and through outcomes: connection, control and meaning. The following diagram represents this logic model and shows how Young People develop through a program.

Figure 1: The Building Futures Conceptual Framework, represented as a logic model
The following table (Table 1) describes the terms used in the diagram above.
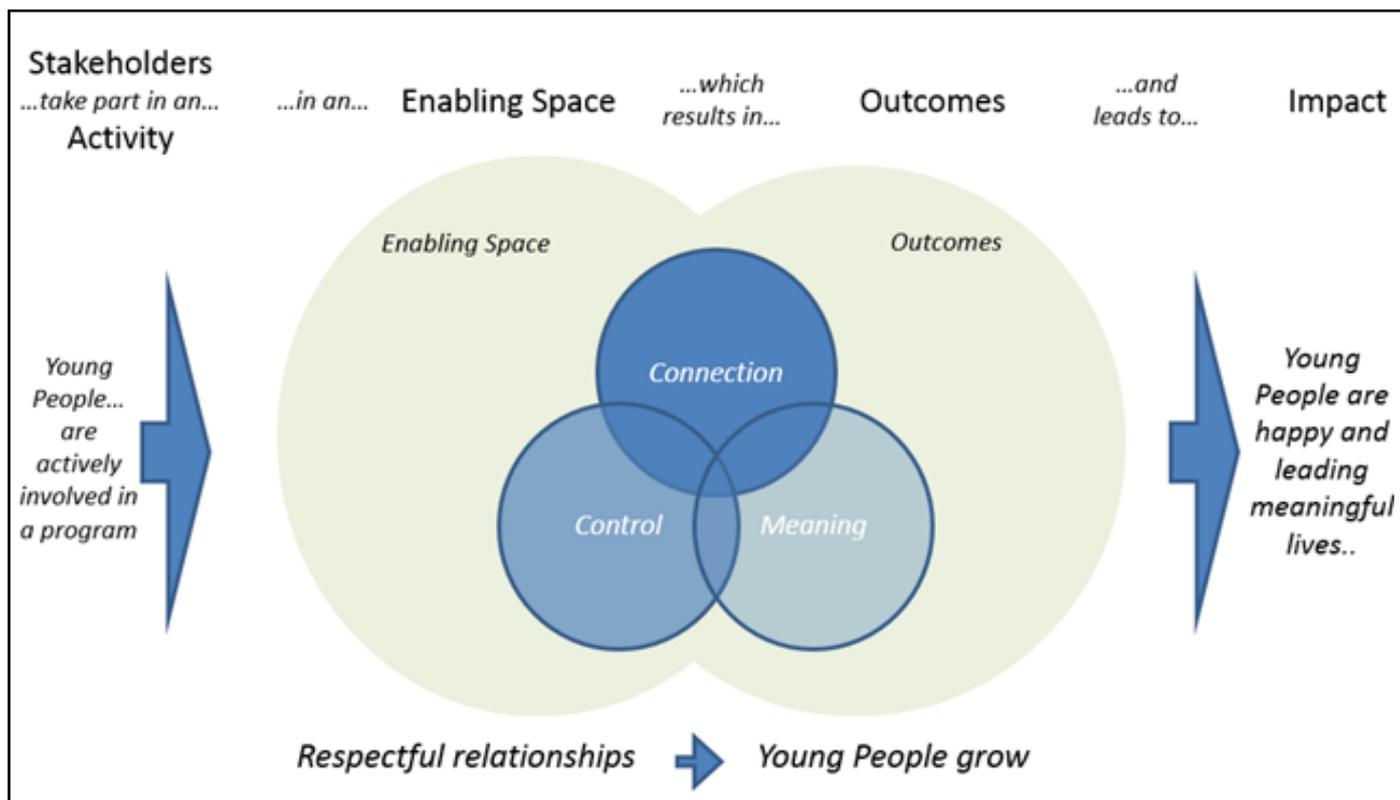
Table 1: Definition of terms

Stakeholder	A group that has a stake in the program, and who may experience change or want to see change. Stakeholders are usually thought of as groups of people. For example, the diagram shows how young people change
Enabling Spaces	Enabling Spaces are where students can form respectful relationships and derive a sense of meaning, connection, and control over their lives. Schools can be enabling spaces, and are exactly this, for many students. Alternative programs can also be vital enabling spaces, they can function this way for many of the students who have been displaced from mainstream education systems
Activity	A structured learning experience within the program
Outcomes	Outcomes relate to change at the level of the individual and within the culture of the organisation or community
Impact	Organisations with very diverse approaches to their programming are seeking similar results from their work: young people learning, earning, engaged meaningfully in the life of their communities.
Young People	Participants aged between 15 and 19
Respectful relationships	The guiding value to support young people's learning
Connection	Real, tangible links between individuals and other individuals, groups and institutions
Control	A sense of being ok and 'in control' of self, of this activity, or of life in this moment
Meaning	Having a sense of purpose in this activity, and this moment

Through this project, we have recognised that by shifting the lens from a focus on the primary stakeholder group (the young people) to other stakeholders like schools, businesses, or communities, we can understand how to create an enabling space where cultures change and communities grow; and these must be recognised as parallel processes. We can represent the logic of changes for other stakeholders, like schools, businesses or communities using similar diagrams that represented above. However, for the purposes of this position paper, we will focus on the primary stakeholder group, young people.

AN INFORMATION MODEL FOR ORGANISATIONS WORKING WITH YOUNG PEOPLE

The previous section described the conceptual framework and how young people grow and engage in learning. To effectively make sense of the complex information generated by organisations, an information model is required. The 'Building Futures' Research Team's analysis of the schematic and descriptive introduction to the conceptual framework has identified four classes (or types) of information that could be used to build an information model suitable for ingest into the OHRM. The following information classes have been proposed, and will be described in this section:

1. Conceptual Framework
2. Guiding Value
3. Cultural Dimension(s)
4. Organising Principle(s)

These are significant distinctions, because they underpin a model of organizing complex information.

1. The Conceptual Framework: The Building Futures Framework

The Building Futures Framework situates Respectful Relationships as the guiding value for young people's wellbeing. By doing so, the framework emphasizes young people's ability to form and sustain meaningful, respectful relationships as a key indicator of success. The framework positions the guiding value (Respectful Relationships) relative to two cultural dimensions (Enabling Spaces and Outcomes); and these are interpreted through the organizing principles of Connection, Control, and Meaning.

The framework recognises that successful programs are those which instill young people with a sense of self agency and ongoing engagement with learning and community. It also recognises that these programs succeed by cultivating an environment of Enabling Spaces in which these Outcomes can flourish.

In this way, the Building Futures Framework offers a scaffold for the organisations in the learning and youth sectors to evaluate programs that keep young people engaged with learning against this new paradigm, and effectively develop an evidence base beyond traditional measures of attendance, retention and pathways.

2. The Guiding Value: Respectful Relationships

Within the Building Futures Framework, Respectful Relationships are situated as the guiding value for young people's wellbeing. The Framework posits that providing a focus on, and opportunities for, quality relationships has a significant positive impact on lives. This is particularly true for young people who are having difficulty with or otherwise missing out on this aspect within their existing learning environments. While the perceptible benefits are most dramatic for disenfranchised students, all young people thrive when their capacity to form and sustain Respectful Relationships is improved. This principle applies to relationships between young people and their peers, and with teaching staff, employers, and the wider community. The positive impact of such relationships has already been recognised by a growing body of research, for example: Moore and Hamilton, (2010); Noble and McGrath (2012); and Lawner, Beltz and Moore (2013). The Building Futures Framework hopes to build on this evidence base.

Respectful relationships within and around an activity or learning setting create the conditions for generating other respectful relationships in the world beyond. Respectful relationships involve the qualities of positivity, warmth, and trust; emotional and physical safety; and to build life skills such as listening, teamwork, leadership, and conflict resolution. They are enduring, and have the most impact if they occur over a period of at least a year.

3. The Cultural Dimensions: Enabling Spaces and Outcomes

Enabling Spaces
Within the Building Futures Framework, Enabling Spaces are one of the two Cultural Dimensions in which Respectful Relationships are expressed as a change point for young people and their learning environments. Building on related research with young people and organisations (Wierenga, Wyn et. al., 2003; O'Donovan, Berman and Wierenga, forthcoming) Enabling Spaces can be understood as being characterised by a set of attributes including emotional and physical safety, co-operation, and trust. They are often embodied in actual sites or physical learning environments, however Enabling Spaces can also be constituted as conceptual or emotional states. Enabling Spaces create change at the level of the individual and in the culture of the organisation or community. All stakeholders are affected by the Enabling Space.

Enabling Spaces are learning spaces underpinned by Respectful Relationships, in which the activities and processes that are meaningful, enhance young people's a sense of control over their lives, and build connections with trusted others. Diversity in programs is needed to ensure that all young people have the opportunity to remain connected to learning. Enabling spaces create change at the level of the individual and in the culture of the organisation or community, which we call the environment. An enabling space is more than the sum of its parts. It has a richness and completeness that is analytically and substantively destroyed if the three elements of connection, control and meaning become unravelled, or one of them forgotten.

Outcomes (Individual and Environmental)
Within the Building Futures Framework, Outcomes are one of the two Cultural Dimensions in which Respectful Relationships are expressed as a change point for young people and their learning environments. Outcomes are characterised by a set of attributes including direction and purpose, communication, and efficacy. They are sometimes assessed by qualitative measures, however Outcomes can also be quantitatively demonstrated. Like Enabling Spaces, Outcomes create change at the level of the individual and in the culture of the organisation or community.

Individual outcomes include participation in and completing a program, with a sense of purpose and meaning, skills and knowledge which give them more control over their lives, and tangible connections to the people, institutions or communities who will be important to them.

Environmental outcomes include strengthening of programs, schools, communities and businesses, through creating a sense of purpose, efficacy and capacity to be able to work well with young people, and creating spaces where young people can connect, have a voice, can contribute, and belong.

4. The Organising Principles: Connection, Control, Meaning

There are three Organizing Principles of the Building Futures Framework. Organizing Principles represent the logic by which information is gathered, disseminated, and processed within and between organisations (Zander and Kogut 1995). These principles structure the way we interpret and represent information, and inform the selection of appropriate behaviors and routines for coordinating actions (McEvily, Perrone and Zaheer 2003).

Correspondingly, Organizing Principles also inform the way action is understood and measured, and this point is particularly significant in the youth sector where organisations have identified the challenge of gathering evidence behind the 'real' work that they do. Building on previous research with young people and community organisations[2], the concepts of connection, control and meaning have emerged as powerful conceptual lenses (organizing principles) in this project.

Connection
Connection is one of the three Organizing Principles of the Building Futures Framework. Connection as an Organizing Principle is the willingness to engage and trust, expose and accept vulnerability based on an expectation that communication, human networks and collective action contribute to individual and/or social good. It is reflected in real, tangible links between individuals and other individuals, groups and institutions.

Control
Control is one of the three Organizing Principles of the Building Futures Framework. Control as an Organizing Principle is the willingness to be present, act and speak based on an expectation that confidence is backed by experience, and the capability to do this well. It is reflected in a sense of being ok and 'in control' of self, of this activity, or of life in this moment.

Meaning
Meaning is one of the three Organizing Principles of the Building Futures Framework. Meaning as an Organizing Principle is the willingness to explore and accept uncertainty based on an expectation that past learning, current awareness and sense of identity inform current activity and future possibilities. It is reflected in individuals having a sense of purpose in this activity, and this moment.

Implementing the Information Model

The seven elements of the conceptual framework described above have been entered into an instance of the OHRM and the descriptions of the elements and their citation of supporting literature will undergo refinement. Each element of the conceptual framework is related to every other element and it is possible to annotate the nature and scope of each link.

It is planned that additional entries be added to the OHRM that will explain through program case studies how these elements are utilized in the evaluation and understanding of those particular cases. It is standard practice in the OHRM that all entries will cite some form of evidential source, be that a published literature, archival materials or records of programs and in some cases sets of data.

Having developed the analytical framework, the next phase will move into applying this to the partner programs.

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2   The interrelated concepts of connection, control and meaning have a history of strong resonance in the youth and education sectors. Wierenga and Wyn draw on distinctive prior applications of these terms or similar ones. For example, connection, control and meaning are concepts that Wierenga used in her PhD thesis (Making a Life: 2001), which she identifies as crucial to the social fabric that enables young people to make their lives. Wyn has drawn on a legacy of work within the Youth Research Centre by Cahill (2001), Stokes, (2003) and Holdsworth, Stokes & Smith (2003), that explores the interrelated concepts of control, bonding and meaning to analyse the quality of relationships that facilitate engagement with learning. The Youth Research Centre's use of these concepts drew on Phillips (1990) work that identified a sense of control, of bonding and of meaning as three connecting psychological factors that contribute to positive self-esteem, a crucial element of wellbeing. Both the Youth Research Centre's and Wierenga's uses of these concepts differs from Phillips in focusing on a sociological interpretation of connection, control and meaning that goes beyond individual characteristic. Within the Building Futures for Young Australians project, the analysis has deepened the relational aspect of these concepts to provide a way of capturing the complex dynamics of enabling learning spaces that build on respectful relationships.

ANALYSIS AND INTERPRETATION

In 2014, the project is focussed on identifying for each of the participating organisations how they express the indicators of connection control and meaning in relation to Enabling Spaces and Outcomes (for young people – individuals – and for environments – other stakeholders).

Although Connection, Control and Meaning are important within all enabling spaces (and all programs) the combination of these elements is different across programs, because each has developed a unique focus in response to the needs of the young people with whom they work. Although each of the participating organisations addresses the needs of young people in relation to learning, they do not do this in the same way, and while the framework is broadly relevant to each of them, it will look a little different when applied.

For instance, Hands on Learning places a strong emphasis on connection and sets this as its primary goal. For Hands on Learning, building strong respectful relationships with disengaging students is their core business, and by being located inside schools relies at least partially on the rest of the school to provide Meaning for students once they have started to reconnect. Beacon, on the other hand, assumes largely that students are already connected to school and that their role is to assist students to help envision and prepare for their future. So whilst neither organisation exclusively deals with only part of the Building Futures framework, they do target different aspects, with Hands on Learning emphasizing Connection and Beacon emphasizing Meaning.

Going deeper, in all programs, the element of Meaning is about young people developing a stronger sense of purpose about their learning in relation to their own lives, but this is developed in different ways. Beacon programs, which aim to keep young people connected to learning by strengthening the links between young people, schools and workplaces within their communities, have a focus on young people's work and career aspirations. Beacon work with whole school communities and all the young people in a grade cohort. Building a sense of meaning and purpose with young people within this program involves young people thinking about and planning for the future, and exploring those career options through the program, with young people having an opportunity to reflect on and gain a greater awareness of the possible role of school in relation to their own plans.

Hands on Learning programs in schools have a different focus and they work with a very specific 'high needs' population of young people. They aim to keep disengaged young people connected to learning by strengthening the relationship between these young people and their school communities. Because the process is about actively working on and re-defining the relationship between individuals and their school, the program focus is not on future or careers, but more on the here-and-now, building with young people a sense of meaning, purpose in being at school, by making a valued contribution and giving something back to their school community. Within the program's broader activity of building useful and practical infrastructure in school grounds (for example, a bus shelter) the structured day-to-day program activity with young people focusses in on today: the work that will be done today, the contribution that will be made by each individual to the activity and to the group, and reflecting at the end of the day on what was achieved, what was purposeful, and what was learned, what this means for tomorrow or next week. As they do so, young people develop a greater sense of the potential value of their daily activity a learning setting, as well as strengthening their own capacities for making their learning activity meaningful, like everyday planning, action and reflection. By way of a direct contrast to the Beacon example above, Hands on Learning program leaders explain: 'By the time these young people start thinking about the future, our work is already done.'

The Connection, Control and Meaning elements represent, in part, indicators and measures that are already documented, and in part, those that are desired but not currently measured. This means that the Building Futures framework identifies gaps in measurement for each organisation and the sector which may be significant and for which they may seek to fill by developing new measures. As a result, in some cases a lack of measures or indicators will simply reflect the different emphases organisations place on their practice, and the different needs of the students in their programs which may change over time as priorities change.

During the first part of 2014, the project will identify what measures each organisation is using to identify aspects of Connection, Control and Meaning in relation to their programs and the resultant outcomes. They will document the questions they employ to construct these measures. An example of the type of detailed analysis this process involves is presented in Table 2, with reference to how three different organisations measure 'Meaning'.

Table 2. Measuring "Meaning" as an individual outcome in three programs: World of Work, Beacon, Hands on Learning

Measure	Question
Program impact on confidence in future achievements	**World of Work:** Would you say the World of Work week made you feel more positive about what you can achieve in life after school? Yes/No
Program impact on engagement with school	**World of Work:** Before you came to World of Work, did you think you would stay on at school until the end of Year 12? Yes/No/Unsure **Hands on Learning:** Has a positive attitude towards school Attends school regularly
Program impact on expanded options for post-school study and work/career	**World of Work:** Has the World of Work week given you a) new ideas for study after school? Yes/No b) new ideas for future work/career options? Yes/No **Beacon:** What are you thinking about doing for a career?

Preliminary analysis indicates that some of the measures overlap across two or three of the elements of Connection, Control and Meaning. Referred to as 'entanglement', the complex and intersecting nature of measures needs to be registered and mapped in the OHRM. One of the innovative aspects of overlaying the emerging framework on existing measures is the capacity to recognize and illustrate the complexity and multidimensional nature of the relationships between Enabling spaces and Outcomes.

One of the most important elements of this type of work is that it potentially supports organisations to develop and communicate a more authentic and nuanced understanding of the type of work they do with young people and what works, with the process itself potentially providing an enabling space for community organisations.

The key research task for phase 2 is to create a robust and replicable link between the conceptual framework and the empirical measures at the organisational level. The questions for each organisation are: what practices or outcomes do organisations measure to identify Connection, Control and Meaning? What is the evidence for these measures? What questions are asked, and in what form? Where are these questions and answers held? How are they documented?

The Building Futures for young People at Risk project will make a significant contribution through the development of a system of measurement that is both simple (i.e. consists of five core elements) but allows for the complexity of what happens in real life. It captures the dynamics and qualities of programs that keep young people connected to learning. These dynamics and qualities may involve change for young people as well as for teachers, community members and the school. The program logic is not simply one of changing young people.

APPLICATION

Community organisations have shared some of the ways the elements of Connection, Control and Meaning are connected to the questions that they ask and the evidence they currently generate about their Enabling Spaces. The figure below provides examples of Connection, Control and Meaning elements and the explanation by each organisation of why they 'code' their evidence in this way. The complexity and diversity is made more comprehensible through informed decisions about the ways in which evidence is being used (and coded). The change they record over time is in the nature and quality of relationships in the Enabling Space. For young people this generally involves deepening and expanding their understanding of learning and their place in the school or program and beyond. However, it needs to be understood that this development is not simply measuring a 'change' in the young person – it is also measuring the depth and quality of the program.

Figure 2. Questions used by organisations to provide evidence of Connection, Control and Meaning

Connection

Hands on Learning

    a) *One question we ask* (daily): Was the student engaged today?
    b) *What kind of evidence it generates*: 5 point Likert scale (Highly disengaged/Disengaged/Neutral/Engaged/Highly engaged) allowing us and HOL artisan-teachers to track frequency and trends in student connection
    c) *Why do you 'code' this within connection?*: Engagement, as judged by HOL artisan-teachers, is an overall assessment of how much the student appeared to be participating in the tasks as part of the team. Being an active team member within HOL is fundamental to, and symptomatic of, students' sense of connection to the group.

    a) *One question pre / post question we ask*: Is [the student] able to resolve differences without resorting to violence or confrontation?
    b) *What kind of evidence it generates*: Five point Likert scale (No definitely not/A little/Somewhat/Mostly/Yes definitely) that shows progress in students' interactions with others between first joining HOL and the end of the year.
    c) *Why do you 'code' this within connection?*: Being able to negotiate in a civil manner is indicative of a students' sense of connectedness, of them feeling sufficiently respected as to be able to use word instead of actions to convey their upset, and of sufficiently respecting others as to not seek to intimidate them physically.

Beacon

    a) *One question we ask:* How often did you attend school this year
    b) *What kind of evidence it generates*: A 4 point scale: I was absent a few days a week; I was absent a few days a fortnight; I was absent a few days a month; I was absent a few days of the year.
    c) *Why do you 'code' this within connection?* The associated measure is school attendance/engagement/participation. This measure is looking at engagement with an environment with the understanding that an increase in engagement means individuals are more likely to stay on at school. A key ingredient in the decision whether stay or go at end of year 10 and one of the indicators is whether they are present and participating.

Control

Hands on Learning

    a) *One question we ask* (daily): Did the student achieve their Focus Plan today?
    b) *What kind of evidence it generates:* 4 point Likert scale (Not at all/Occasionally/Most of the time/
Consistently) allowing us and HOL artisan-teachers to track how students are progressing against their
particular focus plan.
    c) *Why do you 'code' this within control?*: While focus plans are diverse, they are invariably behavioural
in nature ("show us you can...") and achieving them involves students developing particular skills
(social/personal/practical) and exhibiting sufficient mastery and self-control to be able to demonstrate
them to others.

    a) *One pre/post question we ask*: Is able to exercise self-control/control over his/her behaviour?
    b) *What kind of evidence it generates*: Five point Likert scale (No definitely not/A little/Somewhat/
Mostly/Yes definitely) that shows progress in students' behaviour from when they first came into HOL
compared to the end of the year.
    c) *Why do you 'code' this within control?*: This is explicitly about how well students are able to
maintain self-control, composure, and demonstrate appropriate/socially acceptable behaviours across
the various circumstances they encounter.

Beacon

    a) *One question we ask*: How confident do you feel about finding a job you would be suited to?
Another question we ask: How confident do you feel about entering the workforce
    b) *What kind of evidence it generates*: a 3 point scale, not confident, fairly confident, extremely
confident. Measuring increase in confidence and increase in industry knowledge.
    c) *Why do you 'code' this within control?* We are looking to understand whether the program has
helped to increase knowledge or skill to help them plan for, imagine, act on their future. Even though
we are only talking about confidence levels these are attributes which will help them to achieve things
(work, a job) in future. To achieve this is an achievement in itself, that will help them in the future.

Meaning

Hands on Learning

    a) *One daily question we ask*: Team Roles the student fulfilled today: Teacher? Decision Maker?
    b) *What kind of evidence it generates*: Yes/No these two questions (of five in this category of Team Roles) help to track how students position themselves within the group.
    c) *Why do you 'code' this within meaning?:* Taking on the roles of Decision Maker and/or Teacher shows an embracing of focus and purpose of the team within the project at hand. This speaks to the student having internalized the importance and significance of the tasks they are undertaking and seeing it as sufficiently meaningful to want to contribute to its direction, and to assist others to do likewise.

    a) *One pre/post question we ask*: Attends school regularly?
    b) *What kind of evidence it generates:* Five point Likert scale (No definitely not/A little/Somewhat/Mostly/Yes definitely) that shows progress between the students' attendance patterns when they first came into HOL compared to those after being in HOL for a year.
    c) *Why do you 'code' this within meaning?*: Attending school is demonstrative of students' embracing the notion that school has something to offer them - whatever that may be - and therefore that it holds some personal meaning for them.

Beacon

    a) *One question we ask:* How do you feel about school?
    b) *What kind of evidence it generates:* Four point scale from bad to good I enjoy most of the time, some of the time, I really don't enjoy. The actual measure is 'change in attitude to school'.
    c) *Why do you 'code' this within the dimension of meaning?* This is a pre-and post-survey question. What we are trying to understand there is the way that a young person is experiencing the school environment and our interest in that is to think about what it might mean for them in the future. If they don't feel very good about school they tend to disengage. This involves how they are thinking about themselves in relation to school and we are trying to understand how they are using school. Understand how this learning activity relates to their own lives.

NEXT STEPS

For measures to be effective it is important to work from the ground-up, so as to build firmly on existing knowledge and practice. The approach taken in this project is to work closely with youth sector organisations to interrogate the measures currently being used, and to build on that, towards what is wanted. For example, the participating organisations have identified that although Respectful Relationships sit right at the heart of their practice with young people (both as process and, importantly as outcome), they are least equipped to measure Connection. Currently, some elements are measured, while other important ones are not yet.

The contributions of organisations will continue to inform the framework, and to build the evidence base behind it. Although almost always called by different names, effective sector organisations each have their own distinctive ways of measuring different parts of the elements of Connection, Control and Meaning. As described in detail in this document, our process is to 'mesh' rather than 'mash', so that each organisation's practice remains trace-able and distinctive. Drawn together, these are creating a much fuller picture of the possibilities for each element, at the same time potentially offering a series of different ways of measuring outcomes (a potential resource) as well as potentially highlighting the gaps (in what is happening, what is known, or what is measured). The next phase of the project involves a mapping of the current coverage of measures being used (by asking: which areas can we populate?), as well as identification of the gaps, or what is not covered well by existing measures. This is a process of open inquiry which will gather depth and strength with increased input from the end-user community (youth sector and funders). The following text could serve as a guide for understanding how to work with existing questions.

Connection: In relation to outcomes for individual young people, this element involves questions which measure increases in human links, relationships of trust, and links that extend into the community (networks of support).

At an environmental level questions are about the existence, strength and density of relationships of trust. These questions are designed to identify strong and functioning relationships between communities and relevant organisations with young people.

Control: In relation to outcomes for individual young people, this element involves questions which measure increases in being or feeling: safe, heard, able to contribute, confident, competent or capable. Externally assessed these questions cover increased skills (personal, intra-personal, self-management, self- efficacy, emotional intelligence, literacies, numeracy) and are designed to document achievement, mastery and completion. NB: Much of the current system of formal education measurement falls into this dimension (e.g. literacy and numeracy), while the coverage only remains a fraction of the useful whole.

At an environmental level the key question is about cultural change through effective engagement with young people. Questions are those which are designed to measure increases in capacity, towards effectively and skillfully engaging with young people.

Meaning: In relation to outcomes for individual young people, this element involves questions which measure increased:

- sense of identity (who I am or can be)
- awareness of potential to do (or contribute to) good things
- aspirations, practical ideas and plans (for life today or in the future)
- engagement (e.g. participation, focus, attention, interest) in the learning activity
- understanding of the task that needs to be done, and how to do it
- understanding how this (learning activity) relates to their own life
- sense of purpose in the learning activity (e.g. whether today's task or being at school)

Questions about the environment (communities and organisations) measure cultural change: increased awareness of the needs of young people, valuing of and respect for young people, and interest in honouring their aspirations.

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