

What is the Eumundi Markets Schools Project?

The project takes enterprise education out of the classroom and into a 'real life' marketplace. For over four years students from three schools have had an opportunity to develop skills and confidence by preparing for and managing a stall at Queensland's most famous country market.

Participating schools share responsibility for the stall and use a variety of approaches in sourcing or manufacturing products for sale, identifying students to be involved and integrating student learning.

Noosa Youth Service played a crucial role in the development of the project and continues to play a facilitation role across the three schools. Noosa Youth Service has encouraged schools to focus on the involvement of students 'at risk' of early school leaving.

Background – Markets at Eumundi

Eumundi is a small town on the Sunshine Coast in Queensland that has become famous for its local market. The Eumundi Market was founded in 1979 by the Eumundi and District Historical Society and has grown over the decades from a Saturday cake stall to a huge market averaging 500 stalls and bringing an estimated half million visitors to the town each year. In recent years the Saturday market concept was extended to Wednesdays to provide tourists and locals alike, with a mid week opportunity to shop. Though perceived by visitors as being the same, the Wednesday market is a separate entity managed by the Eumundi and District Community Association and called the Wednesday Country Market. It involves 250 stallholders, including the stall run by the local consortium of schools. Funds raised by the Association are earmarked for local community projects and are held in trust by the Maroochy Shire Council.

Project Partners

Noosa Youth Service

Noosa District State High School

Sunshine Beach State High School

Cooroora Secondary College

Eumundi and District Community Association

Role of the Partners

Project Coordinator –

Noosa Youth Service fostered the development of the project and has continued to play a role in coordination and communication between schools and with market management (The Eumundi and District Community Association). The NYS plans the roster for school involvement, hosts a monthly planning session for project partners and facilitates an annual review. The NYS coordinator has a strong relationship with schools involved, nurtured through weekly participation in Student Welfare Team Meetings at each school.

Schools –

Responsibility for the market stall is rotated so that each school goes to market once every three weeks. Schools take individual responsibility for identifying students to participate, managing student involvement, integrating student learning and resourcing staff to support students. At least one representative from each school is involved in Project Planning Meetings facilitated by the NYS.

Students –

Students involved in the project are required to source or help manufacture products for sale, be aware of market forces, adhere to strict business procedures (stock tally sheets and profit and loss statements), offer goods at competitive prices, compete with other stall-holders to attract custom, demonstrate professional customer service, have sound product knowledge, review and evaluate product demand, manage fees and charges associated with operating a market stall, be well organised and ready to start at 7.30am on market day, have a positive attitude, promote the project to the wider community and work cohesively as a team.

Market Manager –

The Eumundi and District Community Association manages the Wednesday market and takes an active interest in the project. They are involved in the annual project review process, participate in the Student Presentation Ceremony at the end of the year and are in regular communication with the Noosa Youth Service. The stall hosted by the schools is subject to the regular fees and charges associated with operating a market stall.

Case Study - Noosa District State High School

Target Group

Year 9 and 10 students whose social and academic outcomes have been effected by a lack of motivation at school.

Objectives

- To encourage student motivation, goal setting and time management.
- To facilitate independent learning and foster the development of positive relationships with peers and adults.
- To develop interpersonal skills, team work and problem solving

How it works in practice

Securing student involvement

The Eumundi Markets project is linked to a ten-week subject called 'Enterprise Education'.

Enterprise Education is offered to Year 9 and 10 students who been sent to the 'time out' room at least once during a school term. (Students are sent to the 'time out' room as a consequence of disruptive classroom behaviour.)

Eligible students are invited to an information session to find out about the subject. During the Session the Behaviour Management Coordinator provides students with an overview of the subject and invites questions from students.

Elements of the subject outlined during information session: -

- Participation in a 3 day 43km Wilderness Trek
- Participation in the Eumundi and Cooroy Markets involving product identification, product sourcing and/or production and sale on six market days
- The assessment process – self evaluation of responsibility, motivation, communication and cooperation, a small amount of written work and teacher evaluation based on communication, participation and teamwork
- Benefits of taking the subject including

- the participative nature of the course (ie. they are involved in decisions about market involvement)
- that it is a chance to make some money (ie. at the end of term they share the profits), and
- that it has the potential to positively impact on their time at school.

An information sheet is provided for parents of interested students (see Project Resources)

Enterprise Education – Subject Structure

- Each term (10weeks) 8 students participate
- The 3-day wilderness trek is undertaken early in the term to promote team building, self-esteem and problem solving. Classes prior to the trek focus on preparing for it mentally and physically.
- Each week students undertake 3 x 70 minutes lessons. Lessons are used to prepare and debrief their involvement in six markets.
- The group prepares for participation in Eumundi Markets twice and Cooroy Markets four times. Four students staff the stall at Eumundi Markets and two students staff the stall at Cooroy. They are accompanied by a Project Officer who is employed by the school as a 'teacher's aide' to support students at the Market. Each student has an opportunity to attend two market days throughout the term.

Identifying and sourcing or producing product

In 2001 the core product produced for the market was cakes and slices. Each week the students spent their Monday Enterprise Education classes cooking and packed and labeled the product on Tuesday during their lunch break.

Additional products sold at the stall included:

- High quality wood products resulting from a partnership between the school and the Cooroora Woodworkers Club, a community based arts incubator. Members

of the club worked for a half-day each week with six gifted and talented woodwork students. The products produced were sold at the market with 60% of proceeds returning to the Club to buy materials and 40% going to the sales team.

- Other products were sourced from within the school including honey and vegetables grown by Agriculture classes on the school farm, a music CD produced by a Music class and other baked products made by Home Economics students.

Integrating Student Learning

Project planning, marketing and communication skills are woven into the program, and have a particular focus on the day they go to market. On market days the youth worker/teacher's aide particularly focuses on the development of interpersonal skills through student interaction with customers and other stallholders. Students also undertake a range of mathematical tasks including ordering raw ingredients, organising the float, maintaining stock control, counting takings, recording income and expenditure and profit and loss.

An important element of the program is developing student awareness of achievement through self -assessment. Using a simple yet structured feedback process students evaluate their performance and ultimately contribute to the final subject rankings that appear on their school report. All junior secondary subjects involve a grading i.e. A, B, C and a ranking (1-4) on student responsibility, motivation, communication and cooperation. Their final grading and ranking results are based on self-evaluation combined with teacher observation and written work.

Outcomes for Students

Students who had undertaken the program identified the following personal outcomes:

- More confidence
- A feeling of achievement
- Improved relationships with peers and teachers

- An increased ability to trust
- A positive impact on other subjects such as Physical Education and Maths
- Experience that they believed would help them get a better job when they leave school

School staff have identified the following outcomes for participating students:

- An improved ability to handle conflict
- Reduced behaviour management problems
- Increased confidence and motivation

School Staffing and Support

The program was staffed by: -

- A teacher with a full subject allocation to deliver Enterprise Education. The teacher took responsibility for all program planning, preparation for and debriefing student achievements following each market day.
- A 'Teacher's aide' employed to support students on Market Day. This involved collecting students from school, attending the market with them and supporting them in their learning and development. The person selected for the role had a background in youth work

Keys to success

1. Supportive school leaders

The flexibility and support of the School Principal has been vital to the success of the project. Resources committed included a teacher, teacher's aide, a room to work in and materials to decorate it.

2. Motivated teacher

A teacher who has an ability to build a strong relationship with the students and build their confidence and sense of responsibility.

3. Transparency

The teacher used a transparent approach to learning and assessment, with students understanding the overall objectives yet having input to the process and an opportunity to evaluate their own performance.

4. Cross department collaboration

A broad spectrum of knowledge and interest in the project across the school resulting in an across faculty approach to producing products.

Resources

Parent Information

Student Assessment Outline

Student Diary Proforma

Student Self-evaluation Sheets

Student Survey

Case Study - Sunshine Beach State High School

Target Group

Special needs students.

Objectives

- To provide cross curricula, multi-leveled learning experiences for students with disabilities
- To promote the development of social, communication and life skills in a 'real life' environment outside home or school
- To promote quality school – community partnerships

How it works in practice

Securing student involvement

In 2001, sixteen students at Sunshine Beach State High School were assessed as having a disability. As a result of each assessment, Individual Education Plans were developed and teaching resources committed. Depending on the degree of disability students either attended a special needs unit (The Student Teacher Access Centre - STAC) full-time or part-time in conjunction with mainstream classes. All students with a disability were involved in the Eumundi Markets project with the Student Teacher Access Centre becoming the hub of activity. The type and level of student

involvement in the project was linked to individual needs and learning objectives as outlined in their Individual Education Plans.

Structure

In 2001 involvement in the market was not identified as a discrete school subject rather it was integrated into the teaching and operation of The Student and Teacher Access Centre (STAC). In the days leading up to market day, manufacturing became the focus for STAC students and staff. .

Implementation of the Market Project involved the following:

- Identification of products, the production of which provided cross-curricula, multi-level learning experiences;
- Planning a roster for student involvement in production (?) and market days;
- Involving students in purchasing materials from the local community
- Working with students to produce items to be sold at the market
- Accompanying students to the Market
- Facilitating student learning in the production phase, at the Market and in review of Market Days
- Monthly planning and review of the Market Day

Identifying and manufacturing product

The identification of product was primarily teacher driven to maximise learning potential. As the project has developed student input to and understanding of the marketing process increased. Products manufactured and sold included: -

- Pencil cases and aprons
- Tomato relish
- Greeting Cards
- Chocolates and slices

Soaps were also sourced locally for sale at the Market.

Integrating Student Learning

The Eumundi Markets Project offered a framework for integrating learning for students with special needs. The team of teachers working on the project viewed it as a 'rich task', meaning that it offered: -

- Coverage of a number of key learning areas.
- A variety of levels of engagement and complexity so all students, no matter what disability were able to find meaningful relevance in it.
- Learning and development over a long period of time.
- Technology skills, life skills, social and communication skills.

In planning the learning, teachers identified products and processes that provided a series of 'real life' rich tasks relevant to literacy, numeracy, art, home economics and manual arts. Student involvement and achievement was monitored and reviewed against their Individual Education Plans.

Outcomes for Students

Students identified the following personal outcomes:

- Knowing how to cook and make things
- Learning how to deal with money
- Improved technology skills
- An understanding of market forces
- Completion of tasks within a set time frame
- An ability to socialise with people

Teachers identified the following outcomes for students:

- Increased confidence
- An ability to work as a team
- Improved communication and interpersonal skills
- Improved basic skills eg. numeracy and literacy
- Development of life skills

School Staffing and Support

STAC teachers and support staff take responsibility for day to day project management and planning. Staffing levels are determined by the number of special needs students in the school each year and the degree of disability. The Head of Department, Social Justice strongly supports the project and represents the school in Eumundi Market project meetings coordinated by the Noosa Youth Service.

Lessons to date

The team plan to have the Eumundi Markets project housed within a school subject such as 'Enterprise Education' in future. This will mean that the project will be structured within the school timetable and will attract resources rather than being viewed as an 'add-on'. Student and Teacher Access Centre staff also hope that structuring it as a subject will result in greater commercial success by allowing for a more ordered approach to planning and production.

Keys to success

1. Teacher Commitment

An essential element of the project has been a committed team of teachers, who viewed the Eumundi Markets Project as a fantastic learning and development opportunity for students, and were prepared to put the work in to achieve quality outcomes for students.

2. Flexible learning for students with special needs

The flexible, holistic and individual approach to managing the learning for students with special needs at Sunshine Beach State High School has been a key success factor. This has meant that involvement of students has not been bound by timetable constraints, rather it is determined by the relevance of the learning opportunity presented.

3. Role of the Noosa Youth Service

The involvement of the Noosa Youth Service in cementing the partnership was seen as vital. The role they played in facilitating planning and communication between the schools and markets personnel was complemented by their active involvement in the schools Student Welfare Committee.

Quotes (to be incorporated throughout web page with photographs)

"It is a shame that you have to have a diagnosis of disability to open the door to wonderful educational experiences, why isn't it the same for all young people?"

Tony Althaus, Acting Head of Studies, Special Education Unit, Sunshine Beach State High School

“Young people can only reach levels of excellence and professional behaviour if they are exposed to it. How can we expect them to get jobs unless they know the standards to reach for?”

Louis Formosa, Market Manager

“I’ve only been in trouble once since I’ve done Enterprise Education. It’s heaps better than other subjects as you are more independent, we were sat down and told this is what you have to do and its up to you to do it.”

Hannah, Aged 14, Noosa District State High School

“I learnt cooking, handling money, trusting others with money and being brave enough to sell products at the market.”

Paul, Aged 14, Noosa District State High School

“The aim is to give the students a positive experience, with a fair degree of freedom. I facilitate real life experiences that bring them out of their comfort zone and require them to develop maths and communication skills. As a result they can see their work at school being put into practice.”

“I believe one of the keys to program success is an ability to get on with kids and to enable them to see and evaluate their own success.”

Dorothy Hogan, Behaviour Management Coordinator, Noosa District State High School

“Projects like the Eumundi Markets have huge potential for middle schooling if teachers are prepared to take on a multi-disciplined team teaching approach.”

Scott Wallace, Head of Department, Social Justice

“The best thing about the markets is that we are now making money. When we started we were making a loss until we worked out that we need to make things that people want to buy and give them a range to choose from.”

Lachlan, 14 years old, Sunshine Beach State High School

“If you become involved you’ll learn how to sell things, make things and talk to others.”

Jono, 13 years old, Sunshine Beach State High School

“The markets were better than being trapped in school. You get to meet people and know your classmates better. I learnt how to measure stuff, how to sew and work in a mad rush to get it all done. It also built up my confidence.”

Shane, 17 years old, Sunshine Beach State High School

Project Success Factors

Shared commitment

Weekly participation by a school in the market would be difficult to sustain so sharing the responsibility between the schools made a lot of sense.

External facilitator

An external party prepared to coordinate across the schools and link them together with Market Management was identified by the schools and Market Management as a key success factor. The coordinator needs to have a sound working relationship with the schools, strong community links and a good relationship with Market Management.

School and teacher support

Participation by each school required a high level of teacher commitment and support by the School Executive. Teachers involved need time to develop and manage school involvement in the project.

Sound rapport between teachers and teacher aid/youth workers

Student learning was enhanced where there was strong pre and post involvement of the youth worker/teacher’s aide that accompanied the students to the markets.

Where possible employment of a teacher's aide for 1.5 days per market day, allows for their involvement in product sourcing or manufacturing, market day and in debriefing market day.

Regular project planning meetings

Regular project meetings provided an opportunity for project partners to plan, share knowledge and identify challenges as well as areas for quality improvement.

Improvement Opportunities

Product Development

Opportunities to improve the products could include: -

- Engaging stall-holders as mentors in supporting product development by students
- Expanding the involvement of faculties and students in developing products to be sold

Increased involvement of Market Management in identifying development opportunities

The Market Manager expressed a willingness to work more closely with schools to identify further opportunities for development of the project with particular emphasis on product development and promotion.