

**Teenagers' full-time work and learning:
a case study in what research findings say about policy,
practice, theory and further research possibilities**

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The author's PhD thesis examined what young people learn in their first year of full-time year and how they learn it. Analysis of the data revealed serious shortcomings in existing theories, Australian government policies, and practice in workplaces and training providers. Underlying assumptions in all these areas need to be challenged. Further research needs in this general area were also identified.

This paper will discuss the research and its findings as a case study of the way in which research can be used to challenge assumptions and point the way to new theory and new policy and practice.

Topic area: VET research

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