

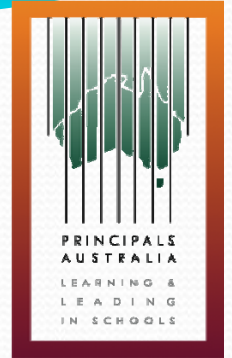


Australian Government

Dare to Lead



...partnership builds success



Building School and Community Capacity
Working with schools ?
Working with communities ?
What is so difficult ???

Brian Giles-Browne
National Indigenous Education Conference
Hobart November 2009

Dare To Lead is a Project of Principals Australia Funded by The Department of Education, Employment and Workplace Relations



Australian Government

Department of Education, Employment and Workplace Relations



Acknowledgement of Country

We acknowledge the traditional custodians of this land and pay our respects to their Elders past and present.

We acknowledge the many nations and clans represented by the people who now live on this land and we recognise their cultural connections and knowledge.

We acknowledge the Aboriginal and Torres Strait Islander people present and thank them for their partnership with us in improving outcomes for our students.

We acknowledge the role of culture, heritage and community in the work that we undertake in our schools.



Dare To Lead

- School Leadership can make a difference
- 5000 school members nationally
- DEEWR funded
- Educational Partners
- Improving Outcomes for Indigenous Students
- Professional Development Workshops

Working with schools and communities – The Resistors

This is what workshop participants have regularly told us !

Community Members

- School is an intimidating environment for community
- Reciprocal respect from school and staff towards Aboriginal people would help us approach the school
- Collaboration - doesn't really happen
- Schools have a bias against community

Staff

- Community have a poor attitude towards school attendance
- Parents need to recognise the importance of schooling



This is what workshop participants have regularly told us !.....cont

- The only time we see the community is when their kids are in trouble
- Aboriginal parents don't care about their kids schooling

School Leaders

- We invite the community and they don't come
- We treat all kids the same, black-white or brindle
- I'm always available to talk to parents, my office door is always open
- If only Aboriginal parents supported their kids more.

The Issues

- A lack of real knowledge/respect in the school sector about their local Aboriginal and/or Torres Strait Islander “community”
- A lack of knowledge/trust by the local Aboriginal and/or Torres Strait Islander “community” of the schooling sector.
- Attempts at communication/ collaboration are tokenistic and built on mandated foundations.

What is Community ?

- Define “Community”?

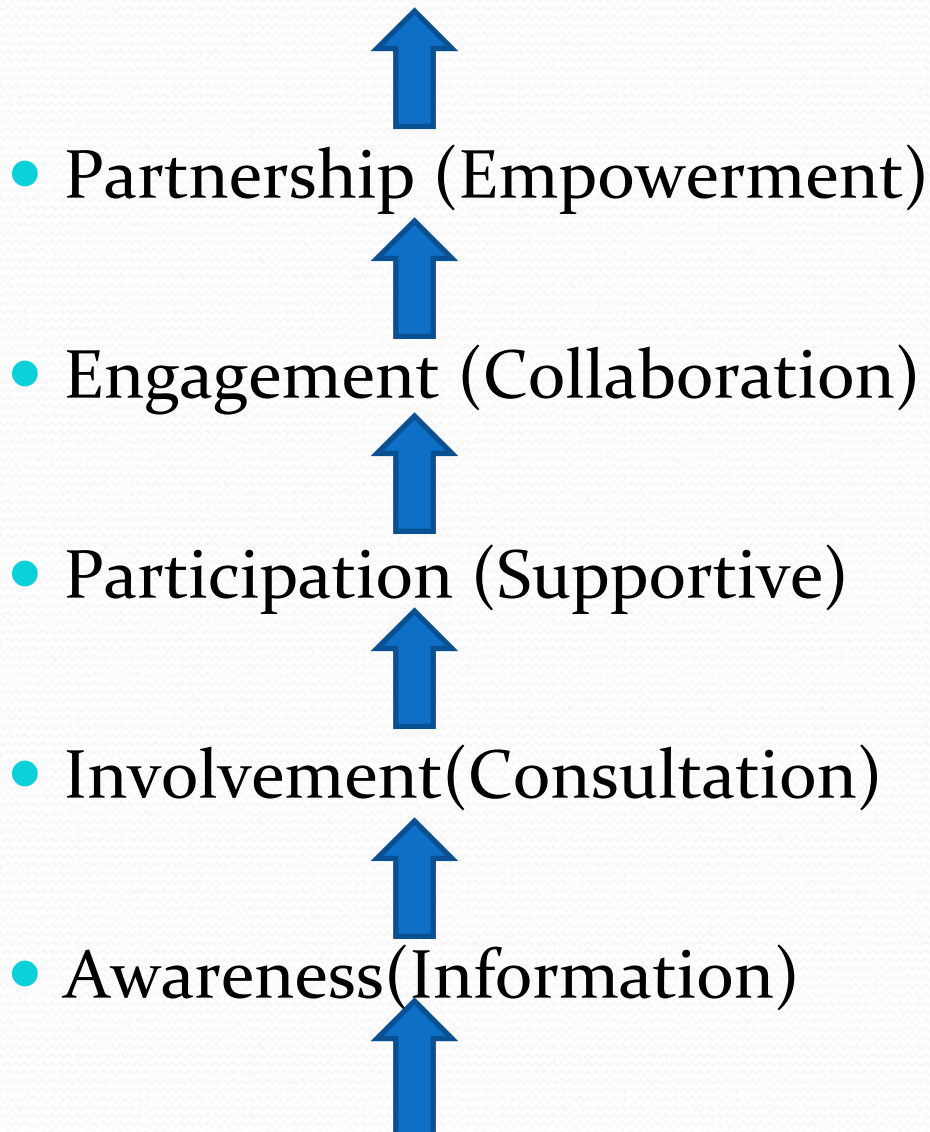
Definition - Community

- **community**
- • **noun** (pl. **communities**)
- **1** a group of people living together in one place.
- **2 (the community)** the people of an area or country considered collectively; society.
- **3** a group of people with a common religion, race, or profession: *the scientific community*.
- **4** the holding of certain attitudes and interests in common.
- — **ORIGIN** Old French *comunete*, from Latin *communis* ‘common’.

Clarify our thinking

- **Is your/our definition different in an Indigenous context ?**
- **What are the characteristics of an Indigenous community ?**
- **Who is your school's Indigenous community ?**
- **How do you find your Indigenous "Community"?**
- **Is any one person, group or organisation representative of your school's Indigenous "Community"?**
- **Are Indigenous communities defined, homogenous units ?**
- **What are the characteristics of an Indigenous community in Remote, Urban, Rural and Very Remote settings ? How are they different ? What does this mean for school leaders ?**

Ways we work together – A Continuum



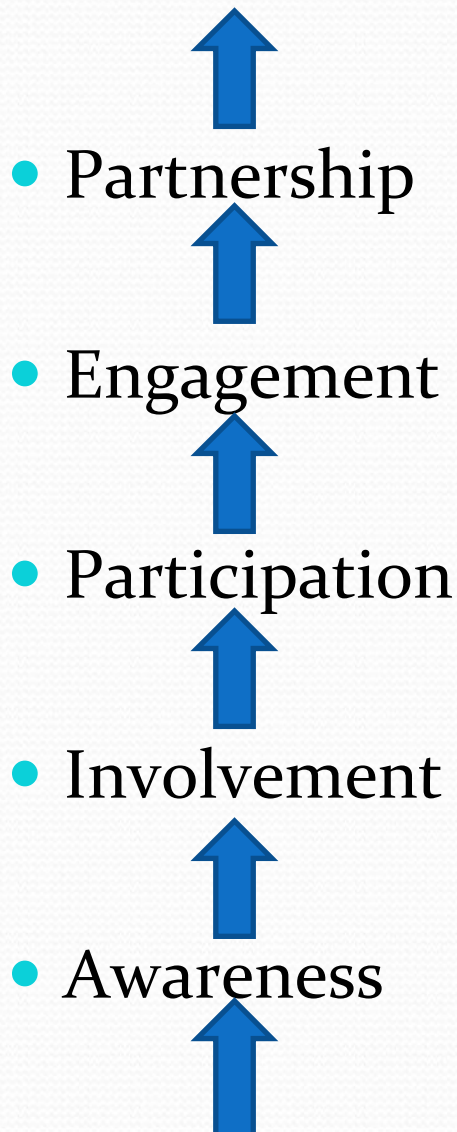
Trust and Respect

INFLUENCE

Relationships

Ways we work together – A Continuum

What does it look like ?
What does it feel like ?



Trust and Respect

INFLUENCE

Relationships

Involvement

Looks Like

Community attends NAIDOC celebrations .School uses written invites to community. Some cultural artwork is completed during NAIDOC. School flies the flag during NAIDOC.

Feels like

Once a year Aboriginal Identity is celebrated in the school. Students feel acknowledged once a year. Frustration over Identity issues, lack of curriculum content, employee role models and family involvement in school. Parents usually only come to school during NAIDOC. Parents have feelings of mistrust when approached by the school.

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- The “Community Matrix” will be available on the Dare To Lead website post February 2010

Level of community
Influence in the
school

Schools empower
community to make
decisions for and
with the school

Schools work with
community in
developing plans

The school includes
the community in
activities

Schools consult with
community for advice

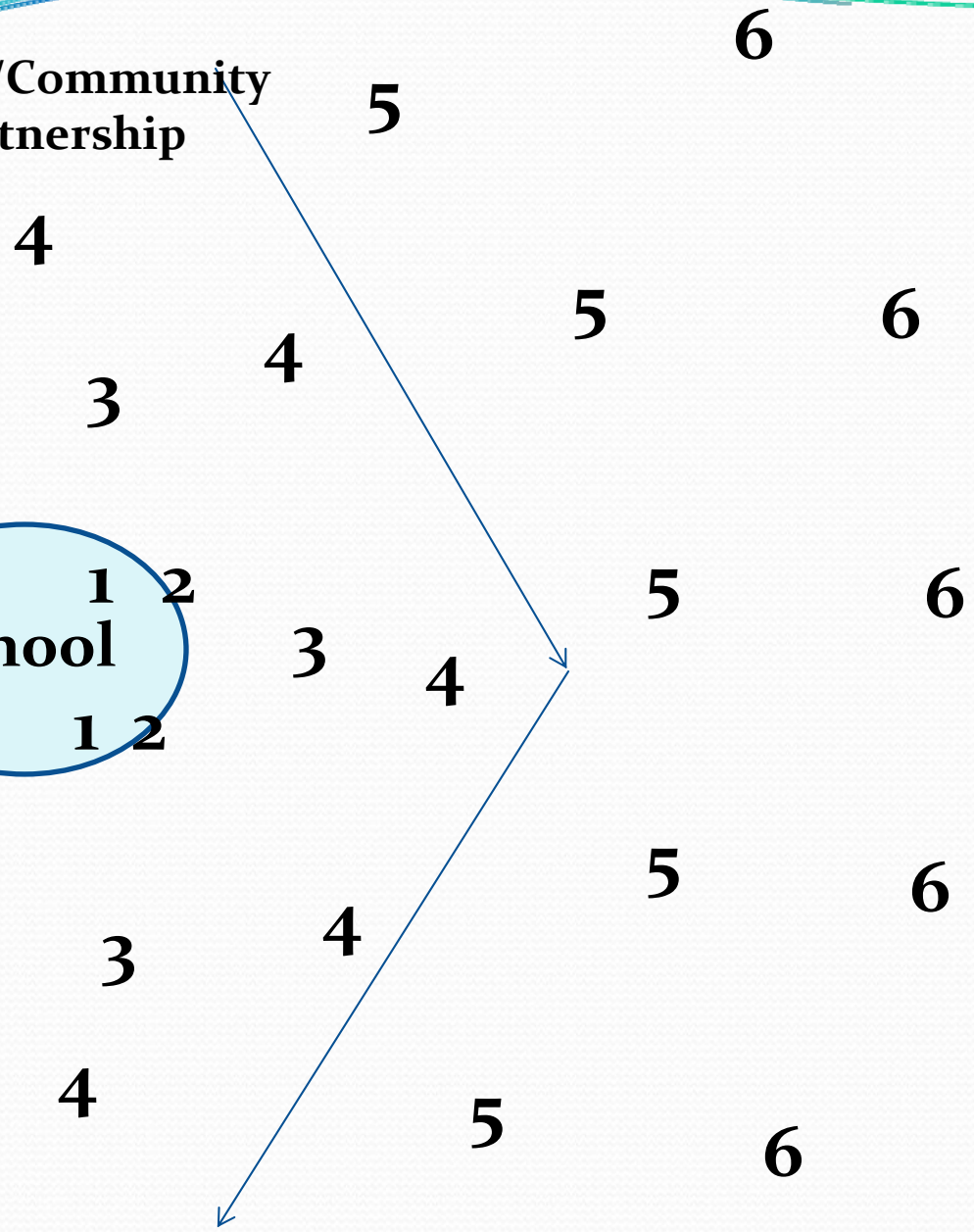
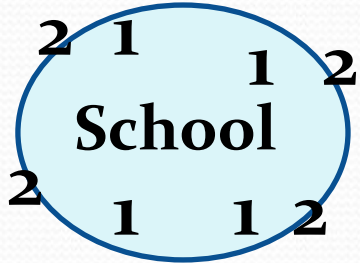
Schools make
decisions and tell
community

Awareness Involvement Participation Engagement Partnership

Levels of School / Community Synergy

- 1. School Employees
- 2. Parents in Partnership
- 3. Engaged Parents
- 4. Participating Parents
- 5. Involved Parents
- 6. Disengaged Parents

School/Community Partnership



So what will move our school up a level or two?

- Mapping your community
- An onsite Indigenous Community/Cultural/Centre
- Access for community to learning sessions about “school”
- Personalised Learning Plans
- Meetings held off school site
- Principal / School leaders meeting with Elders/Community members.
- Role Model programs with local community
- Walls of Fame – Building Expectations
- School leaders at AECG/IECB meetings
- Celebrating and sharing success – Assemblies, awards, newsletters
- School Aboriginal Education Committee
- School Community Partnership Agreements

What Works and Yulebrook

- www.whatworks.edu.au
- Yulebrook College Package available at www.daretolead.edu.au