

Dare to Lead

...partnership builds success



PARTNERSHIPS

Leading Improved Retention

Practical Approaches



Hobart - NIEC 11 '09

Acknowledgement of Country



I acknowledge the traditional custodians of this land and pay my respects to elders past, present and future for they hold the memories, the traditions, the culture and hopes of Aboriginal Australia

The purpose of this workshop

Dare to Lead

...partnership builds success

- Understand the expectations for education to make a difference
- Understand the importance of educational leaders and their teams in making this difference
- Identify the root causes of low retention
- Discuss some practical ideas for improvements
- Provide time to discuss "where to from here?"

WHY PRINCIPALS MATTER?



Geoffrey Robinson was recently asked a Hypothetical
If you were offered a safe seat in the Rudd Government and given the Aboriginal Affairs portfolio - what would you do first?
" Its now or never-never, so my policy would be **education, education, education** - including educating everyone else about the respect due to the first Australians....."

THERE IS AN EXPECTATION FOR US TO MAKE THE DIFFERENCE.

What does our Australian of the Year say???

Dare to Lead

...partnership builds success

Prof. Mick Dodson AM



I'd like to see every Australian child next Australia Day geared up for the start of the 2010 school year.

And I want to be confident that those children are going to get the best education this country can give them.

I want it for Aboriginal and Torres Strait Islander children and I want it for other children who aren't getting it now because of where they live, because of poverty and because we've failed them.....

And the fact that many of our children are not getting the best education is something none of us should tolerate, or dismiss as inevitable, or as too hard to fix.

Education is the Key

What difference do we need to make? On average, Aboriginal and Torres Strait Islander Australians ...

50% of all Aboriginal and Torres Strait Islander Australians are under the age of 22 years

1 in 7 Aboriginal and Torres Strait Islander students engage in preschool education

Year 3 literacy - average level of Indigenous students are 30 months behind non Indigenous students

Yr 8 literacy / writing - 5 years delayed

have less access to secondary school in the communities in which they live

Primary Aboriginal and Torres Strait Islander Boys - 5 times more likely to be suspended

are likely to be absent from school up to two to three times more often than other students

6.8 % Aboriginal children aged four to 17 years: have abnormal hearing

28% of Aboriginal students are likely to finish Yr 12 compared to 70% for the non Indigenous students
are far more likely to be doing bridging and basic entry programmes in universities and vocational education and training institutions

obtain fewer and lower-level education qualifications.

(as well as other related social statistics - health etc)

ACTIVITY

- List the reasons why Aboriginal (indeed any students) students often have of poor attendance and low retention?
 - Tables groups list ideas
 - Share and list ideas
 - Share as a whole group

- Can we identify any major categories for these reasons?

- Do we have influence over all of the reasons?

The L 5 Leadership Propositions

1. Leadership starts from within
2. Leadership is about influencing others
3. Leadership develops a rich learning environment
4. Leadership builds professionalism and management capability
5. Leadership inspires leadership actions and aspirations in others

TABLE TALK - What does each of these frames mean to you?

ACTIVITY

L5 – What does each frame look like if it supports school attendance?

1. Leadership starts from within
2. Leadership is about influencing others
3. Leadership develops a rich learning environment
4. Leadership builds professionalism and management capability
5. Leadership inspires leadership actions and aspirations in others



Dare to Lead

...partnership builds success

THE EQUATION FOR LEADING IMPROVED RETENTION



Where does educational achievement fit in this equation?
Draw the equation and discuss – come up with a table consensus.

But sometime relationships don't matter quite as much for some!



ACTIVITY



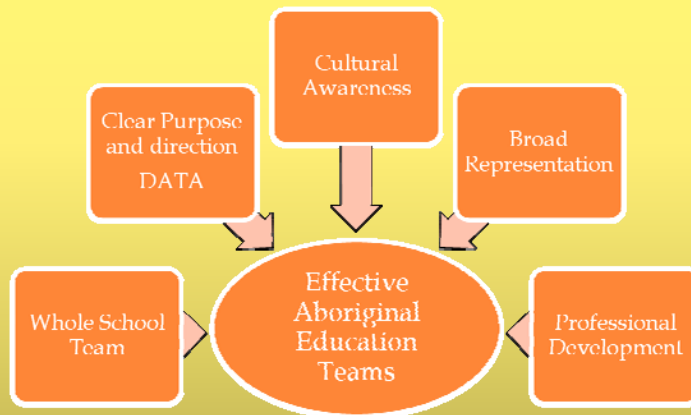
- How do you identify the ROOT CAUSES of poor attendance and low retention?
 - Using the causes list from previously in the workshop decide as a table the 5-7 main causes that apply to most schools
 - Discuss
 - Priority setting - Interrelationship Diagram (Langford)
 - Is there a clear MAJOR cause? (How useful is this tool to priorities?)

Leading Relationships

- **With the Aboriginal Community**
 - Understand that you don't fully understand
 - Engage with Aboriginal culture and the local context - family and kinship, land, connectedness
 - Begin with a relationship of TRUST!
 - ASK or LISTEN - don't tell
 - Patience - "Wait time" - take time to listen
 - Don't over promise - it's been done before.
 - Consult widely

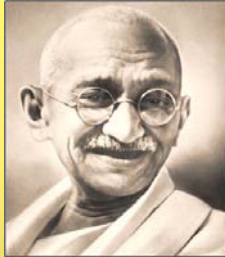
Leading Relationships

- **With the Aboriginal Education Team**



Ensuring Resilience

- Resilience - what is it????? Lets ask some experts



"Strength does not come from physical capacity but from a indomitable will." Mahatma Gandhi

"I am not a saint, unless you think that a saint is a sinner who keeps on trying." Nelson Mandela

Educational psychologist Andrew Fuller says ...
"Resilience is being able to bungee jump through the problems in life"



What does a RESILIENT student look like?

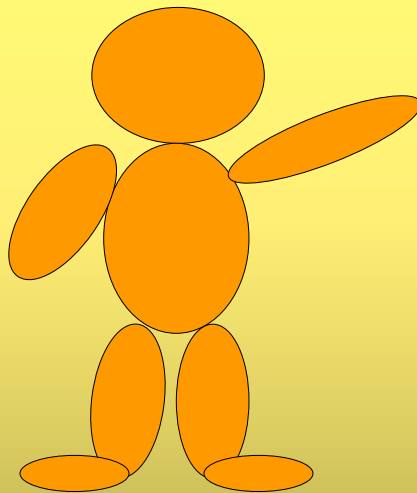


TABLE TALK
On butchers paper list the characteristics.
Move around the other groups sheets and identify any other characteristics

How do we improve RESILIENCE?

One Approach - Individualised Learning or Personalised Learning Plans

- Leading effective PLPs - criteria for success
 - PLPs are about relationships - better relationships mean greater resilience!
 - The Principal needs to BELIEVE that PLPs are important and that getting the PROCESS is vital. Leadership is also pivotal.
 - Yarn with the kids - "Nobody has ever talked to me before"
 - PLPs are about collaboration and working with the student.
 - PLPs are what "smart" people do. Avoid the deficit model by reinforcing the strengths.
 - Expect PLPs to make a generational difference - it's not always, if ever, immediate.

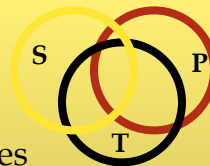
IMPROVE RESILIENCE?

One Approach - PLP's

Dare to Lead

...partnership builds success

- LEADERSHIP is the key - look within
- TEAMWORK - lead, broad representation
empower - resource
- YARN - WAIT - LISTEN → relationships
- REAL PARTNERSHIP
 - Working together
- SMART - build on positives
- PATIENCE - generational change
- CONTEXTUAL- one size doesn't fit all
- INTEGRATED - not added on.



Leading PLPs continued

- **Plan for sustainability** – through leadership capacity, resourcing, skills development and a commitment to continual improvement.
- **Professional development of staff** - in interview technique (including importance of “wait time”), trust, team building and the PLP process is important.
- **Develop a clear understanding of the role of PLPs** - in meetings, conferences, classrooms and interviews
- **Empower the Indigenous community** - through information, formal two way communication, informal contact, celebration events and learn from each other in the spirit of reconciliation.
- **PLPs will differ with school context** - Different transition points (including school to work) will offer a different context.
- **PLPs have to part of the school culture** - and not an “add on.”

PLP's for SENIOR STUDENTS



Reinforcing Resilience by Celebrating Success



- Quality Newsletter that reflect culture and real success
- Celebration assemblies – linked with samples of Aboriginal perspective work
- Cultural / Sporting program rewards
- Student of Month awards
- Published work
- Scholarships - internal / external
- Successful Ex students – talks, role model

TABLE TALK - What are you doing that develops strong relationships through celebrating success?

School / Community Resilience



- Supporting Empowerment
 - Elder Circle – consultation on perspectives
 - Junior Aboriginal Education Consultative Group
 - “Telling their stories” - guest speakers to staff
 - Skills Register of Aboriginal People
 - Quality newsletter to Aboriginal families
 - “ASSPA” committees resurrected - self determined actions
 - Cultural consultants
 - Language Programs
 - Aboriginal Education Team involvement

TABLE TALK - What are you doing that develops strong community relationships and resilience?

Planning for Improved Retention....Earning or learning

Critical Success Factors

- Whole school and Community commitment.
- Aboriginal Employment Team – strong community involvement(families, business, other agencies).
- Higher expectation – literacy, numeracy, attendance.
- Developing Employment Skills – Work ethic, relevant curriculum, pathway.
- Role Models.
- Exposure to the World of Work.
- Support Programs – TAFE, tutors, Koori Room, Polly Farmer.
- Data Management.




COAL AND ALLIED UPPER HUNTER PROJECT



- Corporate Partnership – Rio Tinto
- Strong School Leadership
- Dare to Lead + DTL4B
- Aboriginal Community Consultation
 - AECG
 - Lands Council
 - Aboriginal Corps
- Community of Schools participation
- Vocational Education partners – TAFE, private RTOs, University Aboriginal support units

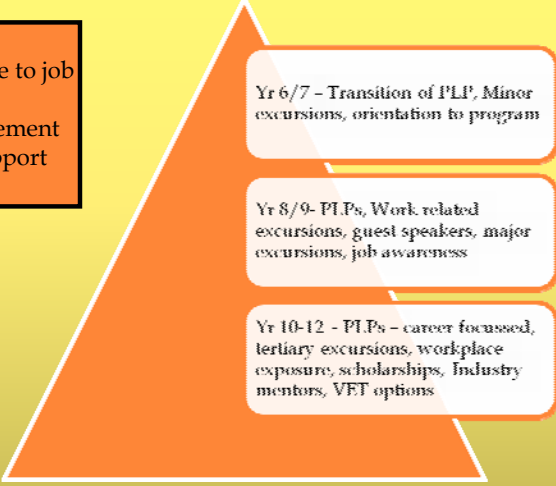




...partnership builds success

All Aboriginal students

Outcomes
 Greater exposure to job opportunities,
 Focussed engagement
 Community Support
 Employment



Yr 6/7 - Transition of PLP, Minor excursions, orientation to program

Yr 8/9- PLPs, Work related excursions, guest speakers, major excursions, job awareness

Yr 10-12 - PLPs - career focussed, tertiary excursions, workplace exposure, scholarships, Industry mentors, VET options

Selected Aboriginal students

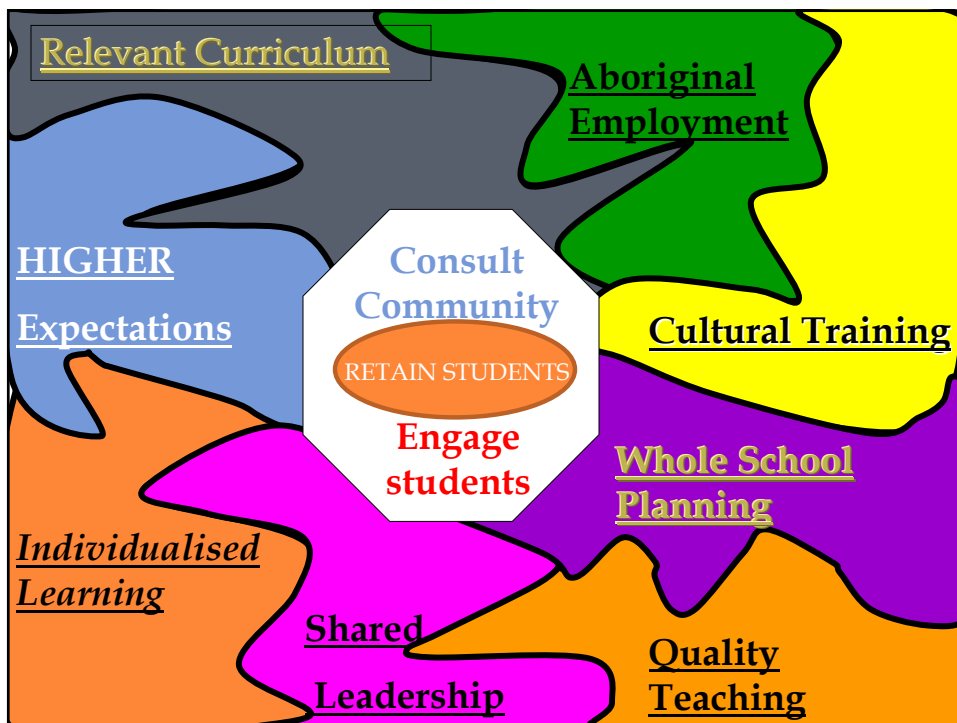
Dare to Lead

...partnership builds success

Additional Outcomes
Engagement of "At Risk" students
Support for senior students
Broadening horizons

Yr 9/10, work experience, VET course options, TAFE/ETCO options, Learning Contracts, job identification, Training placement

Yr 11/12, Work placement, SBATs, workplace mentors, Pathways options, ABL training organisation placements, TAFE courses, job identification, Tertiary placements



A Whole School Approach to Aboriginal Education initiatives

Dare to Lead

...partnership builds success

Best Practice

- **Aboriginal Education is the responsibility of everyone in the school community.**
- **“One size does not fit all” - every school has a different context, different issues and different pathways to success.**
- **Real leadership means developing effective, respectful and reciprocal partnerships..**
- **Aboriginal education teams support sustainability and ownership of change.**

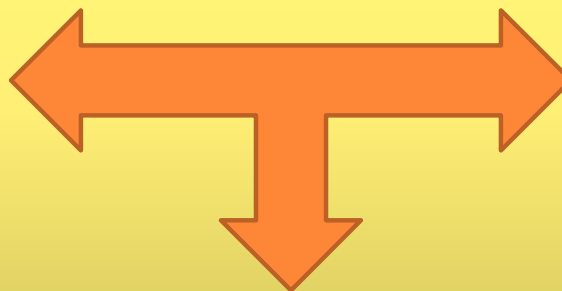
ACTIVITY

Dare to Lead

...partnership builds success

- **SO WHAT DO I DO TOMORROW?**
 - 3 Point Thinking tool

Here's What I have learned



So what is the impact for me?

Now What action

- What data do you need to identify and evaluate?
- How will you evaluate the resilience / job retention post school?

ACTIVITY

- SO WHAT DO I DO TOMORROW?
 - List the specific actions you need to do to improve retention? – think of the jigsaw.
 - Evaluate your actions and set priorities
 - Discuss these at you table – modify if necessary.

- What data do you need to identify and evaluate?
- How will you evaluate the resilience / job retention post school?

What is DTL doing?

- Pathways to Training, Employment and Higher Education
 - Ernst and Young Program
 - Cadbury Projects
 - DP World – Brisbane and Sydney
 - RM Williams - Adelaide
 - Coal and Allied Program
 - La Perouse Project
 - Coles Program

PLUS

[Dalby State High School \(School to Work Transition\)](#)
[NTech Project|AMES MILLS, CADET PILOT](#)
[Menindee Central School](#)
[Djarragun College: High retention rate for Senior Indigenous students](#)
[Year 12 completion at Kalkaringi Community Education Centre](#)
[Making it to Year 12 and beyond: Swan View Senior High School](#)

Dare to Lead

...partnership builds success

CONTACTING YOUR

Dare to Lead NSW state coordinators

Ian Nebauer (NSW State Coordinator)
Mobile: 0421781844
Email: ian.nebauer@pa.edu.au

Mark Crouch (NSW State Coordinator)
Mobile: 0423576153
Email: mark.crouch@pa.edu.au

Brian Giles -Browne (National Coordinator)
Email: brian.giles-browne@pa.edu.au