Yule Brook College Puts On an Exhibition – April 2013

Dual Dare to Lead Excellence award winner, Yule Brook College, is committed to the Big Picture philosophy of 'one student at a time', where student learning is linked to practical experiences both in and outside the campus. All students are placed on individual learning plans (ILPs) and required to account for their progress via a process referred to as exhibitions. Parents/carers are expected to sign off on all ILPs and attend at least three (3) thirty minute exhibitions annually. Students monitor their presentations by referring to a very detailed checklist, whilst teachers offer advice and prepare feedback reports that are aimed at enhancing student progress. Dare to Lead Consultant, Dr Philip Paioff, was very impressed by the quality of presentations, student portfolios, parental engagement and the amount of information that was covered during the half hour sessions.

Year 10 students, Tyren and Arnold discuss their personal, physical and academic goals as well as demonstrate their performance through detailed charts, notes and portfolios.

Many thanks to principal, Janette Gee, parents and students for inviting Dare to Lead to participate in this unique educational forum that has become an important part of the Yule Brook culture. Special thanks must also go to Advisory teacher, Lisa Bennett, for her time, hospitality and commitment to the students of Yule Brook College.
COLLEGIAL SCHOOL SNAPSHOTS 2013

Dare to Lead is now offering 3 types of Collegial School Snapshots (CSS).

1. The Standard CSS examines how the school is providing for its Aboriginal and Torres Strait Islander students
2. The Return CSS measures distance travelled – usually a minimum of 2 years following the initial CSS
3. The Personalized Focus CSS is about leadership development and self reflection and focuses on the leadership of the Principal.

All Collegial School Snapshots involve a Dare to Lead Consultant being invited by the Principal to examine the current ‘state of play’ of Aboriginal Education in their school. The Consultant interviews a range of stakeholders including community, Aboriginal and non Aboriginal children, Aboriginal staff, teaching and non teaching staff and administration. Our Consultant can also examine any data, school planning documents and policies provided by the Principal.

A confidential written report is given to the Principal and it contains transcripts of the interviews, commendations and recommendations. Many of our school leaders are using this report to inform future directions and priorities and it is being used as a tool to implement change and to celebrate success. The entire process and report is in NO WAY linked to the Principal's employer, it is a private, confidential and independent review. The DTL consultant is also available to provide support during the implementation phase of the recommendations.

In 2013 the following fee for service structure will apply:

- All Department of Education Focus Schools will have access to a Collegial School Snapshot and the associated costs will be paid for by the Aboriginal Education Branch.
- All other schools across the 3 jurisdictions requiring a Snapshot can do so through a ‘user pays’ system. Depending upon degree of isolation, travel and accommodation factors, costs will be between $3300 and $5500.

SPECIAL NOTE FOR WEST AUSTRALIAN DEPARTMENT OF EDUCATION SCHOOL LEADERS

The Principal Professional Review Policy document states ‘principals to demonstrate the effectiveness of their leadership’ and on p16 it states ‘It is understood that principals seek feedback from a range of trusted sources as a basis for their professional development’. The Dare to Lead Collegial School Snapshot would be of great assistance to a school leader who is seeking an independent and trusted source.

Bookings and enquiries can be made through Rod Elmer on 0427722993.
DARE TO LEAD INTERNATIONAL CONNECTIONS

Dare to Lead has been working with the Australian Council for Educational Research for the past 18 months on a research project analysing the interview data from some 700 Collegial School Snapshots completed across the country. The collated voice of Aboriginal and Torres Strait Islander parents, students and staff tell a very compelling story about the quality of schooling for our students. Brian Giles-Browne (National Dare to Lead Schools Co-ordinator) and Gina Milgate (Indigenous Research Officer, ACER) recently travelled to San Francisco to present their research findings at the American Educational Research Associations National Conference. The presentation was well received by the participants at the conference who came from communities in Canada, Alaska, Hawaii, USA, Brazil, South Africa, New Zealand, Peru and Thailand.

The research demonstrates very clearly that Aboriginal parents and carers have a very high regard for their schools and the teaching that takes place in them, they want to see Principals who are visible to the community, teachers who are culturally sensitive and aware, Aboriginal staff who connect and relate to the entire community, a curriculum that contains the local cultural history and heritage, open and honest policies about racism and behaviour management and aspirational approaches that provide students with career pathways and knowledge about their future destinations.

The research also clearly demonstrated that Aboriginal and Torres Strait Islander students want to have strong relationships with teachers who care for them, understand their home and family connections, know of their heritage, their likes and dislikes, teachers who understand the way they learn and their desires for the future. Students spoke freely that Principals need to know the Aboriginal community, families and organisations as well as students.

The research also clearly demonstrates the important role that Aboriginal and Torres Strait Islander staff play in the life of Aboriginal students in the school. The need for support workers to be available to assist teachers with family and community knowledge, curriculum content, cultural awareness and knowledge of the individual students was extremely evident.

The research is continuing with a new cohort slice around Very Remote Schools being conducted. Several new publications have been produced for Staff Development sessions, the Voice of Aboriginal and Torres Strait Islander students and the Voice of Aboriginal and Torres Strait Islander parents and Carers are two publications that give a perspective to many aspects of school life and planning. These booklets are available to attendees of Dare to Lead events and will be on sale through Dare to Lead and ACER in the near future.

The research findings are being shared with colleagues at conferences around the country, a workshop list will be on the Dare to Lead website in the near future. A session will be held at the ICP in Cairns later this year. For further information contact Brian Giles-Browne – brian.giles-browne@pai.edu.au or 0423915552

West Australian Dare to Lead Personnel 2013
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