



Education Consultation

Report on Education Consultation
24 October 2018

Acknowledgement of Traditional Aboriginal Custodians

ATSIEB acknowledges that Canberra has been built on the lands of the Ngunnawal people. We pay our respects to the Ngunnawal people and acknowledge and celebrate their ongoing culture and contribution to the ACT and region.

ATSIEB also acknowledges that many other Aboriginal and Torres Strait Islander peoples from across Australia have now made Canberra their home and we also acknowledge and celebrate their cultures and diversity and their contribution to the ACT and region.

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2 INTRODUCTION

Community consultation is an important element of engagement for the Elected Body. These consultations are designed to engage our diverse community and hear and understand their lived experience, perspectives and suggestions for change.

The process of consultation and engagement with the community is in accordance with the ATSIEB Community Consultation Plan 2018-2021. This report has been prepared as per s13A of the Aboriginal and Torres Strait Islander Elected Body Act 2008. The report from this consultation will describe:

- topic of the consultation;
- ATSIEB's view about the topic;
- issues raised by the community during consultation; and
- recommendations of ATSIEB in relation to the topic.

This was the third of four consultations to be held by the Elected Body this year. The consultation was held at the Namadgi School in Kambah on the 24 October from 3:45 – 6pm.

3 CONSULTATION TOPIC

The focus of the education consultation was to understand how the community engaged and perceived barriers to education, particularly in the context of the desire for greater engagement in life-long learning to support and promote routes to employment. Ultimately, it was critical that the Elected Body understood the experience of education in the community and had an opportunity to consider opportunity for change and solutions to issues.

The consultation was divided into four sections:

1. Introduction by Maurice Walker of the Elected Body
2. Understand the current engagement and benefits for the community participating in education

ATSIEB is keen to understand the current service provider landscape and understand the breadth and depth of services provided in the ACT that are available to Aboriginal and Torres Strait Islander families including specific and mainstream services
3. Identify and understand the barriers and possible solutions

ATSIEB would like to identify and understand that barriers to members of the community engaging in education and what possible solutions could be designed and implemented to support the community to participate in lifelong learning.
4. Engage in a group discussion to ensure the consultation information was complete.

In total 15 people attended the consultation. The attendees held many roles and responsibilities and brought their experience as students, parents, carers and aunties and uncles, educators, including Aboriginal teaching staff, Aboriginal Liaison Officers and community members to the session.

We also had representation from the ACT Education Directorate, Namadgi School and the ACT Youth Council.

Maurice Walker, member of the Elected Body with the education portfolio, gave an introduction and acknowledgement and an overview of the current projects that the Elected Body is pursuing. Key points included:

- Whole-of-Government Agreement is currently being drafted with an accompanying outcomes framework, which will use strengths-based language;
- Consultation with the community is essential for ensuring that the Elected Body has relevant and recent feedback to know how government services are experienced and how they could be improved.

The Director-General of the Education Directorate, Natalie Howson, gave a brief overview of key changes to strategic directions of the Directorate and core programs. These included the key elements of the Future of Education:

- Place each student at the centre of their learning;
- Empower teachers and other professionals to strengthen learning for all;
- Create strong communities for learning;
- Strengthen the system to focus on equity and quality.

The group then split into groups to discuss the engagement, benefits, barriers and solutions for each segment of education – early education, primary, secondary, college, vocational and tertiary. Individuals were able to circulate through the groups to ensure their experience and observations was represented in the relevant education segments.

We then came together to discuss key findings, themes and priorities.

4 CONSULTATION SUMMARY

Over the course of the consultation, there were a number of recurrent themes and recommendations. These should be kept in mind when viewing the specific feedback from each of the segments of education that we considered.

- **Pathways** – talk early and talk often of the opportunities and pathways that exist to education in all its forms - school, college, vocational (including apprenticeships), tertiary.
- **Transitions** – provide more tailored support for the student and their families to ensure successful transition between all educational changes from pre-school to primary, primary to secondary, secondary to college and college to vocational and/or tertiary education. Consider possibility of enrolling the child in their full continuum of schooling at the point of entry to Koori pre, acknowledging that this may will change over the duration of their schooling.
- **Access and awareness of opportunities and services** – there are many services, opportunities, scholarships, bursaries, educational, tutoring and financial support available, however, accessing it can be difficult and confusing to navigate between Commonwealth and ACT funding and programs.
- **Cultural awareness and sensitivity** – mandate cultural awareness training and approaches throughout the school system. Relationships with educators, for example, at Koori and mainstream pre, are crucial for stability and confidence in the education system and pathways.
- **Integrated supports** - Whole of government responses and services to respond to the student and family needs are required to ensure that education is not forfeited for lack of access to transport or a supportive school.
- **Employment** – encourage more Aboriginal and Torres Strait Islander educators and staff to facilitate equity of support structures for Aboriginal and Torres Strait Islander students across the whole ACT school system.
- **Reporting and Transparency** – collect more longitudinal data and more meaningful information on quality, engagement and education outcomes, rather than simply NAPLAN and attendance. Publish these data so that they are available to the community.

4.1 CONSULTATION – EARLY EDUCATION

Early Education - day care and pre-school

Engagement	Benefits
<ul style="list-style-type: none"> Choices - where to go/which schools - Koori Pre - Mainstream Pre <p>Everyone knows about Koori Pre</p> <p>Working with local daycares around transition - staff develop with</p>	<ul style="list-style-type: none"> - almost schools are accepting - school eager to work with community - better relationships between teachers - students - student - parents - parents - teachers
Barriers	Solutions
<ul style="list-style-type: none"> - out of area attendance - different depending on the school - waiting lists for Koori Pre - children with disabilities - schools not equip to accommodate disabled children - Transport 	<ul style="list-style-type: none"> - talk about population growth - explore option of more Koori Pre's - get to know families and their circumstances, issues. - become aware of services that can assist students. NDIS, Maryreid, Bernades etc - measure where people are attending schools/not attending schools

Early Education - day care and pre-school

Engagement	Benefits
<p>Handwritten notes on engagement</p>	<p>Handwritten notes on benefits</p>
Barriers	Solutions
<p>Handwritten notes on barriers</p>	<p>Handwritten notes on solutions</p>

Other notes on board:

- Equity of support structures
- Reporting transport
- Whole family
- WhoG ED-HEALTH-HOUSING
- Consistency - logistics - content
- population planning + demand
- continuity
- Interventions
- Triaging needs
- Mobility
- Koori + mainstream attendance 90% - access + outreach
- P-2 case mgmt + outreach
- Children with disabilities - impact on family
- Access to scholarships - impact on family

4.1.1 Engagement and Benefits

Engagement	Benefits
<ul style="list-style-type: none"> • Choices – where to go/which schools • Koori Pre • Mainstream Pre • Everyone knows about Koori Pre • Working with local day-cares around transition 	<ul style="list-style-type: none"> • Most schools are accepting • Schools eager to work with Aboriginal and Torres Strait Islander community • Better relationships between • Teacher – students • Students – parents • Parents - teachers

4.1.2 Barriers and Solutions

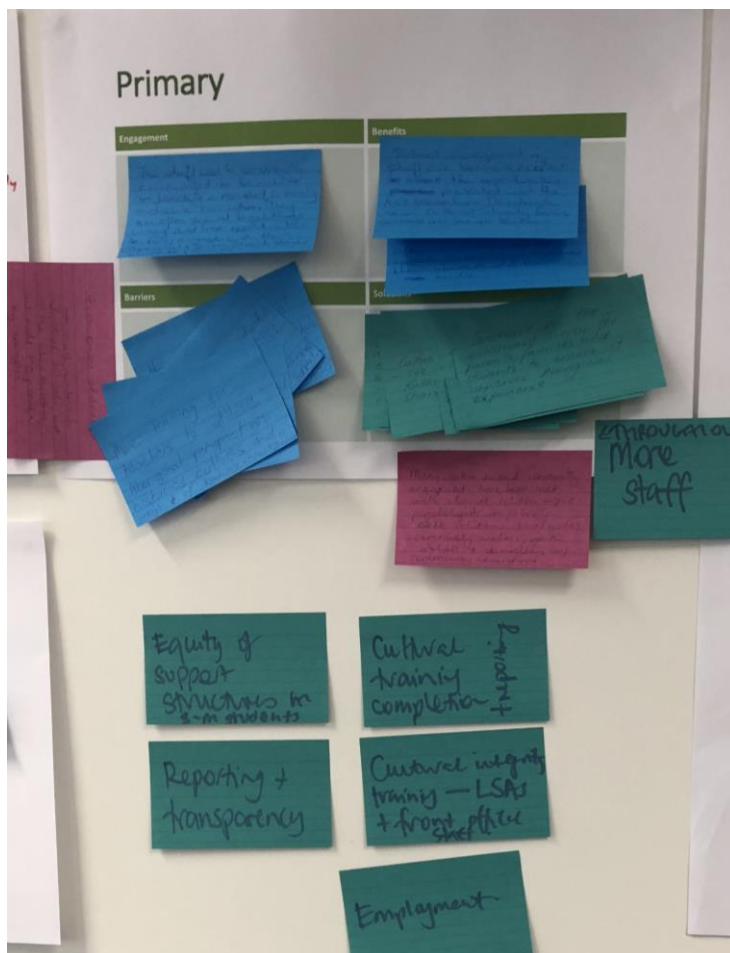
Barriers	Solutions
<ul style="list-style-type: none"> • Not enough of our families understand that they can enrol in both Koori and mainstream preschool • Need to be more effective in getting information out to new families and families new to Canberra • Out of areas attendance • Different depending on the school • Waiting list for Koori Pre • Children with disabilities • School not equipped to accommodate disabled children • Transport • Number of Koori pre sites • Transport for high needs families • Systems-focus – the ACT (compared to other models in other jurisdictions, does not have as much accessible, friendly, early childhood models, that appeal to people who might want a less systems-oriented experience – eg ACT child and family centres emphasise ‘early intervention’ – that’s a scary phrase 	<ul style="list-style-type: none"> • Helping families become more school-ready • Preschools, especially Koori pre offer a more holistic approach to varying for the families • Talk about population growth and explore option of more Koori Pres • Get to know families and their circumstance, issues • Become aware of services that can assist students – NDIS, Marymead, Barnados etc • Measure where people are attending schools/not attending schools • ½ day programs • Mobile Koori Pre option • Kinship • Early engagement options • Transport • It would be awesome if we could have more Koori pres – especially an extra one in Tuggeranong where the current two Koori pres are well championed already

Questions

How many Koori Pre schools? What is their attendance? What percentage of families utilise Koori pre and mainstream

What is the measure of Aboriginal student attendance preschool to year 2? Is this data collected? Where is it?

4.2 CONSULTATION – PRIMARY EDUCATION



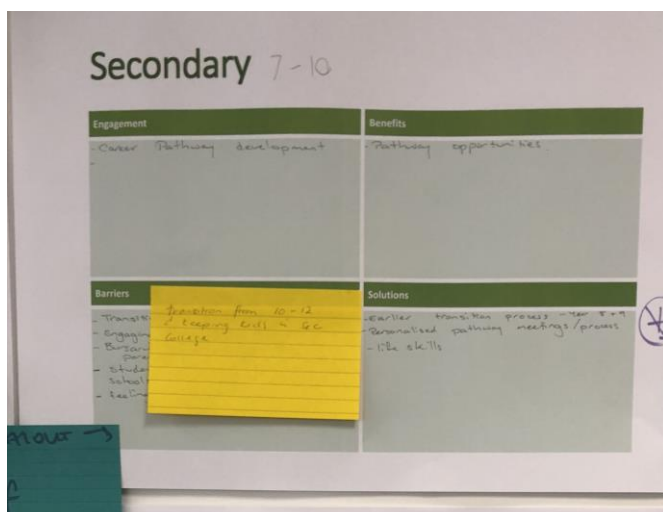
4.2.1 Engagement and Benefits

Engagement	Benefits
<ul style="list-style-type: none"> The staff need to be strongly encouraged to achieve in teaching a rounded culturally inclusive curriculum. They are often scared to get things wrong and lost opportunities to fully engage with their Aboriginal and Torres Strait Islander students and families. 	<ul style="list-style-type: none"> School management of staff are becoming excited about the opportunities presented with the ACT Education Directorate new Cultural Integrity focus across all school sections Teachers are often very time poor with needing to complete so much administration that they lose time needed to really get to know their students and their needs

4.2.2 Barriers and Solutions

Barriers	Solutions
<ul style="list-style-type: none"> • More training for teachers to utilise Aboriginal perspectives, histories, cultures and ways of teaching and knowing in class • Employ more Aboriginal education workers! There are too few spread too thin. • Not having either individual or teams on all sites taking ownership over attendance, academic achievement and social and cultural support. • How are Aboriginal students in low schools to medium numbers supported if no contact from school based AGO • Economies of scale – small numbers in individual schools, not visible when decisions are made big picture or by averages 	<ul style="list-style-type: none"> • Comment on the instrument survey for parents, families and students to ensure it captures Aboriginal experience • Engagement with local community – elders, speakers, parents • Introduce cultural programs – dance, language, song • Follow up and demonstrated duty of care to young primary school children and their families if the child has experienced racism (ACT Directorate does not follow up) • Cultural safety training – See Beyond... Kathleen Stacey and Shannon Gollan • Need for zero tolerance to racism policy – for principals, staff, afters staff, parents, students – warning system (don't be silent in the face of racism) • Demonstrated leadership and action by Principal to combat racism and education students about living in a respectful and inclusive society, • Many asks around community engagement have been met with clinical solutions – ie psychologists in schools: better solution: social workers, community workers, youth workers and counsellors with community connections.

4.3 CONSULTATION – SECONDARY EDUCATION



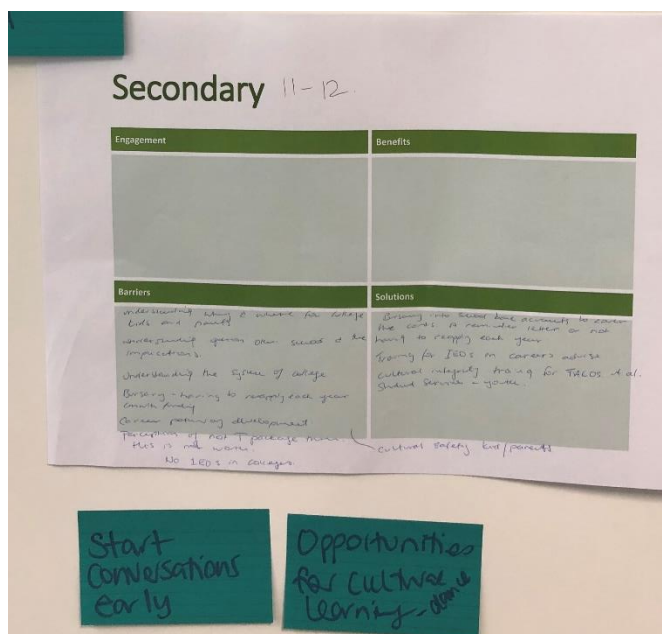
4.3.1 Engagement and Benefits

Engagement	Benefits
<ul style="list-style-type: none"> • Career pathway development • Need knowledge of pathways and opportunities 	<ul style="list-style-type: none"> • Pathway opportunities

4.3.2 Barriers and Solutions

Barriers	Solutions
<ul style="list-style-type: none"> • Transitions • Engaging parents/families • Bursary support and reminders for parents regarding applications • Students frequently changing schools • Feeling safe • Transition to 10-12 and keeping kids in secondary school and college 	<ul style="list-style-type: none"> • Start the process of informing young people and their parents/carers so that they understand the options for the young people going into college or other choices beyond college or alternative to college. • Earlier transition process – year 8 and 9 • Personalised pathway meetings/process • Life skills

4.4 CONSULTATION – COLLEGE EDUCATION



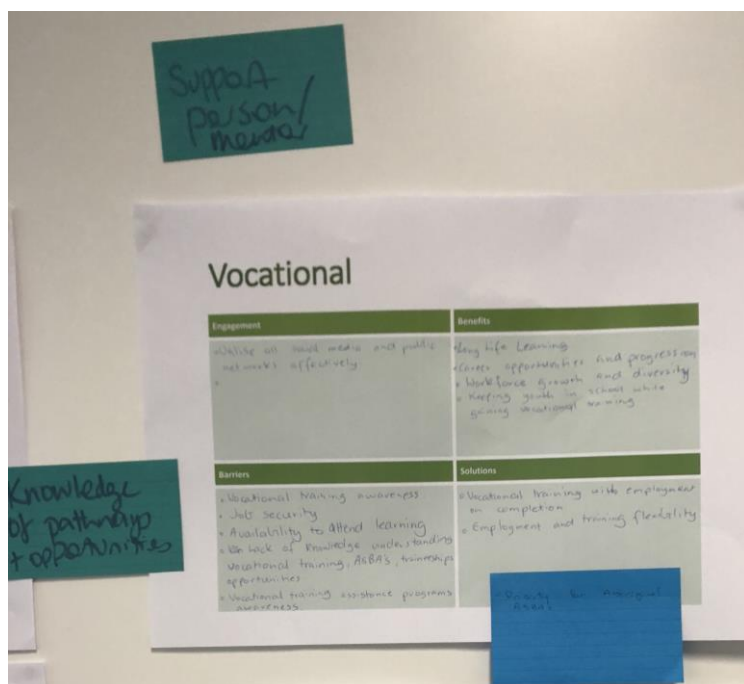
4.4.1 Engagement and Benefits

Engagement	Benefits
<ul style="list-style-type: none"> Opportunities for cultural learning – dance, story, art, music Start conversations early 	

4.4.2 Barriers and Solutions

Barriers	Solutions
<ul style="list-style-type: none"> Understanding why and where for college kids and parents Understanding options other than school and the implications Understanding the system of college Bursary – having to reapply each year for Commonwealth funding Career pathway development Perception of not T package than this I not worth No IEOs in colleges Cultural safety for kids and parents 	<ul style="list-style-type: none"> Bursary into school bank accounts to cover the cost for the children throughout the year. A reminder letter or not having to reapply each year. Also need to think about children in informal kinship care, those carers may not be eligible under current guidelines, however the children remain at a disadvantage and need the bursary to meet school expenses such as book packs etc throughout the year. Training for IEOs in careers advice

4.5 CONSULTATION – VOCATIONAL EDUCATION



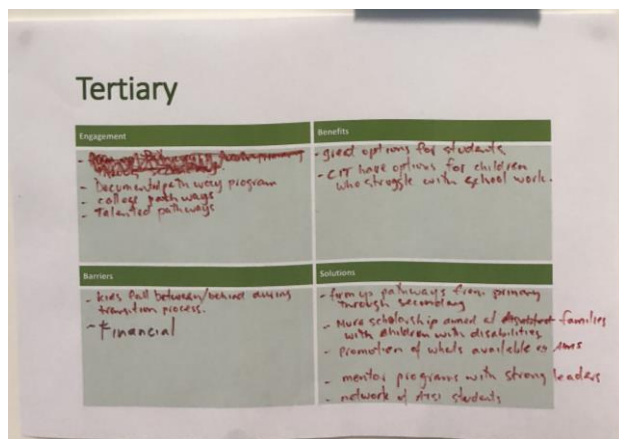
4.5.1 Engagement and Benefits

Engagement	Benefits
<ul style="list-style-type: none"> Utilise all social media and public networks effectively Provide opportunities for support people/mentors 	<ul style="list-style-type: none"> Life-long learning Career opportunities and progression Workforce growth and diversity Keeping youth in school while gaining vocational training

4.5.2 Barriers and Solutions

Barriers	Solutions
<ul style="list-style-type: none"> Vocational training awareness Job security Availability to attend learning Lack of knowledge understanding of vocational training, ASBAs (Australian School-based Apprenticeships), traineeships, opportunities Vocational training assistance programs awareness 	<ul style="list-style-type: none"> Vocational training with employment on completion Employment and training flexibility Priority for Aboriginal ASBAs (Australian School-based Apprenticeships)

4.6 CONSULTATION – TERTIARY EDUCATION



4.6.1 Engagement and Benefits

Engagement	Benefits
<ul style="list-style-type: none"> • Documented pathway program • College pathways • Talented pathways 	<ul style="list-style-type: none"> • Great options for students • CIT have options for children who struggle with school work

4.6.2 Barriers and Solutions

Barriers	Solutions
<ul style="list-style-type: none"> • Kids fall between/behind during transition process • Financial 	<ul style="list-style-type: none"> • Firm up pathways from primary through secondary • Mura scholarship aimed at families with children with disabilities • Promotion of what's available eg AIMS • Mentoring programs with strong leaders • Network of Aboriginal and Torres Strait Islander students

5 RECOMMENDATIONS

ATSIEB considers access, engagement and achievement of education to be essential to supporting life-long learning and access to employment.

As a result of the consultation, the Aboriginal and Torres Strait Islander Elected Body has formulated the following recommendations:

1	Pathways and Transitions
1.1	Develop a pathways document that shows the options and possibilities in the major education transitions. Pathways – talk early and talk often of the opportunities and pathways that exist to education in all its forms - school, college, vocational (including apprenticeships), tertiary.
1.2	Bring existing transition information and approaches from year 10 forward into year 7 and 8 to facilitate understanding and build a continuum of support (see 3.2)
1.3	Consider possibility of enrolling the child in their full continuum of schooling at the point of entry to Koori pre, acknowledging that this may will change over the duration of their schooling.
1.4	Tailor Pathways to individual students
2	Cultural Safety and Representation
2.1	Cultural awareness and sensitivity – mandate cultural awareness training and approaches throughout the school system – teachers and students.
2.2	Consider longer staffing contract periods to maintain positive relationships with students and families. Relationships with educators, for example, at Koori and mainstream pre, are crucial for stability and confidence in the education system and pathways.
2.2	Ensure zero tolerance towards racist behaviour and follow up with students and families.
3	Supports
3.1	Tailor and remind students and families of access and awareness of opportunities and services.
3.2	Desire for access to opportunities and scholarships to be made available to Aboriginal and Torres Strait Islander families who may be caring for other children with disability.
3.2	Integrated supports - Whole of government responses and services to respond to the student and family needs are required to ensure that education is not forfeited for lack of access to transport or a supportive school.
4	Employment
4.1	Encourage more Aboriginal and Torres Strait Islander educators and staff to facilitate equity of support structures for Aboriginal and Torres Strait Islander students across the whole ACT school system.
5	Reporting
5.1	Reporting and Transparency – collect more longitudinal data and more meaningful information on quality, engagement and education outcomes. Publish data so that they are available to the community.

6 CONSULTATION AND ENGAGEMENT PROCESS

The consultation followed the following format:

Agenda	Presenter
Elected Body Introductory Brief	
Welcome and EB introductions and acknowledgement of country	Maurice Walker
Introduce topic, outline of session and objective of session	Maurice Walker
Overview of current programs	
Brief introduction to priorities and elements of programs designed to support Aboriginal and Torres Strait Islander students	Natalie Howson – Director General ACT Education
Lived Experience	
<ul style="list-style-type: none"> • Share experiences with education – early childhood – primary – secondary – vocational – tertiary • Access, support pathways • Understand stories and consequences for children and families • Prioritise key areas of focus 	Jennifer Bennett
Sustainable Solutions	
How can ATSIEB assist to improve outcomes?	Group discussion
Close	