Forum 2017

School-Family-Community Partnerships for Successful Transition and Engagement

Wednesday, 2 August 2017
Treacy Centre, Parkville
Welcome
Sandra Dickins, Fitzroy High School
MC
Forum Purpose

• To improve your understanding of the overwhelmingly positive impact on student learning and school improvement when educators work in true partnership with families, community organisations, local industry and other members of their community

• To provide you with practical strategies, frameworks and advice to successfully implement School-Family-Community partnerships in your setting

• To better equip you to support young people and their families at risk of disengagement from learning, particularly in transition to secondary school

• A catalyst for you to reflect on your current practice, and to identify some next steps to take back to your setting
<table>
<thead>
<tr>
<th>TIME</th>
<th>ITEM</th>
<th>PRESENTER</th>
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<tbody>
<tr>
<td>9:00 – 9:30</td>
<td>Welcome &amp; Joining the Dots overview</td>
<td>Sandra Dickins, Cr Amanda Stone &amp; Zita Pinda</td>
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<td>9:30 – 11:00</td>
<td>Keynote Address – School-Family-Community Partnerships</td>
<td>Dr George Otero</td>
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<td>11:00 – 11:30</td>
<td>Morning Tea</td>
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<td><strong>11:30 – 12:45</strong></td>
<td><strong>Workshops – Session One</strong></td>
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<td>12:45 – 1:30</td>
<td>Lunch &amp; Information Tables</td>
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<td><strong>1:30 – 2:45</strong></td>
<td><strong>Workshops – Session Two</strong></td>
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<td>2:45 – 3:15</td>
<td>Plenary Session</td>
<td>Dr George Otero</td>
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<td>3:15 – 3:45</td>
<td>Conclusion</td>
<td>Dr George Otero &amp; Sandra Dickins</td>
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<td>3:45</td>
<td>End</td>
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</table>
Who did I meet today?
Pages 13-15

Notes
Pages 17-23
Cr Amanda Stone
Mayor, City of Yarra
Zita Pinda
Director, Seven Ways Consultancy
Joining the Dots Yarra

- Six year primary secondary school transition project
- 2012 action research project commenced
- An initiative of the Yarra Youth Commitment (cross sector community partnership 2012-2016)
- Coordinated by the INLLEN & a governed by a cross sector Steering Group
- **Project Aim:**
  - To identify, implement and evaluate a transition model for young people, their families, the community sector and schools, to ensure young people remain engaged in education
- **Project expanded into Moreland and Darebin** - 3 smaller scale projects
  - Pascoe Vale Girls’ College, William Ruthven Secondary College and Reservoir High School Transition Cluster
  - Funding support from SFYS and Darebin Council
Joining the Dots Yarra

2012 – 2014
- Steering Group established
- Joining the Dots Reports 1 & 2
- Annual data collection
- Joining the Dots Forum 2013
- Fitzroy High School Demonstration Project
- Development of the Transition Review Process
- Development of the Yarra Transition Model

2015 – 2017
- Annual data collection
- Professional development
  - Joining the Dots Forums 2015 & 2017
  - Workshops - educators & agencies
- Transition Review Process x 13
- Shared Learning Community established
- Evaluation
YARRA TRANSITION MODEL
SUCCESSFUL TRANSITION AND ENGAGEMENT
FOR: YOUNG PEOPLE AND THEIR FAMILIES/CARERS

SUPPORT FOR INDIVIDUAL STUDENTS & PARENTS
SCHOOL FAMILY COMMUNITY PARTNERSHIPS
STRATEGIC APPROACH
SCHOOL BASED PROGRAMS
BUILDING CAPACITY

GOVERNANCE & IMPLEMENTATION
WHO: PROJECT COORDINATOR AND STEERING GROUP

JOINING THE DOTS
Resource & Professional Development


Joining the Dots Bus Tour
26 October, 8:45am – 1:30pm
4 Yarra primaries
JTD – Where to next?

1. Formal Evaluation
   a. Yarra Transition Model
   b. Steering Group Partnership

2. Joining the Dots 3 Report

3. Update of the Yarra Transition Model
Keynote Presentation

Dr George Otero
Director, Center for Relational Learning
Connecting school, family and community: partnerships for successful transition and engagement

Joining the Dots-August 2, 2017
GEORGE OTERO
sunmoon@newmexico.com
FIRST AND ALWAYS
ACTIVATE WELLBEING
meet and greet
welcome
embrace
accept
honor
acknowledge
invite
PANTS' LAW

When attempting to open a locked door with only one hand free, the key will be in the opposite pocket.
UTOPIAN VISTAS
The Mabel Dodge Luhan House and the American Counterculture
Lois Falken Rudnick

Las Palomas de Taos
Family Vacation

Roswell, New Mexico
Space alien skull found at Roswell

Final proof UFO crashed in New Mexico in 1947

WORLD EXCLUSIVE PHOTO!
LEARNING CURVE

1900

EVERYBODY SOLVES PROBLEMS

EXPERTS SOLVE PROBLEMS

1950

EVERYBODY IMPROVES WHOLE SYSTEMS

EXPERTS IMPROVE WHOLE SYSTEMS

2001
What Is Our Educational and Moral Purpose?
‘The purpose of a school is to help a family educate a child’

Don Edgar- Sociologist
Mindset Challenges

• From Surgeons to Sewers

• From Find and Fix to Predict and Prevent to Discover and Respond

• Unbuntu
• What are our underpinning beliefs about families, schools and communities?
The variables influencing a child’s achievement, wellbeing and life chances

Gender, Ethnicity, Disability, History

Social

School

Personal
The variables influencing a child’s achievement, life chances and well being:

- **Social**
  - Family
  - Social Capital
  - Social Class
  - Poverty

- **Personal**
  - Resilience
  - Readiness
  - Motivation
  - Ability

- **School**

- Gender, Ethnicity, Disability, History
The variables influencing a child’s achievement, life chances and well being:

Gender, Ethnicity, Disability, History

Social 40%
- Family
- Social Capital
- Social Class
- Poverty

Personal 40%
- Resilience
- Readiness
- Motivation
- Ability

School 20%

- Gender, Ethnicity, Disability, History
- Social 40%
- Personal 40%
- School 20%
What does Success look like?
Developed in thinking with John Stafford

What you DO

Who you ARE

What you HAVE (power, control)
(Social)
Lessons learned

• Children Who Fail at School but Succeed at Life: Lessons from Lives Well-lived
  Mark Katz Norton, 2016

Thank you for helping us appreciate the important role that human understanding plays in overcoming a difficult past, not to mention the role that misunderstanding plays in prolonging one.
Lessons Learned

Through your many years of trial and error, you also show us that it’s not always trying harder that allows people to master the simple things. Sometimes it’s trying differently. What’s more, you prove that rarely is there anything so wrong with us that what’s right with us can’t fix.

You show us the many different ways of being smart, different ways that can’t be measured by how well one does in school.
• Why are the relationships the key to transition, engagement and educational success?
It’s All About the Relationships

Any educational reform strategy that improves relationships has a chance of succeeding, **ANY THAT DOES NOT IS DOOMED TO FAIL**

If relationship-building is central to success, **WHY IS THE BASIC PRINCIPAL OF CHANGE VIOLATED SO OFTEN?**

From Michael Fullan
# Learning in relationship

A natural hierarchy

<table>
<thead>
<tr>
<th>PARTNERSHIP</th>
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<tbody>
<tr>
<td>Valuing</td>
</tr>
<tr>
<td>Understanding</td>
</tr>
<tr>
<td>Involvement</td>
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</table>
Commitment

• Another type of knowledge that I ought to possess and that has to do with almost all the others that I have so far spoken of is the understanding that the exercise of my teaching activity does not leave me untouched. No more than I could be out in the rain with no protection and expect not to get wet. We must understand the meaning of a moment of silence, of a smile, or even of an instance in which someone needs to leave the room. Or the fact that a question was asked a little discourteously. After all, our teaching space is a text that has to be constantly read, interpreted, written, and rewritten.

• Paulo Freire, Pedagogy of Freedom
• How do we expand, improve and build positive relationships to educate better?
Promote and Practice Dialogue
Build Relational Trust
Develop an Invitational Culture

To promote:
• Engagement
• Transition
• Motivation
• Connectedness
RelationaLearning focuses on the three most significant factors in determining educational success.

These factors are:

• The quality of leadership in the school and community
• The effectiveness of relationships between the school and community
• The integrity of the learning experience
WHAT MAKES A GREAT SCHOOL?

• EFFECTIVE CLASSROOMS
• EFFECTIVE FAMILIES
• EFFECTIVE COMMUNITIES
Teaching and Learning

- Encouraging Learning
- Genuineness
- Empathy
- Warmth
- Encouragement of higher order thinking
- Learner-centered beliefs
- Non-directivity
- Adapting to differences

From Visible Learning, John Hattie
Life in Classrooms

• **IMMEDIACY**...An acute sensitivity to the here and now.
• **INFORMALITY**...The opposite of an emphasis on undue routine.
• **INIVIDUALITY**...Interested in the well-being of individual students.
• **AUTONOMY**...Highly resistant to inflexible curriculum and evaluation by administrators who educational expertise they questioned.
Places the focus on five critical relationships in learning

Relationship to:
- Self
- Peers
- Teacher
- Subject
- Community

‘Relational learning’
Effective Families

• Provide emotional security
• Develop social relationships and skills
• Develop language and communication
• Model moral behaviour
• Offer unconditional love
WHAT WORKS

• Effective Parents practice.............

• WARMTH

• FIRMNESS
EFFECTIVE COMMUNITIES

• SOCIAL CAPITAL

• BONDING, BRIDGING, LINKING
EFFECTIVE COMMUNITIES

• Natural WAYS OF LEARNING to practice

• PLAY
• GAMES
• STORIES
• DIALOGUE
• ART
• CEREMONY
Seven keys to success

• Personal Development
• Understanding the factors that influence
• Speaking a common language
• Partnering
• Building social capital
• Interpersonal, social and networking skills (relational learning and leading)
• Community Building
Building the Partnership

Tools

• Learning Walks

Walk through the learning spaces to observe and experience the students and staff engaged in learning.

Share your insights, reflections and wonderings.

Learning walks build parent and community ownership and sense of everyone being partners in children’s learning.
Building the Partnership

Tools

• Community Conversations
We get together with other members of our school community to discuss what we value about learning at our school.

A community conversation is a conversation where we make meaning, continually define ourselves as a learning community, more consciously discover who we are collectively, what we value, want and need educationally, and how we might collaborate to act and learn in context.

Basically we answer three questions: Who are we? What’s worth learning? How do we learn that together?
Building the Partnership
Tools

• **Parent Café’s**
The parent café works on the principle ‘if you change the conversation you change the future’. It simulates café conversations and is designed on the principal that people already have the wisdom and creativity they need to confront even the most difficult challenges.

• **Community Day**
A community that plays together stays together. The community is a nurturing, supportive, sometimes challenging, but always caring container wrapped around the school and the development of children. A community day is a day focused on involving, honoring and enjoying the community and all it has to offer.
Signposts

• In our meetings and interactions did we create more trust? Did we understand each other? Did we come up with a good idea? Did we review what we did last time to see if it really worked?

• Did we involve the community as partners right from the beginning?

• Did we start small and reflect; what did we do, how well did we do it, who has benefited?

• Did we develop the leadership of local community champions?
Signposts

• Did we take time to build ownership and positive relationships between school, family and community?
• Did we allow time, space and opportunity to establish trust between partners? Don’t be hasty in building relationships!
• Did we build social capital within communities by encouraging adults as well as children to learn? Was everyone engaged, motivated and having some fun?
• Did we incorporate natural ways of learning into meetings, programs, events and workshops?
• Did we activate wellbeing first and foremost in self and others?
George Otero

sunmoon@newmexico.com

www.relationalearning.com
Court Appearances

For this court case, you're both judge and jury. The diagrams below are bird's-eye views of 16 playing fields. Can you name the game or sport played on each of them? If necessary, you can appeal to the higher authority: Answer Drawer, page 68.
Morning Tea

Networking Challenge … to meet at least three new people & record their contacts on page 13 of your Delegate Workbook
**Concurrent Workshops 11:30am–12:45pm**

<table>
<thead>
<tr>
<th>SESSION ONE</th>
<th>Concurrent Workshops sharing good practice frameworks, tips and practical tools</th>
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<tbody>
<tr>
<td><strong>Edmund Rice</strong></td>
<td><strong>Treacy</strong></td>
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<tr>
<td><strong>Doveton College</strong></td>
<td><strong>Elwood Primary School</strong></td>
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<tr>
<td>The my place experience – the college as the centre of the community</td>
<td>Building Powerful Learning Relationships with the Community</td>
</tr>
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Lunch & Information Tables

- Centre for Multicultural Youth
- Foundation House
- Kids Own Publishing
- Manar Eltchelebi

- Murdoch Children’s Research Institute
- Practically Learning
- The Smith Family
## Concurrent Workshops 1:30 – 2:45pm

<table>
<thead>
<tr>
<th>SESSION TWO</th>
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<td>Roxburgh College</td>
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<tr>
<td>The my place</td>
<td>Ready for Roxy – Supporting Successful Transition</td>
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<td>experience – the</td>
<td>Good Samaritan Primary School</td>
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<td>college as the</td>
<td>Learning by the Power of 3</td>
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<tr>
<td>centre of the</td>
<td>Foundation House</td>
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<tr>
<td>community</td>
<td>Listening to the wisdom of parents of refugee background</td>
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<td>Waterford</td>
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Plenary Session

Dr George Otero
Plenary Session

Networking 15mins
- Some final additions to your list of contacts on pages 13-15

Reflecting 15mins
- Next Steps
  3 x 3 Road Map – See page 12
  - Maintain
  - Increase
  - Explore
Conclusion

Dr George Otero

Key Slides
RelationaLearning

Promote and Practice Dialogue
Build Relational Trust
Develop an Invitational Culture

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  • Engagement
  • Transition
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EFFECTIVE COMMUNITIES

• Natural WAYS OF LEARNING to practice
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Joining the Dots Contact

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M 0408 036 602  E rdarby@inllen.org.au