

# Learning choices expo

MAROOCHYDORE QLD, 24-25 MAY 2006  
PRESENTED BY DUSSELDORP SKILLS FORUM

## DRAFT PROGRAM

WEDNESDAY 24TH MAY 2006



8:30

### WELCOME AND INTRODUCTIONS

Keynote - Chris Sarra, Indigenous Education Leadership Institute

Showcase Student Teams Group A\*  
\*(see page 3)

### MORNING TEA

Showcase Student Teams Group A\*

### LUNCH

Showcase Student Teams Group B\*

### AFTERNOON TEA

Showcase Student Teams Group B\*

Rapporteur - Joann Schmider, Department of Child Safety, Queensland Government & student

Keynote - TBC

6:30

### CONFERENCE DINNER

Eucalypt Clearing

Special performance from the Gubbi Gubbi local Indigenous Dance Troupe.

## SPEAKER INFORMATION

### CHRIS SARRA

Chris Sarra has had an extensive career in education. In his time as Principal of Cherbourg State School he facilitated many changes that saw increasing enthusiasm for student learning. Under Chris' leadership the school became nationally acclaimed for its pursuit of the 'Strong and Smart' philosophy. Today Chris is the Director of the Indigenous Education Leadership Institute that is designed to pursue improved student outcomes for Indigenous children.

He has completed a Diploma of Teaching, a Bachelor of Education, a Master of Education and a PhD in Psychology. He is due to complete an Executive Masters of Public Administration with the Australia, New Zealand School of Government.

### JOANN SCHMIDER

The Department of Child Safety in Queensland recently announced the appointment of Joann Schmider to the position of Director for the Indigenous Support and Development Branch based in Cairns. The Indigenous Support and Development Branch was recently formed to support the delivery of Indigenous child protection services by newly formed or expanded Indigenous agencies located across Queensland.

Joann Schmider is an Indigenous woman with 25 years of experience in government and Indigenous community engagement, and a background in: human services for children; youth and family programs; education and training; human rights; and social justice. She has a diverse range of contacts in the Indigenous and wider community across Queensland and Australia.

# Learning choices exPlo

MAROOCHYDORE QLD, 24-25 MAY 2006  
PRESENTED BY DUSSELDORP SKILLS FORUM

## DRAFT PROGRAM

THURSDAY 25TH MAY 2006



8:30

### WELCOME

Keynote – Laudan Aron, The Urban Institute

Concurrent Session One –  
Professional Development Sessions, Workshops,  
Fierce Conversations (see page 5)

### MORNING TEA

Keynote - Constanca Warren, Carnegie  
Corporation of New York

A Synthesis of Research – John Spierings,  
Dusseldorp Skills Forum

### Snapshots

A 'speed dating' approach to what is  
happening around the country – products,  
processes and programs.

### LUNCH

Concurrent Session Two – Professional  
Development Sessions, Workshops, Fierce  
Conversations

Comments from the Floor

3:30

### CLOSE

Dusseldorp Skills Forum and Indigenous Elders

## SPEAKER INFORMATION

### LAUDAN ARON

Laudan Aron is a Senior Research Associate with the Urban Institute in Washington, DC. She has over sixteen years of experience in social policy research, and has worked on many issues related to children and youth including special education, alternative education, child welfare, family violence, and homelessness.

She is currently assisting the U.S. Department of Labor with strategic planning on how to develop more high quality second chance learning opportunities for out-of-school youth, is working on a second book examining publicly-funded programs for children with disabilities, and is completing a three-year study of the social service needs of victims of human trafficking for the National Institute of Justice.  
<http://www.urban.org>

### CONSTANCIA WARREN

Constancia Warren, from the Carnegie Corporation of New York is an expert in school reform and a key player on the Corporation's urban school program, Schools for a New Society. She has recently joined the Corporation as senior program officer and director of the Urban School Reform Initiative in the Education Division.

Ms Warren serves on the Steering Committee of the National Alliance on the American High School. She was also an evaluation consultant to the Mott Foundation and served on its Evaluation Task Force for the U.S. Department of Education's 21st Century Community Learning Center Initiative. Her teaching experience includes ninth grade English in an independent high school and in the government department of John Jay College, part of the City University of New York. She holds a bachelor's degree in sociology from Bryn Mawr College and a doctorate in political science from Columbia University.  
<http://www.carnegie.org>

# Learning choices expo

MAROOCHYDORE QLD, 24-25 MAY 2006  
PRESENTED BY DUSSELDORP SKILLS FORUM

## DRAFT PROGRAM

### SHOWCASE STUDENT TEAMS



**ACCESS Program, Swan View Senior High School - WA**  
ACCESS is primarily targeted at Indigenous youth but also caters for others at educational risk. It meets the needs of Indigenous students culturally, educationally and vocationally in offering a supportive and affirmative learning environment with emphasis on literacy, numeracy and ICT skills.

**Authentic Learning - education and industry liaison Newstead College - TAS**

Authentic Learning – an educational and industry - based liaison, is designed to produce authentic learning contexts in which students of all ages are able to experience modern digital technology. The program encourages engagement in life - long learning that is outside the normal curriculum offered in schools.

**Caught In The Web, Brooks High School - TAS**

At Brooks students take part in a whole range of activities including gifted & talented programs, work-skills, building cars, rebuilding motorbikes, video production, grief counseling, a Kids help line, TAFE delivered "girls" courses, sculpture and other art & craft, BMX projects and other small group activities.

**Changing Lanes, Bairnsdale Secondary College - VIC**  
Changing Lanes is a VCAL educational program that includes participation in an approved VET program, work placement, breakfast and lunch programs, community and workplace mentoring, community service, a safe driver program, as well as mechanical workshop opportunities and experience.

**Flex-eLearning program, dEadly mOb, Gap Youth Centre - NT**  
The Flex-e-Learning program takes place in the dEadly mOb internet café with 16 computer terminals to engage indigenous adults (15+) from town camps and local households. The program uses an adult learning approach to develop Information, Communication and Technology and literacy/numeracy skills using multimedia projects and interactive online activities.

**Great Alternative Program (GAP), Urangan & Hervey Bay State HS - QLD**

GAP is an annex of Urangan State High School designed to assist young people at risk of not completing year 10. The program incorporates literacy and numeracy and a wide variety of learning experiences such as (living skills, welding, spray-painting, nutrition, drug awareness programmes, health education, metal art and basic mechanical skills.)

**Healthy Active Resilient Kids HARK, Sorell School - TAS**

HARK seeks to meet the needs of young people at risk by providing practical, vocational and enterprise based programs. It is founded on the development of positive relationships, through mutual negotiation and respect. Facilities include an automotive workshop, classroom, commercial kitchen, garden greenhouse complex, creative arts / dance studio, boat repair workshop and recreational area.

**Pialla Garang, MTC Work Solutions - NSW**

The Pialla Garang programme design is based around the makeup of local communities (Marrickville, Redfern, Glebe) young people's needs, local resources and active elders. Entry and enrolment requirements are flexible and learning is self-paced with students 'opting in' to participation in programme components. 100% staff are from ATSI background.

**Players United, Greater Dandenong Community Health Youth Service - VIC**

Players United was created to assist young men to navigate the treacherous path that is male adolescence; it involves assisting these young men to develop skills to enhance their self-esteem and self-confidence, develop an improved impulse control, enhance their leadership skills and assist them to develop into good community citizens.

**POEM Rozelle, Leichardt Community Youth Association - NSW**

POEM Rozelle is a pilot program funded by DEST and represents part of the initial response to the Footprints to the Future report in 2001. This project is aimed at young people aged 13-19, who have been dis-connected from mainstream education and offers an innovative approach to different learning pathways.

# Learning choices exPlo

MAROOCHYDORE QLD, 24-25 MAY 2006  
PRESENTED BY DUSSELDORP SKILLS FORUM

## DRAFT PROGRAM



**South Australian Indigenous Sports Training Academy - SA**  
The South Australian (SA) Indigenous Sports Training Academy was designed to meet the needs of indigenous youth in the area and is now recognised as a centre of excellence state wide and draws students from all areas of SA. The program has a strong sports base and academic studies are arranged around this. There is a focus on health, education and community.

**Southside Education - QLD**  
Southside students learn about democratic processes by practising citizenship skills at school and at a community level. Students share in collaborative decision making in the school, are encouraged to participate in community/youth forums and to become involved in community projects. The aim of the service is to reconnect, so that the young person is able to rebuild trust and develop positive relationships with significant adults.

**Studentworks - TAS**  
The Launceston Student Workshop Inc. caters for years 8-10 and offers a Cert 1 in a range of skill areas including welding & boiler making, fitting & turning, retail, catering, spray painting, panel beating, engineering, warehousing and hospitality to gain real life experience producing goods for commercial sale, i.e. students run a café/catering service and they make and sell nursery furniture.

**VET Multimedia in remote communities in the Northern Territory, NT Open Education Centre (NTOCE) - NT**  
NTOEC is a distance education secondary school catering for a diverse range of students who choose or need to access secondary education by distance mode. The course aims to engage older indigenous students in education in exciting ways.

**VIP Plus @ Communicare, Communicare Inc. - WA**  
VIP Plus is an education program integrating the teaching of literacy and numeracy with non-denominational ethics and work ethics. All provide a post support program and extensive support services for the young people. The program was put in place to reduce crime and provide meaningful education for disconnected youth and chronic truants.

**Year 10 Certificate 1 in Engineering, Youth Connect / Holmesglen TAFE - VIC**  
Youth Connect is an accredited engineering program designed to increase awareness among students, parents and to act as a feeder into senior secondary VET and SBNA programs. Over 70 students participate in engineering type programs, and a large number of employers now use student workplace training programs as a means of attracting young people into future engineering careers.

**Young Parents Access Project, Corio Bay Senior College - VIC**  
The Young Parents Access Project was established to re-engage and support young parents. The principles that underline the program are that all students have the right to develop at school the knowledge, skills and attitudes to function successfully in life

beyond school, to access further education and training and to secure rewarding and worthwhile employment

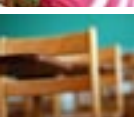
**Youth Education Centre and Partners - SA**  
Youth Education Centre and Partners is a holistic approach and a way of linking services to better meet the needs of young people. It facilitates delivery and accreditation of learning experiences in a range of venues for disconnected youth which is centrally concentrated.

**Yunggullungalla Indigenous Medicinal Garden, Southern Futures - SA**  
An Indigenous Medicinal Garden, lead by the local Indigenous community designed to be an educational resource, a source of pride for Indigenous students and a place to engage with families. The program engages the students in a practical way, provides links with Indigenous service agencies, the local Indigenous community and is a source of knowledge and pride for the whole school and surrounds.

**Young Ambassadors Program, National Gallery of Victoria - VIC**  
The Young Ambassadors program is designed to provide positive personal, social, educational and vocational experiences for young people with an interest in the visual arts who are initially not in education or employment. The program includes workshops into a range of contemporary Melbourne artists who are represented in the NGV collection.

## DRAFT PROGRAM

### CONCURRENT SESSIONS



#### PD 1.1 THE TEENAGE BRAIN

How is the teenage brain different & what are the implications for working with young people? A discussion on adolescent brain development as well as strategies to support students with challenging behaviours.

#### PD 1.2 DEVELOPING POLICY, PLANNING AND ADVOCACY SKILLS

How can we have flexible programs which reflect consistent planned policies? How can these skills be developed without reducing innovation & initiative? Helping stakeholders (volunteers/board members/staff) to negotiate systems and advocate for support and policy change.

#### PD 1.3 GRIEF AND LOSS

Understanding grief and loss. What are the cultural differences and implications? What are the difficulties? How can programs respond to the issues?

#### FC 1.1 WHAT DO WE MEAN BY SUCCESS ANYWAY?

Do we measure success in terms of employment /training outcomes, personal growth, funding for the project, partnerships? What are the qualitative and quantitative data people use to measure and demonstrate success? A 'show and tell' session (all contributions welcome)

#### FC 1.2 CONCENTRATING THE PROBLEM - ARE WE DOING KIDS A FAVOUR?

Should we be trying to make schools all inclusive or should alternatives be offered separately? Is there a middle ground? The inclusive versus alternative debate.

#### FC 1.3 RAISING THE BAR FOR INDIGENOUS LEARNERS

How do we raise expectations of success, without making it so difficult that failure is almost guaranteed. What are some of the programs being used to tackle this issue, how can they be used in other areas? Come and share your ideas.

#### W 1.1 MENTORING - DOES IT WORK?

What factors does it depend on? How can we increase its effectiveness? How do you keep both parties involved, what are some success stories, what are the issues?

#### W 1.2 WHAT'S HAPPENING IN PRE-SERVICE TEACHER TRAINING

What should be happening? Can we improve it? A perspective on innovation in teacher training from the Universities.

#### W 1.3 YALP (Yachad Accelerated Learning Project)

A three year educational intervention program aimed at raising the achievements of students in rural and remote locations, particularly those with high proportions of low achieving indigenous students. Based on a whole of community educational approach developed by the Hebrew University of Jerusalem. TBC.

#### W 1.4 INTEGRATED SERVICE RESPONSES IN ALTERNATIVE EDUCATION - PARTNERSHIPS THAT WORK

How does this work, do they ensure the best outcomes? What are the benefits? What are the determining factors? examples of good things on the go.

### SESSION GUIDE

#### PD: Professional Development Session

Participants can expect to learn new skills in this session

#### W - Workshop

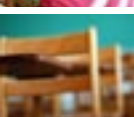
This session demonstrates successful working models and examines how to replicate.

#### FC - Fierce Conversation

A facilitated discussion around a specific topic with a maximum of 15 participants.

## DRAFT PROGRAM

### CONCURRENT SESSIONS



#### PD 2.1: SUSTAINABILITY, PARTNERSHIPS AND FUNDING - SECURING AND STRETCHING THE FUNDING DOLLAR

Getting contracts is one thing but how do you manage the funds you get and maximise the value of the contracts you win?

#### PD 2.2 CROSS-CULTURAL AWARENESS

Are you having trouble understanding people who are different to you? Don't understand where some people come from? Values not the same? Do you need to know about how to cross & understand another culture? Come to the Crossing Cultures Workshop and develop your knowledge and skills.

#### PD 2.3 YOUTH VOICE AND PARTICIPATION IN PRACTICE

The Tasmanian Media Skills Strategy

#### FC 2.1 YOUTH WORKERS VERSUS TEACHERS - IN HARMONY OR AT WAR?

Or is it a coalition of the willing? What can one learn from the other?

#### FC 2.2: PROGRAM SUSTAINABILITY

Why are programs only funded on a short-term basis. What can we do to change this destructive policy?

#### FC 2.3: MAINTAINING SUFFICIENT RIGOUR AND STANDARDS IN ALTERNATIVE EDUCATION PROGRAMS (NOT GIVING SOFTER OPTIONS)

Is this important? Why? How can we focus on objective outcome measurements? What's being done in other programs?

#### FC 2.4 CHANGING A SCHOOL

A chat with Chris Sarra - inclusive practice which meets the needs of both indigenous and non-indigenous alike.

#### W 2.1 : USING DIGITAL TECHNOLOGY TO ENGAGE YOUNG PEOPLE IN EDUCATION

TBC

#### W 2.3 AN INDIGENOUS UNIT OPERATING WITHIN A MAINSTREAM SYSTEM

Some innovative ideas on supporting indigenous learning- the Centre Education Programme.

### SESSION GUIDE

#### PD: Professional Development Session

Participants can expect to learn new skills in this session

#### W - Workshop

This session demonstrates successful working models and examines how to replicate.

#### FC - Fierce Conversation

A facilitated discussion around a specific topic with a maximum of 15 participants.