



# HOLISTIC APPROACH



Can we use an NDIS framework for student funding?  
CHECK I CAN SA



2.1 THE BIRD'S EYE VIEW  
There is a need to look at students as a whole, not only based on their learning journey or abilities. There are other aspects of their lives that are interconnected and are having an impact on how they learn: mental and physical health, nutrition, transport, safe space to learn...

Support to parents

Family breakdown

No sense of belonging in family or education

Lack of parental/family support

Lack of parental engagement - support for parents - lack of feedback at parents

Second, education systems have evolved higher expectations of parents and families to ready their children for school and sustain their well-being and learning habits and behaviors. Some families are not equipped with the resources (including time, income, and human, social and psychological capital) to do this. **Parents and family circumstances** are predominantly cited by teachers as the causal factor for student engagement. Parents (i.e. families) are seen by schools as the critical, if not the primary source, of a student's school engagement. *Grattan Institute, Feb 2019*

Family behavior to take what has been earned - devaluing

Family doesn't have the habits of education and work

Safe place to learn

Violence in families

Continuing needing to have self-sake

Engage community in the new idea

Local community centres around town

Curriculum focus taken on by schools

Lack of capacity of services

Nutrition "access to healthy food"

"A 2017 UNICEF report found that 46 percent of Australian children below the age of 15 years lack access to nutritious, safe and nutritious food." Australia reimagined book by Hugh Mackay

Transport "getting to school"

Sports "keeping active"

Drugs

Disabilities

Holistic health

Poor health and fitness

Side effects of medication for various issues

Struggle with mental health - anxiety, depression, self-harm, etc.

Student mental health problems are a big contributor to behavioural and learning problems in Australian classrooms. One in three young Australians experience moderate to high levels of psychological distress, including depression and anxiety. Schools must ensure students and teachers have access to specialist learning support staff and counselling as needed. *Engaging students, creating classrooms that engage learning by Peter Goss and Julie Jenkinson, Grattan Institute, Feb 2019*

Social Isolation

Mental health stigma / impact of being outside mainstream school

2.2 BUILD THE BRIDGE  
Transitions are periods in which students can struggle and fall through the cracks. It is important to facilitate the right set of supports for everyone involved.

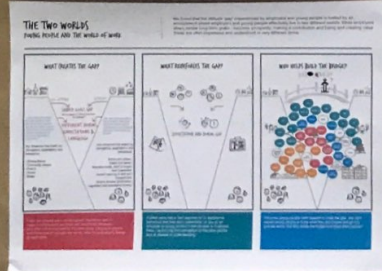


SEHS Transition (model) should be more complex not working

Transition to University program works well



2.3 KNOW THE (LIFE) DUMPS  
These have also been named as the 'death of life', these are important to understand how to survive in this world and in the system we have established. Eg. Looking for food, opening a bank account...



Start a new key learning area called "Life Skills" taught by community workers

Kids need more training on life skills - how to cook dinner - how to manage



2.4 BECOMING THEM IN THE DAY TO DAY  
Supporting them through the day to day activities that need to get done. Eg. getting them up, getting 'f' food, clean and clothes...

Getting them up for success "wake and support"

Mealtime before school - providing support - walking them to school

Personal support - transport - food - laundry - helping with life skills - being available to be consulted - being consistent - support provided

Learning practical life skills - hair cut - doctor's appointment...

The school is doing work from education through getting students' parents to appointments

# SOCIAL & EMOTIONAL RESILIENCE



In a 2012 paper written for the National Institute of Education, the author, Professor of Education, discusses the importance of social and emotional learning in schools.

How do we get schools that are more resilient to deal with mental health issues? Let's see if we can do it!

3.1. WHO IS RESPONSIBLE?  
Support staff to understand classroom behaviors that are being challenging and how to address them in the learning environment.



Support for teachers to understand and manage bad behaviour

Teachers not understanding - not asking - what is going on

Teachers not asking the nature of the behaviour

Teachers reacting to the student's behaviour

Students behave in hostile - teachers just see

The support needed isn't given

Griffin, Whiteley, Fox 2018

Looking at how segregation impacts others - ripples...

Flipping Work Arounds that kids use?

Alternatives to suspension in school classrooms with ELMs

Instead of suspension, send students to the classroom with their assigned class

Just what students bring to the classroom? Do students?

Suspension - is this punishment equivalent to the crime?

After judgement, you are expected to be on 20% ineligibility

Suspension from school kills the spirit of the school. It's not about the wrong done, it's about the wrong done to the school.

Schools dealing with behaviour not the same

Rewards

Rewards for good behaviour. Don't go out to break rewards

Intrinsic rewards as opposed to extrinsic rewards

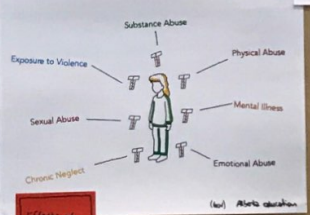
Know every kid's name

Suspension from school is what some YP are trying to do

Suspension impacts how all the students feel about the school

Griffin, Whiteley, Fox 2018

3.2. TRAUMA INFORMED PRACTICE  
Understand the impact that trauma has on young people and build a whole school/community trauma informed life environment.



Evidence based practice: trauma informed restorative practice

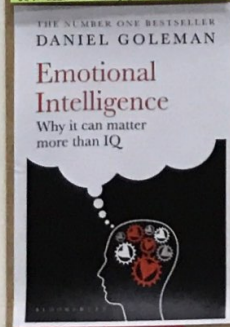
3.3. SOCIAL & EMOTIONAL INTELLIGENCE. WHY IT CAN MATTER MORE THAN IQ

David Goleman in his book, 'Emotional Intelligence' has defined it as the ability to understand, manage, and use social relationships effectively, plus we start in the workplace.

THE 15th Most Important Skill for Success in the 21st Century

Emotional Intelligence (EQ) is the ability to understand, use, and manage your own emotions to positively affect your thought and behavior, and to positively affect the thoughts and behaviors of others.

Setting boundaries up in a school is not easy for a teacher



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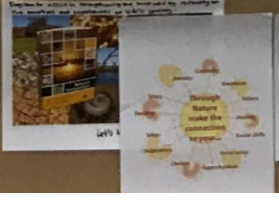
Low emotional intelligence results in poor mental health

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Choice Theory

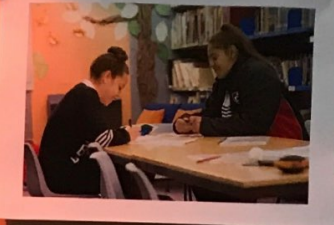
Choice Theory is a model of human behavior that suggests that people choose their actions based on their beliefs about what will give them the most satisfaction.



Let's have a job

Let's have a job

# MEANINGFUL ENVIRONMENT



4.1. YOUNG PEOPLE IN THESE ELEMENTS  
The teaching structure and content need to be adapted and flexible to meet students where they are. Ken Robinson in his book 'The Element' declares that as the educational system moves towards a more personalized path, when people arrive at their element, they feel least themselves and most inspired and achieve at their highest levels.

"Although we have traditionally been inclined to brag about Australia's education system, the melancholy truth is that it used to be more bangworthy than it is now, with declining performance of school pupils - especially in maths and science - a serious concern. In June 2017 UNICEF ranked Australia's education system 23rd out of 71 high- and middle-income countries" and our "education rates and public spending for early childhood education were subject to be abysmally low" Australia reimaged book by Hugh Mackay

looking @ structural + systemic pathways

How might we address literacy + numeracy C.H. 2021

How might we ensure to shift the system to shift the culture, the curriculum, the teaching and learning design

CHECK: EDUCATION GARDEN BERRY ST. Mt. DEPT

Space of learning - what are the great local examples - 2020

## The Element How Finding Your Passion Changes Everything

Ken Robinson with YOU ANITA

3.3. What is the most important element of our curriculum? ...

Classroom style - curriculum not working for yr

It's possible do not see the value in education

Real literacy and vocabulary

online class will not work - digital learning is the learning model

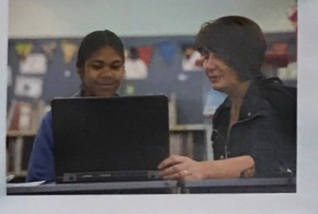
ROBIVE: R (Resilience), O (Ownership), B (Belonging), I (Inspiration), V (Vigilance), E (Empowerment)

we need more programs like this - look up working from knowledge

THE BOOK BY DANIEL H. PINK

Berry St - check whether they are still linear in...

Following Jock Macintyre	Volunteering	Practical hands on learning	Use interactive learning e.g. business in ancient history
Learning in an outdoor environment			Physical activities: dance, adventure
			Animals



Phones are a distraction 34

Sport school Gaming

"Though basic reading skill will be required well into the future at least until emotions, empathy and more complex pedagogical symbols evolve into some future version of Augmented Reality - the art of handwriting is likely to drop out of most people's skills to be replaced by the use of keyboards and touchscreens of all shapes and sizes. That's hardly a prediction - schools are already using these tools for their digital communication and learning. Handbooks, written essays, assignments and examinations will soon be a thing of the past" Australia reimaged book by Hugh Mackay

4.2. CLASSROOM CROCODILE DUNDO  
There is a pressing need to support teachers to learn teaching theory, skills and strategies to create meaningful learning environment.



Teaching style, structure, symmetrical, strategic nature	Encouragement - have the confidence that they can do it	Clear boundaries
Clear plans and structure	Let a realistic & achievable purpose and goal	Collaborate
Working as a group	Sense of humour	Flexibility
Allow mistakes	Try new things	Straight forward and honest feedback

Reduce resources workload when teaching	Teachers teaching under-estimated over-loaded
Learning and teaching opportunities for learners	Breakdown in class management

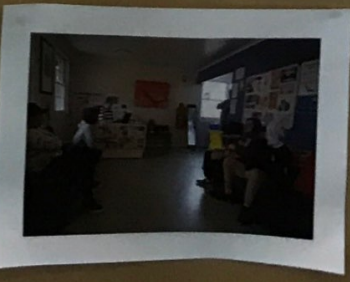
lots of alternative education options in Dubbo

Rudist (including systematic)	Judgemental: conventional teaching - stigma associated	non-judgemental
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Holistic planning

Learning programs to link them to the community	Learning programs not delivery	Learning face to face - 4:1
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Growth Point

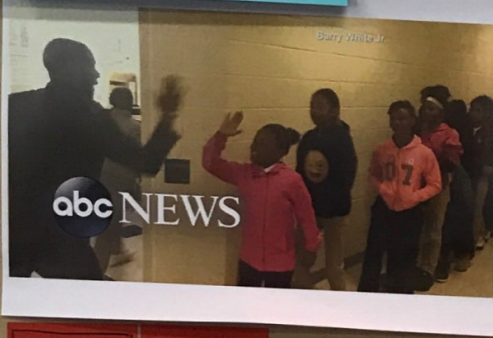


# SAFE & CARING RELATIONSHIPS



'The Bridge to Brilliance' (Nadia Lopez)

5.1. RELATIONSHIPS ARE THE GIVE  
Relationships are what brings people together and enables learning and other aspects in life to grow. It is important to understand the relationships that need to be built, the strategies to build them and maintain them over time.



For students, however, disengagement is about disaffection. Students uniformly indicate that their engagement with school is founded on relationships at school - with both friends and teachers. For students, the causes for disengagement are largely seen to be at school - not typically at home with or in the family. Therefore, student views of the causes of their disengagement do not support the school view of the causes of their disengagement. Relationship formation is central to the engagement pathway for students. Without this, excellence in pedagogy, curriculum flexibility, and policy, while necessary, will not be sufficient to re-engage the disengaged or disaffected student. Education report: Children and young people at risk of disengagement from school. Commissioner for children and young people - Western Australia

TALK TO THOSE WHO ARE GETTING THROUGH - HAVE TO EDUCATION CAREER PATH

More Positive Deviant Exploration

Smaller classes would provide the opportunity for teachers to build a relationship with each student.

Lack of relationship with the YP

Lack of empathy on both sides

Talk to students, have a go

Caring relationships

"Eddie Woo, the maths teacher at Sydney's Cherrybrook Technology High School who has become something of a poster boy for mathematics, quotes Yale professor of child psychiatry James P. Comer when describing his own approach to teaching: "No significant learning can occur without a significant relationship." Socrates knew that: his whole approach to teaching was based on the intense personal interaction between teacher and pupil. The founding fathers of the great universities of Oxford and Cambridge knew that, too, when they placed one-to-one tutorials at the very centre of the educational process." Australia reimaged book by Hugh Mackay

Adults speaking down to YP

Come to student's level

Teachers and Principal are on the same side of the fence of support of these YP

YP / parents unable to talk to teachers - feel they're not listening

Problems getting parents to school

Attachment, Roles and Social Support by psychologists Robert Kahn and Toni Antonucci:  
They proposed that social support that had the power to generate wellbeing outcomes needed to include the following key elements: affect, affirmation and aid.  
By affective transactions they described expressions of liking, admiration, respect or love. By transactions of affirmation they detail expressions of agreement or acknowledgment of the appropriateness or rightness of some act or statement of another person. Finally, they included as social support those transactions in which direct aid or entitlement is given, including things, money, information, time and entertainment.

Coalitional group of adults that give you the support you need and have similar expectations of you

Friends  
- distraction  
- encourage  
- listen to you  
- get to know you

Mutual exchange

Mutual exchange:  
- kid giving back, not only receiving  
- getting things from them

Philosophy of giving back

TEACHERS HAVING GOOD RELATIONSHIPS WITH OTHER TEACHERS

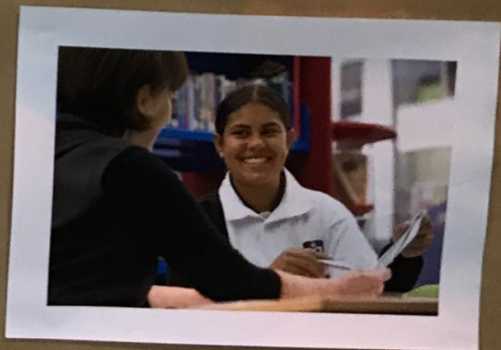
5.2. LET'S HAVE A YARN - SCHOOL, CAREERS, FAMILY AND YOUNG PERSON  
Everyone would the student's life need to have a view and understanding on what is happening for them in the different aspects of their lives. It is key to create opportunities to communicate between school, teachers, parents and students.



Increase and improve communication with families

Communication break down between parents, students, school, careers

It is complex for parents - kids are not at school and the school says kids should be at school. Parents need letters in readily accessible



Let's have a Yarn organization

