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Indigenous Education  
Leadership  
Institute



Queensland Government  
Department of Education and the Arts





## **Making a Difference in Difficult Circumstances**

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Dr Chris Sarra

[www.strongersmarter.eq.edu.au](http://www.strongersmarter.eq.edu.au)





***Knowing the most important place in the education system***

***Actions and beliefs that collude with a status quo... or smash it completely!***

***Accountabilities within Relationships***

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# Perceptions of Aboriginal people

**Alcoholics, Drunks, Heavy Drinkers**

**Boongs, Coons, Niggers, Black bastards, Gins, Darkies**

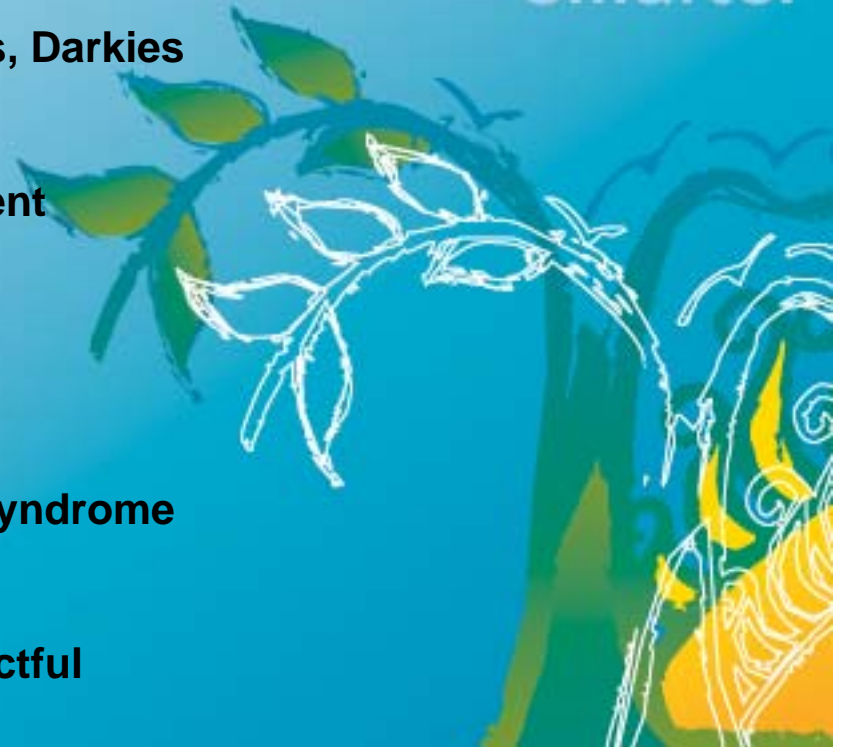
**Got it good, privileged, well kept by Government**

**Lazy, Wont work**

**Welfare Dependand, Dole Bludgers, Handout syndrome**

**Aggressive, Violent, Troublemakers, Disrespectful**

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# Perceptions of Aboriginal Students

**Cheeky**

**Lazy**

**Underachievers**

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**Aggressive**

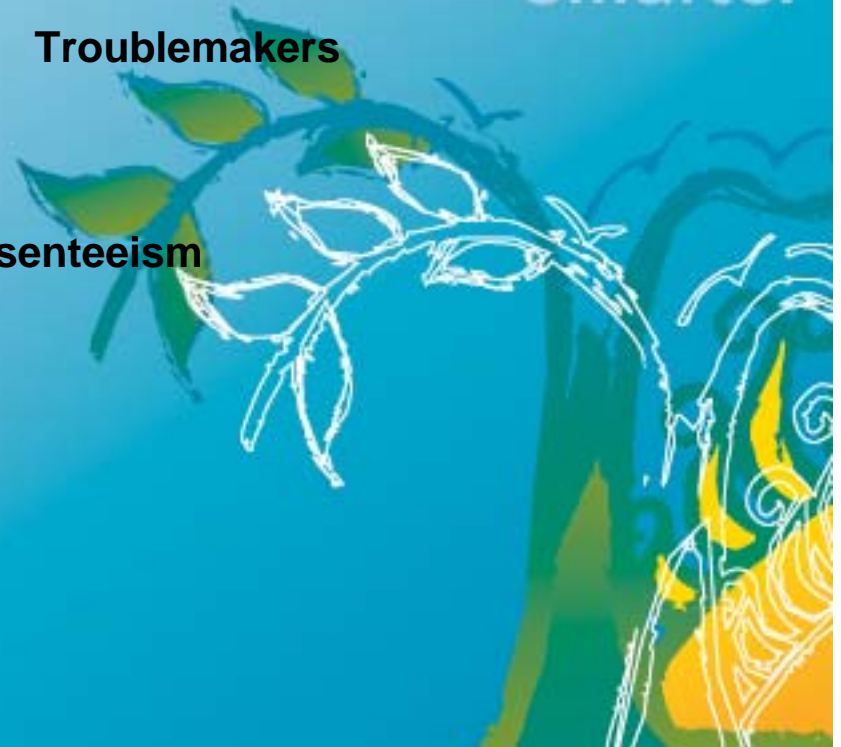
**Violent**

**Troublemakers**

**Disrespectful**

**Unhealthy**

**High Absenteeism**





# **Strong and Smart Identity**

**Come to school every day**

**Work hard in the classroom**

**Be nice to the teacher**

**Be nice to other children**

**Work together**

**Be proud to be Aboriginal**

**Stand up for yourself**

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## **A Strong and Smart Philosophy and Culture**

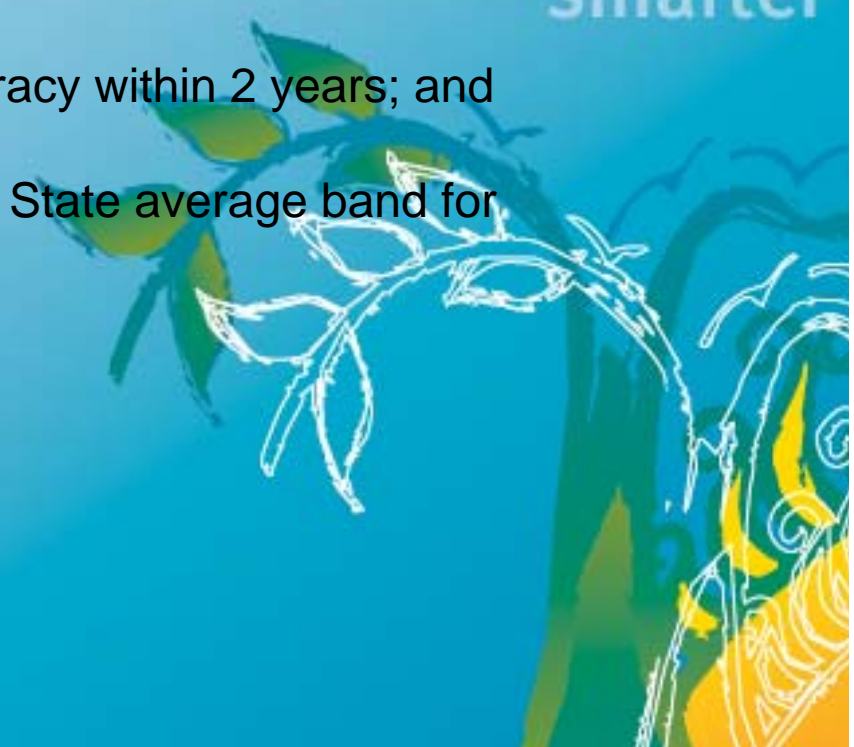
a 94 % reduction in unexplained absenteeism from school;

an improvement in real attendance from 63% to 93%;

a 58% improvement in Year 2 Literacy within 2 years; and

81 % of Year 7 students within the State average band for Literacy compared to 0% in 1999.

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## Leadership and Relationship Accountabilities

- *Supporting*
- *Developing*
- *Monitoring*
- *Challenging*
- *Intervening*

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## Leadership and Relationship Accountabilities

### *Supporting*

- *Enabling staff capacity*
- *Coaching/Mentoring*
- *Modelling*
- *'Being there for your colleagues'*

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## Leadership and Relationship Accountabilities

### *Developing*

- ***Ensuring capacity***
- ***Targeted professional development and training***
- ***Providing leadership opportunities***

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## Leadership and Relationship Accountabilities

### *Monitoring*

- ***Scrutinising data***
- ***Scrutinising outputs***
- ***Scrutinising performance***
- ***Scrutinising BUT not overindulging soft outcomes***

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# Leadership and Relationship Accountabilities

## *Challenging*

### - *Asking the hard questions*

- *Do you actually believe Indigenous children can learn as well as anyone?*
- *What are you doing that is contributing to underachievement?*
- *What are you doing that is contributing to absenteeism?*
- *Is your classroom a place where you would want to be if you were ten years old?*
- *Would you accept this for your own children?*

### - *Having the 'hard' conversations*

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## Leadership and Relationship Accountabilities

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### *Intervening*

- *Exercising the 'hard' processes*
- *NOT compromising integrity*





## Strategies that make me a flash teacher!

Positive reinforcement

Cater learning experiences to Individual needs and interests

Make lessons fun and interesting

Let students have a say in planning

Work from what the child knows and understands

Make sure the students can enjoy success and celebrate it

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## Characteristics of a deadly teacher that I had!

It was clear that they really cared about me

Made time for everyone in the classroom

They were passionate about what they were teaching

You could tell they liked us and they liked their job

Made the lessons fun and interesting

They were strict but in a nice way

They made us feel good about ourselves

Always encouraged us

They treated us with respect!

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*It is easy to blame dysfunction in Aboriginal communities on systemic and policy failure... At some point though we must acknowledge that it is individuals, armed with beliefs and attitudes that make up systems and drive policy...*

*When an individual decides that things can change... things change!*

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