

YOUR
PRESENTATION
WILL BEGIN
SHORTLY

PLEASE USE THE Q & A AND CHAT TO
COMMUNICATE WITH THE PRESENTERS
AND WITH ONE ANOTHER!



WE ARE TOGETHER, **THE VOICE**
THE **VOICE** FOR BEST PRACTICE
THE **VOICE** FOR QUALITY
THE **VOICE** FOR CHILDREN & FAMILIES

www.togetherthevoice.org

What's your Education Story, and Why Does it Matter?

Iain Matheson EdD

Trish McNamara PhD

"One child, one
teacher, one book,
and one pen, can
change the world."

Malala Yousafzai



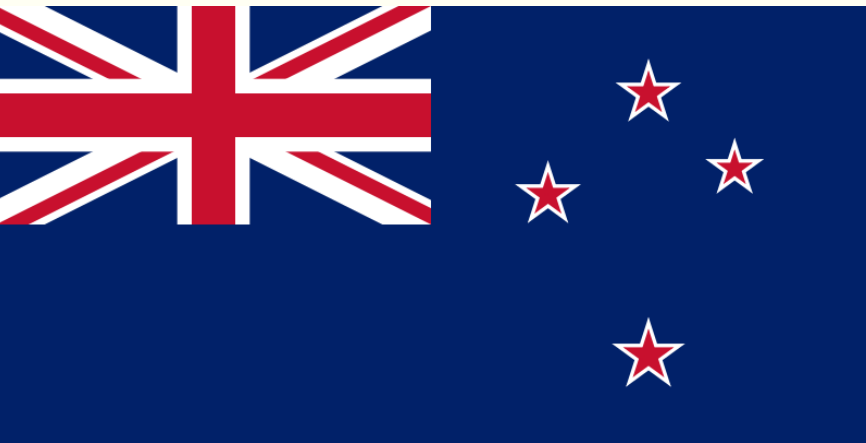


Iain Matheson

NEW ZEALAND

Who am I?

- Qualified social worker
- Residential youth worker (6 yrs) and statutory child welfare manager (15 yrs) in Scotland and New Zealand
- Now Director of the Research Centre for Better Outcomes from Fostering and Residential Care
- Member of Scottish Journal of Residential Child Care editorial board and International Research Network on Transitions to Adulthood from Care



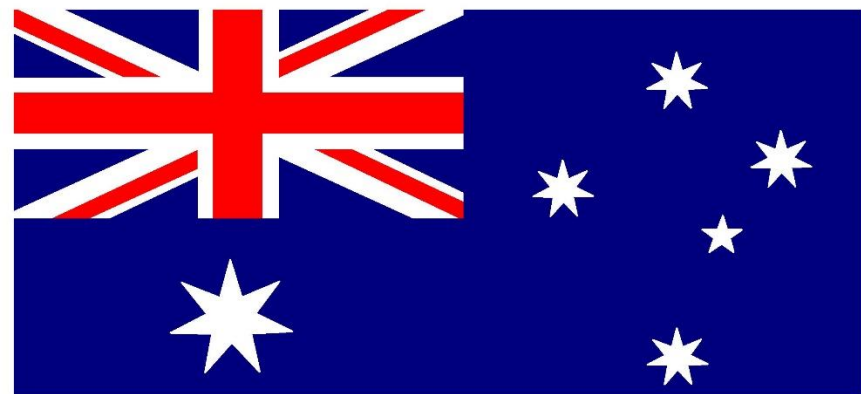


Trish McNamara

AUSTRALIA

Who am I?

- Social worker, family therapist, high school teacher
- Worked in residential units for children, for adolescents and for whole families
- Now a teaching and research academic in Social Work at the University of Melbourne in Victoria Australia
- Member National Therapeutic Residential Care Alliance – Australia
- International Work Group on Therapeutic Residential care



Where are we?



Acknowledgement of Australian and New Zealand Indigenous Peoples

We acknowledge the indigenous elders of these lands, past and present, and any emerging elders.

We also acknowledge any indigenous people who may be joining us in today's workshop from around the world. We express our hope that we can move forward together in the spirit of peace justice and partnership.

Presentation Aims

We are hoping that by the end of this hour with us you will have:

1. Reflected on your own education journey
2. Understood how your own education experiences shape how you view education
3. Considered how you can harness and build upon your own experiences to better support kids' education in residential care

Session Outline

This interactive session is in 2 parts

Part 1:

- Ask you five questions about your education and you answering using CHAT
- Playing five video clips of Glenys, an Australian residential care worker, recalling parts of her own education story
- We'll talk about some of the common themes
- Q&A

Part 2

- Discuss four strategies that residential youth workers can use to better support education
- Q&A

Q1: How was school for you?

1. Participants in chat
2. Video with Glenys





Q1: How was school for you?

1. Participants in chat
2. Video with Glenys
3. Summary and reflections
 1. Challenges?
 2. Belonging?
 3. Stability?
 4. Achievement?
 5. Friends?



Q2: As a child, how was education valued at home?

1. Participants in chat
2. Video with Glenys





Q2: As a child, how was education valued at home?

1. Participants in chat
2. Video with Glenys
3. Summary and reflections
 - A priority?
 - A love of books encouraged?
 - High expectations?
 - Support and encouragement?
 - Strong school links?



Q3: Who else was supportive of your education or broader learning?

1. Participants in chat
2. Video with GlenysLink





Q3: Who else was supportive of your education or broader learning?

1. Participants in chat
2. Video with GlenysLink
3. Summary and reflections
 - Teachers?
 - School Counsellors?
 - Relatives?
 - Family friends?
 - Own friends?



Q4: What was your pathway to working in residential youth care?

1. Participants in chat
2. Glenys video





Q4: What was your pathway to working in residential youth care?

1. Participants in chat
2. Glenys video
3. Summary and reflections
 - Complete secondary schooling?
 - Tertiary education?
 - Full-time or part-time employment?
 - Voluntary work?



Q5: How can we show that we believe in young people?

1. Participants in chat
2. Video with Glenys





Q5: How can we show that we believe in young people?

1. Participants in chat
2. Video with Glenys
3. Summary and reflections
 - Relationships and expectations?
 - Celebrate success?
 - Supporting their interests and passions?
 - Advocate for any needed educational support?



Mid-point Questions from Participants



STRATEGY ONE: VALUE

Model valuing education and 'fit own life-jacket first'

- What priority is education in your own life? Ancora imparo – Still learning....
- What formal training or education have you valued most as a residential care worker?
- What do you believe residential carers **need to care about and know about** to make good education outcomes possible for children and young people in their care?
- What about **impacts of trauma** on learning and development? Is that important? Why?
- **Can learning relationships be therapeutic?** Should we privilege learning in healing trauma?
- What are your **priorities for your own education and training** over the next 2-3 years?
- How **important is education to you in working with kids in residential care?**
- What do you believe you might **need to learn in future** to be the best residential worker you can be in educating kids in your care? If so, why so?

STRATEGY TWO : THINK

Understand your own education story – using strengths and recognising blind-spots

- **School of Life** - experience and wisdom; what have you learned and is anything missing?
- **Get qualified** – maybe begin with learning how to provide what kids need on ‘Maslow’s bottom line’ to protect their safety and support their wellbeing (food, clothes, warmth, trust, affection)
- Move on to **higher order issues**– learn about child and adolescent neuro-development, trauma impacts, therapeutic relationships (*The Other 23 hours*), theories of change, organisations and how to survive them (for you and the kids)
- Get training on **how kids learn best**– mentoring, role modelling, experiential fun stuff, repetition, tutoring, addressing learning gaps and disabilities
- Learn how to build a strong teaching and learning **relationship** in a safe space (where it is more than ok to take risks and even fail)
- In service training and professional development - if it is on the table go for it; if not go out and get it
- If professional **supervision** is not available in the organisation find it elsewhere – use word of mouth recommendations to find the right supervisor...

STRATEGY THREE: ACT

Do what 'good enough' parents do to support their children's education

- Lots of **conversation** about what is going on in the world
- **Answer** questions
- Privileging and **prioritising** school and education
- Ensure lots of **books** and educational IT
- **Ask** about school day at pickup and over dinner
- **Advocate** assertively with the school about child's learning and wellbeing
- **Share** a hobby or sport with children or supported their interests/passions
- **Support** friendships with sleepovers etc
- Do **activities** together during school holidays
- **Believe** child will have great outcomes and that the 'world is their oyster'

STRATEGY FOUR: DEVELOP

Develop more specialist education-related skills and knowledge

SKILLS <i>PracticeWise Evidence-based Services (PWEBS) Database*</i>	KNOWLEDGE
<ul style="list-style-type: none">• Advocacy• Education support*• Family and connections' engagement• Modelling*• Peer-pairing*• Realising learning opportunities• Relationship/rapport-building*• Skill building*• Supportive listening*• Social skills*	<ul style="list-style-type: none">• Young person's education history and any relevant coping strategies• Relevant school policies• Key education individuals in and outside of school• Education and training pathways, and particularly those different to your own.

Questions from Participants



Additional Resources - Text

- Association of Children's Welfare Agencies. (2017). *SNAPSHOT - Educational Engagement of Children and Young People in Out of Home Care in NSW: Preliminary Findings*
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- Cameron, C., Connolly G., & Jackson, S. (2015). *Educating children and young people in care: Learning placements and caring schools*. London, England: Jessica Kingsley.
- Child Safety Commissioner (Laurel Downey) – Victoria (2007) *Calmer classrooms* http://www.cryp.vic.gov.au/childsafetycommissioner/downloads/calmer_classrooms.pdf
- Guardian for Children and Young People, SA(2018): Children and Young People in state care in South Australian Government Schools 2008-18*
<https://www.education.gov.au/national-assessment-program>
- Hughes, D. A. (1997) *Facilitating Developmental Attachment: The Road to Emotional Recovery and Behavioural Change in Foster and Adopted Children*, Rowman & Littlefield Publishers, Inc. Lanham.
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- McNamara, P., Harvey, A., & Andrewartha, L (2019). Passports out of poverty: Raising access to higher education for care leavers in Australia. *Children and Youth Services Review* Special Issue 97:85-96
- McNamara, T., Wise, S., & Montserrat, C. (Eds.). (2019). *Education in out-of-home care: International perspectives on policy, practice and research*. Cham, Switzerland: Springer.
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AV Resources

- [Malala on Education](#)

- <https://www.bing.com/videos/search?q=utube+malala&&view=detail&mid=F091AC0DC3493234CB9BE091AC0DC3493234CB9B&&FORM=VDRVRV>

- [Raising Expectations](#)

- <https://youtu.be/6PsCjNS1o28>

- [Ashten's story https://www.youtube.com/watch?v=3KD-RF-DCOg&feature=emb_title](https://www.youtube.com/watch?v=3KD-RF-DCOg&feature=emb_title)

- [Ozchild Foster care with Teens](#)

- <http://www.ozchild.org.au/meet-our-foster-carers-what-is-it-like-caring-for-teenage>

- [Growing up poor in Australia](#)

- <http://www.abc.net.au/4corners/growing-up-poor/4279854>

rs/

- [The Huddersfield Program](#)

- <https://www.hud.ac.uk/undergraduate/feesandfinance/careleavers/>

- <https://www.youtube.com/watch?v=allqzjYgmyM>

THANKS!

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