



**SUPPORTING THE IMPROVEMENT OF EDUCATIONAL  
OUTCOMES OF CHILDREN AND YOUNG PEOPLE IN  
OUT-OF-HOME CARE (OOHC)**

**YOUTH+ INSTITUTE**

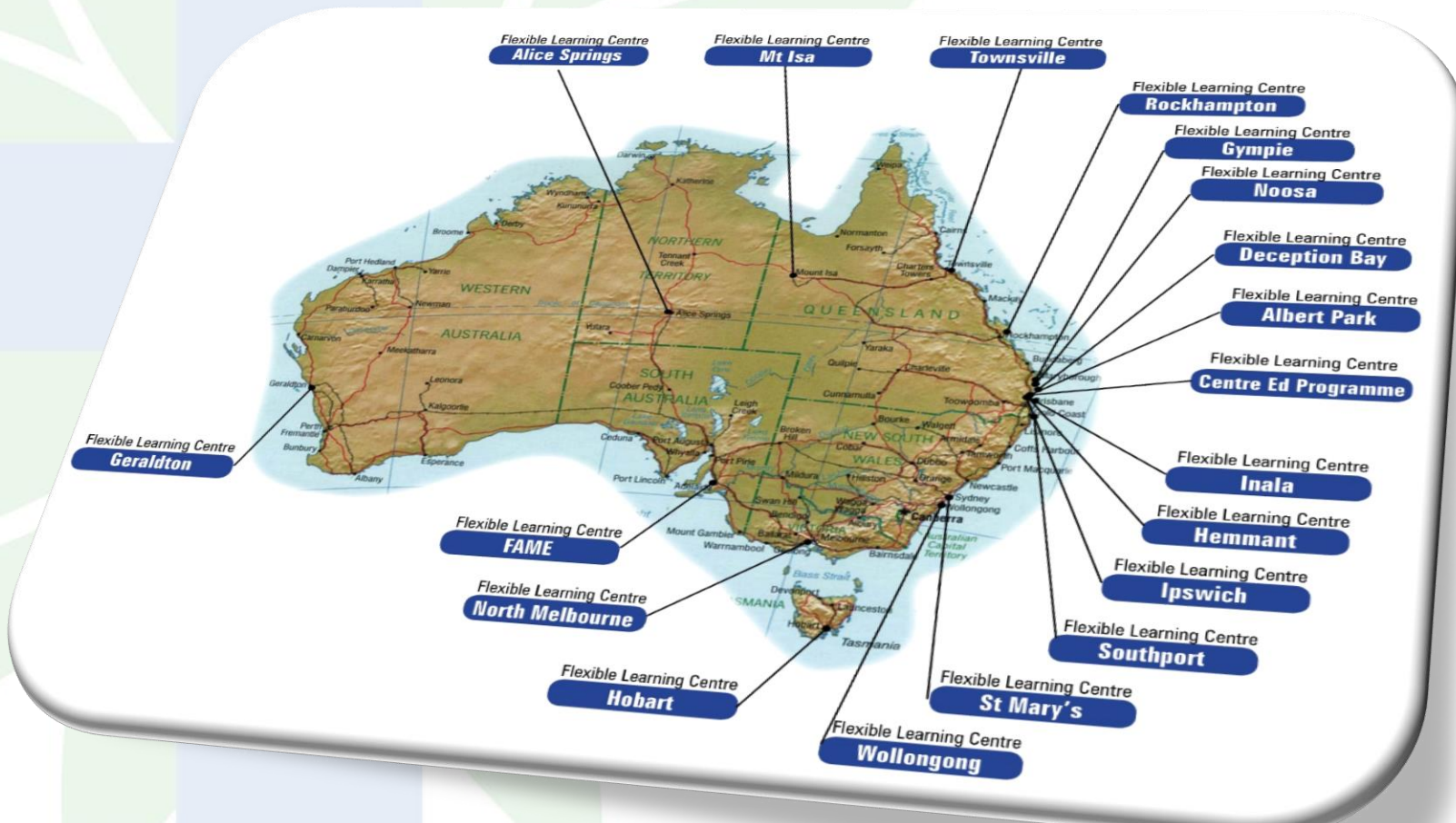
**WE  
LIFE WITHOUT BARRIERS  
VE**

**youth+**  
**YOUTHPLUS INSTITUTE**  
YOUNG PEOPLE • POSITIVE FUTURES

*Today we stand in footsteps millennia old.  
May we acknowledge the traditional owners  
whose cultures and customs have nurtured,  
and continue to nurture, this land,  
since men and women  
awoke from the great dream.  
We honour the presence of these ancestors  
who reside in the imagination of this land  
and whose irrepressible spirituality  
flows through all creation.*

**Jonathan Hill is an Aboriginal poet living in New South Wales**

# Who are we – Youth+ Institute



Youthplus acknowledges Aboriginal and Torres Strait Islander people as the Traditional Owners of this Country, and their connections to land, water and community. We pay our respects to them and their cultures and to Elders both past and present.





# WE LIFE VE



- Disability Support
- Children and Young People
- Foster Care
- Residential Care
- Aboriginal and Torres Strait Islander Services
- Mental Health Services

WE  
LIFE WITHOUT BARRIERS  
VE

# Youth+ and LWB Partnership

- Origins
- Current form
- 3 Education consultants (teacher qualified)
- Employed and professionally supported by Youth+ Institute
- Seconded to LWB and located with regional teams (SEQ; SWQ; Rockdale/South Coast Sydney)



THE RIGHT TO BE TREATED FAIRLY  
NO MATTER WHAT



THE RIGHT TO BE SAFE AND NOT  
HARMED BY ANYONE



THE RIGHT TO HAVE A SAY  
ABOUT DECISIONS AFFECTING YOU



THE RIGHT TO BE CARED FOR  
AND HAVE A HOME



THE RIGHT TO LIVE AND  
GROW UP HEALTHY



THE RIGHT TO HAVE A  
GOOD EDUCATION



- 1/3 in out-of-home care seek assistance with criminal charges
- 2 times as likely to face criminal charges
- 2.8% to make it to University in relation to the general population 37.6%
- 97% of my caseload suspended regularly
- 23% of my caseload attend a mainstream school

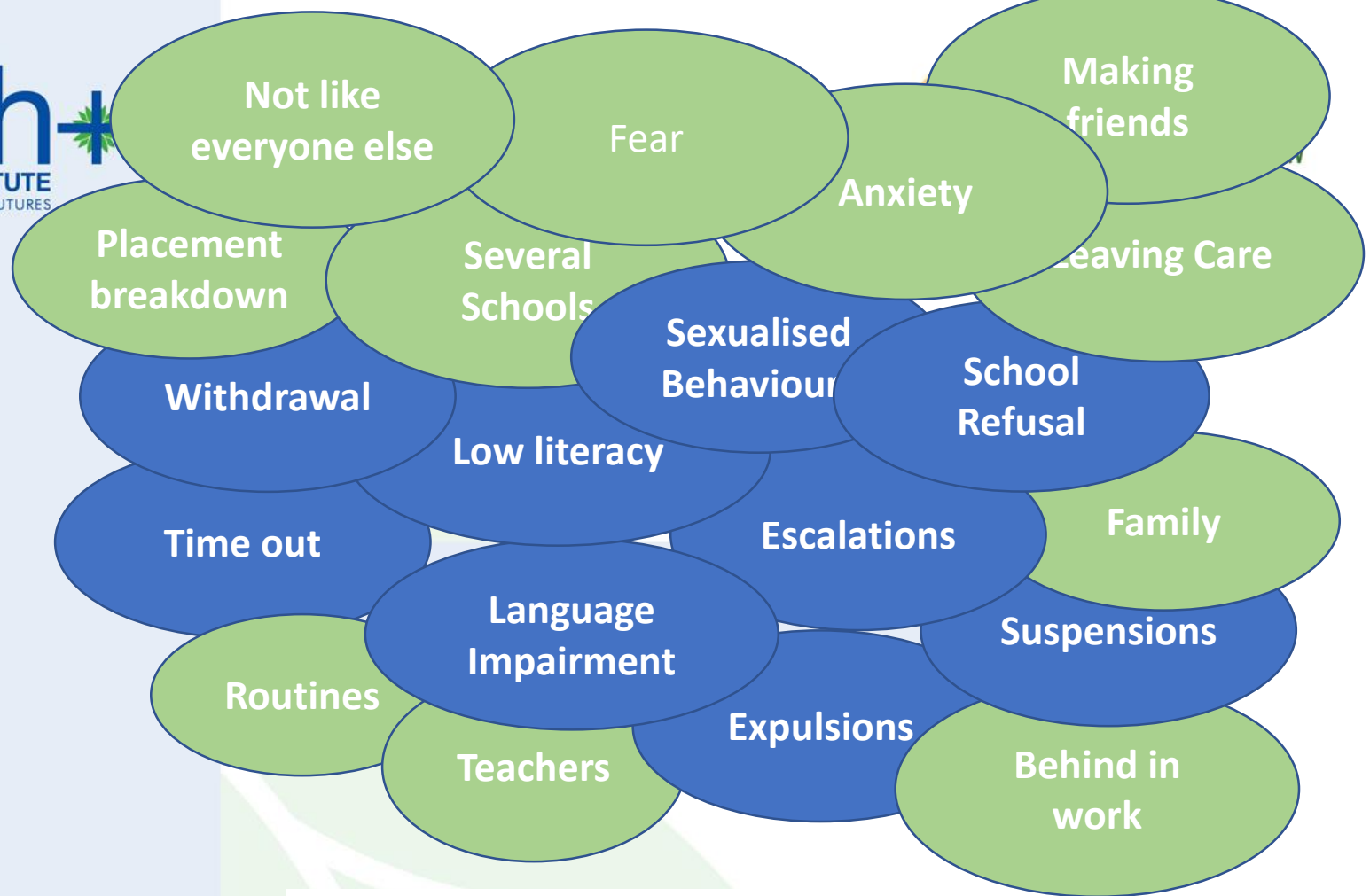
## Education Matters

- Instability in school/placements leading to suspension
- Problems at school – relationships
- Limited educational attendance – leading to disconnection
- Poorer academic performance – due to the above
- Co-occurrence of education and health problems
- Financial and other barriers to accessing education

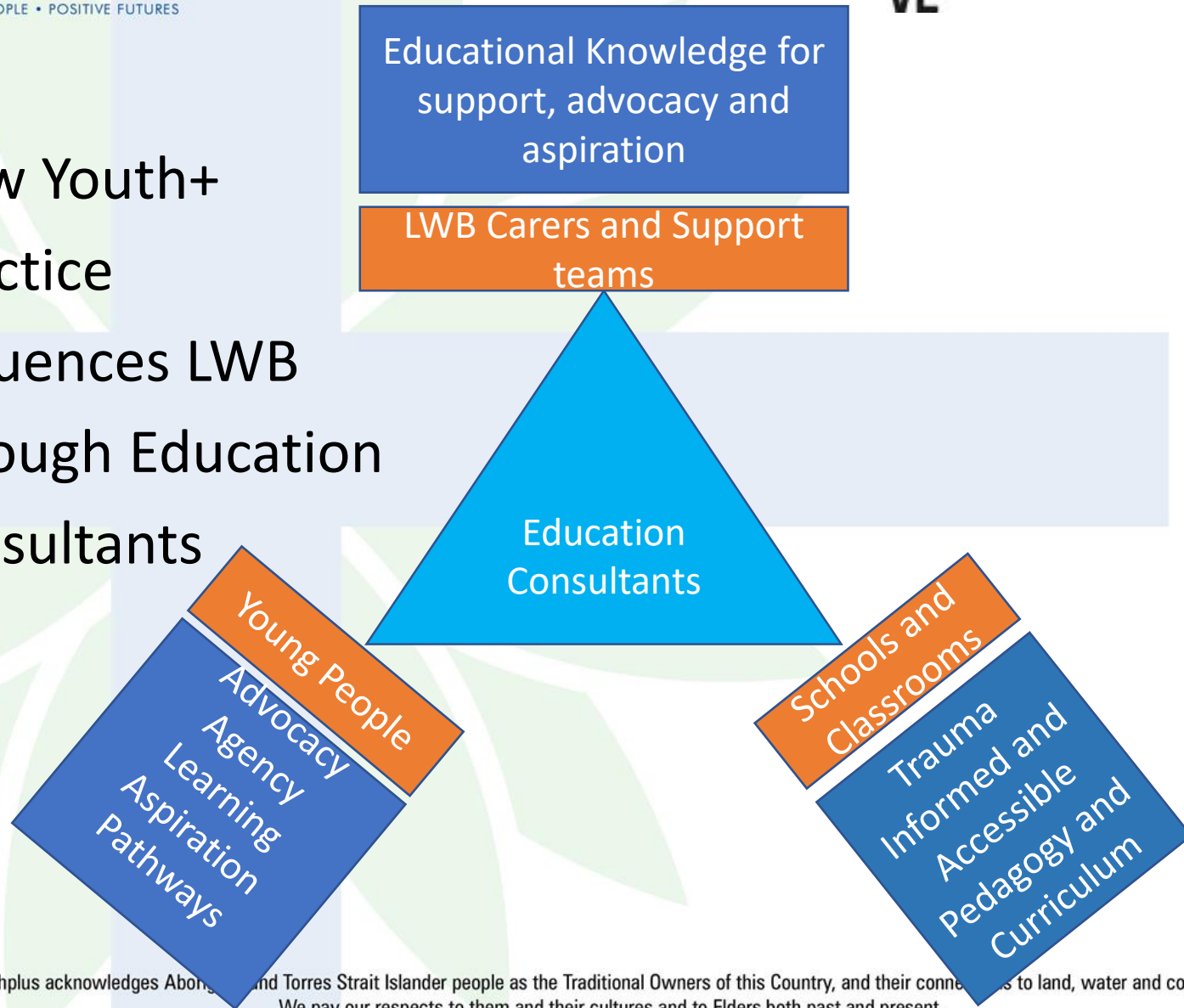
see [www.youthplusinstitute.org.au](http://www.youthplusinstitute.org.au) – knowledge exchange



# Trauma: Young People & School



How Youth+  
practice  
influences LWB  
through Education  
consultants



## Outcomes

### 1. Care Team and Educational Team Professional Competence

#### *1.1 LWB Care team educational knowledge*

#### *1.2 School and teacher knowledge*

### 2. Child-Young Person Stability

#### *2.1 School stability*

#### 2.2 Home stability (influenced)

### 3. Child-Young Person Capability

#### *3.1 Fulfilling educational capability*

#### 3.2 Health and wellbeing capability (influenced)

### 4. Child-Young Person Connectedness

#### *4.1 School, community and culture connectedness*

#### 4.2 Family and Friends connectedness (influenced)

### 5. System Influence





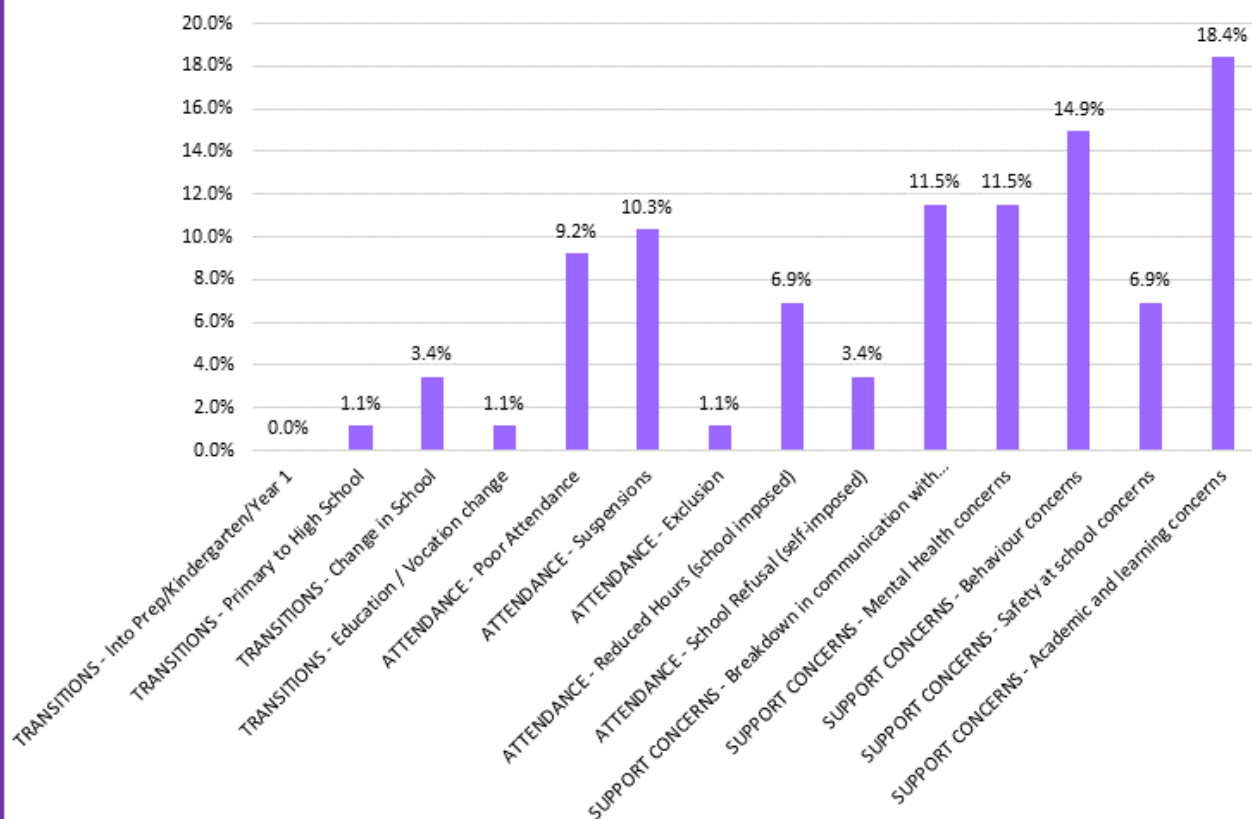
**83% of goals achieved through intervention**

➤ **37.5% Full attendance**

➤ **26% Non-Attendance**

➤ **22% Reduced Hours**

**REFERRAL INFORMATION - Eligibility Criteria**



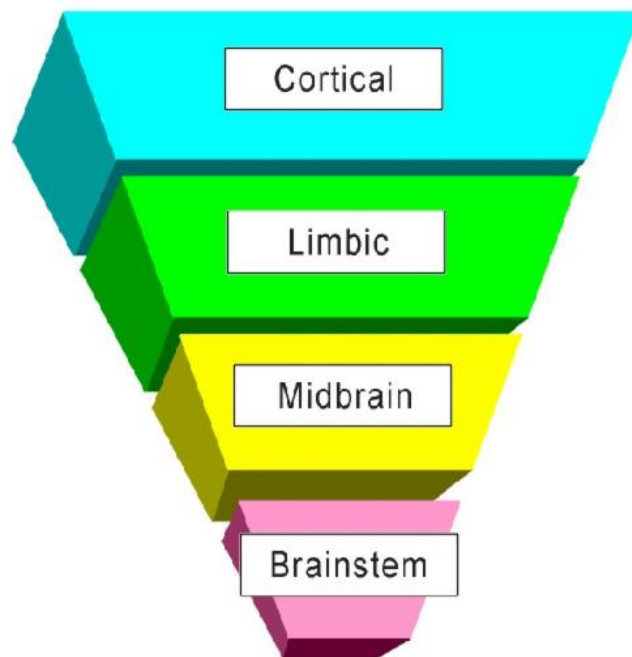


# Key learnings we promote:

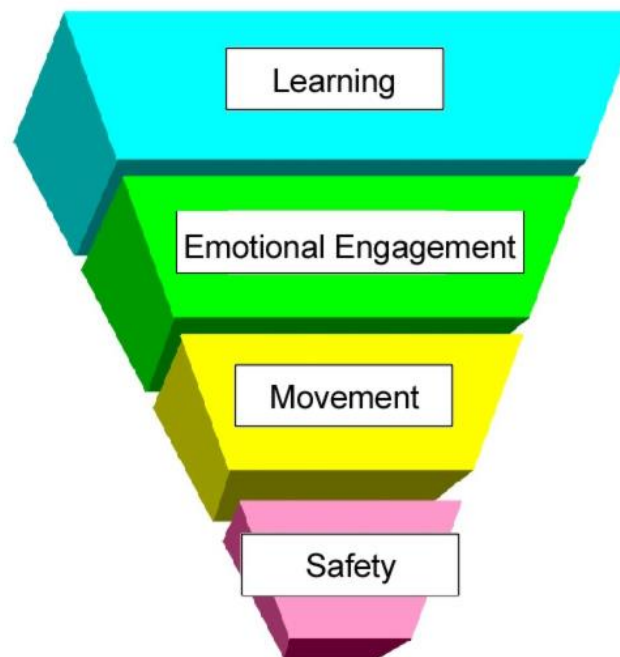
## Relational Pedagogy

- Emphasis on **relationship** vs authority;
- Processes which model and practice **agency**
- YP having voice and learning **ownership** of choices and decisions
- Frameworks for resolving issues in a restorative or problem solving approach (i.e. not punitive; **time in** not time out)

## BRAIN



## PEDAGOGY





# Key practice elements in Youth+ Education

## Learning

### High engagement pedagogies

- Project based learning
- Adventure based learning
- Differentiated curriculum
- Intentional – visible
- Wellbeing
- Service learning
- Accreditation
- Pathways (Senior, University, Work)

### Based on “Know your student”

- Personal Learning Plans
- Literacy/Numeracy Screening
- Wellbeing Profiles
- Regular tracking progress
- Self evaluations

## Young Person processes and strategies

- Operation by Principles
- Time in strategies e.g. In class; in school
- Young person buy in e.g. Working Agreements; Restorative
- Connectedness/Sense of belonging e.g. Yarning circle; group forming
- Check in and check outs
- Self regulation e.g. Regulate – Relate – Reason; Care plans
- Resiliency skills – Wellbeing learning; Self evaluations
- Voice and Agency

## Worker Skills

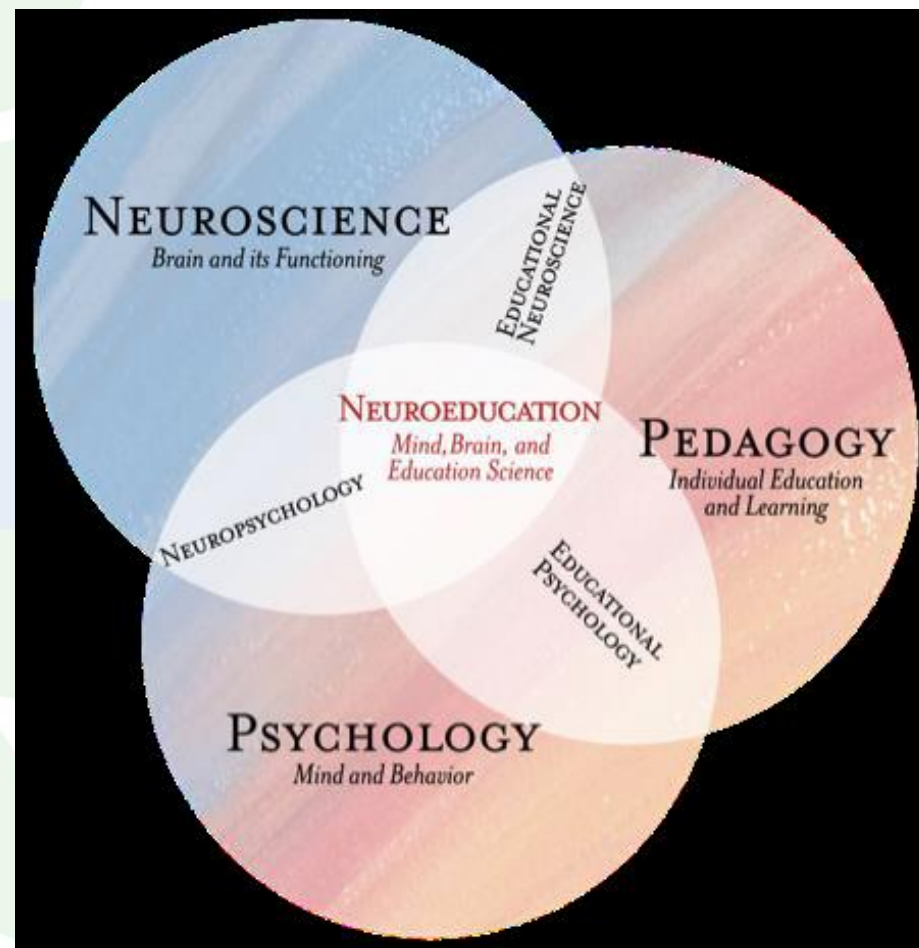
- Relational Pedagogy – Operation by Principles
- Trauma Aware and Competent
- Culturally Competent
- Unconditional positive regard
- Advocacy
- Supported by debriefs, supervision, training, reflective practice, professional boundaries, self care

## Integration of.....

✓ Neuroscience

✓ Psychology

✓ Pedagogy



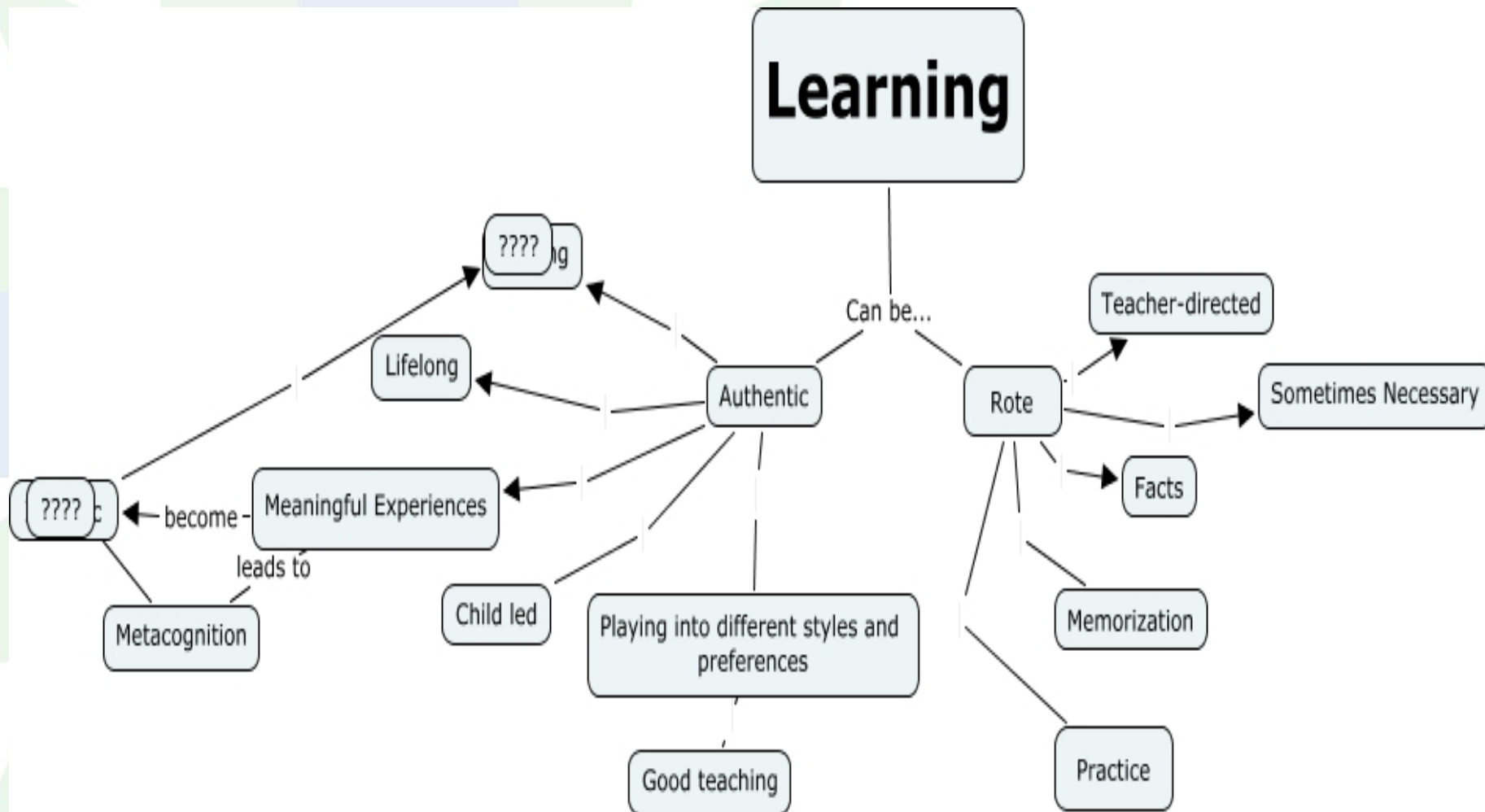
# Universal Growth Needs of Kids in School

- **Belonging** – Am I important to somebody here?
- **Mastery** – Am I good at something here?
- **Independence** – Can I influence my world here?
- **Generosity** – How can I share my gifts to help others here?



# Key transferable strategies

- **Mentor** or key person for support (Big ears person)
- **Check ins/Check outs**
- **Routine and predictability** – processes for change and transitions (circle up; visuals)
- **Incorporate rhythm and routine activities**; brain breaks
- **Teach self regulation** – part of wellbeing curriculum; whole school approaches; visuals; care plans for de-escalation
- **Create safe spaces** (headphones, beanbag, calm room with adult support, gym space)
- **Use consequences that support time in and repair** – working agreements, collaborative problem solving



You analysed  
the problem,  
then devised a  
great solution



EDMUND RICE EDUCATION  
AUSTRALIA

Your flexibility  
and grit helped  
you grow from  
this adversity

## How do we get YP engaged with Education?

- Non-formal Education
- supporting development by helping to transform young peoples' potential, creativity, talents, initiative and social responsibility
- Promote the acquisition of related knowledge, skills, attitudes and values
- Link in with community
- Take a young person on a new experience every week (food, culture, music)
- Contextual environments
- Tackle **avoidance**

I appreciate  
what a good  
listener you  
are

Your open-  
mindedness is  
such an asset

What you did  
was very  
generous



## **ACWA OOHC and Education Action Committee**

**Secretariat:** *Lorna Genoud (LWB) and Gillian Brannigan (ACWA)*

### **The Action Committee meetings will have the following core functions:**

Identify and raise issues, individual and systemic related to educational access and engagement of students in OOHC at all levels of education, and  
Provide advice and contribute to policy development that improves the educational experience and outcomes for children and young people in care

### **Develop and where possible, progress projects or initiatives to:**

ensure the ongoing and holistic needs of students in OOHC are recognised and advocate for these to be properly addressed; and  
provide support to build capacity to improve educational outcomes for children and young people currently or formerly in OOHC.

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**Remember:  
everyone in the  
classroom has a  
story that leads  
to misbehavior  
or defiance. Nine  
times out of 10,  
the story behind  
the misbehavior  
won't make you  
angry. It will  
break your heart.  
~ Annette Breaux**

