



Leadership and Learning with the Cape York Aboriginal Australian Academy

Kurunna Mwarre “Make My Spirit Inside Me Good”

CAPE YORK ABORIGINAL AUSTRALIAN ACADEMY

A radical new education approach has been responsible for delivering remarkable improvements in literacy, numeracy and engagement of a large number of indigenous children in remote north Queensland. The program is being developed by the Cape York Aboriginal Australian Academy (CYAAA) which is part of Noel Pearson’s Cape York Institute.

In 2010 a group established the CYAAA which is a not for profit education organisation with an independent board.

Education is the key to breaking passive welfare dependency...yet indigenous students perform below their non-indigenous counterparts..Remote schools are often failing and having no prospect of closing the gap.

CYAAA objectives include that every child:

- Regularly attends and is school ready and with their family are engaged in education
- Has the literacy and numeracy blocks of primary school
- Is at or above the national minimum benchmarks for literacy and numeracy
- Regularly engages in their culture, sporting and artistic pursuits
- Transitions into a high quality, high expectation, secondary school at the required level

Three new domains are incorporated into an extended school day:

- **1. Class:** dedicated to teaching mainstream curriculum in literacy and numeracy using the approach Direct Instruction
- **2. Club:** enriching extracurricular artistic ,musical and sport programs
- **3. Culture:** comprehensive cultural and language programs.

Community initiatives support the learning domains:

There is a case management approach which ensures that children are at school but also that those things which determine their capacity to engage in education-their health, nutrition, wellbeing and material needs-are systematically addressed so no child falls thru the cracks.

LEADERSHIP PROGRAMS

The Leaders Program offers Cape York members the opportunity to believe in themselves and to build the leadership skills they have within and to build these skills in a way which others wish to emulate.

Vision: all members achieve their full potential, talent and have the confidence to build capabilities and achieve their goals

Dream more

Learn more

Be more

*Be the pebble that creates the ripple of growth,
Ripples of success,
Across your life,
Your family,
Your community
And work
And lead others*

All leadership programs are philanthropically funded and CYI contract out to leadership organisations to run the courses.

The current CEO of CYI, Fiona Jose, is a graduate of the leadership programs.

Five phases:

Academic Leaders

22 places for secondary school students e.g.- had a conference before school started: had yarn up session with uni students and graduates, had workshops with Northern Pride Rugby team on nutrition, healthy cooking, exercise, did workshop with success with attitude facilitators on public speaking, mental attitude, goal setting etc, visited the cultural site of the Rainforest Kuku Yalanji Dreamtime, finished up with a local disco.

Youth leaders

For age group-18-24Certificate in business plus support, mentorship and preparation to enter and progress within the workforce

Skilling leaders

For indigenous people 25 years and over with key managerial and leadership skills to apply in their home, community and workforce. Certificate in business plus support, mentorship and preparation

2-4 years course

Excelling leaders

Executive leadership program which supports high calibre emerging indigenous leaders, 25 years of age and over and to extend their leadership skills and engage others in their vision for the future-self analysis, peer review, leadership planning, etc 2-4 year course

Mentoring scheme

CAPE YORK INSTITUTE FOR POLICY AND LEADERSHIP

- Established in 2004 as an independent organisation to champion reform in indigenous and economic policy
- Partnership with the people of Cape York with financial support from Queensland and Australian govt
- Focused on issues in Cape York and aims to have national influence
- Director: Noel Pearson

Policy Innovation, reform and evaluation

- Need to generate novel policy ideas and directions
- Need to continually refine reform agenda
- Need to evaluate on the ground initiatives

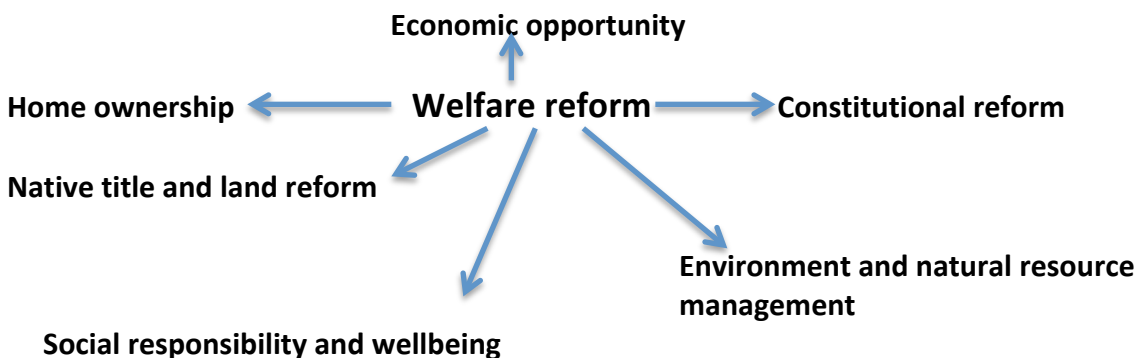
Indigenous leadership

- Need for stream of leaders to emerge within Cape York

Four broad streams of work:

- Leadership and Youth
- Welfare reform
- Policy and Research
- Evaluation

Policy Focus:



CAPE YORK WELFARE REFORM

Overview

- Australian Govt supports agenda in June 2007 with \$48 million
- Communities “opt –in” in late 2007
- State supports agenda in 2007
- Family Responsibility Commission legislations May 2008
- Tripartite agreement signed in May 2008
- Revised welfare reform governance structure approved October 2010
- Opportunity hubs established in 2010
- Initiatives delivering real outcomes
- Now in fifth year of Cape York Welfare reform and are seeing meaningful outcomes across 4 communities:
- The Family Responsibility Commission

- Student case management
- Cape York Aboriginal Australian Academy
- Student education trusts
- MPower
- Pride of Place
- Cape York Arts
- Aurukun sewing group
- Hope Vale Horticulture
- Cairns to Cape Stimulus

RADICALLY DIFFERENT VIEW OF DYSFUNCTION

Traditional view of remote indigenous dysfunction:

- Dysfunction and poverty are the result of racisms and dispossession.
- External structural factors are the source of the problem
- Therefore: Solutions are to be found by tackling external factors
- Policies are justified on a moral basis
- Policies that call for greater personal responsibility are seen as “blaming the victim”

Our view of remote indigenous dysfunction:

- Dysfunction and poverty are not only symptoms but to a large extent are caused by social norms deficit.
- Dysfunction and poverty must be addressed as behaviours (as well as tackling structural factors).

Consequently:

- Incentives need to be addressed particularly to engage people in the real economy.
- Individual capabilities need to be built to enable better choices.
- Structures need to be put in place to restore norms.

Collapse of social norms corresponds with welfare era. Indicators from the last 40 years suggest collapse of social norms:

- 50-80% Cape York indigenous people drink to harmful levels
- Infant mortality rates 3-2-3 times that of non-indigenous Australians
- In 2002 18% only of adults had completed year 12
- Life expectancy of 59 years for males and 65 for females approx 17 years younger than non-indigenous Australians

THEORY OF CHANGE:

1. Change basic social norms
2. Provide and develop enabling structures
3. Provide rational incentives

Leads to choices and freedom

1. Responsibility

2. Opportunity
3. Capability

Agenda

1. Rebuild social norms, restore indigenous authority and address the welfare pedestal through changing incentive
2. Support engagement in the real economy
3. Move from welfare housing to home ownership
4. Enable children to make full use of their talents and creativity and to enjoy the best of both worlds

References: Material from Cape York Institute leadership Program material

This resource and further information about Creating A Safe Supportive Environment is available to download at www.casse.org.au/resources.

CASSE Australia Inc
PO Box 156
Kew VIC 3101
T 0450 540 366
www.casse.org.au