

# Same Kids Same Goals - Newsletter

## Principals and IEWs Working Together

September 2006

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G'day Indigenous Education Workers, Principals and other interested parties! Welcome back from your holidays! This is the first edition of a newsletter that will be a feature of the Same Kids Same Goals project currently being run by Dare to Lead (DTL) and the Dusseldorp Skills Forum (DSF). Same Kids Same Goals aims to promote the importance of an effective working relationship between Principals and IEWs, and seeks to provide ways to strengthen that relationship through inservice workshops, and the eventual production of a toolkit for use in schools. The newsletter will provide you with feedback from all of our workshops, as well as handy pieces of information for Principals and IEWs.

### Project Partners



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### Adelaide Workshop

**Mawson Lakes - 11/09/2006**



22 Principals and IEWs, from Adelaide and its immediate surrounding areas, attended the Same Kids Same Goals workshop at the Mawson Lakes Hotel on the 11th of

September. All those who attended enjoyed the opportunity to engage in a range of discussions that they might not otherwise have had. A special thanks to Kaurna Plains School and their students who performed a fantastic Welcome to Country, sung both in Language and in English.

### **Awareness and Recognition critical**

#### **IEWs seek profile amongst other school staff**

A discussion of the range of things that assist and hinder the successful undertaking of an IEW's role revealed a few key themes, most notably:

- Awareness by other staff
- Recognition and Status of their role within the school
- Training and Development Opportunities
- Communication (regular opportunities with leadership and other staff).



IEWs and Principals also agreed that there was a need for on-the-job mentoring for newcomers. As one Principal put it, "many IEWs are picked up with no former experience in education and everything is then learned by osmosis". There must also be access to 'on-going', in-service up-skilling and training opportunities.

### **SA Principals and IEWs agree on Roles**

#### **...but they differ between schools**

One activity on the day highlighted the high levels of agreement between how IEW and Principal partners viewed, both how the IEW actually spends their time, and how they would prefer to spend their time. This demonstrated a high level of understanding about the role of the IEW between specific sets of partnerships. Interestingly, between schools it was evident that the IEW was used quite differently, demonstrated by the range of time each group dedicated to each particular task. The main areas of difference between how IEWs and Principals viewed the role, were the perception of time spent liaising with parents regarding specific issues, and dealing with particular issues for individual students (largely determined as behaviour or negative contact). Generally speaking, it was evident that both IEWs and

Principals would prefer the IEW to spend less time doing these, more time with parent communication (positive) and community building, and more time in the classroom. IEWs would also prefer to spend more time building inter-agency links.

### **Hidden Treasures**

#### **Recognising the Value of Indigenous Educators**

This article, written by Mike Winkler of Dare To Lead, provides a solid background on some of the challenges and opportunities faced by IEWs nationally. The article appeared in Education Horizons, a nationally circulated education journal.

**[Click here to download article](#)**

### **Success For Boys Resources Available**

Our friends at Curriculum Corporation (<http://www.curriculum.edu.au>) have kindly provided us with a box of their Success For Boys Professional Learning Materials. This resource was designed in collaboration with James Cook University and was developed to: provide teachers with a conceptual framework for approaching boys' education; develop teachers' key foundation knowledge and understanding of concepts in boys' education; give schools strategies to address whole of school planning, to implement change management, and to conduct well-executed action research in classrooms; provide teachers with readings, workshop activities, practical strategies, case studies and resources aimed at improving boys' learning outcomes and engagement; and enable teachers across Australia to benefit from the experience and research of national and international boys' education projects, such as the Australian Government's successful Boys' Education Lighthouse Schools programme, and the large-scale Raising Boys' Achievement initiative in Britain. The programme can be tailored to local school contexts and will give schools a strong foundation for achieving successful outcomes for their boys. The program consists of a core module and five optional modules. One of the optional modules is specifically aimed at improving learning outcomes for Indigenous Boys and provides information on transitions and embedding Indigenous perspectives across the whole school. This might be a project that Principals and IEWs implement together in your school and will help to reinforce the messages of the Same Kids Same Goals Project. As a 'thankyou' for your continued involvement in the Same Kids Same Goals Project we are offering electronic copies (CD) of the Success For Boys learning materials to 40 of our participating schools on a first come first served basis. So, if you believe that this is a resource that may be of interest to you, please email me at [nick@dsf.org.au](mailto:nick@dsf.org.au) to reserve your free

copy.

**[Learn More about the Program](#)**

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The next Workshop is coming up soon in Rockhampton, QLD. If you would like more information on Same Kids Same Goals, if you have any feedback from past workshops, or comments on the newsletter, then please don't hesitate to get in touch with Nick Yates at DSF, or Peter O'Bierne at Dare To Lead. Please follow the links to our websites in the left margin.

**Sincerely,**

Dusseldorp Skills Forum and Dare To Lead

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Email: [nick@dsf.org.au](mailto:nick@dsf.org.au)

Phone: 02 9571 8347

Web: <http://www.dsf.org.au>

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