LEAD MY LEARNING

Lead My Learning Song © 2017

A child-led song developed through facilitation with children under 6 yrs

With Thanks to Children, Families and Staff at Barnardo’s Playgroups

Lyrics and melody compiled by Honora Jenkins
Music and production by Joshua Garden, Vocals by Minna Lehmann-Kuit
GETTING AN EARLY START TO ASPIRATIONS: UNDERSTANDING HOW TO PROMOTE EDUCATIONAL FUTURES IN EARLY CHILDHOOD.

Professor Valerie Harwood and Miss Nyssa Murray

(Funded by the Australian Research Council FT1301011332)
We acknowledge all of the First Nations people of Australia whom we have collaborated with and learned from on this project.

YUIN WODI WODI DHRARAWAL
GAMILARRAY KAMILARROI
DUNGHUTTI WIRADJURI
BUNDJALUNG GUMBAINGIRR YAEGL
NGEMBA MURRAWARRI
THE LEAD MY LEARNING CAMPAIGN:

Paper 23: Promoting educational futures

Lead My Learning

Professor Valerie Harwood    |   Miss Nyssa Murray

| Funded by the Australian Research Council: FT1301011332
Understand how LSES children and their families imagine and aspire to educational futures

Children from low socio-economic status (LSES) backgrounds are, for a range of reasons, far less likely to attend university. Many of these children are ‘smart enough’ to attend university, but there are barriers to attending, including knowledge about education or believing it is possible.
Research by Harwood and Murray (2016) into promoting educational futures in early childhood reveals how parents from LSES backgrounds who have not experienced further education, and many of whom left schooling early, strongly value the role of schools and education.

At the same time, these parents describe having problematic feelings toward education and educational futures. This clearly is not the same as not valuing education.
Research Design

The research design incorporates 3 different strategies:

1) a community based campaign (with waitlist)

2) a multi-playgroup campaign in partnership with a (11 sites) service provider in regional NSW

3) an early childhood centre campaign in services (4 sites) that rely on bus transport for children.
Getting involved in education is ‘pushing’

**Involvement in education**
- Letting children drive the situation
- Kids directing when they choose/want to do something

**Employment Focus**
- Have been brought up with values that a job is more important than education
- Securing low skilled employment positions

**Educational System**
- Dislike educational system
- Cultural/intergenerational history
- It’s school’s responsibility (norm)

**HAPPINESS vs EDUCATION**
- Kids need to be kids
- Will help encourage in the future only if the child wants to
- Happy time is not when you are learning or doing homework
It is possible to lead your child’s learning. It only takes a little time and can fit in with everyday activities.

You can encourage your child’s learning without having specific knowledge of a topic AND it gives a child the happy experiences of valuing and enjoying learning.
HOW WE DEVELOPED AND PRODUCED

- Literature review
- Extensive Testing
- Creative Thinking Sessions
- Adapting
- Consultation
- Partnerships
- Relationships

....Slogans and Everyday Activities
LOGO AND MEANING

Artist:
JOHN RAYMOND JOHNSON
Warumunga/Wombaya man from the north of Australia.

LEAD MY LEARNING

• Large feet: Supportive & nurturing of a child
• Little feet/ bright colours: Child learning, growing and fun
• Orange: Joy, confidence, creative and encouragement
• Multiple colours: Diversity
LEAD MY LEARNING

A unique campaign that brings social marketing techniques together with sociology and anthropology of education and is underpinned by Aboriginal paradigms of learning, respect, relationships and reciprocity.

Sociological theory - Foucault, Bourdieu - to grasp the complexities of educational injustice and production of knowledge about learning.

EVERYDAY ACTIVITIES ARE OPPORTUNITIES TO SHARE AND ENCOURAGE LEARNING

LEAD MY LEARNING

www.leadmylearning.com.au
SHARING

Start now for my future

You can share learning with me when you’re doing your everyday activities.

- Cooking? M is for Milk. Let’s add some more to the mixture!
- Washing? Can you pass me 3 pegs?
- Shopping? Can you find me a red and a green capsicum?
- Out and about? Just talking and explaining what you see to spark curiosity.

Lead my learning is all about turning everyday activities into opportunities to lead a child’s learning.

It only takes a few minutes in your day to share a learning moment.

Sharing learning moments makes a fun learning relationship.

Looking for some more ideas?
www.leadmylearning.com.au

SHARE

You can share learning when you are doing your ‘Everyday Activities’

- COOKING
- WASHING
- SHOPPING
- OUT & ABOUT

Sharing can be as simple as asking a question to spark curiosity
ENCOURAGING

Start now for my future
You can encourage my learning by giving me:

- High fives
- Fist bumps
- Thumbs up
- Or even a big smile

You can encourage me for trying as well as for getting it right.

Lead my learning is all about turning everyday activities into opportunities to lead a child’s learning.

Everyone’s an expert at encouraging learning.

The trick is to lead the child to feel good about learning. Encouraging moments build confidence in our learning relationship.

Looking for some more ideas?
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ENCOURAGE

Everyone’s an expert at encouraging learning.
You can encourage my learning by giving me:

- High five
- Fist bump
- Thumbs up
- Or even a big smile

The trick is to lead the child to feel good about learning.
SERVICE PROVIDER SURVEY
10 Community services have completed the survey (to date) (large and small providers approx reach 30,000 people)

- 9 report having seen the campaign
- 8 are using the products
- 6 report observing changes in parents, caregivers and family members
- 6 report talking about Lead My Learning to parents, caregivers and family members
- 5 report that parents are talking about or using Lead My Learning
- 6 services report there has been changes in how their service talks about or engages in learning activities with parents and children.
John: [I saw the campaign] in the street. But I’d been told about it. So I decided to go and check it out by other people...

I: Do you talk about it with anybody?

John: Yes I have I told other people about it and I referred ‘em to your ... to your business to get what we’ve done so, yeah.

...  
John: Scrambled eggs, meat, they know how to do it, everything themselves. I didn’t teach ‘em, they just pick up, which like aboriginal kids do. They see you doing something -

I: So they just learnt from watching you do it?

John: Yes dear... Like just with every aboriginal kid. They learn by watching. 

(John, Parent, Kempsey)
Formative study: 149
Longitudinal study: 114* ends Sept 2017
Baseline survey: 511
Post Campaign survey: ends July 2017
Post Campaign Interviews: 95* ends July 2017

Based on early indications from the interviews, as well as observations and feedback from services and via social media, Lead My Learning is popular, and is engaging parents.

We will be developing strategies to investigate how Lead My Learning can be embedded or contribute to existing service provision. This would encompass the range of services which engage parents with young children.

518 photo participants.
132 page likes.
The Lead My Learning Campaign:

Paper 168: The importance of Aboriginal protocols in a campaign that addresses educational disadvantage

Professor Valerie Harwood    |   Miss Nyssa Murray

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OLDEST LIVING CULTURE IN THE WORLD

Estimated to be around 60,000 years old

Many different countries and over 250 Indigenous Australian language groups in what is now called the continent of Australia

We recognise the importance of learning from local Aboriginal Elders and of building relationships, establishing respect and conducting research in ways that ensure their rights to maintain intellectual property.

(Murray & Harwood, 2016)
Aboriginal Australians have been under-represented and misunderstood. Prejudice. Discrimination. Rights denied.

Through our learning with Aboriginal Protocols, we have been able to build a successful approach to consultative research and social marketing campaign development.

• Representing Indigenous views
• Encouraging Cultural understanding & acceptance
Aboriginal protocols are central to informing and guiding our approach in this research project. As outlined in the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS, 2011) Guidelines for Ethical Research in Australian Indigenous Studies it is vital that “research with and about Indigenous peoples must be founded on a process of meaningful engagement and reciprocity between the researchers and Indigenous people.”
An Indigenous research paradigm is structured within an epistemology that includes a subjectively based process for knowledge development and a reliance on Elders and individuals who have or are developing this insight.

The GAESTA project is inclusive of Aboriginal and non-Aboriginal people and is seeking to understand how to promote educational futures in early childhood.

Importance of relationships ‘downstream’, ‘midstream’ and building influence ‘upstream’
Our research project takes a strength-based approach.

Learning from the efforts of many of our colleagues and Aboriginal communities, this approach looks to the strengths of Aboriginal people, Aboriginal Cultures and Aboriginal Communities and at the same time, seeks to actively critique any deficit approaches.

Aboriginal protocols used for consultation in research are vital for meaningful engagement with Aboriginal people. We would also like to note that embedding Aboriginal protocols into our project is not only for interactions with Aboriginal people; it has provided a basis for non-Aboriginal people to see us as respectful researchers.
Establishing who should be consulted and requesting permission from the appropriate Elder/s and community leaders.

For example, several meetings took place to learn the local Aboriginal people’s ways and culture before discussing the research project. Sharing the project design, benefits and outcomes helped create ‘buy in’ and build strong connections so that the project could be discussed and the subject of feedback and change from the stakeholders.

These strong connections have also increased the participation that is needed for disseminating the social marketing campaign in the community.

Overall, building a strong relationship further created the opportunity to establish respect in a two-way process.
It was crucial that as researchers we earned the respect of Aboriginal and non-Aboriginal stakeholders.

Through our efforts to build relationships we were able to interact with stakeholders in a way that we could be assessed and ascertain whether we acted in a way that was in accordance with respect for protocols.

Respect has supported us to connect with a wider network than we had anticipated and this has greatly improved the design and dissemination of our social marketing campaign.
A formal legally binding collaboration agreement was created between the university and the local Elders. This allowed the local Aboriginal people to have ownership, control in decision making, act as advisors, and participate in the research outcomes.

We conducted and still continue to hold meetings with local Aboriginal Elders and Leaders, Aboriginal Educational Consultative Group (AECG), and community members. Intellectual property is a major element that cemented our relationship and respect.
We acknowledge fourteen months is not a long time to build relationships and establish the necessary respect with Aboriginal communities. As such we still continue our consultation to ensure that all benefits are shared, that we achieve better project outcomes, and strengthen working relationships.

We also see this approach as improving our capacity for research dissemination.

SIGNIFICANCE OF IMPLEMENTING PROTOCOLS

Implementing protocols in our work with stakeholders (both Aboriginal and non-Aboriginal) to guide our behaviour and interactions.
• Length of time, taking care to prioritise process and relationships.
• Consultative research across New South Wales, including discussions with Aboriginal Elders and community leaders.
• Parents, caregivers, family members, child-care educators, playgroup facilitators, as well as government and non-government bodies have been consulted.
• Multiple testing with design concepts
• Campaign design drawing on the strength of Aboriginal protocols and practices
• Identifying insight (social norms not behaviour)
• Moved away from traditional marketing material
• Feedback, follow-up consultation and translation
The Lead My Learning Campaign:

World Social Marketing Conference

Paper 23: Promoting educational futures
Paper 168: The importance of Aboriginal protocols in a campaign that addresses educational disadvantage

Professor Valerie Harwood, Chief Investigator
Miss Nyssa Murray, Project Manager/Researcher

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Share
You can share learning when you are doing your everyday activities.

Encourage
Everybody is good at encouraging learning.
Share
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Encourage
Everyone’s an expert at encouraging learning.
Everyday activities are opportunities to share and encourage learning.

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