Earning, Learning & the Great Missing Piece: Yearning
Acknowledgement

As is our custom,

I respectfully acknowledge the *Kaurna* people as the traditional owners of these lands and waters, and pay my deep respect to their Elders as the guardians of cultures, histories and hopes.

Tony Dreise
This presentation

- A ‘big’ picture conversation
- A call for positive disruption
- Conceptual models worth considering
- Theory to practice (...to Ros)
Methodology

Much of this thinking stems from my current PhD studies (at ANU)

• Over 60 interviews with Indigenous community members, educators, government policy makers and philanthropists

• More than 100 participants in two strategic dialogues involving representatives of Indigenous, education and philanthropic sectors (held at the Melbourne Business School)

• Literature review – traversing diverse and rich fields of thought and practice leadership
This presentation

- Today, I’d like to challenge the notion of ‘equity’ as the sole driver for Indigenous people’s learning (including in adult education).
- I hope to stimulate wider thinking about ‘big ticket drivers’ of Indigenous lifelong and life-wide learning.
- And provide context by considering parallel frames in learning that are important to Indigenous peoples, namely:

  - Social Wellbeing
  - Economic Participation
  - Political Empowerment
  - Environmental Sustainability
  - Cultural Affirmation

Tony Dreise
There are three ingredients in the good life: learning, earning and yearning.

(Christopher Morley)
A happy life is one spent in learning, earning, and yearning.

(Lillian Gish)
Later we’ll consider...

Learning
Earning
Yearning from
an Indigenous perspective
But first...

...let’s look back at the Indigenous adult learning journey in recent decades
The journey to date

• We’ve come a long way.

1999
Indicators of success

• The Social Equity in VET Report 2013 by ACER for NVEAC found that:
  ▪ In 2011, 22% of Indigenous Australians aged 15–64 years participated in government-funded VET, which was well over twice the participation rate of non-Indigenous Australians (9%).
  ▪ Indigenous participation in VET increased by 48% between 2002 and 2011.
  ▪ Indigenous Australians made up 3% of all apprentices and trainees, slightly higher than the percentage of Indigenous Australians in the general population.
An ongoing journey

• We’ve got a long way to go.
The Social Equity in VET Report 2013 by ACER for NVEAC ALSO found that:

- Much of this higher participation, however, was at lower qualification levels—at Certificate I and II and in non-award courses.
- Pass rates for Indigenous VET students were lower than national average,
- Non-Indigenous Australians continue to have an advantage over Indigenous Australians when it comes to employment and further study after training. To some extent this is because many Indigenous Australians live in rural and remote areas where there are fewer opportunities for employment and further study.
Mission unaccomplished

The Vision:
“A VET system which renews and shares an Indigenous learning culture with all Australians in a spirit of reconciliation, equity, justice and community economic development and sustainability.”

Tony Dreise
Our outputs have improved, but has our impact?

See *Outcome Mapping* developed by the International Development Research Centre (IDRC) in Canada.
The road ahead...

...widening horizons
Closing the Gap

Two way bridging...

Mutual Growth

Bi-cultural competence
Closing the Gap

Starting with...

Languages
(English)

Languages
(Indigenous)
lingua franca

• No doubt, greater proficiency in Standard Australian English is important for First Nations people.

• It is particularly important in an increasingly globalised world, as the world moves to English as an international lingua franca (bridging language).
English

350 million
in 2010

Third behind Mandarin & Spanish

(Ethnologue)
English

350 million in 2010

Third behind Mandarin & Spanish

2 billion by 2020

(The British Council)
The world’s largest populations

...which populations are the third and fourth largest?
...then the USA with 321 million
Aboriginal languages

Over 350 speakers prior to colonisation

(Walsh 1991)
Aboriginal languages

Over 350 prior to colonisation (Walsh 1991)

All except 20 are highly endangered (Dalby 1998)

speakers
False dichotomies

Indigenous

OR

English
Educational neuroscience is increasingly pointing to strengths of the bilingual brain

Tony Dreise
And yet deficit thinking dates way back

Civilise & Domesticate
Christianise
Eradicate old ways
Save them from themselves

The Native Institution 1815
Non-institution based prior to 1788

(a way of life)

Heavily institution based now

(a sway of life)

Tony Dreise
In built
Tradition/custom Organic

Assimilate
Domesticate Civilise

Segregate
Exclusion Health concerns

Include but...
...the bare minimum only

Include
Access Equity

Next chapter?
from consumption to production
Learning a Living
lessons from a developing world

From consumption to production of learning

Hannon et al
2013
Learning a Living
lessons from a developing world

From consumption to production of learning

Hannon et al
2013
Aboriginal young person

‘What for, I do this?’
Aboriginal young person

...or why?

‘What for, I do this?’
Too often in complex environments we start by asking...
.....then we move to

Strategy
Method
Tasks

Tony Dreise
When perhaps we should start with...

Why?

Motivation
Meaning
Context
‘The cause’
The Golden Circle
(Simon Sinek)

Why?

What?

How?
The Golden Circle
(Simon Sinek)
The Golden Circle (Simon Sinek)

- Why?
- How?
- What?

Wright brothers
Apple
Luther King
The Golden Circle
(Simon Sinek)

‘I have a dream’

V

‘I have a plan’
The Why? in Indigenous education
Securing ongoing guardianship........

... of the oldest continuing cultures on Earth

Tony Dreise
Which means resourcing Indigenous people to maintain cultures (especially through education), not just a curriculum that encourages non-Indigenous people to learn more about Indigenous cultures, as important as this is.
The Why? in Indigenous education

Tony Dreise
Colonisation
Globalisation
Globalisation

Crash?
Globalisation

.....or ride?

Crash
Waves

Colonisation

Sovereignty in a national context

Participation locally and nationally

Healing and Social Justice

Identity and cultural survival in a contested continent

Education over the past two centuries
<table>
<thead>
<tr>
<th>Colonisation</th>
<th>Globalisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sovereignty in a national context</td>
<td>Sovereignty in an international context</td>
</tr>
<tr>
<td>Participation locally and nationally</td>
<td>Participation internationally</td>
</tr>
<tr>
<td>Healing and Social Justice</td>
<td>Human and Indigenous Rights</td>
</tr>
<tr>
<td>Identity and cultural survival in a</td>
<td>Identity and cultural survival on a competitive planet</td>
</tr>
<tr>
<td>contested continent</td>
<td></td>
</tr>
<tr>
<td>Education over the past two centuries</td>
<td>Education in the centuries to come</td>
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</tbody>
</table>
The Why?

in Indigenous education
An ongoing state of social ‘unwellbeing’

- Unemployment stuck in many places (urban, peri-urban, regional, remote)
- Family violence in too many places
- Mental health unattended
- Juvenile & adult incarceration escalating
- Suicide rates disturbing
- Child protection rates climbing

Social drivers for change
The Why? in Indigenous education
Why: Demand + Supply

an international economy

Tony Dreise
Demand + Supply

with a premium on creativity & agency

Tony Dreise
Demand + Supply

Mining 9 per cent of GDP compared with the services sector at 68 per cent

ABS Data
2011

Tony Dreise
Demand + Supply

Mining 9 per cent of GDP compared with the services sector at 68 per cent

Health and community services now the biggest employer (11.6 per cent) followed by retail and construction; with mining at just 1.8 per cent

ABS Data 2011

Tony Dreise
Demand + Supply

Education has raced to number 3 in terms of our biggest exporter

DFAT 2013
Demand + Supply

Therefore, into the future a premium will be placed on the services industries and growing our human capital and intercultural competence in the Asian Century.

See John Edwards, Beyond the Boom
In the US, the ten jobs most in demand (now) didn’t exist in 2004 – 21st century education needs to prepare young people for jobs that don’t exist yet, using technologies that haven’t even been invented, for which competition will be global.
The Whole Person - Wellbeing

- Economic
- Technological
- Physiological
- Emotional
- Psychological
- Social
- Educational
- Cultural
- Spiritual
Major implications for learning – at both policy & service levels
Logic stem: equity

Educational services

Equitable access

Outcomes

Equal outcomes

Tony Dreise
Logic stem?

Equity

Closing gaps

Equality

‘All of us’

Same

Assimilate?
Logic stem?

- Equity
  - Closing gaps
- Equality
  - ‘All of us’
- Same
  - Assimilate?

Resistance

Tony Dreise
Questions

• Now moving from why do we need change?
  
  • *What* do we need to change?
  
  • *How* to change?
Getting down with today’s language
Or ‘WTF’ could also mean, where’s the ‘further’...

...in TAFE gone?
For Indigenous communities, the following are important:

- The ‘C’ back into ACE
- The ‘search’ back into research
- The steering wheel back into the hands of communities
- The ‘unity’ back into community
- The ‘life’ back into lifelong learning
- The social back into policy

Putting the “F” back into TAFE
Leading to a holistic approach to Indigenous education

Tony Dreise
A holistic approach to Indigenous education

- Personal/Family growth & wellbeing
- Enterprise Empowerment
- Place development
- Social capital
- Skills & knowledge
- Cultural sustainability
- Learning
- Earning
- Yearning

Tony Dreise
Requiring
...at a systems level

Disruption

Leadbeater & Wong
Also requiring
Cynefin

Complex
- Probe
- Sense
- Respond
- Emergent

Complicated
- Sense
- Analyze
- Respond
- Good Practice

Chaotic
- Act
- Sense
- Respond
- Novel

Simple
- Sense
- Categorize
- Respond
- Best Practice
Indigenous education (in most cases is here)
Innovation

• Examples
• Probing
• Testing
• Exploring
Fighting to go to school
Geoff Mulgan

*Learning through working,*
*Working through learning*

CREATE framework

- Convergence of two problems: bored teenagers and work ready employees
- Cognitive and non-cognitive skills being equally important (e.g. IQ & EQ)
- Project based learning
- Coaches as well as teachers
CREATE

Communicate
Relating to others
Enterprise
Applied
Thinking
Emotional intelligence

Geoff Mulgan
Indigenous intra-cultural and intercultural emphases

Finding Indigenous meaning in the CREATE Framework
Navajo School USA

STEM

Science
Technology
Engineering
Mathematics

Source: Sorenson in Four Arrows et al. 2013
Navajo School USA

STEM
Science
Technology
Engineering
Mathematics

STAR
Service
To
All
Relations

To All Relations
Navajo School USA

STEM
Science
Technology
Engineering
Mathematics

STAR
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To
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Relations

Synthesising ‘mainstream’ curriculum and project-based learning that provides benefit to the community or the environment
An Australian example

- Yiramalay/Wesley Studio School
- Wesley College Melbourne
- ACER

Senior Years Learning Framework, a curriculum providing a broad learning experience.

The industry learning focus at the Yiramalay/Wesley Studio School is on the Australian cattle industry, agri-business, eco-tourism, mining management and the arts.
Spiral of Innovation NZ

‘Indigenous entrepreneurship operates at the intersection of social and economic entrepreneurship. It incorporates both social and economic entrepreneurial activity and explicitly acknowledged the particular historical and cultural context from which they arise.’

• Tapsell & Woods, University of Auckland, 2008
Altman ANU

Economies

Traditional

Contemporary (Western)
The ‘hybrid’ economy
The LEY Model

Lifelong, Life-wide Learning

Earning

Learning

Yearning

Dreise, 2014
L.E.Y. Framework Features

Social
- Race relations
- Civics & Exchange

Economic
- Jobs
- Entrepreneurs Enterprise

Cultural
- Identity
- ‘Place’

Learning & Earning & Yearning

Dreise, 2014
Asset mapping in situ

- Building relationships & trust
- More than consulting
- Gauging
- Co-visioning
- Planning
- Assets
- Needs
- Futures: now to new
- Probing
- Sensing
- Exploring
- Leading
- Implementing
- Improving
- Consolidating
- Starting anew

Tony Dreise
L.E.Y. model expansions & extensions

**Place**
- Context
- Problem
- Opportunity
- Passion for positive change
- Empowerment
- Ownership

**Venturing Learning**
- Problem solving
- Opportunity leveraging
- Skills and strategies

**Enterprise**
- Project based
- Mentors & coaches
- Work placements
- Horizons opening

Dreise, 2014
L.E.Y. potential applications

• Social enterprise projects
  • Business coaching
    • Life coaching
• Psychology, spirit, identity & character
• City-country visits, work placements & exchange

Dreise, 2014
L.E.Y. potential features

• Satellite connections to global communities
  • Performing arts
  • Arts as therapy
• Learning ‘on Country’ and caring for it
  • Sporting opportunities
  • Learning festivals
In conclusion

8 guideposts
In conclusion: 8 guide posts

Within the L.E.Y. Model, the following are ‘in built’ not ‘bolted on’:

1. learner centredness and learning dispositions
2. culturally affirming and expansive curriculum at the same time
3. multiple literacies for a global world (inc mastering English literacy and numeracy)
4. connections to ‘place’
In conclusion: 8 guide posts

5. balancing expectations *(really high)* with contexts *(highly real)*

6. improving inter-cultural and *intra*-cultural relationships

7. constantly leveraging opportunities outside of and beyond school (entrepreneurial mindsets – socially and economically)

8. holistic: whole of child wellbeing meaning reinventing schools beyond ‘academic’ only places.
Evidence from related studies

Studio Schools UK: lowest performing students within two pilot schools jumped to the top quartile (Average 9 A-C GSCEs) within 2 years.

McCombs & Miller (2009) meta-analysis involving more than 350,000 students and almost 15,000 teachers and 119 published studies between 1948 & 2004: person- and learner-centred education associated with large increases in student participation and motivation. The analysis also shows positive effects in self-esteem and lower incidents of school drop out.

In Canada, research shows that the degree of cultural strength and control can have an effect on rates of suicide among Indigenous people in Canada (Chandler & Proulx, 2006).
Final thoughts...

- Morley:

  ‘...all the great things are done by discontented people.’
Final thoughts...

• Moving from...
Final thoughts...

• Moving from...

• Moving to...

A yearning
Contact

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