

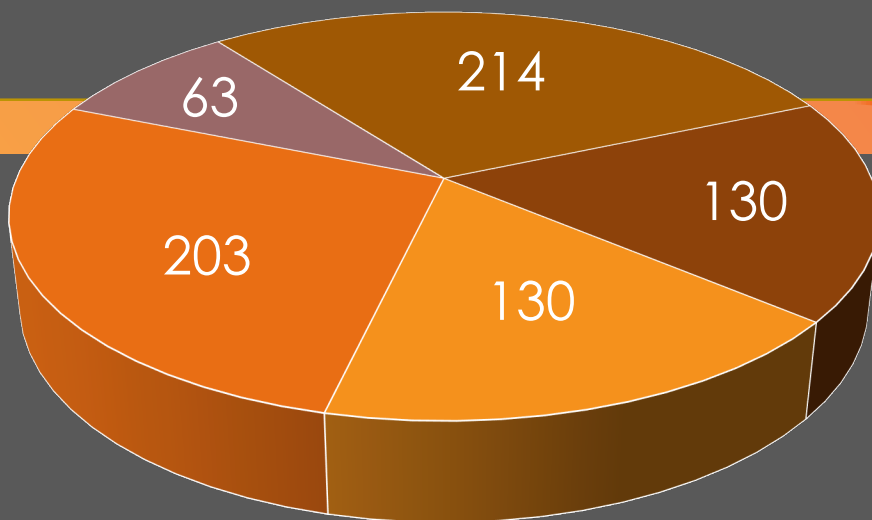


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# Implementing the Stronger Smarter Approach

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Results of the 2018 Stronger Smarter Census





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# Respondents

The 2018 Census was held over 6 weeks in May/June 2018

Alumni from the Stronger Smarter Leadership Program from 2006 – 2018 were asked about the impact of the SSLP on their personal workplace practice and on their schools or workplaces.

744

Respondents to the  
Census survey  
represent 24% of  
total SSLP alumni.



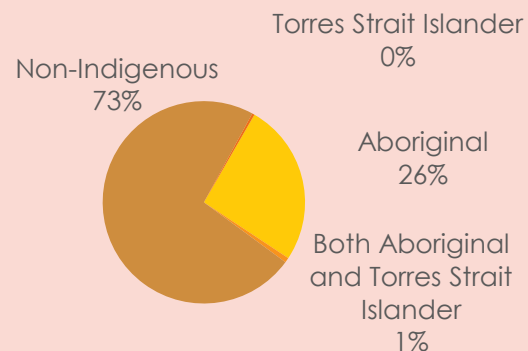
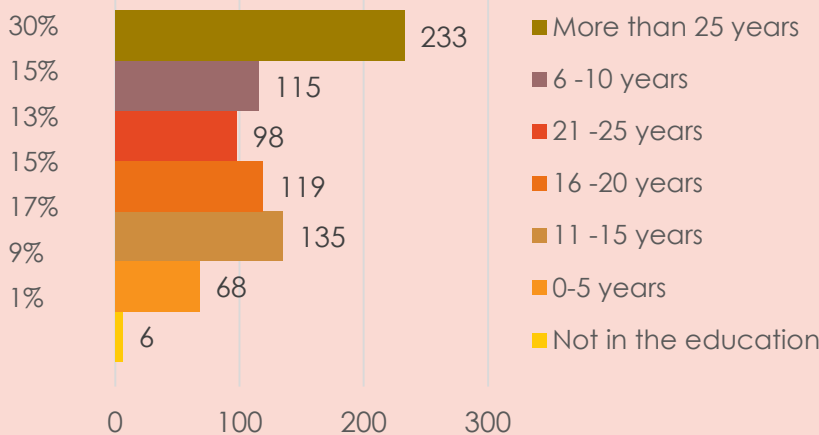
Female: 563  
(73%)



Male: 211  
(27%)

Alumni data: 71% Female and 29% Male

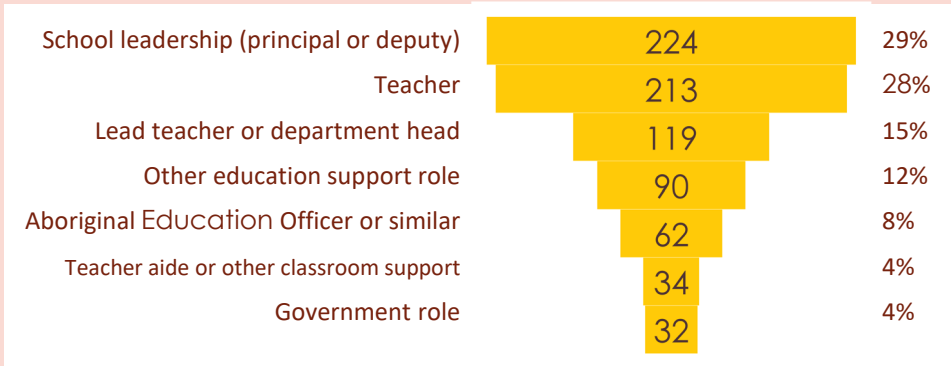
Number of years in the education profession



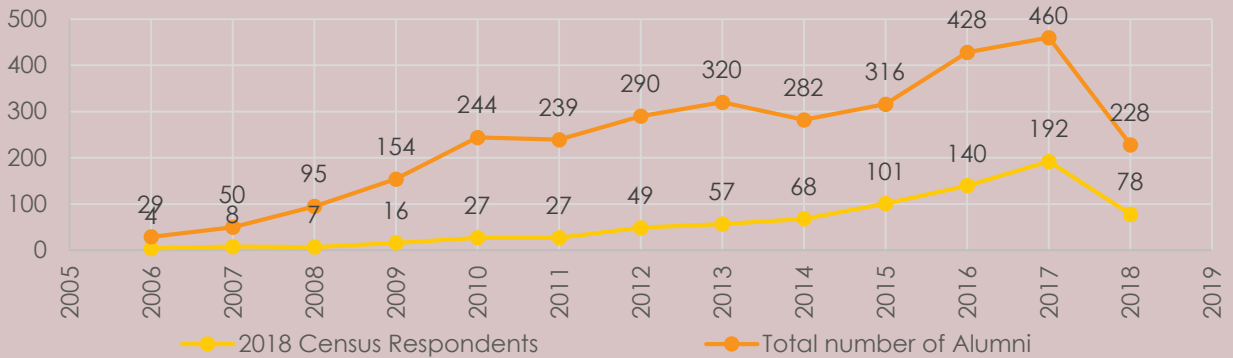
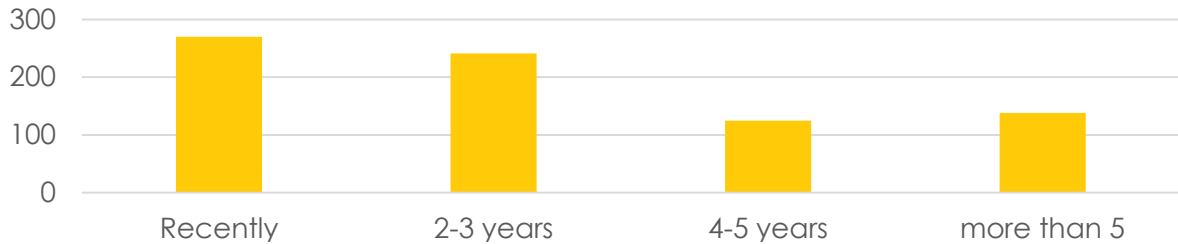


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# Respondents



## Year Completed the SSLP





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# Personal impact of SSLP

90%

of respondents say their Stronger Smarter training continues to have at least some impact across all aspects of their relationships and leadership

80%

of respondents say their Stronger Smarter training continues to have considerable impact on their personal leadership and their workplace practice and relationships.

The SSLP impacts on leadership, workplace practice and relationships with others



For everyone

The impact is the similar for all roles (whether Principal, teacher, or teacher aide) with a slightly greater impact for those in the higher leadership roles.



Over time

This impact continues over time – those who undertook the SSLP 10 years ago report the same levels of impact as those undertaking the program recently.



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# Implementing Stronger Smarter

## Workplace challenges

Alumni are completing their workplace challenges and then undertaking further challenges



**85%**

Of respondents say they have taken the Stronger Smarter Approach beyond their personal work and worked with others in their school.

## Working with colleagues

Alumni are discussing ideas and working with colleagues.



The main reasons for not using the Stronger Smarter Approach are no leadership support, school context, and lack of time.

I have worked with other staff to talk about or implement Stronger Smarter ideas and practices



I have worked with others to embed Stronger Smarter into school strategies and processes



In my personal work only



I have implemented a specific strategy or program for the school



Not at all



0 50 100 150 200 250 300 350 400



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# With students

58%



of respondents use check ins or yarning circles with students every week

## High expectations

Alumni are

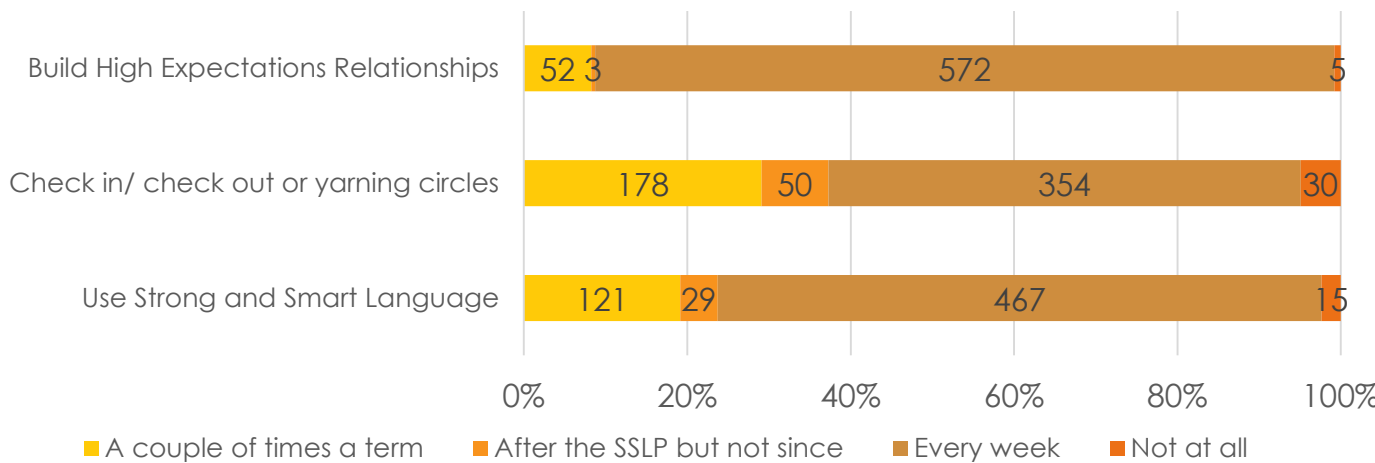
- Using yarning circles
- Using the Strong and Smart language

To help build High-expectations Relationships with students.

95%



of respondents had used check ins or yarning circles with their students at some point after attending the SSLP.





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# With staff

69%

Of respondents report that their schools use Yarning Circle in staff meetings or planning discussions at least a couple of times a term.



## Working together

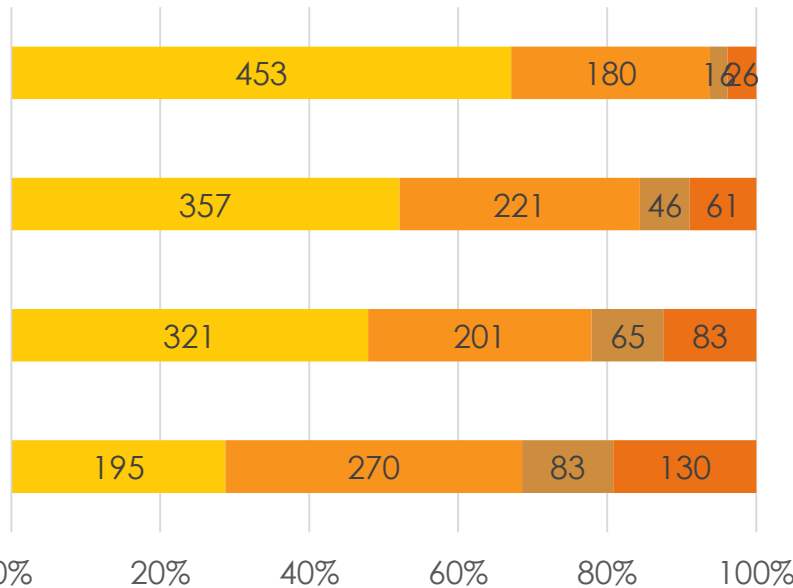
A key component of the Stronger Smarter Approach is building a collegiate staff with shared understandings.

We discuss students's data (e.g. attendance, reading) and use data to guide school improvements

We use strength-based processes for school or organisations planning and operations

We actively ensure we don't have deficit conversations in the staffroom

We use yarning circles for staff meetings or planning discussions



■ Every week ■ A couple of times a term ■ After the SSLP but not since ■ Not at all



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# The community

## Community relationships

A key component of the Stronger Smarter Approach is building relationships with the local school community.



**88%**

of respondents report that their schools are continuing to build strong relationships with the local community.

We go outside the school gate to run activities in the community



We have deliberate processes to ensure we send positive messages to parents



We have deliberate strategies to involve the local community in the school or organisation



We have deliberate strategies to make our school or organisation welcoming and inclusive for all families



0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Every week ■ A couple of times a term ■ After the SSLP but not since ■ Not applicable





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# In schools

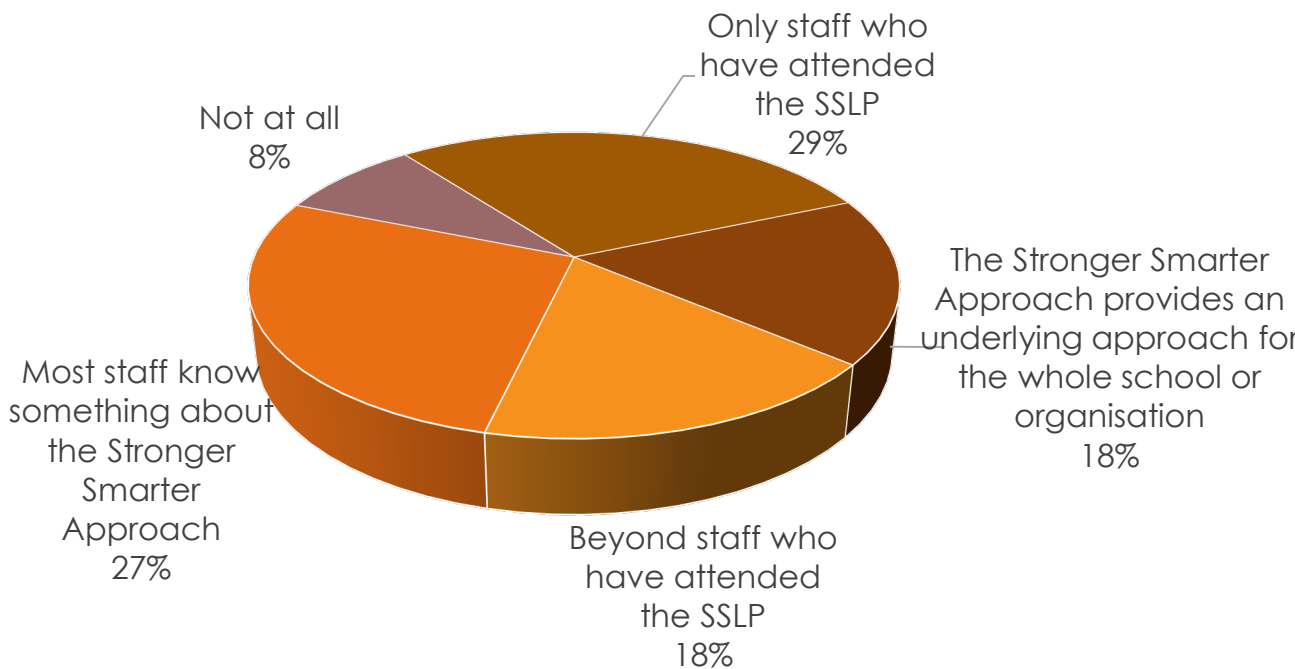
63%



## Stronger Smarter Approach

In many schools, the Stronger Smarter Approach is now an embedded, underlying philosophy and approach for the whole school.

63% of respondents say that the implementation of the Stronger Smarter Approach is beyond just those staff who have attended the SSLP.





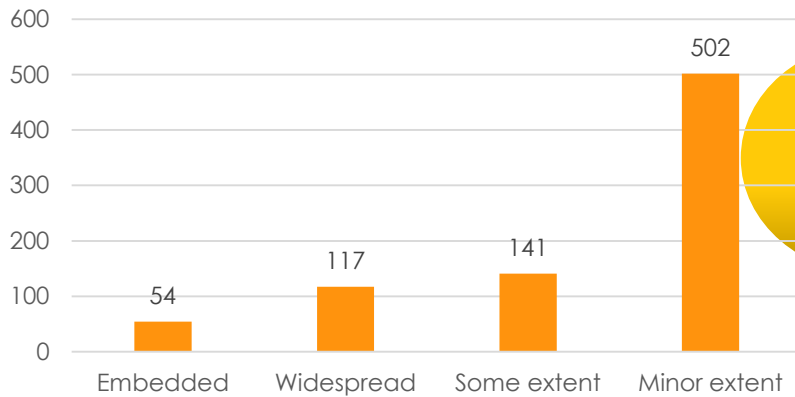
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# In schools

814

schools are using the Stronger Smarter Approach to at least 'a minor extent'.

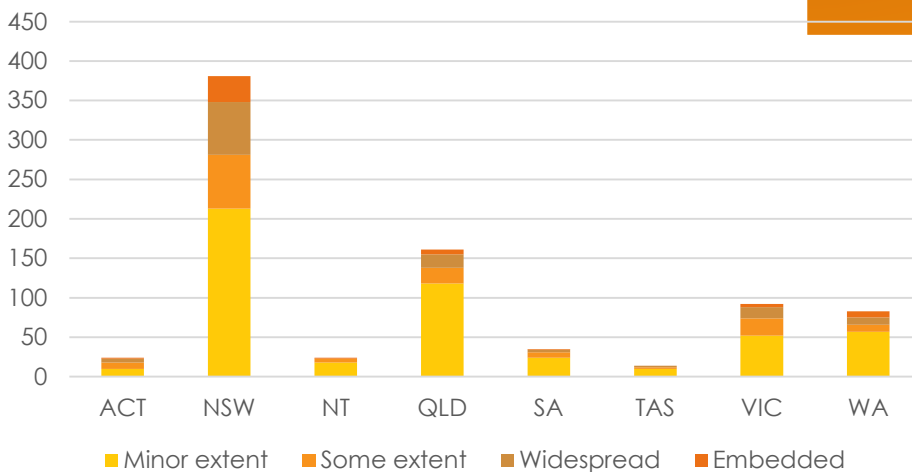
### Stronger Smarter schools



171

schools report that the Stronger Smarter Approach is widely used or embedded as an underlying approach in their schools.

### Stronger Smarter schools by State





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# Summary

The learnings from the Stronger Smarter Leadership Program have an ongoing impact on the leadership and workplace practice of participants.

Participants share ideas in their workplaces, build collegiate working relationships with staff and work with others to embed strategies within the school

Participants are using Stronger Smarter strategies to build stronger relationships across the school.

Using Yarning Circles is a popular strategy – with students, for staff meetings and for discussions with parents and community.

The Stronger Smarter Approach is becoming an underlying way of doing business in many schools.