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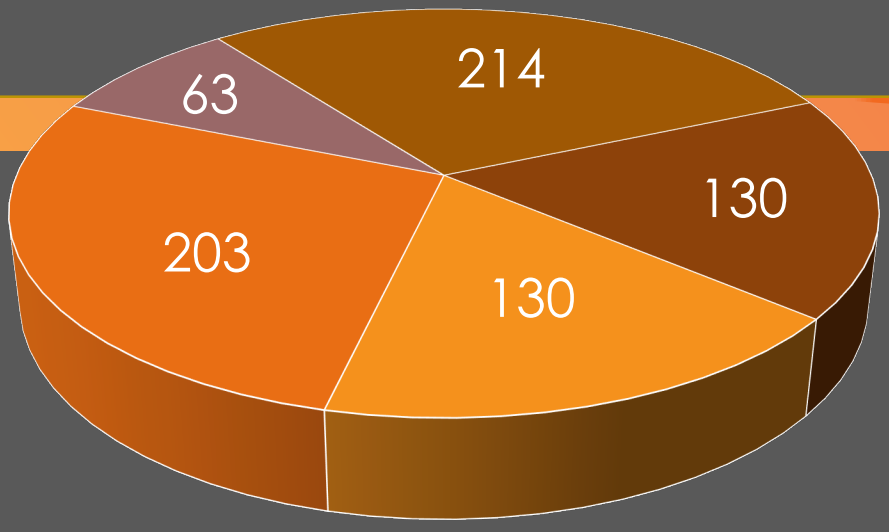
Implementing the Stronger Smarter Approach

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

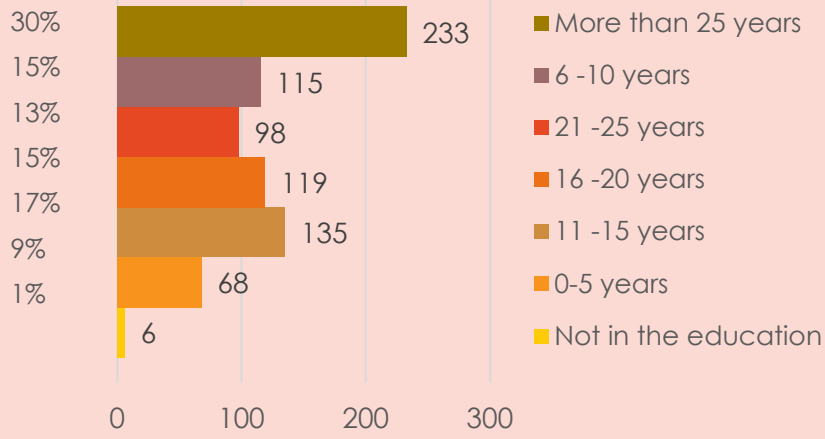
Respondents to the Census survey represent 24% of total SSLP alumni.

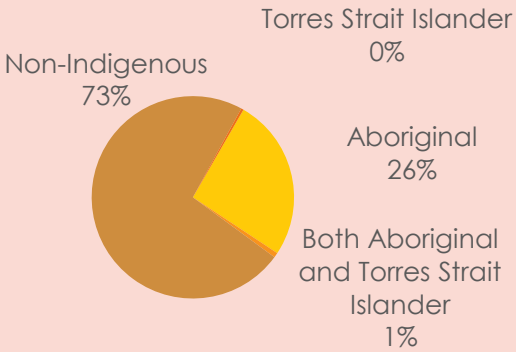
♀ Female: 563 (73%)

♂ Male: 211 (27%)

Alumni data: 71% Female and 29% Male

Number of years in the education profession





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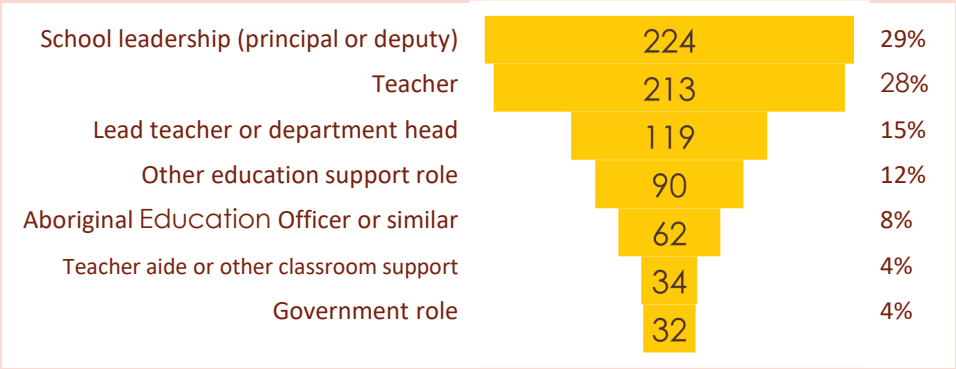
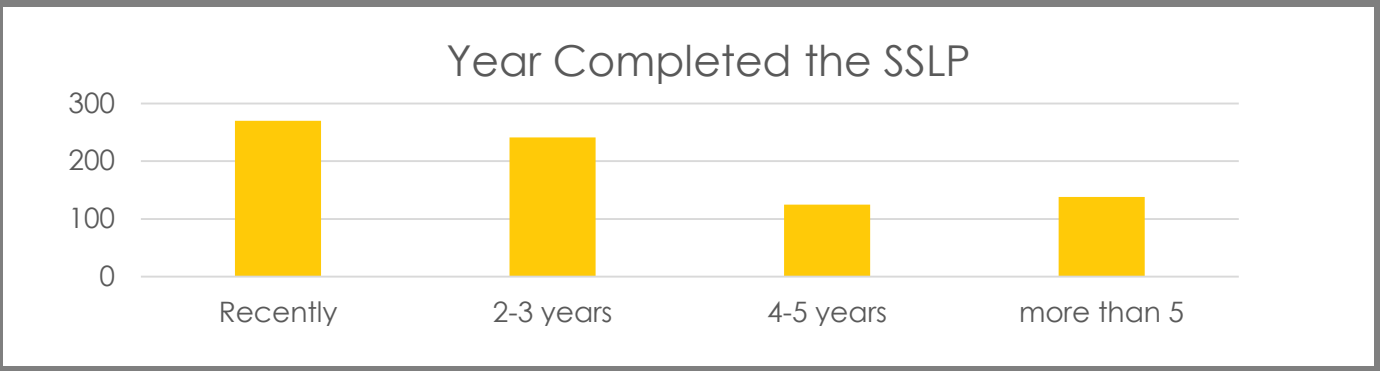
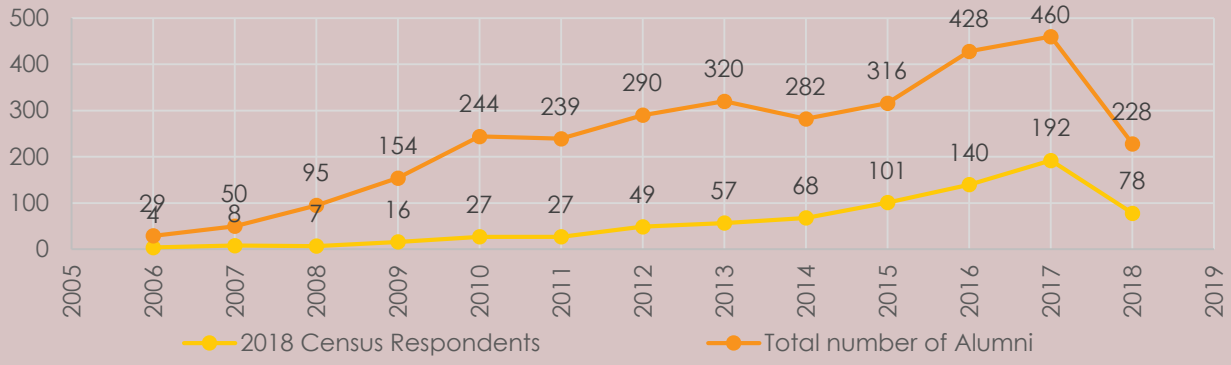
Respondents







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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

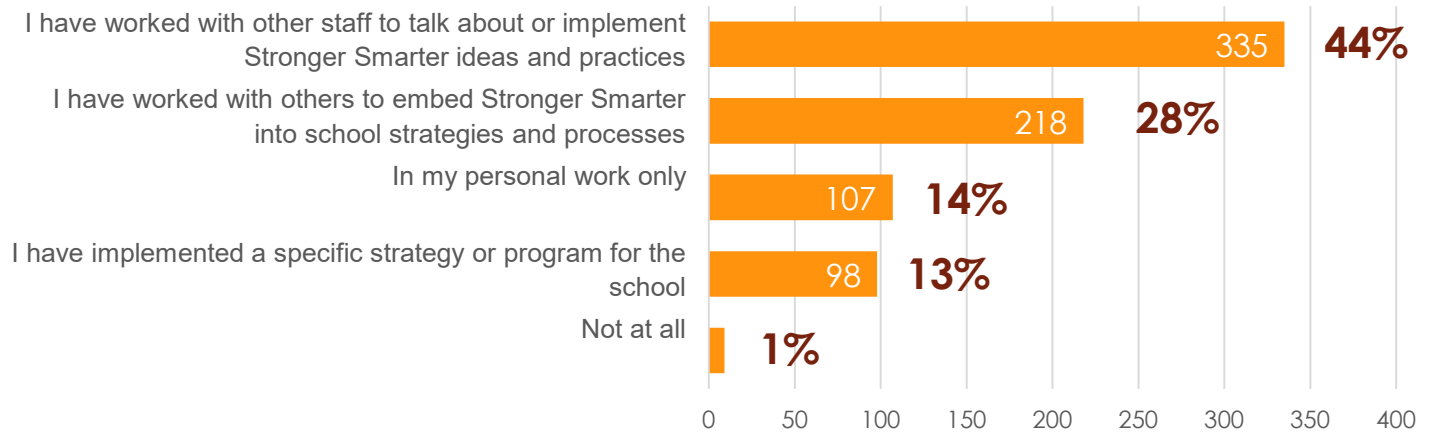
Working with colleagues

Alumni are discussing ideas and working with colleagues.

85%

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

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



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With students

High expectations

Alumni are

- Using yarning circles
- Using the Strong and Smart language

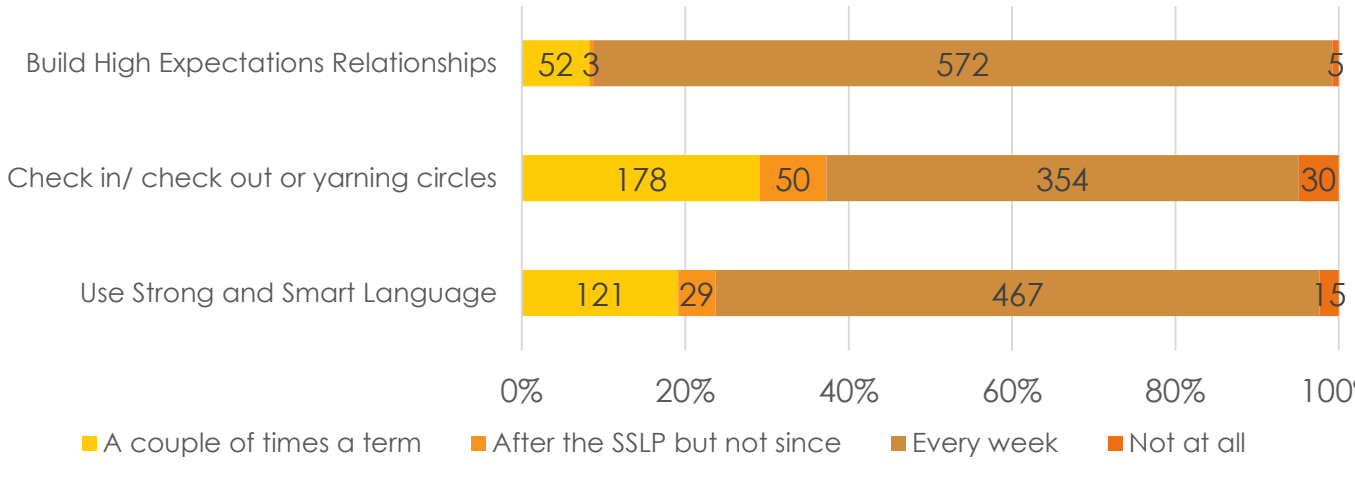
To help build High-expectations Relationships with students.

58%

of respondents use check ins or yarning circles students every week

95%

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



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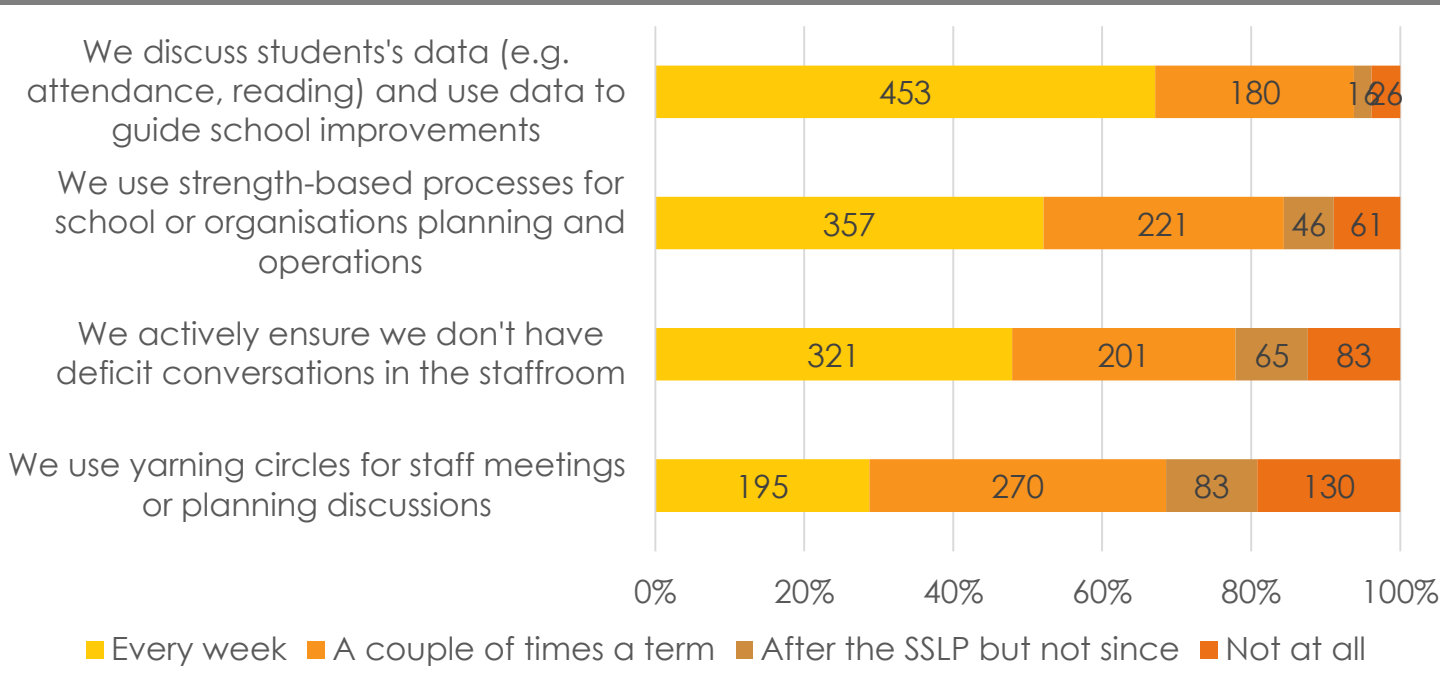
With staff

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.



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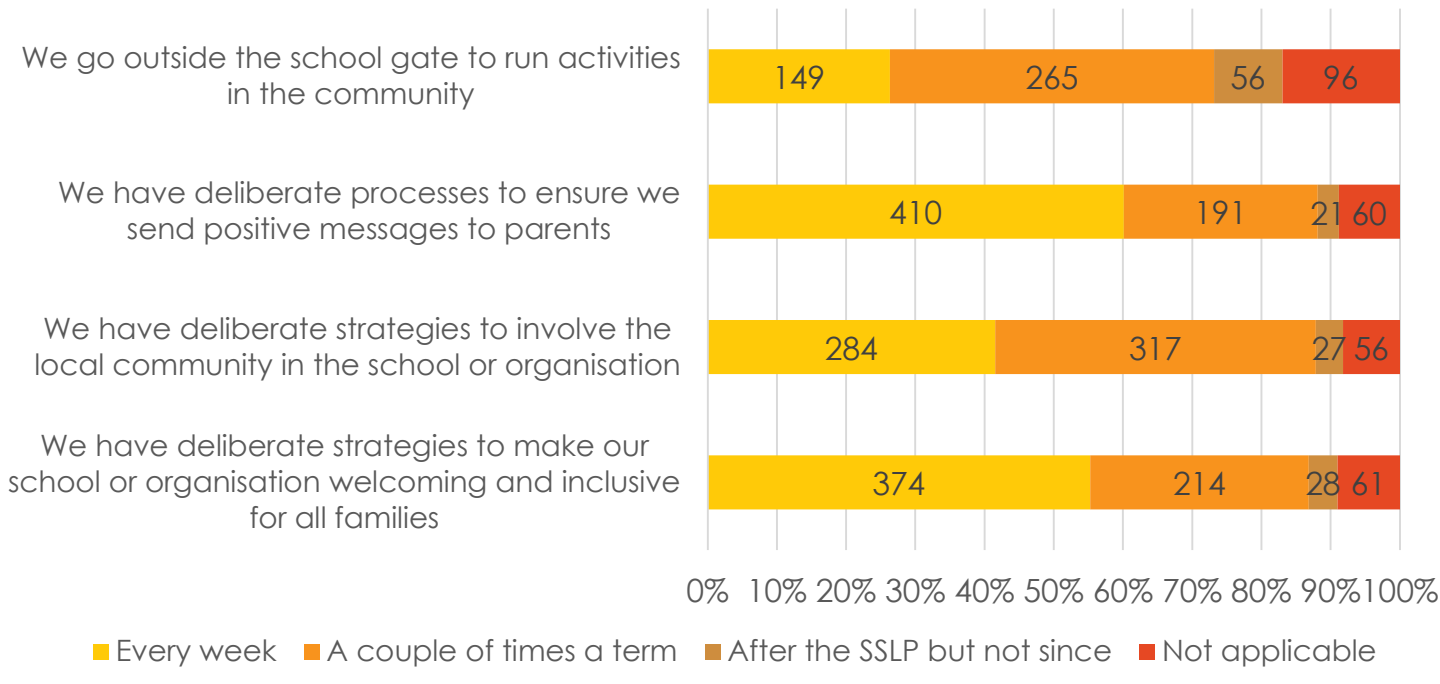
The community

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.



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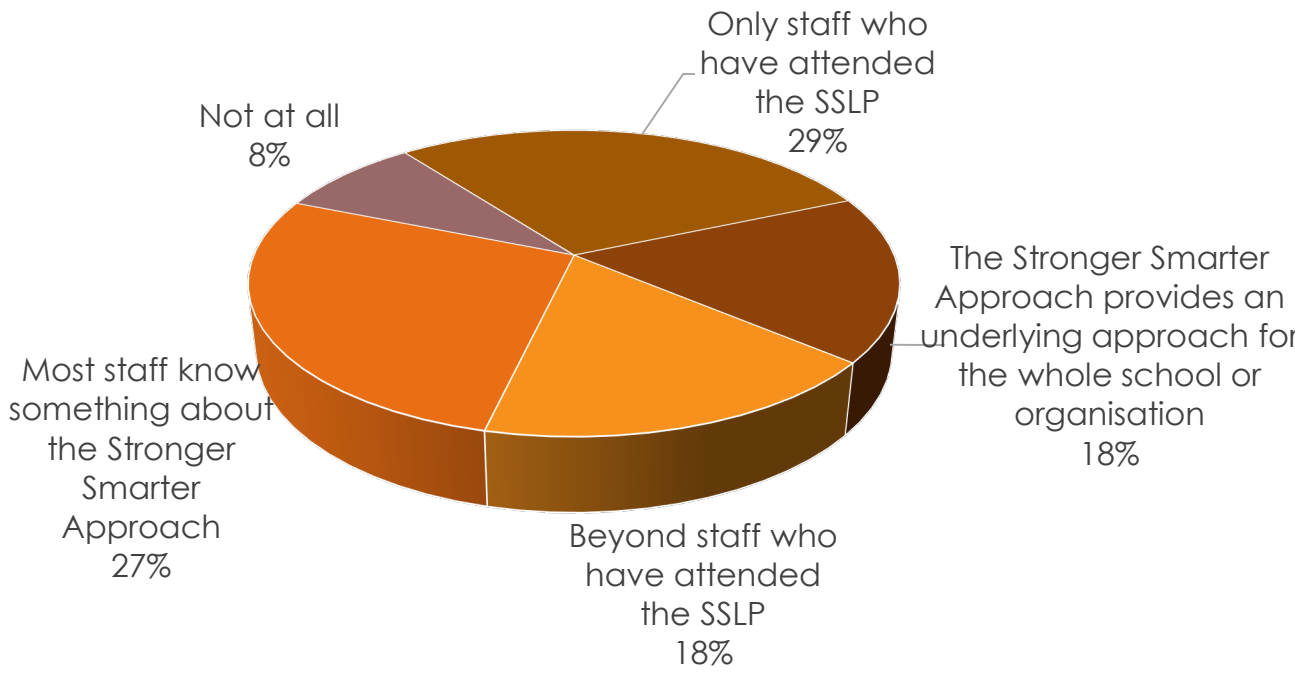
In schools

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

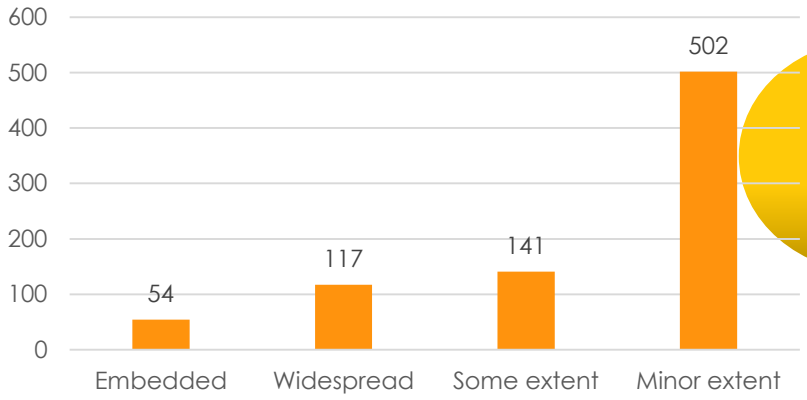
814

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

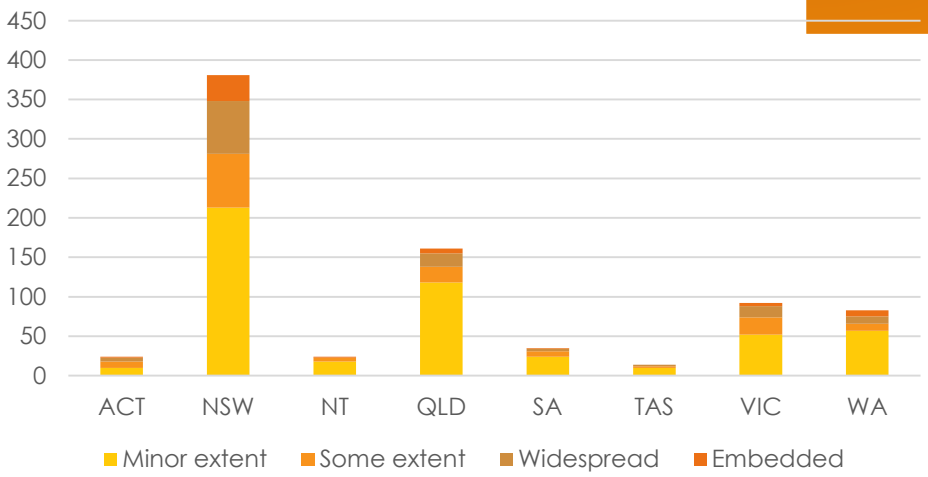
171

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

Stronger Smarter 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.