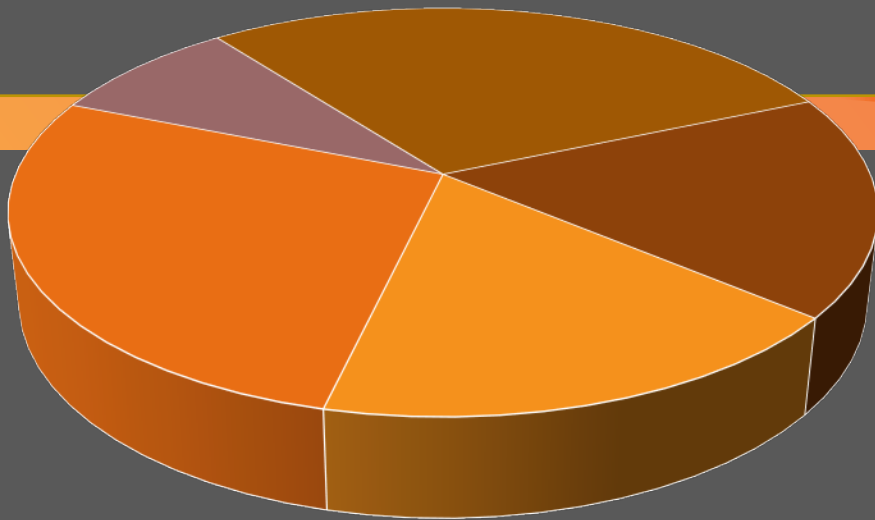




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Implementing the Stronger Smarter Approach

Results of the 2020 Stronger Smarter Census





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Respondents

The 2020 Census was held over 10 weeks in Aug/Nov 2020

Alumni from the Stronger Smarter Leadership Program from 2006 – 2020 were asked about the impact of the SSLP on their personal workplace practice and on their schools or workplaces.

826

Respondents to the
Census survey
represent 25% of
total SSLP alumni.



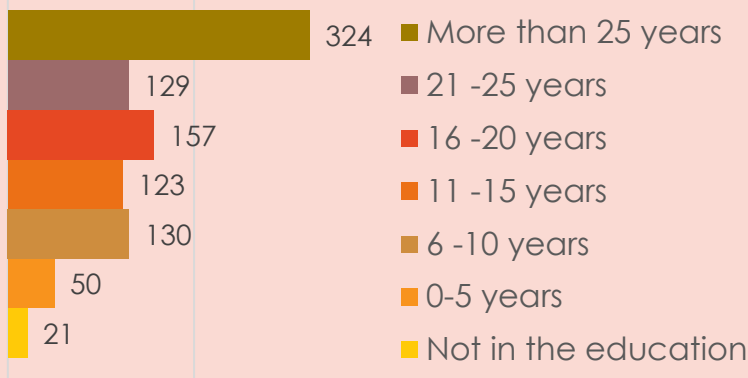
Female:
652 (70%)



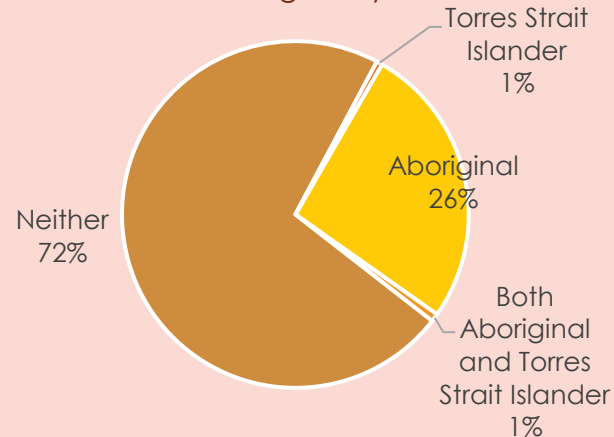
Male:
232 (25%)

Alumni data: 72% Female and 28% Male

Number of years in the education profession



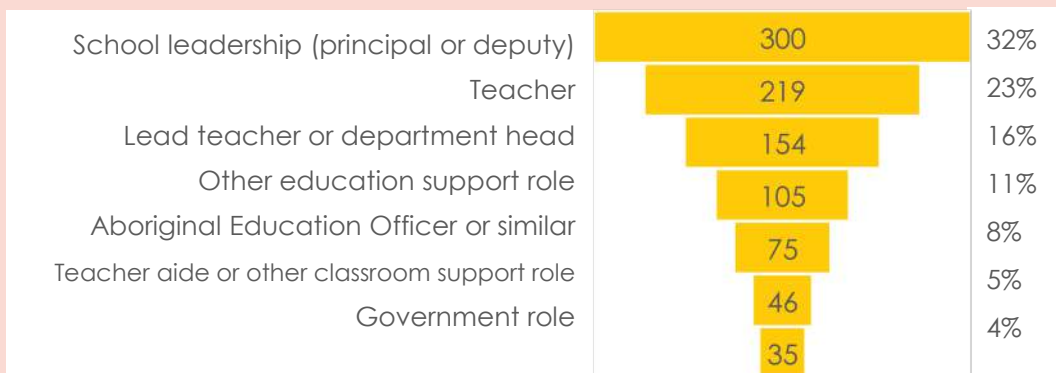
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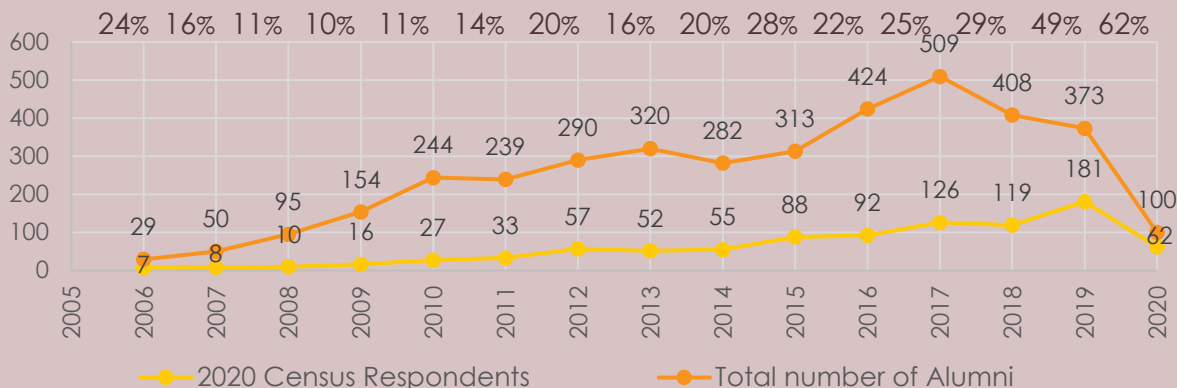
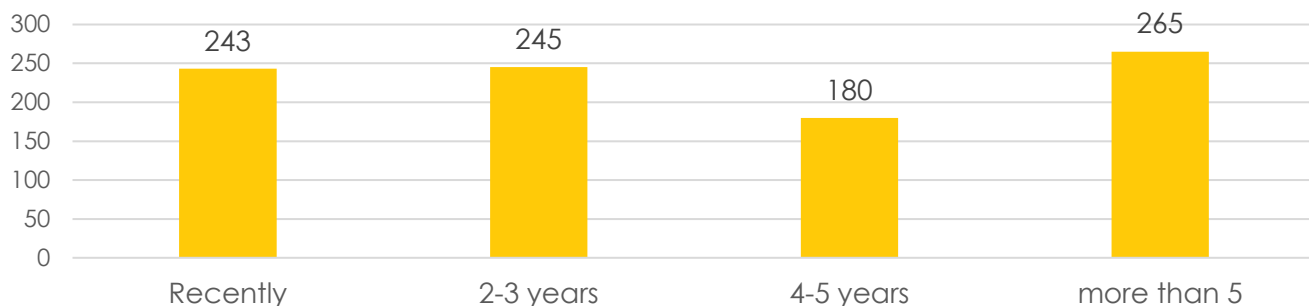


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Respondents



Year completed program





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The best PD

While I completed this training a number of years ago, it is still the most valuable and most relevant training I have received.

The work you are doing with us is vital and all school leaders (minimum) should engage. A semester as part of pre-service teacher studies at university would also be supportive of our learners.

The Stronger Smarter Program was/is still the best professional learning that I have experienced. It has had the greatest impact on my leadership practice and philosophy.

In teaching for 16 years, I have still found this to be the single most important and influential professional development as a teacher in Queensland. It encompassed so many aspects of 'being' as a teacher.

This was the most profound learning experience I have ever experienced.



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Personal impact of SSLP

94%

90% in 2018

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



80%

80% in 2018

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

The impact of the SSLP

...starts with a paradigm shift in thinking.

Respondents describe this as attitude, growth mindset, understanding assumptions, listening and valuing other perspectives.

The experience still remains one of the highlights of my career. In teaching for 16 years, I have still found this to be the single most important and influential professional development as a teacher in Queensland. It encompassed so many aspects of 'being' as a teacher.



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Enacting Stronger Smarter

Alumni are

- Completing their workplace challenges (78%)
- Setting new workplace challenges (38%)

Working with colleagues

Alumni are discussing ideas and working with colleagues.



78%

85% in 2018

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



72%

Of respondents said they felt they had been able to make the changes they wanted to make in their school or workplace.

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

526 **55%**

I have been part of a school/organisation-wide approach to embed Stronger Smarter into workplace strategies and processes

257 **27%**

I have implemented a specific strategy or program for the school or workplace based on Stronger Smarter ideas

252 **26%**

In my personal work only

197 **21%**

Not at all

12 **1%**

Respondents could choose more than one option

0 100 200 300 400 500 600



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With students

77%



of respondents changed the way they teach on an ongoing basis after attending the SSLP

Alumni

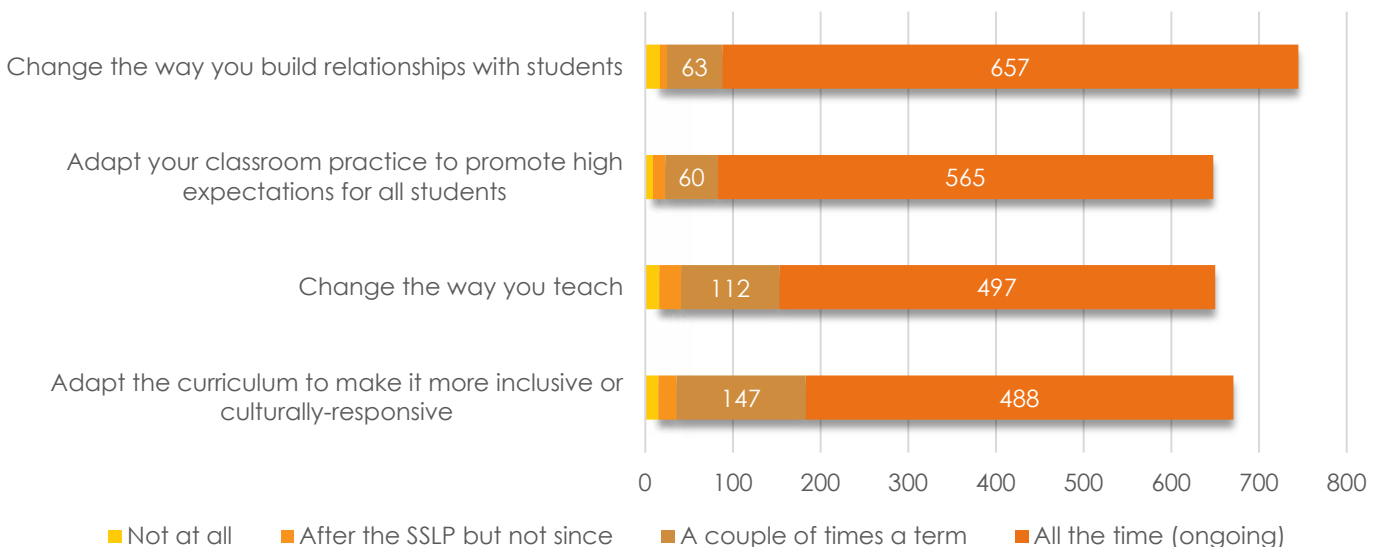
- Use yarning circles (59%)
- Use Strong and Smart language (71%)
 - Build High-expectations Relationships with students (93%)
- Celebrate student success (85%)

73%



of respondents had adapted the curriculum to make it more inclusive or culturally responsive on an ongoing basis.

Percentages show 'all the time (ongoing)'





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With staff

68%

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.

Share news in the Indigenous education landscape



■ Not at all ■ After the SSLP but not since ■ A couple of times a term ■ All the time (ongoing)



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The community

Community relationships

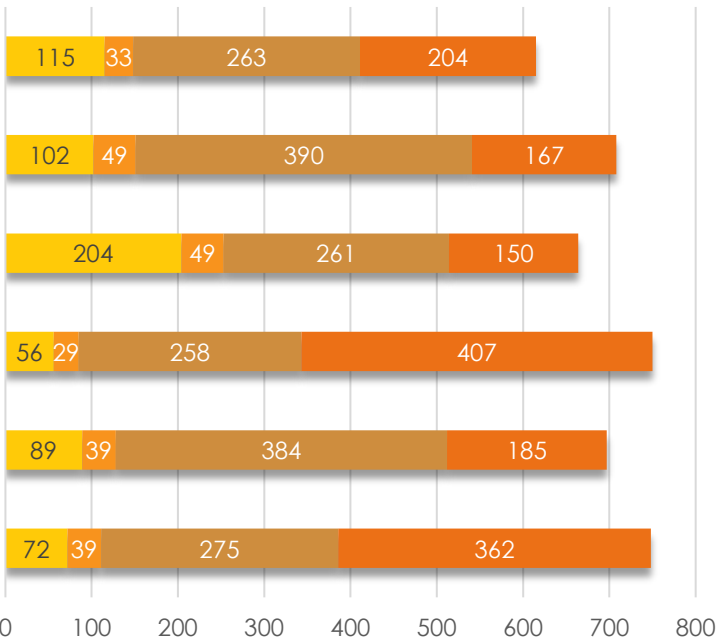
A key component of the Stronger Smarter Approach is building relationships with the local school community.



79%

of respondents report that their schools ensure formal opportunities for parents and community to input into school planning at least a couple of times a term

We actively recruit local people to fill positions in the school



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



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In schools

62%

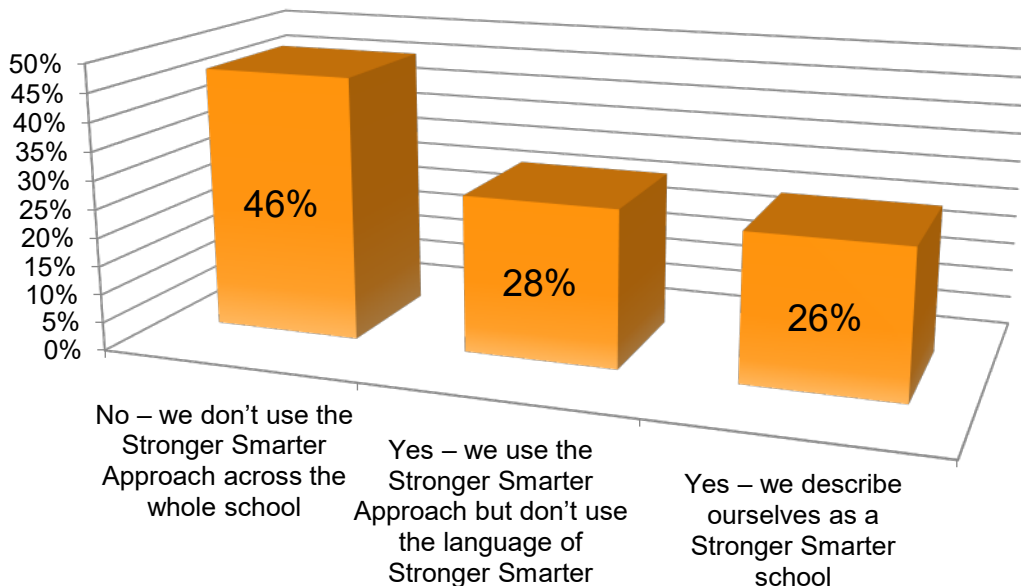
Schools



- use Stronger Smarter language (40% - all the time)
- Run specific programs (49% at least a couple of times a term)
 - School wide approach to high expectations (62% - all the time)
- Use culturally relevant curriculum (60% - all the time)

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

Is your school a Stronger Smarter school?





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Outcomes

Overall school culture: culture of wellbeing and thoughtfulness, high expectations for both staff and students, culture of learning, flipping of thinking to look at strengths and possibilities

Personal responsibility: greater sense of efficacy, greater understanding that everyone has a role to play in high expectations, greater empathy towards all students from different backgrounds, deeper understanding and awareness from around Aboriginal culture

Staff: staff empowerment through collaborative decision making, better communication, hierarchy of responsibility not hierarchy of power, sharing of ideas, stronger connections between teachers and Aboriginal Education Officers, school more unified and pulling in the same direction.

Students: greater student voice, better staff-student relationships, greater bond of trust, change in student attitudes, greater student engagement, happier students, students feel safe to 'have a go', pride in culture, greater knowledge of local Aboriginal culture and cultural competency for all students.

Families and community: greater respect from staff, more voices heard, parents feel they can approach the school, greater community confidence, more successful community engagement.