

EFFECTING SUCCESSFUL SYSTEM-WIDE CHANGE: TOWARDS A QUALITY EDUCATION FOR ALL CHILDREN AND YOUNG PEOPLE IN OUT-OF-HOME CARE

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CARE

NEW ZEALAND



Introduction: Education and OOHC



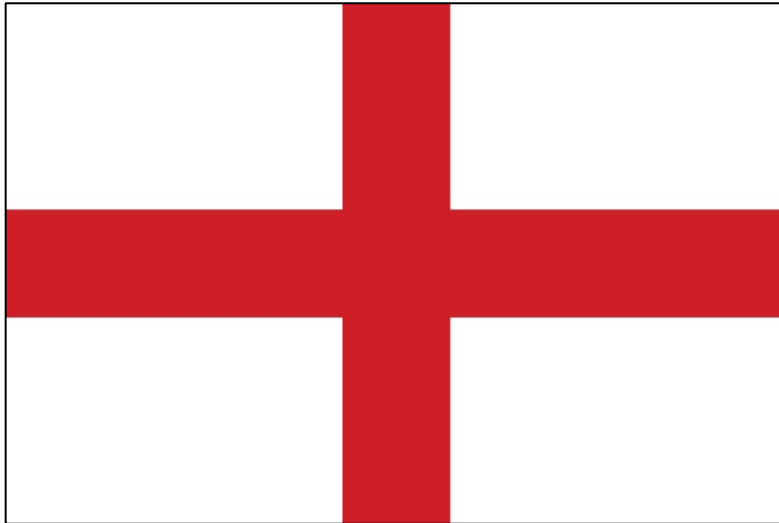
- Canada, & Denmark
- England, & Finland
- Hungary, & Ireland
- Israel, & New Zealand
- Scotland, & Spain
- Sweden, & United States,
- Wales,... & Australia

Objectives for today



1. Share with you some education of children in care developments from:
 - England
 - Scotland
 - Sweden
 - Canada
2. Offer a perspective on why I think that these countries are making progress
3. Draw out some of the key themes

England



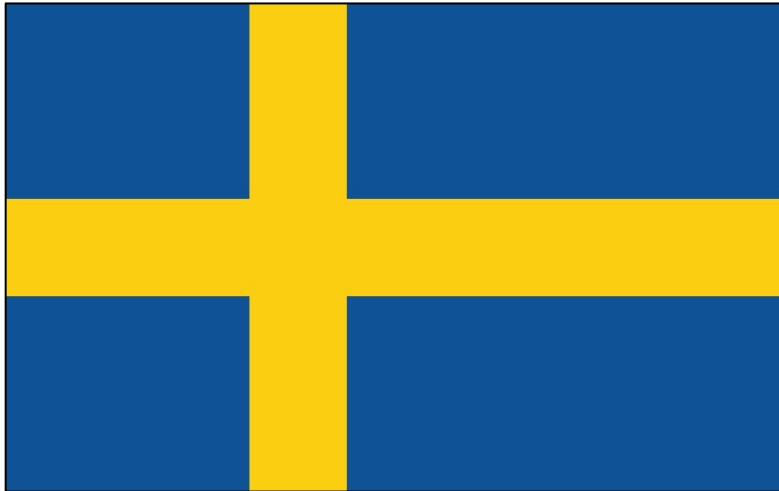
- Close working on the ground between child welfare & education
- Research from Emeritus Professor Sonia Jackson, & Clare Cameron
- Voice of the care experienced, & Who Cares? Trust
- Range of initiatives (e.g. (Personal Education Plans, Virtual School Head, Designated Teacher, & Pupil Premium)
- National minimum standards for foster care
- Education training for social workers & foster carers
- Focus on inter-agency collaboration
- OFSTED reporting
- National Network for the Education of Care Leavers
- Staying Put provision, & transitioning from care v compressed transitions
- Some improvements

Scotland



- Schools & OOHC managed by same organisation
- Research from Dr Graham Connolly
- Centre for Excellence for Looked After Children in Scotland
- Voice of Care Experienced, & Who Cares Scotland?
- Education & Culture Committee of the Scottish Parliament
Inquiry into the educational attainment of looked after children.
- Focus on inter-agency collaboration
- Annual reporting by government on educational attainment
- Continuing Care from 18 to 21
- Some improvements

Sweden



- Schools & child welfare managed by municipalities
- Research from Professor Ingrid Hojer
- Comprehensive administrative datasets facilitate outcome (monitoring &) research
- Few targeted education of children in care initiatives, but strong universal provision
- Masters qualified social workers & teachers
- Strong social pedagogy orientation
- Better education outcomes than most countries

Ontario, Canada



- Children's Aid Societies (approved NGOs), & 73 school boards
- Research from Emeritus Professor Bob Flynn
- Looking After Children materials
- Foster care paired reading programmes
- Registered Education Savings Plan
- Stay Home for School Program (18 to 21)
- Mentorship & orientation programs
- Range of financial education packages
- Some improvements

Theme 1: Expect more of (and for)



- Our children in OOHC
- Our families with children in OHC
- Our foster carers
- Our social workers & resi workers
- Our schools
- Our leaders
- Ourselves

Theme 2: Learning placements



- Do we recruit foster carers who value education, how do we support them in this, & where necessary do we provide supplementary support?
- How well do residential facilities promote learning?
- In planning for a sufficient mix of care placements, where does education fit into that?
- Does remaining at an existing school get sufficiently prioritised in placement decisions?
- Do we enrol our children in schools that are good enough for them?

Theme 3: (Caring) schools



- Children have supportive relationships with teachers, with focus on both pastoral & academic support
- Children feel valued for their contributions, & believe that the school cares about their wellbeing
- When care placements do necessitate a change of school, there is a 'need for speed' & schools may need to help children adapt
- As a group, children in care have additional education needs, & may require compensatory education to catch up
- School works hard on attendance issues
- Pre-school education

Theme 4: Transitioning from care, and staying in education



- Schooling
- TAFE
- Apprenticeships
- Training courses
- University
- Employment
- Extended care from 18 to 21/25

Theme 5: Collection and use of quality information



1. “If you don't count it, it doesn't count”
2. Reliable statistical information is essential.
3. Better use of data by practitioners
4. Someone with clear responsibility for ‘monitoring’ academic progress
5. Ongoing availability of jurisdiction-wide statistics to report progress
6. Research & evaluation

Theme 6: Take a strategic organisational approach



- Interagency collaboration that serves children
- Design
- Doing things differently
- Building on strengths
- Addressing barriers
- Challenging assumptions
- Consultation
- Monitoring, reporting, & evaluation

Theme 7: Just providing quality care can go a very long way...



- Children feeling cared for & cared about
- Connections & committed relationships
- Nurturing environment
- Stability & purposefulness
- Cultural & other forms of identity
- Belonging, & engagement
- Promoting resilience
- Hope

Concluding thoughts

1. We need to think beyond what an organisation does and how it does it; why does your organisation exist?
2. Why was your organisation established, has its purpose changed, who does it serve, what are its values, and how do you demonstrate those values in your daily work?
3. If we are serious about improving outcomes, how can we change our organisations so that we spend most of our time on what is important, and less on what is urgent?

Questions?

Thanks

For a copy of the presentation or to contact me, please email
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