Social Inclusion: Including practitioners in inclusion policy and practice

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Social Inclusion
No Australian is left behind....
....with opportunities to:

- **LEARN** – participate in education and training
- **WORK** – participate in employment, unpaid or volunteer work, including family and carer responsibilities
- **ENGAGE** – connect with people, use local services and participate in local, cultural, civic and recreational activities; and
- **HAVE A VOICE** – influence decisions that affect them.

= a ‘Stronger Fairer Australia’

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Vinson.....

<table>
<thead>
<tr>
<th>Band</th>
<th>Localities</th>
</tr>
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<tbody>
<tr>
<td>Band 1</td>
<td>Bonalbo, Brewarrina, Kempsey, Lightning Ridge, Tingha, Windale</td>
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<tr>
<td>Band 2</td>
<td>Bowraville, Casino, Deepwater, Menindee, Urunga, Wellington</td>
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<td>Band 3</td>
<td>Armature, Coraki, Harrington, Nambucca Heads, Tweed Heads, Walgett</td>
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<td>Band 4</td>
<td>Forster, Kurn Kurri, Toukley, Weston, Woodlandong, Wilcannita</td>
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<td>Band 5</td>
<td>Boggabilla, Claymore, Koorawatha, Lake Cargelligo, South West Rocks, Tenterfield</td>
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<tr>
<td>Band 6</td>
<td>Askford, Bourke, Broken Hill, Diamond Head, Iluka, Inverell, Mt Druitt, Sawtell, Taree, Warrawong</td>
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Vinson (2007) 'Dropping off the edge '

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Community Partnerships and Inclusion

---and a Youth Project and Institute Corrections Liaison Officer....

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Specifically responding to:

- Closing the gap for Indigenous people
- Place based opportunities through strength based planning and action
- Multiple disadvantage rather than silo’d approaches to equity groups
- Community capacity building
- Partnership opportunities – internal and external and
- Transitions for TAFE students to higher learning, employment, self employment and social enterprise.

**COAG targets**

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Parallel silos of activity vs interdependence
Strategic conversations

Action research

"Merging ‘bottom up’ initiatives with ‘top down’ strategies"

Figgis, Clayton et al 2007

ACDB

Aristotle’s great tools of rhetoric

Conversation....Invention....Intent....Logic....

Creativity....Imagination

A. Where are we at now?
B. Where do we want to be?
C. What do we do to get there?
D. How do we make this happen?

A. Where are we at now?

COMMUNITY
- More young people registering with Wesley wanting benefits
- Attitudes are shifting

SCHOOL
- Kids aren’t attending school for a range of reasons such as family problems and teaching methods
- Growing numbers of Aboriginal students finishing Year 12 – most have good support at home e.g. parents had good school experiences
- Aboriginal Education Workers with limited funding providing support (and food)
- Aboriginal kids feel more comfortable with someone who can really relate to them
- Year 10 kids being trained as peer mentors

SUPPORT
- Good things happening in community such as establishment of AES and Wesley programs such as Life Skills course at Bowraville High School
- CDEP will be gone by mid-2009, and replaced by STEPRS program to train people to be job ready

C. What do we do to get there?

- Engage with the young people
- Use expression through Art to engage kids with learning
- Build the confidence and entrepreneurialism of our kids
- Work on businesses to offer more school based traineeships/apprenticeships
- Communicate more, and work together to seek funding for sustainable, long-term projects
- Highlight successful initiatives such as the Wesley community gardening and cooking skills project to help build functioning families – go for the Snowball effect
- Engage with Chamber of Commerce and Lions Club for sponsorship of youth awards for sport and academic achievement – showcase the peer role models
- Blur the boundaries: have families in the community (e.g. art in the mall) and in the schools (e.g. cooking, and going to merit assemblies)

Focusing Question:

How do we keep our young people in school?

D. How do we make this happen?

Keeping Our Kids On Track

- Keep this group together with focus (next on Nov 19 at KSC chambers)
- Develop short, medium and long strategies that are sustainable e.g. carbon credit and biobanking opportunities, linking with industry
- Take small achievable steps e.g. focus on one business, one young person at a time

All Kids Are Our Kids

"This is a moment in our organizational history where we have an opportunity to think about how we want to design the way we engage with communities and work towards achieving something to which we are deeply committed – social inclusion. We don’t know what the answers will be but we do hope that we will have wide engagement with this consultation process and that our staff will approach this as an opportunity to think broadly about how we might work to achieve social inclusion in our region"

Opportunities to....

- Improve internal processes and ‘do things better’
- Share vision and authorship
- Foster transparent, open and trusting environments
- Have ‘access to’ and ‘be accessible to Executive’
- Understand ‘social inclusion’

Challenges related to....

- Defensiveness....personal interests....determined ‘silos’
- Some people being ‘heard more than others’
- Not ‘re-inventing the wheel’ or ‘throwing out the baby’

Action Research

What do you understand by the term ‘organizational innovation and design’?

What do you think about strategic conversation as a methodology for working towards ‘organizational innovation and design’?

How effective are the groupings of participants for the strategic conversations?

What is working well.....?

What are the challenges....?

What would you like to see happen as a result of the strategic conversation process?

If you could change anything about the process we are using, what might these changes be?
Findings continued....

- ‘Creative and big ideas....opposite from a top down approach’
- ‘Too big....too hard....massive systemic/cultural change’
- ‘A can of worms.... Pandora’s Box’
- ‘Some people want a black and white response when there isn’t necessarily one...’
- ‘Sharing feelings and ideas can be hard to give and hard to take’

Findings continued....

**Fears**

“hidden agendas....management discarding confronting or complex ideas....watering down uncomfortable comments”

**Hopes**

“actionable timeframes.... not a ‘one off’.... a consistent approach by management”

Findings continued....

_Slowly, slowly_

- It’s NOT a review
- It’s NOT change for the sake of change

- It IS about understanding social inclusion
- It IS about working WITH staff on shared vision

Conclusion

- Strategic conversation is viable and desirable
- ‘Bottom up’ drive is very important
- ‘Top down’ leadership is equally important
- ‘Follow through’ is crucial....not talk for talk’s sake
- Ongoing tool for organisation innovation and design