

Education Engagement Strategy REFLECTIONS PAPER

An Analysis of the Northern Territory Department of Education
Consultations for Education Engagement Strategy Project



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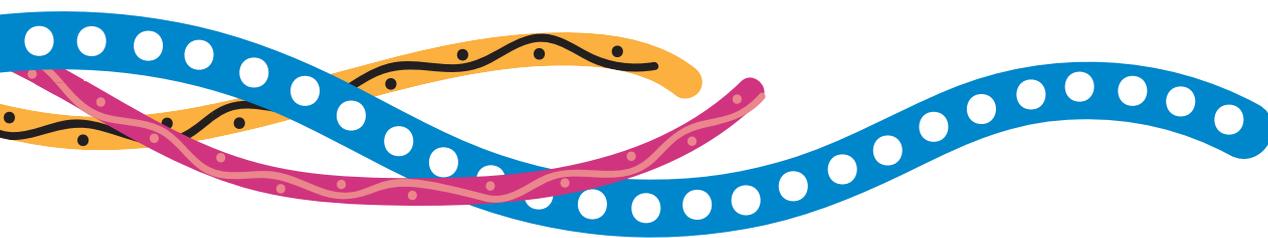
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ACRONYMS

ACRONYM	FULL FORM
AEO	Aboriginal Engagement Officers
AIEW	Aboriginal Islander Education Workers
AO	Attendance Officers
AOD	Alcohol and Other Drugs
AS	Alice Springs
CDU	Charles Darwin University
DoE	Department of Education
EAL/D	English as an Additional Language or Dialect
EDU	Education
FaFT	Families as First Teachers
FASD	Fetal Alcohol Spectrum Disorders
FAST	Families and Schools Together
FLO	Family Liaison Officer
HLO	Home Liaison Officer
MoU	Memorandum of Understanding
NAPLAN	National Assessment Program – Literacy and Numeracy
NDIA	National Disability Insurance Agency
NDIS	National Disability Insurance Scheme
NT	Northern Territory
NTLC	Northern Territory Learning Commission
OT	Occupational Therapy
RSAS	Remote School Attendance Strategy
TF	Territory Families (Department)
USI	Unique Student Identifier



Context and consultations

PROJECT RATIONALE

One of the most significant and pressing issues facing education in the Northern Territory is student engagement in learning. Despite many strategic interventions and actions over time to engage students in learning at the whole of system level, student attendance continues to decline, and young people continue to disengage from education. This has been evident for students in primary and secondary years and across all geolocations but is more pronounced in very remote areas.

To understand the underlying drivers causing this decline, the Department of Education (DoE) has sought the views of students, parents, families, educators, school staff, communities and non-government organisations, through consultations and written submissions.

The department wants to know what schools, early years programs and services, and the education system can do to engage all children and young people in learning.

UNDERPINNING BELIEFS AND ASSUMPTIONS

This Reflections Paper has been shaped by questions posed in the Education Engagement Strategy Discussion Paper (DOE, 2021) and beliefs and assumptions that underpin those questions. Drawing from the Education Engagement Strategy Discussion Paper (DOE, 2021), the underpinning beliefs and assumptions about children and young people's engagement in education include the following:

- For some students, social, health and economic barriers make it difficult to engage with their education (p. 2).
- Students withdraw from learning when they are not engaged (p. 5).

- The decline in engagement has been evident for Aboriginal students in primary and secondary years, and across all geolocations but is more pronounced in very remote areas (p. 5).
- Engagement is characterised by a child or young person's level of motivation (p. 10).
- Children may be disengaged from learning when the learning environment fails to welcome students, is not respectful or safe and doesn't recognize the value of identity, culture and knowledge that students bring with them to the learning relationship (p. 11).
- The quality of students' relationships with teachers and peers is fundamental for improving student engagement and outcomes (p. 12).
- Teaching and learning of languages and cultures is fundamental to engaging children and young people in their learning and shapes their sense of identity (p. 13).
- Student wellbeing is a foundation for engagement (p. 14).

DATA COLLECTION

Seventy-one consultations sponsored by DoE were attended by 956 people (students, families, community members, staff and members of the public) from March to August 2021 across the Northern Territory in urban, regional and remote communities. Additionally, 51 written submissions were received from organisations, agencies and individuals.

FORMS OF CONSULTATIONS

Consultations took many forms: community visits, conversations, stakeholder visits, online staff forums,

open public forums, and workshops. Community visits comprised of consultations with communities, including school visits. Conversations were consultations held with less than 12 people. Key stakeholder visits were conducted through direct meetings with key stakeholders and organisations. Online staff forums were consultations with DoE staff held on Microsoft Teams. Official public forums were held in each region except for Arnhem. Workshops were consultations with over 12 people, including World Cafés.

CONSULTATION QUESTIONS

The *Education Engagement Strategy Discussion Paper* (DOE, 2021) provided a conceptual starting point for the consultations. Five key questions were used to guide written submissions, whereas formats for the other forms of consultations varied on the context and settings as noted above.

The five questions are:

1. Considering the **successes** that have been achieved over recent years and the **current challenges** facing education:
 - What should we do **more** of?
 - What should we do **less** of?
 - What should we do **differently**?
2. What more can schools and early years programs do to **engage and motivate** children and young people to learn?
3. What more could the education system or our schools do to **create culturally responsive and inclusive learning environments**?
4. What can the education system, schools and early years programs and services do to **better support the wellbeing** and engagement of children, young people and families?
5. What more can the education system do **with our partners** in health, police, housing, and child protection and family support workers?

DATA ANALYSIS

Data analysed for this *Reflections Paper* include summary notes of the consultations that were conducted by the DoE and written submissions.

The summary notes are short fragments of text in note form, capturing key points raised at the consultations.

These data were coded manually and deductively in a spreadsheet against the engagement factors specified in the DoE Engagement Strategy Matrix. These factors are identity and culture, wellbeing, relationships and motivation. Coding was also conducted against the three elements of the *Education Engagement Framework*: what I learn; where I learn; and, how I learn. An additional layer of coding responded to the first element in the *Education Engagement Strategy Discussion Paper* (DOE, 2021), which asked respondents to consider: What should we do **more** of? What should we do **less** of? and, What should we do **differently**?

Written submissions contain some rich statements and feedback about student, community, and school engagement, and about what is currently working, what is not working and recommendations.

Most offer well-considered and detailed responses and raise additional themes to those specified in the DoE Engagement Strategy Matrix. The initial matrix was amended to encompass the following school factors, which align with Departmental strategic policy statements:

- School leadership;
- Community;
- Engagement/partnerships;
- Quality teaching and learning;
- Differentiated support for schools; and
- Data and accountability.

All submissions were coded and analysed manually. Depending on their detail, some submissions were also analysed by Leximancer (qualitative analysis software). The manual coding of written submissions captured fine-grained and important statements and recommendations. The application of Leximancer assisted with the identification of concepts and themes and provided information about the relative frequency and relationships between identified concepts and themes found across the reflection's dataset.

From the analysis of the summary notes and written submissions, 12 key themes were identified. These encapsulate what staff, students, and community members believe that schools, early years programs and services, and the Education System can do to engage all children and young people in learning.

In this paper, themes are presented in no particular order of preference or frequency from consultation analysis.

Summary of key themes

1. Community decision making and leadership in schools
2. Cultural training for educators and non-teaching staff in schools
3. First language use in the classroom and culturally relevant curriculum
4. Principals, teachers and staff from communities
5. Specialist services in schools
6. Partnerships and cross-agency cooperation
7. Partnering with parents
8. Curriculum, pedagogy and learning for diverse learners and contexts
9. Post-school study and career options
10. High quality teachers and teaching
11. Early childhood education
12. Resourcing of schools

KEY TO CITATIONS

The themes are explored in the following sections of the Reflections Paper. Included in each theme's analyses are quotations from participants at consultations, and from written submissions. Quotations are stated verbatim, italicised and attributed using a code indicating the form of consultation (see Table 1). For consultations, this is followed by the location and name of the consultation. For example, a quotation followed by (CW-Tennant Creek Public Forum) indicates that the source was a consultation via a workshop at the Tennant Creek Public Forum.

TABLE 1. CITATION KEY

Code	Source of quotation
CW	Consultation via workshop in a regional or remote location
CC	Consultation via conversation in a regional or remote location
SI	Written submission from an individual
SO	Written submission from an organisation

Theme 1. Community decision making and leadership in schools

Community-led, active participation in decision making and leadership in schools by families and community stakeholders helps to build trust, commitment, and ownership of school-based initiatives.

WHAT WAS SAID

Education has to listen to the community voice, local decision making, what we want for our kids, we are seeing positive change through our initiatives (CW-Community).

Dedicated positions for community Elders on school councils (CW-Alice Springs Public Forum).

It is imperative that Aboriginal and Torres Strait Islander people are empowered by, rather than excluded from, decision-making processes (SO).

We have a strong community cultural governance board. There needs to be a structure in place that says the next principal has to go by that (CW-Community).

School needs to be inviting to families (CW-FaFT Gove Forum).

A strong and inclusive education engagement strategy at its heart has the opinions, views and voices of the children and young people it serves (SO).

Need to bring the community into the school. Understand what the community needs from education and support individuals (CW-Darwin Public Forum). Create opportunities for Elders to come into schools and share cultural knowledge and language with staff and students.

Do more employing Indigenous staff throughout the department at decision making levels (CW-Darwin World Café).

But it also, the yalu in the middle, but it always has the solution in the middle. It's the space where Yolngu the Yirritja and Dhuwa moieties come together. It is about how can we work together? Fitting the non-Indigenous

world, and fitting the Yolngu world. Imagine a solution so powerfully strong that it actually creates a cultural framework. That brings people together that makes Yolngu leadership (CW-Nhulunbuy).

Is community leadership invested in school? Not at the moment. It comes and goes the investment (CW-Community).

WE WANT MORE

- involvement of family and community members in the school. Spaces for family members to feel welcome. Schools as community hubs (CW-Alice Springs AEO).
- Community led decision making, take the time to do it properly (CW-Alice Springs AEO).
- input from parents, families and students - it would lead to better relationships (SI).

- more community members involved in school (CW – Alice Springs Public Forum).
- we need to wake up because for a start Yolngu people has more to offer to Balanda people and Balanda people need to work more with Yolngu people (CW-Nhulunbuy Workshop).

WE WANT DIFFERENTLY

- Engagement should be considered from an Aboriginal perspective (SI).

YOUTH VOICE

- Focus on positive engagement with families because family comes first. The schools need to respect my family then I will respect the schools. Focusing on the positive stuff as well means my family understand how hard I am working. If parents hear about good stuff in school, they are happy and will make more of an effort (CW-Darwin World Café).

THEME 1 REFLECTIONS

The knowledge and wisdom of families and community members, and particularly Elders, was perceived as a valuable resource that could enhance school leadership and decision making. Additionally, some voices expressed the importance of young people having a say about issues that affect them directly.

Theme 2. Cultural training for educators and non-teaching staff in schools

Cultural training for educators and non-teaching staff in schools supports the engagement of children and young people from Aboriginal and diverse backgrounds.

WHAT WAS SAID

Further work could be done in relation to providing opportunities for pre-service teachers, and more experienced teachers contemplating a move to regional or remote areas, to enhance their cultural awareness prior to relocation (SO).

Teachers to learn more Yolngu perspective cultural awareness - long term investment to stay in Yolngu community as employee or teacher (CW-Nhulunbuy Workshop).

It is important that early learning centres provide culturally sensitive and culturally relevant learning opportunities for children at their first contact and meeting these aims requires qualified and experienced

teachers (SO).

Teachers need an in depth induction and regular professional development especially on culture awareness (SO).

Both national and international studies indicate that awareness of, and sensitivity to, identity, language and culture of the child is crucial for establishment of productive relationships that lead to successful engagement with education (SO).

In terms of providing culturally responsive and inclusive learning environments for students, the largest resource for First Nations languages and culture has always been, and is currently, Elders (SO).

Many kindergartens and schools will remain reliant on teachers from outside the local community and more should be done to ensure that these teachers are able to engage with the local community to provide high-quality, culturally sensitive learning programs for students (SO).

Can we have an Aboriginal delivery approach to Aussie curriculum e.g. Steiner has a delivery model approved but very different (CW-Darwin Public Forum).

WE WANT MORE

- cultural awareness, training, preparation for school staff. Systemic but localised (CW-Alice Springs AEO).
- place based cultural safety training (CW-Alice Springs AEO).
- place based cultural competency and commitment to anti-racism (CW-Alice Springs AEO).
- more cultural awareness for staff and teachers in school (CW-Alice Springs AEO).
- teachers to learn more [Aboriginal] perspectives and cultural awareness. It's a long-term investment to stay in [Aboriginal] community as employee or

teacher (CW-Nhulunbuy Workshop).

- cultural induction on country and more cultural advisors in schools (CW-FaFT Darwin Forum).

WE WANT LESS

- [placing] non-Indigenous teachers into remote communities with no cultural orientation, support or mentoring to succeed (CW-Darwin World Café).

WE WANT DIFFERENTLY

- Ten-year plan: Balanda (non-Indigenous) teachers are provided the tools to teach in a culturally appropriate way - cultural training (CW-Nhulunbuy Workshop).
- Prepare teachers to understand culture of kids they are teaching - more PD (CW-Tennant Creek Public Forum).

YOUTH VOICE

School is about the cultural side too. There are four girls in the classroom. My sister's cousin he won't go into the classroom. They should split up the boys and girls (CC-Community).

THEME 2 REFLECTIONS

The theme of cultural training reflects calls from a range of locations and sources for teachers and staff in schools to have initial and ongoing cultural training to prepare them to work more effectively with Aboriginal young people, their families and communities. There was also recognition that teachers need to be able to respond to youth and families from an array of diverse cultural backgrounds. The comments emphasised the importance of place-based rather than generalised training and referred to the wealth of cultural knowledge held by community elders and cultural advisors. The language used to talk about the nature of cultural training was varied, and included terms that express a continuum of learning, from cultural awareness to cultural competency and cultural safety. The need for cultural training reflects the predominance of teachers who are not Aboriginal, and raises the importance of providing them with the cultural knowledge they need to effectively engage young people and support their learning. Cultural training is also important for the wellbeing of teachers and so they are able to engage appropriately in the community.

Theme 3. First language use in the classroom and culturally relevant curriculum

Promoting and incorporating first language use in the classroom demonstrates respect and value for students' cultural and linguistic identities.

WHAT WAS SAID

We learn ways in [our community] and some communities don't use two way which is not good. FaFT does in language and that is good. When they grow up from little they learn English and their language at the same time (CC-Community).

Any plan to increase engagement of Northern Territory students should commence with an explicit commitment to the provision of instruction in the student's First Language (SO).

We have language and culture classes here every week, our elders come in and do everything in language doing colours, songs, animals etc (CW-Community).

Invest in bilingual schools, to improve educational outcomes and to promote cultural maintenance, confidence, pride and community involvement (SO).

The Australian Curriculum recognises the importance of Aboriginal and Torres Strait Islander languages and culture. Decisions about how schools offer learning programs, including bilingual education, are described as matters for state and territory education authorities. There is then, a clear role for the Northern Territory government in supporting the provision of First Language instruction (SO).

Kids say they want to be in their own community and want to learn in their own language (CC).

A small investment in Elders' wisdom and cultural excellence is likely to result in substantial, positive learning outcomes for both First Nations students and students from other cultural backgrounds (SO).

Both national and international studies indicate that awareness of, and sensitivity to, identity, language and culture of the child is crucial for establishment of productive relationships that lead to successful engagement with education (SO).

Value and draw on the language and background of our students - make it strength based (CW-Darwin World Café).

Despite evidence that teaching in First Language (the language which the child and family use in the home

environment) delivers academic, social and economic benefits and strong international and national support for inclusive practice, in Australia, First Language instruction remains the exception, rather than the norm (SO).

It is a complex context it is easy for Napaki to understand as everything is delivered in their first language. Yolgnu are immersed in their own myriad of dialects before they even start to understand English (CW-FaFT Grove Forum).

Bring Aboriginal knowledge into the school (CW-Alice Springs Public Forum).

WE WANT MORE

- appropriately resourced bilingual education (CW-Alice Springs Public Forum).
- learning in students' first language – bilingual education (CW-Darwin World Café).
- education in home languages where appropriate (CW-AS Public Forum).
- teach both ways – teach in bilingual (CC-Conversations).
- two-way learning (CW-Darwin World Café).
- programs that are culturally safe and inclusive of indigenous perspective (CW-Alice Springs Round Table).

WE WANT LESS

- employees without linguistic and cultural competency.

WE WANT DIFFERENTLY

- Teach English as a foreign language – if we do not do this it severely disadvantages Aboriginal children and their families into the future (CW-Alice Springs Public Forum).
- Curriculum that is inclusive of culture (including acknowledgement of country the school is based on) and provides learning outcomes that are transferrable to the student home community (CW-Darwin World Café).

YOUTH VOICE

I learn through my own language (CW-FaFT Gove Forum).

I learn with depth of understanding best when I am in my comfort zone in language and on land/ country that I feel connected to and belong (CW-FaFT Gove Forum).

THEME 3 REFLECTIONS

There was strong feeling expressed in consultations and submissions that home languages are a strength and that students should be able to learn in their first language through well-resourced bilingual education programs. A view stated repeatedly is that learning in first language supports stronger learning and shows respect for students' backgrounds and cultures. Effective first language programs require the employment of local teachers, and support for teachers posted to a community to develop their linguistic competency in local languages. Additionally, where English is not a student's first language, then English as an additional language specialist teaching should be provided.

Theme 4. Principals, teachers and staff from communities

Promoting and supporting more principals, teachers and trained staff from communities has a positive impact on student attendance and engagement, enhances culturally appropriate learning and community engagement in the school, and provides local employment opportunities.

WHAT WAS SAID

Staffing Attrition [leads to a] waste of time and money for schools and education systems... and it has a significant negative impact on student learning (SO).

Invest in Indigenous educators (CW-Alice Springs Round Table).

Attracting and retaining qualified and experienced early childhood educators in rural and remote communities is a key justification for programs that focus on education and training that develop the capacity of local community members rather than relying on itinerant workers (SO).

Assistant teachers need support with English literacy skills in remote areas (CW-Darwin World Café).

I'd like to see all of the assistant teachers to become the local teachers (CW-Community Visits).

Aboriginal Islander Education Workers (AIEW) need to remain in schools. The AIEW role in schools are vastly different from the role that program managers [in Girls Academy, Stars and Clontarf] provide (SI).

Supporting the school's efforts to provide general cultural and First Language learning opportunities can in fact form an industry within the community (SO).

To achieve [more Aboriginal educators] we need stronger relationships between teachers and assistant teachers and the knowledge recognised and strength valued of Aboriginal educators. They provide relationship and relevance to learning that makes all the difference, [makes] the family proud, makes you feel good (CW-Darwin World Café).

Local teachers are family to most the children they teach. The community says this bond means there is respect and trust in the classroom (SO).

Presence of elders in classrooms brought calm. No trouble when they were there (CW-Alice Springs Public Forum)

One possible limiting factor for provision of instruction in First Languages is the relatively low number of Aboriginal and Torres Strait Islander teachers (SO).

WE WANT MORE

- Aboriginal staff in front office spaces, support workers, teachers, leaders (CW-AS AEO).
- Indigenous staff not just in the classroom but as cultural advisors (CW-AS AEO).

- Indigenous teachers and staff (CW-AS Public Forum).
- Indigenous staff and support for these staff (CW-AS Public Forum).
- cultural induction on country more cultural advisors in schools (CW-FaFT Darwin Forum).
- proper employment for Aboriginal community members (CW-Alice Springs Round Table).

WE WANT DIFFERENTLY

- Prioritise remote workforce development: Qualified, capable Aboriginal workers are in high demand across many agencies and sectors and therefore

there must be a more concerted effort to offer career development, targeted and appropriate training and incentives (SO).

- Visiting Njapaki Teacher comes once a week to plan classes with the local teacher but doesn't teach the children (SO).

YOUTH VOICE

I want a teacher that can trust you and give you freedom but can also get things done (CW-Alice Springs Round Table). N.B. Young people talked about the importance of establishing good relationships with their teachers but did not specify the need for more Aboriginal teachers.

THEME 4 REFLECTIONS

The consultations and submissions revealed strong support for building up a local workforce of teachers, particularly in remote areas. Doing so was perceived to have many benefits for school students as well as for the community. Local teachers are more likely to stay in the community, which would address the current high turnover of non-local staff. It is believed that reduced teacher turnover would lead to greater stability for students. Additionally, employing local staff would boost local employment opportunities. A concern about employing local staff was that low literacy levels need to be recognised where they exist, and support provided to overcome skill-gaps of assistant teachers and aspiring teachers. Many comments reflect the importance of having Elders participate in the school and the benefit this brings to the young people and the school community.

Theme 5. Specialist services in schools

Specialist services in schools support the social, emotional, mental and physical wellbeing of children and young people and link students and families to other services that support and make families and the community strong.

WHAT WAS SAID

It would be beneficial to have more support services in schools including social workers, school nurses, medical and dental services, allied health – OT, speech, and housing liaison officers - these need to be properly funded so that students in the NT receive timely, regular care and support that isn't only available every 6 weeks (SI).

When I went to normal school I wouldn't go as much because of anxiety about going to school, maybe getting more school counsellors to make it easier to access, and make it normal to go and make it not so much about shame, make it more open and friendly (CC-Conversations).

There is an increasing recognition that engagement with any program of formal learning cannot be achieved unless a student's more fundamental needs are also being met (SO).

School staff to fundamentally address student wellbeing before curriculum. Acknowledge trauma, culture, needs and children as individuals (CW-Katherine Public Forum).

An emphasis on comprehensive support services means...students have access to on-site auditory testing, paediatric assessments, regular health and dental checks and psychological support (SO).

Deliver an engaging and essential education around alcohol and other drugs (AOD), fetal alcohol spectrum

disorder (FASD), Nutrition, Cyber safety, sexual health, mental health and promote a healthy living lifestyle, delivered with awareness of cultural boundaries and respect (SO).

Services for students with disabilities and additional needs, particularly in remote, physical access can be a barrier (CW-DoE Online Forum).

More opportunity for multi-agency impact. We didn't see it on the ground. Last few years we have a strong partnership with [community] health. Based on personalities though. Doing case management and flagging students of concern, they would work from the school a couple of days a week. Need to have a MoU to set that up. Needs more than being built on relationships (CW-Community).

WE WANT MORE

- trauma informed practice - need a better student counselling support system, not just remote schools. Mental health and wellbeing needs to be addressed for our students - do more and differently to make an impact. More wellbeing resources - head space at school (CW-DoE Online Forum).
- funding to allow increased access to allied health services to mitigate barriers to learning - DT, speech, psych (CW-Alice Springs Public Forum).

- wrap around support for EALD learning (CW-Darwin Public Forum).

WE WANT DIFFERENTLY

- Wrap around support for EALD learning (CW-Darwin Public Forum).
- Build in therapeutic responses in the school environment (CW-Tennant Creek Public Forum).
- Add extra layers of “therapy” for suspended kids (CW-Tennant Creek Public Forum).
- Seamless support programs and services on community (CW-Darwin Public Forum).
- Develop holistic programs around student wellbeing and student voice (CW-Alice Springs Public Forum).

YOUTH VOICE

I couldn't do much at school. I would do most of my work outside of school. I would go through it myself and then I would go to school and it was hard to pay attention and take it all in. There is also mental health, and there was a day when I didn't go to school cause I just wasn't feeling it and that made me think about how I liked that way of working and then my therapist introduced me to distance ed (CC).

THEME 5 REFLECTIONS

This theme reflects the complex needs of students, with strong views coming through about the need for schools to be sites where students can access a range of services that support their holistic needs – including educational, health and wellbeing. This speaks to the need for individual assessment and responses for students. Therapeutic and trauma informed approaches to education are identified as a way to work with young people that recognised their circumstances. We heard that specialist services in schools are needed in all locations, whether they are urban, rural or remote.

Theme 6. Partnerships and cross-agency cooperation

Cross agency relationships and partnerships help families and children access the right support to address the social determinants of learning.

WHAT WAS SAID

There are a lot more issues that contribute to a very poor school attendance of kids from this community. We always engage and deal with other agencies like Territory Families, Police etc, but maybe an inter departmental project needs to happen to deal with these issues (SI).

Health, housing, culture and schoolwork together to support Indigenous families wellbeing (SI).

That person needs wrap around care. What can we do as a community and system to support? (CW-Community Visit).

Adopt a whole of government approach to improve social outcomes barriers to engagement. This could be strengthened by including the need to for government to work collectively to address the social determinants including health, housing, education and taking a holistic view of the student (SI).

If students are distracted, school staff and mentors help. You wonder how much we review that and see whether they need to do differently. Need to be integrated with other agencies and community groups, support agencies so we get something more focused that addresses and has longer term improvement. How do we link and pull together? (CW-Community Visit).

Inadequate and overcrowded housing has been identified as significant barrier to a child's education. The impact of insecure and overcrowded housing and its impact on family's wellbeing, and must not be overlooked (SO).

Continue striving for integrated service delivery (SO).

Disengagement hasn't been helped by the fractured approach of the department and government over recent years (CC).

We should all be working together - not in silos which are disconnected and where issues are treated separately (SI).

WE WANT MORE

- integrated service delivery (CW-Darwin Public Forum).
- integrated approach across services (CW-Alice Springs Round Table).

- social and wrap around support for families - social workers, psychology and OT (CW-Katherine Public Forum).
- more engaging case management for families and children with a cross agency focus e.g., TF and Health (CW – AS Public Forum).
- greater collaboration between community and agencies to improve engagement (CW-AS Public Forum).

WHAT WE WANT LESS

- fragmented service delivery NDIS and NDIA health TF etc. (CW-Alice Springs Public Forum).

WE WANT DIFFERENTLY

- Integrated approach across service agencies (CW-Alice Springs Round Table).
- Engaging case management for families and children with a cross agency focus, for example, Territory Families and Health (SO).
- Integrated service delivery should continue and move beyond current approaches of services networking, information sharing and delivering from the same building. It needs to include all wrap around services and supports that enable children and families to engage in education. It requires government and non-government service providers coming together at a systemic and senior level to create the policy, services and authorising conditions for responding to child and family needs. It needs to work in and with communities using a place-based approach (SO).
- Level of wrap around support - AOS, HLOs allied health working together ongoing and coordinated (CW-Alice Springs Public Forum).

YOUTH VOICE

Good kids get rewarded all the time and it's not fair for those kids who live in overcrowded housing, things happening at home. It's not fair (CW-Community Visit).

THEME 6 REFLECTIONS

There were shared concerns emerging from the consultations and submissions that currently there is need for service provision to young people and their families to support educational engagement. Integrated service provision was called for in order to address physical and mental health, housing overcrowding and other factors impacting on wellbeing which underpin school engagement and learning. There were many calls for government departments and service providers to work together more closely.

Theme 7. Partnering with parents

The positive and supportive role of parents is a key element of student attendance and engagement in school.

WHAT WAS SAID

Discipline comes from home. It is the parents who need to look for them, take them back and get them ready for school. Everyone should have care and patience and love for their own children. The RSAS are annoying they just beep they don't knock on the door (CW-Community).

And often it wasn't... your responsibility as a school attendance officer. It is really the parent's responsibility and the effort of the parents in raising their children to attend school every day (CW-Nhulunbuy).

Acknowledge and support parents as first teachers (CW-Palmerston Local Action Group).

It is the parents' decision about whether children should attend school or cultural ceremony (SO).

Ensure parents are really welcomed and looked at as a resource. If parents are willing to help, they should be taking advantage of that. This year, it has started happening. It is a positive thing for the parents to be part of their kids' education. Draw and welcome the expertise of parents (CW-Community).

We get far more engagement when our FaFT and FLO's are outside in the community. More going out bush etc. and then there is encouragement to bring the parents to school (CW-DoE Online Forum).

We tell her to be back before dark every night. Then we get up and get ready for school. My mum and dad lived the Christian life so I learn from them and from watching other parents (CW-Community).

I always say the problem why these kids does not engage in school are their parents. 80% to 90% of parents with

school aged kids out here in this community, does not encourage their kids to go to school (SI).

There are also some reason these parents tell us why they do not want to send their kids to school, these are their kids get bullied in school; their kids get jumped on by town kids; no clean clothes to use to go to school; no money to spend to buy shoes; not enrolled; worried about jumping on the wrong bus on their way home (SI).

We have lost a generation of schooling some current parents didn't go to school (CW-Alice Springs AEO).

Kids don't go to school because their parents don't take their phones off them so they don't go to bed until late. Some kids are hanging in streets. Some are playing call of duty all night. They need to turn off the mobile service (CW-Community).

It's the foundation skills they need and the art of making a decision from parent perspective. Teachers don't need to do things that parents should do. Teaching to say thank you and please when not to bully etc. (CW-Katherine Public Forum).

Parents and kids need to better understand what school does for them - value of school (CW-Alice Springs Public Forum).

More of the kids out there have younger parents. Maybe they are not strict enough, make a lot of jokes, need to be firm. Parents are quite young (CW-Community).

Three things how to break the cycle – get rid of technology in the class it is distracting kids, government should discipline the kids in school and parents should share the solution (CW-Community).

WE WANT MORE

- parents teaching kids to learn - conversations, gives help and ideas, expectational, relationships need to be positive and authentic (CW-Darwin World Café).
- parents better understand what school can do for their kids (CW-Alice Springs Round Table).
- partnerships - student, families, teachers, parents (CW-Alice Springs Public Forum).
- Need work in building trust with families and schools, students and teachers, students and senior teachers, community and schools. Schools need to be doing more work around involving families and listening to families. Have events that are student-led, family-led (SI).

WE WANT DIFFERENTLY

- Change attitude with parents, engage them more in middle and senior school in conjunction with their children (CW-Darwin World Café).
- Media campaign - learning starts from birth, adverts telling parents their crucial role in setting their kids up for success (CW-Darwin World Café).
- Somewhere to go for parents to get support to get kids to school, parents willing, need help (CW-Darwin World Café).

STUDENT VOICE

Sense of belonging that you matter and teachers and family are interested in your progress (CW-Alice Springs Public Forum).

THEME 7 REFLECTIONS

The consultations and submissions acknowledged the important role of parents in preparing their children for school and supporting their children's attendance and engagement. Examples of positive parenting were given, with some parents speaking of how they valued education and ensured their children were home in the evenings and had enough sleep so they could learn effectively. On the other hand, concerns were expressed about some parents who do not value education nor provide their children with the conditions for effective learning. Reasons for parents not supporting their children's educational engagement ranged from family dysfunction to the parents own lack of education. Issues such as poverty, concerns about schooling, or cultural reasons were also given as impacting on attendance. A range of strategies were proposed to build engagement between schools and parents to enhance parents' awareness of the importance of their role in their children's education.

Theme 8. Curriculum, pedagogy and learning for diverse learners and contexts

Flexible, culturally appropriate, relevant and meaningful curriculum and pedagogy that reflects the diverse geographical, social, cultural and linguistic contexts in which learning takes place in Territory schools.

WHAT WAS SAID

One size fits all curriculum doesn't fit (CW-Tennant Creek Public Forum).

The heritage of NT students is broad and should be respected. The wide range of education options available to our students should also be acknowledged and respected (SI).

Value and draw on the language and background of our students - make it strength based (CW-Darwin World Café).

We need to recognise the different circumstances and needs of Aboriginal and Torres Strait Islander students in urban, regional and remote communities (SO).

There is no single approach that can be applied across all settings, but schools that are able to develop their own locally-responsive solutions achieve excellent results (SO).

Sporting activities in the school environment as part of the school program, will support positive feelings about the school environment (SO).

When a student doesn't have the skills to access the curriculum and engage in lessons, you can't possibly expect them to want to attend school (SO).

Tried and tested programs that improve engagement in Territory Schools like FAST - Families and Schools Together (SI).

Think about a curriculum that accommodates and supports low attending students (CW-Alice Springs AEO).

Engage in the way the students want - adapting to them (CW-Darwin World Café).

WE WANT MORE

- literacy and numeracy – it's important in both-ways (CE-Community Visit).
- English as a second language... children who are speaking Aboriginal languages at home access intensive English classes (CW-Darwin Public Forum).
- flexible learning environments that value culture, language, fun, and values, relevant hands-on learning (CW-Darwin World Café).
- learning on country, linking back to culture and school (CW-Darwin World Café).
- electives students have real choice in (CW-Darwin World Café).
- choice and flexibility within specific subject i.e., what text you study in English (CW-Darwin World Café).
- focus on reading, math, writing - the curriculum is too complicated (CW-AS AEO).
- practical hands-on learning (CW-Darwin World Café).
- non-traditional learning, respect for each individual student, indigenous cultural focus (CW-Darwin World Café).
- more experiments and hands on stuff in math and science (CW-Darwin World Café).
- create more flexible spaces–multipurpose (CW-Katherine Public Forum).

WHAT WE WANT LESS

- rigid curriculum (CW-Darwin World Café).
- rules discouraging students' creativity (CW-Darwin World Café).
- less red tape around learning on country and experiential learning (CW-Darwin World Café).
- programs that aren't working (CW-Darwin World Café).
- magic bullet programs (SI).
- standardised testing (CW – AS Public Forum).
- expecting one approach to work well with all students and communities (CW-Darwin World Café).
- sitting for too long and uncomfortable chairs (CW-Darwin World Café).

WHAT WE WANT DIFFERENTLY

- Create more alternative ed opportunities, more hands-on skills. Get rid of NAPLAN test (CW-Palmerston Local Action Group).
- Provide students with flexible ways to learn i.e., testing to be differentiated (CW-Darwin World Café).
- Students having a say in what they learn (CW-Darwin World Café).
- Study mobility pattern - take your info with you like Natsiflex (aged care package moves with you) (CW-Darwin Public Forum).
- Flexible hours especially for teenagers (CW-Darwin World Café).
- Continue literacy teaching yr. 7 8 and 9 for many students (CW-AS AEO).

YOUTH VOICE

At the end of year 10 I started noticing I wanted more flexibility and then COVID happened and I saw my mum and sister studying uni online and I felt like internal school was not for me anymore and I wanted to go to distance and online ed (CC).

THEME 8 REFLECTIONS

There was extensive feedback from the consultations and submissions for more flexible curriculum that takes into account students' individual needs and contexts, through relevant and place-based learning. It was also strongly articulated that curriculum and pedagogy should accommodate students' diverse cultural backgrounds. Flexibility was called for in responding to students with different needs, attendance patterns, and skill levels, especially those related to English language and literacy. More flexibility in classroom configurations and school-based learning spaces was a feature of the feedback, as well as a strong desire for more learning to take place outside of the classroom and in less formal and rigid ways. Older students wanted increased elective subject choices, as well as more choice of topics within subject areas, and attendance hours to accommodate seasonal movements and the sleeping patterns of adolescents. Rigidity around standardised testing and reporting was criticised with suggestions for reporting and celebrating individual learning and progression.

Theme 9. Post-school study and career options

Visible and realistic post-school study and career pathways motivate young people's participation and engagement in school.

WHAT WAS SAID

Limited secondary education options in remote communities adds to further disengagement, poor attendance and limited future pathways (SO).

If they complete year 12 – what is there to do here? What can we do as a community for this child? Have a program to go to uni? What is their interest? Can we find them somewhere to go? (CW-Community Visit).

Need to ensure students set up for successful transition to higher education and training (CW-Darwin World Café).

Junior rangers play an important role working alongside remote schools and local ranger programs which have a framework and pathway to help students to develop essential bush skills and employment to become a ranger (SO).

Last year as part of an excursion we got them their birth certificates, tax file number and bank account, drivers' license, we do our best to both – the real stuff and class reading stuff (CW-Conversation).

Achieving essential legal documents such as, birth certificates, drivers' licences, first aid certificates, setting up bank accounts, unique student identifier numbers (USI) and tax file numbers so that students are job ready to get their hands on experience within their chosen fields (SO).

The arts are not shown to be or talked about being an actual career pathway. Students need to be shown that the industry has worth (CW-Stakeholder Groups).

Boarding school has decimated secondary in remote (CC-Conversation).

Senior women said they were proud when kids left to attend boarding school. Community members pray for children who are studying out of community. The community heaps praise on boarding students when they holiday back in community to help build aspirations among younger students (CW-Community).

WE WANT MORE

- help getting employment – preparation for employment (CW-Alice Springs Round Table).
- secondary provision and senior secondary provision in remote contexts that doesn't rely on boarding (boarding is part of the solution but not for all) (CW-Alice Springs AEO).
- realistic pathways, for transitioning out of school into the workforce/ further study (CW-Alice Springs AEO).
- less focus on certain particular skills and let students know that medicine law or engineering isn't the only way to go (CW-Stakeholder Groups).

- work ready training, pathways for kids in schools, predicting skills needed, micro skills (CW-Alice Springs Public Forum).
- create pathways for young people to the roles we need. e.g., councilors (CW-Alice Springs Public Forum).
- developing life skills, pinpointing skills like music, sport and arts need to use them as vehicles. These are things that are enriching a person (CW-Community Visit).

WE WANT LESS

- boarding school. Boarding school can lead to breakdown in family relationship. Boarding school returnees can take weeks or month to reengage, and sometimes they don't engage (CC).

WE WANT DIFFERENTLY

- Need a pipeline into careers (CW- AS Public Forum).
- Career aspirations programs earlier i.e., start of middle school (CW-Darwin World Café).
- Learning outcomes that are transferrable i.e., to jobs in communities (CW-Darwin World Café).

YOUTH VOICE

I want to become a mechanic so I can fix cars in my homeland, like a proper mechanic (CW-Community Visit).

THEME 9 REFLECTIONS

The consultations and submissions revealed concerns about limited secondary schooling for regional and remote young people in their communities. There was concern that limited local pathways through secondary education in turn lead to limitations in future pathways. Strong positive and negative views about boarding schools were expressed. In many cases, young people having to leave their communities to access boarding schools was seen as problematic for the young people and their communities, although some communities welcomed the access children had with boarding schools. At the school level, there were calls for integration of skills and programs that would help young people to transition into work or further study, such as life skills programs, typing skills, and support getting driving licences. Greater exposure to a range of career options was considered necessary in order to enable young people to imagine and aspire to a future career. The transition into work and study also needs stronger relationships between schools, tertiary providers and local employers.

Theme 10. High quality teachers and teaching

Student engagement is enhanced by high quality teachers who combine disciplinary knowledge, pedagogical skill and personal attributes such as passion and motivation.

WHAT WAS SAID

[Good] teachers have positive relationships and take the time to know students, engage them outside of “classroom” environment (CW-Darwin World Café).

Trust for us is a natural thing to talk about but for Yolngu it is different. It is a feeling – show us you belong in this place (CC).

Children engage in learning when they and their families have positive and respectful relationships with their teachers and peers. Sport provides an ideal medium for

building positive and respectful relationships (SI).

I feel really sorry for non-Aboriginal teachers cause if they are new teachers they fly in and have one day and then have a class full of Kriol speaking kids that they know nothing about (CW-Community Visit).

Many schools will remain reliant on teachers from outside their local community, at least in the short-to-medium term and, under those circumstances, the needs of students cannot be met without also attending to the needs of education workers [support and retain current staff] (SO).

In an ideal world first time teachers/1st year teachers need to start their careers in a classroom supported by a mentor/experienced teacher (who is trained to mentor). I have seen first year teachers quit after burning out and not having the support they needed as they don't reach out for fear of feeling like a failure. Many of these teachers are still quite young themselves and not experienced with being around large groups children (SI).

Promote research into the most effective teaching practices to be used when preparing pre-service teachers to teach reading (SO).

WE WANT MORE

- motivated, passionate teachers (CW-Alice Springs Public Forum).
- support for teacher induction (CW-Darwin World Café).
- more teachers who teach in the field in which they are qualified, able to (CW-Darwin World Café).
- teachers who care more (CW-Darwin Public Forum).
- more equity - different teachers offer different approaches not all equal in quality (CW-Darwin World Café).
- engaging delivery. Quality teachers, quality programs and curriculum (CW-Katherine Public Forum).

- significant connection between staff wellbeing and student wellbeing (CW-Katherine Public Forum).
- hire staff that understand all contexts not just mainstream schools in Darwin (SI).

WE WANT LESS

- teachers who smoke as they're a bad influence on kids (CW-NTLC Darwin).

WE WANT DIFFERENTLY

- Better EAL/D, training for teachers and principals (CW-AS Public Forum); provide more professional learning for all teachers in EAL/D strategies (CW-Darwin World Café).
- Support non-indigenous teachers to decolonise themselves and their classroom (CW-Darwin World Café).
- Pre-service training - prepare teachers for cultural immersion in classrooms (CW-Darwin World Café).
- Incentives for staffing continuity (CW-Darwin Public Forum).

YOUTH VOICE

Favourite teachers make you want to be at school and talk to you in a way you can understand (CW-Darwin World Café).

THEME 10 REFLECTIONS

The submissions and consultations highlight the importance of high quality teachers and the factors that make one, ranging from intrinsic personal characteristics to initial and ongoing support. Qualities such as care, motivation, and passion for their work were raised, as well as their ability to forge good relationships with students, families, Aboriginal education workers and the community that build mutual trust and respect. Sound initial teacher training and induction into the school and community was considered essential, as well as mentoring and support for new teachers and ongoing opportunities for professional learning throughout a teacher's career. The submissions and consultations indicated that a high level of professional competence is supported by teachers working in their areas of expertise and drawing on evidence-based research, strategies and programs. Recognition of and support for high quality local teachers and teachers who are new to the school are equally important.

Theme 11. Early childhood education

Early childhood education is accessible for all children.

WHAT WAS SAID

Any plan to increase engagement of Northern Territory students should commence with an explicit commitment to the early years in their own right and early childhood education is fundamentally important for shaping an individual's psychosocial orientation (SO).

It is important that early learning centres provide culturally sensitive and culturally relevant learning opportunities for children at their first contact and meeting these aims requires qualified and experienced teachers (SO).

The economic and social benefits [of early childhood education] are widely recognised by international education experts (SO).

Focus on inquiry play based learning in early years less focus on academics. More focus on social emotional learning. Inquiry based learning that builds on prior experiences. Prioritise social emotional learning (SI).

It is important that early learning centres provide culturally sensitive and culturally relevant learning opportunities for children at their first contact and meeting these aims requires qualified and experienced teachers (SO).

WE WANT MORE

- earlier childhood education and mobile playgrounds (CW-Darwin World Café).
- programs to support student transition years (CW-Alice Springs Public Forum).
- preschools upgraded to cater for outdoor learning AND to cater for more children (3 y/o kinder please!) (CW-Katherine Public Forum).
- access to early learning through mobile playgroups, rural and remote (CW-Darwin World Café). For example - mobile playgroup at clinic on doctor's day (CW-FaFT Darwin Forum).
- Families as First Teachers engages young families (SO).
- fun, movement, play, music, talk (CW – AS Public Forum).

- sensory play (CW-FaFT Darwin Forum).
- Learning on Country (CW-FaFT Darwin Forum).
- story telling in language (CW-FaFT Darwin Forum).
- Indigenous/migrant resources (CW-FaFT Darwin Forum).
- involve more cultural practices i.e., smoking babies on a cultural outing (CW-FaFT Darwin Forum).
- more feedback from parents (CW-FaFT Darwin Forum).
- mobile FaFT's - take FaFT to the community (CW-Katherine Public Forum).

WHAT WE WANT LESS

- structure in younger years. Let them be kids (CW-Alice Springs Round Table). Less structured formal traditional western (for remote) practice approaches (CW-FaFT Darwin Forum).
- reliance on English in the early years and more education on the vernacular (CW-Darwin World Café).
- less paperwork for excursions - like what happens when we come into town - more streamlined - individual for FaFT sites (CW-FaFT Darwin Forum).
- deficit based approaches (CW-FaFT Darwin Forum).

WHAT WE WANT TO DO DIFFERENTLY

- Early intervention in early years (SI).
- Change preschool to full time (SI).
- Address the imbalance [in the quality of Early Years Education provision in remote and very remote communities]. It requires a long-term strategy to promote and enhance the professionalism of early childhood educators in remote communities (SO).
- local staff to lead FaFT learning sessions with families (CW-FaFT Darwin Forum).

YOUTH VOICE

N.B. The consultations did not include the voices of children of early childhood age.

THEME 11 REFLECTIONS

The submissions and consultations highlight the importance of high quality teachers and the factors that make one, ranging from intrinsic personal characteristics to initial and ongoing support. Qualities such as care, motivation, and passion for their work were raised, as well as their ability to forge good relationships with students, families, Aboriginal education workers and the community that build mutual trust and respect. Sound initial teacher training and induction into the school and community was considered essential, as well as mentoring and support for new teachers and ongoing opportunities for professional learning throughout a teacher's career. The submissions and consultations indicated that a high level of professional competence is supported by teachers working in their areas of expertise and drawing on evidence-based research, strategies and programs. Recognition of and support for high quality local teachers and teachers who are new to the school are equally important.

Theme 12. Resourcing of schools

Adequate resourcing is available to schools and families to support student learning.

WHAT WAS SAID

Remote and very remote areas... do not have sufficient access to the basic resources and needs that are essential in the development of learning both in early childhood and primary/secondary education (SI).

Classifying their school as a 'Learning Centre' rather than a 'School' brings with it disadvantages and inequalities, primarily around the acquirement of adequate funding (SO).

Some homelands only get a visit from a teacher one day a week – kids can get lost (CW- Community Visit).

There's a consistent lack of funds for education in their community (SO).

Don't base our funding on attendance (CW-FaFT Gove Forum).

Boarding school recruitment visits occur prior to school census periods... when students then return from boarding school and resume their studies at local community schools, allocations of staff, funding and resources are often inadequate (SO).

The school doesn't have enough supplies, such as pencils and paper (SO).

The hard part is we have shown that [the Kriol program] can work well but how do you sustain it in regard to resourcing (CW-Community Forum).

Engagement of the arts and education is ad hoc and

lacks a structured or dedicated curriculum and sufficient funding... Dedicated professional resources and an effective curriculum are needed (CW-Stakeholder Groups).

No schooling currently taking place in [this community]- During consult, 15 children were going without any education since late 2017 (SO).

One year does not see program embedded in school - need to know you can fund following year otherwise community loses trust in you (CW-DoE Online Forum).

We need a well-lit, well ventilated, flexible space to learn and get away from each other safely (CW-Darwin World Café).

School building spaces need to reflect modern learning and living - open as possible (CW-Darwin World Café).

Change the model of funding for high needs or additional needs children so it is individualised to support success (CW-Darwin World Café).

Set up all classrooms with speaker systems whereby teachers have microphones to support auditory processing (CW-Darwin World Café).

Building the relationships that improve outcomes for students takes time and persistence, because empowering community members and education professionals to work together and develop the highly situated, locally responsive solutions required for success requires long-term, stable funding and resources (SO).

WE WANT MORE

- more support and resources for teachers in classroom for differentiated support for students (CW-Darwin World Café).
- more resources, additional money for smaller class sizes additional support i.e., TAs tailored support for students (CW-Darwin World Café).
- flexible learning spaces for different learning e.g., doors walls move (CW-Darwin World Café).
- more modern furniture in classrooms (CW-Darwin World Café).
- transport for students (CW-Darwin World Café).
- up to date buildings, and technology (CW-Darwin World Café).

- access to technology - policy and programs to ensure IT is a learning and engagement tool (CW-AS Public Forum).

WE WANT DIFFERENTLY

- Appropriately resourced bilingual education (CW-AS Public Forum).
- Change funding. Model not based on attendance (CW-Darwin Public Forum).

YOUTH VOICE

Heat in the classrooms is hard. It is hard to learn when it is so hot, especially when build-up. No air con in classrooms at all – only in the dorm. Some places are solar, but most are generator (CW-Community).

THEME 12 REFLECTIONS

The consultations and submissions raised the need for more and better targeted resourcing of schools across a wide range of areas, including school buildings and infrastructure, school supplies, staffing, setting up and sustaining targeted programs, supporting students with special needs and school transport. The needs of schools, students and families in remote areas were highlighted as being greater than those in urban centres. There were concerns expressed about the linkage of school funding to attendance, given high mobility in some areas and calls for more transparency in funding.

Youth voice

The Education Engagement Strategy Discussion Paper (DOE, 2021) identifies that the fundamental elements of education can be broken down into where, how and what children and young people learn.

The voices of young peoples' responses to the consultations are included in the following pages (Tables 2 to 5). They are aligned to those fundamental elements of education plus an additional element – why students learn.

- Why I learn – The motivation that makes a child or young person want to engage in learning
- Where I learn - In a safe and welcoming learning environment
- How I learn - Through a purposeful and engaging learning process
- What I learn - Relevant, meaningful, accessible learning outcomes

In tables 2 to 5, those fundamental elements of education have also been mapped against the following school factors:

- Relationships – How the education service's relationships with learners, their families and communities encourage engagement
- Identity and Culture – How culturally responsive and inclusive environments help the learner engage
- Motivations – How external circumstances can promote the desire to engage in learning
- Wellbeing – How meeting the needs of the learners helps them to engage

TABLE 2. ELEMENTS OF LEARNING: WHY?

SCHOOL FACTORS	RELATIONSHIPS	IDENTITY AND CULTURE	MOTIVATIONS	WELLBEING
ELEMENTS OF LEARNING	How the education service's relationships with learners, their families, and communities encourage engagement	How culturally responsive and inclusive environments help the learner engage	How external circumstances can promote the desire to engage in learning	How meeting the needs of the learner helps them to engage
WHY The motivation that makes a child or young person want to engage in learning.	The learner is motivated by their educators, families and communities.	The learner is motivated by their own interests and goals through values and aspirations shared with the education service.	The learner responds to external incentives and motivations.	The learner's wellbeing enables them to prioritise learning.
	Sense of belonging that you matter and teachers and family are interested in your progress	When I'm passionate about the subject	I want to become inspirational	There is no failure. It's a journey. Even if you leave, you can come back anytime you like
	My school has GREAT teachers that are very enthusiastic about everything. They make me want to listen to them and learn	I feel successful when I learn something new and I understand it and I feel confident	I learn from my family and friends they encourage me more how to do this and how to do that	It's ok to come in, everyone is here to support you
	I love how when teachers are excited it makes it more interesting	I like subjects where I have to think, enjoy horticulture	I want to perform in a school involved in show (dancing, singing, etc)	Meet my basic needs first - hunger
			Give some rewards every now and then	

TABLE 3. ELEMENTS OF LEARNING: WHERE?

SCHOOL FACTORS	RELATIONSHIPS	IDENTITY AND CULTURE	MOTIVATIONS	WELLBEING
ELEMENTS OF LEARNING	How the education service's relationships with learners, their families, and communities encourage engagement	How culturally responsive and inclusive environments help the learner engage	How external circumstances can promote the desire to engage in learning	How meeting the needs of the learner helps them to engage
WHERE Safe and welcoming learning environment	The learner and their families are welcome at the school, and the community has a good relationship with the school and is engaged in decision making.	The learner can identify role models in their school community	Learning spaces appeal to the learner and support their learning.	The education service is accessible, safe and welcoming.
	I like my teacher because he makes jokes	Set up some peer led lessons	I learn with depth of understanding best when I am in my comfort zone in language and on land/ country that I feel connected to and belong	Safe comfortable environment
	Schools to be warm and welcoming, more encouragement and focus on student mindset and family mind set (sense of pride)			For footy at lunch, separate big kids from small kids
				I want to be able to remember happy memories of my time at school

TABLE 4. ELEMENTS OF LEARNING: HOW?

SCHOOL FACTORS	RELATIONSHIPS	IDENTITY AND CULTURE	MOTIVATIONS	WELLBEING
ELEMENTS OF LEARNING	How the education service's relationships with learners, their families, and communities encourage engagement	How culturally responsive and inclusive environments help the learner engage	How external circumstances can promote the desire to engage in learning	How meeting the needs of the learner helps them to engage
HOW Purposeful and engaging learning process	The learner has respectful and trusting relationships with their peers and educators I want to feel able to tell my teacher what is and isn't engaging for me. We need feedback loops between the student and teacher I learn best in groups and enjoy the social side of learning Don't make learning a chore give me a friend to learn with	Learning is through the learner's language and culture. More programs that are culturally safe and inclusive of indigenous perspective Through my own language Bring culture to school - teach us about pressing social issues	The learning process is enjoyable, challenging and rewarding. I like teachers who engage students through curiosity More electives make school more fun and keep us going Get to know about different places and learn for more jobs in the future Maths because they give me really hard sheets so I can get my brain working	My school makes learning accessible. Give us content electronically and give us time to workshop and make sense in class At my level and my pace. With a different variety of different learning tools. With teachers and staff that have value and connect with me

TABLE 5. ELEMENTS OF LEARNING: WHAT?

SCHOOL FACTORS	RELATIONSHIPS	IDENTITY AND CULTURE	MOTIVATIONS	WELLBEING
ELEMENTS OF LEARNING	How the education service's relationships with learners, their families, and communities encourage engagement	How culturally responsive and inclusive environments help the learner engage	How external circumstances can promote the desire to engage in learning	How meeting the needs of the learner helps them to engage
WHAT Relevant, meaningful, accessible learning outcomes	The teacher knows and supports the learner's interests and learning needs. I want to feel able to tell my teacher what is and isn't engaging for me. We need feedback loops between the student and teacher The teachers need to understand the way different students learn best.	Learning is relevant to the learner's culture and identity. Learning about ecology, our country, our land, nature We have so many indigenous languages - why aren't there any classes on them? Learning more about Indigenous studies in curriculum	Learning is relevant to the learner's interests and aspirations and leads to further learning and work. Learning that feels relevant to my life and my future Teach to type effectively so can do when go into workforce - not on iPad I want to learn things that we're going to use in life	Success in learning builds confidence and provides opportunities for further learning and development. Focus on achievement not just attendance Less expectation or pressure for students to perform more focus on letting them find what they like

