

The Kate Mullin Association

Strategic Plan 2017 – 2019



Draft: 27 September 2016

Contents

Introduction 3

Our Inspiration 4

Our Vision 5

Our Core Purpose 5

Our Core Beliefs 5

Our Priority 6

Key Result Areas 6

Key Result Area 1 - Developing and Sharing Good Practice 7

Key Result Area 2 - Encouraging Quality Teaching 9

Key Result Area 3 - Funding and Fundraising 11

Introduction

Kate Mullin was a passionate and visionary ESL literacy consultant who made significant and far reaching contributions to the teaching of literacy to Aboriginal Children in Western Australia.

Kate commenced working with the Association of Independent Schools of WA (AISWA) in 1999 and then worked with the Aboriginal Independent Community Schools (AICS) introducing Scaffolding Literacy to young Aboriginal students in Western Australia with excellent results. Kate was a mentor to many of the AICS teachers and diligently shared her knowledge to extend their professional learning and ultimately improve the engagement with, and teaching of, literacy across all of the AICS schools. Tragically Kate was killed in a car accident in 2008.

The Kate Mullin Association was established in 2011 by her many friends and colleagues to:

- Be a tangible way to remember Kate's passion, dedication and commitment to improving literacy outcomes of Aboriginal students; and
- Continue the legacy of inquiry and research that empowered Kate to keep pushing boundaries.

This Strategic Plan progresses the development of the Kate Mullin Association and aims to keep Kate's inspiration alive for the benefit of Aboriginal students, their teachers and schools, and the wider Western Australian community and strengthen knowledge of the profession in relation to effective evidence-based teaching and learning.

Our Inspiration

We are inspired by Kate Mullin's:

- Passion and dedication to the goal of teaching literacy to Aboriginal children;
- Quest for quality teaching;
- Drive and perseverance;
- Rigour in using evidence-based research;
- Pursuit of excellence;
- Good humour, hospitality and warmth of welcome for all; and
- Respect for, and eagerness to learn from, Aboriginal cultures.

Kate:

- Asked the tough questions, always challenging and searching for how things could be improved;
- Understood that literacy covered listening, speaking, reading and writing, and for Aboriginal students literacy means valuing their own language(s) as well as being literate in Standard Australian English (SAE);
- Built networks of best practice and brought literacy experts to Western Australia to develop and share knowledge and innovation; and, most importantly
- Kate “had her feet on the ground”, delivering practical solutions.
- Kate also affected many Aboriginal people and educators with her passion and commitment to teaching as well as learning in cross cultural contexts

Our Vision

Our Vision is that

Through improved literacy Aboriginal students will enjoy the same opportunities and choices as all Australian students

Our Core Purpose

The Core Purpose of the Kate Mullin Association is to:

Push the boundaries to explore, share and implement better ways to support schools in advancing literacy learning for Aboriginal students

Our Core Beliefs

The following Core Beliefs, all equally important, underpin the work of the Kate Mullin Association:

- **Every student has potential and it is important to have high expectations of them;**
- **Significant improvements in the literacy of Aboriginal students can be achieved;**
- **Teachers are agents of change;**
- **We appreciate and respect the richness of Aboriginal cultures; and**
- **We are part of a movement towards a greater equity of opportunity for all people in Australia.**

Our Priority

Through the work of the Kate Mullin Association we aim to advance the literacy of all Aboriginal students, with a particular priority to directly assist schools with a high number of Aboriginal students, especially Primary schools.

We aim to support both principals and teachers and Aboriginal educators, recognising the leadership of principals in fostering high standards of pedagogy and the role of teachers in engaging and inspiring students. Aboriginal Educators play an important role in the education of Aboriginal students and Kate respected this and had strong relationships with many Aboriginal People in AICS schools.

Key Result Areas

Our Strategic Plan is delivered through three Key Result Areas:

- **Developing and Sharing Good Practice**
- **Encouraging Quality Teaching**
- **Funding and Fundraising (to achieve the other two)**

Key Result Area 1 - Developing and Sharing Good Practice

Objectives

Our objectives are to:

Access and promote research into good practice for teaching literacy to Aboriginal students.

Support and inspire school principals and teachers to form a *community of practice* in effective teaching of literacy to Aboriginal students – developing and sharing advancements in pedagogy, inspiring each other and providing mutual support.

Performance Measures

- Number of good practice initiatives in Aboriginal literacy promoted and shared through the Kate Mullin Association (KMA).
- Number of schools, principals, teachers and researchers participating in Kate Mullin Association literacy initiatives targeting Aboriginal students /schools .
- Extent of active engagement with the KMA website and social media.
- Feedback from principals and teachers of participating schools regarding our quality literacy initiatives.

Projects

1.1 Community of Practice

Approach

We will foster and support a collaborative *community of practice* in teaching Aboriginal students Literacy, comprising teachers, co-ordinators, Aboriginal educators and researchers, through:

a) Champions

Seek the assistance of winners of KMA Quality Teacher Awards and other champions to create and maintain a *community of practice* in effective teaching of literacy to Aboriginal Students.

Target Date: Implement in 2017

b) Face-to-Face Networking and Collaboration

We will further develop partnerships which enable KMA to host or participate in workshops, conferences and professional development initiatives to:

- Foster collaboration and good practice in literacy teaching.
- Encourage nominations for KMA awards and scholarships.
- Promote the role of KMA, our website and social media.

Potential partnerships include the Department of Education, AISWA, Catholic Education Office, AICS and professional association such as WATESOL, ALEA, as well as inspirational practitioners / guest speakers.¹

Target Dates: 2017 form partnerships and plan an annual calendar of events.

c) Networking and Collaboration via the KMA Website and Social Media

See 1.2 below

d) Aboriginal Literacy Workshops

We will run more Aboriginal Literacy Workshops like the April 2016 one. These will be attended by decision makers, thinkers & leaders in teaching Literacy to Aboriginal students and will provide an opportunity to:

- Listen to practitioners talk about their successes, failures and lessons learned
- Help formulate a program of projects for the future

Target Dates: Every 2 years starting 2018

1.2 KMA Website and Social Media

Approach

We will further develop the Kate Mullin Association website and social media (especially Facebook and Linked In) to be valued resources and networks in teaching literacy to Aboriginal Students for educators including schools, principals, Aboriginal educators and teachers:

- Providing inspiration through Kate Mullin's stories;
- Assisting schools to be at the forefront of research, good practice and debate in literacy teaching.
- Supporting principals and teachers to work towards AITSL standards and career progression through targeted resources and research.
- Linking to inspirational key note speakers and events.
- Providing online forums for engagement as a *community of practice* in Literacy teaching for Aboriginal Students.

Target Date

- Ongoing with six monthly reviews.

¹ AICS – Aboriginal Independent Community Schools. WATESOL – Westralian Association for Teachers of English to Speakers of Other Languages. ALEA – Australian Literacy Educators Association

Key Result Area 2 - Encouraging Quality Teaching

Objective

Our objective is to:

Develop and promote excellence in literacy education of Aboriginal students through the Kate Mullin Quality Teaching Award and scholarships.

Performance Measures

- Number of applications for the KMA Quality Teaching Award.
- Number of applicants for KMA scholarships.
- Quality of applications.
- Leadership roles in developing a *community of practice* in literacy teaching , conference presentations and publications resulting from the award.

Project

2.1 Kate Mullin Award for excellence in improving language and literacy of Aboriginal EAL / D learners.

Approach

We will continue the annual Kate Mullin Award delivered in partnership with the Western Association of Teachers of English to Speakers of Other Languages (WATESOL).

The nominee may either self-nominate or be nominated by a line manager, colleague, student or community member.

Applications are requested to demonstrate:

- Improved student outcomes in language and literacy;
- Links with Aboriginal families and communities to improve student engagement;
- Awareness, recognition and valuing of home language / dialect and culture; and
- Development of rapport and high expectations relationships with students.

The award is currently for a cash amount plus travel and accommodation for attendance at the National Australian Council of TESOL Associations (ACTA) Conference.

In the future we intend to increase the funding delivered to award recipients.

Target Date

Present the annual award at the WATESOL annual general meeting.

2.2 KMA Scholarship for Teacher Education

Approach

We plan to introduce an annual KMA scholarship which will assist Aboriginal people from remote communities (eg Aboriginal Education Workers) to study to become teachers, and then return to work in schools in their communities, strengthening local capacity in relation to teaching literacy to Aboriginal students, providing opportunities for bi-lingual capabilities and strengthening Indigenous perspectives across the curriculum.

As a first step we will liaise with the Aboriginal Education Centre at Curtin who offer distance learning education to Aboriginal communities and other similar organisations to investigate how KMA might add value.

Target Dates

Finalise the approach and required funding by December 2017.
Introduce the scholarship in 2018.

2.3 Advocacy with Principals

Approach

We will present to each educational sector's principals through their Leadership/Governance conferences. We will aim to:

- Communicate the purpose of the KMA
- Highlight the nature of literacy as a gateway to all other subjects
- Promote the engagement of teachers with the KMA
- Encourage nominations for the KMA Teacher Award and Scholarship

Target Dates

Establish the calendar of each sector's Principals conference for 2017
Present at 3 conferences in 2017

Key Result Area 3 - Funding and Fundraising

Objective

Our objective is to:

Establish a sustainable funding base for the Kate Mullin Association.

Performance Measures

- Availability of resources to deliver our Strategic Plan.
- The extent to which the Association is sustainable in the long term.

Projects

3.1 Funding Strategy

Approach

We will finalise and implement the KMA Funding Strategy.

Key elements are to:

- Achieve Deductible Gift Recipient (DGR) status for the Scholarship Fund.
- Appoint a Funding Subcommittee reporting to the KMA Board.
- Define funding required to deliver the Strategic Plan and determine funding goals 2017 – 2020.
- Develop marketing materials.
- Implement fundraising initiatives focusing on:
 - Seeking the support of our Patron and other champions to reach potential major donors / benefactors.
 - Establishing and promoting a donation mechanism on the KMA website.
 - Investigating and implementing the most appropriate membership model for KMA and/or “Friends of KMA”.
 - Continuing to explore grant funding and in kind support.

Target Date

Finalise the KMA Funding Plan with tasks, timelines and responsibilities by December 2016. Commence implementation January 2017 with six monthly review.