# LOW SES TOWARDS AND INFORMED ,EVIDENCE BASED STRATEGIC CONVERSATION

**WHY AM I DOING THIS ?**

1. BN&W strategic plan identifies the NE and the SW areas of the region as places in which there are the highest gaps between measured performance and Youth Transition program targets.
2. BN&W PB team needs to have an agreed position about both the language of LOW SES and some evidence based examples of “ what works “ in similar contexts
3. My basic working hypothesis is

“People ; irrespective of the label we apply to stakeholder groups & sub-groups,hold valid experience based values beliefs,assumptions & make evidence based assertions about youth in poverty. This will engender rigorous debate about both the ends and means of intervention in so called LOW SES communities.”

**WHAT RESULTS DO WE WANT ?**

*A POSSIBLE POSITION /ASSERTIONS FOR OUR COMMON PRACTICE /SHARED LANGUAGE .*

* We are all people first .Labels come later. . .Difference within and across CULTURAL CAPITAL IS A STRENGTH NOT A DEFICIT
* We can’t do much about “ poverty /low SES . We can strengthen protective factors( realistic goal setting; authoritative parenting role models, information resources, levels of encouragement to pursue educational goals and educational aspirations and expectations etc) and reduce risk factors ( neglectful /authoritarian parenting )
* We need to expand the range of ends and means explored by partners..(access to evidence based practices outside the experiences of partners )

***HOW DID I ARRIVE AT THAT POSITION?***

*SITUATION*

Poverty is growing faster in Australia than in most other developed nations so that: 11.2% of the population earns less than half the average wage.

LOW SES MAKE UP 15 per cent of tertiary entrance over the last two decades, despite this group making up 25 per cent of the broader population.

Controlling for education, region, wealth of the family and personal characteristics, one year of youth unemployment at the age of 22 in the range has a scarring effect of 13-21% twenty years later ( UK research )

*COMPLICATION*

Research ( on Low SES student /parent engagement in education)focussed largely on white, middle-class samples,which led to a skewed understanding of how parenting behaviors are affected by socioeconomic and other contextual factors, and limited awareness of how alternative behaviors by other groups might lead to positive child outcomes.

The longterm use of deficit models examine problems rather than the use of more strength-based models in the study of disadvantaged and ethnic minority families.

These models have characterized ethnic minority parenting practices as deficient rather than as “adaptive strategies responsive to unique environmental and historical demands”

Current education policy creates “random acts”of family involvement” (Gil Kressley, 2008) instead of building a coherent, comprehensive, continuous,and equitable approach to involvement.

The increasingly nuanced research about the involvement of economically disadvantaged and racial and ethnic minority families also suggests both that there is a strong desire to be involved in their children’s learning, and that when institutions reach out to engage them and address the barriers to involvement, families will be involved in ways that benefit their children’s academic success.

The research provides some complex interdependencies NOT single cause effect story “ We have a high proportion of single mothers who have babies to get money ! : - That’s why I can’t get good results in this school !



