

ANZSOG CASE PROGRAM – TEACHING NOTES

Please cite this case as: *Staines, Z. (2021). From the ground up: developing the Cape York Girl Academy school to re-engage young women and mums from remote Australia. [Teaching Note]. Australia and New Zealand School of Government John L. Alford Case Library: Canberra.*

From the ground up: developing the Cape York Girl Academy School to re-engage young women and mums from remote Australia

An ANZSOG Teaching Note by Zoe Staines

Keywords: Indigenous education; Indigenous policy; Young mothers; School disengagement; Cape York; remote community

This Teaching Note references and provides a guide to: Staines, Z. (2021). From the ground up: developing the Cape York Girl Academy school to re-engage young women and mums from remote Australia. Australia and New Zealand School of Government John L. Alford Case Library: Canberra.

The below sections describe key learning objectives before setting out some suggested learning exercises, which are designed to prompt critical thinking and discussion.

Learning objectives

This case will enable students to:

- Critically discuss the 'gap' in school attendance between Indigenous and non-Indigenous Australians, especially by considering interactions between agency and structure in producing this gap.

This case was commissioned by ANZSOG for the John L. Alford Case Library. Views expressed in it are not necessarily those of ANZSOG. This work is licensed under Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International Licence, except for logos, trademarks, photographs and other content marked as supplied by third parties. No licence is given in relation to third party material. Version 08032019. Distributed by the Case Program, The Australia and New Zealand School of Government, www.anzsog.edu.au



- Think about and critically discuss the kinds of policies that might flow from understandings of lower school attendance and outcomes for Indigenous Australians as being a result of structure versus agency.
- Consider and discuss the importance and benefits of Indigenous community leadership in developing policies to improve school attendance and outcomes for Indigenous students.
- Analyse the tensions between 'top-down' and 'ground-up' policymaking and consider what this means for the democratic inclusion of minority groups in Australian policymaking (particularly Indigenous Australians, as a 3% minority).

Suggested learning exercises

Activities	Instructional strategy	Duration
Watch the short video below, which briefly defines the concepts of agency and structure. • ‘Agency-Structure Dualism’ (published by The Open University; video transcript also available here) [2:34] 	Class video (Facilitator-led)	~3 minutes
Organise into small groups and do the following. • As a group, take ~10 minutes to discuss how agency and structure interact to produce lower school attendance for Indigenous Australian students. • Now, take a further ~10 minutes to consider and respond to the ‘reflection activity’ on page 2 of the case study.	Small group exercise	~20 minutes
Think about the challenge of lower school attendance for Indigenous Australians and consider the below discussion prompts. • How might this challenge be explained through the lens of agency? • How might this challenge be explained through the lens of structure? • How might these different lenses lead to different policy responses?	Class discussion	~20 minutes
Think about the policy approach taken in the case study — i.e. the establishment of an Indigenous school — and consider the below discussion prompts. • How does this policy response address structural issues regarding lower school attendance for Indigenous students? • What structural matters are left unaddressed by this policy response? • How might these other matters also be addressed?	Class discussion	~20 minutes
Now, turn your thinking towards the tensions between ground-up and top-down policymaking, including those identified in the case study. Then consider the below discussion prompts.	Class discussion Optional individual	~30 minutes

Activities	Instructional strategy	Duration
- Representing only 3% of the total Australian population means that Indigenous Australians tend to be poorly represented in state and federal politics, and often excluded from policymaking (including through a long history of generally poor consultation — e.g. see the optional reading below). - Consider the implications of this for policymaking in Australia, including whether/how Indigenous Australians might be better empowered to lead and have meaningful input into policies that directly affect their lives. <i>Optional reading to support this discussion:</i> Davis, M. 2016. Listening but not hearing: when process trumps substance. Griffith Review, 51: 73-87.	reading to inform/extend critical discussion	

Feedback on Teaching Note use

To assist with continual improvement, if you've used this Teaching Note, we'd greatly appreciate your feedback and suggestions for improvement. To do so, please email caselibrary@anzsog.edu.au with the name of the case and your comments. Many thanks in advance.

This work is licensed under Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International Licence, except for logos, trademarks, photographs and other content marked as supplied by third parties. No licence is given in relation to third party material. Version 08032019. Distributed by the Case Program, The Australia and New Zealand School of Government, www.anzsog.edu.au



Australia &
New Zealand
School Of
Government

ANZSOG