



# Leadership Development for Students with Disability

## Program Scope



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## Background

In 2014 the Region 17 National Disability Coordination Officer (NDCO) Program established the Learn and Share Network. The objective was to set up a careers best practice network to build the capacity of teachers of senior students at the seven specialist schools across Region 17 in transition focused education. The aim of the Learn and Share Network is to bring together colleagues with common goals to explore ways of working, identify common solutions and share best practice.

In working with the members of the Learn and Share network since 2014 the issue of leadership development for students with disability has been identified as an opportunity for Region 17.

All too often it is perceived that people with disabilities as recipients of services and a burden rather than an equal member of the community. Leaders shape the way people think and act and we need to build the leadership capacity of people with disability, this includes personal leadership skills.

Submissions to the SHUT OUT report argued that there is a pressing need for greater independent advocacy for and by people with disabilities to ensure their stories are told and their voices heard.

The report also called for the creation of more opportunities for leadership development for people with disabilities to enable them to participate in the political and policy process.<sup>1</sup>

## Aim

To bring together stakeholders to form a reference group to deliver a Gippsland wide leadership program. The aim of the program is to develop leadership capacity in students with a disability in years 10 to 12 in both specialist and main stream schools across Gippsland.

## Purpose/ Motivation

The NDCO program works strategically to assist people with disability to access and participate in tertiary education and subsequent employment. Research shows that if young people are provided with opportunities to develop leadership skills at an early age it can improve education and employment outcomes. “Adolescents leaders are more likely to take up managerial positions as adults, and leadership skills developed early on can have a positive impact on future wages.”<sup>2</sup> The evidence shows that young people who are exposed to leadership development opportunities are more likely to have positive wellbeing and are more likely to reach their full potential. “Students who possess leadership positions in student organizations achieve better than non-leaders on scale such as educational participation, career development, involvement in cultural and standard of living planning.”<sup>3</sup>

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<sup>1</sup> SHUT OUT: The Experience of People with Disabilities and their Families in Australia Report 2016. National Disability Strategy Consultation Report prepared by the National People with Disabilities and Carer Council.

<sup>2</sup> Kuhn, P. & Weinberger, c. (2005). Leadership skills and wages. *Journal of Labor Economics*, 23, 395-436.

<sup>3</sup> Cooper, D. L., Healy, M.A., & Simon, J (1994). Student development through involvement: Specific changes over time. *Journal of College Student Development*, 35, 98-102.

Leadership is clearly a role that leads towards higher achievements. Therefore it is vital young people with disability in secondary schools are provided with the opportunity to develop leadership skills required to successfully thrive. “Adolescence is an important time for leadership growth. Increasing leadership in adolescence can reinforce self-esteem and be a catalyst for flourishing adulthood. Yet many adolescents are never offered the chance to act as leaders and adult leadership models are often inappropriate for teens that have unique developmental needs”.<sup>4</sup>

## Program Overview

The program will be offered to students in years 10 to 12 with a maximum number of participants being 40 from both specialist and main stream schools across Gippsland. There will be three one day seminars during 2018. The program will expose participants to a number of *Leader Mentors* who will provide strategic leadership. The leader mentors will be made up of professionals from the program partners and guest speakers sharing their insights and wisdom, engaging in interactive activities and enjoy networking opportunities that will provide a rich development of leadership skills which will have long lasting benefits. A leadership program such as this can also be the beginning for young people on their leadership journey. Participants may choose to grow their leadership skills through pursuing other leadership development programs i.e. Enabling Young Women in Gippsland, Enabling Women in Gippsland, Leadership Victoria’s Disability Leadership Program and the Gippsland Community Leadership Program .

## Evaluation Method

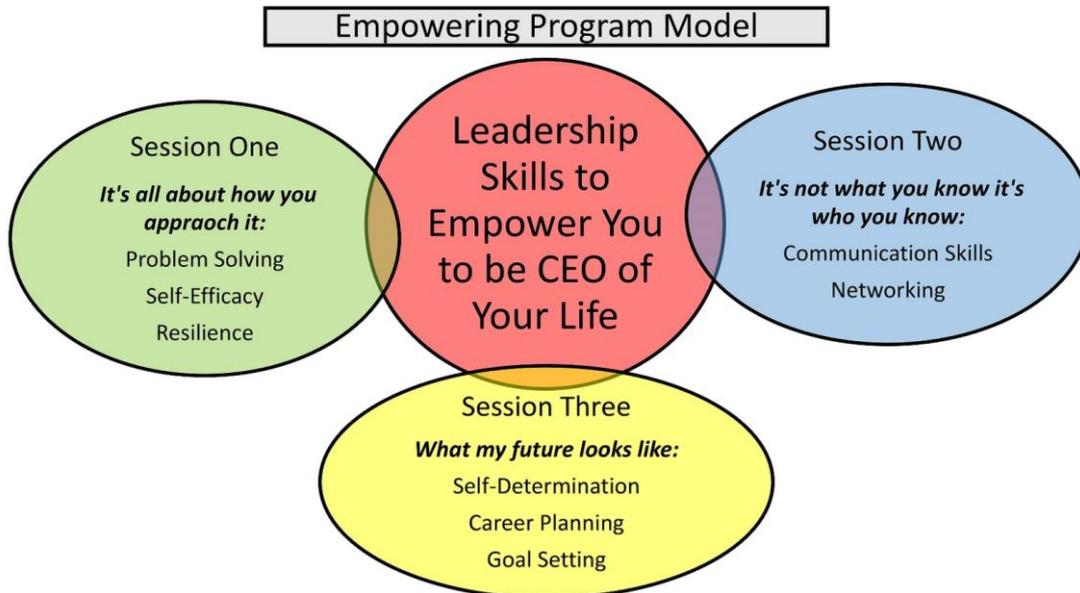
The primary purpose of the evaluation will be to examine the results that have been achieved for participants in the Empowering Leadership Program and any opportunities for further program development.

The method of gathering the evaluation information will be from a representative sample of participants/ stakeholder partners/schools. Information will be collected from the student participants using standardised procedure. Every individual will be asked the same questions the same way at the beginning and end of each of the three sessions. The information gathered from the service providers and educators will be taken from a standardised survey monkey emailed to participants.

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<sup>4</sup> Linden, J. A. V., & Fertman, C. I. (1998). Youth Leadership: a guide to understanding leadership development in adolescents. San Francisco, CA

## Program Model



## Program Objectives

### Session One **It is all about how you approach it**

Participants will explore techniques for solving problems, including resilience, both individually and in groups. By considering the rules of the problem, strategy adjustments they will be able to take a more focused attitude to life's difficult tasks.

#### Session Objectives

Participants will:

- Reflect on a range of approaches to problem solving
- Identify their own natural approach, its strengths and weaknesses
- Implement a structured approach to practical problem solving exercises
- Be encouraged to develop creative thinking and resilience



## **Session Two** **It's not what you know it's who you know**

Participants will develop communication techniques to build and maintain strong relationships with peers, future employer and colleagues based on respect and trust. This will develop their confidence to meet new people and develop networks of support.

### **Session Objectives**

Participants will:

- Understand and develop active listening skills
- Develop an awareness of non-verbal communication
- Ask constructive questions to get the most out of conversations
- Respond to verbal and nonverbal feedback appropriately
- Apply the skills in networking activities

## **Session Three** **what my future looks like**

Participants will explore Self-determination, a concept reflecting the belief that all individuals have the right to direct their own lives. They will explore who they are and what they want for their future, planning for life and career goals. They will be supported to develop a presentation title *This is Me*.

### **Session Objectives**

Participants will:

- Develop an understanding of self-determination
- Explore identity
- Set a range of holistic long term and short term goals
- Develop a *This Is Me* presentation

## Establishing a Basis for Partnership Framework

Consideration	NDCO Program	Potential Partner-LLEN's	Potential Partner-Rural Access Program	LCHS/NDIS
<b>Strategic Alignment</b> What is important? (mutual goals)	To empower young people with a disability to reach their full career potential living the sort of life they choose			
<b>Purpose and work of the partnership</b> What is the shared purpose of the partnership? What will the partnership set out to achieve?	The shared purpose of the partnership is to work together to support the development and delivery of the Empowering Leadership program across the five Gippsland LGA's The aim of the program is to develop leadership capacity in students with a disability in years 10 to 12 in both specialist and main stream schools across Gippsland.			
<b>Benefits</b> How will the partnership benefit each organisation?	Collective Efficacy: Together We Can Make a Difference			
<b>Role</b> What role will each partner have in achieving the work of the partnership?	The NDCO program will take the lead role in developing and delivering the Empowering Leadership Program	Put forward a member to represent the three LLEN's on the Empowering reference group.	Put forward two members to be on the Empowering reference group.	Put forward a member to be on the Empowering reference group.
<b>Inputs- Resources</b> What resources (personal, money, materials, space, equipment etc.) is each partner able to	Guest Mentor Cost session one	Each LLEN to have a staff member to attend all three sessions as a Leader Mentor Contribute to printing Costs	All rural access to attend all three sessions as Leader Mentors Venue cost	Each LLEN to have a staff member to attend all three sessions as a Leader Mentor

bring to the partnership				
<b>Inputs- Time</b> What expectations does each partner have in terms of time that will be used for partnership business?		Reference Group member attendance at all six reference group meetings (online)  One staff member from each LLEN attendance at all 3 program sessions	Reference Group members attendance at all six reference group meetings (online)  All Rural Access attendance at all 3 program sessions	Reference Group member attendance at all six reference group meetings (online)  One staff member from each LLEN attendance at all 3 program sessions
<b>Reporting and Evaluation</b> What will need to be reported on? At what stages and in what format?  How will the partnership evaluate the outcomes?	Each session will be evaluated and reviewed by the reference group  A full evaluation report will be completed by the NDCO at the end of the program.			

## Resources/ Draft Program Budget

Service/ Item to be provided	Supplier	Number of Hours  Number of Participants	Rate	In-kind Contribution	Actual Monetary Contribution
Program Coordinator	SkillsPlus via the National Disability Coordination Officer	1x 3x 6 hour Sessions	\$45 per hour	\$2835	
Program Facilitation	SkillsPlus via the National Disability Coordination Officer	1x 3x 6 hour Sessions	\$45 per hour	\$810	

Program Facilitation/ Leader Mentor	<b>BBLLEN</b>	1x3x 6 hour Sessions	\$45 per hour	\$810	
Program Facilitation/ Leader Mentors	<b>SGBCLLEN</b>	1x3x 6 hour Sessions	\$45 per hour	\$810	
Program Facilitation/ Leader Mentor	<b>GELLEN</b>	1x3x 6 hour Sessions	\$45 per hour	\$810	
Program Facilitation/ Leader Mentors	<b>Rural Access Program</b> Bass Coast South Gippsland Baw Baw Latrobe Wellington East Gippsland	6x3x 6 hour Sessions	\$45 per hour	\$4860	
Program Facilitation/ Leader Mentors	<b>LCHS/NDIS</b>	1x3x 6 hour Sessions	\$45 per hour	\$810	
Guest Mentors		\$500 per session			\$1500
Venue	Latrobe City? Federation Uni?	3 Sessions			
Catering	School will cover the cost in participant fees of \$20 per session	3 sessions			
Printing					