

Key Themes arising from the Conference

And tips for successful collaborations

Dr Matthew Pink and the Conference Delegation

25/07/19

Where have we been and where are we going?

Day one:

- Celebrating community engagement and service learning

Day two:

- Developing our community engagement service learning praxis

Day three:

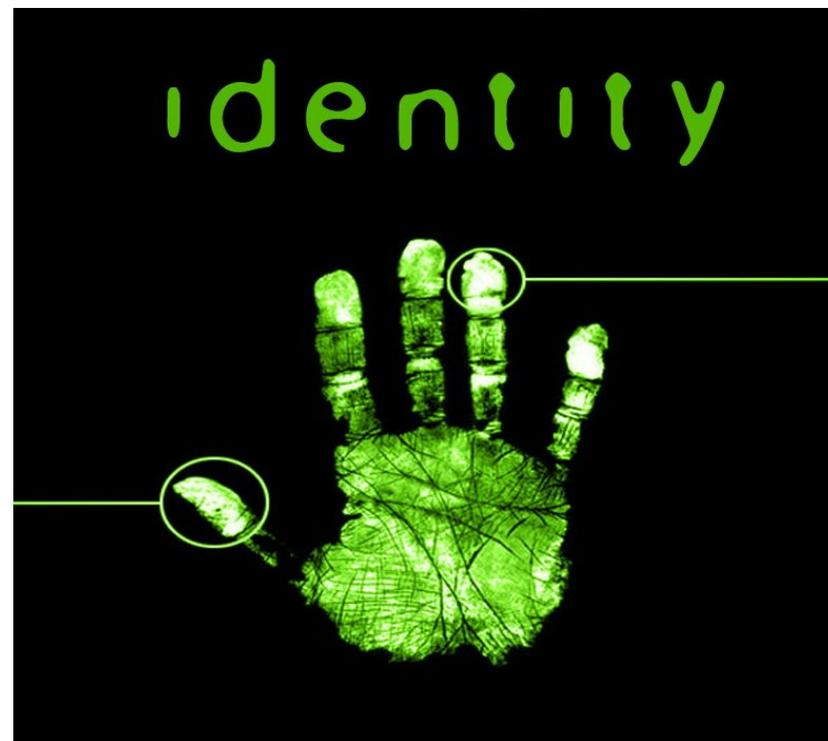
- Talk to action
 - Growing our collaborations
 - Ideas and knowledge sharing



**The ACU and DePaul University conference on
community engagement and service learning**

Key themes

- Moving beyond the Carnegie definition:
 - A priority for working with people who have experienced disadvantage and marginalisation
 - Focusing on communities rather than business or industry
 - Retaining mutuality and reciprocity
 - Closer alignment with Catholic and Vincentian values and principles



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Key themes

- Developing students who can reflect on the socio-cultural and political factors that influence disadvantage
 - Moving beyond reflecting on what life is 'like' for others and 'surface barriers' to the 'systemic causes' of inequality
- Capacity building versus reinforcing power structures
 - Education is the key
- How are our relationships with community and community organisations changing?



Key themes

Navigating tensions

- Reconciling the corporate and market driven nature of the modern university with the traditional purpose of universal citizenship and social progress
 - CE and SL lives in this tension!
 - How to speak to 'both sides' to influence social change?
 - A long and slow game
- Reconciling structure and creativity (social change)
- Reconciling the head and the heart of the university!



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Key themes

- An 'oldie but a goody..'
 - Breaking down the 'silos' and ideas sharing and collaborating
 - This conference is a start
- CE communicated externally as an integral pillar of purpose
- A greater integration of assets-based language and focus in CE/SL relationships and courses (in Australia at least)



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Key themes

- Staff engagement in CE and SL
 - Time release policies
 - Harnessing passion while acknowledging workload
 - Institutional recognition
- Critical self-reflection on our own praxis
- Platforms for students sharing their own experiences (beyond the classroom)
- We can do more to support student self-care and well-being in the CE/SL process
- DePaul focus on embedding SL frameworks and models into curriculum

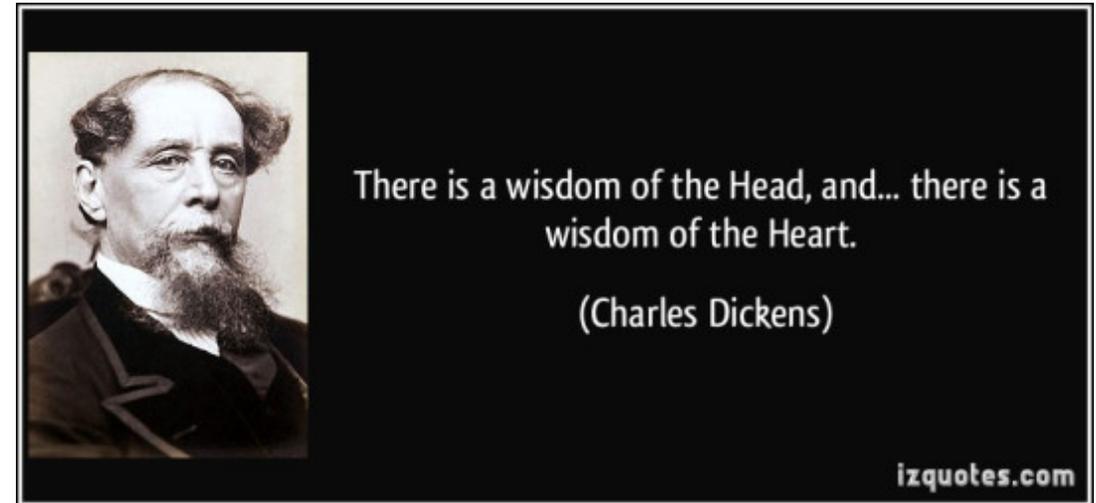
Reflections from DePaul

- Multiple ways of doing service learning and community engagement
- Context influences institutional ways of doing CE/SL
- The importance of institutional support for service learning so that we can develop structures, systems and collaboration within and between our partnering universities and communities
- There is a real depth to CE programs at ACU (real teeth)
- Concerns about direct service that doesn't problematize inequality. What is service learning without social justice?
- ACU exploring catholic identity alongside SL. DePaul focusing on Vincentian and Urban identity
- Impressed by the Christchurch model of faculty owned CE hubs.
- Other examples help us reflect on what we do well and our 'growing edges'

Pearls of wisdom

‘Paraphrased somewhat’

- “Deep learning is the key”
- “CE/SL programs need to change, if they don’t, there might be a problem”
- “CE/SL programs that arise first from the community are most effective”
- “Our mission driven approaches are what separates us from many other universities, harness this!”
- “A bad CE/SL unit is worse than a bad traditional unit”..



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Pearls of wisdom

‘Paraphrased somewhat’

- “Tension between cultures is natural, if there isn’t, something is wrong”
 - Teaching and learning moments
- “The dance of CE and SL”
- “Educating for increasing consciousness”
- “Privilege, power, strengths, and transformation” – raising consciousness, effecting change



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What have I missed?

At the 'meta' level

- Let's talk!



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Where to next?

‘Talk to Action’: Collaboration and ideas sharing

- Think back over the interesting presentations you have heard, conversations you have had, and people you would like to work with/learn more from!
- Now is your chance!
- Please approach delegates, please be willing to be approached!
- Please send collaborative outcomes to Matthew.Pink@acu.edu.au (Bullet points)



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Tips for successful collaborations

Or knowledge sharing!

1. Courage and vulnerability (reach out and ask someone)
2. Find your common ground, celebrate your differences
3. Discuss what mutual success looks like?
4. Book and agree on a meeting/collaboration schedule (but be flexible)
5. Meeting minutes and action points (can be a bullet pointed email)
6. 'Circle back' on expectations (be prepared to adjust), 'check-in before you check out'
7. Invest in the relationship/relationship first! (at worst [and not really 'bad'] there is an improved relational outcome)
8. Be prepared to 'fail'
9. Celebrate the wins (even the seemingly small)
10. 'What isn't being said? How can you say it?'
11. SMART Goals
12. Who else could you bring to the table?

Sources:

<https://theconversation.com/ten-rules-for-successful-research-collaboration-53826>

<https://www.scu.edu.au/engage/live-ideas/successful-collaboration/>

Brown, B. (2018). Dare to Lead. E-book

Saying thank you!

- The DePaul Delegation
- All delegates
- The ACU Engagement Team
 - Especially
 - Felicity
 - Josh
 - Louise
 - Rugelie
 - Bruce



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Thank you very much!

Questions?

Presenter Name

What are the outcomes?

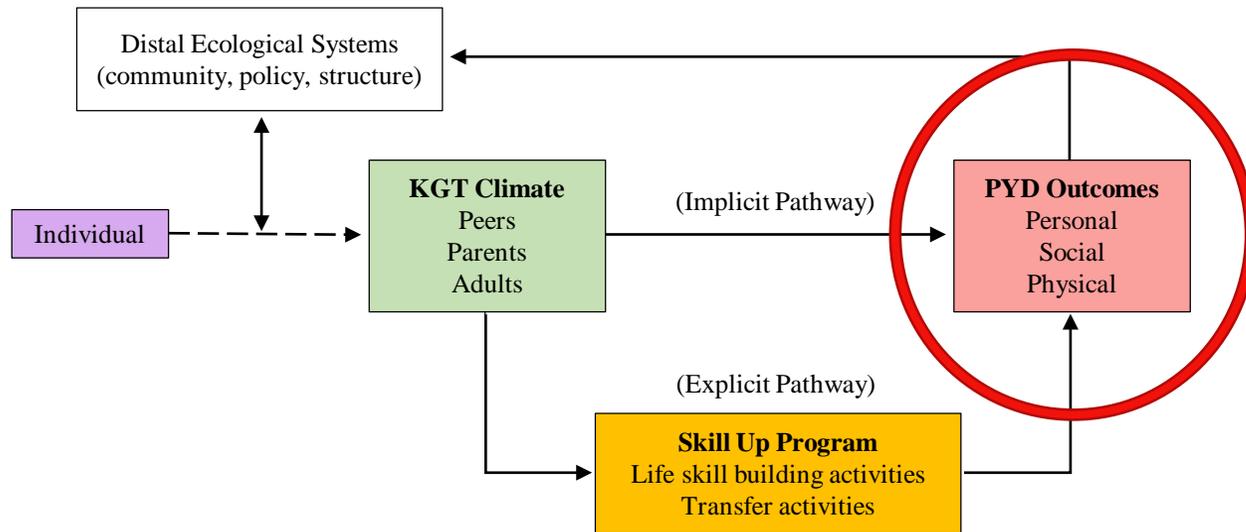
Overview

- Over 300 people have participated in KGT since semester 2, 2016
 - ~ 50% of these participants are from refugee and migrant and culturally and linguistically diverse backgrounds (CALD)
- A consistent and reliable social sporting opportunity for community and university members
- Creating a culture of welcome and inclusion at Australian Catholic University.

Outcomes for MDA community members

- 89 participants in Skill UP program so far
- 28 clients obtained employment after KGT - 31.4%
- 6 progressed into tertiary education – 7%
- 10 clients progressed into training- 11.2%
- All participants stated that they increased their peer networks and sense of belonging after KGT

A case study of Positive Youth Development



- We interviewed 10 people involved with KGT (6 participants and 4 stakeholders)
- We then thematically analysed the data and organized within the PYD model

Figure 1. Model of PYD through sport (Holt et al., 2017))

Positive Youth Outcomes (What did KGT achieve?)

Personal

- **Common themes:**
 - **Increased confidence**
 - Increased social confidence (speaking to others, across cultural barriers)
 - Implicitly through the welcoming KGT climate
 - Explicitly through the Skill Up program (interview skills)
 - **Improved networking skills and employment outcomes**
 - Explicitly developed through Skill Up
 - Confidence to network for desired outcomes

Yeah, it changed my life. Learning from Kicking Goals and learning Skill Up and learning everything in my mind, and then I went to telling friends that I knew, “Hey, look, I need a job. Can you look for me?” Then I researched online as well, I’m looking for jobs. Then I sent a resume to the place where I work now. They sent me an email, “You’ve got an interview at this address.” Then I’m working now over there and I study, I come here. I would say from this time my life is full now- Rajesh

Positive Youth Outcomes (What did KGT achieve?)

Social

- **Common themes:**
 - **Intercultural understanding and acceptance**
 - Explicitly through multiple faith prayers from multiple backgrounds
 - Implicitly through weekly interaction via soccer

“The important thing is that ACU has respected our religion and respected also other people’s religions as well that, I mean that’s the purpose of this whole thing to unite so thank you ACU”- Yamid

Going Deeper

Case studies of individual PYD

- 5 siblings from Eritrea, oldest is 25 and youngest is 16
- Came to Australia in 2018 by themselves
- Participated in KGT in Semester 2, 2018
- Learned to identify and develop their employability skills in Skill Up and on the field
- 4 of them are now working, the youngest is in high school
- The siblings attribute their achievements to the skills and experiences they obtained from KGT



Going Deeper

Case studies of individual PYD

- Came to Australia in 2014 with her family
- First engaged in the program as a spectator
- Built up the confidence to play as the only girl in the team
- Highly engaged participant in Skill Up
- Demonstrated strong leadership and interpersonal skills
- Enjoyed the welcoming environment at ACU so much that she enrolled to study Accounting and Finance
- Now working as a Personal Banker at ANZ



Going Deeper

Case studies of individual PYD

- 26 year old participant from Ethiopia
- In Australia less than a year
- Difficulty with reading, writing and speaking English, disrupted education, unemployed
- Initially shy, quiet, and disengaged
- Overcame fear of speaking and reading in front of peers
- Increased engagement in Skill Up, positive peer networks, self-esteem
- Plays with the ACU Football Club



Where to next?

- Increasing partner and community ownership
- Enhancing the Try Time program on Brisbane's bayside
- Seeking funding
- Expanding into other sports
- Scholarship



What are the outcomes?

Engagement

- Through KGT

Employability

- Gaining soft skills that are valuable to any employer and transfer across different occupations
- Linking to relevant employers

Exposure to education and training pathways

- Exploring and understanding individual aspirations for education and training
- Linking to relevant education institutions and training organisations



How did it come about?

Early days!

Winter break, 2016

- **Reflecting and imagining**
 - Meetings with community leaders, ACU, MDA, and HSW
 - Drafting of the first 8-week competition and Skill-up combination for Semester 2
 - Kicking Goals Together officially adopted as name of program
 - Agreement to seek involvement of other communities
 - KGT Facebook page developed



Outline

- What is Kicking Goals Together?
- How did it come about?
- What is it today?
- A case study of Positive Youth Development
- Going deeper
- Where to next?



Kicking Goals Together Semester 2, 2017 Draw

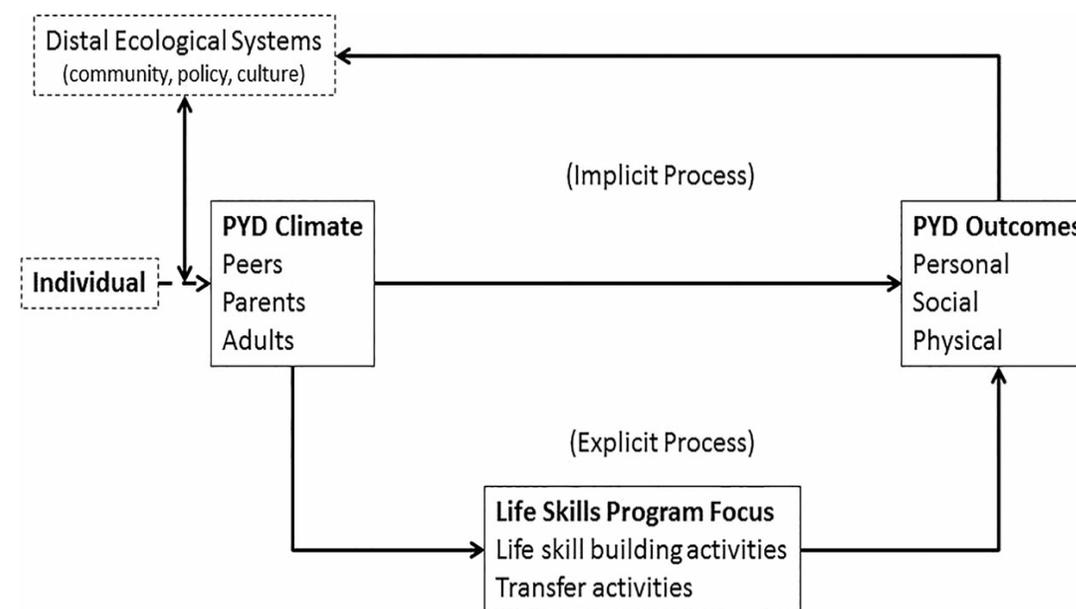
Round 1 – 9th August (Week 2 of Semester)			
Field 1	International All Stars	vs	Seven Stars
Field 2	ACU Students	vs	Actinities (Ex Sci)
Field 3	Haglund's Deformity (Physio)	vs	Rohingya Young Stars
Field 4	The Lions	vs	Team MDA / St James
Ekha Public Holiday—No games 16th August (Week 3 of Semester)			
Round 2 – 23rd August (Week 4 of Semester)			
Field 1	International All Stars	vs	Team MDA/St James
Field 2	Seven Stars	vs	The Lions
Field 3	Actinities (Ex Sci)	vs	Rohingya Young Stars
Field 4	Haglund's Deformity (Physio)	vs	ACU Students
Round 3 – 30th August (Week 5 of Semester)			
Field 1	Team MDA	vs	Actinities (Ex Sci)
Field 2	Haglund's Deformity (Physio)	vs	Seven Stars
Field 3	The Lions	vs	International All Stars
Field 4	Rohingya Young Stars	vs	ACU Students
Round 4 – 6th September (Week 6 of Semester)			
Field 1	The Lions	vs	Actinities (Ex Sci)
Field 2	Rohingya Young Stars	vs	Team MDA/St James
Field 3	Seven Stars	vs	ACU Students
Field 4	International All Stars	vs	Haglund's Deformity (Physio)
Round 5 – 13th September (Week 7 of Semester)			
Field 1	Haglund's Deformity (Physio)	vs	Team MDA/St James
Field 2	Actinities (Ex Sci)	vs	International All Stars
Field 3	Rohingya Young Stars	vs	Seven Stars
Field 4	ACU Students	vs	Lions
Round 6 – 20th September (Week 8 of Semester)			
Field 1	Haglund's Deformity (Physio)	vs	Actinities (Ex Sci)
Field 2	The Lions	vs	Rohingya Young Stars
Field 3	International All Stars	vs	ACU Students
Field 4	Team MDA/St James	vs	Seven Stars
Semester break—No games (27th September)			
Festival of Football (League winner announced)			
Round 7 – 4th October (Week 9 of Semester)			
ACU Sports Court	Actinities (Ex Sci)	vs	Seven Stars
ACU Sports Court	Team MDA/St James	vs	ACU Students
ACU Sports Court	Rohingya Young Stars	vs	International All Stars
ACU Sports Court	The Lions	vs	Haglund's Deformity (Physio)

League winner of ACU Kicking Goals Together will take on the winner of QUT Kicking Goals Together in a Champions League held at QUT on Friday October 13th.

Where to next?

Research!

- **Kicking Goals Together: A Case Study of Positive Youth Development**
 - Based on the Holt et al. (2016) conceptual model of positive development through sport
 - Qualitative work in partnership with John Mahoney from Exercise Science
- **Annual report with qual and quant data**
 - Seeking funding
 - Sharing the good news!
- **'Try time' Bayside KGT with Pasifika youth (Touch football)**
 - Term 2, 2018.



What has it generated?

New capacities, hopes, relationships, and new life-spaces

- **Health, Sport, and Well-being (HSW)**
 - Thriving social football/futsal competition for staff and students
 - Engaging international students
 - New community engagement spaces
 - Swim lessons for international students
- **‘Active together’**
 - Engaging predominantly female international students in physical activity
 - Virginia Mitchell



What has it generated?

New capacities, hopes, relationships, and new life-spaces

- **Aussie English Unpacked!**
 - Improving conversational English and comfort at KGT
 - Preparation for Skill-up?
- **Kicking Goals Together QUT!**
 - Pilot football and Skill-up program this semester
 - ‘Champions league’ between ACU and QUT this month
- **KGT Leadership group**
 - Youth committee
 - Developing leadership skills
 - Putting on KGT Events



What has it generated?

New capacities, hopes, relationships, and new life-spaces

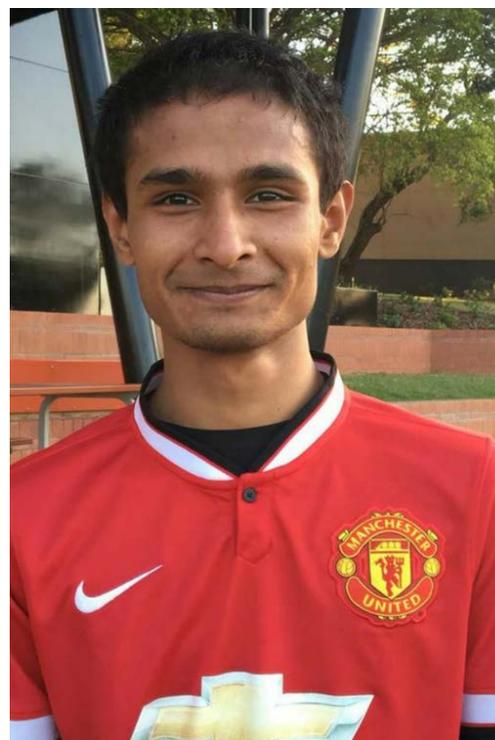
- **Skill-Up**

- Broadening social and professional networks
- Casual employment
- Employment aspirations



Rafique:

- Skill up Grad (2016)
- Now casually employed
- Studying IT
- Qualified ref working for KGT



— ” —
The best thing about being involved in Kicking Goals Together was that I was able to learn many things about jobs and interviews,

It helped me to make a choice for my studies and career for the future. Also I was able to be in touch with many great people who have experience and knowledge about job industries and studies

— ” —
KAMAL SAWYED
KGT PARTICIPANT

What has it generated?

An overview of outcomes

- **Football competition**
 - Opportunity for fun yet competitive regular matches
 - Broadening social networks
 - Connection to ACU campus
 - Two youth from refugee and migrant backgrounds now enrolled at ACU
- **ACU Students**
 - Experience working with culturally diverse youth
 - Understanding the world of the other!

Rank	Team	P	W	D	L	Points	Goal Differential	For	Against
1	Rohingya Young Stars	5	5	0	0	10	+14	28	14
2	Seven Stars	5	4	0	1	8	+32	43	11
3	Actinities (Ex Sci)	5	3	1	1	7	+2	20	18
4	Lions	5	3	0	2	6	+39	50	11
5	Team MDA/St James	5	2	2	1	6	-1	29	30
6	Haglund's Deformity (Physio)	5	2	1	2	5	-2	22	24
7	ACU Students	5	0	1	4	1	-39	14	53
8	International All Stars	5	0	0	5	0	-44	10	54

“The important thing is that ACU has respected our religion and respected also other people’s religions as well that, I mean that’s the purpose of this whole thing to unite so thank you ACU”- Yassin

“The big one for me is learning about the different cultures and backgrounds the different way you have to go about things, even just speaking to someone and introducing yourself is different in all the different cultures”- Riley

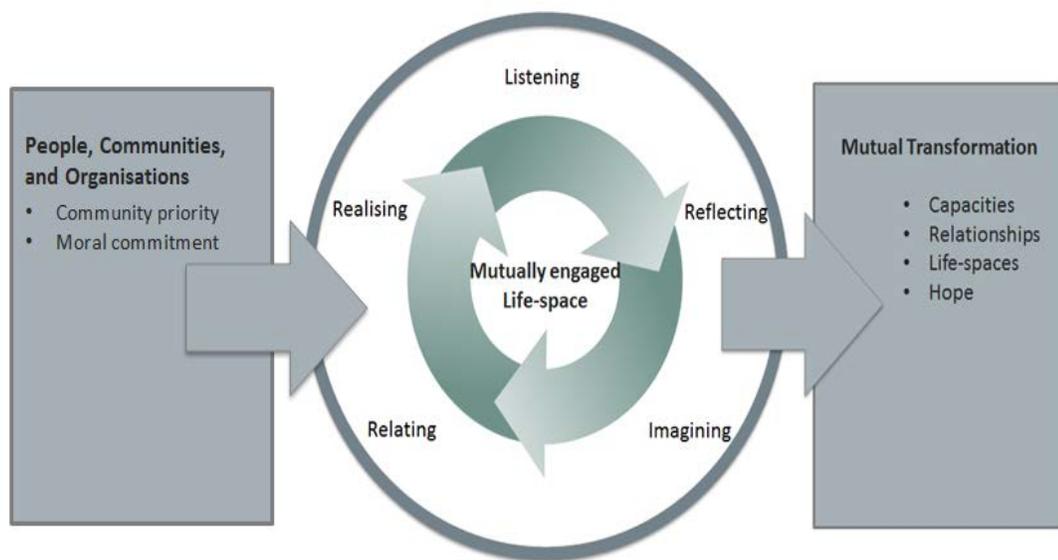
What is Community Engagement again?

- Community Engagement refers to **collaborations** between universities and their larger communities for the **mutually beneficial** exchange of knowledge and resources in a context of **partnership and reciprocity**.
- *Mutually beneficial outcomes*
- *Serving the common*
- Forge long-term relationships and develop meaningful solutions to complex problems.



Introducing a generative and mutually transformational model of community engagement

‘Framing the presentation’



- The generative model (GMTCE) outlines principles, processes, and outcomes important for developing effective community engagement
- Also useful as a mapping tool.
- Has grounding in social and ecological psychology

Figure 1. A generative and mutually transformative model of community engagement (Butcher & Pink, under review)

How did it come about?

Reflecting and imagining

- As part of our moral commitment to the common good, how could we work with the Rohingya in meeting this need?
 - What are the potential mutual benefits?
 - Is there a way we can work together?
 - **ACU capacities?**
 - **Health, Sport, and Well-being**
 - **Struggling with social futsal competition**
 - Not enough students
 - Not enough staff
 - **Great facilities and knowhow!**
- **Multicultural Development Association (MDA)**
 - Existing relationship with ACU via Narratives of Hope (NOH)
 - My Youth Vision Project (MYVP)
- **Imagining!**
 - What if we had a competition for students, staff, and youth from refugee and migrant backgrounds that included educational opportunities all at the one location?
- = Mutual benefit!**

How did it come about?

Early days!

Semester 1, 2016

- Casual futsal on the basketball court
 - Informal games between the Rohingya youth, and interested staff and students
- Piloting MDA's Skill-up modules with youth
- **Relating**
 - Relationships developing between Rohingya youth and staff from School of Exercise Science and MP
 - Relationships developing between MP, MDA, and HSW



Early days

Semester 2, 2016

- **KGT 1.0**
 - **6team competition**
 - Two Rohingya teams
 - One team from Karen background
 - Seminarian team
 - Acu students
 - Exercise Science
 - **First official Skill-Up cohort**
 - 12 Graduates
 - Developing personal brand and network
 - Mock interviews with employers of choice
 - All have gone on to gain casual employment and/or enrol in tertiary education!
 - **6 Practicum/CE students**



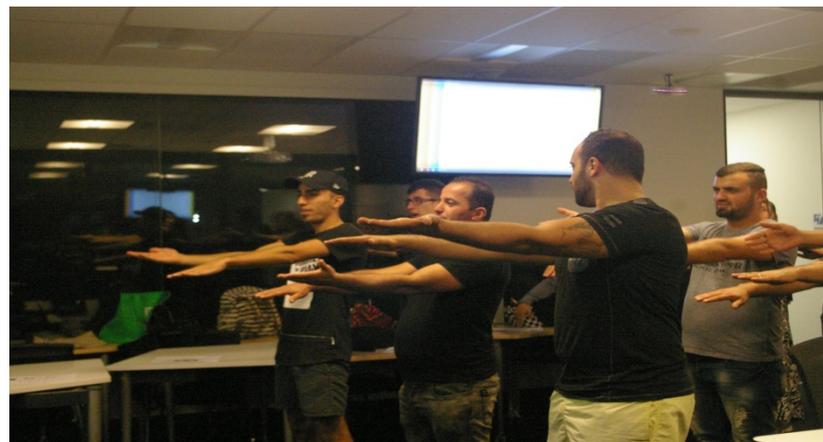
But wait, there's more!

Aussie English Unpacked

- Conversational English and Aussie 'slang classes' in response to request from Iraqi Youth
- Support from Education academic and Speech Pathology students
- 15 youth participated

Brisbane City Council Grant

- Employing youth from refugee and migrant backgrounds in paid referee/program support roles
- Referee qualifications



Section title

1

One Column Content

Use when one column required

Sub Heading

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Change a layout to this slide by going to Home | Layout | One Column Content – this can be useful when converting older style presentations.

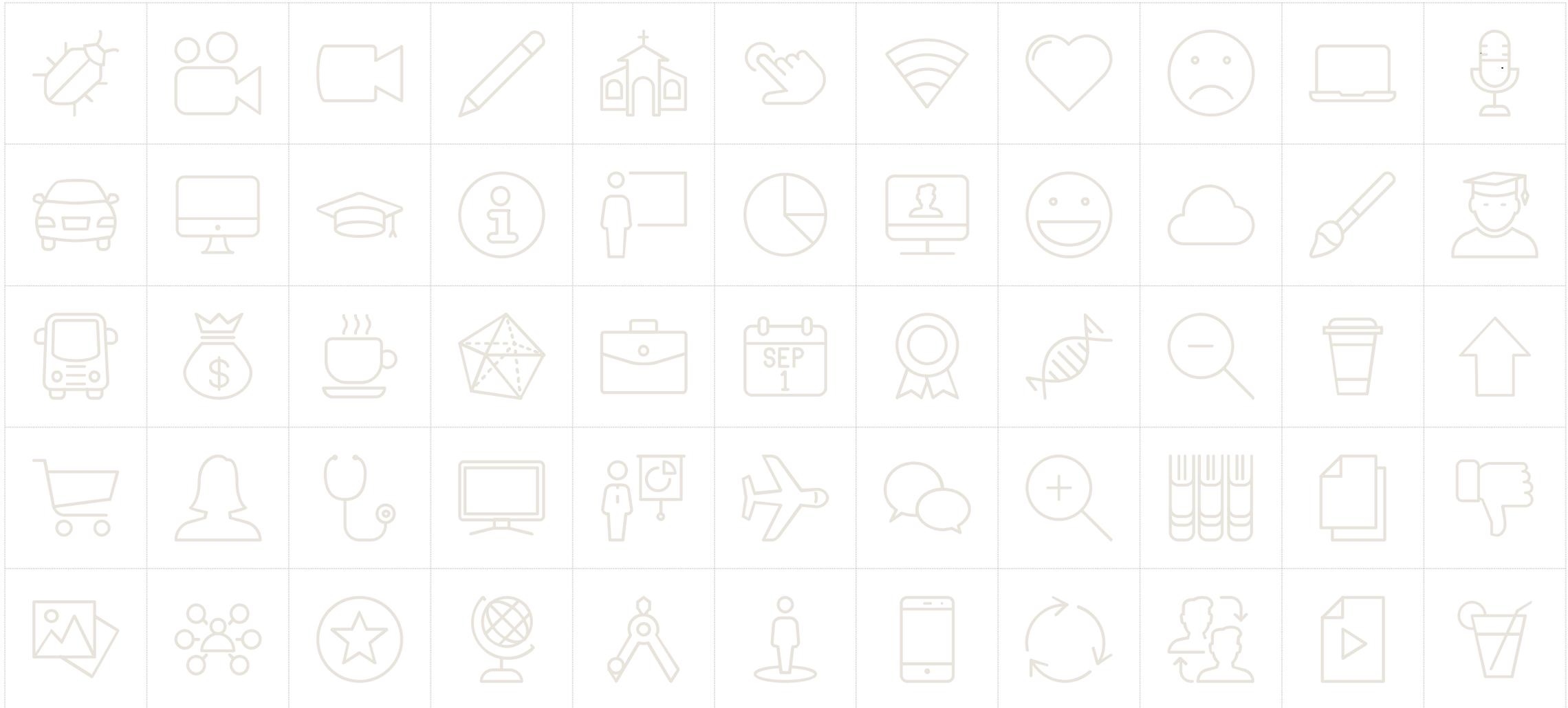
Two Column Content

Use when two columns required

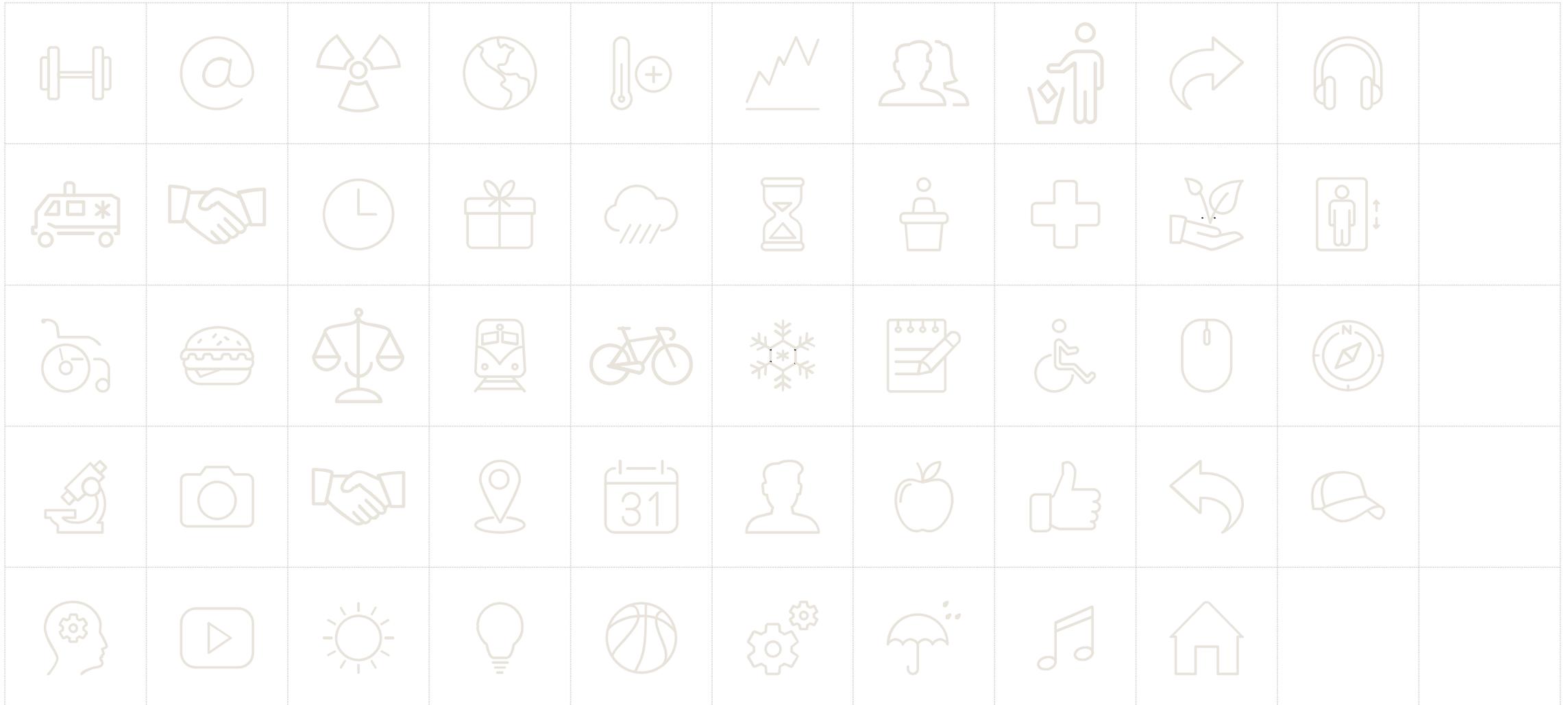
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Heading

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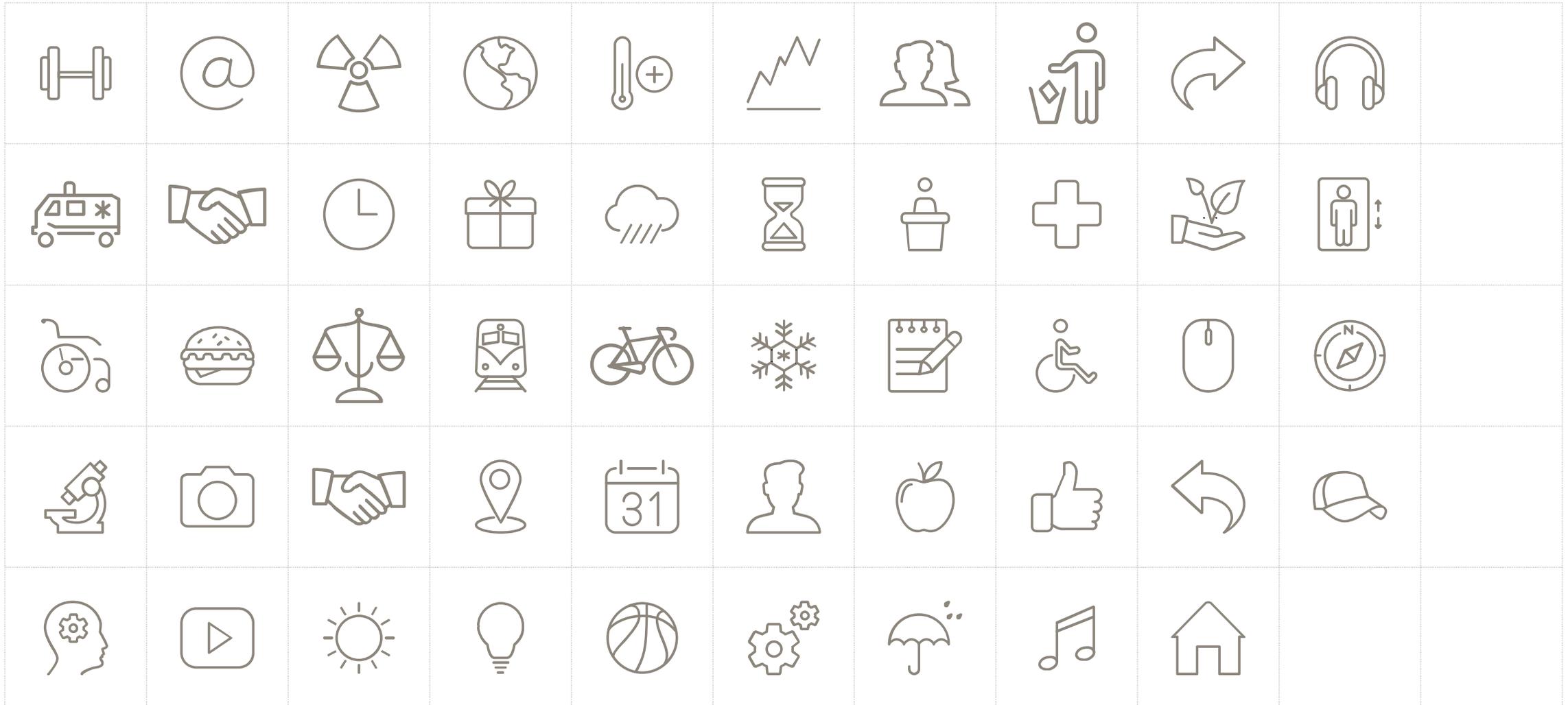
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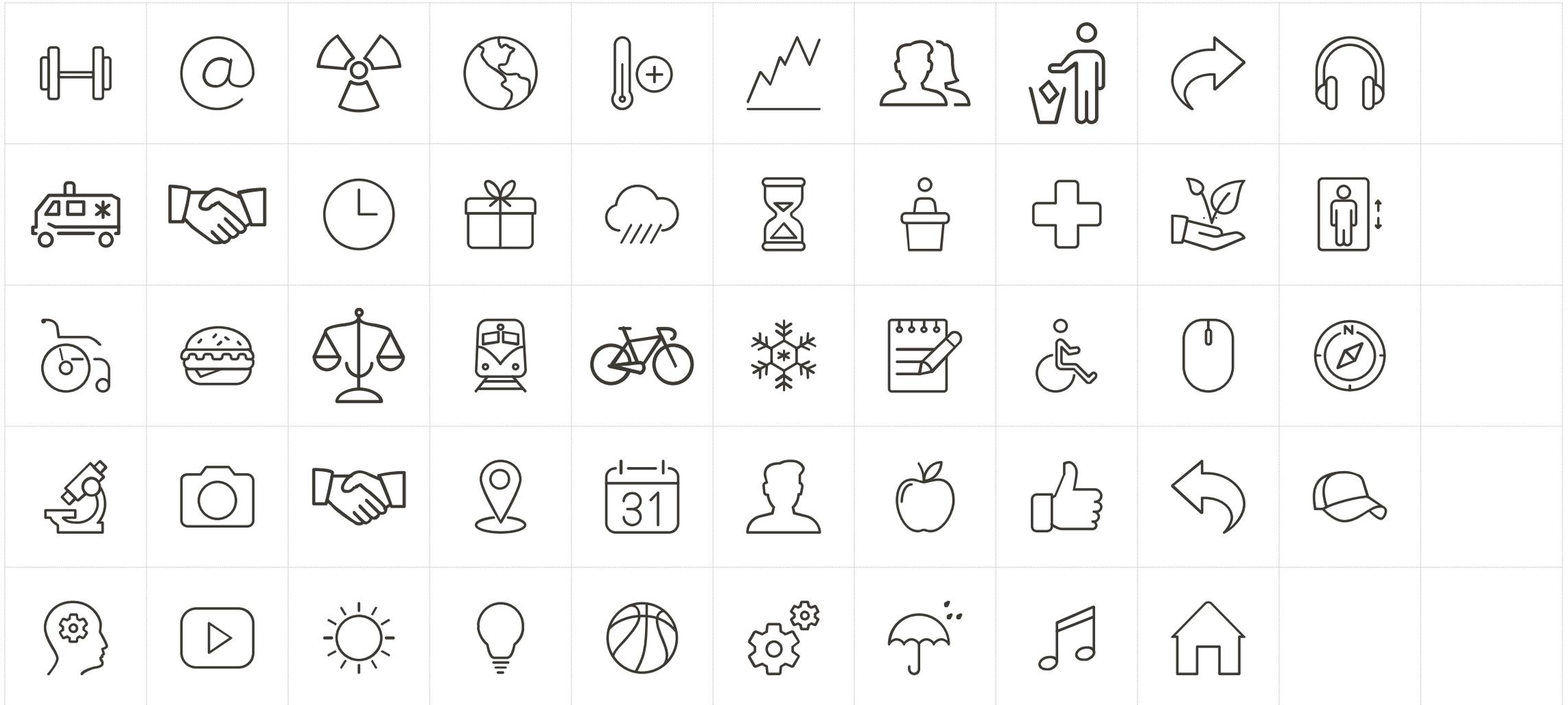
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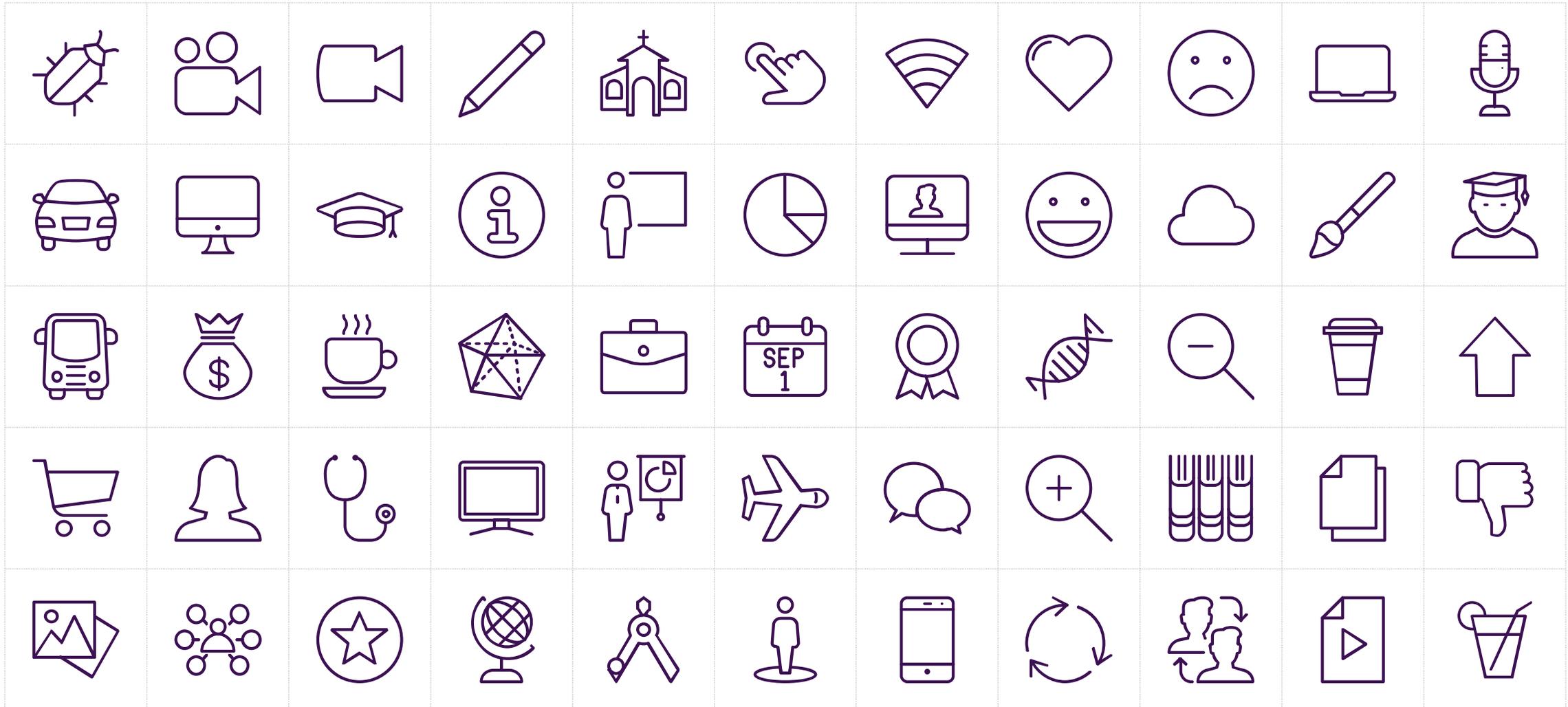
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Icons library - Charcoal



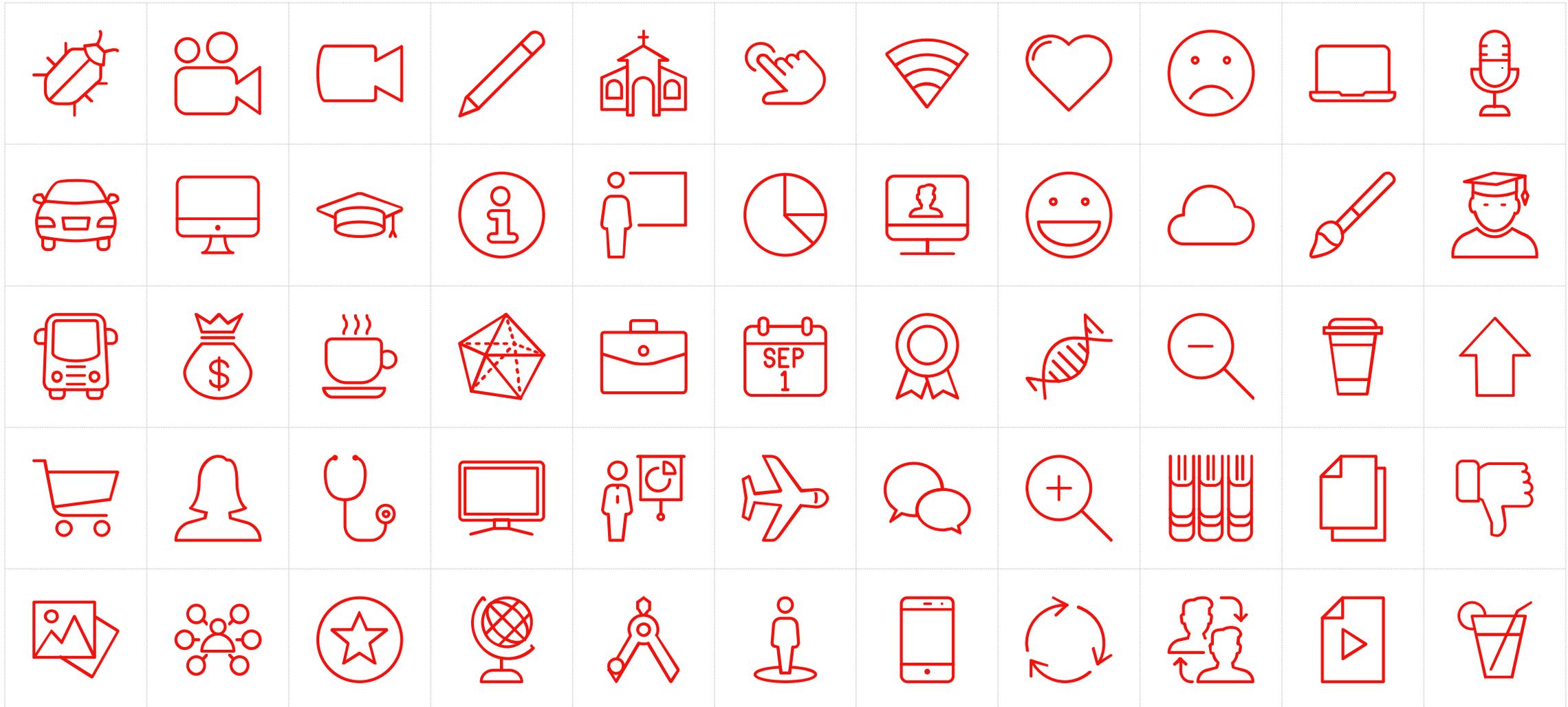
Icons library - Purple



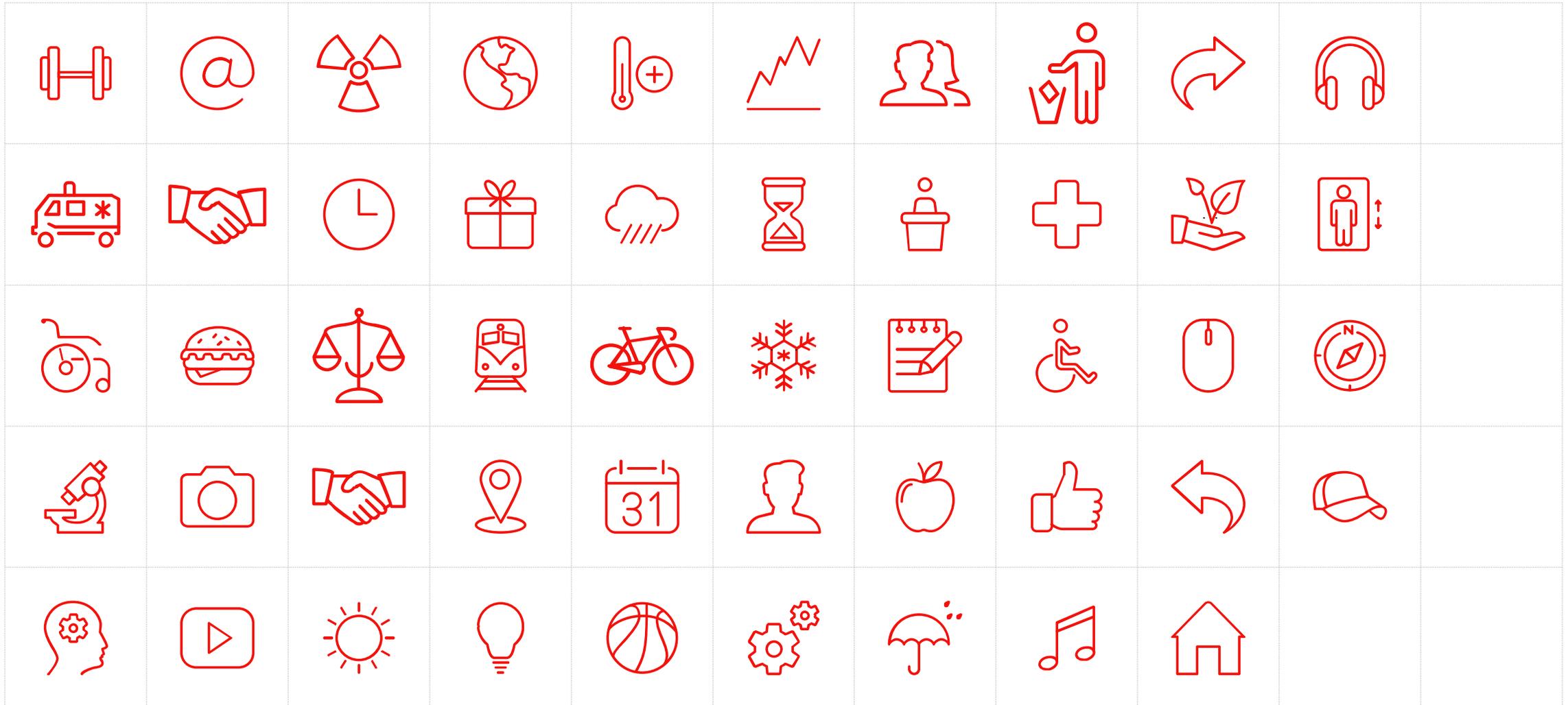
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Icons library - Red



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Basic PowerPoint Template

- Be sure to apply the appropriate layout to take full advantage of the template masters provided
- With a slide selected, click the 'Layout button' from the 'Home Tab'
- Select the layout that is most appropriate for the content existing on the slide.
- Master slides have been set up for custom slides (shown on right)

