BEYOND BOUNDARIES ADVISORY GROUP MEETING
MONDAY 21 OCTOBER 2024
MINUTES

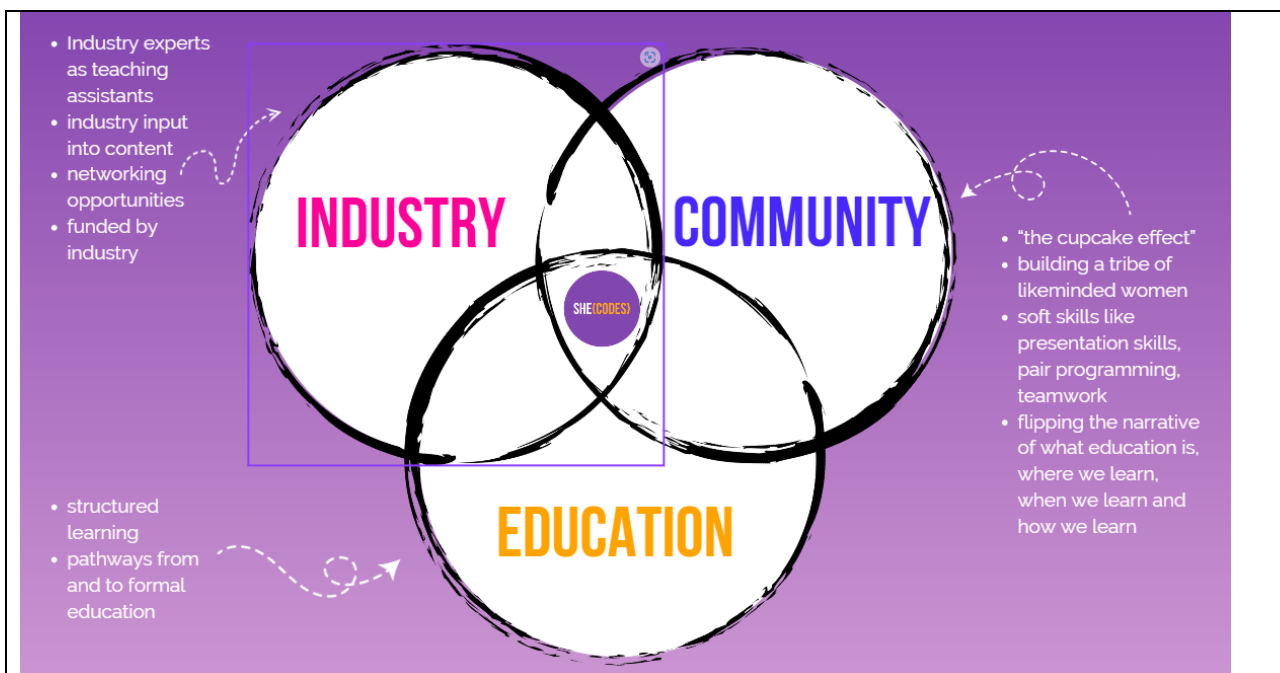*Meeting was held in the Nexus Classroom at All Saints' College*

Attendance
BBAG: Jayne Johnston, Ernie Dingo, Dave Runge, Shane Glasson, Kwaku Aning, Louka Parry, Nate Sturcke, Josh Byrne
ASC Staff: Belinda Provis, Cameron Thorn, Shannon Armitage, Ben Basell, James Pengelley, Steve Scotti
Guest: Kate Irwin

Item	Speaker	Time
1. **Welcome to All Saints' College**	Belinda Provis, Principal of ASC and TSS	7:45am
Belinda welcomed attendees to All Saints' College. Cameron welcomed BBAG members attending for the first time and invited them to briefly introduce themselves: Dr Shane Glasson, Ernie Dingo and Louka Parry. Cameron welcomed other ASC staff members attending the meeting: Ben Basell, James Pengelley and Steve Scotti.		
2. **Guest speaker**	Kate Kirwin, 2024 WA Young Australian of the Year, Founder and CEO of She Codes Australia	7:50am
Kate shared her journey and some interesting statistics, notably that 29% of roles in tech are held by women and only 10% of technical roles in tech industries are held by women. Acknowledging that 75% of the fastest growing careers require tech skills, Kate highlighted that one million people are needed in tech in Australia, by 2030. Kate shared the mental model for SHE{CODES} in creating an intersection between industry, community and education. See below.		

3. **Group provocation / discussion**		
• *General discussion: Implications and opportunities in response to Kate's presentation.* • *She Codes Australia Pty Ltd creates intersections for education, industry and community where informed conversations occur that focus on skills, applications and careers. What amplifies the impact of such conversations and what other intersections exist?*	Cameron Thorn, Director of Djoowak: the Beyond Boundaries Institute	8.05am

Kate presented three questions for the Advisory Group to explore as part of the broader provocation:
1. How might we further combine education with industry to improve the education experience for our young people?
2. What is an action each of us might take to make the change?
3. How might we better provide role models and support for our young people in STEM fields?

The discussion initially focused on perceptions of the Tech sector and exploring if it had a PR problem. The group recognised that there is much creativity within tech roles and industries, however bias and assumptions often overlook this fact. Generalisations and lack of awareness of what tech roles actually are, and the work they do, give rise to perceptions that tech is not creative, involves a lot of repetition and is largely linear and process-driven. Kate highlighted the value of role models, particularly female role models, in challenging assumptions about tech and tech careers.

The group discussed this in the context of the Melbourne Metrics project, and knowledge (content) vs attributes (competencies). There are key aspects of the programs, run by SHE{CODES}, that build the knowledge of girls and women in areas where they have limited

knowledge. The program, with mentoring and role models to support, then provides space for participants to build their competency in coding. This enables SHE{CODES} to support businesses and organisations to develop their talent, internally, and balance proactive and reactive approaches to managing workforce and building workforce capabilities.

Kate finished by sharing the three elements she believes are important in affecting change and supporting individuals to enter new industries: building self-confidence of those seeking to enter the industry, identifying and addressing barriers to entry, and sharing knowledge of opportunity so that others can follow.

4. **Review and discussion of the BBI's draft strategic plan and key operational initiatives for 2025** *BBI 2024 and Beyond – draft strategic plan, ReimaginED Fremantle '25 updates, PhD Internship project ideas…*	Cameron Thorn, Director of Djoowak: the Beyond Boundaries Institute	8:30am

Cameron briefly provided some context to the BBI draft strategic plan, the intention to have an aspirational yet simple document that provides an overview of the BBI and its work, and provides an invitation for collaboration from others in the broader community. The group then worked through each page of the strategy, providing feedback on the content. This included:

Pages 1-3
- Reviewing *values* and consider *mantras*, eg teamwork makes the dream work.
- Important that the words need to come to life, words to action.
- Consider what does good look like. Knowing what success is means we can create measurable outcomes that align with our vision and mission.
- Consider how we articulate 'the lighthouse' that the BBI is, in this document.
- The tension of using the phrase 'systems change' and a focus on system, noting that we aren't the system and do not need to abide by its rules and structures. We showcase opportunity for change from within the system but should not prioritise our efforts on broader systems change, as an output.
- Errors with the use of Noongar language within the Acknowledgement, highlighting the aspirational and place-based elements of the words that should be used instead.
- Be explicit in positioning the BBI as being comfortable with ambiguity.

Pages 4-5
- Some of the feedback from the previous pages is consistent, with a desire for an aspirational tone that surpasses similar documents from other institutes and organisations.
- Inclusion of a question or invitation to engage the reader/learner further, prompting a discussion on a tag-line or simple *piece* for what the BBI wants to be.
- Positive feedback about the story of the BBI and its evolution but there are too many words in letter from Director. The invitation, to be part of a community pushing boundaries in pursuing transformation in education, is lost.
- Noongar is a suffix language and *boordawan* (see you later/next time) should be after the English words.
- Preparing education and young people for a VUCA world is important but the acronym needs to be explained, it is a critical piece to the BBI.
- Use of the word *system* or *systems:* there are some education sectors that are currently not interested in transforming and we should be focusing on those within sectors and systems to showcase transformation for others.
- Community and modes of change should be the focus, rather than systems or systemic.

Pages 6-8
• What is in it for a teacher, reading this document and seeing how the BBI is something that a teacher would want to engage with. This prompted a discussion around the target audience and intended use of the document.
• Include a rallying cry or call to action around the goals.
• The goals imply there is a deficit, which doesn't align with the tone of what the BBI wants to be – aspirational and future focused: they are too formal and stripped back, need rewording.
• The goals and language needs to go beyond tokenistic recognition for educators and others that are transforming education, highlighting that teachers are professionals and want to progress their careers.
• The objectives should like to outputs. Need to consider what the difference is between outputs and outcomes. Important that anything produced is actually read or used, don't produce for the sake of production.
• The document needs to get sharper around 'beyonding,' the document looks and feels like a number of other institutes so it needs to be distinct. The document should be stretching the reach, the beyonding aspirations that the BBI seeks. Does the BBI inform beyonding or does beyonding inform the BBI? There is some additional tension around the BBI and connection to ASC, the document needs to be clear that this is a space for collaboration and transformation beyond the boundaries of school gates.

Cameron then provided an update on ReimaginED Fremantle 2025:
- Main conference will run Friday 11 and Saturday 12 April 2025, last week of Term 1 in WA.
- There will be a pre-conference event, attending an Open Studio at The Studio School followed by a social function on Thursday 10 April to encourage out-of-state attendance.
- Confirmed presenters include: Peter Senge, Jan Owen AM, Josh Byrne, Sandra Milligan, Brad Petit, Richard Owens, Erica McWilliam, Cameron Thorn
- Requested other BBAG members express their interest in presenting at ReimaginED Fremantle, formal EOI process to commence in November.
- Requested BBAG assist in promoting the conference through their networks, aiming for 250 attendees.
- Requested BBAG members provide any insights and guidance into creating a memorable and meaningful conference experience for all.

Cameron then provided an update on the PhD Intern program, commencing soon:
- ASC, through the BBI, to host PhD interns from Curtin University.
- 60-day internship over 18-month period, drawing on the diverse skills and expertise of the interns and aligning with projects of interest and impact to BBI and ASC.
- Initial projects will explore social-emotional learning in K-12 schools, gender and cultural representations in choices of school text books, and exploring how technology can enhance educator and school staff wellbeing.
- Cameron requested that BBAG members provide any guidance on frameworks for sharing the output of the internships, eg whitepapers.

| **5. Close**

Cameron thanked all members for attending and contributing to reviewing the strategy document. The next BBAG meeting will align with ReimaginED, being held on the morning of Thursday 10 April 2025.	Cameron	9:15am
6. Actions		

Cameron will update the strategy document.	
Next meeting: Thursday 10 April 2025.	