

Ever have students who...

- Can't afford a uniform, but wear designer gear every day?
- Threaten, 'My parents say I don't have to do what you say!'
- Rarely pay excursion fees but often have money spare for lunch?
- Seem to make a game out of being in trouble?
- Have cable TV and video games but no money for pencils?
- Don't seem to care about school work or their future?
- Laugh when in trouble or when being disciplined?

*This workshop will give you the tools to turn all this around and take a lot of the stress out of managing your classroom and optimising outcomes for the students and parents with whom you interact.*

*We have consultants available for workshops and seminars nationwide*

## HOW DO I FIND OUT MORE?

For further information, contact  
Social Solutions on +61 3 6334 0102,  
email [frameworks@socialsolutions.com.au](mailto:frameworks@socialsolutions.com.au)  
or visit [www.socialsolutions.com.au](http://www.socialsolutions.com.au)

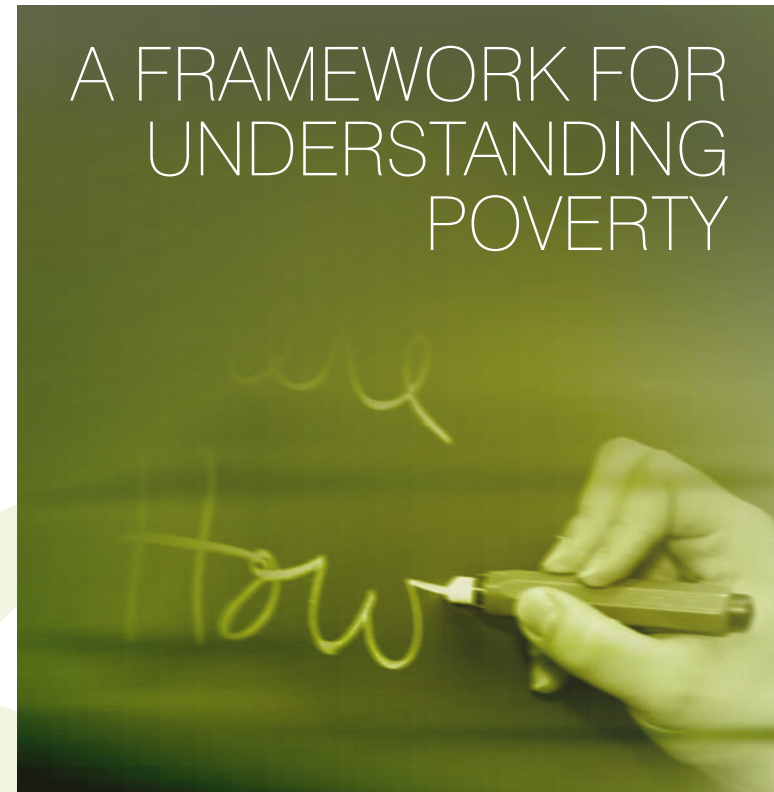
PO Box 1241  
Launceston, Tasmania 7250  
Australia

Please contact us to arrange onsite training.  
For National Tour dates please see our website.

*educating for a positive now*



## A FRAMEWORK FOR UNDERSTANDING POVERTY



## WHAT PAST PARTICIPANTS SAY:

Nairn Walker's presentation on Understanding Poverty was stunning - certainly among the best and most incisive that I have attended in my thirty plus years in the Department.

Nairn's delivery style is entertaining and compelling but she never loses sight of the serious nature of her subject matter. She gave me a depth of understanding of the nature and culture of poverty that I have never had before despite working in underprivileged areas for several years.

We have already booked Nairn for our Regional Principals' Conference this year and we intend to use her for several other seminars. I cannot recommend her too highly.

*DON PAPROTH, Senior Education Officer,  
Department of Education and Training, Victoria*

I recommend this workshop to all who work with young people from poverty. It will increase your knowledge and understanding of the behaviours and thought patterns of many of our challenging youth. ... make your work so much easier and more effective!

*MEG ROCHE, You Can Do It! Education  
State Trainer, Western Australia*

I was so impressed with the quality of the knowledge and skills provided by the Frameworks workshop that I immediately arranged for all of my staff to benefit from the same experience. I found this workshop was unique in its ability to convey not only meaningful theoretical knowledge but also insightful practical skills... It highlights the many inaccurate assumptions and unachievable expectations that we tend to have when working with people from social disadvantage. Hence it shows why some of our well intended actions flounder or end in conflict... This workshop has had a profoundly positive effect on my school.

*MR CHRIS BRANSON  
Principal, St Francis College, Queensland*

The Frameworks course was excellent. So much of the course made me wish I had done it years ago. I will definitely use the ideas in my classroom as they are applicable to all students, not just those from poverty.

*KIRSTY FARRANT  
Upper Hut School, New Zealand*

## WHAT WILL I LEARN?

### DAY ONE

*An in-depth presentation includes:*

- why students often behave the way they do
- strategies for optimising outcomes with parents
- how economic class affects behaviours and mindsets: the hidden rules of generational poverty, middle class and wealth
- the impact of language registers, discourse patterns and story structure on behaviour and academic outcomes
- the eight resources that make a difference in success
- why education is often feared by some parents and students
- the role of family structure in attitudes and behaviours of students and parents at school
- discipline interventions that improve behaviour
- strategies that make a difference to all of these issues

### DAY TWO

*Focusses on the cognitive structures that must be inside the head for an individual to learn.*

Find out...

- how students can have a brain but not a mind
- why some students ask for help then don't know what they want
- why some students know information one day but not the next
- why cognitive strategies, conceptual frameworks and sorting mechanisms are essential
- the difference between teaching and learning
- about the role of mediation in developing minds
- instructional and systemic interventions that make a difference
- why the nature of education in Australia is changing; and why testing is becoming such a focus
- how to use cognitive interventions that are vital for effective learning and success.

*...learn tools to address these issues.*



**A Framework for Understanding Poverty** is based on the work of **Dr Ruby Payne**, who has spent 25 years as a teacher, principal, consultant, and administrator. Her first book, *A Framework for Understanding Poverty*, and subsequent library of resources are powerful tools for educators dealing with children from different social classes.

**A Framework for Understanding Poverty** discusses the hidden rules that govern how each of us behaves in our social class. These rules, because they are hidden and only known to those within the group, prove to be a major stumbling block for individuals trying to move to a new social class. Students from poverty often languish in classrooms because middle class rules are those that govern, and many of us don't recognise these different rules.

Children of different classes need not suffer through an educational system oblivious to their needs. Judges, social workers, ministers, community leaders and health professionals as well as educators are all learning from Ruby's work.

For more information on this material, please visit [www.ahaprocess.com](http://www.ahaprocess.com).