

THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA



centre of **excellence** for **equity** in higher **education**

Navigating Success
Drawing on a support program for care
leavers to examine and challenge ideas
about success

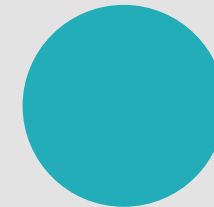
Out of Home Care and Education

In care:

- Disadvantage, trauma and/or neglect prior to entering care or during care
- Physical impact of trauma on brain development
- Disruption and gaps in schooling due to multiple placement moves
- Attitudes, beliefs and experiences of staff & carers

After care:

- Sudden transitions with insufficient support
- More likely to experience negative outcomes:
 - High un- and under-employment
 - High rates of homelessness
- Care leavers less likely to engage in higher education:
 - Estimated rates of HE completion as low as 1%



The 'Navigator' role



'Walking alongside' care leaver students to help them find their way to and through systems and available supports



Normalising experiences to support confidence and belonging



Providing individualised 'just in time' support



Moving away from a casework model



Supporting students to shift power dynamics



Promoting informed decision making

Academic engagement

Learning outcomes

Retention

Attrition

“Success looks at the proportion of units of study passed by each commencing cohort in each year”

Persistence

(Department of Education and Training, 2017)

Capability

Graduate employment

Academic success

Amy

- Multiple placements and caseworkers before finding stable placement in year 6.
- Foster carers & birth family had not attended university, however carers were very supportive.
- Gained direct entry to university
- Had a proactive and supportive caseworker who referred to Live, Learn, Grow
- Actively engaged in University life, achieving high marks
- Outcome

Jay

“to say that this program has completely changed the way my future is looking would be an understatement.”

- Living independently since before 17th birthday
- Hadn't considered university as an option before contact with LLG
- Enrolled in pathway program
- Minimal engagement with LLG or university staff
- Enjoyed job working in outreach programs

Maree

- Tumultuous experience of being in care
- Moved from regional area for university
- Some external support around independent living
- Didn't complete first semester
- Failed all subjects second semester
- Failed 2/4 subjects third semester

Thinking about success

What do students consider to be their successes?

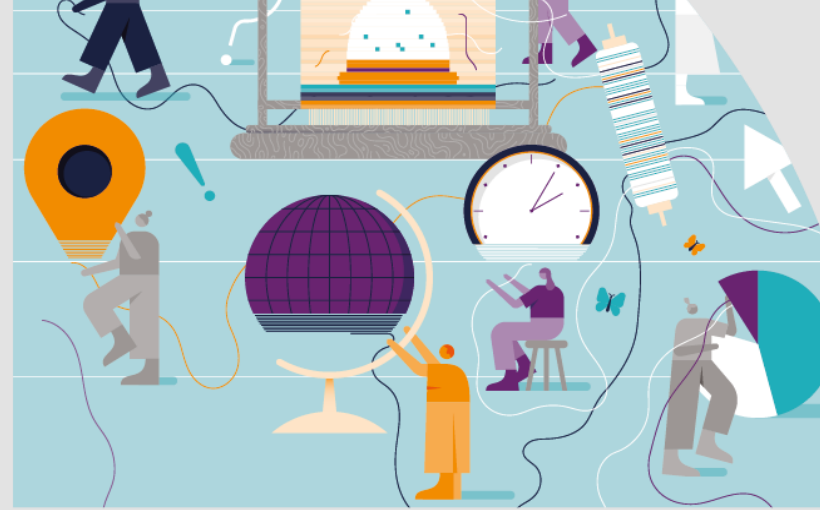
How can we recognize these?

How can we encourage all forms of success?

How does our view of success impact student achievement?

The background features a central cluster of diverse student portraits, including a man with a mustache, a woman with red hair, a man with glasses, and a woman with black hair. Surrounding these portraits are several large, colorful thought bubbles in shades of red, blue, yellow, green, pink, and purple. On the right side, a large, light green thought bubble contains the text.

**One last
thought about
student's
stories**



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA



centre of **excellence** for **equity** in higher **education**

Thank you

emily.fuller@newcastle.edu.au