REPORT ON THE
2013 SIR CHARLES COURT YOUNG LEADERS PROGRAM
A PARTNERSHIP PROJECT BETWEEN
CURTIN UNIVERSITY AND
THE HISTORY TEACHERS’ ASSOCIATION OF WA

7–11 JULY, 2013
The best way to predict the future is to invent it.

Alan Kay

A partnership program between Curtin University and the History Teachers’ Association of WA 7–11 July, 2013
# Table of Contents

<table>
<thead>
<tr>
<th>Contents</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Summary</td>
<td>3</td>
</tr>
<tr>
<td>The Program</td>
<td>4</td>
</tr>
<tr>
<td>Developing the Program</td>
<td>4</td>
</tr>
<tr>
<td>Content of the Program</td>
<td>5</td>
</tr>
<tr>
<td>Selection Criteria</td>
<td>9</td>
</tr>
<tr>
<td>Peer Tutors</td>
<td>9</td>
</tr>
<tr>
<td>Sponsors</td>
<td>10</td>
</tr>
<tr>
<td>Promoting the Program</td>
<td>10</td>
</tr>
<tr>
<td>Evaluating the Program</td>
<td>10</td>
</tr>
<tr>
<td>2013 Expenditure</td>
<td>10</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>10</td>
</tr>
<tr>
<td>Appendix 1: Selected Students</td>
<td>11</td>
</tr>
<tr>
<td>Appendix 2: Selected Qualitative Responses to the Program</td>
<td>12</td>
</tr>
</tbody>
</table>
Executive Summary

The Sir Charles Court Young Leaders Program was established at Curtin University in 1999. It is now well regarded in West Australian schools as a unique and prestigious program, with competitive selection and high acclaim from participants.

The program is a partnership between Curtin University and the History Teachers’ Association of Western Australia. It aims to increase understanding of leadership and history, and to increase recognition of the links between the two. It fosters a love of history and aims to increase participation in the humanities at upper school and university level. It further aims to build upon the leadership talents of the participants, motivate them to develop as leaders and increase their community involvement.

Most activities were based at Curtin University and students were accommodated at the nearby Wesley College boarding house. Students spent an intensive few days meeting inspirational speakers and role models, participating in stimulating and enlightening activities, being challenged intellectually, forming lasting friendships and having fun. Their response to the program was overwhelmingly positive.

Dr Jasmine Day, Executive Officer of the SCCYLP and also Education Officer at the John Curtin Prime Ministerial Library since 2011, is a teacher, anthropologist and Egyptologist with experience in presenting historical topics to a variety of audiences of all ages. Jasmine’s passion for inspiring young people enhances the strengths of a program to which a succession of dedicated Executive Officers have contributed over the years.

Highlights in 2013

- Curtin University continued its generous support of the program by including the SCCYLP in its Curtin Student Equity Strategy 2010–13. In 2012–13, the SCCYLP will thereby receive one third of its funding from the Higher Education Participation and Partnerships Program (HEPPP), which aims to increase the participation of students from low socioeconomic backgrounds in tertiary education. Accordingly, during this period the SCCYLP is selecting at least 10 students – one third of its annual cohort – from low socioeconomic and regional schools.
- The History Teachers’ Association of Western Australia (HTAWA) continued to support the program both through the involvement of members in various aspects of the program and through its financial sponsorship.
- The program combined the best of previous programs with new, locally sourced presenters.
- We recruited two new members to the team of Peer Tutors, most of whom were alumni of the program. Both of the new Peer Tutors are Curtin University students and one is a SCCYLP graduate.
- An official Facebook group, SCCYLP 2013, was set up by the Executive Officer for the latest cohort of Young Leaders. SCCYLP 2009, SCCYLP 2011 and SCCYLP 2012 have also been set up. A group for Young Leaders of 2010 has already been established by program graduates.
The Program

The Sir Charles Court Young Leaders Program is a joint initiative of Curtin University and the History Teachers’ Association of Western Australia. Named in honour of long serving Premier of WA, the late Sir Charles Court, it endeavours to promote the shared ideals of Sir Charles and the wartime Prime Minister, John Curtin: vision, leadership and community service.

Leadership is the primary focus of the program. It investigates the essential qualities of effective leadership, and students are exposed to a number of leaders past and present, young and old, in different fields. They are encouraged to look into themselves to see their leadership potential and to leave the program with renewed confidence and willingness to take on leadership roles in their communities. The second focus is history. Students are shown that the world is shaped by history and that leaders shape history. They are encouraged to learn from the lessons of history and, in the words of John Curtin, to ‘look ever forward’ in the knowledge that the past is a preparation for greater things to come.

The criteria for selection to the program are academic ability with a focus on, or interest in the humanities, proven leadership potential and involvement in the community. Schools nominate students meeting those criteria and a selection panel of educators then select the 30 participants.

The program was inaugurated in 1999, with 30 students participating. With 15 programs completed we are proud to see 450 young people making a difference in their schools, universities and workplaces in Australia and overseas, linked forever by their shared experience of the SCCYLP.

Developing the Program

Each year’s program is reviewed rigorously. At the conclusion of the program, participants complete a detailed evaluation designed by Murdoch University. The Peer Tutors and the Executive Officer also review both the components of the program and its overall composition each year. The aim is to build upon the successes of previous programs through constant refinement and improvement, in order to deliver an outstanding experience to participating students.

The SCCYLP Management Committee supports and contributes to the success of the program. Under the chairmanship of Dr Gary Hepworth (Associate Director, Campus and Community Life, Curtin University) oversees the strategic direction of the program, identifies possible sponsorship or funding opportunities and helps develop relationships. The other members are Deanne Barrett (Manager, Research Services, Curtin University Library), Louise Secker (President, History Teachers’ Association of WA and President, History Teachers’ Association of Australia), Brian Rogers (Principal Consultant, Policy and Advice – Society and Environment, Department of Education and Training WA) and Jan Saggers (Director, Nexus Strategic Solutions).
Content of the Program

Sunday

The Welcoming Ceremony in the BankWest Theatre at Curtin University emphasised the importance of nominees’ selection for the program and formally presented them to their families as Young Leaders. The Master of Ceremonies was Dr Jasmine Day, Executive Officer of the SCCYLP.

Since 2009, the Welcoming Ceremony’s guest speaker has been an SCCYLP alumnus. This year Gabrielle Hart from the 2012 program addressed the latest group of Young Leaders, wishing them well and giving them an idea of what the week held in store for them. Other speakers at the Ceremony were Louise Secker, President of HTAWA and Victor Court representing the Court family.

The program began with an ice-breaker after dinner. *Theatre Sports*, conducted by Michael and Angela Sanderson-Green, was a wonderful way of breaking down shyness, encouraging students to collaborate, be creative and have fun. This was followed by *Dialogue About Leadership*, the first of two presentations by Curtin University business leadership coach Dr Troy Hendrickson, in which Young Leaders discovered the need for cooperation and teamwork as they constructed towers from blocks and traded other teams for supplies.

*Theatre Sports* was one of the best bonding games ever, it was funny, clever, creative and crazy and catered for everyone.

*Theatre Sports* was a great icebreaker and allowed people to disregard their shyness and open up to others.

Troy had some really good points that made me think really in-depth about leadership as well as my own way of thinking.

*Dialogue about Leadership* is very interactive and great fun.

[Troy is an] extremely uplifting speaker that inspires me to lead in a whole new way! The block challenge was exciting and challenging.

Monday

Dr Troy Hendrickson returned with the second part of his presentation, including an audiovisual presentation about the styles and challenges of leadership.

Again, Troy was engaging & entertaining. His analogies & diagrams were really helpful and it was really great to hear from someone that has such experience in leadership.

Members of the United Nations Youth WA (UNYWA) presented the political background to a series of contemporary issues to prepare participants for their forthcoming United Nations Debate. They explained the methods by which resolutions are created, debated and voted upon in the United Nations.

It was really good that we were able to prepare for the UN debate.
Richard Offen, Executive Director of Heritage Perth, introduced the fascinating multicultural heritage of the city in *Perth: a Sense of Place*. Richard’s PowerPoint show was followed by a bus trip to the city for a walk through historic Northbridge. The Young Leaders divided into two groups for their tour, one led by Richard and the other by Ryan Zaknich from *Two Feet and a Heartbeat*. The groups reunited at the Lido Restaurant for a delicious Vietnamese dinner.

Richard was really in depth with his tour of Perth & knew a lot about the architecture which for me was fascinating. I never realised how rich Perth’s history was in vibrancy.

Back at Wesley the evening finished with *The Ice Cream Game*, a team activity facilitated by David Platt. Groups were allocated unequal shares of ‘land’ and resources and instructed to build their ideal community. Students learned about global issues in a tangible way.

The Ice Cream Game was a fantastic analogy about modern society. I like the fact that we had to fail the task in order to learn the lesson – it was powerful.

The Ice Cream Game was an exercise that could have many different possible meanings / interpretations. It was intellectually engaging and challenging, yet was fun and entertaining.

Each Peer Tutor debriefed his or her group of Young Leaders before bedtime, giving participants an opportunity to reflect upon what they had learned. Peer Tutor debriefings continued each night.

**Tuesday**

Tuesday featured group problem-solving activities staged by the Department of Sport and Recreation at Bickley Camp. These included Raft Making in which teams competed to design and paddle their own rafts, the Crate Climb atop towers of milk crates, Search and Rescue bushwalking and the Leap of Faith from a high tower to a suspended trapeze. The challenges developed Young Leaders’ problem-solving abilities, built trust and gave them the opportunity to take a physical risk in a safe and controlled environment managed by trained instructors.

I thoroughly enjoyed the chance to exercise and develop leadership skills in a physical realm.

Tested trust and courage, got to know peoples strengths and weaknesses and attitudes to activities.

Got everyone to come out of their comfort zone.

I achieved more than I thought I would. It allowed me to face any fears and feel a great sense of accomplishment.
At Wesley, Dr Jasmine Day presented the spectacular show *Mummies, Myth and Magic in Ancient Egypt*, including handling of authentic ancient Egyptian magical amulets. Participants also designed their own amulets. Underpinning Jasmine’s presentation was John Curtin’s value of self-motivation – that anyone can become an expert upon his or her favourite subject and one is never too young to start learning and teaching others.

Jasmine’s presentation was so in depth and really broadened my knowledge of how Egyptian culture worked – I loved handling the amulets and being able to see all the processes like mummifying.

I learnt one of the most valuable lessons of my life from this presentation: to treat culture from an emic perspective. Dr Day is a fantastic presenter and has a good personality.

**Wednesday**

The Amazing Race tested Young Leaders’ teamwork skills in a series of contests and treasure hunts around the Curtin University campus.

The amazing race was an extremely entertaining activity that challenged our physical and emotional skills by presenting us with a variety of obstacles to overcome.

I had a ridiculously good time on the Amazing Race – we came last but we had so much fun. It was well organised & the puzzles & riddles were really high quality as were the challenges.

After morning tea, Dr Jasmine Day presented *John Curtin: This is Your Life* and the Young Leaders visited Curtin’s family home in Cottesloe. Elizabeth Hof of the National Trust led a tour of the house and presented readings from the correspondence of the Curtin family.

I thought that *This is Your Life!* was extremely interesting and provided me with knowledge that I had never gained before. I also liked the history aspect.

Cool seeing prime ministerial history in his old house [the Curtin Family Home].

It was so cool to just step into that house and see where history was created.

Before returning to Wesley to finish preparation for their UN debate, Young Leaders toured *Secrets of the Afterlife*, an exhibition of ancient Egyptian antiquities on loan to the Western Australian Museum from the British Museum.

This was a rare opportunity to see in Perth the kinds of objects and mummies Dr Jasmine Day had discussed on Tuesday.

Amazing! I have never been to a museum before (coming from Christmas Island) and being surrounded by so much knowledge was great.

The displays were beautiful and really factual. I loved the depth that this course on Egyptology at SCCYLP covered.

Took photos of EVERYTHING.
Thursday

Young Leaders had invested considerable time in preparing their team-based activity, the United Nations Debate, which they now performed in Curtin University’s impressive Council Chambers, led by representatives of the UN Youth WA. They debated and passed resolutions about several issues, including a surprise topic revealed on the day that tested their teamwork skills. This was a unique opportunity for young people to reflect upon the complexities of contemporary politics and to understand contentious issues from different points of view.

This activity was the most intellectual stimulating and intense exercise. It appealed to my interests, and really was brilliant.

Loved being involved in the process of how a real UN debate works.

It’s the best debate I’ve ever done – it was intense.

This was a new experience for me and I enjoyed it so much. I am definitely going home and doing more.

After lunch, noted author, journalist and justice campaigner Estelle Blackburn (AO) presented The Power of One, an audiovisual recounting of her six-year, one-woman quest to prove the innocence of two men wrongly accused of crimes committed by Eric Edgar Cooke in Perth in the 1960s.

I loved that Estelle showed us how she was able to make such a difference, even just as one person – the story was fascinating.

Good to hear an inspiring story of how an intelligent woman overcame challenges to free two wronged men.

After everyone returned to Wesley, the Peer Tutors led a debriefing and wind-up activity. Young Leaders wrote evaluations of the program, then enjoyed a special dinner at which Catherine Baron, representing HTAWA, presented Participation Certificates. They enjoyed their last free time together before their final departure.

It was really nice to see how people saw you compared with how you see yourself.

It made me really emotional but I loved everything about it.
Selection Criteria

A list of this year’s Young Leaders is presented in Appendix 1.

A package of information about the program was sent to all schools with year 10 cohorts in February. The program was also promoted through the efforts of HTAWA members, the Department of Education and Training and the Follow the Dream program for indigenous students.

30 students were selected from those nominated by their schools, 10 of whom came from low socioeconomic or regional schools to satisfy the requirement of HEPPP funding (on the proviso that they also met other eligibility criteria). Teachers were asked to select for nomination students who demonstrated academic ability, an interest in history and in the humanities generally, had proven leadership potential, and were involved in their communities. Students submitted a 250-word statement on their views about leadership, examples of their leadership experience, what they could contribute to the program, and what they would hope to gain from it and share with their communities. An independent selection panel of experienced educators ranked the students according to a set of criteria based on what is asked of the nominating teachers and of the nominated students.

<table>
<thead>
<tr>
<th>2013 SCCYLP Participants’ Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional area school............... 9</td>
</tr>
<tr>
<td>Metropolitan area school .......... 21</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

The selected students had been involved in an impressive range of activities and service and many were recipients of awards and recognition for academic, sporting, debating or musical achievement. All were involved in service to their communities within or outside of school, whether as school councillors, mentors, sports coaches, cadets, activists or fundraisers for charity. The selection process brings together a group of exceptional young people who commit to the program’s goals and gain considerably from their shared experience.

Peer Tutors

The team of volunteer Peer Tutors is critical to the success of the program. Some are Curtin University students; others are studying or working but all are SCCYLP alumni. They meet and communicate in the months leading up to the program, work on the preparation and presentation of content, and most importantly, work as mentors on the program itself.

The Peer Tutors work as a cohesive team and each one of them is responsible for a group of five or six Young leaders. They are responsible for ensuring that each student in their group feels welcome, and that they gain the maximum benefit from the program. They attend all sessions and discuss them with their group in a debriefing session each evening.

This year’s team included experienced Peer Tutors Ben Hogan (WA Screen Academy student, ECU), Dan Hadler (student commercial pilot, Southern Aviation, Bunbury) and Kayla Maitland-Smith (Curtin University marketing and public relations student and graduate of the John Curtin Leadership Academy), plus two new Peer Tutors, Nick Dyer (Curtin University mathematics student and member of the John Curtin Leadership Academy) and Kelsie Brennan (Curtin University human resource management student). Dan, Nick, Ben and Kayla are graduates of the SCCYLP.

The Peer Tutors were very easy to talk to and interacted extremely well with the students. They gave advice, made sure they got problems solved and were overall a pleasure.

[The Peer Tutors were] so friendly and happy to help you. I truly felt that if I had a problem I could easily go and ask and they would help. They did so well for the organising but also just hanging out with us and being part of the team.

It seemed like they were just one of us, I think we all bonded with them and I am really thankful for the Peer Tutors as they put so much effort into this camp and really do care about us.
Sponsors

The first three programs were supported by seeding funds from the Simon Lee Foundation and Curtin International in 1999. Various other organisations have also contributed funding over the years, including HTAWA, which makes an annual contribution not only of funds but also of assistance from members of its organising committee. Corporate sponsorship has proven increasingly difficult to attain but Curtin University has now committed to covering the principal costs of the program. This year it incorporated the SCCYLP in its Curtin Student Equity Strategy 2010–13 so that in 2012–13, the SCCYLP is receiving one third of its funding from the Higher Education Participation and Partnerships Program (HEPPP), which aims to increase the participation of students from low socioeconomic backgrounds in tertiary education.

Promoting the Program

The Executive Officer sent a promotional package to the principal of every secondary school in Western Australia with year 10 students, inviting teachers to make nominations. Participation certificates were presented to selected students who completed the program.

Alumni of the program have continued to promote it informally at the leadership events they attend and HTAWA networks also encourage students to apply to participate.

Evaluating the Program

Each year the program is evaluated using a tool adapted from Murdoch University Masters in Education students. This means of evaluation offers both qualitative and quantitative data that are used to plan for the following year’s program. A selection of representative responses to the program is presented in Appendix 2.

2013 Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Officer annual salary</td>
<td>$38101.00</td>
</tr>
<tr>
<td>Wesley accommodation/meals</td>
<td>$10620.00</td>
</tr>
<tr>
<td>Catering</td>
<td>$5680.06</td>
</tr>
<tr>
<td>Stationery</td>
<td>$212.40</td>
</tr>
<tr>
<td>Consumables</td>
<td>$1970.08</td>
</tr>
<tr>
<td>Photography</td>
<td>$300.00</td>
</tr>
<tr>
<td>Student travel subsidies</td>
<td>$1232.51</td>
</tr>
<tr>
<td>Bus hire</td>
<td>$1980.00</td>
</tr>
<tr>
<td>Presenter fees</td>
<td>$5010.00</td>
</tr>
<tr>
<td>Venue hire</td>
<td>$320.00</td>
</tr>
<tr>
<td><strong>TOTAL 2013</strong></td>
<td><strong>$65426.05</strong></td>
</tr>
</tbody>
</table>

Acknowledgements

We are very grateful to the above named staff of Curtin University, representatives of HTAWA, Welcoming Ceremony dignitaries and committee members, presenters and Peer Tutors on the SCCYLP who make invaluable contributions. We also thank these groups for their support:

Accolade Catering
Bickley Camp, Department of Sport and Recreation
Dingo Bus
Kirribilli Catering, Curtin University
Lido Vietnamese Restaurant
Wesley College
The Western Australian Museum
Appendix 1: Selected Students of 2013

Jacob Baron ........................................ WILLETTON SENIOR HIGH SCHOOL
Emily Barton ........................................ KEARNA COLLEGE
Tiahna Blanchett ..................................... KARRATHA SENIOR HIGH SCHOOL
Morgan Bowen ....................................... PRESBYTERIAN LADIES COLLEGE
Tyler Brooks ........................................ SOUTHERN CROSS DISTRICT HIGH SCHOOL
Daniel Brown ....................................... EATON COMMUNITY COLLEGE
Mitchell Bruce ...................................... WOODVALE SECONDARY COLLEGE
Jzana Clarke ......................................... BODDINGTON DISTRICT HIGH SCHOOL
Renee Correya ...................................... URSULA FRAYNE CATHOLIC COLLEGE
Jaala da Costa ........................................ HAMILTON SENIOR HIGH SCHOOL
Gerald De Cruz ...................................... CHRISTMAS ISLAND DISTRICT HIGH SCHOOL
Dominique Douglas-Smith ....................... SANTA MARIA COLLEGE
Jenny Dutosme ...................................... YULE BROOK COLLEGE
Natalie Fretton ...................................... GREAT SOUTHERN GRAMMAR
Thomas Grey ........................................ PEMBERTON DISTRICT HIGH SCHOOL
Robert Hallam ....................................... KULIN DISTRICT HIGH SCHOOL
Jasma Hereygers-Bell ................................ MERCY COLLEGE
Lewis Hutton ........................................ QUINNS BAPTIST COLLEGE
Alexander Ishida-Livings ......................... TRINITY COLLEGE
Hunter Jackson ...................................... CHRIST CHURCH GRAMMAR SCHOOL
Jessica Knight ....................................... PERTH MODERN SCHOOL
Jessica Negus ....................................... PERTH COLLEGE
Louise Ritter ........................................ PENRHOS COLLEGE
Luke Rossi ............................................ CHISHOLM CATHOLIC COLLEGE
Archibald (Archie) Stapleton ............... HALE SCHOOL
Isabella Sullivan ................................... CECIL ANDREWS SENIOR HIGH SCHOOL
Reece Thornbury ................................... MANDURAH CATHOLIC COLLEGE
Hanneke Wiersma ................................ COMET BAY COLLEGE
Casey Willmore ................................... ALBANY SENIOR HIGH SCHOOL
Michael Zaleski ................................... THORNILIE SENIOR HIGH SCHOOL
Appendix 2: Selected Qualitative Responses to the Program

What aspects of the program did you enjoy the most?
Group bonding activities. Chill out time as a chance to socialise. Hospitality of Wesley food staff and the Peer Tutors.
Making a lot of new friends, with people from all over WA. It’s just really sweet to get so close to people in so little time.
The friendships. I got to know people like me which I didn’t think I ever would and I just don’t want to say goodbye soon because they are all just so amazing people.
Being around inspiring people that just made you smile all the time.

What are the top one or two history skills/ideas you learnt?
In Egyptology I learnt about the importance of understanding the culture in understanding their decisions. By going to John Curtin’s house I learnt that even though you are a leader, staying approachable to the community is highly important.
I didn’t realise this deeply, but the connection between history + leadership is strong because you learn from past mistakes.
History isn’t just regurgitating facts, it is understanding the reason behind this, the big picture and how we can change the future as a result.

What are the top one or two cultural communication skills/ideas you learnt?
The Ice Cream Game showed me that despite the differences and the resulting prejudices of cultures, we must all come together if we want an equal and thriving world.
What may look like random symbols to us have meaning to others.
That all cultures have a reason for believing things. That in the past other cultures were harder to get to and therefore were more foreign: communication will stop discrimination.
Egyptology made me look so much deeper into the ways that we communicate as a race – through religion but also through total respect for one another. It really related to how we understand each other as individuals.

How would you summarise your experience as a participant in the SCCYLP?
An amazing endeavour which was particularly enlightening in regards to empathy (the perspectives of others), self-development and innovation (particularly innovative ways of thinking).
As a participant in SCCYLP 2013, I would summarise in two words … Eye-opening. During my time on camp I took a step back and looked at how people do things and the different ways people approach leadership.
I honestly am really shy, the participants and tutors have nurtured and helped me to come out. Brilliant time, brilliant people, brilliant to learn about skills for leadership.
Putting my name down to try out for this program has been one of the greatest things I’ve ever done. All the people on this camp are incredible, girls & boys, adults & teens and I wouldn’t trade the world for any of them. I would do it all again in a heartbeat. THANK YOU! xx
I had the time of my life while here. I got a lot out of it, and progressed in terms of leadership. It was fantastic to meet so many like-minded people, and feel so fortunate to have been given the experience; I will take so much away from this, including many great friends.
The most amazing, bonding, empowering experience yet to come, a true inspiration to what I would like to see happen and have friendships like. So proud to be a part of this amazing experience.
My experience is indescribable. It was the best thing I have done in my life as of now. It was greatly enjoyable in all aspects.
It was truly amazing, the activities were all far better than most things we’ve done at school, the people were the best and I have had such an experience with them that I’m sure we’ll all never forget.