

**Aboriginal and Torres Strait Islander Action Plan 2010-2014**  
**Information and resources**

**Curricula and resources linked to school readiness and transition to schooling**

Source	Relevant research undertaken, or documents/resources available	Details
Council of Australian Government	<p><b>National Early Years Learning Framework</b></p> <p><i>Author(s):</i> Council of Australian Governments (COAG)</p> <p><i>Publisher:</i> DEEWR</p> <p><i>Date of publication:</i> 2009</p> <p><i>Document/resource/research:</i> Resource</p> <p><i>Web link:</i>  <a href="http://www.deewr.gov.au/EarlyChildhood/Policy_Agenda/Quality/Pages/EarlyYearsLearningFramework.aspx">http://www.deewr.gov.au/EarlyChildhood/Policy_Agenda/Quality/Pages/EarlyYearsLearningFramework.aspx</a></p> <p><i>Early Years Learning Framework links:</i></p> <ul style="list-style-type: none"> <li>• Becoming, belonging and being – The Early Years Learning Framework for Australia  <a href="http://www.deewr.gov.au/Earlychildhood/Policy_Agenda/Quality/Documents/Final%20EYLF%20Framework%20Report%20-%20WEB.pdf">http://www.deewr.gov.au/Earlychildhood/Policy_Agenda/Quality/Documents/Final%20EYLF%20Framework%20Report%20-%20WEB.pdf</a></li> <li>• Belonging, Being and Becoming - The Early Years Learning Framework for Australia - Information for Families</li> </ul>	<p><u><i>Brief description of curricula/resources:</i></u></p> <p>The <b>Early Years Learning Framework</b> is a national early childhood curriculum for children aged 0-5 years that has been developed collaboratively by the Australian and state and territory Governments with substantial input from the early childhood sector and early childhood academics.</p> <p>It describes the principles, practice and outcomes essential to support and enhance young children’s learning from birth to five years of age, as well as their transition to school. The Framework has a strong emphasis on play-based learning as play is the best vehicle for young children’s learning providing the most appropriate stimulus for brain development. The Framework also recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development.</p> <p>The <b>Framework for School Age Care</b> in Australia builds on the Early Years Learning Framework. It extends the principles, practice and outcomes to accommodate the contexts and age range of the children and young people who attend school age care settings.</p> <p>This will include around 5,000 outside school hours care services as well as care provided to school age children in long day care and family day care settings. The Framework for School Age Care aims to support and extend children’s learning in addition to participation in formal school settings.</p>

[http://www.deewr.gov.au/Earlychildhood/Policy\\_Agenda/Quality/Documents/EYLFFamiliesGuide\\_A4\\_170909.pdf](http://www.deewr.gov.au/Earlychildhood/Policy_Agenda/Quality/Documents/EYLFFamiliesGuide_A4_170909.pdf)

- Educators' Guide to the Early Years Learning Framework

[http://www.deewr.gov.au/Earlychildhood/Policy\\_Agenda/Quality/Documents/EYLF\\_Ed\\_Guide.pdf](http://www.deewr.gov.au/Earlychildhood/Policy_Agenda/Quality/Documents/EYLF_Ed_Guide.pdf)

*Framework for School Age Care links:*

- My Time, Our Place - The Framework for School Age Care in Australia

[http://www.deewr.gov.au/Earlychildhood/Policy\\_Agenda/Documents/AgeCareinAus.pdf](http://www.deewr.gov.au/Earlychildhood/Policy_Agenda/Documents/AgeCareinAus.pdf)

- My Time, Our Place - The Framework for School Age Care in Australia – Information for Families

[http://www.deewr.gov.au/Earlychildhood/Policy\\_Agenda/Documents/FamiliesGuide.pdf](http://www.deewr.gov.au/Earlychildhood/Policy_Agenda/Documents/FamiliesGuide.pdf)

- Educators Guide to the Framework for School Age Care in Australia

[http://www.deewr.gov.au/Earlychildhood/Policy\\_Agenda/Documents/Attachment1.pdf](http://www.deewr.gov.au/Earlychildhood/Policy_Agenda/Documents/Attachment1.pdf)

<p>New South Wales</p>	<p><b>Extending Transition to School resource package</b></p> <p><u>Author(s)</u>: NSW Department of Education and Communities</p> <p><u>Publisher</u>: NSW Department of Education and Communities</p> <p><u>Date of publication</u>: 2012</p> <p><u>Document/resource/research</u>: Resource</p> <p><u>Web link</u>: TBA</p>	<p><u>Brief description of curricula/resources</u>:</p> <p>This resource package was developed to assist schools considering an extended transition to school program. Expanding schools services through offering an extended transition to school program can improve K-2 attendance or partner with local preschools and community services to offer a transition to school program for children of prior to school age and their families.</p> <p>The resource package was developed for the target group through the Low SES School Communities National Partnership project. However all NSW public schools will receive the document in 2012. The Extended Transition to School booklet outlines the importance of implementing a successful transition to school process at school entry. It provides information on the impact that an effective transition can have in the long term for children and includes a range of transition models and strategies that schools may consider in developing a quality transition to school program which will best meet the needs of the community.</p>
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<p>Victoria</p>	<p><b>Victorian Early Years Learning and Development Framework : Birth to 8 years (Victorian Framework)</b></p> <p><i>Author(s):</i> Victorian Department of Education and Early Childhood Development</p> <p><i>Date of publication:</i> Ongoing</p> <p><i>Document/resource/research:</i> Resource/Research</p> <p><i>Web link:</i>  <a href="http://www.vcaa.vic.edu.au/earlyyears/index.html">http://www.vcaa.vic.edu.au/earlyyears/index.html</a></p>	<p><i>Brief description of curricula/resources:</i></p> <p>The Victorian Early Years Learning and Development Framework is designed to advance all children’s learning and development from birth to eight years of age.</p> <p>The Framework provides early childhood professionals with a common language for describing outcomes for children, and describes practice principles to guide early childhood professionals to work together with children and with families to achieve the best outcomes for every child.</p> <p>The Framework:</p> <ul style="list-style-type: none"> <li>• identifies five Early Years Learning and Development Outcomes for all children</li> <li>• identifies eight Practice Principles for Learning and Development, categorised as Collaborative, Effective and Reflective. The Practice Principles describe the most effective ways for early childhood professionals to work together, with children and with families to facilitate learning and development</li> <li>• emphasises the importance of supporting children’s and families’ transitions as they move within and across services throughout the early childhood period.</li> </ul>
	<p><b>Transition: A Positive Start to School Resource</b></p> <p><i>Author(s):</i> Victorian Department of Education and Early Childhood Development</p> <p><i>Date of publication:</i> 2009</p> <p><i>Document/resource/research:</i> Resource</p> <p><i>Web link:</i>  <a href="http://www.education.vic.gov.au/earlylearning/default.htm">http://www.education.vic.gov.au/earlylearning/default.htm</a></p>	<p>The Transition: A Positive Start to School initiative aims to improve experiences of starting school by strengthening the development and delivery of transition programs.</p> <p>To support a positive start to school for all children, a common Victorian approach has been developed to guide families, early childhood services and schools. This will provide a shared understanding between families, early childhood services and schools about what is important for children and their families during this exciting time.</p> <p>The initiative also introduces a tool for families and educators to share information about a child’s learning and development in the form of a Transition Learning and Development Statement. The Statement supports the consistent transfer of information, irrespective of the school a child is going to and provides an opportunity for children, their families and the professionals working with them to contribute and have their views reflected in it.</p>

<p>Queensland</p>	<p><b>Evaluation of the implementation of Education Queensland's Pre-Prep Curriculum Strategy Foundations for Success in Cape York and Torres Strait Islander Communities – Final Report</b></p> <p><i>Author(s):</i> Professor Bob Perry, Research Institute for Professional Practice, Learning and Education, Charles Sturt University</p> <p><i>Date of publication:</i> 2011</p> <p><i>Document/resource/research:</i> Resource/Research</p> <p><i>Web link:</i>  <a href="http://deta.qld.gov.au/indigenous/pdfs/evaluation-implementation-foundations-for-success-17112011.pdf">http://deta.qld.gov.au/indigenous/pdfs/evaluation-implementation-foundations-for-success-17112011.pdf</a></p>	<p><i>Brief description of curricula/resources:</i></p> <p>This evaluation study was undertaken in 2009-10 and examined the implementation of the Foundations for Success initiative – a non-compulsory, pre-prep, sessional early learning program for Indigenous children. The final report identifies a range of enabling conditions pertaining to the success of the program at the local and systemic levels.</p> <p>The purpose of this evaluation was to examine:</p> <ul style="list-style-type: none"> <li>• the process undertaken to develop <i>Foundations for Success</i> to determine approaches to curriculum development that lead to quality early learning programs for Aboriginal and Torres Strait Islander children</li> <li>• the extent to which the Foundations for Success guidelines have supported educators to plan, implement and reflect on an early learning program for Aboriginal and Torres Strait Islander children</li> <li>• the enabling conditions and pedagogies that contribute to Aboriginal and Torres Strait Islander children's learning and development as they transition between home, an early learning program and the early years of school</li> <li>• the major outcomes for children, educators, families and communities stemming from the progressive implementation of Foundations for Success</li> <li>• case studies of six selected implementation sites were developed, using mixed methodologies including interviews, observations, work samples</li> <li>• the target group were students, teachers, families and communities of Bound for Success Pre-Prep programs for Aboriginal and Torres Strait Islander children.</li> </ul> <p><i>Key findings:</i></p> <p>The researchers demonstrated links between the <i>Foundations for Success</i> curriculum document, the <i>Queensland Kindergarten Learning Guideline</i> and the <i>Early Years Learning Framework</i>. They found improved literacy and numeracy outcomes and higher levels of engagement and participation in children who had attended Bound for Success programs, compared to those who had not attended a program.</p> <p><b>(N.B. see also entry under Barriers and enablers of success)</b></p>
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Queensland	<p><b>Queensland Kindergarten Learning Guideline (QKLG)</b></p> <p><i>Author(s):</i> Queensland Studies Authority</p> <p><i>Date of publication:</i> 2010</p> <p><i>Document/resource/research:</i> Resource</p> <p><i>Web link:</i>  <a href="http://www.qsa.qld.edu.au/10192.html">http://www.qsa.qld.edu.au/10192.html</a></p>	<p><i>Brief description of curricula/resources:</i></p> <p>The Queensland Kindergarten Learning Guide(QKLG) is aligned to the <i>Early Years Learning Framework</i> for use by Queensland teachers delivering an approved kindergarten program. The learning guidelines emphasise inclusion and recognition of Aboriginal and Torres Strait Islander children, families and communities. The guideline is supported by a range of professional learning materials targeting the inclusion of children with diverse needs.</p>
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<p>Western Australia</p>	<p><b>Western Australia Curricula and resources linked to school readiness and transition to schooling</b></p> <p><u>Web links:</u>  <a href="http://www.tesol.org.au/esl/index.html">http://www.tesol.org.au/esl/index.html</a></p>	<p><u>Brief description of curricula/resources:</u></p> <p>Below is a list of resources linked to school readiness and transition to schooling:</p> <ul style="list-style-type: none"> <li>• Cahill, R. (1998). <i>Solid English</i>. Perth: Education Department of Western Australia.</li> <li>• Cahill, R (2000). <i>Deadly Ways to Learn Package</i>. Perth: Education Department of Western Australia, Association of Independent Schools of Western Australia and Catholic Education Office of Western Australia.</li> <li>• Eagleson, R. D., Kaldor, S. &amp; Malcolm, I. G. (1982). <i>English and the Aboriginal Child</i>. Canberra: Curriculum Development Centre.</li> <li>• Konigsberg, P., Collard, G. (2002) <i>Ways of Being, Ways of Talk</i>. Perth: Department of Education, Western Australia.</li> <li>• Konigsberg, P., Collard, G., Malcolm, I.G. (2004). <i>Indigenous Students and English Literacy: What every Teacher Needs to Know</i>. Dare to Lead Commission, ACTA, South Australia.</li> <li>• Malcolm, I. G. (1995). <i>Language and Communication Enhancement for Two-way Education</i>. Report to the Department of Employment, Education and Training. Perth: Centre for Applied Language Research, Edith Cowan University.</li> <li>• Malcolm, I. G. (1997). <i>Aboriginality and English</i>. Perth: Centre for Applied Language and Literacy Research, Edith Cowan University.</li> <li>• Malcolm, I. G. (2002). <i>Aboriginal English Genres in Perth</i>. Perth: Centre for Applied Language and Literacy Research, Edith Cowan University.</li> <li>• Malcolm, I. G., Haig, Y., Königsberg, P., Rochecouste, J., Collard, G., Hill, A. &amp; Cahill, R. (1999). <i>Towards More User-Friendly Education for Speakers of Aboriginal English</i>. Perth: Centre for Applied Language and Literacy Research, Edith Cowan University.</li> <li>• Malcolm, I. G., Haig, Y., Königsberg, P., Rochecouste, J., Collard, G., Hill, A. &amp; Cahill, R. (1999). <i>Two-Way English: Towards More User-Friendly Education for Speakers of Aboriginal English</i>. Perth: Education Department of Western Australia and Edith Cowan University.</li> <li>• Malcolm, I. G., Grote, E., Eggington, L., Sharifian, F. (2002). <i>The Representation of Aboriginal English in School Literacy Materials</i>. Perth: Centre for Applied Language</li> </ul>
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		<p>and Literacy Research, Edith Cowan University.</p> <ul style="list-style-type: none"> <li>• Malcolm, G., Konigsberg, P., Collard, G., Hill, A., Grote, E., Sharifian, F., Kickett, A., Sahana, E. (2002) <i>Umob Deadly: Recognized and Unrecognized Literacy Skills of Aboriginal Youth</i>. Perth: Department of Education, Western Australia</li> <li>• Malcolm, I.G. &amp; Königsberg, P. (1995). Some features of Australian Aboriginal English. In D. McRae. <i>Langwij Comes to School: Promoting Literacy Among Speakers of Aboriginal English and Australian Creoles</i>. Canberra: Department of Employment, Education and Training, pp. 30-31.</li> <li>• Rochcouste, J., Malcolm, I. G. (2003). <i>Aboriginal Genres in the Yamatji Lands of Western Australia</i>. Perth: Centre for Applied Language and Literacy Research, Edith Cowan University.</li> <li>• Sharifian, F., Rochcouste, J., Malcolm, I. G., Konigsberg, P., Collard, G. (2004) <i>Improving Understanding of Aboriginal literacy: Factors in Text Comprehension</i>. Perth: Department of Education and Training, Western Australia.</li> </ul> <p><b>(N.B. see also entry under <b>Barriers and Enablers of success.</b>)</b></p>
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Western Australia	<b>National Aboriginal Early Childhood Project (Western Australia)</b>	<p><i>Brief description of curricula/resources:</i></p> <p>This project is an initiative of the Western Australian Department of Education Aboriginal Education Branch to develop learning and teaching programs for kindergarten and pre-primary school children.</p> <p>Drawing inspiration from picture books and informational texts, integrated programs of work and individual learning and teaching programs have been developed to support teachers to improve literacy and numeracy skills with a strong emphasis on oral language.</p> <p>The resources are available to all teachers through the Western Australian’s Department of Education’s Portal.(Interstate visitors can contact the Aboriginal Education Branch) The resources are:</p> <ul style="list-style-type: none"> <li>• seven integrated learning and teaching programs for Kindergartens</li> <li>• six integrated learning and teaching programs for Pre Primaries.</li> </ul> <p>Teachers may implement the programs in various ways. They may choose to use the whole integrated program of work, individual learning area programs or individual activities that develop a particular teaching focus.</p>
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<p>South Australia</p>	<p><b>South Australian Curricula and resources linked to school: readiness and transition to schooling</b></p>	<p><u>Brief description of study, methodology and target group:</u></p> <p>Identified curricula and resources include:</p> <ul style="list-style-type: none"> <li>• the Early Years Learning Framework which is inclusive of Aboriginal Children. South Australia (Early Learning and Curriculum) has developed a professional learning ‘package’ based on the practice of cultural competence as described in the Belonging Being and Becoming Early Years Learning Framework</li> <li>• resources to support educators and families that are evidence based e.g. Together, Reflect Respect Relate, Professional learning- related to the National Quality Framework, Early Years Learning Framework both face to face and online. Joint work with regions to ensure that all regions have the support required. Specific focused responses/ways of working for identified communities e.g. APY Lands.</li> <li>• particular project work related to transition and continuity</li> <li>• links to project leaders, academic partners with particular expertise in the area of contemporary research on early learning, curriculum, leadership and transition with particular expertise in working with Aboriginal children and families e.g. Bob Perry and Lyn Fasoli.</li> </ul>
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Tasmania	<b>Tasmanian Aboriginal Education Services</b>	<p><u>Brief description of curricula/resources:</u></p> <p>The Tasmanian Aboriginal Education Services have developed a number of resources in line with:</p> <ul style="list-style-type: none"> <li>• Early Years Learning Framework</li> <li>• Australian Curriculum cross curriculum priorities</li> <li>• Aboriginal and Torres Strait Islander histories and cultures</li> <li>• sustainability.</li> </ul> <p>The resources are in high demand by teachers across the State, Catholic, Independent &amp; other education systems, as well as interstate and internationally. The Aboriginal Education Services now enjoys strengthened relationships within the Department of Education (DoE), (including the Curriculum and Leadership teams), and across agencies such as Lady Gowrie, the Tasmanian Early Years Foundation, Dare to Lead, Aboriginal Heritage Tasmania, Tasmanian Museum and Art Gallery, the Aboriginal Children’s Centre &amp; Education Services Australia (ESA).</p> <p>The resources range from wooden jigsaw puzzles , DVDs and associated support materials, learning sequences and sets of readers (Tasmanian Aboriginal Resource Set 1: 3 books about mutton birds; and Set 2: 3 books about shell stringers and stringing). All of the resources are linked and range from the early years to adults.</p> <p>The Tasmanian Aboriginal Education Resource Sets 1 &amp; 2 (Readers) are in the process of being digitised, and will be made available to all education jurisdictions around Australia through the National Digital Learning Resource Network as part of the Resources to Accelerate Learning for Indigenous Students (RALIS) Shared Content Project.</p> <p>The Readers won a National Print Award for the printers (GEON). Each entry in the National Print Awards has already been judged ‘best of category’ in its state or territory print recognition awards</p>
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<p>Northern Territory</p>	<p><b>Families as First Teachers program</b></p> <p><u>Web link:</u>  <a href="http://www.det.nt.gov.au/parents-community/early-childhood-services/families-as-first-teachers-program">http://www.det.nt.gov.au/parents-community/early-childhood-services/families-as-first-teachers-program</a></p>	<p><i>Brief description of curricula/resources:</i></p> <p>The Families as First Teachers-Indigenous Parenting Support Services Program in the Northern Territory builds family knowledge of early learning through active engagement in quality early childhood education programs. Play based programs support families through modelling, side by side engagement and discussion. Resources have been developed to give families information about how young children learn and how parents can make the most of everyday opportunities. These resources can be used in group or individual family settings.</p> <p>School readiness is addressed through the Families as First Teachers-Indigenous Parenting Support Services Program in early learning groups with a focus on literacy and numeracy foundations, orientation to school programs and parent engagement initiatives. A dual generational approach provides adult activities during early learning sessions.</p>
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<p>Australian Government</p>	<p><b>Investing in our future: An evaluation of the national roll-out of the Home Interaction Program for Parents and Youngsters (HIPPY)</b></p> <p><i>Author(s):</i> Max Liddell, Tony Barnett, Fatoumata Diallo Roost and Juliet McEarchan  <i>Publisher:</i> Brotherhood of St Laurence/DEEWR  <i>Date of publication:</i> August 2011  <i>Document/resource/research:</i> Resource/Research</p> <p><i>Web link:</i>  <a href="http://www.hippyaustralia.org.au/file/2377/">http://www.hippyaustralia.org.au/file/2377/</a></p>	<p><u>Brief description of curricula/resources:</u></p> <p>This evaluation reports on the five-year national rollout of HIPPY in 50 communities across Australia by 2012.</p> <p>HIPPY is a home-based early childhood enrichment program that supports parents in their role as their child’s first teacher. The program targets communities that experience various forms of social disadvantage. Home tutors who have been recruited from the local community work with parents as peers over two years during the critical period of the child’s transition to full-time school. HIPPY aims to ensure children start school on an equal footing with their more advantaged peers, as well as to strengthen communities and the social inclusion of parents and children.</p> <p>The evaluation framework included a review of five areas which shape the structure of this report:</p> <ul style="list-style-type: none"> <li>• appropriateness — the identified need for the program, alignment with Australian Government priorities and alternative responses/programs</li> <li>• effectiveness — the degree to which the intended benefits or outcomes have been achieved</li> <li>• efficiency — the cost-effectiveness of the program</li> <li>• HIPPY with Indigenous Australians—the appropriateness and acceptability of the program among Aboriginal and Torres Strait Islander Australians</li> <li>• governance — whether the governance arrangements have been appropriate and sufficient.</li> </ul> <p><u>Key findings:</u></p> <p>The evaluation report shows that HIPPY is working well in Aboriginal and Torres Strait Islander communities and there were many reports of positive impacts. Among the positive reports were the following improvements:</p>
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