Aboriginal and Torres Strait Islander Education Plan 2010-2014
Information and resources

School Readiness: Research on barriers and enablers of success

Source:	Relevant research undertaken, or documents/resources available	Details
New South Wales	**NSW Schools as Community Centres (SaCC) Annual Results Based Report** _Author(s)_: NSW Department of Education and Communities, Student Achievement and Community Partnerships Directorate _Date of publication_: Data available for 2006 – 2010 _Document/resource/research:_ Annual Report summarising the state wide collection of data for the Schools as Community Centres program _Web link:_ http://www.schools.nsw.edu.au/studentsupport/programs/ecip/index.php	_Brief description of study, methodology and target group_: The report summarises data collected each year to monitor results for families with young children 0-8 years who participate in the SaCC program. The SaCC program is a universal prevention and early intervention initiative supporting families with young children in communities facing marked challenges. SaCC projects are funded through the NSW Government's Families NSW strategy. In 2012 a total of 45 SaCC projects were based in primary schools across NSW. Data is collected using a common tool by the 45 SaCC projects each year. The views of parents and carers about the extent to which the intended outcomes of SaCC were achieved are gathered through the SaCC Parents and Carers Survey. Around 2,000 parents/carers are surveyed each year across 45 sites. _Key findings_: Evidence in the report that 77.4% of SaCC support initiatives for young children, parents and community members were delivered in partnership with other human service agencies points to the value of cross agency collaborative planning and delivery towards common well being outcomes listed above. A relationship approach is fundamental to the SaCC service model which builds relationships with families with the youngest children. These existing and early relationships promote continuity between home and school. Locating the SaCC projects in the

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grounds of a public school assists access to child/family support. Parents and community members are consulted locally and are key participants in SaCC projects. These family and community relationships foster community cohesion and local engagement. In 2010, 217 Aboriginal and Torres Strait Islander adults participated in decision making roles in SaCC projects. State wide SaCC projects had 92 partnerships with Aboriginal and Torres Strait Islander organisations.

In 2011, 97% of parents and/or carers reported that, since coming to the SaCC activities, their child, who was going to school next year, was doing better on a range of social, emotional and communication skills. This participation in informal learning opportunities in SaCC projects builds capacity and confidence for the child to transition into school, or into a formal early childhood education setting and then to school.

The report indicates 45% of young children who participated regularly in SaCC initiatives were aged less than three years. This is underpinned by research that earlier investment/interventions with children have higher returns than later investments/interactions.

 (**N.B** see also entry under **Integrated approaches for children 0-8 years)**

Information correct as at August 2012.

| New South Wales | **Barriers to Participation**

Author(s): Rebekah Grace and Jennifer Bowes, Macquarie University
Publisher: Research Centre, NSW Department of Family and Community Services
Date of publication: July 2011
Document/resource/research: Research overview

Web link:
www.iec.mq.edu.au/public/download/?id=15758 | _Brief description of study, methodology and target group_:

This study aimed to identify and understand the experiences of, barriers and facilitators to family engagement with early childhood services from the perspectives of parents and early childhood workers in disadvantaged communities in New South Wales.

There were 101 families who participated in the research, involving a questionnaire and an interview. The sample group included different cultural groups, with 16.8 % of the participants identifying as Aboriginal or Torres Strait Islander. The communities represented in the project spanned suburban, rural and remote areas. In addition to this, 40 early childhood workers also participated in the research, all of whom were female.

Key findings:

The research did not specifically identify findings for Aboriginal and Torres Strait Islander families, however, a number of general findings around barriers included:
families who were involved with other service professionals were more likely to attend an early childhood service parental perceptions on how safe the environment in a care setting would be, significantly influenced attendance parents' working hours significantly influenced levels of engagement with services identification of cost, lack of transport options, opening hours, availability and complex paperwork as barriers. |

Information correct as at August 2012.

New South Wales	**Building Stronger Connections research project**	*Brief description of study, methodology and target group*:
		The *Building Stronger Connections* project aimed to increase access by Aboriginal children to NSW Department of Education and Training preschools through enhanced engagement of Aboriginal families and communities.
	Author(s): NSW Department of Education and Communities	
	Publisher: NSW Department of Education and Communities	The project's objectives were to develop culturally appropriate resources and strategies in each of the preschools and to encourage participation of parents and caregivers in the education of their children with the long term goal of building stronger relationships and connections between schools and the Aboriginal community.
	Date of publication: 2010	
	Document/resource/research: Research	
	Web link: N/A	The project also facilitated the improved confidence of parents and families of Aboriginal children to engage in their child's preschool education; strengthened relationships between Aboriginal communities, families and schools; a deeper understanding by staff of local Aboriginal culture and a better response to community needs and increased participation of Aboriginal families in activities offered through the Schools as Community Centres projects.
		The project commenced in 2009 and concluded in 2010 in 22 schools across NSW and targeted those communities with high numbers of Aboriginal children but low numbers of Aboriginal children enrolled in the preschools.
		Key findings:
		The key findings from the evaluation of the project included: - increased enrolments in 16 of the 22 preschools 24.6% of all children enrolled in the 22 preschools in March 2010 were Aboriginal compared with 16% in 2007 - the benefits of employing Aboriginal people to work in the preschool and support the implementation of the Building Stronger Connections project

		• Aboriginal workers reported on increased sense of pride in their Aboriginality • strengthened connections between preschool/school and Aboriginal parents, Aboriginal community • increased understanding by preschool teachers and support staff of Aboriginal culture • preschools were more culturally inclusive and welcoming.

Information correct as at August 2012.

| New South Wales | **Research in early childhood services in rural New South Wales – what works.**

Author(s): National Curriculum Services. Australian Curriculum Studies Association
Date of publication: 2012
Document/resource/research: Research

Web link:
http://www.whatworks.edu.au/dbAction.do?cmd=displaySitePage1&subcmd=select&id=137 | *Brief description of study, methodology and target group*:

Ten schools in communities with a high proportion of indigenous school enrolments and limited or no access to preschool were targeted. It set out to provide an alternative through a transition to school program and a parent awareness program.

Key findings:
These included:
widely noted improvement in smoothness of home to school transition for children increased attendance rate at kindergarten for Indigenous children of 100 student in target group, 92 satisfied provider's expectation for readiness following one term of school, indigenous children achieving Early Stage 1 outcomes for speaking, listening, reading and writing was commensurate with proportion of non Indigenous children achieving same results. |

Information correct as at August 2012.

Victoria	**Linking Schools and Early Years Project Evaluation**	*Brief description of study, methodology and target group*:
	Author: Marianne Rajkovic and kylie valentine from Social Policy and Research Centre at the University of New South Wales	The Linking Schools and Early Years project is a partnership between: • The R.E. Ross Trust • Department of Education and Early Childhood Development • Centre for Community Child Health • Murdoch Children's Research Institute at the Royal Children's Hospital Melbourne.
	Date of publication: October 2011 *Document/resource/research:* Research	LSEY is a six year project (2006-2012) that seeks to inform policy development, build research evidence and provide a model of practical, effective, low-cost, place-based strategies that enable schools, early years services, families and the community to work collaboratively to overcome barriers to children's learning and development and for children to arrive at school ready to engage and be successful at school.
	Web link: • *http://www.rch.org.au/emplibrary/lsey/Linking_Schools_and_Early_Years_project_-_Outcomes_Framework.pdf* • http://www.rch.org.au/lsey/index.cfm?doc_id=13216	The project is operating in three Victorian communities. In each site the project is working with local Partnership groups that consist of schools, early year's services, child and family community services, local government and state government. The project recognises that 'school readiness does not reside solely in the child, but reflects the environments in which children find themselves - their families, early childhood settings, schools, neighbourhoods, and communities' (Kagan & Rigby, 2003).
	Reports http://www.rch.org.au/emplibrary/lsey/LSEY_2011_Evaluation_report.pdf	The project is working towards the long-term outcome of all children arriving at school ready to engage. Being ready to engage at school means that children have the social, emotional and learning skills and attitudes that will enable them to benefit from the school environment. In order for this to occur, a number of things need to take place before they get to school:
	Data Collections • LSEY project evaluation - Round one data collection 2008 • LSEY project evaluation - Round two data collection 2010	• participation in high quality early childhood services • strong relationships between early childhood services, schools and families to support a smooth transition to school for children and families • families supporting their children's learning and development.

	• [LSEY project evaluation - Interim qualitative data collection 2011](#) • LSEY project evaluation - Round three data collection - Available in October 2012	*Key findings*: The research found that: • barriers faced by vulnerable children when starting school may be overcome by stronger linkages and partnerships between schools and early years services, families and the community • there was potential to bridge a gap between early years services and primary schools to ensure better planning for the individual needs of children entering school. The LSEY project has had an external evaluation attached since its inception in 2007. Qualitative and quantitative data is collected for the main evaluation reports every two years (2008, 2010 and 2012). This is being undertaken by the Social Policy and Research Centre at the University of New South Wales. The evaluation demonstrates progress made by the project communities towards achieving each of the project goals and the effectiveness of the community partnership approach.

Information correct as at August 2012.

| Queensland | **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**

Author(s): Professor Bob Perry, Research Institute for Professional Practice, Learning and Education, Charles Sturt University
Date of publication: 2011
Document/resource/research: Research

Web link:
http://deta.qld.gov.au/indigenous/pdfs/evaluation-implementation-foundations-for-success-17112011.pdf | *Brief description of study, methodology and target group*:

The purpose of this work was to examine:
the process undertaken to develop Foundations for Success to determine approaches to curriculum development that lead to quality early learning programs for Aboriginal and Torres Strait Islander children
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
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
the major outcomes for children, educators, families and communities stemming from the progressive implementation of Foundations for Success.
Case studies of six selected implementation sites were developed, using mixed methodologies including interviews, observations and work samples. The target groups were students, teachers, families and communities of Bound for Success Pre-prep programs for Aboriginal and Torres Strait Islander children.

Key findings:

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.

Enabling conditions that link pre-prep, families and community
community determination of the scheduling of pre-prep classes |

		• flexibility in determining the location of pre-prep classes • strong links between pre-prep and community • centrality of Home Language and Standard Australian English in pre-prep • enabling conditions concerning educational leadership • leadership that is committed to the philosophy of pre-prep and Foundations for Success • enabling conditions concerning teacher preparation and professional development • incorporation of knowledge and understanding of pre-prep into initial teacher education • culturally and professionally appropriate teacher education for Indigenous teachers from the communities • ongoing professional development for all involved in pre-prep • enabling conditions that are systemic • opportunities for multi-age settings that involve pre-prep and prep children in meaningful and sustained interaction • commitment to consistent and appropriate staffing of pre-prep classes. (**N.B.** see also entry under **Curricula and resources linked to school readiness and transition to schooling)**

Information correct as at August 2012.

| Queensland | **Accessing Kindergarten in Queensland: A report to the Office for Early Childhood Education and Care**

Author(s): Thorpe, K. , Vromans, L. & Bell-Booth, R.
Date of publication: 2010
Document/resource/research: Research

Web link:
http://deta.qld.gov.au/earlychildhood/pdfs/access-report.pdf | *Brief description of study, methodology and target group:*

This project interviewed a small cross-section of Queensland families in Brisbane and Mount Isa (including some families recruited from Indigenous groups) not accessing centre-based early childhood education and care services/programs. It confirmed that Queensland families understand the importance of early childhood education and also highlighted the need for kindergarten programs and program providers to be flexible and offer different options to cater for families' unique circumstances.

The Queensland Government response outlines how barriers identified in the research report are being removed through the delivery of the most significant reform program in the history of early childhood education and care in Queensland. This includes the delivery of extra kindergarten services co-located on school sites in areas where they are most needed, delivery of kindergarten programs in long day care services and a state-wide multimedia community awareness raising campaign.

The report findings are being used to tailor Queensland's plan for achieving universal access to kindergarten programs to ensure all children enjoy a flying start to learning and life.

Key Results:

Cost, transport, cultural practices and beliefs and hours and timing of kindergarten programs were identified by participants as barriers to accessing kindergarten programs. Some parents reported a lack of dual generational learning available through kindergarten programs, and concern regarding adequacy of the kindergarten program to prepare children for the transition to school. |

Information correct as at August 2012.

| Western Australia | "**Understanding Stories my Way**": **Aboriginal English Speaking Students' (mis)understanding of School Literacy Materials in Australian English**

Author(s): Sharifian, F.; Truscott, A.; Konigsberg, P.; Malcolm I. G.; Collard, G.
Publisher: Department of Education, Western Australia
Date of publication: 2012
Document/resource/research: All

Web link:
http://www.det.wa.edu.au/aboriginaleducation/detcms/aboriginal-education/aboriginal-education/docs/understanding-stories.en?oid=com.arsdigita.cms.contenttypes.FileStorageItem-id-12749325 | *Brief description of study, methodology and target group*:

Since 1998, the *ABC of Two-Way Literacy and Learning* has been the mainstay of the West Australian Department of Education's effort to improve literacy outcomes among Aboriginal students. The *ABC of Two-Way Literacy and Learning* promotes the implementation of two-way bi-dialectal education. This is in line with current findings in second language and second dialect linguistic research which shows clearly that affirming home language encourages stronger participation of bilingual and bi-dialectal students through increased learner engagement and promotes faster target language acquisition. Building on the home language of Aboriginal students also supports and respects the Aboriginal communities' desire to have their young people become strong in both Indigenous and non-Indigenous ways. Classroom teachers and Aboriginal or Islander Education Officers (AIEOs) who have participated in a range of collaborative research projects and professional learning have implemented two-way bi-dialectal strategies and shown improved outcomes in Aboriginal students' achievement. The latest research of this project is outlined below.

The study aimed to investigate the degree to which the failure of Aboriginal students to achieve equitable outcomes is due to the differences that exist between the cultural-conceptual basis of Aboriginal English and the Standard Australian English (SAE) reflected in school literacy materials. The project built on a range of prior collaborative research with the Department's *ABC of Two-Way Literacy and Learning Program* and is a direct follow up on the research project *Improving Understanding of Aboriginal Literacy: Factors in Text Comprehension* (Sharifian and the Department of Education and Training, 2004).

Project methodology: The teachers and AIEOs of the selected schools were consulted over which students were likely to show willingness to participate in the study. AIEOs were requested to assist in the research. A non-Aboriginal project teacher was employed to read pre-selected stories to the students in a manner consistent with general classroom practice. Two experimental groups were used to provide a basis of comparison: Aboriginal and non-Aboriginal students. Forty-four |

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Aboriginal and twenty non-Aboriginal students in Years Four and Five (aged from nine to 11 years) were asked to participate in the study from seven primary schools across Western Australia (five were in the metropolitan area of Perth and two were in rural areas). Five source texts used for the study were selected by Aboriginal and non-Aboriginal educators and represented a range of child fiction genres identified as frequently used at these schools.

Barriers of children's success relate to language difference between educators and Aboriginal children and failure of educators' understandings of Aboriginal English, including treating Aboriginal English speaking students as 'lagging behind'. This leads to a 'self-fulfilling prophecy' of continued spiralling failure throughout schooling.

Enablers of success include recognition of complexities and features of Aboriginal English and explicit teaching of Standard Australian English as an additional language or dialect.

Key findings:

The findings of the research are that:
- Aboriginal students use their own cultural conceptualisations to interpret and predict the meaning of SAE texts. The effect of different cultural understandings can be so great that plot and character development, and therefore story endings, can be radically altered, creating a seemingly different story and outcome
- Aboriginal students' recalls differ in a range of ways from the original texts, from subtle to substantial
- there are dramatic differences in interpretation of texts between Aboriginal and non Aboriginal students
- expression of Aboriginal cultural schemas is evident among both urban and rural Aboriginal students
- text comprehension (including prediction and inference) requires the student to have the

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		appropriate cultural understandings to successfully make sense of the text.
		Further findings related to barriers and enablers are **:**
		• recognition that Aboriginal English is a distinct and rule governed dialect
		• training needed for childcare workers, teaching aides, psychologists, and speech pathologists
		• need to resist treating Aboriginal speaking children as having speech delays , speech defects or leaning problems
		• language difference needs an additive approach where Standard Australian English is taught as an Additional language to increase children's language repertoire to bi-dialectal competence.
		(N.B. see also entry under '**Curricula and resources')**

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South Australia	**Engaging Families in the Early Childhood Development Story - Final Project Report of Stage 1**	_Brief description of study, methodology and target group_:
	Author(s): SA Department of Education and Child Development _Publisher_: MCEEDYA/SCSEEC _Date of publication_: 2010 _Document/resource/research_: Research	'Engaging Families in the Early Childhood Development (ECD) Story' is a Standing Council for School Education and Early Childhood (SCSEEC) project. _Engaging Families_ aims to better engage parents, carers and the community to increase their understanding of evidence-based information from the neurosciences about early childhood development and thereby influence their interactions with children to maximise early childhood outcomes. It also aims to support public understanding of the scientific rationale for early childhood development initiatives and raise awareness of available services and programs. By promoting positive early development, many aspects of disadvantage, including later learning problems and developmental delays can be reduced
	Web link: www.mceecdya.edu.au/verve/_resources/ECD_Story-Final_project_report_of_Stage_1.pdf	The project has been designed so that the nature of the key messages and the methods of communicating them take into account the needs and interests of the following groups: • Remote and regional communities • Families with culturally and linguistically diverse (CALD) backgrounds • Refugees and new immigrants • Indigenous communities • 'Hard to reach' families/parents/carers. The Stage 1 project (Research and Identification of key messages) resulted in four reports which may be found on the SCSEEC website: • summary and analysis of the evidence base from the neurosciences regarding brain development in early childhood from literature and identifying key messages for parenting • summary report presenting national findings from an analysis of data on parenting initiatives in states and territories • research findings from a survey of parents with children birth – age 8 to establish the level of understanding about the neuroscience evidence base and effective ways to engage

		parents
		• final project report of Stage 1 which provides a national approach to deliver consistent messages to parents and carers. *Key findings*: The importance of the key findings from neuroscience as a base for translation into key messages for parents: • the first five years last a life time • good nutrition, health and exercise are critical • children are born ready to learn • the best learning happens in nurturing relationships • the brain develops through use • children's wellbeing is critical to brain development and learning • children learn through being engaged and doing • children learn from watching and copying • children's elf control is critical for learning, responsibility and relationships • children learn language by listening to and using it • children are born ready to use and learn mathematics. Stage 2 – will focus on Campaign and Communications Strategy Development Stage 3 – will focus on Campaign Delivery and Communications Strategy Implementation.

	National Study into the successful transition of Indigenous children into schools *Author(s)*: Erebus International *Publisher*: Department of Education, Employment and Workplace Relations *Date of publication*: January 2008 *Document/resource/research:* Research *Web link:* http://www.deewr.gov.au/Indigenous/Resources/Schooling/Documents/SuccessfulTransition.pdf	*Brief description of study, methodology and target group*: The objectives of the project were to identify key characteristics and strategies for school readiness for indigenous children with a view to transferring successful practices to other preschools. This project involved: • a review of national and international literature in regard to the transition of children to school • an analysis of quantitative data • consultations with a range of key stakeholders including case study visits. *Key findings:* Transition of indigenous children to school is facilitated when: • teachers understand diversity of cultures and languages but recognise that indigenous people share common aspects of culture as well • there is recognition that indigenous children come to school with a range of skills • learning is viewed a lifelong experience • the holistic relationship between learning, health and wellbeing is recognised • preschool and early primary school are grounded in local Indigenous community knowledge • transition programs focus on innovative teaching practice and provide scaffolds for development of literacy and numeracy.

| | **Successful transition programs from prior-to-school to school for Aboriginal and Torres Strait islander children**

Author(s): Dockett S et al.
Date of publication: 2007
Document/resource/research: Research

Web link: :
http://www.mceetya.edu.au/verve/_resources/ATSI_Successful_Transition_programs_Report_Dec_2007.pdf | *Brief description of study, methodology and target group*:

This project was based on a case study methodology, based on working together with school, prior to school and community members within a series of case study sites (10) and trial sites (5) across NSW was used to address the following key issues:
• What are the features of successful programs of transition from prior-to school to school that lead to improved student learning outcomes for Aboriginal children?
• To what extent are these features transferable to other contexts and to what extent might these features be unique to any one particular site?
• In what ways can linkages between schools, early childhood services and Aboriginal communities be improved to increase the educational attainment of Aboriginal children?
• What strategies are successful in engaging families who don't readily engage with early childhood services and schools?

Key findings:
• improved student learning outcomes are linked to positive relationships on all levels
• significance of developing contextual and community relevant transition programs
• importance of those involved in transition programs having opportunities to learn from others, share ideas and develop networks
• linkages between prior to school settings and schools were promoted when staff in different services had opportunities to network.
• when educators were seen to work well together across settings families were likely to transfer trust from one setting to another
• linking with families and communities is largely dependent on effective and authentic communication.
• Connections between families not readily engaging with EC services can only be built
    o in the context of respectful relationships
    o where strengths of individuals and families are recognised even in the face of challenges and difficulties. |

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	Engaging Indigenous Families in Preparing Children for School	*Brief description of study, methodology and target group*:
		This paper examines the research and practice evidence relating to engaging parents and families in early development and the process of school readiness and draws on the knowledge, wisdom, and practice experience of indigenous people. Case studies are presented which highlight a range of solutions to address complex and diverse issues, challenges and opportunities for practitioners.
	Author(s): Australian Research Alliance for Children and Youth *Date of publication* September 2008 *Document/resource/research:* Research	**Projects:**
		Napranaum Parents and Learning (PaL) Program This is a two year home based program, which actively engages parents with their children in educational activities outside the school. PaL tutors deliver educational kits with a focus on literacy and numeracy to parents at home.
	Web link : http://www.aracy.org.au/publicationDocuments/TOP_Engaging_Indigenous_Families_in_Preparing_Children_for_School_2008.pdf	*Key findings – Napranum* Elements of program effectiveness include: • home based program supplementing preschool and formal schooling • materials and activities are simple, concrete, structured with instruction and activity cards - Parents do not need to be literate • books are in English and chosen by community • activities/card are in plain English but not patronising • tutors are local people trained PaL • tutors explain why parents are doing activities and links to school learning.
		Wakathuni Aboriginal Community: Kids Maya Wakathuni is a community 30 km from Tom Price with no child care, school or health facilities available.

		Initiatives to combat this included: • RUCN Mobile children's services worked with community to provide playgroup experiences for children aged 2-6 • the development of 'Kids Maya' by community members concerned about school readiness and safety of young children • establishment of a Wakathuni playgroup • short film on school readiness made with community- important and effective strategy to engage parents. *Results - Kids Maya* • noticeable change in children's readiness for school • parents participation in rosters at Kid's Maya • parents more empowered to participate in children's learning.

		School readiness: what does it mean for Indigenous children, families, schools and communities? *Author(s)*: Dockett S, Perry B, Kearney E *Publisher*: Closing the Gap Clearinghouse *Date of publication*: December 2010 *Document/resource/research*: Research *Web link:* http://www.aihw.gov.au/closingthegap/documents/issues_papers/ctg-ip02.pdf	*Brief description of study, methodology and target group*: In this document school readiness for Indigenous children is investigated from the basis of strengths of all concerned. Research is analysed and programs are described. *Key areas discussed include:* • What is school readiness? • links between school readiness and health and learning aspects of early childhood development • readiness of Indigenous children, families and communities • national and international readiness programs and activities • data limitations and gaps in research.

| | | **The school readiness of Australian Indigenous Children: A review of the literature**

Author(s): McTurk N, Nutton G, Lea T, Robinson G, Carepetis J
Date of publication: May 2008
Document/resource/research: Research

Web link:
http://www.aracy.org.au/publicationDocuments/TOP_The_School_Readiness_of_Australian_Indigenous_Children_2008.pdf | *Brief description of study, methodology and target group*:

This review seeks to explore the literature for evidence on the definition of school readiness in an Australian Indigenous context and effective assessment techniques of school readiness for Indigenous children.

Key findings:

• no singular or concise definition of Indigenous school readiness but current wisdom considers school readiness as holistic - accords well with many traditional Indigenous cultures of learning
• holistic model constituted of many diverse ecological domains:
    o ready families - need to consider role of extended family
    o ready schools – situate culture at centre of curricula and value skills indigenous children bring
    o ready services – limited evidence base for what constitutes ready services
• more effective measures for Indigenous language skills required
• lack of awareness of how risk and protective factors interconnect
• paucity of high quality broad scale evidence for effective programs. |

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Information correct as at August 2012.

	Indigenous Child Care Choices Project Report	*Brief description of study, methodology and target group*:
		This was a study of the early care, education and schooling experiences of Indigenous children in urban, rural and remote New South Wales to address three broad research questions:
	Author(s): Bowes J, Kitson R *Date of publication*: March 2011 *Document/resource/research*: Research	• What is the experience of Indigenous families in NSW raising children under school age? • What knowledge and skills do Indigenous children develop in the years prior to school and hence bring to the transition to school? • What are the reasons for the low proportion of Indigenous children in NSW children's services and how can children's and family services be more effective for Indigenous families?

	Web link:
	http://www.iec.mq.edu.au/research/cfrc/research_approaches/education_giftedness_disadvantage/child_care_choices_of_indigenous_families/
		Key Findings
		
		Recommendations included:
		• planning for change
		   o Community Early Childhood Education and Development Plans
		   o new models of service provision- flexible to respond to community and location
		• workforce
		   o strategic plan with specific goals
		• cultural Interface
		   o intensive identity education program in all services
		   o intensive cultural education in all services and in pre-service training programs using local registered courses
		• cultural Interface – teaching and learning
		   o introduce 8 ways or the like
		   o intensive in service training
		• management
		   o introduce leadership programs using Opportunities for Connectedness model

		• community Connectedness
		    ○ introduce new expectations of consultation and inclusiveness in licencing and quality assessment
		• access
		    ○ address local issues of cost and transport

Information correct as at August 2012.