
Evaluation of the *Read4Life* Community Literacy Project

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“The program is designed to encourage children to enjoy reading through family involvement and parental encouragement using a variety of mediums.”



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Executive summary

This Report provides State Library of Queensland (SLQ) with an independent evaluation of the first phase of a *Read4Life* community literacy program. *Read4Life* was intended to raise pre-literacy reading awareness and capability building for parents/carers of young children 0-5 years in the Moranbah and Mackay communities of Central Queensland, Australia. One of the respondents to the evaluation described it as “*designed to encourage children to enjoy reading through family involvement and parental encouragement using a variety of mediums*” (Parent). The program used a multi-faceted community engagement model to deliver on its objectives to:

1. Collaborate across government and non-government agencies to support a coordinated response to specific domains identified in local Australia Early Childhood Development Index (AEDI) data.
2. Build community awareness, understanding and commitment around literacy and strategies to develop pre-literacy competence.
3. Strengthen community culture, resources and capacity to foster sustainable literacy outcomes for children and adults by way of clear key messages, improved networks and relationships, and coordinated delivery of programs, services and resources.

Collaboration among industry, government, non-government agencies, and local businesses was achieved through community-level partnerships, coordinated through SLQ. The major industry partnership with BHP Billiton Mitsui Coal (BMC) was crucial in achieving the aims of *Read4Life* to support a coordinated response to the literacy issues identified by the AEDI research. The community partnership initiative included, but was not limited to BMC and SLQ, the Isaac and Mackay Regional Councils, the Queensland Government’s Department of Education, Training and Employment (DETE), the Australian Literacy Educators’ Association (ALEA).

Cross-sectoral, inter-systemic partnerships were integral to funding, planning and delivering *Read4Life*’s activities over a period of one year from March 2013 to March 2014. As well as the intended deliverables, a number of unintended outcomes were achieved for individuals, partnership members, and staff in local libraries, early childhood education and care provision in the two communities. Such outcomes are detailed further in the Report and are reflected in the key messages below.

Key messages

1. The *Read4Life* program presented a clear message of the importance of reading to children 0-5 years.

Read4Life incorporated information sessions for parents and carers; development and dissemination of Reading Packs to families via local libraries; plus professional development workshops for early childhood, care and community workers. This enriched the already extensive in-library activities provided by regional libraries for young children and their parents in local communities.

2. Community Steering Committees provided the program's strategic direction and constituted community-level partnerships.

These partnerships focused the intersecting public-private interests of families, government, non-government agencies, industry, and local businesses towards a common goal. While focusing on language to literacy development for young children 0-5 years, these partnerships also provided a vehicle for adults' language and literacy capability development.

3. Interagency networking was necessary to reach parents and carers.

The *Read4Life* program functioned as a community outreach service for parents and/or carers with potential to complement and enhance the work of other agencies that have primary responsibility for children's health and wellbeing. Piloting the program in two regional communities demonstrated that coordinated networks of local employers and community groups are essential to reach all parents/carers, especially those who may not otherwise be engaged in language development and early literacy practices with their children.

4. Parents, carers and families responded enthusiastically to community events that celebrated sharing stories, music, movement and reading with young children 0-5 years.

Community events varied in size, location, duration and timing. They were held on-site in workplaces (e.g. mine sites); and in public spaces such as markets, libraries, entertainment centres, and parks. Marketing of these events was built in to the planning process and communicated via a range of print, electronic and social media.

5. The whole family benefited when dads read to their children.

For fathers in particular, a combination of 'local heroes' and well-known 'legends' in sport and popular media worked well in promoting the *Read4Life* core message that reading to

your children for ten minutes a day can make a positive difference. The Dads Read initiative inspired young men to become active partners in their children's language and literacy development.



Ryan Gill sitting with his boys Benicio (yellow shirt) and Xavier (red and white shirt), Brady Cummins, and the grandfather of the two boys, Vitor Couto.

6. Reading Packs supported parents/carers to build reading, language development and literacy activities into daily life.

Reading Packs contained age-appropriate books, a sing-a-long CD, reading tips, other reading, and early literacy development resources designed to be fun yet informative for young children, their parents/carers and families. At community events, 'postcards' were distributed with information about the Reading Packs that could be retrieved from the local library. Strategically this worked well because the 'magic' happened when parents/carers brought the 'postcards' to the library. Library staff initiated discussions about reading strategies, age and interest appropriate books, variable progression rates of early language and literacy development, and the range of multi-modal resources available from the local library.

7. Professional development in language to literacy practices was a success for early childhood education and care workers.

Sustainability of the *Read4Life* program was enhanced through professional development workshops in reading awareness and knowledge of early literacy teaching and learning practices among library staff, childcare centre and early childhood education workers, teachers' aides, teachers, parents/carers. These workshops reinvigorated staff and validated their work with young children 0-5 years, while also affording much needed professional networking opportunities among other providers in related service areas.

8. Methodological challenges remain for determining the impact of community literacy promotion programs.

Research findings from national and international studies confirm that it is through the primary texts and contexts of family life that young children acquire language and capabilities for literacy learning (Burgess, 2011; Fellows & Oakley, 2010; Gee, 1991). Just as each child is unique, so too are the family and community discourses and ways of being in the world into which young children are socialised. A socio-ecological model of human development offers a means of determining the impact of community and family literacy programs that is inclusive of not only the child and family, but also their reciprocal interactions with other networks and larger systems impacting on their environments over time (Bronfenbrenner, 1994; Stokols, 1996; Goldfeld, et al., 2014).

Reading is a fundamental life skill which if children are inducted into from birth, enhances their capabilities for being able to learn deliberately, to make informed choices, and take prudent actions to develop valuable and valued lives (Hogan, 2013; Nussbaum, 2011; Sen, 1992 & 1999). Accordingly, determining the impact of community and home literacy promotion programs such as *Read4Life* may usefully be explored through a socio-ecological view of human behaviour incorporating explicit attention to the discursive relationships among contexts and texts of life systems that constitute human interactions in particular communities.

The evaluation

An evaluation framework was developed by negotiation with SLQ stakeholders and Central Queensland University's (CQU) independent evaluator. The scope of the evaluation was approved by SLQ. It considered a range of quantitative data and artefacts provided by SLQ's *Read4Life* Literacy Resource Officer as well as qualitative data generated by the evaluator. The evaluation sought to investigate the efficacy or otherwise of the *Read4Life* Sustainable Community Engagement Model in delivering the program's objectives. Two reports have been provided: an initial draft document, and following feedback from SLQ, a final written report in print and electronic formats.

The Report is organized in five chapters each of which presents findings relevant to key guiding questions.

Chapter 1: Introduction

Why was *Read4Life* initiated? How can the results reasonably be attributed to the project?

Chapter 2: The *Read4Life* program: making it happen

What was the operational logic of the *Read4Life* program?

Chapter 3: Enablers, challengers and unintended outcomes

Was the project carried out as intended? What were the enablers and/or inhibitors? What anticipated and unintended outcomes were achieved?

Chapter 4: Insights from the literature

What can be learned from previous theoretical models of community engagement for early childhood development and similar community literacy programs?

Chapter 5: Conclusions and recommendations

The independent evaluator is not linked through existing partnership arrangements with SLQ.

Acknowledgments

Key stakeholders provided their valuable time to participate in this evaluation project. Their dedicated and professional commitment to fostering early years language and literacy development among young children and families in Moranbah and Mackay communities is to be applauded. This Report has been made possible by the generous and enthusiastic support of staff from SLQ, Isaac and Mackay Regional Councils who responded to all requests for information in a professional manner.

Contributors to this Report included parents, and representatives from the following organisations:

Australian Literacy Educators Association

BHP Billiton Mitsui Coal (BMC)

Central Queensland University

Dads Read

Department of Education, Training and Employment

Isaac Regional Council

Mackay Regional Council

State Library of Queensland

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1 Introduction

This report presents findings from an evaluation of *Read4Life*—a community focused, early literacy intervention program undertaken in two regional communities in Australia. The evaluation was commissioned by SLQ and undertaken by researchers from CQU, Australia.

A background to the program is now provided to situate this report in the context of its key drivers. The next section sets out the framework developed for the evaluation. The chapter concludes with an overview of the report structure.

1.1 Background

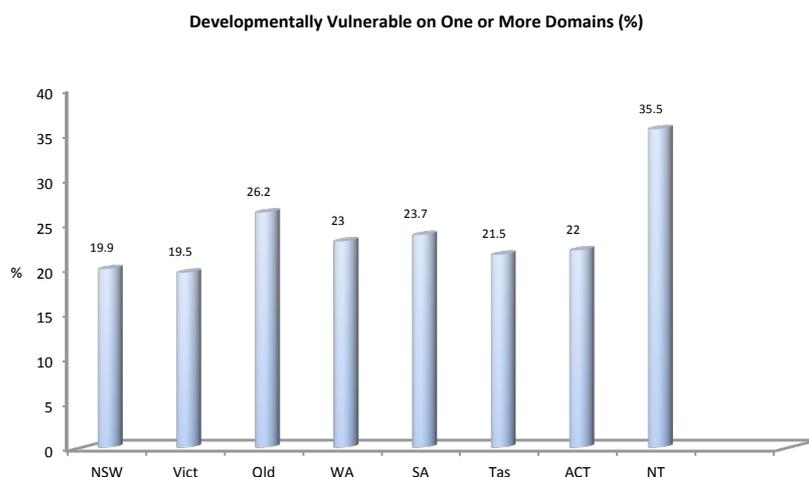
The genesis of the *Read4Life* program ‘pilot’ or phase 1 of its first cycle of operations came from meetings held in early 2013 between BMC’s Environment and Community Manager and SLQ. As part of BMC’s baseline assessment of communities¹ in which they operate, an analysis of socio-economic baseline data for the Mackay and Isaac regions in Queensland was undertaken. Part of BMC’s community development agenda is to identify issues and quality of life indicators which could be addressed to enhance communities and make them more sustainable.

Findings from *A Snapshot of Early Childhood Development in Australia 2012: Australian Early Development Index (AEDI) National Report* revealed that Queensland children² are trailing other states in language and cognitive domains. Nine point one percent (9.1%) of Queensland children are developmentally vulnerable in language and cognitive skills: the worst of any state (Australian Government 2013, p. 26).

As Graph 1 shows, 26.2% of Queensland children are vulnerable on one or more of the AEDI domains, higher than any other state. The AEDI domains are: physical health and wellbeing; social competence; emotional maturity; language and cognitive skills; communication skills and general knowledge.

¹ To identify quality of life issues that BMC can address to make positive contributions to the communities in

² Refers to children in their first year of formal full-time school.



Graph 1: Developmentally Vulnerable on One or More AEDI Domains 2012

Source: Australian Government 2013. A Snapshot of Early Childhood Development in Australia 2012–AEDI National Report, Australian Government, Canberra. p. 27.

At the regional level the AEDI Report showed that in the Mackay community, of the 1,390 children surveyed, 23.2% of children were developmentally vulnerable on one or more domains of the AEDI and 12.3% were developmentally vulnerable on two or more domains (<http://maps.aedi.org.au/lga/qld/34760>). In the Belyando Community (which includes Moranbah) of the 240 children surveyed 5.3% were developmentally vulnerable on one or more domains of the AEDI and 5.7% were developmentally vulnerable on two or more domains (<http://maps.aedi.org.au/lga/qld/30600>).

The Environment and Community Manager at BMC responded to the data by “*seeking out capable partner organisations to deliver [BMC’s] community development agenda*” (Manager, Environment and Community Manager, BMC) to improve these quality of life indicators in the Mackay and Isaac regions. Isaac and Mackay are two of the fastest-growing economies in Queensland, encompassing the resource-rich Bowen and Galilee Basins. For BMC, the Isaac and Mackay regions are ideal partners for a program to address language and cognitive development. Rapid population growth in both regions is driven in part by the needs of the mining industry and BMC has pre-existing relationships with the two councils as well as large operational mines near Moranbah (with many workers commuting from Mackay).

In early 2013 SLQ was approached to become a strategic partner with BMC. Because the State Library’s Literacy and Young Peoples Service (LYPS) is actively engaged in the development of community awareness and capacity around the importance of pre-literacy activities, and the long term benefits of reading to children from birth, it was an ideal partner

in creating a program to address a community based early literacy program crafted to create and support an awareness of the importance of reading to children in the 0-5 years age group. A sponsorship agreement was negotiated between the two parties and finalised by March of that year.

Regional library services in Moranbah (part of the Isaac Regional Library Service) and Mackay were approached by SLQ's representatives to participate in the *Read4Life*'s 'pilot' program. There was interest already in these communities. For instance, at that time in early 2013, Isaac Regional Library Service was delivering over thirty (30) Early Literacy Programs across the Isaac Region each week. Agreements were duly signed with each council (Isaac Regional Council and Mackay Regional Council) as the local government bodies under which each of the libraries were managed and operated.

Relationships between all stakeholders was established and maintained by the Literacy Resource Officer who was seconded internally within SLQ to the LYPS team. The detailed timeline of activities in Chapter 2 illustrates the mobilisation of support from Moranbah and Mackay library staff, Isaac and Mackay regional council staff, BMC, and SLQ as integral to the planning and implementation of the program. Through this brokerage process, communication and accountability was established among those who were instrumental in facilitating the *Read4Life* program, enhancing collaboration between government and non-government agencies, and managing the budget comprising various funding sources that were supporting the program.

To initiate and sustain the *Read4Life* program, a community engagement model (*Read4Life* Sustainable Community Engagement Model) was developed. With its purpose to enhance community awareness of the importance of reading to young children, the model (Figure 1) illustrates both processes and products generated throughout the life of this program. The model encourages sustainability at the community level—[the] “*aim is to embed Read4Life in the community*” (SLQ staff). It demonstrates the features of a cyclical renewal as iterations of *Read4Life* are enacted over time. This means that, if it continues to be used, it will enable Community Steering Committees to engage, review and critically reflect and then change or confirm processes and activities to meet the needs of new audiences in Moranbah, Mackay and other communities within those local government regions. In essence, the *Read4Life* Sustainable Community Engagement Model embeds the key messages of the program in everyday practices of community members.

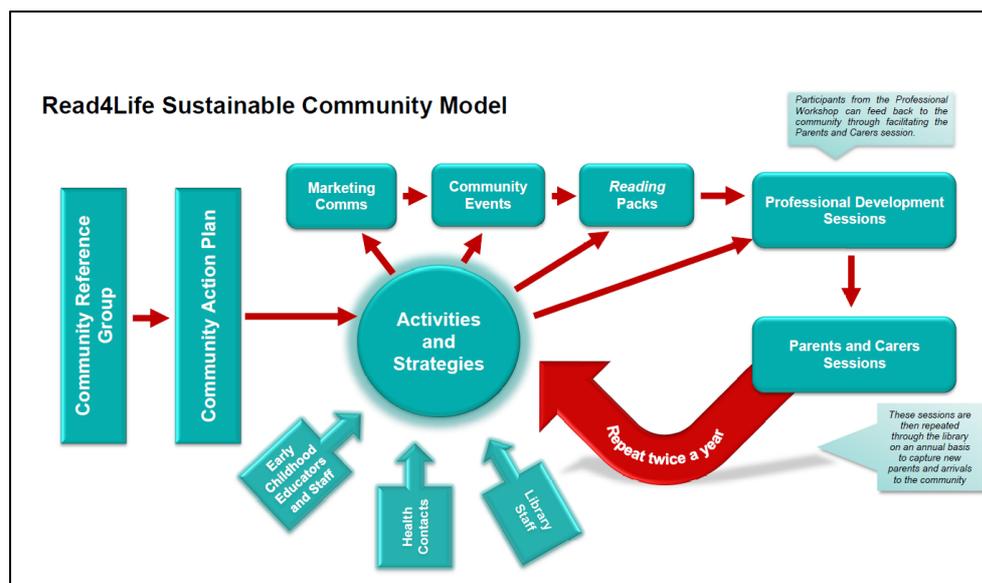


Figure 1: *Read4Life* Sustainable Community Engagement Model

Sourced from Executive Manager, Literacy and Young Peoples Service, SLQ

Key to the working of the *Read4Life* Sustainable Community Engagement Model was the establishment of diverse Community Steering Committees (in both Moranbah and Mackay) whose role was to drive the *Read4Life* program's activities and strategies. The program "needed to be a community driven, grass roots program" (Manager, Environment and Community Manager, BMC) that addressed not only the importance of fathers who worked in the mining industry reading to their children but also the role parents and professionals in all sectors in the community—service, education, health and so on—play in reading to their children before formal full-time education begins.

While the principles of the *Read4Life* Sustainable Community Engagement Model underpinned activities in each community, the sequence in which they were undertaken differed slightly. For instance, the first Community Steering Committee was established in Moranbah (part of the Isaac Regional Council in the Belyando AEDI area). October 2013 was a busy month in Moranbah as the invitation to join the Community Steering Committee was sent out via email to nominated members of the Isaac community; an initial meeting of the Community Steering Committee was conducted; and an action plan established. The professional development workshop, *Read4Life* Storytelling: Language to Literacy was presented in Moranbah in mid-November 2013.



Moranbah Community Steering Committee

In Mackay, the process played out slightly differently in terms of initial sequencing of activities. The professional development workshop, *Read4Life* Storytelling: Language to Literacy was presented in mid-November 2013, prior to the first meeting of the Mackay Community Steering Committee in early December 2013.

However, this is an example of the flexibility of the *Read4Life*'s Sustainable Community Engagement Model to underpin operational diversity in individual communities. Furthermore, it illustrates the everyday constraints encountered when establishing a program such as this *Read4Life* in two communities that are over 193 kilometres apart yet share some of the same representatives from government and non-government agencies. Examples of the synergies between the two community enactments of the *Read4Life* are provided in later chapters of this report.

The Community Steering Committees are made up of members from a variety of organisations in their community. Table 1 shows the diversity of groups represented.

Organisations Represented on the Community Steering Committees

Mackay	Moranbah
BHP Billiton Mitsui Coal (BMC) Central Queensland University George St Neighbourhood Centre Mackay Christian College Mackay Family Daycare Scheme Mackay Libraries Mackay Region Creche & Kindergarten (C&K) Mackay West State School Queensland Health Mackay State Library Queensland Skills Training Mackay	BHP Billiton Mitsui Coal (BMC) Central Queensland University Community Radio/ Moranbah Drama Group Construction, Forestry, Mining & Energy Union (CFMEU) Department of Education, Training & Employment (Mackay) Downer Blasting Services Glenden State School Isaac Regional Council Local Drumming Group Moranbah Community Health Centre Moranbah Creche & Kindergarten (C&K) Moranbah and District Support Services Moranbah East State School Moranbah State School Moranbah Workers Club Queensland Health Simply Sunshine Daycare

Table 1: Organisations Represented on the Community Steering Committees

The Community Steering Committees' role was to develop action plans that outlined *Read4Life* activities and strategies. The committees also developed key messages about the importance of early reading to children 0-5 years. The messages were delivered using local resources and involved training workshops for parents and local professionals, Dads Read events, the electronic and print media, *Read4Life* Reading Packs, and an SLQ webpage focusing on *Read4Life*.

By engaging the local community, building community awareness, strengthening community culture, and establishment of a contact list of local agencies and support services to build local capacity over the long term, the *Read4Life* program was designed to be sustainable in Moranbah and Mackay communities. There was also the hope expressed that it could be extended to other communities in the region and further afield throughout the State. However, it was considered necessary to provide an evaluation of the first cycle of planning, activities, and strategies for the future as provided for in the *Read4Life*'s Sustainable Community Engagement Model.

1.2 Evaluation

SLQ approached the Dean of the School of Education and the Arts of CQU to be involved in the evaluation of the program. The evaluator reports to and works with representatives of SLQ's LYPS; and CQU's disciplinary field of Education. Representatives from the following key stakeholder groups were nominated by SLQ to participate in the evaluation: Isaac and Mackay Regional Councils, BMC, Education Queensland, ALEA (Queensland branch), other government and non-government community stakeholders.

1.3 Scope of the evaluation

Included in the scope of this evaluation are:

- Deliverables and regional focus in Isaac and Mackay as per the sponsorship agreement with BMC.

The evaluation *excludes*:

- The rest of Queensland's public libraries network, including Indigenous Knowledge Centres (IKCs).

Evaluation approach

A multi-method approach was used (Creswell & Plano Clark, 2007; Green, 2008). This approach provided “*opportunities for respectful listening and understanding*” between the evaluator and participants (Green, 2008: 20). Data collected were both quantitative and qualitative. They consisted of quantitative measures of *Read4Life* program deliverables; and from a select, purposive sample negotiated with program coordinators, parents’ perceptions, conceptions, representations of themselves and others regarding the program’s impact on early literacy reading practices of young children 0-5 years and their own literacy teaching and learning strategies. SLQ’s Literacy Project Resource Officer collected, and compiled both quantitative and some of the qualitative data to a stage ready for analysis.

Data collection

Scoping visits to each site were conducted on December 10 and 11, 2013.

December 10, 2013: Meeting with the Mackay Community Steering Committee

December 11, 2013: Meeting with the Moranbah Community Steering Committee

These face-to-face meetings were followed up with ten semi-structured confidential interviews with stakeholders conducted via telephone (in mid-late December 2013).

The focus for this initial evaluation phase of the first cycle of the *Read4Life* program was its operational effectiveness. A more detailed in-depth examination of parents’ participation and views of the program is scheduled for subsequent evaluation cycles. On April 11, 2014, a list of contact details of parents (n=131) who collected Reading Packs from the Moranbah library was provided by SLQ. A random sampling of 10% of these potential informants was contacted by telephone. The return from parents has been low and at the time of publication not enough responses are available to make any generalisable comments. However where they provide confirmatory feedback, quotations from three parents are included to supplement those from the other sources listed.

Data were sourced from October 2013 to March 2014. It includes:

- semi-structured interview responses [n=13; including digitally recorded and email correspondence]
- SLQ’s *Read4Life* program records including—attendance lists from meetings and workshops; contact lists of Community Steering Committees’ members; emails with flyers of forthcoming events attached; evaluation forms from professional development workshops; funding details; meeting agenda and minutes; media releases; photographs (with publication approvals provided)
- published research-based literature

Data analysis

A series of questions were developed from the program's objectives and its community engagement ethos (i.e. the *Read4Life* Sustainable Community Engagement Model) to guide the data analysis phase:

- What was the operational logic of the *Read4Life* program?
- Was the program carried out as intended? What were the enablers and/or inhibitors?
- When it was carried out, what were the results?
- In terms of the results, what anticipated changes were achieved? What unintended changes were identified?
- For which subgroups in these communities was the program differentially effective?
- Can the results reasonably be attributed to the program?

Documents, notes and interview transcriptions were subjected to an initial content analysis. They were then coded for categories then themes developed from the data. Axial coding explored convergences and divergences, which were then used to create analytical points relevant to the evaluation questions. Orienting information was identified via key context-dependent details in the texts. Excerpts from documents and interviews were selected as evidentiary quotes represented in *italics* within the text of this report. Attribution is categorised according to the capacity in which information was being shared by respondents, e.g. Community Steering Committee member, SLQ staff, participant (in professional development workshop), parent, and interviewee (from one or more of these categories).

Ethical procedures

All data collection and analysis procedures were undertaken within the guidelines for the ethical conduct of research. The approach was approved by CQU's Human Research Ethics Committee (HREC Approval Number Project H13/10-188). Appendix 1 includes CQU's approved information sheet, informed consent form, and interview protocol documents as well as SLQ's consent form asking for permission to use personal information in this document.

Throughout the evaluation, regular communication was maintained with SLQ officers charged with the oversight of the evaluation on behalf of SLQ.

1.4 Report structure

The chapters that follow address the specific focus of the evaluation as negotiated with SLQ and key stakeholders.

This chapter has provided an introduction to the evaluation report that has included the background to the program and an overview of the evaluation process undertaken.

Chapter 2 sets out the *Read4Life* program's intention and elaborates further on its delivery model and operational activities in terms of the components of the Sustainable Community Engagement Model presented in Chapter 1.

Chapter 3 provides an initial overview of significant enablers, challenges and unintended outcomes that can be reasonably attributed to the *Read4Life* program in its first implementation cycle. The chapter concludes with a focus on the program's future.

Chapter 4 provides a necessarily brief review of research related to key messages about reading to children from 0-5 years and community engagement for early literacy intervention initiatives in terms of the ways in which they may explain findings from the previous chapters.

Chapter 5 offers conclusions and recommendations for future development of the *Read4Life* Sustainable Community Engagement Model to facilitate language development and early literacy intervention strategies for young children and their families.

2 *Read4Life*: making it happen



The *Read4Life* Sustainable Community Engagement Model developed by SLQ aimed not only to build awareness and understanding of the importance of reading to children under the age of five but, “to build a program that becomes embedded in the community so it continues to have a positive impact into the future” (State Library of Queensland,

Marketing and Communication Strategy, August 9, 2013).

Figure 2 below illustrates the geographical location of these two Queensland regional communities and the major public events of the *Read4Life* program.

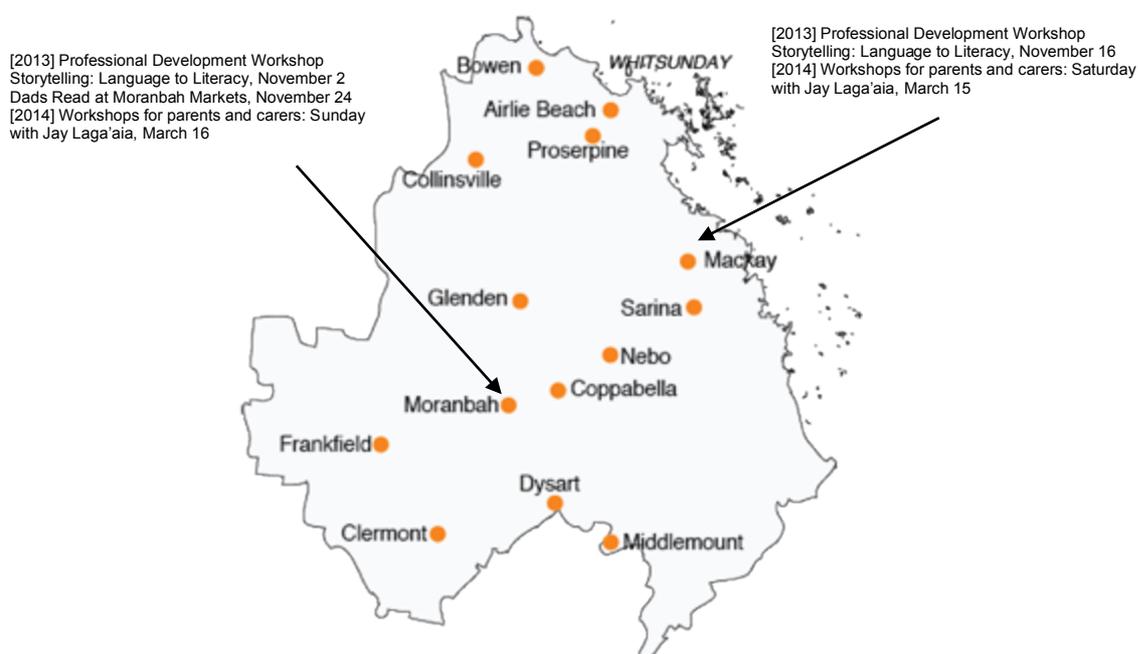


Figure 2: *Read4Life* public event activities Moranbah and Mackay by March 31, 2014

Read4Life activities overseen by the two Community Steering Committees in Moranbah and Mackay included:

- the development and delivery of Storytelling: Language to Literacy Professional Development Workshop sessions designed for workers from the local libraries who work with young children, parents/carers, families; childcare settings (centres, day-care); other government and non-government agencies
- community events for parents/carers, family and community members
- ‘postcards’ for Reading Packs distributed at community events
- in-library activities to complement other events and activities

- development of a dedicated web-page hosted from SLQ website.
(<http://www.slq.qld.gov.au/whats-on/programs/read4life>)

2.1 Family literacy: *Dads Read*



A key target audience of the program (other than the children themselves) has been

fathers and male carers and employees of BMC. Because of the nature of the work at BMC mines (drive in/drive out; fly in/fly out; bus in/bus out) many fathers are separated from families for days at a time. The *Read4Life* program provides the opportunity for families to reconnect through a reading program that emphasises the importance of language and words and the importance of dads reading to their children.

The importance of dads' reading to their children is further highlighted by research showing:

- fathers were less aware of the importance of reading to infants than other parent groups (MCEECDYA, 2010; <http://dadsread.org.au/about/the-research/>)
- in a study of South Australian families and their reading habits, only 65% of men sing and read with their children (Hill, Forster & Ward, 2013).

Incorporated into the *Read4Life* program has been the Dads Read program. Dads Read is an early childhood initiative of SLQ which, which among other things, aims to raise awareness of the importance of fathers reading to their children and to make fathers aware that reading to children before they start school is important to improving their child's literacy levels.



Local dad Corey Fraser reading with his daughter.

Other audiences include mothers, extended family members, workers outside BMC, members of the general community, early learning centre and playgroup staff, teachers, community health workers, regional library staff, and regional councils.

Rationale for early literacy focus on reading

Early literacy development is a continuous developmental process that begins at birth. A poor foundation in literacy prior to school entry not only reduces the likelihood of later success in literacy, but also increases the risk of children ‘dropping out’ of formal education. Poor reading and writing skills are associated with lower self-esteem, poorer educational and social outcomes, and higher rates of unemployment, welfare dependence and even teenage pregnancy (Centre for Community Child Health, 2008). Conversely a higher level of literacy increases a child’s chance of academic and employment success and increases self-esteem and motivation to learn, important in a digital world. Behaviour and empowerment improves and there is less need to implement programs to address lack of literacy skills at a later time –a social and financial benefit.

There are numerous activities that improve literacy skills:

- regular shared reading (impacts on a child’s vocabulary, listening comprehension and understanding of print concepts)
- using appropriate books and reading styles
- reciting nursery rhymes and singing songs.

Children do not only acquire literacy skills from schools. Families, immediate and extended, the community, and professional educators outside schools also have a part to play. The more families read together, the more chance children from years 0-5 will develop literacy skills. Reading together:

- models positive reading behaviour
- prepares [children] to learn to read
- introduces [children] to written language
- opens up new worlds for [children’s] imagination and understanding
- develops reading mileage–the more time spent reading the more reading improves
- improves [children’s] language and listening skills
- gives [children] an opportunity to talk to [parents] about ideas presented to them and about how they see their world
- builds social skills and family bonds
- stimulates creative and critical thinking.

[\(http://dadsread.org.au/reading-to-your-child/\)](http://dadsread.org.au/reading-to-your-child/)

While previous sections have sketched an overview of the *Read4Life* program, this section delves further into what can be discerned about its operationalisation.

2.2 *Read4Life* Delivery Model

Figure 3 shows the key components of the *Read4Life* Delivery Model as it was developed in May 2013. Post-May the model was employed in two centres—Moranbah and Mackay. Under the guidance of the project management staff from SLQ, two Community Steering Committees were established. These Community Steering Committees developed activities to engage their key target groups and to increase community awareness of the importance of reading to children from years 0-5.

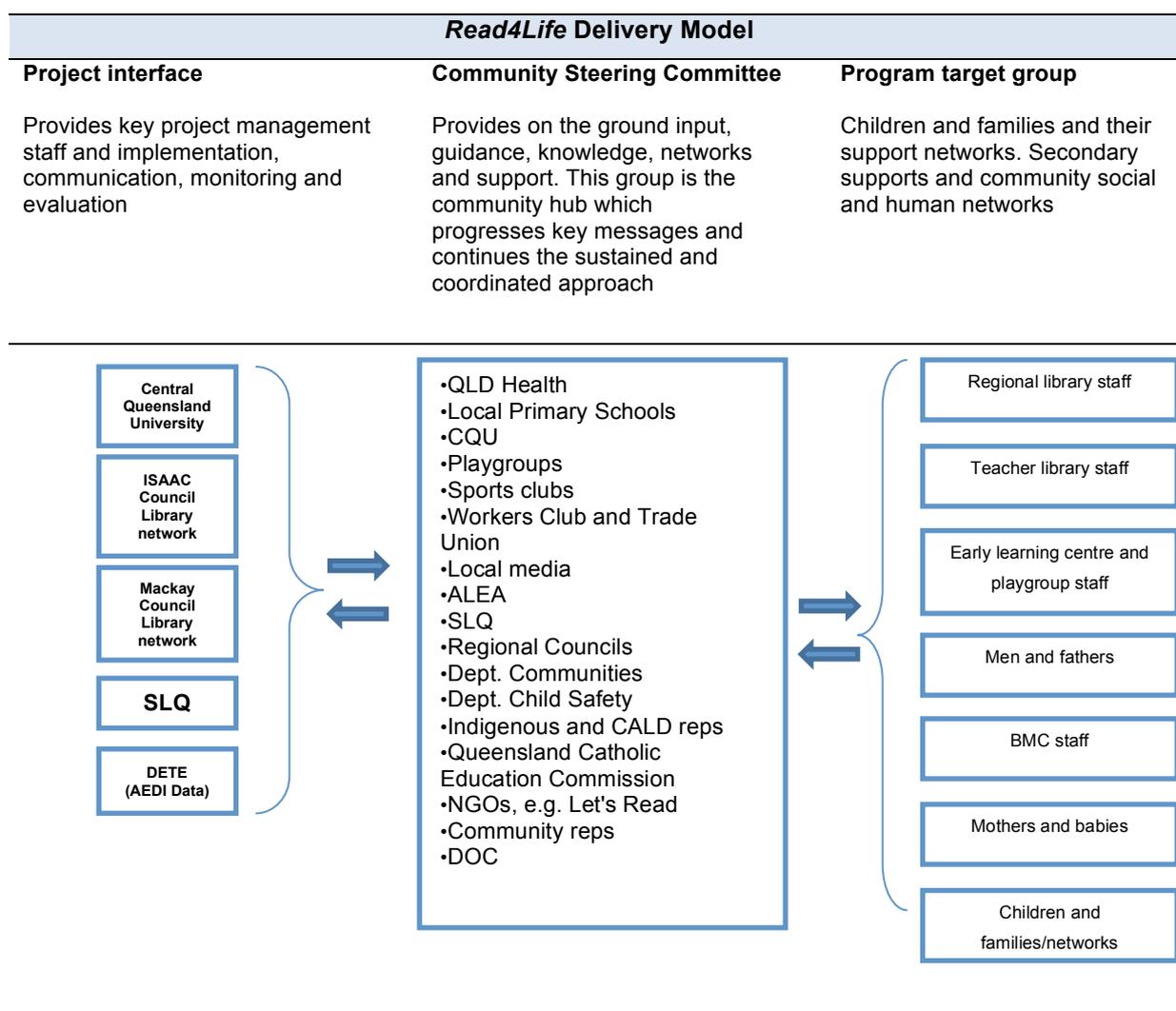


Figure 3: *Read4Life* Delivery Model

With the assistance of the project management staff from SLQ and other key management staff, the Community Steering Committees provided the guidance and support needed for the *Read4Life* program to proceed. Their activities ranged from developing timelines for activities, developing key messages and strategies to engage government and non-

government agencies, to contacting and coordinating volunteers, booking performers and venues, developing and costing Reading Packs, and ensuring media coverage. To ensure the effectiveness of the program and to ensure the needs of program target group were met, the principles of community development were used to engage people in Moranbah and Mackay (see Chapter 1, Figure 1 *Read4Life* Sustainable Community Engagement Model).

Members of the Community Steering Committees were asked to:

1. Attend meetings as representatives of their employers and mobilise employer support either directly or indirectly for *Red4Life* activities.
2. Volunteer, e.g. help run activities or participate as Dads Read literacy ambassadors.
3. Support the *Read4Life* messages through their workplace, e.g. libraries, day care, museums, regional councils.
4. Attend the *Read4Life* activities—Dads Read, professional development activities, community events.
5. Continue to support and spread *Read4Life* messages.
6. Support the program through the community organisation they belonged to, e.g. Moranbah Traders Association, Moranbah Workers Club, and Sporting Clubs.

The program was able to operate and reach a wide audience because:

- community members were prepared to volunteer to attend meetings, make decisions, provide feedback, and give freely of their time
- community organisations were prepared to get involved even though teaching early literacy was not part of their core business
- of the support from ALEA to run the professional development days
- of the role of SLQ staff tasked with not only mobilising the members of the Moranbah and Mackay communities but facilitating and managing the program.

Partnerships

Partnerships were therefore integral to *Read4Life*'s delivery model, its conception and operationalisation. The program's major corporate and government partners not only provided funding but also personnel, advertising, organisational skills, time, 'in-kind' support and most importantly support for the key messages of the *Read4Life* program.



Key partnerships were also formed with other members of the community—local newspapers, libraries, early childhood educators, schools, trade unions, state and federal agencies, clubs, and between participants in the activities such as the professional development days. These partnerships were knitted together through a combination of existing and newly forged professional and personal relationships. They relied on individual and institutional goodwill for the ‘in-kind’ contributions (e.g. DETE, Isaac and Mackay regional libraries) plus financial injections from sponsoring bodies (e.g. BMC, SLQ). While not explicitly evident in the *Read4Life* Sustainable Community Engagement Model, these partnerships have been the cornerstone for success of the program in its first operational cycle.

- **Partnerships-in-action: a timeline**

The following timeline of events has been developed to illustrate these partnerships in action. It displays the swiftness of response to this initiative from its initial proposal negotiations; to securing sponsorship-funding agreement from the major industry partner (BMC); to negotiating ‘in-kind’ donations of consumable materials, resources and people; and finally to delivering the program with community government and non-government agency representatives.

2013

March

Sponsorship agreement with BMC negotiated and signed with SLQ

May Moranbah Community Steering Committee: First meeting May 22 [19 attendees]

June

Internal Project Plan signed off by SLQ

Date set for November Dads Read event at Moranbah markets

Stage booked and negotiated space with Trish Panther of the Moranbah Drumming Group

Reading Pack components designed and sourced

July

SLQ media/'comms' plan developed

Key messages developed and approved by key stakeholders

Read4Life early Childhood Symposium in Mackay, July 16

Moranbah Community Steering Committee meeting, July 24 [13 attendees]

August

Moranbah: Speakers booked for BMC Mine site event in November and March event with Jay

Signed MOU with CQU for evaluation project, August 12

Signed MOU with Isaac Regional Council, August 26

Mackay: SLQ (Executive Manager, LYPS) meeting with DETE staff for planning [10 attendees], August 26

Mackay: Content Planning Workshop for ALEA professional development sessions with DETE, SLQ and Mackay and Isaac Library Staff

Ordering Reading Pack components

September

Read4Life Webpage developed

Read4Life title device and design jobs for bag packs, template stickers, frieze completed

CQU Evaluation Framework developed

October

Newspaper article: Week of October 8, Community Steering Committees meet to progress initiatives and upcoming events

Channel 7 news broadcast—local television news 'Literacy Project'

Moranbah: Community Steering Committee meeting and Moranbah Action Plan updated

Mackay: Meeting with SLQ, DETE and Isaac and Mackay library representatives to progress the professional development sessions and plan for the forthcoming Mackay Community Steering Committee meeting

November

Moranbah: Storytelling: Language to Literacy Professional Development conducted by ALEA

Mackay: Storytelling: Language to Literacy Professional Development conducted by ALEA

Moranbah: Community awareness event at the Moranbah Markets featuring the local Dads Read Ambassadors in addition to two Dads Read events at mine sites featuring Billy Moore where Reading Packs were distributed.

Channel 7 news broadcast—local television news 'Moore Progress' featuring Billy Moore

December

Mackay Community Steering Committee meeting [15 attendees]

Moranbah Community Steering Committee meeting [10 attendees]

2014

February

Moranbah Community Steering Committee meeting [10 attendees]

March

Mackay: Community event for parents and carers with Jay Laga'aia, March 15

Moranbah: Community Event for parents and carers with Jay Laga'aia, March 16



Jay Laga'aia performs in Mackay.

Funding *Read4Life*

Support for the project was received from two sources: direct financial sponsorship and 'in-kind' donations. The following funding sources to March 2014 have been provided by SLQ. The corporate sponsorship and substantial indirect financial support were noted during interviews as significant contributors to the delivery of project outcomes.

Sponsorship from BMC

\$100 000 sponsorship from BMC
(plus extra costs of *Rhyme Time* books for Mackay Library bags, and T-shirts for Jay Laga'aia and event volunteers.)

'In-kind' support

The provision of 'in-kind' support is always a difficult intangible to quantify. In this program it is even more so because the 'in-kind' support from one organisation was sometimes used to benefit activities in both communities. This was the case with the State government organisations of SLQ and the local regionally based educators from DETE. The role of local government has also emerged as a significant factor in operationalising this program.

Local government: regional councils

The Isaac and Mackay Regional Councils provided an estimated \$65 000 'in kind' support. This support provided staff time, meeting rooms, picnic events and printing. The actual 'in kind' support from Isaac Regional Council is estimated to be higher than indicated by this agreed figure. Mackay Regional Council also supplied Library Bags for the Mackay community event (with Jay Laga'aia).

State government: SLQ and DETE

The \$65 000 'in kind' support from SLQ operational budget included staff time for four people as well as materials and printing. Actual 'in kind' support from SLQ is approximately \$200 000.

DETE staff contributed significantly to development of content for the Storytelling: Language to Literacy Professional Development Workshop sessions. DETE allocated up to eight staff over two full working days to develop content in addition to two staff for a week to format content into modules for training. DETE also supplied nursery rhyme friezes for the Mackay Library bags to be distributed at the community event.

Professional association: ALEA

ALEA members were also among the DETE staff that contributed to the Storytelling: Literacy to Language professional development planning and delivery in Moranbah and Mackay. They funded their own travel to and from Moranbah to present the workshops. ALEA also contributed material for the Mackay Library Bags and community event.

Expenditure

The following account of expenditure provides insights into the actual costs in terms of time, money and personal energy that have brought this program to fruition. Money was expended on:

1. Community Steering Committees.

Facilitation and management of the groups (staff travel, accommodation, catering, venue hire, support and facilitation)

2. Community events.

- Two Dads Read and *Read4Life* events (at the Moranbah Markets and at BMC Mine sites)
- Two *Read4Life* public events for young children, parents/carers (with Jay Laga'aia in Mackay and Moranbah).

Funding was used to purchase: performers/speaker's fees, travel, accommodation, advertising/promotion, collateral design and printing, materials and equipment, photography, T-shirts, freight of materials.

3. Storytelling: Language to Literacy Professional Development Workshops

Funding was expended on: facilitators' fees, production of training manuals and workshop materials, venue hire and catering, *Reading Magic* text for participants, session delivery and content development, administrative support.

4. *Reading Packs*

Read4Life Reading Packs were distributed at selected Community events (the Dads Read events and the event with Jay Laga'aia in Moranbah). Funding was used to purchase: the material contents (CD, book, Dads Read pack, Rhyme Time DVD, printed materials, stickers); bag design and printing; collateral design and frieze printing; and freight.

The complexity of this program emerges as its scope of operations has been mapped out in this section. The axis of operations stretched from Moranbah to Mackay to Brisbane. Partnerships were cultivated, nurtured and sustained across those distances for over a year.

2.3 *Read4Life* outcomes

The *Read4Life* program consisted of a number of specific outcomes designed by the Community Steering Committees and SLQ. The delivery model, its reliance on partnerships for resourcing the program in physical and financial terms has been examined in the previous section. Its core activities are now reviewed: professional development workshop sessions for professionals; community events for young children, parents/carers and families; collation and distribution of Reading Packs; marketing and communications strategies.

1. Professional Development Workshops: Storytelling: Language to Literacy Sessions

The professional development workshops in Moranbah and Mackay were organised by the Community Steering Committee volunteers, ALEA and SLQ. The audience were professionals who work in the 0-5 age group area including: library, early education, health, and community workers. ALEA (with assistance from DETE and others) prepared the materials, provided four people to deliver the material and ran the workshop day in each community. The aims of the workshop were to:

- build awareness and understanding of the importance of supporting children in their development of oral language and early literacy development, as part of the *Read4Life* program
- build skills and confidence; to provide hands on practical material for professionals to use in their job; provide information and knowledge that can be used with parents
- provide an opportunity to network and join a local community of practice
- help participants to better understanding why language and literacy learning are so important in the early years and provide more ideas around the 'how to support' a child's language development, in their own context.

From the signed participant lists, the following numbers have been counted as attendees. In Mackay, thirty-six (36) people participated from eighteen organisations. Thirty-three (33) participants from seven organisations attended the Moranbah session. Both sessions were in unpaid weekend time for participants.



Participants from the Moranbah
Storytelling: Language to
Literacy workshop.

The participants were taken through a step-by-step program full of practical tips, activities, skills and strategies to assist them in their work with children and their parents. Throughout the learning sessions extracts from the *Early Years Framework for Australia: its Vision, Learning Outcomes, Principles* (Australian Government DEEWR, 2009) reflecting contemporary theories and research and pedagogical practices were used.

The sessions were well received by all participants:

“I expected to leave at lunchtime but I rang and cancelled my commitments as I really wanted to finish the workshop and hear and learn.”

“I thought on the whole it was an excellent and informative session.”

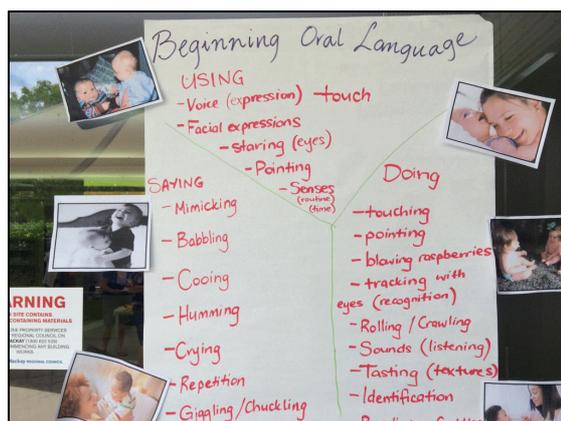
“I will definitely be reading even more to the children in my service. Making sure that as well as reading, we will be talking one on one ... discussion time will be part of our daily routine.”

“The resources were phenomenal ... I will definitely use them in my practice.”

(PD Participants)



Mackay participants at the Storytelling: Language to Literacy workshop.



Workshopping.

Q: Would you recommend this training to others:

"This training should be taught in high schools so would-be parents know what to do."

(PD Participant)

Q: How will you use the content you have learned today, in the future?

"Holding early literacy storytelling in my programs and informing parents of its importance."

"Putting it into practice at my centre, as well as reading to my own children a lot more."

"I'm highly motivated to do more reading, and talk about books, focus on language and discussions more."

"Making it an everyday practice within my classroom and life."

"I will be reading even more to the children in my service. Making sure that as well as reading we will be talking one on one and as a group more often ..."

(PD Participants)

While challenging for the presenters in their development and delivery, these professional development workshops are considered to have the potential to be delivered more widely in other communities.

2. Community events

- **Dads Read in Moranbah**

Read4Life was officially launched at a Dads Read event (November 24, 2013), organised by



the Moranbah Community Steering Committee. It was held on a Sunday between 8-12 pm at the Moranbah Markets. The target audience were fathers and families who were encouraged to read to their children from birth and reminded that reading can take as little as 10 minutes a day and take any form.

Volunteers at Dads Read event.

The day's activities were led by entertainer Tim Jackman and featured:

... craft stations, live music and storytelling. The stage program featured the key campaign messages from Mayor Anne Baker, General Manager of BMC Poitrel Mine Edan Stolberg, and local dads, as well Tim Jackman, who engaged the crowd with rhymes and songs. A children's area was busy with activities, giving parents an opportunity to learn more about Read4Life, and a chance to relax and share a book with their children. Participants from the day can visit Moranbah Library to redeem their free reading pack and connect with library staff. (<http://www.slq.qld.gov.au/whats-on/programs/read4life>)



Craft tables at the Moranbah launch of Read4Life.

Another two Dads Read events were held at BMC sites: Poitrel Mine and South Walker Creek Mine. Football 'legend', Billy Moore, was the featured speaker and delivered the key

messages and chatted with employees about his own experiences reading with his children. Reading Packs were distributed to all employees who were given permission to attend Dads Read barbeques during their shift breaks. This type of on-site workplace access demonstrated an 'in-kind' investment for BMC and was considered rare and valuable in SLQ programming.

- **'Saturday with Jay' and 'Sunday with Jay'**

These two high profile free community events targeting parents and carers were created as a response to the expressed need from the Community Steering Committees for events targeted at parents and carers following the success of the Storytelling: Language to Literacy Workshops. The profile of Jay Laga'aia, who is popular with both young children and their parents from film and television appearances, was used to encourage families in the local communities to come to the sessions with their combination of implicit and explicit language and literacy learning activities. Tickets were allocated through the outreach community



Jay Laga'aia entertains the crowd at Mackay.

networks that targeted families who were non library users or part of low socio-economic groups and who would not attend such a session if there was a cost involved.

Feedback from the Mackay City Library concerning the 'Saturday with Jay' event was very positive. The library was

open on Saturday as the distribution point for Library Bags during the Jay event and received 808 visits—and the average for the previous month was 389 for a Saturday. It is estimated that 650 bags were distributed. Bags contained items such as library information, Dads Read information, a Nursery Rhyme frieze and ALEA magnets. Numerous families remained in the library in the children's area reading, doing puzzles and colouring in. Staff reported that it was a really 'great' atmosphere.

The organisation of these community events is noted in detail in the previous section. They were run consecutively in Mackay then Moranbah.

“The Sunday with Jay event in Moranbah was excellent. The kids enjoyed it but it was also really great to see so many Dads there.” (Parent)

*“The Jay Laga’aia concert was particularly good, because he spoke a few times about the need to just interact for 10 or so minutes a day and demonstrated how simple it was. A lot of people in the community attended the event just because it was something fun to do with the kids; his message therefore reached people that may otherwise have shown no interest in the *Read4Life* program.”* (Parent)



Moranbah's Amy Pursche; and Joel, Jazmen and Lily Edson with Jay Laga'aia.

- ***Read4Life* Reading Packs**



The Reading Packs were designed by the Community Steering Committees with SLQ support. The aim of the packs was to increase awareness of the importance of early literacy and the need, particularly for dads, to read to their children from birth. The idea of using packs was partially based on findings from Western Australia's *Better Beginnings* program (www.better-beginnings.com.au/).

Each element of the Reading Pack was selected for local conditions. The packs consisted of a bag containing a reading book (*The Little Yellow Digger*), a nursery rhymes book including a DVD, a nursery rhymes CD labelled 'for use in the car', a frieze of nursery rhymes to go up on a wall, information about *Read4Life* and why early literacy is important, and a local contacts list if recipients wished to discuss *Read4Life* in more detail.

All content was considered useful, with particular mention being made of:

“The book–been read many times; The CD–it’s fabulous; Fold out nursery rhyme card with the alphabet on the bottom; The ‘10 must reads’ for the various age groups.” (Parent)

“The Reading Pack was very well packaged with eye catching illustrations and stickers/tattoos which all children enjoy. The tools provided were also very good as they catered for different learning types–visual, auditory ...” (Parent)

One suggestion for improvement was to combine the ‘10 must reads’ into one brochure or small booklet because *“a lot of people have a number of children of different ages [and] if it had perhaps been in the form of a small booklet, rather than lots of individual pamphlets, I probably would have kept a copy.”* (Parent).

In Moranbah Reading Packs were obtained in various ways. First, as already noted, Packs were available at the BMC workplace mine sites where the Dads Read events were conducted. Second, one parent recounts receiving the Reading Pack while visiting the local library,

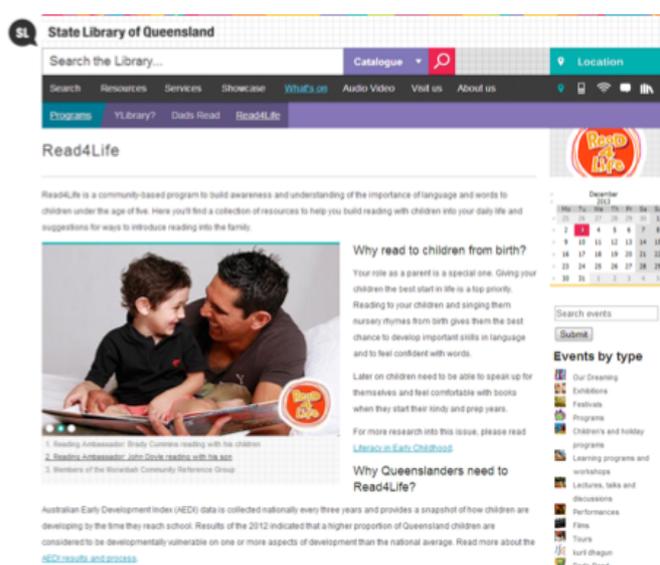
“... to get books for my youngest son who is 6 and struggling to learn to read ... I took the Read4Life bag home ... it was amazing to see my boy get so excited, he thought the book was just for him ... he wanted to read it straight away ... plus all the fun stickers and CD put a fun new twist on the learning stage of reading.” (Parent)

Then, at the community events (the Market Day event and the Moranbah Jay Laga’aia event), people were given ‘postcards’ to be taken to the library. To obtain a Reading Pack the ‘postcards’ had to be taken to the library. At the library, recipients of the Reading Packs were encouraged, before taking the resource, to have a discussion with a library worker about why the contents of the pack were important and how they could be used.

3. ‘Comms’ strategy: marketing and communication

Marketing and communication strategies played an important role in this program’s activities. At each stage, and for every activity thought was given to a ‘comms’ plan as it was named by evaluation participants. Key features of the ‘comms’ strategy were: the development of a webpage; and media releases.

a) Read4Life via SLQ Webpage



b) Newspapers, radio, TV, brochures, media releases, use of local libraries, newsletters, blog, Twitter and Facebook, Dropbox, email, Reading Ambassadors.



Reading Ambassadors: Brady Cummins and John Doyle

Read4Life Enews Article

Read4Life comes to Moranbah

Read4Life is a community-based program that builds awareness of the importance of reading to children under the age of five, and, as the ongoing benefits of reading develop, this sharing impacts positively on family connections. *Read4Life* embeds these messages in the community through workshops, the development of a network of literacy champions in the region, and free Reading Packs for participants.

To be part of this exciting initiative, come join us at the free *Read4Life* launch event in Moranbah on November 24th at the Market Grounds. Festivities kick off at 8:00.

Read4Life is pleased to partner with BHP Billiton Mitsui Coal, the Queensland Library Foundation and the Isaac Regional Council.

2.4 Issues emerging

The *Read4Life* program was not the sole business of any one organisation or group. Accordingly, the issues emerging have been identified at the confluence of intersecting interests of the various members of the Community Steering Committees. Furthermore, one of the issues that emerged strongly from the interviews was the sustainability of a program such as this which relied on considerable financial and human resources to bring it to fruition.

Intersecting interests

Early years language and literacy development sits in the interstitial spaces between the home literacy practices and formal schooling; between health, wellbeing, and literacies for intergenerational capability development; and between sectoral interests of community focused maternal and child health, the child care industry, early years education, local government and public libraries. It's implicated in adolescent and adult language development and literacy enhancement through the flow-on effects from engaging parent/ carers and families in reading, talking, listening, and thinking aloud with young children from birth to 5 years (Barratt-Pugh & Allen, 2011; Burgess, 2011; Fellowes & Oakley, 2010; Hill, Forster & Ward, 2013; Shoghi, Willersdorf, Braganza & McDonald, 2013). Analysis of the evidence from this first cycle of operations suggests a coalition of intersecting interests, with variable buy-in depending on a range of factors unique to each organisation and/or individual.

Intersecting public and private interests made this program possible. Public libraries are community resources and *Read4Life* was perceived to be, and developed as a community resource. This initiative intersected with the corporate world interests of a multinational resource company with a large workforce in the two communities in which *Read4Life* was

first delivered. These intersecting interests are exemplified in the press release for the community events in Moranbah and Mackay with Jay Laga'aia.

BHP Billiton Mitsui Coal (BMC) has partnered with State Library of Queensland to develop and deliver Read4Life in Mackay and Moranbah. Read4Life is also supported by Isaac and Mackay Regional Councils [who] are instrumental in delivering this program in our communities. BMC's Asset President Jacqui McGill said the Read4Life program encourages parents, especially fathers, to read to their young children. She said, 'reading to children enhances their literacy and educational outcomes – as little as 10 minutes a day can make a real difference. Press release, February 1, 2014; www.slq.qld.gov.au

Most importantly, the *Read4Life* program has intersected with the interests of parents/carers wanting to work productively with their children, to learn how to develop their language skills and concepts of literacy. Sustaining those interests is a challenge, given the program's reliance on community partnerships for its operationalisation.

Sustainability

Programs such as the *Read4Life* program are always presented with the problem of changing systems because for their ongoing development and delivery, ongoing funding must be secured. Even if the funding is not at the same level as the initial start-up operations of a 'pilot' program, any program that relies substantially on 'in-kind' support will be at risk in the medium to long term. Acknowledgement of this as an issue to be addressed has emerged throughout this first cycle. The co-investment by these individuals, businesses, government organisations, non-government agencies and the philanthropy of an industry partner in these two communities has established a basis for sustainability of early literacy promotion in Mackay, Moranbah and the Isaac region's communities.

- **Sustainability–Storytelling: Language to Literacy professional development**

Storytelling: Language to Literacy Professional Development Workshops have been created through the *Read4Life* first phase, and delivered at public library locations in Moranbah and Mackay, receiving extremely positive feedback and support. There is local demand to repeat these workshops, which are aimed at building local capacity so that they remain sustainable over the long term, and are not dependent on continued external support.

ALEA has proposed that the next Storytelling: Language to Literacy workshops provide a 'trainer-the-trainer' level of content so that Storytelling: Language to Literacy can be delivered independently in the communities. Currently at the conclusion of each session,

participants are requested to indicate if they would be available to assist in workshopping sessions for parents and carers.

- **Sustainability–Reading Packs**

The average cost of a *Read4Life* Reading Pack was estimated by SLQ to be \$30. All items included in the Moranbah Reading Packs were funded through the BMC sponsorship or printed for inclusion by SLQ. The Reading Packs supplied by Mackay Libraries at the ‘Saturday with Jay’ event were funded by Mackay Council and included donated items from ALEA, DETE and BMC. The cost of the outlay for the bags at Mackay is not known.

Contents and physical numbers of packs can be scaled to local available funding, as long as quality of included items are approved by a Community Steering Committee to ensure that key messages are communicated and supported through the contents.

- **Sustainability–Jay Laga’aia events**

The ‘Saturday and Sunday with Jay’ Community Events were funded through BMC funding and ‘in-kind’ staff time (SLQ, local libraries, others). However in future, *Read4Life* parent and carer events could be more community driven and have more of a workshop focus, leveraging off the skills and availability of the local Storytelling: Language to Literacy participants who could adapt and abbreviate content to suit parents and carers with guidance from ALEA, DETE and SLQ.



Dan Georgeson SLQ; Jason Costigan, MP Whitsunday; Jay Laga’aia; Cr Alison Jones, Mackay Regional Council; Edan Stolberg, General Manager, BMC.

2.5 Summary

To make it happen, the *Read4Life* program focused on the importance of reading beginning in the family, with particular emphasis on the ‘ten minutes a day’ messages and the role that fathers play via the Dads Read initiative. Partnerships were essential to the operationalization of the program via the Community Steering Committees in Mackay and Moranbah. Two major issues have emerged that are now explored further in the next chapter; namely the intersecting interests of participants and the sustainability of the program over time.

3 Enablers, challenges and unintended outcomes

In its initial cycle of operations, the *Read4Life* program focused on mobilising a community coalition of intersecting interests to achieve two major outcomes. First, the program raised awareness among parents/carers and families of the importance of early language development and home literacy practices. Second, the program produced and disseminated knowledge of early literacy learning and teaching strategies to library staff, childcare and community workers. This was achieved in two regional Queensland communities: Moranbah and Mackay.

According to SLQ's objectives for the program (see Chapter 1), success was to be determined by the following outcome measures (Table 2).

Deliverables	Output	Outcome
Community Steering Committees (aka Reference Groups)	2 meetings held in each location (in Moranbah; in Mackay)	Attendees Actions arising [recorded in minutes] Local network opportunities
Dads Read Events	in the Isaac Region (1 in Moranbah; 2 at BMC mine sites)	Attendees Postcards distributed for retrieval of Reading Packs at local library Media mentions [number] Design & capture feedback from the day
Reading Packs	200 packs produced	Distribution Feedback
Webpage	Page went live in August 2013	Number of hits Content development Feedback
Workshops & community events	2 Professional development workshops for early childhood workers and library staff (1 in Moranbah; 1 in Mackay) 2 Community/family based workshops for the public (1 in Moranbah; 1 in Mackay)	Attendees Number of 'Postcards' distributed for retrieval of Reading Packs at local library Feedback from events [quotations in this report] Generated lists of email contacts

Source: SLQ's *Read4Life* Project Plan

Table 2: Success Measures

There were a number of actions—planned and serendipitous—that enabled the program to exceed those outputs identified in Table 2. Challenges were encountered along the way and these too are presented in this chapter.

3.1 Enablers

The Community Steering Committees were the outstanding enablers of positive outcomes for the *Read4Life* program. In documents and interviews, they are also called ‘community reference groups’, and ‘community reference committees’. However, from the *Read4Life* Sustainable Community Engagement Model (see Chapter 1), the role of these committees was to ‘steer’ the strategic directions and oversee the operations of the program.

“That community reference group is really really important because then you multiply your message. [If the libraries] the teachers and the health care professionals and the blokes who run the workers club are all saying the same thing ... it just reverberates a bit more ... you’ve got more chance of it getting out there.” (Interviewee)

The success of a program such as *Read4Life* cannot be measured in the short term. Although there is limited quantitative data to measure *Read4Life*’s success, there is qualitative data received from interviewees, which points to success in a number of areas.

The Community Steering Committees enabled the following positive outcomes to be achieved. They have been synthesised from interviews and data provided via SLQ.

The *Read4Life* message

The *Read4Life* message resonated with people: parent/carers, library and early childhood professionals. It was clearly articulated yet able to be modified (with enhancements) to suit those two different target groups.

1. Parents/carers and families

The general public responded well to the activities and resources used in both Moranbah and Mackay community events. Although the Market Day event in Moranbah went well numbers were down on what some participants expected. The activities were well received, particularly the craft activities.

“If the local community had not seen the value in the messages being delivered, or recognised there was a need to learn more about early literacy, then the activities would not have succeeded.” (Interviewee)

Other aspects of the program that enabled parents/carers were decisions to:

“Target early literacy education, particularly the role of dads, as the focus of the program.”

“Appointing local Reading Ambassadors that people can relate to.”

“Ask local people to give of time, expertise and general support to the program.”

The ‘postcards’ distributed at the public community events functioned well as ‘outreach’ strategies to entice people into the library. Anecdotal evidence suggests there was a good rate of return of the ‘postcards’ to the respective libraries to exchange for Reading Packs and discussions with library staff. The comments recorded on the Reading Packs were very positive. The nursery rhyme book, DVD and frieze were all seen as important to giving parents direction and activities they could use in ‘*everyday life*’. On receiving the Reading Packs recipients were asked to indicate whether they would be ‘happy’ for CQU to contact them for their feedback on the *Read4Life* program and Reading Pack. Of the 131 responses (representing 212 children) 95 indicated they would be ‘happy’ to be contacted.

The *Read4Life* message was also designed especially for delivery at the professional development workshops by DETE and ALEA. It impacted directly on workers ‘at the coalface’ of community literacy enhancement. Unless they had not responded (particularly ALEA) then the workshops may not have taken place. All the activities were seen as successful and useful by both organisers and participants. The evidence is primarily qualitative from interviewees and feedback responses from participants at the professional development workshops.

2. Professional development–Storytelling: Language to Literacy

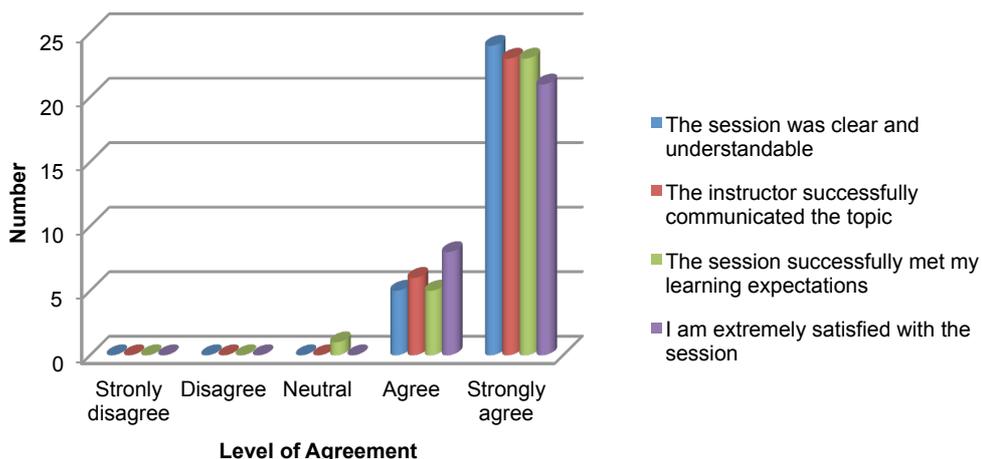
Initially, the development of the workshop content was an outcome of the buy-in that occurred when *Read4Life* provided an opportunity for subject specialists to create a professional training product with verifiable credibility. In working collaboratively as part of the content development process, DETE and ALEA were enabled through *Read4Life* to design a program that focused on adults learning about language to literacy for the 0-5 age group; and extend their existing work in these communities into this area of service delivery.

The delivery of the professional development workshop sessions then provided a valuable chance for participants to network. Professional development workshops gave people from different organisations and roles the opportunity to come together behind a common goal and discuss issues encountered when dealing with the same age group.

Moranbah

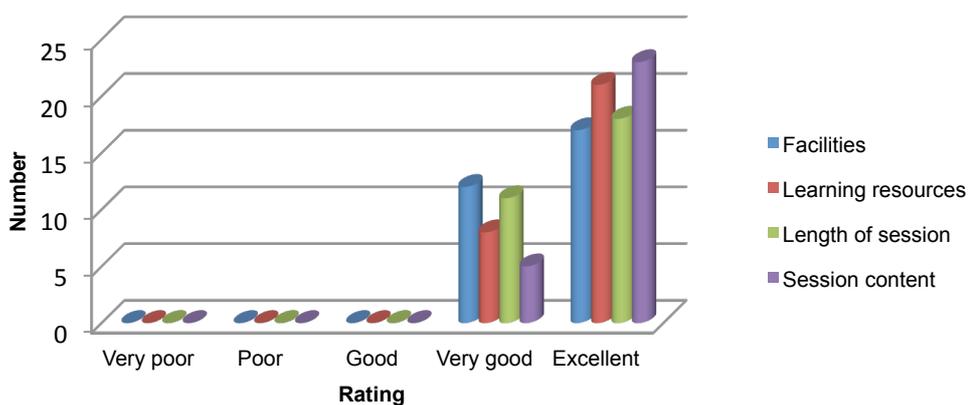
As Graphs 2 and 3 show the Moranbah workshop was well received by participants and seen as meeting a need by many participants. The biggest group at the Moranbah workshop were from Isaac libraries and they in particular appreciated getting professional development in this area.

Course Expectations



Graph 2: Course Expectations Moranbah

Session Elements

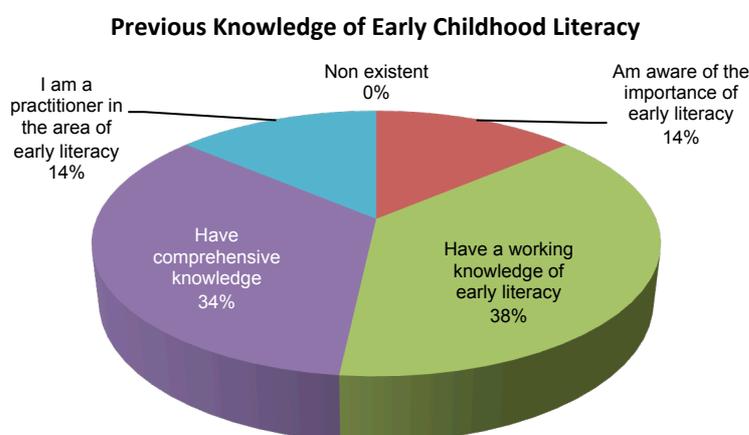


Graph 3: Session Elements Moranbah

Feedback indicates that the Moranbah audience was “*generally not trained in early literacy, didn’t see their value as literacy educators [before the workshop] ... and were keen to*

learn ... what they could do to help with early childhood literacy.” (ALEA representative).

Graph 4 supports that observation.



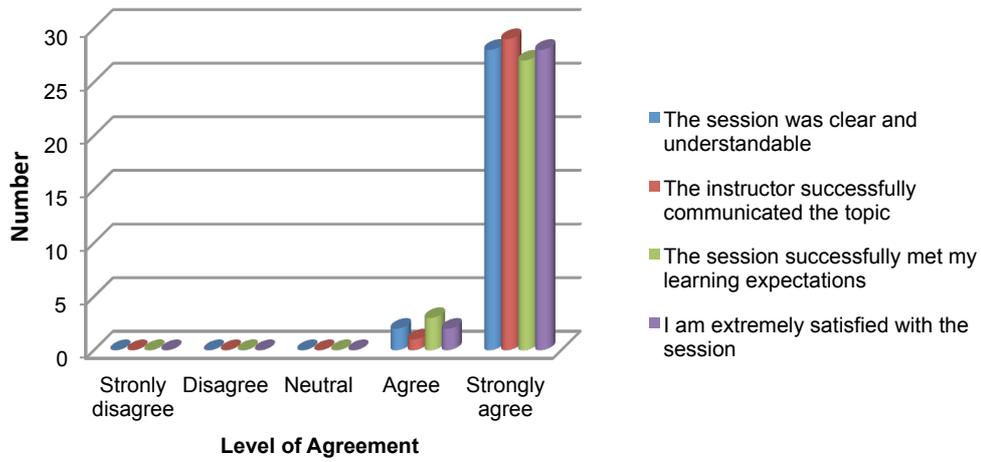
Graph 4: Previous Knowledge of Early Childhood Literacy Moranbah

Consequently the participants were appreciative of being given the opportunity to work with other like professionals to learn “*the theoretical background that explained why they were doing ... early childhood literacy*” (Interviewee). The content and activities (especially the storytelling component) were well received as were the ‘take-away resource pack’. Resources in the pack such as *Reading Magic*, information on storytelling and how to read to children, and the poster *Reading, You Make the Difference*, are seen as valuable and relevant to early literacy education.

Mackay

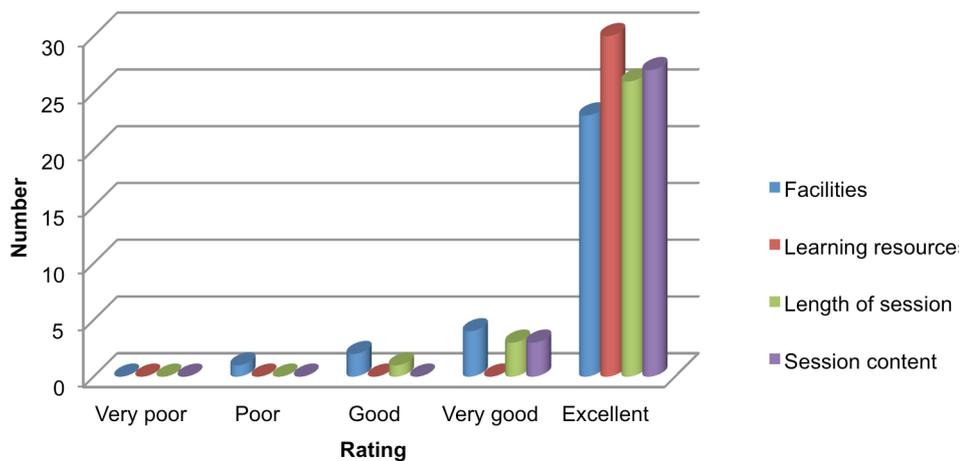
Evidence from the Mackay workshop shown in Graphs 5 and 6 also indicates a high degree of satisfaction with the professional development. As with the Moranbah participants, the Mackay participants were impressed not only with the resources used during the workshop, but also with the resources they were able to take away from the workshop. The quality of the delivery by the presenters was seen as contributing to the workshop’s success. The strategies they used and suggested participants use in their everyday interaction with children was mentioned often as a positive and rewarding outcome of the workshop.

Course Expectations



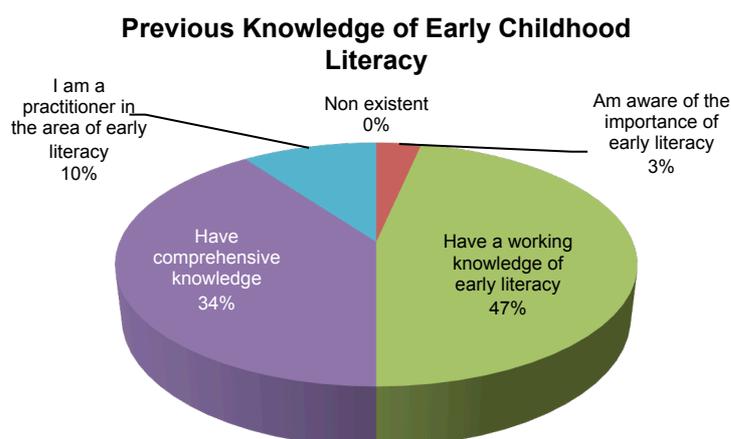
Graph 5: Course Expectations Mackay

Session Elements



Graph 6: Session Elements Mackay

Most participants in Mackay were from the childcare and education sectors. Therefore, as Graph 7 shows, more participants had a working or comprehensive knowledge of early literacy compared to the Moranbah cohort.



Graph 7: Previous Knowledge of Early Childhood Literacy Mackay

Overall

Participants also appreciated the expertise and professionalism of the presenters and acknowledged the ‘free time’ they had put into developing and presenting the workshops. Some of the comments were:

“I thought on the whole it was an excellent and informative session.”

“I was happy with what I have learnt, and I would go to more of this.”

“[Will be] putting it into practice at my centre as well as reading to my own children a lot more.”

“I will use it every day in the classroom.”

3. The community partnerships

The partnerships forged by non-government agencies, government agencies, community/educational groups, generally ensured the community based model used in this project had a strong chance of succeeding. Financial support both ‘in-kind’ and sponsored was essential. The extra ‘in-kind’ support from DETE staff, ALEA and SLQ was also integral to the partnership operations. In addition, the coordinating role of SLQ’s LYPS staff in not only mobilising the members of the Moranbah and Mackay communities but facilitating and managing the project was essential.

Funding from the major sponsor was clearly appreciated:

"I can't really thank them enough. Especially BMC ... Without their money, their funding, you wouldn't be able to do the stuff that we're doing." (Community Steering Committee member, Moranbah)

There was an enormous amount of good-will from organisations and individuals. The community was prepared to participate. They were prepared to volunteer to attend meetings, make decisions, provide feedback, and give freely of their time. Community organisations were prepared to get involved even though teaching early literacy was not their role.

The communities in both Moranbah and Mackay responded well when asked to volunteer to be on the committees. A core group of 30 organisations (18 Moranbah, 12 Mackay) attended committee meetings. The participants came from occupations ranging from teachers, business owners, early childhood workers, speech pathologists, library officers to trade union officials, government employees, BMC employees, and family day-care workers.

SLQ's facilitation and guidance enabled the groups to come to a consensus as to the messages that needed to be delivered, the appropriate activities to deliver the messages, and the organisation needed to be done to make the activities happen. They provided direction and allowed a common message to be spread throughout the community. The committees also allowed key personnel in the community to meet *"in round-table discussions about what is happening in the early childhood learning sector ... [there are] few if any opportunities to do so"* (Interviewee). Other aspects of this enabler were:

1. Community involvement which provided a degree of ownership to the program and ensured there was diversity of opinion and ideas.
2. Stakeholder involvement from so many different groups and from a wide geographical area which allowed participants to meet regularly and keep in touch through social media and emails between meetings.
3. The willingness of government agencies to give time and support and allow employees to participate in *Read4Life* planning and delivery of program.
4. The preparedness of people to attend activities.
5. The cooperation of government and non-government agencies.
6. The creation of a local 'comms' plan, driven by local council and utilising the most effective channels and social media networks available locally.

With the support of the committee members and other community members the Community Steering Committees were able to drive the *Read4Life* program. By the end of this first cycle, impact has been noted in a number of areas:

- The success of John Doyle and Brady Cummins as Reading Ambassadors. They are seen as enthusiastic and good role models and are being used for other early literacy activities in the Moranbah Library.
- The success of the workshops. The number of people who attended the Moranbah and Mackay professional development workshops was pleasing, particularly since it was on a Saturday. Also having four men turn up to the workshops was a bonus.

Of equal significance were the networks established through the Community Steering Committees, the increase in awareness of the importance of early literacy and dads reading to their children, and the message that a community driven program may achieve awareness of its core objectives.

3.2 Challenges

A number of challenges were distilled from interviews and documents providing feedback on materials produced (i.e. the 'postcards', the Reading Packs), the community events and professional development workshops.

- Goodwill
There was an enormous amount of 'in-kind' goodwill from employing authorities and ALEA. If the program is to continue, then the challenge is how to continue to harness this goodwill.
- Developing and delivering the professional development
Initial difficulty in getting people to develop and present the professional development workshops. It was because ALEA was able to mobilise people to prepare the material (relying on employing agencies to relieve staff for a day) and present material (four people volunteered to present) that the workshops were able to proceed. Plus, there was a wealth of material presented in a one day workshop. The professional development workshops could have been two days because of the amount of good material to digest.

"The training day that we had was really good but it wasn't enough ... the presenters, the program was brilliant ... it was a very good and very concise overview of the development of literacy in children and I think it was very well done but it could have been a two day session."
(Interviewee)

- Funding
If the program is to continue, corporate sponsorship and other funding sources would need to be continued or the program would have to be funded from alternative sources.
- Communicating with parents
Breaking down communication barriers concerning the importance of early literacy in 'traditional' mining communities remains a challenge. Educating dads in particular so that they feel confident in reading with their children and understand that they do not have to be highly skilled in literacy to be able to help their children succeed is challenging.

"My sister who is pregnant ... saw the Read4Life kit and thought it was a fabulous idea also. Her husband doesn't read much himself [and she] would like [him] to spend time to with their baby and read so that their baby gains a love of reading." (Parent)

Bridging the knowledge gap with parents and professional educators around oral language remains a challenge. For instance, *"I think the knowledge gap with parents around oral language and particularly in education circles ... long day care centres where they don't have qualified staff is a big gap."* (Interviewee)

What could have been done differently?

Responses from interviewees and feedback sheets from community events and professional development workshops suggest the following could be done differently.

1. Moranbah library could have used social media and community radio better. *"It's about using social media. And this council [Moranbah] has yet to develop social media policy."* (Interviewee)
2. Considered alternative to launching Dads Read at the markets. Shift work and weekends away for families limited the number of dads attending. Engaging dads through schools (*"Maybe better facilitated through a school with captive market."* (Interviewee)) or sporting clubs may have been a better option.
3. Schools could have been involved more to advertise Market Day.
4. Place more emphasis on years 0-3 literacy. There is *"a big gap for professional development from zero to 3 because most of the attention is to the 3 to 5 because that's where all the qualified staff go."* (Interviewee)
5. Promoted more the roles of DETE and ALEA in the developing and presenting of the workshops.

6. Determined in more detail before the project began how the success of the program would be measured, by whom and how data would be collected.

With respect to item 6 above, if there were to be any reasonable attribution of impact of the *Read4Life* program on the home literacy learning environments of parent/carers, then data collection would need to be designed specifically to elicit such impact prior to and as a consequence of the program. This would perhaps necessitate a different program approach with targeted cohorts of participants.

3.3 Unintended outcomes

A number of unintended outcomes were identified by SLQ that were over and above those anticipated in the program's initial planning and its anticipated measure of success.

- Four men (and one male presenter) attending the Mackay and Moranbah workshops. Usually the audience for ALEA workshops is made up of women only.
- The enthusiasm by which the Local Drumming Club Coordinator has embraced the *Read4Life* message.
- The valuable knowledge on practical and strategic aspects of working with a major partner that the project has provided LYPS staff.
- How some members of the BMC workforce were inspired by Billy Moore's role in spreading the *Read4Life* message.
- The early success of working with the Child Youth and Family Health Unit in Mackay to spread the *Read4Life* message with their clients.
- The success of the Dads Read Reading Ambassadors.
- The generosity of Jay Laga'aia agreeing to perform extra engagements in Mackay and Moranbah at no extra cost.
- Permission given by Queensland Health for the Mackay region to include *Read4Life* information into the 'red book' medical record that all parents receive and use for health checks.
- Being able to present a *Read4Life* case study to the AEDI Strategic Implementation Committee.
- The Yuibera Aboriginal and Torres Strait Islander Corporation's plan to hold a Dads Day event and use Reading Packs remaining from the South Walker Creek [mine] event.
- Dads Read events planned independently of SLQ at the Under 8's Day at a local primary school and at the Moranbah Library.

3.4 Future focus

There is strong support by organisers and participants for continuation and expansion of program if funding allows. Importantly *“the [Read4Life] model could be used in other communities if the community had input into whether [it was] appropriate [for them]”* (Interviewee). If there is further funding then feedback from interviewees suggests the following should be considered.

Sustaining commitment

A funding commitment for at least three more years could facilitate a longer-term project with at least two more cycles of the Read4Life Sustainable Community Engagement Model. If SLQ is not involved, then alternative coordination and management strategies will need to be explored.

Initially, sustainability may be fostered through an extension to the program design to include specific parent/carer cohorts, their local libraries, and any childcare facilities they may be accessing. It is thought that this may allow children to progressively build on their literacy skills (starting years 0-2) and improve their chances of improved literacy skills by the time they start formal schooling.

Other aspects of commitment sustainability for the future include widening participation and workforce development.

Widening participation

Strategies are needed to increase parents/carers' (as well as staff in long day care centres) understanding of the importance of oral language and strategies to be used around early literacy learning.

In regional areas, community child health professionals have large workloads and cannot always attend meetings. There are some instances of regional library service staff having attended their meetings, so this may be an avenue to pursue if they can secure an invitation on a regular basis.

Specific strategies for widening participation may include, but be not limited to:

- Seeking ways to involve more health professionals.
- Securing corporate sponsorship for Reading Packs so they can continue to be distributed into the future; including more local businesses involved in funding activities and resources.

- Inviting the Health and Community Workforce Council, responsible for professional development in the childcare sector, to become involved.

Developing the workforce

The issue of workforce development is also linked with that of sustaining commitment and widening participation. Ongoing professional development for the workforce of health, childcare and community workers in public and private organisations has been suggested as a worthwhile avenue to pursue. The Health and Community Workforce Council is a peak body organisation that may be interested in future partnerships in this area. The following have been highlighted by stakeholders for consideration.

- The potential could be explored for the professional development to be offered online or face-to-face based around storytelling and oral language.
- Because *“the [Read4Life] professional development is mobile [it] could be presented in different communities by different people with early childhood expertise”* (Interviewee).
- Professional development could be run on single components of the Storytelling: Language to Literacy package or modified to be suitable for parents.
- There is a pressing need for more professional development for years 0-3 early childhood literacy. There is a perceived absence of professional development in this area compared to the 3-5 years age group.
- Consider negotiating recognition of professional development workshops towards formal qualifications with accredited education and training providers.

Taking stock

As with any program or business, it is timely to build in a ‘stock taking’ process of continuous improvement that is already built in to the *Read4Life* Sustainable Community Engagement Model. Participants have advised that the *Read4Life* program may benefit from consideration of the following strategies:

- Making Jay Laga’aia or a person with a similar profile the ‘face’ of *Read4Life*.
- Looking at current resources in local libraries to see if they promote early childhood literacy.
- Investigating the potentiality of a local coordinator at the local council level to run Community Steering Committees for *Read4Life* in the future. This would take responsibility away from Brisbane and become a local responsibility. Securing funding and resource support so that Moranbah and Mackay communities/councils

could perhaps drive the *Read4Life* program into other communities would need to be considered.

A counter and/or complementary view was to “*keep organisations such as SLQ involved as it gives the message more impact in remote communities who are more likely to see a connection between rural and urban communities if a major city organisation is involved*” (Interviewee). This would mean retaining the role of a central coordinator as a communication conduit, i.e. the designated staff at SLQ.

- Using TV advertisements targeting dads about reading to their young children.
- Exploring the role of technology in adult learning about early childhood literacy.
- Ensuring the community has access to the materials used to spread the *Read4Life* message.
- ‘Capturing’ or reaching new arrivals in each community by offering on an annual basis the workshops for parents/carers; and also for health, childcare and community agency professionals.
- Running a competition which involves and engages children, e.g. writing and illustrating their own storybooks. Schools could link into such a competition through their library’s ‘book week’ or ‘Under 8s Week’.
- Creating packs which may include ‘Sounds to Letter: ABC Kids’ to encourage the teaching and learning of the alphabet, lower and upper cases and packs that encourage educational play, aimed more at children prior to attending prep.
- Promoting the *Read4Life* message through public spaces, e.g. ‘pop up’ shops.
- Encouraging businesses to have reading stations with resources in their play/waiting areas

Ongoing evaluation

Feedback comments analysed to date suggests that there is a need to develop performance indicators/ benchmarks before the second phase of the program. There is a need to consider collecting data at and/or after each activity by a nominated collector if there is to be meaningful feedback.

Also any feedback collection needs to address the transient nature of target groups, accessibility to local library services, and family situations to provide literacy rich resource environments for young children. Consideration may therefore be given to asking early childhood services and educators to capture data relevant to emerging literacy capabilities that may be attributed to the *Read4Life* program. There remains much more to be known about the impact of such community-based family literacy programs

This remains a challenge, because as the AEDI results suggest and interview data indicate, often it is those parents who may benefit the most from such community literacy promotion programs who may be the most difficult to reach.

4 Insights from the literature

The foundations set in the first thousand days of a child's life, from conception to the second birthday, are critical for future well-being [...] despite improvements, far too many children lack early childhood care and education. (UNESCO, 2014, p. 5)

Living in a first world advanced market economy, young Australians (0-5 years) and their families are considered generally to be fortunate in terms of access to early childhood care and education, including language and literacy development. Insights from the literature on early childhood literacy and adult literacy (of parents/carers) provide compelling evidence that communities should remain vigilant to ensure the rising generation of youth develop capabilities they will need for living valued lives in democratic societies (Sen, 2009). A capability approach to language for early literacy development focuses on providing opportunities for individuals to achieve, rather than a specific design or blueprint for how a community should be organised (Hogan, 2013; Nussbaum, 2011). Therefore, analysing the contextual and conceptual literature from a capability perspective, means asking what opportunities these programs and research processes have afforded young children to learn to read, use language and develop confidence to engage the multiple literacies of twenty-first century life with which they will grow and hopefully thrive.

This review of the literature has been developed inductively by investigating the key messages distilled from all data collected and analysed so far. Insights into the outcomes from early literacy intervention initiatives with children from birth to five years in Australia and elsewhere provide indicators of success or otherwise from what can be reasonably determined from such initiatives. The review concludes with a theoretical analysis of ways in which researchers have sought to determine the impact of literacy promotion programs that are one-step removed from direct instruction of the young children themselves; and which seek to work through intermediaries such as librarians, parents, carers, community health, early childhood education, teachers and teachers' aides, and childcare centre workers.

4.1 Community literacy programs

Better Beginnings

In Western Australia, the *Better Beginnings* program is a state-wide early intervention family literacy program that has been running for approximately nine years, since its inception in 2004-2005. Developed initially by six communities and local libraries with the State Library of Western Australia, *Better Beginnings* is reputed to have provided thousands of families with

strategies and resources to promote and support book-sharing from birth (<http://www.better-beginnings.com.au>). An independent longitudinal evaluation of the program (2007-2010) found a significantly positive impact on individual children, parents, and other family members (Barrett-Pugh & Allen, 2011).

Analysis of the *Better Beginnings* program from the publicly available literature and its online website suggests commonalities with the *Read4Life* in three areas: (1) a cooperative funding model; (2) community engagement incorporating cross-sectoral stakeholders at local, regional and state levels; and (3) a major role for libraries and community health in family literacy intervention. Each of these is now explored, and it is with respect to the third area that the commonality of intent is juxtaposed against the lived experiences of program implementation.

First, the *Better Beginnings* program was funded via a cooperative arrangement between the State Government of Western Australia's Department of Regional Development and Lands, the State Library of Western Australia, the local government councils, and a multi-national resource company, Rio Tinto, as the major industry partner. Second, the program began with a cross-sectoral relationship. However in Western Australia, this relationship was established initially between the library and health sectors, specifically state and local libraries and community child health nurses. This cross-sectoral relationship grew to include education, industry, other government and non-government community agencies. Third, libraries were the major public resource supporting the program for parents and carers to foster children's early literacy development in the *Better Beginnings* program, and this is well documented in the literature (Buckley, Meek & Street, 2010; Barratt-Pugh & Allen, 2011; Barratt-Pugh & Rohl, 2011).

A distinctive feature of the Western Australian program from its inception was a "*strong cooperation between health professionals and public libraries*" which began when community child health nurses introduced *Better Beginnings* to parents/carers at the time of their babies' 6-8 week health check (Barratt-Pugh & Allen, 2011, p. 197). Over time, initial views of the program shifted from solely for mothers reading books with their babies to encompass support strategies for parents/carers initiating positive early language development and literacy learning experiences with young children (0-3 years). By the end of the longitudinal evaluation, it was noted that this broader focus had extended to young children from birth to five years and their parents/carers (Barratt-Pugh & Rohl, 2011).

The *Better Beginnings* program consisted of a mixture of resources and training for library staff and community child health nurses, parents/carers, and activity centres for young

children. For instance, the evaluation identifies the following as major outputs from the program.

- The website that continues to provide free access to literacy databases and information about *Better Beginnings* (<http://www.better-beginnings.com.au>).
- Local libraries developed (a) family resource centres with interactive early childhood learning spaces; (b) parenting resources about early childhood language and literacy development; (c) 'Baby Rhyme' time and Story time sessions for children and their parents/carers.
- A 'reading pack' was developed for parents/carers with information of babies and toddlers first books available from the local library, tips on reading with young children, other early literacy appropriate resources.
- 'Outreach Story Time Boxes' for use in local libraries and loaned to community agencies included reading packs, puppets, games and other resources for early literacy learning enhancement.
- A handbook and training module for library staff and child health nurses working with the program.

(Barret-Pugh & Allen, 2011; *Better Beginnings*, <http://www.better-beginnings.com.au>).

From the longitudinal evaluation of the *Better Beginnings* program, six implications for best practice were identified:

1. Develop ongoing partnerships with community health services and other relevant organisations to increase the program's reach and build sustainability.
2. Provide high quality resources, including age-appropriate children's books and concise and practical information on book-sharing, that encourage families to start sharing books from birth.
3. Provide continuing professional development and training for library staff to effectively deliver the program.
4. Conduct regular rhyme and story sessions to provide families with opportunities to actively engage in book-sharing and other early literacy practices.
5. Regularly evaluate the program to measure and report on its effectiveness and to identify gaps in service delivery and areas of need.
6. Promote libraries as family-friendly places and raise awareness in the community about library services and resources that support early literacy development.

(Barret-Pugh & Allen, 2011, p. 195).

Commentary

Similarities between the *Better Beginnings* and the *Read4Life* programs are evident. Indeed SLQ acknowledged that the *Read4Life* program was modelled on the *Better Beginnings* program. In its first year (2013–early 2014), the Queensland program differed from the Western Australian program in one major area—partnership with community child health nurses. Evidence from evaluation of the *Read4Life* in Moranbah and Mackay suggests that the potential of this cooperative partnership with Queensland Health professionals is recognised as important in ongoing iterations of the program. There was no evidence of a strategic state-wide brokerage of access to and participation from community child health nurses. With Queensland Health’s current state-level policy directions coupled with district level hospital boards governing local community health operations, it is likely that such involvement will always have to be negotiated on a community-by-community basis.

Let’s Read

Let’s Read (www.letsread.com.au) is a language and literacy program for young children (0-5 years), their parents/carers and families. *Let’s Read* is funded by the Australian Government in partnership with the Murdoch Children’s Research Institute and The Smith Family (an Australian non-government agency). Originally developed in 2003 by the Royal Children’s Hospital Centre for Community Child Health, this research-based initiative established three cornerstones to its resource development and delivery: (1) training of community professionals with knowledge to engage with and support families to enjoy reading with young children and to develop early literacy skills; (2) engaging parents/carers and families with age-specific emergent literacy resources; and (3) a community approach to mobilizing government systems and non-government agencies providing services for language education and emergent literacy development.

From the *Let’s Read* website, families may download a free ‘reading pack’ consisting of ‘reading tip’ sheets, book suggestions, information about reading to young children and colouring-in sheets. The ‘reading tip sheets’ cater for families of Australia’s multilingual communities. For Australia’s Indigenous families, there are literacy tips developed in partnership with Margaret James from the Honey Ant Readers (honeyant.com.au) series of books (currently 3 books in 6 traditional Aboriginal languages) and resources (such as pre-reading activities, games, songs, rhymes). From the *Let’s Read* website, reading tips for families are also available in English and seven other community languages (Arabic, Cantonese, Mandarin, Greek, Hindi, Spanish and Vietnamese). They are targeted at families

with young children at specific ages from four months, twelve months, eighteen months and from 3.5 years on.

Commentary

The local *Let's Read* coordinator has been included in program progress. The coordinator was consulted in the early stages of the program and attended the Storytelling: Language to Literacy professional development as well as 'Saturday with Jay'. The *Let's Read* bags have been locally handed out without the linking conversation with a professional about the importance of the contents and how to use them.

From the published literature on the *Let's Read* program, it is a research-based developmental program with clearly articulated analysis of literature informing ongoing practice in the field (Shoghi, Willersdorf, Braganza, & McDonald, 2013). Having examined trends in early literacy programs and interventions throughout the world, findings are remarkably congruent with those emerging from evaluation of the *Read4Life* first cycle of operationalisation.

Major findings from the *Let's Read* literature review that resonate with those emerging from this evaluation are:

1. Include early childhood educators, health care professionals and other community resources (e.g. library staff) for systematic, multi-tiered and integrated early literacy interventions and programs.
2. Support children's (and parents/carers) literacy development over a number of years not just at one point in time.
3. Design literacy capability development strategies inclusive of *all* families, not just those who 'fit' criteria of need, disadvantage, vulnerability or considered at risk.
4. Incorporate new horizon digital technologies into working with families and young children and where necessary source such technologies for home learning environments.
5. Develop a systematic, rigorous and collective evaluation framework; and establish common goals and systems to rigorously gauge early literacy outcomes and program effectiveness.

Read4Life program developers may consider these five points with confidence in its forthcoming iterative cycles. In all communities, future early literacy interventions and programs focused on preparing young children (0-5 years) for success in reading and developing related literacy resource capabilities necessary for multiliteracies of the twenty-

first century are still needed at the local level (Harreveld, 2014; Fellowes & Oakley, 2010; Honan, 2013; Johnson, Adams & Cummins, 2012; Queensland Government, 2000; The New London Group, 1996; Winch, Johnston, March Ljungdahl & Holliday, 2010).

Bookstart

The *Bookstart* program is an international initiative that began in the United Kingdom in 1992 (www.bookstart.org.uk) and has since spread to international affiliates in five continents, including Australia. *Bookstart* was created through public-private, multi-agency partnerships brokered among an independent charity trust (Booktrust) with funding from governments, sponsorship from children's book publishers, coordinated, resourced and delivered in local communities by library staff, health and early childhood professionals.

Commentary

From the evidence to date, this UK-initiated program does not seem to have impacted the development or delivery of the *Read4Life* program. However, *Bookstart's* principles and processes appear similar to this program's objectives, cross-sectorial partnerships among private and public entities, strong sponsorship base, and a local community focus. The jointly delivered activities shared among library staff, health and early childhood professionals may require further investigation if *Read4Life* Community Steering Committees choose to explore that avenue further in their second cycle of operations.

4.2 Twenty-first century literacies

For over one hundred years since the inception of formal, measurable learning as we now know it, beliefs about what it means to be literate have impacted on the way literacy is perceived in communities and taught in early childhood settings and schools. For many people, literacy was—and still is—considered to be a fixed body of knowledge and skills to be learnt and used throughout one's life. Yet the world is changing so rapidly that the knowledge, skills and capabilities for life in civil society are continuously evolving. Indeed,

in the 21st century, the definition of literacy has expanded to refer to a flexible, sustainable, mastery of a set of capabilities in the use and production of traditional texts and new communication technologies using spoken language, print and multimedia. Children need to be able to adjust and modify their use of language to better meet contextual demands in various situations. (ACARA-NCB, 2009, p.6)

The *Early Years Learning Framework for Australia* (EYLF) (DEEWR 2009, p. 38) defines literacy as:

The capacity, confidence and disposition to use language in all its forms. Literacy incorporates a range of modes of communication including music, movement, dance, storytelling, visual arts, media and drama as well as talking, listening, viewing, reading and writing. Contemporary texts include electronic and print based media. In an increasingly technological world the ability to critically analyse texts is a key component of literacy.

From this perspective, being literate is being able to master different ways of speaking, acting, dressing, and being in relationship to others that are part of being recognized as a person who belongs to a particular social group. Gee (1991) calls these contexts and ways of being as ‘discourse’, in other words, literacy is as much a social practice as it is a knowledge and skills acquisition process.

It is now reasonable to think about literacy as a social practice that is dependent for its form and substance upon initial language development (home and family literacy) in what Gee (1991) called the primary discourse. Secondary discourses are then learned and acquired as the tool kits of life and ways of being in the world are developed, for instance, school literacy, playground literacy, sporting club literacy are all examples of secondary discourses that develop conjointly with evolution of the primary discourse (Gee, 1991). To facilitate this progression, community literacy programs such as the *Read4Life* program are committed to fostering a range of literacy practices among young children and their parents/carers. Such literacy practices are multi-modal; they incorporate multiple modes of using language (Martello, 2007).

Mode	Literacy practices—for example
Spoken language	Daily conversations, singing songs, telling and listening to stories, playing games, engaging in dramatic play, listening to television, CDs, DVDs
Written language	Reading and/ or creating environmental print, books, cards, letters, television program guides, magazines, newspapers, food packages, religious texts, game or toy packages and instructions
Visual images	Viewing and/ or creating drawings, three dimensional constructions, illustrations, animation, still and moving images on television, films, computer graphics, icons, art works, photographs
Multimodal combinations	Television programs, computers, the internet electronic games, digital phones, tablets, toy packages, books, magazines, CDs, DVDs
Critical awareness	Challenging the veracity of advertisements on television, investigating the use of colour, illustrations in children’s books

Source: Martello, 2007, p. 93.

Table 3: Literacy Practices

Pathways into visual and multimodal literacies begin in the first years of life when children create and understand visual and multimodal texts (Martello, 2007, p. 97). It is the development of these literacies that have been at the core of the *Read4Life* program.

Engaging parents/carers and other family members in literacy learning and teaching contributes to the ‘funds of knowledge’ that young children bring to their formal early childhood education in later years. At both ends of the life span, from early years language and literacy to adult literacy, community education is therefore a “*primary and public good in a democratic society, as distinct from an ancillary service to the economy or to the current government in power*” (Hogan, 2013, p. 252).

4.3 Methodological implications for determining impact

It used to be enough to believe that community literacy education programs were known to have a positive impact if people (young and old) seemed to be enjoying themselves and provided point in time feedback affirming that learning had taken place. Such claims could be made on the basis of poignant pithy quotes from interviews and feedback sheets, counting resources delivered, and/or survey questionnaire instruments used in the hope that a sufficient number of participants would respond so that generalizable claims could be substantiated (Kvale & Brinkman, 2009; Sample McMeeking, Basile & Cobb, 2012). However there is a methodological challenge for evaluation of educational interventions where randomised trials and quasi-experimental designs alone are counter-intuitive to the assumptions upon which the program—in this case a community literacy intervention program—is based. An alternative evaluation framework is now explored.

Uri Bronfenbrenner (1994) proposed that individual development is both affected by and in turn affects the environments in which it occurs. Bronfenbrenner’s (1994) socio-ecological model has been used extensively in a number of interdisciplinary studies, because it facilitates examination of the interrelationships between individuals and their social, physical and policy environments (Stokols, 1996). It features prominently in the health promotion literature, for example chronic disease management programs (Cargo, Marks, Brimblecombe, Scarlett, Maypilama, Dhurrkay & Daniel, 2011), and physical activity interventions in childcare settings (Mehtälä, Sääkslahti, Inkinen & Poskiparta, 2014). Goldfeld, Woolcock, Katz, Tanton, Brinkman, O’Connor, Mathews & Giles-Corti (2014) use the socio-ecological model (Bronfenbrenner, 1994; Stokols, 1996) to develop a theorized analytical framework for undertaking community or neighbourhood effects research into early childhood development in Australia.

For their Kids in Communities study (Goldfeld et al., 2014), the child remains at the centre of concern as part of the family microsystem, with the immediate community constituting a mesosystem that mediates the relational influences of the family, as well as influences of systems of local government, state/territory and federal government policies. At the community level, five interconnected domains are considered:

1. Physical (e.g. parks, transport, safety, and housing).
 2. Social (e.g. social capital, attachment, neighbourhoods, trust).
 3. Governance (e.g. opportunities for citizen engagement).
 4. Socio-economic (e.g. community socio-economic status indicators).
 5. Service (e.g. quantity, quality, access and coordination of services)
- (Goldfeld et al., 2014, pp. 4-8 of 16).

As the *Read4Life* program finishes its first phase cycle, evaluation of subsequent phase cycles may be considered from this socio-ecological perspective. Such a theoretically infused evaluation model may provide the program's ongoing evaluation with *"the ability to understand the larger concerns related to institutionalisation, sustainability, feasibility and scale"* (Sample McMeeking et al., 2012, p. 513). It would engage the intent and operationalisation of the *Read4Life's* Sustainable Community Engagement Model while allowing for mixed methods of data collection and analysis to be integrated across all five domains of concern. This would potentially identify community level factors influencing early years language and literacy development for young children aged 0-5 years in communities such as Moranbah and Mackay where systems of government policy at all levels—local, state/territory and federal—impact social, physical, service, and economic domains of daily living.

4.4 Summary

Insights from the literature reviewed in this chapter suggest that:

1. Community literacy programs work well when interagency collaboration is brokered on behalf of the network/s. Partnerships are essential to facilitate this process.
2. Materials developed for community literacy programs require continual review and refreshment to suit evolving needs of young children and parents/carers who use them.
3. Longitudinal evaluation of community literacy programs is required if impact claims on young children's early language and literacy development are to be substantiated. Consideration may be given to a socio-ecological framework for such evaluations so

as to reflect changing literacy practices of individuals, integrated with analysis of the social, physical, economic, and policy environments impacting and being impacted by the communities in which they live.

5 Conclusions and recommendations

The purpose of this evaluation as set out in the terms of reference was to:

- Examine the effectiveness of the *Read4Life* Sustainable Community Engagement Model to deliver on the objectives of the *Read4Life* program.
- Inform future improvement of the *Read4Life* program's Early Literacy community promotional activities.

This section presents conclusions in relation to what can reasonably be known about the effectiveness of the program for different participant groups in Moranbah and Mackay during its first twelve-month operational cycle. In the executive summary at the beginning of this report, the conclusions are presented as key messages mapped against the program's objectives. They are presented here again, with accompanying recommendations for future iterations of the program. Each recommendation is provided with reference in parenthesis to the chapters of the report from which it is developed.

Conclusions

1. The *Read4Life* program presented a clear message of the importance of reading to children aged 0-5 years.

Read4Life incorporated information sessions for parents and carers; development and dissemination of Reading Packs to families via local libraries; plus professional development workshops for early childhood, care and community workers. This enriched the already extensive in-library activities provided by regional libraries for young children and their parents in local communities.

Recommendation

Continue to build community awareness of reading as integral to early literacy development. (Chapters 2, 3 and 4)

2. Community Steering Committees provided the program's strategic direction.

Community Steering Committees constituted community-level partnerships. These partnerships focused the intersecting public-private interests of families, government, non-government agencies, industry, and local businesses towards a common goal.

While focusing on language to literacy development for young children aged 0-5 years, these partnerships also provided a vehicle for adults' language and literacy capability development.

Recommendation

Continue to promote collaboration among government and non-government agencies to support coordinated responses to the specific domains in AEDI data pertinent to the unique characteristics of local communities. (Chapters 1, 3 and 4)

3. Interagency networking was necessary to reach parents and carers.

The *Read4Life* program functioned as a community outreach service for parents and/or carers with potential to complement and enhance the work of other agencies that have primary responsibility for children's health and wellbeing. Piloting the program in two regional communities demonstrated that coordinated networks of local employers and community groups are essential to reach all parents/carers, especially those who may not otherwise be engaged in language development and early literacy practices with their children.

Recommendation

*Widen interagency networking to enhance the active participation of community health professionals in the *Read4Life* program. (Chapters 3 and 4)*

4. Parents, carers and families responded enthusiastically to community events that celebrated sharing stories, music, movement and reading with young children aged 0-5 years.

Community events varied in size, location, duration and timing. They were held on-site in workplaces (e.g. mine sites); and in public spaces such as markets, libraries, entertainment centres, and parks. Marketing of these events was built in to the planning process and communicated via a range of social media.

Recommendation

Continue to secure sponsorship for community events from a range of sources including employers and local businesses in regional communities. (Chapters 2 and 3)

5. The whole family benefited when dads read to their children.

For fathers in particular, a combination of ‘local heroes’ and well-known ‘legends’ in sport and popular media worked well in promoting the *Read4Life* core message that reading to your children for ten minutes a day can make a positive difference. The Dads Read initiative inspired men to become active partners in their children’s language and literacy development.

Recommendation

Maintain and extend the Dads Read activities in local libraries, at worksites, and incorporate into community events. (Chapters 2, 3 and 4)

6. Reading Packs supported parents/carers to build reading, language development and literacy activities into daily life.

Reading Packs contain age-appropriate books, a sing-a-long CD, reading tips, other reading, and early literacy development resources designed to be fun yet informative for young children, their parents/carers and families. At community events, ‘postcards’ were distributed with information about the Reading Packs that could be retrieved from the local library. Strategically this worked well because the ‘magic’ happened when parents/carers brought the ‘postcards’ to the library. Library staff initiated discussions about reading strategies, age and interest appropriate books, variable progression rates of early language and literacy development, and the range of multi-modal resources available from the local library.

Recommendation

Maintain and extend the ‘postcard’ strategy as a community outreach activity to entice parents/carers and families into their local library. (Chapters 3 and 4)

7. Professional development in language to literacy practices was a success for early childhood education and care workers.

Sustainability of the *Read4Life* program was enhanced through professional development workshops in reading awareness and knowledge of early literacy teaching and learning practices among library staff, childcare centre and early childhood education workers, teachers’ aides, teachers, parents/carers. These workshops reinvigorated staff and validated their work with young children aged 0-5 years, while also affording much needed professional networking opportunities among other providers in related service areas.

Recommendation

Strengthen the capabilities of people in the education, health and community workforces to provide sustainable reading programs for early literacy learning in regional communities. (Chapters 2, 3 and 4)

8. Methodological challenges remain for determining impact of community literacy promotion programs.

Research findings from national and international studies confirm that it is through the primary texts and contexts of family life that young children acquire language and capabilities for literacy learning (Burgess, 2011; Fellows & Oakley, 2010; Gee, 1991). Just as each child is unique, so too are the family and community discourses and ways of being in the world into which young children are socialised. A socio-ecological model of human development offers a means of determining impact of community and family literacy programs that is inclusive of not only the child and family, but also their reciprocal interactions with other networks and larger systems impacting on their environments over time (Bronfenbrenner, 1994; Goldfeld, et al., 2014).

The research is conclusive that reading is a fundamental life skill which, if children are apprenticed into from birth, enhances their capabilities for being able to learn deliberately, to make informed choices, and take prudent actions to develop valuable and valued lives (Hogan, 2013; Nussbaum, 2011; Sen, 1992 & 1999). Accordingly, determining the impact of community literacy promotion programs such as the *Read4Life* may usefully be explored through a socio-ecological view of human behaviour incorporating explicit attention to the discursive relationships among contexts and texts of life systems that constitute human interactions in particular communities.

Recommendation

The impact of successive cycles of the Read4Life community literacy promotion program may be considered in conjunction with ongoing research seeking to determine modifiable community level factors influencing language and literacy development among the range of other AEDI early childhood development domains. (Chapters 3 and 4)

5.1 In conclusion, another beginning

Community engagement is dynamically complex, highly skilled work that is performed collaboratively by coalitions of individuals, groups and corporate partners often of diversely different knowledge, experiences and core business goals. At its most effective, community engagement involves collaborative dialogue and the co-construction of knowledge. It embodies the principles of participatory action research in its iterative cycles of reflecting, planning, actioning practices and studying how they are working, evaluating critically, then confirming commitment to practices that worked and/or implementing new practices (Stake, 2010).

Corporate partners such as BMC were committed to work with SLQ, the Isaac and Mackay Regional Councils, DETE, ALEA and other stakeholder government and non-government agencies in the Moranbah and Mackay communities. Involvement in the *Read4Life* program is one of a number of programs supported through BMC's community development goals for contributing to sustainable, safe and healthy communities. In conjunction with considerable resource inputs from the other major stakeholders, the two Community Steering Committees in Moranbah and Mackay have taken the opportunities to learn from other similar initiatives and develop their own distinctive strategic responses.

While the provision of early childhood language and literacy education is not always about the money, funding, both actual and 'in-kind,' has been necessary to resource literacy promotion activities and professional development workshops and has been central to the outcomes achieved and presented in this report. Coalitions of committed workers, employers, parents and carers were the underwriters of the *Read4Life* Sustainable Community Engagement Model through which the *Read4Life* program was delivered.

This evaluation found that the *Read4Life* program was thoughtfully designed, effectively coordinated, with its signature activities and resources extremely well received by participants. These are the strengths upon which the program can grow and evolve into its next cycle.

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Appendix 1: Ethical approvals

- Information Sheet
- Informed Consent Form
- Interview Protocol
- State Library of Queensland Consent Form



Central Queensland University

Community awareness and capacity building: **Evaluation of the *Read4Life* Program**

INFORMATION SHEET

Project overview

This is a research-oriented community-engaged evaluation project. It aims to investigate the achievement or otherwise of the State Library of Queensland's *Read4Life* program's objectives. The specific focus for this investigation is the cycle of the *Read4Life* planning and intervention activities undertaken over a period of one year (from March 2013-March 2014). In particular, the evaluation project will:

1. Document and analyse participation rates in the *Read4Life* program in Mackay and Moranbah communities (from data provided by SLQ).
2. Investigate key partnership stakeholders' perceptions of the efficacy of the *Read4Life* program in terms of its intended deliverables (semi-structured interviews).
3. Evaluate critically the impact of the *Read4Life* program on targeted subgroups in those communities (from data provided by SLQ).

The evaluation outcomes will be reported to all community and corporate stakeholder groups in the Mackay and Moranbah regions as per the program scope.

Participation procedure

You are invited to participate in an interview that will take approximately 30 minutes. If you agree, our discussion will be digitally recorded. The purpose of the interview is to share your knowledge and perceptions of the *Read4Life* program's planning and implementation within your community. If you are in a position to comment on its operations across both Mackay and Moranbah communities then that would also be valued.

Questions will seek to elicit your understanding and perceptions of: the operational logic of the *Read4Life* program; enablers/supports and constraints/inhibitors; results in terms of changes achieved – both planned and unplanned; effectiveness or otherwise of these outcomes directly related to the *Read4Life* program activities.

Confidentiality and anonymity

All information shared during the interview will be kept confidential and all identifying information will be anonymised (via pseudonyms) in any and all publications that may arise from the project.

Benefits and risks

This evaluation will potentially benefit knowledge of: community engagement models of networks and partnerships to impact positively early literacy capability development; and living and working in resource-impacted regional communities;

Should you experience any distress as a consequence of participating in the research, contact either CQ Anglicare on 07 49728220 or Relationships Australia on 1300364277.

Future research

The anticipated impact of this evaluation project will inform further funding and support for the *Read4Life* program will be a possible outcome from the research.

Outcomes and publication of results

The results will be disseminated in the form of a written report provided to State Library Queensland (SLQ). If the report is published by SLQ, then it will therefore be freely available to the general public. Outcomes may also be used in journal articles, conference papers, presentations, and media reports.

Consent

Participants will be asked to provide individual signed copies of the consent form prior to the commencement of the Stakeholder Forum's focus group discussions. In providing this consent, you are also confirming that you are over 18 years of age.

In addition, this project information sheet will also be provided at that time and a verbal reading of this document will be provided by the researchers at the beginning of the Forum's focus group session.

Right to withdraw

Participants will be free to withdraw up to the point of data analysis.

The data will not be used for any other study on similar/same issues. The data will be destroyed after the agreed time of keeping it.

Feedback

You can nominate to receive a plain English statement of results from the study on the consent form.

Questions/Further information

Bobby Harreveld, at CQUniversity's Rockhampton Campus

email: b.harreveld@cqu.edu.au or telephone: 07 49232391

Concerns/complaints

Please contact CQUniversity's Office of Research (Tel: 07 4923 2603; E-mail: ethics@cqu.edu.au; Mailing address: Building 32, CQUniversity, Rockhampton QLD 4702) should there be any concerns about the nature and/or conduct of this research project.

Central Queensland University Project

H13/10-188 EVALUATION OF THE READ4LIFE PROGRAM

***Community awareness and capacity building:*
Evaluation of the *Read4Life* Program**

CONSENT FORM

I consent to participation in this research project and agree that:

1. An Information Sheet has been provided to me that I have read and understood.
2. I have had any questions I had about the project answered to my satisfaction by the Information Sheet and any further verbal explanation provided.
3. I understand that my participation or non-participation in the research project will not affect my academic standing or my employment.
4. I understand that I have the right to withdraw from the project at any time without penalty.
5. I understand the research findings will be included in a final report and may be included in conference presentations and articles written for scholarly journals and other methods of dissemination stated in the Information Sheet.
6. I understand that to preserve anonymity and maintain confidentiality of participants that fictitious names may be used any publication(s).
7. I am aware that a Plain English statement of results will be available upon request (see below).
8. I agree that I am providing informed consent to participate in this project and that I am over 18 years of age.

Signature: _____ Date: _____

Name:
(please print) _____

	Yes	No
I wish to have a Plain English statement of results posted to me at the address I provide below		

Postal Address: _____

Email Address: _____

Central Queensland University Project
H13/10-188 EVALUATION OF THE READ4LIFE PROGRAM
Community awareness and capacity building:
Evaluation of the *Read4Life* Program

Interview Protocol

Setting up the interview

In the email: explain the purpose of the interview, why the stakeholder has been invited to participate, and expected duration; attach the Information Sheet.

Beginning the interview

- Verbally re-explain the purpose of the interview while providing another copy of the Information Sheet; why the interviewee/participants has been chosen; expected duration of the interview [notionally 30 minutes]; how the information will be kept confidential; and the digital recording (&/or for parents email responses).
- Ask that the Informed Consent Form be completed.

Interview guide: Sample questions

1. What was your role in the program?
[probe: position, scope of participation; parents' role confirmed via questions re residence, number of children, gender]
2. Please describe the *Read4Life* program as you understand it.
[probe: operational logic]
3. What worked well?
[probe: enablers]
4. What were some of the challenges or barriers, if any, that you and/or others encountered?
[probe: inhibitors]

For each activity of which you are aware and/or were involved with – [responses vary depended on participants]

5. What were the results for groups in your community?
 - (a) Which of these were anticipated?
 - (b) Which of these were unintended?
 - (c) What would you have done differently?
[probe: differential effectiveness]
 6. What effect, if any, did you feel the *Read4Life* program had on parents/guardians reading with their children?
-

[probe: reasonable attribution of results to the project]

7. In the future, from your perspective:

- (a) What activities or aspects of the *Read4Life* program should be discontinued?
- (b) What activities should be retained?

[probe: differential effectiveness; reasonable attribution of results]

8. What recommendations do you have for the *Read4Life* program to be implemented with other communities?

Concluding the interview

- Is there anything more you would like to add?

I'll be analysing the information you and other interviewees have given me as well as all the information that SLQ have provided about the program. Once the report is finished, I will send you that one page summary if you have ticked that on the consent form.

Thank you for your time.



Consent form

I give consent to the Library Board of Queensland, its employees, agents or partners ('State Library'), to use and retain my/my child's ('the Participant'):

- Name, image or recording ('Record'), and/or
- Personal property (including artefacts) and/or copyright material ('Material').

I understand that:

By giving consent, State Library can use and retain my Record and/or Material for:

- Public relations, promotion, advertising, reporting and planning, commercial activities
- Use by the media in relation to activities that show me in a positive way, and
- Any additional activities identified in a Schedule accompanying this Consent Form.

My consent will continue until withdrawn in writing. If, at that time, State Library is using my Record or Material, or has contractual obligations in relation to my Record or Material, the consent will continue until the use or the obligations end.

'Use' includes:

- to create, make copies of or reproduce or retain in any form, and
- to distribute, publish or communicate publicly, privately or commercially in any form in whole or in part.

'Retain' means:

- State Library may use the Record or Material unless I withdraw my consent.

State Library will not pay me for giving consent or for the use.

This Consent Form does not transfer ownership of copyright to State Library.

Nothing in this Consent Form limits the rights that State Library has in relation to the Record or Material under any other law.

My consent is subject to the following conditions and/or limitations: *(Please select any that apply)*

- no conditions or limitations
- not for commercial use (eg merchandising, publications for sale)
- only the following formats (please select any that apply):
 - photographic images video recordings physical items (eg letters, artefacts)
 - other *(please specify)* _____
- cultural considerations *(please specify)* _____

Participant details

Full Name: _____

Home Address: _____

Email: _____

If the name of the Participant is used it should be:

- Full name First name only No name Other (please specify) _____

Parent/Guardian details (If the Participant is under 18 years or has a guardian appointed)

Full Name: _____

Home Address: _____

Email: _____

Signature of Participant or Parent/Guardian, if applicable

Date: _____

Please see the back of this form for information on the Privacy Act and why State Library asks for your consent.

Why am I filling in this form?

State Library values your privacy and we are asking for your consent before we use your personal information, including your photograph or copyright material, as part of our commitment to the Information Privacy Principles set out in the *Information Privacy Act 2009*. This Consent Form authorises State Library to use and retain your name, photograph, recording ("Record") and any specified personal property or copyright material ("Material") for the purposes outlined in the form, subject to any conditions/limitations you apply.

Conditions and limitations

The Consent Form allows you to place conditions and limitations on State Library's use of your Record and/or Material, for example:

- Cultural conditions/limitations – you may wish to remove an image for a period of time following the death of an individual or for a period of mourning or you may wish to limit the use of sacred or cultural material.
- Other conditions/limitations – you may not wish your photograph to be used for commercial purposes.

What if I give my consent and later change my mind?

You can change or withdraw your consent in writing at any time. Changes however, will only apply from the date State Library receives your request. Any existing publications, productions, presentations or promotions that use your Record or Material will not be withdrawn from use. To change or withdraw consent in writing, contact:

State Library of Queensland Privacy Officer
State Library of Queensland
PO Box 3488, South Brisbane Qld 4101
t 61+ (0)7 3840 7780 e privacy@slq.qld.gov.au

Do I still own copyright in my material?

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