



Australian
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***Narragunnawali Research Report #3 –
Preparing for data collection – June
2016***

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Abstract

Narragunnawali: Reconciliation in Schools and Early Learning is a national program designed and implemented by Reconciliation Australia. The aim of this current paper is to update the analysis of the factors associated with participation in a Reconciliation Action Plan (RAP), as well as outline the proposed methodology and content for a quantitative and qualitative survey of teachers/educators.

Acknowledgements

The analysis presented in this paper was supported by funds and data from Reconciliation Australia as part of an evaluation of the program. While this support, and comments on an earlier version of this paper were greatly appreciated, the results presented should be attributed to the author only.

Overview of *Narragunnawali* and outline of paper

Narragunnawali: Reconciliation in Schools and Early Learning is a national program designed and implemented by Reconciliation Australia. *Narragunnawali* (pronounced narra-gunna-wally) is a word from the language of the Ngunnawal people meaning alive, wellbeing, coming together and peace. The program is designed to support all Australian schools and early learning services in developing a higher level of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions. The program is designed to be delivered at the whole-school or early learning service level, with benefits for all students and staff, as well as for the wider community.

In a previous set of analysis (*Narragunnawali Research Report #1 - Factors associated with developing a RAP*), the ANU looked at the factors associated with whether a school or early learning service has commenced a Reconciliation Action Plan (RAP) as of November 19th, 2015. The aim was to identify types of schools and early learning services that may not have engaged at the same rate as other schools or early learning services (all else being equal) and therefore areas where Reconciliation Australia might consider focusing additional attention. Educational institutions that have engaged at a slower rate include Infants/Primary schools, preschools, education institutions outside of major cities, those in areas with high migrant populations or low Indigenous populations and those in relatively disadvantaged areas. There were, however, no differences between Independent schools and Government schools once other characteristics had been controlled for, although both had lower probabilities than Catholic schools.

A second report (*Narragunnawali Research Report #2 - Reconciliation in the classroom, around the school or early learning service, and with the community*) focused on those schools or early learning services that have commenced a Reconciliation Action Plan (a key focus of *Narragunnawali*), and analysed the responses to an initial whole-school or early learning service Reflection Survey (RS). A number of key findings emerged from the analysis. First, there was a considerable degree of uncertainty amongst the Working Group (who filled out the survey) and what is happening within the school or early learning service. A second major finding was that there was a strong relationship between some of the key measures. For example, those schools or early learning services that display a flag are much more likely to have teachers that have completed cultural competency, proficiency or awareness training and are more likely to Acknowledge Country at events at the school or early learning service. Those schools or early learning services where teachers feel knowledgeable about local Aboriginal and Torres Strait Islander histories and cultures are more likely to be involved in activities with the local Aboriginal and Torres Strait Islander community. The final finding was that there are other characteristics that predict reconciliation activities and outcomes. These point to areas of existing strength, as well as where things can be built on.

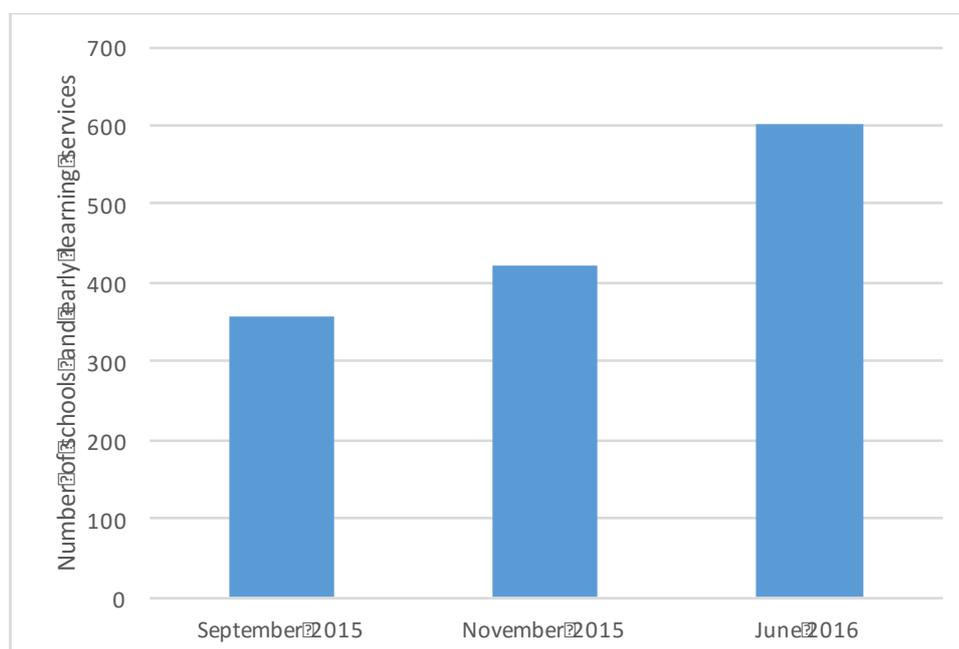
The aim of this current paper is threefold:

- To provide an updated data analysis (as of June 2016) of who is participating in *Narragunnawali*
- To document the survey methodology for a baseline quantitative analysis of educators
- To document the sample selection strategy and interview focus for qualitative interviews with *Narragunnawali* schools and early learning services.

Growth and change in Narragunnawali schools

Narragunnawali was introduced in 2014 to a small number of schools and early learning services. Analysis for this project commenced in September 2015 at which time there were 357 schools and early learning services that were recorded as having engaged with a RAP. By June 2016 when data for this paper was made available, this had increased to 601 schools and early learning services (see Figure 1). This is a very rapid growth in participation in the program, especially seeing as it doesn't include schools or early learning services that are likely to have commenced during or after National Reconciliation Week (May 27th to June 3rd).

Figure 1 Number of schools and early learning services engaged with a RAP – September 2015 to June 2016



One way to understand the change in schools that have been participating in *Narragunnawali* is to re-run the analysis on the factors associated with participation using the data from June 2016. Like with the previous analysis, the dependent variable is binary – taking on a value of one if the school or early learning service has commenced a RAP and zero if it has not.

In order to analyse the factors associated with commencing a RAP, a regression-style analysis is used. Specifically, we consider whether a particular variable is associated or correlated with having a RAP whilst holding constant or abstracting from all other variables in the model. For example, we know that Catholic or Private schools are more likely to be Secondary schools than Infants/Primary schools. In our analysis, we look at whether Catholic or Private schools are more likely to have a RAP than a Government school regardless of whether the school is a Infants/Primary or Secondary one. Similarly, we look at the association between the Indigenous share of the area and having a RAP for a given level of remoteness. This is not quite a causal relationship, as there are other unobserved characteristics that aren't in the model. But it is getting closer to a direct association.

We present the results in Table 1 as marginal effects or the difference in probability of having a RAP compared to a school or early learning service with the base case characteristics. Results from Research Report #1 (November 2015) are presented in the first two columns, the new results from June 2016 data is available in the third and fourth columns.

The base case characteristics are described underneath the table. The marginal effects for the binary variables are then expressed as the difference between a school or early learning service with that characteristic and a school or early learning service with the base case characteristics whilst holding all else constant. The marginal effects for the continuous variables are expressed as the difference in probability from a one-unit change in that variable. The statistical significance of the relationship is given in the final column, as described underneath the table.

Table 1 Factors associated with engagement with a RAP – Early and new adopters

Variable name	November 2015 results		June 2016 results	
	Marginal effect	Significance	Marginal effect	Significance
Catholic school	0.0135	***	0.0154	***
Private school	-0.0027		-0.0038	
Special school	-0.0084		-0.0129	*
Child care centre	0.0022		0.0025	
Preschool	-0.0087	***	-0.0104	***
Combined year levels	0.0253	***	0.0339	***
Secondary school	0.0142	***	0.0196	***
Single sex school	-0.0001		0.0046	
Boarding school	0.0272	***	0.0301	***
School in inner regional Australia	-0.0021		0.0015	
School in outer regional Australia	-0.0101	***	-0.0127	***
School in remote or very remote Australia	-0.0097	***	-0.0140	***
Per cent of area identified as being Indigenous	0.0003	*	0.0004	**
Per cent of area born overseas	-0.0002	*	0.0000	
SEIFA advantage/disadvantage percentile of area*	0.0001	***	0.0002	***
Victoria	0.0015		-0.0048	**
Queensland	0.0131	***	0.0079	**
South Australia	0.0284	***	0.0343	***
Western Australia	-0.0023		-0.0097	***
Tasmania	-0.0045		-0.0118	*
Northern Territory	0.0159		0.0057	
Australian Capital Territory	0.0757	***	0.0719	***
Predicted probability of base case	0.0138		0.0213	
Pseudo R-Squared	0.0771		0.0609	
Sample size	19,953		19,953	

Note: The base case school is a Government, Infants/Primary, that is co-ed and does not provide boarding and located in a major city. The base-case school has the average values for the three continuous variables from Table 1 in Research Report #1. A higher value for the SEIFA advantage/disadvantage index represents a more socioeconomically advantaged area. Those coefficients that were statistically significant at the 1% level of significance are labelled ***, those significant at the 5% level of significance only are labelled **, and those significant at the 10% level of significance only are labelled *.

Outside of the relationship with jurisdiction and the increased probability of the base case (reflecting the growth in participation), there were no major changes in the factors associated with participation. The difference between special schools and other schools is now statistically significant (though only at the 10% level of significance). The marginal effect from a percentage point increase in the share of the area identified as being Indigenous has increased and is now statistically significant at the 5% level of significance, and the marginal effect of area level disadvantage has also increased.

The biggest change over the period, however, has been in terms of jurisdictions. Schools and early learning services in Victoria and Western Australia were now found to have a lower probability than those schools and early learning services in New South Wales. The marginal

effect of being located in South Australia (which was positive to start with) has, however, increased.

In total, there were 21 schools and early learning services in New South Wales that were identified as having commenced a RAP in the June 2016 data that weren't in November 2015, 12 in Queensland and 13 in South Australia. All other jurisdictions had eight or less new schools that were identified as having signed up.

Despite these changes, most of the results from the initial analysis still hold. There were no differences between Independent schools and Government schools once other characteristics had been controlled for. This suggests that engagement with the sectors had been reasonably even, although the difference between Catholic schools and other schools is in some ways even larger. The same types of schools appear to have engaged more slowly than others. This includes Infants/Primary schools, preschools, education institutions outside of major cities, those in areas with high migrant populations or low Indigenous populations and those in relatively disadvantaged areas. These types of schools continue to remain a potential area for targeted engagement as *Narragunnawali* expands.

Baseline quantitative survey and experimental evaluation

The analysis presented in Table 1 shows that those schools and early learning services that were identified as participating in a RAP differ in important ways from those that were not participating at that point in time. This is important information for the ongoing design and targeting of the program. These results do mean, however, that it is not possible to use differences in outcomes between participating and non-participating schools or early learning services as an indication of the effectiveness of the program.

It might be that schools or early learning services who are engaged in the program have a strong pre-commitment to reconciliation, meaning that outcomes would have been better anyhow. Comparing these schools or early learning services with those that don't participate would tend to overstate the effect of *Narragunnawali*. Alternatively, it might be that schools or early learning services that have engaged in the program have identified significant issues that they are attempting to deal with, meaning that outcomes would have been worse anyhow. Comparing these schools with those that don't participate would tend to understate the effect of the program.

Given the selection effects could plausibly be operating in either direction, it is very difficult to accurately identify the effect of the program on outcomes. It is possible using regression-style analysis to control for observable differences. However, there are also likely to be unobservable characteristics that differ between participating and non-participating schools and early learning services. Careful comparison of outcomes that controls for selection into the program is therefore required.

In this situation, where full randomisation cannot occur, the most cost-effective evaluation methodology will be a difference-in-difference approach. This will begin with a baseline survey, where educators in all schools and early learning services in Australia are approached to participate in a self-completed, online survey. This survey is presented in Appendix 1, and is structured around 5 sections:

- Section 1 – Basic demographics, qualifications and teaching history
 - These items allow us to analyse key survey findings across different demographic characteristics, to identify whether findings are consistent or different by gender, age, years of teaching, education level, etc. They will also allow us to benchmark the evaluation survey (discussed below).
- Section 2 – Knowledge and confidence
 - These questions relate to a key aspect of the *Narragunnawali* program logic and are based on similar questions from the Reconciliation Barometer
- Section 3 – Attitudes and intergroup biases
 - These questions are adapted from US General Social Survey, as well as the Reconciliation Barometer. Stereotypes are a key component of intergroup bias and prejudice, defined as beliefs about the characteristics of typical members of a group. Prejudice involves cognitive (attitudes and evaluative beliefs), affective (emotional reactions) and behavioural (discrimination) aspects, with both cognitive and affective aspects highly predictive of discriminatory behaviour. Stereotypes span two main dimensions: warmth and competence. Warmth relates to traits of perceived kindness, morality and sincerity and competence to traits of confidence, intelligence and efficacy. A group and its members can be perceived as weak and hostile (low in warmth), incompetent and lazy (low in competence) or low in both dimensions. This pattern of stereotype endorsement has been shown to be highly predictive of affective and behavioural responses.
- Section 4 – Trust in organisation
 - These questions relate to a key aspect of the *Narragunnawali* program logic and are based on similar questions from the Reconciliation Barometer.
- Section 5 – Program participation
 - These questions identify whether the individual educator is aware of their school or early learning centre participating in *Narragunnawali*. As details on the school or early learning service will be collected in the background section, it will be possible to validate these answers, and also analyse knowledge about the program in the school or early learning service.

Following the collection of the baseline survey, a random selection of schools and early learning services will be approached to participate in a quantitative evaluation of outcomes

related to *Narragunnawali*. The sample of schools and early learning services will be broken into three groups:

- Group 1 – A selection already participating in the program;
- Group 2 – A selection not participating in the program (at baseline) that will constitute the control group.
- Group 3 – A selection not participating in the program (at baseline) that will constitute the treatment group.

It is anticipated that there will be observed and unobserved differences between Group 1 and the other 2 groups. Due to random assignment, however, it is not anticipated that there will be any differences between Group 2 and Group 3 at baseline. The only difference between the groups will be the intervention. Group 3 will receive significant promotion and assistance in participating in the program, with some consideration given to the provision of incentives. The specific promotion, assistance or incentives will be discussed with Reconciliation Australia and Education Departments. The important point though is that the control group will receive the same level of promotion and assistance on average as all other schools and early learning services in Australia (that is, no additional promotion or assistance) and that the intervention will not target outcomes that are being tested.

After a suitable time during which close attention will be paid to interaction of the three groups with *Narragunnawali* (most likely 12 months) a follow up evaluation survey will be administered. It is anticipated that the promotion, assistance and possible incentives provided to Group 3 above and beyond Group 2 will significantly increase the probability of participation. The extent to which this is the case will be useful information regardless. However, it will also mean that careful construction of differences between the baseline survey and evaluation survey across the three groups will enable researchers to identify the causal effect of *Narragunnawali* on outcomes.

Qualitative interviews on program implementation

The quantitative analysis summarised in the first section of this paper will be used to identify a subset of case-study schools and early learning services that will be approached to participate in more detailed data collection and interviews. It is expected that 12-18 schools will be interviewed, from within two jurisdictions.

A purposive sampling strategy will be used to design the qualitative component of the *Narragunnawali* evaluation. Purposive sampling is a research design in which selected members of a sample are chosen with the 'purpose' to represent a location or type in relation to the key research question (Richie, Lewis & Elam 2003). In the case of the *Narragunnawali* evaluation, it is a homogeneous sample, i.e. schools that have participated in the *Narragunnawali* RAP development program. As Ritchie et al. describe, there are two aims of a purposive sampling strategy, firstly to ensure that all the key research questions are

addressed and, secondly, to ensure some diversity in the sample to interrogate the impact of the particular program being evaluated. Specific criteria will be used to guide the selection of schools that will be approached to be involved in the qualitative evaluation. There are two overarching selection criteria used to design the qualitative study.

1. That the school has participated in *Narragunnawali* for a minimum of 6 months. As this is an evaluation of *Narragunnawali*, the decision was made that the 6 month time allocation was appropriate that the schools had adequate opportunity to engage with the program and would be able to address the evaluation questions
2. That the school is located in New South Wales and South Australia. These two jurisdictions were chosen for the qualitative study because they contained significant locational and school level diversity (the primary prioritised sampling criteria), and the quantitative analysis has shown that these are jurisdictions with significant engagement with the program.

Within the above constraints, there are a number of prioritised selection criteria:

1. That there are equal quota's allocated for each locational allocation, group as: remote/very remote, outer regional/inner regional, and major Australian city. This will provide the evaluation with a broad overview of how the *Narragunnawali* program functions in a variety of contexts.
2. That there are equal quota's spread throughout the sample of different school levels, i.e. primary, secondary, early childhood. This will provide the evaluation with a broad overview of how the *Narragunnawali* program functions in a variety of school settings
3. Secondary selection criteria:
 - First: SES Implied status: Lowest and highest in grouping
 - Second: District/Postcode ranking: Ensuring diversity in locations
 - Third: Government/catholic: some diversity is sought in relation to school type

Given the analysis has shown that there are no major differences in participation between government and independent schools, the latter will not be included in the sample. This has practical benefits due to timeframes and individual ethics requirements for each school within the private system.

The evaluation aims to attract 2-3 participating schools in each locational grouping. Over the spread of locations, the study aims to attract 2-3 participating schools from each school type, i.e. early learning, primary and secondary levels leading to 6-9 schools in each jurisdiction and a total overall qualitative sample approx. 12- 18 schools.

In terms of content of interviews selected schools and early learning services will be invited to complete a standardised questionnaire either online before an evaluation team member visits the school or early learning service or as part of the visit itself. This questionnaire will build on results from Research Report #2. The main focus of the data collection, however, will be on focus-group interviews within the schools themselves. Questions will be designed

to explore subjective reasons why a school or early learning service may or may not be participating in the program and, for those participating, the types of activities they are undertaking, and why. Appendix 2 contains a draft discussion guide for the qualitative interviews.

Appendix 1 Quantitative survey

Survey Section 1 – Background

1. The aim of this survey is to obtain information on the attitudes and experience of educators in schools and early learning services towards Reconciliation and incorporating Aboriginal and Torres Strait Islander content into the classroom.

You can exit the survey at any time, and no information will be saved. The survey is anonymous, and no identifying information will be collected.

At the completion of the survey, you will have the opportunity to enter your contact details to be eligible for a range of education-related prizes. These contact details will not be stored with responses.

Ethics approval for this survey has been obtained by the ANU Human Research Ethics Committee (protocol number 2015/736). Details on the project that this survey is a part of can be found on the website of the ANU Centre for Aboriginal Economic Policy Research (<http://caepr.anu.edu.au/>)

The Australian National University appreciates your time in completing the survey.

Would you like to continue?

Yes, continue

No, exit

2. In order to test the effectiveness of policies in schools and early learning services, we would like to know where you currently work. We would like to remind you that no individual information will be shared with any schools, early learning services, Education Departments or other organisations.

There will also be no reporting of information for any individual school or early learning service.

Please tell us the name of the school or early learning service that you are currently working for.

3. And what is the postcode in which the school or early learning service is located?

4. What is your gender?

- Female
- Male
- Other, or prefer not to say

5. What is your age?

- 30 or under
- 31 to 40
- 41 to 50
- 51 to 60
- Over 60

6. Do you identify as Aboriginal and/or Torres Strait Islander?

- Yes
- No
- Prefer not to say

7. In what country were you born? Please write the name of the country if it isn't Australia.

- Australia
- Other (please specify)

8. When did you first arrive to Australia? Please write the year (e.g. 1978).

9. What is your current role within your school or early learning service?

- Principal/Director
- Co-ordinator/Head/Executive
- Teacher or educator
- Non-teaching staff
- Other (please specify)

10. How many years have you been working in your current school or early learning service?

11. How many years since you completed your most recent relevant degree or qualification?

12. Thank you for your responses to our background questions. We would now like to ask you some questions about your views on a range of topics on reconciliation and Aboriginal and Torres Strait Islander content in the classroom.

There are no right or wrong answers, and we appreciate your honest views.

Would you like to continue?

Yes, continue

No, exit

Survey section 2 – Knowledge and confidence

13. How much do you agree with the following statements?

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
Aboriginal and Torres Strait Islander people hold a unique place as the First Australians.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aboriginal and Torres Strait Islander cultures are important to Australia's identity as a nation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel proud of our Aboriginal and Torres Strait Islander cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial discrimination towards Aboriginal and Torres Strait Islander people is a problem in Australia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial discrimination towards Aboriginal and Torres Strait Islander people is a problem in my school or early learning service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. How would you describe your level of knowledge about the following topics?

	No knowledge at all	Very low	Fairly low	Fairly high	Very high
History of Australia	<input type="radio"/>				
History of Aboriginal and Torres Strait Islander people in Australia	<input type="radio"/>				
Aboriginal and Torres Strait Islander cultures	<input type="radio"/>				
Past issues of European settlement and government policy for Aboriginal and Torres Strait Islander people	<input type="radio"/>				

15. How would you describe your level of confidence in teaching about the following topics?

	No confidence at all	Very low	Fairly low	Fairly high	Very high
History of Australia	<input type="radio"/>				
History of Aboriginal and Torres Strait Islander people in Australia	<input type="radio"/>				
Aboriginal and Torres Strait Islander cultures	<input type="radio"/>				
Past issues of European settlement and government policy for Aboriginal and Torres Strait Islander people	<input type="radio"/>				

16. How important is it that the following topics are part of the school curriculum?

	Not at all important	Fairly unimportant	Fairly important	Very important
History of Australia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
History of Aboriginal and Torres Strait Islander people in Australia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aboriginal and Torres Strait Islander cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Past issues of European settlement and government policy for Aboriginal and Torres Strait Islander people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Survey section 3 – Attitudes and intergroup biases

17. Please rate the characteristics of *Aboriginal and Torres Strait Islander peoples* on a scale from 1 to 7.

A score of 7 means you think almost all of the people in that group have that characteristic. A score of 1 means you think almost all of the people in that group do not have that characteristic. A score of 4 means you think the group is not towards one end or another.

	1 (do not have that characteristic)	2	3	4	5	6	7 (have that characteristic)
Hardworking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intelligent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disciplined	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prone to violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good humoured	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trustworthy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Please rate the characteristics of Australians in general on a scale from 1 to 7.

A score of 7 means you think almost all of the people in that group have that characteristic. A score of 1 means you think almost all of the people in that group do not have that characteristic. A score of 4 means you think the group is not towards one end or another.

	1 (do not have that characteristic)	2	3	4	5	6	7 (have that characteristic)
Hardworking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intelligent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disciplined	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prone to violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good humoured	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trustworthy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Survey section 4 – Trust in organisations

19. How would you describe the level of trust that people in your organisation have for the following people in your school or early learning service

	Very high	Fairly high	Fairly low	Very low	Don't know or not applicable
Aboriginal and Torres Strait Islander employees	<input type="radio"/>				
Aboriginal and Torres Strait Islander children and students	<input type="radio"/>				
Non-Indigenous employees	<input type="radio"/>				
Non-Indigenous children and students	<input type="radio"/>				

Survey section 5 – Program participation

20. Does your school or early learning service have a Reconciliation Action Plan?

- Yes
- No
- Unsure

21. Are you a member of your school or learning service's RAP Working Group?

Yes

No

Appendix 2 Draft discussion guide for qualitative interviews

Researcher Notes:

The main purpose of the discussions is to explore perceptions and experiences of schools/early learning services that have chosen to participate in to *Narragunnawali* and have commenced a Reconciliation Action Plan. Views will be sought from key staff in each school/early learning service who have been involved to a greater or lesser extent including.

Key topics to explore are:

How the school heard about *Narragunnawali* – information channels and sources

Reasons for participation – processes and decision making (including any potential barriers, resistance or concerns at that stage)

Expectations – school/early learning service (and other stakeholder) aims and objectives

Progress thus far (including responsiveness, planning, implementation) – what has been achieved thus far, observable changes etc)

Use of RA resources (the online platform including Curriculum Resources and Professional Learning)

Development of RAP

RAP Working Group – how this is working

Potential barriers and facilitators to ongoing engagement and success (including lessons learnt thus far)

Next steps – plans and expectations for the future

NOTE: The guide should be viewed as an aide-memoire for the interviewer to ensure exploration of the key topics, rather than a list of set questions that need to be answered sequentially. The questions included here and their sequencing are indicative only.

1. Introductions

- a. Role in school/early learning service and in *Narragunnawali*
- b. Previous initiatives and commitment to reconciliation issues – explore involving in development of knowledge about Aboriginal and Torres Strait Islander histories, cultures and contributions, relationships with the local Aboriginal community

2. Awareness of Narragunnawali

- a. How did they first hear about it? (did they attend conference presentation/workshops/webinars?)

3. Deciding to participate

- a. How did the school/early learning service make the decision to participate in the program? (was the school encourage at a department/sectoral level?)
- b. Were there differing views within the school/early learning service as to whether or not to participate, and how were they resolved?
- c. What barriers or concerns were there, if any and how were these addressed?

4. Expectations of Narragunnawali

- a. What were your objectives?
- b. Did they have any expectations of what the initiative might look like or involve? What did you hope to achieve and why?
- c. Any experience of being involved in anything similar?
- d. What did they hope would be the benefits or outcomes?
- e. What about expectations from other stakeholders (parents, children, governing bodies etc) – what were their thoughts?

5. Development of the RAP

- a. Discussion of process – how has this worked?
- b. Who contributed and how? (whole-staff engagement, student, parent, and community engagement)
- c. What is included in the RAP?

6. RAP Working Group

- a. Membership, suitability of terms of reference, operations
- b. Effectiveness – roles and reach

7. Progress thus far

- a. Planning and implementation – what has been happening, what achievements have there been so far? – How has the RAP been implemented? (in the classroom, around the school, with the community)
- b. Explore progress related to increasing respect, reduction of prejudice and strengthened relationships, and mutually beneficial opportunities – how is this being embedded in the school/early learning setting (in the classroom, around the school, with the community)
- c. Any observable changes at this stage? (in the classroom, around the school, with the community)
- d. What has helped/hindered this? Explore for changes in school/early learning service community and in wider environment (children, parents, teachers, families etc) (in the classroom, around the school, with the community)

8. Use of RA resources

- a. Explore use of the online platform including Curriculum Resources, Professional Learning – how useful have these been and why/why not?
- b. What other resources have been accessed?
- c. Any other resources needed?

9. Drivers for change

- a. What have been the main drivers or facilitators – explore for people, relationships with local Aboriginal community, activities, resources, timing etc – and how?

10. Barriers for change

- a. What has hindered change thus far? Explore for people, activities, resources, timing etc – and why?

11. Outcomes and Impact

- a. What difference is *Narragunnawali* making? How and why?
- b. What expectations are there for the future? What more can be/needs to be done?