



OCHRE Evaluation | Stage 1: Implementation and early outcomes

Research Team

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The Social Policy Research Centre is based in the Faculty of Arts & Social Sciences at UNSW Sydney. This report is an output of the *OCHRE* Evaluation, funded by Aboriginal Affairs NSW.

1 Introduction

The Social Policy Research Centre, UNSW Australia (the research team) have been contracted by Aboriginal Affairs NSW, Department of Education to conduct an evaluation of *OCHRE* including the Gumbaynggirr Language and Culture Nest (the Nest). *OCHRE* is the community-focused plan for Aboriginal affairs in NSW.

The evaluation will be based on the principles of decolonising research, consistent with the underlying philosophy of *OCHRE* to facilitate the self-determination of Aboriginal peoples in NSW. For more information on the approach, see Section 3.1 of the *OCHRE Evaluation Plan: Overview and Stage 1*.

This plan sets out how the first stage of the evaluation of the Nest will be conducted. This is an abridged version of the detailed data collection plan developed and approved by the community. For more information on this stage of the evaluation, see Section 5 of the *OCHRE Evaluation Plan: Overview and Stage 1*. This plan identifies key stakeholders, what local community view as success and how it might be measured (where identified), method and timing of data collection.

2 About the Gumbaynggirr Language & Culture Nest

The Gumbaynggirr Language and Culture Nest is one of five state government funded Language and Culture Nests operating in NSW and run through the Department of Education.

The Nest was launched in Coffs Harbour on 19 February 2014. Based at William Bayldon Public School in Coffs Harbour, the purpose of the Nest is to revitalise the Gumbaynggirr language as an integral part of culture and identity.

Through the Nest, opportunities to learn the Gumbaynggirr language are available to Aboriginal and non-Aboriginal children and young people enrolled in government preschools and schools in these communities. More information on the Nest can be found here

<http://www.aboriginalaffairs.nsw.gov.au/ochre-a-continuing-conversation/about-the-communities-involved>.

3 Ethics and permissions

On 9 August 2016, ethics approval was received from the Aboriginal Health and Medical Research Council Human Research Ethics Committee (AH&MRC HREC). For further information, see Section 5.3.3 of the *OCHRE Evaluation Plan: Overview and Stage 1*.

In May and June 2017, the research team received approval of the Coffs Harbour, Grafton and Nambucca Valley communities, to continue the conversation with the Aboriginal community about the Nest.

In September 2017, the NSW Department of Education, through the State Education Research Applications Process (SERAP), provided permission for the research team to talk to staff and students in Year 8 and above, within the school grounds with the consent of the Principal.

4 Gathering information

There are three broad communities that fall within the Nest footprint: Coffs Harbour, the Nambucca Valley (including Bowraville, Macksville and Nambucca), and Grafton located in the Clarence Valley. For the collection of information, each of these will be managed as a separate site.

4.1 Focusing the evaluation through co-design

This plan is built from co-design conversations that occurred with local Aboriginal community members at Coffs Harbour, Nambucca and Grafton held over the period February to June 2017. For further information on co-design see Section 5.4.1 of the *OCHRE Evaluation Plan: Overview and Stage 1*.

During the co-design process the criteria against which the local Aboriginal communities would assess success focused on the extent of community control and ownership of the Nest, specifically control over funding and how the funding is allocated, decision-making power over what is required for people to teach the language, and determination of how the language course is taught and assessed.

The core evaluation questions are outlined in Section 4.3 of the *OCHRE Evaluation Plan: Overview and Stage 1*.

4.2 Stakeholder groups

There are many different people and organisations who have been or are involved in implementing the Nest. The research team will approach the following groups:

- Peoples of the Gumbaynggirr Nation, including Elders, Local Aboriginal Land Councils
- The Nest, including the Nest teacher, tutors, and Reference Group
- Government school and pre-school communities, including Principals/Preschool Directors, teachers who supervise language tutors, Aboriginal and non-Aboriginal students/children and parents/carers from participating and non-participating schools and pre-schools
- Aboriginal language program providers, specifically Muurrbay, and Bularri Muurlay Nyanggan
- Aboriginal Education Consultative Group, including central and local regional staff
- Department of Education, including the Nest Program Manager, Aboriginal Education and Community Engagement Directorate.

As the criteria to assess the success of the Nest identified in co-design focus on issues of community control, Aboriginal people of the Gumbaynggirr Nation will be the key informants.

the Nest Teacher, key Aboriginal community members actively involved in