This Engagement Approaches/Methods annotated bibliography documents parts of the literature review which informed the detailed research design and establishment phase activities of the "Developing a community approach to supporting literacy for pre-schoolers in Fiji" Project, which was funded by the Australian Aid Development Awards Scheme 2013-2016.

Please contact the author for a digital import file of this bibliography.


Examines the multiple ways in which parents from non-dominant cultural groups participate in their children's education and attends to the ways in which restricted roles for parents in the education of their children are constructed. It contends that views of parents' involvement in their children's education must extend beyond normative understandings of parent involvement in schools in order to create space in which parents from non-dominant backgrounds are rendered as productive social actors who shape and influence schools and educational processes.


Argues for the continued importance of community education processes and actions to human rights, and political and economical participation in Pacific Island countries. Provides a discussion, through a case study of two PIC NGOs, one acting as a regional hub of Violence Against Women knowledge and resources and the other connecting into hub resources, of the changing roles and issues facing NGOs and channels and foci of community education in the Pacific.

Harris, P & Manatakis, H 2013a, Children's voices: a principled framework for children and young people's participation as valued citizens and learners, Government of South Australia/University of South Australia, Adelaide.

Documents a South Australian government funded project to engage children as citizens and provides a framework for engaging with and hearing children's voices, delivered as a conceptually coherent set of tools which can be used in flexible and child directed ways. The report includes evidence of how this framework was enacted to hear and value South Australian children's perspectives and ways of making meaning from their worlds.


Explores the literature of reflective practice and discuss theories of critical reflection and thinking through Fook and Gardner (2007) and Gardner(2009)'s work linking critical theory to social work practice. Defines critical reflection as both a theory and a practice (a clear and rationale and analysis and a clearly structure process for reflection) where critical theory involves analysis of knowledge, power and reflexivity (understanding and recognising own gaze, assumptions and contexts etc). Provides evidence of a critical reflection upon a significant event in the authors lived experience.


Australian based research based practice briefing on the importance of community to child well-being outcomes and ways of evaluating whole of community outcomes. Key messages include: 'Improvements in the community as a whole, such as increased “child-friendliness”, may improve outcomes for children and families'; 'An experimental or quasi-experimental design is the best method to use in order to estimate what the outcomes for children, families and communities would have been in absence of the intervention'; Methods that can be used to collect data for the purpose of demonstrating the impact of a community-wide initiative include: surveying a representative sample of the community; key informant interviews and focus groups; using secondary source data; and mixed methods research'; 'Universal tools for these types of outcomes [such as a child-friendly community and community empowerment] are often viewed as inappropriate as the concepts are highly context specific'.

Reyes, LV & Torres, MN 2007, 'Decolonizing family literacy in a culture circle: Reinventing the family literacy educator's role', *Journal of Early Childhood Literacy*, vol. 7, no. 1, April 1, 2007, pp. 73-94.

Through the lens of family literacy programs based on Freire's philosophy which works toward affirming diverse family literacy practices, this paper discusses the 'use of 'culture circles' for the growth of critically conscious participants and family educators, who work toward ‘reading the word and the world’ while working to transform that world into a better place for all'. Provides examples of 'decolonizing family literacy education' research methods.


Useful as a tool for critical reflective practice

**AUTHORS ABSTRACT**

In community development practice, practitioners and organizations play many different roles in the planning, implementation and diffusion of the ideas and projects that they seek to promote. Some of these roles can serve to empower communities, while others can result in their disempowerment. In this article, eight roles commonly played out in development practice are briefly examined through the lenses of empowerment and disempowerment. Four of these roles are recognized as being ‘traditional’ and four are identified as ‘alternative’. It is hoped that the exercise of examining several of the generalized roles that practitioners play will allow us to take a closer look at how theory impacts practice and, more importantly, at the potential of such practices to truly achieve their theoretical aspirations.

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Walford, G 2009, 'The practice of writing ethnographic field notes', *Ethnography and Education*, vol. 4, no. 2, pp. 117-130