**Current ARC Linkage Projects**

| Project Title | Project Description | Lead University | Investigators / Researchers |
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| Assessing the effectiveness of early childhood education and care (ECEC) programs in Australian Communities E4Kids (LP0990200) | To evaluate the effectiveness of ECEC programs: on 3-4 year-old children's learning cognitive and social development; and on individual family and community health social participation and social inclusion. To identify and define quality in ECEC by measuring and assessing the independent effects of components of program scope (e.g. part-time or full time) structure (e.g. staff qualifications ratios) and pedagogical practices. To establish a longitudinal cohort to assess the long-term effects of ECEC programs on (1) Human capital development and (2) Social capital development and social well-being to evaluate long-term investment gains set against initial investment costs. | University of Melbourne | Prof CP Tayler; Prof K Thorpe; Prof PE Griffin; Prof RJ Adams; Prof I Siraj-Blatchford; Prof EB Waters; Dr GH Cleveland; Dr K Ishimine; Dr TD Gilley; Prof AV Sanson; Prof F Pberklaid; Ms L Luxford; Dr J Dungan |
| Investigating the effectiveness of teacher education for early career teachers in diverse settings: a longitudinal study (LP110100003) | How well equipped are teacher education graduates to meet the requirements of the diverse settings in which they are employed? What characteristics of teacher education programs are most effective in preparing teachers to work in a variety of school settings? | Deakin University | Prof Diane Mayer; Prof Brenton Doecke; A/Prof Mary Dixon; A/Prof Alex Kostogriz; A/Prof Andrea Allard; A/Prof Simone White; Dr Bernadette Walker-Gibbs; Dr Leonie Rowan; Prof Claire Wyatt-Smith; Prof R Bates |
| Minutes of Evidence project: promoting new and collaborative ways of understanding Australia's past and engaging with structural justice (LP110200054) | Bringing together researchers, theatre performers and education experts, this project heightens awareness of Australian history and sparks public conversations within, and between, Indigenous and non-Indigenous communities, placing Australia at the forefront of international ways of addressing the questions of structural justice and reconciliation. | The University of Melbourne | Dr Julie Evans; Dr Jennifer Balint; Dr Nesam McMillan; Dr Joanna R Cruickshank; Prof Patricia A Grimshaw; Ms Rachael Z Maza Long; Dr Elizabeth M Jones; Dr Jennifer L Bates; Prof Alan Lester; Dr Zoe Laidlaw; Miss Erin A Birch |
| Serious play: using digital games in schools to promote literacy and learning in the twenty first century (LP110200309) | Young Australian's social and cultural experiences are increasingly digital. This project will offer leadership to schools seeking to use and create games to improve student outcomes across subject areas, and will generate new knowledge about how students and teachers approach digital games and the kinds of literacy, learning and pedagogy they entail. | Griffith University | Prof Catherine A Beavis; Dr Michael L Dezuanni; Dr Joanne A O'Mara; Dr Sarah Prestridge; Dr Leonie O Rowan; Prof Claire M Wyatt-Smith; Dr Jason A Zagami; Prof Yam San Chee |
| Doing Diversity Differently (formerly: Intercultural Understanding in Education) (LP120200319) | This study addresses questions of national and international educational and social significance: what facilitates/impedes intercultural understanding (ICU) in children/adolescents and schools? How can these be addressed? How can we know what makes a difference? It uses a cultural systems approach, methodological and technological innovations, and a large-scale national study alongside longitudinal multimethod, multicohort studies in schools. It will produce the first psychometrically validated ICU assessment instruments, national ICU benchmarks, and explain national ICU ‘hot&cold’ spots; and identify critical incidents in the biographical formation of ICU and effective school strategies for improving ICU outcomes in children/adolescents.  | Deakin University | Prof Christine Halse (DU); Prof. Fethi Mansouri (DU); A/Prof. Julianne Moss (DU); Dr Ruth Arber (DU); Dr Scott Webster (DU); A/Prof. Colin Arrowsmith (RMIT); Dr Naomi Priest (Melbourne); Dr Nida Denson (UWS)  |
| Improving children's language, literacy and mental health: evaluating the impact of the classroom promotion of oral language (CPOL) approach (LP130100308) | As spoken communication and literacy are major influences on children's developmental pathways and life success, this project will determine whether improving teacher knowledge and practice relating to teaching oral language improves primary school students' achievements in oral language and literacy, and improves their social and emotional wellbeing. | University of Melbourne | A/Prof Sharon R Goldfeld; A/Prof Pamela C Snow; Dr Patricia A Eadie; Dr John K Munro; A/Prof Lisa C Gold; Prof Frank Oberklaid; Ms Judy N Connell; Ms Brenda M Andersen-Dalheim; Ms Gail M Inniss; Mr Tony Barnett; Dr Liza Hopkins |
| The Kids in Communities Study: national investigation of community level effects on children's developmental outcomes (LP130100411) | This project (a cross-disciplinary collaboration) will investigate community level factors influencing early childhood developmental outcomes using a mixed methods approach in up to 10 communities across Australia. This will result in a potential set of measures or indicators that reflect communities that are good for children. | The University of Melbourne | A/Prof Sharon R Goldfeld; Dr Geoffrey W Woolcock; A/Prof Robert Tanton; Prof Ilan B Katz; A/Prof Tammy Findlay; A/Prof Sally A Brinkman; Prof Billie Giles-Corti; Dr Laurie Ford; Ms Anne C Hampshire; Dr Russell Ayres; Ms Sue West; Ms Jodie Robinson; Ms Catherine M Nolan; Ms Trish Strachan; Ms Carmel Perrett; Mr Phillip Gould; Dr Jennifer A Donovan |
| Gauging the value of flexible learning options for disenfranchised youth and the Australian community (LP130100344) | Investment in flexible learning options (FLOs) for young people who have disengaged from schooling requires understanding of how they work and evidence about their economic and social value. This project will provide both through innovative and integrated methods, analysing FLO sites across three Australian states and the Northern Territory. | James Cook University | Prof Suzanne C McGinty; Dr Riccardo A Welters; A/Prof Brian E Lewthwaite; A/Prof Katarina M Te Riele; Mrs Valda L Wallace; Prof Hurriyet Babacan; Mr Dale B Murray; Mr David M Murray; Mrs Eva Lawler; Ms Mary J Retel; Dr George Myconos; Dr Anthony McMahon |
| Numeracy at Home: Enhancing the capacity of parents to support the learning of their children (LP140100548) | Numeracy@Home aims to enhance the actions that families can implement at home, in collaboration with educators, in order to enhance children’s learning in and positive dispositions toward the development of numeracy. The project: articulates the key numeracy learning goals for families; identifies the actions of families that successfully support the development of numeracy at home; identifies the characteristics of successful numeracy programs for families; and designs, implements and evaluates a program based on the findings of Phases 1 to 3. Together with industry partners, Numeracy@Home aims to lead to better outcomes for families and their children, particularly those who are marginalised and experience disadvantage. | Monash University  | Dr Sivanes Phillipson; Prof Peter A Sullivan; Dr Ann M Gervasoni; Mrs Vicki L Miles; Mrs Rosemary J Roberts; Mr Dennis V Torpy |
| Building the numeracy and information and communication technology capability of students with intellectual disabilities (LP140100163) | This project investigates strategies to build numeracy and information and communication technology capability among students with intellectual disabilities. It aims to support teachers in mainstream and special education schools as they plan and monitor personalised instruction for their students. The expected outcome is an integrated program of assessment, reporting, curriculum, and instructional advice that promotes inclusive educational practices and seeks to ensure all children have improved opportunities to participate in a technology driven, emerging knowledge economy. | The University of Melbourne | Prof Patrick E Griffin; Dr Kerry Woods; Ms Karen Underwood; Mr Mark Tainsh |
| Standing up to racism and racial bullying among Australian school students (LP140100413) | This project aims to substantially increase understandings of bystander responses (including their extent, nature, potential, merits, benefits, and constraints) as a means of countering racism and racial bullying among Australian school students. This aims to be achieved through examining experiences of, attitudes towards, and responses to, racism and racial bullying among school students; identifying health, wellbeing, education and social outcomes of racism and racial bullying for individuals, schools and communities; exploring the enablers and obstacles associated with bystander responses to racism and racial bullying; and by developing and piloting a school-based program to foster bystander responses to racism and racial bullying. | The University of Melbourne | Dr Naomi Priest; Prof Kevin M Dunn; A/Prof Yin C Paradies; Dr Jacqueline K Nelson; A/Prof Anne Pedersen; A/Prof Philip Curry; Ms Eveline Mouglalis; Ms Marica Stipanovic; Mr Christopher J Thompson; Ms Rivkah Nissim |
| Defining the Status of Culturally and Linguistically Diverse Young People (LP150100291) | This project aims to improve the social cohesion of Australian society and the living standards of a significant group of our young people. Around 25 per cent of all Australians aged 12 to 24 are from culturally and linguistically diverse (CALD) backgrounds. In collaboration with nine Australian organisations, the project aims to critically define the status of CALD youth; develop the first national status reporting framework for the group that will generate new social, economic and cultural indicators; and build a knowledge hub to store and curate CALD youth data. Data and understanding from this project is intended to enable governments to meet the group’s specific needs and enhance their opportunities. | The University of Melbourne | A/Prof Audrey Yue; Prof Johanna Wyn; A/Prof Gavan McCarthy; Ms Carmel Guerra; Mr Hakan Akyol; Mr Christopher Thompson; Ms Nadine Liddy; Mr Etienne Roux; Mr Andrew Cummings |
| Realising the potential of Australia's high capacity students (LP140100236) | This project aims to investigate factors that contribute to high capacity students failing to improve in literacy, numeracy and problem solving compared with their lower capacity peers. The project aims to focus on protective factors that might mitigate against this negative association between capacity and achievement. The study and method extends previous research on the influence of evidence-based decisions by collaborative teacher teams on student achievement. This project seeks to identify ways that will enable systems of education to realise the learning potential of all students | University of Melbourne | A/Prof Esther Care; Prof Patrick E Griffin; Dr Elvira M Vacirca |
| Innovative Partnerships for Youth Engagement in Education and Work (LP120200272) | The project is a partnership between two universities (Deakin University and the University of Melbourne) and eight school system agencies across three states (Victoria, NSW and SA). The project will examine how collaboration between school systems, employers and other providers can enhance applied learning in secondary schools and build youth engagement with education and work. | The University of Melbourne | Prof John Polesel; Prof Jack P Keating; Prof Karen E Starr; Dr Damian M Blake; Mr David J Gallagher; Mr David S Michaels |
| Opportunity spaces - community engagement in the planning, use and governance of shared school facilities (LP110200550) | This project will capitalise on investment across Australia in renewing schools and building community education precincts. The work will illuminate the role played by civic infrastructure in community building, the benefits of coordinating social and educational services, and the potential of schools as learning resources for the whole community. | RMIT (previously Swinburne University of Technology) | Prof Denise L Meredyth; Dr Ian G McShane; Dr Jerry Watkins |
| Develop a sustainable, play-based program to increase executive functions such as working memory, inhibitory control and attention in children in the year prior to school (LP150100279) | This project aims to develop a sustainable, play-based program to increase the executive functions of children in the year prior to school. Executive Functions (EF) are cognitive processes that control an individual’s behaviour and cognition and include processes such as working memory, inhibitory control and attention. There is evidence that EF skills are critical to a successful transition to formal learning environments and future academic achievement, and that they are amenable to early intervention. Improving children’s EF skills in the year prior to school could produce lasting benefits across the school years, particularly for more vulnerable children. This project intends to inform professional development programs in early childhood education. | Queensland University of Technology | Prof Susan Walker; Prof Marilyn Fleer; A/Prof Nikolay Veresov |