



LET'S READ

reading with children birth - 5 years

Expression of Interest

Information pack

www.letsread.com.au

An initiative of:



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Introduction

About this Information Pack

This **Information Pack** is designed to support you to work through the areas that need to be considered if you are going to implement Let's Read. It also provides you with all the necessary materials to enable you to express interest in implementing Let's Read on behalf of your community.

Below is a brief outline of the three phases that are involved in implementing Let's Read. **The first phase is addressed in this information pack.**

Phase 1 – Considering Let's Read

- Step 1: Understand the rationale and underpinning philosophy of Let's Read
- Step 2: Become familiar with the components of Let's Read
- Step 3: Examine the expectations and processes for implementation
- Step 4: Submit "Expression of Interest"



Phase 2 – Planning to implement

- Step 1: Develop a steering committee
- Step 2: Engage the community
- Step 3: Identify community characteristics and assess
- Step 4: Plan for implementation
 - Delivering a multipoint approach
 - Identifying community based professionals
 - Resources for families
 - Community activities
 - Funding
- Step 5: Submit community plan and agreement to deliver



Phase 3 – Delivering Let's Read

- Ordering resources
- Training community based professionals
- Undertaking community activities
- Evaluation and reporting

The structure of this Information Pack

As you work through this information you will be asked to complete the relevant sections in the “**Let’s Read Expression of Interest**” – see **Appendix 1**. When you are required to fill in this form you will see this icon. This form needs to be submitted to the Let’s Read National Office when completed.



There are some additional materials supplied for your information. In some instances these will be included as appendices and/or found on the Let’s Read website, www.letsread.com.au These materials will be highlighted by this icon.



Accessing additional support

The Let’s Read website – www.letsread.com.au – contains a large amount of information about the development of Let’s Read and research evidence that underpins the program. It is recommended that you read this material.

You can access additional support from the National Implementation Coordinator. Contact the Let’s Read National Office on 02 9085 7196 or email Elizabeth.Sayers@thesmithfamily.com.au for assistance.

Step 1: Understanding the rationale and underpinning philosophy of Let's Read

Overview

Let's Read is an initiative that has been designed to promote reading with young children from birth to 5 years. Let's Read is a multipoint initiative designed to be owned by, and delivered in the community.

There is a range of components to Let's Read. These components are designed to work together in a way that will have the greatest potential to support children to develop the skills that will enable them to learn to read. Let's Read is **not** trying to teach children to read before they get to school. We are aiming to give children the grounding to learn to read when they start school.

Let's Read, an initiative of the Centre for Community Child Health, is being developed and implemented across Australia in partnership with The Smith Family.



Appendix 2 “Development” provides a simple outline about how Let's Read was developed.

Appendix 3 “About funding” provides details about the funding arrangements that have made Let's Read possible.

More details about Let's Read can be accessed from the Let's Read website www.letsread.com.au

Why reading with young children is important

Reading with young children is probably the single most important activity that you can undertake to develop a child's future literacy skills (the ability to read and write the printed word). Early positive exposure to books, especially through shared reading with parents or other adults, helps children learn to read. Furthermore, reading aloud to children supports their development in other ways – it provides intensive language exposure and supports language development, promotes parent/child bonding and socialisation, and helps parents relate positively to their children.

There are very strong links between literacy, school performance, self-esteem, and life chances. Poor literacy skills are associated with generally lower education, earnings, health and social outcomes as well as being linked to high rates of unemployment, welfare dependence and teenage parenting.

The research evidence shows that those children who experience difficulties in learning to read are unlikely to catch up to their peers. Children who struggle with reading in their first years of schooling are more likely to dislike reading, read less, and thus fall further behind. Efforts to help children who have an established reading problem and negative attitudes to reading are not always successful. We need to focus on activities early in life that encourage positive attitudes to books and reading to lay the foundation for sound literacy at school. Although “learning to read” in a formal sense usually begins once a child commences school, the building blocks for success in literacy are laid much earlier in childhood.

Reading failure disproportionately affects children from socially disadvantaged homes, which in turn contributes to a continuation of the poverty cycle. Australian data show that more children from families with lower socio-economic status (SES) experience difficulties in learning to read than other Australian children. Numerous studies have found that disadvantaged families report significantly lower numbers of books in the family home, significantly less time given to “reading aloud” activities and language exposure between child and caregiver and lower numbers of library membership and library visits.

Literacy development

Almost all children learn to talk without being formally taught to do so. On the other hand, the development of literacy skills such as reading and writing is markedly different from the development of language, although dependent on it. Literacy is thought to be “experience dependent” as it can be encouraged by particular experiences. Positive experiences to develop literacy may not be available to everyone.

A number of independent skill sets have been identified as early predictors of later reading success, often referred to as **emergent literacy**. These skill sets include:

- language abilities (vocabulary),
- the ability to identify the names and sounds of letters (the alphabet),
- an ability to identify and manipulate sounds (phonological awareness),
- an understanding of print conventions together with literacy environments (having books in the home).

A significant body of research has demonstrated a strong relationship between these emergent literacy skills and later success in reading when the child begins their formal education. Let’s Read is based on an “emergent literacy” framework.

Two important aspects of reading aloud with young children are book selection and the style in which a child is read to.

- The selection of *predictable* or *patterned books* and *alphabet books* is suggested as supporting carers and parents to engage young children in the activity of shared reading and to assist in the development of word identification and awareness of how letters map onto sounds.
- The *style* of book reading, techniques such as *interactive questioning* and *shared story telling* all enhance the established language benefits of shared reading by promoting a number of important emergent literacy skills. The simple action of *finger pointing* at words or phrases during storybook telling assists children in acquiring important skills, such as the ability to track print, alphabet knowledge, phonemic awareness and the development of word recognition.

Recent research suggests that phonological awareness (a cognitive capacity that relates to the ability to identify and manipulate sounds in spoken language) is an important predictor of reading success in normally developing children.



The underpinning philosophy

Let's Read has been developed using research evidence, feedback from community consultations and members of the reference group, and a feasibility study.

The underpinning philosophy for the Let's Read initiative is that:

- The many professionals that are in the community settings and already have a close working relationship with families are best placed to deliver the message about the importance of reading with your young child.
- The strategies that can be used to develop the emergent literacy skills in children should be modelled for parents. There is a greater chance of getting parents to use these strategies at home if they are demonstrated (modelled) and explained in a clear and simple manner. We all learn more when something is shown to us, as well as explained. The Let's Read program has parent information sheets to reinforce the modelled strategies used to develop emergent literacy skills. There is also a DVD to visually represent the strategies including some books being read aloud. This is particularly important for parents/carers that are illiterate or have a low literacy level.
- The strategies that are provided to parents to guide them in sharing books in effective and enjoyable ways with their children are age appropriate and based on an anticipatory guidance approach. This means that the materials provide advice to parents/carers about what to expect during their child's current and approaching stage of development (anticipatory guidance). Let's Read has been designed to be delivered at four points during a child's development, these being from 4 months, 12 months, 18 months and 3½ years. The Let's Read parent information sheets and DVD are designed around age specific and anticipatory strategies.
- As a minimum the Let's Read messages need to be delivered to the family at the specified four age points (from 4 months, 12 months, 18 months and 3½ years). Repeating and reinforcing the messages with the family is essential to support them to bring about a change of behaviour in relation to reading aloud with their young child. "One off" approaches have not been shown to be effective in changing behaviours.
- The community-based professionals are provided with training to ensure that this program is delivered in a way that will support and empower parents to develop the emergent literacy skills in their children. This training will enable a wide range of professionals to develop a full understanding of emergent literacy and to support the delivery of a consistent message using the supplied resources.
- There is a need to support the development of a community commitment/ownership of the program for sustainability issues. Exactly how a community implements the Let's Read program will be determined at a local level. There are some specifications, such as the stages when the program should be delivered by community-based professionals and the types of messages that should be promoted but the exact structures and systems will be at the community's discretion.

Using this underpinning philosophy the Let's Read initiative has been designed to have three interrelated components. These are outlined in more detail on the following page.



Appendix 4 "Let's explain Let's Read" provides a simplified outline of the underpinning philosophy of Let's Read. This document can be used to explain the program to other members in the community.

For a more comprehensive understanding of Let's Read you can access the Let's Read Literature Review from www.letsread.com.au

Step 2: Become familiar with the components of Let's Read

Let's Read has **three** components.

1. Training community based professionals

Training community based professionals so that they can support parents to have fun reading with their child and develop their child's early literacy skills. Parents are much more likely to implement the suggested strategies when the encouragement and support is offered by someone they trust. These trusted community based professionals are also trained by Let's Read to understand the emergent literacy framework and promote a strength based approach to parents – “encouragement not guilt” is promoted.



Appendix 5 “About Training” provides a simplified outline of the training program and the associated costs.

2. Resources to give to parents

These resources include parent information sheets and booklists that reinforce the messages that are provided by the trained community professionals. Let's Read has also developed a DVD to encourage and support parents, and this includes thirteen books being read aloud and demonstrating emergent literacy skills. Giving a free age-appropriate book to the family encourages them to read, but may be restricted by the funding available to the community for the program. All these resources are age specific and are given to a parent on more than one occasion thereby reinforcing the encouragement and the messages about how to read with a young child. Let's Read is designed to be delivered at four points during a child's development; these being from 4 months, 12 months, 18 months and 3½ years.



Appendix 6 “Available resources” provides more details about the Let's Read resources.

Appendix 7 “Ordering resources” provides more details about the costs for the Let's Read resources.

3. Community ownership and awareness

Raising awareness is vital to build a strong and sustainable Let's Read program in your community. A community development approach is taken to promote the importance of literacy through existing services and systems to reach as many families as possible and sustain the program for the long-term. Whilst the community-based professionals have been trained and resourced to work on a one-to-one basis with families to promote the importance of reading with young children, there will be a greater impact if messages and strategies related to early literacy are reinforced through community-based activities/strategies. Simple community messages have been developed to support the promotion of literacy.



Appendix 8 “Community resources” provides more details about these resources.

These three components are designed to complement each other and have the greatest potential to support children to develop the skills that will enable them to learn to read when they start school. It has been designed to take a universal approach and to change the behaviour of parents. Let's Read provides support materials and access to a National Implementation Coordinator to support the planning and implementation of the program in each community.



Complete the first section of **Appendix 1 “Expression of Interest Form”**.

Step 3: Examine the expectations and processes for implementation

Why it is important to understand the expectations and processes

To implement Let's Read in your community you will be expected to complete the following tasks during the planning and implementation phases. You will be given a '**Planning to implement**' information pack to support you to undertake these tasks, but it is important that you understand these expectations.

During the "Planning Phase"

During the planning phase (Phase 2 – Planning to implement) there are a number of tasks required to be completed to prepare the community for implementation. A brief description of each of these tasks is outlined below. Let's Read will supply an information pack to assist you to work through each of these tasks.

⇒ **Develop a Steering Committee and engage the community**

Let's Read has been designed to be owned by the community and delivered in a way that addresses community needs and builds upon the existing networks and systems. It is therefore essential to engage the community.

It is recommended that a Let's Read Steering Committee is formed to enable the implementation of Let's Read within your community. As Let's Read is seen as a community development program, each community will develop a "model" that suits their needs whilst applying the philosophical view of Let's Read. This requires the input and support of the community. The Let's Read Steering Committee will be responsible for devising an implementation plan, known as the "**Community Plan**". This is described in more detail below.

⇒ **Identify community characteristics and assets**

It is essential to collect information that will enable you to identify your community's characteristics and existing assets, and thus their needs in relation to implementing an early literacy program. It requires the identification of:

- population characteristics of the local community.
- the existing assets within the local community – the people, organisations and contacts that would be likely to enable and support the implementation of Let's Read. This includes people and organisations that already play an active role in supporting families with young children.
- new networks/structures/systems that may be required to enable and support the implementation of Let's Read.
- other local early literacy programs in order to build strong partnerships between the different programs, rather than competing with one another.



Appendix 9 "Community asset mapping" provides an overview of the types of data that needs to be collected. This information can then be used to develop the Let's Read Community Plan.

⇒ **Submit a “Community Plan” and an “Agreement to Deliver”**

The Community Plan is a simple framework to assist a community to plan for the implementation of Let’s Read. In developing the Community Plan the Steering Committee will be asked to make decisions about:

- Delivering a multi-point program
- Community based professionals to be trained to deliver the one-to-one modelled intervention
- Resources to be given to the family and utilised in the community
- Community awareness and activities
- Funding
- Evaluation

There are costs associated with delivering this initiative and a community should be mindful of this when contemplating implementing Let’s Read. The cost of implementing Let’s Read will be influenced by the size of the community and the number of children targeted. The Steering Committee needs to make decisions about exactly what resources will be distributed to parents and used in the community to raise awareness.



To assist you in understanding the expectations, refer to **Appendix 10 “Community Plan”** for a sample of the form you will be asked to complete.

The “Agreement to deliver” is required by the Let’s Read program to ensure that all communities that implement the program are committed to the Let’s Read philosophy and will ensure a high quality program is offered to their community. In signing this document the community is agreeing to the specified conditions.



Refer to **Appendix 11 “Agreement to deliver”** for a sample of this agreement.

During the “Implementation Phase”

During the implementation phase (Phase 3 – Delivering Let’s Read) the Steering Committee will be responsible for ensuring that Let’s Read will be implemented according to the Community Plan, and this will include the following tasks:

- ⇒ Identify community based professionals to deliver Let’s Read and book training for these people
- ⇒ Purchase resources for families
- ⇒ Organise community awareness events including a launch
- ⇒ Fundraise
- ⇒ Evaluate and report

Let’s Read will supply an information pack to assist you to work through each of these tasks.



Complete the second section of **Appendix 1 “Expression of Interest Form”**.

Step 4: Submit “Expression of Interest”

Complete and submit the form

The next step for your community is to make a decision about whether to proceed to implement Let’s Read.

If you have worked through these materials and have any queries please contact:

Elizabeth Sayers, National Program Manager

Email: Elizabeth.Sayers@thesmithfamily.com.au

Phone: 02 9085 7196

To proceed you are required to sign and submit the “**Expression of Interest**” form to the Let’s Read National Office. Details for submitting the form are included on the “**Expression of Interest**” form.



Sign and submit **Appendix 1 “Expression of Interest”**.

Next phase

You will be contacted by a member of the Let’s Read Team to discuss your **Expression of Interest** form. You will then be provided with materials for Phase 2 “Planning to implement”.

We look forward to being able to work with you, to see Let’s Read implemented and ultimately make a difference to the lives of children, both now and in the future.



Community / location: _____

Section 1: I understand that:

- Let's Read is based on an emergent literacy framework
- Let's Read is a multi point program – therefore we need to plan to implement the four age points of the program
- Let's Read is to be delivered to parents in a one to one interaction by trained community based professionals
- Training will need to be undertaken by a range of community based professionals
- Some Let's Read resources will need to be purchased to support the delivery of the program
- Community awareness activities need to be planned to reinforce the importance of early literacy

Section 2: I understand that the following processes will need to be undertaken to implement Let's Read:

- A Steering Committee is operational
- An "Agreement to deliver" will need to be signed
- A "Community Plan" will need to be developed and submitted
- The Let's Read Logo and Branding Style Guide must be adhered to
- Training will need to be purchased through Let's Read
- Resources will need to be purchased from Let's Read
- Participation in evaluation is expected

Proceeding

- I wish to continue to the planning phase to enable Let's Read to be implemented in my community.

Name: _____

Organisation: _____

Address: _____

Postcode: _____

Telephone: _____ Fax: _____

Email: _____

Signed: _____ Date: _____

Fax this completed order form to: (03) 9416 0725

Or post to:

Operations Manager – Let's Read

The Smith Family

PO Box 10500, Collingwood VIC 3066



Let's Read is an initiative that has been developed to promote reading with young children birth to 5 years. The Let's Read initiative is designed to be owned by, and delivered in the community.

Let's Read was initiated in 2002 by the Centre for Community Child Health in partnership with The Smith Family. The development of the Let's Read initiative has involved:

- A literature review
- Community consultations
- A reference group
- A feasibility study

The literature review was conducted to ensure that the program was based on the research evidence. It examined what the research suggested about how literacy outcomes for disadvantaged children can be improved by promoting home-based literacy activities during the years prior to school entry. A particular focus was on identifying those factors or activities that influence children in their efforts to acquire conventional "print literacy" knowledge as distinct from how they acquire language.

The recent research evidence suggests that promoting specific literacy-related activities during the years prior to school entry can improve future literacy outcomes for children in disadvantaged communities. Based on these findings, it is concluded that the Let's Read initiative should include all of the following key components:

- *Shared reading* between child and care giver;
- Easy accessibility to age appropriate *free books*;
- *Professional involvement* to convey *guidance messages* and *model* shared reading practices to parents;
- Built upon an *emergent literacy framework*, which promotes emergent literacy knowledge skills and environments, including *language abilities*, *letter sound/name knowledge*, *phonological awareness* and *conventions of print*; and
- *Community involvement* to assist in the sustainability of a community-based early literacy program.

The Let's Read Literature Review is available from: www.letsread.com.au

There is a range of components to Let's Read, including training and resourcing community-based professionals and developing community awareness and ownership. These components are designed to work together in a way that will have the greatest potential to support children to develop the skills that will enable them to learn to read.

Having conceptualised the components, a feasibility study was undertaken to examine the training and resourcing of community-based professionals component of Let's Read. The findings from the feasibility study were affirming of the directions of the Let's Read initiative and gave us confidence to proceed to implementation. The Let's Read Feasibility Report is available from www.letsread.com.au



About funding

Between 2005 and 2010, with assistance from Shell, as inaugural corporate supporter of Let's Read, more than 100,000 children have been involved in the Let's Read Community Program. Shell's funding enabled inclusion of children in communities around Shell's key facilities, contributed to the development and delivery of training and resources and supported the initiation of a significant research project through support for an ARC linkage grant. Shell employees also participated by donating books and volunteering their time.



The Telstra Foundation funded the initial development phase, which enabled the completion of the literature review, conceptualisation of the Let's Read components and a feasibility study to be completed.



The JT Reid Charitable Trust also contributed to the development of resources for use in the feasibility study, including the translation of information for specific cultural groups.

Disney Hand has provided philanthropic in-kind support to the Let's Read initiative through the provision of design expertise and development and reproduction of the Let's Read DVD.



A grant has been secured from the Australian Research Council to enable a 5 year study to be undertaken to examine the efficacy of the Let's Read initiative.





Let's explain Let's Read

Let's Read is designed to encourage parents to have fun reading with their young children, to help develop a love of books and the ability to name letters and play with the sounds of words. These are the building blocks that will help children learn to read and write when they get to school.

After looking at the research, Let's Read has been based on the following beliefs:

- Parents need to understand the importance of reading with their young child and how to do it. They need to have clear and simple information, as well as being shown the techniques – **“Share and Show”**. We learn more when something is shown to us, as well as explained.
- The “Share and Show” about reading to a young child needs to be given to a parent **more than once**, because:
 - ➔ the messages given to the parent needs to relate to the age of their child,
 - ➔ to get anyone to try something new, they need to be given ongoing encouragement and support.

Let's Read is designed to be delivered at four points during a child's development, these being from 4 months, 12 months, 18 months and 3½ years.

- The best person to “Share and Show” with a parent to promote the reading messages is community based professionals that the family trusts. This means that lots of different people within a community should promote the reading messages, so that **all** families can be reached. Different families trust and respect different community based professionals to give them advice and support in raising their child.
- The community based professionals that “Share and Show” should be **trained** and provided with high **quality resources** to give to parents. This will help make sure that parents get consistent and accurate messages. Let's Read provides this training and the age specific parent information sheets to reinforce the messages. There is also a DVD to encourage parents, and this includes some books being read aloud.
- A **community approach** is essential. You need to identify and build on the existing services and systems and reach as many families as possible. This will support the long term planning and sustainability of the program.

An initiative of:





About Training

Target audience

The target audience for Let's Read training is community-based professionals who are willing to deliver the Let's Read program (key messages, role model and a resources pack) to parents in a one-to-one context.

Some examples of community-based professionals that may be well placed to deliver Let's Read on a one-to-one basis with families are:

- Community child health nurses/maternal and child health nurses
- Primary school teachers
- Playgroup co-ordinator
- Nurses based at community health centres
- Home visiting health professionals
- Librarians
- Social worker
- Pharmacist
- General practitioners/Paediatrician
- Community elder
- Church leader
- Long day care/family day care staff

These professionals are best placed to deliver the Let's Read messages as they are already trusted and respected by families. They have the greatest potential to empower parents and thus bring about change in relation to reading habits in the home environment.

Having identified the appropriate community-based professionals, the next step is to let them know about the Let's Read program, roll out plans in your local community and then invite them to attend training.

Participants in the training will:

1. Register online (including the completion of a pre training survey)
2. Download and read the pre training reading pack.
3. Attend full training session (including the completion of a training day survey)
4. Complete a post training survey (4 -6 months post training).

The training program

- The training has been designed to be delivered in a three-hour session and it will support the professionals to:
 - ⇒ Understand the emergent literacy framework on which Let's Read is based.
 - ⇒ Become familiar with the Let's Read materials.
 - ⇒ Develop the skills to model the Let's Read strategies that can be used to develop the emergent literacy skills in children. Let's Read believes it is essential that the professional is able to model the strategies for parents.
- A facilitator will be provided from the Let's Read National Office
- The training will be delivered in your local area
- It is recommended that no more than 20 people attend a training session
- The facilitator will require access to a data projector and screen to deliver the training
- The cost for training is \$750.00 which includes facilitator, travel/accommodation and training materials
- The date for the training needs to be negotiated with the Let's Read Program Manager – Elizabeth Sayers, phone (02) 9085 7196, mobile 0418 474 430, email Elizabeth.Sayers@thesmithfamily.com.au

The Let's Read initiative believes it is essential that:

- parents are provided with simple **information sheets**. This is one way of reinforcing the messages that have been outlined and modelled by the professionals. These parent information sheets are available for the four points of delivery – from 4 months, 12 months, 18 months and 3½ years.
- parents are provided with a **DVD** containing the anticipatory guidance messages from the information leaflets and also demonstrate books being read aloud. The messages and books included on the DVD address the four points of delivery – from 4 months, 12 months, 18 months and 3½ years. The DVD is the second method used to reinforce these messages. This is particularly important for the parents that are illiterate or have a low literacy level. This medium allows the message to be provided in a visual and spoken medium rather than simply the printed word.



As a minimum the community-based professionals that are trained to deliver and model the Let's Read messages to families with young children should distribute the simple parent information sheets and the DVD.

The Let's Read initiative also has:

- **“Book suggestions” sheets** for the four points of delivery – from 4 months, 12 months, 18 months and 3½ years. These “Book suggestions” have been designed to support the selection of books that are age appropriate books and will assist in developing the emergent literacy skills in the child. Each leaflet includes ten books and additional suggestions about things to do when you are reading each book.



- **Books**
The Let's Read initiative also believes that giving a book to the family will encourage them to read. Giving an age appropriate book to assist in developing emergent literacy skills may encourage parents to read with their child. Let's Read is able to supply a limited range of books that appear on the Let's Read DVD and “Book Suggestions” sheets. These books are made available to the community at a reduced price.
- **“Reader Bags”** are an option if you are looking for a simple and practical way to package up the materials for the parents. These bags measure 29 cm by 29 cm. They are colour coded to match the specific age groups of 4 months, 12 months, 18 months and 3½ years. These bags could be used as a library bag.



See **Appendix 7 “Available resources”** for details about all of these resources that can be ordered through Let's Read.



Ordering Resources

Resources (brief description)	Age Group	Cost
Parent information sheets <ul style="list-style-type: none"> A4, 4 colour, printed back to back Come in packs of 100 	From 4 months	\$50.00
	From 12 months	\$50.00
	From 18 months	\$50.00
	From 3 ½ years	\$50.00

Let's Read DVD	Covers all age groups	\$3.00
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"Suggested Books" leaflets <ul style="list-style-type: none"> A4, 4 colour, printed back to back Come in packs of 100 	From 4 months	\$50.00
	From 12 months	\$50.00
	From 18 months	\$50.00
	From 3 ½ years	\$50.00

Books		
<ul style="list-style-type: none"> <i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin Jr & Eric Carle 	From 4 months	\$7.00
<ul style="list-style-type: none"> <i>I Went Walking</i> by Sue Machin & Julie Vivas 	From 4 months	\$7.00
<ul style="list-style-type: none"> <i>ABC</i> by Flora McDonnell 	From 4 months	\$7.00
<ul style="list-style-type: none"> <i>Dear Zoo</i> by Rod Campbell 	From 12 months	\$7.00
<ul style="list-style-type: none"> <i>Toddlerobics Animal Fun</i> by Zita Newcome 	From 12 months	\$7.00
<ul style="list-style-type: none"> <i>Wheels on the bus</i> by Penny Dan 	From 18 months	\$7.00
<ul style="list-style-type: none"> <i>TIME FOR BED</i> by Mem Fox & Jane Dyer 	From 18 months	\$7.00
<ul style="list-style-type: none"> <i>Hairy Maclary from Donaldson's Dairy</i> by Lynley Dodd 	From 3½ years	\$7.00
<ul style="list-style-type: none"> <i>Za-za's Baby Brother</i> by Lucy Cousins 	From 3½ years	\$7.00
<ul style="list-style-type: none"> <i>WHERE'S MY TEDDY?</i> by Jez Alborough 	From 3½ years	\$7.00

Community Awareness Raising Materials	Theme	Cost
<ul style="list-style-type: none"> A4, one sided, 4 colour Space to print own message Come in packs of 50 	Let's get started	\$25.00
	Let's join a library	\$25.00
<ul style="list-style-type: none"> A4, one sided, 4 colour Come in packs of 50 	Let's pick a book	\$25.00
	Things to do when reading	\$25.00


Community Guide		Cost
Manual to support implementation in the community	Note: One free copy provided	\$20.00

Let's Read Bags - 29 cm X 29 cm with a gusset		Cost
Yellow bag – aligns with "from 4 months" colour		\$1.50
Green bag – aligns with "from 12 months" colour		\$1.50
Blue bag – aligns with "from 18 months" colour		\$1.50
Red bag – aligns with "from 3½ years" colour		\$1.50





LET'S READ Community Resources

Awareness raising materials for use in a range of community settings have also been developed and can be purchased from Let's Read.

These materials include simple messages about reading with young children. There is provision on these materials for the local community to highlight upcoming events.




Let's get started

-  Start young. Read aloud to your baby.
-  Make reading part of your daily routine.
-  Have fun with books.
-  Turn off the TV or radio. Your child likes to hear your voice.








Let's join the library

-  Borrowing a book is free.
-  There are lots of great books.
-  Story time and fun activities are available for young children.
-  Children love to choose their own books.






Let's pick a book

-  Look for rhyme, rhythm and repetition in books.
-  Children like the same book read over and over.
- 
 - Babies like pictures of babies.
 - Toddlers like bright colours and pictures of everyday things.
 - Older toddlers like alphabet and counting books and a story.
-  Let your child choose the books.



Things to do when you are reading

-  Let your child turn the pages.
-  Point to words as you read.
-  Point to pictures and say what you see.
-  Ask questions and talk about things you see.
-  Try funny voices and sounds; play and have fun!



Community asset mapping

The following questions are provided to assist you in gathering information about your community which will support the development of the Let's Read Community Plan and ultimately the implementation of Let's Read to suit your community's needs.

- How many children are in the community in the following age groups:
 - Under 12 months
 - 12 – 24 months
 - 2 – 3 years
 - 3 – 4 years
 - 4 –5 years
- How many child care services are there in the community and how many children do they cater for? (Think about centre-based and family-based services)
- Where is the library/libraries located?
 - Do they have a “children’s librarian”?
 - Do they offer programs/activities specifically for young children (0-5 years)?
- Where are the primary school/s located?
- Are there any other early literacy/book programs operating in the community?
- What early childhood and family services operate in the community? These services may be federal, state or local government, private and/or not-for-profit, such as community health nurses, playgroups, social workers, and parenting centres.
- What health professionals are in the local community that are regularly and easily accessed by families with young children?
- Where are the childhood immunisation sessions held in your local community?
- What community-based professionals do you believe would be best placed to deliver the Let's Read messages to a family with a young child? (Which professionals work closely with and have good relationships with families and young children?)
- What service clubs operate in the community?
- Are there any authors/illustrators that live in the local area?
- What shops in your local community sell books?



Community Plan

Community name / location:

Step 1: Develop a Steering Committee

1. Who are the initial Steering Group members?

Leader / key contact person

Name:

Organisation/service/agency:

Position held:

Address: Postcode:

Office phone: Mobile:

Fax: Email:

Committee members

Committee member 1

Name:

Organisation/service/agency:

Position held:

Address: Postcode:

Office phone: Mobile:

Fax: Email:

Committee member 2

Name:

Organisation/service/agency:

Position held:

Address: Postcode:

Office phone: Mobile:

Fax: Email:

Step 2: Engage the community

1. What strategies have you used to initially engage with the community?

Tick the appropriate boxes to indicate the strategies undertaken:

- Community meeting/forum completed
Date: / /
Number in attendance:
- Stakeholders identified and contacted
Number reached:
- Marketing materials distributed
Target for materials:
Number of materials distributed:
- Other strategies used – please specify
.....
.....
.....

Step 3: Identify community characteristics and assets

1. What is the geographic location for the delivery of Let's Read?

- a. State/Territory:
- b. Urban area Rural area Remote area

2. What areas will this implementation target?

Tick the appropriate box.

- Complete local government area
- Part of a local government area
- A postcode
- Others, specify:
.....

3. What is the annual birth rate of the targeted area (or at least for the local LGA if more specific detail is not available) ?

.....

4. What early literacy programs/services/facilities exist in your community?

Tick as many as appropriate.

- Library
- Story time / read aloud sessions
- Booksellers
- Playgroup/s – parent groups
- Pre-school, kindergarten
- Child care facilities
- Primary school
- Others, specify:
.....

Step 4: Plan for implementation

Delivering a multi-point approach

1. Tick the appropriate box to indicate your delivery approach

- We will be taking a “phased approach” – in the first year beginning with:
 - 4 months
 - 12 months
 - 18 months
 - 3½ years

OR

- We will be taking a comprehensive approach – all age groups will be included in the first year.

2. What is the total number of children being targeted in the first year? _____

3. What is the breakdown of children being targeted at each age in the first year?

Place a ‘0’ where an age group is not being targeted in the first year.

- 4 months:
- 12 months:
- 18 months:
- 3½ years:

4. What is the total number of children being targeted in subsequent years? _____

Who will deliver?

1. Which organisations/services/community based professionals will potentially deliver the program and at which age points:

Professionals	Age points			
	4 months	12 months	18 months	3½ years
<input type="checkbox"/> child health nurse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> playgroup coordinator/teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> pre-school/kindergarten teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> library staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> primary school teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> home visiting professional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> child care staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> community worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> church group leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> cultural peer leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> community elder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> other: specify	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....				
.....				

Resources for the family to keep – first year only

1. Fill in the following table to indicate the number of resources required at each age group and the resources that will be given to the family to keep.
Place a '0' where a resource is not going to be given to the family to keep.

NB: You should refer back to your response to “Delivering a multipoint approach - Question 3” above, where you have previously indicated your total target audience by age group.

Resources	4 months Number required	12 months Number required	18 months Number required	3½ years Number required	Total resources required
Parent information sheet					
DVD – covers all age groups					
Suggested booklist					
Book					
Bag					

Community activities

1. The potential community activities that will be undertaken to promote early literacy:

- Children’s library reading sessions – increased number and promotion
- Awards for library membership and number of books borrowed
- Books to read – placed in shops / businesses for reading will waiting
- Books to read – given to playgroups / childcare facilities / places were groups of children/families meet.
- Volunteers reading to children
- Celebrating book week
- Book deals – organising / promoting the purchase of cheaper books
- Book parade
- Advertising materials distributed
- Media articles placed in local paper
-
-
-
-

2. List any resources that may be required for use in community activities.

.....

.....

.....

Funding

1. Fill in the costs for purchasing resources for the family.

Place a '0' where a resource is not going to be given to the family to keep.

NB: You will need to refer back to the numbers submitted in "Resources for the family to keep - Question 1" above to be able to complete the calculations.

Resources for the family to keep	4 months	12 months	18 months	3½ years	Total costs
Parent sheet @ 50 cents*					
DVD @ \$3 *					
Booklist @ 50 cents					
Book @ \$7					
Bag @ \$1.50					
Total "family" resource budget					
Training costs (Include Let's Read Trainer cost - \$750.00 + venue hire and catering)					
Community activities (Need to consider launch and/or resources)					
Administration					
Others					
Total costs					

* These resources are considered to be an essential component of Let's Read.

Evaluation

- Our community will gather information from parents and community organisations and report the data to the Let's Read program.

Submit this completed "Community Plan" with 3 signed copies of the "Agreement to Deliver" document.



Agreement to deliver Let's Read

Between
Murdoch Childrens Research Institute's
Centre for Community Child Health,
The Smith Family
And

<<insert Community Organisation name>>
(Community Organisation)

To deliver *Let's Read* in the **<<insert
Community / Regional Name>>** (the Area
and the State/Territory)

An initiative of:



Parties

Murdoch Childrens Research Institute (ABN 21 006 566 972) 10th Floor, Royal Children's Hospital, Flemington Road, Parkville VIC 3052 on behalf of the Centre for Community Child Health (CCCH)

And

The Smith Family (ABN 28 000 030 179) Level 8, 35 Pitt Street Sydney NSW 2000 ("TSF")

And

The **Community Organisation** whose name appears on this Agreement.

A. Statement of Intent

The Parties to this Agreement commit themselves to working together to implement *Let's Read* in the Area to assist in improving early childhood literacy levels.

B. Overview of *Let's Read*

Let's Read is a comprehensive early literacy initiative that promotes the importance of reading with young children from birth to five years of age. It is a national, evidence-based program that has been developed following a literature review, community consultations, focus groups and a feasibility study. A reference group was also formed to provide critical feedback.

CCCH and TSF believe that it is important that all children are read to every day from a very early age. This activity needs to be seen as a vital part of a child's development. Reading with young children needs to be promoted to families and all members of the community as a fun and integral part of a child's daily routine. Strategies need to be implemented to enable this practice to become part of the culture of family life, and to support children to develop the emergent literacy skills, giving them the building blocks for when they start school.

C. The *Let's Read* Parties

Let's Read has been developed by CCCH in partnership with TSF.

- (i) CCCH is a business unit of the Murdoch Childrens Research Institute (MCRI), a medical research institute, affiliated with the University of Melbourne located at the Royal Children's Hospital. Its mission is "*supporting communities to improve child health outcomes*". CCCH embraces the philosophy that the promotion of children's health and well-being begins in the community. Many contemporary issues and challenges in child health necessitate a focus on prevention and early intervention, and this requires working closely with families and their community-based professionals and services.
- (ii) TSF is a national, independent social enterprise committed to unlocking opportunities for disadvantaged families to participate more fully in society. TSF operates in Australian states and territories in over 85 locations throughout regional, rural and metropolitan areas. The mission of TSF is "*Together with caring Australians, The Smith Family will unlock opportunities for disadvantaged families to participate more fully in society.*" TSF is increasingly focused on early intervention and prevention through education as a way of addressing the root causes of poverty rather than just treating the symptoms.
- (iii) The Community Organisation is the organisation named in this Agreement.

The Agreement

1. The Agreement is to be realised in conjunction with the Community Implementation Plan as submitted by the same Community Organisation party.

2. **Term**

This Agreement commences on the Agreement Commencement Date specified on the final page of this Agreement. This agreement will expire three years after the agreement commencement date, unless otherwise specified.

3. **Program Resources**

Subject to payment and other arrangements outlined in the Community Implementation Plan to this Agreement, CCCH and TSF will provide Community Organisation with *Let's Read* program resources comprising:

- Age specific parent information sheets and booklists, an instructional DVD, a selection of books, and community awareness raising messages
- Community Guides, including the Logo and Branding Style Guide.

4. **Implementation and Support**

CCCH and TSF will provide:

- support from the *Let's Read* Project Managers and Community Facilitator for the effective implementation of *Let's Read* in the Area;
- access to training sessions for community-based personnel in the Area, to be funded by the Community Organisation, at a venue to be arranged by Community Organisation;
- access to quality new books from the *Let's Read* approved booklist and to other support resources (including instructional DVD and printed leaflets for distribution) at prices discounted significantly below recommended retail prices;
- access to a secure section of the *Let's Read* website, which includes community research, media releases, resources, networks and information concerning early childhood literacy; and
- recognition of *Let's Read* activities in the Area in printed materials and presentations, and on the *Let's Read* website.
- one copy of the *Let's Read* Community Guide upon completion of this Agreement.

5. **Conduct of the Program**

Community Organisation must:

- submit a Community Implementation Plan
- establish and manage *Let's Read* in the Area in a manner consistent with the requirements of the Community Guide, and with due diligence and to a high professional standard;
- promptly inform CCCH and TSF of any relevant matters that might affect the Community Organisation's ability to meet its obligations under this Agreement;
- through a committee or an organisation provide a nominated person responsible for the program;
- ensure that the community-based personnel delivering materials to parents have been trained by the *Let's Read* Program

- subject to funding arrangements outlined in the Community Implementation Plan, only purchase books for use in the program from the *Let's Read* approved booklist through CCCH and TSF, and provide payment with each order;
- provide secure storage for *Let's Read* resources;
- distribute the *Let's Read* resources free of charge;
- participate in program evaluations of *Let's Read* by collecting and forwarding data to *Let's Read* as required;
- provide CCCH and TSF with an annual report of *Let's Read* activities in the Area
- provide CCCH and TSF with examples of best practice that may be shared with other *Let's Read* sites
- from time to time demonstrate the activities of *Let's Read* to stakeholders who may be able to assist in the national and local rollout of the program including government officials, potential financial supporters, management of CCCH and TSF, the media, researchers and representatives of other *Let's Read* sites;
- use *Let's Read* materials without modification;
- manage the local activities of *Let's Read* consistent with best practice principles and legislative requirements including those relating to volunteer management, occupational health and safety, the National Privacy Principles and applicable Child Protection legislation; and
- maintain a Public Liability insurance policy for an amount of not less than \$10,000,000 which notes the interest of both CCCH and TSF, and provide evidence of this insurance to CCCH and TSF on request.

6. Payment

The Community Organisation is required to pay the full cost of *Let's Read* resources, other materials and training (inclusive of GST and freight where applicable) as required.

7. Intellectual Property

- The Community Organisation agrees to take all reasonable steps to protect the Intellectual Property Rights of CCCH and TSF in the program material.
- The Community Organisation agrees to implement the naming conventions outlined in the Logo and Branding Style Guide provided for *Let's Read*.
- The Community Organisation agrees to use *Let's Read* materials without modification.
- The Community Organisation agrees that all program materials developed by Community Organisation will include the acknowledgement "***Let's Read, an initiative of the Centre for Community Child Health, is being developed and implemented across Australia in partnership with The Smith Family***" and that such program materials must be provided to the *Let's Read* Governance Committee for approval at least one weeks prior to their use.
- The *Let's Read* Governance Group reserves the right to approve a name for the project in the Area.
- The logos of CCCH, TSF and *Let's Read* may not be reproduced without the express written authority of their respective owners
- Community Organisation may not incorporate its logo or branding into any age specific *Let's Read* material, including book lists, parent guidance materials and DVDs, without the specific prior written authority of the *Let's Read* Governance Group.

8. Release and Indemnity

- The Community Organisation releases CCCH and TSF from any liability incurred by CCCH and/or TSF arising from any negligent act or omission by the Community Organisation in connection with this Agreement or any breach thereof by the Community Organisation.
- The Community Organisation must indemnify, keep indemnified and hold CCCH and TSF harmless against any loss or liability incurred by CCCH and/or TSF arising from any negligent act or omission by the Community Organisation in connection with this Agreement or any breach thereof by the Community Organisation.
- The Community Organisation's liability to indemnify CCCH and/or TSF will be reduced proportionally to the extent that any fault of CCCH and/or TSF contributed to the relevant loss, damage, expense or liability.

9. Dispute Resolution

Any dispute arising during the course of this Agreement will be dealt with as follows:

- the parties will try to resolve the dispute by direct negotiation at the project level.
- should a material matter be unresolved within five (5) business days, the parties will refer the matter to persons with the authority to negotiate on behalf of the respective parties.
- If after ten (10) business days no resolution has been reached, then the parties will submit to mediation.

Nothing in this clause prejudices the parties' rights at law in the event that the parties fail to reach a resolution.

Notwithstanding the existence of a dispute, the parties will continue to perform their respective obligations under this Agreement.

10. Termination

This agreement terminates:

- On the expiry date, or
- If Community Organisation becomes bankrupt, or
- If Community Organisation engages in any conduct prejudicial to the *Let's Read* program and/or CCCH and/or TSF, and CCCH or TSF serve notice of termination, or
- If any party serves notice of its intention to terminate the Agreement. Termination under this clause requires 60 days' written notice.

The expiry or termination of this Agreement will be without prejudice to any rights which have already accrued to CCCH and TSF or the Community Organisation under this Agreement.

If a party is in breach of any of the provisions of this Agreement, the aggrieved party(ies) may serve notice requiring the breach to be remedied within 30 days.

In the event of termination Community Organisation agrees immediately to cease using *Let's Read* program materials other than books, and to remove any suggestion (written, signage, representation or other) of an association with *Let's Read*.

11. No Legal Relationship

Nothing in this Agreement constitutes or is taken to constitute the legal relationship of partnership, agency, trust or employment between Community Organisation and CCCH and/or TSF.

12. Entire Agreement

This Agreement constitutes the entire agreement between the parties and supersedes all communications, negotiations, arrangements and other agreements between the parties about *Let's Read*.

Signatures

_____ Date _____
<<insert Authorised Community Organisation Representative and title>>

_____ Date _____
Ben Watkinson, Company Secretary, The Smith Family

_____ Date _____
Anne Cronin, Director of Operations, Murdoch Childrens Research Institute

_____ Date _____
Checked by Elizabeth Sayers, *Let's Read* National Program Manager

(Please provide 3 signed copies of the agreement. This will enable each organisation to keep originals.)

Agreement Commencement Date: _____

Agreement Expiry Date: _____

(This will be the date on which all four signatures are completed on this agreement. National Program Manager will be responsible for filling in this detail.)