



ASG Parents **Report Card 2017**

Australian parents' perceptions
of the state of education in Australia

Welcome



For more than four decades, ASG has been a champion for education. We believe the role of education in society can move us forward as a nation, enhance our country's skills and most importantly, creates a foundation for each young individual to build their character, conviction, passion and success.

Parents remain the only stakeholder who can provide a uniquely comprehensive view into the state of the educational environment in Australia. Parents' ability to observe, analyse and link together all aspects of their child's education makes their insight essential to the growth and evolution of childhood education.

Last year's ASG Parents Report Card revealed the need to balance academic success with the social and emotional growth of children.

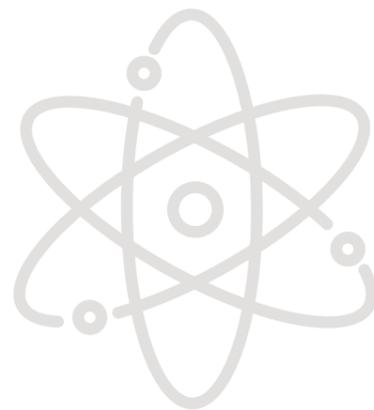
This year, the importance of a holistic education continues to shine through, together with the growing need to evolve educational requirements, both at home and school, at the same pace as emerging influences.

What is clear in the 2017 report is the need for communication between parents and teachers to ensure all children have access to a well-rounded education, regardless of culture, age and gender.

ASG worked with the Faculty of Education at Monash University, Melbourne, to develop and undertake the study in May 2017. Over 1800 Australian parents, grandparents and guardians participated in the research.

It's our hope that the insights in this report will continue to play a role in shaping the development of the education sector, and move us closer to achieving the holistic education Australian parents are becoming increasingly passionate about for their children.

John Veleginis
Chief Executive Officer, ASG



Research context and methodology

This report describes Australian parents' beliefs about the capacity of the current education environment to meet the educational needs of their children. The report is based on a survey of Australian ASG members and non-members conducted in May 2017.

Monash University developed this report based on a survey of more than 1800 Australian-parents, grandparents and guardians (parents). Of the Australian participants, more than 1400 were members of ASG and 400 were drawn from the general population. The proportions of responses broadly matched the distribution of parents across all Australian states and territories.

Two aspects of the environment were investigated, including the educational resources (Educational Capitals) that broadly support the learning of their children, and the learning resources (Learning Capitals) that are of specific benefit to their children. Furthermore, the educational aspirations of parents for their children were also determined.

Together, these beliefs constitute an ASG Parents Report Card of the current educational environment in Australia. Parents of school children were asked to respond to a questionnaire asking five main questions:

» To what extent does the current educational and learning resources support their children's learning?

- » Who is responsible for educating their children about Sex Education (SN), Social Skills (SS), Physical Needs (PN) and Cyber Safety (CS)? The options included Parents or Schools/Teachers.
- » What is the extent and type of their involvement in their child's learning?
- » What are their expectations for academic achievement in a hypothetical Mathematics, English Dictation and English language spelling test?
- » What are their greatest concerns regarding their children's education?

Demographic information was obtained from parents, including:

- » The parent type (father, mother, grandparent, other);
- » Monthly income of household (range from < \$500 - >\$10,000);
- » Their child's current educational level (early learning, primary and secondary levels);
- » Highest educational background of respondent and partner, if applicable (home-schooled, primary, secondary, vocational, university education);
- » Their self-identified ethnic group (African, Australian, Aboriginal or Torres Strait Islander, British, Chinese, Greek, Irish,

Italian, Japanese, North American, South American, Other American, Malaysian, Middle Eastern, Sri Lankan, Indian, Other Asian, Other European, and New Zealander;

- » Sex of child (male, female);
- » Age of their child (years);
- » School type (public, private, Catholic, other);
- » Self-reports of their children's latest NAPLAN scores (reading, persuasive writing, spelling, grammar and punctuation, numeracy);

This information was used to cross-tabulate the responses to determine whether the responses to the educational and learning capitals varies with parent origin, for example.

The questionnaire was formatted for an online survey using Qualtrics. ASG members and non-members were invited to answer the same questionnaire.

The total number of responses from Australian parents was 1808, including 1408 (77.9 per cent) from ASG members and 400 (22.1 per cent) non-members.



Executive summary

The ASG Parents Report Card investigates the state of education using three indexes: the Educational Resources Index, the Learning Resources Index and the Aspirations Index.

The report continues to be the only one of its kind, analysing the perceptions of the educational environment, as perceived by parents.

Parents continue to be a fundamental stakeholder in the education landscape and the only ones who can bring together the home and school life of Australia's children.

Now in its third year, the ASG Parents Report Card continues to evolve; probing deeper into emerging topics in education, such as internet safety and sexuality, which are prompting a shift in the mindset of all parents, teachers and policy makers.

While confident that their children have access to the resources, skills and knowledge needed to determine their success, there is still some work to do to ensure all children have access to a holistic education. This will provide children with all the important social skills they need to develop into successful adults.

A summary of ASG's key insights raised in this report are as follows:

- » The perceived role of higher education in future success differs in city versus country, with a degree not as strongly linked to future academic success in regional areas.
- » While parents believe their daughters are more motivated to succeed, they have higher expectations for their sons.
- » Mothers express a greater sense of realism about their child's ability to study and avoid distractions in comparison to fathers.
- » The cultural differences and ethnic backgrounds of parents have an impact on the perceptions of their child's educational environment.
- » Cultural differences also play a role in attitudes towards sex education, with the home not being the best place to discuss this for everyone.
- » Parents are concerned with the level of resources and money dedicated to NAPLAN testing, with the majority believing it's the academic resources inherent in children themselves which determine their success.



Educational Resources Index

The Educational Resources Index is based on five factors to measure how parents view their children's educational environment:

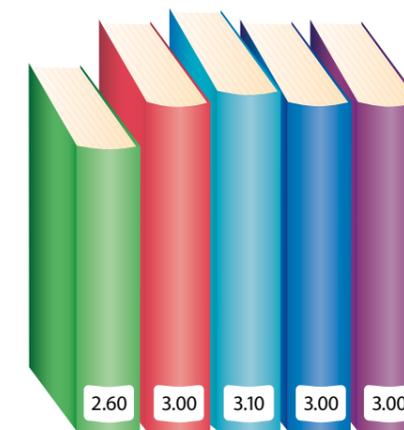
- » Economic factors including families' financial capacity
- » Cultural factors including value systems and thinking patterns
- » Social educational support from parents, peers, teachers and institutions
- » Infrastructure, learning technologies and physical resources such as those found in learning centres, schools and at home
- » Didactic educational success, including access to quality teaching, best practice teaching methods and associated curriculum.

The ASG Parents Report Card found that the overall Educational Resources Index for 2017 is 2.94, out of a total of four. This means that parents generally agree that the educational environment supports their children's learning.

In particular, the rich social environment, such as support from parents, teachers and peers, is the measure in which parents are most confident in (3.10 out of four).

Educational Resources

- Economic
- Culture
- Social
- Infrastructural
- Didactic



Learning Resources Index

The Learning Resources Index measures parents' perceptions of their child's learning environment and looks at factors including:

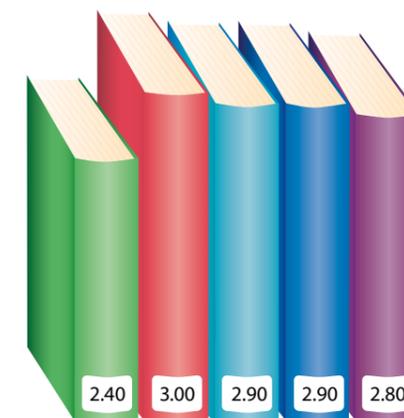
- » A child's capacity to attend to a learning task (attentional)
- » A child's capacity to apply skills and learning in a given learning environment (episodic)
- » A child's approach and goals that allows for effective learning (telic)
- » Skills and knowledge acquired by a child (actional)
- » Mental and physical health (organismic).

The ASG Parents Report Card found that the overall Learning Resources Index for 2017 is 2.80, out of a total four. This means that parents generally agree that the learning environment supports their children's learning.

While parents are satisfied in their child's ability to apply their skills, they do think their children could pay more attention to their studies.

Learning Resources

- Attentional
- Episodic
- Telic
- Actional
- Organismic



Aspirations Index

The ASG Parents Report Card indicates that parents want their children to reach for the stars and have a bright future.

They say that their aspirations for success resonates with their children; playing an important part in driving their children's educational success.

The Aspirations Index score of 2.86 out of four suggests parents generally have optimistic aspirations for their children's success. This means that many parents have university aspirations for their children.

Dreaming big

As you would expect, parents want their children to achieve great things, and it's this desire that underpins their attitudes towards the resources and influences that can have an impact on their child's ability to succeed.



The ASG Parents Report Card reveals that parents set high expectations for their children and appreciate the value of education on their potential success.

The sky's the limit

Parental ambitions for children are high, however parents are practical too and appreciate that rewards only come with sustained effort.

Seventy two per cent of parents set high expectations for their child and 93 per cent of parents believe academic success comes from working hard.

Many parents also have higher education in their sights, with eight out of 10 parents (79 per cent) believing a degree will help their child achieve their ambitions.

Interestingly, while aspirations are high, they aren't always vocalised. Eighty five per cent of parents agree that higher education is important for their child, yet only 68 per cent often talk to their child about it.

It's not surprising that parents of secondary school children are more proactive in talking to their children about a degree (88 per cent). Faced with elective choices and the end of year 12 looming closer, it's likely that parents of secondary school children want to make sure their child is thinking about their long-term future.

Positive learning outlook

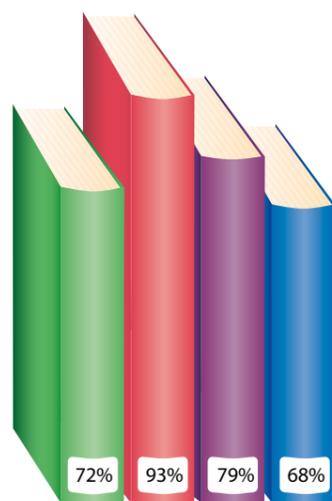
Sixty nine per cent of parents agree that their child has clear learning goals, and almost all parents (95 per cent) agree their child aims to do well in their learning.

Ninety seven per cent of parents believe their child is happy when they succeed at a test or project.

It's encouraging to see children strive towards success. Regular communication is essential to keep children motivated, and parents who share the passions of their children can play a proactive role in their child's desire and ability to succeed.

Regardless of age, it's important that parents maintain their value systems, and regularly communicate their support and expectations for their children's academic success (Phillipson & Phillipson; 2012).

Those with shared aspirations for their child's post-secondary future have the opportunity to positively influence their child's belief in their ability to succeed.



Parents have high aspirations for their children

- I set high standards for my child's academic achievement
- I believe that academic success comes from working hard
- A degree will help my child achieve their ambitions
- I often talk with my child about higher education

Live, earn, learn

The 2017 ASG Parents Report Card explored the influence of location and income on parents' aspirations for their child.



Metropolitan living: does where you reside determine desire for academic success?

Seventy five per cent of parents who live in metropolitan cities set high standards for their child's academic achievement, compared to 63 per cent of parents who live in regional areas.

The perceived role of higher education in future success also differed in city versus country.

While 80 per cent of parents who live in metropolitan areas believe a degree will help their child to achieve their ambitions, this drops to 75 per cent for parents in regional areas. Fewer regional parents talk to their child about a degree (65 per cent) compared to metropolitan parents (69 per cent).

For those parents living in regional areas, the idea of future success could be linked to their rural environment, with a degree not necessarily essential to academic success.

The greater emphasis on academic success by metropolitan parents could be related to the perceived access to educational resources. However, our research suggests regional parents generally believe they have access to adequate resources to support their child's learning.

Parents' higher education and higher earnings lead to higher aspirations

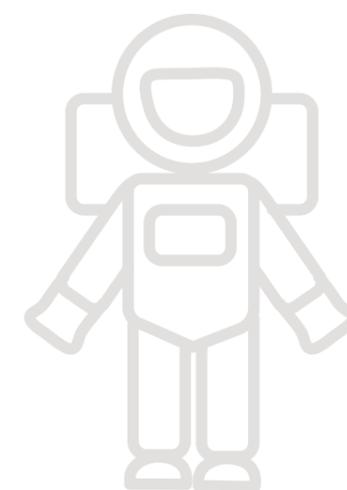
Parents with a university degree have higher aspirations for their child's educational success.

Eighty three per cent of parents who are university educated believe a degree will help their child achieve their ambitions, in contrast to 72 per cent of parents who are vocationally trained, or 70 per cent of parents who hold only a school certificate and/or didn't complete tertiary education or training.

Parents' level of education is not the only contributing factor to expectations of a child's academic success, with income also shaping views as to the value of a degree.

Eighty four per cent of parents who earn more than \$96,000 per year agree a degree will help their child achieve their ambitions. In contrast, this drops to 76 per cent of parents who earn between \$60,000-\$96,000 per year.

Parents with a degree have a first-hand experience of the opportunities that exist post-university, and perhaps see greater value and a return on investment in tertiary education.



The greater emphasis on academic success by metropolitan parents could be related to the perceived access to educational resources.



Culture and education



Australia is proud of its cultural diversity. The ASG Parents Report Card also explored how cultural differences and the ethnic background of parents impacts the perceptions of their child's educational environment.

Motivated to succeed

The ASG Parents Report Card found that parents have high aspirations for their children, and their perception is that their child is equally as motivated to succeed. However, cultural emphasis on the importance of education and academic success appears to influence the expectations and aspirations of parents with different ethnic backgrounds.

Eighty per cent of Indian and other Asian parents set high expectations for their child's academic achievements, compared to 67 per cent of parents who identify themselves as having an Australian heritage.

Furthermore, 89 per cent of Indian and other Asian parents agree a degree will help their child achieve their ambitions, that is 14 per cent ahead of Australian parents (75 per cent).

Focus and problem solving

While many parents believe paying attention is a struggle for their child, 63 per cent of Indian and other Asian parents agree that their child can be distracted from their learning, compared to 74 per cent of Australian parents.

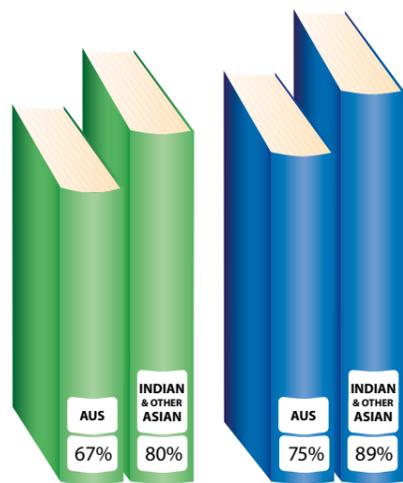
Interestingly, Indian and other Asian parents unanimously agree (100 per cent) that when solving a new problem, their child uses skills they have already learnt. While still high, this drops slightly to 92 per cent for Australian parents.

This stronger tie to education could be linked to first generation migrants who come to Australia to give their children a better life and seek the opportunities that a strong education brings.

Social expectations

The majority of Indian and other Asian parents (93 per cent) agree that all the people in their social group believe education is the key to success. This drops to 79 per cent for Australian parents.

Seventy two per cent of Indian and other Asian parents believe all of the parents from their cultural group are disappointed when their child does poorly in their studies. This falls to 46 per cent for Australian parents.



Differences in aspirations by culture

- I set high standards for my child's academic achievement
- A degree will help my child achieve their ambitions

Boys and girls

According to the ASG Parents Report Card, parents believe their daughters are more motivated to succeed, however they set higher standards for their sons.

Aspirations and motivations

Seven out of 10 parents (72 per cent) say their daughters are high achievers versus 66 per cent who agree the same for their sons. Furthermore, 81 per cent of parents with girls agree their child is positively motivated by the curriculum, which drops to 74 per cent of parents with boys.

Juggling study and play

Parents with sons (65 per cent) believe their child is less likely to know how to juggle all of their commitments, such as music, sport and school in comparison to 72 per cent of parents with daughters.

More parents of boys (69 per cent) agreed they had to remind their child to study in comparison to 56 per cent of girls.

Interestingly, more parents with sons (70 per cent) agreed their child could join a homework or study club to support their learning if needed, which falls by 10 per cent for parents with girls.

Homework continues to be a topic of concern for parents. However, it is clear that there are two opposite concerns: The first is

that there is too much homework and that it interferes with other activities such as sport. As a consequence, the child is constantly exhausted.

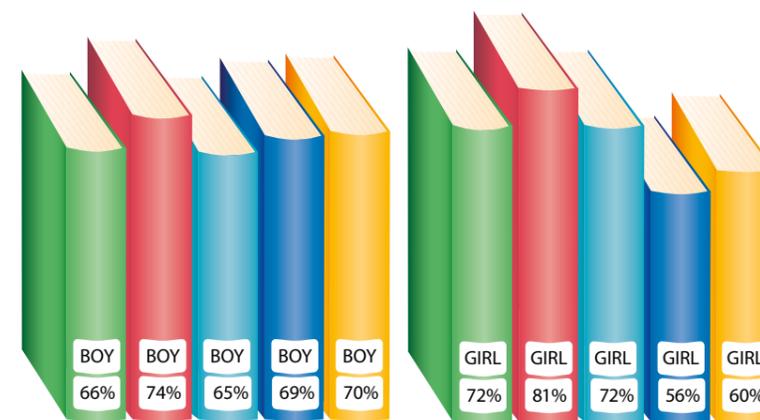
The second view is that children are not given enough homework and there is a general reluctance by children to read books, preferring electronic devices.

Perhaps the issue is not homework per se. Rather, teachers must clarify for parents and children as to the value and purpose of the homework.

Finally, parents expressed concerns centering on their child's happiness. Clearly, parents regard their child's continual happiness as important.

Despite how parents perceive their child's ability to learn, they should be careful not to differentiate based on gender stereotypes and their own expectations.

Research (Melhuish et al 2008) has found the way in which boys and girls are perceived from a young age, and the way their parents interact with them, can impact their future educational learning outcomes.



Differences in aspirations and motivations by child gender

- My child is a high achiever
- My child is positively motivated by the curriculum
- My child knows how to juggle all of their commitments
- I often need to remind my child to study
- If needed, my child can join a homework club or study club to support their learning

Support your sons and daughters in their studies:

» **Remove distractions:** Help your child to focus by making sure all tablets and phones are put away and the TV is switched off.

» **Break it up:** If your child is feeling overwhelmed that there's lots to get through, help them to break it up into sections and spread it out over a few nights.

» **Support:** Make sure your children remember they are not alone and can always ask for help from you, their teacher/s or other friends and family.

Ninety five per cent of parents agree that their child aims to do well in their study, regardless of gender. However, when it comes to motivation, focus and academic achievement, parents believe their daughters are ahead of their sons.



Optimistic dads and **discerning** mums

The ASG Parents Report Card highlights some interesting observations that suggest mothers and fathers view their child's learning differently.

Dads' involvement

Both mothers and fathers (81 per cent and 86 per cent, respectively) agree that their involvement in their child's learning is valued by their school.

However, 58 per cent of fathers say they call their child's teacher to enquire about their child's progress, while this falls to under half (49 per cent) for mothers.

Fathers also believe they are more involved with their child's learning and development. Eighty per cent of fathers believe they set high standards for their child's academic achievement compared to 66 per cent of mothers.

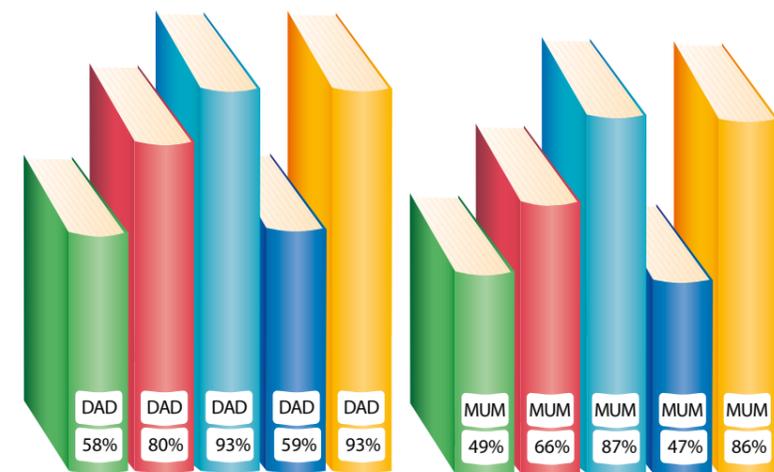
Parental perceptions differs

Almost all fathers (93 per cent) agree that they make sure their child spends enough time on school work and studying, which drops to 87 per cent for mothers.

More than half of fathers (55 per cent) also agree that their child will not stop until their homework is complete, however only 41 per cent of mothers agree. Furthermore, 59 per cent of fathers believe their child can work tirelessly on their learning, compared to 47 per cent of mothers.

Ninety three per cent of fathers agree their child uses knowledge from many different areas when preparing a new school project, however agreement is significantly lower, at 86 per cent for mothers.

The ASG Parents Report Card found that mothers express a greater sense of pragmatism when it comes to their child's ability to study and avoid distractions.



Differences in opinions by mums and dads

- I call my child's teacher to enquire about his/her school progress
- I set high standards for my child's academic achievement
- I make sure that my child spends enough time on school work and studying
- My child can work tirelessly on their learning
- When preparing a new school project, my child uses knowledge from many different areas

The great debate: **private** versus **public** versus **Catholic** education

Choosing the right school, whether public, private or Catholic, is one of the most important decisions parents will make regarding their child's education.

Access to resources

Almost nine out of 10 parents with children in private schools (88 per cent) agree their child has all the resources they need for their academic success. However this drops to 80 per cent for parents with children in Catholic schools and even lower to 78 per cent for those with children in public schools.

Interestingly, just 67 per cent of public school parents believe today's current curriculum is better than when they were at school, compared to 81 per cent of private school parents.

Learning goals and motivation

Parents of children who attend public schools are on the same page as private school parents when it comes to the importance of skills and knowledge.

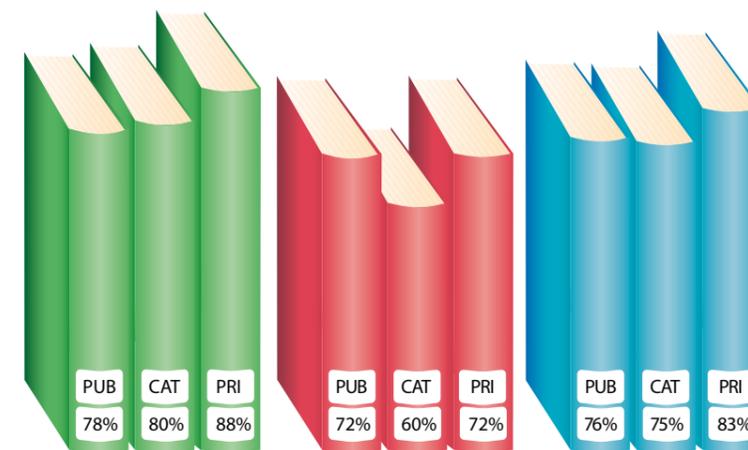
Seventy two per cent of parents with children in both private and public schools agree that schools are the place where their child can learn all the skills and knowledge they need for academic success. However, only 60 per cent of Catholic school parents agree.

More than eight out of 10 (83 per cent) private school parents feel that their child is motivated by the curriculum, compared to 76 per cent of public school parents and 75 per cent of Catholic school parents.

For parents, the preference for private, public or Catholic schools comes down to the type of school environment and resources they believe will best suit their child's learning abilities and aspirations.



The ASG Parents Report Card reveals parents are concerned about social skills and want their children to gain a holistic education regardless of the type of school attended.



Expectations by school type

- My child has all the resources they need for their academic success
- Schools are the place where my child can learn all of the academic skills and knowledge they need
- My child is positively motivated by the school curriculum



The school of life

When it comes to social and life skills, the ASG Parents Report Card found parents differ in their views on learning about cyber safety, sexuality and behaviour. So where does responsibility lie?

Cyber safety

Navigating the online world can seem like a jungle for some parents. As technology enables more access to the internet than ever before, teaching children the importance of online safety is essential in today's environment.

The ASG Parents Report Card found that parents of younger children would like schools to be more involved in teaching them about cyber safety. Fifty four per cent of all parents would like their child's teacher to do more to protect them from cyber predators, and this increases for parents with children in early learning and primary school.

These perceptions could be to do with the growing use of technology, including phones and tablets, within schools.

Encouragingly, almost three quarters of parents (73 per cent) agree that they can help their child learn how to safely use social media. Confidence in using social media such as Facebook was particularly high for parents with children in secondary school (81 per cent).

With social media being a constant communication tool for many teenagers, combined with the presence of cyberbullying among children in school, it's important for parents to openly discuss and advise their children how to use these platforms wisely.

Let's talk about sex

Promoting a healthy attitude towards sexuality and sex education is something which is fostered in education, however not all parents agree that school is the best place to learn about sex and sexuality.

Sixty six per cent of parents do not believe that schools are the best place for their child to learn about sexuality, however this changes when we start to look at it from a cultural perspective.

Significantly more Indian and other Asian parents (62 per cent) believe that sexual education is best learnt at school versus 25 per cent of Australian parents. While 74 per cent of Australian parents agree they can openly talk about sex at home, this falls to 60 per cent for Indian and other Asian parents.

For some parents, sexual education may be a culturally sensitive topic which is not openly discussed, therefore Indian and other Asian parents may also rely on schools for help and support in communicating this topic successfully with their children.

It may also vary from school-to-school on the level of detail they do go into addressing sexual education. Parents should openly discuss the topic with teachers to make sure everyone is on the same page.

Behaviour balance

Teaching children how to behave in public has traditionally been the responsibility of parents, however the ASG Parents Report Card reveals some parents may now think otherwise.

Sixty nine per cent of all parents believe schools should do more to teach their child about social skills. When ethnicity is factored in, this significantly increases to 94 per cent among Indian and other Asian parents.

Furthermore, 49 per cent of parents agree that they would like their child's school to do more in teaching them how to behave in public, which increases to 74 per cent for Indian and other Asian parents.

The findings suggest increasingly blurred lines as to where responsibilities begin and end. Parents must work with teachers to strike the right balance to ensure children are learning the social skills that will give them the best start in life.

Hands-off approach to education

Closely linked to a child's academic success is their parents' involvement in their education. A simple way to describe parental involvement is to distinguish between approaches that are 'directive' or 'supportive'.

Parents with younger children are more likely to have a directive relationship, such as checking homework and talking to their child's teacher regularly. As children transition into high school, parents take on a more supportive role in their child's education.

Encouragingly, more than eight out of 10 parents (84 per cent) feel their child's school values their involvement in their child's learning and 83 per cent of parents agree they join in parent-teacher interviews and consultations.

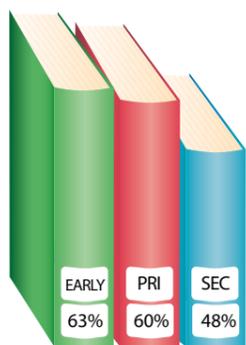
Interestingly however, just over half of all parents (54 per cent) agree that they would call their child's teacher to enquire about their progress. For those with children in secondary school, this drops to 48 per cent. Agreement increases here for parents of children in primary school (57 per cent) and early learning (62 per cent).

In contrast, just over one third of parents (35 per cent) indicated they were involved in the parent-teacher association at their child's school, however this drops to less than three in 10 parents (29 per cent) with children in secondary school.

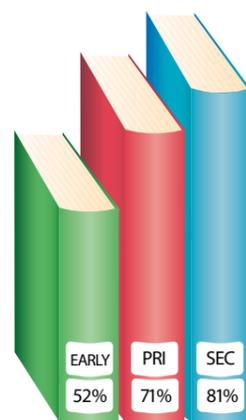
These findings confirm that as a child's education progresses, direct parental involvement decreases and a more supportive role increases.

As children grow older, relationships between parents and schools may become harder to navigate. Some perhaps see their involvement as unwanted, while other parents may also feel that it is not as important for them to be as directly involved as when their child was younger.

- Early childhood
- Primary
- Secondary



I would like my child's teacher to do more to protect my child from cyber predators



At home, I help my child learn how to safely use social media such as Facebook



I call my child's teacher to enquire about his/her schooling



I am involved in the parent-teacher association at my child's school



Testing times

In the context of standardised testing and NAPLAN, the question must be asked about what's more important for Australian children? Is it academic achievement or a holistic education that includes cyber safety, sex education and social skills?

This year marks 10 years since NAPLAN testing was introduced in 2007. However, it has failed to deliver a national shift in improvement across years three, five, seven and nine in numeracy and literacy.

When asked about their child's NAPLAN results, the ASG Parents Report Card reveals that parents believe that the most important resource for achievement in all NAPLAN areas are children's skills and knowledge.

However, parents also believe that aspirations and goals also play an important role in students' NAPLAN achievement.

While NAPLAN scores are a barometer of what is happening in schools, it represents a very narrow view of what is being taught in the curriculum, with no measure for social development including the social and mental health of children. This is an important component to receiving a holistic education, which parents value.

At the other end of the spectrum, there were concerns that schools are teaching social and life skills because some parents are not doing enough to teach their children these skills at home. Furthermore, there were concerns that schools were not the place to teach initiatives such as the Safe Schools program.

The ASG Parents Report Card also reveals concerns that schools were places where political agendas were promoted over academic skills.

In summary, parents are keen for schools to make the link between what is already taught in schools and life skills, but that society's expectations that teachers should be "parenting" students in social and life skills is misplaced.

The ASG Parents Report Card reveals that parents were also concerned about the level of resources and money dedicated to NAPLAN testing, when ultimately it is the academic resources inherent in children which determines their success.



ASG Parents Report Card conclusion

The 2017 edition of the ASG Parents Report Card continues to deliver a snapshot of the learning environment in the context of its three core indexes; the Educational Resources Index, the Learning Resources Index and the Aspirations Index.

The report suggests that income, location and cultural influences all play a role in parents' expectations of their children. However parents' aspirations remain fundamental to their child's education; underpinning their ability to dream big and reach for the sky.

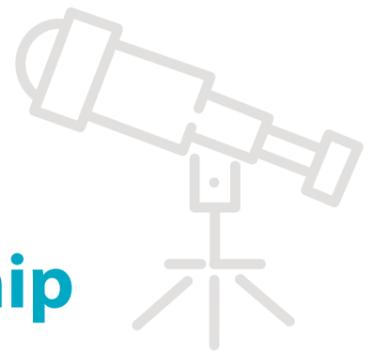
It's essential that regardless of age and gender, parents must regularly communicate with their children; demonstrating support and keeping motivation and desire to succeed high.

The report also shows that parents are divided regarding the role played by schools in developing their child's social and life skills. When ethnicity is factored in, perceptions about who should be teaching children sexual education and how to behave in public become more apparent. Fundamentally, schools must do more to justify the place of social and life skills in the school curriculum or support parents in these areas. This will ensure all children have access to a holistic education, providing

them with the important social skills they need to develop into successful adults.

The ASG Parents Report Card demonstrates the value of building strong parent-school partnerships, to enable a greater understanding of expectations and responsibilities, which factor in cultural influences and sensitivities to ensure all children have access to a well-rounded and quality education. The ASG Parents Report Card also demonstrates the value the parenting community has on understanding children's educational needs.

The ASG-Monash University Faculty of Education partnership



ASG and Monash University's Faculty of Education have been working together on various education initiatives since 2012.

The ASG Parents Report Card is the culmination of many months of intensive research and analysis between the two organisations.

ASG developed the concept of the index and the Faculty of Education at Monash University, Melbourne, created the questionnaire instrument and research methodology.

The survey findings were analysed and compiled by ASG, Dr Shane N. Phillipson and Dr Sivanes Phillipson, associate professors at the Faculty of Education at Monash University.

Dr Sivanes Phillipson is an Associate Professor of Family Studies at the Faculty of Education, Monash University Clayton Campus. Sivanes has diverse international experience and knowledge base in the broad field of measurements and systems approach to families and education.

Sivanes' research expertise comprises of advance quantitative approaches and analysis including Rasch modelling, meta-analysis and structural equation modelling. She has been awarded multiple research grants and consulted on multiple projects internationally including the development of measurement tools for parent engagement in schools, family services and evaluating existing services within early childhood and child development services. Sivanes has published over 95 pieces of work including books, peer reviewed journals, conference papers and book chapters.

Sivanes is the Routledge Series Editor for Evolving Families Book Series. Her 2017 book published with Springer is entitled *Engaging Families as Children's First Mathematics Educators: International Perspectives*.

Dr Shane N. Phillipson is an Associate Professor in the Faculty of Education at Monash University and previously at The Hong Kong Institute of Education. His recent research and publications focus on conceptions of giftedness, the development of mathematical giftedness and underachievement, and effective pedagogy for gifted students.

His major works include *Conceptions of giftedness: Sociocultural perspectives* (Earlbaum Associates), *Exceptionality in East Asia: Explorations in the actiotope model of*

giftedness (Routledge). Shane's co-authored book *Learning and teaching in the Chinese classroom* (The Hong Kong University Press) was published in November 2011 (and in February 2013 as a Chinese translation).

Shane co-authored book *Developing Leadership in the Asia Pacific: A focus on the individual* (with Sivanes Phillipson) was published in 2014 by Routledge.

References

- Flanigan, A. E., & Babchuk, W. A. (2015). Social media as academic quicksand: A phenomenological study of student experiences in and out of the classroom. *Learning and Individual Differences, 44*, 40-45. doi:10.1016/j.lindif.2015.11.003.
- Melhuish, E. C., Phan, M. B., Sylva, K., Sammons, P., Siraj-Blatchford, I., & Taggart, B. (2008). Effects of the home learning environment and preschool center experience upon literacy and numeracy development in early primary school. *Journal of Social Issues, 64*(1), 95-114. doi:10.1111/j.1540-4560.2008.00550.x
- Phillipson, S.N., Phillipson, S., Francis, M. A. (in press). Validation of the Family Educational and Learning Capitals Questionnaire in Australia. *Journal for the Education of the Gifted*.
- Spera, C., Wentzel, K.R. & Matto, H.C. *J Youth Adolescence* (2009) 38: 1140. doi:10.1007/s10964-008-9314-7
- Vladut, A., Liu, Q., Leana-Tascila, M. Z., Vialle, W., & Ziegler, A. (2013). A cross-cultural validation study of the Questionnaire of Educational and Learning Capital (QELC) in China, Germany and Turkey. *Psychological Test and Assessment Modeling, 55*(4), 462-478.
- Ziegler, A., & Baker, J. (2013). Talent development as adaptation: The role of educational and learning capital. In S. N. Phillipson, H. Stoeger & A. Ziegler (Eds.), *Exceptionality in East Asia: Explorations in the actiotope model of giftedness* (pp. 18-39). Abingdon, Oxon: Routledge.
- Ziegler, A., & Phillipson, S. N. (2012). Towards a systematic theory of gifted education. *High Ability Studies, 23*(1), 3-30.



Australian Scholarships Group Friendly Society Limited

ABN 21 087 648 879 | AFSL No. 236665 | FSP 53922

Australian Credit Licence No. 236665

Registered offices

23-35 Hanover Street Oakleigh Vic 3166

Phone: +61 3 9276 7777

www.asg.com.au

ASG Education Programmes New Zealand

Suite 7B, 19 Edwin Street,
Mount Eden 1024

PO Box 8289 Symonds Street
Auckland 1140

Phone: +64 9 366 7670

www.asg.co.nz