



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA



The Family Action Centre

2000–2013

Aboriginal Programs across the Hunter & beyond

Reaching the Heart of Indigenous Families & Communities



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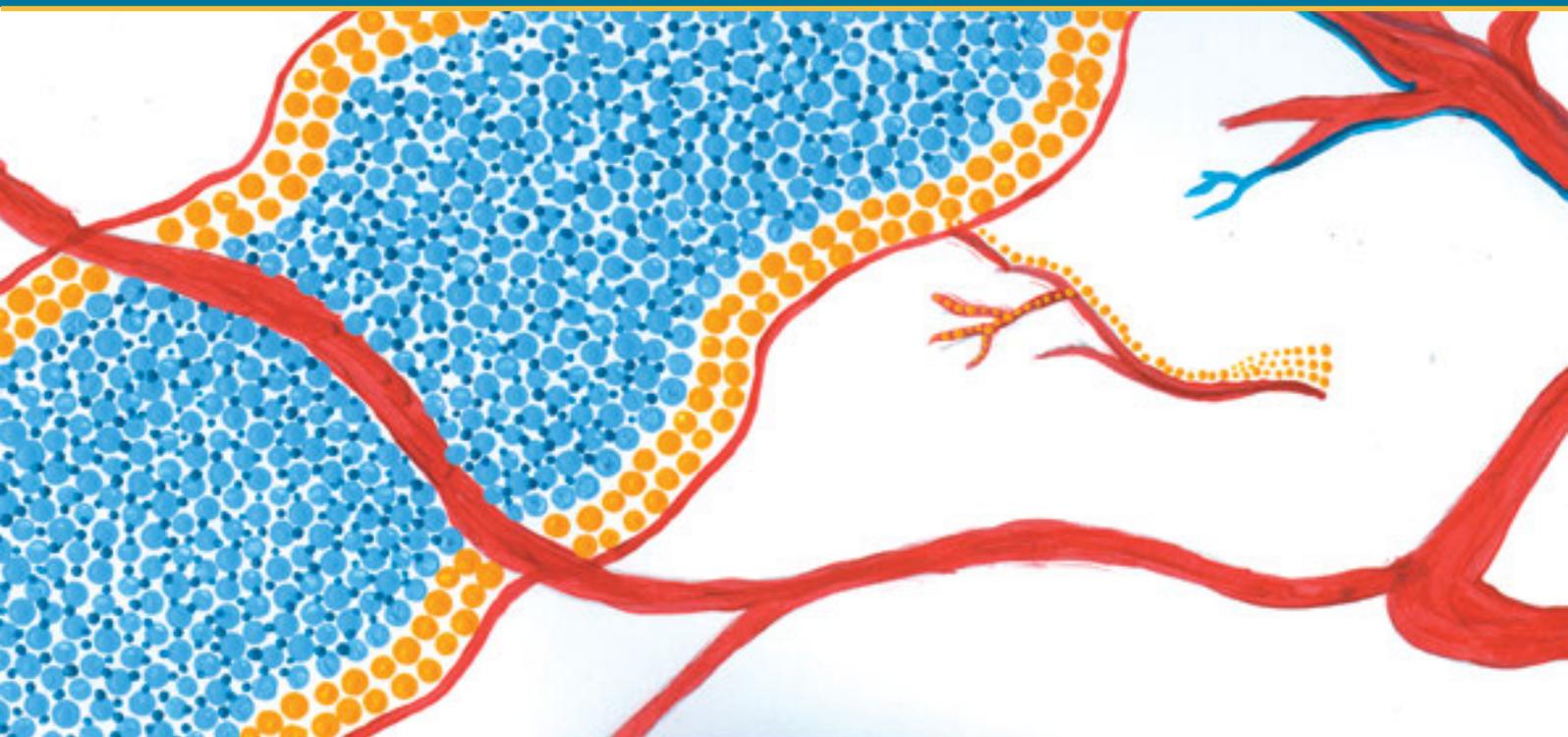
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FOREWORD

The Family Action Centre's first project in the late 1980's was the Hunter Caravan Project. The purpose of this project was to investigate the developmental and contextual needs of children living permanently in caravan parks. During this project, we learnt a great deal about how to work effectively with individuals and communities in order to maximise outcomes for children and their families. However, we became increasingly aware of our lack of contact with Indigenous families, which we understood to be a result of the discriminatory practices of caravan park managers, but as we developed other programs and projects for the wider community, we still were not able to access and support Indigenous families.

It was not until we employed an Indigenous project worker, Craig Hammond, for the Engaging Fathers Project in 2001, that the Family Action Centre (FAC) eventually started working with Indigenous families, fathers, boys and children. Craig Hammond is an Indigenous man with a passion to see effective support and change for Indigenous families and communities. His willingness to cope with the insecurity of work tenure from one year to the next has been a testament to his dedication, and has allowed a body of knowledge and culturally appropriate practices to emerge over a long period of time, through the Centre's programs and projects.

During this period, the FAC has learnt to build partnerships with Indigenous organisations for mutually beneficial outcomes. Walking beside, working for and working with Indigenous organisations allows us to work together to develop strength-based approaches to all of our work. The Family Action Centre continues to provide a unique community interface for The University of Newcastle, enabling the attainment of institutional goals of equity, diversity and engagement.



Judi Geggie, Director Family Action Centre (2000-2012)

INTRODUCTION

As a multidisciplinary centre invested in community development, research and teaching, the Family Action Centre at the University of Newcastle is proud of its decade of accomplishment in Indigenous programs. During this time, the Family Action Centre has promoted Aboriginal fatherhood and family wellbeing through community engagement and research in an era of funding insecurity and uncertain politics. This document showcases the work of the Family Action Centre's Aboriginal Program, and especially of its Aboriginal Co-ordinator, Craig Hammond. It celebrates the challenges and successes of creating models of strengths-based practice in Indigenous communities across the Hunter and beyond.

The Aboriginal Program emerged from the Engaging Fathers Project (EFP), a project funded by the Bernard van Leer Foundation of the Netherlands that aimed to involve fathers and male carers with children to benefit the whole family. The EFP worked in partnership with antenatal, postnatal, Indigenous, early childhood and welfare services, and schools to develop models of father involvement. From its immersion in community, the EFP found strong evidence that Indigenous fathers were missing positive fathering role models, and that they experienced a range of service barriers that differed to non-Indigenous fathers. The Family Action Centre recognised that a shared cultural knowledge with the community of Aboriginal family men was critical to making family services more accessible, culturally relevant and effective. Steps taken in the inaugural project, The Young Aboriginal Fathers Report, gave rise to more than a decade of sustained discourse and action to develop and generate this cultural knowledge. Key to this process of understanding the complexities and issues of Aboriginal families and fatherhood was Craig Hammond.

Craig Hammond

Craig (Bourkie) Hammond is a Kamilaroi man from Moree and is a supportive and much loved father of two children and grandfather of two. Craig joined the Family Action Centre at the University of Newcastle in 2001 as a member of the EFP within the Fathers and Families Research Program (F&FRP).

Craig's contribution to the welfare and interests of Indigenous communities is driven by his personal strengths and skills as an adaptive, caring and respectful community worker. As a respected local community leader, his extensive knowledge and cultural understandings are key elements to his continued success in engaging Aboriginal fathers, their partners and children. This deep knowledge and cultural understanding transcends his personal knowledge as a Kamilaroi man, as he has also developed significant professional skills through engaging and respectfully working to support men, children and communities from various Aboriginal communities. These communities include the Awabakal, Worimi, Wonarua and Darkinjung in the Hunter Valley region and many other communities across Australia.

"You've always had the time and respect to walk beside your people, fundamentally about being there and being a voice for them. You are an example of how Aboriginal people take on such wide family responsibilities".
- Judi Geggie



Family Action Centre Staff



Craig "Bourkie" Hammond

COMMITMENT TO SOCIAL JUSTICE

The Aboriginal Program described in the following pages demonstrates the Family Action Centre's commitment to reducing Indigenous disadvantage and enhancing the strengths and resources of Indigenous individuals and their communities. The projects contribute to a number of National and University Indigenous engagement goals. Central to the work of the Aboriginal Program are the three target areas of the National Indigenous Reform Agreement (Closing the Gap): early childhood; schooling; and safe communities. The Aboriginal Program also meets the service delivery principles set by the Council of Australian Governments: the projects are culturally accessible, they respond to local community needs, and Indigenous men, women and children are central to their design and delivery.

With Craig's knowledge and support, the Aboriginal Program at the Family Action Centre has also contributed to Indigenous Collaboration and the Reconciliation Action Plan at the University of Newcastle. The program has forged strong relationships between Aboriginal communities, organisations and the University. Craig has established valued and trusted connections with NSW and NT communities and is a respected consultant for both government and non-government organisations. Craig's Indigenous Research and sharing of knowledge also contributes to the University's Action Plan goal of Respect. The nature of Craig's work, coupled with his insightful approach has ensured that this research is culturally appropriate and relevant. Craig's participation has enabled the F&FRP to effectively research and evaluate projects targeting Aboriginal fathers and their children. The Aboriginal Program also contributes to the University's targets of Opportunities, Indigenous Employment and Further Education Opportunities. Craig has developed an awareness and understanding of the local Aboriginal communities as well as a strong network in these communities.

These on-going connections raise the profile of University as a provider of quality Indigenous education and of employment opportunities: word-of-mouth has exceptional power among Aboriginal and Torres Strait Islander people (Peters, 2011).

The Aboriginal Program projects under Craig's leadership have the over arching attribute of cultural relevance, making continued funding of his role highly significant for Aboriginal communities around the University. Elders and community members have been involved and contributed to all aspects of the Aboriginal Program. These relationships have been sustained and built up using culturally appropriate practices and materials, and have enabled non-Aboriginal workers to accompany Craig into communities that were otherwise 'hard-to-reach'.

*"And I think one of the... really important things... is that FAC has got a lot of respect in terms of where they sit within the Aboriginal community, not just locally but nationally."
- Craig.*

The following pages showcase the work of the Aboriginal Program that Craig has facilitated over the past 13 years. The projects show both the impact of Craig's work at the individual and community level while also demonstrating his contributions to knowledge, practice and research at the University of Newcastle.



Connecting with colleagues at national conferences

THE ABORIGINAL PROGRAM

Since 2001, the Aboriginal Program has embraced a variety of projects, including working with fathers, working with communities, and consultancies, workshops and presentations.



'Engaging Fathers' Team

Fathers and their families have been the primary focus of the Aboriginal Program. Under the auspices of the Fathers and Families Research Program (F&FRP) at the Family Action Centre, led by Dr Richard Fletcher, Craig's contributions to research and knowledge have played a key role in the development of a better understanding of the best way to deliver services and effectively engage with Aboriginal fathers and their children.

Projects undertaken with this theme include:

I. Fathers and Families

- » Indigenous Fathers As Transition Tutors
- » Success for Boys
- » The Young Aboriginal Fathers Report (Case Study in this report)
- » Making Positive Resources (Case Study in this report)
- » Healthy Dads Healthy Kids for Indigenous populations
- » Healing Foundation Deadly Dads

II. Working towards Safekeeping projects

Working with the Community Engagement team, led by Dr Graeme Stuart, projects undertaken with this theme include:

- » Brothers Inside (Case Study in this report)
- » What Can We Do (Case Study in this report)

III. Advocacy, Dissemination and Recognition

Over the last decade, Craig and colleagues from the Family Action Centre have shared and promoted the knowledge developed by the Aboriginal Program. Contributions include keynote presentations, workshops, and consultancies. Both Craig and the Family Action Centre have been recognised for their success in collaboration and relationship building. The presentations are detailed in Section III.

Involving men across the spectrum of family services

I. FATHERS & FAMILIES

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Indigenous Fathers as Transition Tutors (2003)

The project targeted Indigenous students in Years 5 and 6, providing them and their parents with support and information around the issues of transition into secondary school. Indigenous fathers and father figures from the school community were trained and employed as mentors, promoting different career and education options to the children, and encouraging appropriate study skills to assist the children with their transition. Funded by the Department of Education, Science and Training.

Success for Boys (2007)

The Federal Government's Success for Boys initiative aimed to improve educational outcomes for boys and to support boys at risk of disengaging from schooling, including boys from disadvantaged backgrounds. Through sharing knowledge and practice wisdom, Deborah Hartman, Victoria Clay and Craig Hammond collaborated to develop a professional development resource for teachers.

Stories of Strong Indigenous Fathers Project (2009-2012)

This Interrelate-funded research project focused on Aboriginal fathers' identity. As a capacity-building project, conversations with fathers, community consultations and photographs of fathers were undertaken in an iterative reflective cycle, with the final product being co-created stories and images of fathers' experiences and self-perceived strengths.

Healthy Dads Healthy Kids for Indigenous populations (2010)

Healthy Dads, Healthy Kids (HDHK) focuses on weight loss, healthy eating, and physical activity sessions designed to help dads and their children bond. HDHK for Indigenous Populations consisted of a culturally informed adaptation of this acclaimed program. Funded by Hunter Medical Research Institute.

Healing Foundation Deadly Dads (2011-2013)

The Deadly Dads project is a three-year collaboration between the Aboriginal and Torres Strait Islander Healing Foundation, two Schools as Community Centres (Fennel Bay and Irrawang Public Schools), and the Family Action Centre.

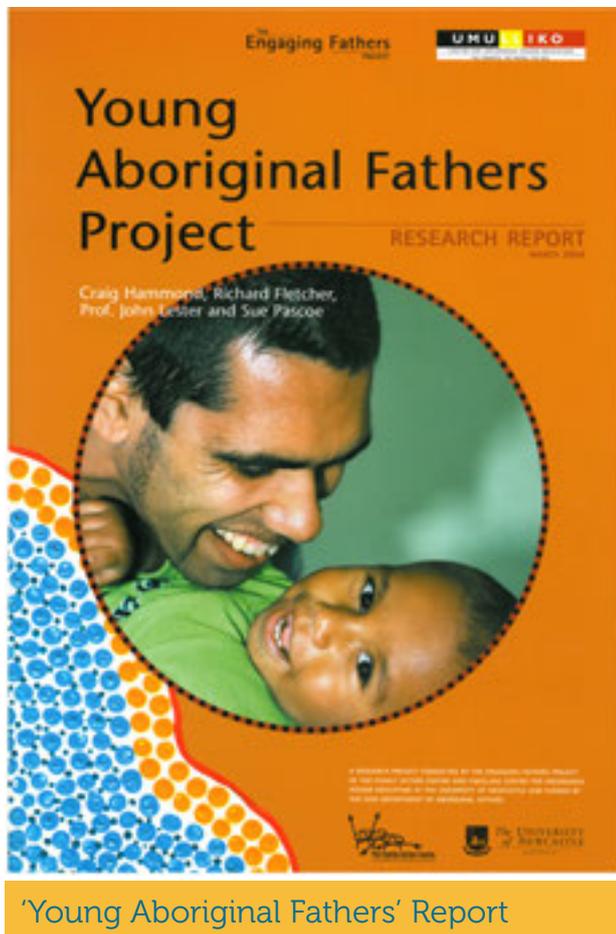
The project aims to improve both father and child outcomes by providing specific, culturally appropriate support to Indigenous fathers which enhances their fathering experience, strengthens their fathering knowledge and skills and promotes a positive self-image for Aboriginal men who have current and future parenting responsibilities. Deadly Dads activities include, but are not limited to, a father-child cultural camp, didgeridoo groups, dance groups, reading groups and a cultural activity program in which the participants learn about traditional craft, culture and history.

The project design was formulated around evidence developed through Family Action Centre research on successful strategies for engaging Aboriginal fathers (Hammond & Stuart, 2010), research regarding the needs of Indigenous fathers (Hammond et al., 2004) and strategies recommended by the Secretariat of National Aboriginal and Islander Child Care (SNAICC, 2004) regarding the building of parenting capacity in Indigenous communities.



I. FATHERS & FAMILIES cont.

CASE STUDY: THE YOUNG ABORIGINAL FATHERS REPORT



The Young Aboriginal Fathers Project emerged from the Engaging Fathers Project (EFP) at the Family Action Centre, University of Newcastle. The EFP was part of an international initiative, funded by the Bernard van Leer Foundation of the Netherlands, to involve fathers and male carers with children to benefit the whole family. The EFP worked in partnership with antenatal, postnatal, Indigenous, early childhood and welfare services, and schools to develop models of father involvement. As a consequence of immersion in the community, the Young Aboriginal Fathers Report was specifically generated to document service provision for young Aboriginal fathers, gather young Indigenous fathers' perceptions of service provision, and identify service provider strategies for the successful engagement of Indigenous fathers.

The project was funded by the NSW Department of Aboriginal Affairs, and included collaboration with Professor John Lester and Dr Richard Fletcher.

In the preliminary phase, a review of the literature and survey of programs revealed a significant lack of systematic investigation into the lives of young Aboriginal fathers and serious gaps in Aboriginal fathers' access to parent education and support services. In the next phase of the project, interviews with Indigenous service providers and young fathers were undertaken and analysed. In the final phase, a summary of the interviews was circulated to Indigenous community organisations and individuals to facilitate discussion among community members about the best ways to support young Indigenous fathers. The final report included five recommendations for Indigenous and non-Indigenous services to provide culturally appropriate support for young Aboriginal fathers.

"It is hard enough being judged as a young Indigenous man today, it's twice as hard being a young Indigenous father today" - Craig

Contribution to knowledge

This community-oriented research laid the groundwork on which later community engagement projects were built. The project made recommendations for services to recognise the importance of Indigenous fathers by:

- » Improving data collection on Indigenous fathers to more effectively design and deliver comprehensive programs;
- » Improving documentation of Indigenous fathers' access to services;
- » Developing programs and service delivery for Indigenous fathers.

I. FATHERS & FAMILIES cont.

Which Closing the Gap Building Blocks does the program address?

By undertaking discussion and research with individuals, community leaders and services, the Young Aboriginal Fathers Report raised awareness of Indigenous men's strengths, respecting and strengthening the capacity of parents and community to see or to become positive male influences.

The involvement of preschools and health services meant that the project contributed directly and indirectly to three target areas of Early Childhood, Schooling and Health.

What are the future pathways?

One of the report's recommendations related to resource development and the importance of involving Indigenous fathers from the community in their design. This led to a project to develop a set of positive resources to engage Aboriginal men and fathers (see Case Study: Making Positive Resources, below). The recommendations also have on-going implications for service providers seeking to meet family health, welfare, housing, education, training, employment, and cultural needs of the Indigenous community. The recommendations point to the continuing need to plan, monitor and evaluate engagement strategies at the personal professional practice level, as well as at the organisational level.

"The Engaging Fathers project ... it wasn't about education, like "come up and help your kids read and write" or "get involved in the classroom". It was more about, you know, support basically, to get up and support your kids at school in a sense of just being there. Also, I was still learning a lot of that strength based approach, trying to find the strengths of these guys, terms of where they could fit in with, not just in the classroom, but in the school scene. It was a challenge. Some of the guys back then were in their 40s and a lot of them never went to school or they had a bad experience at school. And they thought "Oh, no the environment wasn't a very good environment"." - Craig

CASE STUDY: MAKING POSITIVE RESOURCES TO ENGAGE ABORIGINAL MEN/FATHERS



Indigenous Community Posters

The Making Positive Resources to Engage Aboriginal Men/Fathers project emerged from the recommendations of the Young Aboriginal Fathers Report.

The Making Positive Resources project was based on a capacity-building methodology to engage Aboriginal communities in promoting positive imagery of Aboriginal males as good fathers and participants in positive, culturally respectful, male parenting. Similar in epistemology to Photovoice and other participatory approaches, the method of engaging Aboriginal communities was based on principles of building trust, stimulating appraisal and dialogue, and included consultation with Indigenous men, women, and community workers. The methodology offered a unique way to inaugurate restorative conversations about strengths, father roles, identities and values.

The aim of the project was to develop and distribute a suite of resources that combine images of Aboriginal fathers and their children with strengths-based messages about fathers, and music and artwork representative of country. The resources were acclaimed for their powerful messages by many in a wide range of communities. The resources included:

I. FATHERS & FAMILIES cont.

- » Posters
 - Indigenous Fathers posters. Our Kids need Dads
 - Indigenous Fathers posters manual. How to create community posters of Indigenous fathers
- » DVDs
 - So Now You're A Dad. Indigenous men connecting with their babies
 - Skills & Strengths of Indigenous Dads, Uncles, Pops and Brothers
- » Booklet
 - You're A Dad – Seven Storylines About Being a Dad

The poster series included a first set built in collaboration with the Newcastle community; a second set were supported by SNAICC and were created for communities in Alice Springs, Tiwi Islands, Yarraba, Wreck Bay, and Hobart; and a third set consisted of national posters celebrating the diversity of Indigenous men across Australia. The posters were distributed to homes, court houses, health centres, childcare centres and schools.

The manual is a tool that allows communities to develop their own Positive Posters Project. It details the stages of community consultation, identifying suitable texts, and finding suitable images of Indigenous fathers. It is available at: <http://www.snaicc.org.au/>

The DVD project, supported by UnitingCare Burnside, was developed in a collaborative method where the participants learned from a professional videographer how to capture their own words and images. The DVDs and the booklet are used for home visiting maternity/paternity services; parenting programs; men's groups; early childhood, youth and health services; and for jail and offender programs.

The Making Positive Resources project embodied principles of mutual respect, shared work and shared credit at every stage. The extensive involvement of the different local communities, whether rural, regional or urban, assisted in ensuring mutual respect between the creators of the posters and the community.

All resources are available either through SNAICC or the Family Action Centre.

"I'd made some posters before we started our first poster project. And so I knew that they took roughly three or four weeks to knock up. And so we had these conversations over and over. I'd say to Craig, got those posters yet, you know? You've been on this for a while now. And it took really a whole year of discussion for those posters to really come together. So that was a big learning for me about how there isn't just one way of doing things." - Family Action Centre colleague

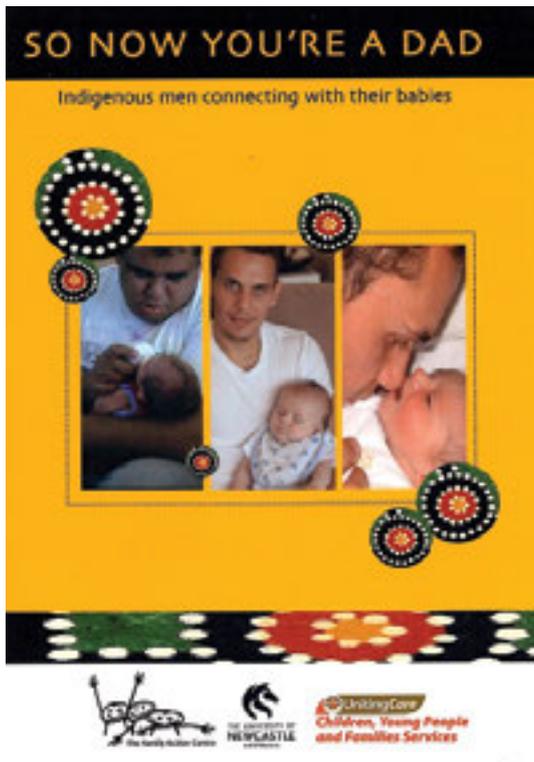
Contribution to knowledge

The project was acclaimed by individuals and communities, and recognised by Government and non-Government organisations. The key strategies were:

- » Creating positive images of Indigenous men that challenge widespread negative stereotypes;
- » Development and sharing of cultural knowledge and practices through the posters themselves and the manual that accompanies them;
- » Developing engagement strategies that fostered respect, trust and connection;
- » Enhancing knowledge of differences and strengths across Indigenous communities.

"And just on those resources, I used them in every workshop that I did about boys. And so I'm incredibly grateful to Craig, for all of his talents his multi talents, like an eye for photography, an eye for the visual stuff and his sense of the story in those videos. They're just beautiful and they're just amazing resources, some of the best resources I've ever seen as a teacher in you know, 30 or 40 years of teaching now." - Teacher

I. FATHERS & FAMILIES cont.



'So Now You're a Dad' DVD Cover

Which Closing the Gap Building Blocks does the program address?

By undertaking a participatory approach and remaining sensitive to cultural differences in the context of fathering, this project directly and indirectly addresses the target areas of Early Childhood and Safe Communities.

What are the future pathways?

The Making Positive Resources project has spurred a new discussion into what it means to be an Indigenous father, both for Aboriginal and Torres Strait Islander fathers, and for services and organisations supporting the men.

The resources have also provided an insight into what positive practice in community development can look like when consultations are conducted respectfully and relationships are given the time to develop. Such insights are critical to cultural competence and contribute key curriculum material to the Master of Family Studies courses.



II. WORKING TOWARDS SAFEKEEPING

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CASE STUDY: BROTHERS INSIDE

The Brothers Inside project consisted of two phases of fathering workshops for incarcerated Indigenous men. The aims of the workshops were to highlight the importance of the fathers in their children's lives; to explore participants' roles as fathers (both in and out of prison); and to identify ways in which the participants could strengthen their connections with their children. The workshops involved a variety of activities including building a sense of community (e.g. by eating together), group discussions, physical activities, art work and poetry. The workshops were based on the beliefs that:

- » We all have strengths as Dads;
- » Dads are very important in the lives of their children;
- » Sometimes Dads need to be like a rock and stand firm, and sometimes they need to be like water and go with the flow.

The Brothers Inside project conducted five workshops at the Cessnock Correctional Complex between 2004 and 2008. These were funded by Rio Tinto Aboriginal Foundation, Mercy Foundation and the Perpetual Foundation. A second set of workshops were conducted at St Heliers Correctional Centre, Cessnock Correctional Complex and Kempsey Correctional Centre between 2008 and 2009. These were funded by the Australian Government Department of Families, Community Services and Indigenous Affairs.

Contribution to knowledge

The learnings and challenges from the project have been documented to support future work with Aboriginal fathers in prison. These include:

- » The importance of collaborating with prison staff;
- » The success of combining Aboriginal and non-Aboriginal facilitators as co-leaders;
- » The importance of maintaining a non-judgemental attitude and strengths-based approach;

- » The need for more intense facilitation for these groups compared to general fatherhood groups offered in the community;
- » The need to remain flexible around the needs of the fathers attending the group sessions.

The best-practice notes from the program highlight the need for keeping the focus on fatherhood as a positive way to engage the fathers, and to then address issues such as drug use and violence, rather than having those subjects be the main focus of the group.

"Many of the Brothers were hesitant about doing this program as they did not want someone to stand there and tell them how to be a good dad. We were all surprised and happy to find out this program was not like that and instead made us think about what it means to be a dad and that we can still be a good parent while in jail". - Workshop Participant

Which Closing the Gap Building Blocks does the program address?

The fathering workshops were a positive way to engage participants and to discuss a wide range of issues including how drug use and violence impacts on relationships with children. By promoting the importance of fathers and by providing a preventative approach, these outcomes directly address the target areas of Early Childhood and Safe Communities.

What are the future pathways?

In the workshops, the Aboriginal fathers stated they would like the sessions to be recognised by the Department of Family and Community Services (FaCS) and to also receive more information on their legal rights as fathers. As the program worked to establish good relationships with the staff at the correctional centres, this project could be developed further to achieve recognition by FaCS. Further workshops could also include an impact evaluation for the fathers attending the groups as well as flow-on effects for their children and families.

II. WORKING TOWARDS SAFEKEEPING cont.

“It was one of the mums... We were having a father-child afternoon and she brought her son along. And that’s where the conversation started. And she brought it up. And she said, “He’s only up the road at Cessnock. Why don’t you go up there and do something with him up there and talk to him?” And that’s where that started”. - Craig

CASE STUDY: WHAT CAN WE DO? COMMUNITIES RESPONDING TO VIOLENCE



Domestic Violence Poster

What Can We Do? Communities Responding to Violence aimed to reduce the level and or impact of domestic and family violence, particularly in caravan parks and Indigenous communities.

Led by Dr Graeme Stuart and Dee Brooks, and assisted by Craig Hammond, the project team focused on marginalised residents of caravan parks in Lake Macquarie, Maitland and Port Stephens, and Indigenous communities in Port Stephens and Lake Macquarie. Formal and informal methods of data collection were adopted involving Indigenous community members, caravan park residents, service providers and general community members to identify effective, realistic and practical responses for people who are aware of domestic and family violence and to develop resources that encourage friends, family, neighbours and workmates to respond. The project was funded by the Australian Government’s Domestic and Family Violence and Sexual Assault Initiative through the Office for Women and was conducted between April 2006 and May 2007.

Contribution to knowledge

Five broad outcome themes were developed. Each of the themes covered a range of ways in which family, friends and neighbours had responded to people they knew (or suspected) were experiencing domestic violence:

- » We all make a difference – people can be assisted to escape violence;
- » Be there – family and friends make a difference simply by being available and non-judgemental;
- » Lend a hand – people need practical and emotional support;
- » Keep kids safe – the recognition of the impact of violence on children, and strategies for safety;
- » Consider your own safety – being realistic, strong and seeking help.

Four practical resources were also developed as an outcome of the research:

- » A key ring for promoting the main messages and providing the number of the Domestic Violence Line as a contact point.
- » An A3 poster promoting the main messages and providing the number of the Domestic Violence Line as a contact point.

II. WORKING TOWARDS SAFEKEEPING cont.

- » An A2 poster listing over 70 ways that people can support someone experiencing domestic and family violence. The posters can be used in a range of settings including community centres, waiting rooms, caravan park laundries and welfare services.
- » A Z-card (a wallet sized leaflet) with some basic information including the 70 ways that people can support someone experiencing domestic and family violence.

Which Closing the Gap Building Blocks does the program address?

Through action research, What Can We Do helped address domestic and family violence in caravan parks and Indigenous communities. Individuals were helped through support, information or referral provided by project staff. Community building activities facilitated the formation of social links and networks that help break down the isolation that can contribute to the invisibility of domestic and family violence. This action was dedicated to giving an equal start in life to Indigenous children through positive socialisation opportunities, contributing to the Closing the Gap target of Early Childhood. Further, by improving family and community safety through a collaborative action research approach that involved stakeholders in the research process, the project addressed the target of Safe Communities.

What are the future pathways?

Some of the What Can We Do resources are still available for distribution to communities, and it is anticipated that the messages and strategies developed from the project will serve to inform further preventative innovations. The “70 ideas” for helping people who are experiencing domestic violence are posted on the blog Sustaining Community Engagement. The Inspire Foundation, which provides services aiming to improve young people’s mental health, has contacted the authors to develop and adapt the 70 ideas for a youth audience.



III. ADVOCACY & DISSEMINATION

2003	<ul style="list-style-type: none"> » Boys to Fine Men Conference, Newcastle; <i>Panel discussion</i> » Indigenous Men's Health Conference, Cairns; <i>DVD release, Workshop, Plenary</i>
2004	<ul style="list-style-type: none"> » Indigenous Parenting Project, SNAICC and Swinburne University of Technology TAFE; <i>Contribution</i>
2005	<ul style="list-style-type: none"> » Yilli Rreung, Community Housing Organization, Darwin, NT; <i>Presentation</i> » Boys to Fine Men Conference, Melbourne; <i>Organising committee</i> » NSW Aboriginal Early Childhood Support & Learning Conference, Newcastle; <i>Workshop</i>
2006	<ul style="list-style-type: none"> » SNAICC Tips sheets for Dads; <i>Contribution</i> » National Child Protection Forum, FaHCSIA, Melbourne; <i>Invited paper, co-presenter</i> » NSW Aboriginal Early Childhood Support & Learning Conference, Coffs Harbour; <i>Workshops</i>
2007	<ul style="list-style-type: none"> » 3rd SNAICC National Conference, Adelaide; <i>Workshop</i>
2008	<ul style="list-style-type: none"> » Researching Indigenous Fatherhood in Australia Seminar, Newcastle; <i>Presentation</i> » First National Indigenous Family and Community Strengths Conference; <i>Organising committee, MC, Workshops</i> » Warlpiri Nations World Vision, NT; <i>Consultancy</i>
2009	<ul style="list-style-type: none"> » Aboriginal Men's Research Meeting, Alice Springs; <i>Keynote, co-presenter</i> » 2nd Aboriginal & Torres Strait Islander Family & Community Strengths Conference, Newcastle; <i>Organising committee, Workshops</i> » We Grow Them Up. Learning Festival, Communities for Children East Arnhem site, Darwin; <i>Keynote</i> » National Men's Health Gathering, Newcastle; 5th National Aboriginal & Torres Strait Islander Male Health Convention; <i>Organising committee</i> » Dads on the Air, Radio 2GLF 89.3FM; Indigenous Men's Health; <i>Radio interview</i>
2010	<ul style="list-style-type: none"> » Queensland Health Conference, Working towards Closing the Gap, Brisbane; <i>Plenary, co-presenter</i> » Kia Kia Fathers; <i>Workshops</i> » Child Wellbeing Workshops (FaHCSIA) Review; <i>Consultancy</i> » Longitudinal Study of Indigenous Children (LSIC); <i>Consultancy</i>
2011	<ul style="list-style-type: none"> » Interrelate Aboriginal Building Connections Training; <i>Consultancy</i> » Growing Up Our Way, Aboriginal & Torres Strait Islander child rearing practices matrix, SNAICC; <i>Contribution</i>
2012	<ul style="list-style-type: none"> » Statewide Forum, Strengthening Connection, Clinical Education and Training Institute (CETI), Sydney; <i>Keynote</i> » NSW Aboriginal Early Childhood Support & Learning Conference, Terrigal; <i>Workshops</i> » Dads on the Air; <i>Closing the Gap Radio interview 2GLF 89.3FM, Sydney</i> » Chronic Diseases Network Conference 2012, Darwin; <i>Presentations, Workshops, Round table</i>
2013	<ul style="list-style-type: none"> » Royal Flying Doctor Service, Mt Isa; <i>Workshops</i> » 5th SNAICC National Conference, Cairns; <i>Workshops</i>

IV. AWARDS & PUBLICATIONS

AWARDS

2008 Faculty Indigenous Collaborations Award, Faculty of Health, University of Newcastle

In recognition and appreciation of outstanding performance and contribution to the Faculty of Health and the University of Newcastle.

2009 Business/Higher Education Round Table Award nomination

The partnership between the FAC and the Secretariat of National Aboriginal and Islander Child Care (SNAICC) was nominated for the B-HERT Best Community Engagement Collaboration award, in recognition of outstanding achievement in collaboration between business and higher education in the fields of research and development, and education and training.

PUBLICATIONS

Hammond, C. (2004) The story of 'Our Kids Need Dads Who' posters and the 'Skills and Strengths of Indigenous Dads, Uncles, Pops and Brothers' DVD. *Aboriginal and Islander Health Worker Journal*, 28(5), 8-11

Hammond, C. (2010) Making positive resources to engage Aboriginal men/fathers. *Aboriginal and Islander Health Worker Journal*, 34(5), 23-25

Hammond, C., & Fletcher, R. (2012) Making positive resources to engage Aboriginal men/fathers. Product of CES4Health.info. Community Engaged Scholarship for Health. Available at <http://www.ces4health.info/>

Hammond, C., Fletcher, R., Lester, J., & Pascoe S. (2003) *Young Aboriginal Fathers Project*. Research Report. University of Newcastle

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V. THE FUTURE

The University of Newcastle (UoN) is a leader in Indigenous education and research. The Family Action Centre's Aboriginal program both complements and strengthens the University's capacities by its strong track record of successful engagement with Indigenous communities, especially local communities. For over a decade, the Centre has pursued a multitude of Indigenous projects on insecure and short-term funding. It has developed an innovative capacity-building approach shaped in large part by the sensitivity and knowledge of Craig Hammond. This approach has generated an acclaimed record of trust and good will between the Centre and Indigenous organisations and communities, at local, regional and national levels.

With the renewed focus on Aboriginal affairs and restorative action for Aboriginal communities (e.g., the 2013 NSW Ministerial Taskforce on Aboriginal Affairs), it is inevitable that substantial opportunities for the UoN to work with Indigenous people will emerge in the near future. Successful outcomes in such projects will evolve from cultural expertise, a track record of trust and commitment, and an Indigenous voice, attributes that require a considerable investment of time and resources to create and establish. The formation of the Aboriginal program was facilitated by generous funding by the Bernard van Leer Foundation, and the foresight of that funding allowed Craig and colleagues at the Centre to develop an extensive knowledge and range of competencies for Indigenous engagement. At various times over the past decade, lack of funding has threatened Craig's tenure. The importance of Aboriginal staff in projects working with Aboriginal communities has been widely acknowledged, and it would have been unfortunate for the University to lose someone with strong connections with, and the respect of, local Indigenous communities.

The Family Action Centre's Aboriginal program contributes significantly to the University's pre-eminence in Indigenous collaboration. Indigenous knowledge is embedded in practice, Indigenous people are central to our workforce, and we have developed outstanding resources and strategies for engagement, teaching, and research.

Investment in an ongoing integrated approach that links the work of the University's Family Action Centre, Wollotuka Institute and Equity Unit is important.

This investment needs to include resources for support and research, and ideally the development of a team of Indigenous staff. Long-term commitment to partnerships that build on the strengths of our Indigenous and University communities will go a long way towards fulfilling community goals, equity and accomplishment for Indigenous people.



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