Parenting Between Cultures

The Primary School Years

A program for parents from culturally and linguistically diverse communities

Produced by Marymead Child and Family Centre
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USEFUL AUSTRALIAN RESOURCES
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Introduction

What this program is about and why

*Parenting Between Cultures* aims to strengthen the ability of culturally and linguistically diverse parents to parent confidently and capably in the Australian context.

This program was developed on the basis of a literature review, focus groups and teleconference with agencies nationwide who had been running parenting programs for culturally and linguistically diverse groups. The program has been trialled with four ethnic communities and has been evaluated by the University of Canberra.

The literature review revealed that getting the balance right between the development of a strong ethnic identity and incorporating the positive aspects of Australian society into parenting styles is crucial to developing healthy family relationships. This is a strong protective factor against homelessness (Frederico et al 1997), crime (National Crime Prevention 1999) and mental ill health (Fuller 1998, D’Mello 1992).

There was a remarkable alignment in the significant issues raised by the literature review, the focus groups and the key informant interviews. It was on this basis that the following aims for *Parenting Between Cultures* were devised. They are to:

- raise awareness of what is important in families which work well;
- strengthen families’ ability to transmit their cultural practices and beliefs;
- increase parents’ ability to meet their own and their children’s needs in a way which maintains family harmony;
- promote parents’ understanding of how the school system operates;
- increase parental competency in non-physical discipline techniques and understanding of Australian child abuse laws;
- share ways of gaining support from the informal and formal support systems.

The program uses a solution-focussed or a strengths-based approach (Scott and O’Neill:1996). This is based on recommendations for parent education generally (Tomison:1998), and in relation to culturally and linguistically diverse groups particularly (McGurk and Kolar:1997; NSW Child Protection 1997).

It is an approach which is respectful of participants’ ‘ways of doing things’, and so is highly appropriate for *Parenting Between Cultures*. It involves:

- identifying strengths and using these to solve problems;
- focussing on identifying insights into solutions rather than problems;
- emphasising that only small changes are necessary to make a difference;
- encouraging a future focus and creating a picture of how things will be when the problem is solved;
- stressing that people are experts on their own situations;
- providing information and resources necessary for personal change (presenting some options for new ways of doing things).

Writing this program was an enormous challenge. Balancing different world views of individualism and collectivism and taking pains to respect each caused me much angst.

Assisted by the consultative process, I have come up with what I hope is an appropriate blend: using the resources of the group as a source of new, culturally appropriate ideas and offering some further options based on Western parenting theory and recommended practice.

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What we have learnt from running groups for parents from culturally & linguistically diverse communities

■ Use bilingual facilitators

Use Bilingual Community Educators, settlement workers, or someone with community education experience from the communities involved, to facilitate the program. They will know how to get the group together, how to modify the program to suit their community, and they will be able to deliver it in their language. The bilingual community educator should be someone who is respected and who has good standing in the community. Paid time should be allowed for them to recruit and advertise the group as this can be very time consuming.

■ Build trust

If you are a mainstream community organisation wishing to offer this program to increase access to your service for culturally and linguistically diverse groups, the best way is to work collaboratively with your local migrant health or ethno-specific centre. Bulk advertising will not replace the work of either an individual or organisation who is known to the targeted groups.

■ Encourage use of adult education and group process techniques

Many NESB leaders are initially reluctant to use the techniques in the manual, stating that their communities are not familiar with ‘groupwork’. Initially they aren’t, but participants soon realise the worth of talking with and listening to each other in small groups. Even role plays become popular.

■ Invite grandparents

The grandparents within diverse communities who are in Australia are often very involved in the life of their grandchildren and many are keen to discuss parenting issues, share their valuable experiences and learn new ways. They may spend extensive periods of time caring for their grandchildren and their influence in the family may be considerable.

■ Multi or mono linguistic groups?

The benefits of offering mono-linguistic groups is that it is relatively easy to get the group together (bilingual facilitator contacts, highly targeted advertising). Facilitators target groups with limited social networks, and those who cannot access mainstream information and resources. The difficulty is that due to political or cultural divisions within communities or linguistic groupings, not all members will feel comfortable with each other.

The benefit of multicultural groups is that many parents, women in particular, who are not in contact with their communities because of shame factors such as separation or divorce, do come to the group. The difficulty we have experienced in offering multicultural groups (and conducting them in English) is that only parents with reasonable language skills can attend and gaining the group (advertising across a wide spread of cultures) is problematic.
■ Single session or six week program

In response to suggestions from other agencies facilitating programs for culturally and linguistically diverse groups, this manual has been written so that sessions can be held individually or as a six week program. If held individually, simply leave out the feedback session focussing on homework. Our preference would be for a 6 week group, as people build supportive relationships and develop trust over time.

■ Handouts?

Groups vary in their interest in handouts. We believe that even if they are used by only one or two people then it is worthwhile to make them available.

The handouts included in this manual have been double spaced to allow for translations to be written underneath. Some groups may prefer the lists devised and compiled by the group as they represent the collective wisdom of the group which may be more useful to participants.

■ Evaluation

Parenting programs are often criticised for poor evaluation. The Department of Family and Community Services required an external evaluation as part of the funding submission for this project. Some of the tools devised by the staff at the University of Canberra who were contracted to undertake the external evaluation have been included in this manual so that other agencies may use them.
Where do we come from and what is important to us?

**Rationale**

Many parents from culturally and linguistically diverse backgrounds are concerned about raising their children in Australia.

Children go to school and become immersed in the Australian culture of valuing independence and individualism, and then go home to parents who may have very different expectations and ways of doing things.

For families who have come to Australia to make a better life for their children, it can be confusing for some to find that a gap emerges in the primary school years between themselves and their children. This may increase as the child gets older.

This program aims to help identify and address these issues at an early age, so that difficulties that may heighten in the teenage years can be minimised.

In a study of families from different cultural backgrounds\(^1\) whose children had become homeless, inter-generational conflict was found to be the main reason for them leaving home. The young people who stayed with their families had a home environment which combined the positive aspects of Australian culture with a strong ethnic identity.

**It is this research which informs the first session which encourages parents to:**

1. Increase parental efficacy by identifying their strengths as parents;
2. Identify similarities and differences in values underlying anglo and ethnic families;
3. Identify anglo and ethnic ways of raising children which do and don’t work well;
4. Assist participants to clarify values of most importance to them;
5. Assist parents to create a picture of what a family which works well between cultures is like;
6. Facilitate the creation of a supportive network among group members.

**Materials Required:**

For this session you will need:

- Butchers paper
- Coloured card cut into small pieces, two different colours
- A4 sheets of paper for drawing
- Markers
- Blu tack
- Coloured pencils/textas
- Handout: Parents in Families that Work Well
- Evaluation sheets (translated): About you

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\(^1\) Frederico (1997)
Aim
To raise awareness of what is important in families which work well.

Welcome
- Introduce yourself
- Explain what the program session is about (content)
- Explain program process: (some talking in pairs, some listening, some small group discussions, some big group discussions)
- Some people will enjoy this group because they will hear how other people in the group do things with their families, some people will learn some new things about their families and some people will get some new ideas from the input sessions.
- This program encourages you to look at what you are doing well and says ‘do more of that’.
- This program will also introduce some anglo methods which you may or may not find useful.
- Everyone’s family is unique and you are the best person to know what will work in your family.

Session outline
- Strengths in families
- What works well and what doesn’t work well in families
- How would we like our families to look?

Introductions (5 minutes)
In pairs:
Say your name, ages of your children and something that you enjoy/do well in your family.

To whole group: (10 minutes)
Introduce yourself and say something that you do well/enjoy with your family.

Facilitator writes on a piece of cardboard participants’ names and family members and a couple of words to describe what participants enjoy/do well with their families (e.g. we have fun together, we have tasty meals, etc).

Facilitator focus
- Acknowledges the many good things that exist in everyone’s families which are there because of the things they are doing well as parents;
- Explains that ‘what they are doing well’ will often be used as the basis for this program, both as an opportunity for them to focus on things they are doing well and as an opportunity to learn what works for others in the group.
Group rules (5 minutes)

Facilitator explains to group that for a group to work well people have to feel safe.

Quick brainstorm on the board about what needs to happen for people to feel safe in the group?

The following are likely to be covered, and if not then the facilitator should mention them:

- Confidentiality
- One person speaking at a time
- Everyone’s opinion respected
- Start and finish on time
- Everyone participates
- You have the right to pass

Evaluation (optional)

- Explain to participants that in order to obtain and maintain funding for programs, funding bodies want to make sure that programs are achieving what they say they are and who is coming to the programs.
- One way of doing this is for us to capture how you feel about certain things at the beginning of the course and at the end. The ‘Perception of Knowledge, Skills and Attitudes’ form helps us know this. If there is any change then possibly the program has had an effect.
- The ‘About you’ form gives us an idea about who is coming to the program.
- Involvement is optional.
- Use your middle name — we don’t need to know who you are, just if the program has made a difference.

Small group discussion (15 minutes)

Facilitator divides group into threes by numbering off — all ones go together, all twos etc.

On a piece of butchers paper make a list of:

- Ways people in your culture bring up their families which work well;
- Ways people in your culture bring up their families which don’t work well;
- Ways anglos bring up their families which work well;
- Ways anglos bring up their families which don’t work well.

After 15 minutes, facilitator asks group to:

- Prioritise the two most important things from each of the 4 lists.
- Write the things which work well from each culture on one coloured card, the things which don’t work well on another coloured card.
- Facilitator draws two houses on the board, with parts overlapping in the middle.
- Facilitator asks each group to put their cards on the chart:
  — cards which are common to both groups in the middle,
  — cards which relate to their culture and to anglos in the relevant houses.
Whole group discussion (15 minutes)

Each group comes out and sticks their word or drawing in the respective houses. If it is something that both cultures have in common, put it in the middle.

- Does anyone have any comments on where the cards are placed?
- Who does agree and why? Who doesn't agree and why?

Facilitator summary

- Anglo and ethnic families have many similarities and there is huge diversity within these groups.
- The main difference between anglo and ethnic families is that anglos highly value the individual and independence. This can explain many differences in approaches to parenting and can explain the tensions that children experience between home and school.
- Our children are in the middle.
- If we have a mixed marriage then there will be a third house.
- Parenting in two cultures involves making choices about what is important: what to keep from ethnic culture and what to take from anglo culture.
- This will affect the way parents parent and everyone will make decisions to best suit their family circumstances.

BREAK (15 minutes)

Facilitator puts up the butchers paper which contains the lists of positives and negatives and points out the positive aspects of both cultures on that and on the two houses chart.

Individually (10 minutes)

Draw a picture of or write a list of points which shows a family working well in your community (eg at breakfast, on holidays).

Facilitator reassures group that the picture will not be shown to anyone else but the topic will be discussed in a small group.

Soft music can be played to encourage members to get into the ‘right side’ of the brain.

Small groups (20 minutes)

Facilitator asks people to form different groups of three and participants discuss their pictures or list of points.

Large group processing (20 minutes)

Facilitator asks groups to share what their pictures or lists contain. From the discussion, make a list on butchers paper of the features of families that work well eg communicate, share activities etc.

How does this relate to the house chart done earlier?
Facilitator focus

- Families which work well in two cultures seem to have aspects of both cultures in them;
- Every family will select what works well for them and use it;
- We need an image of where we want to go to help us get there;
- We can make small steps by doing some small thing differently with our children.

Feedback (if you have time — if not, just do evaluation sheet)

- As a facilitator you want to know what you have been doing well because you want to do more of it.
- This group is for the participants and you want to make changes which will make it better for them.
- Communication theory holds that saying how you feel about something by using ‘I’ as a sentence starter is non offensive, (it doesn’t blame), puts you on an equal footing with the other person and lets the other know how you feel.

  - Round Robin: each person says something they liked and would like changed in the program.
  - Say ‘I liked … and I would like … to be done differently’.
  - Go round in circle. (Facilitator does not argue with participants but just says thank you)

Homework

- Notice when you are doing the things you do well in your families.
- Congratulate yourself for those things.

Handout

- Read the Fuller article and compare with the list devised in group.
- Discuss with a friend or your partner. What parts do you agree with?
- What parts don’t you agree with?
Parents in families that work well*
*(From Surviving to Thriving — promoting Mental Health In Young People, Andrew Fuller 1998)

Have fun, make mistakes and get over them.

Feel close to children despite difficulties and disagreements.

Are not rigid and controlling.

Consult a lot with kids but in the end they decide.

Work well as team (if two parent family).

Accept that everyone isn’t perfect.

Allow their children to be different.

Praise one another and their children a lot.

Know how to argue — talk about their differences rather than hiding them.

Have family celebrations and rituals.

Have a belief system higher than themselves which helps them cope with change.

Have trustworthy adults outside the family that take an interest in the children.

From Parenting Between Cultures, produced by Marymead Child and Family Centre
Parenting between cultures

ABOUT YOU

1. How did you find out about the program? (Please tick the category that applies to you)
   □ Counsellor  □ Friend  □ Family  □ Family Support
   □ School  □ Health centre  □ Hospital  □ Church
   □ Refuge  □ Other (Please specify) ________________________________

2. What is your age? (Please circle)

3. What educational level did you reach? (Please circle)
   Primary school  Secondary school  College  University

4. What is your level of support for parenting?
   Please circle the groups from whom you have had support in the last six months in relation to your parenting
   I have had contact with …
   Friends  Agencies  Family
   Other (Please specify) ________________________________

5. How many children do you have? (Please circle)
   2  3  4  5  6 +

6. What is your income? (Please circle)
   Social Security  Partner working full time/part time  Self working full time/part time

7. Are you a single parent? (Please circle)
   YES  NO

8. What is your country of birth? ________________________________
   What year did you arrive in Australia? ________________

9. Have you experienced? (Please circle)
   Torture or trauma  Family violence

10. How would you describe your level of English? (Please circle)
    Very poor  Reasonable  Excellent
Perception of Knowledge, Skills and Attitudes (Pre Program)

The following is a list of statements showing your response to this program. Think about each statement. Then circle the number that best describes how the statement matches how you feel now.

Circle SD if you Strongly Disagree with the statement. D means you Disagree with the statement. U means you are Undecided. A means that you Agree with the statement and SA means that you Strongly Agree with the statement.

1. I am aware of the ways in which my culture has affected my parenting style.
2. I can blend the best of the Australian way and my own culture’s way of parenting.
3. I know what works well in my relationship with my children.
4. I think it is important to maintain the traditions of my own culture.
5. I think it is important to understand the way that Australians parent.
6. Children have different needs at different ages and it is up to parents to meet these needs.
7. I know how to set limits for my children in ways that they respect.
8. My children and I solve problems together in a way that both of us feel satisfied.
9. I am aware of the ideas behind the way the Australian schools are run.
10. I know who to go to if I need help at my children’s school.
11. I know what encourages my child to behave.
12. I have contact with people who can help me in my parenting.
13. I understand the child abuse laws.
15. I feel supported in my parenting.

SECTION D: FURTHER COMMENTS
If you have any other comments that you would like to make about the program, please write them here.

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Thank you for taking the time to fill out this survey
Keeping our culture

■ Rationale

Parents from culturally and linguistically diverse backgrounds may feel that to help their child adapt to anglo culture, they should drop their cultural practices and values. However, the reverse is true.

Having a strong ethnic identity is a protective factor in the prevention of mental health issues in young people, homelessness and crime. This means that children who understand and are proud of why the family does things the way they do (eg the traditions behind cultural practices) will be less susceptible to these problems.

Maintaining a family’s first language has been shown to be highly beneficial to the cognitive development of children. In fact, bilingual children do better at school than monolingual children! In this session both traditional and new ways are explored to assist parents to transmit their values and beliefs to their children.

Participants will be encouraged to:

1. increase their awareness of the effect of upbringing on parenting;
2. increase their parental efficacy by sharing ways of transmitting cultural practices and beliefs to children;
3. consider the concept of self esteem and how it relates to parenting styles;
4. consider parenting styles which may assist in transmitting family values and norms.

■ Materials Required:

For this session you will need:

- Butchers paper
- Pens
- Textas
- Role play sheets
- Handout: Four Ways of Parenting

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2 Pathways to Prevention, National Crime Prevention (1999)
Aim
To increase families’ ability to transmit their cultural practices and beliefs in a way which maintains family harmony.

Feedback (5 minutes)
How did everyone go with the homework?
— Noticing what they were already doing well with their children;
— Reading and discussing with friends the Fuller list on families that work well.

• Emphasise that as we notice what we are doing well we tend to do more of it.
• This is the same with children — if we notice what they are doing well they tend to do more of it!

Session outline
• Ways we learnt about our culture from our family
• How we teach our children about what is important to us
• The four ways of parenting

Facilitator suggests that participants take care of themselves in this exercise as it talks about their childhood experiences. Only say what they are comfortable with.

Pairs (5 minutes)
Introduce yourself to someone that you haven’t had a chat with yet.
Discuss:
— What were 1 or 2 of the traditions that were taught in your family when you were growing up?
— How were they taught to you?
— What was this like for you?

Whole group (10 minutes)
Any comments from that discussion that you would like to make to the group?
How important were these experiences to how you bring up your children today?

Facilitator focus
• Research has shown many benefits to children and families of having a strong ethnic identity. Maintaining first language has been shown to improve the ability of children to think and to learn a new language.
• We parent the way we were parented unless we learn something different or make conscious decisions — that is the benefit of a group such as this where some new ways of doing things can be discussed or old ways affirmed.
Small groups (15 minutes)
Facilitator numbers participants off into small groups of three.

- Participants share 1 family tradition they teach to their children (or would like to teach to their children if they are not currently teaching them anything).
- How do they (or will they) do this?
- What are the difficulties? How do they (or will they) overcome them?

Record on butchers paper.

Large group (20 minutes)
- Small groups share techniques they have used, the difficulties they have experienced and how they overcame them.
- Facilitator writes these up on the board, and makes them into a handout for distribution next week.

BREAK (15 minutes)

Facilitator introduction
1. Passing on traditions, morals and values is important in all cultures.
2. One method of passing on traditions is to implement the structuring and nurturing parenting styles listed below.
3. The model is presented as a way of raising our awareness about different ways of parenting — we all do these some of the time. The aim is to increase the positive ways (structuring and nurturing) and decrease the negative ways (marshmallowing and criticizing).
4. The parenting styles recommended are based on the parent being firmly in charge while maintaining the child’s feeling of well-being about themselves (self esteem). This fits in with the importance to anglos of the individual and independence as discussed last session.
5. The firmness of the structuring parent style and the importance of maintaining children’s self esteem underpins the discipline approaches at school where children are encouraged to take responsibility for their actions.

Facilitator input (10 minutes)
Handout The 4 ways of Parenting sheet and go through it with participants.

Group discussion (10 minutes)
What do people think about the four ways of parenting? What are the parts they like? What are the parts they don’t like?

Role play (10 minutes)
Facilitator asks for 5 volunteers, 1 to play role of child, 4 to play different parenting styles.
Child says statement on role play sheet and then each of the parents responds according to the type of parenting style they are playing.
■ Group discussion (20 minutes)

*How did each of the parenting styles feel for the child?* (Ask the person playing the child and then the group.)

*How did the parents feel* giving the instructions? (Ask the people playing parents and then the group.)

*How does your community nurture and structure children?*

■ Feedback (10 minutes)

Round Robin as outlined in Session 1

■ Homework

- *Try out one strategy or use one that has worked for you in the past to increase pride in your culture.*
- *Become aware of when you use the structuring and nurturing styles of parenting.*

■ Handout

- Four Ways of Parenting (translated)
The four ways of parenting
*(Jean Illsley Clark 1981)*

**Nurturing parent**
Lets the child know that the parent loves them no matter what. ✔

- Supports the child in what they decide to do. ✔
- Helps the child when they need help. ✔
- Promotes security in child. ✔

**Marshmallowing parent**
Is unclear about what they want the child to do. ✗

- Changes their mind frequently — child doesn’t know what the parent wants. ✗
- Does everything for the child and so doesn’t let them develop skills. ✗
- Does not promote self confidence. ✗

From *Parenting Between Cultures*, produced by Marymead Child and Family Centre
**Structuring parent**
Teaches the child how to do things and teaches them the family morals and values. ✓

Does things well themselves as they know that the child will copy them. ✓

Sets limits for the child and expects the child to act their age. ✓

Helps the child feel that they can do things and that they are worthwhile. ✓

**Critical parent**
Calls the child names and blames them for things. ✗

Always thinks the worst of the child and so the child is the worst! ✗

Makes the child feel that they are bad. ✗

Destroys the child’s feelings that they are able to do things and that they are lovable. ✗
Role Play sheet

_The child comes up to the parent and says ‘I don’t want that sort of food for lunch. All the kids laugh at me and think I’m weird. I want chips and lemonade for lunch.’_

**Critical parent:**
Yells at the child. Calls them names. Makes the child feel bad about themselves.

**Structuring parent:**
Listens to the child, says they understand how the child needs to fit in at school. Explains that chips and lemonade are no good for the child for lunch but that they may have chips for play lunch occasionally. Suggests some healthy foods which the child would feel OK having and the parent is happy with as well.

**Marshmallowing parent:**
Doesn’t really care — it’s all too hard. Says it’s up to the child whether they do it or not. Is not clear about what they want the child to do.

**Nurturing parent:**
Understands the child’s point of view. Tells the child I love you no matter what. Offers reasonable help.

From _Parenting Between Cultures_, produced by Marymead Child and Family Centre
Bending like a river — how do we do it?

■ Rationale

How things are done in families and what families believe in are ‘the core of culture’⁴, and as such are held very dearly by all parents — perhaps even more so for those from culturally and linguistically diverse backgrounds.

The effect of the migration experience can be that some families will want to hold on to their traditional ways, even more than if they were still in their own country.

The emphasis on the individual and independence in anglo culture means that, at school, children are encouraged to make more choices as they get older, which may bring them into conflict with their parents.

This session advocates that parents be clear about what they are prepared to let go of, and what they want to hold on to. Negotiable and non-negotiable limits are discussed as ways of helping parents establish rules in their families which reflect their beliefs. Negotiable limits are those which change with circumstance, and non-negotiable are those which the parents are not prepared to change. These are dependent on the age of the child.

In this session parents are encouraged to:

1. increase their awareness of the strength of flexibility and ‘bending like a river’;
2. increase their self efficacy through sharing of problem solving and conflict resolution skills;
3. develop their understanding of limit setting from a developmental perspective;
4. increase their understanding of children’s needs growing up in the Australian culture;
5. consider that there are ways of problem solving where both parties can get what they want.

■ Materials Required:

For this session you will need:

- Butchers paper
- Pens
- Blu tack
- Textas
- Cartoon Sheet — Child in Castle

⁴ Frederico et al (1997:8)
Aim
To assist parents to meet their own and their children’s needs in a way which maintains family harmony.

Feedback (10 minutes)

How did people go with the homework?
— Teaching a tradition or value to children;
— Becoming aware of structuring and nurturing styles.

Any questions or comments from last week?

Session outline

• Resolving conflict with your child
• What are the solutions we have used?
• How have they helped our children?
• Flexibility vs rigidity
• Setting limits
• Win–Win problem solving

Pairs (someone you haven’t paired with before) (10 minutes)

Share one example of a conflict you had with your child and how you resolved it without using physical punishment.

How did this help your child?

Group discussion (10 minutes)

Round Robin (each person takes it in turns to say one sentence)

What was the most important thing that people did which helped them solve the problem?
(Facilitator puts key words on butchers paper entitled ‘Solutions’ for use later in exercise.)

Examples might be:
• Listening to child
• Making a compromise solution
• Understanding the child’s point of view
• Being firm about what was important to the adult: setting limits
• Giving the child limited choices
• Changing the environment

How did this help your child? (Facilitator puts key words on butchers paper entitled ‘Needs of child’ for use later in exercise. Use Burnside handout if necessary)
Examples might be:

- To have a healthy diet
- To be kept safe
- To get plenty of rest and sleep
- To play with their friends
- To know limits
- To develop confidence

**Facilitator input (5 minutes)**

The session today is about bending like a river — ways to build a family which works well between cultures.

Everyone stand up and get yourself into pairs.

Person A stands very stiff with feet together on the floor.

Person B gently pushes them.

Person A stands with feet apart and as Person B pushes them, they move with the push.

(2 minutes)

**Group discussion (10 minutes)**

Ask the group to sit down and ask the questions:

- *What was it like for Person A in the first exercise?*
- *What was it like for Person A in the second exercise?*
- *In which exercise was Person A the stronger?*

**Facilitator focus**

- Rigid person falls over — is in fact quite weak.
- Flexible person is stronger — maintains their ground.
- The issue is: how much to bend, when to bend (there are some things that people won’t want to bend on) and how to bend (solving problems or conflict with children).
- This is the focus of the session this week.

**Facilitator input (5 minutes)**

Use overhead or give out pictures of child in castle.

- *Parenting education says that children need limits to grow up feeling secure.*
- *If limits are too tight child will feel strangled. (No bending in the river).*
- *If limits are too broad then child feels lost and doesn’t know where they stand. (No banks to river and it goes everywhere.)*
- *If limits are big enough to move around in but provide security then child is happy. (River bending).*
- *Within that area there are negotiable limits (ones you are prepared to discuss and change and bend with) and ones that you aren’t prepared to change at all (non negotiable).*
• All of this will depend on the child’s age. Generally the younger the child, the more direction and support they require. Because independence is valued in anglo culture, generally as the child gets older the more negotiable the limits become. By high school, schools will expect children to be making their own decisions about some things.
• This will conflict with some ethnic cultures so parents will have to decide what they want to bend with and what they won’t.

■ Small group exercise (10 minutes)

*Look at the ‘Needs Of Children’ list.*

Facilitator divides the group into the age ranges of their children. Each group writes a negotiable and non-negotiable rule for their age group.

■ Whole group discussion (10 minutes)

Each group presents their negotiable and non-negotiable rule and how it relates to the age range.

**BREAK (15 minutes)**

■ Role play (5 minutes)

Facilitator refers to the ‘Solutions’ list created at the beginning of the group and the ‘Needs Of Children’ list.

Explains that in bending like a river there will be problems as your child will want things that you don’t want and vice versa.

*When children are younger they can have limited choices. Win–Win problem solving is where both sides get a good outcome. Sometimes this is not possible and it is important for parents to have the ‘last say’.*

(Facilitator plays the role of the mother and asks someone from the group to play the role of Khazia.)

Khazia is ten and wants to go over to her Anglo friend’s place to stay the night. The mother refuses because she doesn’t know the family and is worried her daughter won’t be safe.

The mother and daughter begin arguing and then the mother decides to listen to her daughter and understands her need to have Australian friends. She puts a number of suggestions to Khazia which include:

• Khazia invites friend over to their house to stay.
• Mother goes and meets the family.
• Khazia goes over to friend’s house, just stays till 9 o’ clock and then comes home.
• Khazia decides which solution she is happy with and mother is happy with this.
**Group discussion (15 minutes)**

*What did the mother do which helped the daughter and her come to a decision which suited them both?*

*List up on board as people make suggestions which should include:*

- listened to daughter
- made her needs known (keeping her ground-limit setting)
- thought of suggestions in which Khazia’s needs could be met (bending)
- arrived at a solution that both were happy with.

*If no mutual solution can be arrived at, parents decide.*

*Are there any extra things from the ‘Solutions’ list which could be added?*

**Small group role plays (20 minutes)**

Group is divided into threes, one is observer, one is child, one is parent.

- Act out solutions to conflicts which the group decides on. (Each role play should only last for 1–2 minutes.)
- Parent uses the steps and techniques shown above and any others from ‘Solutions’.
- Observer comments on what they did which worked.
- Group switches around so each have a turn at solving problems.

**Whole group discussion (15 minutes)**

*What did everyone find worked best in solving problems?*

*How was it being the child?*

*What did you notice when you were the observer?*

**Homework**

- Notice one time this week that you are ‘bending like a river’, solving problems or setting limits.

**Feedback**

Round Robin as outlined in Session 1

**Handouts**

- Burnside Sheet: How do 6–12 year old children grow? (translated)
- Solving Problems
How do 6–12 year old children grow?

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**What they learn:**
To learn new skills from their mistakes;

To know family rules are important;

To experience consequences of breaking rules;

To disagree with others and still be loved;

To develop the ability to co-operate.

**Typical things children do:**
Practice and learn new skills;

Argue with parent;

Act out their feelings.
How parents can help:
Provide love and safety;

Provide honest answers to their questions;

Give them little jobs to do;

Develop rules and routines;

Allow children to experience consequences;

Don’t expect too much.

From Parenting Between Cultures, produced by Marymead Child and Family Centre
Solving problems

• Listen and understand the child’s point of view

• Make your needs known

• Together think of some solutions

• Choose a solution that suits you both
  (*If no mutual solution can be agreed on, parents decide)

• Try it out

• Get back together and discuss how it went. Make changes if you need to.
Based on an idea from "Practical Parenting" a publication of Child & Youth Health South Australia.

From Parenting Between Cultures, produced by Marymead Child and Family Centre
What happens at school and why?

■ Rationale

School is a huge part of life for parents and their 5–12 year old children. It is a major socialising institution and parents are vitally interested in how it works and what their children learn in that environment.

Schools are particularly important to migrant parents because many may have come here in search of a better life for their children. Doing well at school is central to that goal. However, schooling encourages behaviours which some communities might find alien to their way of doing things — e.g. children questioning adults, being independent, and making their own decisions from an early age.

Schooling today acknowledges the contributions of diverse cultures to the development of the Australian community, and encourages parents to participate in the education of their children. This can be done through formal involvement in school structures and activities, and informally at home by providing an environment which stimulates learning.

This session encourages parents to:
1. express their concerns about the school system and to share strategies for addressing these;
2. increase their understanding of modern educational practices and the implications of these for understanding their children’s behaviour;
3. develop their understanding of how they can assist their child at school;
4. increase their understanding of the school structure and how they can access it.

■ Materials Required:

For this session you will need:

- Butchers paper
- Pens and textas
- Adelaide Goals of Schooling sheet (translated)
- Resource sheet on the organisation of schools (your reference)
- Cartoon sheet (1 copy per group)
  - Why your child should attend school (NSW Dept Ed)
  - Preparing your child for kindergarten (NSW Dept Ed)
Aim
Increase parents’ understanding of how the school system operates.

Feedback (10 minutes)
- Would anyone like to share examples of setting limits, ‘bending like a river’ or solving problems that they noticed themselves doing during the week?

Session outline
- Positive and concerning aspects of schools today
- Sharing strategies
- What kids are learning and why?
- How we can help at home?
- Who is who at your child’s school?

Brainstorm (10 minutes)
What are the good things about school today? What are the things which you find concerning?
Facilitator writes on board — don’t have discussion, just write up on board.

Discussion (15 minutes)
How can we address the things which concern us about schools?
Facilitator writes up on the board

Handout
Facilitator provides group with handout explaining the goals of Australian Schooling. (The Adelaide Declaration — agreed on by all states and territories in 1999).

Small groups (15 minutes)
Using the information contained in the handout, look at the following cartoons and try to work out what the children are learning.
DISCUSS and write down on butchers paper:
- What is happening in the cartoons?
- What is the teacher doing?
- What are the children doing?
- What would children be learning by doing these things?
Facilitator focus

Group work exercise (explanation of cartoons)

Children are making a poster of information about different forms of transport (10–12 year olds)

- Self confidence (working independently from the teacher)
- To gather information from books to answer the question, to use the library
- To devise answers and write them down (communicate ideas and information)
- To work cooperatively, to listen to each other
- To organise their time, to make decisions about what they will do etc
- Developing skills and attitudes to assist them to get work
- Developing problem solving skills
- Learning about Australia’s civic life
- Developing literacy
- Key learning area: English, Studies of Society (SOSE) and the Environment, Arts

Sports activity (5 year olds)

The children are learning:

- How to throw and catch a ball, how to hit a ball
- To work together as a team and to accept the rules of a game
- How to establish and maintain a healthy lifestyle
- Confidence and self esteem
- Key Learning Area: Health and Physical Education

The children are on an excursion to visit a historical site (12 year olds)

The children are learning:

- About the historical period of the site — how people lived and worked
- To value history as a source of knowledge about the past
- Ways of getting information about things: asking questions, visiting sites, reading information
- Problem solving skills
- Making sound decisions
- Key Learning Area: Studies of Society and the Environment (SOSE), English, Science

The teacher is in the class having a whole class discussion about a book (5 year olds)

The teacher is out the front, asking questions and showing the book.

The children are learning:

- Literacy
- Communicating ideas
- Self confidence, self esteem

Whole group (20 minutes)

Small groups share their feedback

BREAK (15 minutes)
Brainstorm (10 minutes)

What are some things that you are doing at home which could help children to develop the sort of learning which happens at schools?

Facilitator writes down all suggestions which may include:

- Reading to child at night (in own language)
- Taking child to library
- Playing sports with child or providing child with bats and balls so they can play with other children
- Allowing children to make decisions — choice dependent on age
- Joining toy library to stimulate creative play (3–6)
- Making available scissors, glue, crayons to help develop writing skills (3–6)
- Watching news together and asking child’s opinion on the news (10–12)
- Taking children to places of interest
- Asking children over to play

Facilitator focus

Children are learning all the time. There are many opportunities for parents at home to provide experiences which will help their child at school. Many studies have shown that parents are the most important teachers of their children.

Energiser (maybe your favourite energiser) (5 minutes)

Small group (15 minutes)

Who is who at your child’s school?

Facilitator writes up on the board the following people in a school with the questions:

What do they do? How can parents interact with them?

Principal
Child's teacher
Assistant Principal
Grade co-ordinator
School counselor
ESL teacher
P and F or P & C
School Board

Discuss and record the questions in relation to each of these people and groups within a school.
■ **Whole group**

*Share answers to questions.*

■ **Facilitator focus**

Use the sheet on ‘Organisation Of Most Primary Schools’ to help you fill in the gaps.

- Emphasise the importance of keeping in contact with the school, helping there if possible and the responsibility of the school to listen to all members of the school community.
- Interpreters are available for helping parents sort out difficulties with schools and parents should have no hesitation in using them.
  (Include details of who to complain to if schools don’t provide interpreters.)

■ **Homework**

- Read the handouts
- Try one of the activities suggested by the group to help children at home do well with school

■ **Feedback**

Round Robin as outlined in Session 1

REMIND PARTICIPANTS ABOUT GUEST PRESENTER NEXT WEEK

■ **Handouts**


- Why your child should attend school (NSW Dept.Ed)
- Preparing your child for kindergarten (NSW Dept Ed)
Organisation of most primary schools

Principal
Head teacher in charge of the school. Looks after such things as: student enrolments, finances in the school, racial discrimination, serious problems your child or you might be having with the school such as bullying or racial discrimination, and many other things.

Deputy Principal
Second in charge of running the school and takes the place of an absent Principal. Can be approached for most things a Principal would deal with.

Senior Teachers
(also called Level 2 Teachers)
Teachers who are generally in charge of a team of teachers, such as early childhood classes (e.g. Kindergarten, Grade 1 and 2), middle school (e.g. Grades 3 and 4), or upper primary (e.g. Grades 5 and 6). They look after such things as serious misbehaviour and discipline of students, and various jobs to help the school run e.g. playground supervision, curriculum, school camps.

Class Teachers
Each class has a teacher and sometimes classes are combinations of different grades e.g. a mixture of Grades 5 and 6 in one class. You would see your child’s class teacher for most things such as homework, school excursions, lost clothing or school equipment such as school bags.

Other specialist staff in primary school
To contact the staff listed below, it is best to see or ring the front office of the school. These staff, who may not be fulltime at your school, have special jobs.

ESL (English as a Second Language) Teacher
Helps students who have very poor spoken and written English language. This person can also help with a variety of problems such as relationships with other students, racial discrimination, bullying, class work or homework.

School Counsellor
Is at the school only on certain days. Helps students, parents and teachers with a variety of problems such as relationships, nervousness and lack of confidence, bullying, problems in understanding school work, problems between your child and the class teacher, misbehaviour at school and home.

Learning Assistance Teacher
Works with students who have serious learning problems in reading, spelling, maths and writing.

Librarian
Helps students find and borrow books, do research for assignments, find books at the right reading level.
Ways children learn at school

From Parenting Between Cultures, produced by Marymead Child and Family Centre
Goals for Australian schooling
Based on the Adelaide Declaration on National Goals for Schooling in the Twenty First Century (MCEETYA 1999)

When students leave school they should:

• Have high standards of knowledge, skills and understanding in the 8 key learning areas: Arts, English, Health and Physical Education, LOTE (Languages Other Than English), Mathematics, Science, Studies of Society and the Environment, Technology;

• Be literate and numerate;

• Have skills in problem solving;

• Be able to communicate ideas and information;

• Plan and organise activities, work co-operatively with others;

• Be self confident, optimistic and have high self esteem;
• Be able to make sound decisions and take responsibility for them;

• Know about Australia’s system of government and how people are involved in their communities;

• Have skills and attitudes to assist them to get work;

• Be able to use new technologies;

• Know that the environment is important and we need to look after it;

• Know how to establish and maintain a healthy lifestyle.

From Parenting Between Cultures, produced by Marymead Child and Family Centre
Some ways to help your child do well at school

- **Read** to them at night (in both your own and English language)

- **Borrow** some books, tapes or videos from the library;

- **Buy** some scissors, glue, crayons to help develop writing skills and to develop enjoyment in making things.

- **Watch** television together and discuss the program.

- **Play** indoor and outdoor sports together.

- **Allow** children to make decisions depending on their age.

- **Invite** other children over to play.

- **Involve** yourself in the school.

From *Parenting Between Cultures*, produced by Marymead Child and Family Centre
Maintaining harmony in the family

■ Rationale

There is wide variation in different cultures’ use of physical discipline within the family — indeed, some have said that there is more commonality between cultures than there is within them.\(^5\)

Reports\(^6\) have noted the confusion that many families feel about discipline. They know that in Australia you cannot hit children but they do not understand why or that there are a range of other effective options to choose from. Some families may think that in Australia parents are not expected to discipline their children at all.

The role of the Child Protection Agencies and the laws which guide them have also been a source of confusion, in some cases causing embarrassment and shame because of a lack of knowledge about what is legally permissible and what isn’t.

In this session parents are encouraged to:

1. share their understandings of what encourages children to behave in certain ways;
2. share ideas and learn new skills aimed at increasing and obtaining appropriate behaviour in children from a developmental perspective;
3. increase their understanding of the philosophy behind non-physical punishment of children;
4. increase their understanding of what child abuse is and the laws which are provided to protect children.

■ Materials Required:

For this session you will need:

- Butchers paper
- Pens
- Textas
- Photocopies of translated child abuse scenarios
- Handouts: Bag of Tricks

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\(^5\) Keitz and Kaufman (1993, 94)

\(^6\) Child Protection Council
Aim
To increase parental competency in non-physical discipline techniques and to understand Australian child abuse laws.

Feedback
*How did people go with the homework?*
Reading handouts and doing something with your child to help them at school.

Session outline
- Difficult situations with our children
- What helps children behave?
- Bag of Tricks: discipline techniques
- Introduction to guest facilitator
- Child abuse scenarios
- Different types of child abuse
- Australian child abuse laws

Group brainstorm (5 minutes)
*What are some situations that parents find difficult with their children?*
(eg getting them to do homework, children shouting when asked to do something etc)

Pairs exercise (10 minutes)
Give one recent example of where your child behaved appropriately in one of these situations:
- What were you doing differently?
- What were the circumstances which contributed to your child behaving well?

Whole group (10 minutes)
- Facilitator asks for input and writes up on board — puts similar ages together.
- Include anything from ‘Why Do Children Behave?’ (see handout) if missed by group.

Facilitator focus
- Important to work out these things because they give us important information on which to base our discipline techniques. We always learn most about what to do in our families when we look at what is working.
- These are the things we have to do to keep children behaving well.
- We also need a bag of tricks to use when children don’t do what we want. We need to do both to be an effective parent. We need to choose from our bag of tricks because one technique will not suit every situation.
- Hitting children is not recommended and this will be discussed later in the session.
Group role play — Bag of Tricks (20 minutes)

Ask two participants to come and be the children and act out the following scenario. Swap the children over after a few minutes. Each role play should only last about 1 minute or less.

Two children (aged 7) are watching television. They are surrounded by their things that they haven’t put away. The parent is trying to get them to have a bath.

Ask group members to think of one way of solving this problem and to come and try it out in the role play situation.

Write on the board the technique that person has used.

Make suggestions as per the handout, ‘Bag of Tricks’, if not already included.

BREAK

(This is a long session and it is recommended that the break be shortened.

Child abuse laws, what they are and how they work

Have staff member from statutory child protection agency in attendance at this section of the course.

Facilitator note:

Some participants may find this section disturbing as they may discover that they were abused as children or are abusing their children now. Remind women to take care of themselves. Make yourself available after the group to discuss any issues of concern. Be prepared to refer participants on to appropriate agencies.

Child protection guest presenter — suggested outline

Introduction of speaker: name and where from the Government department responsible for ensuring children’s well being.

Whole group discussion (10 minutes)

• Did you know of any children who were harmed or not cared for when you were growing up?
• How did people in your community respond?

Guest presenter focus

• What is acceptable in communities changes over time. It used to be OK to hit children and injure them, today it isn’t. It used to be OK to smoke while pregnant, today we know it harms developing babies.
• The community decides, on the basis of knowledge available to it, what is acceptable and what isn’t.
• Most countries have decided that they want some specific laws to protect children, just as we have laws to protect adults.
Small group discussion (20 minutes)
Divide group into groups of 3–4.

- Present scenario for each to discuss and decide on a scale of 1–5 how abusive the situation is for the child (1 = no risk and 5 = extreme risk).

Whole group discussion (20 minutes)

- Discuss scenarios — why people made the choices they did.
- What other information is needed to get a better picture of the risk to the child?
- Collate measures of abusiveness from group to get a community reading of what participants consider is abusive.

Facilitator input (20 minutes)

Present information on what constitutes child abuse and relate back to scenarios.

The idea behind the laws is to prevent injuries and to keep children free from dangerous situations.

PHYSICAL ABUSE
Parents or other adults are not allowed to injure children. This means hitting them to cause a bruise, welt or broken bone or injuring them in any other way.

SEXUAL ABUSE
Parents or other adults are not allowed to use a child for their own sexual needs. This means touching them in sexual ways, making sexual suggestions, making them view or help in making sexual pictures, or having sexual intercourse with them.

EMOTIONAL ABUSE
This is continually being cruel to the child, putting them down, ignoring them, or scaring them in such a way that they cannot develop normally.

NEGLECT
Parents must adequately feed and clothe children and provide them with care and attention so that they grow up healthy. This includes not leaving young children by themselves. Up until the age of 15 they should be in school, unless other arrangements have been made.

PRESENTER FOCUS

- There are very few children removed from their families
- Statutory agencies try to support families because this is the best place for children to grow up
- Statutory agencies have to apply the law
- Discuss the process of making a notification — who has to notify and what happens when they do
Whole group discussion (15 minutes)

Ask for questions.

REMIND PARTICIPANTS OF AVAILABILITY TO DISCUSS ISSUES OF CONCERN WITH EITHER YOURSELF OR THE REPRESENTATIVE FROM THE GOVERNMENT CHILD WELFARE AGENCY.

Feedback

Round Robin as outlined in Session 1

Handout

• Why Children Behave (translated)
Bag of Tricks
© Burnside 1997 Reproduced by kind permission of Burnside.

• The parent removes distractions (i.e. turns TV off) and makes a clear statement.

• The parent separates children and repeats the statement.

• Offers two choices — ‘You can have a bath or shower — which one?’

• Says ‘when you have had a bath you can finish playing’.

• Encourages the child in what they are doing and repeats statement: ‘I really like what you are making, and now you need to have a bath’.

• Say: ‘Have your bath now while it is hot or later when it is colder’. However, the child/ren need to experience the consequences (or what happens immediately after) the choice that they have made.

• Ignore by not paying attention until their behaviour changes.

• Time out for a short time. It is not time for a punishment, but for them to regain better control of themselves.

• Distraction by diverting their attention to something else.

From Parenting Between Cultures, produced by Marymead Child and Family Centre
Scenarios
(1 = no risk and 5 = extreme risk)

• Tran was being rude to his mother and his father hit him with a stick around the legs as a punishment.

• Soula is a very sensible seven year old. Her parents are both working shifts and they leave her to look after her two year old sister from 3.30 pm until 9.30 when the mother arrives home.

• Sasha and Igor are looked after by their uncle in the evenings. He comes into their room at night and asks them to touch the private parts of his body.

• Liu and Po became very concerned when their child became ill and feverish. They rubbed a coin over their child to get rid of the evil spirit in her body. Their rubbing produced bruising on the child’s back.

From Parenting Between Cultures, produced by Marymead Child and Family Centre
Why children behave

They are clear about who is the parent.
Families work best when parents consider the children’s needs but in the end the parents decide.

They are getting enough attention.
Children need time from parents to talk and play with them.

Children need to be praised.

They have some power.
Children need to have some power (we all do!). Give them some limited choices when they are little and some involvement in decision making when they are older.

They are kept occupied.
Children have very active brains and bodies and need to be kept busy.

They need lots of different things to do.
Children benefit from sharing in household jobs to suit their age.

Children love playing with other children.

They are feeling secure.
How we are effects our children — if we are upset and anxious they are too.

There are clear limits, rules and consequences in the family.

They are healthy.
Children need to be fed well and be getting enough sleep.

If your family has had lots of changes then children need extra cuddles and reassurance.

If your child has experienced trauma from the refugee experience, then they will need lots of understanding and listening.

From Parenting Between Cultures, produced by Marymead Child and Family Centre
Parenting is hard work: how to get support

■ Rationale

‘Parenthood is a social act’ (James Gabarino 1995) and to do it well we all need support —
either in talking to other parents, sharing tasks with members of extended family, or using
services. Isolation has been shown to be one of a cluster of factors which contribute to
child abuse.

Studies show that families who access childcare services, use toy or book libraries, playgroups
and maternal and child health services cope better with the stresses and strains of parenthood,
particularly if they are compounded by issues such as unemployment.

Families who speak a language other than English at home are less likely than other groups in
the community to have family close by who can help. They will have used all the
resourcefulness they have to both seek out formal support services and create their own
sources of support. How they have done this will be information worth sharing.

In this session families will be encouraged to:

1. share traditional and new ways of gaining informal and formal support;
2. increase their understanding of philosophy behind helping services in Australia and
   their requirement to be culturally appropriate;
3. increase their knowledge of ways of obtaining and creating formal and informal
   support systems.

■ Materials Required:

For this session you will need:

• Butchers paper
• Pens
• Textas
• Certificates
• Handouts: List of Local Support Networks
• Evaluation Sheet: Satisfaction Survey
  Perception of Knowledge, Skills and Attitudes (Post Program)

NB: This session finishes half an hour early to allow participants time to have a party at
the end.
■ Aim
To increase ways of gaining support from informal and formal support systems.

■ Feedback (10 minutes)
- Discipline techniques discussed last week
- Child abuse input and discussion
- Handouts

■ Introduction (10 minutes)
Round Robin: (each person says one line)
What helps us to do a good job with our parenting?

■ Pairs or small groups (15 minutes)
How did your parents get help with their families? (Yesterday)
How do you get help with difficulties? (Today)
What would you like to support you in your parenting? (Wants)

■ Whole group (15 minutes)
BRAINSTORM
Divide board in three columns, yesterday, today and wants.
Ask for answers to the questions above and place in relevant columns.

■ Process (30 minutes)
Circle the similarities between yesterday and today.

Look at the wants column and discuss how these needs could be met, either by accessing services or creating their own networks.

Ask for participants’ own experience in addressing these needs, either by doing things themselves (meeting with friends, sharing babysitting) or using services.

Include phone numbers and names of services used.
Facilitator focus

- Effect of settlement on parenting — many may not have the support of family and friends they had in their previous country.
- Obtaining support either by creating own support via friends and family or by accessing supports provided by government eg childcare places, playgroups, support workers etc.
- Services should be suitable for ethnic groups to access. If they are not, as citizens, you can demand that they are. This can be done by approaching the service or the local government authorities.

Evaluation (Optional) (10 minutes)
Facilitator reads forms aloud to group allowing time to complete each question.

- Satisfaction Survey
- Perception of Knowledge, Skills and Attitudes (Post Program)

Finishing exercise
Each person says 1 thing they learnt in the program and 1 thing they liked about the group of participants.

Handout of certificates (10 minutes)
Certificates for completing course are handed out and each person is clapped as they come forward.

Party or morning tea to conclude the program.

Handout
- Contact sheet of local phone numbers of relevant services, organisations.
Satisfaction Survey

The following is a list of statements showing your response to this program. Think about each statement. Then circle the number that best describes how the statement matches how you feel now.

Circle SD if you Strongly Disagree with the statement. D means you Disagree with the statement. U means you are Undecided. A means that you Agree with the statement and SA means that you Strongly Agree with the statement.

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Overall satisfaction
This program was very useful to me.

Performance against stated objectives
1. I was happy with the way the sessions were run.
2. I liked the program’s emphasis on my strengths as a parent.
3. I felt the program gave me ways to get closer to my children.
4. The program made me feel good about the way I parent.
5. I liked the way in which the program was presented by the facilitator.
6. I liked the way in which we made friends in the group.
7. The time and venue suited me.
8. Overall, the program activities were useful.
9. Overall, the program handouts were useful for future reference.
10. The facilitator made it easy for us to share our views.
Perception of Knowledge, Skills and Attitudes (Post Program)

The following is a list of statements showing your response to this program. Think about each statement. Then circle the number that best describes how the statement matches how you feel now.

Circle SD if you Strongly Disagree with the statement. D means you Disagree with the statement. U means you are Undecided. A means that you Agree with the statement and SA means that you Strongly Agree with the statement.

NAME .......................................................................................................................... SD D U A SA
1. I am aware of the ways in which my culture has affected my parenting style. 1 2 3 4 5
2. I can blend the best of the Australian way and my own culture’s way of parenting. 1 2 3 4 5
3. I know what works well in my relationship with my children. 1 2 3 4 5
4. I think it is important to maintain the traditions of my own culture. 1 2 3 4 5
5. I think it is important to understand the way that Australians parent. 1 2 3 4 5
6. Children have different needs at different ages and it is up to parents to meet these needs. 1 2 3 4 5
7. I know how to set limits for my children in ways that they respect. 1 2 3 4 5
8. My children and I solve problems together in a way that both of us feel satisfied. 1 2 3 4 5
9. I am aware of the ideas behind the way the Australian schools are run. 1 2 3 4 5
10. I know who to go to if I need help at my children’s school. 1 2 3 4 5
11. I know what encourages my child to behave. 1 2 3 4 5
12. I have contact with people who can help me in my parenting. 1 2 3 4 5
13. I understand the child abuse laws. 1 2 3 4 5
14. I know non-physical ways of disciplining my child. 1 2 3 4 5
15. I feel supported in my parenting. 1 2 3 4 5

SECTION D: FURTHER COMMENTS
If you have any other comments that you would like to make about the program, please write them here.

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Thank you for taking the time to fill out this survey
This is to congratulate

........................................

For sharing parenting ideas with others, being open to new ways of doing things, and for completing ....... sessions of

PARENTING BETWEEN CULTURES

At ........................................

Facilitator/s .............................

Date .................................
Bibliography


Frederico, M, Cooper, B and Picton, C 1997 The Experience of Homelessness amongst Young People from Cambodia, Laos and Vietnam. DIMA: Australia

Fuller, A 1998 From Surviving to Thriving — Promoting Mental Health in Young People. ACER: Australia

Illsley Clarke, J 1981 Building Self Esteem in the Family

McDonald, J and Taylor, J 1994 Disadvantage and Children of Immigrants — a longitudinal study. AGPS: Canberra


NSW Child Protection Council Child Protection In Non English Speaking Background Communities — Culture No Excuse. NSW Child Protection Council, Sydney: Australia


Tomison, A ‘Valuing Parent Education — a cornerstone of Child Abuse Prevention’ Issues in Child Abuse Prevention No 10 Spring, Melbourne: Australia
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<td>PPP Positive Parenting Manuals</td>
<td>Program devised by Matt Saunders, Qld University</td>
<td>Possibly Arabic and Chinese</td>
<td>Lea Crisante</td>
<td>Redbank House NSW</td>
<td>02 9845 7708</td>
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<td>Family Help Kits</td>
<td>Mental Health Resource kit</td>
<td>15 languages</td>
<td>Transcultural Mental Health Centre NSW</td>
<td>Cumberland Hospital Locked Bag 7118 PARRAMATTA BC 2150</td>
<td>02 9840 3757</td>
<td><a href="http://www.magna.com.au/~tmhc">www.magna.com.au/~tmhc</a></td>
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<td>Multicultural Health Communication Service</td>
<td>Wide variety of 1–2 page topic sheets eg abuse, families, mental health, children’s and family health</td>
<td>Arabic, Chinese, Croatian, English, Italian, Khmer, Korean, Lao, Macedonian, Portuguese, Russian, Serbian, Thai, Turkish, Vietnamese</td>
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<td>Child Development Sheets</td>
<td>“Watch me Grow” 0–9mths 9–18mths 1.5 – 2.5 yrs 2.5 – 3.5 yrs 3.5 – 5yrs</td>
<td>Arabic, Chinese, Spanish, Vietnamese</td>
<td>1st Floor 30 Wilson St</td>
<td>NEWTOWN NSW 2042</td>
<td>02 9565 1333(ph) 02 9565 1477(fax)</td>
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<td>“Discipline” “Building Confidence”</td>
<td>Arabic, Chinese, Spanish, Vietnamese</td>
<td>1st Floor 30 Wilson St</td>
<td>NEWTOWN NSW 2042</td>
<td>02 9565 1333(ph) 02 9565 1477(fax)</td>
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<td>Resource kits</td>
<td>Compilation of “Watch me Grow”, “Building Confidence” and “Discipline”</td>
<td>Croatian, Korean</td>
<td>1st Floor 30 Wilson St</td>
<td>NEWTOWN NSW 2042</td>
<td>02 9565 1333(ph) 02 9565 1477(fax)</td>
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<td>Resource Kit for Better Parenting</td>
<td>Audio tape and booklet for client use covering parenting, discipline, child development</td>
<td>Cambodian</td>
<td>Burnside</td>
<td>PO Box 450 CABRAMATTA NSW 2166</td>
<td>02 9728 4411</td>
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<td>Khmer Child Protection Kit</td>
<td>Parenting and child protection issues for the Cambodian community</td>
<td>Cambodian</td>
<td>Lynchanta Sok, Cambodian Child Protection Interest Group</td>
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<td>‘Like Engraving in Stone’</td>
<td>Parenting issues in Arabic communities</td>
<td>Arabic</td>
<td>Samia Michail, Australian Arabic Welfare Council</td>
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<td>Raising Children in the Arabic Family</td>
<td>A parenting program for parents with children aged 5–12 years</td>
<td>Arabic</td>
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<td>PO Box 6866 PARRAMATTA NSW 2150</td>
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<td>Women and Children Growing Together in a New Country</td>
<td>A community education program for women from non English speaking Service backgrounds</td>
<td>South Sydney Area Health BANKSTOWN NSW 2200</td>
<td>CHC Level 4 Compass Centre</td>
<td>02 9780 2801</td>
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<td>A Health Promotion program for parents and guardians of children aged 0–5 years</td>
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<td>Child Protection Fact Sheets</td>
<td><strong>Sheet 5:</strong> Child Sexual Assault: It’s Often Closer to Home than you Think</td>
<td>English Greek Italian Spanish</td>
<td>NSW Child Protection Council</td>
<td>02 9286 7267</td>
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<td>Parents as Tutors</td>
<td>Teachers teach parents practical literacy strategies to use with their children</td>
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<td>“Opening Doors”</td>
<td>Parent Information Kit about the early years of schooling — for use by teachers with parents. Describes the 8 key learning areas and gives useful hints for supporting children at home</td>
<td>17 community languages</td>
<td>Curriculum Corporation</td>
<td>03 9207 9600 OR 03 9639 0699</td>
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<td>Contains 7 leaflets each explaining in simple language concepts such as childcare, the importance of adequate child care arrangements etc. Aimed for immigrant and refugee parents coming from non English speaking countries where such concepts are unfamiliar</td>
<td>Arabic, Cambodian, Chinese, Croatian, Filipino, Greek, Italian, Polish, Serbian, Spanish, Turkish, Vietnamese</td>
<td>VICSEG (Victorian Co-operative on Children’s Services for Ethnic Groups)</td>
<td>11 Munro St COBURG VIC3058</td>
<td>03 9383 2533 (ph) 03 9383 2711 (fax)</td>
<td><a href="mailto:vicseg@golden.net.au">vicseg@golden.net.au</a></td>
<td>$1 each or $10 set</td>
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<td>“Caring for Your Child”</td>
<td>Professionally produced video on Children’s Services for non English speaking parents</td>
<td>Arabic, Cantonese, English, Turkish, Spanish, Vietnamese</td>
<td>VICSEG (Victorian Co-operative on Children’s Services for Ethnic Groups)</td>
<td>11 Munro St COBURG VIC3058</td>
<td>03 9383 2533 (ph) 03 9383 2711 (fax)</td>
<td><a href="mailto:vicseg@golden.net.au">vicseg@golden.net.au</a></td>
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Acacia Children’s Centre
— Indo Chinese Children’s Centre
13 Belgium Ave
RICHMOND VIC 3121
03 9429 6150

From *Parenting Between Cultures*, produced by Marymead Child and Family Centre