***Bilingual-with-Biliteracy Pathways for First Language Learner Pathways* (L1): schools can opt in to trial these programs**

DEFINITION BILINGUAL WITH BILITERACY: *the planned and informed teaching of reading and writing in addition to speaking and listening, for learning across the curriculum in both students’ community/home/first language and in English simultaneously.*

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| ***MODEL A: Bilingual (oracy) program: all remote Indigenous schools use*** *community/home/first language and English in* ***spoken*** *form to learn across the curriculum;* ***literacy is taught in English only.***  DEFINITION BILINGUAL:  *Oral community/home/first language program is the planned and informed teaching and use of the students’ community/home/first language and English in their spoken forms for learning. Literacy taught and introduced in English across the curriculum.* | Early Years F-2  ***First Language Learner pathway: MODEL B***  ***Bilingual-with-Biliteracy Teaching***  DEFINITION BILINGUAL-WITH- BILITERACY: *the planned and informed teaching of reading and writing in addition to speaking and listening, for learning across the curriculum in both students’ community/ home/first language and in English through gradual introduction of English literacy once literacy has been established in L1.*  ***First Language Learner pathway: MODEL C***  ***Bilingual-with- Biliteracy Teaching***  ***Speakers of an Australian Language L1 Learner Pathway:***  *using two languages in spoken and written form to learn across the curriculum. The same or a greater amount of time is allocated in the early years, to literacy in community/home/first language to establish functional literacy. Spoken English needs to be learnt to a sufficiently high level to support reading and writing in the students’ new language, English. Literacy skills will be transferred from students’ achieved levels of literacy in first language.* | | |
| This model demonstrates how curriculum content is delivered through COMMUNITY/HOME/FIRST LANGUAGE oracy as well as through ENGLISH.  Oral English development is complemented by print scaffolding (literacy) of English language texts.  Functional English literacy is established after students have built a sufficient oral language vocabulary, socio-cultural knowledge and pragmatics in English through the oral language program.  Community/home/first Language will continue to be a part of the students’ learning to provide access to curriculum concepts and content.  Early Years F-2  Primary Years 3-6  Primary Years 3-6 | Early Years F-2  This model demonstrates how COMMUNITY/HOME/FIRST LANGUAGE Oracy is used for teaching, together with COMMUNITY/HOME/FIRST LANGUAGE literacy in the early years.  Early literate behaviours are established at the same time. When established in L1, students begin to transfer their literacy skills to, and use, English literacy in learning*.*  The time at which students begin to engage in and use English literacy may not be the same for all.  However, all students will be using English literacy to learn across the curriculum by the end of Year 4, whilst maintaining literacy in community/home/first language to learn identified concepts in all curriculum areas.  SPOKEN ENGLISH provides the building blocks for ENGLISH literacy and is increased in direct proportion to the requirements for English literacy in the curriculum.  COMMUNITY/HOME/FIRST LANGUAGE literacy and oracy will continue to be a part of the students’ learning to provide access to curriculum concepts and content. | This model demonstrates that COMMUNITY/HOME/FIRST LANGUAGE literacy and ENGLISH literacy are used for teaching.  Both languages continue to be developed and used in oral and literate forms simultaneously, as appropriate for learning curriculum content.  This model would be quite difficult to implement. Young children in very remote Indigenous schools in the NT will need at least 3-5 years to learn sufficient English to use it as a language for learning in its literate form across the curriculum.  (See Model B) | |
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|  | Primary Years 3-6 | |
| Secondary Years 7-10  ***First method of delivering a bilingual*** *(oracy) program for speakers of an Australian Indigenous language.*  Oral language teaching of new concepts and content takes place first through the COMMUNITY/HOME/FIRST LANGUAGE before exploration of the same concepts and content in ENGLISH.  ***Second method of delivering a dual language*** *(oracy) program for speakers of an Australian Indigenous language.* Teaching concepts and content through ENGLISH takes place before exploration of the same concepts and content through COMMUNITY/HOME/FIRST LANGUAGE. The order of the first and second method is interchangeable.  The time frame between instruction in either language could be arranged over hours, days or weeks depending on the content, the students' proficiency levels, curriculum requirements and the *Australian Curriculum achievement standards.*  **Simultaneous ‘translation’ for teaching Curriculum Areas is not supported. The Community language of school should not be used to ‘translate’ the curriculum.** Simultaneous translation is not possible for some aspects of the delivered curriculum nor is it effective EAL pedagogy. | Secondary Years 7-10 | Secondary Years 7-10 | |
| 1980s | | |  | |
| The official aims of bilingual education were clarified in 1983. These prioritised English language and numeracy skills and teaching vernacular literacy.  The formal accreditation of bilingual programs began. In later years this evolved into a **biannual appraisal.**  Bilingual Handbook in 1986 developed to explain the policy and practice of the two models of bilingual education based on the 8 aims of bilingual education.  Support positions in central office (8) and regional offices to support these programs provided PD and specialist personnel to develop these programs. Documentation, program materials and research related to these programs reached their peak during these years.  Many Indigenous staff in bilingual programs completed training through Batchelor College which offered education programs tailored to students from remote communities, much of it offered on-site. The first local qualified Indigenous teachers enter schools. As more Indigenous teachers came on board some sites gave serious attention to development of local curriculum.  It is relevant to note that once graduated, the Indigenous teacher did not attract an Assistant Teacher. The thinking being that the qualified teacher was bilingual and could teach through both languages without additional support. The consequence being less Assistant Teachers in the schools as a new generation of teachers-in-training. | | | Dept of Education schools with Bilingual Programs1973 onwards.  Areyonga [30+ years]  Hermannsburg (Ntaria) {3+ years]  Milingimbi [30+ years]  Warruwi [25 years]  Oenpelli (Gunbalanya) [4yrs]  Shepherdson College, Galiwin'ku [30 + years]  Yayayi (Papunya outstation) [2 years, then moved to Papunya]  Yirrkala {40 years]  Yuendumu [30+ years]  Lajamanu (30+ years)  Barunga [16 years]  Haasts Bluff [16 years]  Numbulwar [Current program re-started in 1996 - 17 years, earlier program put on hold after 4 yrs]  Umbakumba [approx. 5 years]  Willowra [30+ years]  Docker River (Kaltukatjara) [approx. 19 years]  Kintore (Walungurru) [15 years]  Mbunghara Homeland Centre [9 years]  Watiyawanu [approx. 2 years]  Papunya [approx. 14 years]  Maningrida – Ndjébbana and Burarra program [30+years]  Nyirrpi {12 years]  In the 2000s the bilingual programs became known as Two-Way Learning programs. Of the 23 schools that had run programs in the previous years, 10 schools continued with bilingual instruction:  Areyonga  Lajamanu  Maningrida (2 programs)  Milingimbi  Papunya  Shepherdson College Galiwin'ku  Willowra  Yirrkala  Yuendumu  Numbulwar  Catholic Education Schools with bilingual education were administered and supported by the Dept of Education until late 2000s  Murrupurtiyanuwu (40+ years)  Ltyente Apurte (30+years)  Wadeye (30 +years) | |
| 1990s  1995 approximately 47% of all students in remote schools were enrolled in schools operating a formal bilingual program. There were 20 schools with accredited bilingual programs supporting 34 languages and dialects.   |  |  | | --- | --- | | BILINGUAL EDUCATION IN THE NT | Model 1 programs incorporated reading and writing in Aboriginal languages. Schools in the list below were all Model 1 programs.  Model 2 programs were oracy programs and did not incorporate reading and writing in Aboriginal languages. These were not formally implemented. | | 1970s | | 1973 Bilingual programs were introduced in the NT by the Federal Government. This innovation was judged ‘one of the most exciting education events in the modern world’ (Hale 1999 p.43).  Beginning with five programs in 1973 the number of programs grew to 22 in 21schools.  Teaching teams established, made up of a local indigenous language speaker, non-indigenous language speaking teacher to deliver the curriculum in two languages. An AO5 literacy production officer and AO3 Literature Production Workers (local language speaking community members who became literate in the language of instruction)  In addition, Teacher-linguist positions created in schools (ST1) to oversight the delivery of the curriculum in the school.  Central Office linguists and advisory positions were created.  In the late 70s tests began to be administered annually to Year Five students in English and Maths. The tests were externally developed by departmental staff in the assessment section. The classroom teacher was replaced by the visiting assessors and the tests delivered under examination conditions. Bilingual schools were able to keep their program as long as the students either performed the same as or better than a similar cohort in comparative schools. When schools were deemed successful in this exercise, they were granted ACCREDITATION and could continue the bilingual program for the four years.  The Multi-assessment program (80s and 90s) was used after this and replaced by NAPLAN in the 2000s.  1978 Self-government for the NT. Bilingual programs became the responsibility of the NT government. | | | |  | |
| Central office positions to oversee/support these programs reduced from 3 to 1.  1995 the 1986 handbook revised.  1998 Decision by NT DE to phase out bilingual education. Some programs were closed.  1999 After consultation with communities *12 Two Way Learning Programs endorsed*. Learning Lessons review (Collins & Lea 1999) and NT DE consultations found  strong support for the program in some communities.  Internal statistical analysis revealed a trend of greater achievement in bilingual programs (attachment A).  BIITE changed focus on its client group. The cohort of qualified teachers in remote Indigenous schools begins to decline and is not being replaced. | | |  | |
| 2000s | | |  | |
| NT curriculum Framework is developed and includes an Indigenous Language and Culture component with Language Maintenance, Language Revitalisation and Culture Sections.  2008 English is mandated as the language of instruction in all NT schools during the first four hours of each school day. This halted the early years of bilingual programs which used community/home/first language for instruction for a greater part of the day than allowed by this decision. Clarification later permitted use of community/home/first language in the early years to scaffold children’s learning of English.  Policy timeline   * 1980s Bilingual education policy and bilingual handbook produced. Updated through the 1990s and 2000s. * 2009 The *Compulsory teaching in English for the first four hours of each school day* policy was introduced. * 2010 The *Compulsory teaching in English for the first four hours of each school day* policy was replaced * 2011 The replacement policy (*Literacy for Both Worlds*). This policy reintroduced some options for schools including vernacular-English bilingual-biliteracy programs to the end of Year 2. * 2011 The *Compulsory teaching in English for the first four hours of each* *school day* policy was reinstated. * 2012 the *Framework for Learning English as an Additional Language* replaced the 2010 policy. This gives some options for using community/home/first language to learn English in the early years. This is currently under review.     A re-focus on training for remote Indigenous education staff begins (BIITE and CDU).  International research providing a growing body of evidence as good or better educational outcomes with extended use of the mother tongue instruction coupled with second  Language learning.  2009 The last central office position overseeing/supporting Bilingual/Two-Way programs is removed. | | |  | |
| 2012 Change of Government, new priorities.  2013 English-additional-language (EAL) unit established in DECS with carriage of seven deliverables, including  Deliverable 7: Instructional Programs for different learner groups  7.1 Indigenous language speaking students in remote and very remote schools (ALL SCHOOLS)  7.1.1 Bilingual: Community/home/first oral Language Programs: Assisting schools in all remote communities to use spoken community/home/first languages to support teaching and learning programs  7.2 Indigenous language speaking students in remote and very remote schools (Plus)  7.2.1 Bi-literacy programs: Trial reading and writing in community/home/first language programs | | |