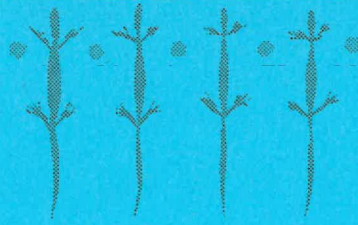
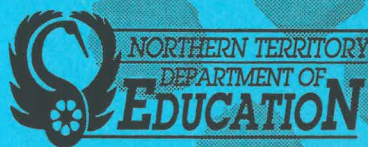


ISSN 0815 0621

ANNUAL **1995** REPORTS



FROM SPECIALIST STAFF IN
**BILINGUAL
PROGRAMS**
IN NORTHERN TERRITORY
SCHOOLS



Northern Territory Government

1995 ANNUAL REPORTS

**from Specialist Staff
in Bilingual Programs
in Northern Territory Schools**

Northern Territory Department of Education
Darwin 1997

© Northern Territory Department of Education 1997

For further information please contact
Principal Education Officer
Aboriginal Languages – Bilingual
Northern Territory Department of Education
GPO Box 4821
Darwin NT 0801
telephone (08) 8999 5511

Reproduction of this work in whole or in part for educational purposes within an educational institution and on condition that it not be offered for sale, is permitted by the Northern Territory Department of Education.

Printed for Publication Services, Northern Territory Department of Education by the Government Printing Office of the Northern Territory
P&P97/424-280

Northern Territory. Dept. of Education.

Annual reports from specialist staff in bilingual programs in Northern Territory schools / Northern Territory Department of Education. 1983– {Darwin, N.T.} : Professional Services Branch of the Northern Territory Department of Education, 1984–

v. ; 30 cm. annual.

Reports from 1985– published by the Northern Territory Dept. of Education; Professional Services Branch non-existent after 1985.

Cover title.

Continues: Northern Territory. Dept of Education. Annual report of teacher/ linguists in bilingual schools

ISSN 0815-0621

1. Education, Bilingual—Northern Territory—Periodicals. 2. Aborigines, Australian—Education—Northern Territory—Periodicals. I. Title.

371.97991509429 19

CONTENTS

<i>Preface</i>	v
<i>Abbreviations</i>	vii
<i>Map Of Northern Territory Bilingual Programs</i>	ix
East Arnhem Regional Linguist	1
Alice Springs Regional Linguist	8
Areyonga School	14
Barunga Community Education Centre	16
Maningrida Community Education Centre	
Ndjébbana Program	19
Burarra Program	22
Milingimbi Community Education Centre	25
Our Lady of the Sacred Heart School Wadeye	34
Yuendumu Community Education Centre and Nyirrpi School	38

PREFACE

There are twenty schools with 21 accredited Bilingual programs and they are using thirty-four languages and dialects. The schools comprise 16 Department of Education schools, 3 Catholic schools and 1 Independent school.

The main aims are:

- to support and promote Aboriginal languages and culture
- to foster proficiency in school work through the use of the Aboriginal languages
- to develop competency in Literacy in English and Aboriginal languages
- to develop competency in Mathematics.

Northern Territory is the only State or Territory Government providing significant system wide support for Aboriginal languages and cultures through formal Bilingual programs. The programs address NAEP Goals 17 and 20; Royal Commission into Aboriginal Deaths in Custody recommendations 55, 56, and 291; and the goals of the National Aboriginal Languages and Literacy Strategy.

The programs not only support the educational aspirations of communities but provide significant levels of employment and training for Aboriginal staff (see the list below).

Facilities & Staff:

- 9 Literature Production Centres (1 x Teacher-linguist, 1 x Literature Production Supervisor & 2 x Literacy Workers)
- 8 Literacy Centres (1 x Teacher-linguist & 1 x Literacy Worker)
- The NTDE funds 58 Bilingual Specialist staff positions. The list below includes 16 NTDE schools and 3 Aboriginal Community Catholic Schools but does not include Yipirinya School, an Independent school).
- The program also employs community resource people on a casual basis as required through other available funding arrangements.

Specialist Staff Positions

		Total No.	Aboriginal
Policy & Advisory Positions	(office based):	1	0
Linguists	(Regionally based):	4	0
Teacher-linguists	(school based):	18	2
Lit. Prod. Supervisors	(school based):	9	0
Literacy Workers	(school based):	26	26

- **The NTDE funds 28 Aboriginal specialist in full time staff positions.** There is a steady movement of Aboriginal staff into these specialist positions. The above does not include three positions at Yipirinya School that are funded independently.

The programs provide a wide range of educational and community supports. The Literature Production Centres are producing high quality print, video and audio materials in Aboriginal languages and English. Requests for copies of this material are received from within Australia and overseas.

Each program is undertakes a review approximately every three years. A moderated school appraisal takes place of all schools about every three years.

The appraisal process requires a school community to reflect on their program's progress and whether or not the present program is achieving the community's particular goals for their school. The school prepares a report on the following areas:

- | | |
|--|---|
| 1. History of the Program. | 7. Student Progress. |
| 2. Language Use & School Organisation. | 8. Staff Development. |
| 3. Local Curriculum Development | 9. Community Involvement. |
| 4. Aboriginal Culture & Language Maintenance. | 10. Beyond the Community. |
| 5. Teaching of Oracy & Literacy in English. | 11. School Summary & Recommendations |
| 6. Teaching of Mathematics. | 12. Appraisal Team Report & Recommendation |

The Report is then moderated by an Accreditation panel who will consider the school's report and recommendations. The Panel will then make comments and recommendations in consultation with the school about what is currently happening and the future directions that need to be considered. The Panel is made up of at least two community representatives, the Regional Superintendent and the Principal Education Officer for Aboriginal Languages and Bilingual Education.

During 1995 the following schools were appraised:

- Barunga Community Education Centre
- Ltyentye Apurte Community Education Centre
- Walungurru School
- Yipirinya School
- Yirrkala Community Education Centre

Aboriginal Languages - General.

A number of schools (including Homeland Learning Centres) are supporting Aboriginal language and cultural maintenance through school based initiatives without offering a formal Bilingual program. The schools upon request have been provided with support from Bilingual Specialist staff (both office and school based). Until 1992 the schools had been financially supporting these initiatives through Commonwealth grants, ASSPA funds and their own budgets.

In 1993 **AEP Initiative #2: Support for Aboriginal Languages in Schools** began. The initiative has allowed schools to apply for direct funding for school based initiatives. In 1995 thirty-three schools were supported through the Initiative. Funding totalling \$ 385000.00 was provided.

PAUL BUBB
Principal Education Officer
Aboriginal Languages and Bilingual Education

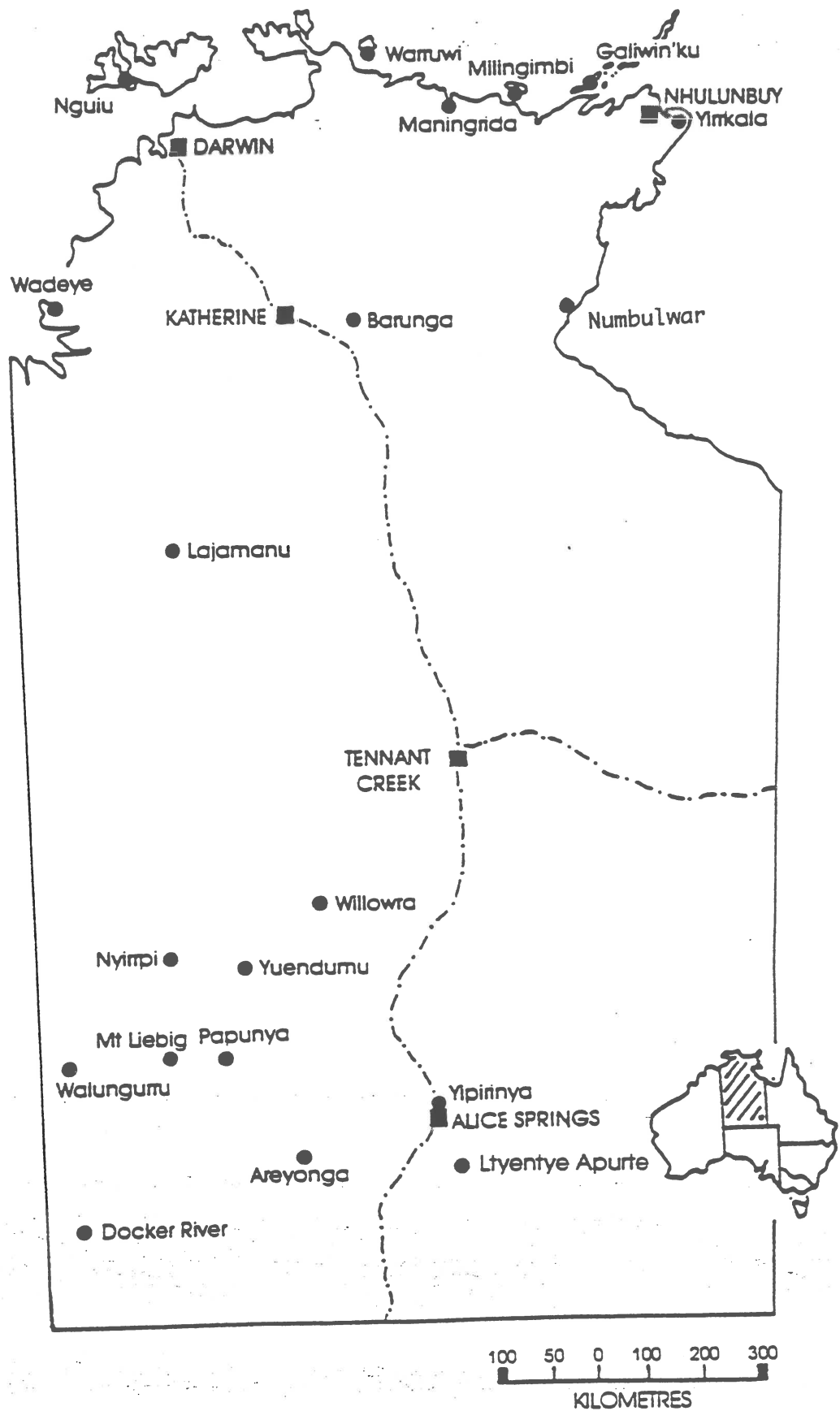
ABBREVIATIONS

AEP	National Aboriginal and Torres Strait Islander Education Policy
AEU	Australian Education Union
AEW	Aboriginal Education Worker
AIATSIS	Australian Institute of Aboriginal and Torres Strait Islander Studies
ALEAS	Aboriginal Languages in East Arnhem Schools
ALF	Aboriginal Languages Fortnight (part of the study program for Teacher Education students at Batchelor College)
ALI	Australian Linguistics Institute
ALS	Australian Linguistic Society
ANtep	Anangu Teacher Education Program
ASSPA	Aboriginal Student Support and Parental Awareness
AT	Assistant Teacher
BRDU	Bilingual Resource Development Unit
CAAMA	Central Australian Aboriginal Media Association
C&A	Curriculum and Assessment Division
CAE	College of Advanced of Education
CALL	Centre of Australian Languages and Linguistics, Batchelor College
CASU	Curriculum and Advisory Support Unit (Operations North)
CDEP	Community Development Employment Program
CDP	Community Development Program
CEC	Community Education Centre
CLE	Concentrated Language Encounters
EC	Early Childhood
EO	Education Officer
ET	Executive Teacher
FELIKS	Fostering English Language in the Kimberley
IAD	Institute of Aboriginal Development, Alice Springs
ICCAS	Implementing the Common Curriculum in Aboriginal Sch
LOTE	Languages Other Than English
LPC	Literature Production Centre
LPS	Literature Production Supervisor
LW	Literacy Worker
NAEP	National Aboriginal and Torres Strait Islander Education Policy

NAATI	National Accreditation Authority for Translation and Interpreters
NEPS	National Equity Programs for Schools
NT	Northern Territory
NTDE	Northern Territory Department of Education
NTU	Northern Territory University
PEO	Principal Education Officer
PTI	Part Time Instructor
RATE	Remote Area Teacher Education, Batchelor College
SE	Social Education
SIL	Summer Institute of Education
TAFE	Technical and Further Education
TESL	Teaching English as a Second Language
TESOL	Teaching English to Speakers of Other Languages
WA	Western Australia

Anangu	Aboriginal
Balanda	non-Aboriginal
Blekbala	Aboriginal
Inma	Children
Kardiya	non-Aboriginal
YAnangu	Aboriginal
Yapa	Aboriginal
Yolŋu	Aboriginal
Yolŋu Matha	Aboriginal languages of North East Arnhemland

A map of the Northern Territory of Australia showing Bilingual Schools



REGIONAL LINGUIST EAST ARNHEM - MELANIE WILKINSON

I am based at East Arnhem Regional Office (EARO) in Nhulunbuy. The region includes nine Aboriginal community schools, with which are associated 20 Homeland Centre Learning Units.¹

It has been another busy and stimulating year with my involvement in a wide range of projects. I managed to visit all larger communities in the region this year, except Ramingining. I have, however, been somewhat more "office-based" this year in comparison with previous years. This has allowed me to attend more seriously to some of my ongoing projects.

In my position I work with programs in both Bilingual schools and non-Bilingual schools. Four schools have official Bilingual status and the other five conduct "English-only" programs.

This year we had two Aboriginal and two non-Aboriginal Teacher-Linguists in the region, as well as four Aboriginal Principals, one in an "English-only" school and the rest in Bilingual schools.

The concern with language/cultural maintenance has been ongoing and there has been continued attention to the development of language/cultural programs/activities associated with schools. All schools have, or attempt to have, a local Aboriginal Language and Culture component to their program. The approaches are evolving locally and produce different programs and areas of focus in different communities.

The regional support group for the development of language/culture programs, the Aboriginal Languages in East Arnhem Schools (ALEAS) reference group, has maintained its momentum and conducted two more highly successful meetings in 1995. It has received funding through National Equity Programs for Schools (NEPS) for a further two meetings in 1996.

¹ Almost all Aborigines living in East Arnhem are first speakers of a local Aboriginal language. Many also speak or hear others. There are some 16 language groupings occurring in the region. These are Burarra, Rembarrnga, Kuninjku, Djinaŋ, Djinba, Ritharrŋu, Dhuwal-Dhuwala-Dha'yi, Dhuwaya, Dhaŋu-Djaŋu, Yannhaŋu-Nhaŋu, Nunggubuyu, Wandarrang, Ngandi, Marra, Anindilyakwa and Kriol. Seven of these include several different varieties - dialects (variation according to geographical space) or clanlects (variation according to clan affiliation). Languages spoken by young people and often used as a community lingua francas within the region are Anindilyakwa, Djinaŋ, Ganalbiri (one of the Djinba group), Dhuwal - Djambarrpuyŋu, Dhuwaya, Dhaŋu - Gälpu, Kriol, Burarra and Kuninjku.

Some of the language varieties are less widely spoken today than in the past, yet all communities remain multilingual.

Availability of specialist positions and dedicated and/or trained Aboriginal personnel appear to be key factors in the strength of programs. Several schools access external funding e.g. through NEPS or Aboriginal Education Policy (AEP) Initiative #2 Support for Aboriginal Languages in Schools or Initiative #5 Aboriginal Education Workers to provide specialist positions.

Numbulwar school, which was formally granted trial Bilingual status for 12 months mid-year 1993, at last saw a Teacher-Linguist in place for Term 4 of this year. The trial can now begin!

I would like to thank all those in the region who have made 1995 a productive year, especially those involved in ALEAS and on the Miwatj Language Management Committee.

I would also like to acknowledge the support I have received from Carlyn Donovan, the Regional ESL Coordinator over the last five years. She has "mentored" me into many things to do with the Department and the teaching profession and I will miss our collaboration as she moves into Darwin in 1996.

AROUND THE REGION - COMMUNITY BASED ACTIVITIES AND PROJECTS

As a general operating principle, I like to spend at least one week in each of the main community schools each year. I have found this a practical amount of time to put one in touch with people and what is going on. I refer to these as "general purpose" visits. Visits will vary according to particular circumstances, such as the strength of the language and culture program in a school in any particular year.

Numbulwar

The highlight this year has been the long awaited arrival of a Teacher-Linguist in Term 4. I wish Ludo Kuipers, the two Literacy Workers, Ga'i'iwa and Ginyibuwa, the school and the community the very best for 1996 as they move to tailor a Bilingual program for Numbulwar CEC.

I spent a week at Numbulwar in Term 4 following Ludo's arrival. This was to allow him to get in touch with the local situation and past developments and activities from my perspective.

During Term 2 I spent another two weeks at Numbulwar working with the Literacy Workers, teachers and community project workers. The program has also had the benefit of visits from Dr Edith Bavin of La Trobe University during Terms 1 and 3.

Milingimbi

This school has a Bilingual program and one of its areas of focus is the development of its own local curriculum.

I made three visits to Milingimbi this year. The first was for the an ALEAS Workshop in Term 2. The second visit in Term 3 was a long overdue "general purpose" visit and the third a specific request to participate in a Gaŋtjirrk Curriculum Workshop in Term 4. The team at the Milingimbi Bilingual Resource Development Unit is always stimulating to collaborate with. Participation in the Gaŋtjirrk Curriculum Workshop gave me valuable insights into the process they are using to work on curriculum.

The workshop was conducted over a full week and was attended by school staff and community members. It is clear that developing understandings of all participants about the nature of the task must be considered a vital part of the process leading to a local curriculum document.

Yirrkala

This is a Bilingual school with a focus on developing a local Maths curriculum.

I spent about three weeks at Yirrkala CEC, two weeks working with RATE students for ALF, and the better part of another week as a co-opted member on the panel for their Bilingual Appraisal and Accreditation. Both were stimulating and insightful.

Gapuwiyak/Gäli

This is a school with an English only program which has given special attention to the language and culture component of its program. It is documenting developments in connection with a special project - the Naŋuŋay Project.

I visited Gapuwiyak CEC in Term 4 as a consultant for a school excursion to a Homeland area, Gäli. This provided me with invaluable insights into what such visits entail from a Yolŋu perspective and also, through observing the interaction of participants, something of the confusion that can reign between Yolŋu (Aboriginal) and Balanda (non-Aboriginal) staff. While in no way denigrating the general tenor of interaction at this 'trouble-free' excursion, it was very clear how much confusion can be introduced working in a bi/multi-lingual situation.

It was humorous to hear instructions to kids articulated sometimes twice, at other times quite at cross-purposes, because non-vernacular speaking staff do not follow what is happening. Those non-Aboriginal staff who have been around a bit longer did seem to make time, without overly intruding into activities, to clarify their understandings of what was happening or what was planned. That is they had developed specific strategies to help communication.

Galiwin'ku (Shepherdson College)

Shepherdson College is a Bilingual school. It has been developing a program, known as The Dialect Program, to cater for all local languages in addition to Djambarrpuyŋu, the previous "official" language of the program and lingua franca of the community. Djambarrpuyŋu is the language used in the Structured Language Program which focuses on literacy development. It is timetabled separately to the Dialect Program.

I made a "general purpose" visit to Shepherdson College for a week in Term 3 and a second weekend visit later in the same term to work with Edith Bavin, Djikula and local families on the Language Socialisation/Acquisition project (see below).

Umbakumba

Umbakumba school has an "English only" program.

This year I managed to stay at Umbakumba for the best part of a week in Term 3. The school had funding this year through AEP Initiative #2 to support a language and culture program for the first time. This funded a local coordinator. They also had the support of a linguist with expertise in the local language and culture who was based in the community for the year. The school also saw the arrival of their first Batchelor College graduates.

All these are good ingredients for a language and culture program. It was sustained throughout the year and I wish them the best for next year.

Angurugu

Angurugu CEC has an 'English only' program but has conducted a language/culture program over the last couple of years or so. It seems to have had a "hiccough" with the program this year in not having someone consistently coordinating the program. Activities have continued but appear to have relied on the interest of particular staff members.

They did have their first "Cultural Camp" this year, taking children and community elders to stay at their own or their mother's country, and it was very successful.

My main contact with Angurugu CEC this year was in connection with the ALEAS Workshop held there in Term 4.

NON-COMMUNITY BASED ACTIVITIES AND PROJECTS

Aboriginal Languages in East Arnhem Schools (ALEAS)

Two Workshops were held this year, the first at Milingimbi in Term 2 and the second at Angurugu in Term 4. There were 24 participants at Milingimbi and 26 at Angurugu. Participants came from all Aboriginal schools in the region, except Yirrkala Homeland schools where the participant was unfortunately unable to attend both meeting at the last moment. The ALEAS group represents Aboriginal staff and non-Aboriginal specialist staff involved in language and culture programs, in both Bilingual and non-Bilingual schools. The workshops have brought together the full range of people involved in language and culture programs - teachers, teacher-linguists, full-language speakers, language program coordinators, literacy workers, Aboriginal Education Workers, Liaison officers, School Council members, community language project workers as well as the Regional Linguist, ESL Coordinator and PEO Aboriginal Languages and Bilingual Education. The workshops are scheduled over 3 days Tuesday-Thursday with Monday and Friday set aside for travel because of the complexity of bringing people together from so many locations within the region.

The agenda for each workshop is determined by questionnaires filled in by school based ALEAS representatives and negotiations with the local coordinators for a particular meeting. The Milingimbi workshop focused on the curriculum development process and strategies for teaching language. The Angurugu workshop focused on a range of issues but term programming and Aboriginalisation Plans featured strongly.

Evaluations of both workshops attest to the increasing professionalism of the group and broad-based commitment to this forum within the region. Evaluations are published in the booklets reporting on each meeting. These are available from me. Videos of some of the workshops are also available.

Research into Language Socialisation/Acquisition

La Trobe University provided some funding for a study at Galiwin'ku through Dr Edith Bavin because our Australian Research Council Grant application the previous year had come so close to being funded.

With less funding a more limited project than originally planned was put in place. Activity began seriously in the second half of the year. It involved recording children interacting with other children and care givers on video over several months. Anne Lowell did a lot of work negotiating with collaborators, Nyomba and Gurimaju, at Galiwin'ku and Djikula had completed all the video sessions by the end of the year. A small amount of transcription has taken place but there are a plans to focus on transcription during the school stand down over Christmas, a process I will be more closely involved with.

Drafting the Handbook for Aboriginal Languages Programs in the NT

Strategies for drafting a new handbook and incorporating input from the "ground level" were devised at the Language Challenges and Strategies in Aboriginal Schools Workshop held early in Term 2.

Various people were assigned topics to draft. I enjoyed both my collaboration with Jan Jardine, Teacher-Linguist Barunga, putting together a section on "Roles of Stakeholders" and my involvement in a workshop of the Yolŋu group working on section on "Teaching Together". I look forward to seeing a compilation of all the drafted sections in 1996.

Meanwhile back in the office.....

I try and keep abreast of journals, writing reports, newsletters, procuring and distributing materials of potential interest around the region, and answering queries. As mentioned previously my time in the office this year gave me more time to follow up ongoing projects.

The project giving most satisfaction was getting a computer data base established of Jeffrey Heath's Nunggubuyu Dictionary. Once it was scanned in Darwin and copyright clearance obtained it took me about 4 weeks to work through the material and clean it up. Decisions now have to be made about what information to include and how to present a publication (or publications) for use in the school.

Work on various Ritharrŋu / Wägilak projects has been continuing - a syllable book, body part and kinship charts and a version of Jeffrey Heath's dictionary in the local orthography.

I distributed a newsletter 'Aboriginal Languages News' to schools each semester, updated my files on language varieties in the region, made a draft bibliography of language learning materials available for languages in the region, worked up kinship charts for Yolŋu groups and for Nunggubuyu using ClarisWorks, updated and extended my spelling quizzes for various languages and made back up copies of language tapes held in the Linguist's office.

Draft booklets for ALEAS meetings 2/3 and 4 were distributed early in the year for editing. By the end of the year 2/3 had gone to Yirrkala LPC to be published and I had received all the comments for 4. The editing process for the booklets has proved lengthy but I hope the process will speed up as people get more familiar with it.

My review of Aboriginal Languages in Education edited by D Hartman and J. Henderson, was published in AIATSIS' Aboriginal Studies Journal this year and republished in Aboriginal Child at School (Vol. 23, No. 3 (1995)).

LIAISON AND COLLABORATIVE WORK OUTSIDE THE DEPARTMENT

I have maintained contact with various institutions through the year including NTU, Batchelor College and the Katherine Region Aboriginal Language Centre.

I have also had input into the Handbook of Top End Languages being compiled by Brett Baker and a the Review of Aboriginal and Torres Strait Islander Language Maintenance for the Australian Language and Literacy Council prepared by Graham McKay.

Several students from the region enrolled in the Diploma of Interpreting offered for the first time this year at Batchelor College. Two students achieved national accreditation through NAATI.

I have maintained a support role to Miwatj Language Management Committee and its activities. It is the East Arnhem equivalent to Language Centres found in Katherine and Tennant Creek funded through the Aboriginal and Torres Strait Islander Languages Initiative program.

PROFESSIONAL DEVELOPMENT

This year I only went outside the region once to attend the Language Challenges and Strategies in Aboriginal Schools Workshop held in Term 2 at Batchelor. It was a valuable meeting bringing together Bilingual school specialist staff and others involved in Aboriginal language and culture programs, as well as ESL Coordinators.

Locally I attended a 2-day Cultural Awareness and Communication Workshop conducted in Nhulunbuy by the Aboriginal Resource and Development Services, a community development arm of the Northern Council of the Uniting Aboriginal and Islander Christian Congress Uniting Church.

PRIORITIES FOR 1995

- Coordination of ALEAS workshops. Publication of booklets from previous meetings.
- Maintaining contact with all schools in the region.
- Making available the Nunggubuyu and Ritharrngu Dictionaries in local orthographies.
- Cleaning up the Zorc Yolngu Matha Dictionary data base for local use.

ALICE SPRINGS REGIONAL LINGUIST - ROBERT HOOGENRAAD

During 1994, Jenny Green and I shared the Central Australian Linguist position, which allowed us to divide responsibility for a large and linguistically diverse area, with me being responsible for Warlpiri and Western Desert languages, and Jenny for Arandic languages. We were based in the Language Centre of the Institute for Aboriginal Development, which allowed us to draw on the knowledge and resources of speakers of Centralian languages and linguists working there.

At the end of 1994 Jenny had to resign in order to take up post-graduate linguistic studies at Melbourne University for two years. Plans to utilise the part time position could not be implemented. In April I applied for and was granted re-instatement of my position as permanent full-time.

Over the 1994/95 summer, two undergraduate linguistics students came to do work in Central Australia: Myf Turpin, a student from Melbourne University, worked on a project in the Central Australian Dictionaries Program with me, to develop a system of coding and computer "macros" that would allow us to sort dictionary data-bases by meaning, rather than alphabetically (rather like a true thesaurus is ordered).

This work is still in progress, but in September we presented a paper on our work-in-progress at the Australian Linguistics Society annual conference in Canberra.

Wendy Young, a student from Macquarie University, did field-work in Yuendumu, recording Warlpiri people with a variety of levels of English being interviewed by Wendy in order to elicit their best English. The data would have been used for the ESD research project had it eventuated. The data is still awaiting analysis.

In 1994 we had begun discussions at IAD about which language should have the next dictionary project. On the basis of expressed need, we decided that Kaytetye was a high priority, and that Myf Turpin had shown the ability to carry out the linguistic work. Because I was essentially covering both the Barkly and Central regions, and also trying to do a PhD at NTU part-time, I was travelling up and down the Stuart Highway quite often in 1995.

During these trips I began discussions with Kaytetye people, and in June, at their request, I did a one-week consultation trip, with Myf and Victoria Anderson, at our own expense, to explain the potential project and ask Kaytetye people for their views. This trip had a very favourable response.

Subsequent to this I prepared an application on behalf of IAD for seeding funds from AIATSIS for the first half-year of the project, to ATSILIP for some supplementary funding, and to ATSIC for continued funding under the Central Australian Dictionaries Program at IAD. The AIATSIS and ATSILIP funding applications were successful, and we are awaiting the outcome of the ATSIC application.

A feature of this dictionary project is that it includes training, community literacy, and language revival through language teaching as integral components.

There is training for about 15 Kaytetye speakers, using the Batchelor College Associate Diploma of Arts (Language & Linguistics). The program will allow them to take an active role in the project as Field Researchers, and facilitate a Linguist Traineeship for Shirleen McLaughlin.

The traineeship will involve Shirleen learning Kaytetye language, deepening her Kaytetye literacy, and learning advanced computing skills as well as work experience in the first year with part-time study for a Batchelor of Arts in Linguistics. The traineeship will also include working as a trainee co-researcher with the Kaytetye Dictionary project linguist, Myf Turpin.

When the Dictionary project has begun to produce books and other literacy materials, and a Kaytetye Learner's Guide and other language teaching materials, we will begin a program of local literacy teaching in both Kaytetye and English for any interested adults, and a program of Kaytetye language teaching for any Kaytetye (especially in Alice Springs and Tennant Creek, but also for instance in Alekarenge) who no longer speak (fluent) Kaytetye.

At the end of 1994 and in early 1995 I was involved in checking the Warlpiri and Western Desert plant names for Peter Latz's book Bushfires and Bushtucker (IAD Press). This book is highly recommended as a resource for school programs. Later in 1995 I checked and helped reformat Ken Hale's 1974 An Elementary Warlpiri Dictionary.

In late 1995, Mary Laughren and I used the tape-based Warlpiri course developed by Ken Hale and Robin Japanangka Granites in 1974 to write A Learner's Guide to Warlpiri. While this is modelled on the IAD Learner's Guides, especially Jenny Green's A Learner's Guide to Arrernte, we were able to go well beyond these by utilising the very structured course developed by Ken Hale, and the excellent recordings by Japanangka.

During 1995 I again taught the Batchelor College Aboriginal Languages Fortnight with Warlpiri teacher education and language studies students in Yuendumu. I have developed a fairly structured program for this fortnight, involving comparison of Warlpiri and English to highlight the structures that give difficulty (for Warlpiri students learning English, and for English speakers learning Warlpiri), a reading program to improve Warlpiri reading skills, as well as writing and research.

I continue a constructive critical dialogue with Batchelor College staff to improve areas of their language program which are inadequate or have serious gaps. I have also been on a Batchelor College course committee to monitor and critique the development of a new "Own Language (i.e. vernacular) Literacy" course. As I am convinced that the future of Aboriginal education, including English language and literacy teaching, lies firmly with Aboriginal teachers, I believe that ongoing constructive but critical dialogue with Batchelor College is essential.

During 1995 I continued to serve with other NTDE officers on the advisory committee of the DEET-funded research project by Jean Clayton and her team on the English literacy (and language) of Aboriginal teenagers in bush schools.² It is to be hoped that the publication of the report will not be unduly delayed by differences of opinion on accountability (by naming) vs anonymity of those interviewed for the project. Interestingly, all Aboriginal community members interviewed have insisted that they want their names published with their contributions.

Because, for the major part of 1995 there was just one of the two Linguist positions filled for Operations South (and for a while there was only half a position filled), and because the proposal to use the vacant half position for English language teaching research did not eventuate, I have ceased involvement in research relevant to teaching English to Aboriginal children, except where this affects Aboriginal teachers.

² The *Desert Schools Report* is the outcome of a project entitled *Aboriginal English Language and Literacy Development Project* (South Australian Teaching & Curriculum Centre) 1994: *The English language and literacy development of Aboriginal teenagers within remote and isolated desert communities*. The study researched patterns and levels in the use of English and aspects of Aboriginal languages in a range of contexts in seven communities in the central Australian region. The Northern Territory schools involved in the research were Harts Range and Yuendumu.

Desert Schools: Volumes 1,2 and 3 were published in 1996, ISBN 0 642 24581 9 (set). A National Children's Literacy Project funded by The Department of Employment, Education, Training and Youth Affairs. An investigation undertaken by the National Languages and Literacy Institute of Australia South Australian Teaching & Curriculum Centre, University of Adelaide and University of South Australia.

AREYONGA SCHOOL

TEACHER-LINGUIST - MELODIE BAT

CURRICULUM DEVELOPMENT

This year has seen us continue to expand and revise our theme kits - such valuable teaching tools, they nonetheless require updating to keep them relevant and contemporary. We have expanded our bush trip program this year (we bought a bus) and this provided not only an excellent teaching opportunity but has provided the basis for further curriculum development centred on the bush trip. This has been possible thanks to ASSPA, Areyonga School Council and ATSILIP funding. We video the trip, make books and stories about the trip and the teaching, and then these are being developed into theme kits. We are able to do this because we have the equipment to provide the immediacy of the media - a computer camera and a computer that can capture images off a video are essentials to promote active learning.

There has been a steady increase in the number of community members coming to work at the school, to teach the children and to run bush trips. This has meant a stronger link between community and school and a stronger vernacular program. The women came and taught dancing this year for the Inma at the Areyonga Sports Carnival. This was very successful and highlighted the importance of teaching culture at school. In this community there was no dancing teaching other than through the school.

Another facet to curriculum development has been the attempt to introduce more consistency in methodologies between our English and our Pitjantjatjara programs. We held a two day inservice with our ESL advisor to write a whole school English program. This is still in development and will continue to be worked on in 1996. This need for consistency was one of the identified areas of the last bilingual appraisal.

The Pitjantjatjara program has been running very well with planning sessions becoming valuable professional development sessions as well. At the beginning of second semester we tested all the children from 8 years old upwards to look at what they knew and what they didn't know, to enable us to program, plan and evaluate with greater accuracy. This has developed into one of the most successful things we have done all year. By better mapping our directions, all Anangu staff have found they have much clearer goals with their lesson sand with deciding on outcomes. This has led then to discussions about what curriculum materials need to be developed to further their Pitjantjatjara education at Areyonga School.

Term 1 had an environmental science theme throughout the whole school. This worked very well having both English and Pitjantjatjara streams having the same focus. The senior class especially did some excellent work in categorising plants according to uses and growing times. Theme kits used this year have been "Feet, Feet", "Birds", "What are you like?", "Two Naughty Kids", "Boy" and "Ants".

Major focuses have been on phonics and syllables in the Junior Class and syllable recognition and punctuation in the Senior class. Both classes have concentrated on story writing throughout the year.

LITERATURE PRODUCTION

AEP Initiative #2: 'Support for Aboriginal Languages in Schools' funding helped us purchase the equipment necessary to computerise literature production at Areyonga this year with great success.

Our recently published magazine "Tjakulpa Mulapa" was done almost entirely on the computer. Now that I know how to use everything, I am teaching everyone else. We are storing all stories and illustrations on disk, making it easy to do further print runs at a later date. This equipment has become an integral part of our teaching program. One of our RATE students recently did a teaching practicum and she used the Big Book, "Mrs Wishy Washy".

With the computer camera and computer, we were able to take photos of the children acting out the book and the Junior class made their own Big Book the next morning. Before we had this equipment it was often a long wait for someone to go to town to develop the film. This immediacy is changing literature production in Areyonga. Teaching material can become more contemporary and integrated.

We have been funding extra workers through AEP Initiative #5 monies and this has brought a lot of people into the Literacy Centre to work on writing stories, making books and taking bush trips and Inma practice.

One of our workers, Margaret will be taking on the Literacy Worker's job next year when Carolyn goes into full-time study. This, I believe, shows the success of the AEP #5 project. She has been able to use the time here as a part-time worker to make the transition into full-time work.

The "Tjakulpa Mulapa" was produced twice this year, a winter and a summer edition - there has been a lot of community input with stories, photos and reports and we have produced a true community magazine that is well-loved and appreciated by everyone who gets it.

An interesting aspect of literature production was the creation of T-shirt transfers with the new computer equipment. Rather than give certificates or book prizes this year, I made T-shirts with the children's own photo and the caption "I go to Areyonga School every day" - in Pitjantjatjara and in English. These were given to the regular attenders.

To see the children in their T-shirts with the Pitjantjatjara writing on the front is actually quite exciting. Our children, as do all children, love to wear T-shirts with messages on them. This could be quite a good way to lift the profile of written Pitjantjatjara in our community.

TEACHING OF LITERACY

We have been very pleased with the achievements of the students this year. The older children who will be graduating are very competent with their writing and we have concentrated on extending their writing and ensuring they know verb endings and punctuation.

By testing the students mid-year we were able to focus on different areas of need. The junior class knew most of their sounds but hadn't yet made the jump to syllables so that has been our focus, using theme boxes.

The younger group in the senior class knew their sounds and could recognise syllables but had yet to put it all together to sound out words. Once we started concentrating on this through the use of syllable flashcards and a theme box, they have really 'taken off' with their reading and writing.

We have found that by the Pitjantjatjara teachers doing RATE studies we have extended teaching styles and techniques and the learning of the children has increased accordingly.

STAFF DEVELOPMENT

We have a staff development and planning session each Thursday afternoon. This is invaluable time for programming, planning and staff development. We have concentrated on assessment and evaluation this year as I felt that this was an area that needed attention.

With next year's change of staff (two of the three Pitjantjatjara teachers are going into full-time study) these sessions will again be valuable time to explore teaching methodologies and professional development. It is also a good time for further developing the working and personal relationship between myself and the Anangu staff.

Batchelor College also plays a large role in our school. We have a very successful program with a very hardworking tutor and students, and very supportive non-Aboriginal staff. Next year we will have one Pitjantjatjara teacher finishing her Stage 3 RATE, two Stage 2 students studying full-time and the other Pitjantjatjara teacher and the new Literacy Worker both doing the CALL course.

This study and the input from Batchelor has seen a wonderful professional development amongst our Anangu staff. Not only are they more knowledgeable now but they have the confidence to apply that knowledge, to speak out about changes they want made, and the respect of the community for sticking with their studies.

We have also been having learn together sessions in the school but this is something that needs working on - unfortunately, every time there is a disruption to routine it seems to be this session that gets dropped so that lesson time is not lost.

SCHOOL DEVELOPMENT

Well - what can I say - we have just won the "Keep Australia Beautiful" award for best school in a small community - again. Our physical environment is beautiful. This year we have extended the grass and made a fantastic vegetable garden. Next year we are planting fruit trees.

We have new computers, computerised production facilities in the Literacy Centre, and our Secondary Correspondence class is now on-line through the Electronic Classroom system and doing well.

A recent grant for playground equipment will see a playground established at the school next year.

It's been an exciting year for our school. There's a cohesion between school and community that wasn't evident in 1994. School Council meetings are very well attended and decisions are all made in consultation with the school council and community.

The community is very happy with the school and the children are very happy, too. This is the result of much hard work at many different levels, the grass is beautiful for people to sit on and the trees, palms and flowers make a lovely surrounds, the teachers are working hard at preparing lessons and making learning fun and rewarding, staff and community are talking all the time about the children and the school, we've been on some great excursions, held the very successful Areyonga sports carnival with 20 other remote area schools attending as well as the new fence is keeping the dogs out!

PRIORITIES FOR 1996

1. There will be a large staff turnover next year with only 2 of our 7 teachers remaining in the same positions. Learning to all work together and helping the new teachers settle in will be our first priority.
2. Continue to build on bush trip program.
3. More 'hands-on' learning by the little kids. More plasticine type lessons because of the limited time language teaching we sometimes forget to let them play to learn.
4. Develop the Transition maths program in Pitjantjatjara.
5. Teach computer skills to new Literacy Worker.
6. Acquire a large meeting table to encourage more people to come and sit around it to make books and stories and drawings.
7. Develop working relationship between school and new council administrator, and shop keepers.

LITERACY WORKER - CAROLYN WINDY

The literacy centre at Areyonga has been going well. We had lot of bush trips this year. The community people have been getting involved in taking the kids out. Planning times were very good. It helped us to think about our teaching and gave us ideas for teaching.

We have made Tjakulpa Mulapa with stories and photos about the bush trips and the excursion. I think the Pitjantjatjara program is going very well. I feel strongly about teaching the children in Pitjantjatjara.

Next year I'll be studying Stage 2 RATE at Batchelor College full-time and Margaret will be working in the literacy centre. She'll be doing the work I've been doing.

BARUNGA COMMUNITY EDUCATION CENTRE

TEACHER-LINGUIST - JAN JARDINE

CURRICULUM DEVELOPMENT

Our major task this year was to start developing a whole school approach to the teaching of Kriol and English oracy and literacy.

Both language programs have three main components.

1. Units of work

The Kriol program bases its units of work on cultural themes and has a sequence of activities that develops cultural knowledge and literacy within the same framework. Blekbala teachers can also do these two strands separately if they wish.

For English, we chose the *Walking Talking Texts* program, because it is designed for ESL learners, it's easy to use and it covers all subject areas. The sequence of learning activities provides purposeful contexts for learning and using English.

2. Ongoing activities

These are activities chosen by teachers to ensure daily practice of oral, reading and writing skills.

3. Real-life situations

The children are given an opportunity, through excursions, visitors, directed play etc to apply what they learn at school to situations outside of the school. The development of code-switching skills is a key feature of this part of the program.

The Community Education Centre Council, through a Commonwealth Programs grant, employed a linguist to do a preliminary study of children's language in the school setting. The findings of this report will continue to impact on the development of curriculum support materials for both the Kriol and English programs.

We have continued to make a variety of materials to support the learning of traditional languages both at school and in the community.

TEACHING OF LITERACY

The more structured and consistent approach to teaching literacy throughout the school has already resulted in improved outcomes for both Kriol and English. The use of some common teaching strategies for Kriol and English has helped develop confidence in both teachers and students.

As our knowledge about Barunga children's language and use of language increases, we are adapting our strategies to meet their needs as both first language learners of Kriol and second language learners of English.

STAFF DEVELOPMENT

Ongoing staff development is a priority at Barunga CEC, with a strong commitment demonstrated by all staff. The following activities took place

- weekly Learning Together and Team Planning sessions
- all teaching staff attended a two day workshop at the CEC in Term 1 on FELIKS (Fostering English Language in the Kimberley) and Walking Talking Texts. Ongoing support with TESL methodology and Walking Talking Texts has been provided by Fran Murray from Curriculum and ASU and the regional ESL advisors
- various staff members have attended a range of workshops and conferences, both in the Territory and interstate
- the Blekbala teachers have been studying hard. Jean Tiati has been involved in the Executive Teacher Level 1 mentor program. One of the Assistant teachers completed Stage 2 RATE (Batchelor College) and two completed Stage 1 RATE this year
- the annual "Mataranka Weekend", attended by most staff, focussed on developing the CEC Action Plan for 1996.

SCHOOL DEVELOPMENT

The CEC underwent Bilingual Appraisal this year. This process provided a useful opportunity to reflect on the strengths and weaknesses of what was happening in the school and to explore ideas for future developments.

A Homeland School for the Preschool/Transition children at Manyallaluk was established in Semester 1. This class was run at Barunga during Term 4; however it plans to return to Manyallaluk in 1996.

The CEC Council was restructured to give ownership of the process to the community, in terms of running it and in decision making.

PRIORITIES FOR 1996

1. To implement the recommendations made as part of the Bilingual Appraisal process.

LITERATURE PRODUCTION

LITERATURE PRODUCTION SUPERVISOR - PETER BRODIE

Most of our books that we have produced this year have been 4 colour. Our productions included:

- 64-colour books
- Big Books
- posters
- lots of work for the school
- videos
- 4 editions of the Barunga Nyus
- outside work

A lot of our year was spent being interrupted by things such as The Barunga Festival in June, the Bilingual Appraisal in October and throughout the year FIXING.....THINGS.

We have been on many bush trips, collecting bush tucker, bush medicines and other bits and pieces. The main trip this year was to produce a story (book and video) on Hunting for Turtle. This was fun because we spent the best part of 2 very hot days looking for the 'heroes in a half shell', but they eluded capture.

Instead of catching and eating turtle we caught (after stepping on) the biggest, meanest and most ferocious (until hitting a tree) goanna I have ever seen and then the story changed from hunting turtle to hunting goanna.

No new equipment this year, because we have nearly everything we need, although some video equipment would be nice.

This year is one that I won't forget for the rest of my life.

LITERACY WORKERS REPORT - JUDY GALMUR

I got stories from old people and wrote songs, stories and photo books in different languages - Jawoyn, Mayali, Dalabon and Kriol. I made some books on the photocopier.

We went on bush trips to collect all different kinds of bush food. Then we made photo books, charts and videos about our trips. Brenda and I typed a word list in Dalabon and helped to check the spelling and translations into Kriol and English.

MANINGRIDA COMMUNITY EDUCATION CENTRE

NDJÉBBANA BILINGUAL PROGRAM

GLENN AULD - TEACHER-LINGUIST
LENA DJABBIBA - LITERACY WORKER

CURRICULUM DEVELOPMENT

This year we had our first Aboriginal teacher in the Ndjébbana program. We also began work on the Aboriginal curriculum. During joint learning together sessions we approach areas of knowledge to be included in the curriculum. We often split up into groups where we linked the national science profiles to suggested activities. By linking the suggested activities with the national profiles we are coming up with learning objectives which are seen as important in both cultures.

The Aboriginal teachers have been going through the process of linking activities to learning outcomes. This is a valuable outcome of the development of this curriculum document. A series of integrated theme packages and units of work will then support these learning outcomes.

To maintain parity with interactive CD's available to the children in English, we began developing the development of hypercard programs in Ndjébbana. We developed the programs based on the books already printed but with different illustrations. This was successful in developing community involvement. Whereas books were seen to be produced by a limited number of specialists the hypercard books have great potential for involvement from many Ndjébbana speakers. We were often educating the Ndjébbana speaking community about the possibilities hypermedia as a medium for instruction as well as the content of the curriculum itself.

Books and other resources have been focused on providing material that support discrete and integrated curriculum areas. Scientific type texts such as the mangrove ecology were begun and will hopefully be completed next year. Health books are continually being developed. Following a Menzies School of Health report on the community and a Commonwealth programs grant for a health resource officer in the school many resources have been developed to support the Health lessons in the school in both English and Burarra.

Teaching activities have been well supported by excursions this term with day and extended visits to homelands and overseas. The excursion to Sulawesi was successful in developing the children's appreciation of the cultural and language ties with the Makkassan people. The books about the Ndjébbana loan words were good for explaining the language ties between the two cultures. The development of an interactive hypercard stack which was made during the excursion was helpful in explaining the trip to other Ndjébbana speakers when we returned. We also developed a C.D. of the excursion in English which has been very popular amongst all classes at the school.

This year the school was set up a ceremony camp out of town for about one term. The teaching of all areas of the curriculum took place in small groups and with a lot of parental involvement. While this ceremony camp slowed the development of the curriculum, it gave us a good chance to experience the needs and wants of the children from the parents perspective. We have a better understanding of the context for the curriculum.

TEACHING OF LITERACY

Every day the teachers have attempted to hear the children read. The AEP funding has helped in supporting the Aboriginal education workers and the literacy worker in hearing the children read. The skills of hearing reading were developed throughout the year which has given more parents opportunity to help the children read.

There is still an emphasis on using graphophonics, this is always done in context and provides a valuable entry into reading for the children. Some teachers have been working with different styles of writing in the vernacular, identifying and teaching what may be called 'Aboriginal Genres'. This has gone some way to improving the variety of writing the children are prepared to attempt and initiate them into thinking critically about the way things are written and why.

Because of staff absences during ceremony the hypercard development has been used to teach literacy to the Aboriginal staff. By involving the Aboriginal staff in their development they have a strong basis for helping the children with the teaching of the books produced. More work still needs to be done to make the development of the books more user friendly.

The children's progress has been assessed throughout the year by the Teacher-Linguist, Literacy Worker, Teachers and Teacher Assistants throughout the year. The books have a built in assessment page that records all of the children's responses to phonics questions. This will help the teacher in assessing which letters and sight words need work.

The children's progress has been assessed throughout the year by the Teacher-Linguist, Literacy Worker, Teachers and Teacher Assistants throughout the year.

STAFF DEVELOPMENT

This year has seen a change in the staffing in the Ndjébbana bilingual program. The staff have co-operated to provide each other insights into both cultures. The Aboriginal teacher in the early childhood section has offered access to a trained teacher who is literate in both English and Ndjébbana. This positive role model has been reinforced by the teacher's excellent attendance to give all the children in the school an insight into the future. The co-operation from all teachers in the unit have helped in teaching new teaching methodologies.

All teachers attended the 'ESL in Anangu Schools' workshops this year to assist in the teaching of English in the classrooms. Learning Together and Literacy sessions continue to run each week. Learning Together has been invaluable in the research and ongoing development of learning outcomes, theme development and teachers learning new skills for the Ndjébbana bilingual program. Learning Together sessions have been stimulating with a flow of information and ideas between the two cultures.

Planning for specific objectives and a variety of useful teaching methodologies have been developed this year. We have gone to the classrooms to demonstrate these different styles of teaching. During the school at ceremony camp these were developed even further.

Literacy sessions for Aboriginal teachers have focussed on vernacular literacy through the development of texts appropriate for the year level they are teaching.

SCHOOL DEVELOPMENT

A Ndjébbana three year plan has been drafted for discussion. More discussion needs to take place and the input from the action group will be dynamic. The program is undergoing appraisal next year. The Literature Production Centre will be upgraded in the near future and we are in the process of getting plans approved.

We became connected to the Internet this year and next year we hope to develop a home page displaying some Ndjébbana and Burarra texts. This will be a great avenue for keeping the language alive and the process of answering questions left from interested people will give a new context for learning the language.

PRIORITIES FOR 1996

- continue work on the curriculum document
- for someone to learn how to use the video lab
- continue the production of interactive hypercard programs
- extend the integrated themes and resources available
- improve both vernacular and English literacy for adults
- using hypermedia to provide access for minority languages and homeland centres to vernacular literacy
- put some Ndjébbana texts on the Internet.

MANINGRIDA COMMUNITY EDUCATION CENTRE

BURARRA BILINGUAL PROGRAM

RACHEL MACGILP - Teacher-linguist

PATRICK MUDJANA - Literacy Worker

CURRICULUM DEVELOPMENT

The most significant impact for the bilingual programs has been the advent of trained Aboriginal teachers this year in the bilingual programs. They have been the impetus for the work currently being done on the Mábarnad curriculum. This will eventually provide a series of learning outcomes for the program in specific subject areas, tackle the issue of language of instruction, content and pedagogical issues. A series of integrated theme packages and units of work will then support these learning outcomes.

At the moment we are concentrating on the area of science for Early Childhood considering issues such as, what do the children need to know from their own culture and western culture, valuing Aboriginal knowledge scientific knowledge and its links with other curriculum areas.

Books and other resources have been focused on providing material that support discrete and integrated curriculum areas. Scientific type texts such as the plant and animal life on the floodplain will always contain integrated knowledge such as traditional homelands, kinship etc. Books are also being produced that are in different styles of Aboriginal text, e.g. catching a goanna, an old man's life story, paintings and a creation stories are all different styles. Illustrations are still being used but in an attempt to gain more ownership and interest in the material, photographs are being used widely. We are trying to find and cover as many of theses as we can find.

Following a Menzies School of Health report on the community and a Commonwealth programs grant for a health resource officer in the school many resources have been developed to support the Health lessons in the school in both English and Burarra.

The multi-media hypercard work being done by the current Ndjébbana Teacher-linguist this year has been interesting. The interactive computer programs provide a resource that suits the learning style of the children, helps us to make Burarra and Ndjébbana resources as interesting as those available in English and provides access to learning in the vernacular when difficulties arise in providing access to an experienced first language teacher. It is hoped that next year, we will be able to produce some integrated programs to be burnt onto CD roms.

Teaching activities have been well supported by excursions this term with day and extended visits to homelands and interstate. The excursion to Melbourne involved a major cultural exchange with the Burarra children performing dances for Balanda and Aboriginal children and adults. It provided the children the opportunity to learn first hand about many aspects of different cultures that are so hard to convey within the confines of the classroom and was an excellent language development activity for the English language.

Visits to homeland centres are integral to the delivery of curriculum content in the classroom and a great opportunity to collect resources for the program. The use of AEP funding has made it possible to employ people on these excursions who can pass on so much cultural and environmental knowledge to the children.

TEACHING OF LITERACY

The classroom teachers with the assistance of the Teacher-linguist, Literacy Worker and AEP funded tutors attempt to hear the children read everyday in English and the vernacular from the series of progressive books that has been developed. The teacher listening to the children read employs a mixture of graphophonic, syntactic and semantic to give the children a number of skills to assist in their reading development.

There is still an emphasis on using graphophonics, this is always done in context and provides a valuable entry into reading for the children. Some teachers have been working with different styles of writing in the vernacular, identifying and teaching what may be called 'Aboriginal Genres'. This has gone some way to improving the variety of writing the children are prepared to attempt and initiate them into thinking critically about the way things are written and why.

A number of comprehensive (including tapes, activities sets of books etc) kits have been made, focussing on language development based on a particular book. Development has also begun on a series of interactive hypermedia books. They incorporate the reading of the story that highlights each word and individual words can be highlighted and are read. There are a number of activities on the programs, such as close exercises, sight word recognition, spelling, phonics and integrated information associated with the story. The children's progress has been assessed throughout the year by the Teacher-linguist, Literacy Worker, Teachers and Teacher Assistants throughout the year.

STAFF DEVELOPMENT

This year has seen a change in the staffing in the Burarra bilingual program. Both the Transition - Year 1 and Year 2-3 classes now have Batchelor College graduates as the classroom teacher. In the remaining Preschool and Upper Primary classes the Teacher Assistants are both participating in the RATE program part-time. This has been a very positive development for both the children and the staff. The children now have access to learning with a trained teacher who speaks both Burarra and English and is a part of the children's cultural background. For the Balanda staff the graduate teachers provide valuable insights and assistance into teaching children in Maningrida.

Mid-year 1996, two more teachers will graduate to hopefully enable the Burarra bilingual program to have a full compliment of Burarra first language speakers as teachers in the classes.

All teachers attended the 'ESL in Anangu Schools' workshops this year to assist in the teaching of English in the classrooms. Learning Together and Literacy sessions continue to run each week. Learning Together has been invaluable in the research and ongoing development of learning outcomes, theme development and teachers learning new skills for the Burarra bilingual program.

Literacy sessions for Aboriginal teachers have focussed on vernacular literacy through the development of texts appropriate for the year level they are teaching. The new and very flash Burarra dictionary launched this year has been a focus of many sessions and of great use in grammar lessons and learning how to use the written language accurately.

SCHOOL DEVELOPMENT

Both programs will undergo appraisal next year and we have begun making preparations for this event. The school's Action Group is contributing to the direction of the school that is creating an outlook to the school that provides for a future involving more community involvement and self determination. Hopefully we will jump all the hurdles for approval for the building of a new LPC next year as the current physical environment for the LPC workers, Teacher Linguists and Literacy workers is far from satisfactory.

PRIORITIES FOR 1996

- continue work on the curriculum document
- for someone to learn how to use the video lab
- continue the production of interactive hypercard programs
- extend the integrated themes and resources available
- complete the language maintenance resources for shells and birds
- improve both vernacular and English literacy for adults
- using hypermedia to provide access for minority languages and homeland centres to vernacular literacy.

MILINGIMBI COMMUNITY EDUCATION CENTRE

TEACHER-LINGUIST - ELIZABETH MILMILANY

CURRICULUM DEVELOPMENT

In the year 1995 Milingimbi CEC school staff and the community members have demonstrated commitment to the develop of a school based curriculum.

During these last years the development of Gattjirrk Curriculum Program has improved a lot the teaching and learning from a Yolŋu perspective.

The Bilingual program has become a **Both Ways** curriculum and now involves at least 11 Aboriginal languages.

The Gattjirrk Curriculum Document was commenced in draft form during the academic year 1993-1994, after the establishment of the Curriculum Development Team which consisted of the Principal, Teacher-linguist, Aboriginal curriculum writer, non Aboriginal curriculum writer, Aboriginal resource people from within the community and representatives of the School Council and Yolŋu Action Group. The team consulted with relevant curriculum officers within the Education Department, ASCMP curriculum support writers, the Principal Education Officer Aboriginal Languages and Bilingual, teachers, parents and community members, other schools, and critical friends from various relevant fields of education.

In 1994-1995 the team continued with the development and trialling of the curriculum and the resource materials. They endeavoured to address appropriate teaching and learning strategies concerning about Aboriginal and European spheres of learning for the students of Milingimbi.

Due to a greatly reduced availability of funding from that which was sought, the team has not been able to complete the task of producing a quality document.

However, it has made significant progress in the development of both the curriculum and the support materials, as well as trialing and evaluation of all aspects of the program. The bulk of the material resulted from excursions to Homeland Centres, classroom activities and workshops.

It is essential that in the 1996-1999 triennium the project continue to be developed in a way to include what has been taking place. Thanks to experiences gained during the past years, a more focussed and efficient procedure will be established. Gattjirrk document is now in the stage of finalisation. It is our intention to present it to the Northern Territory Board of Studies for approval. The objective of the project is to implement the Gattjirrk Curriculum in order to cover all aspects of a School Curriculum.

TEACHING OF READING/LITERACY

The project which started under the name of Gattjirrk in 1993 has been instrumental in developing a Yolŋu vision of education. The Gattjirrk Curriculum as trailed so far has contributed to directly involve the community in the day-to-day teaching at the school. This has given us a clear view of appropriate programs for the teaching of Yolŋu children.

In order to continue offering children a "two-way world view" understanding, it is essential that this project continues to be developed. With financial assistance we aim at having a regional school-based Curriculum which reflect the needs and the aspiration of Yolŋu people in the field of education. The trialing of the Gattjirrk Curriculum also resulted in an increased involvement of Aboriginal staff within our school approval plan.

With the implementation of this Curriculum our main aim is not only to strengthen Yolŋu knowledge within Balanda society, but with it we are now in the process of determining our children's future.

The students will develop and continue to gain:

- the knowledge of the old people. The students need to be aware of what and how they must learn according to Yolŋu educational stages
- first learn the knowledge of their homelands and the associated cultural aspects
- their own clan languages and how to maintain them
- strength and confidence in their cultural heritage which is the basis of Yolŋu identity
- more enriched educational experience by having an expanded range of curriculum resources available to them.

TEACHER DEVELOPMENT

The local curriculum is required to assist all teachers, especially Aboriginal teachers but including Non-Aboriginal teachers in programming and planning the actual themes/topics.

The community expressed the need for curriculum and support materials which can provide a consistent approach to language and culture teaching throughout the school.

For this the School Council identified the need to employ curriculum writers and resource to develop the material and to oversee the implementation and evaluation of it.

This has involved important negotiation with tribal leaders regarding content of Aboriginal cultural and language programs.

The 1995 Gattjirr Overview - What has been happening this year. We used activity books on individual themes across the whole Primary section in Semester 1. In Semester 2 the individual teachers have been encouraged to choose their individual themes for each class to be used across the whole curriculum (both Balanda and Yolju subjects).

To keep the balance between Yolju Matha and English and how themes can involve all areas of the curriculum.

Planning and programming of Gattjirr Curriculum takes place every Thursday afternoon, when the whole school is focussing on one theme/topic. Based this idea of working on individual theme or topic based on both English and Yolju Matha, the teaching staff seem to plan individually according to their relief times. We have to have that ideas just on a trail basis to see and find out appropriate learning strategies and what the children will achieve in the long run.

SCHOOL DEVELOPMENT

The school organisation at Milingimbi

This year we have organise the Milingimbi CEC differently. We have five senior teachers in the school:-

- Principal - Djuwandayju (Yolju)
- Assistant Principal - Marilyn McGregor (Balanda)
- Teacher-linguist - Milmilany (Yolju)
- Band One Teacher Primary - Warmbirrirr (Yolju)
- Band One Teacher Secondary - Munymuny (Yolju)

Band One Teachers and their teaching assistant

- Brendan Bulter - Ganygulpa - Yarrwarri Cass
- Warmbirrirr - Yiparrawuy - Gurrumatji Class
- Jeanette - Djämirri - Lalu Class
- Djambutj - Waykingiin - Djikay Class
- Boyukarrpi - Murarrigirrigi - Gopu Class
- Johanne - Margaret Gubaratjawuy - Weṭi Class

New local recruits returning from Batchelor College.

- Bamuniya
- Madiwirr
- Djiwiliny

Rest of the other Batchelor students will be continuing with their further studies.

Milingimbi Community Education Centre is an Aboriginal school. The school offers a Bilingual program organised around Gattjirrk Curriculum (Milingimbi Developed Curriculum) in the Early childhood and in Primary areas. We have great knowledge and vision for the future of the student and the community and how the school should be running and what to offer. The staff of this school have worked along-side with clan leaders to gain considerable knowledge, after consultation with various people in the Curriculum Department and the local people, in collecting and seeking information to implement local school based curricula. It has been beneficial for us to take up what is important for our children and where we stand in the middle and esteem from both worldviews and seek for what lies ahead of us.

We had to learn an integrated approach into Curriculum which offers a means of successfully implementing and negotiating Curricula in integrated subject areas. This then brought our thought and our experience to learn new skills and competences in the framework during our time of implementing our school based curriculum in knowing about the Core Curriculum.

So we talked about developing the Yolŋu Curriculum, based on Balanda Curriculum, where both of these Cores would play important roles of learning in sequence and with similarity, these then can cover integrated lessons.

We have continued with the Gattjirrk program this year and we have been completing a working draft of a curriculum policy for the program. Our main goal is of making Milingimbi CEC reflect the ideals of two-way education for Yolŋu children. To have this program operating smoothly we need to support our Yolŋu teachers to have a better qualification so in future we'll have our own qualified Yolŋu teachers, so we will have our own future plan for the youth of Milingimbi CEC.

PRIORITIES FOR 1996

Gattjirrk Curriculum improvement plan

The content and methodology of the curriculum will reflect the will and aspirations of the community and in addition it will facilitate the Aboriginalisation of the school.

We hope to involved important negotiation with tribal leaders regarding content of Aboriginal cultural and language programs. The employment of curriculum writers and consultation with leaders will balance the two ways learning in Gattjirrk curriculum by having these plans that we came up with as part of our Gattjirrk Curriculum improvement plan for the next five years.

We need assistance from Commonwealth Programs to write up a submission for part-time instructors and to develop appropriate materials and employment of the part-time instructors.

- need to employ more Community Advisors
- needs to be more planning with community members and the school staff
- Gattjirrk workshops twice a year must be with community members
- Gattjirrk curriculum document needs to be upgraded once a year
- need to form a Gattjirrk committee each year to discuss the curriculum
- develop a practical handbook for teachers (including the area of discipline) on how to teach the Gattjirrk curriculum
- Gattjirrk workshop/meetings with Homeland teachers
- with Homeland teachers - more communication between Homeland schools and Central schools.

LITERATURE PRODUCTION CENTRE

LITERATURE PRODUCTION SUPERVISOR - RUBEN D COLLINS

Once again the time of the year has come around when we look back and reflect on our performance over the past year. One of the benefits of these annual reports is to bring back into focus what we did, what we didn't do and how we could have achieved a better result. It also allows us to plan ahead for better year, learning by our mistakes.

This year the Literature Production Centre at Milingimbi CEC produced more items for the bilingual program and school than in past years. This was the result of a steady work force, with a better attendance record than in previous years.

Our equipment, which we have installed over the past five years, proves that with the knowledge to carefully select the best equipment for our needs we have in place the means to carry out our role in the LPC in the production of the materials to support the bilingual program. Funding is a necessary means for upgrading and purchasing equipment, which means submissions and more submissions.

As Literature Production Supervisors our knowledge in various fields needs to be shared with our peers so that we can perform our tasks in the most

economical manner with the limited funds which we have at our disposal. With this in mind the proposed conference in 1996 for LPC staff should receive our full support.

During the first semester the East Arnhem Region Literature Production Supervisors held a two day 'workshop/in-service' at Milingimbi. The three Supervisors, Leonie Molloy - Yirrkala, David Collins - Shepherdson College, Elcho and myself found the experience very rewarding as we shared our professional knowledge and enriched our understanding of our role within the Bilingual Resource Development Unit. This is the first time in my five years at Milingimbi that the three supervisors were granted permission and limited funding to have such a meeting.

I believe that the supervisors require, and are entitled to professional development as other staff members receive. Everyone who works in the bilingual program contributes their expertise in their own field, and the results are achieved by a team effort, so everyone should have the opportunity to increase their knowledge for the benefit of the program.

LITERACY WORKER - JANICE MUNDHU GANAMBARR

This year I am beginning to feel as though I am settling in. It is my second year in Bilingual Resource Development Unit. The BRDU has had a most active and busy year.

The community involvement was very important during the community member's workshop, which was held in Week 5, Term 4 this year.

Once again the time has come around when we all have to achieve most successful feedbacks. Listed below are some of the work I've done this year:-

- art work/layouts
- laminating
- computers
- translating Yurrwipuy Djorra
- help in the classroom
- file work negative/photos
- collate/Binds Books
- photocopiers
- Riso Graph machine
- help with planning Teacher Development with Yolju and Balanda teachers
- meet community members
- run workshop with community -
- update our Gattjirrk document (once a year)
- school magazine
- Gattjirrk magazines
- attend workshops.

Next year I will be looking forward to a challenging and exciting year, and particularly to see more community members up at the school to see the work their children are doing during the workshops. I hope we will all support each other and give your inputs to this section to help make the GATTJIRRK PROGRAM an interesting curriculum.

LITERACY WORKER - FIONA DHAWUNYMURRUWUY

I work at the school in the BRDU section as a Literacy worker, I have been working here at school for at least two years now, my main job in this part of the section is to collect children's literature or any history stories and then type them up, after that I make Big Books for the children to use in the classroom.

As we had other commitments in developing Gattjirrk curriculum we don't have much time to produce children's readers at this stage. But we hope to produce lots of readers next year. We feel that publishing readers in Yolngu Matha are very important for our children and the community itself.

Once a month we published Community newsletters for the community to read and find out what important events occur monthly.

My overview schedules are:

- | | |
|---------------|---|
| WEEK 1 | <ul style="list-style-type: none"> • collect stories from the community • record onto disk • record onto checklist. |
| WEEK 2 | <ul style="list-style-type: none"> • translation work of what has been collected • do transcription work • make Big Books. |
| WEEK 3 | <ul style="list-style-type: none"> • collect children's literature • do translation work • transcription. |
| WEEK 4 | <ul style="list-style-type: none"> • collection information from other organisation for Yurrwipuy Djorra • work on yurrwipuy djorra with the help from other staff in this section • do translation and transcription. |
| WEEK 5 | <ul style="list-style-type: none"> • prepare activity books for Gattjirrk English Workshop • gather information and details for the workshop. |
| WEEK 6 | <ul style="list-style-type: none"> • Gattjirrk workshop • English • language and culture • working with the children. |
| WEEK 7 | <ul style="list-style-type: none"> • collect children's work from the workshop • do Gattjirrk magazine. |
| WEEK 8, 9, 10 | <ul style="list-style-type: none"> • do project on Wulman warrakan (children's story) • write out story • do illustration about the story. |

Sometimes I don't do what is on my overview because the other staff in this section need a hand so I help them, mostly on Gattjirrk curriculum. We do team work in this section.

ABORIGINAL RESOURCE OFFICERS - JOE GARRWANNU

My name is Joe Garrawanngu and I work as an ARO at the school collecting information and new ideas around the community regarding Yolŋu Education and compiled with our Gattjirrk curriculum. I work closely with mala leaders and the Yolŋu staff in this community in developing Yolŋu initiative (Gattjirrk curriculum document).

The people of this community really want their children to learn "both ways education" and by linking the ideas together so the program will be appropriate in the long run.

Most of my job is bringing the new ideas into the school and informing the BRDU staff through oral reports when doing research on peoples comments.

I really enjoy working with the staff in the school this year, it gave me a great privilege in investigating what is a real Yolŋu education for our young generation.

By having two ways learning our children will have better understanding of two world-view and what lies ahead of them.

MIWATJ LANGUAGE MANAGEMENT COORDINATOR - SHIRLEY GANDJAMARR

MIWATJ LANGUAGE PROJECT REPORT

I am doing a Miwatj language survey project. I have been doing a project on Bush medicine in first semester. During semester two I started research on Gupapuynu Family trees as part of my project before doing other clan groups around Milingimbi and Ramingining area.

Also I collected history stories or children's literature from the old people around the community. This year I have learned lots of new things and sharing the ideas together the community members.

I hope to continue with this project until the end of the year, hopefully I will be able to finish it off and continue with this same project next year by looking at other bꞱpurru groups. I found it very interesting even though it's too complicated to understand but it gave me an idea of how Yolŋu families have extended families throughout the Territory.

My time and effort towards this project really achieved what my people need for their next generation. So the school will have a copy of my research for our children's future.

Twice a year I participate in Miwatj Language Management meetings to discuss our future plan for the year to come. We have Miwatj language meetings twice a year for all the committee members. Early this year I went to Darwin for the language meeting and I was very interested to participate in this meeting. This was my first annual meeting with other delegates from other areas that have language programs operating in their local language centres.

OUR LADY OF THE SACRED HEART SCHOOL WADEYE

TEACHER LINGUIST - IAN ALEXANDER

CURRICULUM DEVELOPMENT

1995 saw an increase in curriculum development mainly in the area of Social and Cultural Education, though the fruits of this labour will not be in the classrooms until next year. The lack of a structured approach to the teaching of culture was a problem throughout the year.

The Teacher-linguist in consultation with the community is adapting the SACE profiles for use in this community. Extensive research was carried out in the fields of environment (seasons, birds, trees, sea shore, bush tuckers, bush medicine, and traditional technologies), family and community.

The use of the story sheets Murrinh Thelerrthe was successful and well accepted in the classrooms, in that they were programmed to be relevant to whatever cultural theme was salient at the time. The story sheets were also used to expose the children to a number of other community languages such as Marri Tjevin, Marri Ngarr, and Mati Ke.

TEACHING OF LITERACY

The early childhood classes were exposed to Murrinh Patha Big Books all year, and taught the basics about reading from a page. Unit work continued in all other classes, with some classes more pro active than others. The Post Primary classes were involved in an Extension Literacy programme with the Teacher-linguist, which saw the Post Primary Girls writing stories for inclusion in a National children's anthology, Youth Writes.

Through this project they learnt more about how Murrinh Patha works, and were involved in all the stages from writing through editing and computer data input. The Post Primary Boys wrote and illustrated a story for Murrinh Thelerrthe based on their excursion experiences as part of Kardu Darrikardu Ngay Thangimangkathan Kathu, the school's AEP initiative #2.

The school has adopted First Steps for its English programme, focussing on Oral English. In 1996 this programme will be extended to take in reading and writing, with an emphasis on 'Walking Talking Texts' and 'Concentrated Language Encounters' for years one to three.

STAFF DEVELOPMENT

The LPC Staff continued their studies in the Associate Diploma of Arts at Batchelor College, though some problems were experienced with their attendance at the courses, and the domestic disruption caused by so much time being spent away from the community. The result of all this was that three very good staff, whose experience is almost irreplaceable, have left working at the LPC. We are currently looking at ways to overcome this problem, and are looking for suitable staff to fill these positions.

The Teacher-linguist was involved in the Bilingual Education Workshop held at Batchelor College and various other inservices including one on Speech Therapy methods and an information session on Literacy Enhancement Officers.

A visit from the PEO Aboriginal Education and Bilingual Education was instructive and gave the whole staff a view to the philosophy of bilingual models and what is happening in other bilingual schools. Mr Bubb also talked to the kardu thipmam staff about the Aboriginalisation process.

SCHOOL DEVELOPMENT

The Post Primary classes were split into a senior group now called the Pre-Vocational, with the remainder staying Post Primary. The Pre -Vocational Boys and Girls have been quite active in learning about work in the community and have attended a number of vocational enrichment, work experience days in Darwin. The Senior Post Primary Girls continued their Secondary Correspondence Course, and completed some Short Term certificated Courses.

Gymnastics workshop, and football coaching sessions were held and were well received. The school farewelled Sister Emmanuel from the classroom at the end of fourth term after a career of 57 years of teaching children in remote communities, quite an achievement. Sister will still be an active support member of staff next year, after a well deserved holiday in New Zealand visiting her sister. The 6/7 girls did very well in the Daly River sports winning a swag of trophies. This was one of a number of inter school activities between OLSH Wadeye, Pulampa, Peppimenarti, Pand Daly River. This year a new school bus was purchased, replacing the old one which was worn out.

PRIORITIES FOR 1996

In 1996 with the aid of AEP #2 funds the school will continue its country and learning programme, and implement a structured curriculum for Culture based on the SACE profiles with considerable rewriting. 1996 will see OLSH running a pilot scheme for Literacy Enhancement Officers in remote communities under the National Literacy Enhancement Programme.

The LEO's will be based in the LPC with a view to helping in all stages of literacy production for the classroom. This positive initiative will hopefully see some long term unemployed community members rejoin the work force in a constructive manner, actively involved in the production of materials for the education of their children and relatives.

LITERATURE PRODUCTION SUPERVISOR - JOHN BILLING

1995 was a varied year, further work was completed on Hypercard stacks, considerable developmental work was done on student work and activity books as well as teacher reference books. Work books, Units and Big Books were produced during the year and upgrading and corrections continued to be carried out.

At the beginning of the year the Literature Production Centre comprised four staff. These were enrolled at Bachelor College under the CALL Associate Diploma of Arts, Aboriginal Languages. Unfortunately problems were experienced with attendance both here and at Batchelor College. An attempt is being made to overcome the difficulties experienced, and it is recommended by us and Batchelor College that these students no longer attend.

An additional male staff member started work after bush holiday and proved to be an excellent worker, turning out good design ideas and having an ability to operate machinery etc. At the close of the year we were back to two staff members. It is hoped that girls from Post Primary will show sufficient interest in joining the LPC in 1996 as there is much work to be completed.

Outside work enabled us purchase additional equipment. The results of which should be clearly evident during the 1996 year, with the addition of a whole range of curriculum materials, work and activity books for the students as well as ample teacher reference material.

A number of bush expeditions were conducted accompanied by elders of the community. Visits were made to the camps to gather information and some of the elders came to the LPC to assist us. Photographs and video clips for inclusion in Hypercard and other computer generated materials for the classroom were taken. Generally following particular themes to be introduced to ensure culturally correct teaching materials are available to teachers and students.

A number of publications were started for the Language/Cultural Centre, histories and dreaming stories. It is hoped that these will be on the shelves early in 1996. Moves were made to ensure that dreaming stories and other cultural heritage items were retained in the community. It is suggested that a Cultural and Ethics committee be established to ensure that the future sees control of community matters by the community.

In addition to Indigenous language publications and outside work, a number of booklets and classroom materials were produced in English. For all these items the desktop publishing facilities were fully utilised. PageMaker has been used and found to be suitable for use by the staff. More detailed training programmes on DTP are ready to be put in place next year.

A colour laser copier, slide and film scanning and Photo imaging equipment were installed at the latter part of the year. Training on these is programmed for first term, and it is expected that exciting new class materials as well as outside work will be generated by the addition of this equipment.

During the early part of the year, I moved my office from the LPC to a separate building in the hope that deferring to me with regard to work would be eliminated. Also to give the staff confidence to work without close supervision. This worked initially but was disrupted by non-school problems.

YUENDUMU COMMUNITY EDUCATION CENTRE

WENDY BAARDA - TEACHER-LINGUIST

This year was a temporary suspension of the Aboriginalisation program as six Warlpiri teachers took leave to do their fourth year RATE. We had only two Warlpiri teachers in classes, taking Preschool/Transition and Grade 1. Four of the white teachers were new teachers. There were discipline problems in most classes though some had settled down by the second semester. Children in Grades 2, 3 and 4 had never had an English speaking teacher before. Classes were larger than usual as we lost one teaching position. We did have some experienced Assistant Teachers in some classes. Grade 2 and Post Primary Blokes class had several changes of teacher. These classes lost their cohesiveness, children came and went at will and some dropped out. Grade 2 also had changes in Assistant Teachers (ATs).

I took over as Teacher-linguist again after a Warlpiri Teacher-linguist, Barbara Martin had held the job for six months. She had spent almost all her time in classes where she was able to expand language themes and writing more than I can hope to do. There was a bit of correspondence and orders to catch up on. The literacy room was left very neat and tidy with everything put away in its place, unlike most class rooms where resources were in a great muddle or gone completely.

At Nyirрпи, a Warlpiri teacher, Fiona Gibson, took the Junior class, Transition to Grade 3. She did an excellent job teaching the class of more than 20 regular attenders, sometimes 30 little children, keeping them busy, happy and doing interesting work. Fiona was very conscientious and fairly independent with programming and ran a very consistent work program based on Warlpiri themes. She had Lucy Winwood-Smith as mentor visiting once a week from Yuendumu. Orme Gallacher and Lyle Gibson, ATs, also did well with the Warlpiri program in the Senior class. This was a good year for the bilingual program at Nyirрпи although there were changes in the white staff.

CURRICULUM DEVELOPMENT

This year, as the English Second Language advisors, especially Steve Bobos and Michael Ellis, showed interest and spent some time looking at the Warlpiri program and how to fit English in with the Warlpiri, we all decided to work together on a school based English Literacy program which would take into account the children's first language and their readiness for English literacy at the various levels.

We decided to do it in two parts, a Sounds and Spelling section and a reading scheme and sight words section. We worked on sounds and spelling first as this had been neglected by teachers and pronunciation is the one area of language learning where it is beneficial to start in early childhood. The Sounds and Spelling program has been printed and is now in use throughout the school.

The Reading and Sight words program is ready for formatting and printing. We found it impossible to teach reading or spelling before teaching oral English so there is a large oral component in both sections.

Nothing new has been written for the Warlpiri program but theme files continue to be added to as we workshop ideas in Learning Together and as resources are produced by classes. The work sheet and games files for Warlpiri literacy are also constantly added to. I had hoped to update the book catalogue and teachers guides but this is still on the list of things to do. I need some help with the data base file the catalogue is in.

STAFF DEVELOPMENT

One Warlpiri teacher has completed Year 4 RATE. Five others are more than half way to completion. Two are expected to finish in 1996 as they have applied for leave in third or fourth term. It is a bit awkward that Batchelor expects some teachers to work on completing RATE units while full time teaching. These teachers are already working to capacity coping with the job. It is also hard for the school when Batchelor takes them away for a week at a time for workshops. The other problem for 1996 will be replacing the Grade 1 teacher in Term 4 and the Teacher-linguist in Terms 3 and 4.

Seven other Batchelor students have completed first or second year Early Childhood teacher training and two have started first year.

Two Literacy workers, Kay Ross and Maxine Spencer are continuing with their CALL course doing second and third year. They are often away at workshops and have assignments to do in between.

It was expected that Donovan Rice, our full time literacy worker would be ready to take over the Literacy Production Supervisor's job in 1996. However he became more interested in the band and was away a lot this year. He is quite capable of operating the equipment in the printery but says he wants to stay a literacy worker for at least one more year.

We had a mentor, Lucy Winwood-Smith, for Judith Hargraves, the new Warlpiri teacher in Grade 1 and Warren Williams for two terms in Post Primary. She also contributed to Jeannie Egan's program in Preschool/Transition as she preferred to work with Judith and Jeannie together, planning, collecting and making resources for early childhood classes. In Semester 2, Lucy took on the job of Assistant Principal as this had not been filled. She continued as mentor for Judith and Fiona visiting Nyirrpi weekly. Lucy was a great asset to the school, supporting all teachers, organising and ordering resources, and co-ordinating programs through out the school as well as sorting out school accounts. We will all miss her in 1996.

Learning Together continued with different topics each week and brainstorming theme ideas. Many sessions were spent on discipline strategies. In term 4 we mostly worked on the English curriculum.

TEACHING OF WARLPIRI LANGUAGE AND LITERACY

The Warlpiri Language side of the program has kept going fairly well with ATs in the classes with English teachers. The Warlpiri literacy side has suffered through English teachers placing much more emphasis on English literacy and in some classes Warlpiri reading and writing only happening about twice a week, when the Teacher-linguist is visiting. I discussed time tables and the need for Warlpiri literacy sessions every day but when eventually it was on the time-table, it still didn't happen regularly, the excuses being that we ran out of time or the AT was away or came late or left early or was out of the classroom.

I think most children didn't have enough grounding in Warlpiri literacy before going over to almost all English. Many are confused over letters and sounds and haven't mastered any in either language. So far results seem the same as in previous years with a handful of children achieving some fluency in Warlpiri reading and writing by Year 6, some just beginning to master the sound system and others unable to write anything without copying or read anything unseen. English literacy seems to run parallel with Warlpiri, children being at the same stage in both languages.

One thing which has changed over the years is the way English teachers and Warlpiri ATs work together. When we started bilingual education, the Warlpiri AT was seen as the main deliverer of education in the class at least up to Grade 3. The program although planned together was largely the product of the English teacher who very closely monitored delivery. ATs were very dependant on the white teacher. Now the roles of English and Warlpiri teachers have become much more separate. The English teacher is the main teacher in the class most of the time but has little or no input into the Warlpiri program. This has partly resulted from having part time ATs who do RATE in the afternoons and so are not there for planning. They are much more confident in teaching Warlpiri literacy. If they want help they go to the Teacher-linguist or Literacy Workers. The white teachers seem less interested in the Warlpiri program.

To sum up the language and literacy program it seems that sudden changes from virtually all Warlpiri to mainly all English (at least from Grade 2 up) don't seem to hurt oral language development in either language but it does have a bad effect on development of literacy.

LITERATURE PRODUCTION

It was good to have Peter Mifsud back as Literature Production Supervisor. He is very professional and I can leave most of the job of running the BRDU to him. Two issues of our community magazine Junga Yimi were produced and a number of new books. The usual jobs of typing up, setting up, laminating and binding books and charts for classes were done. Maxine worked on transcribing oral histories and Kay wrote stories. They also do translation jobs for the community.

Unfortunately our main computer started crashing so Peter had to clear it and reload it all again. He also collected all computers from classrooms and fixed up their programs in preparation for setting up a computer room for classes to learn computer skills properly.

SCHOOL DEVELOPMENT

The school seemed to be in a state of flux with a new principal (although he had been Assistant Principal and acting earlier for a brief period) six new teachers and some staff changes. We also had lots of 'sorry business' and the Principal, mentor and I had to do some relief teaching. It is a chance to find out what children can do. By the end of the year everyone seemed more settled.

Country visits were a great success again with the whole school camping out for a week with families at different out-stations for hunting and cultural activities such as painting, dancing, making things, stories and visiting dreaming sites. This year five Fourth Year RATE students did their three week practicum around country visits each one going to a different out-station and then the school was divided into seven classes according to which out-station students had visited. Parents and elders who had been on the country visit came to help with classes, telling stories and teaching dreaming designs. There was much more follow up of the excursions and some excellent work was produced.

The classes were large and some RATE students found it hard catering for multi-grade classes, from preschool to post primary. Some activities worked well. Next year they are talking of country group classes for just one week after country visits. To make the organisation work, literacy workers and I worked with Yarripirlangu class. It was a great experience seeing how one large family group worked together. We had no problems with fighting or teasing. Older children helped younger ones. Some younger ones, working along with older ones, did a lot more writing than they usually do. I think it could work very well for longer times if the classes were smaller.

PRIORITIES FOR 1996

In 1996 Barbara Martin will be back as Teacher-linguist for six months before taking six months off to finish her fourth year RATE. Her priority will probably be to concentrate on Warlpiri language and literacy in the classes, which is needed due neglect in this area this year.

Some Warlpiri teachers and ATs were surprised and shocked when they found, during their country group classes, that lots of older students couldn't write Warlpiri.

I will be taking on the job of mentor for five newish Warlpiri class teachers and Teacher-linguist. It seems like a huge job and a great responsibility to support so many teachers with all subjects as well as the Teacher-linguist with Warlpiri throughout Yuendumu school and Nyirrpi. At least we have our other teaching position back so class sizes should be more manageable.

I hope I can give every-one enough time and help so they feel comfortable in the job and don't want to quit. One thing I am sure of is that these Warlpiri teachers are the best teachers for Warlpiri children.

At Nyirrpi next year Fiona is taking the year to do Fourth Year RATE so they will have two English teachers again and not so confident ATs. However Orme Gallacher is doing well with Warlpiri and should be able to keep bilingual education going strongly in the junior class if they get supportive white teachers. The senior class will need more help. I will probably visit with Barbara as she has no licence.

The main achievement of the bilingual program in Yuendumu and Nyirrpi is that children's spoken Warlpiri is still strong and not very different from adult Warlpiri so there is a lot of communication between the generations. Children have a good positive attitude to their own language and culture, unlike some other Warlpiri communities which have not been so lucky. We are hopeful that Lajamanu will have a Teacher-linguist in 1996 and can begin again with bilingual education.

