

1991 ANNUAL REPORTS

FROM
SPECIALIST STAFF
IN BILINGUAL
PROGRAMS
IN NORTHERN
TERRITORY SCHOOLS



PREFACE

This report covers programs located in twenty-one communities throughout the Northern Territory.

There have been a number of important developments that have taken place in 1991 concerning Bilingual Specialist Staff and capital investment.

The Linguist position that was based at Maningrida School has now been regionalised and is located at Operations North to service the greater Darwin area. This includes schools from Maningrida in the East to Wadeye in the West. Melanie Wilkinson commenced duties as the Regional Linguist for East Arnhem and is based in the regional office at Nhulunbuy.

The position of Literature Production Supervisor was re-established at Milingimbi Community Education Centre. Gordon Machbirrbirr started formal training for the Literature Production Supervisor position. The training takes place through a mentor scheme with the current Literature Production Supervisor at Maningrida Community Education Centre.

The Bilingual Education Officer position for Operations North was abolished.

A new Literature Production Centre facility was completed at Galiwin'ku and is now fully operational. School and office based staffs are to be congratulated for their work in the planning of the facility. It was a long and time consuming task.

One of the major highlights for specialist staff was the conference held at Batchelor. The conference facilitated the sharing of information from different programs, resource people and suppliers. Discussions also centred on developing future directions for the programs.

Overall the reports highlight the efforts specialist staff have made in the development of curriculum and support resources. The production of community newspapers by many programs has provided valuable forums for sharing general community and school information using local languages and English. These newspapers are very popular with most printing runs 'sold out' within a few days. The newspapers help extend the value and purposefulness of literacy beyond the domain of the school.



PAUL BUBB

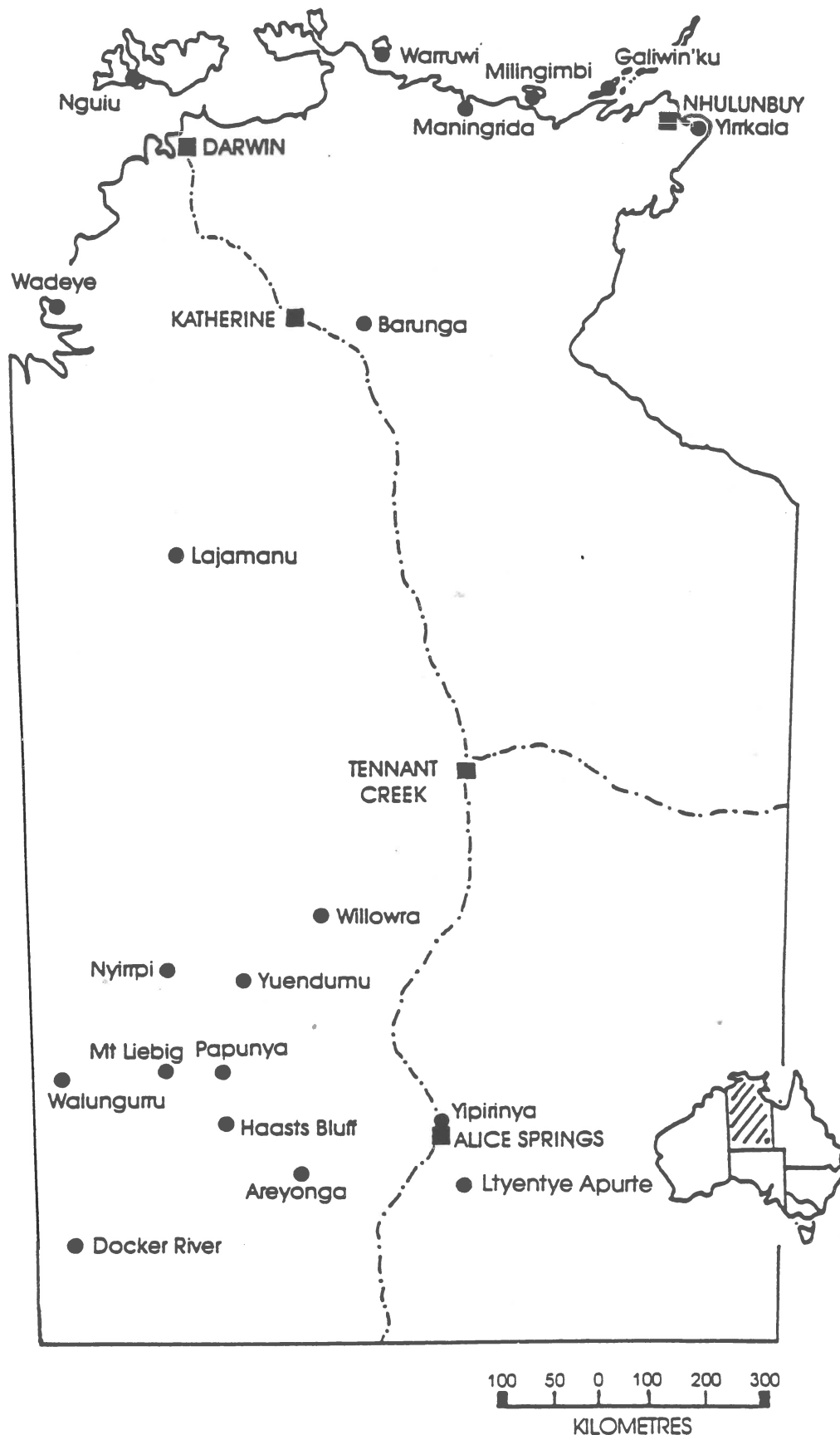
Principal Education Officer

Aboriginal Languages/Bilingual Education

CONTENTS

Areyonga	1
Teacher-linguist	2
Literacy Worker	
Galiwin'ku	3
Teacher-linguist	4
Literature Production Supervisor	
Kaltukatjara School, Docker River	6
Teacher-linguist	8
Literacy Workers	
Lajamanu	10
Teacher-linguist	
Ltyentye Apurte	13
Teacher-linguist	
Maningrida	16
Literature Production Supervisor in Training	16
Teacher-linguist, Ndjébbana	19
Literacy Worker, Ndjébbana	19
Teacher-linguist, Burarra	
Nguiu	22
Literature Production Supervisor	22
Literacy Workers	
Papunya, Haasts Bluff, Mt Liebig	23
Teacher-linguist	
Warruwi	26
Teacher-linguist	
Willowra	29
Teacher-linguist	
Yipirinya	32
Literacy and Culture Centre Coordinator	34
Literature Production Supervisor	
Yirrkala	36
Teacher-linguist	
Regional Linguist, West Arnhem	39

**A map of the Northern Territory of Australia
showing Bilingual Schools**



ABBREVIATIONS

AIATSIS	Australian Institute of Aboriginal and Torres Strait Islander Studies
ALS	Australia Linguistic Society
AT	Assistant Teacher
ATESOL	Australian Teaching of English as a Second Language
CAD	Curriculum and Assessment Division
CAE	College of Advanced Education
CALL	Centre for Australian Languages and Linguistics, Batchelor College
CDEP	Community Development Employment Program
CDP	Community Development Program
CEC	Community Education Centre
CLA	Certificate of Literacy Attainment
CLE	Concentrated Language Encounters
EC	Early Childhood
EO	Education Officer
IAD	Institute for Aboriginal Development, Alice Springs
LOTE	Language Other Than English
LPC	Literature Production Centre
LPS	Literature Production Supervisor
NT	Northern Territory
NTPS	Northern Territory Public Service
NTTS	Northern Territory Teaching Service
NTU	Northern Territory University
PEO	Principal Education Officer

PTI	Part Time Instructor
RATE	Remote Area Teacher Education, Batchelor College
SAL	School of Australian Linguistics
SE	Social Education
SIL	Summer Institute of Linguistics
TAFE	Technical and Further Education
TESL	Teaching English as a Second Language
WAMS	West Australian Mathematics Syllabus
Yanugu	Aboriginal
Yapa	Aboriginal
Kardiya	non-Aboriginal
Yolngu	Aboriginal
Balanda	non-Aboriginal

AREYONGA

TAMSIN ROBERTS, TEACHER-LINGUIST

Curriculum Development

Sue Earle, the Teacher-linguist left at the end of third term and was not replaced for fourth term. As a result work was limited to extension of the Concentrated Language Encounters Program. A big book pack Tjiti Kura Kutjara was produced.

Literature Production

The photocopier is on its last legs and this has severely slowed down literature production. However, the following books were produced:

- Uruku (from 1990)
- Tjulpu Kulunypa Mankurpa
- Tjulpu Kunga Munu Kupi-Kupitjara
- Tjulpa Kungu Kutjungka Rapita Kutju
- Show Time (Class Photo Books)

Some Arrernte material was produced for Red Sand Hill Outstation School.

The community newspaper was produced three times during the year although some stories were also contained in the Docker River version.

Teaching of Reading and Writing

Reading is taught through the theme boxes which contain activities to go with Big Book sets. Only limited writing was done throughout the year. Finished texts were displayed around the room and incorporated into the community newspaper or made into a class book.

School Development

There was only one change of staff for 1991 and this helped produce a good working relationship among all members of staff. There is also strong community support for the school and both the English and Pitjantjara programs. The girls do batik at the Women's Centre once a week with the women. They have produced carry bags, T-shirts and skirts. Next year we hope to purchase some sewing machines to further develop this program. The older students went with their class teacher and two assistant teachers to Adelaide for a week's excursion which was an eye-opener to all concerned.

Priorities for 1992

My priorities for 1992 are:

- To continue to develop my knowledge of Pitjantjara.
- To encourage community interest in the Literacy Centre by producing the community newsletter as often as possible. This will also give the students an audience for their writing.
- To do worksheets to go with activities which are going on around, especially bush trips.
- To sort through theme boxes and upgrading where necessary.
- To sort through the Literacy Centre so that material is more accessible and throwing away material which is no longer useful.

MARGARET POULSON, LITERACY WORKER

I've done books, stencils and posters and I have done illustrations for Tjululpa Mulapa (community newspaper) and I also have helped Judy Brumby (Assistant Teacher) in the classroom. Also I have laminated posters.

GALIWIN'KU

KEVIN HILLEBRAND, TEACHER-LINGUIST. JUNE REPORT

Teacher Development

Professional Development classes have been held for all non-NTTS Aboriginal staff once a week. Course outlines provided by Centre of Australian Languages and Linguistics (CALL), Batchelor College have been used to develop the necessary lessons for these sessions.

Curriculum Development

As a result of previous testing the need to improve children's progress through the Structured Language Arts Program (SLAP) continues.

Children's workbooks, with new covers designed, for both the SLAP and the Accelerated courses have been printed. A good replenishment of this stock has begun.

Despite difficulties due to the absence of additional specialist staff the SACE theme/resource packs have continued to be built up. A new unit, Transport (Dug out canoe) has been completed by Yangarriny Munyarrun and myself. This unit is based on the recommended SACE curriculum, levels 3-4 'Satisfying Needs and Wants', pages 36-37.

Priorities for 1991 that have been Completed to Date

The successful meeting and exchange of information with Barunga Literature Production Centre.

The opportunity for Literacy Worker's to enhance their computing skills.

The setting up of a language maintenance program for dialects referred to as the Dhangu/Djangu group.

A substantial increase in the output of vernacular materials (see output production sheets).

An improvement in the quality of vernacular materials through ongoing training in 'meaning based translations' (see publication 'Translation Time' by Christine A Kilham. Workbooks/courses 1, 2 & 3).

The above point is a critical factor in maintaining the integrity of written (and eventually oral) Djambarrpyungu. Transcription/translation work needs to recognise its special style and idioms. Merely 'literal translations' will only provide meaningless text. Initially the most obvious adverse effect will be on the children's attitude to literacy in general.

JOHN GREATOREX, TEACHER-LINGUIST. TERM 4, 1991

I have just come back after almost ten years away from Galiwin'ku, arriving during 4th Term. During that time some aspects of the school have changed while others remain unremarkably intact.

The Djambarrpuyngu Literacy Program which includes nearly 200 primers, work books, teachers manuals, phonics charts, big books, and other aids, has undergone modifications during those years. There were adaptations to make an accelerated course, and additions to include a thematic approach. These resources are available and have been little used and gathering dust for the past three years.

Times have changed and Yolngu teachers who once religiously followed the Djambarrpuyngu Program are now also asking for language materials in their own languages. The most urgent request on my arrival was to record the activities of the 'Dhuwa-Dhangu' group during the Dialects Program. This involved video recording, transcribing the related stories and songs, photographing group activities, collecting children's work. The result was a printed collection of the group's activities. During these sessions everyone was learning, the children from the teachers, the teachers from the elders.

On display in most classrooms are a number of languages, there is English and Djambarrpuyngu, but often taking a prominent position are the maps, list of words from songs, and stories from the clan of the teachers, the language taught during the 'Dialects Program'. This is something Yolngu feel strongly about, and as the Yolngu Principal says '...we are running this program so the children can learn their own languages'.

It seems at Galiwin'ku with the large number of dialects, clan identity is clearly an important educational issue. This in turn is linked with the choice of language, and that this question is at least partially being answered with the 'Dialects', as is the question of the social and educational consequences of balanda schooling on Yolngu communities.

K SINGH, LITERATURE PRODUCTION SUPERVISOR

I have now completed one year service at Shepherdson College. I have seen many changes during this period. One of them was loss of a Teacher-linguist and the appointment of another after five months.

We have some antique equipment which I understand was not used for at least 18 months before my arrival. I managed to get some of it going and cleared up some backlog of printing. We raised a lot of money by printing jobs for the community. We also did some translations and paste overs on some commercially available books.

Plans for a new production centre and some new equipment were already on the cards. With few changes suggested by us in the original plan (e.g. removal of a window in Darkroom!), the new building took off the ground and was finished in no time.

We then discovered that there was not enough money available to buy new offset printing machine and platemaker etc to go with it. We had to settle for a Risograph (a very high quality duplicating machine). With some limitations, this machine is producing materials of acceptable quality.

Acquiring all the equipment and moving to the new building is another story which need not be mentioned here.

We are now fully equipped and operational, waiting for directions from Teacher-linguist, Community, School Council and anybody else interested in production of materials.

KALTUKATJARA SCHOOL, DOCKER RIVER

ANNE LANHAM, TEACHER-LINGUIST

Curriculum Development

Since the beginning of Term 4 1991, thematic materials have been produced for both classes.

Literature Production

The project funded by the Australian Second Language Program National Level Element was completed by the production of 'Tjukurpa Punutjara' in the Big Book and multiple copies format, plus teaching materials and activities to go with it. It deals with uses of some flora by Pitjantjatjara people.

Kits of materials for use with four themes were produced, each theme estimated to extend for five weeks at the discretion of relevant staff.

In addition, three issues of the community newspaper 'Tjakulpa Mulapa', one issue of the school newspaper 'Tjintu', and some phonics sheets were produced.

Teaching of Reading and Literacy

A largely phonics approach was used in the younger class in both English and Pitjantjatjara. In Term 4 a thematic approach was adopted in Pitjantjatjara in both classes. During daily library sessions before morning lessons and after lunch, a reading folder system was used to keep record of Pitjantjatjara reading progress. This was extended in Term 4 to taking a few children out of a younger class on two days a week, for 15 minutes, for lap-reading with the Literacy Centre staff and two older children. A thematic approach in English was used in both classes.

Teacher Development

A visiting lecturer from CALL conducted a ten-day on-site course for Literacy Workers and other people in the Community in April/May, and another one in September. Up to ten people, including Literacy Workers, attended two CALL courses of two and three weeks at Batchelor College during the year. As a result, another Literacy Worker and two more Community members achieved the Certificate in Literacy Attainment.

On Saturday 23 March the Teacher-linguist attended a Central Australian Language Circle computer workshop at IAD in Alice Springs. In September the Teacher-linguist and one Literacy Worker attended the three-day Literacy Centre Staff Conference in Alice Springs. In October the Teacher linguist

also attended the three-day Conference of Literature Production Centre Staff at Batchelor.

One of the Assistant Teachers, together with another Community member, attended a three-day Early Childhood Workshop.

The Head Teacher attended the three-day Small Schools Conference, and he and the other class teacher attended a one-day inservice on the Hearing-impaired in the Aboriginal Classroom, and ITEC one-day inservice, and a one-day ERC inservice.

There were a few learning-together sessions during the year, led by staff in turn, and a small amount of work done in the Literacy Centre towards CALL course work. One Literacy Worker gained her unrestricted driver's licence.

A Pitjantjara language learning group, convened by the Teacher-linguist, met spasmodically during the first three terms. Some of the time a local language informant taught us.

The PEO Bilingual, Christine Nicholls, visited the school for a few days in Third Term, and she and linguist Mary Laughren made another visit of a few days in Fourth Term. Both these visits were particularly helpful to the Literacy Centre staff, notably in inservicing staff on the continuous production of thematic materials, as well as in other things.

School Development

The Head Teacher received a Commonwealth grant to supply a second computer for use in the older class. The Literacy Centre made a successful submission to upgrade the Literacy Centre computer with a hard disk, increased RAM, and Pagemaker 4 software, under the Disadvantaged Schools Program.

The School Council received a \$ for \$ subsidy from the Department of Education and purchased a Sharp SF-7800 photocopier and small stand for the Literacy Centre. Money for this was raised in the school canteen at morning tea time by staff.

The Teacher-linguist and a Literacy Worker put in a submission for AEP funding (1993-95 triennium) on flora and fauna in Pitjantjatjara culture.

The Head Teacher, the other class teacher, an Assistant Teacher and a Literacy worker took twelve children of various ages to Sydney for nine days in Nov/Dec.

During the year NT Conservation Commission rangers worked with the children on several visits here, and conducted an overnight camp for some of the children as well as presenting awards.

In a letter dated 6.12.91, Ann Stewart on behalf of the Planning Group from the School of Education Studies, Batchelor College, wrote a letter to the

Head Teacher to say that they intended to place a RATE Tutor at Docker River for 1992. At that time, they did not know who that person would be. They sent copies of the letter to Regional Superintendent Aboriginal Schools, Operations South and to the Assistant Secretary, Operations South, and also informed Operations North.

The ERC cuts resulted in the loss of one class teacher position and one Literacy Worker position for 1992, and the consequent down-grading of the school.

Priorities for 1992

To prepare a minimum of 12 further kits of thematic materials for the classrooms.

JOY YARITJI KUNIA, LITERACY WORKER

Ngayulu litiritjingka waakaripai. Ngayulu pipa tjuṯa palyalpai minyma tjuṯangu wangkanyangka irititjatjara mai putjitjatjara munu punu ini kutjupa-kutjupa kuḷu. Kutjupara nganana minyma pampa kutjara katipai tjitji kungka tjuṯa-wanu, kutjupara watingku tjitji nyitayira tjuṯa katipai kuka putjitjaku, kutjupara minymangu tjukurpa wangkapai. Ka tjitji tjuṯangu pitja tjuṯa walatjungkupai kala pipa tjuṯa palyalpai tjanampa.

Translation:

I work in the Literacy Centre. The women tell stories about the old days, about bush foods and the names of various trees also, and then I make their stories into books. Sometimes we take two of the older women out with the girls, at other times a man takes the boys out hunting, and another time one of the women tells a story. The children draw lots of pictures and we make the books for them.

RUBY JAMES, LITERACY WORKER

Uwa ngayulu kuwari wiyaringu Literacy Worker. Ngayulu wiyalta piyuku malalu waakarinyi. Ngayulu panya pitja tjuṯa mulapa palyanu, pitja panya tjukurpa tjuṯatjara. Munu kutjupa tjuṯa palyalpai. Uwa watalpina wiyaringu.

Translation:

Well, at this time I've finished being a Literacy Worker. I'm not returning again to work. You know, I drew a whole lot of pictures for lots of stories. And I did a lot of other things. Yes, that's about all I've got to say.

SUSAN JAMES, LITERACY WORKER

Hello, my name is Susan James. I am an Aboriginal Assistant Teacher. I am working at Docker River School. Last year I worked as a full-time Literacy Worker and I wrote stories for 'Tjakulpa Mulapa' in our own language so people can read and understand. I have been working for five years and I write my own stories about 'Ninu Mankurpa Kawankatinytja' so all the kids can read and learn in the classroom. I learnt how to use the airbrush. I painted the cover of the stories about 'Ninu Mankurpa Kawankatinytja'. And also I took photos and printed the negatives in the darkroom. I learnt to make the stories on the computer and afterwards I printed the stories. And now I am teaching younger kids in the classroom.

LAJAMANU

ALBERT BURGMEIN, TEACHER-LINGUIST

The bilingual program has struggled to operate efficiently during the year.

We began the year with an entirely new (barring the senior boys teacher and adult educator) non-Aboriginal staff at the school. The staff, with the exception of the Principal and myself has no training or experience in bilingual education. Further, we had only four of the allocated six Assistant Teachers and of these two had limited literacy skills in Warlpiri.

I didn't see the writing on the wall (in defence I must say I had no idea how untrained all the staff were for the job they had to do) and suggested that a bilingual program be fully implemented from the beginning of the year. Within the first 10 weeks the inability to implement the program was evident. I was spread to ineffectiveness between a group of confused and frustrated staff members, and bogged down in an outdated jumbled Literacy Centre with no Literacy Workers.

Many of the non-Aboriginal staff generally felt uncomfortable with the bilingual education program. The next 10 weeks was a matter of just trying to consolidate the program. The program was reduced to the three junior classes and the Assistant Teachers were reshuffled to strengthen that area. Unfortunately the negative feelings of the non-Aboriginal staff was mirrored by a general lack of commitment to the school by the Aboriginal staff which made the successful operation of the program extremely difficult.

In the last week of the second quarter a staff meeting decided to suspend the bilingual program till such time as it could be satisfactorily reintroduced. Aboriginal staff did not attend the meeting due to commitments to ceremonies. They were unhappy about the decision. I feel in retrospect that it was probably the best thing to do. When the *yapa* teachers returned to work and were upset over what had happened I argued that I felt it was a necessary decision in the circumstances that they said they would show the *kardiya* teachers that they were committed.

Unfortunately the separation between the two groups was too big and poor work relationship patterns were already established. Planning together sessions between *yapa* (Warlpiri) teachers and *Kardiya* (non-Aboriginal) teachers generally stopped.

Just before the end of third quarter Jeannie Nungarrayi returned to the school. She took the Transition class and was able to immediately introduce a bilingual program. Other than this class all other classes operate a non-Aboriginal.

The future for the bilingual program is a long hard haul but there is considerable room for the re-establishment of the program in the school next year. I would suggest that it could be based upon the two qualified *yapa* teachers at the school. They're bilingual and trained in bilingual education.

At this stage, given the unease of the Kardiya staff with the bilingual program, I think that this is as far as the bilingual program can go in 1992.

Production

Production has been very low this year. Eight books, an evaluation and assessment package, several checklists.

The time has been spent on moving from the Old Literacy Centre to the new one, ordering and setting up the new equipment, cataloguing and arranging old materials, programming the computers and debugging the system, developing a core of reliable Literacy Workers, and instructing these Literacy Workers in the use of all this new technology.

Training

Three of the Literacy Workers are doing the Diploma of Arts (Languages) at Batchelor College. Kristine Napangradi James and Elizabeth Nanginarra Nungarrayi Ross are doing full-time study. They will have completed Stage 1 this year. Valerie Napanangka Patterson is studying the Diploma part-time and will complete Stage 2 this year.

All the other training is 'hands on' except the Literacy Workers have all been introduced to all the new equipment but need much more use before they will be comfortable.

The Assistant Teachers have been attending two lessons a week. One is Warlpiri Literacy and other in Teaching Methods.

I have been sharing with another senior teacher the responsibility for the Staff Development Sessions held once a week every Friday afternoon.

I have been giving Warlpiri lessons for non-Aboriginals once a week throughout the year. Only one of the school staff has consistently taken advantage of this.

Money

In the Literacy Centre (LC) account 1450G there is a credit balance of \$5891.15. This is the average yearly account for this LC. It is for the period to 30 July 1992. It is to buy any kind of hardware or software for the LC or to pay for any vernacular materials production costs in other places, e.g. printing at Yuendumu, Barunga, Darwin.

There is also \$6000 of ASSPA money set aside for two field trips to Warlpiri 'Countries' and the development of relevant materials from this for the school, c.f. SACE Packages file in the Projects/Admin. filing cabinet.

Projects

There are two projects which are poised for advancement. The SACE Project already mentioned. The money is there, Kamira and Duck Pond are the likely places, and a lot of the older men and women are aware of it.

The other is the Ethnobotany of plants in the local Lajamanu region. Glen Whiteman the ranger from the Conservation Commission has visited Lajamanu for this purpose. We have an agreement from the Community Council for repeated visits in the future as long as they are forewarned. We've gained general agreement from the older men but not the older women, who were in sorry business then. The books to be produced can be in both languages and are very much up to negotiation regarding format, illustrations etc.

Other projects for which beginning data has been collected are the maps of Warlpiri country especially with regard to the Lajamanu area, and a season chart developed at Willowra but highly relevant to Lajamanu.

Suggestions for the New Teacher-Linguist

1. Get to know the LC and all its resources.
2. Learn the language.
3. Keep the Literacy Workers on line with regards to their training.
4. Plan and work for at least two bilingual classes in 1992. One run by Jeannie Nungarrayi and one by Pansy Rose Napaljarri. But don't make the mistake I did of extending the program beyond the resources available or people willing to take it on.
5. When you can get on top of the situation think about production. Perhaps look at the projects mentioned.

LTYENTYE APURTE

SR ROBYN REYNOLDS, TEACHER-LINGUIST

This report is compiled of extracts taken from our 'Weekly Review'

Curriculum Development

Two of the older men (Sammy and Duncan) came and spent the morning in the Literacy Centre. They observed work being done there, shared morning tea with the Literacy Team and then spent quite a long time discussing their ideas about language work in the school. They were particularly strong about keeping English and Arrernte separate. For example, in the teaching of number, they suggested that Arrernte quantity terms be used and taught where appropriate, but that also the numeric system as the children need for their classroom Maths work, should be taught using the English numeral terms, so as to create no language confusion.

In relation to the plural term 'mape' (from English 'mob') the men suggested that proper plural terms like 'arunthe', 'atningke', 'urrpetye', be used.

Second Stage RATE Workshop (March) — Imelda Palmer decided to take up Arrernte Curriculum Development as Community based research issue.

Curriculum Development Workshop at Yeperenye School April/May.

Curriculum Meeting at IAD, 31 May.

RATE Workshop, Alice Springs (July) Development Arrernte Curriculum and Materials.

September — Curriculum Development week long meeting at Llyentye Apurte for all Arrernte schools.

Literature Production

Kwementyaye has completed the Bush Medicine book for Grades 3 and 4.

The Fund-raising work has been a major effort over the last two weeks. The Literature Production Centre (LPC) team produced T shirts, organised raffles and did cooking for the project fund raising are for much needed finances and wages (old people) and materials.

The LPC Team, with Sr Robyn, completed a number of Track Readers for use at the beginning of next term.

The LPC Team continue work on the Bush Videos. They accompanied the secondary students this week on one day of the Horse Course. (When filming the stockmen, the Literacy Workers interviewed and filmed Louis Ryder in a short segment).

On the trip to Yam Bore, Louis Molladad (elder) accompanied the LPC Team to give advice about what should be filmed.

The sound sheets (11 sets) have been completed and copies sent in to Yeperenye, Catholic High and IAD.

Teaching of Reading/Literacy

Mary Therese (Grades 3 and 4) with Sr Robyn planned a first Arrernte Literacy Lesson and Mary set out the plan in a large Arrernte Work Book.

The 12 AA steps were translated over a period of two weeks. Many people were involved and the final translation seems to please everyone. We were asked to do this by the Arrernte people in Alice Springs and people out here have shown real interest in the project. The Health Workers asked for a set of the large posters with the accompanying captions and Ann McMillan used some of these pictures with her classroom work.

Owen and Marie Therese (Arrernte Teachers) composed another new song and along with the new Ltyentye Apurte song and 'Arite Kwetethe', the children are enjoying the songs, at the same time learning literacy and reading skills.

Teacher Development

The whole of Week 5 was spent in giving the Arrernte Literacy Course which was attended by Teacher Assistants and First Year RATE students.

The second Arrernte Mini-Course for Non-Aboriginal staff was fairly successful. Only a small group attended, but with the support of Celine Ronson, some good learning took place. It will be necessary to have another similar course in Oct/Nov to encourage continued efforts on the part of those interested.

Sr Robyn attended the Brisbane Language Planning Conference.

The Literacy Workers and an Arrernte teacher attended the Literature Production Supervisor's Meeting at Batchelor.

School Development

The Literacy Workers did some work with the Secondary students on Apple Scanning, in order to help these students with their photo and story Big Book.

The videos produced by the LPC Team during the past week have been particularly valuable and have had significant results in the community. For example, James Davis (Aboriginal teacher and parent) says the increased attendance this term is a direct result of the video during the first week which showed all teachers speaking about their students' work and about the desired parent involvement in the life of the school child.

(NAIDOC Week) Community based activities, especially the Sports Night and the night of traditional dancing and singing were very successful and particularly well organised. The school was involved, but not at the organisational level. Teachers and students gave great support with preparation of the hall, the making of decorations, etc.

Priorities for 1992

- Further opportunities for Arrernte Language/Literacy Courses for all staff.
- Particular efforts in the area of Curriculum Development. Need for better communication and involvement between the various groups — parents and older people, Debbie Hartman (IAD), RATE teachers involved, teachers in our LPC team.
- Increased production in Arrernte reading materials for all levels.
- Professional development and preparation for the position of Literature Production Supervisor and Teacher-linguist.

MANINGRIDA

GORDON MACHBIRRBIRR, LITERATURE PRODUCTION SUPERVISOR IN TRAINING (MENTOR SCHEME)

Literature Production Centre

This year Ian and I have almost finished printing the backlog of books, that was left in the LPC in past years. And here in the LPC we have a new program called Adobe Photoshop. It helps us to be much quicker in doing colour separation on the artwork. Sometimes Ian and I have problems with the offset press when we are ready to print. In 1992 I hope we might print more books for the Bilingual Education Centre at Maningrida CEC, Liverpool River. I would like to see myself operating the offset press.

Photography

I have worked in the darkroom for six months and in that time I worked on my own, and my photography is running well. Also there was a visitor who came across from Milngimbi CEC. His name was Collin Totterdel, and he was a well known photographer. He upgraded my photography skills and I did learn something from him. I'd like in the future to see my photos be presented in an exhibition.

Training

I like doing training as the Literature Production Supervisor. I feel that this Bilingual Education is very important to all Aboriginal people because of the production of Language and Culture, and Aboriginal people are responsible. And that's why Aboriginal people need longer training not like 2 or 3 years but maybe 9 or 10 years.

Year

Maybe I thought that I might take leave without pay, just to go back to my own country and look after my father's land, but I might come back, I don't know, I have to make a commitment.

CECILY WILLIS, NDJEBBANA TEACHER-LINGUIST

Curriculum Development

Curriculum Development in 1991 involved the development and production of much needed Theme packages for the older children in Years 4/7. The production of these packages involved the making of charts and posters, the collection and writing of stories related to a particular theme and the development of lesson guidelines for teachers.

For the lower grades (Trans/1 in particular) we have spent much time thinking and talking about the problems the children are having with reading and writing. We have developed a series of teaching guidelines and lessons to help the Aboriginal teacher teach, and the children learn the Ndjebbana orthography and word attack skills.

With stronger emphasis on word attack skills and recognition, we hope to see an improvement in reading in 1992. (As Ndjebbana has many very long words, sight word recognition is important in the early grades).

All theme packages for each class group were recorded on A3 sheets and pinned in a prominent place on the wall in the Literacy Centre. Now teachers tick each theme off as it is completed and choose another from the list. This gives everyone in the unit a clear view of what theme each group is being taught in the Ndjebbana language lesson.

A *Teacher Guide - Transition and Year 1* was written, giving an overview of the Ndjebbana language program for this group. This guide is meant to help both Aboriginal and non-Aboriginal teachers with organisation and planning.

We also began work on a series of Maths videos for Early Childhood. Two videos have been produced with the help of Maningrida Media (made on a very small budget) as resources for the language program. These will hopefully become part of a series of Sesame St type videos for the classroom. One of these videos was shown at the Bilingual Conference at Batchelor in October.

For information on the *Ndjebbana Fish project* see Carolyn Coleman's notes.

Teaching Reading and Writing

In spite of the fact that the Year 4/7 class was without a full time trained teacher for Semester 2 of 1991, the daily hearing of reading continued.

Nancy (Ndjebbana Literacy Worker) and myself (due to lack of staff) managed to hear almost every child read every day.

We all noticed a marked improvement in the attitude towards reading and the reading ability of many children. This time of close contact on a one to one basis was something the children particularly enjoyed.

All reading was recorded on a chart so that both children and teachers could see progress.

Daily story writing has given the children much more confidence in writing and drawing and some older children are beginning to move away from writing only recall.

Teacher Development

Ndjebbana teachers moved onto Stage 2 RATE during 1991 and hopefully will continue in 1992.

The community need for trained Aboriginal teachers remains a concern and if the six current students graduate in a few years time the school will see a marked increase in the number of Aboriginal teachers.

We continued throughout the year with the old Certificate of Literacy Attainment (CALL) and although the majority of students withdrew for various reasons, one student completed the course.

The course will not be offered again in 1992 as the current Ndjebbana staff have all received their certificates.

Aboriginal Languages Fortnight took place again this year with the RATE students. Carolyn Coleman (Regional Linguist) was here to assist with this program.

Ndjebbana for Balanda started late and finished early due to lack of both interested learners and teachers. One idea for the future is to develop a series of lessons on tape accompanied by documentation for interested learners.

Both Nancy and myself enjoyed the Bilingual Conference at Batchelor (although perhaps not all aspects) and look forward to a smaller/Bilingual Specialists on conference in 1992.

Priorities for 1992

Our main priority for 1992 will be to obtain another teacher for the unit, allowing both Early Childhood and Upper Primary a full time trained teacher. Without this, the Ndjebbana Bilingual program cannot operate as a full program.

Other priorities will be the development of lesson plans and resources for the teaching of phonics and word attack skills and the continued training of staff; the edition of the first Fish book; and the promotion of the awareness of Aboriginal languages and their need for support through the distribution and sale of literature produced at Maningrida Community Education Centre.

NANCY GUNUNWANGA, NDJEBBANA LITERACY WORKER

I started to work at the Ndjebbana Literacy Centre in October.

I spend my time writing stories for the Ndjebbana Language program to be used in the classroom for Transition Year 1 and 2 classes. Sometimes when I have spare time I go to the classrooms to take lessons like reading the Instant Readers and flash cards. I write stories in Ndjebbana Language, and translate English works and stories into Ndjebbana Language. I check the stories and make sure the spelling is right and also I write health stories about scabies and flies in Ndjebbana Language.

Sometimes I sit and think of more stories in my mind to write down. Sometimes I use the computer. I used to go into the classroom to take one child to read the Rid Ngabayukana books in Ndjebbana Language. Sometimes the children play bingo with the words.

Sometimes I help in the classroom. I work for Ndjebbana Bilingual program, in the Literacy Centre. Sometimes I draw pictures and write words.

Some kids enjoy reading with the Aboriginal Teachers. Sometimes the children draw pictures and I help them to write their stories down.

JIM CLARKE, BURARRA TEACHER-LINGUIST

Curriculum Development

In 1991, there was a shift in curriculum development in that Theme production was taken by a priority to produce Word-Building (Phonic) aids and resources for the learning of the Burarra Orthography. My main concern was that the children were not learning to read and write Burarra by using our Themes and Phonic/Writing workbooks alone. Handing out theme worksheets and Alphabet workbooks is not enough to ensure that children are actually learning to de-code and en-code Burarra. In fact, the children develop various strategies to complete these tasks which, although showing some initiative, did not help them learn to become independent readers and writers of their own language. Consequently, in order to assist the teachers and children to gain these skills which require intensive, daily lessons with small groups, the Teacher-linguist and Literacy Worker have been trying to visit Bilingual classes for up to 3/4 hours each day working with pairs of children on prepared Word Building Kits. Already, some improvement is being seen but there is much work still to be done on the kits themselves to make them enjoyable, easy to use and appropriate to the children's reading levels. In 1992, we hope to produce such kits for each class. Themes are still important and classes will continue to operate under their guidelines. New ones will be produced and old ones still upgraded as the need arises.

Literature Production

In the latter part of 1991 production has improved dramatically with the appointment of Ian McDonald as Literature Production Supervisor (LPS). So far, he and Gordon Machbirr (LPS in-training) have cleared 5 coloured books from the printing backlog as well as coping with the everyday requirements of the CEC and other community agencies. As a final fling to 1991 we produced a community magazine which sold 200 copies in less than 2 days. Ian and Gordon are slowly mastering the computer colour separation process and the vagaries of the offset press and this has brought about the improved rate and quality of literature production.

Teaching of Reading and Writing

The Burarra Teaching Team has been very stable this year with few absences or erratic attendances of teachers so this is great news. However, before we pat each other on the back too much there is still much room for improvement as far as the teaching of reading and writing goes. The children are happy but their standards of literacy are low. Next year, we will continue to try and develop teachers' skills in teaching Burarra and English.

Teacher Development

Burarra Literacy Classes were combined with Learning Together Sessions and were run by the Literacy Worker (Audrey) with assistance from the Teacher-linguist. Given the children's literacy problems discussed above, it is becoming evident that there is still a lot of work to be done by both Balanda and Aboriginal teacher in learning both the orthographies of Burarra and English. Both members of the bilingual teaching team should play an active role in either side of the program. I realise that the Balanda teacher will have more expertise in the English language and culture and the Aboriginal teacher will have expertise in the Burarra side of things but that does not mean they operate as separate units and have little understanding of or involvement in the other teacher's side of the curriculum. The children will benefit the more their teachers know about both sides and the more they help each other in these areas. Learning Together Sessions will reflect this philosophy.

RATE. It is unlikely that any RATE Stage 2 students will graduate this year due to program commitments yet to be filled. However, some may graduate in 6 months subject to the completion of work requirements. Aboriginal Languages Fortnight was run by the RATE Lecturer and the Burarra Linguist. CALL Certificate Courses have been phased out in favour of full-time teacher training with RATE.

Burarra for Balandas was not consistently attended by interested staff so was disbanded after a few weeks. I believe that the main concern here is to teach teachers working in the Bilingual Program the Burarra Orthography first and deal with other incidental conversational grammar and cultural questions as they arise in these lessons.

School Development

'Barge Days' and substance abuse are not the destructive influences they were due to a religious resurgence taking place in Maningrida in the latter part of this year. However, nightly fellowships which will go to all hours have taken their toll in attendance, punctuality and energy of teachers and students. It's up to a strong School Council and Action Group to keep a reasonable balance between the importance of children's education and community events which everyone likes participating in.

Outstations are placing more Aboriginal Language demands on the hub school which we welcome and other language groups are exerting more influence around the school. The days of Maningrida producing only materials for two language groups have already disappeared and the LPC needs gearing up to cater for these new groups.

We still only have one Aboriginal Band 1 at the school. We need more experienced Aboriginal teachers to get real training, teach Aboriginal children and set future directions for their community schools.

Conclusion

The Burarra Bilingual Program is stable with regular teachers and a reasonable amount of good Burarra language resources available although we can never say we have enough. But, Literacy standards are still low and most students cannot read and write simple stories in their own language. As teachers we have to make sure they can. Next year!!!

NGUIU

BR NICK BILlich, LITERACY PRODUCTION OFFICER

We had a good run on our multi 1650 this year. We produced almost forty language reading books and almost as many A3 and A2 six class books, together with multi copies of Grade 1 and Grade 2 writing copy books.

The change of school name meant a lot of changes in the school stationary such as letterheads, tax forms and fax forms. A new store in Darwin opened by Bima Wear, printing of advertisements, business cards, clothing price labels and so on.

This year we added the varn automatic dampening system to our printing press. As a result our work was easier with an increase in the quality of the work. Our aim in the future is to add a chain drive to widen our scope in production. We also wish to update our collator fro 8 bin to 12 bin. The rest of our plant has continued to give fairly good service.

MARGUERITE MARIE KERINAIUA, LITERACY WORKER

This year I have written 21 stories for the big books and small books. Also I have written and illustrated three books and I edited two stories and finished off one story that I have transcribed from the tape and also I've been sending off to ISBN for the numbers for the new books. Cilla and I did 12 Tiwi seasonal fruits for the calendar.

In early fourth semester Cilla and I went to a Bilingual Conference meeting in Batchelor.

ANCILLA PURUNTATERMERI, LITERACY WORKER

I have come from Bathurst Island, north of Darwin. I've been working at the school for about 13 years. I do most of the illustrating. I illustrate small books and big books which I will scan onto the new Colour Image scanner, which is very helpful and easy in separating four colours (Cyan which is blue, Magenta which is red, yellow and black). This year we've done 38 small reading books and 35 big books as well as other business around the community such as letterheads, invitations, labels, business cards or advertisement, 1991 MCS (Murrupurtiyanuwu Catholic School). Raffle books and letterhead, 1992 calendar on Tiwi fruits.

PAPUNYA, HAASTS BLUFF, MT LIEBIG

EDWYN GRAHAM, TEACHER-LINGUIST

Curriculum Development

I took on the position at Papunya Literacy Centre at the end of May 1991. The position had been vacant for some months. My first task was to clean up and make up for much of the backlog of work which had not been completed due to the vacancy.

The curriculum has largely been formulated for the teaching of Luritja. In the past years however, Units 3 and 4 were not mapped out. I intended to do this if I had retained the position in 1992. However I did commence unit boxes for Unit 3 before running out of time. Otherwise I did 3 boxes of each for units 1, 2, 5 and 6.

In the twenty odd weeks in which I was Teacher-linguist, I undertook to provide a comprehensive set of teaching aids to tie in with the unit programs already mapped out. Because most of the programs were already delineated on a day by day basis I shifted my focus to producing materials which the teachers of the three schools could actually utilise on a practical basis. There were already many vernacular books in the Literacy Centre. Organising them into accessible places took up a large amount of the time. But I also needed to marshall them into the theme/unit boxes to be readily available to the teachers. To begin with, very little was multiple sets; so for the teachers from different schools to use the same unit simultaneously, it was crucial that I provide multiple sets and organise the learning materials into three separate unit boxes; one for each school. To focus the emphasis on Curriculum Development; it was very important that I make the curriculum accessible to the three schools.

To do this I had to produce bingo games in triplicate, matching games in triplicate and three sets of flash cards etc. This was extremely time consuming given the fact that I was usually alone in the Literacy Centre. These materials had to be laminated and painstakingly cut out and sorted into three unit boxes.

Making the curriculum useable is I think a valid aspect of curriculum development. The best thought out syllabus is dysfunctional if the teachers are unable to use it.

Teacher of Reading/Literacy

At the three schools, the reading was often undertaken by the use of Big Books. Group solidarity being a fundamental aspect of Aboriginal cultures, we found this approach worked well. This was left to the discretion of the individual teachers, as to which approach was best. But it must be said that the teachers all found Big Book collective reading a fundamental

strategy. Activities such as bingo, flashcard matching, sequencing and so on were often based around the various Big Books. The Luritja readers were also crucial in encouraging the children to read. Though some teachers found it difficult to find the time to always hear each child read each day, they all made purposeful attempts to do so. Literacy gains varied from class to class due to such factors as Aboriginal Teacher non-attendance, erratic student attendance and so on. The teachers were at a disadvantage due to the lapse in support when there was no one in the position. Despite this the teachers did very well in implementing the Luritja programs.

The literacy gains in most of the classes were very apparent. This was due to good teacher commitment, and, I believe the greater accessibility of the curriculum support materials. The fact that the school could do the units simultaneously may also have helped.

I tried to encourage the teacher to get the children writing something every day; whether it be negotiated writing, copying from the blackboard or the invention of their own stories.

My limited tenure actually did not give me time to accurately assess the improvement on literacy. I was so busy doing vital things that were of pressing and urgent need, largely unassisted. However on an anecdotal basis, I'm convinced that the improvements were there.

Teacher Development

I saw rapid development in the confidence and teaching ability of all Aboriginal teachers. I held extensive talks with all of them in the planning of their weekly programs and was impressed by their willingness to learn and do their best for the children.

School Development

The extremely limited tenure of my position and the fact that I was working for three schools without a Literacy Production Supervisor, meant that I was not able to play a significant role in the development of the three schools. I was too busy making up for the lost time when no one filled the position and in fulfilling the linguist and literature production supervision roles to become properly involved in school development for 3 schools.

Literature Production

Because the Literature Production Supervisor position here was not renewed on the retirement of Meg Mooney, I had to somehow fulfil the expectations of a Literacy Production Centre, without the benefit of having had much time in the Teacher-linguist position. Even for an experienced Teacher-linguist this would have been a difficult proposition. However I feel I did my utmost.

Some of the teachers quite rightly required the workbooks accompanying the unit boxes to be changed over to the Victorian Cursive script. One, (number 6) had already been done. However I had the mammoth and

painstaking task of transferring the numbers 1 - 5 to the script required by the Department. Indeed to expect the children to work in a script that was not used in English curricula, would be grossly unfair. Thus I had the large task of changing over 5 detailed workbooks and then producing enough copies for three schools.

This was a huge undertaking on top of all the other requirements of the position — a job I was able to accomplish by the end of the year (save for one book which was transferred to Victorian Cursive but not printed off in number).

I am pleased to be able to say I was also able to accomplish the production of two vernacular magazines and a fund raising calendar. I had to develop the photos, type the material, retype it once the grammar had been corrected, print it off and release the finished product, whilst simultaneously fulfilling Teacher-linguist duties. I honestly think it is too much to expect from a Teacher-linguist. Fortunately I did have the assistance of Papunya's head teacher, Daryn McAnally who magnanimously gave up his weekends to help. Without his help the literacy production would have deteriorated rapidly.

Priorities for 1992

These are to be worked out by the new Teacher-linguist; however I did leave some suggestions for her.

Here are some priorities:

- Complete Units 3 and 4. It's hardly fair to expect inexperienced teachers to teach Luritja without proper guidelines.
- Complete in triplicate Units 3 and 4 unit boxes so all schools can do them simultaneously.
- To ensure that the Aboriginal staff are properly guided in the use of the materials.
- To top up and extend the already existing unit boxes providing more games etc.
- To produce more culturally relevant posters etc.
- To upkeep the local vernacular magazine, ensuring there are Luritja materials available for the local people to read; thus helping to preserve the language and heritage.
- To produce Big Books and readers of an interesting nature, to motivate the children to further development of their literacy.
- To organise the current fecundity of literature into workable and accessible units; so that the hard work of previous years is made use of.

WARRUWI

DAVID HARRIS, TEACHER-LINGUIST

Curriculum Development

Waruwi is one of the smaller Bilingual schools. The school has three classrooms: Preschool/Transition Lower Primary (Years 1, 2, and 3) and Upper Primary (Years 4 and up). The shared book/Concentrated Language Encounters approach is used with considerable success.

In Preschool/Transition the units tend to be simpler and shorter and the number per term varies. In Lower and Upper Primary three 3-week units form the basis for each term's program. These units may be Literature-based or Concentrated Language Encounters (CLE). Usually we have two Literature-based units and one CLE per term.

Exercise based on the text of Big Books, produced by the Teacher-linguist working with the Assistant Teachers during afternoon preparation times, are kept on file for when the unit is used again. In this way we are building a bank of vernacular units. With each unit the Teacher-linguist provides a 'sunburst' sheet suggesting ways of integrating the theme with other areas of the curriculum and this is used by class teachers, in combination with Core documents to plan programs term by term.

Literature Production

The Teacher-linguist at Waruwi is also responsible for literature production. During the past years 36 new Big Books have been produced. (I must thank Cecily Willis of Maningrida for providing illustrations for a number of themes). 40 small book sets have been produced including a popular 'Phantom' series. During the past year we have purchased a laser writer and a laminator and thus have improved the quality of our output.

We have only one Literacy Worker, Maggie Margalgala, who is kept very busy but we have also been greatly assisted by Rosemary Kurrunama working on Part Time Instructor (PTI) hours whose research during the course of the year enabled us to complete the Maung Seasons Calendar and to revise and extend our picture dictionary.

Teaching of Reading and Literacy

When a class begins a new Big Book, pupils are given a small copy which they take home with children and parents and in this way we indirectly encourage reading skills among the adult population. Each classroom has a Big Book rack containing books in English and the vernacular. The children have access to these and like reading them on the mat whenever they have the opportunity.

Teacher Development

We had one Year 2 RATE student in 1991 and three Year 2 students at Batchelor. In 1992 we will have one Year 3 student at Batchelor and three doing Year 2.

In school the Teacher-linguist works on one afternoon per week with each of the three Aboriginal teaching staff planning and preparing classwork and compiling work units.

Our Literacy Worker is progressing well in typing and use of the computer. The Mac Type program was purchased for her.

School Development

During 1991 the school increased its involvement with the Community, particularly with the establishment of the School Council which meets regularly.

After the meeting called by Rosemary Kurranama to discuss Maung language issues we now have a committee of older people, authorities on the Maung language who are to be consulted when matters of language policy arise.

For example, they have stated a policy on loan words and have been consulted frequently in the revision and extension of our picture dictionary.

The school has been promised a Troop Carrier shortly to replace the Hilux currently in use. This will make for greater safety and comfort on excursions.

Priorities for 1992

Our first priority is to try to survive. Our staff have been reduced from 3 Northern Territory Teaching Service + 3 Arrarrkpi Assistant Teachers to 2 + 1.5.

Point 5 of an Assistant Teacher position really means none because it is our experience that .5 position is unacceptable to an Assistant Teacher because it is considered that the poor remuneration makes the position not worthwhile.

This means that there is now no Pre-School/Transition teacher and the 5-year-olds must be put into Lower Primary with Years 1, 2 and 3.

This has affected our Bilingual Program in Early Childhood.

Book production and the development of new themes is continuing to be one of our priorities for 1992. One difficulty here is that with only one Literacy Worker who is responsible for both translating and illustrating there is sometimes a backlog.

Added to this is the recording and transcribing of stories from the Community and there is more than enough work for one Literacy Worker.

However, we have made a submission for AEP funding for a Language Maintenance Program and are hopeful that this, if successful, will create an archive of Maung literature from which we can draw on. Two stories from the Community, Kolawertwert and Jarrang Manya, have been made into Big Books and we hope to do more of these.

In 1992 we hope to produce fish books with the help of Carolyn Coleman based on the Robert Williams drawings for which Maningrida hold copyright. We have already made a crab book and plan a turtle book.

Besides these we plan to compile a colour-plate book of local plants and trees with Maung names based on plates made available by the author of a commercially available book.

WILLOWRA

JENNY MANDERSLOOT, TEACHER-LINGUIST

Curriculum Development

In 1991 I made a start on developing a consistent reading and writing program throughout the school. We started concentrating on writing, and a draft document of 'ideas' has been written. In 1992 I hope to see these 'ideas' being trialled in the classrooms and a useable draft curriculum document, based on the core curriculum, produced by the end of the year.

The large amount of phonics materials were organised in a more accessible form in individual syllable packs. This has worked well as teachers can easily add their own materials and their good ideas won't be lost, as was happening in the past. I hope to develop a list of lesson guidelines and ideas to go with the syllable packs, and also to develop packs for big books, reading sets and sight words. English is continuing to be a weak area. There is a serious lack of good quality ESL materials in the school.

Literature Production

1991 was not a very productive year as the two Literacy Workers have been studying part-time with Centre of Australian Languages and Linguistics (CALL), Batchelor College. However we did manage to get some work completed in Semester 1, and the yearly 'Ngurrju Yimi' school/community magazine in December.

Community Development Employment Program (CDEP) worker, Rhonda Larry, wrote two early readers from an idea by Christine Long. Christine also wrote a small book and Marjorie Brown completed a number of rhymes books with an accompanying audio tape, something different that we hadn't tried before.

Assorted oral history and dreamtime stories moved closer to completion, but only one was printed. We are grateful to Mary Laughren for coming out on two occasions to help with editing of some of these long complicated stories which hopefully will make it into books one day. A major problem is a lack of good illustrators for these stories. We have had many technical problems with mechanical breakdowns and inadequate equipment. In 1992, due to a successful submission, we will be getting a hard disk for our computer and an Apple Stylewriter as we have had only an Imagewriter.

Some very good little books were produced at a CALL computer workshop at Yuendumu.

Teaching of Reading/Literacy

Unfortunately, an inconsistent year has held some classes back and they have not achieved to as high a standard as we had hoped. Some very dedicated teachers have put a lot of work into literacy, particularly in the middle school. A consistency of approaches is what is most needed and hopefully the writing program can provide a start to achieving this. Unfortunately, in 1992, only children up to Year 3 will be learning in Warlpiri, as we have lost an Assistant Teacher (AT) position.

Teacher Development

The Remote Area Teacher Education (RATE) Batchelor College students at Willowra are half way through Stage 2. The program was very disrupted due to problems with housing for the lecturer and the lack of a tutor for the 5 students who were initially very keen. Unfortunately, enthusiasm has waned due to the fact that they had expected to be able to finish at the end of 1991. The students have all worked at the school for a long time and deserve the chance to complete teacher training.

A very positive aspect of the RATE program has been the chance for some new people to work as ATs at the school. Although they lacked in experience they have been enthusiastic contributors to the school program. Unfortunately only one of these will be employed in 1992 as our AT allocation has been cut.

School Development

There was a big staff turnover during 1991. This has resulted in a very inconsistent year for all our classes. The Transition class lost their non-Aboriginal teacher at the end of Term 2 and she was not replaced. The weekly staff get-together sessions have been going well and have become an accepted and expected part of the school timetable. In 1991 many areas of the curriculum and school/classroom management and organisation were discussed with all staff contributing.

Priorities for 1992

- The continued development and implementation of the writing program.
- Expansion of the phonics packs and development of big book packs and reading sets.
- Addressing concerns in the school as to problems caused by cuts in Aboriginal staff positions within the school.
- Improving the community/school relations — at a very low point at the moment, and further develop the participation of the school council.

- Getting some good quality English resources into the school and TESL Inservicing for the teachers.
- Complete writing of school assessment procedures.

YIPIRINYA SCHOOL

LEANNE COOK, LITERACY AND CULTURE CENTRE COORDINATOR

Curriculum Development

Since my appointment to this position in July of 91, the further development of themes in the vernacular languages has been continued and my support given to vernacular teachers to use and add to these themes. The theme 'packages' includes Big Books, small books, teaching ideas, games, charts, photos and examples of work done by previous classes.

Literacy and Culture Centre staff have also been involved with the Warlpiri and Arrernte Curriculum Materials Development Project which is coordinated by Debby Hartman and supported by The Institute of Aboriginal Development in Alice Springs. We have been involved in meetings held to discuss the progress of the project and assisted in a workshop dealing with materials development/production and storage held at Ltyentye Apurte with Literacy Centre staff and Remote Area Teacher Education (RATE), Batchelor College students.

Culture days are still a very strong part of the curriculum and some fantastic language, Social Education and science materials have been developed through these outings.

Teaching of Reading and Writing

Yipirinya School has adopted the Concentrated Language Encounters approach for the teaching of reading and writing and appears to be working well within all classes. This approach supported by the already existing theme packs and culture day excursions provides teachers and children with a wide variety of shared experiences to build and enhance their language development.

There have been some very creative negotiated texts as a result of these experiences and fantastic Big Books developed by the classes.

Teacher Development

The first month of my time at Yipirinya was spent observing language teaching in both vernacular and English to help establish the best approach to teacher development within the school. Based on these observations, a series of workshops were planned for both Aboriginal and Non-Aboriginal teachers, concentrating on the school's approach to language development. These workshops were very successful and improvements were noted in all the classes.

Aboriginal teacher development sessions are held every alternate Friday and have so far covered:

- Observing other classes.
- How to read a Big Book (this session was videotaped and comments made about each reader by the group).
- 'Watching and Learning' video series.
- Children's writing in a group and individually.

Topics for 1992:

- Making a Big Book — from negotiated text to the punching of holes and binding the book.
- How to use the video camera/camera/photocopier/slide projector etc.
- Exploring the genres in written text and oral texts.
- Story telling through puppets, story boards, role play etc.
- Vernacular literacy classes.
- And any other requests.

School Development

The school last year was divided into language groups for the first time as compared to age streaming that had existed in the past. Classes in Central Arrernte, Western Arrernte, Luritja, Warlpiri and English (first language) were taught in the school.

Teachers noted that within language groups the children worked more consistently and with less teasing. Culture days were far better organised and attended when in the language groups. The Warlpiri class had such consistently high numbers that the group was split into juniors and seniors.

The school also received funding for Stage 3 of the building project and now have child care and upper primary facilities.

Priorities for 1992

- Further development of the themes already in existence and to develop in consultation with the School Council new themes for the school.
- Literacy courses for Aboriginal teachers.
- Assisting in the rehabilitation of a Literacy Worker who has suffered from a stroke (computer work and speech therapy).

- To gather a full complement of staff for the Literacy Centre — Literacy Workers for all languages and an artist.
- Initial sound/picture dictionaries in all languages.
- Continued support for the Warlpiri and Arrernte curriculum project.
- To establish regular language meetings to assist in the planning and development of curriculum materials, cataloguing of paintings, tapes and videos and also in the restriction of materials.
- Continued submission writing for equipment needed in the Literacy and Culture Centre Coordinator (LCC).

RENA STANTON, LITERATURE PRODUCTION SUPERVISOR

Deidre Finter was employed as the Literature Production Supervisor until early September 1991 and I was her Assistant from February until she left and during this time Deidre trained me in all aspects of her position.

A lot of the time Deidre and I worked together was spent cataloguing all the materials produced by the school since it began. This proved to be quite a large task as it had only been done randomly in the past. The Literacy and Culture Centre now has a very workable system in determining present and future needs for the school and community. The historical value of organising all the information was also of great importance to the school.

Books are numbered according to Year/Language/No. e.g. 90/WA/02, these are then catalogued according to Vernacular title; English title; Theme; Author/illustrator.

Video tapes are viewed by Literacy workers and/or family groups who note details such as: language group, location, activity/theme, people appearing on tape etc.

Users of the video camera on bush trips and the like are now learning to follow the same format when they are recording, and so our job in cataloguing etc is getting a lot easier.

The catalogue system has proved to be very beneficial for LCC staff (and other users) to quickly access information for both classroom activities and community requests where restrictions need to be applied to these materials.

Audio tapes have not yet been catalogued fully. Yipirinya School audio materials will be finalised by the end of July 1992 if a submission put up by Central Land Council to organise archival material in the Centre is successful.

1991 also saw the production of the School Information brochure, bird theme books and displays for conferences etc being produced by the Centre.

Shawn Dobson who was working at Yipirinya School as an artist left Alice Springs to continue his art studies in Adelaide.

Marie Ramjohn who took up the artist position in 1991, will take up Teacher Training studies in 1992.

The last semester of 1991, I commenced studies at Alice Springs TAFE and will continue my Associate Diploma in Creative and Applied Art in 1992. I was appointed Literature Production Supervisor and took up this position in January 1992.

Priorities for 1992

- The cataloguing has caused a backlog of books (approx. 20) that need to be produced.
- Inservicing Literacy workers in the use of LCC equipment.
- Produce materials/books on themes presently being targeted.
- Liaise with other LCC Centres.

YIRRKALA

DR MICHAEL CHRISTIE, TEACHER-LINGUIST

This year the Yirrkala Literature Production Centre shifted from the old demountable into the old art room of the main school. We had the old teachers' office converted into a print room with special extractor fans to keep the noise and fumes down, and the old store room was converted into a dark room. There is also a small side room with map cabinets and two computers where the Literacy workers can work in peace and quiet, and where visitors can use computers, hold meetings or seminars.

The curriculum development focus 1991 was upon the Yolngu side of the curriculum. In mathematics, workshops were held for Yolngu teachers, Ngalapal (knowledgeable community elders), and maths specialists from Melbourne and Darwin. The project of writing up the Garma maths curriculum began in 1991, with a long series of meetings of Yolngu teachers to formalise some of the curriculum content.

The Yolngu culture curriculum called Galtha has been further developed through more workshops, both at Yirrkala and in Homeland Centres, (the source of much of the knowledge which makes up the curriculum). Books and magazine articles have been written as a follow up to all these activities, and as a guide to planning further workshops.

The Literacy Workers started a new local magazine called Yan. The aim of this new magazine is to provide good quality literature for readers of Yolngu Matha in North East Arnhemland, and elsewhere. So far two issues have been published and very well received. Articles include history, current affairs, and analyses of Yolngu languages, music and culture. The work of Batchelor students from Aboriginal Languages Fortnight has been published here.

Yolngu teachers in the primary school continue to use both the graded Dhuwaya readers and a Centre of Interest approach to literacy education. By having this choice, Yolngu teachers can easily use Garma and Galtha curriculum workshops as a basis for literacy lessons. Basic English literacy continues to be taught by non-Aboriginal teachers.

Besides two issues of Yan magazine, and nine issues of our Yutana Dhawu magazine, we published the following books:

Report from planning meetings

Communities and Teachers Working Together
(Planning for Homeland Centre Education)

Preparing Some Curriculum Documents

(Yolngu teachers community elders and maths specialists discuss maths curricula)

Guides for local non-Aboriginal

Gaynara Plant Walk

Yolngu Matha Notes for Language Learners at Yirrkala

Buka-Larrngay Museum Catalogue

Gumatj Grammar Book 4

Yolngu ('Garma') Maths Workshop publications

Money Workshop

Yirrkala (Our Homelands) Workshop

Gurrutu (Our Kinship System)

Finding out about Metres

Thinking about Time

Counting at Gurrumuru

Teaching and Learning Number at Gurrumura School

Yolngu (Galtha) Curriculum Workshop Books

Gangan Galtha Rom Workshop Book

Dhambaliya Galtha Rom Workshop Book

Dhalinybuy Galtha Rom Workshop Book

'Outside Work'

Miwatj Regional Council (ATSIC) 1991 Annual Report

Dhunbul (Yirrkala) Community Council Office Forms

Sales of books to interested local people, libraries and other schools has been lively. Some books published in recent years have had to be reprinted as the original run of 300 finished up.

These include:

Yolngu Teachers Reports to the Educational Leadership Conference

Wuyal Galtha Rom Book

Always Together Yaka Gana — Participatory Research at Yirrkala as part of the Development of a Yolngu Education

Navi Balngana Mawurrku: The Song of Yirrkala

Educational Needs of the Homeland Centres of the Layngapuy

Region: Report of the Balangana Project

Gumatj Grammar Books 1 – 3

Follow up literature from the School, Homeland Centre Schools and Adult education have been published regularly in the Yuṭana Dhawu magazine.

Towards the end of the year we received a \$11,000 Schools Commission Grant for our 'Colour in Publication' project. This includes a scanner, a colour monitor and a IICI computer. Next year, 1992, we look forward to improving the quality of our publications, and continuing work on developing a uniquely Yolngu style of literature and of literacy education.

Michael Christie, Teacher-linguist

Ken Hutchinson, Literature Production Supervisor

Dhayirra Yunupinju, Literature Worker

Nawunggurr Yunupingu, Literature Worker

WEST ARNHEM

MS CAROLYN COLEMAN, REGIONAL LINGUIST

During 1991 I was based at Operations North headquarters in Darwin. I spent much of the year in Darwin and some time at Maningrida CEC and at the Centre for Australian Languages and Linguistics, Batchelor College. Much of my time in Darwin was spent compiling information from field notes to data files on the computer. Time at Maningrida was spent running workshops, working with the Ndjébbana Teacher-linguist and working with community members on wordlists and texts.

Wordlists

Months of work went into compiling and revising the Ndjébbana dictionary data files, especially in the domain of names for species of fish and animals. I also spent time compiling a Rembarrnga wordlist of the vocabulary which occurs in materials that have been written during literacy workshops.

Texts

Ndjébbana

This year the artist worked steadily to produce fish and bird illustrations. These were all documented as they were received. The illustrations were used in various trial versions of reference books on local species of fish and mammals.

Rembarrnga

Between October and December 16 early literacy texts were formatted and sent to Maningrida for production. These were written and checked during language workshops. They will be produced at Maningrida by the Visiting Homeland Centre Teacher to Rembarrnga-speaking communities.

School visits, Language Workshops and so on

During June I worked at Maningrida CEC. I ran two Aboriginal Language Fortnight workshops for Batchelor College. One was held at Maningrida base school for Ndjébbana and Kunbarlang speakers. The other was run in collaboration with Visiting Homeland Centre Teachers Murray Garde and Zoe Morgan at Korlobirrahda Outstation for Kuninjku and Rembarrnga speakers. Four new texts for readers and a wordlist for an alphabet book were generated in Kuninjlu. Six Rembarrnga primers received a final pre-publication check; texts were generated for three new readers, three pre-readers, and wordlists were compiled for an alphabet book and picture dictionary.

During September and October I was again at Maningrida. I worked with the Ndjébbana Teacher-linguist, checked Ndjébbana texts for production, and supervised the completion of unfinished work for ALF. I collaborated again with the Visiting Homeland Centre Teacher to run another Rembarrnga language workshop, this time at Bolkdjam Outstation. For both of the Rembarrnga workshops we were greatly assisted in language work by Mr Jeffrey Maliwanga Campion. Mr Campion worked years ago with Graham McKay on Rembarrnga grammatical description and orthography development, and is keen to promote the use of Rembarrnga language in Homeland Centre schools.

Inservice and Professional Development

During July I attended a conference on Archaeology and Linguistics. This was held at the Northern Territory University in Darwin.

I organised a meeting on Dictionaries and Computers which was also held during July. This was timetabled to take advantage of the presence in Darwin of many linguists who had come to attend the conference on archaeology and linguistics. It also coincided with the time during which linguists affiliated with the Summer Institute of Linguistics take leave from the field and come to Darwin for meetings and training sessions. It was a successful enterprise in both cross-institutional collaboration and peer inservicing.

The Dictionaries and Computers meeting ran over three days. It was attended by linguists affiliated with the Northern Territory Department of Education, the Institute for Aboriginal Development, the Summer Institute of Linguistics, the Church Mission Society, the Australian Institute for Aboriginal and Torres Strait Islander Studies, various Australian and foreign universities, and Regional Language Centres in the Territory and Western Australia. Sessions were presented by experienced dictionary makers and covered all areas of lexicography and dictionary production. They were of great assistance to the less experienced linguists who came to learn from their colleagues.

I also attended a computational workshop at the Summer Institute of Linguistics.

During October I attended the NTDE conference on Aboriginal Languages at Batchelor. This was attended by language workers from schools throughout the Territory. The conference itself was informative. Since most of those who attended work under isolated conditions, the opportunity for each of us to discuss our work with others was also valuable.

Out and About — Liaison and Collaborative Work

NT Museum, CCNT

This year I received valuable assistance from natural scientists at the NT Museum. Scientific classification changes constantly and it was helpful to have the glosses on the Ndjébbana data checked and corrected to bring them in line with current scientific understanding. The Ndjébbana fish file was checked by Dr Barry Russell; the mammals file was checked by Mr Paul Horner. I also received further assistance from Dr Glenn Wightman, CCNT ethnobotanist.

DEET

I wrote a response to the DEET green paper on Literacy and Language and was involved in discussions on employment and training of Aboriginal adult literacy tutors at NTOC.

