

Appraisal/Accreditation Process

For

Northern Territory

Bilingual Schools

1991

Bilingual Schools Appraisal/Accreditation - 1991.

Background.

In 1989, the Bilingual Education Consultative Committee (BECC) endorsed a school-community appraisal process as the method to be used for the accreditation and appraisal of bilingual schools. The BECC has the responsibility to review and provide guidance on policy aspects of the program. This is primarily done through an appraisal process, which was commenced in 1988.

An intergral part of that agreed process is the requirement for ongoing appraisal during 1989 - 1993. This will involve all bilingual schools, i.e. those previously accredited as well as those yet to be appraised. This booklet contains the framework to be used for the appraisal. It was initially developed in 1987, at a meeting convened by the BECC with Aboriginal representatives from all N.T. bilingual schools. Since then, the framework has been modified in the light of use in bilingual schools appraisal.

The Appraisal Process.

In working through the appraisal process, your school/community (staff, school council, Aboriginal Action Group, community members) may choose to explore the areas in the appraisal booklet in turn, or separate groups may wish to explore particular areas. This could be done in a variety of ways to suit your local structures, the number of people involved and the evidence already available.

You could, for example, begin by brainstorming the activities that occur in your school in a particular area without any reference at all to the suggestions contained in this document. You may then select from that list the most important items and add these to the list provided. You could work out ways of showing and telling what is happening in that area. The audience for such a 'show and tell' (possibly using video), would be yourselves, the Accreditation Team and hopefully, the local community.

The Accreditation Team will visit your school to provide feedback and to discuss your school's progress. The Team will consist of your Regional Superintendent, PEO Bilingual Education, an Aboriginal person who speaks the language used in the program who will represent Feppi, and an Aboriginal community representative.

The appraisal process is not only concerned with what is happening, but also with why things were happening and whether or not the present program is achieving the community's particular goals for their school. These matters will need to be discussed - and if your school is not achieving such goals, the reasons for this will need to be explored.

Completing the Appraisal Report.

When you have decided on your evidence and concerns, notes should be added to the left hand page of the appraisal booklet. If necessary, you may wish to add to it so that it more adequately meets your needs. A brief summary of the school's thinking in each area would then be included in the large box on the right hand page. There will be opportunity during the Team's visit to expand on and explain your findings, some of which you may have already turned into recommendations. Schools should also complete the summary page at the end of the booklet and list any recommendations for the Accreditation Team's consideration.

Before the Accreditation Team completes its visit to your school, it will also consider your school's understandings of why the school is where it is, and recommendations about what needs to be done to take it where the school/community thinks it ought to be. These comments and recommendations will be written by the Team during the Team visit, and discussed with your school/community before the Team finalises its response to the appraisal prepared by the school.

1. History of the Program.

Schools engaged in the appraisal process should **outline significant factors that have influenced the development of bilingual education in the school.**

This could include:

- staffing levels
- staff turnover (e.g. history of one class)
- staff attitudes
- community developments
- grants for equipment, training or curriculum development
- influence of Batchelor College, SAL, IAD
- other

Discuss your progress in relation to this area.

1. History of the Program.

2. Curriculum Developments.

Schools engaged in the appraisal process should show that **appropriate curriculum resources have been developed to assist student learning.**

This can be shown through:

- curriculum documents (Departmental and school based)
- teachers' programs
- availability of appropriate teaching resources
- other

2. Curriculum Developments.

3. Student Progress.

Schools engaged in the appraisal process should show that **children are making identifiable progress in:**

- | | |
|-----------------------|---------------|
| * English literacy | * Mathematics |
| * Vernacular literacy | * SACE |
| * Oral English | * other areas |

This can be shown through:

- local school assessment procedures
- Department and school curriculum documents
- teachers' programs
- records (cassette or written) of children speaking English
- strategies for comparing class outcomes over a number of years
- moderation of writing in schools in the same language area
- Primary Assessment Packages (PAP) for Aboriginal schools
- Kormilda or Yirara tests
- children's record folders
- folders of children's writing
- folders of children's worksheets
- workbooks
- close tests or miscue analysis
- checklists to demonstrate achievement of skills
- running records
- other

Talk about the way that literacy and numeracy are used in the community.

Is your school teaching the children the things they need to know in these areas?

Talk about the kind of English the children in your school are speaking.

Talk about how you ensure your school program keeps going in spite of staff changes.

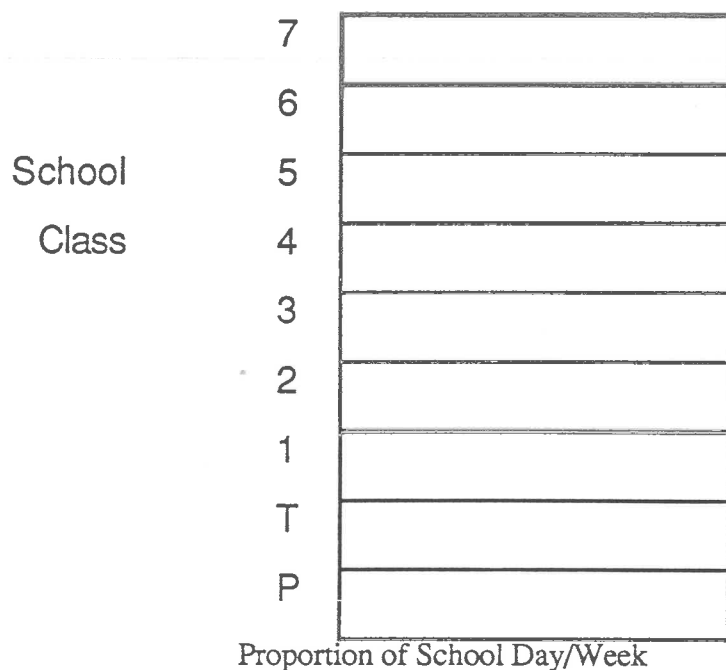
3. Student Progress.

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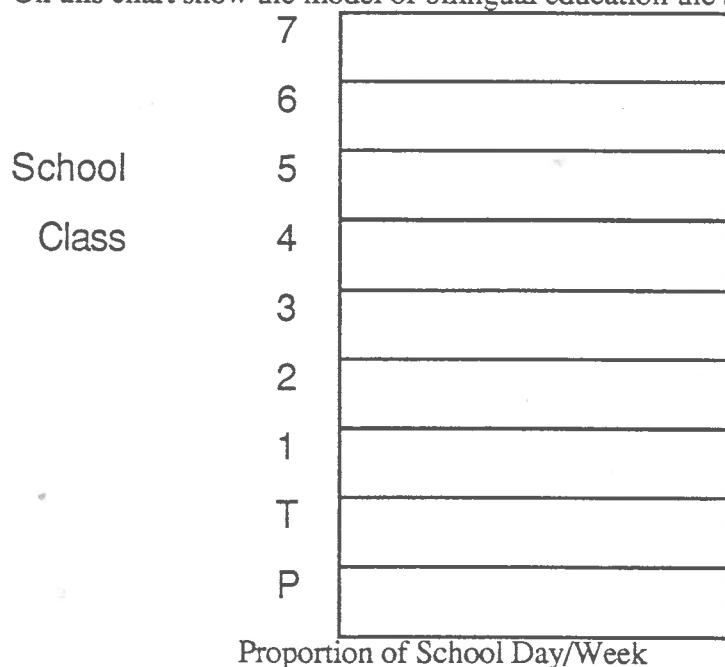
4. Language Use and School Organisation

Schools engaged in the appraisal process should show the model of bilingual education being used in the school.

On this chart show the model of bilingual education currently being used.



On this chart show the model of bilingual education the school/community wants to have.



Talk about your model of bilingual education:

- Is your model working?
- Are you happy with the amount of teaching time for English and your language?
- How does your school cope with disruptions to the school program?

4. Language Use and School Organisation.

5. Aboriginal Culture and Language Maintenance.

Schools engaged in the appraisal process should show that **the vernacular program throughout the school includes local Aboriginal culture and helps maintain the community's Aboriginal language(s).**

This can be shown through :

- school curriculum documents
- teachers' programs
- children's work (writing, art, models, charts, photographs)
- lists of resources available to support programs
- descriptions of community involvement
- lists of dialects supported by the school
- descriptions or videos of language and dialect maintenance programs
- other

Talk about the way Aboriginal languages are being modelled for children in school.

Is the community happy with the kind of language being used by teachers and children?

Does the community want the school to be more or less involved in teaching traditional Aboriginal knowledge?

5. Aboriginal Culture and Language Maintenance.

6. Staff Development.

Schools engaged in the appraisal process should show that **there is adequate school-based induction and ongoing staff development.**

This can be shown through:

Aboriginal Teachers' involvement in:

- planning and preparation time
- learning together sessions
- skills improvement programs:
 - vernacular literacy
 - English literacy
 - mathematics
- Batchelor, RATE, SAL, IAD
- inservice (school, regional, central)
- staff meetings, Action Groups

Non-Aboriginal Teachers' involvement in:

- planning and preparation time
- learning together sessions
- school-based induction and ongoing inservice in cross cultural awareness
- bilingual theory and practice
- TESOL methodology
- Aboriginal language learning
- inservice (school, regional, central).

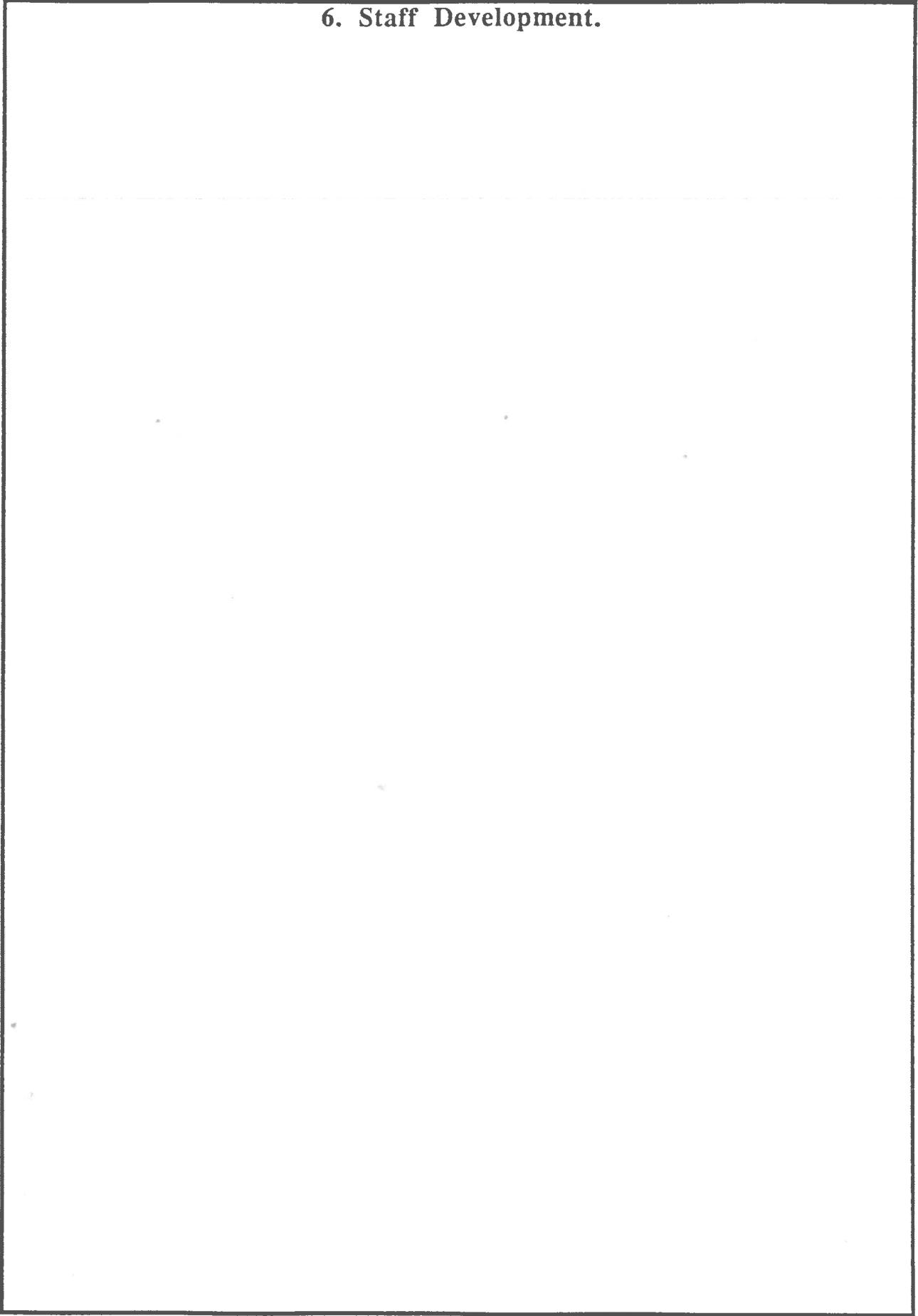
Literacy Workers' involvement in:

- ongoing literacy programs in:
 - spelling
 - translation
 - transcription
 - exploring genres
- SAL, IAD, SIL courses
- Courses to develop:
 - graphic art skills
 - darkroom and photographic skills
 - computer and typing skills
 - video production skills

Linguists and Literature Production Supervisors' involvement in:

- school-based induction
- on-going inservice

6. Staff Development.



7. Community Involvement.

Schools engaged in the appraisal process should show **how their community is actively involved in the school program.**

This can be shown through:

- attendance figures
- staff attendance records
- records of Aboriginal Teachers'/Action Groups meetings
- records of school council meetings and involvement in school
- visits by parents and others to preschool (informal/formal)
- visits by parents and others to other classes (informal/formal)
- opportunity and willingness for community members to tell stories to children
- opportunity and willingness for community members to tell stories on tape for literature
- opportunity and willingness for community members to accompany children on excursions
- opportunity and willingness for community members to take a leadership role in excursions
- involvement of the community council in the life of the school
- other

Talk about how your school is moving towards local control in the areas of school structures, management, curriculum and policy.

7. Community Involvement.

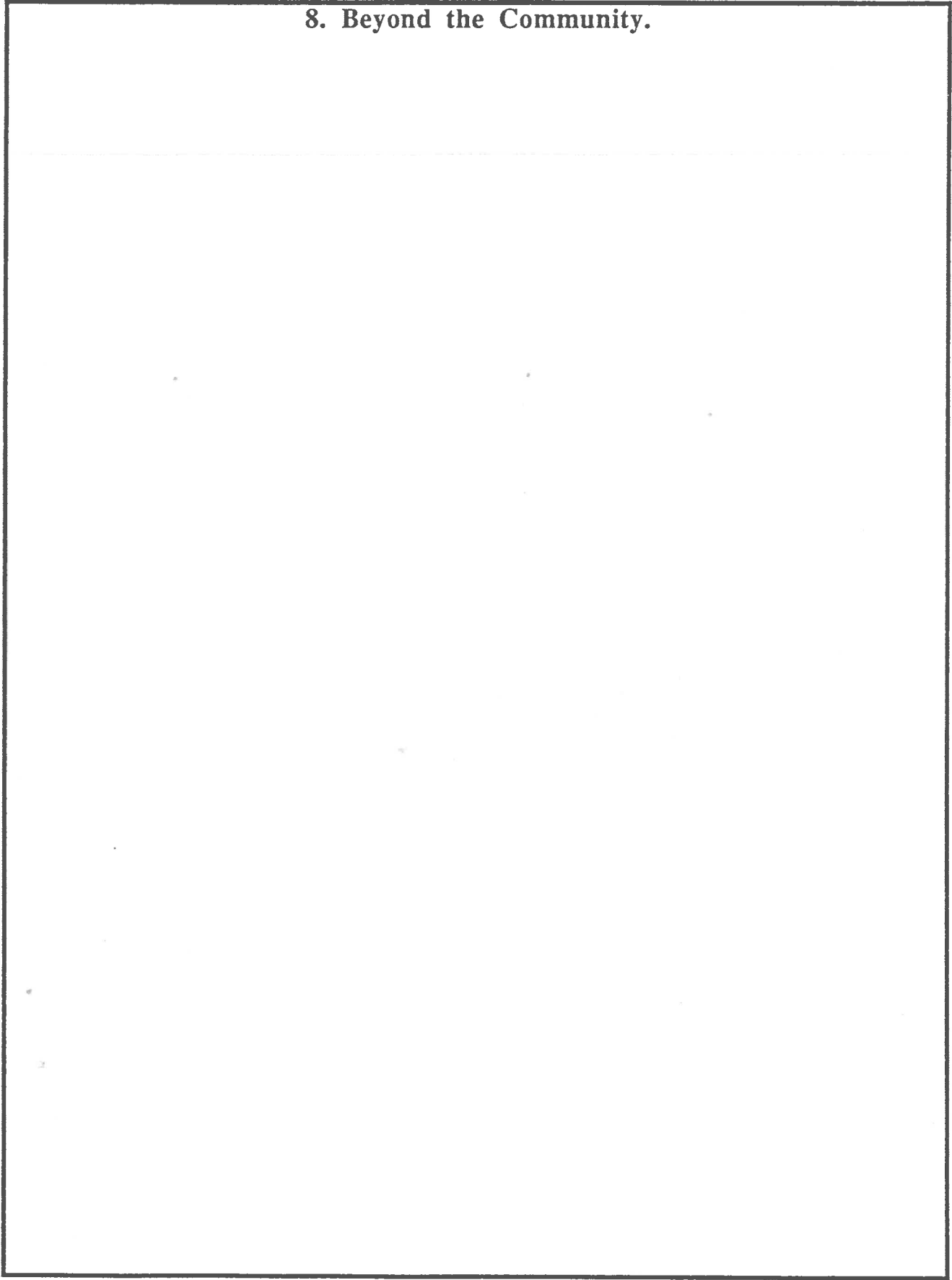
8. Beyond the Community.

Schools engaged in the appraisal process should show **how the school is helping children to understand the world outside the local community.**

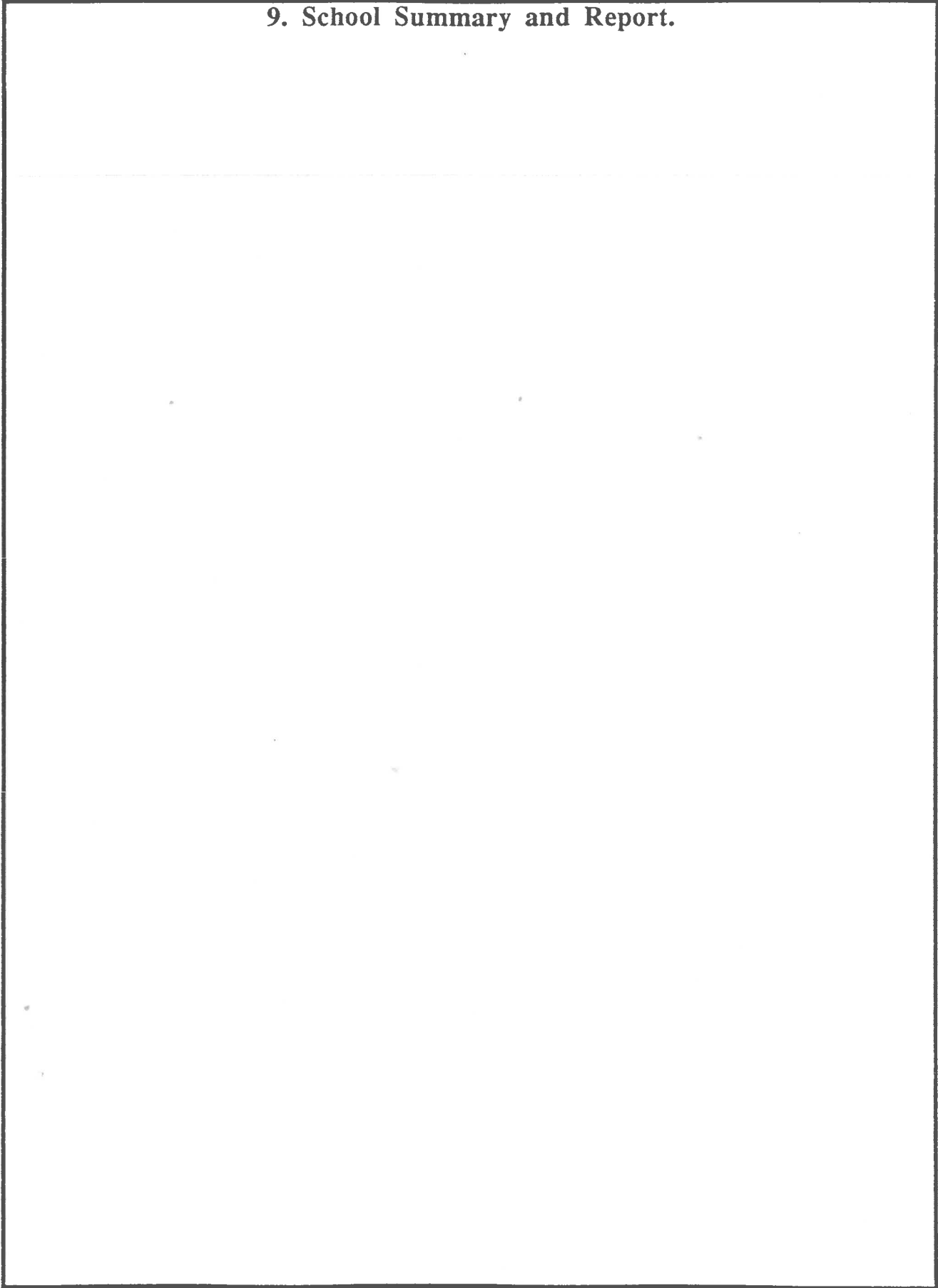
This can be shown through:

- school excursions to other Aboriginal communities
- school excursions to other communities (towns, cities, states)
- sporting visits
- cultural visits
- use of literature developed in other communities
- SACE activities
- ongoing links with people outside the community through, for example, letter writing, video exchanges, holidays.
- secondary age students' confidence in considering further studies at schools/colleges outside the community
- other

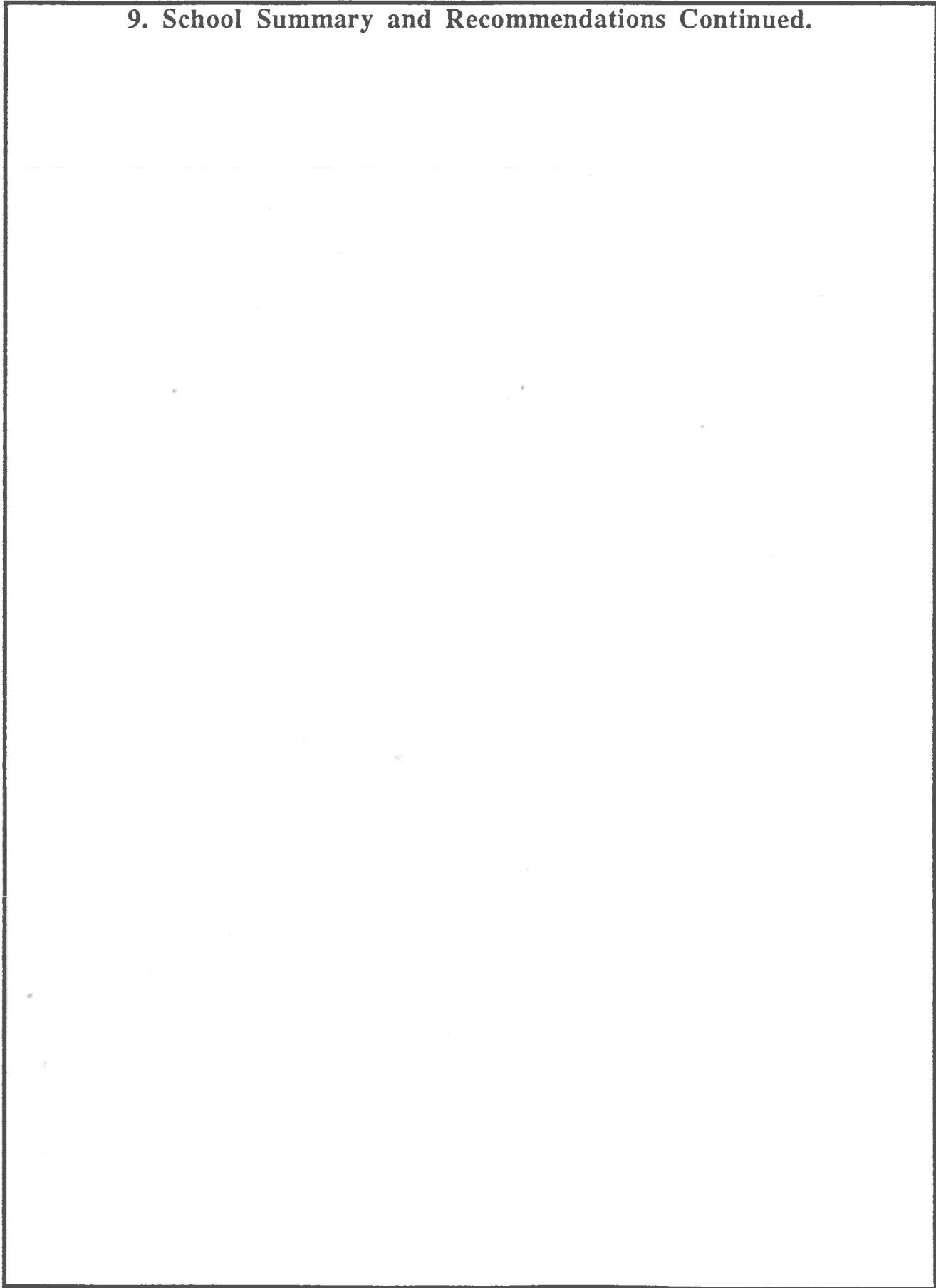
8. Beyond the Community.



9. School Summary and Report.



9. School Summary and Recommendations Continued.



10. Accreditation Team Report.

Accreditation Team Report Continued.

