



CULTURE LANGUAGE
AND EDUCATION
AT MILINGIMBI
REPORT
OF THE 1988
BILINGUAL
ACCREDITATION PANEL

DRAFT ONLY, COMMENTS WELCOME

**CULTURE LANGUAGE AND EDUCATION AT MILINGIMBI
1988 BILINGUAL ACCREDITATION REPORT**

TABLE OF CONTENTS

A. INTRODUCTION

- A1. Accreditation
- A2. The Panel
 - A2.1 Members
 - A2.2 Purpose
 - A2.3 Meetings

B. DISCUSSION

- B1. Preamble
- B2. Aim 1
 - B2.1 English (reading and writing)
 - B2.2 Maths
- B3. Aim 4
 - B3.1 Oral English
 - B3.2 Vernacular Maintenance

C. COMMENTS

CULTURE LANGUAGE AND EDUCATION AT MILINGIMBI

PAGE 1

A. INTRODUCTION

A1. Accreditation

Since the commencement of pioneer bilingual education programs in the Territory in 1973, the N.T. Education Department has been developing a system of formal recognition or accreditation of these programs.

The current process is as follows:

(1) School self-appraisal (i.e. the school collects evidence and prepares a report according to the Department's accreditation document.

(2) Panel appointed representing:

- 1) Regional Superintendent;
- 2) Bilingual;
- 3) FEPPI;
- 4) Community.

(3) Report to Panel.

(4) Panel visits school and community.

(5) Report (with Panel's comments) to FEPPI.

(6) FEPPI makes recommendations to the Secretary.

(7) Secretary's decision.

A2. The Panel

A2.1 Members

The members of the FEPPI Accreditation Panel were:

1. Graeme Cooper (Regional Superintendent)
2. Alan Walker (Bilingual)
3. Keith Lapulung (FEPPI)
4. Jessie Murarrgirarrgi (Community)

A2.2 Purpose

To visit Milingimbi School during August-September, and, in consultation with the staff and community, make recommendations to FEPPI.

A2.3 Meetings

The meetings of the Panel occurred in two stages. The first stage (31 Aug - 1 Sep) focused on classroom visits and discussions with staff. The Panel was happy with the school's progress, and made two suggestions:

(a) That the August report be rewritten to reflect a more positive attitude (i.e. in terms of achievements and improvements)

(b) That the Panel meet again during 27th September, to finalise its comments.

These suggestions were accepted by the school staff. A revised report (the September Report) was produced and distributed to the Panel, which met again at Milingimbi on 27th September.

B. DISCUSSION

B1. Preamble

Milingimbi School was provisionally accredited in 1982, subject to improvement in Bilingual Aims 1 and 4 (i.e. in Maths, and in the reading, writing and speaking of English).

Accordingly, the Panel decided to concentrate its attention on these two Aims. In the discussion we will first work at Aim 1, then at Aim 4, as follows:

B2. Aim 1

Aim 1: To develop competency in English (reading and writing) and in mathematics to the level required on leaving school to function without disadvantage in the wider Australian community.

We will treat this according to its two primary parts;

- (1) English.
- (2) Maths.

CULTURE LANGUAGE AND EDUCATION AT MILINGIMBI

PAGE 3

B2.1 English (reading and writing)

Aboriginal children at Milingimbi School have made steady improvement in the reading and writing of English. They have now reached a standard which is equivalent to that found in other Aboriginal Schools; and should be accredited on that basis.

B2.2 Maths

Similar improvement is evident in Maths and the school's standard in this subject should no longer be an impediment to accreditation.

B3. Aim 4

Aim 4: To develop such skills in oral English that by year 5 English becomes the major language of instruction and of literacy, with the vernacular maintained for continued literacy development and for the teaching of both traditional and modern knowledge where appropriate.

This aim is discussed in two parts as follows:

B3.1 Oral English

Greater exposure to spoken English means that Oral English is improving steadily. It is now on a par with other Aboriginal schools and should be accredited accordingly.

B3.2 Vernacular Maintenance.

The strong point of Milingimbi's culture and language program is the active weekly participation of the community elders. The old people visit the school every Friday to impart their knowledge about traditional law, language, and arts.

It is the strength of this community support which ensures vernacular maintenance and further literacy development, not only in Gupapuyngu but in other less well known dialects.

CULTURE LANGUAGE AND EDUCATION AT MILINGIMBI

PAGE 4

C. Comments

The Panel believes that Milingimbi School has now made sufficient improvement in the areas of Aims 1 and 4, that it is now worthy of the status of fully accredited Bilingual School.