

## BACKGROUND

### Programs and Languages

- There are twenty schools with 21 accredited Bilingual programs and they are supporting thirty-four languages and dialects.
- There are 16 Departmental schools, 3 Catholic schools and 1 Independent school involved in the program.
- In 1995 approximately 47% of all students in community schools were enrolled in schools operating a formal bilingual program. The approximate enrolment for 1995 was 3783 students.

### Main Aims

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

### Supports the maintenance of Aboriginal Languages and Culture

- The program addresses identified National perspectives in the learning about, the learning of and the learning through Aboriginal languages as reflected in:
  - Goal 3 of *Australia's Language - the Australian Language and Literacy Policy* (AGPS, 1991)
  - Goals 17 and 20 of the *National Aboriginal and Torres Strait Islander Education Joint Policy Statement* (AGPS, 1989)
  - Recommendations 55, 56 and 291 of the Royal Commission into Aboriginal Deaths in custody;
  - Recommendations 1, 2, 27-29 of *Language and Culture: A Matter of Survival, Report of the Inquiry into Aboriginal and Torres Strait Islander Language Maintenance* (AGPS, 1992)- The House of Representatives Standing Committee on Aboriginal and Torres Strait Islander Affairs.

### Supports the learning of English Literacy

The program addresses identified National perspectives in learning about, learning of and learning through English as reflected in Goal 1 of *Australia's Language - the Australian Language and Literacy Policy* (AGPS, 1991). The program provides extensive support in the areas of developing children's literacy skills and the provision of TESOL perspectives and strategies.

### Supports the involvement of Aboriginal people in educational decision-making.

The program addresses identified National perspectives in this as expressed through Goals 1, 2, 5 and 6 of the *National Aboriginal and Torres Strait Islander Education Joint Policy Statement* (AGPS, 1989)

## PROGRAM APPRAISAL AND ACCREDITATION

A moderated appraisal of all schools takes place about every three years. The appraisal process requires a school community to prepare a report on the following areas:

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

The final Report is then moderated by an Appraisal Team. The Appraisal Team is made up of two or more community representatives, the Regional Superintendent and the Principal Education Officer for Aboriginal Languages and Bilingual Education.

Essentially an appraisal is a review of the whole school's teaching learning programs, how teachers are prepared and supported to work in those programs and how the community are involved in its development

### Who Is The Appraisal For?

- **Three Groups:**

- ① **The School**

A working document for the school reporting past and current developments and future directions. A major focus should be the school's recommendations to itself for future development. This should include the school reporting on the progress you have made on dealing with the recommendations from your last appraisal. Your recommendations for the next three years should be presented as action statements eg What should happen? When should it happen? Who is responsible for making it happen?

- ② **The community.**

- \* *Informing: What's happening to our kids?*
- \* *Seeking Advice: What does our family think should be happening?*
- \* *Sharing Visions and realities: Developing common understandings about what school learning can and can't do and what the school needs from families to support children's learning.*

### ③ The Department

#### \* Senior Exec/Minister.

Program performance: "Is it worth the money?" Are kids learning outcomes improving? Does the community support the Bilingual program? etc.

#### \* Superintendents.

Supporting school Action Plans. Supporting program plans in the region.

#### \* Advisory services.

Identifying professional development needs and providing a consistent and consolidating approach to meet planned and identified needs by schools - not a "revolving door" of advisors.

### How Long Does It Take To Get Ready For An Appraisal

- Depends on the size of the school. A large school may take two terms or more, small schools a term.

### Who Is Responsible For Producing The Documentation?

#### • **The Principal/Head Teacher.**

It is not the total responsibility of the Teacher-linguist. All senior staff should have clear roles in the preparation for appraisal. The Principal has the responsibility of overseeing all aspects of the appraisal including community consultations.

#### **Senior staff responsibilities under the direction of the Principal include:**

- Development & implementation of curriculum and programming policies
  - Professional Development of staff
  - Overall policy and implementation of assessment practices and student records for the whole school since the last Appraisal. These include organising standard evidence such as: Student attendance records, long term maintenance of student record folders, MAP data, NT ESL/Mathematics Profiles, Progress of secondary-aged students through the approved courses & Secondary Correspondence.
- **All teaching teams** are responsible for current program evidence such as:
    - teaching/learning programs
    - student assessment records
    - current class attendance records.

## DEVELOPING A SCHOOL PLANNING FOCUS

### 1. Have you a school Languages Policy?

YES  NO  Being Developed

- ➔ *If yes, when was it last revised?*
- ➔ *Is it used by all the staff?*

### 2. Have you a school Mathematics Policy?

YES  NO  Being Developed

- ➔ *If yes, when was it last revised?*
- ➔ *Is it used by all the staff?*

### 3. Have you a school Social Education Policy/Indigenous Studies Policy?

YES  NO  Being Developed

- ➔ *If yes, when was it last revised?*
- ➔ *Is it used by all the staff?*

### 4. Have you a school Assessment Policy?

YES  NO  Being Developed

- ➔ *If yes, when was it last revised?*
- ➔ *Is it followed by all the staff?*

### 5. Have you a school professional development plan?

YES  NO  Being Developed

- ➔ *If yes, when was it last revised?*
- ➔ *Does it meet the needs of the current staff and aim at addressing the priorities raised in your curriculum policies?*
- ➔ *Does it provide for the whole school to consolidate its practices? (or does it mean there is a 'revolving door' of advisors etc in different areas passing through or different people heading into town for PD without a focused follow up through out the school?)*