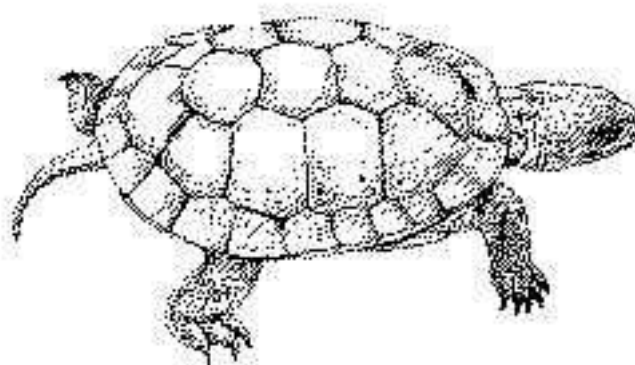


THE ABC OF TWO-WAY LITERACY AND LEARNING

2004 CAPACITY BUILDING PROJECT

Pre-in-service workbook



OVERVIEW

Welcome to the *ABC of Two-Way Literacy and Learning 2004 Capacity Building Project 2004*.

The program includes three workshops for which you will travel to Perth on the following dates:

- July 20th – 23rd
- August 24th – 27th
- October 19th – 22nd

In addition to attending the workshops, you will be required to carry out several tasks.

Task 1 Environmental Scan

Task 1 is done before coming to the first workshop. This takes place in three parts, each to be submitted by the following dates:

- Part 1 Send in by 11 June 2004
- Part 2 Send in by 25 June 2004
- Part 3 Send in by 9 July 2004

All tasks are to be done as a two-way team, so you will need to make sure the responses to the tasks reflect both Aboriginal and non-Aboriginal perspectives.

District Office Consultant (DOC)¹: Each part of Task 1 requires you to gather information about the school/s that you have identified to work with if you are a District Office *Two-Way Team* member.

TEACHERS and AIEOs: If you are a practising teacher or an AIEO, you will gather this information about your own school.

Participants will be asked to present (as a *Two-Way Team*) the findings of their environmental scans at the first workshop. So it is important that you keep copies of all that you collect as well as sending it into us. This will help you with preparing to tell us about the context of your strategy implementation. It will also help you to develop strategies which are appropriate for the school and the class.

¹ For ease of terminology, we will use this term to refer to any district-based Two-Way Team member. This includes Aboriginal Education Coordinators, Aboriginal Education Liaison Officers, ESL/ESD Curriculum Consultants, ESL/ESD Service Area Coordinators, Curriculum and Student Service Officers.

Task 2 Strategy Implementation and Assessment (Cross-cultural communication)

Task 2 is done after the first workshop.

All tasks are to be done as a *Two-Way Team*, so you will need to make sure the responses to the tasks reflect both Aboriginal and non-Aboriginal perspectives.

DOCs: If you are a DOC, you will oversee the implementation of a strategy which you have designed at the first workshop in the school/s that you have chosen. You will also need to assess the outcomes of the strategy.

TEACHERS and AIEOs: If you are a teacher or an AIEO, you will implement the strategy designed at the workshop. You will also need to assess the outcomes of the strategy.

Task 3 Strategy Implementation and Assessment (Language sounds, language structure, feedback and code switching)

Task 3 is done after the second workshop.

All tasks are to be done as a *Two-Way Team*, so you will need to make sure the responses to the tasks reflect both Aboriginal and non-Aboriginal perspectives.

DOCs: If you are a DOC, you will oversee the implementation of a task which you have designed at the second workshop in the school/s that you have chosen. You will also need to assess the outcomes of the strategy.

TEACHERS and AIEOs: If you are a teacher or an AIEO, you will implement the strategy designed at the second workshop. You will also need to assess the outcomes of the strategy.

Task 4 Text analysis

Task 4 is done during the third and final workshop.

All tasks are to be done as a *Two-Way Team*, so you will need to make sure the responses to the tasks reflect both Aboriginal and non-Aboriginal perspectives.

To do task 4, you will have had **to collect a folio of copies of students' written texts** over the course of the program. You will work on these texts in the final workshop. Remember to start collecting your work samples as soon as the program starts.

Let's get started

Task 1 The Environmental Scan

Part 1 A: Demographic information Submit by 11 June 2004

In this part of Task 1, you and your *Two-Way Team* partner need to gather information about the school. In particular, we would like you to answer the following questions:

1. What is the level of the class/es that you have selected to have your strategies implemented in (DOCs) or to implement (Teachers and AIEOs) your own strategies?

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2. What is the school district?

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3. How many students are at the school?

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4. What are the average class sizes?

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5. What is the proportion of Aboriginal students in the school?

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6. What is the proportion of Aboriginal students in the class that you have identified for implementing your strategies?

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7. What is the school's policy on Aboriginal English (implicit or explicit)?

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7. What are the attendance figures for Aboriginal students and for non-Aboriginal students?

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8. What are the achievement rates for Aboriginal students and for non-Aboriginal students?

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9. What is the composition of the local community?

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10. What sort of parent and family groups are attached to the school?

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11. What sort of attitudes are there in the local community?

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12. What are the classroom dynamics in the selected class, ie, are there positive or negative behaviours and what are the cross-cultural behaviours like?

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13. What are the current strategies used to improve attendance?

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14. What are the current strategies used to raise achievement?

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15. What are the current strategies used to improve classroom dynamics?

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16. What are the current strategies used to improve cross-cultural communication?

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Part 1 B: Language information

1. What languages do you think are spoken around the school?

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2. What sorts of English do you think are spoken around the school?

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SUBMIT THESE ANSWERS BY EMAIL TO:

Patricia.Konigsberg@det.wa.edu.au

By 11 June 2004

Task 1 The Environmental Scan

Part 2 Studying the classroom environment Submit 25 June 2004

This time you will need to interview the teachers and AIEOs in the class/es which you have selected. Again there are two types of information to collect.

Part 2 A: Class environment information from the teacher and the AIEO (make sure that you get both the Aboriginal and non-Aboriginal views in the questions – even if it means doing two interviews)

1. What are the classroom dynamics in the selected class, ie, are there positive or negative relationships, what are the cross-cultural behaviours?

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2. What are the current strategies used to improve attendance?

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3. What are the current strategies used to raise achievement?

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4. What are the current strategies used to improve classroom dynamics?

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5. What are the current strategies used to improve cross-cultural communication?

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Part 2 B: Language information

3. What languages do you think are spoken around the school?

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4. What sorts of English do you think are spoken around the school?

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5 Do you think that the students have language problems? (Give further information)

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5. What places have your Aboriginal students lived in before coming to your class?

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SUBMIT THESE ANSWERS BY EMAIL TO:

Patricia.Konigsberg@det.wa.edu.au

By 25 June 2004

Task 1 The Environmental Scan (Student and Community Views)

Submit by 9 July 2004

Part 3 A: Collecting the students' views

This time the teachers and AIEOs will need to interview the students in the class/es which have been selected by you. Alternatively, you might like to make up a simple questionnaire for the class to fill in. The AIEO can help the Aboriginal students with the questionnaire, but it is important that the students' own ideas are collected.

Please note that we are not looking for a neat tidy piece of work from students; just let the students express their own ideas freely.

Here is a sample questionnaire with the required questions. Feel free to change the language for the level of class that you have, but be careful not to change the meaning of the questions.

1. Can you name some things that happen in this school that help you to learn?

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2. Can you name some things that happen in this school that don't help you to learn?

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3. Can you give the names of the languages spoken around the school?

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4. Can you tell us what sorts of English are spoken around the school?

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5. Can you tell us what sorts of English you speak at home?

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6. Can you tell us what other places you have lived in?

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IF YOU HAVE USED A QUESTIONNAIRE IN YOUR CLASS, PLEASE POST
PHOTOCOPIES OF EACH QUESTIONNAIRE TO:

PATRICIA KONIGSBERG
Curriculum Officer ESD (ESL Aboriginal)
Coordinator ABC Project of Two-Way Literacy and Learning
Department of Education and Training
151 Royal Street
East Perth WA 6004

Part 3 B: Collecting community views

This time the AIEO will need to talk to the local community.

Here are sample topics which he/she might raise with community representatives. Feel free to change the language so it is more appropriate for the community, but be careful not to change the meaning of the questions.

7. Can you tell us some of the things that happen at the school that help your kids to learn?

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8. Can you tell us some of the things that happen at the school that don't help your kids to learn?

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9. Can you tell us what languages are spoken by your kids?

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10. Can you tell us what sorts of English are spoken by your kids?

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11. Can you tell us what other places have your kids stopped and about how long ?

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SUBMIT THESE ANSWERS BY EMAIL TO:

Patricia.Konigsberg@det.wa.edu.au

By 9 July 2004

MAKE SURE TO KEEP YOUR OWN HARD COPIES OF THIS INFORMATION AS YOU WILL NEED THEM TO PRESENT YOUR FINDINGS AT THE FIRST WORKSHOP ON 11 JUNE 2004

SEE YOU AT THE FIRST WORKSHOP

