Tracks to Two-Way Learning

- Acknowledgement of Country
- Introductions
In a nutshell...

- tool to design flexible workshops for teachers, trainers and others
- is based on the principles of the **ABC** of Two-Way Literacy and Learning
- to be used by Two-Way Teams (WA)
- empowers Aboriginal learners to make choices.
Tracks to Two-Way Learning

• is based on extensive research on:
  – Aboriginal English
  – Two-Way bidialectal education

• many Aboriginal and non-Aboriginal educators were involved in this project (acknowledgements)
ABC of Two-Way Literacy and Learning: Capacity Building Project
Resource content

- Includes electronic version on CD

1. Understanding language and dialect
   - Our dialects, our lives

2. Our views, our ways
   - Aboriginal knowledge, beliefs, today

3. The grammar of dialect difference
   - Difference, talking, hearing, understanding

4. How we shape experience
   - Yarning, seeing, watching, doing

5. How we represent our world
   - Art, symbols, gestures, opportunity
   - Manners, reading, knowledge, time limits

6. Language and inclusivity
   - How we include and how we exclude

7. Making texts work
   - ... in a Two-Way learning environment

8. From speaking to writing
   - What’s right and what’s wrong

9. How we talk
   - How we talk, when we can talk

10. Making a difference for learners
    - We can do it like this
    - Show me what

11. Hearin’ the voices
    - Tell me your story
    (includes ten storybooks)

12. Toolkit for teaching
    - What we do with our mob

- Includes three sample workshops
The following pages outline the process for initiating and implementing change to bring about, or consolidate, Two-Way bidialectal education in an education or training organisation.

The first phase in initiating change is to investigate the status quo: we call this 'Tracking Needs'. It will include a site evaluation and the completion of a Two-Way Action Plan.

Leading Two-Way Change

<table>
<thead>
<tr>
<th>Tracking Needs</th>
<th>Developing Organisational Capacity</th>
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<tbody>
<tr>
<td>Site Evaluation</td>
<td>Endorsement of Two-Way Action Plan</td>
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<tr>
<td>Completion of Two-Way Action Plan</td>
<td>Enactment of Two-Way Action Plan</td>
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</tbody>
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Figure 6: Leading Two-Way change process
Site Evaluation

The Site Evaluation Matrix:
– is a site assessment tool focusing on four Dimensions:
  • Professional Practice
  • Engaged Community
  • Inclusive Policy and Practice
  • Engaged and Motivated Learners
– provides links to:
  • resource content
  • other physical and online resources
### PROFESSIONAL PRACTICE

#### PROGRESSION CHART – WHERE IS THE PROFESSIONAL PRACTICE AT?

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
<th>Stage 4</th>
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</thead>
<tbody>
<tr>
<td><strong>Staff (a)</strong> Knowledge of Aboriginal English</td>
<td>Teachers/trainers have no knowledge of Aboriginal English or Standard Australian English as first or additional dialects.</td>
<td>Some teachers/trainers are becoming aware of the existence of Aboriginal English. Others may have partial or incomplete understandings. Teachers/trainers may not be convinced this applies to their own Aboriginal learners.</td>
<td>Teachers/trainers recognise the existence of Aboriginal English and are becoming aware of its complexity. Teachers/trainers recognise Aboriginal English as an additional dialect spoken by their Aboriginal learners.</td>
<td>Teachers/trainers are confident about the place of Aboriginal English in their Aboriginal learners’ education/training. Teachers/trainers recognise the importance of the use of Aboriginal English in learning programs for the benefit of all learners. Teachers/trainers apply knowledge of Aboriginal English in the design and delivery of programs.</td>
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<tr>
<td><strong>Staff (b)</strong> Knowledge of bidialectalism</td>
<td>The language of Aboriginal learners is seen as problematic. The view exists that the learners speak a pidgin language. Teachers/trainers are developing an understanding that the use of another dialect is not a deficit. Notions of bidialectal competencies are being explored.</td>
<td>Teachers/trainers are recognising Aboriginal English as a distinct and rule-governed dialect. Teachers/trainers are developing an understanding that the use of another dialect is not a deficit. Notions of bidialectal competencies are being explored.</td>
<td>Key staff are developing an understanding of the linguistic complexities of Aboriginal English specifically and of language variation in general, ie the sounds, structures, meanings, functions and differences in cultural conceptualisation. Bidialectal competencies are being sought as an educational outcome. Teachers/trainers are exploring Aboriginal English and allowing learners to use it while also learning Standard Australian English. Teachers/trainers and learners are exploring useful and effective ways to practise code-switching.</td>
<td>All staff are aware of the existence of Aboriginal English and of notions of bidialectalism. Key staff have a sound understanding of the linguistic complexities of Aboriginal English and of differences between Aboriginal English and Standard Australian English. Teachers/trainers are continually exploring ways to improve their bidialectal teaching strategies.</td>
</tr>
<tr>
<td><strong>Staff (c)</strong> Implementation of Two-Way processes</td>
<td>Aboriginal staff are not involved in any decision making. Community involvement is not seen as important or relevant.</td>
<td>Notions of Two-Way are being explored and Two-Way Teams set up. The relevance of Aboriginal community involvement is being explored.</td>
<td>Aboriginal staff and/or community members are involved in education/training issues and are consulted for clarification on Aboriginal English and cultural and conceptual differences. Two-Way Teams are working collaboratively.</td>
<td>Aboriginal staff and/or community members are involved in the assessment of learning outcomes for Aboriginal learners and in the planning of programs. Two-Way processes are applied in learning and teaching. Two-Way Teams are fully operational with clear protocols for implementing Two-Way education/training. Two-Way Teams work together and are constantly learning about each other.</td>
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<tr>
<td><strong>Staff (d)</strong> Suitable program implementation</td>
<td>There is a general lack of awareness among staff of the issues relating to language variation in teaching/training programs. Remedial and/or withdrawal programs are used to address the needs of Aboriginal English speaking learners.</td>
<td>Staff are aware of language variation and the use of the home dialect as a bridge to the standard dialect. Some limited opportunities are included in teaching/training programs for the use of alternative dialects, eg Aboriginal English. Teachers/trainers see the need to teach Standard Australian English grammar and structure explicitly to extend the range of language available to all learners.</td>
<td>Learners are taught about language variation and its social importance. Alternative dialects are accommodated in teaching/training programs. Teachers/trainers develop and use materials for the explicit teaching of Standard Australian English. Assessment that takes account of additional dialect/language acquisition processes is being explored.</td>
<td>Programs take full account of bidialectalism. Teaching/training programs provide opportunities for learners to experiment with register and dialect difference. Assessment strategies take account of bidialectalism. Assessment strategies are varied, eg they include demonstration of both spoken and written language.</td>
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<tr>
<td><strong>Staff (e)</strong> Use of relevant resources</td>
<td>There is a general lack of awareness of suitable teaching/training resources. The materials and texts in use are often culturally and linguistically inappropriate for Aboriginal learners.</td>
<td>Two-Way bidialectal materials (films and texts) are being explored and are readily available to all staff. Due to limited knowledge, teachers/trainers may still make inappropriate text choices.</td>
<td>All staff are familiar with relevant materials and related research reports. EAL/D materials are being used to teach bidialectal learners.</td>
<td>Teachers/trainers can evaluate materials regarding their suitability for all learners from all dialect backgrounds. Teachers/trainers select and/or adjust texts to suit learners’ additional language/dialect needs.</td>
</tr>
<tr>
<td>Aspect</td>
<td>Where the staff are at</td>
<td>How do I know this?</td>
<td>What can Two-Way Teams do?</td>
<td>Resources</td>
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| Staff 2 (a)                    | Some teachers/trainers are becoming aware of the existence of Aboriginal English. Others may have partial or incomplete understandings. Teachers/trainers may not be convinced this applies to their own Aboriginal learners.                   | Teachers/trainers talk about the way Aboriginal people talk but find it difficult to hear it in their own learners.                                                                                                                                                       | Provide specific workshop(s) with focus on some of the features of Aboriginal English. Use transcripts from data of own education/training site.                                                                   | See Module 1.1 What is Aboriginal English?  
See Module 8.2 Aboriginal English words and meanings  
See Module 8.3 Expanding learners’ vocabulary  
See Module 8.5 Oral versus written language  
See Focus Area 3 The grammar of dialect difference  
See Module 9.3 Misinterpretations based on different cultural and linguistic functions  
See Module 9.4 Observing protocols  
See Module 9.5 Time, space and quantification  
Elements of Sample workshop: Understanding dialectal differences are also relevant. |
Site Evaluation Matrix

1. Familiarise yourself with the Progression Chart and Checklists 1-4.

2. Imagine you are evaluating your site in order to plan for professional learning. Discuss: Would it work for you? Why? Why not?
The Four Dimensions and the Four Stages

Figure 5 illustrates the relationship between Dimensions and Stages.

When an education or training organisation is at Stage 1 for every Dimension, there is no overlap between the Dimensions. This illustrates a situation in which the causal relationship between organisational behaviours and outcomes for learners is not well understood.

When an organisation is at Stage 4, all of the Dimensions overlap, indicating that the organisation recognises the interdependence of all Four Dimensions: Professional Practice, Engaged Community, Inclusive Policy and Practice and Motivated and Engaged Learners. At this Stage, Two-Way bidialectal education has been achieved. The result of such an achievement is that bidialectal learners are more successful.

The effective integration of the Four Dimensions and the resulting learner success is illustrated by the star shape at the centre of the diagram.

**Figure 5: The four Dimensions and the four Stages**

- **Stage 1**
- **Stage 2**
- **Stage 3**
- **Stage 4**
Thank you all
Thank you to Patsy and Glenys for making the impossible possible

For information about the launch, etc please contact:
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