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Department of **Training
and Workforce Development**

Tracks to Two-Way Learning



FACILITATORS GUIDE

PART
1

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Tracks to Two-Way Learning

FACILITATORS GUIDE

for delivery of Two-Way training

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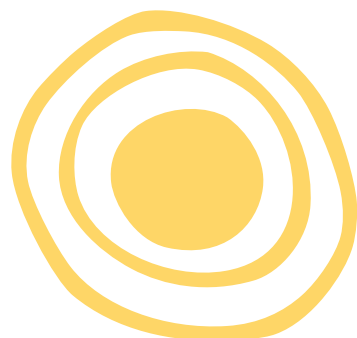
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ABORIGINAL ENGLISH AND THE ORIGINS OF TRACKS TO TWO-WAY LEARNING

People who grow up speaking English usually have little trouble in communicating while they stay within their own group. For many Australians, the English they use within their own group is largely the same as the English that is spoken in the country as a whole. Apart from watching their Ps and Qs in polite company, they can usually take it for granted that their English will serve their needs in education and in the wider society. They often think this must be the same for all English speakers, not realising that when they think this way they are excluding people who have grown up with a different English inheritance.

A few generations ago, it was commonly assumed that, to speak English 'properly', Australians had to imitate the English. Now nobody has any problem with the idea that Australian English is different from British English, and that it is appropriate for use in Australian contexts. There remains, however, a linguistic blind spot with many Australians when it comes to the use of Aboriginal English. This leads to practices in public life, and particularly in education, that effectively exclude many Aboriginal people.

The problem is to some extent that there has been a lag in getting the findings of linguistic research out to the general public. For half a century now, linguistic research has been focusing on the way in which Aboriginal people across the continent use English, and it has revealed that, since the time of European settlement, two different major varieties of English have developed (both, of course, showing some regional variation): Australian English, which is spoken within the wider community; and Aboriginal English, which is spoken within the Aboriginal community.

This is not to say that every Aboriginal Australian speaks only Aboriginal English. Many Aboriginal people speak traditional Aboriginal languages, others speak creoles, and many use Standard Australian English for most purposes. However, most Aboriginal Australians have the English spoken within their own community as their point of reference when it comes to using English, and this gives them a distinctive starting point for education.

The more linguists have learned about Aboriginal English, the more they have been convinced that the differences that separate it from Australian English are not superficial. Research commencing in Queensland in the 1960s, followed by studies in the Northern Territory and Western Australia in the 1970s and 1980s, in New South Wales and Victoria in the 1970s, 1980s and 1990s and in South Australia in the 1990s has confirmed the existence of English varieties across Aboriginal Australia that share many features with one another and many differences from Australian English.

There has been a particular concentration of research in Western Australia for the past 40 years, aided by the collaboration that has occurred between academics from the University of Western Australia and Edith Cowan University and educators, both Aboriginal and non-Aboriginal, from the Education Department and the Department of Training and Workforce Development. Progressively, research has shown the ways in which the sounds, vocabulary and grammatical structures of Aboriginal English differ systematically from those of Australian English. It has been possible, on the basis of these features, and of historical reconstruction, to see how Aboriginal

English developed through processes that included the direct and indirect influence, within Aboriginal communities, of pidgin and creole contact varieties, some of which are still in existence in northern areas.

Aboriginal English is not only a dialect, but also a way of behaving in an Aboriginal communicative context. It involves understood rules about such things as how to interact, how to respond to questions, how to narrate stories, how to listen, how to show respect, how to evoke humour and how to show group identification. A number of research studies at doctoral level at the University of Western Australia and Edith Cowan University have provided detailed documentation of these matters, and of the way in which they influence the process of communication in educational contexts.

A more recent, and highly significant, distinctive contribution to research on Aboriginal English coming from Western Australia has been the demonstration that it is not only a dialect, and not only a way of behaving in social settings, but also a way of dealing with knowledge and experience. It has been shown that Aboriginal speakers, even in urban settings where their speech has few distinctive ethnic markers, draw on different cognitive resources, or 'schemas', in interpreting the English input that they receive and in structuring the spoken and written English they produce.

Tracks to Two Way Learning is a resource that draws on this accumulated research – the outcome of decades of long-standing collaboration between Aboriginal people, linguists and educators – to give it expression in educational practices that are based in bidialectal reality, which is the way English exists in the lives of Aboriginal learners.

It assumes that, as our research-based knowledge has come about only through Aboriginal and non-Aboriginal English users working together with mutual respect, so our implementation of effective education will come about by the same path.



Ian G. Malcolm

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DEVELOPMENT OF THE TRACKS TO TWO-WAY LEARNING

The *Tracks to Two-Way Learning* resource forms part of the *ABC of Two-Way Literacy and Learning Project* and is informed by collaborative research conducted since 1996 with academic experts at Edith Cowan University, Perth and Monash University, Melbourne, and with independent academic consultants.

In 2004, in collaboration with the training sector (now the Department of Training and Workforce Development) the precursor to the development of this resource, the *ABC Capacity Building Project*, was established. Its aim was to further improve the learning outcomes of Aboriginal learners across all phases of education and training and to ensure the sustainability of existing Two-Way bidialectal programs.

Over 50 Aboriginal and non-Aboriginal educators contributed to this project, trialing much of the prototype activities developed in this resource. A train-the-trainer model was employed whereby a Two-Way Team (consisting of an Aboriginal and a non-Aboriginal person), supported by academic staff and with input from the community, led 14 Two-Way Teams in nine education districts, providing professional learning and a forum for exchange of ideas.

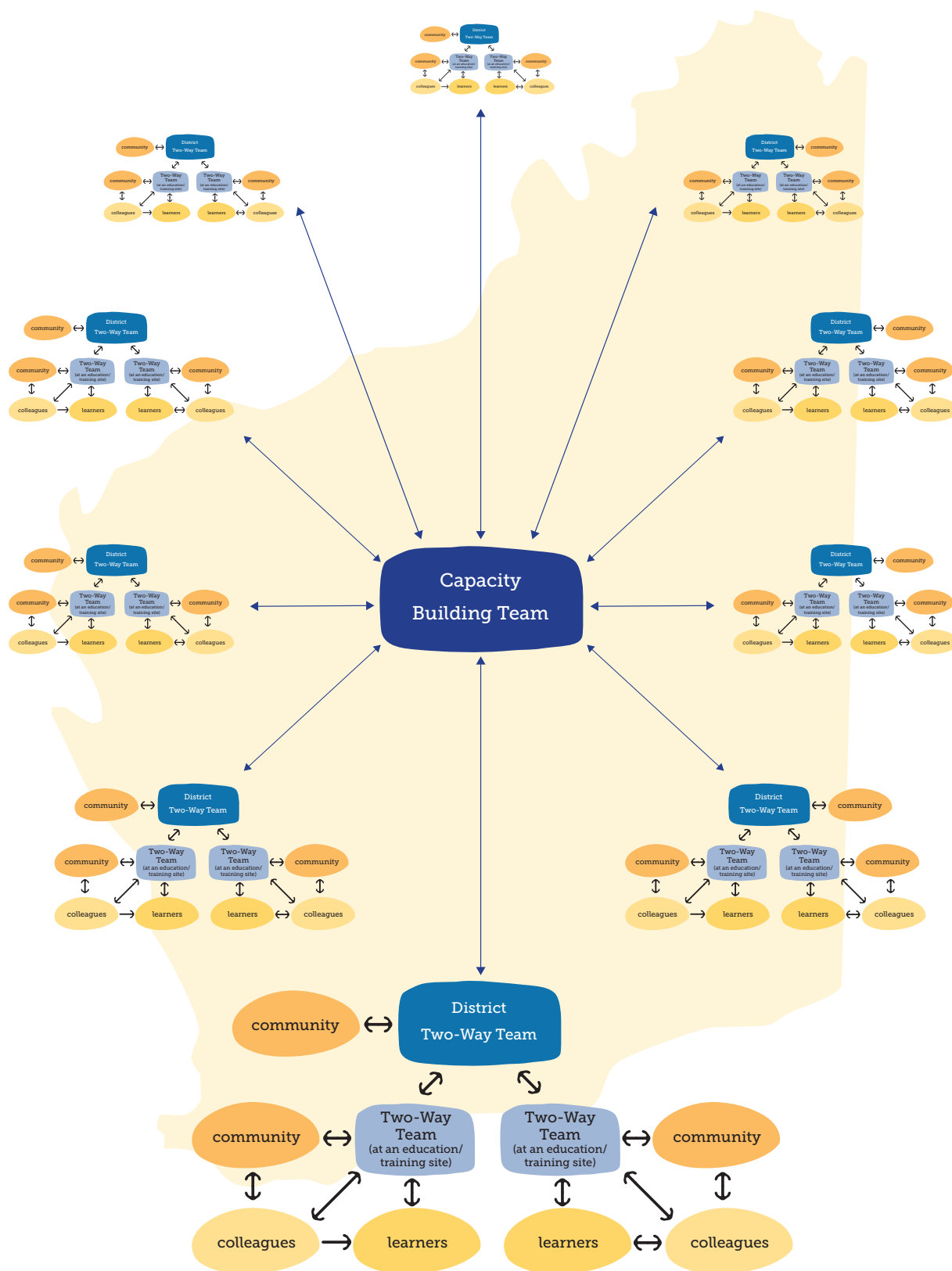
These 14 district-based Two-Way Teams used their newly-acquired knowledge and skills to deliver professional learning to other Two-Way Teams based at education and training sites. These Teams in turn provided further support to their colleagues at their sites. Community involvement and collaboration occurred at all levels of this process. Resources were trialed and adapted to suit local needs and a process for continuous feedback between all parties

was promoted. The model employed by the *ABC Capacity Building Project* led to an ongoing improvement of resources, a strengthening of relationships at all levels and the promotion of an ever-increasing circle of expertise.

Although the Capacity Building Project saw marked positive outcomes in terms of participants' knowledge, skills and understandings, it also highlighted the need for additional support materials. *Tracks to Two-Way Learning* has been developed to address this need.

The initial proposal and conceptual framework for the resource were developed in 2005 and the writing phase commenced in 2006, with continued contributions from a range of practitioners in all sectors.

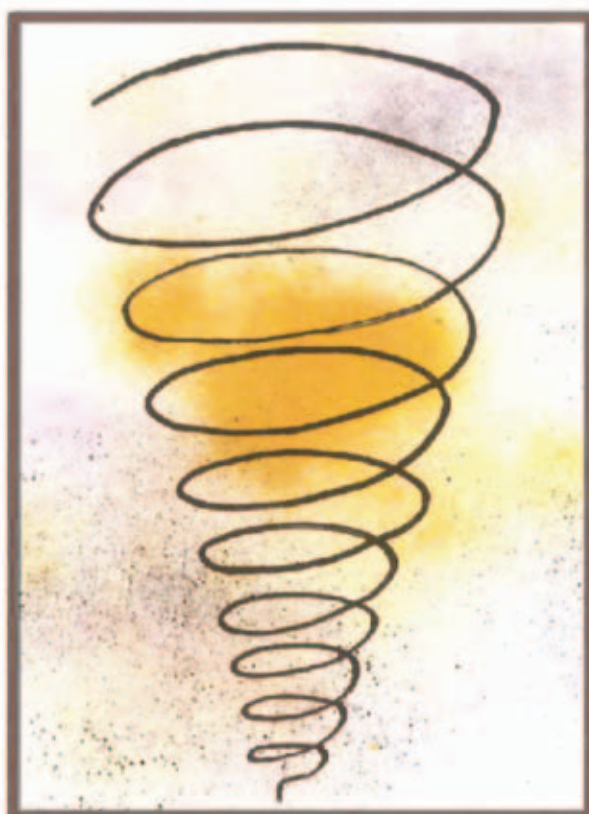
A graphic interpretation of the structure of the Capacity Building Project appears on page 7. It shows how the research findings were deployed from a central base to reach individual learners at education and training sites across the entire State, how outcomes from site trials were fed back into a central level and how the community was involved at all phases of development.



ABC of Two-Way Literacy and Learning: Capacity Building Project

THE SPIRAL

Glenys Collard developed the idea of the Spiral to describe her experience as a Nyungar woman living in contemporary Western society.



WE'LL TELL YOU A STORY... MOST OF OUR MOB KNOW THE STORY

The Aboriginal English story represents the Australian Aboriginal story. To us, it is a way of expressing our past, and sharing where we *are from*. It represents how we think about the world around us, and this is *different from* the non-Aboriginal Australian story.

A few of us move between our traditional ways of being and ways of talk, and mainstream society. Aboriginal English is the main way we can have access to two kinds of power – in both worlds that we live in.

For many years, the way we talk was not taken seriously and was said to be wrong. Even some of our people considered it shame, and often still do.

Attitudes developed against the way we speak because some features that make Aboriginal English *different from* Standard Australian English are seen as wrong.

Aboriginal English represents more than just dialect. When we learn, we all view the world differently, so learning Standard English at schools and for training can be real hard for us.

Researchers now know that learners who are learning in their second language/dialect will be more comfortable and achieve more if their first language/dialect is maintained and valued.

This resource will build greater understanding about where we *come from* and what is important to our culture. It will help our educators to understand more about Aboriginal ways of being and ways of talk, and help us to understand other cultures better.

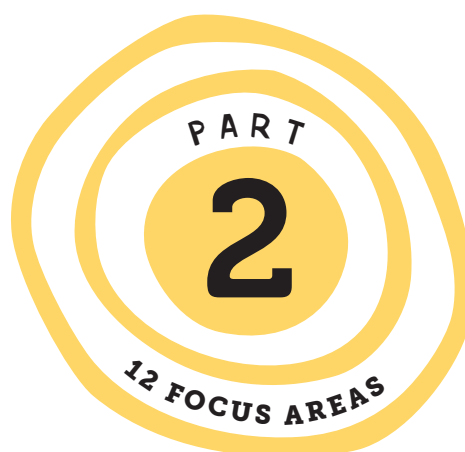
We can create a future of shared understanding between Aboriginal and non-Aboriginal learning through this resource.

Aboriginal English.....too deadly.

THE TRACKS TO TWO-WAY LEARNING PACKAGE



- Includes electronic version on CD



Understanding language and dialect

Our dialects, our lives



Our views, our ways

Aboriginal knowledge, beliefs, today



The grammar of dialect difference

Difference, talking, hearing, understanding



How we shape experience

Yarning, seeing, watching, doing



How we represent our world

*Art, symbols, gestures, opportunity
Manners, reading, knowledge, time limits*



Language and inclusivity

How we include and how we exclude



Making texts work

... in a Two-Way learning environment



From speaking to writing

What's right and what's wrong



How we talk

How we talk, when we can talk



Making a difference for learners

*We can do it like this
Show me what*



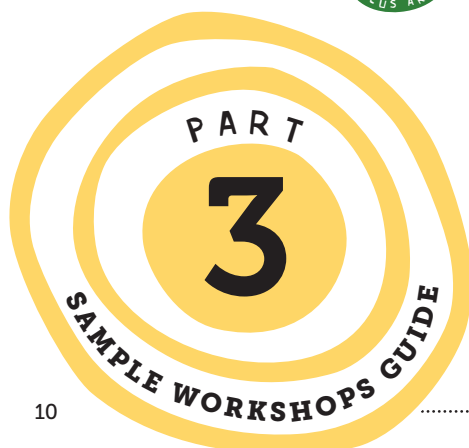
Hearin' the voices

*Tell me your story
(includes ten storybooks)*



Toolkit for teaching

What we do with our mob



- Includes three sample workshops

FACILITATORS GUIDE

FOR DELIVERY OF TWO-WAY TRAINING

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INTRODUCTION

This package has been developed for Aboriginal and non-Aboriginal educators working together in pairs to improve the quality of teaching and learning for Aboriginal people.

The materials in the package support the professional development of teachers, trainers, mentors, education support workers and others employed in education and vocational training organisations. The materials may also be useful to workers in other organisations who want to communicate more effectively with Aboriginal people as co-workers or clients.

The materials will be used most effectively by those educators who already have some knowledge about bidialectal approaches to literacy and learning.¹

The package has three parts (refer to page 10):

1. *Facilitators Guide*
2. *12 Focus Areas* (containing resources and activities to deliver workshops)
3. *Sample Workshops Guide*.

Together, the three parts show the way through a process that:

- identifies and analyses opportunities for improvement
- prioritises challenges and develops an action plan
- creates a program of staff development
- establishes ongoing review and quality improvement.

Aboriginal people and non-Aboriginal people must be part of this process at every stage. The advice and involvement of Aboriginal people are critical to bringing about results that improve learning outcomes for Aboriginal children and adults. Only through

strong collaboration and contributions from both perspectives will education and training organisations become more responsive to the needs and aspirations of the Aboriginal community.

Bidialectal approach to literacy and learning

A bidialectal approach to literacy and learning recognises that speakers of Aboriginal English are using a form of language that is rule-governed but different in many ways from Standard Australian English.

When teachers and their students use different forms of English, they may fail to understand one another. For Aboriginal people to thrive in formal learning institutions, whether as school-aged learners or adults, their existing language practice must be recognised and valued by their teachers and used as a basis for teaching new skills in Standard Australian English in both its spoken and written forms.

A bidialectal approach fosters the development of SAE literacy skills with reference to the first dialect used by the learner. At the same time as developing literacy skills (reading and writing), the learner is also systematically taught the new dialect as a set of spoken language and literacy practices. Research in Australia and overseas provides evidence that this method produces more equitable educational outcomes for learners who do not enter education speaking a standard form of the language.²

¹ This may have been developed through their involvement with the *ABC of Two-Way Literacy and Learning Project* or by reading any of the ABC resources that are available from the Department of Education, Western Australia, such as *Two-Way English*, *Solid English*, *Deadly Ways to Learn* and *Ways of Being*, *Ways of Talk*.

² Refer to the Background reading of Focus Area 12 for more information.

Two-Way

'Two-Way' is a term used in Western Australian research to describe close collaboration and communication between people from two different language groups.

In the first group are speakers of Standard Australian English and these people are often teachers and other government officials. In the second group are speakers of Aboriginal English. This group will vary in the amount of contact it has with speakers of Standard Australian English. Such language experiences may come from communication with government agencies and services, either as clients or by occupying positions of authority within the public sector.

The different forms of the English language share some features but are also different in many important ways. Two-Way communication is necessary when two or more forms of English are in use – each obeying different structural and social rules and deriving from different conceptual frameworks – so that the speakers of the different forms may begin to understand one another. The term 'Two-Way' flags the need for a communication flow going in two directions at once to clarify language differences and meanings and provide explanatory bridges for both groups.

The term 'Two-Way', as used in this resource, acts as an invitation to education and training organisations³ and systems to enter into collaborative interaction with Aboriginal English speaking learners, clients and stakeholders to better incorporate Aboriginal ways of being into service delivery. The same invitation is issued to Aboriginal English speaking people and communities.

Two-Way Teams

The term 'Two-Way Team' has a specific meaning in this publication. A Two-Way Team is a pair of educators, one

Aboriginal and one non-Aboriginal. These two work together to teach one another about their respective languages and how these languages are used by their speech communities. As educators, they collaborate to develop effective teaching and learning methodologies and resources, thereby adopting a bidialectal approach to education and training. The impact of their joint work is that Aboriginal English is recognised, respected and better understood. As a consequence learners who speak Aboriginal English – seeing their cultural inheritance is not being threatened by Standard Australian English – become engaged, included and successful in the teaching and learning environment.

There will often be a power or status difference between the individuals who form these pairs because being a speaker of Standard Australian English confers many benefits, including access to higher education. The difference in power is one more challenge for the Two-Way Team to address together. Successful Two-Way Teams will be able to model even-handed, respectful and productive communication and collaboration.

To make effective use of *Tracks to Two-Way Learning*, it is necessary to have some linguistic knowledge about different forms of English and to understand the implications of language difference for pedagogical practice. The material provided in the *12 Focus Areas* offers a starting point for those new to this kind of expertise. There are others – many of whom have contributed to this project – who have been working as Two-Way Teams in some Western Australian schools and training sites. This resource offers a means for existing knowledge and expertise to be replicated and fostered more broadly. All the material in the *12 Focus Areas* has been designed to support professional development, especially for those working in language and literacy education with people of all ages.

³ This includes schools, adult education and/or training sites and workplace sites.

Tracks to Two-Way Learning provides the means for new Two-Way Teams to be established and supported in schools and in adult education and training organisations. Workplaces employing and training Aboriginal people may also find value in developing an understanding of the way people use language differently.

The learning journey

The information and advice in *Tracks to Two-Way Learning* is based on Two-Way learning principles and practices and many years of linguistic research. However, the learning journey does not end with the publication of this resource. In one sense the work is only just beginning. In every educational sector there is renewed emphasis on achievement for Aboriginal people. This package makes a contribution to the effort in all organisations to understand the critical success factors that will enable Aboriginal people to realise the educational, employment and other aspirations they have for themselves and for their children. The ability to operate successfully across different languages and dialects is clearly a fundamental and critical factor contributing to educational achievement and maximising life opportunities.

For this resource to work, it must not remain static. The emphasis given to establishing and maintaining a Two-Way flow of communication between individuals who speak different varieties of English also implies that this Two-Way flow must take place between agencies and institutions and the Aboriginal community.

Organisations will need the help of Aboriginal people to establish collaborations and conversations that have productive outcomes. This cannot happen unless Aboriginal people are willing and able to provide their frank advice and unless non-Aboriginal people make a genuine effort to incorporate such advice into daily practice.

Aboriginal people have knowledge about their own language practices and can therefore

make a difference to the way teachers teach and then to how learners learn.

Where to from here?

When Two-Way Teams use the information and advice in this package, they will do so selectively. They will adapt it to their own situations and localities and create additional material for learning that they decide is most relevant to their own communities.

The *Tracks to Two-Way Learning* package has three distinct but overlapping parts (refer to the diagram on page 10):

- this *Facilitators Guide*, which provides an introduction, some background on how to use the materials and a Site Evaluation Matrix, the link to the rest of the resource
- the *12 Focus Areas*, which provide the academic and practical content for professional development
- the *Sample Workshops Guide*, which offers additional advice for teachers and trainers working as Two-Way Teams, as they plan and deliver professional development workshops for their colleagues and others.

All three parts have been designed to help with two main types of activities:

- evaluating an education or training organisation's activities with respect to Two-Way education and use of bidialectal approach (also called 'Tracking Needs')
- planning and delivering workshops for staff (and possibly the community) to enhance the capacity of the organisation to improve its interaction with learners and external stakeholders (including the community) and to improve education and training outcomes (also called 'Developing Organisational Capacity').

The next section of this guide provides guidance on how to use and interpret the analytical tools for Tracking Needs and for Developing Organisational Capacity in education and/or training sites.

THE ANALYTICAL MODEL AND TOOLS

This section provides important prerequisite reading for Two-Way Teams seeking to familiarise themselves with the information and tools they will need to identify opportunities for improvement and to lead change in their organisations.

Please note:

The tools that are provided in this guide are marked with *italics* throughout the text.

The analytical model described here provides a framework for analysing and understanding different kinds of organisational behaviours and processes at an education or training site. These behaviours and processes are analysed and interpreted through four dimensions. Changing some of these behaviours and processes is likely to contribute to improving outcomes for Aboriginal learners.

This model supports a process to be used by Two-Way Teams to identify those aspects of organisational behaviour or processes that may need to change and to devise an Action Plan for endorsement by the management team. This process is called 'Leading Two-Way Change' (pages 22-29). It enables Two-Way Teams to lead a change management process within the organisation and between the organisation and its stakeholders. The tools to assist Two-Way Teams to conduct an analysis and create a *Two-Way Action Plan* are the *Progression Charts* and *Checklists* collectively labelled the *Site Evaluation Matrix* (pages 35-115).

The analytical model involves two key concepts: Dimensions and Stages. The term 'Dimension' is used to describe organisational behaviours and processes. Four Dimensions have been identified and these are further broken down into

sub-components called Aspects; see (a) to (f), left-hand column in the *Site Evaluation Matrix*.

The Four Stages describe notional points of progress along each of the Dimensions.

The *Stage Overviews* (pages 30-33) give an overview of each Stage across all Four Dimensions. Simply put, at Stage 1, the organisation is at the beginning of the journey, whereas by Stage 4, the aspiration is fully realised and the challenge is to maintain the achievement.

The *Progression Charts* (pages 37, 59, 77, 97) give an alternative view, providing an overview of each Dimension across all Four Stages.

Before the Two-Way Team can begin a Site Evaluation, they may need to familiarise themselves with the concepts of Dimensions and Stages. In the following pages, further explanations are given. It may be necessary to dedicate some time to working through these explanations as a team to make sure that there is shared understanding. The members of the Two-Way Team will bring differing perspectives to this process and this is the most powerful component of the Two-Way approach.

The Four Dimensions

- **Professional Practice**, which refers to the staff's knowledge of Aboriginal English and Two-Way bidialectal education and associated practices. [\[Staff\]](#)
- **Engaged Community** relates to the involvement of the community in program evaluation, design, delivery and re-evaluation, including effective communication and the establishment of Two-Way Teams. [\[Community\]](#)
- **Inclusive Policy and Practice** focuses on the various areas of inclusivity within policy and practice, such as time allocation, resource selection, assessment practices, methodologies of program delivery and strategic planning documents. [\[Policy and Practice\]](#)
- **Motivated and Engaged Learners** refers to learners' engagement, performance, knowledge and self-efficacy. [\[Learners\]](#)

These Four Dimensions are not hierarchical but each overlaps with all the others. For example, a problem with learner attendance may have its causes in professional practice and lack of engagement with external stakeholders. Taking this example one step further, problems with professional practice and engagement with external stakeholders may stem from policy settings or entrenched processes. The concept of Dimension is used to create a model that describes a complex environment in which many factors combine in cause and effect relationships.

Each education or training organisation will have different strengths and weaknesses and different problems to solve. The priorities and possibilities for change will be different in each case. The Dimensions and their Aspects help the Two-Way Team to identify specific priorities where change might be possible and productive.

The activity outlined in the box below will assist with further clarifying the concepts of Dimensions and their related Aspects.

ACTIVITY: What are the Four Dimensions all about?

On the next two pages are four diagrams, each focusing on a Dimension, which is represented by a coloured circle. The overlapping circles indicate that no one Dimension can be understood fully in isolation from the others.

The Aspects (a), (b), (c), etc of each Dimension are questions that direct the needs analysis.

To familiarise yourselves with each Dimension and its Aspects, answer the questions together, writing down anything that is said. Use the written responses for further discussion so that different perspectives are explained and accommodated.

You may find that you are discussing specific examples of organisational behaviour or processes at your place of work and that these examples will help you later when you are ready to conduct a Site Evaluation.

You may also find it helpful to consult the left-hand columns in the *Checklists of the Site Evaluation Matrix* (pages 35-115).

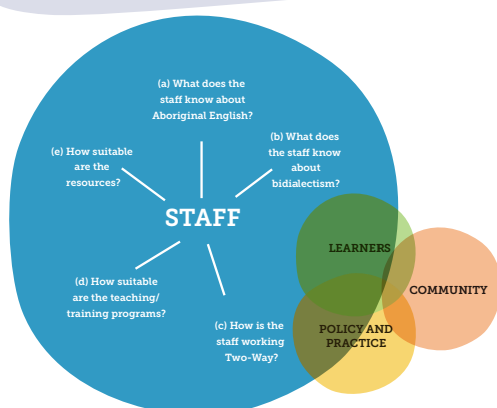


Figure 1: Professional Practice Dimension expanded to show Aspects (a)-(e)



Figure 2: Engaged Community Dimension expanded to show Aspects (a)-(d)

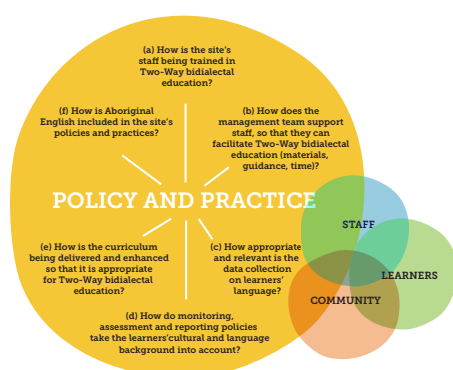


Figure 3: Inclusive Policy and Practice Dimension expanded to show Aspects (a)-(f)

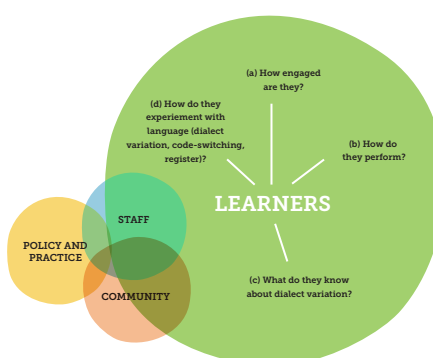


Figure 4: Motivated and Engaged Learners Dimension expanded to show Aspects (a)-(e)

Professional Practice Dimension

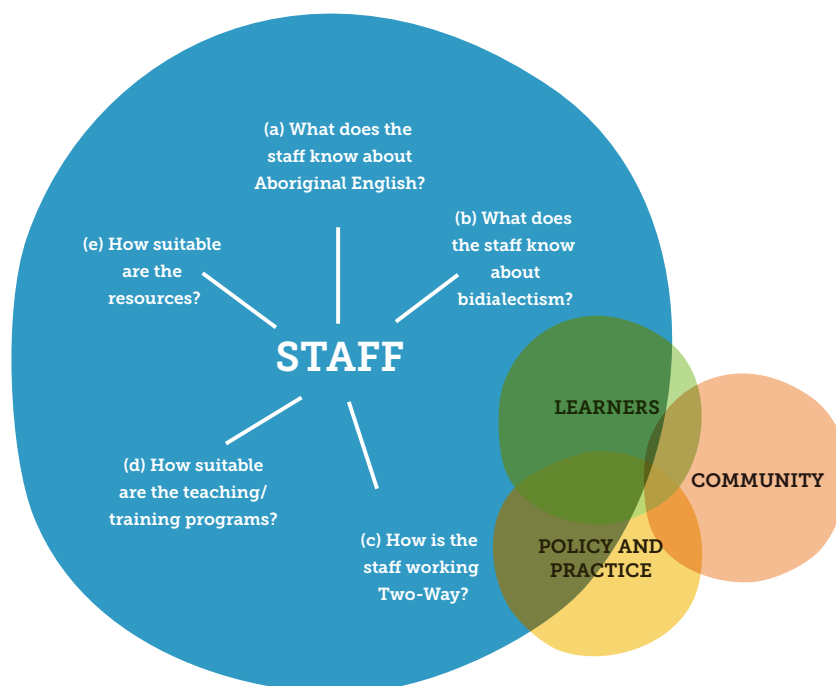


Figure 1: Professional Practice Dimension expanded to show Aspects (a)-(e)

Inclusive Policy and Practice Dimension

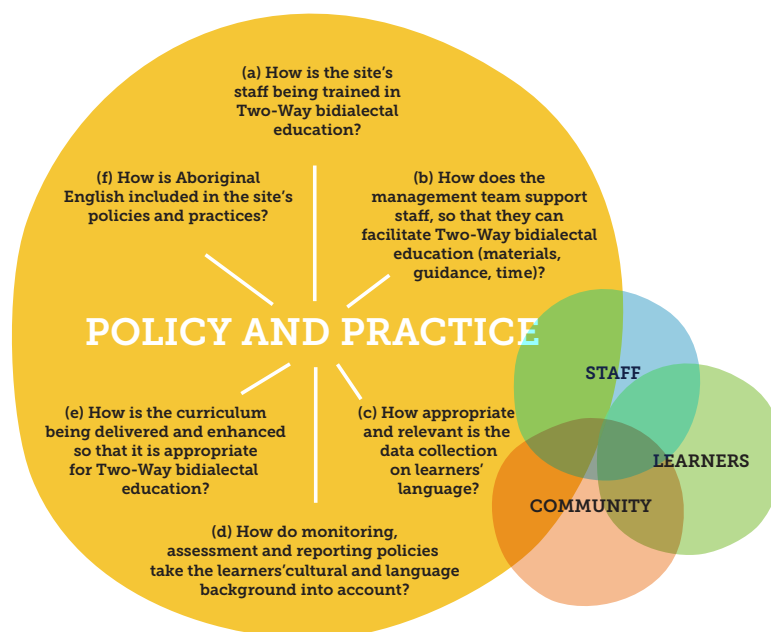


Figure 3: Inclusive Policy and Practice Dimension expanded to show Aspects (a)-(f)

Engaged Community Dimension

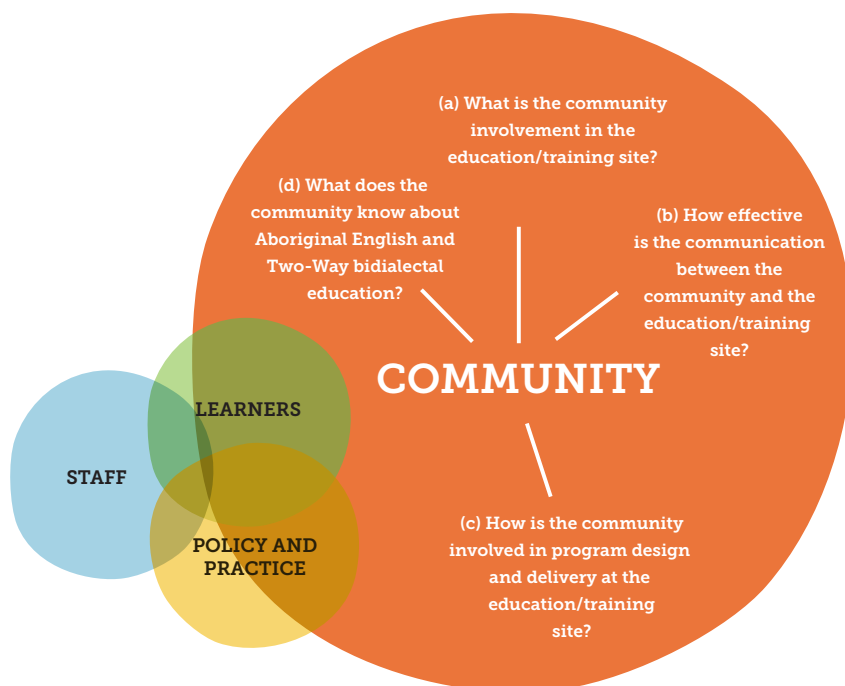


Figure 2: Engaged Community Dimension expanded to show Aspects (a)-(d)

Motivated and Engaged Learners Dimension

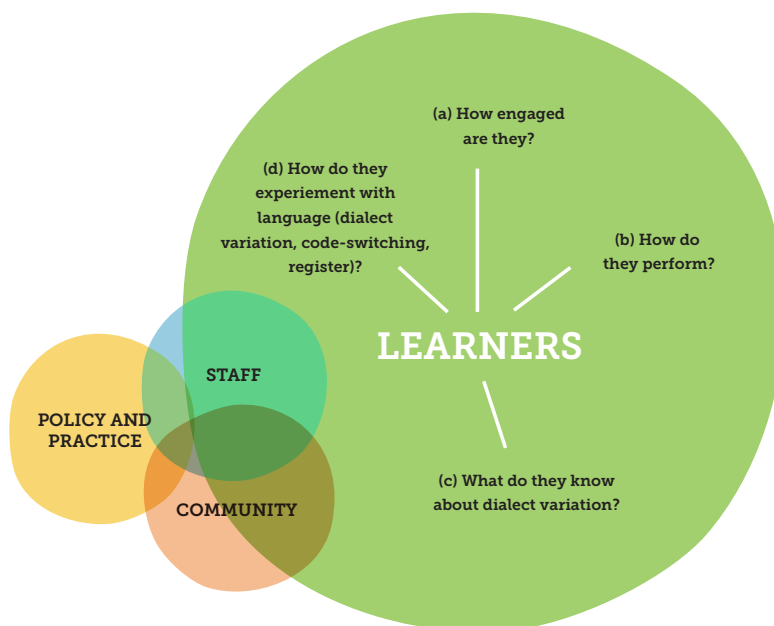


Figure 4: Motivated and Engaged Learners Dimension expanded to show Aspects (a)-(e)

The Site Evaluation Matrix and the Four Stages

The *Site Evaluation Matrix* is a tool used to assist with evaluating the effectiveness of an education or training organisation in terms of its capacity to achieve the best possible outcomes for Aboriginal learners.

It provides detailed information on the Four Dimensions at different Stages. The *Site Evaluation Matrix* (pages 35-115) is made up of two different kinds of tools: The *Progression Charts*, which provide a summary of each Dimension across all Four Stages, and a set of *Checklists* for each Stage in each Dimension.

The Four Stages mark the degree of accommodation and recognition of Aboriginal English at a particular point in time. They are characterised by certain behaviours and processes in an education or training site. Over time, the sites can show progression through the Stages (for example, moving from a lack of awareness and the absence of inclusive practices at Stage 1 to a full realisation of effective and sustainable Two-Way processes and strategies at Stage 4). Stages 2 and 3 may be starting points in those organisations that have begun to address inclusive practices or points achieved along the way to Stage 4.

The journey to Stage 4 is exemplified through the four *Stage Overviews* (pages 30-33). Use the *Stage Overviews* (1-4) to familiarise yourself with what each Stage represents across all Four Dimensions. This knowledge will assist with the Site Evaluation.

At this point, if you have not already done so, you need to familiarise yourself with the two components of the *Site Evaluation Matrix* (the *Progression Charts* and the *Checklists*) in more detail.

The *Progression Charts* for each of the Dimensions can be found as follows:

- Professional Practice: page 37
- Engaged Community: page 59
- Inclusive Policy and Practice: page 77
- Motivated and Engaged Learners: page 97.

These *Progression Charts* will be needed for an initial on-balance judgement of the Stage at which a site is at.

The *Checklists* provide reference points for the Site Evaluation. These reference points are descriptors of the various Aspects ([a], [b], [c], etc) within a Dimension. They are organised as follows:

- Professional Practice: pages 39-57
- Engaged Community: pages 61-76
- Inclusive Policy and Practice: pages 79-96
- Motivated and Engaged Learners: pages 99-115.

These *Checklists* will be used for the Site Evaluation and serve two functions. The left-hand columns provide a description of the features of organisational behaviour that characterise the particular Stage. The right-hand columns suggest solutions and link to the *12 Focus Areas* and the *Sample Workshops Guide*. The Focus Areas contain background reading and workshop modules, which provide activities and materials (handouts, worksheets, content for slides ['powerpoints'], etc).

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 – and benefit – 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.

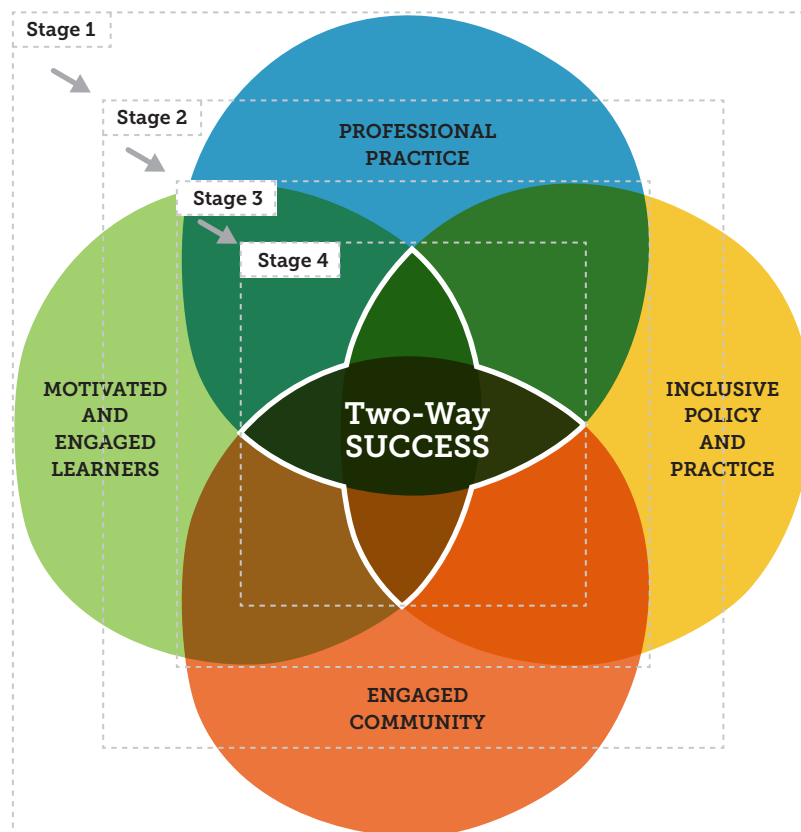


Figure 5: The four Dimensions and the four Stages

LEADING TWO-WAY CHANGE

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*.

The second phase is to design and facilitate a change management process: we call this 'Developing Organisational Capacity'. It will involve the endorsement of the *Two-Way Action Plan* and its implementation.

Figure 6 illustrates these two phases as a four-part process.

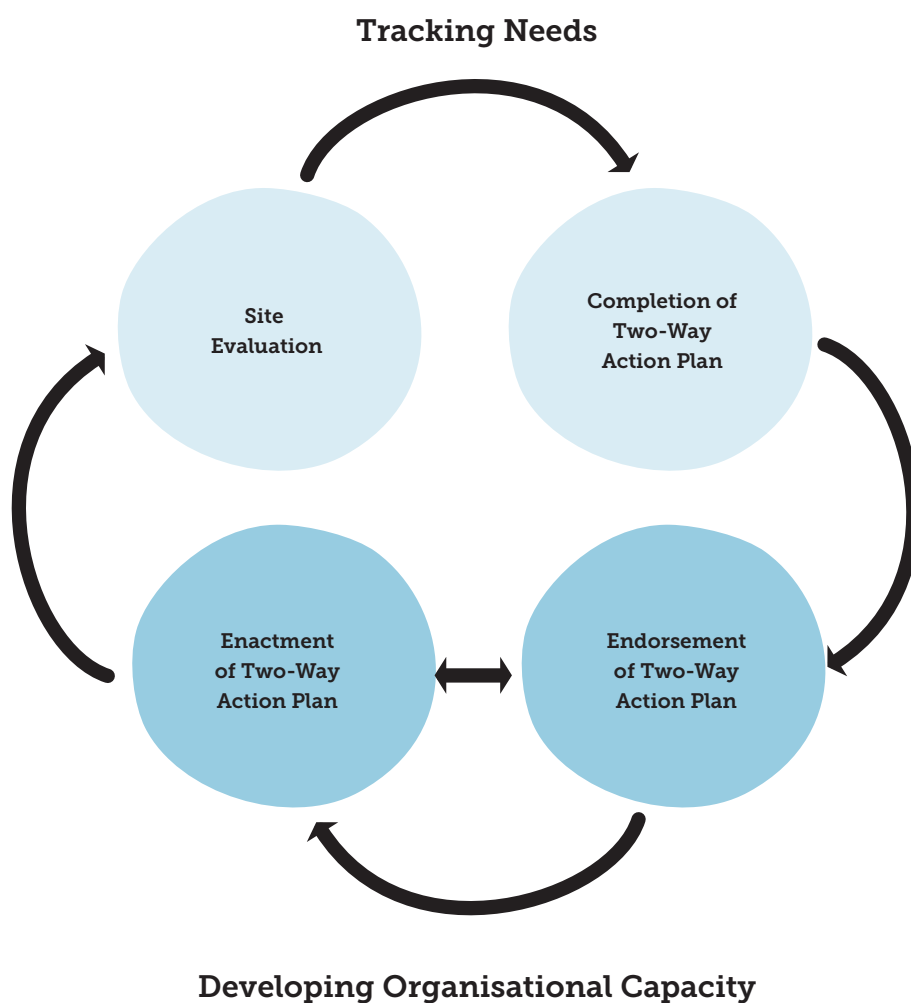
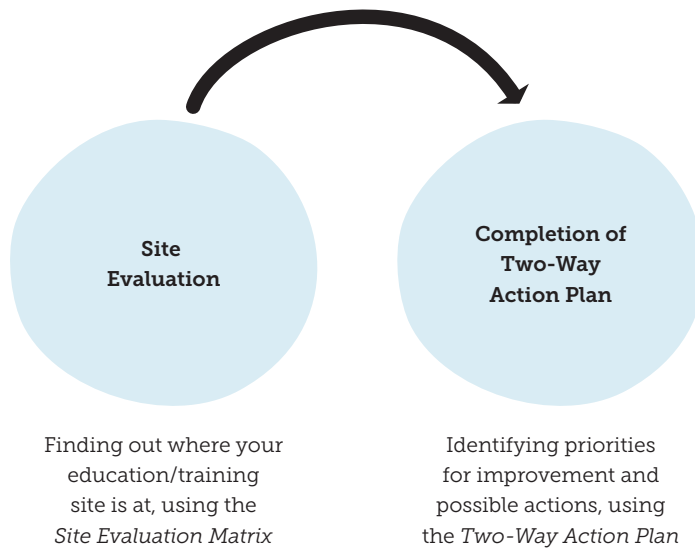


Figure 6: Leading Two-Way change process

Tracking Needs

The Tracking Needs phase involves the following two steps:



The goal of Tracking Needs is to find out how much an education or training organisation already incorporates Two-Way bidialectal education and where there is room for further improvement.

Site Evaluation

An effective Site Evaluation requires the following steps:

- a first quick estimate of what Stage the site is at
- a more detailed evaluation, using four *Checklists* (one for each Dimension).

In conducting a quick estimate, the Two-Way Team makes an on-balance judgement for each of the Four Dimensions to determine where the starting point of the evaluation should be, ie which *Checklists* need to be selected for each Dimension. This is necessary because it is quite likely that a site will have a 'spiky' profile, ie be at a different Stage for each Dimension. It is also perfectly possible that a site is at a different Stage for different Aspects within a Dimension. Such a profile is demonstrated in Figure 8.

Through the quick estimate, the Two-Way Team can select the most appropriate *Checklist* for each Dimension for the detailed evaluation of their site.

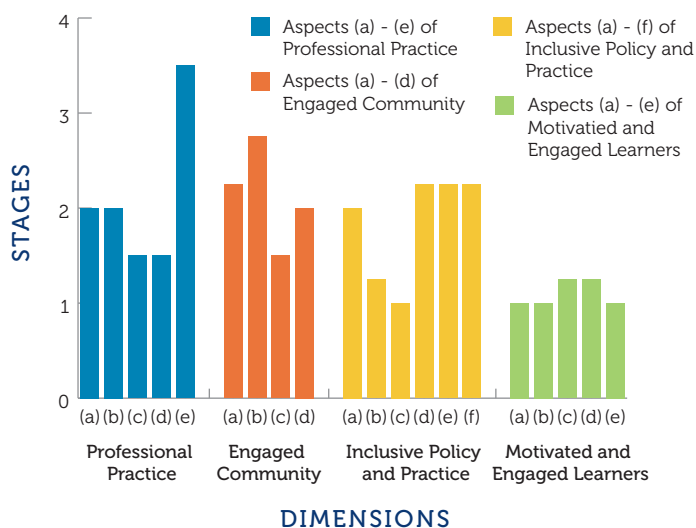


Figure 8: Sample profile of an education or training site

To conduct the detailed evaluation you will need:

- your notes from the activity about the Four Dimensions
- knowledge of what a Stage roughly represents, which you have gained through your familiarisation with the *Stage Overviews* (pages 30-33)
- the four *Progression Charts*, one for each Dimension, from the *Site Evaluation Matrix* (pages 35-115)
- 16 *Checklists*, four for each Dimension, from the *Site Evaluation Matrix*
- your experiences and knowledge of your site.

Instructions

- Use the *Progression Chart* for the Dimension you would like to look at first (for example, Professional Practice). Determine which Stage best describes the educational practice within that particular Dimension.
- Use on-balance judgements to identify the most appropriate *Checklist* (Stage 1, 2, 3 or 4); this will be your main reference tool for the evaluation.
- Photocopy or print the *Progression Chart* and the four *Checklists* for that Dimension (see *Site Evaluation Matrix* pages 35-115).
- Virtually or literally walk through your site and discuss the *Checklists* in your Two-Way Team. Start off with the *Checklist* that you identified as your main reference tool (see second dot-point). Taking the second and third columns as a starting point, make decisions about whether the descriptions fit your site and enter a (✓) in the fourth column when they do. You may find that your ticks go across more than one *Checklist*, depending on the profile of your organisation. That means that the Aspects can be at different Stages, as exemplified in Figure 8.
- Repeat this process for the other three Dimensions.

Completion of Two-Way Action Plan

When the Two-Way Team has completed the Site Evaluation, the next task is to identify opportunities for improvement.

This information can be used to create a *Two-Way Action Plan*. The *Two-Way Action Plan* is a document that the Two-Way Team can use to discuss options with the management team and reach agreement on the priorities that should be selected for the education and/or training site.

Please note: you can work on the *Two-Way Action Plan* even if you have only evaluated one Dimension at your site. However, most long-term improvements will be achieved if all Four Dimensions are taken into consideration.

Helpful tools

- *Two-Way Action Plan* (page 26)
- completed *Checklists* from the Site Evaluation
- your experiences and ideas about how to integrate Two-Way education at your site.

Instructions

- Photocopy or print out the *Two-Way Action Plan* (page 26) and record on it the results of your Site Evaluation.
- Discuss and record the current Stages of each Dimension (make an on-balance judgment).
- Discuss the priorities for improvement. You may have identified a number of opportunities for improvement by working through the *Checklists*. The column 'What can Two-Way Teams do?' can give you ideas on how to formulate priorities. Record these on the *Two-Way Action Plan*.
- Discuss and decide on possible actions to address these priorities. Again, refer to 'What can Two-Way Teams do?' (second column from right) in the *Checklists*.

You may be able to suggest actions under each of the Four Dimensions. Some actions could be put in place immediately while others may require longer-term planning and commitment of resources.

- To get additional information and identify appropriate resources, use the right-hand column 'Resources' of the *Checklists*. This column provides links to the *12 Focus Areas* and the *Sample Workshops Guide* of the *Tracks to Two-Way Learning* package. It also includes references to hard copy materials, links to web pages and online resources. Familiarise yourself with these resources and use them to complete your planning. Note that, as indicated in the *Checklists*, the suggested Focus Area modules do not need to be used in a particular order.
- Record the results of your discussion as a set of suggestions in your *Two-Way Action Plan* on the right-hand side. This plan will then assist you with presenting your ideas to the management team.
- If your site has been evaluated with Tracking Needs before, compare the outcomes, reflect on differences and share and celebrate improvements.

Two-Way Action Plan

Date of assessment _____

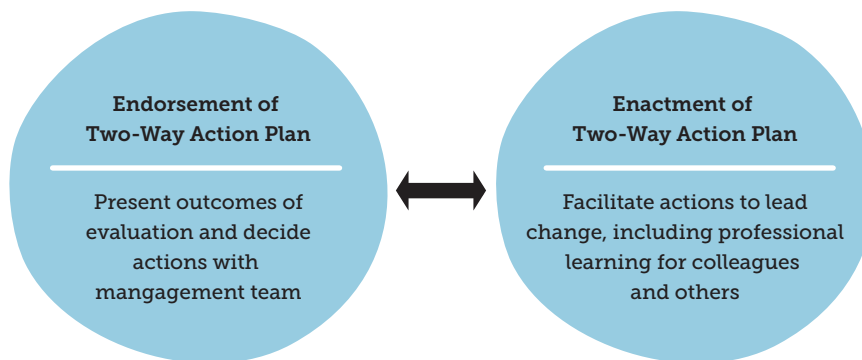
Dimension	Stage	Priorities What are our goals?	Actions (policy changes, events, workshops, programs, etc)	
			Actions now	Actions later
Professional Practice [Staff]				
Engaged Community [Community]				
Inclusive Policy and Practice [Policy and Practice]				
Motivated and Engaged Learners [Learners]				

Developing organisational capacity

After the *Two-Way Action Plan* has been completed, the next step is to negotiate with the management team what actions can be undertaken immediately.

When agreement has been reached with the management team, the Two-Way Team will design and facilitate a change management process.

It is likely that at least some of the suggestions in the *Two-Way Action Plan* will relate to the need for professional learning. This will require the design, development and delivery of workshops by Two-Way Teams for their colleagues and other stakeholders.



Endorsement of Two-Way Action Plan

In negotiating an agreement to take action with the management team, the Two-Way Team will need to initiate a process for discussion and approval.

Helpful tools

- completed *Two-Way Action Plan*
- completed *Checklists*
- your ideas and enthusiasm
- a copy of the *Tracks to Two-Way Learning* package.

All these are needed when meeting with the management team.

Instructions

- Organise a meeting with the management team and present the outcomes of the Site Evaluation.
- Suggest, discuss and decide on possible actions using the *Two-Way Action Plan*.
- Firstly, discuss and decide on immediate actions—changes to policy or practice that management is able and willing to decide on immediately.
- Secondly, discuss plans for a professional learning program for staff or other initiatives that could include community members and other stakeholders.
- If you are planning a professional learning program, you may need to negotiate time for the preparation and delivery of workshops. You can also discuss learning topics and modules and determine the number of workshops you propose to deliver.
- You may also need to discuss other resurveying issues that may affect the delivery of the program, eg hiring venues, paying experienced and competent presenters, contracting relief staff for the time required for workshops and paying for any related travel, accommodation and catering expenses.
- Keep a detailed record of the agreed actions.

Enactment of Two-Way Action Plan

Having gained approval from the management team for their suggestions, the Two-Way Team is now ready to take action. This stage includes the development of organisational capacity. This is likely to include the planning, design and delivery of one or more workshops for colleagues and other staff and for parents, caregivers and community members.

Helpful tools

- your knowledge of the site and your participants/colleagues' needs
- your ideas on how to create successful workshops
- enthusiasm
- *12 Focus Areas*
- *Sample Workshops Guide* (including Microsoft® PowerPoint® templates)
- your completed *Two-Way Action Plan*
- laptop, printer, photocopier, data projector, speakers, writing materials, etc.

Instructions

- Use the *Sample Workshops Guide* for further information on how to plan and deliver workshops. Refer to the *12 Focus Areas* for in-depth information about relevant content and activities.
- If you need additional support, ask other Two-Way Teams for help and invite external presenters to deliver professional learning.
- Invite community members as participants, planners and/or facilitators of your workshops.
- Evaluate your workshops for the purpose of further planning.
- Establish continuous improvements by conducting the Tracking Needs process again.

Important note

- The teaching and learning resources contained in the *12 Focus Areas* can be used selectively to create a program of learning that is designed to suit the needs of each site.
- Although the *12 Focus Areas* divide the different kinds of complex linguistic, cultural and educational knowledge into manageable components, to some extent this division is arbitrary. The topics should not be treated as discrete units. Each Focus Area overlaps with one or more of the other Focus Areas. Therefore, Two-Way Teams are encouraged to select material from across Focus Areas when designing their professional development workshops. The material does not have to be used in any sequential order but should address the specific needs as identified in the Site Evaluation. In each Focus Area there is background reading about the topic and a series of modules designed to create new knowledge, understandings and practical skills relating to that topic. It is essential that you read the background reading for each Focus Area so that you can answer questions.

STAGE OVERVIEWS

STAGE 1 OVERVIEW – A NEED FOR ACTIONS	
Where is the education/training site at?	Professional Practice [Staff] • Staff are not working Two-Way. • Staff do not know about Aboriginal English and bidialectism and see the language of Aboriginal learners as a problem. • Staff do not use suitable teaching/training programs and resources.
	Engaged Community [Community] • The community is not involved. • The community does not know about Aboriginal English and Two-Way bidialectal education; is not informed about program design and delivery. • The communication between community and the education/training site is ineffective.
	Inclusive Policy and Practice [Policy and Practice] • There is no staff training in Two-Way bidialectal education. • Aboriginal English is not included in the site's policies and practices. • The curriculum delivery is not appropriate for Two-Way bidialectal education.
	Motivated and Engaged Learners [Learners] • The learners are not engaged and not confident in their learning and communication. • The learners have no opportunities to use Aboriginal English. • The learners do not know about dialect variation and do not consciously recognise code-switching.

To be used for familiarisation of what Stage 1 represents.

STAGE 2 OVERVIEW – CHANGING MINDSETS AND FIRST ACTIONS

Where is the education/training site at?	
	Professional Practice [Staff] - Some staff explore Two-Way processes. - Some staff develop an understanding of Aboriginal English, bidialectism and code-switching. - Some staff are starting to use suitable teaching/training programs and resources.
	Engaged Community [Community] - The community is invited to participate at the education/training site. - The community (both Aboriginal and non-Aboriginal) understands the importance of Aboriginal English and Two-Way bidialectal education. - Staff recognise good relationships as the key to effective communication with the community. - Opportunities to establish relationships are explored.
	Inclusive Policy and Practice [Policy and Practice] - All staff are encouraged to participate in training in Two-Way bidialectal education. - Some staff are exploring ways of including Aboriginal English in the site's policies and practices. - There is awareness of the existence of bidialectal materials. - The need for appropriate curriculum delivery is recognised by some staff.
	Motivated and Engaged Learners [Learners] - The learners are developing trust in their teachers and show more confidence in their learning and communication. - The learners have opportunities to use Aboriginal English. - The learners are developing an understanding of bidialectism and are starting to experiment with code-switching.

To be used for familiarisation of what Stage 1 represents.

STAGE 3 OVERVIEW – MORE ACTIONS AND PROMISING OUTCOMES	
Where is the education/training site at?	Professional Practice [Staff] • Most staff are working Two-Way. • Most staff recognise Aboriginal English and seek bidialectal competencies as an educational outcome. • All staff are familiar with suitable resources and teaching/training programs for bidialectal learners.
	Engaged Community [Community] • The community is frequently involved. • The community (both Aboriginal and non-Aboriginal) values and understands the complexity of Aboriginal English and Two-Way bidialectal education. • Strong relationships have been developed and processes to build more relationships are in place.
	Inclusive Policy and Practice [Policy and Practice] • Training in Two-Way bidialectal education is attended by staff and promoted as essential at the education/training site. • Aboriginal English and Two-Way bidialectal education are included in the site's policies and practices. • Programs that are appropriate for Two-Way bidialectal education are actively promoted.
	Motivated and Engaged Learners [Learners] • Aboriginal and non-Aboriginal learners are working together and show confidence in their learning and communication. • Learners demonstrate an understanding that different languages and dialects are equally valid, are rule governed and change according to audience, purpose and cultural context. • Learners are demonstrating progress in code-switching competencies and in Standard Australian English.

To be used for familiarisation of what Stage 1 represents.

STAGE 4 OVERVIEW – MAINTAINING TWO-WAY BIDIALECTAL EDUCATION

Where is the education/training site at?	
	Professional Practice [Staff] • All staff are working Two-Way. • All staff recognise the importance of Aboriginal English and Two-Way bidialectal education and teach/train accordingly. • All staff continually explore ways of improving their bidialectal teaching strategies.
	Engaged Community [Community] • The community is highly involved (in classrooms, policies, program design, delivery and assessment). • The community embraces and shares an understanding of Aboriginal English and Two-Way bidialectal education. • The communication between the community and the education or training site is effective and frequent. • Both the Aboriginal and non-Aboriginal communities value the inclusion of Aboriginal perspectives.
	Inclusive Policy and Practice [Policy and Practice] • There is support for staff and for regular training in Two-Way bidialectal education. • Aboriginal English and Two-Way bidialectal education are systematically included in the site's policies and practice. • Two-Way Teams ensure appropriate curriculum delivery and enhancement.
	Motivated and Engaged Learners [Learners] • All learners are confident and successful in their learning and can communicate in a range of social, educational and employment settings. • All learners continually increase their understanding of language and improve their competence in Standard Australian English. • All learners are proud and in control of code-switching.

To be used for familiarisation of what Stage 1 represents.

SITE EVALUATION MATRIX

Professional Practice

Progression Chart	37
Stage 1 Checklist.....	39
Stage 2 Checklist	44
Stage 3 Checklist	48
Stage 4 Checklist	53

Engaged Community

Progression Chart	59
Stage 1 Checklist.....	61
Stage 2 Checklist	65
Stage 3 Checklist	69
Stage 4 Checklist	73

Inclusive Policy and Practice

Progression Chart	77
Stage 1 Checklist.....	79
Stage 2 Checklist	83
Stage 3 Checklist	88
Stage 4 Checklist	93

Motivated and Engaged Learners

Progression Chart	97
Stage 1 Checklist.....	99
Stage 2 Checklist	104
Stage 3 Checklist	109
Stage 4 Checklist	112

PROGRESSION CHART – WHERE IS THE PROFESSIONAL PRACTICE AT?				
Aspect	Stage 1	Stage 2	Stage 3	Stage 4
Staff (a) Knowledge of Aboriginal English	Teachers/trainers have no knowledge of Aboriginal English or Standard Australian English as first or additional dialects.	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 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.	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.
Staff (b) Knowledge of bidialectalism	The language of Aboriginal learners is seen as problematic. The view exists that the learners speak a pidgin language.	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.	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.	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.
Staff (c) Implementation of Two-Way processes	Aboriginal staff are not involved in any decision making. Community involvement is not seen as important or relevant.	Notions of Two-Way are being explored and Two-Way Teams set up. The relevance of Aboriginal community involvement is being explored.	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.	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 to implement Two-Way education/training. Two-Way Teams work together and are constantly learning about each other.
Staff (d) Suitable program implementation	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.	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.	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.	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.
Staff (e) Use of relevant resources	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.	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.	All staff are familiar with relevant materials and related research reports. EAL/EAD ⁴ materials are being used to teach bidialectal learners.	Teachers/trainers can evaluate materials regarding their inclusivity for all learners from all dialect backgrounds. Teachers/trainers select and/or adapt texts to suit learners' additional language/dialect learning needs.

4 English as an Additional Language/English as an Additional Dialect



STAGE 1 CHECKLIST – WHERE IS THE PROFESSIONAL PRACTICE AT?				
Aspect	Where the staff are at	How do I know this?	What can Two-Way Teams do?	Resources
Staff 1 (a) Knowledge of Aboriginal English	Teachers/trainers have no knowledge of Aboriginal English or Standard Australian English as first or additional dialects.	There are claims that Aboriginal learners cannot speak 'properly'. There is a lack of knowledge about the existence or nature of Aboriginal English.	Raise awareness through workshop(s) about the existence and origins of Aboriginal English and about language variation in WA. Provide teachers/trainers with background information through newsletters, pamphlets and links to recommended readings.	Module 1.1 <i>What is Aboriginal English?</i> Module 1.2 <i>Layers of language</i> Module 1.4 <i>Language and identity</i> Module 8.5 <i>Oral versus written language</i> Module 10.1 <i>Moving from one dialect to two dialects</i> Module 12.8 <i>Oral language and literacy development</i> Sample workshop: <i>Two-Way bidialectal education</i> are also relevant. Websites and website links with information on Aboriginal English: http://www.petaa.edu.au PEN150 http://www.petaa.edu.au PEN093 http://www.tesol.org.au/esl/index.html http://www.dnathan.com/VL/austLang.htm http://www.hawaii.edu/satocenter/langnet/definitions/aboriginal.html

STAGE 1 CHECKLIST – WHERE IS THE PROFESSIONAL PRACTICE AT?				
Aspect	Where the staff are at	How do I know this?	What can Two-Way Teams do?	Resources
Staff 1 (b) Knowledge of bidialectalism	The language of Aboriginal learners is seen as problematic. The view exists that the learners speak a pidgin language.	Teachers/trainers complain about their Aboriginal learners' 'grammar' and pronunciation. Teachers/trainers insist that learners use Standard Australian English at all times. Teachers/trainers penalise learners for not using 'appropriate language'. Learners are blamed for not knowing/or learning Standard Australian English. Speech pathologists and psychologists are invited to the education/training site to assist in rectifying these 'problems'.	Discuss and demonstrate dialect difference, home talk vs Standard Australian English, difficulties faced by learners when forced to speak a language that has not been practised and of which they know little, and lack of Standard Australian English models. Involve student services staff, such as psychologists and speech pathologists, who are already working with people at your location.	Module 1.1 <i>What is Aboriginal English?</i> Module 1.2 <i>Layers of language</i> Module 1.6 <i>Two-Way bidialectal education</i> Module 8.1 <i>Being prescriptive and descriptive</i> Module 8.4 <i>Pronunciation</i> Module 12.1 <i>Difference versus deficit models</i> Sample workshop: <i>Two-Way bidialectal education</i> and Sample workshop: <i>Understanding dialectal differences</i> are also relevant

STAGE 1 CHECKLIST – WHERE IS THE PROFESSIONAL PRACTICE AT?				
Aspect	Where the staff are at	How do I know this?	What can Two-Way Teams do?	Resources
Staff 1 (c) Implement- ation of Two- Way processes	Aboriginal staff are not involved in any decision making. Community involvement is not seen as important or relevant.	Aboriginal education staff are required to settle issues relating to Aboriginal learners, eg attendance, home matters. Aboriginal staff are not consulted in interpreting learners' speech. Aboriginal staff do not feel comfortable around other staff. There is a 'them' and 'us' mentality. The involvement of community is not seen as relevant to the education or training context.	Discuss and demonstrate additional roles for Aboriginal education staff whereby Aboriginal learners' expressions and language are discussed and educational progress in Standard Australian English is planned collaboratively. Explore notions of Two-Way and set up Two-Way Teams. Raise community awareness and understanding of how they can contribute to educational programs.	Module 1.6 Two-Way bidialectal education Module 1.7 Two-Way partnerships Module 1.8 Raising community awareness Module 2.1 Family relationships Module 2.4 Discrimination and stereotyping Module 2.5 Aboriginal cultural identity Module 2.9 Working together Module 6.1 Inclusion, exclusion and minority learners Module 6.2 Exclusion in educational discourse Module 6.3 Exclusion through lack of awareness Module 6.6 Identifying exclusion Sample workshop: Inclusivity are also relevant

STAGE 1 CHECKLIST – WHERE IS THE PROFESSIONAL PRACTICE AT?				
Aspect	Where the staff are at	How do I know this?	What can Two-Way Teams do?	Resources
Staff 1 (d) Suitable program implementation	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.	Staff see language variation as a stumbling block to learning. Teachers/trainers seek implementation of remedial or withdrawal programs with little or no awareness of how the specific needs of other dialect speakers can be addressed within their classes.	Raise awareness of English language variation on a worldwide scale, and examine attitudes toward language variation in the light of recent and relevant EAL/EAD research. Explore the teaching of the 'standard' or 'official' language in terms of power relationships and exclusive practices. Explore the benefits for all learners of bidialectal education.	Module 1.1 <i>What is Aboriginal English?</i> Module 1.3 <i>Standard English: The language of power and access</i> Module 1.6 <i>Two-Way bidialectal education</i> Module 5.5 <i>Understanding and valuing dialectal differences in text</i> Module 6.1 <i>Inclusion, exclusion and minority learners</i> Module 6.2 <i>Exclusion in educational discourse</i> Module 8.1 <i>Being prescriptive and descriptive</i> Module 10.2 <i>Eight principles of Two-Way bidialectal learning</i> Module 10.4 <i>Assumptions that affect education</i> Module 10.5 <i>Learning issues</i> Module 12.1 <i>Difference versus deficit models</i> Module 12.3 <i>Getting to know learners</i> Sample workshop: <i>Inclusivity</i>

STAGE 1 CHECKLIST – WHERE IS THE PROFESSIONAL PRACTICE AT?				
Aspect	Where the staff are at	How do I know this?	What can Two-Way Teams do?	Resources
Staff 1 (e) Use of relevant resources	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.	There is no evidence of staff using Two-Way bidialectal education materials⁵. They don't know about them, or they have not been used to inform teaching and learning processes. Some of the texts that are used are out-of-date or used inappropriately.	Provide copies of Two-Way bidialectal education materials (books, reports and films) used in workshop(s) for reflection and references to find specific information.	The following ABC resources⁶: <i>Deadly Ways to Learn Project</i> (two books and DVD) <i>Solid English</i> <i>Two-Way English</i> <i>Ways of Being, Ways of Talk</i> (book and DVD) Sample workshop: <i>Two-Way bidialectal education and Sample workshop: Understanding dialectal differences</i> are also relevant. <i>Key Instructional Strategies</i> by the Academic English Mastery Program (Los Angeles Unified School District). http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/LAUSDNET/ABOUT_US/INITIATIVES/AEMP/CAG_HOME/CRRE_CLEARINGHOUSE/CRRE_CLASS_RESOURCES/AEMP_CLASSROOM%20OBSERVABLES.PDF

5 Two-Way bidialectal education resources include all materials developed through the *ABC of Two-Way Literacy and Learning Project* (Department of Education, Western Australia): *Two-Way English, Solid English, Deadly Ways to Learn Project* (two books and DVD), *Ways of Being, Ways of Talk* (book and DVD), *Improving Understanding of Aboriginal Literacy Factors in Text Comprehension* and related research reports and published articles.

6 wo-Way Teams can obtain *ABC of Two-Way Literacy and Learning Project* resources from the Department of Education, Western Australia.

STAGE 2 CHECKLIST – WHERE IS THE PROFESSIONAL PRACTICE AT?				
Aspect	Where the staff are at	How do I know this?	What can Two-Way Teams do?	Resources
Staff 2 (a) Knowledge of Aboriginal English	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.	Module 1.1 What is Aboriginal English? Module 8.2 Aboriginal English words and meanings Module 8.3 Expanding learners' vocabulary Module 8.5 Oral versus written language Focus Area 3 The grammar of dialect difference Module 9.3 Misinterpretations based on different cultural and linguistic functions Module 9.4 Observing protocols Module 9.5 Time, space and quantification Sample workshop: Understanding dialectal differences

STAGE 2 CHECKLIST – WHERE IS THE PROFESSIONAL PRACTICE AT?					
Aspect	Where the staff are at	How do I know this?	✓	What can Two-Way Teams do?	Resources
Staff 2 (b) Knowledge of bidialectalism	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.	Teachers/trainers are beginning to tolerate active use of other dialects in the classroom. Teachers/trainers allow learners to code-switch in some classroom activities.	✓	Demonstrate the difficulties Aboriginal learners face when they come to the education/training site, eg home language vs Standard Australian English, lack of Standard Australian English models, code-switching. Explore some of the differences between Standard Australian English and Aboriginal English language features.	Module 1.6 Two-Way bidialectal education Focus Area 3 The grammar of dialect difference Module 4.1 Conceptualisations Module 4.7 Using oral texts Module 6.1 Inclusion, exclusion and minority learners Module 9.7 Code-switching Sample workshop: Understanding dialectal differences
Staff 2 (c) Implementation of Two-Way processes	Notions of Two-Way are being explored and Two-Way Teams set up. The relevance of Aboriginal community involvement is being explored.	Aboriginal staff are included in workshop(s) and Two-Way processes have been established to 'start the ball rolling' on liaison between Aboriginal and non-Aboriginal staff.		Inform teachers/trainers of the knowledge that Aboriginal staff can contribute on Aboriginal English and how teams of Aboriginal and non-Aboriginal educators can work in partnerships to implement Two-Way bidialectal education. Organise relevant workshop(s) to develop teachers/trainers' knowledge further.	Module 1.6 Two-Way bidialectal education Module 2.2 Cultural responsibilities Module 2.3 Shared values Module 2.8 Education or training settings: Engendering trust Module 2.9 Working together

STAGE 2 CHECKLIST – WHERE IS THE PROFESSIONAL PRACTICE AT?				
Aspect	Where the staff are at	How do I know this?	What can Two-Way Teams do?	Resources
Staff 2 (d) Suitable program implementation	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.	Staff ask for more information about dialects and language difference and recognise their learners' language use as their own responsibility. Some teachers/trainers are adapting existing programs to encompass bidialectalism. Teachers/trainers ask for materials to teach dialect speakers Standard Australian English.	Provide alternatives to remedial programs, eg more inclusive teaching practice, greater recognition of Aboriginal English, EAL/EAD teaching strategies. Discuss/ workshop/trial bidialectal classroom programs and strategies with follow-up consultation and feedback.	Module 1.6 Two-Way bidialectal education Module 1.5 Learning to talk about talk Module 1.7 Two-Way partnerships Module 1.8 Raising community awareness Module 4.1 Conceptualisations Module 6.1 Inclusion, exclusion and minority learners Module 7.1 How to assess the inclusivity of texts Module 7.3 How to develop inclusive texts Module 8.5 Oral versus written language Module 8.6 Writing in a dialect Module 9.1 Ways of communicating Module 12.2 Planning an EAL/EAD program Module 12.4 Qualities of an EAL/EAD educator Module 12.5 Selecting texts Saskatchewan Learning (2006). <i>English Language Arts: A Curriculum Guide for the Middle Level</i> (Grades 6-9) – curriculum for EAL and EAD learners, including guidelines and sample checklists

STAGE 2 CHECKLIST – WHERE IS THE PROFESSIONAL PRACTICE AT?				
Aspect	Where the staff are at	How do I know this?	What can Two-Way Teams do?	Resources
Staff 2 (d) Suitable program implementation (continued)		✓		http://www.education.gov.sk.ca/CURR/ela-8 Saskatchewan Ministry of Education (1994). <i>Language Arts for Aboriginal and Metis Students. A Guide for Adapting English Language arts: A Curriculum Guide for the Elementary Level</i> . Provides a guide to adapting English language teaching for EAL and EAD learners; provides programming examples. http://www.education.gov.sk.ca/NS10
Staff 2 (e) Use of relevant resources	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.	Resources are readily available and are being circulated among staff.	Provide further materials as requested. Offer workshops for teachers/trainers to help them 'make the most of their materials'.	The following ABC resources ⁷ : <i>Deadly Ways to Learn Project</i> (two books and DVD) <i>Solid English</i> <i>Two-Way English</i> <i>Ways of Being, Ways of Talk</i> (book and DVD) Focus Area 11 <i>Hearin' the voices</i> and associated Aboriginal English storybooks

⁷ Two-Way Teams can obtain ABC of Two-Way Literacy and Learning Project resources from the Department of Education, Western Australia.

STAGE 3 CHECKLIST – WHERE IS THE PROFESSIONAL PRACTICE AT?				
Aspect	Where the staff are at	How do I know this?	What can Two-Way Teams do?	Resources
Staff 3 (a) Knowledge of Aboriginal English	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.	Staff attend workshop(s), acknowledge that their learners speak a different dialect and are keen to learn more about Aboriginal English.	Provide workshop(s) on identifying outcomes in Aboriginal English as well as Standard Australian English. Provide workshop(s) on cognitive/cultural differences as shown in dialect speech and writing.	Focus Area 3 The grammar of dialect difference Module 5.2 Text structure in Aboriginal English Module 8.1 Being prescriptive and descriptive Module 9.7 Code-switching Module 4.1 Conceptualisations Module 4.2 Language and cultural conceptualisations Module 4.3 Cultural conceptualisations in Aboriginal English Module 7.1 How to assess the inclusivity of texts Module 7.3 How to develop inclusive texts Module 7.4 Materials from Aboriginal language sources Module 8.2 Aboriginal English words and meanings Sample workshop: Understanding dialectal differences

STAGE 3 CHECKLIST – WHERE IS THE PROFESSIONAL PRACTICE AT?				
Aspect	Where the staff are at	How do I know this?	What can Two-Way Teams do?	Resources
Staff 3 (b) Knowledge of bidialectalism	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 of practising code-switching.	Learners are encouraged to use Aboriginal English freely in the classroom. Teachers/trainers understand that there are dialect differences in their classrooms and that these will be shown in both language use and meanings.	Provide workshop(s) to enhance teachers/trainers' understandings of how conceptual understandings differ across dialects.	Module 4.3 Cultural conceptualisations in <i>Aboriginal English</i> Module 4.5 <i>Metaphors and conceptualisations</i> Module 4.7 <i>Using oral texts</i> Module 5.1 <i>Text structure in Standard Australian English</i> Module 5.2 <i>Text structure in Aboriginal English</i> Module 5.5 <i>Understanding and valuing dialectal differences in text</i> Module 11.2 <i>Djiti Djiti</i> Sample workshop: <i>Two-Way bidialectal education</i> Sample workshop: <i>Understanding dialectal differences</i>

STAGE 3 CHECKLIST – WHERE IS THE PROFESSIONAL PRACTICE AT?				
Aspect	Where the staff are at	How do I know this?	What can Two-Way Teams do?	Resources
Staff 3 (c) Implementation of Two-Way processes	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.	Teachers/trainers discuss their learners' work, literacy levels and backgrounds confidently. Aboriginal teachers/trainers are actively seeking advice on how to address staff queries. Aboriginal teachers/trainers are called on to give interpretations of learners' language and literacy levels. Community members are being invited to contribute to classroom activities.	Provide Aboriginal teachers/trainers with knowledge to respond to questions from staff and the community. Suggest ways in which the community can be further involved. Extend non-Aboriginal teachers/trainers' knowledge and understandings of Aboriginal English and Two-Way bidialectal processes.	Module 1.1 What is Aboriginal English? Module 1.7 Two-Way partnerships Module 1.8 Raising community awareness Module 2.3 Shared values Module 2.8 Education or training settings: Engendering trust Module 2.9 Working together Module 6.1 Inclusion, exclusion and minority learners Module 7.1 How to assess the inclusivity of texts Module 7.5 How to work with texts that may not be inclusive Module 9.1 Ways of communicating Module 10.3 Scenarios of 'one-way' education Module 12.2 Planning an EAL/EAD program Module 12.4 Qualities of an EAL/EAD educator Sample workshop: Understanding dialectal differences

STAGE 3 CHECKLIST – WHERE IS THE PROFESSIONAL PRACTICE AT?				
Aspect	Where the staff are at	How do I know this?	What can Two-Way Teams do?	Resources
Staff 3 (d) Suitable program implementation	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.	Instruction and curriculum includes experimentation with language difference, register and dialect difference. Planning discussion begins to include Aboriginal teachers/trainers and reference to EAL/EAD across the curriculum.	Provide ways of including EAL/EAD across the curriculum. Up-skill Aboriginal teachers/trainers to help them respond to the new demands being placed on them.	Module 2.5 <i>Aboriginal cultural identity</i> Module 2.6 <i>Growing the seed</i> Module 2.8 <i>Education or training settings: Engendering trust</i> Module 6.2 <i>Exclusion in educational discourse</i> Module 7.1 <i>How to assess the inclusivity of texts</i> Module 7.2 <i>Fine-grained analyses</i> Module 7.3 <i>How to develop inclusive texts</i> Module 7.5 <i>How to work with texts that may not be inclusive</i> Module 8.5 <i>Oral versus written language</i> Module 8.6 <i>Writing in a dialect</i> Module 10.4 <i>Assumptions that affect education</i> Module 10.5 <i>Learning issues</i> Module 12.2 <i>Planning an EAL/EAD program</i> Module 12.5 <i>Selecting texts</i> Module 12.6 <i>Selecting content</i> Module 12.7 <i>Teaching strategies and learning experiences</i> Module 12.8 <i>Oral language and literacy development</i> Module 12.9 <i>Multilevel groups of learners</i> The <i>Universal Declaration on Cultural Diversity</i> (UNESCO General Conference) lays down general guidelines about cultural rights and provides action steps to encourage effective application. One objective (6) is 'encouraging linguistic diversity – , while respecting the mother tongue...' http://unesdoc.unesco.org/images/0012/001271/127160m.pdf

STAGE 3 CHECKLIST – WHERE IS THE PROFESSIONAL PRACTICE AT?				
Aspect	Where the staff are at	How do I know this?	✓	What can Two-Way Teams do?
Staff 3 (e) Use of relevant resources	All staff are familiar with relevant materials and related research reports. EAL/EAD materials are being used to teach bidialectal learners.	Teachers/trainers are trying to obtain more resources, especially those appropriate to the local area. Teachers/trainers become proactive in creating their own resources.	✓	Resources
				Module 7.1 How to assess the inclusivity of texts Module 7.2 Fine-grained analyses Module 7.3 How to develop inclusive texts Module 7.4. Materials from Aboriginal language sources Module 7.5 How to work with texts that may not be inclusive Focus Area 11 Hearin' the voices and associated Aboriginal English storybooks Sample workshop: Understanding dialectal differences

STAGE 4 CHECKLIST – WHERE THE PROFESSIONAL PRACTICE IS AT?				
Aspect	Where the staff are at	How do I know this?	✓	What can Two-Way Teams do? Resources
Staff 4 (a) Knowledge of Aboriginal English	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.	Teachers/trainers are knowledgeable about Aboriginal English and language variation. Teachers/trainers see Aboriginal English as an alternative dialect which, if recognised, will improve learning outcomes.	✓	Maintain this knowledge base by providing workshop(s) to all incoming teachers/trainers. Organise a Two-Way Team to act as mentors for new staff to provide advice on Aboriginal English in the classroom. Module 2.1 <i>Family relationships</i> See Module 4.2 <i>Language and cultural conceptualisations</i> Module 4.3 <i>Cultural conceptualisations in Aboriginal English</i> Module 4.4 <i>Schemas in Aboriginal English and Standard Australian English</i> Module 4.5 <i>Metaphors and conceptualisations</i> Module 4.7 <i>Using oral texts</i> Sample workshop: <i>Two-Way bidialectal education</i> Sample workshop: <i>Inclusivity</i>. Center for Applied Linguistics USA - dialects page. http://www.cal.org/topics/dialects/

STAGE 4 CHECKLIST – WHERE THE PROFESSIONAL PRACTICE IS AT?				
Aspect	Where the staff are at	How do I know this?	What can Two-Way Teams do?	Resources
Staff 4 (b) Knowledge of bidialectalism	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.	Key staff members acknowledge the complexity of dialect difference and discuss ways of accommodating it in teaching practice. Teachers praise learners' dialect writing by expressing an interest in it and working with the content and ideas. Teachers/trainers can accommodate Aboriginal English schema structures and cohesive patterns in learners' writing and oral narrative presentations. Teachers/trainers express an interest in improving their bidialectal teaching strategies.	Continue making workshop(s) available whenever a new staff member comes to the education/training site. Spend time in discussions involving the new staff member and the Two-Way Team. Provide feedback for the work being done in the classroom. Invite teachers/trainers to share their experiences in bidialectal teaching with others. Organise network meetings through which teachers/trainers are able to continue to build on and improve bidialectal programs and strategies.	Module 7.3 How to develop inclusive texts Module 7.4 Materials from Aboriginal sources Module 8.1 Being prescriptive and descriptive Module 8.6 Writing in a dialect Module 9.3 Misinterpretations based on different cultural and linguistic functions Module 10.1 Moving from one dialect to two dialects Module 10.2 Eight principles of Two-Way bidialectal learning Module 10.3 Scenarios of Two-Way bidialectal education Module 10.5 Learning issues Sample workshop: Understanding dialectal differences

STAGE 4 CHECKLIST – WHERE THE PROFESSIONAL PRACTICE IS AT?				
Aspect	Where the staff are at	How do I know this?	What can Two-Way Teams do?	Resources
Staff 4 (c) Implementation of Two-Way processes	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 to implement Two-Way education/training. Two-Way Teams work together and are constantly learning about each other.	Aboriginal teachers/trainers are seen to contribute to teaching plans and to the delivery of programs, such as in team teaching situations. Teachers and Aboriginal teachers/trainers meet regularly to discuss the teaching programs to ensure accommodation of Aboriginal English and inclusivity. Community members are invited to learn about new programs. Two-Way Teams are taking responsibility for implementing changes in the school/training site/workplace culture and in the curriculum.	Provide/trial strategies for bidialectal classrooms and collect feedback on success and appropriateness of the strategies. Keep a journal of the education/training site's progress (your intervention and the learners' response/reaction) for future reference. Consult regularly with Two-Way Teams and invite them to share their experiences with others.	Module 2.4 Discrimination and stereotyping Module 2.6 Growing the seed Module 2.7 Agencies that may be impacting on Aboriginal learners Module 4.6 What can Two-Way Teams do? Module 8.5 Oral versus written language Module 8.6 Writing in a dialect Module 12.7 Teaching strategies and learning experiences Case Study: Western Australian Course in Applied Vocational Study Skills (CAVSS). http://www.nveac.natese.gov.au/good_practice_equity_in_vet

STAGE 4 CHECKLIST – WHERE THE PROFESSIONAL PRACTICE IS AT?				
Aspect	Where the staff are at	How do I know this?	What can Two-Way Teams do?	Resources
Staff 4 (d) Suitable program implementation	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.	Class/training tasks encompass the local Aboriginal culture and the local variation of Aboriginal English. Classrooms/training rooms are filled with materials and displays that reflect a bidialectal and bicultural approach. Learning outcomes are assessed in the alternative dialect where possible and appropriate. Teachers/trainers recognise the value and importance of oral communication as an assessment measure.	Demonstrate/workshop the Two-Way bidialectal materials for any new staff. Share inclusive practices of monitoring outcomes. Collect examples of teaching programs and assessment tools. Photograph classrooms/training rooms to use as examples in workshop/s (for Stage 1-3 education/training sites). With the participants' permission, film any cross-dialect or Aboriginal/non-Aboriginal collaborative work for workshop(s).	Eades, D. (1993). <i>Aboriginal English</i>. PEN 93. http://www.petaa.edu.au Haig, Y., Königsberg, P. and Collard, G (2005). <i>Teaching students who speak Aboriginal English</i>. PEN 150. http://www.petaa.edu.au WA Curriculum Council <i>EAL/EAD Curriculum</i> (updated 2010). http://www.curriculum.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/English_as_an_Additional_Language_Dialect_Course_in_Underpinning_Skills_for_Industry_Qualifications_USIQ_and_Certificate_I_in_Entry_to_General_Education_(EGE). http://www.vetinfonet.det.wa.edu.au/AdultLiteracy/OverView.aspx?menu=1&menuItem=6

STAGE 4 CHECKLIST – WHERE THE PROFESSIONAL PRACTICE IS AT?				
Aspect	Where the staff are at	How do I know this?	What can Two-Way Teams do?	Resources
Staff 4 (e) Use of relevant resources	Teachers/trainers can evaluate materials regarding their inclusivity for all learners from all dialect backgrounds. Teachers/trainers select and/or adapt texts to suit learners' additional language/dialect learning needs.	The Two-Way bidialectal materials are actively used in the education/training site and are frequently seen in the staff room or classroom. The education/training site has requested additional copies of the materials.	Provide and workshop materials (films and texts) for all new staff. Keep teachers/trainers up to date on new materials development. Encourage evaluation for inclusivity of all new teaching and learning material.	Module 7.1 How to assess the inclusivity of text Module 7.2 Fine-grained analyses Module 7.4 Materials from Aboriginal language sources Module 7.5 How to work with texts that may not be inclusive Module 12.9.4 Adapting activities for multilevel groups of learners <i>Diverse Voices: Selecting Equitable Resources for Indian and Métis Education</i> (Saskatchewan Education, 1992-2003). Sample guidelines and checklists for selecting materials in culturally and linguistically appropriate ways. http://www.education.gov.sk.ca/diverse-voices

ENGAGED COMMUNITY

PROGRESSION CHART – HOW ENGAGED IS THE COMMUNITY?				
Aspect	Stage 1	Stage 2	Stage 3	Stage 4
Community (a) Community's involvement in the education /training site	Community is not involved in much of what goes on at the education/training site.	Efforts are made to make the education/ training site open and welcoming to the Aboriginal community.	Aboriginal people are frequently involved in both formal and informal education and training activities.	There are well-established processes for Aboriginal people to be engaged fully in all relevant activities at the education/training site.
Community (b) Community understanding of Aboriginal English and Two-Way bidialectal education	There is no understanding of Aboriginal English as a rule-governed dialect of English. Negative attitudes toward dialects other than Standard Australian English dominate. There is a fear of allowing dialects other than Standard Australian English to be used at education/training sites.	There is understanding that Aboriginal English is a distinct dialect and is used to maintain culture and identity. There is an understanding that improving outcomes for education/training depends on recognition of dialectal difference.	Community members are aware of the complexities involved in learning an unfamiliar dialect. Community members value the maintenance of the home dialect as well as support the learning of Standard Australian English. The community supports the inclusion of Aboriginal English in teaching/training programs.	Community members encourage others to appreciate the benefits that understanding dialectal difference can bring. Community members support policies and practices concerning Aboriginal English and Two-Way bidialectal education/training.
Community (c) Program design and delivery	The Aboriginal community is not informed effectively about program design and delivery. The non-Aboriginal community does not recognise the need to modify programs to meet the requirements of Aboriginal learners.	Aboriginal perspectives and resources are included in programs. However, this may occur without consultation with the local Aboriginal community. The community provides artefacts and support. However these are not related to program design and delivery, and occur on an ad hoc basis.	There are some processes in place to enable the Aboriginal community to provide advice about improvements in program design and delivery. The non-Aboriginal community is beginning to understand the argument that programs need to be customised to meet different social and cultural needs.	There is a well-established process by which the Aboriginal community participates fully in the design, delivery and assessment of programs for Aboriginal learners. The non-Aboriginal community appreciates and values the inclusion of Aboriginal perspectives in the design and delivery of programs for all.
Community (d) Communication	Effective communication has not been established because communication processes are unintentionally inappropriate.	It is understood that effective communication depends on establishing relationships based on mutual respect and acceptance of different backgrounds. Opportunities to build relationships within and beyond the education/training site are explored.	Processes to build relationships have been developed. The relationships that have been developed have generated mutual trust and are therefore sustainable.	There are well-established processes to conduct and expand a Two-Way flow of information and advice.

STAGE 1 CHECKLIST – HOW ENGAGED IS THE COMMUNITY?				
Aspect	Where the community is at	How do I know this?	What can Two-Way Teams do?	Resources
Community 1 (a) Community's involvement in the education/training site	Community is not involved in much of what goes on at the education/training site.	Where there is choice, Aboriginal people have decided not to enrol at the education/training site. Aboriginal parents are reluctant to visit the education/training site. The Aboriginal community's attitude is that the education/training site excludes them. Aboriginal people never frequent the education/training site on a voluntary basis. There are no effective processes to invite the Aboriginal community to come to the education/training site.	Establish informal links with the Aboriginal community and act as ambassadors for the education/training site. Include local artwork or other cultural products at the education/training site. Encourage Aboriginal people to participate in activities at the education/training site. Encourage Aboriginal people to contribute to a community event at the education/training site. Explore ways of increasing involvement by Aboriginal community, eg meetings, group discussions, 'word of mouth', networking. Set up Two-Way processes to deal with behavioural or other problems.	Module 1.1 <i>What is Aboriginal English?</i> Module 1.2 <i>Layers of language</i> Module 1.4 <i>Language and identity</i> Module 1.6 <i>Two-Way bidialectal education</i> Module 1.7 <i>Two-Way partnerships</i> Module 1.8 <i>Raising community awareness</i> Module 2.1 <i>Family relationships</i> Module 2.2 <i>Cultural Responsibilities</i> Module 6.1 <i>Inclusion, exclusion and minority learners</i> Focus Area 11 <i>Hearin' the voices and associated Aboriginal English storybooks</i> Sample workshop: <i>Inclusivity</i> Sample workshop: <i>Two-way bidialectal education</i> Sample workshop: <i>Understanding dialectal differences</i> Sample community representative commitment on p.7 of <i>Academic English Mastery Program – Stakeholder Agreements</i> (Los Angeles Unified School District, 2010). http://notebook.lausd.net/pls/ptl/url/ITEM/F8EA2C92258E9044E0330A081FB59044 'Community consultation and partnerships' and 'Indigenous input to decision making' in <i>Working with Diversity: Quality Training for Indigenous Australians</i>. http://www.weststone.wa.gov.au/workingwithdiversity/index.html

STAGE 1 CHECKLIST – HOW ENGAGED IS THE COMMUNITY?				
Aspect	Where the community is at	How do I know this?	What can Two-Way Teams do?	Resources
Community 1 (b) Community understanding of Aboriginal English and Two-Way bidialectal education	There is no understanding of Aboriginal English as a rule-governed dialect of English. Negative attitudes toward dialects other than Standard Australian English dominate. There is fear of allowing other dialects other than Standard Australian English to be used at education/training sites.	Aboriginal English is called 'rubbish talk' or similar and community members think that education/training sites should just focus on Standard Australian English. Secondary learners and mature-age learners in the training sector have similar views to the community in that they regard Aboriginal English as a deficit language variant.	Talk with community members about how Aboriginal English is, today, a means of carrying on Aboriginal culture. Talk with community members about the value of what a learner brings to an educational context and how it affects future learning. Show DVDs and books published in Aboriginal English. Share some extracts of such materials and explain some of the key features of Aboriginal English. Discuss those aspects that could not be translated easily. Point out the cultural capital in these texts.	Module 1.3 Standard Australian English: The language of power and access Module 1.4 Language and identity Module 1.6 Two-Way bidialectal education Module 1.8 Raising community awareness Module 2.6 Growing the seed Module 2.8 Education or training settings: Engendering trust Module 2.9 Working together Focus Area 11 Hearin' the voices and associated Aboriginal English storybooks All three Sample Workshops 'Language and literacy issues' in <i>Working with Diversity: Quality Training for Indigenous Australians</i>. http://www.weststone.wa.gov.au/workingwithdiversity/index.html

STAGE 1 CHECKLIST – HOW ENGAGED IS THE COMMUNITY?				
Aspect	Where the community is at	How do I know this?	What can Two-Way Teams do?	Resources
Community 1 (c) Program design and delivery	The Aboriginal community is not informed effectively about program design and delivery The non-Aboriginal community does not recognise the need to modify programs to meet the requirements of Aboriginal learners.	Information is sent out in a written form that may be inaccessible for some people. It is apparent that Aboriginal people are not aware of current practice and changes in program delivery. There is general criticism among the non-Aboriginal community about the 'special treatment' Aboriginal learners are receiving. Program design and delivery processes are devoid of any Aboriginal content or perspectives.	Identify where Aboriginal values and social program may clash with program design and delivery processes. Identify which concepts and terminology are not easily shared and understood. Identify opportunities to improve communication about program design and delivery processes. Produce information that explains and promotes the benefits of educational programs that are customised to address different learners' needs.	Module 1.6 <i>Two-Way bidialectal education</i> Module 1.8 <i>Raising community awareness</i> Module 2.3 <i>Shared values</i> Module 2.4 <i>Discrimination and stereotyping</i> Module 2.6 <i>Growing the seed</i> Module 2.9 <i>Working together</i> Module 6.1 <i>Inclusion, exclusion and minority learners</i> Module 9.7 <i>Code-switching</i> Module 10.1 <i>Moving from one dialect to two dialects</i> Module 10.2 <i>Eight principles of Two-Way bidialectal education</i> Module 11.4 <i>Me 'n Gladys</i> Focus Area 11 <i>Hearin' the voices</i> and associated Aboriginal English storybooks Sample workshop: <i>Inclusivity</i> Sample workshop: <i>Two-way bidialectal education</i> Sample workshop: <i>Understanding dialectal differences</i> 'Culturally appropriate delivery' in <i>Working with Diversity: Quality Training for Indigenous Australians</i>. http://www.westone.wa.gov.au/workingwithdiversity/index.html Anti-racism education programs and strategies: http://www.racismnoway.com.au/

STAGE 1 CHECKLIST – HOW ENGAGED IS THE COMMUNITY?				
Aspect	Where the community is at	How do I know this?	✓	What can Two-Way Teams do?
Community 1 (d) Communication	Effective communication has not been established because communication processes are unintentionally inappropriate.	The education/training site uses academic, formal language or education jargon in meetings when communicating with the Aboriginal community. The main means of communication is a 'one-way' distribution of information in print. There are few opportunities for education/training staff to meet with community members. The Aboriginal community provides information but this is not acted on at the education/training site.	✓	Review print-based material for the community for its reliance on jargon and concepts that will not be familiar outside the education/training site. Review documentation for assumptions that it makes about social practice and assess how appropriate it is for the Aboriginal community. Investigate if there are sources of advice from the community and determine whether these have been acted on. Make proposals to develop alternative means of communication.
				Module 2.1 Family relationships Module 2.4 Discrimination and stereotyping Module 2.7 Agencies that may be impacting on Aboriginal learners Module 2.9 Working together Module 10.2 Eight principles of Two-Way bidialectal education Module 2.10 The Spiral Sample workshop: Two-Way bidialectal education Sample workshop: Understanding dialectal differences 'Indigenous Input to Decision Making' in <i>Working with Diversity: Quality Training for Indigenous Australians</i>. http://www.westone.wa.gov.au/workingwithdiversity/index.html

STAGE 2 CHECKLIST – HOW ENGAGED IS THE COMMUNITY				
Aspect	Where the community is at	How do I know this?	What can Two-Way Teams do?	Resources
Community 2 (a) Community's involvement in the education/training site	Efforts are made to make the education/training site open and welcoming to the Aboriginal community.	Aboriginal artwork is displayed prominently. Aboriginal resources are included in the design and programming of teaching/learning activities. There are Aboriginal people on staff. Efforts are made to meet Aboriginal people outside of the education/training site. There is some response to invitations to Aboriginal people to attend events held in the education/training site.	Analyse Aboriginal enrolment and attendance patterns to identify opportunities for improvement. Approach the Aboriginal community for suggestions that could improve enrolments and attendance. Identify opportunities for community members to be part of both formal and informal education/training activities. Encourage Aboriginal people to become members of boards and offer training to support this if requested.	Module 2.7 Agencies that may be impacting on Aboriginal learners Module 2.8 Education or training settings: Engendering trust Module 2.9 Working together Module 9.3 Misinterpretations based on different cultural and linguistic functions Module 9.4 Observing protocols Module 9.7 Code-switching Module 10.4 Assumptions that affect education Module 10.5 Learning issues National Aboriginal and Torres Strait Islander Education Policy (AEP): - Major Goal 1 lists strategies for increasing involvement of Aboriginal and Torres Strait Islander people in educational decision making. - Major Goal 4, Points 8 and 9 aim to enable both Indigenous and non-Indigenous learners to value Indigenous traditional and contemporary cultures. http://www.deewr.gov.au/Indigenous/Schooling/PolicyGuidelines/Pages/aep.aspx 'Indigenous trainers' in <i>Working with Diversity: Quality Training for Indigenous Australians</i>. http://www.weststone.wa.gov.au/workingwithdiversity/index.html

STAGE 2 CHECKLIST – HOW ENGAGED IS THE COMMUNITY				
Aspect	Where the community is at	How do I know this?	What can Two-Way Teams do?	Resources
Community 2 (b) Community understanding of Aboriginal English and Two-Way bidialectal education	There is understanding that Aboriginal English is a distinct dialect and is used to maintain culture and identity. There is an understanding that improving outcomes for education/training depends on recognition of dialectal difference.	Information about dialect difference is being spread by Aboriginal and non-Aboriginal teachers/trainers. Concepts such as inclusivity and dialect difference are being introduced in meetings, networking and newsletters.	Encourage Aboriginal community focus groups to talk through issues of dialect and language. Two-Way Teams can develop information packages and organise meetings at the education/training site where these understandings can be improved.	Module 1.1 <i>What is Aboriginal English?</i> Module 1.2 <i>Layers of language</i> Module 1.4 <i>Language and identity</i> Module 1.6 <i>Two-Way bidialectal education</i> Module 1.7 <i>Two-Way partnerships</i> See Module 6.4 <i>Arguments for and against bidialectal education</i> Module 6.6 <i>Identifying exclusion</i> Module 9.7 <i>Code-switching</i> Module 10.1 <i>Moving from one dialect to two dialects</i> Module 10.2 <i>Eight principles of Two-Way bidialectal education</i> Module 12.1 <i>Difference versus deficit models</i> Sample workshop: <i>Understanding dialectal differences</i>

STAGE 2 CHECKLIST – HOW ENGAGED IS THE COMMUNITY				
Aspect	Where the community is at	How do I know this?	What can Two-Way Teams do?	Resources
Community 2 (c) Program design and delivery	Aboriginal perspectives and resources are included in programs. However, this may occur without consultation with the local Aboriginal community. Community provides artefacts and support. However these are not related to program design and delivery, and occurs on an ad hoc basis.	Aboriginal resources are being purchased, acquired or used but may have no relevance to the local Aboriginal community. The program may include Aboriginal content but not Aboriginal perspectives. The language spoken by the local Aboriginal community does not influence the program design and delivery. Aboriginal community members are not invited to deliver parts of the program.	Set up informal meetings to show the Aboriginal community what resources they have and gauge the level of interest and/or endorsement for them. Ascertain whether there are existing local materials that could also be used in program delivery. Find out whether anyone has an interest in making new resources, such as storybooks or audio/film recordings. Find out whether anyone is interested in taking part in the design and/or delivery of programs. Include in newsletters, as good news stories, any initiatives undertaken with the Aboriginal community and the associated benefits to local communities.	Module 2.9 Working together Module 6.1 Inclusion, exclusion and minority learners Module 6.2 Exclusion in educational discourse Module 8.5 Oral versus written language Module 8.6 Writing in a dialect Module 10.2 Eight principles of Two-Way bidialectal education Module 10.4 Assumptions that affect education Module 10.5 Learning issues Focus Area 11 Hearin' the voices and associated Aboriginal English storybooks Module 12.2 Planning an EAL/EAD program Sample workshop: Understanding dialectal differences

STAGE 2 CHECKLIST – HOW ENGAGED IS THE COMMUNITY				
Aspect	Where the community is at	How do I know this?	What can Two-Way Teams do?	Resources
Community 2 (d) Communication	It is understood that effective communication depends on establishing relationships based on mutual respect and acceptance of different backgrounds. Opportunities to build relationships within and beyond the education/training site are explored.	The giving and receiving of information is used to build relationships. Significant information is provided in many forms, including formal and informal verbal channels of communication. Relationships and networks are developed to ensure that all significant information is communicated effectively to members of the community. Relationships are used to access feedback from the community. The language and format of documents such as newsletters is easily understood, widely accessible and user friendly.	Make sure staff understand that good communication with the Aboriginal community depends on relationships. Explore with staff the way different cultures construct and maintain relationships. Make sure staff understand the different pragmatic rules of communication between Aboriginal English and Standard Australian English and how they may lead to misunderstandings. Identify opportunities for working with the Aboriginal community to demonstrate the different pragmatic rules of communication between Aboriginal English and Standard Australian English and how they may lead to misunderstandings. Facilitate opportunities for discussion and information exchange with the Aboriginal community. Invite community members to contribute to the education/training site newsletter with their views and news.	Module 1.3 Standard Australian English: The language of power and access Module 1.4 Language and identity Module 1.5 Learning to talk about talk Module 2.4 Discrimination and stereotyping Module 2.9 Working together Module 8.5 Oral versus written language Module 9.3 Misinterpretations based on different cultural and linguistic functions Module 9.4 Observing protocols Module 9.7 Code-switching Elements of Sample workshop: Inclusionity are also relevant. 'Key Background Information' in Working with Diversity: Quality Training for Indigenous Australians. http://www.westone.wa.gov.au/workingwithdiversity/index.html TAFE Directors Australia (2009). Case Studies Reflecting Best Practice in Indigenous Vocational Education and Training. http://www.tda.edu.au/resources/OccQ12009.pdf

STAGE 3 CHECKLIST – HOW ENGAGED IS THE COMMUNITY?				
Aspect	Where the community is at	How do I know this?	What can Two-Way Teams do?	Resources
Community 3 (a) Community's involvement in the education and training site	Aboriginal people are frequently involved in both formal and informal education and training activities.	Aboriginal enrolments are strong and even increasing. Attendance patterns are improving. The site has ways of enlisting the help of the Aboriginal community to solve problems with or for learners. Aboriginal people often accept invitations to participate in formal or informal education and training activities. Suggestions presented by Aboriginal community are met with positive responses. There are active Aboriginal members of management and advisory boards.	Consolidate the processes by which the community becomes involved. Develop ways of giving appropriate recognition to community members who make outstanding commitments to the education/training site. Consider (and, where possible, act) on any suggestions from the community. Make sure that issues important to Aboriginal community members are included on meetings agendas. Make sure that any new families coming to the district are contacted and know about opportunities for becoming involved. Survey community to find out how involvement can be increased.	Module 2.1 Family relationships Module 2.2 Cultural responsibilities Module 2.3 Shared values Module 2.8 Education or training settings: Engendering trust Module 2.9 Working together Module 6.1 Inclusion, exclusion and minority learners Module 6.3 Exclusion through lack of awareness Module 9.7 Code-switching Sample workshop: Inclusivity 'Collaboration with Aboriginal and Torres Strait Islander Leaders and the Community' in NCVET (2009). Guide to Success for Organisations in Achieving Employment Outcomes for Aboriginal and Torres Strait Islander People. http://www.ncver.edu.au/publications/2125.html TAFE Directors Australia (2009). Case Studies Reflecting Best Practice in Indigenous Vocational Education and Training. http://www.tda.edu.au/resources/OccQ12009.pdf

STAGE 3 CHECKLIST – HOW ENGAGED IS THE COMMUNITY?				
Aspect	Where the community is at	How do I know this?	What can Two-Way Teams do?	Resources
Community 3 (b) Community understanding of Aboriginal English and Two-Way bidialectal education	Community members are aware of the complexities involved in learning an unfamiliar dialect. Community members value the maintenance of the home dialect as well as support the learning of Standard Australian English. Community supports the inclusion of Aboriginal English in teaching/training programs.	Community is kept up to date on the development of Two-Way bidialectal education. Aboriginal community members have raised awareness and increased acceptance of the use of Aboriginal English within the education/training site. Community members are invited to the classroom to tell stories, relate experiences and demonstrate code-switching. Events are arranged specifically for community members to see Aboriginal learners' work samples in Aboriginal English and Standard Australian English.	Provide workshop(s) to Aboriginal teachers/trainers to give them the knowledge and understandings to keep community members up to date. Develop ways of making the valuing of Aboriginal English explicit within the education/training site. Praise and encourage classroom activities that involve Aboriginal or non-Aboriginal community members. Support Two-Way bidialectal education with examples of code-switching from Aboriginal literature. Use community events to give members the opportunity to extend their knowledge of the way Aboriginal English affects education.	Module 1.1 <i>What is Aboriginal English?</i> Module 1.2 <i>Layers of language</i> Module 1.6 <i>Two-Way bidialectal education</i> Module 4.1 <i>Conceptualisations</i> Module 4.2 <i>Language and cultural conceptualisations</i> Module 4.6 <i>What can Two-Way Teams do?</i> Module 4.7 <i>Using oral texts</i> Module 6.1 <i>Inclusion, exclusion and minority learners</i> Module 6.2 <i>Exclusion in educational discourse</i> Module 6.4 <i>Arguments for and against bidialectal education</i> Module 12.1 <i>Difference versus deficit models</i> Module 12.5 <i>Selecting texts</i> Module 12.6 <i>Selecting content</i> Sample workshop: <i>Understanding dialectal differences</i>

STAGE 3 CHECKLIST – HOW ENGAGED IS THE COMMUNITY?				
Aspect	Where the community is at	How do I know this?	What can Two-Way Teams do?	Resources
Community 3 (c) Program design and delivery	There are some processes in place to enable the Aboriginal community to provide advice about improvements in program design and delivery. The non-Aboriginal community is beginning to understand the argument that programs need to be customised to meet different social and cultural needs.	The community has input into decisions about the selection and purchase of resources. The community has provided ideas for the inclusion of Aboriginal content in programs. Community members participate in various ways in program delivery. Advice from the community is routinely sought to improve program delivery.	Two-Way Teams identify weaknesses in program design, delivery or outcomes that may be addressed with the help of the community. Two-Way Teams identify expertise in the community and create opportunities to build this into program delivery. Help teachers/trainers to adapt programs to include Aboriginal perspectives and materials contributed by the Aboriginal community. Create a 'learning circle' or similar for the production of storybooks and/or other materials. Showcase successful products to the non-Aboriginal community.	Module 2.3 Shared values Module 2.9 Working together Module 4.3 Cultural conceptualisations in Aboriginal English Module 4.7 Using oral texts Module 5.1 Text structure in Standard Australian English Module 5.2 Text structure in Aboriginal English Module 7.1 How to assess the inclusivity of texts Module 7.4 Materials form Aboriginal language sources Module 7.5 How to work with texts that may not be inclusive Module 9.1 Ways of communicating Module 9.2 Finding out Information Module 9.5 Non-verbal communication Module 9.6 Time, space and quantification Focus Area 11 Hearin' the voices and associated Aboriginal English storybooks Module 12.1 Difference versus deficit models Module 12.2 Planning an EAL/EAD program Module 12.5 Selecting texts Module 12.6 Selecting content Sample workshop: Understanding dialectal differences

STAGE 3 CHECKLIST – HOW ENGAGED IS THE COMMUNITY?					
Aspect	Where the community is at	How do I know this?	✓	What can Two-Way Teams do?	Resources
Community 3 (d) Communication	Processes to build relationships have been developed. The relationships that have been developed have generated mutual trust and are therefore sustainable.	The Aboriginal community communicates with the education/training site through a number of established channels. Key information is effectively reaching the Aboriginal community. If problems arise, these are solved jointly with the community because relationships and channels of communication are well established. There are fewer instances of members of the community expressing grievances. Community members attend board and other meetings and exhibit confidence that should they raise Aboriginal perspectives or community issues, this will be met with an appropriate response even if no immediate resolution can be found. Community members contribute to the education/training site newsletter with their views and news.	✓	Establish and maintain channels of communication. Monitor the success of strategies to provide information to the community. Provide support to staff and Aboriginal community members to develop the communication skills necessary to continue solving problems jointly. Work with people who organise and run formal meetings to ensure that communication protocols are inclusive of Aboriginal members.	Module 2.3 Shared values Module 2.8 Education or training setting - Engendering trust Module 2.9 Working together Module 2.10 The Spiral Module 4.5 Metaphors and conceptualisations Module 9.3 Misinterpretations based on different cultural and linguistic functions Module 9.4 Observing protocols 'Partners in a Learning Culture' in <i>Working with Diversity: Quality Training for Indigenous Australians</i>. http://www.westone.wa.gov.au/workingwithdiversity/index.html

STAGE 4 CHECKLIST – HOW ENGAGED IS THE COMMUNITY?				
Aspect	Where the community is at	How do I know this?	What can Two-Way Teams do?	Resources
Community 4 (a) Community's involvement in the education and training site	There are well-established processes for Aboriginal people to be engaged fully in all relevant activities at the education/training site.	All community members exhibit ownership of the education/training site. Community members contribute to decisions about teaching/training programs. Aboriginal membership of committees is increasing. Aboriginal contributions to committee work are proactive.	Anticipate possible problems and address them early. Provide regular feedback to management on progress that has been made. Look for opportunities for good -news stories. Seek ways of making further improvements. Make sure that any new families coming into the district are contacted.	Module 2.2 Cultural responsibilities Module 2.7 Agencies that may be impacting on Aboriginal learners Module 6.1 Inclusion, exclusion and minority learners Module 6.2 Exclusion in educational discourse Module 9.3 Misinterpretations based on different cultural and linguistic functions Module 9.4 Observing protocols Module 9.6 Time, space and quantification Module 12.5 Selecting texts Module 12.6 Selecting content Sample workshop: Understanding dialectal differences Sample workshop: Inclusivity

STAGE 4 CHECKLIST – HOW ENGAGED IS THE COMMUNITY?				
Aspect	Where the community is at	How do I know this?	What can Two-Way Teams do?	Resources
Community 4 (b) Community understanding of Aboriginal English and Two-Way bidialectal education	Community members encourage others to appreciate the benefits that understanding dialectal difference can bring. Community members support policies and practices concerning Aboriginal English and Two-Way bidialectal education/training.	Aboriginal teachers/trainers report a greater valuing of Aboriginal English and its role in Aboriginal culture and society within the community. Community members offer their own resources (experiences, stories, etc) to support Two-Way bidialectal teaching, eg community members regularly make guest appearances in classes to talk to learners both formally and informally.	Provide ongoing information to Two-Way Teams to keep community members up to date on issues relating to Aboriginal English and Two-Way bidialectal education. Make sure that the inclusion of the Aboriginal community is encouraged and recognised beyond the education/training site. Role-play scenarios or show films to the community in which Aboriginal English and Standard Australian English are used appropriately.	Module 2.8 Education or training settings: Engendering trust Module 2.9 Working together Module 4.4 Schemas in Aboriginal English and Standard Australian English Module 5.5 Understanding and valuing dialectal differences in text Module 6.2 Exclusion in educational discourse Module 7.1 How to assess the inclusivity of texts Module 7.3 How to develop inclusive texts Module 8.6 Writing in a dialect Module 8.5 Oral versus written language Sample workshop: <i>Inclusivity</i> The following ABC resources ⁸ : <i>Deadly Ways to Learn Project</i> (two books and DVD) <i>Ways of Being, Ways of Talk</i> (book and DVD) Eades, D. (1995). <i>Aboriginal English</i> . Sydney: New South Wales Board of Studies

⁸ Two-Way Teams can obtain ABC of Two-Way Literacy and Learning Project resources from the Department of Education, Western Australia.

STAGE 4 CHECKLIST – HOW ENGAGED IS THE COMMUNITY?				
Aspect	Where the community is at	How do I know this?	What can Two-Way Teams do?	Resources
Community 4 (c) Program design and delivery	There is a well-established process by which the Aboriginal community participates fully in the design, delivery and assessment of programs for Aboriginal learners. The non-Aboriginal community appreciates and values the inclusion of Aboriginal perspectives in the design and delivery of programs for all.	The program is achieving improving success rates for Aboriginal learners. The program successfully meets community needs. Aboriginal learners access further education and training. Employment rates for Aboriginal people are improving. Employers appreciate the need to provide ongoing support for additional dialect speakers of Standard Australian English. Community aspirations for cultural maintenance are supported.	Provide inductions for new staff to ensure that the gains in improved design and delivery of programs are maintained. Make contact with family of new learners (where appropriate) in order to make sure they know about the opportunities to have input into program design and delivery processes. Monitor program outcomes and identify opportunities for promoting the value of Two-Way programs to the education/training site community and outside agencies. Network with a range of groups, including employment agencies and employers, to foster continued support for bidialectal learners.	Module 5.5 Understanding and valuing dialectal differences in text Module 7.3 How to develop inclusive texts Module 8.5 Oral versus written language Module 8.6 Writing in a dialect Module 12.5 Selecting texts Module 12.6 Selecting content Module 12.7 Teaching strategies and learning experiences Module 12.8 Oral language and literacy development Module 12.9 Multilevel groups of learners Module 12.10 Making judgements about learner progress Sample workshop: Understanding dialectal differences Sample workshop: Inclusivity

STAGE 4 CHECKLIST – HOW ENGAGED IS THE COMMUNITY?				
Aspect	Where the community is at	How do I know this?	What can Two-Way Teams do?	Resources
Community 4 (d) Communication	There are well-established processes to conduct and expand a Two-Way flow of information and advice.	There is a ready supply of volunteers from the community and from the staff to undertake roles in both formal and informal committees and activities. Staff and community together are ready to take on more complex problems or initiate innovation. Communication processes contribute to improved outcomes in many aspects of the core business of education/training sites.	Celebrate the joint achievements of the Aboriginal community and the education/training site. Maintain the professional development that underpins successful communication strategies. Raise awareness about the link between successful communication strategies and improved outcomes.	Module 5.2 Text structure in Aboriginal English Module 5.5 Understanding and valuing dialectal differences in text Module 6.2 Exclusion in educational discourse Module 6.3 Exclusion through lack of awareness Module 6.6 Identifying exclusion Module 7.4 Materials from Aboriginal language sources

INCLUSIVE POLICY AND PRACTICE

PROGRESSION CHART – HOW INCLUSIVE ARE THE POLICY AND PRACTICE?				
Aspect	Stage 1	Stage 2	Stage 3	Stage 4
Policy and Practice (a) Provision of professional development on language variation and Two-Way bidialectal education	The education/training site is unaware of the significant benefits that come with staff training on language variation and Two-Way bidialectal education for improving Aboriginal standards in education/training. Training for staff in bidialectal education is not offered.	The education/training site is providing staff with information about training in language variation and Two-Way bidialectal education and encouraging them to participate.	Staff attend training on language variation and Two-Way bidialectal education and education/training site promotes this training as essential for all staff.	Programs raising awareness of language variation and Two-Way bidialectal education are implemented within the education/training site and offered to new staff on an ongoing basis. It is normal practice for all staff to have attended training on language variation and Two-Way bidialectal education and all new staff participate in induction programs.
Policy and Practice (b) Provision of dedicated time and access to Two-Way/ inclusive materials and networks	There are no materials on language variation and Two-Way bidialectal education at the education/training site. There is limited reference material, information or guidance regarding the treatment of Aboriginal English, language variation and its impact on teaching and learning.	There is awareness of the existence of materials relating to language variation and Two-Way bidialectal education but they are not being used. Staff are not made aware of any networking or references on Two-Way bidialectal education.	All staff are encouraged to participate in workshops on language variation and Two-Way bidialectal education. Staff meet regularly to evaluate and discuss how current organisational policies and practices affect Aboriginal learners and whether they support the implementation of Two-Way bidialectal education. Induction sessions for new staff are organised.	New staff are mentored in using materials on language variation and Two-Way bidialectal education. All staff are given the time to network and plan for Two-Way bidialectal education, including relevant monitoring and assessment of learners' progress. A policy on the induction of all new staff to understand the effects of language variation on learning and to adopt Two-Way approaches is implemented fully and is highly valued by staff.
Policy and Practice (c) Relevant and appropriate data collection	There is no understanding of the relevance of the cultural and linguistic composition of the learner cohort. The organisation values the cognitive skills of learners only when these are expressed in Standard Australian English.	Information on learners' cultural and linguistic backgrounds may be collected but such data are not interpreted appropriately or used to analyse service delivery.	Staff are able to cross-reference linguistic and cultural information with performance data and adjust programs accordingly.	Data collection includes the use of monitoring, assessment and reporting tools that take account of additional language or additional dialect acquisition processes. There is a continuous improvement cycle that links data collection and analysis to the improved performance of learners.
Policy and Practice (d) Monitoring, assessment and reporting practices	Aboriginal learners are seen as 'at risk' and as having deficient or no language skills. Dialect features are assessed using mainstream tools only and consequently misdiagnosed as deficient. Reporting practices fail to take account of the cultural and linguistic backgrounds of the learners or their families.	The education/training site is investigating the use of monitoring, assessment and reporting tools that take account of learners' capacity in their home language and enable them to demonstrate their knowledge and understanding.	Appropriate monitoring, assessment and reporting tools are used by staff because they enable demonstration of the incremental achievement through developmental stages in additional language or additional dialect acquisition. Assessment practices are inclusive of language and dialect variation.	Monitoring, assessment and reporting practices are fully inclusive of additional language and additional dialect learning. Reporting procedures give due regard to the audience for which the reports are intended and provide adequate information relating to progress made by bidialectal learners.
Policy and Practice (e) Curriculum development and delivery	There is no development or implementation of curriculum to accommodate dialect difference or Two-Way bidialectal education. There is no awareness of the benefits associated with working in Two-Way Teams.	The need for specific policy in accommodating dialect difference and Two-Way bidialectal education is understood by some teachers/trainers but this view is not shared across the entire education/training site.	Teaching/training sites actively promote programs that systematically incorporate the principles and practices of Two-Way bidialectal education. Key staff are appointed and/or consultants are engaged to assist with implementing Two-Way curriculum improvement.	Two-Way Teams are established to facilitate Two-Way teaching and training practices and develop or implement more appropriate curriculum.
Policy and Practice (f) Policy on Aboriginal English	There is no policy about the acceptance and use of alternative dialects, eg Aboriginal English. Current policies and practices do not take account of culturally and linguistically diverse learners.	Staff recognise that dialectal variation has an impact on education/training performance and are exploring development of appropriate policy and practices.	The education/training site has developed a policy on language variation and Two-Way bidialectal education.	Policy on Aboriginal English and Two-Way bidialectal education is implemented systematically to develop and maintain linguistically and culturally inclusive education/training.

STAGE 1 CHECKLIST – HOW INCLUSIVE ARE THE POLICY AND PRACTICE?					
Aspect	Where the policy and practice is at	How do I know this?	✓	What can Two-Way Teams do?	Resources
Policy and Practice 1 (a) Provision of professional development on language variation and Two-Way bidialectal education	The education/training site is unaware of the significant benefits that come with staff training on language variation and Two-Way bidialectal education for improving Aboriginal standards in education/training. Training for staff in bidialectal education is not offered.	No teachers/trainers have undertaken workshop(s) addressing Two-Way bidialectal education. There is a general lack of awareness of language variation and dialect difference throughout the education/training site.	✓	Generate interest among the staff for Two-Way bidialectal education workshop(s) and then ask the education/training site to provide the training.	Module 1.1 <i>What is Aboriginal English?</i> Module 1.6 <i>Two-Way bidialectal education</i> Module 1.7 <i>Two-Way partnerships</i> Module 1.8 <i>Raising community awareness</i> Module 6.1 <i>Inclusion, exclusion and minority learners</i> Module 12.1 <i>Difference versus deficit models</i> Sample workshop: <i>Two-Way bidialectal education</i>
Policy and Practice 1 (b) Provision of dedicated time and access to Two-Way/inclusive materials and networks	There are no materials on language variation and Two-Way bidialectal education at the education/training site. There is limited reference material, information or guidance regarding the treatment of Aboriginal English, language variation and its impact on teaching and learning.	There are no materials available at the education/training site on Two-Way bidialectal education. There is a general lack of knowledge that such materials exist.		Introduce copies of texts and films on Two-Way bidialectal education to the education/training site. Order them for all staff and confirm that the education/training site can order more. Ensure library or staff room has a full set of Two-Way materials.	The following ABC resources ⁹ : <i>Deadly Ways to Learn Project</i> (two books and DVD) <i>Solid English</i> <i>Two-Way English</i> <i>Ways of Being, Ways of Talk</i> (book and DVD)

⁹ Two-Way Teams can obtain *ABC of Two-Way Literacy and Learning Project* resources from the Department of Education, Western Australia.

STAGE 1 CHECKLIST – HOW INCLUSIVE ARE THE POLICY AND PRACTICE?					
Aspect	Where the policy and practice is at	How do I know this?	✓	What can Two-Way Teams do?	Resources
Policy and Practice 1 (c) Relevant and appropriate data collection	There is no understanding of the relevance of the cultural and linguistic composition of the learner cohort. The organisation values the cognitive skills of learners only when these are expressed in Standard Australian English.	There is no record of the learners' cultural or linguistic background in education/training site files. There is no record of the linguistic and cultural context of the learners' families or communities. The language of learners is not analysed in terms of language variation.	✓	Conduct an initial survey of one class to demonstrate the relevance of linguistic and cultural diversity.	Module 1.1 <i>What is Aboriginal English?</i> Module 2.1 <i>Family relationships</i> Module 2.4 <i>Discrimination and stereotyping</i> Module 10.5 <i>Learning issues</i> Module 12.9 <i>Multilevel groups of learners</i> Module 12.10 <i>Making judgements about learner progress</i> Sample workshop: <i>Two-Way bidialectal education</i>
Policy and Practice 1 (d) Monitoring, assessment and reporting practices	Aboriginal learners are seen as 'at risk' and as having deficient or no language skills. Dialect features are assessed using mainstream tools only and consequently misdiagnosed as deficient. Reporting practices fail to take account of the cultural and linguistic backgrounds of the learners or their families.	There is no recognition of the linguistic skills that Aboriginal learners bring to the education/training site. Aboriginal learners are not performing well on the current (mainstream) assessment tools. Aboriginal learners are assessed as if there were no need to differentiate them from learners whose home language is Standard Australian English.		Press for the development of Two-Way bidialectal assessment. Show how existing assessment tools are dialect-insensitive and counter-productive.	Module 6.1 <i>Inclusion, exclusion and minority learners</i> Module 12.8 <i>Oral language and literacy development</i> Module 12.9 <i>Multilevel groups of learners</i> Module 12.10 <i>Making judgements about learner progress</i> WA Curriculum Council. <i>EAL/EAD Curriculum</i> (updated 2010). http://www.curriculum.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/English_as_an_Additional_Language_Dialect Sample workshop: <i>Understanding dialectal differences</i> Sample workshop: <i>Inclusivity</i>

STAGE 1 CHECKLIST – HOW INCLUSIVE ARE THE POLICY AND PRACTICE?				
Aspect	Where the policy and practice is at	How do I know this?	What can Two-Way Teams do?	Resources
Policy and Practice 1 (e) Curriculum development and delivery	There is no development or implementation of curriculum to accommodate dialect difference or Two-Way bidialectal education. There is no awareness of the benefits associated with working in Two-Way Teams.	Curriculum materials make no reference to the needs of dialect speakers and do not accommodate their particular needs.	Raise awareness of Two-Way bidialectal education and its advantages for dialect speakers.	School Curriculum and Standards Authority. <i>EAL/EAD Curriculum</i> (updated 2010). http://www.curriculum.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/English_as_an_Additional_Language_Dialect (A course that values Aboriginal English as learners' first language and outlines specific knowledge, skills and understandings of Standard Australian English required for learners in their final years of schooling.) <i>Academic English Mastery Program – Stakeholder Agreements</i> (Los Angeles Unified School District, 2010). http://notebook.lausd.net/pls/ptl/url/ITEM/F8EA2C92258E9044E0330A081FB59044 <i>Course in Underpinning Skills for Industry Qualifications (USIQ) and Certificate I in Entry to General Education (EGE)</i>. http://www.vetinfonet.det.wa.edu.au/AdultLiteracy/OverView.aspx?menu=1&menuitem=6

INCLUSIVE POLICY AND PRACTICE – STAGE 1 CHECKLIST

STAGE 1 CHECKLIST – HOW INCLUSIVE ARE THE POLICY AND PRACTICE?				
Aspect	Where the policy and practice is at	How do I know this?	What can Two-Way Teams do?	Resources
Policy and Practice 1 (f) Policy on Aboriginal English	There is no policy on the acceptance and use of alternative dialects, eg Aboriginal English. Current policies and practices do not take account of culturally and linguistically diverse learners.	Policy documents make no reference to Aboriginal English or to dialect difference.	Work with like-minded teachers/trainers to draft a policy on Aboriginal English for consideration by the relevant authorities.	Acknowledgment of value of Aboriginal English: in <i>National Statement for Languages Education in Australian Schools</i> (Ministerial Council on Education, Employment, Training and Youth Affairs, 2005), 3. http://www.curriculum.edu.au/verve/_resources/languageeducation_file.pdf Department of Education <i>Effective Teaching Policy</i> (2008, 2): 'Effective teachers ... understand that learners learn best when they are presented with new material in a way that enables them to connect it to what they already understand and know how to do' Effective teachers also understand that learners learn best if their particular culture, background and abilities are acknowledged by the teacher in the way they teach. http://www.det.wa.edu.au/policies/detcms/cms-service/download/asset/?asset_id=6321214 Policy for the training sector regarding the use of dialect and languages other than English in training and assessment. http://www.aqf.edu.au/Portals/0/Documents/Handbook/AustQuals%20FrmwrkFirstEditionJuly2011_FINAL.pdf

STAGE 2 CHECKLIST – HOW INCLUSIVE ARE THE POLICY AND PRACTICE?					
Aspect	Where the policy and practice is at	How do I know this?	✓	What can Two-Way Teams do?	Resources
Policy and Practice 2 (a) Provision of professional development on language variation and Two-Way bidialectal education	The education/training site is providing staff with information about variation in language bidialectal education and encouraging them to participate.	Staff are aware of Aboriginal English and some of its implications, although not all are convinced of the relevance of this understanding.	✓	Outline the kind of workshop(s) that is required to change attitudes among reluctant staff.	Module 1.1 <i>What is Aboriginal English?</i> Module 1.2 <i>Layers of language</i> Module 1.6 <i>Two-Way bidialectal education</i> Module 4.1 <i>Conceptualisations</i> Module 4.2 <i>Language and cultural conceptualisations</i> Module 6.1 <i>Inclusion, exclusion and minority learners</i> Module 6.6 <i>Identifying exclusion</i> Sample workshop: <i>Two-Way bidialectal education</i> Sample workshop: <i>Understanding dialectal differences</i>

STAGE 2 CHECKLIST – HOW INCLUSIVE ARE THE POLICY AND PRACTICE?				
Aspect	Where the policy and practice is at	How do I know this?	What can Two-Way Teams do?	Resources
Policy and Practice 2 (b) Provision of dedicated time and access to Two-Way/ inclusive materials and networks	There is awareness of the existence of materials relating to language variation and Two-Way bidialectal education but they are not being used. Staff are not made aware of any networks or references on Two-Way bidialectal education.	Some copies of films and texts on Two-Way bidialectal education are in the education/training site but they are not distributed to everyone.	Raise awareness of Two-Way bidialectal materials at the education /training site and make sure that more copies are made available.	The following ABC resources¹⁰: <i>Deadly Ways to Learn Project</i> (two books and DVD) <i>Solid English</i> <i>Two-Way English</i> <i>Ways of Being, Ways of Talk</i> (book and DVD) Module 6.1 <i>Inclusion, exclusion and minority learners</i> Module 6.2 <i>Exclusion in educational discourse</i> Module 6.4 <i>Arguments for and against Two-Way bidialectal education</i> Module 7.1 <i>How to assess the inclusivity of texts</i> Module 7.5 <i>How to work with texts than may not be inclusive</i> Module 9.3 <i>Misinterpretations based on different cultural and linguistic functions</i> Module 10.2 <i>Eight principles of Two-Way bidialectal learning</i> Sample workshop: <i>Two-Way bidialectal education</i>

¹⁰ Two-Way Teams can obtain ABC of Two-Way Literacy and Learning Project resources from the Department of Education, Western Australia.

STAGE 2 CHECKLIST – HOW INCLUSIVE ARE THE POLICY AND PRACTICE?					
Aspect	Where the policy and practice is at	How do I know this?	✓	What can Two-Way Teams do?	Resources
Policy and Practice 2 (c) Relevant and appropriate data collection	Information on learners' cultural and linguistic backgrounds may be collected but such data are not interpreted appropriately or used to analyse service delivery.	Some information on the cultural and linguistic background of learners is available.	✓	Begin to collect more refined data on cultural and linguistic backgrounds from one group of learners as a model for what could be done with others.	Module 2.1 Family relationships Module 2.7 Agencies that may be impacting on Aboriginal learners Module 10.5 Learning issues Module 12.3 Getting to know learners Sample workshop: <i>Inclusivity</i> Indigenous Cultural and Intellectual Property Rights http://www.smartcopying.edu.au/scw/go/pid/820
Policy and Practice 2 (d) Monitoring, assessment and reporting practices	The education/training site is investigating the use of monitoring, assessment and reporting tools that take account of learners' capacity in their home language and enable them to demonstrate their knowledge and understanding.	Some recognition is given to the need for special interpretation of Aboriginal learners' test results.		Move toward the development of a model of bidialectal communicative competence for the relevant group. Provide an outline of what such a model would need to account for.	Module 10.2 Eight principles of Two-Way bidialectal learning Module 12.2 Planning an EAL/EAD program Module 12.8 Oral language and literacy development Module 12.9 Multilevel groups of learners Module 12.10 Making judgements about learner progress Sample workshop: <i>Two-Way bidialectal education</i> Orellana, M. F. and D'warte, J. (2010). Recognizing different kinds of 'head starts'. <i>Educational Researcher</i> , 39(4), 295-300

STAGE 2 CHECKLIST – HOW INCLUSIVE ARE THE POLICY AND PRACTICE?				
Aspect	Where the policy and practice is at	How do I know this?	What can Two-Way Teams do?	Resources
Policy and Practice 2 (e) Curriculum development and delivery	The need for specific policy in accommodating dialect difference and Two-Way bidialectal education is understood by some teachers/trainers but this view is not shared across the entire education/training site.	Some teachers/trainers talk about the benefits of Two-Way bidialectal education for all learners but their opinions are not shared by all staff.	Raise the issue of curriculum development or implementation to incorporate Two-Way bidialectal education. Show how this can benefit all learners.	Focus Area 3 The grammar of dialect difference Module 4.1 Conceptualisations Module 4.2 Language and cultural conceptualisations Module 4.7 Using oral texts Module 5.5 Understanding and valuing dialectal differences in text Module 6.2 Exclusion in educational discourse Module 6.3 Exclusion through lack of awareness Module 7.1 How to assess the inclusivity of texts Module 10.1 Moving from one dialect to two dialects Module 10.2 Eight principles of Two-Way bidialectal learning Module 10.3 Scenarios of Two-Way bidialectal learning Module 10.4 Assumptions that affect education Module 10.5 Learning issues Module 12.5 Selecting texts Module 12.6 Selecting content Sample workshop: Understanding dialectal differences

INCLUSIVE POLICY AND PRACTICE – STAGE 2 CHECKLIST

STAGE 2 CHECKLIST – HOW INCLUSIVE ARE THE POLICY AND PRACTICE?				
Aspect	Where the policy and practice is at	How do I know this?	What can Two-Way Teams do?	Resources
Policy and Practice 2 (f) Policy on Aboriginal English	Staff recognise that dialectal variation has an impact on education/training performance and are exploring the development of appropriate policy and practice.	The education/training site only has an implicit (unwritten) policy on Aboriginal English and other dialects.	Make the implicit policy explicit by writing down understandings about accommodating other dialects and by developing an agreed policy document.	Module 1.2 <i>Layers of language</i> Module 1.4 <i>Language and identity</i> Module 1.6 <i>Two-Way bidialectal education</i> Module 1.8 <i>Raising community awareness</i> Module 2.5 <i>Aboriginal cultural identity</i> Module 9.3. <i>Misinterpretations based on different cultural and linguistic functions</i> Module 9.4 <i>Observing protocols</i> Module 9.7 <i>Code-switching</i> Module 12.1 <i>Difference versus deficit models</i> Sample workshop: <i>Two-Way bidialectal education</i> Sample workshop: <i>Inclusivity</i>

STAGE 3 CHECKLIST – HOW INCLUSIVE ARE THE POLICY AND PRACTICE?				
Aspect	Where the policy and practice is at	How do I know this?	What can Two-Way Teams do?	Resources
Policy and Practice 3 (a) Provision of professional development on language variation and Two-Way bidialectal education	Staff attend training on language variation and Two-Way bidialectal education and the education/training site promotes this training as essential for all staff.	Staff attitudes to different dialects, including Aboriginal English are positive and are reflected in a change in professional practice.	Make sure that staff share their awareness with others and with new staff.	Module 1.1 <i>What is Aboriginal English?</i> Module 1.6 <i>Two-Way bidialectal education</i> Module 1.7 <i>Two-Way partnerships</i> Focus Area 3 <i>The grammar of dialect difference</i> Module 4.1 <i>Conceptualisations</i> Module 4.2 <i>Language and cultural conceptualisation</i> Sample workshop: <i>Two-Way bidialectal education</i> Sample workshop: <i>Understanding dialectal differences</i>

STAGE 3 CHECKLIST – HOW INCLUSIVE ARE THE POLICY AND PRACTICE?					
Aspect	Where the policy and practice is at	How do I know this?	✓	What can Two-Way Teams do?	Resources
Policy and Practice 3 (b) Provision of dedicated time and access to Two-Way/ inclusive materials and networks	All staff are encouraged to participate in workshops on language variation and Two-Way bidialectal education. Staff meet regularly to evaluate and discuss how current organisational policies and practices affect Aboriginal learners and whether they support the implementation of Two-Way bidialectal education. Induction sessions for new staff are organised.	Materials on Two-Way bidialectal education and dialect difference are readily available at the education/training site. Staff are identifying where there may be clashes between the principles of Two-Way bidialectal education and any current site policies.	✓	Make sure that all teachers/trainers know about the materials and have attended workshops relating to their use. Advocate for and facilitate network meetings for staff.	The following ABC resources¹¹: <i>Deadly Ways to Learn Project</i> (two books and DVD) <i>Solid English</i> <i>Two-Way English</i> <i>Ways of Being, Ways of Talk</i> (book and DVD) Sample Action Plan for Standard English Learners from Los Angeles Unified School District (2001). http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/LAUSDNET/ABOUT_US/INITIATIVES/AEMP/CAG_HOME/CAG_PUBLICATIONS/THE%20ACTION%20PLAN%20.PDF
Policy and Practice 3 (c) Relevant and appropriate data collection	Staff are able to cross-reference linguistic and cultural information with performance data and adjust programs accordingly.	Improved record-keeping is helping staff to adjust programs according to learners' cultural and linguistic backgrounds.		Show how the records can make educational planning more relevant to speakers of other dialects.	Module 12.9 <i>Multilevel groups of learners</i> Module 12.10 <i>Making judgements about learner progress</i> Show examples of <i>ESL/ESD Progress</i> Map data collection, such as work samples Indigenous Cultural and Intellectual Property Rights http://www.smartcopying.edu.au/scw/go/pid/820

¹¹ Two-Way Teams can obtain *ABC of Two-Way Literacy and Learning Project* resources from the Department of Education, Western Australia.

STAGE 3 CHECKLIST – HOW INCLUSIVE ARE THE POLICY AND PRACTICE?				
Aspect	Where the policy and practice is at	How do I know this?	What can Two-Way Teams do?	Resources
Policy and Practice 3 (d) Monitoring, assessment and reporting practices	Appropriate monitoring, assessment and reporting tools are used by staff because they enable demonstration of incremental achievement through developmental stages in additional language or additional dialect acquisition. Assessment practices are inclusive of language and dialect variation.	Use of the <i>ESL/ESD¹² Progress Map</i> or other ESL-endorsed monitoring documents is a recognised part of the procedures of the education/training site.	Continue to monitor the use of <i>ESL/ESD Progress Map</i> or other ESL-endorsed monitoring documents and progressively refine them.	The <i>ESL/ESD Progress Map</i> is an integrated teaching, monitoring and assessment support resource for use with EAL/EAD learners from K-10. It is applicable to EAL/EAD in all learning areas and curriculum contexts, and inclusive of Aboriginal English-speaking learners. http://www.det.wa.edu.au/curriculum/support/primary/detcms/navigation/literacy/esl-esd-assessment/ Where the Western Australian <i>ESL/ESD Progress Map</i> is not available, utilise other ESL-endorsed monitoring documents. However, these may not cater explicitly for Aboriginal English-speaking learners. Course in <i>Underpinning Skills for Industry Qualifications</i> (USIQ) and Certificate I in <i>Entry to General Education</i> (EGE). http://www.vetinfonet.det.wa.edu.au/AdultLiteracy/OverView.aspx?menu=1&menuItem=6

¹² *ESL/ESD Progress Map* is available from WestOne Services, Department of Training and Workforce Development wpc.westone.wa.gov.au

STAGE 3 CHECKLIST – HOW INCLUSIVE ARE THE POLICY AND PRACTICE?				
Aspect	Where the policy and practice is at	How do I know this?	What can Two-Way Teams do?	Resources
Policy and Practice 3 (e) Curriculum development and delivery	Education/training sites actively promote programs that systematically incorporate the principles and practices of Two-Way bidialectal education. Key staff are appointed and/or consultants are engaged to assist with implementing Two-Way curriculum improvement.	There is raised awareness at the education/training site with regard to applying Two-Way bidialectal education practices in and across the curriculum.	Provide workshop(s) on appropriate curriculum development for speakers of other dialects. Workshop Two-Way bidialectal program development with appropriate strategies. Promote the use of curriculum that explicitly recognises the needs of learners of an additional dialect.	United Nations Declaration on the Rights of Indigenous Peoples (2007, 2009) Articles 8, 13, 14, 15, 16, Rights of Indigenous peoples to maintain their cultures and languages. Article 13 includes: '... to ensure that indigenous peoples can understand and be understood in political, legal and administrative proceedings'. Available from public libraries or on line. http://www.un.org/esa/socdev/unpfii http://www.hreoc.gov.au/social_justice/declaration/index.html <i>International Covenant on Civil and Political Rights</i> (1980) Article 27 includes '... minorities shall not be denied the right... to enjoy their own culture,... use their own language'. http://www.austlii.edu.au/au/other/dfat/treaties/1980/23.html <i>Course in Underpinning Skills for Industry Qualifications (USIQ) and Certificate I in Entry to General Education (EGE).</i> http://www.vetinfonet.det.wa.edu.au/AdultLiteracy/OverView.aspx?menu=1&menuItem=6

INCLUSIVE POLICY AND PRACTICE – STAGE 3 CHECKLIST

STAGE 3 CHECKLIST – HOW INCLUSIVE ARE THE POLICY AND PRACTICE?				
Aspect	Where the policy and practice is at	How do I know this?	What can Two-Way Teams do?	Resources
Policy and Practice 3 (f) Policy on Aboriginal English	The education/training site has developed a policy on language variation and Two-Way bidialectal education.	The implementation of appropriate policy is discussed among teachers/trainers and Two-Way Teams are invited to participate.	Two-Way Teams provide advice and assistance to implement the policy.	Module 2.8 Education or training settings: <i>Engendering trust</i> Module 6.6.3 Policies on <i>inclusivity</i> <i>Universal Declaration of Human Rights</i> (1948) Articles 2, 26, 27. Basic rights of all people not to be discriminated against on the grounds of race or language http://www.un.org/en/documents/udhr/index.shtml <i>Convention on the Rights of the Child</i> (1989) Articles 2,14,17, 29, 30 – Article 2 includes ‘...shall respect and ensure the rights...of each child... without discrimination of any kind, irrespective of the child’s or his or her parents’ or legal guardian’s... language.’ http://www2.ohchr.org/english/law/crc.htm

STAGE 4 CHECKLIST – HOW INCLUSIVE ARE THE POLICY AND PRACTICE?					
Aspect	Where the policy and practice is at	How do I know this?	✓	What can Two-Way Teams do?	Resources
Policy and Practice 4 (a) Provision of professional development on language variation and Two-Way bidialectal education	Programs raising awareness of language variation and Two-Way bidialectal education are implemented within the education/training site and offered to new staff on an ongoing basis. It is normal practice for all staff to have attended training on language variation and Two-Way bidialectal education and induction programs all new staff participate in.	The education/training site ensures that everyone has participated in workshop(s) on Two-Way bidialectal education and language variation. Staff are increasingly capable of implementing Two-Way bidialectal education.	✓	Continue to monitor the implementation of Two-Way bidialectal education and deal with ongoing problems as they arise. Make sure that you are informed of changes in staffing so that gaps in knowledge among the staff can be addressed. Keep all staff informed on further developments in research and Two-Way bidialectal curriculum implementation.	Module 6.1 <i>Inclusion, exclusion and minority learners</i> Module 6.2 <i>Exclusion in educational discourse</i> Module 8.1 <i>Being prescriptive and descriptive</i> Module 8.5 <i>Oral versus written language</i> Module 8.6 <i>Writing in a dialect</i> Module 9.3 <i>Misinterpretations based on different cultural and linguistic functions</i> Module 9.7 <i>Code-switching</i> Module 10.1 <i>Moving from one dialect to two dialects</i> Focus Area 11 <i>Hearin' the voices</i> and associated Aboriginal English storybooks

STAGE 4 CHECKLIST – HOW INCLUSIVE ARE THE POLICY AND PRACTICE?				
Aspect	Where the policy and practice is at	How do I know this?	What can Two-Way Teams do?	Resources
Policy and Practice 4 (b) Provision of dedicated time and access to Two-Way/ inclusive materials and networks	New staff are mentored in using materials on language variation and Two-Way bidialectal education. All staff are given the time to network and plan for Two-Way bidialectal education, including relevant monitoring and assessment of learners' progress. A policy on the induction of all new staff to understand the effects of language variation on learning and to adopt Two-Way approaches is implemented fully and is highly valued by staff.	All staff are aware of the materials and Two-Way Teams are informed of new staff who need to be introduced to the materials.	Make sure that materials and workshop(s) are available for all new staff. Update already knowledgeable staff on new materials and new research developments.	The following ABC resources¹³: <i>Deadly Ways to Learn Project</i> (two books and DVD) <i>Solid English</i> <i>Two-Way English</i> <i>Ways of Being, Ways of Talk</i> (book and DVD)

¹³ Two-Way Teams can obtain *ABC of Two-Way Literacy and Learning Project* resources from the Department of Education, Western Australia.

STAGE 4 CHECKLIST – HOW INCLUSIVE ARE THE POLICY AND PRACTICE?					
Aspect	Where the policy and practice is at	How do I know this?	✓	What can Two-Way Teams do?	Resources
Policy and Practice 4 (c) Relevant and appropriate data collection	Data collection includes the use of monitoring, assessment and reporting tools that take account of additional language or additional dialect acquisition processes. There is a continuous improvement cycle that links data collection and analysis to improved performance of learners.	All relevant information is available when needed.	✓	Continue to provide for the ongoing updating of relevant data.	Module 12.4 <i>Qualities of an EAD/EAL educator</i> Module 12.7 <i>Teaching strategies and learning experiences</i> Module 12.8 <i>Oral language and literacy development</i> Indigenous Cultural and Intellectual Property Rights http://www.smartcopying.edu.au/scw/go/pid/820
Policy and Practice 4 (d) Monitoring, assessment and reporting practices	Monitoring, assessment and reporting practices are fully inclusive of additional language and additional dialect learning. Reporting procedures give due regard to the audience for which the reports are intended and provide adequate information relating to progress made by bidialectal learners.	Monodialectal assessment practices are no longer taken for granted. Staff are keen to develop monitoring and use assessment procedures that are more appropriate for their learner population.		Work with Two-Way Teams and policy makers within the education/training site to develop a full range of Two-Way bidialectal assessment measures and share needs in networks to enlist the acceptance of these by the relevant authorities.	CCRE Quality Indicators. Available from the Academic English Mastery Program (Los Angeles Unified School District). http://notebook.lausd.net/portal/page?_pageid=33,186035&_dad=ptlf_schema=PTL_EP Cappon, P. (2008). <i>Measuring Success in First Nations, Inuit, and Métis Learning. Policy Options</i> . Ottawa: Canadian Council on Learning. http://www.ccl-cca.ca/NR/rdonlyres/0D0A5FA7-1191-43D9-A46D-F13D7C9BECAB/0/Cappon_PolicyOptions.pdf

STAGE 4 CHECKLIST – HOW INCLUSIVE ARE THE POLICY AND PRACTICE?					
Aspect	Where the policy and practice is at	How do I know this?	✓	What can Two-Way Teams do?	Resources
Policy and Practice 4 (e) Curriculum development and delivery	Two-Way Teams are established to facilitate Two-Way teaching and training practices and develop or implement more appropriate curriculum.	Curriculum is reviewed continuously in relation to its appropriateness for dialect speakers.		Provide ongoing and continuously updated support and advice for curriculum developers.	Saskatchewan Education (2003 repr.). <i>Indian and Métis Education Policy from Kindergarten to Grade 12</i> . http://www.education.gov.sk.ca/IME-policy Sample policy, taking account of cultural differences of Canadian Aboriginal people
Policy and Practice 4 (f) Policy on Aboriginal English	Policy on Aboriginal English and Two-Way bidialectal education is implemented systematically to develop and maintain linguistically and culturally inclusive education/training.	Aboriginal learners' and community needs are being addressed effectively through firm policy.		Make sure there are procedures for the ongoing implementation of the policy by existing and incoming staff.	Lang, J. (2007). <i>How to Succeed with Education for Sustainability – Little Books of Big Ideas</i> . Carlton South, Vic.: Curriculum Corporation

MOTIVATED AND ENGAGED LEARNERS

PROGRESSION CHART – HOW MOTIVATED AND ENGAGED ARE THE LEARNERS?				
Aspect	Stage 1	Stage 2	Stage 3	Stage 4
Learner (a) Learner engagement	Aboriginal learners are displaying a general lack of motivation in learning and show little interest in literacy-focused learning. Absenteeism is a problem.	Learners explore the effects of varying register and/or dialect in communication and Aboriginal learners show increased interest in class discussions and activities.	Aboriginal and non-Aboriginal learners work collaboratively on language-based tasks. Aboriginal learners participate actively and show increased interest and competence in language-based tasks.	All learners, regardless of their language/ dialect backgrounds, collaborate in learning tasks. Aboriginal learners demonstrate a sense of pride in their bidialectal competence. Absenteeism is reduced.
Learner (b) Performance	There is no parity of outcomes between Standard Australian English speakers and Aboriginal learners from linguistically diverse backgrounds. Learners’ linguistic competence in home language is invisible to teachers/trainers.	Aboriginal learners develop written skills in their home language/dialect to support their learning. Aboriginal learners develop increased understanding of the differences in language features for the different dialects and experiment with writing in Standard Australian English.	Aboriginal learners show increased confidence in their learning ability and are demonstrating staged progress in Standard Australian English.	Aboriginal learners have the opportunity to demonstrate their skills and knowledge through their existing language competence, including the use of Aboriginal English. Aboriginal learners demonstrate incremental improved competence in Standard Australian English.
Learner (c) Knowledge and understanding of dialect variation	Learners lack awareness of the social and linguistic dimensions of dialect and register variation. Aboriginal learners may know that they speak differently and are frequently misunderstood but are unable to rectify the situation. Aboriginal learners may be unaware that misunderstanding occurs because of dialect difference.	Aboriginal learners explore expressing themselves in writing in Aboriginal English. Standard-Australian English speakers have a higher regard for non-standard dialects and their speakers.	All learners demonstrate awareness that difference is not deficit and that language changes according to audience, purpose and cultural context. Learners understand that languages and dialects are all valid, that they are rule-governed and that different languages and dialects have different rules.	Learners have increased understanding of language structure and function, including sounds, grammar, meanings, social conventions and cognitive/cultural conceptualisations. Aboriginal English speaking learners continue to explore features of Standard Australian English and learn these effectively as an additional and separate code.
Learner (d) Experimentation with register and dialect variation	Register and dialect variation are not consciously recognised by learners. If used, code-switching skills are employed without meta-cognitive awareness. Negative attitudes toward dialect variation inhibit creative expression.	All learners engage in explorations relating to language variation in their own communities. All learners become increasingly aware of how Standard Australian English and Aboriginal English differ and interpret meaning on alternative logic.	Learners can identify the features of language that may change with different dialects. These features include sounds, pronunciation, morphology, syntax, lexicon, discourse, speech acts, word origins and developments, grammatical and discourse innovation and register variation. Learners develop skills to communicate effectively in Standard Australian English.	Learners can change dialect and register (code-switch) according to purpose, audience, context and conceptualisation for a range of communication and learning purposes. Aboriginal English learners control their use of language/dialect variation and register, particularly where Standard Australian English is required in non-Aboriginal formal and academic settings.
Learner (e) Self efficacy	Aboriginal learners exhibit a marked lack of involvement in their education/training environment and may display passive-resistant or disruptive behaviours.	Aboriginal learners develop trust in their teachers/trainers. Aboriginal learners show increased confidence in their bidialectal competence.	Aboriginal learners are confident in their heritage and their language skills and openly acknowledge their cultural and linguistic backgrounds in a range of formal and less-formal settings.	Aboriginal learners communicate with confidence in a range of social, educational and employment settings to realise their goals and aspirations.

MOTIVATED AND ENGAGED LEARNERS – STAGE 1 CHECKLIST

STAGE 1 CHECKLIST – HOW MOTIVATED AND ENGAGED ARE LEARNERS?				
Aspect	Where are learners at?	How do I know this?	What can Two-Way Teams do?	Resources
Learners 1 (a) Learner engagement	Aboriginal learners are displaying a general lack of motivation in learning and show little interest in literacy-focused learning. Absenteeism is a problem.	Lack of attendance is seen by staff as a problem that lies entirely with the learner, their family or their community. The content of the materials and texts contains events and experiences outside the learners' conceptualisation.	Discuss cultural and community commitments of learners and their responsibilities and priorities. Suggest more inclusive practice. Provide workshop(s) on text analysis regarding cultural inclusivity, etc.	Module 2.1 Family relationships Module 2.2 Cultural responsibilities Module 2.7 Agencies that may be impacting on the learner Focus Area 3 The grammar of dialect difference Module 4.1 Conceptualisations Module 4.3 Cultural conceptualisations in Aboriginal English Module 4.7 Using oral texts Module 5.1 Text structure in Standard Australian English Module 5.2 Text structure in Aboriginal English Module 5.3 Paragraphs in Standard Australian English Module 6.1 Inclusion, exclusion and minority learners Module 12.3 Getting to know learners Module 12.5 Selecting texts Module 12.6 Selecting content Module 12.9 Multilevel groups of learners Sample workshop: Understanding dialectal differences

MOTIVATED AND ENGAGED LEARNERS – STAGE 1 CHECKLIST

STAGE 1 CHECKLIST – HOW MOTIVATED AND ENGAGED ARE LEARNERS?				
Aspect	Where are learners at?	How do I know this?	What can Two-Way Teams do?	Resources
Learners 1 (b) Performance	There is no parity of outcomes between Standard Australian English speakers and Aboriginal learners from linguistically diverse backgrounds. Learners' linguistic competence in home language is invisible to teachers/trainers.	Teachers frequently discuss the low levels of achievement among Aboriginal learners as indicating a need for specific remedial and withdrawal programs.	Provide workshop(s) on assessing outcomes as demonstrated in Aboriginal English. Provide workshop(s) on EAL/EAD monitoring tools, such as the <i>ESL/ESD Progress Map</i> ¹⁴ .	Module 1.4 Language and identity Module 2.7 Agencies that may be impacting on Aboriginal learners Module 4.7 Using oral language Module 5.5 Understanding and valuing dialectal difference in text Module 8.1 Being prescriptive and descriptive Module 8.5 Oral versus written language Module 12.8 Oral language and literacy development Module 12.9 Multilevel groups of learners Module 12.10 Making judgements about learner progress Sample workshop: Understanding dialectal differences

¹⁴ *ESL/ESD Progress Map* is available from WestOne Services, Department of Training and Workforce Development wpc.westone.wa.gov.au

MOTIVATED AND ENGAGED LEARNERS – STAGE 1 CHECKLIST

STAGE 1 CHECKLIST – HOW MOTIVATED AND ENGAGED ARE LEARNERS?				
Aspect	Where are learners at?	How do I know this?	What can Two-Way Teams do?	Resources
Learners 1 (c) Knowledge and understanding of dialect variation	Learners lack awareness of the social and linguistic dimensions of dialect and register variation. Aboriginal learners may know that they speak differently and are frequently misunderstood but are unable to rectify the situation. Aboriginal learners may be unaware that misunderstanding occurs because of dialect difference.	Aboriginal learners are not confident about talking in class. Current teaching methods are neither inclusive of nor beneficial for non-English speaking background or additional dialect learners.	Arrange awareness-raising workshop(s) about dialect difference between home and education and/or training site language/dialect. Point out possible absence of models of Standard Australian English. Suggest strategies that are more inclusive.	Module 1.1 <i>What is Aboriginal English?</i> Module 1.4 <i>Language and identity</i> Module 1.5 <i>Learning to talk about talk</i> Focus Area 3 <i>The grammar of dialect difference</i> Module 4.3 <i>Cultural conceptualisations in Aboriginal English</i> Module 5.5 <i>Understanding and valuing dialectal difference in text</i> Module 6.1 <i>Inclusion, exclusion and minority learners</i> Module 6.3 <i>Exclusion through lack of awareness</i> Module 8.2 <i>Aboriginal English words and meanings</i> Module 8.3 <i>Expanding learners' vocabulary</i> Module 8.4 <i>Pronunciation</i> Module 9.5 <i>Non-verbal communication</i> Module 9.7 <i>Code-switching</i> Module 10.1 <i>Moving from one dialect to two dialects</i> Module 10.2 <i>Eight principles of Two-Way bidialectal learning</i> Sample workshop: <i>Understanding dialectal differences</i>

MOTIVATED AND ENGAGED LEARNERS – STAGE 1 CHECKLIST

STAGE 1 CHECKLIST – HOW MOTIVATED AND ENGAGED ARE LEARNERS?				
Aspect	Where are learners at?	How do I know this?	What can Two-Way Teams do?	Resources
Learners 1 (d) Experimentation with register and dialect variation	Register and dialect variation are not consciously recognised by learners. If used, code-switching skills are employed without meta-cognitive awareness. Negative attitudes toward dialect variation inhibit creative expression.	Teachers correct their learners' oral and written language with Standard Australian English forms.	✓ Arrange workshop(s) on dialect difference, attitudes to language variation and the effect of these attitudes on teaching and learning.	Module 1.1 What is Aboriginal English? Module 1.2 Layers of language Module 1.5 Learning to talk about talk Module 4.2 Language and cultural conceptualisations Module 4.6 What can Two-Way Teams do? Module 5.2 Text structure in Aboriginal English Module 5.4 Frequently used Aboriginal English story patterns Module 5.5 Understanding and valuing dialectal differences in text Module 8.2 Aboriginal English words and meaning Module 8.3 Expanding learners' vocabulary Module 9.3 Misinterpretations based on different cultural and linguistic functions Module 9.7 Code-switching Module 12.3 Getting to know learners Module 12.4 Qualities of an EAL/EAD educator Sample workshop: Understanding dialectal differences

MOTIVATED AND ENGAGED LEARNERS – STAGE 1 CHECKLIST

STAGE 1 CHECKLIST – HOW MOTIVATED AND ENGAGED ARE LEARNERS?				
Aspect	Where are learners at?	How do I know this?	What can Two-Way Teams do?	Resources
Learners 1 (e) Self efficacy	Aboriginal learners exhibit a marked lack of involvement in their education/training environment and may display passive-resistant or disruptive behaviours.	Learners are reluctant to participate in class activities because of their experience of not being understood. Learners do not engage with the materials of texts used in the classroom.	✓	Module 4.2 Language and cultural conceptualisations Module 4.3 Cultural conceptualisations in Aboriginal English Module 4.4 Schemas in Aboriginal English and Standard Australian English Module 4.5 Metaphors and conceptualisations Module 5.1 Text structure in Standard Australian English Module 5.2 Text Structure in Aboriginal English Module 6.1 Inclusion, exclusion and minority learners Sample workshop: Understanding dialectal differences

MOTIVATED AND ENGAGED LEARNERS – STAGE 2 CHECKLIST

STAGE 2 CHECKLIST – HOW MOTIVATED AND ENGAGED ARE LEARNERS?				
Aspect	Where are learners at?	How do I know this?	What can Two-Way Teams do?	Resources
Learners 2 (a) Learner engagement	Learners explore the effects of varying register and/or dialect in communication and Aboriginal learners show increased interest in class discussions and activities.	Learners' dialect use is no longer corrected explicitly. Learners become more aware of dialect separation.	Help learners to use peer and community sources to monitor appropriate use of their dialect. Encourage small-group, interactive learning approaches to make it easier for learners to talk freely.	Module 2.8 Education or training settings: Engendering trust Module 2.9 Working together Module 4.7 Using oral texts Module 5.2 Text structure in Aboriginal English Module 5.4 Frequently used Aboriginal English story patterns Module 9.7 Code-switching Module 10.5 Learning issues Module 12.3 Getting to know learners Module 12.7 Teaching strategies and learning experiences Module 12.8 Oral language and literacy development Module 12.9 Multilevel groups of learners

MOTIVATED AND ENGAGED LEARNERS – STAGE 2 CHECKLIST

STAGE 2 CHECKLIST – HOW MOTIVATED AND ENGAGED ARE LEARNERS?					
Aspect	Where are learners at?	How do I know this?	✓	What can Two-Way Teams do?	Resources
Learners 2 (b) Performance	Aboriginal learners develop written skills in their home language/dialect to support their learning. Aboriginal learners develop increased understanding of the differences in language features for the different dialects and experiment with writing in Standard Australian English.	Aboriginal learners are praised for their writing efforts and their ideas are identified by the teacher and discussed with the learner.	✓	Help learners to set themselves appropriate bidialectal outcomes.	Module 1.5 Learning to talk about talk Module 5.5 Understanding and valuing dialectal differences in text Module 7.3 How to develop inclusive texts Module 7.4 Materials from Aboriginal language sources Module 8.5 Oral versus written language Module 8.6 Writing in a dialect Module 9.7 Code-switching Module 10.2 Eight principles of Two-Way bidialectal learning Module 10.5 Learning issues Focus Area 11 Hearin' the voices and associated Aboriginal English storybooks Module 12.5 Selecting texts Sample workshop: Two-Way bidialectal education

MOTIVATED AND ENGAGED LEARNERS – STAGE 2 CHECKLIST

STAGE 2 CHECKLIST – HOW MOTIVATED AND ENGAGED ARE LEARNERS?				
Aspect	Where are learners at?	How do I know this?	What can Two-Way Teams do?	Resources
Learners 2 (c) Knowledge and understanding of dialect variation	Aboriginal learners explore expressing themselves in writing in Aboriginal English. Standard Australian English speakers have a higher regard for non-standard dialects and their speakers.	Aboriginal English speaking learners use Aboriginal English in the classroom occasionally with each other. Aboriginal English speaking learners explore the use of Standard Australian English. Non-Aboriginal learners begin to show an interest in language variation.	Encourage praise for learners' bidialectal skills. Encourage learner experimentation with code-switching. Assist learners to explore and understand the different linguistic features for alternative codes. Encourage learners to explore language variation as it relates to culture and conceptualisation, purpose, audience and context.	Module 1.5 Learning to talk about talk Focus Area 3 The grammar of dialect difference Module 4.4 Schemas of Aboriginal English and Standard Australian English Module 5.5 Understanding and valuing dialectal differences in text Module 7.3 How to develop inclusive texts Module 8.6 Writing in a dialect Module 8.5 Oral versus written language Module 9.6 Time, space and quantification Module 9.7 Code-switching Module 10.1 Moving from one dialect to two dialects Module 12.8 Oral language and literacy development Sample workshop: Understanding dialectal differences

MOTIVATED AND ENGAGED LEARNERS – STAGE 2 CHECKLIST

STAGE 2 CHECKLIST – HOW MOTIVATED AND ENGAGED ARE LEARNERS?				
Aspect	Where are learners at?	How do I know this?	What can Two-Way Teams do?	Resources
Learners 2 (d) Experimentation with register and dialect variation	All learners engage in explorations relating to language variation in their own communities. All learners become increasingly aware of how Standard Australian English and Aboriginal English differ and interpret meaning on alternative logic.	Aboriginal English speaking learners identify themselves as Aboriginal and as speaking 'their talk/lingo'. Non-Aboriginal learners increase their understanding of language variation and develop high regard for the competence of bidialectalism.	Provide clearly-defined opportunities to use both dialects.	Module 4.5 Metaphors and conceptualisations Module 4.7 Using oral texts Module 5.1 Text structure in Standard Australian English Module 5.2 Text structure in Aboriginal English Module 5.3 Paragraphs in Standard Australian English Module 5.5 Understanding and valuing dialectal differences in text Module 8.5 Oral versus written language Module 8.6 Writing in a dialect Module 9.7 Code-switching Module 12.8 Oral language and literacy development

MOTIVATED AND ENGAGED LEARNERS – STAGE 2 CHECKLIST

STAGE 2 CHECKLIST – HOW MOTIVATED AND ENGAGED ARE LEARNERS?				
Aspect	Where are learners at?	How do I know this?	What can Two-Way Teams do?	Resources
Learners 2 (e) Self efficacy	Aboriginal learners develop trust in their teachers/trainers. Aboriginal learners show increased confidence in their bidialectal competence.	Aboriginal learners are increasingly recognised for their achievement.	Develop appropriate reward or celebration systems.	Module 2.5 Aboriginal cultural identity Module 4.3 Cultural conceptualisations in <i>Aboriginal English</i> Module 5.5 <i>Understanding and valuing dialectal differences in text</i> Module 7.3 <i>How to develop inclusive texts</i> Module 9.1 <i>Ways of communicating</i> Module 10.2 <i>Eight principles of Two-Way bidialectal education</i> Module 12.4 <i>Qualities of an EAL/EAD educator</i> Focus Area 11 <i>Hearin' the voices and associated Aboriginal English storybooks</i> Sample workshop: <i>Inclusivity</i>

MOTIVATED AND ENGAGED LEARNERS – STAGE 3 CHECKLIST

STAGE 3 CHECKLIST – HOW MOTIVATED AND ENGAGED ARE LEARNERS?					
Aspect	Where are learners at?	How do I know this?	✓	What can Two-Way Teams do?	Resources
Learners 3 (a) Learner engagement	Aboriginal and non-Aboriginal learners work collaboratively on language-based tasks. Aboriginal learners participate actively and show increased interest and competence in language-based tasks.	Learners talk freely and confidently in class. Samples of Aboriginal English writing, artwork, etc are displayed along with other work and labelled as Aboriginal English dialect work.		Make sure that learners are aware of why Aboriginal English is appropriate for some purposes and Standard Australian English for others.	Module 1.5 Learning to talk about talk Module 8.3 Expanding learners' vocabulary Module 9.1 Ways of communicating Module 9.2 Finding out information Module 9.4 Observing protocols Module 9.5 Non-verbal communication Module 9.7 Code-switching Sample workshop: Understanding dialectal differences
Learners 3 (b) Performance	Aboriginal learners show increased confidence in their learning ability and are demonstrating staged progress in Standard Australian English.	Acceptance and appreciation of Aboriginal English writing is shown with the ideas in the texts being praised by the teacher/AIEO.		Help learners to see opportunities to express their creativity by using their bidialectal skills.	Module 1.5 Learning to talk about talk Module 4.1 Conceptualisations Module 4.4 Schemas in Aboriginal English and Standard Australian English Module 5.5 Understanding and valuing dialectal differences in text Module 7.3 How to develop inclusive texts Module 8.6 Writing in a dialect Module 9.7 Code-switching Module 12.7 Teaching strategies and learning experiences Sample workshop: Understanding dialectal differences

MOTIVATED AND ENGAGED LEARNERS – STAGE 3 CHECKLIST

STAGE 3 CHECKLIST – HOW MOTIVATED AND ENGAGED ARE LEARNERS?				
Aspect	Where are learners at?	How do I know this?	What can Two-Way Teams do?	Resources
Learners 3 (c) Knowledge and understanding of dialect of dialect variation	All learners demonstrate awareness that difference is not deficit and that language changes according to audience, purpose and cultural context. Learners understand that languages and dialects are all valid, that they are rule-governed and that different languages and dialects have different rules.	Learners are observed to code-switch when talking to non-Aboriginal teachers/trainers, etc. Learners show a greater understanding of language difference. Learners are responding positively to tasks that incorporate their linguistic diversity.	Show all learners the complexity involved in managing a two-dialect repertoire. Provide classroom strategies and Aboriginal English texts.	Focus Area 3 The grammar of dialect difference Module 4.4 Schemas in Aboriginal English and Standard Australian English Module 5.1 Text structure in Standard Australian English Module 5.2 Text structure in Aboriginal English Module 8.3 Expanding learners' vocabulary Module 9.7 Code-switching Module 10.1 Moving from one dialect to two dialects Focus Area 11 Hearin' the voices and associated Aboriginal English storybooks Module 12.7 Teaching strategies and learning experiences Sample workshop: Understanding dialectal differences

MOTIVATED AND ENGAGED LEARNERS – STAGE 3 CHECKLIST

STAGE 3 CHECKLIST – HOW MOTIVATED AND ENGAGED ARE LEARNERS?					
Aspect	Where are learners at?	How do I know this?	✓	What can Two-Way Teams do?	Resources
Learners 3 (d) Experimentation with register and dialect variation	Learners can identify the features of language that may change with different dialects. These features include sounds, pronunciation, morphology, syntax, lexicon, discourse, speech acts, word origins and developments, grammatical and discourse innovation and register variation. Learners develop skills to communicate effectively in Standard Australian English.	Aboriginal English speaking learners are observed writing in Aboriginal English (for personal/ journal exercises). Aboriginal English written in the appropriate context is not corrected explicitly. Bidialectal speaking learners willingly take part in role plays, dramas, etc that enable them to use their dialect. Bidialectal speaking learners are beginning to code-switch consciously, confidently and appropriately.	✓	Encourage free writing in a dialect of choice, without the requirement that it be shared. Explore further ways that dialect difference can be accommodated and used in the classroom/on the training site.	Module 2.1 Family relationships Module 4.4 Schemas in Aboriginal English and Standard Australian English Module 4.5 Metaphors and conceptualisations Module 5.4 Frequently used Aboriginal English story patterns Module 8.2 Aboriginal English words and meanings Module 8.4 Pronunciation Module 8.5 Oral versus written language Module 8.6 Writing in a dialect Module 9.6 Time, space and quantification
Learners 3 (e) Self efficacy	Aboriginal learners are confident in their heritage and their language skills and openly acknowledge their cultural and linguistic backgrounds in a range of formal and less formal settings.	Classroom dynamics are relaxed and inclusive. Learners communicate more willingly with their teachers/lecturers and other learners.		Give increasing responsibility to Aboriginal learners in learning matters.	Module 10.5 Learning issues Focus Area 11 Hearin' the voices and associated Aboriginal English storybooks Module 12.3 Getting to know learners

MOTIVATED AND ENGAGED LEARNERS – STAGE 4 CHECKLIST

STAGE 4 CHECKLIST – HOW MOTIVATED AND ENGAGED ARE LEARNERS?				
Aspect	Where are learners at?	How do I know this?	✓	What can Two-Way Teams do?
Learners 4 (a) Learner engagement	All learners, regardless of language/dialect background, collaborate in learning tasks. Aboriginal learners demonstrate a sense of pride in their bidialectal competence. Absenteeism is reduced.	Aboriginal and non-Aboriginal learners participate in collaborative writing tasks.		Make sure that cross-cultural groupings are formed wherever possible and develop appropriate procedures for communication within the groups.
				Module 9.1 Ways of communicating Module 9.2 Finding out information Module 9.4 Observing protocols Module 9.5 Non-verbal communication Module 12.3 Getting to know learners Sample workshop: Understanding dialectal differences

MOTIVATED AND ENGAGED LEARNERS – STAGE 4 CHECKLIST

STAGE 4 CHECKLIST – HOW MOTIVATED AND ENGAGED ARE LEARNERS?				
Aspect	Where are learners at?	How do I know this?	What can Two-Way Teams do?	Resources
Learners 4 (b) Performance	Aboriginal learners have the opportunity to demonstrate their skills and knowledge through their existing language competence, including the use of Aboriginal English. Aboriginal learners demonstrate incremental improved competence in Standard Australian English.	The class produces writing in both Aboriginal English and Standard Australian English depending on the different purposes/audiences.	Continue to develop appropriate criteria for the evaluation of learning outcomes in both dialects.	Module 4.7 Using oral texts Module 5.5 Understanding and valuing dialectal differences in text Module 6.2 Exclusion in education discourse Module 6.3 Exclusion through lack of awareness Module 6.6 Identifying exclusion Module 7.3 How to develop inclusive texts Module 7.5 How to work with texts that may not be inclusive Module 9.3 Misinterpretations based on different cultural and linguistic functions Module 10.2 Eight principles of Two-Way bidialectal education Module 10.4 Assumptions that affect education Module 10.5 Learning issues Sample workshop: Understanding dialectal differences Sample workshop: Inclusivity

MOTIVATED AND ENGAGED LEARNERS – STAGE 4 CHECKLIST

STAGE 4 CHECKLIST – HOW MOTIVATED AND ENGAGED ARE LEARNERS?				
Aspect	Where are learners at?	How do I know this?	What can Two-Way Teams do?	Resources
Learners 4 (c) Knowledge and understanding of dialect of dialect variation	Learners have increased understanding of language structure and function, including sounds, grammar, meanings, social conventions and cognitive/cultural conceptualisations. Aboriginal English speaking learners continue to explore features of Standard Australian English and learn these effectively as an additional and separate code.	Learners are confident in using their dialect of English in the classroom. Learners have greater understanding of language difference. Learners are confident in explaining the difference between their dialect and Standard Australian English. Non-Aboriginal learners show an interest in dialect and register difference.	Encourage learners to develop peer-agreed standards with respect to Aboriginal English and to motivate one another to improved performance in Standard Australian English.	Module 1.5 <i>Learning to talk about talk</i> Module 8.2 <i>Aboriginal English words and meanings</i> Module 8.3 <i>Expanding learners' vocabulary</i> Module 8.6 <i>Writing in a dialect</i> WA Curriculum Council <i>EAL/EAD Curriculum</i> (updated 2010). http://www.curriculum.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/English_as_an_Additional_Language_Dialect Sample workshop: <i>Understanding dialectal differences</i>

MOTIVATED AND ENGAGED LEARNERS – STAGE 4 CHECKLIST

STAGE 4 CHECKLIST – HOW MOTIVATED AND ENGAGED ARE LEARNERS?					
Aspect	Where are learners at?	How do I know this?	✓	What can Two-Way Teams do?	Resources
Learners 4 (d) Experimentation with register and dialect variation	Learners can change dialect and register (code-switch) according to purpose, audience, context and conceptualisation for a range of communication and learning purposes. Aboriginal English learners control their use of language/dialect variation and register, particularly where Standard Australian English is required in non-Aboriginal formal and academic settings.	The classroom has a dynamic, interactive, inclusive atmosphere. Learners continually code-switch depending on their audience. Non-Aboriginal learners accommodate other dialects by asking for meanings. Learners are given the opportunity to write in both dialects.	✓	Help learners to see how their competence in another dialect can be used as a support for their acquisition of Standard Australian English competence. Make a record/write a journal about the learner successes. Collect samples of learners' work that show the impact of Two-Way bidialectal education.	Module 1.5 Learning to talk about talk Focus Area 3 The grammar of dialect difference Module 5.1 Text structure in Standard Australian English Module 5.2 Text structure in Aboriginal English Module 5.3 Paragraphs in Standard Australian English Module 5.5 Understanding and valuing dialectal differences in text Module 8.6 Writing in a dialect Module 10.1 Moving from one dialect to two dialects Module 12.7 Teaching strategies and learning experiences Module 12.10 Making judgements about learner progress Sample workshop: Understanding dialectal differences
Learners 4 (e) Self efficacy	Aboriginal learners communicate with confidence in a range of social, educational and employment settings to realise their goals and aspirations.	The Aboriginal learners relate well to their teacher. The atmosphere of the classroom is positive. Learners are motivated to learn.		Give dialect speakers increasingly important leadership roles as they grow in confidence.	Module 10.1 Moving from one dialect to two dialects Module 10.2 Eight principles of Two-Way bidialectal education Module 10.5 Learning issues Module 12.3 Getting to know learners Module 12.7 Teaching strategies and learning experiences

BIG WORD GUIDE (GLOSSARY)

ABC (of Two-Way Literacy and Learning Project)	A – Acknowledging Aboriginal English B – Bridging to Standard Australian English C – Cultivating Aboriginal ways of interpreting knowledge and experience
Aboriginal educators	include Aboriginal and Islander Education Officers (AIEOs), Aboriginal teachers, Aboriginal Liaison Officers (ALOs), Aboriginal Education Coordinators (AECs) and Aboriginal Education Managers
Aboriginal English (AE)	A rule-governed dialect of English that developed originally from a contact variety, New South Wales Pidgin, to become a lingua franca among Aboriginal people, Aboriginal English is the most widespread form of communication among Aboriginal Australians.
accent	An individual's own particular pronunciation of words, eg 'dance' – <i>da(r)nce</i> , 'that' – <i>dat</i> . Accent is one of the things that makes a dialect different.
adjective	A word that is used to describe something. It usually comes before a noun, eg an <i>angry</i> kangaroo or after forms of the verb 'to be' (<i>is</i> , <i>was</i> , <i>are</i> , <i>were</i>), eg she was <i>sad</i> , he is <i>hot</i> , they are <i>poor</i> , they were <i>disappointed</i> .
adverb	a word used to describe a verb, eg they walked <i>slowly</i>
article	<i>the</i> , <i>a</i> or <i>an</i>
bicultural staff	staff members who are able to move between two cultures
bidialectal	being able to speak two dialects of language
biliteracy	literacy skills in two dialects/languages
categorisation	the activity (mental or physical) of grouping things together, usually on the basis of some similarity
code-mixing	using a word or words from one language or dialect while speaking to a person in another
code-switching	selecting the appropriate dialect to use in different situations; moving comfortably between one dialect and another and, ultimately, between one culture and another
cohesion	The way in which words, sentences and paragraphs are linked together to make a text. This may involve use of the same word, a synonym (a word with the same meaning), a pronoun (<i>he</i> , <i>she</i> , etc), a conjunction (<i>and</i> , <i>thus</i> , <i>because</i> , etc) or a discourse marker (<i>in addition to</i> , <i>as a result of</i> , <i>consequently</i> , etc).
concept	a newly expressed or familiar idea that is stored in the brain
conceptualisation	a person's understanding of something or of how something works, eg the concepts of 'house' or 'family'

contraction	a shortened form of a word, eg <i>don't (do not)</i> , <i>can't (cannot)</i> , <i>won't (will not)</i> , <i>wouldn't (would not)</i> , <i>it's (it is)</i>
creole	A language that develops when people who do not understand each other's language have to communicate with each other. They will first use words and utterances that each group understands (a pidgin) and use their own language when speaking with their own people. When a generation is born immersed in the pidgin and uses it for more than only communicating with the speakers of the other language, the pidgin is called a creole.
descriptive	a way of looking at language that involves an interest in how it works and how we make ourselves understood (as opposed to prescriptive)
dialect	A variety of a language, including standard and non-standard forms. Regional dialects derive from geographically separated groups of speakers and social dialects from socially separated groups. A dialect develops through variation in a language over time, often to the point where it is no longer understood by a speaker of the original language.
discourse	Written or spoken language that may vary according to time, place and subject (for example, legal discourse, medical discourse). Discourse styles vary across languages, dialects and cultures. For example, some cultures tolerate and value silence more than others and some cultures require more structure and detail in their discourse than others.
discourse community	A group or groups who share similar ways of speaking and writing and conform to all the agreed norms and conventions for these practices. Individuals can belong to more than one discourse community. Discourse communities can be (but are not necessarily) associated with geographical or ethnic regions. They can also be associated with particular professions or interests, eg academic discourse communities.
EAD	English as an Additional Dialect
EAL	English as an Additional Language
English	The language of the worldwide community of people who identify themselves as English speakers. There are many forms of English, including national standard varieties and distinctive regional, ethnic and social varieties.
exclusion	language or behaviour that situates the listener or reader as an outsider
formative assessment	a type of assessment used to provide feedback to learners, generally during a course of study rather than at the end of it (as opposed to summative assessment)
gender	masculine (eg <i>he</i> , <i>his</i>), feminine (eg <i>she</i> , <i>hers</i>) or neither (eg <i>it</i> , <i>its</i>)
genre	a type of writing, eg narrative (story), report, essay

grammar	The set of rules that determines the structures of sentences and utterances in a language or dialect. Because most of these rules are shared by all speakers of a language or dialect, users are able to understand each other.
home dialect/home language	the language or dialect used at home; therefore, the one a person is most familiar and comfortable with
idiom	a group of words used in such a way that the meaning of the individual words is not the meaning of the whole expression, eg <i>bread and butter is delicious; my bread and butter is shearing</i>
inclusivity	a situation in which speakers of other languages/dialects or members of other (minority) groups are included
iterative process	a repetitive process
Kriol	the creole language spoken in northern Australia
language	The primary means of communication (written or spoken) among humans. Note that in Aboriginal English, this usually refers only to 'Aboriginal language'.
language acquisition	the process of becoming competent in a first or additional language
language system	generally refers to the grammar and functions of a language
language variation	the process that occurs when a group of speakers of a language changes that language as a result of its linguistic, social, temporal or geographic separation from other speakers
lexical	refers to the words of a language
linguistics	the study of language
metaphor	words or phrases that use tangible or identifiable concepts to explain something that is more abstract, eg <i>my memory is a little foggy</i>
metonymy	the process of giving a new name to something on the basis of its existing attributes (for example, <i>a man of the cloth</i> means a clergyman, who wears the clothing of his church; <i>a red letter day</i> is an important date/day, which is often marked in red on calendars)
morphology	the way in which words are broken down into meaningful parts, eg stronger: <i>strong+er</i> ; snakes: <i>snake+s</i>
negative	grammatical process of showing that something does/did/will not happen (he wouldn't go there), does not exist (it's <i>not</i> true), etc
noun	a word that names things (visible or invisible), eg <i>table, chair, tree, love, hope</i> (common nouns); <i>Dave, Kev, Geraldton, Pilbara</i> (proper nouns)
object	a person or thing to which something happens, eg they shot a <i>kangaroo</i> ; Megan made <i>me eggs on toast</i>

phonology	The study of the inventory of sounds in a language and the rules that govern their use/arrangement, such as how particular sounds in a language carry meaning, eg 'bat' vs 'bit' (the [a] and the [i] are meaningful units in these words as changing them changes the meaning). Some sounds change in the environment of others (for example, the plural 's' in 'cats' is pronounced differently from the plural 's' in 'dogs'.)
pidgin	a type of communication that initially develops when people who do not speak the same language are forced to communicate with each other
plural	More than one. In Standard English, this is indicated by adding an 's', eg <i>snake</i> – <i>snakes</i> , <i>emu</i> – <i>emus</i> , <i>language</i> – <i>languages</i> . Some Standard English words have a special plural form, eg <i>child</i> – <i>children</i> , that differs significantly from its singular form.
possessive	The grammatical word for pertaining to ownership. In Standard English, an apostrophe and 's' or 'of' are used to show possession, eg <i>Kev's car</i> , the end of the financial year. Another way of showing ownership is to use a possessive pronoun, eg <i>my car</i> , <i>his car</i> , <i>their car</i> .
pragmatics	the way in which people use language in different situations
preposition	a word that indicates the position of something, eg <i>on</i> the table, <i>near</i> the window, <i>underneath</i> the car, <i>above</i> your head, <i>to</i> the movies
prescriptive	a way of looking at language that focuses on correctness and incorrectness and validates only one agreed way of producing language; that of dictionaries and formal grammars (as opposed to descriptive)
primary discourse	the spoken and/or written communication patterns that learners bring to their education/training settings and which have resulted from their home lives and their social settings
pronoun	A small word that represents a previously named person or thing in a text, eg The boy went fishing. <i>He</i> took along the minnows <i>he</i> had caught earlier in the day.
prosodics	the ways in which we use our voices to make words loud or soft, long or short and high or low in pitch, eg there was a <i>bi-i-i-i-g</i> mob there
quantifiers	Words that measure things, eg <i>big</i> , <i>small</i> , <i>lots</i> , <i>many</i> , <i>much</i> . Time is also measured with quantifiers (such as <i>directly</i> , <i>shortly</i> , <i>previously</i>).
register	The words we use when we change our use of language in certain settings. For example, we may use words and expressions from our workplaces when we are talking to colleagues or workmates. We may speak formally or carefully when we are speaking to a person in authority and casually to our friends and family.
repertoire	inventory or list, eg an educator's repertoire of teaching strategies includes all the strategies they use

Standard Australian English (SAE)	the variety of English used in education and wider public discourse in Australia and also generally (sometimes in a colloquial variety) in anglo background homes and families
Standard English	That variety or set of closely related varieties of English that enjoys the highest social prestige. It serves as a model for the teaching of English throughout the world.
schema	An understanding or conceptualisation of patterns of behaviour or events. Schemas come to mind when ideas are introduced, eg the word 'hunting' generates images of hunting in terms of what it means to the listener or reader.
semantics	the meanings of words
singular	reference to one entity, person or thing, eg <i>girl</i> , as opposed to the plural form, <i>girls</i> ; <i>child</i> compared with <i>children</i>
sociolinguistics	the study of language use within and/or across different societies or social classes
speech community	A group or groups of people who share a spoken language, dialect or register. A person may belong to more than one speech community if he/she speaks more than one language/dialect or socialises using different registers, eg work, home, sport.
standard dialect	the variety of a language that enjoys the highest social prestige
story pattern	the arrangement of ideas and events in a narrative
subject	A grammatical term for the person or object doing the action of the verb, eg <i>Wayne</i> kicked the footie; <i>Glenys</i> cooked a roast; <i>The project</i> is coming along; <i>The dog</i> ate the shank. The word <i>subject</i> is also used to mean the topic of a conversation, unit of study, etc.
summative assessment	a type of assessment that evaluates knowledge and/or skills acquired after a set period of learning (as opposed to formative assessment)
syntax	the way in which words fit together within a sentence in certain rule-governed ways (sequences)
tense	an expression of time using verbs, eg he <i>is coming</i> (present); I <i>am</i> (present); he <i>went</i> (past); I <i>have</i> done that (past); they <i>did</i> that (past); she <i>will</i> do it (future)
text	a string of sentences that is spoken/heard or written/read; any communication, eg a book, an SMS, a song, the 'land', can be a text
text structure	the arrangement of information in a text
training organisation	An organisation that is registered to deliver accredited vocational training and adult education. It can be a state training provider (TAFE), community-based organisation or enterprise-based organisation.
Two-Way	the reciprocal flow of information and learning between Aboriginal and non-Aboriginal knowledge systems

Two-Way Team	a pair of educators, one of whom is Aboriginal and the other non-Aboriginal, who assume responsibility for establishing and developing Two-Way bidialectal learning in an education/training context
variety	one of a collection of closely related things (languages, plants, etc)
verb	a word that describes actions or states of being, eg <i>catch</i> (action), <i>know</i> (state [of knowing])
vocabulary	the words of a language
word association	the connection between a word and closely linked concepts that are stimulated by that word

Facilitators Guide

This Facilitators Guide is Part 1 of the *Tracks to Two-Way Learning* package.

Tracks to Two-Way Learning is a new three-part train-the-trainer package for teachers and trainers.

It is a collaboratively developed resource for use by Aboriginal and non-Aboriginal educators working together to improve the quality of teaching and learning for Aboriginal people.

- Includes electronic version on CD

