
Auslan / English Bilingual Education

A survey of Australian programs
in 2001

DEPARTMENT OF EDUCATION
TRAINING AND EMPLOYMENT



Auslan / English Bilingual Education

A survey of Australian programs in 2001

Hearing Impairment Services
West Group of Districts
South Australia



**Auslan / English Bilingual Programs
Contents**

Contents

Introduction	i
Acknowledgments	ii
Bilingual Models and Principles	1
Assimilation	
Pluralism	
Synthesis	
Separation	
Segregation	
Generic bilingual education principles	
Sign bilingual education principles	
How they differ from one another	
Models in Australia (in alphabetical order)	
Brighton Primary School, Centre for Hearing Impaired South Australia	5
Claremont Primary Schools Tasmania	9
Klemzig Primary School, Centre for Hearing Impaired South Australia	15
Pasadena High School, Centre for Hearing Impaired South Australia	18
Port Pirie West Primary School South Australia	21
Princess Elizabeth Junior School for the Deaf Victoria	25
Queensland Bilingual Program Queensland	29
Thomas Pattison School New South Wales	34
Windsor Gardens Vocational College, Centre for Hearing Impaired South Australia	37
Further Considerations and Questions	41
References and Further Reading	43
Appendix A - Survey Questions	46
Appendix B - Extract from Moellner	47
Appendix C - Extract from Jacobsen and Faltis	48

Introduction

In Australia, the movement to provide bilingual education for deaf children and students coincided with the acknowledgment of Australian Sign Language, or Auslan, as a community language by the National Languages Policy in 1989.

'Bilingualism' is defined in different ways according to the balance of language competency and the fields within which the languages are used. For example, is a person who teaches Chinese at university but speaks only English at home more or less bilingual than a person who socialises in Italian, but speaks, reads and writes functional English as well?

The following definition of bilingualism from Moellner (1993) will be used:

The knowledge and use of two languages by the same person. This does not necessarily imply equal competence in both languages.

'Bilingual Education' involves teaching and learning through two languages, one of which is the language of the majority. It incorporates curriculum access as well as the teaching of literacy. It also involves bicultural education, which includes the history and cultures of the languages and fosters a sense of self-esteem and identity.

This document presents a snapshot of some of the Auslan/English bilingual programs that exist in Australia in 2001. It provides a forum for the sharing of information, resources, issues and programs between educators in sign bilingual programs and assumes the shared belief that sign language has a part to play in the education of children who are deaf.

A description of how a number of sites from around Australia are implementing sign bilingual educational provision comprises the main body of the document. The information was collected by survey responses (appendix 1) from the principals, managers and coordinators of these sites.

Acknowledgments

The following people responded to the invitation to submit descriptions of their programs. Their input and willingness to share information has made this document possible:

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The contact details for each site follow the submissions. It is hoped that this document will stimulate continuing discussions within and between sites, and professional and community organisations.

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Auslan / English Bilingual Programs - A survey of Australian Schools in 2001
Bilingual Models and Principles

Generic Models

Underlying questions arise when bilingual models are established. What is the ultimate goal of bilingual education? Should it be to assimilate or segregate communities? Whose responsibility is the teaching of each language? What about the transmission of culture? How will the language of the home be treated? Whose worldview is represented by whom?

The core rationale for bilingual education generally fits into one of five categories and this in turn plays an important role in shaping the model that develops:

- Assimilation
- Pluralism
- Synthesis
- Separatism
- Segregation

Assimilation

Immersion, submersion and transition models are examples of those that have assimilation as the underlying rationale.

The premise of the models is that bilingual education should assimilate the minority language speakers into the social, psychological and linguistic mould of the dominant society.

The minority language has little or no status. The majority language is used for instruction and communication.

Immersion

Immersion models of education are included here because they are one way that minority language students are educated in and access a second language. However, they are monolingual rather than bilingual and sometimes colloquially referred to as 'sink or swim'. The learner is placed in a mainstream class and instructed through English only.

Submersion

Variations of the immersion model include submersion, which offers withdrawal classes in which the learner is taught the mainstream curriculum in English but receives ESL (English as a Second Language) support in a withdrawn setting. 'Sheltered English' is another variation whereby the mainstream curriculum is taught using a simplified version of English in the mainstream class. Instruction is not repeated in the child's first language.

Transition

Transitional models can be implemented in different ways. Instruction is initially offered in the child's first language with the language of the majority being introduced gradually until the minority language is no longer needed. First language instruction and language support ceases as soon as the child has some control over the dominant language.

Language aide or language support programs can fall under this category. The mainstream curriculum is taught in English. The child is supported

through the use of a language aide in the room. The language support is withdrawn as the learner gains control of English.

Pluralism

Developmental maintenance, Languages Other Than English and remedial models (Kyle 1992) are examples of those that have pluralism as the underlying rationale.

The premise of the models is that language in education (rather than strictly bilingual education) should develop a pluralism where cultures and languages remain distinct but coexist side by side.

Developmental maintenance

These programs are learner focussed and aim to develop skills in one language while at the same time, maintaining the skills of another. The aim is to develop and maintain competency in two languages as the learner progresses through school. Many sign bilingual programs have this as their underlying rationale.

Language remedial

These programs offer access to the language of the mainstream curriculum and curriculum concepts. They commonly occur in a separate setting, annex or building. The language used may or may not be the language of the mainstream. ESL intervention programs fall into this category.

Language Other Than English

Although LOTE programs are monolingual rather than bilingual, they are included here because they are sometimes the only way through which learners have access to a language and culture that is not the dominant one.

LOTE programs offer learners language and cultural enrichment or supplement the dominant language and culture. The minority language is studied as a subject that is separate from the other subjects in the curriculum.

Synthesis

The premise of this model is that bilingual education should develop a multicultural synthesis where there are continual cultural shifts at an individual and a societal level and a movement between cultures with different languages serving different purposes and no one 'dominant' culture.

Ethnic Schools programs

Ethnic schools are run out of school hours and can take place within mainstream schools or community facilities. They are organised and controlled by the minority language community and open to children from any language speaking background. For status as an Ethnic schools program in South Australia, they must be registered with the Minister of Education through the Ethnic Schools Board.

The French/English programs that exist in Canada use synthesis as the underlying rationale.

Separation

Models that fall under this category use the minority language throughout the program for instruction and as the language of communication. The majority language and culture are taught as the second language.

The premise is that bilingual education should strive to preserve minority cultures and languages by keeping them removed (or pure) from the majority language culture and values. The minority community controls the degree and the domains of separation.

The old order Amish and Hassidic Jews are examples of cultures that maintain separatist models of schooling.

Segregation

The premise of a segregation model is that bilingual education should maintain the minority status of minority language and culture. The dominant community imposes the segregation.

Apartheid is an example of a segregationist model.

Principles

Bilingual programs operate in accordance with a number of fundamental principles. Sign bilingual programs have been established upon the basis of what is known about bilingual programs for spoken languages. An outline follows:

Generic bilingual education principles

- Bilingual education develops the ability to function in two language environments, one of which is the language of the dominant culture.
- Bilingual education involves the use of two languages as the medium for teaching and learning.
- Bilingual education involves the use of two languages for communication.
- Concepts and content taught in one language can be transferred to another.
- Bilingual education promotes equality of opportunity regardless of language, race, gender and disability.

Sign bilingual education principles

The following sign bilingual principles come directly from Powers et al (1999) who point out that 'Sign bilingualism is a relatively new approach to the education of deaf children and thus is evolving.' In the following extract 'Auslan', or Australian Sign Language, has replaced 'BSL' or British Sign Language:

- The systemic and separate use of two languages, Auslan and English.
- Tuition and assessment of sign language for all involved - children, parents, teachers and other staff.
- The increased participation of deaf people and communication support workers.

and summarised from Kyle (1985):

- Natural Sign Language is considered the 'first language' for Deaf children and the language through which a deaf child is 'communicatively competent'.
- English is considered the 'second language' for children who are deaf.

How they differ from one another

Following are some significant ways in which sign bilingual educational provision for children who are deaf and in signing programs differ from bilingual provision for spoken languages:

- Sign bilingual programs are not only bilingual, but also bimodal, in that the languages occur through different channels (visual and signed versus aural, written and spoken).
- The greatest majority of children who are deaf are not likely to have fully accessed the language, culture or experience of their parents and so language and culture is transmitted laterally from the surrounding context rather than acquired in a linear pattern through family generations.
- Deaf children may come to school without a strong first language base from which to develop a second language.
- Deaf children may not fully access and develop the spoken language of the dominant community.
- In sign bilingual programs the language of the dominant community may remain as the child's second language, and the minority signed language may become the first or dominant language of the child.
- In sign bilingual programs it is commonly the non-custodians of the children's first or dominant language that control the program and have the positions of power.

Auslan / English Bilingual Programs - A survey of Australian Schools in 2001
Programs in Australia

Programs in Australia

BRIGHTON PRIMARY SCHOOL Centre for Hearing Impaired (SA)

Brighton Primary School is situated in the south west Adelaide metropolitan area. The centre for hearing impaired is located within the main school. It moved from a 'Total Communication' philosophy that used spoken, written and signed English in 1997, to the current program that offers Auslan as the language of instruction and also as an area of study in its own right. It most closely follows a developmental maintenance model of bilingual education, offering segregation for language extension in Auslan.

Staff / student numbers for 2001

	Students	Staff
Deaf	4	3 (LOTE, Drama, ETA, CS)
HI	9	
Hearing	17 (+ 31 mainstream learning Auslan)	4

LOTE Language Other Than English

CS Curriculum support

ETA English Through Auslan

Underlying Principles

The 'Tripod' co-enrolment model as presented by Carl Kirchner in Adelaide in 1998, was influential in determining how a program that offered access to Auslan might be structured. The model involves building a 'critical mass' of students (deaf as well as hearing) so there are sufficient numbers to provide a viable signing environment. Auslan is regarded as the language of learning for Deaf students to be valued on par with English. The driving force behind the program is to offer curriculum access and equity for children and students who are Deaf and hearing impaired.

Structure / Configuration

Classes are structured in a reverse integration format where a small number of hearing, hearing impaired and Deaf students are placed in classes of around ten and taught by teachers of the deaf.

Auslan is one of two Language Other Than English options available within the school. Two levels of Auslan are offered so that students can be extended. A Deaf instructor teaches the LOTE.

Throughout the day, language choice rests with students and languages are separated depending upon personnel. Bilingual teaching strategies are used in all areas of learning but not in LOTE where Auslan is the language for instruction and communication.

Bilingual strategies include Drama delivered in Auslan by a Deaf instructor with access to English provided by a hearing teacher co-teaching in the room. Students must take responsibility for asking for interpretation if they are unable to access either language. In Science, both English and Auslan are the languages of communication but English has been the language of curriculum delivery with simultaneous Auslan translation. This has now changed to concurrent translation delivered by one teacher because of alterations in funding.

A specialised English Through Auslan program is taught by a Deaf teacher of the deaf who is experienced in bilingual methodology. Planning and programming is collaborative so that links can be made to the mainstream English curriculum.

Programming and Evaluation

The centre has developed a curriculum proforma that allows teachers to plan programs suited to Auslan. Language outcomes are explicitly stated within a thematic approach. The South Australian Curriculum Standards and Accountability (SACSA) Framework informs programming.

Teaching and learning outcomes aim to develop an awareness and understanding of Deaf people as the owners of the linguistic and cultural knowledge of the Deaf community. Outcomes have focussed upon the development of a vocabulary for communication and learning, a foundation of grammatical structures, knowledge of the difference between Signed English and Auslan, an awareness of Deaf history and culture and a language to talk about language.

Anecdotal observations and notes record evidence of language competence and students are recorded on video so that a longitudinal description of language use can occur. The SA Auslan Mapping Checklist is used to document the baseline language skills of Deaf students and this is repeated annually to monitor the acquisition of skills over time. To report on development of language and cultural competencies, the learning outcomes in the SACSA Languages Framework 'Auslan Supplement' are used for all students learning Auslan.

Achievement in English, is currently measured using the 'First Steps Developmental Writing Continuum' and staff are moving to incorporate the outcomes from the SACSA English Framework. The newly drafted English as a Second Language Scope and Scales will be influential for measuring English outcomes for Deaf and hearing impaired students over the next twelve months. Students requiring oral language development in English receive speech therapy, programming, assessment and review.

LOTE methodology and ESL are promoted as priorities for ongoing training.

Documented general outcomes since the inception of the program include:

- Improved Auslan skills of staff.
- Acceptance of Auslan as a language at a whole school level.
- Curriculum planning against a framework that is used by other languages.
- Auslan as a visible presence in the school.
- Improvement in the level of fluency and the receptive and expressive use of Auslan amongst learners.

Resources

The Deaf Studies program has been based on programs at Claremont, Klemzig CHI and the Deaf Studies Program R-7 produced by Griffith University.

The SACSA Languages Framework, 'Auslan Supplement' provides the planning and programming framework for Auslan. The ESL Scales and SACSA English Framework provide the planning framework for English. The thematic programming proforma developed on site is used to map desired outcomes.

Assessment is teacher devised against program objectives. Additionally, the SA Mapping Checklist is used for students who are Deaf.

The following provide a basis for content:

- Human resources– Deaf Auslan skilled instructors and community members.
- Modified activities from mainstream resources to develop skills in
 - Visual acuity
 - Fingerspelling
 - Handshape games
 - Social interaction
 - Mime
 - Story telling

Barbara Moellner's book 'Planning for Bilingual Education in South Australia' (1993) has been a useful reference for developing the bilingual program.

Specific teaching resources that have been useful for programming are listed in the bibliography under Brighton CHI.

Challenges for this context

Challenges facing the school, the centre, staff and students at an individual level have been varied and numerous. Solutions themselves can generate a new set of challenges and so the process is ongoing. A summary of the main challenges are outlined below:

The creation of a community or critical mass of Auslan language users.

This has been addressed by extending Auslan tuition to hearing students and the general school community.

The provision of a first language upon which a second language could be built.

After initial studies in Auslan, Deaf students are provided with specific Auslan intervention and extension delivered by a Deaf teacher of the deaf. The program is designed to address specific needs of individual students. Through the first language, a language for learning is developed. This in turn becomes the foundation for the teaching and learning of English literacy.

Sustained contact with appropriate language models.

The employment of Deaf people as instructors and support staff has been a priority for funding allocation. The cultural and linguistic capital that is held by Deaf staff has been valuable in addressing challenges around inclusivity and language use of staff and students across the school. It has challenged staff in the centre to develop a high level of skill in two languages and also to examine bilingual teaching methodologies. The real world experience of having to communicate in Auslan with personnel who are Deaf, means that all students have access to the practical application of what is learned in Auslan class.

Providing for the diverse needs of Deaf students as well as those that are hearing impaired.

All students of the centre are encouraged to have bilingual awareness. Some access the curriculum through Auslan and others through English. Auditory intervention and speech therapy programs are provided according to speech pathology assessment and negotiation with parents. Deaf and hearing impaired students have a tailored bilingual program with balanced emphasis on acquisition of skills in two languages.

Absence of research that describes developmental stages of Auslan or how Auslan is acquired.

This has meant that no assessment tool exists that is normed against empirical data and that curriculum materials cannot be developmental. In other words, no guidelines exist that determine what a learner should be doing by a particular age, nor is there evidence of the order in which skills should develop. Until research is undertaken and published, curriculum materials and assessment methods are developed from adaptations of what is known about spoken languages, British Sign Language and American Sign Language.

Funding for the program.

The main source of funding has been in the form of grants from Special Education and Equity within the Department of Education, Training and Employment. What is achievable within the program relies on the flexible and imaginative use of funds that are available. The source is not permanent and a process of clearly documenting and reporting program outcomes as well as reapplying for funds, takes place.

Possibilities if constraints were removed

- Highly skilled Auslan teachers able to teach the language as well as teach *through* the language.
- Staff who are trained and knowledgeable in bilingual and second language learning methodology.
- Deaf adults employed full time and seen as teachers rather than just aides ie. seen to hold the linguistic and cultural capital.
- Teaching all required areas of learning through the minority language ie. move from a concurrent to a merging model.
- Continuing training in LOTE methodology.
- An interpreter on site full time and an interpreter booking system.
- Remaining flexible in dividing resources so that the needs of all students with a hearing loss can be met as closely as possible.
- A single central site so there can be pooling of staff, resources and students.

Advice to a school setting up a similar program

- Preference for employment to Auslan proficient teachers, instructors and SSOs.
- Native users of Auslan to have a highly visible role in the program.
- Active, not just token, involvement of role models.
- Opportunities for Auslan to be used in formal and informal settings.
- Staff with the ability to *teach* language, not just use it effectively.
- Clearly documented outcomes and indicators of achievement .

For further information about the content above, or about the program at Brighton primary school, please contact:

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CLAREMONT PRIMARY SCHOOL (TASMANIA)

The Claremont Project caters for Deaf and Hearing Impaired students in the greater Hobart area. The Project provides a program for children from age of diagnosis through to grade twelve at three different campuses: [Claremont Primary School](#), [Claremont High School](#) and [Claremont College](#). The Claremont Project follows a developmental maintenance model of bilingualism. Throughout the program an important focus is to assist deaf students to develop a positive self concept and to establish their place in both the Deaf and hearing communities.

Staff / student numbers for 2001

	Grade prep/1	Grade 2/3	Grade 4/5	Grade 6	Grade 7	Grade 10	Grade 11
Students Deaf	2	1	3		2	6	1
Students H.I	1	2	4	1	1	2	1
Teachers	1.0(D)	0.8 (H)	0.8(D)	0.1(H)	1.0(D)	1.4(H)	0.6(H)

D deaf teacher of the deaf

H hearing teacher of the deaf

There are also deaf instructors in classes as needed

Underlying Principles

The Claremont Project is a bilingual-bicultural program which rejects the notion that Deaf people must perform in exactly the same way as hearing people and be judged a success or failure on this criterion.

The Claremont Project has been shaped by the following strongly held views:

- Deaf students have a right to equal access to regular education.
- Deaf students, their parents and their regular teachers will need extra support to allow this to happen.
- Deaf students have a right to be with other deaf students and adult members of the Deaf community if they so choose.
- Deaf students have a right to develop their identity as Deaf people rather than 'impaired' hearing people.

The development of the bilingual-bicultural program has been based on the following premises:

- For most deaf children, Auslan is the natural, dominant language used for communication and thinking (L1).
- English is learned as a second language (L2).
- Learning a spoken language is not a language acquisition process for most deaf children. It cannot occur naturally through environmental exposure.
- Deaf children cannot absorb spoken language by hearing it spoken in their environment. It must be taught.
- Children should develop mastery of their L1 before learning an L2. With good conceptual and linguistic skills, children have "pegs" on which to hang new learning.
- The informal language used for interpersonal communication is very different from the language associated with the higher order thinking skills such as hypothesising, evaluating, inferring, generalising, predicting and classifying. These are the language skills that are related to academic learning and the development of cognition.

- For effective learning to take place the teaching of new concepts and/or academic content must occur in the L1.
- Deaf children's L1 (Auslan) can be promoted and used for teaching in school at no cost to the development of proficiency in English. Deaf children must be provided with knowledge of and access to the Deaf community through Deaf role models to assist them in developing a healthy self identity and establishing their place in both the Deaf and hearing communities.
- Hearing children must be provided with knowledge of the language and culture of the Deaf to enable them to relate effectively with Deaf people.

Structure / Configuration

Adaptations to the mainstream are inherent in enabling Claremont schools to offer a bilingual option. Parents and siblings sign with their deaf children and most hearing students in the Claremont Schools sign. Regular classroom teachers have modified their teaching styles. Work given to students may be modified to suit the particular needs of an individual. Interpreters are provided for all academic, sporting and social aspects of the schools.

Early Intervention Program

Weekly / fortnightly home visits by a teacher of the deaf

These provide information and counselling for the whole family and occur at a time that is suitable for the family. If the family decides on Auslan as a communication method for their child, then a Deaf instructor will visit.

Deaf instructors for home tuition in Auslan

Deaf instructors can model Auslan in the family context, play with the child, and demonstrate to the family how to sign, play and read books using Auslan. Specific signing time is programmed for instruction for parents /carers/extended family to learn Auslan.

Visits to Claremont Primary School

The purpose of these is to view Deaf children at various stages in bilingual classrooms. It prepares families for transition into the school and gives insight into how the program provides schooling for children into the senior years.

A Language Experience Group

This is an Auslan immersion playgroup run by a hearing or Deaf teacher of the deaf and Deaf instructors including activities such as excursions and story time. Deaf instructors model language in play with the deaf children.

Visits by teachers of the deaf to the Child Care Centre

If a deaf child attends a centre, the teacher of the deaf can liaise with staff, plan for language objectives together and provide specific Auslan teaching. Deaf instructors may also make regular visits for a couple of hours to play with the deaf child and hearing children, modelling Auslan.

School Program

ETA (English Through Auslan)

A language program for Deaf students whose first language is Auslan so they can learn English as a second language through literacy. Because children do not learn English through reading and writing until they have mastered their first language, the aim is that these children will arrive in Kindergarten with their first language (Auslan) at an age appropriate level.

Attendance at ETA occurs during literacy time at the Primary School from 9.15 to 10.50 am. All Auslan users (L1) attend the program in which the focus is literacy. Auslan story telling and contrastive analysis of both English and Auslan are key features of this program.

Hearing Impaired Group

A language program for students who have a hearing loss with English as the first language. The program is run concurrently with the ETA group. Students in this group are in bilingual classes and learn Auslan as a second language thus enabling them to use interpreters as back up in the classroom.

Bilingual Classes

Classes at Claremont Primary School are bilingual and have a teacher of the deaf team teaching with a regular teacher. Instruction in Auslan is provided directly by the teacher of the deaf or through an Auslan interpreter. This is determined by:

- the hearing status of the teacher of the deaf
- the Auslan skill level of the teacher of the deaf
- the skill level of the interpreter

Students are taught English through Auslan every morning for 2 hours (refer above). The rest of the day follows the bilingual model where some subjects are taught to all students in Auslan and others in English. New material is always presented in students' first language.

The languages are kept separate at all times by personnel and staff that can provide the language role models are allocated accordingly. Hearing teachers of the deaf are required to communicate in Auslan when possible. Where resources allow, Deaf teachers of the deaf are used in bilingual classes. Teacher of the deaf placement is at all times dependent on the skills and comfort level of the teacher.

Auslan as a LOTE

The teacher of the deaf in a bilingual primary class teaches Auslan as a LOTE to hearing class members either by immersion or by specific language lessons. The remaining non-bilingual classes, kinder to Year 6, all receive weekly Auslan lessons from a teacher of the deaf and the older classes also have Deaf instructors assisting.

At the high school level, Auslan is offered in the middle school classes (Year 7 and 8) in negotiation with Humanities staff. In senior classes (Year 9 to 12) Auslan is offered as an optional subject entitled 'Communication with the Deaf'.

High School/College

In the Tasmanian public education system, high school consists of years 7 to 10 with separate senior secondary colleges offering years 11 and 12. Claremont Project students attend Claremont High School and Claremont College.

A separate classroom is available as the Deaf Centre in both the high school and college. Specific programs such as Deaf Studies and Auslan Studies have been established. Tutoring for the Deaf is also available for Deaf students. Hearing impaired students may also attend these programs if they choose. LOTE classes are offered in grade 7 and 8 and Communication with

the Deaf is offered as an optional subject for hearing students in grades 9 to 12. Signing Choir is offered as a co-curricular activity.

Deaf students are in their regular class at all times. In grades 7 and 8, students can choose to get support in the Deaf Centre instead of doing Music or Languages. In grade 9 and 10 students can choose Deaf Centre as one of their optional subjects. Core subjects (English, Maths, Science and Studies of Society and the Environment) are provided as bilingual classes whenever possible, similar to those at the primary level.

Programming and Evaluation

The program is evaluated in various ways as outlined below:

- The first bilingual/bicultural class was carefully evaluated using a variety of assessment tools. The areas of development that were measured were written English, Auslan, self esteem and interaction patterns among others. A full description and analysis of the data gathered is published in the AATD Journal volume 4, 1988.
- Primary students are tested in the areas of spelling, reading, and written English using a battery of tests. Most of these tests are normed to a hearing population and adjustments have been made to many of them. These are used 'in house' and, while it is not appropriate to give a normed score, they do provide data to develop baselines and compare students of a given age across years.
- Most students sit state and national benchmark assessments. These are carefully monitored by the advising teacher of the deaf and special conditions can be provided including extra reading time, Auslan interpretation of written questions or the omission of parts of the test.
- Auslan assessment is an area that poses great problems due to the lack of documented developmental linguistic, pragmatic and semantic milestones. This also infers the absence of assessment tools in this language. In the area of pragmatics several checklists devised for hearing students have been used with satisfactory results. For planning and reporting the 'Auslan Bands' document and the written reports of trained teachers of the deaf who are native users of the language are used.
- In order to establish some data regarding baselines in Auslan, an Auslan retelling exercise based on a visual Disney video is used. The samples are stored until such time that an assessment tool is available and comparisons of competency in Auslan across year groups can be made.

Documentation

- Apart from the published article all documentation is held in individual student's programs. The students have two folders, one holding their current program and ongoing assessments and one which documents the outcomes of the baseline tests given at specific times during a child's schooling.
- The parents/guardians receive a major report every September which is in addition to the regular school reports. The data collected, as outlined above, provides the basis for these detailed reports.

Resources

Staff

Teachers of the Deaf, Deaf Instructors, Interpreters

Funding

The Education Department provides category A funding which covers interpreters and Deaf instructors. Other funding covers equipment, resources and professional development. These are allocated each year via a request process. LOTE is funded by Commonwealth funding (NALSAS) and school provision of staff.

Challenges for this context

The challenges have been ongoing in response to the varying nature of demographics, size, schools' visions and priorities. A summary of key challenges is listed below:

Teachers

- advocacy for deaf students included at all levels of decision making – grade teams, management teams, senior staff
- teacher of the deaf input at senior management level
- timetabling for the secondary school
- the configuration of classes at different levels
- the configuration of teaching teams at different levels
- professional development that takes into account the needs of specialised staff
- the incorporation of outside agencies to support deaf and hearing impaired students in the school setting
- support for regular teachers to accommodate bilingual/bicultural philosophy and methodology
- negotiation of additional space and resources for the specialised needs of students who are Deaf and hearing impaired
- meeting the additional needs of Deaf staff to access meetings and interpreter provision
- extra planning time for teaching teams
- adequate staff training and retention of the numbers of staff who are trained
- encouraging a mix of experienced and new staff
- development and maintenance of Auslan skills of staff

Interpreters

- recognition of and respect for the specialised professional role, and recognition as a member of school staff
- time and space for preparation, training
- training and retraining courses for interpreters
- inadequate pay scale and availability of permanent employment

Students

- the rights of Deaf students to participate in culturally specific activities and extra-curricular activities with interpreter provision if needed
- provision of and access to a full curriculum
- incorporation of Deaf and hearing impaired students as valued, equal members of the school community

Other

- distance to be travelled to and from school, costs incurred and fostering independent travel in students
- proximity of students' homes to school and the likelihood that students can develop friendships outside school hours with peers in the community who can sign

- physical environment - space, rooms that are acoustically treated and the technology to provide equal access
- ongoing variation in available funds
- IT support specifically for specialised staff

Advice to a school setting up a similar program

- provision of extra time/personnel to undertake research and review processes
- provision of extra time for staff to engage in team planning
- multi-layered curriculum to accommodate all student abilities
- whole school professional development that addresses the instruction/assessment that underpins the bilingual, bicultural philosophy
- commitment to teaching methodologies/delivery to accommodate the needs of Deaf and hearing impaired students as well as hearing students
- secure funding from the school to foster a bilingual, bicultural environment through additional educational opportunities for hearing students
- a clear understanding that both hearing and deaf students have their 'comfort zones' recognised regarding language, culture, and appreciation of differences
- provision for interpreter access to an appropriate work space for preparation and training
- a clear role description for interpreters that provides status as school staff members
- whole school commitment to equity and inclusivity
- a clear statement on how CODAs and siblings of Deaf children fit into the program
- teacher of the deaf input into whole class decision processes about class members, timetabling and staffing.

For further information about the content above, or about the program at Claremont schools, please contact:

State Coordinator
 c/- Claremont Primary School
 PO Box 26
 Claremont 7011

ph: 03 6249 9303
 TTY: 03 6249 9306
 fax: 03 6349 2349

KLEMZIG PRIMARY SCHOOL Centre for Hearing Impaired (SA)

Klemzig primary school is located in the north east Adelaide metropolitan area. The centre for hearing impaired is located within the main school. From 1967 to 1983, Klemzig CHI was an oral/aural centre. In 1984, the centre changed to a philosophy of total communication until 1993, when the centre began the move towards an Auslan bilingual program. The whole school adopts a pluralist approach to bilingualism and the bilingual program itself follows a developmental maintenance model.

Staff / student numbers for 2001

	Students	Staff
Deaf	9	4 (LOTE,CS,ETA)
HI	5	
Hearing	130 (bilingual classes) Whole school (LOTE)	7 (bilingual classes) 1 (LOTE) <i>Various fractions of time</i>

LOTE Language Other Than English

CS Curriculum support

ETA English Through Auslan

Underlying principles

From the school's 'Auslan Bilingual Policy' (1998)

- The culture and language of Deaf people is valued.
- Linguistic and cultural pluralism is valued.
- For many Deaf students, Auslan is the language through which most of their educational learning occurs.
- For Deaf students whose first language is Auslan, English is learned as a second language.
- Learning a spoken language is not a language acquisition process for most Deaf children. It cannot be acquired naturally through environmental exposure. It must be explicitly taught.
- Students need to develop mastery of Auslan as a first language before learning English as a second language. With good conceptual and linguistic skills, children have cognitive pegs on which to hang new learning.
- The students' first language will be used to access the curriculum through eight areas of learning and to acquire the key competencies. Students will have access to the language of their choice, English or Auslan, through their teachers, Deaf staff and interpreters.
- Hearing impaired students will access the curriculum through their language of choice.
- The two languages (Auslan and English) are kept separate wherever possible.
- There is an essential critical mass (core number) of students required for quality education to occur. To this end, all students in the school need to develop linguistic competence in Auslan.
- Deaf students need access to Deaf culture and community through Deaf role models to assist them in developing a healthy self-identity and establishing their place in both the Deaf and hearing communities.
- Hearing students need access to Deaf culture and language to enable them to relate effectively with Deaf students and staff.
- The place of CODAs (children of Deaf adults) is valued within the school community and their specific needs will be met in our bilingual programs.

Structure / Configuration

Auslan is offered as the LOTE to all classes in the school for ninety minutes a week per class. The students who are Deaf have an additional thirty minutes of LOTE delivered by a Deaf educator and also attend 'Deaf club' once a week for ninety minutes, which is organised by Deaf staff. In this context, students cover many of the topics that would normally appear in a 'Deaf Studies' curriculum but the format is less formal with local and visiting Deaf people presenting topics, activities and issues for discussion of current and historical interest. The club operates under a 'no voice' rule. Children of Deaf adults are also welcome to attend.

The school has a signing choir made up of children who are deaf and hearing, including CODAs, that rehearse and prepare for performances for thirty minutes a week. The choir offers a vehicle for raising public awareness of the school and of Sign Language. The choir also supports the LOTE program in that it develops enthusiasm and motivation in hearing learners of Auslan.

English Through Auslan is attended by Deaf students for two hours a day. Deaf school service officers provide curriculum support in the class which works on a rotation of small groups focussing upon different aspects of English literacy with instruction through Auslan.

The languages are separated according to the language used by personnel, and occasionally by the time of the day. The classes use interpretation between languages if required and promote student language choice by providing for individual language needs. In the 'Deaf club' and the LOTE class for students who are deaf, the only language used is Auslan.

Programming and Evaluation

For English Through Auslan the ESL Scales and the English Statements and Profiles are used but teachers make adaptations and modifications necessary for programming for Deaf children. Teachers also use an ETA checklist, adapted from Kirsten O'Halloran 'Deaf Children Can Read and Write', which has been used in Claremont primary school (Tasmania) for evaluating English outcomes in Deaf children.

In addition, the Waddington reading and spelling tests are administered twice a year. Although not standardised for Deaf children, the results provide an ongoing objective record for individual students.

Resources

There are few resources that can be used directly. Teachers mostly adapt resources that are designed for hearing children, particularly those that are English rich. Resources prepared specifically for Deaf children are primarily ordered through Deafness Resources Australia.

Community members and specialist educators provide support to the program.

Parent classes in Auslan are held on Tuesday mornings and open to all parents.

Support services offer assessment and curriculum recommendations.

Challenges for this context

Staffing

- There is no way of documenting the Auslan proficiency levels of staff objectively.
- Staff move out of the centre after limited tenure, and take their skills with them.
- Principals can apply for other positions after two years, taking their understanding of the needs of deaf students with them.

Consistency

Differences in practice and program aims and structures across different sites statewide and nationally.

Physical environment

Physical accommodation of two teachers and upwards of thirty students in one classroom.

Meeting social/emotional needs

Providing a social / peer group for the deaf students when the majority of the student population is hearing.

Possibilities if constraints were removed

- One centre rather than students spread over several. This would provide the opportunity to pool resources and to provide for the students' social and emotional needs as well as academic needs.
- Consideration of the impact of the broader community context within which a CHI is placed. Deaf children need positive hearing role models too.
- Easy access by students to a place of significance for the Deaf community (for example a community meeting place or organisation).

Advice to a school setting up a similar program

- Involve Deaf adults in the program and form links with the Deaf community.
- Teachers with appropriate skills.
- A high level of Auslan proficiency amongst staff.
- Teachers must learn to look for and accept advice from Deaf adults.
- Positive Deaf staff who present as successful Deaf adults in the community.
- Mutual respect of expertise between teachers, instructors and interpreters.
- Ongoing professional development and networking with other sites and services.
- A national network for staff working in bilingual programs.

For further information about the content above, or about the program at Klemzig primary school, please contact:

Coordinator, Klemzig Centre for Hearing Impaired
2 Hay Street
Klemzig 5087

ph: 08 8261 1944
TTY: 08 8261 5424
fax: 08 8266 2132

PASADENA HIGH SCHOOL Centre for Hearing Impaired (SA)

Pasadena High School is situated in the south west Adelaide metropolitan area. The centre for hearing impaired is located within the main school. Students access mainstream classes and can participate in specialised curriculum delivery depending upon their individual learning needs. The centre most closely follows a pluralist philosophy of bilingual education, aiming for different languages and cultures to coexist within the campus.

Staff / student numbers for 2001

	Students	Staff
Deaf	19	1 (admin. support)
HI	2	0
Hearing	0	7 (3 part time) (CS and ES) 1 interpreter

LOTE Language Other Than English

CS Curriculum Support

ES English Support

Underlying principles

The underlying principle of the centre is that students should have access to two languages and acquire the skills necessary to be proficient users of both, in line with their individual negotiated curriculum plans.

The philosophy follows that with language(s) in place, students can have some autonomy in making decisions about curriculum access and vocational choices.

There is not one main influential model. Instead, the structure of the program evolved over time, through staff and parental action, in an effort to provide inclusivity and equal access to the curriculum for students who are deaf.

Structure / Configuration

Languages can be allocated either by curriculum, available personnel, or by student choice.

Students and parents decide which language will be used for access to the curriculum. Students decide which language they will use socially. Formal structured lessons in Auslan do not occur but informal communication access to Auslan is offered in a shared lunchtime workshop lead by the Deaf staff member. Invited Deaf community members visiting the school also take part in these from time to time. Some explicit examination of Auslan structures may occur in the subject 'Communication for the Hearing Impaired', and also during the preparation of presentations in a way that is similar to the drafting and proof reading of reports in English.

A toolbox approach is used for curriculum and English access meaning that teaching can occur in a number of ways. The centre can offer specialised direct teaching of English using the preferred communication mode of the student. This may or may not be Auslan. 'Community Studies' and 'Communication for the Hearing Impaired' are two other curriculum areas in which students can access small group direct teaching. For students accessing mainstream classes, teachers of the deaf provide in class support and take on the role of interpreter if the centre interpreter is booked. The interpreter is accessible in out-of-class times to assist students and staff to build subject specific vocabulary.

A Deaf Studies unit is taught to all deaf, hearing impaired and hearing students in Year 8 as part of the Studies of Society and Environment curriculum. Deaf community members work alongside hearing staff to deliver the unit of work. Through this unit of work deaf students from a variety of feeder schools and their hearing peers learn about the cultural perspective of the Deaf community.

Programming and Evaluation

Learner outcomes are aligned to the outcomes of the mainstream curriculum framework (SACSA) and take into account the Key Competencies. Specialised language assessment is undertaken, if required, and individual outcomes documented in the Negotiated Curriculum Plan. Student attendance, attitude towards learning and self concept also inform the evaluation of the learning program.

The overall success of the program is determined by a combination of student academic achievement, attitude towards learning and motivation for exploring pathways beyond school.

Resources

Deaf community members are valued as cultural and linguistic role models. There are Deaf people who also provide valuable links to opportunities for work placements and who undertake workshops in community and life skills for the students who use the centre.

The mainstream curriculum framework is used across all areas of learning and a Deaf Studies unit that has been developed within the school is taught.

Challenges for this context

The transition from Signed English to Auslan.

Staff who were involved in the program when Signed English was used are undertaking training in Auslan and new staff are trained in Auslan only.

The need to break down 'special' tutoring perceptions.

High expectations are placed on all students to become independent and proactive regardless of the structure of their learning programs.

Clarification of roles.

The educational interpreter, the teachers of the deaf and the mainstream teachers have separate roles, qualifications and expertise. Roles have been documented but not adopted by the school in a formal way.

Professional development.

The areas of English and Auslan teaching are priorities and funding is provided. Professional development of staff in particular areas of interest is generally undertaken at their own expense.

Other concerns include:

- Providing Auslan as a LOTE. Lack of funding and personnel with appropriate skills and qualifications means that this cannot be provided.
- Interpreting skills of teachers of the deaf. Full access to the curriculum through interpreting alone becomes problematic when teachers of the deaf take on the role for which they are not qualified.
- General knowledge and educational background of interpreters who are qualified.

- Clear differentiation between the roles of a general community interpreter and an educational interpreter, which demands different specialised skills.
- Training for mainstream teachers in curriculum delivery including teaching styles, speed of delivery and the use of parables and metaphor.
- Lack of curriculum materials that are in Auslan format - interpreted as opposed to just subtitled.
- Funding for resources (technological, Hourly Paid Instructor staff to teach programs).

Accommodations that have been made include an acceptance that the majority of teachers are using Auslan as a second, not a first language and an acceptance that for some parents the learning of Auslan is not a reality.

There are compromises that are made with mainstream staff who have demands upon them to teach hearing students and teachers of the deaf need to be sensitive to the mainstream teachers' needs as well as the students' needs. Teachers of the deaf supporting students in the mainstream need to be creative and make decisions about what the core content is and what is superfluous because often, the deaf students do not share the same semantic base as their hearing peers.

Possibilities if constraints were removed and advice to a new, similar program

In establishing a bilingual program from the start, the following would be ideal:

- An Auslan as a LOTE program, that is accessible by deaf and hearing students as well as staff and taught by a Deaf instructor.
- Notetakers in language rich classes in which there are deaf students.
- Staffing to match subject choices and in line with the negotiated curriculum plan, rather than staffing based on numbers.
- Priority given to the reciprocal benefits of family and community support so that any program put in place is driven and has the support of parents and the community.
- Priority given to research, planning and preparation before the program is put in place, rather than a retrospective approach.
- Priority for employment given to staff with a high level of language and cultural competence and who are trained in the skills needed for the program.
- Securing a tenure for funding before the program commences.

For further information about the content above, or about the program at Pasadena High School, please contact:

Coordinator, Pasadena High School Centre for Hearing Impaired
Daws Road
Pasadena 5042

ph: 08 8276 8822
TTY: 08 8374 3475
fax: 08 8277 2071

PORT PIRIE WEST PRIMARY SCHOOL (SA)

Port Pirie West Primary School is located in a regional centre in the mid-north of the state. Students with a hearing loss who are enrolled in the school are in mainstream classes and programs that cater for their individual needs are developed in conjunction with a visiting teacher consultant for Hearing Impairment Services. The teacher consultant is located in the district office and is part of a team of service providers who support the school. In 1997 the school was faced with the challenge of providing access to signing within a community where there are no Deaf people. A modified bilingual program was developed for one class, which has continued to provide curriculum access for the students who are deaf.

Staff / student numbers for 2001

	Students	Staff
Deaf	2	
HI		
Hearing	27	1 teacher 2 SSOs (CS)

SSO – School Services Officer

CS – Curriculum Support

Underlying principles

In 1997, the program was developed using current knowledge of bilingual programs being implemented in Australia and overseas, as well as the model of two-way schooling used in Pitjantjatjara schools in the North West of South Australia (refer Harris, 1990). In spite of the changing structure of the program, the following principles remain:

- All learners have the right to access the curriculum across eight areas of learning.
- English and Auslan are separate languages.
- Learners have the right to develop skills in two languages.
- Deaf learners have the right to access information at the same time as their hearing peers.
- Deaf learners can achieve language and learning outcomes on par with their hearing peers.
- Deafness is acknowledged and promoted as a difference rather than a disability.

The principles continue to support the following aims:

- To establish separate domains of schooling - Auslan and English.
- To respect student choice in regard to mode of communication used and accept that this will fluctuate for a variety of reasons.
- To support parents, staff and peers in their efforts to use signed communication.
- To develop and foster a positive view of deaf and hearing impaired learners and future possibilities available to them.
- To establish and maintain formal assessment and monitoring processes that document the language and academic achievements of learners for reporting to the school community, parents and the education department.

Structure / Configuration

The languages are separated according to personnel.

Core signing skills were established in 1998, when Auslan was taught as the LOTE across the junior primary and in community classes for adults, once a week. Professional development opportunities, personnel from the Deaf society, and resources are accessed and shared as a way of continuing development in Auslan, however it is no longer taught as a formal LOTE in the school because of the lack of an available teacher.

Two School Service Officers are used to provide access to the curriculum. One works in the classroom across five mornings a week until lunchtime and has the primary function of communication aide to provide access to all areas of learning through Auslan. The other SSO works with students who are deaf after lunch and has the primary role of implementing the intervention programs related to specific curriculum knowledge and life skills.

The class teacher teaches English through the mainstream English program with interpretation of spoken English into Auslan by the communication aide. The communication aide also provides curriculum support in line with any modifications programmed by the class teacher. Specific intervention is implemented by the afternoon SSO in a withdrawn setting, based on programming by the class teacher and the teacher consultant for Hearing Impairment Services.

Development of discrete language skills (signing, listening, speaking, reading, writing) are embedded and integrated into both the class and the intervention program.

Programming and Evaluation

The relationship between learner outcomes and program outcomes is reciprocal but achievement of learner outcomes is what primarily drives how the program is structured.

Program outcomes are monitored and evaluated through

- performance management meetings
- explicit role statements
- weekly meetings between all personnel
- twice-termly meetings that include parents and the principal
- a documented service agreement between the school and Hearing Impairment Services

The weekly meetings are held to monitor whether the program structure and aims are achieving the learning outcomes that are expected. All meetings are minuted and copies received by all participants. This ensures an ongoing record of the decision making process, actions and responsibilities for all involved.

Learning outcomes are monitored and evaluated through

- The regular assessment and evaluation processes used by the mainstream teacher.
- The Negotiated Curriculum Plan process.
- Annual formal evaluation of language skills (signed and spoken), and academic concepts undertaken by Hearing Impairment Services late in term 3.
- Bi-annual documentation of learning outcomes against the current departmental curriculum framework document. In 2001, this document is the South Australian Curriculum Standards and Accountability Framework.

Resources

Curriculum

Students who are deaf are taught using the same curriculum documents as mainstream students. The school has a whole school core curriculum that has been determined at a school level and matches the departmental curriculum framework. The school has also developed its own literacy and numeracy benchmarks that are used for programming for all students. The teacher consultant for Hearing Impairment Services provides advice for modifications to curriculum content and/or delivery and supports the class teacher and ancillary staff to implement the recommendations made.

Human resources

Whenever possible Deaf community members from Adelaide are accessed via the Royal South Australian Deaf Society to provide positive adult role models and information about the Deaf community and the work of the Society to all students. Local or Adelaide based professional development opportunities that relate specifically to the teaching of children who are deaf are also accessed whenever possible.

The teacher consultant for Hearing Impairment Services and the departmental Speech/Language pathologist provide ongoing support and intervention programming in response to school requirements. The Speech/Language pathologist has undergone training in Auslan and adapts materials for spoken language to program for overall language development. The teacher consultant has the specialised knowledge of auditory and speech training, and audiology. An additional teacher consultant from the far north district office, with NAATI accreditation, takes responsibility for language in relation to signing. All providers communicate with one another and work collaboratively so that the program can be tailored to support the school and achieve the student learning outcomes identified.

Other

A physical environment has been established that caters for the education of children who are deaf. The children who are deaf in this class will remain in the same room as they go through school and the class composition will change year by year to match their levels of schooling. The classroom is one of three that are detached from the main buildings. It has been acoustically treated and uses a split level air conditioning system to assist in keeping noise levels to a minimum. The layout of furniture and seating arrangements are taken into consideration to offer maximum access to information through both visual and auditory channels, to maximise student choice.

A variety of websites and internet newsgroups are accessed by service providers as a way of remaining informed and incorporating new information into programming and evaluation.

Additionally, there is a core group of hearing children who undertook Auslan as a LOTE when it was offered and who have continued to use and develop their signing skills in the everyday context of this class.

Challenges for this context

Distance

The primary challenge for this context is its distance from the greater Adelaide metropolitan area. The school does not have easy physical access to a Deaf community or to a pool of personnel with the skills that are required.

Equity and Inclusivity

Accommodating the needs of all students in the class - deaf and hearing.

Mainstream teacher involvement

Supporting the mainstream teacher to take on the additional challenge of having deaf children in the class.

Maintaining a positive outlook

Maintaining a focus on the bigger picture or overall aim that the program is trying to achieve and an environment that is supportive of the input and role of each person in striving to achieve the overall aim.

Ways of addressing these challenges has included

- Advertising positions as 'School Choice' positions (a process whereby schools can advertise the specific skills required and select the personnel who have the best match)
- Support for SSOs to continue to extend and develop their Auslan skills. This is currently provided by a teacher consultant who visits from a district office further north and who has NAATI paraprofessional qualifications in Auslan/English
- Working with parental expectations and linking these with what the school perceives the children's area of need to be
- Providing opportunities for staff to visit metropolitan Centres for Hearing Impaired

Possibilities if constraints were removed

Because of concerns about the additional workload for a regular mainstream teacher, to have a teacher with a high level of Auslan skill and the ability to program bilingually would be a priority. The role could be full time or as a team teaching or shared role with the regular teacher. This person could be based in the class and take responsibility for curriculum decisions that need to be made, as they arise.

Advice to a school setting up a similar program

- Ensure that at least one teacher has the Auslan skills and understanding of programming
- Ensure that all staff involved in the program are supported to attend ongoing professional development
- Build release time into the program, for all staff to meet regularly and for teachers to undertake programming and preparation
- Access and involve the specialised support services that are available

For further information about the content above, or about the program at Port Pirie West Primary School, please contact:

The Principal
214 The Terrace
Port Pirie 5540

ph: 08 8632 3777
fax: 08 8632 5062

For information about specific strategies for service provision to a school program please contact:

Hearing Impairment Services
c/o Spencer Institute of TAFE
Mary Elie St.
Port Pirie 5540

ph: 08 8638 1819
fax: 08 8632 6410

PRINCESS ELIZABETH JUNIOR SCHOOL FOR THE DEAF (Victoria)

Princess Elizabeth Junior School is located in the eastern suburbs of Melbourne and will move to a new purpose built school in Blackburn, also in the eastern suburbs, to begin the school year in 2003. Both oral / aural and bilingual (Auslan/English) options are offered to students from three years of age. The school provides Early Education, Kindergarten and Preparatory programs. The Kindergarten children are involved in Inclusion programs with local Kindergartens. The bilingual program has been developed over many years and continues to evolve.

Staff / student numbers for 2001

	Students	Staff
Deaf	10 (Early Education - 3-4 year olds) 9 (Kindergarten - 4-5 year olds) 9 (Prep - 5-6 year olds)	2 Deaf, 2 Hearing (team teaching) 1 Deaf, 1 Hearing (team teaching) 1 Deaf, 2 Hearing (team teaching)
HI Hearing		

Underlying Principles

A 'One Language, One Person' philosophy is influential in how the school uses language with children. This philosophy, based on a study of bilingual families, proposes a language learning model where one parent consistently uses one language and the other consistently uses another (refer to listing in the section 'References and Further Reading' under Princess Elizabeth JS).

The fundamental principles of the bilingual program include:

- English can be supported by a visual code.
- English and Auslan language models are discrete.
- Children learn through meaningful interaction, effective communication and through play.
- Children need a critical mass of like learners.
- Deaf adult role models are crucial for children, staff and parents.
- Staff learn from each other.
- All children are unique and have unique language learning needs.

The principles support the following aims:

- To provide exposure to and development of two languages - Auslan / English.
- To develop literacy.
- To develop the ability to code switch between languages.
- To support optimum development of both languages.
- To develop positive self-esteem.
- To develop the awareness of Auslan and English as two discrete languages.

Structure / Configuration

The teaching teams for each group work together to plan and deliver the curriculum. Part of this planning involves allocating specific times for each language to be used, or allocating a specific language to a particular group. In this way languages are deliberately separated according to time of day and personnel. The age range and the size of the groups allow for many 1:1 or small group interactions to occur. There are some whole group focus sessions that can be taken in either language.

Each member of the team is in the classroom full time. The Deaf person on each team provides the Auslan language for the class and delivers instruction across all curriculum areas and learning contexts.

The hearing teacher provides instruction in spoken English and uses sign supported speech, using Auslan vocabulary, as required to assist understanding. The hearing teacher delivers instruction across all curriculum areas and learning contexts.

To match the 'One language, One Person' model, staff consistently use one language so that children associate Auslan with the Deaf adult and English with the hearing adult and engage in authentic language use accordingly. At most times, children are free to engage with the language model they choose unless specific activities are language specific and being implemented by one particular language model. Group mat time during which stories are told in Auslan is one such example. The language separation becomes more apparent with the older children in the prep program as activities become increasingly structured and teacher directed.

The total amount of time in each language by each group may vary depending upon the context and the type of interactions that children are required to engage in.

Programming and Evaluation

The program aims are documented and revised as part of the schools programming and policy documents.

The learner outcomes are documented through the internal assessment and reporting processes that are used throughout the school. The bilingual program is evaluated externally by Meredith Bartlett and Sandra Leane from the Arts Faculty in the Department of Linguistics and Applied Linguistics at Melbourne University.

Resources

The school is a DEET (Victoria) government school. The prep children are involved in curriculum based on the CSFII (Curriculum and Standards Frameworks) documents. The Early Education Program uses various early education curriculum materials including the Carolina curriculum from the USA.

Very few Auslan specific teaching materials for younger children are available. Teachers adapt and modify a range of general resources for the bilingual program.

The most valued human resources are the Auslan Language Assistants who work in the program. All are enrolled in the LaTrobe University Graduate Diploma of LOTE Auslan course. Also highly valued is the wide variety of Deaf visitors and past students whose contributions are welcomed in the program.

The school exposes children to the range of support technologies that are available for the Deaf. TTYs with a junction box are set up on table tops so that children can have a 'play' experience in the home corner with TTYs that actually work. There is also a resource box equipped with a variety of flashing and vibrating alarms and watches.

The school is continually working to expand the selection of Auslan story videos as well as captioned videos. The purchase of a DVD player is under investigation so that commercially available DVDs (which are subtitled) can be accessed and used.

Challenges for this context

A particular challenge is programming, assessment and evaluation in the absence of Auslan specific and bilingual materials for younger learners.

Since the inception of the program the following major challenges have been encountered:

- Initially changing the culture of the school to accept the validity of Auslan as a language of instruction in the educational environment.
- Providing the funding for full-time Auslan Language Assistants for all programs.
- Finding assessment and evaluation tools for Auslan.
- Developing a curriculum for the teaching of Auslan to very young learners.
- Providing professional development for all staff.
- Funding the cost of interpreting provision for professional development.
- Programming for and measuring the development of literacy.
- Accommodating the high number of children who are deaf with additional needs.
- Improving the Auslan skills of families and staff.
- DEET recognition and funding of non-teachers for the Graduate Diploma of LOTE Auslan.

To meet these challenges, the following initiatives have been undertaken:

- The provision of training and development in Auslan for all hearing staff.
- The employment of Deaf School Service Officers where possible to increase the number of Deaf staff within programs.
- Liaison with the external evaluators from Melbourne University to develop assessment and evaluation tools.
- The provision of paid access from DEET to the Graduate Diploma of LOTE Auslan, for teachers of the deaf working with deaf children.
- The investigation of programs from other schools to examine literacy development.
- The provision of daytime and evening Auslan classes at the school for families and interested community members.
- The provision of Auslan family tutors to teach Auslan to families in the home.
- The collection of Auslan language videos, instructional CDs and dictionaries for borrowing from the school.
- The use of Auslan plays and story telling to support an inclusive school culture.

A main compromise has been the use of volunteer Deaf personnel because of funding limitations. The preference is that all personnel who contribute to the program can be paid.

Another compromise has arisen from the difficulty of finding appropriately qualified Deaf staff. It has meant that if the preferred option for parents were an Auslan only class, staffing of such a class would not be possible.

Possibilities if constraints were removed

The ability to provide a broad range of program models that can be tailored to meet the individual needs of families and students, and a pool of Deaf trained teachers of the deaf who have a knowledge of teaching practice, pedagogy and program implementation would be optimal.

Advice to a school setting up a similar program

- Secure Deaf community involvement and support.
- Involve the parent community in the decision making process.
- Liaise with a university for external evaluation. (The University of Melbourne currently evaluate the developing Auslan skills to assist with a project that will document stages of development).
- Monitor and evaluate all outcomes regularly.
- Provide ongoing professional development for all staff.
- Research other programs offered elsewhere.
- Read the research on existing programs.
- Be flexible.
- Clearly define the values, vision and mission of the program.
- Ensure that there are clear processes for staffing in place.

For further information about the content above, or about the program at Princess Elizabeth Junior School for Deaf children, please contact:

The Bilingual Coordinator
Princess Elizabeth Junior School for Deaf Children
90 Elgar Rd
Burwood 3125
Melbourne Victoria

ph / TTY: 03 9808 6071
fax: 03 9888 8876
princess.elizabeth.js@edumail.vic.gov.au

QUEENSLAND BILINGUAL-BICULTURAL PROGRAM (QLD)

The Queensland program is offered across two sites. The birth to six year old program is at Yeerongpilly Special Education Developmental Unit (SEDU) and the primary program is at Toowong State school. The programs are quite different because they cater for different age groups. Yeerongpilly has a history of catering for the needs of children who are deaf and provides a range of options, including the bilingual option. Toowong, on the other hand has no history of enrolling deaf/hearing impaired students until this year (2001).

Staff / student numbers for 2001

Yeerongpilly

	Students	Staff
Deaf	4 (under age 5)	1 (LA / CS)
HI		
Hearing	8 (3 in the kindy program and 5 attending fortnightly playgroup. 7 are CODAs and 1 is the sibling of a deaf child)	1 (teacher of the deaf - native Auslan user)

Toowong SS

	Students	Staff
Deaf	4	1 (teacher of the deaf)
HI		
Hearing	20	1 (regular class teacher) 1 (LA/CS - native Auslan user)

LA - Language Assistant

CS - Curriculum Support

Underlying principles

Aim:

Improved outcomes for deaf students in terms of learning - specifically literacy, tertiary opportunities, employment and self esteem. This is currently being addressed through a co-enrolment model of education. The Tripod model used in the USA has been influential.

Objective:

Students will be fluent users of Auslan and English in its written form (with the spoken form an additional option) and comfortable moving between deaf and hearing communities / cultures.

The model is based on the following principles:

- The deaf child's need for early exposure to an accessible first language is a priority. For some deaf children, visual communication is the most accessible communication system and Auslan is a first language option.
- Auslan and English are equally valued. Fluency in both Auslan and English is a desired outcome. Students will have the opportunity to learn through Auslan and through English.
- Individual communication needs are valued and catered for. Communication modes available in both Deaf and hearing cultures are available to students in the program, for example, signing, speaking, listening, reading, writing.

- Deaf and hearing cultures are equally valued. Deaf and hearing role models are an integral part of the program, assisting in the development of deaf children's healthy identity and helping them establish their place in both Deaf and hearing cultures.
- Contributions from all stakeholders (including parents and the Deaf community) are valued and considered important in the functioning of the program.
- The role of parents and caregivers as important language models for the deaf child is critical for the success of the program.
- The inclusion of Deaf and hearing staff who have or are aiming towards fluency in Auslan and English is critical for the success of the program.

The models that are still influential include the Tripod (co-enrolment) model in the USA, and models from schools in Sweden, Denmark and Holland, other inclusive schools programs internationally, residential schools for the deaf, segregated schools for the deaf, and all the Australian bilingual programs.

Theories that have been influential include language interdependence theory, inclusive practices theory, bilingual theory for hearing and deaf students and ESL theory for hearing students.

Structure / Configuration

Yeerongpilly

Auslan

Focus at this stage is on acquisition and maintenance of Auslan and therefore the majority of the program is delivered in Auslan alone. There may be times when Auslan in English word order is used and occasionally accompanied by voice. The language of delivery is Auslan by a teacher of the deaf (who is a native user) and Deaf language assistant with near native skills in Auslan.

English

Because acquisition of Auslan is a primary goal in the early years, children are exposed to English mainly through environmental print. If the acquisition of spoken English is identified as a goal for individual children, time is allocated for specific audition and speech training.

Language delivery and separation

The primary language in the preschool program is Auslan for communication and learning.

Toowong SS

Auslan

LOTE is usually not offered formally until year 3 in Queensland. This is the first year of the bilingual program and it is only offered at year 1 level at this stage with a view to add additional years over time. It is envisaged that a formal LOTE will be phased in as the bilingual program is phased in. Auslan classes are provided to all grades in which there are deaf students, by native or near native users.

All children in the bilingual class are exposed to Auslan for the duration of each day and both deaf and hearing students sign across all areas of the curriculum. Instruction is in Auslan. Instruction is provided by a Deaf teacher of the deaf with fluent Auslan skills and a Language Assistant who is a native user of the language. Comments concerning students' use of Auslan are included in end of term reports.

English

The focus of the English program is reading and writing and is integrated through all learning areas. Discussion of meaning, planning and drafting of written work occurs through Auslan in the first instance. Students whose parents have indicated oral language as a priority for their child receive weekly training with a speech-language pathologist/audiologist, and some phonics work is undertaken as part of the English program.

Language delivery and separation

The primary determinant for language separation is lesson objectives. Learner choice also plays a role if the lesson objectives are not language specific. In classes where the objectives centre around the use of one language or another, languages are separated using coloured hats to designate 'voice-off' and signing, or English (reading, writing, and for some, listening, speaking).

Languages can not always be separated however and occasionally signing in English with voice may occur. This appears to be an effective way to cater for all students in a mixed class.

Languages may also be separated by personnel (ie. the signing skills of the teacher) and by the skills of the students themselves. Signing skill is not determined by hearing ability, and in groups where all students sign well Auslan alone is used.

Programming and Evaluation

At this stage, anecdotal records and observation are used to document the program. In the primary setting, extensive evaluation has not occurred because the program is in its first semester. Staff from the Low Incidence Unit (LIU) maintain a close link with both sites. Issues arising and individual student progress are discussed at weekly meetings involving staff from all three locations.

Academic outcomes are documented and evaluated in the same way as they are for hearing students. Recording language outcomes presents a challenge, given the lack of any developmental schedule for Auslan. However, general observations and comments about progress are documented in reports and individual education plans.

Numerous discussions with staff involved in programs interstate are ongoing.

Resources

Curriculum

Curriculum content frameworks are consistent with those used for all classes. Methodology and delivery is modified as well as some content, so that the curriculum is linguistically and culturally accessible, inclusive and appropriate for the class. Materials and environment have been modified to include, for example, flashing lights to indicate school bell times, computer programs that have auditory and also signing options. It is envisaged that Auslan as a LOTE will eventually become a formal part of the curriculum.

Human

Human resources include Deaf and hearing teachers of the deaf who have native or near native skills in Auslan, the regular class teacher, language assistants who have native or near native skills (one with NAATI interpreter accreditation), speech-language pathologist/audiologist, and support from LIU staff. More than half of the school staff are learning to sign and the principal

has endorsed the goal to have an all signing staff in the near future.

Deaf community members are also a valued part of the school community. Just as parents and other community members are invited into and welcomed in the school, members of the Deaf community are involved in different aspects of school life. Deaf community members have visited the school and participated in a variety of school activities eg. open days, interviews, Deaf theatre, signing classes and signing choirs. For those activities where a Deaf person is required for the specific skills they bring, they are paid as hourly paid instructors.

Other

Interpreters and Technological aids - The digital camera is extremely useful as a way of recording Auslan stills in conjunction with video footage, particularly in the translation and recording of stories.

Challenges for this context

Yeerongpilly

Shifting to Auslan

Convincing teachers of the deaf involved in Signed English programs that Auslan is a valid communication choice and that bilingualism is a viable option. Professional development and ongoing discussion is one way to address this.

Student numbers

Continuing the program in the face of an extremely small population. Promoting the benefits of bilingual education is ongoing.

Toowong SS

Signing fluency for staff

Signing classes are provided as well as ongoing positive reinforcement.

Student numbers

See above

Managing information

Misinformation and misconceptions about the program arise at a statewide and a national level. Issues are addressed as they arise.

Status of language assistant(s) - LAs

At the time of writing, negotiations with the Human Resources section of the education department were underway, to write a specific position description for the tasks that LAs undertake. This incorporated negotiation about the work profile, rates of pay, and then protocols for the advertising and filling of positions. This has since been achieved and a specific position description now exists.

Music for deaf students

An investigation is underway of overseas and Australian music programs for deaf students that have been successful, and how music may be incorporated into the program.

Possibilities if constraints were removed

- A multi age class with 8-10 deaf students and two signing teachers.
- An entire signing school community.
- Auslan as the school LOTE.
- Professional Development which is similar to the 'Star Schools Project'.

Advice to a school setting up a similar program

- Do not expect an overnight change.
- Don't be rushed into any decisions.
- Weigh up the short term compromises needed to achieve the long term goals.
- Involve the Deaf community from the outset - and move beyond token involvement.
- Start at a new site that is not influenced by a history of bias.
- Win full support of the principal.
- Choose *all* staff very carefully and ensure that they understand the commitment required.
- Set up monitoring systems and ongoing professional development from the outset.

For further information about the content above, or about the Queensland program, please contact:

The Manager or The Project Officer
The Low Incidence Unit
Hearing Impairment Services
141 Merton Road
Woollongabba QLD 4102

ph: 07 3238 3766
TTY: 07 3238 3766
fax: 07 3238 3813

THOMAS PATTISON SCHOOL, North Rocks (NSW)

The Thomas Pattison School is an annex of the Royal Institute for Deaf Blind Children. The current program uses Auslan as the language of instruction across all areas of learning. It most closely follows a developmental-maintenance model of bilingual education.

Staff / student numbers for 2001

	Students	Staff
Deaf	43	4 teachers / 8 teacher aides (various fractions of time)
HI Hearing	2 (CODA)	9 teachers / 1 principal 1 interpreter

Underlying principles

An analysis of the literature in the area of bilingual/bicultural education for the Deaf suggests that certain principles are shared and seen as fundamental to the successful implementation of such a program. However each of these principles is complex and multi-layered and creates a number of ongoing issues for the day-to-day planning and implementation within programs.

These principles include:

- Exposure to a native sign language¹ (or NSL) occurs as early as possible after birth. The school provides a program to support hearing families.
- A native-like signing environment in the school and in the home is essential.
- NSL is recognised as a minority language used for the language of instruction across the curriculum.
- Learning of school content occurs through literacy in the second language².
- A systematic and separate use of two languages is implemented.
- Provision of a strong first language signing environment will lead to literacy in the second language.
- Positive promotion of Deaf culture with access to the Deaf community and adult role models within the educational model occurs.
- Curriculum content for students is not modified.

Sources are listed in the section 'References and Further Reading' under Thomas Pattison school.

Structure

Classes are arranged in straight year levels with students able to repeat a year if age permits. Multi-level programming is incorporated to allow for the range of abilities that exist in each class. CODAs and siblings are encouraged to integrate into the mainstream setting from Year 3 to 4.

Auslan is the language of instruction 'through the air' for all areas of the curriculum. English is the language that is used for reading and writing and is taught through Auslan. Auslan as a Language Other Than English is offered at the high school level only to Deaf students with a background knowledge of the language in a program that is endorsed by the NSW Board of Studies. Two Deaf instructors teach the LOTE

¹ The NSL in Australia is Auslan.

² English is considered the second language.

alongside hearing staff. Teachers must have undertaken specialised study to obtain an additional qualification such as the course offered by the Deaf Education Network that is available in NSW.

In the secondary school, non-background users of Auslan have access to a separate program that incorporates a balance of academic subjects with a program that is community and life skills based. Students may also have access to a modified English program that is suited to their age, language background and the support that is available from home. The language of instruction for English is Auslan.

A Speech Therapist is available to work with students individually if this is required. A program also available for small groups is one that teaches communication skills, and strategies that enable students to function independently in a hearing world.

Programming and Evaluation

Achievement in two languages is measured.

English achievement is monitored against standardised assessment tools such as the Woodcock Test of Reading Mastery, the Stamford Achievement Test (for children over nine), the Test for Syntactic Ability (for children over 8).

Auslan achievement presents a challenge in that there is no research that has been undertaken to document how Auslan develops and what features should be present at a particular age. A pilot Auslan receptive skills test, being developed by Dr. Trevor Johnston from Renwick College, is being trialed at the school. This provides quantitative data.

For the LOTE program, outcomes are commensurate with those for other 'Languages Other than English' outcomes. Students achievement is described in the areas of expressive and receptive skills, and cultural studies.

In addition, some students undertake Basic Skills Testing at Years three and five, and non-verbal IQ (for general ability) is measured to provide baseline information.

Resources

Approval is currently being sought to produce some children's 'classics' in Auslan video format. This will provide a resource for families as the book and video can be borrowed by students.

Challenges for this context

The movement of hearing children out of the program.

There are mixed feelings about moving CODAs and siblings of deaf children out. Dominance of spoken language when hearing children are present formed the basis for this decision. Although an Auslan only environment has resulted, the impact of reducing the wider world perspectives and knowledge that hearing children bring to a class is yet to be assessed. In the secondary school where there are now small classes of only Deaf children, a noticeable result has been the reduction of a competitive, achievement oriented learning environment and the absence of peer models for critical discussion, inquiry learning and study methods.

The school is beginning discussions about how an inclusion model might be structured so that language use is not compromised.

Possibilities if constraints were removed

- A staff that has a 50:50 Deaf : hearing ratio.
- Recruitment of a full staff of native signers.
- Funding to adequately provide for the development of Auslan resources.

For further information about the content above, or about the program at the Thomas Pattison school, please contact:

The Principal, Thomas Pattison School
361-365 North Rocks Road
North Rocks 2151

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fax: 02 9872 0221

WINDSOR GARDENS VOCATIONAL COLLEGE Centre for Hearing Impaired (SA)

Windsor Gardens Vocational College is situated in the north east Adelaide metropolitan area. The centre for hearing impaired is located as an annex within the grounds of the main school. Students are able to access mainstream classes as well as specialised classes offered by the centre depending upon their individual learning and communication needs. The centre does not have a documented philosophy of bilingual education, but rather acknowledges that students arrive at secondary level from a variety of communication backgrounds, including those who have accessed a bilingual program at the primary level.

Staff / student numbers for 2001

	Students	Staff
Deaf	10	3 (SSO various fractions)
HI	32	
Hearing	(total 42)	12 teachers (various) 1 SSO (full time)

SSO School Service Officer

Underlying principles

The philosophy of the centre is to provide options for students with hearing impairment in regards to preferred language for communication and instruction, as well as curriculum and vocational choices. The language for communication and learning is determined by student need and staff skills. Some students change their communication preference as they progress through year levels. Given that the college receives students from a number of feeder schools that offer a variety of communication approaches for the teaching of deaf and hearing impaired students, the college remains flexible about communication modes used.

Structure / Configuration

Auslan is one of two Languages Other Than English choices offered by the campus. Some students access other languages on a shared campus arrangement. Students with a hearing loss tend to choose Auslan as their LOTE option at the compulsory level of Year 8 and 9. Students attend LOTE for three hours a week in the middle school, and four hours a week in the senior school. Auslan as a LOTE is taught by hearing teachers who are users of Auslan, alongside Deaf native users of the language. Deaf students studying LOTE as background learners may be used as mentors and peer tutors for learners with no background in the language. For students who require intensive 1:1 language support in Auslan, a short term intensive program can be negotiated with a Deaf instructor.

English for students who are deaf is offered for three hours a week in the middle school and four hours a week in the senior school. Classes are taught by a hearing teacher. Depending upon student need, a variety of communication modes are used for instruction. If Auslan is the language of instruction, a Deaf instructor is available for these classes. Students with a hearing impairment may choose to attend mainstream English classes with a teacher of the deaf providing in class support. This applies for other curriculum areas as well.

Programming and Evaluation

The Auslan supplement for the SACSA Languages framework provides the framework for planning the LOTE. This is a new process for teachers and matching learning outcomes to fit the framework is an ongoing process of refinement.

English Through Auslan is not a formally structured program at this stage but the approach is incorporated if possible. In the senior school, English is delivered by two teachers and a Deaf School Service Officer (SSO) provides curriculum support. Auslan and English alternate as the language of instruction. Concepts and new ideas are discussed in Auslan and work is drafted with Auslan as the language for communication. Once concepts are in place, representation in written English becomes the focus. Hearing impaired students with oral skills are not prohibited from using spoken English. Whenever possible, the same model is used across the curriculum.

In the middle school, Deaf SSOs provide curriculum support in withdrawn English classes where appropriate.

Resources

The most important resource is the human component. Deaf instructors that work alongside hearing teachers are essential. Community members and personnel from the Royal SA Deaf Society provide invaluable input and support.

The centre has built up a library of video and print resources. There is also technological equipment (video cameras, DVDs computers, digital camera, TTY, fax) that facilitates the running of programs.

Curriculum resources, including English, consist of mainstream resources that have been adapted and modified for Deaf and hearing impaired students by teachers of the deaf. Student teachers, mainstream teachers and new teachers are given some inservice on the needs of deaf and hearing impaired students within mainstream classes. They are encouraged to adapt their methodologies to be inclusive of the needs of mainstreamed centre students. Teachers of the deaf become a major resource for mainstream teachers.

Specialised speech programs are offered in a 1:1 withdrawn setting three times a week if required. Students are withdrawn during class time. These are conducted in isolation and not linked to the curriculum. Currently there are three students with cochlear implants who access this option. Students whose parents, or who themselves have requested articulation practice are accommodated.

Specific teaching resources that have been useful for programming and that have not been mentioned elsewhere are listed in the section 'References and Further Reading' under Windsor Gardens Vocational College CHI.

Challenges for this context

The language (Auslan) skills of teachers.

This is an ongoing issue. Those with the best proficiency are taken up in the LOTE program rather than used in the teaching of English or other subjects. Overall, numbers of skilled Auslan teachers are very few.

The separation of languages.

This is an ongoing challenge, particularly as there is a tendency for teachers to use voice while signing. Deciding upon which language will be the language of curriculum delivery is difficult because of the variation of

language proficiency and degrees of hearing loss in the class. However, if two teachers are available, one language can be interpreted into the other to allow students access and choice between both. Staffing resources rarely allow this to happen.

Ongoing professional development in Auslan studies for staff.

Re-training opportunities are funded by the department for priority languages but as Auslan is not one of these teachers must undertake training in their own time and at their own expense.

Auslan skills of general school staff.

A way around this is to provide on campus short courses that are provided by the Royal SA Deaf Society. Five week courses are accessed by general staff and senior students.

The availability of Auslan classes.

Because availability depends on numbers of students, variation from year to year is inevitable. The centre is currently exploring the possibility of offering an offline Community Studies subject in Language studies for students who do not wish to undertake the SSABSA studies (Senior Secondary Assessment Board of South Australia) LOTE program.

Staffing challenges.

These include the time for professional development, planning, preparation time and the induction of new staff. Simply arranging a time to meet can be difficult when taking into account the demands on individual staff as well as the accommodation of part time employees.

Possibilities if constraints were removed and advice to a new, similar program

In running a successful program considerations include:

- Timetabling flexibility.
- Regular meetings with all Centre staff.
- Communication protocols between centre and mainstream staff.
- Video conferencing facilities.
- Acoustically treated classrooms.
- Sound field systems in classes with hearing impaired students.
- Options for using all classrooms in the school, not only the classrooms in the centre.
- Strong vocational education program with links to TAFE (Technical and Further Education).
- Sufficient School Service Officer funding from the department.
- Training for specialised educational interpreters as opposed to relying on general community interpreters.
- Access to contexts in which Deaf people work and study at a post secondary level.
- Close links with feeder schools so staff have a clear picture of what has been provided and what will be needed.
- Planning that looks beyond numbers and takes into account the individual communication and learning needs of students.
- Professional development and training in bilingual methodologies for staff.
- Professional development that is specifically tailored for teachers of deaf and hearing impaired students, rather than requiring them to make adaptations from general contexts.
- Strong networks and communication with other programs.

- Support from Guidance (educational psychology support service) and Hearing Impairment Services for referral, making all the options clear to students and their parents.
- Strong leadership within the centre and commitment to the program for deaf and hearing impaired students.

For further information about the content above, or about the program at Windsor Gardens Vocational College, please contact:

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McKay Ave.
Windsor Gardens 5087

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Auslan / English Bilingual Programs - A survey of Australian Schools in 2001

Further Considerations and Questions

Further Considerations

In a chapter entitled 'What should I look for in choosing a school for my bilingual child?', Colin Baker (1995) proposes that the language interests of the child should override all other needs. He advocates for child centred rather than community centred aims, challenging educators to explore the underlying motivation for bilingual education.

Jacobson and Faltis (1990) also raise the question of the fundamental purpose of bilingual education and propose that schools need to be clear about the differences between academic competence and communicative competence, and decide what aspects they can realistically be responsible for.

In conversations with researchers, the following points are summarised to provide a springboard for ongoing thinking and discussion about the implementation of sign bilingual programs and the underlying reasons behind them.

From Dr. Robert Hoffmeister, Director, Programs for Deaf Studies at Boston University, in March 2001:

- Staffing must be at least 50% Deaf teachers.
- Since the above is difficult to do, highly skilled Deaf people from the community can work with teachers in a team teaching approach.
- All teachers must be fluent or highly skilled in Auslan.
- Classroom instruction must occur via Auslan and not simcom.
- The regular hearing curriculum should be followed at age appropriate levels.
- Deaf professionals visit with parents on a regular basis to
 - a. teach about being Deaf
 - b. interact with parents using Auslan
 - c. interact naturally with the children
- There must be at least five children/students per age level with a minimum of thirty students in the program (ie. same school).
- All administrators and other staff who come into contact with Deaf children must be able to sign.
- An interpreter should be employed full time for visitors and events in which important information is disseminated to students.
- Classrooms must be set up for bilingual thinking. The classroom can be physically divided where on one side, Auslan is the language of instruction and discussions about Auslan occur, and on the other side, English is discussed and used (even though Auslan is the language of information).

From Dr. Susan Gregory, University of Birmingham, in October 2001:

- An explicit role description for Communication Aides / Educational Interpreters as a role that is distinct from regular community interpreters.
- Access to training for School Service Officers, and a system for communicating incidental information as it happens in the school.
- An explicit policy about language access. For example, do all people sign whenever a Deaf person is present or are there times and locations that are not language specific?
- A *mutual* respect for the expertise of all personnel involved with the program. Hearing people have as much difficulty with Auslan as Deaf people do with English. An overt acceptance of this needs to be in place with encouragement for the efforts that are being made by both.
- An explicit statement about the role of spoken language in bilingual programs.

- An explicit statement about the use of amplification equipment when the language of instruction is through a visual medium.
- Remembering that the teaching of speech as a skill and the teaching of speech as a language are separate. Speech as a skill can be taught to children who use Auslan as their preferred, dominant language.
- Explicit teaching of Auslan.
- A statement about the role of parents and how they will be involved and supported beyond the early years of their children's education.
- If sign supported English is used, an explicit statement about why and how. What is its role and what is happening when it is used.
- A program that allows the degree of flexibility to be able to support the individual needs of students, and to be flexible with language use.

Remaining Questions

How does an English and hearing based curriculum actually translate conceptually and linguistically to provide concepts and access to Deaf learners?

Can we really assume that the transfer of concepts about one language will automatically occur when the language channels are different?

Is the assessment of curriculum knowledge through Auslan given the same status as the assessment of curriculum knowledge through English?

How are deviations from the norm described when the norm hasn't yet been defined?

How is 'hearing culture' addressed?

Is there a balance of languages in interpreting? Does most interpretation happen from English to Auslan or is there an equal balance the other way too?

At what point do students have a say about whether they should be educated bilingually and receive bilingual support?

What will 'bilingual education' mean for children who have received cochlear implants and who may wish to access Auslan later?

How can children in remote settings be provided with bilingual access to the curriculum?

This document highlights the common challenges that are shared by sign bilingual programs in Australia. How sign bilingual programs are established and implemented, and how they might evolve to incorporate new challenges are ongoing considerations for all involved in the field of sign bilingual education.

Auslan / English Bilingual Programs - A survey of Australian Schools in 2001

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Auslan / English Bilingual Programs - A survey of Australian Schools in 2001

Appendices

APPENDIX A

QUESTIONS

1. Underlying principles.
 - What are the aims (what you want to achieve) and objectives or outcomes (what you want learners to achieve) of the program you provide?
 - What are the fundamental principles upon which the model you provide is based? Please list.
 - What models and theories are still are influential in the design of the program?
2. Structure.
 - How is instruction provided in Auslan? How much time is allocated?
 - Who delivers instruction in Auslan and in which curriculum areas / learning contexts?
 - How is instruction provided in English? How much time is allocated?
 - Who delivers instruction in English and in which curriculum areas / learning contexts?
 - How do you keep the languages separate? Do you have explicit times, designated spaces, personnel for using particular language or do you allow learners' choice at all times?
 - What factors impact upon choosing which language is offered at a given time?
3. Evaluation
 - How are the program aims documented and evaluated?
 - How are learner outcomes documented and evaluated?
4. Resources.
 - Curriculum?
 - Human?
 - Other? Please list.
5. Challenges.
 - Since the inception of the program, what have been your major challenges?
 - How have you / are you attempting to overcome them?
 - What adaptations, accommodations, compromises do you feel you have had to make?
6. Possibilities.
 - If contextual constraints were removed, how would the program look? Do you have a vision of how the program or model *could* look?
 - If you were to give advice to a site about establishing a bilingual program, what would your key advice be?
7. Context

Can you provide a student number and staff profile please?

 - Number of students in the bilingual program and year levels.
 - Staff hearing (+role)
 - Staff Deaf (+role)

APPENDIX B

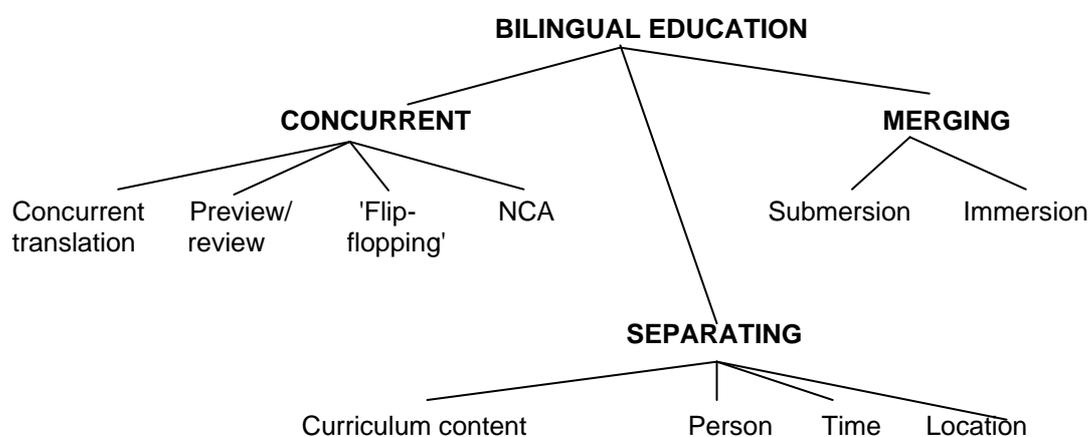
Extract from 'Planning for Bilingual Education in South Australia' by Barbara Moellner (1996:58)

	<i>Bilingual program</i>	<i>Second language program</i>	<i>'Mother tongue' program</i>
<i>Relationship between languages</i>	Both languages are equally important and are used as the medium for instruction	The second language has a less prominent place in the general curriculum.	Only students from non English speaking backgrounds take part. Some students might have a high level of proficiency in the first language.
<i>Language of instruction</i>	Communication in both languages takes place.	Communication in the second language usually only takes place during the second language lesson.	Communication is mostly in the target (dominant) language.
<i>Length of time</i>	Students learn in the second language for a minimum of five hours per week.	Students study the second language for 90 minutes per week.	Mother tongue lessons are approximately 90 minutes per week.
<i>Language use</i>	Both languages are used as tools to acquire skills and knowledge in specific curriculum areas. The learning of the second language occurs as a natural consequence of learning areas of the curriculum in that language.	Great variations in programs have been observed: in some cases the use of the second language predominates, in other cases this occurs to a lesser degree.	In most cases the target language is used to acquire skills and knowledge in different areas of the curriculum as well as themes and topics of interest.
<i>Relationship to the curriculum</i>	The content of the regular curriculum is taught. Teaching takes place in two languages. Whatever is taught in one language is not taught again in the other.	The second language is the object of study, not the general curriculum. The teacher might use a specific language curriculum that is not related to the general curriculum.	The content varies, depending on year level, previous experience and student proficiency. Students use teacher developed materials or the regular curriculum.
<i>Impact on timetable and school organisation</i>	No extra time needs to be set aside for specific language lessons.	An increase in time for language learning would mean a decrease in time for other curriculum areas.	Students are usually withdrawn and do not take part in mainstream class activities for the duration of the mother tongue lesson.

APPENDIX C

Categorisation based on the distribution of language patterns

Jacobson, R. and Faltis, C. (1990:7&8)



How the languages are allocated is integral to the method that will be used and the model of bilingual education that takes shape. A brief explanation of some of the terms used above follows:

Concurrent translation - Everything delivered in one language is repeated in the other.

Preview/review - Topic introduction or review in one language, in-depth teaching in the other.

'Flip-flopping' - Random switching from one language to the other (mirroring the natural codeswitching that occurs in informal conversations between ethnic bilinguals)

NCA (New Concurrent Approach) - Highly structured approach to codeswitching. Decisions about language use are planned according to :

- Student's background knowledge of the target language.
- Student's social class and self-identity.
- Teacher's bilingual abilities.
- Whether further development of the 'mother tongue' is required.

Submersion - Student placed in mainstream class and instructed in English only.

Immersion - Student in mainstream class but provided with English as a second language instruction that may or may not be through the student's first language.

Separating - Language separation by:

<i>Content</i>	Different languages used for different areas of the curriculum.
<i>Person</i>	Different languages used for communication and teaching with different people.
<i>Time</i>	Different languages used for specific parts of the day.
<i>Location</i>	Different languages used in different physical locations.