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Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	1 A thematic history of Bilingual Education in the Northern Territory -- 2 A glimmer of possibility -- 3 Reflecting on team teaching -- 4 'Bilingual time' at Willowra: The beginnings of a community-initiated program, 1976-1977 -- 5 Lessons learned from bilingual education -- 6 Starting out at Bamyili: Factors specific to the development of the Kriol program -- 7 Boom and then bust: Lessons learnt from my time teaching in three bilingual schools in the Northern Territory -- 8 The policy framework for bilingual education in the Australian Indigenous languages in the Northern Territory -- 9 Consolidation, power through leadership and pedagogy, and the rise of accountability, 1980-1998 -- 10 The development of successful bilingual, biliterate and bicultural pedagogy: Place for Tiwi teachers and Tiwi language in learning -- 11 Developing local curriculum materials: Learning metaphors, insightful collaborations, community involvement -- 12 The quest for community control at Yirrkala School -- 13 Language revitalisation in a bilingual

program: The case of Numbulwar School -- 14 Threatened closure: Resistance and compromise (1998-2000) -- 15 Defending our program at Wadeye -- 16 Sources of evidence on student achievement in Northern Territory bilingual education programs -- 17 Policy change in 2008: Evidence-based or a knee-jerk response? -- 18 The Areyonga case: Utulu kutju nintiringanyi 'Learning together' -- 19 Policy and Practice Now -- 20 Starting out at Yuendumu School: Teaching in our own language -- 21 Stories from central Australian Indigenous community schools in the Pintupi-Luritja Region -- 22 Yipirinya School: That generation, this generation -- 23 The program at Wadeye, past and present -- 24 We did it! A case study of bilingual/bicultural education at Ltyentye Apurte Catholic School -- 25 Forty years on: Seeking a way for the future-Dhawal'yurr yuwalkku dhukarr. Reflections on bilingual education at Shepherdson College, Galiwin'ku -- 26 Personal reflections of our time in a bilingual classroom -- 27 Reflections on my years at Elcho and Mäpuru (1978–2015) -- 28 Digital futures for digital books.

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### Sommario/riassunto

This book provides the first detailed history of the Bilingual Education Program in the Northern Territory of Australia. This ambitious and innovative program began in 1973 and at different times it operated in English and 19 Aboriginal languages in 29 very remote schools. The book draws together the grassroots perspectives of Indigenous and non-Indigenous practitioners and researchers. Each chapter is based on rich practitioner experience, capturing bottom-up aspirations, achievements and reflections on this innovative, yet largely undocumented language and education program. The volume also makes use of a significant collection of 'grey literature' documents to trace the history of the program. An ethnographic approach has been used to integrate practitioner accounts into the contexts of broader social and political forces, education policy decisions and on-the-ground actions. Language in education policy is viewed at multiple, intersecting levels: from the interactions of individuals, communities of practice and bureaucracy, to national and global forces. The book offers valuable insights as it examines in detail the policy settings that helped and hindered bilingual education in the context of minority language rights in Australia and elsewhere. .

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