

Becoming a Bilingual School:
Perspectives of L2FLS Teachers &
Principals

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DEDICATION PAGE

This thesis is dedicated to my mother who loved languages, and due to growing up in Argentina in a Swiss family, became fluent in three languages from a young age.

Mutti loved languages and lived in three continents during her lifetime: in two as a language 2 first language speaker (L2FLS). She attended a bilingual school in her primary and high school years and felt Australia should promote and encourage L2 skills in the school system from an early age.

L2FLS teachers and Bilingual Schools are the focus in this thesis. I am saddened Mutti was not able to live to see me complete this thesis but her spirit, passion and love have enabled me to get to the finish and add to the continually expanding body of Australian L2 bilingual school research.

CERTIFICATE OF AUTHORSHIP/ ORIGINALITY

I certify that the work in this thesis has not been previously submitted for a degree nor has it been submitted as part of requirements for a degree except as fully acknowledged within the text.

I also certify that the thesis has been written by me. Any help that I have received in my research work and the preparation of the thesis itself has been acknowledged. In addition, I certify that all information sources and literature used are indicated in the thesis.

Signature of Student: _____

Date: _____

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ABBREVIATIONS

ABS	Australian Bureau of Statistics
ACARA	Australian Curriculum, Assessment and Reporting Authority
ACER	Australian Council for Educational Research
AITSL	Australian Institute for Teaching and School Leadership
AITSL	Australian Institute for Teaching and School Leadership
BOSTES	(Board of Studies Teaching & Educational Standards
BSP	Bilingual School Program
CESE	Centre for Educational Statistics and Evaluation
CLIL	Content and Language Integrated Learning
CPL	Community Languages Programs
DEECD	Department of Education and Early Childhood Development
DEEWR	Department of Education, Employment and Workplace Relations
DEST	Department of Education Science and Training
DoE	Department of Education
EALD	English an Additional Languages/Dialect
ESL	English as a Second Language
FLL	First Language Learner
FLS	First Language Speaker
HREC	Human Research Ethics Clearance
KLA	Key Learning Area
L1	Language 1
L2	Language 2
L2FLS	Language 2 First Language Speaker
L2SLS	L2 Second Language Speaker
LBOTE	Language Background Other Than English
LOTE	Languages Other Than English
MCEETYA	Ministerial Council on Education, Employment, Training & Youth Affairs
NALSSP	National Asian Languages and Studies in School Program
NAPLAN	National Assessment Program – Literacy and Numeracy
OECD	Organisation for Economic Co-operation and Development
PEAT	The Professional English Assessment for Teachers
PISA	Program for International Student Assessment
PS	Public School
RFF	Relief from Face to Face
SERAP	State Education Research Applications Process
SES	Socio-economic Status
SLA	Second Language Acquisition
SLL	Second Language Learner
TESOL	Teaching English to Speakers of Other Languages

ABSTRACT

This thesis explores the experiences of teachers who are new to bilingual education in the NSW government, primary school settings and their adaptation to bilingual teaching and learning. The core group of eleven teachers are Language 2 First Language Speakers (L2FLS) with less than four years' work experience in public bilingual schools. All the teachers completed their schooling overseas. The study also involved five Principals, four bilingual schools and seven other L2 school staff participants.

In addition to investigating how L2FLS teachers experience adapting to their new roles, the research examines the process of becoming a bilingual school from the perspective of the Principals, and L2 support staff. A contrast is made between three schools that are using a partial-immersion content and language integrated learning (CLIL) approach, and a fourth school which is using a Principal-devised bilingual program.

The study is longitudinal as it captures two specific snapshots of teachers' and Principals' views, 2012 and 2013, spaced a year apart, via individual interviews. A dual qualitative methodological approach of developmental phenomenography and narrative inquiry is employed for the data analysis. The L2FLS teacher's views are presented via phenomenographic analyses, and the multiplicity of voices provided by the Principals' and other L2 teachers' perspectives are reflected via narrative inquiry. The main foci of discussion in the thesis are the similarities and variations between the conclusions of the two data sources. The study adds discussion to the theory of the 'nature of awareness' conceived by Marton and Booth (1997) and theories relating to teacher agency and change such as the Language Teacher Conceptual Change framework developed by Kubanyiova 2012.

The research findings highlight the need for improved utilisation and CLIL training of L2FLS and bilingual class teachers for better student L2 outcomes. Other recommendations are the provision of State K-6 bilingual curricula; minimum 7.5 hours per week of L2; ongoing, regular professional development in bilingual pedagogy for bilingual school staff; mentoring of new L2FLS and provision of L2 competent supervisors

at each school; and bilingual leadership training. State or Regional jurisdictions also need to provide thorough preparation of school staff transitioning to become bilingual schools.

The research concludes by proposing the establishment of a state registry of NSW teachers' L2 skills; and basic pre-service teacher training in L2 pedagogy. The L2FLS recommendation is for an amendment to the Department of Education (DoE) policy which is discriminatory by requiring L1 accreditation from teachers who have completed L1 university degrees, and that bilingual schools should be staffed with bilingual teachers.

Keywords: Bilingual, primary school, elementary, L2 teachers, CLIL programs

CHAPTER 1: L2FLS TEACHERS in NSW PRIMARY SCHOOLS

1.1 Perspective is Subjective

“Oh, it's so different! It's so different because it's not the same way of teaching at all.”

Perspective is always subjective. The quote above was an instantaneous response to the interview question, ‘How is the teaching different to what you were used to?’ The response uttered was by an experienced, language-2 first language speaker (L2FLS) who had worked as a primary school teacher overseas for 15 years before teaching in a NSW government, bilingual, primary school in NSW, Australia. She had achieved NSW teacher accreditation and post-graduate qualifications in Teaching English to Speakers of Other Languages (TESOL).

During this research, a small number of interviewees voiced an immediate, emotive exclamation to this inquiry before following with a more detailed explanation, but this quote emphasises one of the reasons why this investigation was designed. Whilst there have been studies with a generic focus on languages education and success rates of programs in Australia, there are no known studies published focusing solely on L2FLS teachers, particularly those working in this new landscape of public, bilingual, primary schools. Government bilingual primary schools are a recent initiative in the Australian state of New South Wales (NSW). The central purpose of this research is to explore the experience of L2FLS in their first years of working in government bilingual primary schools in NSW. The parallel foci in this study are the schools in which these L2FLS teachers work and how these schools have adapted to becoming bilingual schools via the voices of the Principals and the voices of additional second language (L2) staff working at the schools.

While the benefits of bilingualism and bilingual schools using L2FLS have been documented in many countries, collaborative programming for classes with first language speakers of L2 is, however, a relatively new concept which has produced some mixed findings in relation to its effectiveness in countries such as Hong Kong, Japan, Mexico and the United States (Calderón 1995; Carless 2006; Carless 1998; Clyne 1995; de Courcy 1996; Flores 2001; McDonnell 1996; Pardy 2004). These studies have mostly

focused on the perspectives and outcomes of students and the effectiveness of the programs in operation. No studies have focussed primarily and specifically on L2FLS teachers from overseas who work with the mostly monolingual, Australian English-speaking teachers in NSW.

This chapter outlines the details of the pilot study featuring L2FLS teachers completed prior this research; background information about the establishment of NSW government bilingual schools; aims of the research and its main premises; the central research challenge and associated sub-questions; and the significance of the research. The final section outlines the overall organisation of this thesis.

1.2 Background

A pilot study was undertaken in 2008 at a NSW government bilingual school which began a bilingual program with a Kindergarten class in 1999. By 2008, there were nine L2FLS teachers teaching in the program working with every grade. The L2FLS teachers were funded by school fees via the language association and were not employees of the Department of Education, though they were working at a government public school. All the L2FLS teachers were fully-trained overseas, usually in France or Belgium.

Prior to beginning the pilot study in 2008, which was guided by associate professor Jennifer Hammond at the University of Technology, Sydney, no research relating to the program was published. The L2FLS perspectives which surfaced in the pilot study were that the school had two factions: the L2FLS teachers and the classroom monolingual teachers. The L2FLS teachers were expected to be subordinate to Australian teachers, fit in with the school culture and method of teaching despite no induction to the program other than a tour of the school and a short video of a teacher-centred bilingual lesson. A communication divide existed between the local, monolingual, classroom teachers and L2FLS teachers in relation to the bilingual program. Additionally, findings showed the perspective of the L2FLS teachers was one of less status and power compared to the local classroom teachers, despite their teaching qualifications. This disempowerment impacted many areas of lived-world at the school.

The pilot study, with input from the school principal and school executives, investigated the needs of the bilingual teachers and the Australian teachers with a view to developing a suitable induction package for all teachers new to the school. It aimed to establish guidelines for understanding of teachers' parallels and differences in perspectives and knowledge to assist team teaching partnerships. The pilot study outcome gave feedback verifying the areas of teacher concern and confusion. The process encapsulated the L2FLS teacher experience and told 'the whole story' of the teacher experience (Clandinin 2007, p. 20). The 'lived world' experience is of prime focus in my research challenge (Van Manen 1997).

In NSW, four new bilingual primary schools were established in 2010 and these aimed to employ L2FLS specialist teachers as a platform for delivery of a new L2 acquisition initiative, the Bilingual School Program. The Bilingual School Program initiative in NSW primary schools aims to improve long-term language acquisition and retention by beginning a L2 partial immersion program in the first year of primary school. The program objective is to develop a love for L2s from an early age and thereby, ultimately, improve the number of students who matriculate with L2 competencies by the end of their schooling.

The end goal of educational curriculum design, documented in 2008 as the 'Rudd 2020 Vision', strived to promote languages in order that the current national average of 13%, matriculating with L2 efficiency would increase significantly to reflect the global educational trends (Group of Eight 2007). According to the Organisation for Economic Co-operation and Development (OECD) Languages Report 2011, countries which are at the forefront globally in academic rankings have high percentages of students who graduate possessing fluency in two to three languages (Kahanec & Králiková 2011). Australia has the lowest percentages of graduates with fluency in one L2 in comparison to other English speaking countries like UK and US (Cruikshank 2014).

The languages designated to the 2010 bilingual schools were not chosen by the Principals but rather allocated by the NSW Department of Education (DoE). The four 'priority' languages listed by the Australian Federal Government in 2008, as part of the

National Asian Languages and Studies in School Program (NALSSP) were: Indonesian Japanese, Korean and Chinese (Mandarin) (Curnow, Liddicoat & Scarino 2007; Group of Eight 2007; Henderson 2008; Lo Bianco & Slaughter 2009b; Slaughter 2007).

The four new bilingual schools began the immersion programs with Kindergarten and Year 1 with the NSW State Government Funding an investment of \$2.25m AUD over four years (DEC Languages K-12 2010). The process of recruiting teachers was a combined school and Department of Education Languages division task, with schools beginning programs only when teachers speaking the designated languages became available. The program committed to teach the L2 via partial language immersion programs for 1.5 hours each day, beginning in Term 1, 2010, without sacrificing time allocation to the other curriculum key learning areas (Public Service News 2009).

The ultimate success of this initiative focused on supporting the strong structural frameworks necessary for the continuation of the program, that is, leadership and management of the program, the acquisition of competent L2 specialist teachers, and educating and informing the local school community for endorsement purposes and support. This dissertation does not aim to critically analyse these three contributing frameworks but rather aims to give an insider perspective regarding the challenges that are faced by the leaders and the L2FLS teachers who are hired to execute delivery of the bilingual program.

1.3 Aim of the Research

The aim of this research is to understand the range in perspectives of the L2FLS teachers' experience of adapting in their first few years of teaching in new challenging roles. This study also explores the variation of perspective and praxis, and the adjustment variations undertaken by schools. The L2FLS teachers interviewed for this study work in four, government, primary schools, which have converted to become bilingual schools. The group of teachers is of mixed gender, mixed ages and from a variety of cultures/ethnic backgrounds.

The understanding of the adaptation attitudes/perceptions of L2FLS teachers' experiences is layered by their teaching experience, cultural background and the

influence of social and educational trends and current educational policies regarding languages – globally, nationally and within local communities. The teachers in this study have come from overseas and most have attained their tertiary teaching qualifications outside of Australia; a few gained teaching qualifications in Australia. The majority have worked in bilingual school settings overseas and working in Australian bilingual primary schools is their first encounter with monolingual staff/teacher/peers/colleagues. The theoretical “nature of awareness” developed by Marton and Booth (1997) frames this study using phenomenography as the epistemology and method (Marton & Booth 1997), but emphasis and reference is given to the Language Teacher Conceptual Change model developed by Kubanyiova and the role of agency (Kubanyiova 2012).

The phenomenon of adapting to work under the NSW Bilingual Schools Program helm is analysed within the framework of L2 partial immersion programs using state and national curriculum Key Learning Areas (KLAs). This is a process of simultaneously teaching the curriculum in the L2 and teaching the L2. It is an adapted version of Content and Language Integrated Learning (CLIL), which originated in Europe and is being trialled in various Australian states in different contexts (Coyle 2008; Coyle, Hood & Marsh 2010). It requires time, adjustment and studies such as this one to highlight where adjustments are necessary in Australian school communities.

The additional fourth school in this study began a bilingual program with community support from a local French association in the late 1990s, but has only recently attained accreditation from the French government for teaching the French language. All the schools are in the Sydney Metropolitan area.

This study, in its entirety, involved 18 primary L2 teacher participants and five Principals within four NSW state government bilingual primary schools. All the L2FLS teachers participating in the study have English as their second or third language and are first-language speakers of the L2s taught, rather than heritage or background language speakers. The terms, associated with bilingualism, are explained in greater detail in Chapter 2. Included in the study, in the school narratives, are support L2 teachers’

voices. The inclusion criteria is explained in Chapter 3 and contextual aspects in Chapter 4.

1.4 The Research Challenge

The central, broad question at the heart of the research study is:

How do language 2 first language speaker teachers experience adapting to bilingual teaching roles and programs in government primary schools in NSW, Australia?

There is a secondary, but also very important, question related to Principals:

How do Principals manage the challenges these schools face when they transition to incorporating bilingual programs?

These questions are further narrowed to focus on three distinct core aspects:

- teacher lived-world changes
- teacher bilingual knowledge and pedagogy
- collegial bilingual/monolingual peer and supervisory partnerships.

As already stated, the focus is on the variation among L2FLS teachers' perspectives on their experience in NSW bilingual public schools. Also analysed are the bilingual/bicultural class and grade partnerships and other aspects related to teachers' ownership and commitment to the bilingual and immersion programs operating in the schools; and the perceptions of student progress, program efficacy and methodology.

Teacher lived-world change

In relation to teacher lived world change, the following sub-questions were investigated:

- a. How do L2FLS teachers view their lived world change within the context of the Australian school?
- b. How do L2FLS teachers experience employer-instigated change?
- c. How do L2FLS teacher perceive their own value/contribution and efficacy within the bilingual program?

Teacher Knowledge and Pedagogy

In terms of teacher knowledge and pedagogy several important and more specific sub-questions were asked:

- a. How do L2FLS teachers experience creating and adapting a school bilingual program?
- b. How do L2FLS teachers feel about bilingual pedagogy in the context of the Australian curriculum?
- c. How do L2FLS teachers reflect on the journey of teaching in one culture to teaching in another culture, and is how this knowledge utilised?

Collegial bilingual/monolingual partnerships

The collegial bilingual/monolingual partnerships were addressed in terms of:

- a. How do L2FLS teachers experience and negotiate collegial partnerships?
- b. How do L2FLS teacher negotiate and manage communication issues?
- c. How do L2FLS experience school leadership and supervisory roles.

As stated above, this study's prime focus is to analyse the experiences of L2FLS bilingual teachers in four Australian government primary bilingual schools within the state of NSW. However, there is also a secondary focus on the principals and the roles that they play in the results obtained from the central and sub-questions, and this adds to the significance of the study of the teachers in this educational context.

1.5 The Significance of the Study

The study is significant from a variety of stakeholder perspectives. It has a focus on L2FLS teachers adapting to new State initiatives in new environments, with a range of stakeholders affected and involved in the developing programs. It builds on our understanding of teaching young English monolingual students languages other than English mostly in environments where the majority of students and their class teachers are monolinguals; it adds to the body of work researched in other countries related to using L2FLS for teaching L2s; and broadly it contributes valuable key elements worthy of further development and discussion by stakeholders embarking on bilingual education in bilingual schools in Australia, and specifically in NSW.

Significance for Teachers

The study discusses the elements within school staff cultures which became the prime challenge for success in change and innovation arising from the schools' management of the new priorities and practices. It deliberates the biggest challenges faced by these L2FLS teachers and their Principals. At the time of the study three of the schools were involved in a larger bilingual school case study research project which aimed at showcasing the language programs; however, the project had not specifically focused on the small group of L2FLS teachers and their overall adjustment to the different way of teaching, which is an important point of difference.

While existing research provides insights into global bilingual education and why countries other than Australia have adopted policies related to bilingual education, there is relatively limited information on how schools in Australia have used the information to structure programs within their teaching systems and, specifically, how L2 teachers feel about these methods and programs. One outstanding one-year long research study done by Melbourne University, occurring at the same time as data generation for this study occurred, has initiated the type of analysis which does need to occur in every state in Australia (Cross & Gearon 2013). In this area, Turner states that bilingual programs in Australia are referred to as CLIL programs nationally and internationally and these types of programs are discussed in the work done by Smala and the Victorian Department of Education and Early Childhood Development (Department of Education and Early Childhood Development 2013; Smala 2009; Turner 2013). Referencing the ways that the characteristics of the bilingual education arise is dependent on the organisation of each school. However, "little research so far has been done on the implementation of the programmes at the school level," (Turner 2013, p. 401). There are some published works in this area dating from the mid to late 90s in Queensland high schools and at a French/English bilingual primary school in Victoria. Additionally, Truckenbrodt & De Courcy (2002) published a 78-page book laying out the background and some guidelines for implementing a bilingual program.

Two decades further on, many changes have occurred with the introduction of a National Curriculum. However, little research exists regarding how schools in Australia,

and specifically in NSW, use syllabus information to structure languages programs when they adopt bilingual teaching initiatives. One exception is a report by a team who conducted research in 2012 simultaneous to this research (Harbon & Fielding 2013). This report is not publicly available, although an executive copy of results may have been issued to the DoE. Additionally, no specific CLIL syllabi exists in any second language for use in bilingual primary schools in NSW, nor is there work on how teachers feel about the bilingual syllabi the school has developed and implemented (Turner 2013). Fielding & Harbon (2014), based on their research in 2012, did discuss teachers' perceptions of the challenges and opportunities of using a CLIL pedagogical approach; comparative research is however lacking on how L2FLS teachers experience teaching using CLIL pedagogy as a collective group in Australian school settings although there are some significant findings regarding specialist L2 teachers in a report completed by Melbourne university (Cross & Gearon 2013). Comparative research is also lacking in terms of how L2FLS teachers experience using adapted versions of bilingual education with a specific pedagogical reflection on praxis within the Australian government school system.

In 2013, at the end of the data generation for this project, a collection of 21 language teachers' narratives of practice was also published (Harbon & Moloney 2013). This is the first collection of voices from language teachers about their experiences in Australia, although these L2 teachers are not specifically L2FLS who are new to Australia, as in this current study, nor are they specifically primary teachers dealing with many curriculum areas.

This current study adds to the voices of language teachers from this specific target group and brings a rich qualitative layer of 'other' experience to our school landscape, as opposed to what seems to be, in my over 30 years of teaching experience, the regular production of only quantitative data related to results and outcomes produced, or promoted by the Department of Education in NSW.

[Significance for Staffing Procedures](#)

This study builds on our understanding of the difficulties encountered by L2FLS teachers (Kubanyiova 2012; McConnell 1996). It examines the perspective of stakeholders

affected by current staffing procedures in NSW and discusses areas of concern and debate for school executives, new overseas-trained teachers, and Australian-trained teachers. The topics addressed assist in generating further discussion and development of areas, which are deemed in need of change by Principals and teachers in the study. An exploration of the lived-world experience via narrative inquiry assists constructing a clearer picture of the impact of staffing procedures and other areas of need. The education domain in NSW is currently headed to becoming completely decentralised by 2020 with the 'local needs/local decisions' policy. In that changing context then, this research informs general data collection processes and education policy.

Significance for Teacher Training

Due to its focus on the voices of L2FLS teachers and the variety of ways that they experience adapting to bilingual teaching, this study fills an important void. It articulates, through the view of the 'trained' outsiders, the L2FLS teachers, perceived gaps in the current bilingual education system and the advantages arising from the changing perceptions of biliteracy among Australian teachers in NSW. Unlike other studies it also gives an outsider perspective and an impact perspective from the Principals of each school and other L2 teachers. The result is a view of issues encountered which have significant implications for the process of Australian teacher training methods and professional development. By expanding on the direct experiences of L2FLS teachers, the parameters of the Australian monolingual classroom priorities come under scrutiny and are open for reflection.

Pre-service teachers and trainers may also gain insights into elements articulated in the data analysis and discussion, which would assist training programs and outcomes. Some of these elements harmonize with recent findings completed by Melbourne University relating to Victorian bilingual/L2 teachers and overseas studies (Borg 2015; Calderon & Minaya-Rowe 2003; Chimbutane 2011; Cross & Gearon 2013; García 2011; Johnson 2009; Kubanyiova 2012; Marcaro 2009). It is felt that the results of this study will stimulate Australian pre-service teachers to rethink the development of biliteracy strategies in all classrooms, and for trainers to adjust existing learning modules.

Significance for Policy Development

In Australia, despite our multilingual population, bilingual education is still on the perimeter of the National Curriculum in terms of time allocation, even though Languages are now a Key Learning Area (KLA) (Australian Government DET 2014). The concerns of primary school Principals involved with bilingual education are focused on how policies within DoE provide support for bilingual programs (Board of Studies NSW 2013).

Significance for School Community

While existing research on bilingual education provides some insights into government strategy and future educational planning development projections and needs, it does not allude to how teachers should teach in such situations and what 'adjustment' strategies are needed in schools and communities to ensure successful outcomes for all stakeholders. This research highlights the stance and perspectives teachers have adopted in their schools, as well as their Principals' outlooks in reaction to the changes and approaches that the new initiatives have brought and which have been implemented with varying levels of success.

1.6 Outline of the Thesis

Chapter 1 thus far has set up the framework for this study and given a broad view of all the topics which will be discussed in the following chapters. It outlines the central research focus questions and sub-question areas, and discusses the study's significance as the first of its kind looking specifically at teachers from overseas who are employed to teach their first language as an L2 in bilingual primary schools within the current NSW government school system. The possibilities for further studies related to the use of this L2FLS group are also raised, as well as the areas of need identified by these teachers and by the Principals supervising them in the bilingual primary schools.

Chapter 2 provides a general overview of the development of Bilingual Education programs in NSW with reference to the relevant literature. The chapter contextualises bilingual education and discusses global trends, the Australian situation in regards to language study, and relevant details about languages education in NSW and the current

staffing of its schools. Necessary statistics of the current LOTE teacher workforce situation in Australia and information about the targeted languages for study are also presented, and the chapter concludes with detailed sections covering the terms of reference within the bilingual education field and the language methodology debates.

Chapter 3 discusses the methodology employed in the study, and outlines the theoretical lenses used to analyse the data generated, fully explaining the complementary approaches used to analyse the two sets of data and the supplementary use of thematic coding. How each aspect of the project is managed is also mapped out with details of the participant selection and the thought processes which precede each step. Tables 1 to 4 assist in giving an overview of the participants and the schools.

Chapter 4 is the first of the narrative inquiry chapters. It begins by outlining the value of the narrative as part of a dual-method approach and continues by giving the preliminary details of the structure of each narrative, and sets up the 'who tells what and why' in Chapters 5 to 8. Chapters 5, 6, 7, and 8 set the scene for the phenomenographical analysis of L2FL in Chapter 9. Each tells a school's story using the voice of the Principal as the main thread, interwoven with the voices of L2 teachers and relevant document or website information sources. The stories are researcher-composed, based on the Principal interviews and thematic analysis of the L2 teachers and other relevant voices. Each chapter deals with a different school but is framed in a similar manner. They are divided into issues which arise in either 2012 or 2013 in the process of adjusting to becoming a bilingual school. Due to the nature of School 4 and the greater number of years the program has been in operation there, Chapter 8 deals with the variation of leadership on school management matters in 2012 and 2013.

The experience of adapting to bilingual teaching is covered in Chapter 9. The chapter is divided into two sections or two groups of categories of description: one for the three BSP schools running a government-funded program and the other section the categories of description for School 4, which runs a Principal-devised bilingual program funded by school fees and the local languages association, which employs the L2FL teachers.

Chapter 10 is the discussion of the findings and the recommendations of the research. This chapter discusses the limitations of the study and briefly re-examines the methodological basis and significance of the study. It strengthens the notion that teachers' voices are a vital force in developing programs and frameworks which do what they are set up to do, and simultaneously questions what is meant by the term 'successful' in an educational context. The four main findings regarding L2FLS teachers and Principals are summed up in five areas: training; professional development; supervision; mentors; and networks.

This chapter has given a broad overview of the content of the thesis and the intent of the research. It sets up a solid argument that there is much to be gained from using the valuable human resource of overseas teachers with L2 as their first language. To improve the current school situation, we need to understand how overseas teachers view and understand the local school system and how they experience it in their first years in Australia. We also need to understand how teachers new to the role of bilingual teaching adapt to their roles to improve the experiences of those who will follow in their footsteps. A strong case is therefore made that such research is lacking in NSW and we need to follow the example of other States in Australia in researching the needs and skills of bilingual teachers.

Chapter 2: LANGUAGES, TEACHERS & BILINGUAL EDUCATION

2.1 Introduction

Chapter 1 introduced the broad context of the research study, the value of investigating L2FLS teachers' views of working in the field of bilingual education, and specifically, aspects of working in newly established bilingual schools in NSW. It also highlighted the relevance of obtaining the views of Principals regarding the process of change involved in becoming a bilingual school. The chapter highlighted and outlined the methodologies for analysing the data in this research and the evolution of the validation for using the two main approaches: narrative inquiry, in combination with research thematic analysis of change, pedagogy and collegiality; and a modified version of phenomenography. The chapter concluded with a summary of the content of all the chapters within this thesis.

Chapter 2 presents the current situation of L2FLS teachers working in NSW regarding relevant regulations, policies and practices. L2 and Bilingual Education is contextualised within the Australian context, specifically in NSW, and policy discussion applies to the State of NSW only. As (Slaughter 2007, p. 2) declares,

Language-in-education policies themselves are also interpreted and implemented differently by Federal and State government bodies, education providers and schools (Slaughter 2007, p. 2).

The complexities affecting the L2FLS teachers working in this research field are outlined with a brief overview of the four languages associated with the schools in this study and the history of the learning and teaching of those languages. The terms of reference in the languages education area, pertinent to this thesis topic are reviewed. This chapter concludes with discussing the bilingual methodology approaches used by the four schools (this is also discussed further in Chapter 4, Section 4.4) and the current related language acquisition debates.

As the focus is on the journey of L2FLS teachers and schools beginning bilingual education in NSW, comparisons are not made with programs which have been operating for decades in other States, nor is focus given to detailing bilingual education from global

perspectives as many books have been written about this continually evolving field. This chapter is concerned with the usage of 'linguistic' capital and how the "schools play a major role in regulating language as capital and mediating access to it" (García 2011, p. 12). Contextualising the macro and micro aspects affecting the habitus of the L2FLS teachers forms the foundation of the approach to this research (Australian Government DET 2014; Bourdieu 1977; Kearney 2014; Kostogriz & Peeler 2007), and as Kostogriz & Peeler (2007, p. 107) discovered, the situation of overseas teachers can be "conceptualised as a struggle for professional recognition, voice and place with the real and imagined communities of teachers". This study gives L2FLS voice and describes the 'place' of this voice.

The background in this chapter provides readers a *macro* view to understand the complexities surrounding Australian languages education and L2FLS teachers. The narrative inquiry chapters 4 to 8 builds a more complete picture of the *micro* environment encompassing the L2FLS teachers and their lived worlds, specifically their experience of adapting to a bilingual school program in Australia. This background information is useful for cross-referencing with the narrative analysis of the bilingual L2 in Chapters 5 to 8 with the L2FLS teachers' perspectives in Chapter 9.

Finally, this chapter paints the 'NSW State bilingual teacher scene', and in concert with the subsequent analysis chapters, offers a variety of ways of understanding the operation of bilingual classrooms and the notion of biliteracy¹ (Baker 2011, pp. 327-33).

2.2 Why Focus on Bilingual L2FLS Teachers?

The Australian Government's vision to increase the percentage of students matriculating with second language proficiency by 2020 is at the core of the push to sponsor and endorse languages teachers and commit funds to programs which expand the levels of L2 knowledge and expertise (Liddicoat & Scarino 2010; Rudd & Gillard 2008; Ryan 1986). In Australia, given our multicultural population, we have a huge untapped human resource in form of the register of teachers who have L2FLS skills. Independent,

¹ **Biliteracy** is the ability to effectively communicate or understand written thoughts and ideas through the grammatical systems, vocabularies, and written symbols of two different languages. <http://www.encyclo.co.uk/meaning-of-Biliteracy>

academic sources estimate that over 30% of teachers have expertise in languages and 40% have overseas degrees that are not recognised or accredited (Personal Notes, Public Presentation by Dr Ken Cruikshank, University of Technology Sydney, 1 August 2014). The process of languages accreditation needs revision to fully use this resource. How bilingual L2FLS teachers experience new bilingual school initiatives in NSW, how they experience the phenomenon of adapting to bilingual teaching, and how they demonstrate their understanding and reflect on their praxis, is the prime consideration in this thesis.

This thesis also hopes to advance the success rate of bilingual education programs and the use of the available skills within our multicultural workforce. To train Australian teachers to the proficiency levels needed for L2 fluency takes time and money, whilst new L2FLS teachers already have these skills (Board of Studies NSW 2013). All future bilingual school initiatives in NSW will undoubtedly reflect on the knowledge gained from the program implementation at these 'first bilingual schools'. L2 teachers are needed, but the lure, incentives, complications, and other areas needing improvement necessitate research from the L2FLS teacher viewpoints and perspectives.

2.3 Teachers in NSW and Languages Background

In 2010, NSW had 1634 primary schools, 67 Central or Community schools and 398 secondary schools, totalling 2235 Government schools (Christie 2011, p. 2). NSW primary school teachers are employed as classroom teachers, with supernumerary staff allocation funding given to schools per the number of Language Background Other Than English (LBOTE) students enrolled at the school. The NSW DoE has precise statistics of students and their languages background but no data set of the languages background of the 82,963 teachers employed, nor a data set of their country of birth and their qualifications and specialisations (Centre for Educational Statistics and Evaluation 2014, pp. 6, 11). As cited in the Section 2.1, it is believed that up to 30% of teachers have a language background other than English and L2 expertise.

In 2012, 144 government schools incorporated community languages programs and employed 243.8 teachers (Board of Studies NSW 2013). Community Languages teachers

are allocated via the teacher/student ratio numbers permitted by policy, and positions are advertised and allocated by the local school merit selection process once the staff funding ratio has been determined. The English as an Additional Language or Dialect funding (EALD) occurs in a similar manner, but usually the Principal of the school allocates a current staff member who has some experience in EALD to take on the role. This staff member is usually a monolingual. What is lacking and needed for Principals in the languages area is a database of teachers who are bilingual, and whether they are accredited to teach in their first or background language. Primary teachers are hired as generalist teachers, not specialists and, as mentioned, no NSW-wide database of specialisations exists (Centre for Educational Statistics and Evaluation 2014, p. 11). A database would help all stakeholders, especially Principals, access teachers who speak second languages fluently, as well as teachers with LBOTE.

However, in the last few decades, the use of L2FLS teaching in the area of languages other than English (LOTE) has become quite common. LOTE teachers make up an estimated 3.9% of the NSW teaching workforce in primary schools (approximately 5000 teachers in 2013). Approximately 40% of these LOTE teachers speak L2 at home and 15 % were born overseas (Weldon et al. 2014). L2FLS teachers are not accredited for their language ability, regardless of whether they are accredited as teachers in their first language, or have gained degrees overseas. Should these same teachers want to become permanent L2 teachers and be accredited for the knowledge and skills in their L1, they must also sit a language proficiency test in their L1 before they are permitted to teach it as an L2 in NSW primary schools. This is despite having university degrees gained using their first language overseas.

Policy makers within the Department are not linked with Academics working in languages. The official non-recognition of L2FLS skills among university graduates who gained their qualifications overseas seems a typical example of a monolingual mindset (Clyne 2008; Morgan 2014). In NSW government K-12 schools close to a third of all students enrolled (31.6%) come from homes where languages other than English are spoken (CESE 2015, p. 1). There are 232 different language backgrounds identified in the

LBOTE student group (Years K-12), although only 44 languages have more than one thousand students enrolled (Board of Studies NSW 2013).

The CESE (2015) records, in 2014, that the largest language group backgrounds in Years K-12 were Chinese (40,529) and Arabic (32,628), followed by Vietnamese (15,543) and Hindi (9,783) and Greek (9,275). Korean ranked eighth with 7,685 students, Indonesian 15th with 3,903; Japanese 21st with 3,042 and French 23rd with 2805. The percentages follow a similar ranking pattern when one views the primary school sector only: Chinese 19,967 (14.2 per cent of LBOTE), Korean 4,353 (3.1 per cent), Indonesian 2,271 (1.6 per cent) Japanese 1,955 (1.4 per cent) and French 1,855 (1.3 per cent) (CESE 2015).

In the State of NSW, in 2014, over 56% of LBOTE students in NSW were enrolled in the Sydney Metropolitan area. The Metropolitan area is divided into four regions, with Sydney-West having the highest rate of all LBOTE enrolled at 62.7 per cent (49,114 students) and North-West Sydney having the lowest at 3.8 per cent (2,552 students) (CESE 2015). It is noteworthy that two of the Bilingual Schools chosen to participate in the BSP are in North-West Sydney, the region with the lowest rate of LBOTE enrolments. The other school is in Sydney's Inner-West, which has an LBOTE average rate close to 60% although the actual school has an enrolment of 96% LBOTE.

[2.4 Languages Policies and Initiatives in Australia](#)

Before discussing the specific issues related to bilingual schools and bilingual teachers, it is important to both establish a clear picture of the National and State directives and policies which may impact the broader perspectives of bilingual L2FLS teachers from overseas, and to analyse the settings in which bilingual teachers from overseas find themselves when choosing to work in NSW bilingual primary schools. The global and national language arenas are discussed briefly along with the political demographics leading to the establishment of teacher recruitment into NSW primary schools for the commencement of the state government's BSP. Attitudes pertaining to language acquisition play a prevalent role in Australian society and many of the decisions pertaining to implementation of languages programs are top-down policies that do not involve the personnel who implement the programs in schools.

The Global Context and Trends

The introduction of second languages in primary schools has become a global trend, particularly in OECD countries (Della-Chiesa & Miyamoto 2008; García 2009). World trends, globalisation and economic rationalisation based on migration, multicultural population distribution, and projection of future employability status in a world market are behind the ever-increasing establishment of bilingual schools around the world, especially in Europe and North America. Ironically, there is a trend among English-speaking nations to value L2 acquisition but not to value the minority communities who have those languages (Portes & Hao 1998). Indeed, the knowledge and maintenance of the mother tongues of large numbers of immigrant groups has rarely lasted past the third generation (Baker 2011; Clyne 2008).

For decades, many countries all over the globe have adopted policies relating to the learning of 'global' languages. L2 knowledge is viewed as essential for economic trade partnerships and to enhance business, cultural relations and communication in multicultural communities. The trend is to learn the mother-tongue, one's first language, plus two other languages of countries affiliated with the OECD on the premise that language learning leads to enhancement of business communication, cultural relations and economic trade partnerships. In most developed countries, the promotion of foreign languages in schools is a priority, both publicly and politically (Cummins & Swain 1986; Graddol 1998; Rixon 2000; Swain & Johnson 1997).

Languages History in Australia and the Asian Languages Strategy

The Bilingual Schools Initiatives are the result of two decades of funding explicitly targeted to improve and support Asian languages in schools. The first initiative introduced in 1994 was the National Asian Languages and Studies Strategy in Australian Schools (NALSSAS), which provided over \$200m dollars of funding over eight years, ending in 2002. The next round of federal funding, in the years 2008-09 to 2010-11, allocated \$62.4m to the National Asian Languages and Studies in Schools Program (NALSSP). These programs aimed to significantly increase the number of students matriculating and becoming proficient in the Asian languages and cultures, with the later initiative providing specific support for the study of Chinese (Mandarin), Japanese,

Indonesian and Korean (Slaughter 2009). The desired outcome by 2020 was for at least 12% of students nationally exiting Year 12 with fluency in one of these four languages (DEEWR in Lo Bianco 2009).

The NSW commitment of funding in 2009 for the BSP schools in the state was a direct result of funding allocations and proclamations made by the Federal government to increase the number of students with a fluency in Asian languages, particularly the four languages targeted by the NALSSP funding, which are spoken by Australia's neighbouring countries and trade partners. Asia is seen to be important for Australia's future economic and social prosperity, and this stance is markedly different from the viewpoint for most of the 20th century, when a Eurocentric focus dominated the Australian education system. Prior to the 1970s French was the first choice of L2 language study, but the change from "elite languages taught for elite reasons" came in the mid-1970s in Australia with a move "to community languages taught for community purposes in primary schools" (Lo Bianco & Slaughter 2009, p. 20). The Federal government's recommendations in 1976 related to the teaching of languages in schools has recurred in most education policies related to language:

All children should be given the opportunity to acquire an understanding of other languages and cultures from the earliest years of primary school (Clyne 1995, p. 5). NSW has the lowest L2 matriculation rates of all the states with only nine percent of students graduating with skills in another language in 2011, in comparison to the national average of 13%. The BSP funding was a response to the growing number of community stakeholders demanding stronger Asian language programs in school (Education Services Australia 2009). In 2014 the Australian Government upgraded the outcome commitment to ensure a 40% matriculation rate of students with Asian languages within the next decade (Australian Government DET 2014). Consequently, the states and territories are being encouraged to continue implementing and funding languages education.

One of the main challenges of research into languages education is finding accurate statistics on the outcomes of all the related funding allocation. Since the 2007

government report on languages, *The State and Nature of Languages in Australian Schools* (Liddicoat et al. 2007), the situation has improved with a National Curriculum that focuses on languages education (ACARA 2011). However, due to the previous limitation of data availability across Year levels, it has been impossible to assess and gain clear insight into the programs which are successful in the long term. As Slaughter points out in her research on the study of Asian languages in two states:

Few national statistics exist for language study and centralised records are not maintained by all educational sectors in each State ... It is impossible to gain a clear indication of the current situation, of any changes over time and of the effect of national level policies on the directions of languages studies. It is essential that we gain a clear understanding of the impact of national policies, based on evidence, in order to guide future directions (Slaughter 2009, p. 5).

L2 and Bilingual Education in Australia

Australia has had a very checkered past in regard to L2 policy programs due to the social and political impacts of “many voices and perspectives and some particular challenges” (ACARA 2011b, p. 6). Australia’s multicultural society and large diaspora communities have influenced many Federal and State funding and policy directions over the past five decades. Unfortunately, despite the many papers and policy statements written in the last 20 years, there has been little advancement, follow-through and consistency in the area of languages education (Curnow, Liddicoat & Scarino 2007). Scarino and Papademetre in 2001 concluded that “Australia had an ‘ambivalent’ relationship with learning to communicate in other languages” (Scarino 2014, p. 290).

In 2007 the eight university-selected boards (“Group of Eight”) overseeing all matters related to world trends and international students released a discussion paper entitled “Languages in Crisis”. The paper proposed “co-operative action between federal, state and territory governments to lead the development of a consistent national approach to language education at all levels of the education system” (Group of Eight 2007, p. 2). This call for a national approach resulted in the release of a draft of a national curriculum

for Languages in January 2011, which was followed in the same year by the final document release (ACARA 2011b). The draft acknowledged that the previous Melbourne Declaration on Educational Goals for all Young Australians, released in 2008, viewed learning languages as a necessary and fundamental part of the educational experience of all Australian students (Ministerial Council on Education 2008) It concurred that all students in Australian schools should have access to languages education and that Languages are included as one of the key learning areas in the Australian Curriculum. The opening statement in the Introduction of the final document, *Shape of the Australian Curriculum: Languages*, stated: “The Australian Curriculum: Languages will be designed to enable all students to engage in learning a language in addition to English” (ACARA 2011, p. 1). This overview of the latest changes paints an optimistic outlook for the field of Languages and Language Acquisition, as do the many State and Territory initiatives to begin bilingual programs in elementary schools. Generally, the increase in the number of bilingual primary schools Australia-wide is welcomed as the benefits of early years L2 acquisition are extensively documented by scholars working in the area (Aro & Mikkilä-Erdmann 2014; Baker 2011; Clyne 1995; Cummins 2000; Cummins & Swain 1986; García 2009).

Contextualizing Bilingual Education in NSW

Being the most populous State in Australia, NSW has the largest government, Catholic and independent school systems. Over 50,000 students are involved in the community language programs and a high percentage of primary schools run effective LOTE programs that primarily target Asian languages. Community language programs are funded based on the degree the language is spoken in the community, and provide approximately two hours of time allocation per week. Children involved with these programs present as having a background in these languages. These LOTE programs provide approximately 80 minutes’ allocation per week, but they are broadly focused and cover various aspects of language and culture, with limited time spent on communicating in the designated language, other than basic elementary vocabulary.

In NSW, as in most states of Australia, learning a language in primary school has focussed on developing limited vocabulary and cultural knowledge (Ham 2008; Liddicoat et al.

2007; Sachs 1985; Truckenbrodt & De Courcy 2002). This focus needs to transition to the development of competent bilingual communication skills. The curriculum boards have developed models for scope and sequence of the language skills for High Schools², but no adjusted sequences have been developed for primary schools or, disappointingly, the new bilingual schools. Schools which become bilingual need to develop their own scope and sequence in line with the content taught for them to feature the main competencies required: listening, speaking, reading and writing in the chosen L2. Obviously (clearly), this kind of pressure puts an extreme strain on teachers new to the Australian curriculum who are not subject experts; there have been limited efforts to address this issue through the use of EALD scales as a writing model for L2 in one Victorian school (de Courcy & Smilevska 2012), but this has little applicability for the context of this study, which focuses on a state primary school bilingual syllabus in four languages detailing outcomes for the four language competencies.

Whilst bilingual schools are new in NSW, some schools in other states and territories, particularly in Victoria and South Australia, have established bilingual schools in the past 20 years. In the NSW government system, it is a new initiative officially brought to fruition as a four-year trial program in four schools in 2010 (Public Service News 2009). There are a few other primary schools running bilingual programs using European languages, but these schools are not financially supported by the Department of Education for additional language specialist teachers. These schools are either independent or funded for staffing by external or community associations.

In 2009, a NSW media press release indicated a pre-set time frame for BSP, but due to the strong support in the participating school communities and by school leadership, all the pilot initiatives have been extended and funding has been guaranteed under the current government. Due to the amount of financial, philosophical and methodological investment made by the schools, the principals are all keen to have the additional language programs offered permanently in their designated schools, and to make staffing strategies for the future. Promoting the importance and benefits of bilingual

² <http://www.australiancurriculum.edu.au/languages/aims>

education has required a considerable pro-active 'sales' campaign and in-servicing of the whole school community by the Principal and the school executive to maintain positive support. This area of discussion is addressed in Chapters 4 to 8, the School Narratives.

Another relevant issue pertaining to the BSP is the limited funding attached to teaching and learning the L2 in the bilingual schools. The process of establishing, funding and resourcing bilingual schools is different in each State and varies between the schools within the State of NSW due to school global ³budgeting (Gamage 1992; Smyth 1995; Townsend 2002). Funding allocated by the State Government equates to each bilingual class having only five hours per week of the L2 by a qualified specialist bilingual teacher. An additional two and a half hours are unfunded and it is for the school to provide a teacher's aide in the target language. Though school Principals have tweaked this initial model by reducing hours or providing funds from their school budget, the original funding allocation was stringent, covering only the first four years of the initiative. This structure and minimal amount of time allocated to teaching the L2 varies from designated bilingual elementary schools in Canada, Europe (including Catalonia), United States, Finland, and New Zealand. It also varies from programs in other States of Australia. Consequently, the operation of 'Bilingual Schools' in NSW is a unique model in regards to the time allocated for the L2, the starting age and the staffing process at NSW government primary schools (Cummins & Swain 1986).

Although the recent figures for the number of unemployed teachers awaiting permanent positions in NSW is over 40,000 (McNeilage 2014; Smith 2014), particularly in primary schools there is a persistent shortfall in language teachers for a variety of reasons. Lo Bianco reported that for specialist language teachers "preparation and supply represent a specific complication for primary schools [and] according to Kleinhenz et al., the principal explanation for the persisting shortfall in teacher numbers

³ "The devolution of financial control and human resources management including recruitment of staff at the local level [school]" rather than at State level (Gamage 1992, p. 11)

... Is that disincentives to become a language teacher greatly outweigh the incentives” (Kleinhenz et al. 2007; Lo Bianco & Slaughter 2009, pp. 42-3).

New and beginning teachers in primary school need to show they can teach all subject areas and specialising in a languages area limits their work experience, flexibility, and availability for generalist roles and promotion possibilities. For employability prospects, casual teachers need an Institute of Teachers accreditation specific to managing a class of students, as well as Department of Education registration. Neither of these certifications specify or identify background language for the prospective employers, nor do the centralised casual staffing system and regional casual availability lists have records of personnel with specialised language skills for primary school level.

Another issue aligned to specialised language skill databases is that Australia’s accreditation regulations cater for high levels of English skills but do not recognise fluency in another language gained through overseas schooling/education. Teachers who have completed conversion courses to teach in the NSW education system are not automatically recognised as certified to teach their first native language. Similarly, the Institute of Teachers does not automatically grant L2 primary teaching accreditation to new scheme teachers, who were schooled in countries speaking languages other than English but who completed their Bachelor of Education in Australia. This bureaucratic process has eliminated many competent teachers from teaching their own first language in Australian Primary Schools and has resulted in a difficulty in staffing all LOTE programs, not just bilingual schools through the normal state staffing channels which code and register teachers’ languages proficiency and skill recognition (Cruikshank 2014; Lo Bianco & Slaughter 2009).

The current NSW teacher workforce has a high linguistic and cultural diversity which is either not recognised or not utilised. Twelve per cent of teachers in NSW are born overseas yet such statistics mask the linguistic and cultural diversity of the whole teaching workforce (Watkins et al. 2013, p. 13). Principals recruit candidates via word of mouth or advertisements, as is discussed in detail in Chapter 4, which deals with Principal interviews. The difficulties of finding appropriate candidates who are willing to

compartmentalise their teaching roles, limit their generalist experience and work part-time allocations with a heavy workload, in 'new' specific and solitary roles within a school are verified in the data analysis section in this research study.

Currently, no centralised DoE database for languages exists for overseas teachers with L2 skills who have retrained/completed the conversion course at the primary school – the system does not recognise their language skills or track where they end up teaching after the conversion course. As language skills are not listed on profiles, it becomes extremely difficult for schools to locate personnel unless these teachers have registered their languages skills at individual schools or with regional office. As already mentioned, DoE does not give accreditation or skills credit for languages unless teachers attain Australian university qualifications in language methodology, even if teachers are L2FLS. One of the teachers in this research study was born overseas, spoke the L2 at home all her life, completed years of Saturday school listening, speaking, reading and writing the language, but was accredited as being able to teach her own native language only after she had completed studies of her own language at an Australian university.

Employment instability and security is lacking for many languages teachers. Primary language teaching staffing is very fragmented and languages teachers conduct classes in more than one school to work 'full-time'. Only 40% of languages teachers are employed full-time in singular schools according to Carr (2002), who found that primary language teachers experience considerable problems of professional de-motivation, isolation and difficulty integrating languages study into the curriculum (Carr 2002)

L2 teachers who have completed conversion courses to teach in Australia may not be the most experienced generalist teachers within the Australian school system. This could be a concern should the school no longer seek to be a bilingual or specialised L2 school. Permanent staff cannot be easily transferred or accommodated if a school changes its status. All teachers in primary schools must be able and willing to teach regular primary classes in all subject areas, unlike teachers trained overseas who are not all required to teach all Key Learning Areas.

While it is up to principals to find appropriate staff for their bilingual schools, this also poses a problem if the school executive and community no longer request the chosen language. Therefore, in many primary schools specialising in specific languages, principals hire L2 teachers on a year-by-year basis/contract rather than offering teachers permanent or temporary full-time positions. This is common practice regarding contract work in schools and it is a point of view subsequently confirmed by the Principals interviewed for this study (see Chapter 7 section 7.3) Teachers do gain experience, but limited to subject areas, which makes the career path dubious for teachers aiming for permanent employment and later promotion positions. Despite the obvious disadvantages, most specialist languages teachers are simply employed from year to year under a casual contract, even if their skills and ability are recognised at the school, as this allows the school greater flexibility with funding, and in some cases, maximises workloads without needing to provide release time. In schools where principals have obtained teachers via the 'targeted' teacher award scheme, the teachers have the associated mentoring needs of beginning teachers in addition to teaching an L2 timetable to several different classes each day instead of learning to manage one class (Carter & Francis 2001).

The Australian Federal Education Priority of raising to OECD advanced countries' levels the current 14 per cent of students attaining matriculation in L2s is therefore a process with many obstacles. Planning effort is needed to generate sufficient numbers of appropriately trained teachers in line with National Languages policies and goals (Liddicoat & Scarino 2010, p. 5). In a paper about the challenges that face languages education policy, (Scarino 2014, p. 303)stated:

An important part of this work is to identify and make available accounts of the value of maintaining and developing bilingualism in education for all – personal accounts through which people make sense of the experience (what people see and the lenses through which they see) and which evidence and value ... The experiences are the voice that speak the need for change and create a deeper understanding of the need for change. (p. 303)

Through the personal lenses of the research participants, this thesis aims to provide a voice that speaks this need for change.

2.5 Bilingual Teachers

In this thesis, the term bilingual teacher mostly refers to any teacher involved in the bilingual program at the school. However, these teachers are subdivided into three categories. Category 1 are the L2FLS, which means English is their second or third language and the L2 is their first language. This is a new term since the launch of the Australian National Curriculum; previously they were referred to as L2 native speakers or L2NS and sometimes mother tongue speakers. These terms mean the same and are interchangeable, although the native speaker debate is later discussed in Section 2.7.6. The second category of bilingual teachers are those who have an L2 background; these are called background speakers, which means that English is usually their L1 even though they have proficiency and fluency in L2 due to their parents or they were born overseas but spent most of their childhood years in Australia. The LOTE teachers in School 1 and 2 fell into this category. The third category includes the language specialist teachers. These teachers have English as their L1, have no background in L2 but have learnt the L2 to an Australian accredited proficiency to enable them to teach L2. The community languages teachers were also bilingual and either L2FLS or background speakers but were not involved in the specific BSP and were not new to their roles. Therefore, they only contributed to the background information in the narrative chapters.

Who are They?

At the time of interviewing bilingual teachers for the pilot study, the processes of converting overseas trained teachers into teachers who can work for the Department of Education was for many a lengthy and arduous process. According to comments from the L2FLS in this research, from an applicant's perspective the process of conversion through the language proficiency tests PEAT⁴ was unclear, extremely difficult, and very costly. A website⁵ now gives all the instructions for the process, but not instruction on

⁴ The Professional English Assessment for Teachers (PEAT) Test is designed to determine the level of competence in English of overseas trained teachers who wish to gain approval to teach in NSW Department of Education and Communities (DoE) <https://www.languages.unsw.edu.au/tests/peat/>; <http://www.nswteachers.nsw.edu.au/future-returning-teachers/overseas-teachers/do-an-english-test/>

⁵ <http://www.nswteachers.nsw.edu.au/future-returning-teachers/overseas-teachers/>

how to become a teacher of their L1 (DEC_NSW). Once they are employed, overseas trained teachers who do go through conversion are not tracked on a database for the languages they speak. Their L2 skills are neither noted nor accredited; only their English proficiency and teaching approval certification is recorded, and the only access to information about their language skills is via independent teacher surveys done for research purposes (Watkins & Noble 2013a). According to an ACER national workforce study in 2008 and other recent teacher workforce studies, there needs to be a greater collaboration on workforce planning matters across Australia (Centre for Educational Statistics and Evaluation 2014; Kearney 2014; Owen, Kos & McKenzie 2008). In their 2010 report about Japanese language education in Australian schools, De Kretser & Spence-Brown (2010) outlined a recommendation for profiling teachers, and the summary of this report is collated by Sturak and Naughten (2010), who edited the recommendations from all four targeted Asian languages reports commissioned in 2010. Pertinent here is their recommendation:

The Australian Government should co-ordinate the collection by all sectors of comprehensive information ... including their linguistic and pedagogic qualifications and age, to allow informed planning and recruitment and professional development (Sturak & Naughten 2010, p. 19).

Primary Teacher Conversion Courses for Overseas Trained Teachers

Currently under the 'skills' section of a teacher's profile, his or her abilities in languages other than English are not recognised unless the teacher has studied 'her/his own native language' in Australia, or passed a proficiency equivalence test set by the DoE. This would be equivalent to Australian teachers not having recognition for English overseas unless they had studied English in the 'foreign' country. In the case of teachers trained overseas who learn two to three languages to matriculation standard in OECD countries, this policy needs to be adjusted to fit with global 21st Century standards and requirements if we are to be competitive in the languages areas.

2.6 The L2s: Chinese, Japanese, Korean, French.

The emphasis on introducing Asian languages into the curriculum was specifically due to explicit Federal Policy and funding in support of promoting Asian languages (Slaughter 2007). The Federal initiative began in 1994 with the National Asian Languages and Studies in Australian Schools (NALSAS) program. The government decision to choose Chinese, Korean, Japanese and Indonesian for the BSP was clearly not based on the percentage of students with language backgrounds other than English who are enrolled in NSW schools. The schools chosen were not chosen per languages background in the local community either, and one could almost presuppose the opposite, that is the bilingual language for the schools was chosen because it was not a significant background language in the local community. This point will be discussed in detail in Chapter 4. The generic major developments in Bilingual Education are discussed in Section 2.9. The following sections provide a limited amount of information about each language as offered within Australian schools.

Chinese

The school chosen for the Chinese Bilingual Program has Mandarin as the main language of instruction, but the Chinese language includes Cantonese and other Chinese dialects. The school was already teaching Chinese via a LOTE program which focuses on a combination of language and culture but only entails study for one hour per week. Teaching and learning Chinese began 20 years ago in Australian schools due to a government drive to become Asian languages literate for the purposes of our economic relations with China (Sturak & Naughten 2010).

The challenge with learning Chinese is that it is very difficult and takes longer to learn than most languages. Sturak and Naughten (2010) estimate that it takes:

an L1 English speaker approximately 2,200 hours to become proficient in Chinese (compared with 600 hours for French). Chinese as a Second Language at Year 12 requires mastery of some 500 characters, a number reached in China, Hong Kong and Taiwan in Grade 1 primary (Sturak & Naughten 2010, p. 10).

L1 Chinese speakers must also master 2,000 or more characters (Sturak & Naughten 2010). This information is important when viewing the narrative account of School 3 in Chapter 7 and the perspectives of L2FLS teachers in Chapter 9. One of the main recommendations by Orton (2010) was that teacher education and support should be provided at pre- and in-service levels in the form of methodology programs; resources for benchmarking should be developed and made available online; and new approaches to Chinese teaching and learning should be promoted and circulated.

Japanese

School 1 was chosen for the Japanese program although it had a Mandarin LOTE program existing in the school prior to the BSP (Turner 2013b). Several families in the school community were of Chinese descent, although the majority spoke English only. There is a long history of Japanese language learning in Australian schools. Beginning in 1906, it was introduced to Sydney in 1917, and peaked by 2000, when it was “the most widely taught language in Australian schools and universities” (Sturak & Naughten 2010, p. 2). The most significant shortfall with Japanese language learning is the lack of detailed specific curricula and the lack of a Japanese-specific methodology in teacher training programs. At the primary level, at the time of the De Kretser and Spence Brown report into the State of the Japanese language, there were no scope and sequence outlines developed for primary schools to use so that an agreed common progression would be manifest (De Kretser & Spence-Brown 2010). The Japanese teachers at School 1 had a mammoth task to develop the scope and sequence for the bilingual school with no outside guidelines. Other factors such as pathways for continuous learning from K-12 were extremely rare across all states in Australia. When reading the narrative in Chapter 5 and the perspectives of L2FLs in Chapter 9 it will be clear these facts are challenges for this Bilingual School. (De Kretser & Spence-Brown 2010) also recommended that Curriculum Authorities develop detailed scope and sequence to help provide benchmarks for teachers; all sectors collect detailed information on Japanese teachers for planning recruitment and professional development; and educational authorities support schools because Japanese teachers were currently working in isolation from core curriculum planning and from supportive peers (De Kretser & Spence-Brown 2010).

Korean

Korean has featured as one of the four targeted priority languages under the NALSAS and the NALSSP strategies for over 20 years and yet when the four BSP schools were proposed only 49 out of 9562 Australian schools offered Korean. In NSW, there are 19 government primary schools offering Korean and 16 High Schools. There is a dichotomy in that the language has been supported nationally through initiatives, but it receives varied state and territory support and it has been estimated that by matriculation only five per cent of students studying Korean are L2 learners. Per Shin's (2010) report funded by the Australian Government Department of Education, Employment and Workplace Relations under the School Languages Program, "the national cohort of teachers teaching Korean could be fitted in a large classroom. The student enrolment in Korean is little more than one per cent of the enrolment in Japanese" (De Kretser & Spence-Brown 2010, p. 20; Shin 2010). Korean is the eleventh most commonly spoken language in the world and the first language of about 150,000 Australian residents, but nationally in 2009 only around 4,220 students, or 0.1 per cent of all Australian students, were actually studying it (Shin 2010). As will be demonstrated by this research, however, School 2 was enthusiastic about taking on Korean and the school's community supported all their efforts to make it viable and sustainable with immense benefits to all. The biggest disappointment for School 2 was when Korean was taken off the White Paper in October 2012 and Hindi was put in its place without consultation (Sheridan 2012).

French

French was Australia's most popular L2 prior to the 1970s and it still has very high student numbers. Per the 2012 languages review by the NSW Board of Studies, French had the fourth highest student numbers (7,445), preceded by Mandarin, Italian, and Arabic in that order. Currently 55 primary schools and 204 High Schools offer French as a LOTE in NSW. However, what is called School 4 in this study is the only school in NSW to receive a French languages teacher allocation of 1.2 due to its French community numbers. Among the NSW independent primary schools, French ranks in first place with 11,649 students (Board of Studies NSW 2012, p. 10). There is a high expatriate French

community in Australia and School 4 has gained much popularity by offering French via the Australian curriculum, unlike the only other bilingual French school in Sydney, which offers French via the French curriculum. School 4 is advertised overseas and often families from French-speaking countries source its location to residing in Australia. Thus, the school's student population has increased since the beginning of the program in 1999.

2.7 Terms of Reference

This section provides an overview of the terms used throughout this thesis. Further elaboration of these, where relevant, is detailed in the remaining parts of the thesis. The terms shown here are grouped per their direct relationship to each other:

- Bilingual, bilingualism, multilingualism
- Bilingual education, immersion programs, bilingual programs
- Community language programs, LOTE (languages other than English) now SLP (School Languages Program)
- Native speakers, background speakers, heritage language speakers
- Curriculum, pedagogy; identity and professional development.

These terms will be briefly discussed in relation to their meaning and usage in this research study.

Bilingual, Bilingualism; Multilingualism; Balanced Bilingualism

As with other research work and literature, the term bilingual is used to designate the use of two or more languages. There is a distinction in the terms bilingualism and multilingualism when they are related to individuals as opposed to a social group or community. The terms are usually represented as individual bilingualism and societal bilingualism (Baker 2011). While bilingualism and multilingualism are different, there are some similarities between them, and for this thesis and for brevity, the terms are combined to refer to speakers of two or more languages. This is because data analysis in this thesis is not dependent on the nuances of the terms. The simple definition of bilingualism is the use of two languages and multilingualism the use of three or more

languages. Recent scholars, such as Baker (2011, p. 3) view bilingualism and multilingualism as having:

“overlapping and interacting dimensions” and feel that: “an essential distinction (with both terms) is therefore between language ability and language use ...sometimes referred to as the difference between degree and function” whereas “early scholars.... only considered native-like control of two languages as a sign of bilingualism”(García 2009, p. 44).

There are degrees of fluency and variations related to the labels 'bilingual' and 'bilingualism', as defined by language specialists. Balanced bilingualism is when levels of ability and usage of the two languages are the same in the bilingual individual (Baker 2011; García & Li Wei 2014). However, although 'balanced' bilinguals do exist, if a person speaks two languages, the level of competence in listening, speaking, reading and writing are rarely equal and balanced across both languages (García & Li Wei 2014). The other major difference which exists in bilinguals in regards to their languages is between the amounts of usage of both languages in the individual's life. The spectrum of terms within bilingual education are used to clarify the level of language usage and ability, and there is a continuum of terms used to describe language skills, including language achievement, language performance, and language proficiency. The terms bilingual and multilingual in this thesis reflect definitions by recent scholars and are referred to when describing teachers and when discussing the school communities in the related chapters.

Bilingual Education, Immersion Programs and Bilingual Programs

There are numerous definitions of the term bilingual education, and the broad definition of the term refers to the presence of two languages in the instructional setting (Zelasko 2003). This study adopts the definition of bilingual education given in an Australian Government Department of Education publication: “Bilingual education is any form of education in which two languages are used to teach content from other areas of the curriculum.” (Australian Government Department of Education 2006; Baker 2011; Clyne 2009; Curnow, Liddicoat & Scarino 2007; García 2009; Ke 2013; Liddicoat & National

Languages Institute of Australia. 1991; Swain & Johnson 1997). This definition may apply to students who speak both languages fluently or, in the case of new language learners, it refers to education where the language is taught simultaneously to the content as per the Content and Language Integrated Learning (CLIL) approach (Aro & Mikkilä-Erdmann 2014; Cross & Gearon 2013; Smala 2013; Turner 2012). Baker (2006) appropriately refers to bilingual education as “a simplistic label for a complex phenomenon” (Baker 2006, p. 213).

With over 50 per cent of the world’s population estimated to be bilingual, students around the globe are exposed to many different forms of bilingual education (Grosjean 1982). Additionally, some languages are more common than others, “in fact, eleven languages are spoken by as many as 70 percent of the world’s population” (Grosjean 1982, p. 4) Within the bilingual education arena, the most common terms used are immersion (programs), bilingual (programs), and Content and Language Integrated Learning (CLIL). All these terms refer to the use of two languages of instruction (Australian Government DET 2014; Baker 2011; García 2009; Lo Bianco 2009, p. 31; Smala 2009a; Zelasko 2003)

In primary schools around the globe the time given to bilingual education varies. The average is two thirds of the day for the L1 lessons, and one third for the L2 lessons (Krashen 1984; Swain & Johnson 1997). In regular elementary schools in Australia the bulk of the day’s lessons are taught in majority L1, which is English, but bilingual schools have varying policies regarding the amount of time devoted to immersion programs and to bilingual programs (ACARA 2011; DEC Languages K-12 2010; Lo Bianco & Slaughter 2009; Rixon 2000; Slaughter 2009; Swain & Johnson 1997).

Confusion may often originate with the actual terms that are used for the program the students at three of the schools are experiencing (bilingual school program explained in Chapter 4). This also applies to what is meant by the term ‘bilingual education’. This section outlines the core aspects of the term as used in some of the latest research. However, generally in the community of the schools in this research, it is accepted that what children are experiencing is a form of bilingual education regardless of how it varies

from the pure definition. The labelling of the type of program is of minor importance as this thesis is about the perception of L2FLS teachers and their Principals and staff, rather than about the details related to 'bilingual education' variations.

In global scholarly work, bilingual education is defined as education where students with a second language are taught in this second language for part of the day to maintain the student's first language. Bilingual programs are in a different category of bilingual education from immersion programs and one could say they are the opposite of programs that immerse L1 speakers in L2 (Browett & Spencer 2006a; García 2009; Lo Bianco & Slaughter 2009). Bilingual programs are programs in the L2 for speakers of the L2. In other words, the L2 of the school is the L1 of the student. In English-speaking countries and in Canada, in some cities this would mean the child was taught in languages other than English that were simultaneously their L1s. An example of this type of program is when Chinese students who speak mandarin are taught part of the Australian curriculum in Mandarin. The curriculum in this case is being taught in the students' L1, which is the L2 for most English-speaking students. This non-English language is the students' L1 and instruction in this language is usually for a segment of each day or for a certain curriculum area. This is a core bilingual program aspect. Bilingual programs are less common than immersion programs in primary schools.

In relation to immersion programs, the majority of students attending the allocated Australian bilingual schools in this study had English as their L1, in a situation where "immersion language programs are [considered to be] a form of bilingual education used when the target language is not the students' dominant language," (Australian Government Department of Education 2006, p. 50). The immersion program uses the targeted language (L2) as the medium of instruction. Students in these programs usually have no prior L2 skills and knowledge on entry to the immersion program (Swain & Johnson 1997, p. 15). Curriculum content is taught in the L2 by bilingual teachers for at least one-third of the school week (Australian Government Department of Education 2006, p. 50) (Clyne & National Languages and Literacy Institute of Australia. 1995). Through the L2 students learn skills and content in the KLAS. Immersion and partial immersion into the L2 is a category within bilingual education and most immersion

programs share core features which distinguish them from other types of bilingual education. Immersion programs vary in different contexts and cultures in several ways, particularly in the way the L2 is introduced, the extent to which it is used at different student levels, and how the curriculum is covered. The KLA's schools choose to use for the L2 instruction also vary from school to school (Swain & Johnson 1997).

The DoE adopted the term Bilingual Schools Program (BSP) in 2009 for the four schools in NSW which would offer a bilingual education program. The schools offered an immersion program to Anglophones via a CLIL approach. This approach entailed a range of curriculum areas and subjects being taught in a language other than English to the Anglophone students, beginning in Kindergarten and continuing in subsequent years. Simply explained, the main language in Australia is Australian English denoted as L1 and the schools in this study that were designated as running a BSP (Schools 1, 2 & 3) teach the curriculum in two languages. The KLAs such as Maths and Science, are allocated to L1 whilst other KLAs are allocated to L2, and the school decides which KLAs are allocated. The model of the NSW BSP is discussed in greater detail in Chapters 2, Section 2.8.

Categorisation by Enrolment

As previously mentioned, the schools involved in this research are all large institutions, category P1 or P2 primary schools. The DoE website outlines the basis for categorising schools as large institutions per the school enrolment size. The size of the school determines the staffing and funding allocated by the government per a staffing formulae. Classification of bilingual schools in various states and territories varies per the overseeing State government bodies, but schools are guided by Federal funding regulations and priorities.

Community Language Programs and Languages Other than English (LOTE)

Community Languages Programs (CLPs) began in Australia to cater for the diaspora culture in the local community. Community languages in Australia are supported by all sectors of schooling: government, Catholic and independent, community clubs and societies, and religious and cultural centres. CLPs for Years K-6 began in NSW in 1981 with the establishment of 37 programs, and by 2012 that number had risen to 243.8

program allocations (Department of Education and Community 2009). Students in NSW government primary schools from diaspora cultures are given the opportunity to acquire, maintain and develop their 'home' language via four main language communicative skills: listening, speaking, reading and writing. The CLPs are run during the normal school day hours and, in addition to normal staffing, specialist teachers of community languages are appointed per school population numbers and the community group size within the school population.

Languages Other Than English (LOTE) was introduced into Australian primary schools nationwide in the mid-1970s and LOTE was designated as a Key Learning Area in 1989. The LOTE program, endorsed by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) in 1999, was created to back up local community language programs. It employs specialist language teachers and is aimed at maintaining and supporting the language and culture of students with English as a second Language (ESL) or whose parents have English as a second language. The LOTE program was designed for the entire school student enrolment to experience a designated LOTE for one hour per week (Department of Education Science and Training 2002).

Native Speakers; Background Speakers; Heritage Languages

The term 'native speaker' has been defined simplistically by scholars such as Bloomfield (1933/1984), who is cited in Davies (1991) as stating, "The first language a human being learns to speak in his native language; he is a native speaker of this language" (Davies 1991, p. 4). In recent times, due to globalisation and developments in L2 acquisition, teaching and learning, the concept of 'native speaker' has become extremely difficult to define by scholars in applied linguistics. The definition adopted for this thesis is the native speaker model devised by Lee (2005) based on the works of various scholars. The model comprises six defining factors:

1. The individual acquired the language in early childhood and maintains the use of the language
2. The individual has intuitive knowledge of the language
3. The individual can produce fluent, spontaneous discourse

4. The individual is communicatively competent able to communicate within different social settings
5. The individual identifies with or is identified by a language community
6. The individual does not have a foreign accent (Lee 2005, p. 155)

Lee's model also assumes other features which distinguish a native speaker from other languages speakers or specialist teachers. These include race, the ability to write creatively, the ability to discriminate colloquial speech from the standard form of language, and the capacity to interpret and translate into their native tongue (Davies 1991; Lee 2005).

Background speakers are those from families where English is not the L1. The interchangeable term often used is 'heritage language speaker', the heritage language being the ethnic language of the diaspora group in the community. Many language educators and researchers such as Peyton, Ranard and McGinnis (2001) label heritage languages as "the non-English languages spoken by newcomers and indigenous peoples" (Peyton, Ranard & McGinnis 2001, p. 3). The 2011 Australian census reported that 20.4 per cent of Australians households spoke two or more languages and 'English only' was spoken by 76.8 per cent of the population. The percentage of people who had both parents born overseas is 34.3 per cent, so this fact seems to indicate that there are a range of LOTEs spoken in Australian homes. Per the census, the top five LOTEs spoken in homes are Mandarin (1.6 %), Italian (1.4 %), Arabic (1.3%), Cantonese (1.2 %), and Greek (1.2 %). In NSW, the teacher population that speaks LOTEs is quite small with Arabic (1.5 %), Greek (1.5 %), Italian (1.2 %) Chinese (1 %) and Hindi (0.8 %), (Watkins et al. 2013).

[Curriculum, Key Learning Areas and Pedagogy/Bilingual Pedagogy](#)

The process of consultation and introducing a new national curriculum for 2011-2013 overlapped the timeframe for data collection of this research study. In all the Australian States and Territories, the new national curriculum meant a change for all teachers working in the school system. The national curriculum is designed to ensure uniformity in standards right across Australia and outlines the teaching and expectations for all

young Australians in the KLAs in all States. 'Languages' is one of the KLAs in the national curriculum.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) leads the national collaboration to produce a national curriculum covering the Stages from Foundation (called Kindergarten in NSW) to Year 12. Previously the States and Territories all operated with their own separate curricula. The consolidation occurred for developing greater consistency in standards of education from State to State. ACARA worked with curriculum authorities to prepare timelines for implementation plans in all the States and Territories. The KLA introduction was scheduled in a calculated, progressive manner.

At the time of the data collection for this research project, schools were beginning to introduce the national curriculum, beginning with English, Maths, Science and History. The new Languages National Curriculum was developed and consulted on during 2013 and 2014, to be ready for familiarisation in early 2014 and implementation in May 2014. An overview of the professional development requirements for the implementation of the new curriculum is discussed in Sections 2.4. and 4.1.

When used in this thesis, the term 'pedagogy' refers to a wide range of teaching and learning practices. A very simplistic description in relation to learning and teaching practices of teachers encompasses: what the teachers do, 'the praxis'; why they do the 'praxis', and how they deliver 'the praxis'. A detailed pedagogical framework for all teachers in NSW is outlined by the NSW Institute of Teachers, which provides a Framework for Professional Teaching Standards for describing what teachers need to know, understand and be able to do (Australian Institute for Teaching and School Leadership 2015). The Institute amalgamated with the NSW Board of Studies in January 2014 to become the Board of Studies, Teaching and Educational Standards (BOSTES). This new body now sets out the Australian Professional Standards for teachers and is the new teacher accreditation centrum (Board of Studies Teaching & Educational Standards NSW 2015).

The teachers involved in the BSP have all attained accreditation or are seeking to attain BOSTES accreditation. Teachers from overseas who wish to be accredited must sit a Program for International Student Assessment (PISA) exam in English literacy before applying for retaining programs with the Department of Education. Familiarisation with the quality teacher framework is an important element in a teachers' approach to pedagogy, and recent training in languages methodology did affect the pedagogical mindset of the teachers involved in this research study. It was very apparent in this study that some of the teachers were accredited in countries other than Australia and have had little formal in-service or pre-service training in languages methodology, the Australian Teaching Standards and curriculum presentation. Pedagogy is affected by background, training and current policies. Shifts in approaches to teaching vary across the globe and change each decade. The variation of experiences that teachers bring to schools despite retraining programs for the Australian setting are also evident in this research study. The 'climate of continuous change' in the evolution of the status of teachers, the variations of standards in the teaching profession, and priorities yet to be implemented due to budget restrictions have led to a paradigm of conflicting epistemologies in practice.

Teaching and learning practices and L2 acquisition programs have dramatically changed in approach over time. Due to major developments in methodology, language development and L2 acquisition research, as well as effective assessment and reporting, recently trained teachers have methodological advantages over teachers who have been in the workforce for several decades. Teachers involved in the BSP have become involved in the program due to their language skills rather than their grasp of bilingual pedagogy. It is evident in this study that a variety of approaches exist within schools, depending on the teachers' background and training. Most teachers involved in this research were expecting intense on-the-job training related to teaching bilingually when they applied and attained the positions of bilingual teachers. Full discussion of teachers' views of professional development in bilingual teaching is presented in the chapters analysing teachers' views arising from the thematic coding. A brief history of the various approaches and methodologies is given in [Section 2.9](#).

Pedagogy and particularly bilingual pedagogy is a focus in this thesis due to its mention by teachers who were concerned about their adjustment to working as bilingual teachers. The variations of perspectives regarding these terms and the consequent expectation within the teaching and learning framework in their classrooms highlights a far more complex dimension than the obvious ethnic background and experiences. Discussion of this category of variation follows in Chapter 4.

2.8 The Language Methodology Debates

L2 acquisition has been subject to various methods of instruction over recent decades in Australia. The following summary discusses the methods which are operating at the schools involved in this research study.

The Grammar translation method was very popular prior to the 1970s, this was followed by the audio-linguistic method, with a major emphasis on rote learning. By the 1970s the field of Second Language Acquisition (SLA) emerged as a discipline, with research leading to work on communicative processes or the Communicative Language Teaching (CLT) approach. This is a meta method of teaching languages as the practice encompasses many subordinate and discretionary practices. This meta method is based on the belief that “fluency is as important as accuracy, that communication is a negotiated process between the participants” (Lo Bianco & Slaughter 2009, p. 30). CLT is now the predominant approach internationally, with continuous refinements and additions such as task-based learning and intercultural teaching (Lo Bianco & Slaughter 2009).

In Australia, CLT has gained momentum and schools are focusing on bilingual education through the Content and Language Integrated Learning (CLIL) approach (Smala 2009b; Turner 2013a). First developed in Europe, CLIL uses the targeted language to teach carefully selected curriculum subject content, thereby teaching both content and an additional language simultaneously. CLIL as a methodology was created in 1994 by David Marsh and Anne Maliers, but it is based on principles established in language immersion programs. The European commission adopted the model because it provides exposure and opportunities to use language skills without requiring extra time in the curriculum.

This method of integrating language and content is actually very old, dating back more than 2000 years (Coyle, Hood & Marsh 2010). One important issue which varied between the schools and the teachers in this study was the amount of second language exposure and usage within the CLIL partial immersion sessions.

An ongoing debate in the literature of language teaching and learning is focused on what is the right balance of use of students' first language and the amount and function of the new language used in class. The value of using students' L1 through code-switching in instruction is well supported by researchers (Hall & Cook 2012). It is believed by some scholars that it is not necessary to have a purist approach to using only L2 in the L2 classroom, and that mixing both the L1 and L2 will attain the same results as the exclusive use of the L2 within the classroom (Macaro 2005). Some scholars argue that maximal use of L2 is necessary and warranted in language learning classrooms, while others state that the L1 should be prohibited from use in order to provide a range of communication experiences (Turnbull 2001). An *optimal* approach, where teachers judiciously use the L1/the old language (OL) to facilitate comprehension of the L2/new language (NL) may offer teachers greater flexibility to address classroom needs (Macaro 2009). Crucial to the optimal balance of OL and NL use is that teachers do not feel guilty using students' OL for pedagogical purposes (Macaro 2009). At the same time, the optimal position does not support using the OL in a majority of class time, but to use it to support smooth and efficient engagement with the NL (Oga-Baldwin & Nakata 2014).

2.9 Chapter 2 Summary

This chapter reviewed research about the historic record and present situation of Australian primary school teachers, specifically languages teachers, and languages education in Australia. It provided a snapshot of the current situation in NSW primary schools where this research study is located. The chapter reviewed studies and documents about the Australian teacher workforce, and the primary school structure and teacher workloads to explicate the generic aspects of the NSW languages teacher 'life-world', and to contextualise the perspectives of the teachers and principals involved in this study. The review included literature about ways Australian Primary teachers experience aspects of their work in Australian Primary schools, particularly the process

of registration and accreditation for teachers from overseas who become L2 teachers. An overview was presented of the government provision of professional development, post-graduate studies in Asian Languages via scholarship programs, and other similar initiatives to give teachers in the workforce the incentive to retrain to become languages teachers.

Also discussed are the Asian languages area targeted, along with background information about the current stance and ranking of these languages within the student population, i.e. the multicultural LBOTE population. There was also an attempt to gauge not only top-down policy decisions, but bottom-up commitments. The teachers' and Principals' views about the government commitment are also discussed in the analysis chapters 4 to 7. The situation of the French bilingual school in this study was also covered, as it is not eligible for extra funding and teacher support. The additive vs. subtractive langue modes of language teaching in bilingual education and the CLIL approach methodology are summarised in for the benefit of contextualising the data provided by teachers and principals.

Chapter 2 concludes with a glimpse of the latest developments in bilingual education, discussing research surrounding bilingual methodology and the debate regarding the benefits and costs of using L2 to teach the curriculum. Chapter 3 lays the foundation for understanding the details of the main research challenges and the journey of travelled with participant recruitment, study design, data generation, and data analysis. It covers all aspects of the methodological orientation and evolution of the project, from an initial pilot study conducted at School 4 to the concepts which led to focussing only on the government Bilingual Schools that use L2FLS as teachers.

CHAPTER 3: METHODOLOGY

3.1 Introduction

Chapter 2 reviewed the current situation of languages education in Australia, within the global macro view, and presented the micro view of L2FLS teachers, languages policy in NSW, and current documents related to schooling in languages nationally and at the State level. It also appraised documents related to the growth of specific languages in NSW to provide a scope and context for appraising the perspectives of L2FLS teachers and principals per the language group represented, and the broader bilingual education framework. The dynamics of the two areas on the macro and micro level are the prime context for this study.

Chapter 3 discusses the methodology employed in this research study and the approaches chosen to gain insight into the world of primary school L2FLS teachers working in bilingual schools in NSW. As the study timeframe coincides with the beginning stages of a new bilingual initiative in NSW, it offers valuable insights for all stakeholders and provides new knowledge regarding how L2FLS teachers adapt to bilingual teaching in NSW, an area that has not been previously explored by published work.

Section 3.2 includes an expansion on the reflective process which occurred when shifting the methodology from a phenomenological analysis of participants within a simple cluster case-study narrative to a dual framework adopting phenomenography and narrative inquiry. Section 3.3 sets the timeline parameters and Section 3.4 seeks to give a clear explanation of the two methodologies and how they are used for various data sets. The two approaches blend together to contextualise the complex and multi-structured elements of not only L2FLS teachers in NSW but the leaders of the bilingual schools where these teachers work. The dual approach is used as a means of capturing different aspects of the story. This differentiation of perspectives aims to capture all the elements of the experience of adapting to bilingual teaching.

In Section 3.5 to 3.8 the complete study design and implementation process is described. The research setting, the process of recruitment, the ethical considerations

and the approach to analysing and presenting the data are explained. Section 3.9 gives an overview of the participants: the L2FLS teachers, the Principals of the bilingual schools, and the school environment. These participant and demographic details should provide the reader with a broad overview with which to locate the data generation and analysis in the subsequent chapters.

3.2 Methodology

This is a study where the researcher builds a rich, detailed description of how participants learn to adapt to a central phenomenon. The experience is built from the information provided by the participants and therefore contains a 'limited' explicit theoretical orientation, referring to approaches in research literature which "contain no explicit theoretical orientation". The methodology, the nature of awareness, acts as a lens through which the study and its results are interpreted rather than an explicit, interwoven theoretical interpretation from a theorist ideology. This stance can be seen in other published research using phenomenography and in phenomenology where the researchers "attempt to build the essence of experience from participants", and are not totally guided by an overarching theoretical paradigm (Creswell 2013, p. 66; Riemen 1986).

This chapter maps out the unique methodological framework developed to encompass and analyse all the data generated within this research. This accords with Schwandt's argument that no qualitative study begins without a prior conceptual structure and method (Schwandt 1993). In this case, the prior conceptual structure and method falls within the descriptive phenomenographical "nature of awareness" and variation theory Marton & Booth (1997b), Marton & Tsui (2004), Åkerlind (2012) and the narrative inquiry methodology Clandinin & Connelly (2000a) and Van Manen (1997) and focuses on the L2FLS teachers' perspective on how they experience adapting to bilingual teaching in regards to: lived-world changes; bilingual pedagogy and curriculum knowledge; and collegial bilingual/monolingual peer and supervisory partnerships (Åkerlind 2012; Clandinin & Connelly 2000a; Marton & Booth 1997a; Marton & Tsui 2004; University of Jyväskylä Koppa 2011).

The development of the research approach used in this study took the form of an evolution, or an unfolding of methods that was based on a range of contextual influences: first, my developing and cumulative experience as a research student, and second various specific circumstances and events that occurred prior to the first phase of the project interviews. My full understanding of all the changes needed developed progressively. The main methodological change occurred after my university Human Research Ethics Clearance (HREC) and prior to my 'entry-to-schools' clearance State Education Research Applications Process (SERAP), although the full implications were not realised until after Phase 1 interviews. My change to phenomenography occurred once I could verify that a data set generated for phenomenology could be analysed using phenomenographical processes, provided the limitations and processes were clearly acknowledged. Both approaches do use semi-structured questions. However, the questions in this research are not a pure example of the style, but as stated above, an adapted "developmental" example. Akerlind addresses this issue of an adaptive, developmental approach by asserting that "the accepted variation in phenomenographic practice" clearly exists among the range of studies but that "critiques of the research approach may be founded on misunderstandings of the nature of phenomenography" rather than the variations (Åkerlind 2012, p. 115; Bowden & Green 2005c).

Qualitative research authors such as Creswell, McIntyre, Mertens, Silverman among many others, argue that research should be viewed as practice which progresses and changes, so the methodological approach becomes something constructed in the unfolding flow of the project; in the learning cycle of research, the process of change should be expected, processed, and advanced with reflexivity (Creswell 2013; McIntyre 1998; Mertens 1998). The dilemma of why it was so imperative to change approach is illustrated by the fact that the project originally started with a simple aim and a developing challenge in a quite small field. An earlier pilot study and a preliminary literature review into related areas showed that there were only a handful of qualitative approaches used in studies related to teachers and teaching in this kind of context. Initially I chose two of these approaches: a simple cluster case-study narrative approach for the four schools and a phenomenological analysis of the L2FLS staff employed at

these schools. This was done to gain 'subjective' teacher perspectives; the aim was to explore their 'habitus', which for Pierre Bourdieu refers to "the way in which individuals develop attitudes and dispositions the ways in which those individuals engage in practices" (Bourdieu 1977; Webb, Schirato & Danaher 2002, p. xii). This concept underpinned the analysis with a 'perspective on praxis' and not on 'praxis' i.e. an analysis of the L2FLS teachers' views of pedagogy and personal challenges/changes since they began working in newly established bilingual schools, and the perspective of their Principals. Consequently, two interviews, 2012 and 2013, spaced a year apart would generate the data needed to explore these areas.

My aim when contemplating a methodology was to remain neutral, forsake my own trajectory or view of reality and validity. I wanted the research data to be the focal point and have its own voice. As a teacher and researcher, I felt compelled to test this validity of my research approach and my own understanding of what it means to be a native speaker/first language speaker, a heritage speaker, a bilingual, and a multilingual, as well as come to terms with the latest methodologies in the languages area. Although, I was not analysing approaches or programs so there would be no call for a critical approach. The more I read and experienced the various facets of my study the more neutral I became and more resolute to focus on the bigger picture of what was happening in the environment which could affect the teachers' perspectives.

Studies which appealed to my theoretical thinking were those which analysed the phenomenon of learning in educational settings, with group analysis and discussion of why the variations occurred in relation to learners' experience of learning. As Marton and Booth explain in describing a particular form of qualitative research, there is "variation in ways people experience situations and phenomena in their worlds" (Marton & Booth 1997a, p. vii). Taking the focus away from individuals and placing it onto themes and categories of description relating to experience seemed more ethical, more appropriate, and more comprehensive. It highlighted the crucial must for a researcher, which is to understand and validate the why and how of learning and to be able to report back to colleagues in the research field about the different ways of experiencing a learning situation without participant intrusion or invasion of privacy and

exposure. Another must be being able to fully understand why an approach or framework is chosen, to validate and justify its use, and to appropriately journal findings to assist those working in similar fields (Bowden & Green 2005c; Cohen, Manion & Morrison 2013).

Due to contextual constraints, *phenomenography*, was chosen in place of phenomenology. Phenomenography, with its epistemological and ontological assumptions which had a strong empirical basis and with the recent development of the theoretical basis of the nature of awareness developed by Marton and Booth (1997) fulfilled the aim of the project (Åkerlind 2012). The specification of the methodological requirements of using categories of description offered a way to identify the phenomena of how teachers 'experience adapting to the role of L2FLS teacher' without a focus on individuals. This change in approach was also combined with a narrative inquiry approach to build a storyline for this experience. The narrative of the schools as told by the 'multiplicity of voices', with the voice of the leaders of the schools as the main thread, thus assists readers and/or other educators in the process of situating the context of the study (Clandinin & Connelly 2000b).

The thematic analysis of the teachers' interviews was part of Phase 1 and Phase 2 of the research project for use in the narrative inquiry chapters. It covered the other aspects of the research challenge: L2 teachers' views on change, pedagogy, , partnerships and supervision in the school setting. The management of 'new ways of teaching and learning' in the bilingual school setting also became interwoven in the themes explored. The group analysis focus maintained a more secure ethical mode following the issues and the conclusions derived from Phase 1, to ensure privacy and confidentiality (Åkerlind 2012, p. 117; Braun & Clarke 2006; Clandinin, Pushor & Orr 2007).

The resultant final framework approach was complex enough to ensure use of all the data collected and to thereby value the time contribution made by the participants. Applying qualitative research principles in this kind of study therefore requires more attention to be given to "understanding research as practice, ... where methodology [is] ... something constructed not given, something which develops hand-in-hand with the theorising of the 'research problem'" (McIntyre 1998, p. 1). The use of the passage of

time in this study also allows discussion, analysis and narration of the changes in the teachers' perspectives on their experience from based on direct interview year rather than recall.

3.3 Research Timeline

The interest in this research project began when I was posted to a bilingual school in 2006 as a supernumerary staff member for a two-week placement after the completion of a three-year term as a seconded Senior Education Officer Level 2. What began as a straightforward assignment between education officer positions resulted in a five-year period, working full-time at the school whilst completing extra research work at Masters level, conducting a research pilot study, and initiating the commencement of this doctoral research.

From the very early beginnings of working at a bilingual school, I was extremely interested in how teachers from non-English speaking countries adapted to working in Australian schools. My personal experience of teaching English as a Foreign Language overseas also provided me with many valuable insights in regards to adjustment and adaptation. It can be cumbersome and difficult to understand the nuances in the local language, even when one speaks it fluently. Even more challenging to learn are the less documented, less obvious, finesse aspects of a culturally and linguistically different school system. The embedded system is harder to understand when one is not a member of the majority culture of its community but rather part of the minority or less dominant culture. My own personal experience was challenging and significant, despite my speaking the 'first' language fluently and having a similar cultural heritage: family migration to Australia occurred at primary school age, and thus all subsequent studies, including university degrees, were completed in Australia. Working in an overseas school system with my Australian education background was challenging, and it brought a new awareness of what one might call the 'hidden curriculum' of learning and teaching.

Prior to 2010, in NSW, there was a gap in the literature regarding bilingual primary schools. In 2010, two years after my 2008 pilot study, Harbon and Wiltshire published an article of stakeholder views of a NSW bilingual government primary school. Four teachers contributed limited comments to the article. In the same year that I began my research with DoE SERAP, Harbon and Fielding (2014) conducted research on the four bilingual schools which started bilingual programs in 2010. L2FLS staff and Principals at three of these school committed to both projects. However, my research was a focus on the experience of L2FLS teachers and involved teachers not part of these four schools who were working on a different type of bilingual program. Harbon and Fielding's research (2013) was conducted in 2012 and did not compare change over time, and the stakeholders were only interviewed in 2012. The report listed as published is unfortunately not available and therefore cannot be compared in any measure. However, an article published in 2014 in the Australian Federation of Modern Language Teachers Associations Journal, Babel, discussed teacher perception of the challenges and opportunities of a CLIL program is compared in relation to bilingual pedagogy and programming management in Chapter 10. Harbon and Fielding looked at a broad group of L2 teachers rather than L2FLS teachers specifically.

The Project Initiation

When first embarking on this research project I found that my perspective of how I wanted to represent the data and my theoretical lens both changed, or more precisely, evolved with greater exposure to research involving teachers and learning. I realised my prime focus was no longer on individuals but rather on the dynamics involved in the learning experienced by this group of teachers.

There were also contextual constraints and events which aided this shift in methodological focus from individuals to the forces at work within the teacher group. During the first 18 months. the Department of Education and Communities granted another university access to undertake research in the same research field. Due to this occurrence, I felt obligated to forsake the planned phenomenological analysis of the L2FLS teachers' contributions. I needed to rethink the project, to make it less intrusive and very different from the other study. I needed to ensure that I would still be able to

obtain participants and complete the research study for which I had been awarded a scholarship.

The situation of another research team granted permission to use the same field, had the potential to 'mark' some of the research participants. The initial approach, the phenomenological analysis, had by its nature more potential for focusing on individuals. When it was discovered that another research team was working with some of the same schools, using phenomenology became problematic in such a small field as it had the potential of compromising participants' anonymity, even though pseudonyms replaced their real names. The approach was changed because the all-embracing targeted-aim embodied the perspective of the whole L2FLS group, with a focus on how they experienced adapting to their 'new environments' and 'new ways of teaching and learning'.

After consultation with academics at my university, I planned a project which required fewer interviews yet still focused on the voices of L2FLS teachers in regard their work and their adjustment to teaching L2 in a NSW primary school. The shift of focus on the group experience would clarify how they "conceptualise, perceive and understand various aspects of, and phenomena in, the world around them" (Marton 1986, p. 31). Phenomenography offered the needed anonymity, as well as clear outcomes for developing learning.

Due to time constraints, I was unable to process all aspects of this approach prior to my first interviews, i.e. the interview structure and questions. I learned which questions to code as not all questions were valid for the new approach. This required that I used only some of the data generated with the emphasis being on the 'how' and the 'why' answers. The second set of interview questions were derived from those used in Phase 1 with an emphasis on change, pedagogy and partnerships.

The phenomenographical approach only uses one set of interviews on one occasion for analysis. The nature of awareness and the variation of learning and awareness the phenomenographic analysis provided are discussed separately to the narrative inquiry

themes covering both years of interviews. All interviews for Phase 1 were undertaken before any analysis occurred, which assured sameness and results that had not inadvertently affected the delivery of the interview.

This research study also required an extra measure of caution and sensitivity due to the fact that some participants volunteered to participate in two simultaneous research projects involving varying aspects of bilingual education (Creswell 2013, p. 186; McIntyre 1998, p. 8). The overlapping research by the other university, by other researchers, made it essential for me to reduce the number of return interviews from three to two. The reduction in the number of interviews would allow adequate spacing of time between the two research projects and enable clear presentation of the results for both data sets. Apart from my specific focus on L2FLS teachers, analysing two time-spaced sets of perspectives from the participants, longitudinally, would distinguish my research's authenticity; and using the phenomenographical approach combined with the narrative inquiry. Longitudinal studies in the area of education, are very useful to articulate areas of change and adaptation (Ployhart & Vandenberg 2010).

3.4 Research Approach

My exposure to qualitative interpretive research in education was in literacy and classroom practice, so choosing to focus on exploring how teachers from other cultures worked with biliteracy seemed a natural progression. The phenomenon of adapting to translanguaging pedagogy and biliteracy within bilingual programs, (Creese & Blackledge 2010; Heugh 2015, p. 281), in the context of a primary school setting seemed an area that would tell a story for others following in similar professional footsteps. How L2FLS teachers, new to bilingual teaching viewed their learning curve was an area that lacked researched, published literature within the Australian context. This focus automatically brought the research possibility of documenting socially constructed knowledge within the narrative inquiry: each participant brought their views and meaning on practice and further developed it while engaged in the process with others. However, the Language Teacher Conceptual Change model developed by Kubanyiova (2012) and the role of agency provided a deeper lens for theorising the generated data.

In terms of this research centred on L2FLS teachers and the framework developed by Kubanyiova, it seems there is a need to look at the purpose and social relevance of the activities required of the teachers; this is crucial in their 'mixing' and influences the direction of their experience (Kubanyiova 2012). What L2FLS learn in professional development training and consequently practise in regard to pedagogy is "filtered by prior experiences accumulated over the years of the 'apprenticeship of observation'" and experiencing other education systems (Kubanyiova 2009, p. 13; Lortie 1975). Conceptual change does not happen automatically, directly after professional development and is dependent on several factors. It relies on "the depth of teachers' cognitive engagement with the teacher education input" which then transfers to the level of practice impact (Kubanyiova 2009, p. 57). In regards to teacher agency on the micro level, Slaughter (2007 p281) quotes a statement made by Baldauf (2006 p147), raising the question of 'who has the power to influence change in these micro language policy and planning situations' and particularly in relation to this study, are they part of the L1 monolingual group or part of the L2FLS group.

At the start of my project I felt that the phenomenological perspective would allow me to bring forth the experiential worlds of my participants and see what is important in their worlds without the assumed preconceptions that existed in the community or in myself (Cohen, Manion & Morrison 2007a; Creswell 2013; Van Manen 1997). It would require me as a researcher to understand and expose the subjective perspective meaning of their behaviour and actions and with a time lapse, via a longitudinal study, notate the significant aspects which showed variation and similarity. Bourdieu and Ranciere's work would have been integral in developing my theoretical framework had I continued using a phenomenological perspective.

Considering the methodological change in this study, and due to the already mentioned contextual constraints, the return visits needed to be reduced from three to two, and thus some longitudinal theorists may view this as limiting the analysis. I would argue, however, that irrespective of the theoretical stance, the value of two separate interviews is a positive aspect in this study, as participants can discuss perspectives relating to their own adaptation and their own perspectives on the factors contributing

to this change. For the interviews analysed using a narrative inquiry to hold their own validity and to complement the other analysis methodology they are set within a chronological narrative. The L2FLS teacher phenomenographical analysis is discussed in a separate chapter and comparison is made only in Chapter 10, the discussion chapter.

Qualitative research helps develop an understanding of "concepts of inter-subjectivity, multiple interpretive perspectives, relational meaning, (and) co-constitution of meaning in lived-worlds; shared journeys and defensible knowledge claims," (Bowden & Green 2005c, p. 64) From the start of my pilot study and following on to the doctoral research, I wanted to reflect the views of teachers working in the area of focus and understand the critical paradigms of their 'lived worlds' and collective experience for the benefit of others embarking on similar journeys and/or similar programs. The lived worlds of my participants, particularly in regards their new roles as bilingual teachers, were very complex. However, as previously mentioned in section 3.1, my methodology developed to adjust to unexpected events. This led to presenting the full scope of data and complexity of my participants in a combination of complementary approaches (McIntyre 1998).

The resultant triangular framework for all the combined data sets involved phenomenography, narrative inquiry using thematic analysis. The initial L2FLS teacher learning was captured as a snapshot: the first-hand data collected via interview and then analysed via phenomenography. This was accompanied by empirical data collected in the same time frame via interviews with the leaders of the schools employing these L2FLS teachers and other L2 teachers at the school. The second source of data – collected from interviews with Principals and L2 teachers – is organised into a narrative that unifies and fills in the gaps of the social, cultural and political contexts in which the L2FLS teachers work.

The L2FLS interviews were conducted twice, with a twelve-month interval between interviews 1 and 2 and in line with the other L2 teacher interviews and the Principal interviews. The themes uncovered in the phenomenographical analysis weave their way incidentally into the narrative chapters and the school stories. In this way, the entire

group's learning and adaptation journey is presented in the targeted areas, namely adapting to lived-world change, pedagogy and knowledge, and collegiality. The research question themes developed and the analysis occurred in similar manner to that described by Huberman, Miles and Saldaña , who "strongly advise analysis concurrent with data collection" to develop skills of continuous reflection for refining data (Miles, Huberman & Saldaña 2014, p. 70). Due to the phenomenographic approach requirement, L2FLS Interview 1 data had to be analysed after all Phase 1 were concluded. However, Interview 2 interviews occurred with continuous reflection on all the Interview 1 results, and the data could additionally be segmented into school thematic group priorities within the school narrative chapters.

As already explained, many determinants have led to the framing of this research question and the attendant methodological approach which attempts to answer it. These were my professional experience in schools, and workshops attended during my research experience, my reading of the range of research reviews related to primary school L2 teachers/L2 teaching & learning and the development of the teaching of languages in Australia was also influential. These reviews focused on studies of how teachers teach and learn, and provided examples of Australia's history of languages policy, as well as examples of government initiatives that had made a significant investment and government policies that had made an impact in teaching languages (ACARA 2011b; Australian Government Department of Education 2006; Clyne & National Languages and Literacy Institute of Australia. 1995; Curnow, Liddicoat & Scarino 2007; de Courcy 1996; Fernandez 1992; Liddicoat & Scarino 2009; Lo Bianco & Slaughter 2009a; Slaughter 2007). The gap in the literature in regarding L2FLS teachers and their teaching experiences in Australia steered my focus on L2FLS.

In 2011, after attending an inspiring workshop which focused on variation rather than sameness in learning, my thinking and reflection on my project and on my project participants consolidated. I was intrigued by the difference in understanding of the same phenomena among and within school groups. The field research experience gave me insight into the 'spectrum of voice' of the specific minority group, the L2FLS teachers I interviewed, who in turn were exposed to and had experienced a variety of dominant

culture and 'monolingual mind-set' views in their various locations of employment (Clyne 2005; Clyne 2011). The focus on the L2FLS teachers' perspectives as a group needed the discretionary power of data which does not reflect an individual perspective but a group "experience of phenomena in the world around them" (Marton 1981; Marton 1986). This was an excellent reason for using a broader 'variation overview' via phenomenographic analysis. Phenomenography provided a method to investigate how people, in this case L2FLS teachers from different cultures, can "interpret the same event (phenomena) and situations so differently while commonly being highly confident ... their interpretation is the only reasonable one" (Bowden & Green 2005c, p. 64).

Phenomenography focuses only on one point in time, I had to adjust the scope and aim of my project. So, I sought a way to validate the other empirical data sets collected and present them in separate analysis chapters, and to also combine aspects in the conclusion and discussion. By using narrative inquiry with thematic coding, I would be able to analyse all the data generated and discuss the associated foci. The resultant final 'framework approach' was complex enough to ensure the use of all the data collected and thereby substantiate the valuable raw data contribution made by the participants.

The above-mentioned changes created a number of challenges because in phenomenographic interviews the main focus should be on *why* and not on the *what* (Bowden & Green 2005c, pp. 65-6,80). The purpose is to elicit underlying meanings and intentional attitudes toward the phenomena being investigated. My interviews had focused on eliciting details of concrete examples and of the teaching adjustment process. Fortunately, by default, the *why* of the examples was openly and freely stated by most participants and thereby satisfied the essential basic requirement of a phenomenographic interview, although, not in its actual, so-called *pure*, format.

Whilst the first set of interviews questions were not originally designed for phenomenography, auspiciously I had refrained from analysing the data until the end of all the first interviews, thus guaranteeing a sameness of approach (Bowden & Green 2005c, p. 20). Theorists promoting a phenomenographical approach claim the key to assuring a uniform approach in the method is to begin analysis of the data after all the

interviews are complete. This process was one I followed by default, although inadvertently due to the change in approach.

Narrative Style

Narrative style has been widely used in teacher education because it looks at data more holistically, using data from personal narratives and reflections, thereby accounting for broader contextual and emotional aspects of development. In using this approach, I concur with the claims made by Webster and Mertova:

Narrative is well suited to addressing the complexities and subtleties of human experience in teaching and learning ... addressing issues of complexity and cultural and human centeredness because of its capacity to record and retell those events that have been of most influence on us (Webster & Mertova 2007, p. 1).

Narrative is used within this research to depict the stories of the schools as seen through the eyes of the researcher via public documents available and via the stories told by the Principals, LOTE and L2 teachers at the bilingual schools. The narratives composed from the Principals' interviews explain the sequence of historic events and consequent actions taken by the school as well as the challenging aspects of managing a mixed 'team': regular classroom teachers, specialist teachers and bilingual program teachers. The experiences related to becoming a bilingual school depicted by the Principals' narratives manifest the clarification of events which shaped and influenced the perspective of the teachers. These 'stories' about becoming and working under a new framework, the bilingual school framework, "help make sense of, evaluate, and integrate the tensions inherent in experience: the past with the present ... " (Dyson & Genishi 1994, p. 242).

Clandinin and Connelly wrote that "experience happens narratively" and therefore is best told as a narrative (Clandinin & Connelly 2000b, p. 19). Within a longitudinal narrative rendition revisions of ideas and changing perspectives are not 'aberrant factors to be resolved' but are simply "narrative adjustments" (Kanno 2003, p. 10). The

narrative is constructed to help construct insights about how people make sense of their experiences. As Kanno states in her stories about other bilinguals, there is a distinct “difference between a life told and life lived”; stories told offer “more coherence and connection” of events as the “experience and narrative are inextricably intertwined” (Kanno 2003, p. 11).

Phenomenography Approach

Phenomenography is a qualitative research approach to analysing data which began in Sweden in the early 1980s (Marton 1981). Since then it has gained attention and is widely used in the research fields of health, education, information and business. Phenomenography, often adopted within the interpretivist paradigm, investigates the variation of experience of some phenomenon or aspect of the world and is extremely useful in studies which involve assessing the *how* and *why* of learning. Initially it had a very empirical basis but in recent years a theoretical basis and various methodological requirements have been developed (Åkerlind 2012; Bowden & Green 2005a; Bowden & Walsh 1994, 2000; Marton 1996).

Phenomenography should be “defined in terms of its object of research” and expressed simply as “the qualitatively different ways in which people are capable of experiencing various phenomena” (Marton & Booth 1997, pp. 135-6). It is about the researcher identifying how ‘other people’s ways of experiencing something varies’ (Marton & Booth 1997b, pp. 135-6). The nature of this experience is captured in a ‘category of description,’ (Marton & Booth 1997, pp. 135-6). The different categories of description are all related to each other so “the researcher aims to constitute not just a set of different meanings but a logically inclusive structure relating the different meanings [this structure] provides a way of looking at collective human experience of the phenomena holistically ... Ideally, the outcomes represent the full range of possible ways of experiencing the phenomenon in question, at this particular point in time,” (Åkerlind 2012, p. 116). As with all methodologies, accepted variations of approach do exist in phenomenography.

Thematic Coding

Thematic coding is widely used as a qualitative analytical method and offers a “theoretically flexible approach” to analysis of data generated (Braun & Clarke 2006, p. 77). It is viewed as a foundation method for qualitative research due to the core generic skill of “thematizing meanings” which is shared across a variety of qualitative analysis approaches (Holloway & Todres 2003, p. 347). Although many authors express the view that thematic coding is just a process performed or as “a tool to use across different methods”, Braun and Clarke argue that “thematic analysis should be considered a method in its own right” (Braun & Clarke 2006, p. 78).

Thematic analysis is a way of detecting, exploring and summarising patterns or themes within the data generated. The researcher plays an active role in depicting themes and selecting aspects of interest to readers rather than just discovering themes embedded in data (Taylor & Ussher 2001). In terms of the point of who creates themes and where they reside, Ely suggests “they reside in our heads from our thinking about the data and creating links as we understood them (Ely et al. 1997, pp. 205-6).

Thematic analysis, enabled further verification of specific aspects and allowed a two-year narrative inquiry in line with the original longitudinal research challenge. The data, which naturally followed from the phenomenographic analysis of how L2FLS teachers adapt to bilingual teaching, fed back into the narrative inquiry i.e. the first part of the narratives of the schools - 2012 and the second part of the narratives of the schools - 2013.

3.5 Study Design and Enactment

This section discusses how the research about L2FLS teachers’ experiences of adapting to bilingual schools and bilingual teaching was conducted and what relation it had to the pilot study by detailing the design process and the enactment of the research. The section also provides information about the research sites; the bilingual schools; the recruitment of participants, Principals and bilingual teachers; how the data was generated through interviews; the various ethical issues involved; and the way the data was analysed, deduced and organised for discussion in this thesis.

Whilst the data are presented sequentially, the experience was not the straightforward, easily executed process originally imagined, as had been the pilot study. Every segment had many obstacles and unexpected impediments due to bureaucratic processes and/or hindrances due to school holidays or other conflicting projects. The process of analytical clarity was a constant challenge due to the sheer volume of the data, and interpretation was the endeavour of a sole researcher, not a team. The limitations and possibilities for expansion are therefore left for further research as detailed attention to every aspect is beyond the scope of the study.

Stakeholders

The views of all stakeholders in this study are of prime importance in the approach taken to study design and implementation. In the 2008 pilot study at the first established NSW government bilingual school, it was particularly pertinent to consult with all the stakeholders and empower them to negotiate contributions and suggestions with the entire group. The pilot study was carried out one year prior to commencing this research project in 2009 whilst I was simultaneously working as a full-time teacher. Consequently, as the doctoral research study design was mapped out, I felt it was extremely important to receive feedback about my intended design to add to the value and strength of the intended contribution to the research field community. I therefore sought out advice and suggestions from academics working in the field during 2009 and specifically those associated with the first NSW bilingual school. I shared my proposal with these parties to attain consensus of thought and feedback about my proposal. One of these academics with the Principal published some information about the 'additive' value of the bilingual program (Wiltshire & Harbon 2010). I also sought information from the manager of the languages unit within the Department of Education, who at the time was steering the establishment of the four new bilingual schools that were to begin in 2010.

This process of stakeholder consultation achieved confirmation that the research was new and would be valued by the community of scholars, and it was worthy of additional funding; no other information was elicited of any similar projects planned in the same

field. The proposal involved the four bilingual schools, with the prime focus on the L2FLS teachers rather than on the actual program, the teaching or the student outcomes. The research commitment by teachers involved two interviews, i.e. no more than five hours over 9-12 months and a five-minute questionnaire for background knowledge before the first interview. It also included an interview contribution from Principals to give a brief overview of the school and the bilingual program.

Participant inclusion criteria were as follows: they needed to be a primary school teacher; an L2FLS of either Japanese, Korean, Mandarin, Indonesian, French, Italian or German; and new to their L2 teaching roles. It was preferred that the participants had not resided in Australia for more than five years and were new to working within the framework of a bilingual program. These teachers had to work in primary schools delivering a second language acquisition program.

Research Sites

The research sites were chosen because they were all primary government schools in NSW. In Australia, these are called Public Schools and are run and staffed by the State governments and cater to a mixed cohort of students. Three of the schools in this research were selected by NSW Department of Education (DoE) to receive funding to run a Bilingual Schools Program, focussing on an Asian language. The Asian language bilingual schools began with at least two bilingual classes in Kindergarten and Year 1 in 2010 and this bilingual program pattern continued and expanded each subsequent year. The first grade to complete primary school experiencing this bilingual program since Year 1 would be the Year 6 in 2015. The four DoE funded schools operate under the umbrella term 'Bilingual Schools Program' and were commissioned to a use language immersion methodology.

The fourth school in the study is not part of the Bilingual Schools Program but is now listed on the Government website as a school offering bilingual education (this was not the case at the time of the field research 2012–2013, although the school had operated its special language program since 1999). The school has a regular mixed cohort of students and is a government (public) school catering for students living in its precinct.

The school has been developing its own hybrid version of Bilingual Education since 1999 due to bids from the local language association and the school's French speaking community.

School 4 has on-site representatives of the French Speaking Association of the North Shore who monitor employment of native French speaking teachers with overseas qualifications at the school and manage student fees related to the second language program they are offered. This language Association also purchases and maintains the second language resources used at the school. In 2012 the school received recognition from the French government for offering French speaking students living abroad a bilingual education. The accreditation enables the school to access more services and resources. Teachers recruited from France are no longer forced to resign or lose status in the French system when they complete work contracts at the school beyond twelve months.

In Schools 1, 2 and 3, students pay no school fees for learning the second language. In School 4 students pay fees per the language program they undertake. The current cost at the time of the research was approximately \$800 AUD per year for the regular program and \$3,000 AUD for the intense program. Most French speaking teachers are not employed by DoE but hired by the French Association in the Northern Suburbs (FANS).

The languages designated to the government funded schools, Schools 1, 2 and 3, were not chosen by the schools themselves but allocated by DoE. As the target was teaching monolingual Anglophones a second language, the schools chosen for specific languages did not have the target language in the community, except for School 2, which had ten languages in the community. The languages targeted are three of the 'priority' languages listed by the Australian Federal Government in 2008 as part of the National Asian Languages and Studies in School Program: Japanese, Korean and Chinese (Mandarin). The Principals interviewed indicated that they were unaware of what basis their school had been allocated the second language, and stated that the selection had no relation to the background languages found within the school community.

The second language operating in the School 4 was chosen by the community and was spoken by 30% of the community. The L2FLS teachers are fully-trained teachers from French speaking countries. Some have completed the DoE conversion course but are employed by FANS not the DoE. Most of the teachers are new to the Australian Curriculum and new to bilingual teaching in the manner it is operated at the school. Most of the teachers have never taught in an English-speaking school.

Schools 1, 2 and 3, all focusing on Asian languages, vary in Economic Status. Schools 1 and 3 are in Sydney's northwest, a mid-level socioeconomic area of metropolitan Sydney, the capital city of NSW. School 2 is in Sydney's inner-west, which is a low socioeconomic, high-density, culturally diverse area of metropolitan Sydney. School 4, is a marginally smaller school and is in a mid-level socioeconomic status area Sydney's north.

Recruitment

My prime participant source was L2FLS working in NSW bilingual primary schools. Shortly after the SERAP was approved, it was discovered in discussions with various DoE personnel that another university had also been granted approval to conduct research with the same research participants targeted in the bilingual schools. I therefore was very concerned about the outcomes of my project and decided to expand the participant field from the initially targeted prime participant group.

The main method of contacting the participants was via a flyer and attached research information. This print media was sent directly via email to the language teachers working at government primary schools and the Principals of all government public schools on a list of schools supplied by the Multicultural and Languages Unit at DoE State Office. The initial communication occurred at the beginning of the school year in 2012.

All relevant information about languages programs was sourced from the State Managers of the Languages Unit and the Multicultural Unit, which included Teaching English to Speakers of Other Languages (TESOL), known in primary schools as English as a Second Language (ESL), or more recently in DoE as English as an Additional Language

or Dialect (EALD). I used the community schools list for contacting second-language specialist teachers working in the community languages programs at primary schools and teachers of the Confucius⁶ primary schools.

Unfortunately, the lists supplied did not have information about all the schools in NSW running intense second languages programs, as well as the statistics on which schools were using L2FLS teachers new to the Australian system. DoE did not keep any statistics on teacher language backgrounds or employment in second languages teaching roles for primary/generalist school teachers. The contact lists, i.e. names of schools which had high LBOTE (Language Background Other Than English) school enrolment of students, had no information about the teachers who had been allocated to working at those schools in L2 roles (such as community languages teachers). In the process of contacting 20 schools via phone, I found that Principals of community language schools did not often know the background of teachers on staff and where they were trained, nor were such records kept. Consequently, the recruitment process proved to be ineffective so by the middle of Term 1 of the school year, with no responses from the extended list acquired from the NSW DoE Languages division, I decided to contact my original target group. My first contact in 2012 was the Principal of the Bilingual School focused on Mandarin. He was very helpful and supportive of my project and offered to discuss it with his L2FLS teachers.

When the network of other Principals in this Bilingual Schools Program (BSP) group heard about my research and how it had evolved from my pilot study at a NSW government bilingual primary school, they were very supportive and responded by promoting it to their newly recruited languages teachers (L2FLS teachers); this was even though the schools had also committed to be involved in the other larger alternative university research project, which was an all-encompassing case study. Word of mouth

⁶ The Confucius Institute is in partnership with the NSW DoE. Confucius classrooms deliver support for the Chinese language and culture education. As of 2015 there are four primary schools with Confucius classrooms in NSW.
<http://www.confuciusinstitute.det.nsw.edu.au/the-confucius-institute>

and the personal approach using direct discussion with the Principals thus proved to be extremely worthwhile and effective in obtaining research participants.

Consequently, after an initial difficulty with the recruiting process, most of the L2FLS teachers from three of the schools volunteered to be part of my research study. The other BSP school was very willing to be involved but had no L2FLS teachers. All the teachers who expressed interest in participating felt the study would be very worthwhile and were eager to be involved. The L2 LOTE teachers associated with the bilingual program and community language teachers were valuable resources for all the other school information (see Chapter 4). Instead of 'broadening of the catchment' pool, I limited the study to the original notion of only L2FLS teachers working in the NSW bilingual government primary schools.

3.6 Data Generation

The data generation for this research project was initially planned to span between six to nine months, with interviews originally targeted for Terms 2, 3 and 4 of the school year. Adjustments were made due to the participants' dual research commitment. The change meant that the data was generated at the beginning of Term 2 of two subsequent years – 2012 and 2013. Prior to the interviews supplementary data was collected in the form of newspaper articles about the school bilingual program, media releases, school websites information, government reports and an initial teacher questionnaire.

The participating L2FLS teachers filled in a personal background questionnaire prior to the first of the two scheduled interviews. Individual interviews were approximately thirty- to forty-minute in length. In addition to the teacher interviews, the Bilingual School Principals of the bilingual schools also participated in two interviews spaced a year apart. Their interviews occurred in most instances on the same day at the same location as the scheduled teacher interviews.

Interviews

Most of the data generated in this research came from the 26 hours of interviews with teachers and Principals. A qualitative research study often uses interviews as part of the

data collection because an interview provides the researcher an opportunity to hear participants “express their views in their own words” (Kvale 1996, p. 1), thereby allowing the interviewer to see the world from the participant’s point of view. This world is the participant’s lived experience, and in a study about uncovering perspective, the interview is the main essential tool. Research interviews are carefully designed for engaging in a professional conversation with participants with the sole purpose of obtaining “their descriptions of lived experiences” and “the interview process needs to be disciplined by the fundamental question that prompted the need for the interview in the first place ” (Van Manen 1997, p. 66). Whilst there are various types of conversations, depending on the type of interview, from highly prescriptive questions and procedure to open conversations with just subject or theme prompts, semi-structured interview formats usually have a combination of both prescriptive and open-ended questions and this is therefore the format most commonly used in the social sciences (Cohen, Manion & Morrison 2007b; Denscombe 2007; Kvale 1996) .

In this research, I aimed to establish rapport by commencing with informal chat before interviews and discussing any questions or rephrasing any questions not understood. I mentioned we could stop at any time. I chose semi-structured interviews as I needed a combination of pre-determined questions which followed a certain order as a guide, and I also wanted the participants to feel they could vary their responses from that order if necessary. Within the semi-structured approach, I could respond appropriately as part of the natural ebb and flow of the conversation and further probe issues as they surfaced within the interview. The open-ended questions helped to get “an articulation of the interviewee’s reflections on experience that is as complete as possible,” (Marton & Booth 1997, p. 130). On several occasions, I asked the interviewees to give explicit examples of actions and impressions, but mostly these concrete examples occurred as a natural part of the interviewee’s answer to the open-ended questions. The Phase 1 interview analysis required a certain degree of question filtering when the method of analysis changed. This meant not all answers to questions were used when they did not supply information aligned to the method (Bowden & Green 2005).

I chose to avoid giving my viewpoint on issues and stayed neutral throughout the interviews, with the occasional affirmations such as 'good', 'I see' and 'thank you, I think that has covered the question well.' These kinds of comments from me were more in the nature of conversational 'fillers' rather than an expression of attitude or bias towards the information provided. The L2FLS target group were teachers with no more than 3 years' experience working in the bilingual primary school. The teachers were also required to have completed their undergraduate studies overseas and be accredited teachers in their native countries.

I Initially recruited 18 teacher participants plus the Principals from four different schools. This worked out to be between three to five participants per language group. For a variety of reasons, I found this resulted in only 12 valid return interviews. Six participants, were only in one set of interviews. One Principal retired at the end of 2012 so the new school Principal was interviewed in the second series of interviews.

The participants were emailed the questions for the interviews prior to both the first and second interviews. Participants from School 1 and School 2 preferred interviews at their school, either in their release from class teaching time or after school as negotiated with their Principal. Participants from School 2 preferred having interviews in their private homes, and for one participant in a public library study room. Participants from School 4 varied, with some requesting coming to their homes and some requesting the interviews are done at school after school hours. One participant requested meeting at a café restaurant for the second interview.

The establishment of rapport is easier in some situations than in others. The key to collaborative, non-hierarchical interviewees is to establish a comfortable, relaxed atmosphere. Allowing participants to engage with the researcher and knowing the researcher's background and motivation for the study would assist in building a communication bridge of commonality. In this case I knew I had a great deal in common with the participants through my having a primary school teaching background and being bilingual. In most instances, I found the teachers all very eager to participate and enthusiastic to talk and reflect on their experiences. Most interviews went beyond

allocated time of 20-30 minutes due to the teachers wanting to expand and tease out the topics. The interview sessions were recorded so permission was sought from the participants to record the interview using a mini audio recorder. No participants declined being taped. All sessions were recorded on two devices if one device malfunctioned.

The pilot study results reinforced the point that the area under investigation had to be void of my trajectory, i.e. what I thought and interpreted must be put aside as much as possible to gain a clear overview of the meaning the bilingual teachers placed on their experiences. As a researcher, I needed to acknowledge my possible biases. All preconceptions were consciously placed aside and focus given solely on the meaning my participants placed on questions in different environments. However, I did need to be aware that my own personal history would permeate perception, inquiry, and representation within this study (Conle in Phillion, He & Connelly 2005, p. 203).

Phase 1 Questionnaire & Interviews: Teachers and Principals

Most of the first interviews were conducted Term 2 of the school year, (April/May), 2012, the third year of operation for three of the bilingual schools and the thirteenth year of operation for the fourth. The interview schedules and questions are found in Appendices B1-B5. The initial letter to Principals and the information sheet is found in Appendix C and Appendix D. The Phase 1 questionnaires were basically designed as a starting point for the semi-structured interviews. The questionnaire was emailed to participants along with the interview questions prior to the first interview. The questionnaire was only one page in length. The questions pertained to the participant's teaching experience since residing in Australia. This background teaching information was not part of the interview and would be a valuable additive when analysing group experience.

The interview questions targeted teachers' perspectives regarding the phenomenon of the experience of adapting to working in bilingual schools, with the focus on specific areas of inquiry: lived world change, pedagogy and collegiality. The first set of questions was informed and influenced by the pilot study in 2008 at the French Bilingual School,

where a group of nine L2FLS teachers contributed questions relating to challenges faced by new L2FLS teachers. The nature of the questions was evenly distributed, with specific questions about the participants' background, nature and conditions of their work (eight questions), and open-ended about their perspectives on aspects of their work (twelve questions).

Interviews with Principals in the first phase were to obtain background information about the school and researcher insight regarding the type of leadership operating at the school. These provided the outline of the bilingual framework of the operation at the bilingual school from an organisational, logistical stance. Principals were asked to discuss the methodology used, and how the program was scoped, monitored and assessed. Additionally, information about the staff recruitment process for the program was obtained, as well as the attitudes and feelings of the other staff members and the community regarding the value of the program. Principals were also asked to discuss projected changes and support in the languages area in the next five years.

Phase 2 Interviews: Teachers

The second interviews were conducted in April and May, 2013 with the very last interview occurring in July 2013. The questions began with a descriptive recount of either their current job or role. Before I began the second round of interviews I completed the transcripts for all the first interviews. Using NVivo⁷ with a small selection of the group, I found there were common themes which presented themselves in the teacher interviews. The Phase 2 questions were a direct follow-on from Interview 1, furthering the discussion regarding lived world: bilingual pedagogy, curriculum and collegial partnerships. All phase 2 questions were open-end beginning with e.g. *'Tell me how you feel about ...'*. Prompts were dot points consisting of one to five words indicating the specific areas for possible discussion (See Appendix B3).

⁷ "NVivo is software that supports qualitative and mixed methods research." It supports a researcher by helping "organize, analyze and find insights in unstructured, or qualitative data like: interviews, open-ended survey responses, articles, social media and web content" <http://www.qsrinternational.com/what-is-nvivo>.

All questions focused on 'how' and 'why', more than my previous set of questions. I selected specific experience aspects for Interview 2; for example, how they had negotiated the planning and implementation of the scope and sequence of the bilingual program at their school. Additionally, there were fewer questions: only six questions with prompts for specific points of discussion, all aspects covered were covered by careful scripting and became more 'interviewee/interviewer friendly' (see Appendix B4). My main focus was that "the planned questions form the only source of ideas introduced by the interviewer", the ideas being those directly in line with the research question (Akerlind 2003, p. 52).

Phase 2 Interviews: Principal

The second set of Principal interviews focused on how the school had changed and how it had accommodated the L2FLS teachers and the program. The Principals also discussed the program logistics and program's accomplishments during the previous year. This was a systematic manner to track the background variation of their school paradigm at the same time notate the important events of the previous school year. Questions also focused on the general school community and staff in regards to bilingual program support and involvement. The Principals were asked to rate the success of the program and their future vision beyond 2014, concluding with their views on the greatest strengths and weaknesses of the current program.

The data generated from the second Principal interviews helped to locate the experiences of the teachers within the school context and meld their perceptions with the events that occurred on a school level during the previous twelve months. This rich data expanded the context and scope of the school stories told via narrative inquiry and enabled those working in the research field to compile a comprehensive view of the field in which the bilingual teachers worked.

Website, Media and Supplementary Source data generation

In addition to most data generated from interviews, a small amount of data generated came from the bilingual primary schools' websites and the NSW curriculum support

language's website which is amalgamated to the NSW DoE. Newspaper articles related to the schools and the funding of second languages derived from the Department of Education, Employment and Workplace Relations (DEEWR), formed in 2007, renamed in 2013 as Department of Education (DoE) previously DEC, were also sourced for analysis purposes. The research articles in the Teachers' Federation newspaper and the State commercial newspapers focusing on State initiatives in languages were also collated (ACARA 2011b, 2011a; Australian Government DET 2014; Australian Government Department of Education 2006; Centre for Educational Statistics and Evaluation 2014; CESE 2015; DEC Languages K-12 2010; K-12. 2009; Universities 2007).

My own note taking/field notes pertaining to the interviews and the situations in which they occurred were included as supplementary information. Some aspects providing background information for analysis were recorded at the time of the interviews and maintained for supplementary information, although these comments were not directly part of the interview. In general, the information gathered from supplementary sources, combined with the interview data, enabled me to incorporate informed statements within discussion, align the interviewees statements with what was occurring in the broader community, and understand common public concerns as well as Teacher and Principal concerns at the time the interview data was generated.

3.7 Ethical Considerations

Ethical considerations were very pertinent in this research as I was part of one of the communities where some of the study elements were piloted as employee of DoE as well as a university researcher.

The formal ethical requirements were to obtain ethics clearance from the University of Technology Sydney (UTS) and from the Department of Education and Communities in NSW (DoE). The project could not begin until clearance was obtained from both institutions. Clearance involves a lengthy application outlining every aspect of the research, noting all the precautions undertaken to assure participants' rights come first and foremost. Participant anonymity and privacy needs to be protected during and after the project. Having assured these aspects with the University of Technology Sydney, a

similar ethics clearance process was required by DoE in NSW, as I would be interviewing participants at DoE premises in some instances and most participants were employed by the DoE.

The DoE SERAP, or the State Education Research Approval Process, is set up to assure the DoE validates the research and that no similar research is occurring in the same field. DoE also seeks to protect participants from being over-utilised, as well as verify applications with the managers of relevant State departments within the DoE. Managers give direct input regarding the research before clearance is given, or in some cases not given, until amendments are made to the project.

A period of six months was planned for approval clearance, but unfortunately, the process of attaining approval spanned over nine months as the DoE SERAP office had neglected to send the paperwork to the State Languages manager at the end of 2011 and this affected the data generation timeframes. The regulators approved all facets of the project, noting that the endeavours and safeguards were met satisfactorily to ensure the researcher provided informed consent documents, allowed for honesty and trust, incorporated reciprocity, and had measures in place to keep participants safe from harm or risk. Despite this lengthy process, upon receiving the clearance, when contacting the schools' office staff, I found that another university working with DoE also received clearance to work with 3 of the schools. To ensure participation I emailed to the Principals of the Bilingual Schools and spoke to them directly via phone to explain the basis of my project for which I had been awarded a doctoral scholarship. The open and transparent approach of informing the Principals led to them endorsing and promoting the research among their staff before I sent recruitment information to teachers.

By openly declaring all the situations which surfaced unexpectedly maintained the core inquiry intent, used the error as a positive for the project. Additionally, at the time of the first interviews, I did state to each participant that not all the data collected may be able to be used before interviewees signed a consent form.

Pseudonyms were necessary if discussing the perceptions, perspectives of participants in the School narrative chapters, Chapters 4 to 8. In the analysis of perspectives of L2FLS teachers, the phenomenographic analysis chapter, Chapter 9, the analysis is such where identification of data pertaining to any individual participant is completely evaded.

Ethically I was aware my experience as a teacher at a bilingual school and as a multilingual adult gave me a biased trajectory and view of the world of teaching that I needed to acknowledge. I found in many instances this opened more conversation into areas which I did not feel comfortable to disclose my opinions when requested. I had to politely state that it was necessary for me to remain neutral and perhaps these matters could be discussed after the project was completed and results published for discussion and debate. Consequently, this enriched the data generated as I heard and recorded views expressed that not only varied from my views, but varied from other L2FLS teachers who worked in the same environments with the same management demands. The participants all projected a very confident, assertive voice regarding their choices irrespective of the variations of beliefs and views in their immediate work environment.

3.8 Data Analysis Methods

The research framework incorporating phenomenographical and narrative methodology enabled me to analyse data from a variety of standpoints at different points in time. It also enabled a flow-on effect as the thematic approach used for coding lived-world, pedagogy and collegiality in all the interviews, fed into the construction of the narratives of the Schools (see Chapters 4 to 8). These chapters contextualise the research field and the school background information. The multi-faceted qualitative research approach adopted here explores the differences and variations in the L2FLS teachers' experience of the phenomena of adapting to bilingual teaching at bilingual schools whilst simultaneously reflecting the nuances of variation of their work environments within the larger parameter of state government education in NSW. These approaches are complementary and seek to expand the understanding of the complexities faced within this area from an inquiry perspective rather than a critical lens.

This section explains how I made the data analysis process as transparent as possible, and how I stayed true to the raw data presented and focused on being as thorough as possible with each approach. The limitations of the design in Phase 1 were tackled using a methodology which is best suited for team work rather than as a sole researcher (Bowden & Green 2005b). This meant that I relied only on my judgements to determine categories and descriptions at any point in time. This being the case, I am working in a research field where individuals (teachers) are

located in a bigger setting where the culture and the things they are exposed to change ... where teachers' thinking about what they are trying to achieve changes; where policies are introduced and change each time there is an election, often for reasons relatively unrelated to technical research results on 'effectiveness' and at least related to how modes of doing education fit or conflict with the prevailing philosophy of the day (Yates 2004, p. 35).

To deal with this complexity, I felt that phenomenography worked as a methodology as it uncovers the variation among L2FLS teachers. The arena is not a simple, straightforward one, and the setting and agenda of each school impacts on teacher attitudes and perspectives. In addition, it is a story, the story of bilingual education in NSW, and the dual methodology with the additional thematic coding with two types of analysis sections presents the issues aptly. I will complete this section by addressing issues related to the presentation of data.

The data analysis involved a lengthy process of managing complex data, data that "are not easily reducible immediately (or, perhaps ever) to numbers," (Richards 2014). It is a process of which involves collating, presenting, managing and interpreting data in a non-sequential manner, in a context where the process of setting up research is "a balancing act, for it requires the harmonizing of planned possibilities with workable coherent practice ..." (Cohen, Manion & Morrison 2007a, p. 78).

The data-collating process is drawn-out as it requires "using specific protocols for recording data, analysing the information through multiple steps of analysis and mentioning approaches for documenting the accuracy – or validity - of data collected"

(Creswell 2013, p. 183). As Miles and Huberman indicate, the four domains which make up analysis – data condensation, data display, conclusion drawing, and verification – are an interwoven process. I found I moved through these domains on a surface level during data generation and afterwards “shuttled” among these four areas for the remainder of the study (Miles, Huberman & Saldaña 2014). This moving back and forth triggers continual insights, connections and the establishing of an awareness of patterns, thus leading the researcher to make continual adjustments. Creswell asserts that “qualitative research is interpretive research ... inquirers explicitly identify reflexively their biases, values and personal background, such as gender, history, culture, and socioeconomic status (SES) that shape their interpretations formed during a study,” (Creswell 2013, p. 187). Thus, my own background as a teacher, a bilingual still employed within the ‘public education’ domain, gave me ‘insider’ knowledge which I openly declared as predisposing me to specific interpretations and conclusions. I therefore had to be aware of, and account for, sub-conscious biases within the interview process. Given this context, the main purpose was to make sense out of the data by segmenting, grouping it, and taking it apart, as well as reconstructing data for a presentation of results.

Prior to the collating of data a researcher “must integrate their chosen perspective and conceptual framework into their choices regarding what and how to code, and what questions to ask of the data ...”(Bazeley 2007, p. 11). The way a study is designed will affect the type of questions asked, participant inclusion, the analysis and the writing as well as the purpose of the study and the research field. Prior to the interviewing process then, information needed to be collected to determine the interview schedule and the list of questions which revolved around specific themes the research addressed. The earlier small-scale pilot study was linked to the bigger research project in the main theme. This entire process which led to the design had to be submitted to the ethics regulators before any participant recruitment occurred, as mentioned in the previous section.

The data generation involved collection of all interviews via audiotaping on two separate devices, and it was difficult at first to decide whether the research is best supported by verbatim transcripts or by notes taken when listening to the audio. Once a

phenomenographical approach was adopted it was my decision as the researcher to transcribe the Phase 1 interviews verbatim. This decision was made knowing that “the textual data will never fully encompass all that takes place during an interview ...”(McLellan, MacQueen & Neidig 2003, p. 65). Interviews averaged 30 minutes each and were transcribed professionally before the Phase 2 interviews one year later.

It is to be noted here that many decisions were made due to the various methods used in the research, and each section was analysed separately and uniquely for these reasons. Ongoing interpretive and analytical decisions were made throughout the research project, and as Emerson, Fretz, and Shaw surmised in their work, the research transcripts of themselves cannot ever depict verbatim “a complete record of the discourse” (Emerson, Fretz & Shaw 2011, p. 55). The written word or sentence interpreted from the transcript is an artificial construction and it elicits only half the total communication within an interview (Kvale 1996). Body language, facial expressions, intonations, vernacular expressions and emotions are also part of an interview process, and sometimes what is not said is just as important as what is said (Poland & Pederson 1998)

Consequently, both transcripts and audiotapes were used for phases 1 and 2. In phase 2 the data reduction step for the teacher interviews was a simultaneous process during transcription after uploading audios into a software program called NVivo. In effect, this was my means of transcribing verbatim only the sections relevant to the themes addressed in the research question and sub-questions. The entire conversation is available as background to cross-check meaning and interpretation, but where the conversation diverted from the already-identified themes, these sections were not transcribed as they did not require coding. Ashmore and Reed suggest that valid data was “the mutual elaboration of tape and transcript,” (Ashmore & Reed 2000, p. 5), and this view aligns with Pomerantz and Fehr’s assertion that

having both tape and transcript, it is felt is the best way to develop analyses,
... It is harder to isolate and study phenomena when working only with a
tape, and much information is lost when working only with a transcript. Also,

without hearing/seeing the tape from which a transcript was derived, one cannot know how much confidence to have in a transcript (Pomerantz & Fehr 1997, pp. 70-1).

All interview data for Phase 1 were sourced out to a firm which specialises in academic and legal transcriptions, so all transcripts were completed with strict protocols which specified that the audiotapes should be transcribed verbatim throughout their entire length. All transcripts were formatted identically and with specific styling, not only to aid readability but also for incorporation into computer software for subsequent coding and analysis. Transcripts were double-checked for accuracy by the researcher. The close revisitation by thoroughly reading the interview transcripts before beginning to systematically analyse data assisted with familiarising myself with all the data and to start to think about the similarities and variations. The transcripts were read many times during the analysis.

In Phase 2 a different approach was taken to the transcribing of the teacher interviews. A volunteer who was seeking research work experience transcribed verbatim the Phase 2 audios for the Principals. The audios assigned to the volunteer had strict protocols and were completed on templates designed by the researcher and in complete unison with the formatting of Phase 1 interviews. This enabled easy management of data as all interviews were 'source labelled' for the text enabling documents to be quickly scanned visually for the pattern of discussion between interviewer and interviewee. As stated, the volunteer was assigned the Principal interviews, which were used for the narrative inquiry chapters, whilst the specific teacher participants who were return interviewees from Phase 1 were transcribed by the researcher in NVivo, a software program with audio transcribing facility which time stamps segments of discussion. It was not necessary to transcribe the entire interviews as not all segments were relevant to the themes related to the research questions. These verbatim transcriptions of segments allowed me to be selective in my choice of "sentences, passages, or stories relevant" (McLellan, MacQueen & Neidig 2003, pp. 66-7) and, in accord with Strauss and Corbin, "the text selected for transcription should take into account the analytical contribution it will provide to the overall study" (Strauss & Corbin 1990, p. 31).

My pilot study results also influenced the study design, so I made a concerted effort to be conscious of whether my responses in the replayed audios and transcripts reflected bias instead of remaining neutral. In the process of reviewing these audios, I found it necessary to filter certain segments of the interviews where I felt I might have prompted the response. It was imperative that my views and interpretations remained in the background. At the same time, I was aware that some clarification prompts were acceptable. I concur with Akerlind (2003) who found that in her research process summation,

follow-up questions may introduce some researcher bias through the potential to ask for more clarification of some aspects of a phenomenon than others. However, the aim is for the interviewer to be as comprehensive as possible in following up on comments about the phenomenon, to help clarify the meaning of those comments ... from the perspective of the interviewee (Akerlind 2003, p. 52).

Transcript Word files and audio mp3 sound files from each participant were labelled in a sequential order with: year; L2 name; and T or P (Teacher or Principal) with number ranking within group, e.g. 2012 Korean T1. A copy of these transcripts and audios were exported into the software program NVivo under the 'Sources' folder section for interviews or audios. The source folders were labelled by group i.e. Phenomenographic L2FLS teachers; Narrative Principal Group; and Narrative Teacher Group (comprising of L2FLSs, L2SLSs, LOTE support teachers, CLTs. The labelling information summary was on one Excel spreadsheet which listed all participants with additional information columns such as interviews dates, schools, roles e.g. bilingual, LOTE, community languages teacher and phenomenographic analysis eligibility. The schools were numbered 1 to 4. On the summary spreadsheet, rows 1 to 18 were for teachers and rows 19 to 23 were for the Principals. Principal transcripts and audios were numbered 1 to 5 and labelled with year, Principal number and school number e.g. 2012 P1 School 1. Principals were numbered because one school had two Principals, otherwise the identity would have been just the school number i.e. 2012 School 1. Principals and L2 teachers quoted were also given pseudonyms for quotes within the narrative chapters as discussed in Chapter

4. The purpose of L2 language labelling was to assist data collating for the specific contextual and background information required within the narrative chapters related to the schools and type of leadership.

Due to the large amounts of data and confidentiality, only a limited number of transcripts were printed for the initial piloting of various ways to determine patterns and categories of description by cut and paste methods. The traditional methods were trialled with one group of five transcripts, i.e. highlighting, colour coding, underlining and making notes on transcripts to determine ideas and patterns which emerged as was done in the pilot study.

The data generated were 17 teachers' interviews and four Principals' interviews in phase 1. Eleven teacher interviews were used for data analysed in Phase 1 using phenomenography as the approach. As mentioned, the narrative inquiry chapters covered both Phases/Years and were written using the five Principals' interviews and the other additional L2 teacher interviews, which were not deemed as passing the inclusion and exclusion criteria as new L2FLS teachers (as specified clearly in the information sheet).

In Miles and Huberman's account of analysing qualitative data, they discuss the idea that qualitative data analysis is a "continuous, iterative enterprise" and tends to be a "cyclical" process (Miles, Huberman & Saldaña 2014, p. 13). This was clear when I undertook a preliminary trial of data analysis and phenomenography coding methods. As suggested by Bowden and Green, when working with one language group for Phase 1, I found there were common themes and categories of description. The purpose of a trial initially was to see whether I could demonstrate that using this approach procures a more elucidating picture of the nature of being an L2FLS teacher in Australia. After this initial trial, I expanded the analysis to the entire group of 11 teachers. The phenomenographic method allows de-contextualising the transcripts to show the L2FLS 'how' of adapting to bilingual teaching, i.e. into 'categories of description' detached from individual transcripts. Indeed, one transcript may reveal several categories of description (Bowden & Green 2005).

All the data generated in the pilot study was handled without software assistance; however, in this follow-on project I soon became overwhelmed by the volume of data that was generated. The intent to learn how to use software which would assist with the filing, coding and displaying aspect of the project as well as have the capacity to generate reports was a necessity for accuracy and thoroughness in processing all relevant data. Thus, all the data generated was transported into NVivo in phases knowing it had time saving features. NVivo software would enable greater accuracy given the amount of data and provide great flexibility simultaneously assisting display of data results and reports generated.

NVivo's latest software editions showed that the software facilitated "thinking, linking writing, modelling and graphing in ways that go beyond the dependence of coding," (Bazeley & Jackson 2013, p. xiv). After a brief study of the history of qualitative computing for guidance on best practice for using qualitative data analysis programs, I realised the software would deliver the results if I became competent in understanding the complexity of the software options. The thoroughness with which I applied the tools and appropriate searches within the data would provide the corresponding results in a more time efficient, accurate manner (Bazeley 2002; Gilbert, Jackson & di Gregorio 2014). However, it does take years of practise to develop all the skills and expertise for utilizing and incorporating all the software capabilities. In this project, Excel was used for tables and due to personal skill limitation not all graphic and other possibilities were integrated into chapters.

After transporting all the transcripts into NVivo I read every transcript line-by-line and began the work of annotating, writing memos, crossing linking and determining phrases that stood out as significant to linking to a specific category of description. I also coded areas relating to lived-world change, knowledge and pedagogy, and collegiality. In all, I developed 22 nodes which I later clustered into sets for various cultures and for the whole group. Many hours, days and weeks were spent coding, comparing, categorising and learning how to run efficient queries. NVivo allowed me to store significant articles related to my literature review which I could cross reference in searches. As mentioned

all aspects of the research is stored in an updated NVivo 11 project file including all the audiotapes.

NVivo was complex to learn, and like the process of immersing in the data, the more experience attained using the data within NVivo, the more improved were the results. NVivo did assist me in becoming extremely familiar with my data and learning to systematically test out my ideas. However, I still rate myself an ongoing learner in regards to all its features and possibilities for projects.

In line with Fine's argument, "even a 'giving voice' approach involves carving out unacknowledged pieces of narrative evidence that we (the researcher) selects, edits and deploys to border arguments" (Fine 1992, p. 218). There is no one pure method, but in using three approaches and comparing and cross matching results, it is envisioned that the reader will be able to agree with the outcomes identified as aiding adaptation in the role of bilingual teacher.

3.9 The Participants

The breakdown of the 18 teachers who participated in this research is as follows: 15 are L2FLS, 2 were background speakers, and 1 was an L2 specialist teacher L2SLS. In the L2FLS group 11 qualified as 'new' to the bilingual teaching, three were community languages teachers who contributed to the school narratives, and one was an L2FLS who had completed high school years and university in the Australian system. The interview data was incorporated into the school narratives with the two background speakers and the specialist. The specialist teacher's contribution was related to DoE incentives to promote L2 within the school narratives. Five Principals were also part of the study and are discussed in Section 3.8.2.

The L2FLS Teachers

Teacher experience is influenced by personal histories, prior experience, beliefs, knowledge and years of observation (Lortie & Clement 1975). In relation to work in the field of education specifically related to languages teachers, Borg (2006) wrote, "We

have now come to understand that language teachers develop in unique and individual ways” (Kubanyiova 2009, p. 1). All the participants in my study had varied experience, and their views of bilingual pedagogy, CLIL curriculum and collaboration varied from each other.

In this study the ‘multicompetence’ view of bilingualism and biculturalism is taken as portrayed in Cook’s thinking of a bilingual’s person’s linguistic and cultural repertoire as a whole rather than separating out each language and culture as if there are two monolinguals in one person (Cook 1992). The shared view taken by Cummins (2000, p. 25) and García (2009, p. 71) that “bilingualism is not monolingualism times two” is supported by the views of the bilingual teachers in this study, and “translanguaging”, García (2009, p. 45) or engaging in bilingual or multilingual discourse practices, are readily depicted practices within the interview samples.

Four language groups were represented for Phase 1, but School 2 was represented by only one teacher, who was part-time. School 2 had a full-time bilingual teacher and several part-time bilingual teachers in 2012 and 2013 (refer to Chapter 4 for extra details). The main Korean teacher was not available for Interview 1 in 2012 due to being committed to the other concurrent project run by the university team, so the part-time teacher was interviewed. School 2 only had a teacher allocation of 1.4 for bilingual teachers whilst Schools 1 and 3 each had an allocation from the State for 2.2 bilingual teachers. School 4 had 11 bilingual teachers in 2012, but the teachers were not government funded. The school was not running an immersion program endorsed by the DoE. Consequently, it was logical to analyse the variation of viewing the phenomena based on bilingual program approaches rather than cultural groups. Table 1 shows details for the five French, three Japanese, one Korean and two Mandarin teachers.

Table 1 Phenomenographic Analysis Group

No.	First Language /no.	School	Languages spoken fluently	Age	Years at Bilingual School
1	French T1	4	3	<30	<1
2	French T2	4	3	<35	<1
3	French T3	4	3	<27	<1
4	French T4	4	3	<27	<1
5	French T5	4	3	<40	<3
6	Japanese T1	1	2	<40	<3
7	Japanese T2	1	2	<25	<2
8	Japanese T3	1	2	<35	<3
9	Korean T1	2	3	<35	2
10	Mandarin T2	3	2	<50	<3
11	Mandarin T3	3	3	<35	<2

The French T4 were not available for the Phase 2 Interviews in 2013. The language group variation was depicted in Interview 2, where all bilingual schools were represented, and this information was worked into the Narrative chapters (see Table 2) and compared in the discussion chapter (Chapter 10).

Table 2 L2 Teachers - Phase 1 and 2

No.	Teacher L2 role	School	Languages spoken fluently	Age	Yrs. at Bilingual School
1	French T1	4	3	<30	<2
2	French T2	4	3	<35	<2
3	French T3	4	3	<27	<2
4	French T5	4	3	<40	3
5	Japanese T4 LOTE	1	4	<25	4
6	Japanese T2	1	2	<25	<3
7	Japanese T3	1	2	<35	<4
8	Korean T2 LOTE	2	2	<28	<4
9	Korean T3	3	2	<35	<4
10	Mandarin T2	3	2	>50	<4
11	Mandarin T3	3	3	<35	<3
12	L2 Com. Lang.	2	4	>50	<13
13	L2 Com. Lang.	2	3	<50	<9

It is important to note again that the second language teachers involved in this research work at four 'Bilingual' schools, but the term 'a bilingual education' in its pure form refers to teaching using two languages to teach content from the curriculum. Its aim is to help "develop and maintain students' first language" i.e. teaching French to French students in an Australian school (Browett & Spencer 2006a, p. 50). Five of the L2FLS (French) teachers in the study are working with bilingual programs as well a hybrid L2 'additive' program. Six of the L2FLS teachers involved in the study are working with immersion programs, i.e. teaching their first language to students whose first language is English.

The Principals

The Principals chosen to lead these bilingual schools were not bilinguals although some had a small grasp of the second language. Overall, they were the managers of the programs who had delegated the logistics of timetabling and organisation to other executives on staff (See Table 3). Principals 1 to 4 were involved with Interview 1 in 2012 and Principals 1 to 3 and Principal 5 in 2013.

Table 3 Principals

Table 3 Participants: Principals						
Principals	School	interviews	Principal position at previous school	Years at Bilingual School	Bilingual	School L2
P1	1	1	yes	< 1	no	Japanese
P2	2	2	yes	> 6	no	Korean
P3	3	2	yes	< 5	no	Mandarin
P4	4	1	no	>18	no	French
P5	4	1	yes	< 1	no	French

The School Environments

The study location is in NSW, and the timeframe was when a National Curriculum was in the process of being introduced. Environments, communities and educational dynamics relating to primary school practice vary across States and Territories in Australia and are affected by structural forces that influence subjective experience. At the time of this research, L2FLS teachers were simultaneously needing to adjust to the National Curriculum. During 2013, staff in NSW schools were familiarizing themselves with the syllabus and support materials to be ready to implement the syllabus in 2014. This led to extra workloads for teachers during the time of this research project and these curriculum developments are portrayed in the perspectives of the teachers interviewed. This is a consideration to be noted when considering the overall teacher impact reflection.

3.10 Chapter 3 Summary

The world of teaching and teachers lends itself to the presupposition that 'research' into it should focus on the pedagogical decisions made by those at the 'coal face' of the profession for other educators to understand how to progress and improve knowledge and understanding in the area. L2FLS teaching roles are completely new to NSW government schools and to teachers employed in the government system. Analysing the perspectives of L2FLS teachers working in new roles in schools which have simultaneously converted to become bilingual schools was poised to be an interesting endeavour and a stimulating research project. This research area of investigation supplies new knowledge to the education domain regarding the adaptation process of L2FLS teachers working in bilingual programs in NSW. It aims to elicit data to assist in providing the appropriate professional learning and teaching conditions for future L2FLS teachers and bilingual schools.

CHAPTER 4: THE SCHOOL VOICE

4.1 Introduction

Chapter 4 is the first of the narrative inquiry analysis chapters dealing with the contextual element of the study, with Chapters 5 to 8 telling the actual narrative stories of the schools. The main aim of these chapters is to provide an alternative, broader view of the context in which the new L2FLS teachers experience the phenomena of adapting to bilingual teaching (discussed in Chapter 9) and to act as a framing device for the discussion of their views. The data – the interviews – are analysed via thematic coding, and the themes blended into narratives in order to align with the notion that “people [in organisations] think narratively rather than argumentatively or paradigmatically,” (Weick 1995, p. 127). As outlined by Polkinghorne, “The goal of the narrative analysis is to uncover common themes ... for noting underlying patterns across examples of stories” (Polkinghorne 1988, p. 177). The ‘sense making’ of events and outcomes in the first years of becoming a bilingual school are expressed by those telling others (the readers, the researchers) stories about what they have experienced and are experiencing.

4.2 Narrative Context: Overview

Chapter 4 contains two distinct sections and as mentioned the ‘chronicles of inquiry’ are in the following chapters. Section 4.2 outlines and continues the discussion of the value of narrative inquiry as well as arguing the ‘why’ and ‘how’ contribution of the narrative chapters to this research as part of the dual method approach to the research challenge. It provides the validation to why ‘contextual voices’ add other dimensions to understanding the variations of perspective of L2FLS teachers. Included is a summarised account explaining which L2 teachers were included in the voices and why.

Section 4.3 is the *narrative sketch*, which has been accredited with being very useful to readers. This is because in some research, data is generated from many sources and a descriptive overview is often required; in a narrative approach this would be too cumbersome to read. The narrative sketch is described by Connelly and Clandinin as similar to a character sketch in the fore notes of a play which describes the characters

and scene, except that in this case it describes the overall inquiry theme details as an “ingot of time and space” (Connelly & Clandinin 1990, p. 11). Section 4.3 is therefore a ‘broad description of the scene and plot’ of the narratives forthcoming in Chapters 5 to 8 and is primarily ‘a chronicle of the inquiry’ expanding on the topics that figure in the narratives. This context helps the reader locate the statements and views expressed in the broader context of generated data (see Appendix B for all Interview questions). The topics contain some background, which is mostly generic information affecting all schools, whilst other information that is specific, pertaining only to the school, is covered in the School narratives. This information, as previously mentioned, was obtained via school documents, media, government releases, school and state websites. Included in the narrative sketch in Section 4.3 are detailed Tables with accompanying information about the basic statistical logistics of the four work environments, distinguishing changes with asterisks.

4.3 The Value of Narrative in the Teaching Profession

In the area of teaching and teacher education narrative is extremely valuable in representing the life worlds and challenges of the teaching profession, and as Carter explains, “Story represents a way of knowing and thinking that is particularly suited to explicating the issues” (Carter 1993, p. 6). The key reasons for creating stories from the data are also similar to the reasons stated by Yoder-Wise and Kowalski (2003), cited in Webster and Mertova (2007): “looking for recurring themes; looking for consequences; looking for what worked; and building a reference for experiences” (Webster & Mertova 2007, p. 32).

From a holistic point of view, the narratives of the Schools in this chapter aim to capture the ‘multiplicity of voices’ involved in creating and interacting in the events which ultimately influence the L2FLS teachers’ perspectives presented in Chapter 9 (Clandinin & Connelly 2000a). The variation and similarities of the different school environments are evident in the narratives, as are the perspectives of the main story contributors, the Principals and the other L2 teachers who work collegially with the L2FLS teachers.

This research utilises a narrative method which not only combines well with the other methodological approaches, but supports the ontological and epistemological underpinnings of this research. Narratives are renditions of how life is perceived. The thematic analysis, which delves into the aspects of the participants' worlds that are most prominent and relevant in their bilingual teaching roles, is interwoven into the narrative inquiry.

The narrative findings are valuable and have achieved their intent if they are important to the participants and those who follow in a similar path. The narratives should offer the elements of transferability, verisimilitude and authenticity. It is important to note that

There is no single narrative inquiry method but rather a number of methods dispersed among individual disciplines. These individual narrative inquiry approaches are typically combined with other methodological approaches and philosophies which have been influential in that particular field of study. (Webster & Mertova 2007, p. 6)

The school stories told are not examining for outcomes but rather aim to retell the impact of the Bilingual School experience in the third and fourth year of operation for Schools 1, 2 and 3. However, in school 4, which has had more years of operation, change over time is narrated by the Principal. In reading School 4's story, the words of Bruner, 1994 should come to mind: "life is not 'how it was' but how it is interpreted and reinterpreted, told and retold," with each passing year (Bruner 1994). The first part of the narrative, particularly about the history and program as per interview in 2012, is unapologetically subjective. As Webster & Mertova suggest:

Narrative is not an objective reconstruction of life – it is a rendition of how life is perceived ... Narrative inquiry allows researchers to get an understanding of the experience. (Webster & Mertova 2007, pp. 3-5)

The narratives constructed are reconstructions from the interviews and the various other school-related sources of the school 'culture' in 2012 and 2013.

Chapters 5-8 therefore provide the 'scope and sequence' trail followed by schools where the L2FLS teachers are initiated into bilingual teaching. They tell of the school settings, and touch on the themes raised by the Principals and by the L2 second language speakers (L2SLS) and Community Languages teachers (CLT). The focus throughout the rendition is on understanding the characteristics of school governance, state directives, funding, teacher beliefs, pedagogy, coherence and support, supervision framework, professional development, and the impact of school culture factors on L2FLS teachers' identity, well-being and attitude, all of which follow on from the background and history outlined in Chapter 2. These areas of discussion also demonstrate how the Principals' viewpoints, decisions and actions within these boundaries directly and indirectly contribute a contextual view the research challenge, which is to determine L2FLS teachers' perspectives about the experience of adapting to bilingual teaching at four primary schools in NSW which have newly converted to becoming bilingual.

How the story is told

The reflective discussion of the important issues in the life of becoming/being a bilingual school in a snapshot timeslot, as told by the Principals, L2 teachers and a few L2FLS, is narrated in a chronological order of events with issues of significance included in each year. The presenting challenges which affect the structure, culture and goals of each school become critical events in the narratives, with similar and other events impacting the L2 teachers' growth and development, along with the evolution of the other staff and the community. The use of narrative inquiry thus enables a community reflection of how the bilingual program and the L2FLS teachers are incorporated into their school communities at two points in time spaced a year apart.

The narratives in chapter 5 to 8 are in the following sequence:

1. setting the scene or an 'orientation' – explaining the setting, environment and program details
2. detailing the 'complication', or the issues which arise as challenges within each school and the manner of their resolution – how the issues were managed, resolved or improved to arrive at a better outcome

3. finishing each school story with an evaluation of the current situation and the 'where to from here' wish list (an important factor to note here is that these stories are ongoing and the documentation of the paths are a small, extracted fragment of time, namely, a two-year period).

4.4 The Narrative Sketch: Who Tells What and Why

The 'Narrative Sketch Background' is a summation of topics and details that are important to be familiar with prior to reading the stories of the Principals and L2 teachers in Chapters 5 to 8. The analysis of the school websites and other documents about the bilingual program, such as newsletters, state media releases and state bilingual school support, is presented in Section 4.3.1. It is the 'narrative sketch' whose aim it is to fill in the gaps of knowledge to assist the reader to fully contextualise the references made in the narratives. Some aspects and/or critical events narrated are transferable to all schools, and others are very idiosyncratic and leadership dependent. The stories include views stated by the LOTE teachers who work to support the L2 program in non-bilingual classes (L2SLS), the L2FLS bilingual program teachers who were schooled in Australia, the Community Languages teachers (CLT) who are all L2FLS of other languages and the L2SLS specialist teachers who are part of the bilingual program. The community languages teachers similarly contributed information about aspects of the school environment. The community languages teachers in some cases teach an L2 for up to three hours per week per class group, and are therefore in a strong position to discuss the school context, attitudes to languages, and school culture. The attitudes and feelings of these other teachers regarding the impact of the new whole-school change is captured by weaving their contributions into the relevant thematic topics of the narrative school storylines.

Some L2FLS from School 2 taught community languages other than the main L2 used for the BSP. These teachers did not qualify for the specific phenomenography analysis because they had taught at the school for many years and were not 'new' and not part of the BSP. However, these teachers completed the same two sets of interview questions that were used to generate the data analysed with thematic coding to

highlight issues in relation to school matters, staff roles and attitudes. School 2 only had an allocation of 1.4 bilingual teachers working in the Bilingual Schools Program in 2012. Due to other research commitments, as explained in Chapter 3, the main L2FLS teacher did not participate in the research in 2012 and 2013 but additional teachers participated in 2013 as the allocation increased to two. The LOTE and community teachers contributed to the school narrative and topic background information. Ethically, it was necessary, principled and balanced to include these teachers.

The Contextual Aspect: Work Environment and Staffing

The work environment and staffing information data was sourced from the Principal Interviews, the school websites, the School annual report and the LOTE or community language teachers at the school. This section covers information about school staffing, allocation for Languages teachers and general attributes of the physical work environment. All schools are in a different large sub-division of the Sydney metropolitan area: Western Sydney; South Western Sydney; Southern Sydney; and Northern Sydney. They are located over 20 kilometres from each other and the schools vary in age and history, and have varying surrounds, architecture, and lay-out of buildings and play areas.

The common elements among the four schools are that all are P1 or P2 schools⁸ with large enrolments resulting in the formation of approximately 30 classes per school with an average of 30 students per class in grades 3-6 and 20-25 students per class in the grades K-2. The second school language is the only language other than English learnt at school for students in School 1 and 3. In school 2 students can learn another language if they have a background in this language, and in school 4 students learn Mandarin as a LOTE in addition to the bilingual program. Table 4 summarises the years the schools were established, the distance from the Sydney central business district (CBD) and the student language background other than English percentages average for 2012-2013.

⁸ P1 category primary schools, the largest category of primary schools, which means they have an enrolment from 751 to 1000 pupils; P2 schools have enrolment from 501 to 750 pupils.

Table 4 Demographics of Schools

School	School Estab.	km Distance from CBD	Average LBOTE % 2012-13
1	1969	25 W	76.2
2	1991	13.7SW	96
3	1875	44 NW	22
4	1965	17NW	40

School 1 was established nearly five decades ago to cater for the expanding housing estates in North Western Sydney and is quite a distance from the Sydney Central Business District.

The school catchment area is comprised of 47.9 % of the population born overseas per the 2011 Bureau of Statistics with 32.6% from Asia. Consequently, the Language Background Other Than English percentage (LBOTE) percentage at the school was 75.8% in 2012 and 76.6% in 2013.

School 2 is in Sydney's inner west and situated in the central business district of the city of Canterbury within the 13.7km from Sydney, in a high-density, high population area. The original school was established in 1919 and the original building is now the main part of the school, the administration block. The red brick school buildings are two storeys with high ceiling levels and there is very limited playground space and staff parking space. The Building Education Revolution⁹ saw the school gain four new Stage 3 classrooms, a new toilet block and storage areas.

School 3 is in North West Sydney which was rural land rezoned in the last decade for new housing estates in the west. It was established in 1875 but is now a completely modern, new, school with buildings less than a decade old. The school grounds span over a green, hilly panorama with a large staff parking area. The classrooms are well-spaced on the school grounds leaving room for extensive play areas. The staffroom is

⁹ The BER was a Australian Government program totalling AUD \$16.2 billion. \$14.2b was allocated to Primary Schools to build new or refurbish old class buildings.

set with a mixture of modern lounge seats and dining tables which work well for staff to socialise. The new school buildings cater for all the new expansive housing estates in the surrounding area.

School 4 is in the Northern Sydney Region and is part of the Middle Harbour Group of schools, 17km north-west from the Sydney CBD. It is situated in an area surrounded by National bushland, with half engulfed by the Middle Harbour where the house prices are above average for Sydney Metropolitan Area. This catchment area mainly comprises residential homes. The school is a mixture of older brick buildings and demountable classrooms surrounded by natural bush, well cared for native gardens, vegetable gardens and large grassed playing fields.

Table 5 presents the staffing logistics for each of the four schools covering the L2 language used in the bilingual program, the total student enrolment, the number of classroom teachers at the schools, the number of executive teachers leading via the management team, the bilingual teacher allocation, the number of teachers allocated to teach English as an Additional Language or Dialect and number of Community Languages teachers and the total number of Staff at the schools.

Table 5 School Staff and Pupil Logistics

Year	School	Enrol	Class teachers	Exec Teachers	Bilingual Teachers	EALD & Com.Lang.	Total Staff
2012	1- Japanese	802	25	6	2.6	2.6	48.7
2013	1- Japanese	822	26	6	3.2	3	50.9
2012	2- Korean	705	23	5	1.4	6.6	48
2013	2- Korean	720	24	5	2	6.6	50.49
2012	3- Chinese	865	30	7	2.2	1.4	57
2013	3- Chinese	835	30	7	2.8	1	57.71
2012	4 - French	590	23	5	10	3	36
2013	4 - French	656	26	5	13	3.4	40.25

The Framework: The Bilingual Programs 2012-13

The international reference in regards to the term ‘Bilingual Schools’ varies although it is commonly accepted that ‘Bilingual Education’ is “any form of education in which two languages are used to teach content from areas of the curriculum” (Browett & Spencer 2006b, p. 50). See Chapter 2, Section 2.8 for all the terms of reference in this area.

The aim of the schools funded to deliver the Bilingual Schools Program was to target monolingual students, the base model for assessment and measurement of language acquisition with early L2 introduction: i.e. students with Anglo-Saxon heritage background, with the aim to see how well they could learn and maintain the second language whilst similarly advancing in their English literacy skills. The funding initiative was specifically targeted at Asian Languages to increase the number of students matriculating from the school system with fluency in the priority Asian languages. This was because no more than twelve percent of students were matriculating with Asian

language proficiency in the past decade, which included students with Asian backgrounds as mentioned in Chapter 2. (Education Services Australia 2009; Rudd & Gillard 2008; Slaughter 2007; The Group of Eight (Go8) 2007).

The aim of the community funded program in School 4 was to provide the community with a language that supported the background and country connections i.e. links 'to community languages taught for community purposes in primary schools' (Lo Bianco 2009, p. 20). It is co-incidental that the L2 used in School 4 was the first L2 school language choice pre-1970s among the range of 'elite languages taught for elite reasons'. (Lo Bianco & Slaughter 2009b, p. 20). Part of this school community in this instance is a mobile work community: L2 speakers posted in Australia by their International companies for several years. Some of the community have time-specific working visas and some entered the country with visas but later applied for residency and/or citizenship. (School 2015; Statistics 2011b). The program aim of School 4 meets the requests of those with the L2 in the community in providing their children teaching and learning in their first language using the Australian Curriculum. The second language learners with no L2 background or knowledge are provided with exposure to L2 due to hearing it spoken in the classroom for half of every school day. However, in 2012 and 2013 there was no specific explicit L2 language teaching for the non-background speakers, nor a scope and sequence for L2 progress despite the program already running for over 13 years.

The languages chosen for the school under government funding for the Bilingual Schools Program, were chosen on the basis that they were not in the community, apart from School 2 which had 96% of the student population with LBOTE and the chosen language was spoken in the community. This aspect of students not having a background knowledge of the second language to be accepted into the program is the same as School 3. Principal 1 surmised that the second languages chosen for the schools by State Office for the Program were intentionally a language not found in the community.

It made some sense because we have a large Mandarin-speaking population here that might have been Mandarin. I was speaking to C_____, who was

the previous Principal, who made application and oversaw the implementation in the school. He said that they actually deliberately chose us not to be Mandarin but to have a language that wasn't in our local community. (Principal 1, 2012)

The State DoE Curriculum Support website made no update on the Bilingual Schools Program written 2010 or on information about the schools participating since the initial launch other than a stating the number of bilingual classes operating in 2012. This lack of information may be due to a DoE restructure in every Key Learning Area, (KLA) but particularly in languages where the department was de-manned. The lack of an update on this website may also have been due to DoE IT personnel workloads being prioritised for structuring, and uploading information onto the new National Curriculum website. On 21 December, 2014 the then Prime Minister of Australia announced that a new Australian Government Department of Education and Training had been formed. The State website was disabled in place of a new website catering for the new National Curriculum policies and standards: The Australian Curriculum, Assessment and Reporting Authority (ACARA). The Principals' story narratives depict the confusion and lack of communication from State level due to the changes in governance at State level. The details regarding the continuation of the Programs in this Chapter has come from the Principals of the schools in this research and the schools' websites.

The program methodology described and detailed on the original DoE Bilingual Schools Program URL site outlined bilingual education as occurring via specific classes with specific sessions: L2 teaching and learning via language 'immersion'¹⁰ 'sessions for one and a half hours each day, amounting to seven and a half hours per week' (DEC Languages K-12 2010). There is a variation in immersion methodology/pedagogy among all the teachers in all three DEC funded schools (Schools 1,2 and 3) as well as variation between schools regarding the duration of sessions. For example, some schools schedule the five hours of bilingual sessions over four days instead of 5 days and some work shorter sessions while others do double sessions. The adherence to daily L2

¹⁰ The language immersion methodology requires teachers to 'immerse' students in the second language by speaking only language 2 for the entire session/lesson. (Baker 2011; DET 2014; Swain & Johnson 1997)

learning in most cases does not occur. School 4, the community funded program, purports not to follow any specific methodology other than that devised by the Principal, i.e. avoiding explicit language syntax and grammar teaching and exposing students to learning teaching curricula in both languages concurrently. The extended, specific discussion about the approaches used is listed in Chapter 5-8 and in the classroom pedagogy details (section 4.2.4). Information in these sections pertains to information narrated in the Principals' stories and story narrations interwoven by those working with the L2FLS teachers at the schools. The L2FLS teachers' views as a group are analysed in Chapters 9.

All the bilingual classes using the Bilingual Schools Program model, are framed to cater for students who have no language background in the specific language being offered. The new Australian Curriculum classifies these type of students as '*Second Language learners*' because they are 'introduced to learning the target language at school as an additional, new language' (Australian Government DET 2014). This model is followed in Schools 1 and 3, but in School 2 some students do have a range of fluency levels and ability in BSP L2 as the school previously taught the L2 as a school funded community languages program; on this basis, the school was asked to undertake the Bilingual Schools Program by State DoE office. Some of the students learning L2 at School 2 fit under the classification of '*Background Language Learners*' who may be using the L2 at home but not exclusively, and have varying degrees of L2 usage skills. Other students who are involved in the Bilingual Schools Program at School 2 are '*First Language Learners*' who use L2 at home and have had their initial literacy and socialisation development in L2.

In School 4, 40% of students are either background or first language learners. Some students at School 4 have an L2 knowledge equivalent to students of similar age in the country of origin. In School 4 the students who are first language learners or are background speakers are withdrawn an hour a day for intensive, explicit language teaching and learning sessions. Table 6 gives a broad overview of the four schools and the types of bilingual education occurring at the schools (refer to Chapter 2 for the definitions).

Table 6 School Bilingual Education Programs

School	Immersion	Bilingual	Hybrid-Dual
School 1	✓		
School 2	✓		
School 3	✓	✓	
School 4		✓	✓

Schools 1, 2 and 3, deliver the Bilingual Schools Program, i.e. an L2 partial immersion program, although it does not feature similar time allocation as the partial immersion programs in Canada where L2 immersion programs run for a third to half of each school day (Baker 2011; Swain & Johnson 1997). All types of immersion programs are for L2 learners who have no previous knowledge and experience of L2. From an Australian school perspective, this is English monolingual students being immersed in L2 in sessions, where the L2 is the language of communication. Language 2 immersion sessions are operating in all schools undertaking the Bilingual Schools Program, although as discussed previously School 2 does not use the approach solely with L2 Learners as they have a mixture of different types of learners in the bilingual classes.

School 4 runs a bilingual program. The students with L2 as their first language, First Language Learners (FLL), are assisted in developing and maintaining their first language as both L1 and L2 are used to teach the content of the curriculum (Browett & Spencer 2006b). The English-only speaking students are exposed to hearing the L2 as the L2 teacher speaks in L2 and concurrently the classroom teacher speaks in English L1. These are 'dual' language sessions where "bilingual education is seen as a sum of equals... as spoken by two different teachers" (García 2009, p. 7). The classrooms operate as dual language classrooms with an L2FLS teacher and the regular classroom teacher, who is usually an English-speaking monolingual, for 50 percent of each day. Schools 2 and 4 run bilingual programs, i.e. students with L2 skills can learn subject matter in L2.

In the two-year (2012 and 2013) timespan of the research data generation, schools working under the government funded Bilingual School Program banner were in their third and fourth year since the commencement of bilingual classes. The schools each began with two bilingual classes each, one in Kindergarten and one in Year 1 and continued to run the bilingual program with at least one to two bilingual classes per grade in K-3 in 2012, and including Year 4 in 2013. School 4's 'school structure outline' on the school's 2013 website indicated most classes offer a bilingual program. School 4 developed its L2 learning program over 13 to 14 years using methodology devised from the Principal's philosophy. The Principal who developed the methodology lead the school for 18 years before retiring at the beginning of the 2013 school year.

The daily Bilingual School Program immersion sessions in Schools 1, 2 and 3 run for five hours per class every week. The program was advertised in DoE media releases and on the website as running for 90 minutes each day. All the schools involved scheduled 60 minutes each day or the equivalent over four days due to their crowded timetable, lack of funds and lack of human resources, as the Bilingual Schools Program government funding grant only catered for 60 minutes per day. It was up to the individual schools to fund the extra 30 minutes from their annual budget. At the time of this research the bilingual program ran in approximately half of all classes in the three schools: one to three classes per grade up to Year 3.

The specialist teachers (L2 teachers) in Schools 2 and 3 teach classes on their own, not in a team teaching situation, as the L2 session is timetabled in the regular class teacher's relief-from-face-to-face time (RFF). In School 1 the classroom teacher is in the room and the degree of involvement/assistance given by the non-bilingual teacher varies with each class. In School 4 teachers team-teach for half the day and take release together. The bilingual intense sessions are taught by the L2 teacher only, either in a section of the classroom or in another school space.

Students who are not in bilingual classes in School 1,2 and 3 experience the L2 as part of a LOTE (Language Other Than English) program for one hour a week to assist all students to identify with the L2 and understand basic vocabulary and bilingual signs

displayed around the school. School 2 is unique in that students have an opportunity to learn a second, third and fourth language other than English at the school. As mentioned previously, School 4 delivers a Mandarin language program for one hour per week as the LOTE rather than the L2 of the school.

In all four schools the Key Learning Areas (KLAs) addressed in the immersion sessions, i.e. Curriculum areas, were allocated by the Stage supervisor, or executive teacher in charge of the bilingual program. The approach adapted in these immersion sessions is globally known as Content and Learning Integrated Learning (CLIL) and based on the Canadian immersion program pedagogical model (Krashen 1984; Smala 2009a; Turner 2013a). However, in School 4's Curriculum Areas, 'the content' is taught in both languages simultaneously and no explicit language learning is targeted at the L2 learners. This is different from immersion programs where only L2 is spoken. In School 4 the expectation from Principal 4 was that students learn the L2 by being exposed to L2 for half of each day. No measurement or assessment occurred within the program to verify this philosophy.

KLAs, taught in the L2 vary between bilingual schools involved in the Bilingual Schools Program and sometimes vary from grade to grade. However, Schools 1, 2 and 3 have introduced general L2 integration with non-bilingual classes in the school day via class singing, class directions and performances at assembly. This assists the whole school community and classes not part of the Bilingual Schools Program to affiliate with the L2, understand key elementary terms, and feel connected to being a "Bilingual Primary School."

Students involved in bilingual education within the Bilingual Schools Program are not charged fees for the program as the extra supernumerary L2 teachers are employed and sponsored by DoE. The L2 aides are employed by the schools and are either paid staff or international university volunteers. The separate funding for the native speaker aides ceased after the first year of the Bilingual Schools Program. The utilisation and availability of aides is different for every school within the program and is discussed under the specific school sub-heading. School 4 does not use native speaking aides in its

program although there are volunteer bilingual parents at the school. School 4 has no financial support or funding from DoE due to not teaching an Asian language as its bilingual program. First language and background speakers who wish to be in a bilingual classroom and involved in L2 one hour per day in intensive-language learning sessions pay AUD\$3000 annually, and families with L2 speakers who wish to be in bilingual classrooms with exposure to L2 without explicit instruction pay AUD\$850 per year. These fees are used to employ the native-speaking L2 teachers who are not employed by DEC but team-teach with the Australian DEC teachers. Only two classes in the whole school are not classified as bilingual.

In summary, School 2 facilitates both immersion and bilingual programs. Schools 1 and 3 operate immersion programs, and School 4 is working with a two-fold bilingual program, i.e. L1 learners are experiencing a bilingual program and L2 learners a hybrid version of L2 language learning. The efficacy of this program has not yet been determined (the DE term is 'not evidence based'). Consequently, the L2FLS teachers involved in this research study vary in the type of bilingual education model they are required to use, and as this aspect may impact on the way they perceive experiencing bilingual teaching. The Chapter 9 analyses the two camps as distinct. This aligns with the variation among the categories of description with the phenomenographical approach.

Teacher Attitudes

Teacher attitudes are dependent on many factors which influence such things as confidence, productivity, motivation, commitment, reflection, improvement, self-esteem, and autonomy. Principals who develop meaningful ways of working with teachers reflect critically about their leadership and how they can improve teacher attitudes to new initiatives among all staff. Principals who develop trusting, respectful relationships with their staff, viewing teachers as knowledgeable professionals who can transform education, reap the rewards of a congenial, empowered staff within a mentally healthy and happy, work environment (Blase & Blase 2001, p. 13). Sarason (1990), discussing the failure of Educational reforms, states:

Whatever factors, variables, and ambience are conducive for the growth, development, and self-regard of a school's staff are precisely those that are crucial to obtaining the same consequences for students in the classroom. (Sarason 1990, p. 152)

When narrating the story of teachers' attitudes in Section 4.3, the story told is mainly the one from the Principals' perspective, although L2 teacher comments are included where elicited in discussions with LOTE and community language teachers. At times the attitudes of teachers are part of the main leadership challenges faced by the Principal.

Classroom Pedagogy

The program methodology endorsed by State is one of many versions of the CLIL model (Content and Language Integrated Learning) explained in Chapter 2. The common guideline in this approach is that the teachers only speak L2 in the sessions contrary to translanguaging research (Garcia 2009). School 4's policy for bilingual classrooms also requires that L2 teachers only use L2 to communicate. In both approaches most teachers tend to adopt a more translanguaging approach in their teaching sessions.

The L2FLS teachers in Schools 1, 2 and 3 prepare and teach the bilingual class sessions following an L2 team-developed scope and sequence outline with content from the designated syllabus area, i.e. the KLA is decided by the grade or school. In School 4 the L2FLS teachers follow an L2 scope and sequence for first language learners, but not for second language learners. At the time of this research one L2FLS teacher was beginning the process of writing an L2 scope and sequence for L2 learners.

In all schools the bilingual 'language learning' pedagogy varies among teachers in the school, despite the overarching model and guidelines. In this research bilingual pedagogy is mentioned to the degree it is discussed in the interviews, rather than via critical analysis, as the focus is not on the pedagogy but on teachers' perspectives of the pedagogy. In line with this qualifier, the key elements relevant for this study are discussed below.

The language learning experiences of teachers when they are young and still at school filter what they learn later in their undergraduate teacher education programmes (Lortie 1975). Teachers “develop their own set of ‘beliefs about how languages are learnt and how they should or should not be taught” (Kubanyiova 2012, p. 13). Freeman suggests these beliefs stay the same throughout their career unless articulated and challenged via professional development (Freeman 1991). In recent research several tools have been developed and recommended which assist in facilitating teachers’ adapting and applying new knowledge (Borg 2006; Freeman 1991; Johnson 2009).

Whilst all the schools have adapted teaching content in L2 as the main L2 acquisition strategy, not all teachers interviewed agreed to the notion of using L2 100 per cent of the time; instead they use L1, English, up to 20 per cent of the time to explain some concepts, depending on the topic covered. This applies particularly to the higher grades with older students, where more complex aspects of the curriculum KLAs are explored. The L2 usage in class within the Bilingual Schools Program depends on the philosophy of the teacher and the age and stage of the students.

One of the most surprising aspects in this research is the fact that the Principals of the Bilingual Schools had not been made aware of the latest language teaching methods by DoE. This surfaced when all were posed the question ‘What methodology are you, (is the school) using to teach the second language?’ One could argue about the concept of methodology, but most of the postgraduate courses have methodology as one of the most important subjects to complete for L2 language teaching training, and this issue of explicit knowledge was exemplified in many of the L2FLS teacher interviews.

Teacher Professional Development

With the change of NSW government, restructuring of the Education Department in languages has delayed or changed the structure of the intended professional development and support for teachers involved in the Bilingual Schools Program. The Languages Regional and State Office personnel were severely reduced, with regional offices closing entirely. Consultant positions were disbanded in favour of allocating these budgeted funds directly to schools. Principals were unclear about whom to

contact. The Chinese-language consultant was still available but the other language consultants were reallocated to schools with a school workload which prevented support services previously offered to the Bilingual Schools. The staff redeployed back to schools were requested to remain available to facilitate and advise with all the needs of high school language teachers in addition to their new roles and this on less pay.

The Department of Education restructure involving retrenching or reallocation of consultants to schools occurred at the end of phase 2 of the research data generation period, but the repercussions of the impending dismantling caused a great deal of turmoil amongst regional staff the year prior to the action. Principals and teachers felt that this changed and reduced the number of regional support teachers in the bilingual schools in comparison to the first two years of the project. Thus, the limited communication processes from Head Office were irregular, and the L2 teachers did not always receive emails with vital information. Principals were left unsure about whether project monitoring and follow-up action would occur after extensive reports and data collection, as a skeleton staff remained in the Department while new governance was imminent. Confusion with the efficiency of emailing advice and other notifications led to missed opportunities for professional development in some instances. Simultaneously, all staff members, whether bilingual or regular classroom teachers had to undergo above-average amounts of extra professional development related to the introduction of the National Curriculum. In 2012-13, the years of the data generation for this research project, all L2 teachers in all Australian states experienced compulsory Teacher Professional Learning (TPL) sessions at a school level for the familiarisation with the new curriculum. These TPLs were compulsory in line with mandated Federal and State Departmental implementation schedules.

Regarding the Bilingual Schools Program, Principals overall were unsure whether teachers had received adequate professional development, and delegated this area of responsibilities to their deputy Principals. School 4 offered beginning L2FLS teachers an on-site tour and a video to watch. L2FLS teachers were not offered any professional development during their work contract employment.

Ongoing professional development of all primary school teachers is crucial, especially in the current climate of teacher registration and accreditation. In educational jurisdictions, which implement bilingual programs in primary school, the training of teachers for this specific type of teaching is of prime importance. Ongoing, continuous teacher professional development and the development of Teacher Learning Communities has shown to be the most effective strategy for bilingual teacher efficacy (Calderon & Minaya-Rowe 2003, pp. 186-205). In Peru, for example, a national policy on bilingual education was proposed and started occurring in primary schools in 1975. Zavala (2010), cited in Chimbutane (2011), argues that teachers involved in bilingual education were not adequately trained in this educational approach. At best, these teachers received a week-long training session twice a year, but “this was clearly not enough to understand the program and to be able to respond to the challenges posed by this type of schooling” (Chimbutane 2011, p. 129; Freeman 1991; Hornberger et al. 2008). Many overseas studies in the last decade discuss the benefits of the early introduction of L2s in the primary school setting, but they also discuss the necessity of teacher preparation via professional development. Johnson suggests that modelling desired behaviours and attitudes, as well as giving teachers the opportunities to engage in the new practices in a supportive environment, is a prerequisite for teacher professional development. (Johnson 2009; Kupiainen, Hautamäki & Karjalainen 2009; Smala, Paz & Lingard 2013)

In some Australian States, particularly Victoria, government policies have led to beginning L2 acquisition in the first two years of school with a consistent daily second language immersion approach (ACARA 2011b; Clyne & National Languages and Literacy Institute of Australia. 1995; Smala 2013; Turner 2012). Some of these schools have been operational as bilingual schools for several decades and L2 teachers extensively trained. The L2 teachers in the NSW Bilingual Schools Program received only two days of training. In Schools 1 and 3 there was provision made to visit the Victorian bilingual schools for a day of observation and discussion. In school 2 many teachers had begun their own postgraduate studies in the L2. In School 4 L2FLS teachers had no monitored bilingual pedagogy training.

In schools 1-3 the teacher training and professional development areas seem to have had a haphazard approach. Teachers had a few training days in the first two years but no follow up and no connection with other bilingual schools. Principals are unsure of the overall training schedules and are uninformed of the intentions of State Office in regards to the training and developing of Bilingual Schools Program teachers. No unified, consistent approach is evident from the information sourced from interviews. Teachers at some schools consolidate approaches and programs due to their experiences visiting interstate schools, but at other schools, teachers work independently due to their timetables or other factors. Principals are aware of the different approaches and with variation in teaching.

4.5 Narrative Inquiry Structure Summary

This chapter has introduced the Narrative Inquiry methodology, which is used in a dual approach including phenomenography. It outlines the framework and structure of chapters 5 to 8, in addition to providing a 'narrative sketch' of the topics encompassed within the School Stories in the subsequent chapters.

In Chapters 5 to 8, we hear the voices of the Principal and staff via individual school narratives. These are all the voices that inform the Bilingual Programs Schools' story teaching the 3 Asian L2s (in Chapters 5 to 7) and the Bilingual School teaching a European language, French (Chapter 8). The four narratives of the Bilingual Schools, with their focus on the program logistics and management from a whole school perspective, each includes inserted anecdotal comments from the Principals which, in some cases, are explanatory reflections of actioned strategies or simply dominant points of view at the time of each interview in 2012 or 2013. All the items included in the narration are the critical concerns covered in the interviews and highlight specific application and effects experienced at the schools. The story told here is a meta-story; it is the story of what is important to the storyteller as depicted by those telling the story. How these contexts may be influencing the L2FLS teachers' perceptions of what it means to experience adapting to bilingual teaching is left for reader reflection and is discussed in the concluding discussion, Chapter 10.

The next chapter begins the first of four school narrative chapters (Chapters 5 to 8). It links in structure and themes to Chapters 6 and 7, the new bilingual schools which began their first bilingual programs in 2010. These schools all teach Asian languages and have government-funded programs, and their narratives revolve around the development of the program and the staff. Chapter 8, though similar in narrative structure, accentuates the theme of change due to leadership change. All four chapters provide an insight into the variations in experiencing a bilingual school setting and the impact of change, pedagogy, collegiality and leadership.

CHAPTER 5: CHANGE AND EMPOWERMENT – SCHOOL 1

5.1 Introduction

The new roles and programs introduced into the established primary schools brought many new dimensions to tasks which were already complex. Principals, executives, and teachers all had varying issues and situations which required degrees of change. The leaders who bore the ultimate responsibility, the Principals, particularly the three new Principals, faced these challenges in a bilingual school among staff with whom they were not familiar. The following narratives and samples of remarks tell the stories of the areas which were challenging and which needed immense attention as the progressive changes were incorporated into school life in Phase 1 and Phase 2. While each school's issues varied, there are similarities across all four schools. This chapter tells School 1's story.

5.2 The Voices of School 1

There is one narrative here with many voices: the school's story is told by the descriptive (describing) voices via the school's documents and the DEC and school websites. Though Principal 1's story is the central, thematic thread, it is interspersed with the voice from the LOTE teacher who worked with the bilingual team at the school.

Principal 1's contribution to the collective story of the Principals' working within the new framework of Bilingual School Program (BSP) in four, NSW government Primary Schools provides an overview of his current position, background experience and attitude to language learning. It reveals he is a Principal whose prime aim is to enhance trust and openness in his staff. He has a record of embracing cultural diversity and working to build a supportive atmosphere where teachers feel confident to express their opinions and be heard. For the purposes of privacy and ethics his pseudonym is "Andrew".

The L2 program at School 1 has two aspects: one aspect is three new teachers who work on the BSP and therefore run immersion sessions with four grades in 2012: Kindergarten, Year 1 and Year 2 and Year 3, and the second aspect is the L2 LOTE program. The bilingual sessions operate in three out of six classes per grade in K-2 and two classes in Year 3. In 2013 the program progressed to Year 4 when the Year 3 students

from the previous year progressed to Year 4. The L2FLS teachers at School 1 were timetabled 40-minute sessions for teaching Japanese, with the regular classroom teacher present. On average, it worked out to be about five hours a week, but the sessions were not daily as there were double sessions on some days and single sessions on others.

5.3 Naseba Naru – The Bilingual School Journey of School 1

Andrew is in his 50s and is new to his school. When interviewed for Phase 1 he had only been working in the bilingual school for less than a term. He came to the school in the third year of the BSP with some background information about bilingual education, and specifically the BSP. His predecessor was the main instigator in showing an expression of interest with DoE State Office in regards to becoming a bilingual school. The previous Principal also took responsibility for the preliminary stages of commencement and for guiding the program's implementation in the first two years.

Andrew has been in governance positions before his School 1 appointment and his experience has been in schools with large enrolments of LBOTE children. He has a very positive disposition to students from diverse cultures with multiple language skills, and he feels this diversity is an asset in their lives. Andrew's delight in teaching students from various cultural backgrounds, even though he himself does not process L2 skills, is clearly expressed in his interview:

I've come from various schools with a fairly significant ESL background, non-English-speaking background, and I've always delighted in the kids who have two languages and for whom English is a second language."The bits of research that I've been shown indicate all sorts of advantages to people with two languages. As to what that means for people with three or four or five languages, I don't know. I'm sure there's research just to indicate that. But I think it's a great thing. It's certainly worth supporting. [Andrew]

Andrew's background reading has proved to him that having two languages gives a student a definite cognitive advantage, and he is not only dedicated to the current

bilingual program but also takes complete responsibility for its ongoing development, successful implementation and results.

Although Andrew does take the ultimate responsibility for the whole program, in the current school situation he has delegated the supervision of the specific teaching program to one of his Deputy Principals, who now has more responsibility for the delivery of the bilingual program than in the past. However, Andrew's care and attention to the welfare and satisfaction of all staff is evidenced by the time he takes to source their opinions and feelings about the impact and outcomes of the program.

In the Annual Management reports and on the school website, the school is described as "a caring school that exists for the benefit of all students ... with a stimulating learning environment provided for students" (MySchool website). In regards to the actual School 1 setting, the school is well-spaced and designed in semi-clusters and rows connected by either concrete courtyards or paths. The buildings are a mixture of single-storey brick buildings and demountable buildings that accommodate the current continual enrolment growth. The school boasts large, grassed playgrounds and well-maintained gardens. The staffroom is centrally located in a modern Administrative block with a spacious seating arrangement of lounge chairs surrounded by large glass doors and windows on two sides of the room. The staffroom's seating indicates it is a place to eat and relax rather than being an eat and/or work area only.

By all visual impressions, it is well maintained and inviting with staff extremely friendly. The Management Report reflects this sentiment by stating:

The Staff Retention is high and any vacancies that have occurred have been through retirement or increased student numbers.

The LOTE teacher, (pseudonym Yuka) is a contracted casual teacher who has been at School 1 for three years, so she saw the implementation of the program the year it began in 2010. She is a newly graduated teacher and this is her first full-time position. Yuka has a Japanese background speaker, i.e. her mother is Japanese and her father Australian. She has a close bond with the L2FLS teachers and empathises with many of their

concerns. She has team-taught with two of the teachers and in the second year of the program she was also funded via an Asian Literacy Grant to work with all the non-bilingual classes teaching teachers and their classes basic vocabulary for Assemblies, classroom instructions and school signage.

Andrew is extremely conscientious in acknowledging teachers' views about all aspects of school life, particularly their feelings and insecurities regarding the bilingual program. As the new leader in an unknown space, knowing how staff and community viewed the current leadership has been one of the most important goals; the second was fully understanding how teachers felt in regards the BSP. The results of the review of the impact of the school leadership on teachers and parents was published in the 2012 Management Report, and showed that 98% of those surveyed were pleased with the management style and decisions.

Naseba naru (なせばなる) is a Japanese saying meaning, "If you take action, it will become," which literally means in the negative, "not succeeding is the result of not trying" (Vincent 2010). One can truly state that Andrew and School 1 took action in 2012, which was a gateway to continuing success in 2013. The following is School 1's evolving journey of transition/becoming a K-6 bilingual school, with Andrew taking the lead in this process.

5.4 If You Take Action - 2012

In 2012 Andrew's focus was on four main leadership challenges, with some minor smaller challenges attached in relation to the logistics of the BSP. The first major concern for Andrew was the nature and investment of the BSP in the light of uncertainty regarding its future funding. The second was the organisation of students and the potential polarising effect of the program among the parent community for the Year 3-6 placements. The third was staff concerns about the impact of the program on National Assessment Plan -Literacy and Numeracy (NAPLAN¹¹) results and Stage 3 grades. Lastly,

¹¹ "NAPLAN is an annual assessment for all students in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy. The assessments are undertaken every year in the second full week in May" (The Australian Curriculum 2009).

the fourth were the concerns related to the actual BSP methodology among the teachers in the primary grades.

The biggest issue for Andrew in the first term of office was a lack of information and uncertainty related to the BSP's future. He felt a lack of ease due to the uncertainty of future funding support for the program. In his view as a new Principal of this primary school with a specific BSP, he felt he should have had more information about certain specific details regarding the future of the program: whether any funding would be ongoing, and as the 'new' Principal for only the past four months, some knowledge about the duration of the entire program. He felt this type of information was necessary to make informed school-related decisions. It was clear to Andrew that the school could not continue to be a bilingual school if the funding for the teacher positions was withdrawn. For students to complete the full primary school cycle with the BSP another three years of funding commitment was required.

Throughout the first interview in 2012, it was clear that Andrew felt a sense of frustration at the lack of information and lack of briefing given to the Principals of the Bilingual Schools, since they had all made a huge investment in embarking on the BSP. Andrew had sought information related to the program from the DEC, but he felt all the information given in response lacked certainty, was simply advice or involved matters that still needed to be actioned by bureaucracy. He understood and rationalised that there were difficulties obtaining this information from Head Office because the DEC had just experienced a restructure due to the government changing. Andrew was also aware that funding cycles occurred every four years.

So, for Andrew the biggest challenge in his first term of office was dealing with this uncertainty, and the lack of answers about the program which he felt he should have as Principal. All pro-active endeavours to source information proved futile, and for a Principal who is conscientious and aiming to begin governance with a sense of direction, this proved to be a frustrating anomaly.

The best advice I got is not certain..... All sorts of questions like that are still up in the air for me. I don't know; It's a bit of a concern being the principal of

*the school and not knowing that. I'm not sure that anybody does yet
[Andrew]*

Resources were not an issue as their funding was supported by an outside school L2 organisation. In relation to the hands-on resources for the bilingual classes the annual report at the end of 2012 had stated clearly:

The bilingual program is generously supported by the Japan Foundation enabling the purchase of resources for Japanese literacy, the funding of extra teacher time and the facilitation of teaching assistants to work with the bilingual and classroom teachers. [Andrew]

However, the funding for the supernumerary L2FLS teachers from DEC was essential and crucial for School 1. No bilingual teacher funding would mean no BSP, as regular school funding could not cover extra teachers' salaries. From a school perspective, the issues related to the program funding uncertainty had an impact on the other three challenging issues.

From Andrew's perspective, the second big challenge for the school was the polarising effect the program may create in the community among parents with students in Years 3-6, of whom only half of each grade was involved in the bilingual sessions. Additionally, the school needed to recruit new families to join the program in Year 3. This was because two Year 2 bilingual classes had transitioned to the primary grades (Years 3-6 in NSW) in 2012, so these classes needed to increase numbers from 24 students per class to 30 students per class as per NSW government regulated quotas. This involved encouraging 12 families to join the program who had not previously been involved. These 12 new students without L2 in the previous years were needed to make the required class sizes to maintain a fair staffing allocation. Logistically, timetabling and organising students required creative planning, with half the grade participating in bilingual sessions and all classes in the grade needing to cover the same curriculum content and release times. The third and fourth major challenges for School 1 were intertwined. Teachers' were anxious about methodology, and there was great uncertainty about the expectations of

the program in the higher grades as well as the impact on the NAPLAN in Years 3 and 5 (Gable & Lingard 2013). Andrew elicited:

There's a lot of nervousness amongst our Year 3 teachers involved in the bilingual program this year because they feel responsible for the children's NAPLAN results. [Andrew]

He felt antagonism existed among the staff members, particularly staff members in Stage 3 who were concerned about the eventual impact of the program on their grades, which he felt was due to inexperience regarding bilingual education and fear of the unknown.

I was concerned that there was some antagonism from staff about that but I think that was largely about the ignorance of people from upper grades who were scared about the impact that it would have when they (the students in the Program) got there. [Andrew]

Senior teachers were feeling that students would miss out on comprehending the complex concepts due to lack of language skill at the grade level. In other words, they were concerned about the methodology which required L2 use only, and they felt students' vocabulary and comprehension in L2 would not be adequate to grasp complex topics taught in L2. In the junior classes, it was more a case of learning to read. Andrew concurred that the level of understanding required by students in L2 by the time they reached Years 4-6 would not be adequate to accommodate understanding the Key Learning Area (KLA) concepts required in those higher-grade levels.

By the time we get into Year 3, it's not a matter of learning to read, it's reading to learn. The same thing with Japanese. It's not a matter of learning Japanese language; it's using that as a vehicle to learn other aspects. The concern, certainly, from the English-speaking teachers involved with the bilingual programme - so not necessarily Japanese-speakers - is that the children won't have the vocabulary to actually understand the depth of the understanding they need in some areas to continue their learning. [Andrew]

5.5 It Will Become - 2013

By 2013, some of the big issues and challenges for Andrew and the L2 staff had degrees of resolution. The first of the major issues, the uncertainty about funding, was no longer an issue as L2 teachers were being funded for the next cycle of four years. This would ensure that students who began Kindergarten with L2 immersion sessions for five hours per week would complete all the years of elementary school, until Year 6, with the BSP, thus enabling thorough assessment and research regarding the benefits and the outcomes of such a program. Andrew was still unclear whether the program would be deemed as ongoing, but the best advice he had received indicated that the BSP had become part of the recurrent funding, irrespective of which political party held office. The recruitment of extra students and the associated parent and community issues were resolved but the staff attitudes and the L2 methodology issues were still needing extensive strategic planning by Andrew and the executives. These last two issues became the prime challenges of 2013, despite all students in the bilingual classes attaining excellent NAPLAN results at the end of 2012.

Still, staff cohesion and support of the program was variable, and Andrew's feeling of frustration in the first year had turned into feelings of concern as to how to get all staff committed to the BSP as a continuing program. The focus of planning was centred on getting staff to view the program as not just an additive for a few years but as a program that was here to stay and would determine how the whole school operated every year. Therefore, the main challenge of 2013 was to develop a harmonious staff with equal levels of commitment and involvement.

There are varying levels of commitment by other staff, some people very keenly and actively involved and others not particularly interested and some dismissive of the program. [Andrew]

The regular class teachers are in the classes when the bilingual sessions occur so they are involved by default. This practice or involvement has occurred since the start of the program in 2010 as the BSP sessions at School 1 were planned with two teachers in the room, as per the general descriptions on the BSP website. The rationale behind this

practice is that by being there they could become involved and have joint commitment whilst assisting the L2 teachers. Andrew said that the success rate of this team-teaching or class teaching partnerships varies in each classroom:

The ones in the bilingual program are involved in that they're in the classroom, and some embrace it enthusiastically. Others are a bit concerned about it because of their inability to relate to it, but they are there. So, are they involved? Yes. How much they understand - it varies between classrooms. [Andrew]

Yuka, the LOTE teacher, said it was very hard for the classroom teachers. While initially very hesitant about team-teaching with them because she felt they wouldn't be accepting of the language, she found the teachers were a bit more relaxed in the team-teaching situation. However, she felt they didn't know what was going on in the classroom and half the time they couldn't really help because they didn't have any basic knowledge in the L2. In her experience the best team-teaching situation is when the classroom teacher understands L2 and if an L2 aide is available, which means there would be three adults in the classroom who can work together.

... it's hard here at the school. They [classroom teachers] have to team teach [with bilingual teacher] but none of the teachers can understand Japanese ...and they try really hard but I think they can't - they don't understand and they feel like they can't help, and so all the teachers on class feel like they can't help. Because they don't understand what's going on. So, it would be beneficial if they knew something before or they knew the language ... the aide was so important because then you have two teachers that know the language in the classroom, whereas now it's only one teacher. [Yuka]

Yuka experienced working with an aide in the first year when she was teaching Kindergarten and the L2 teacher came in to take the bilingual sessions plus an L2 aide was available. The DEC only funded aides in the first year of the program.

So, the work of listening to the teachers' anxieties and concerns remained Andrew's foremost strategy to understand scenarios and negotiate the dilemmas. He organised regular special discussion breakfast meetings with the L2FLS teachers and the management team as well as changing the way supervisory teams met to plan.

It was basically regarded as a separate program in the school and what I wanted to do was to change its focus from being a particular program to be the way we do things in the school. [Andrew]

Andrew and the management team wanted all staff members to be involved, and various strategies were employed to make the Bilingual team a part of the grade teams with grade planning. The collegial work team structure was changed so that the L2FLS teachers met with their individual grade supervisor and grade teachers, rather than only in their bilingual L2FLS team with their supervisor. The goal was to make the program fit in with the aims of the grade, so teachers working on the L2 worked with the other regular teachers on similar goals in content teaching but planned the L2 language input, content and concept concerns together as an L2 team. The L2FLS thereby became responsible/accountable to two teams and two meetings per week.

Yuka said the most beneficial occurrence for building teamwork and aiding cohesion among staff members in School 1 was having in-service training days.

Well our school's really good. We were so lucky. We had the grant, we had in-services to go to a Japanese bilingual school in Victoria... but I think lots of teachers when they went to [school name in Victoria] ...we took the main class teachers ... where our program's based, [demonstration of CLIL Japanese program which has been operating for 20 years] and so they could see the whole workings of it... So that allowed understanding... I think that's the main part, I think a lot of teachers [monolingual English] felt threatened when we brought it in. So the Australian team teachers on those classes went with us. So we were trying to take most of the teachers who want to go on a bilingual class down to [school name in Victoria] so they can see it, what's happening... That was something that was fantastic just for the

[classroom]teachers who weren't open to languages, because there's lots of primary school teachers who aren't open to languages. [Yuka]

Meeting with the other bilingual schools allowed open discussion for understanding of the program. The school had only experienced six in-service training days since the beginning of the program. In the first year of operation they had two days in the first semester and two days in the second, and this proved very inspiring for all involved but not enough for running a whole new program. The Asian Literacy Grant assisted the monolingual class teachers and visiting another bilingual school in the second year helped the whole team to see a program in operation in another State. Yuka said it would be good to see teachers from the other NSW bilingual schools who had started the program at the same time to discuss what was going well and where there were problems but this has not happened in the last four years.

Teamwork and collegiality in programming made the combined pedagogy in the classroom the focus, rather than solely the L2 pedagogy. By planning together, concerns about L2 vocabulary and concept coverage could be negotiated to ensure students attained adequate experience, with higher thinking elements and students' ability in L2 discussed with a view to the 'content and language integrated learning' (CLIL) pedagogy. Planning and scoping the development of the L2 language learning became an integral part of the bilingual team meetings, with the flow-on decisions made within the grade team meetings.

The focus has gone off the bilingual program and gone on the pedagogy team. This is how it should be and I am quite happy with that there has been some success involved with that. [Andrew]

For Yuka, the most significant change since the beginning of the program and particularly in the last twelve months was that:

The [regular classroom] teachers understanding of what is going on has changed the most. [Yuka]

Yuka said the whole L2 team would like to see improved communication and more DEC involvement with pedagogy because there had been no communication from DEC since mid-2011, which was only 18 months into the program. And in regard School 1's 2013 LOTE L2 program, Yuka said she felt strongly that only 30 minutes per week was not assisting students retain any language from year to year but she was not confident to convey this message despite research she had read that verified this claim. Generally, working as part of more than one team was making everyone feel more connected, but a language barrier remained with those teachers who did not know how to help in team-teaching sessions. She felt particularly passionate that teachers needed to know their curriculum, particularly teachers who were part of the bilingual L2FLS team. Pre-service and conversion curriculum CLIL training would improve the teachers' competence to working with the curriculum and L2 combined.

5.6 The School 1 Story Summary

Naseba Naru - If You Take Action, It Will Become

School 1 **took action** and **it became** a better BSP school; **it succeeded** in overcoming many challenges and issues and continued in the theme of *naseba naru*. By teamwork and continually trying to improve on the previous year, it is making the BSP a worthwhile investment for all the stakeholders.

This review of the challenges of School 1 from the perspectives of both Principal 1 and the LOTE teacher over the two-year period, demonstrates that communication and pedagogy are key forces which need ongoing attention. Yuka, as a young enthusiastic language teacher, seeks more teacher in-service and training for these roles. From a governance point of view, Andrew, is not merely driven by his own feelings on matters but seeks data to clarify the status quo; he empowers teachers to feel confident with change; and he makes forward-moving decisions based on what the data shows. He places 'teacher voice' at the heart of teacher empowerment' (Kreisberg 1992). This is a very plateaued style of governance. School 1 faced immense challenges to its implementing a new and in some spheres controversial program by listening to all the stakeholders. The positive progress made by School 1 is clearly due to Andrew's leadership style of working to facilitate change. As Blase verified:

Successful shared-governance principals believe in backing off or letting go, working with rather over others, and building an inclusive school community (Blase 1997, p. 31).

In Chapter 6, we cover a school journey of a different kind, though it is like School 1 in the aspects of implementing the BSP model into the school. Chapter 6 deals with adjustments made in a school in which 96% of its students have LBOTE, all students learn an L2, and some an L3. The school has a history of teaching languages and confronts the challenges of change, pedagogy, collegiality, and leadership in its own unique manner.

CHAPTER 6: COLLEGIAL HARMONY - SCHOOL 2

6.1 Introduction

As with Chapter 5, the narrative presented here is also one that is derived from a range of interwoven stories and a 'multiplicity of voices'. The stories all build into the tale of the learning curve of a school that is both 'being' a bilingual school and 'becoming' one with all systems in place. The narrative voices arise from documents and websites, with the voice of the Principal operating as the central thread. The voices and reflections of an L2-background part-time teacher, an L2 second language speaker teacher (L2SLS), and the two community language teachers (CLT) are also included. The quotations selected are based on the themes of change, collegiality, L2 teachers' pedagogy, and bilingual pedagogy, as well as the themes of the main challenges which encompass these areas. These are the same themes examined in terms of the literature discussed throughout the thesis, and emerge in the modified phenomenographic analysis in Chapter 9, where the L2FLS teacher interviews are discussed.

The Principal 2's views about various aspects of the program and the main dilemmas over the two-year period of the research emerge clearly, with insertions on topic or associated to topic from the L2 teachers who work part-time with the bilingual team, but whose first language is English. The other reflections are from the community teachers who have been at School 2 for many years prior to it becoming a 'Bilingual School'. All teachers have pseudonyms for privacy: Nari, Sada, Da-hee, Ya and Saniya.

Principal 2's passion for multiculturalism and a pluralistic school community within the context of the urban Australian primary school, and the need to develop additive L2 approaches in regards to language learning, is discussed in light of his innovative approach to school structure, staff employment and the creation of sustainable teacher empowered language learning programs. Principal 2's desire for developing staff capabilities, professional development opportunities, and release time for teachers to work collegially is demonstrated throughout his story. For privacy and ethics his pseudonym is "Ian".

6.2 The Voices of School 2

School 2 boasts a program catering for ten community languages with the Bilingual Schools Program (BSP), adding to their already strong focus on languages. Ian believed the school had been asked to take on the Bilingual Schools Program because it already had a strong Korean Community Languages Program and other language programs which had been running for many years.

We've grown our program over the last six and a half years, but it was initially just a community language program which we've invested in, provided other languages to go beside. [Ian]

Due to having slightly lower enrolment than Schools 1 and 3, School 2 was only funded for 1.4 L2 teachers for the program in 2012. Overall, the school has funding for many community languages and is unique in the number of languages taught at the school.

6.3 *Dduhsi itnuhn kose kiri itda* –The Bilingual School Journey of School 2

Dduhsi itnuhn kose kiri itda is a Korean saying that translates as “In a place where there is a will, there is a road,” which means, “If you are sufficiently determined to achieve something, then you will find a way of doing so”(Meta-Wiki 2016). The English equivalent would be “Where there’s a will, there’s a way,”(Manser 2007).

Ian, aged in his 60s at the time of the first interview, intended to retire in the next two years but was determined (had the will) not to retire before he was certain that the BSP was sustainable with or without Bilingual School funding. He had been a Principal in five other schools before arriving at the present school. This was his seventh year at School 2 and the third year of running the Bilingual Schools Program. In contrast to the other bilingual primary school Principals/colleagues who had stated an expression of interest in their schools becoming bilingual, Ian was approached by State Office to take up the Korean bilingual program. He said this was because the school had a strong successful record with L2 programs and was already self-funding a Korean community languages program and a LOTE program, and

probably because of the strength of that approach, [providing many successful L2 programs] we were encouraged to apply for the bilingual program, which we did. Because we were funding, out of our own finances, a Korean community language program and LOTE program, which has now extended into the bilingual program. [Ian]

It is noteworthy that School 2 was the only bilingual Korean primary school in the Southern Hemisphere at the time of this research (2012-2013). School 2 is also the only school with L1 learners and L2 background students participating in the BSP rather than only L2 learners. In this aspect, it is like School 4, except that School 2 runs the BSP L2 partial immersion program and a variety of other L2 programs, whilst School 4 runs a hybrid bilingual program for L1 learners and L2 learners (as discussed in Chapter 4).

We are the only bilingual Korean program in NSW so we've had to develop everything and my most senior language teacher in the team is on 13 hours face-to-face a week and has the rest of the week for that preparation. [Ian]

However, as Da-hee said, there is a strong Korean network of teachers who do support the Korean teachers at School 2:

In the Korean network, there are only a few in primary school and they are mostly Korean heritage and community language teachers but there were a few ... There were people from Northern NSW who teach Korean heritage that were at some of these events. Usually the Korean cultural office puts them on for us. We get invited to lots of things ... We've got one coming up in June. We usually have a few a year we usually have a really nice dinner and we have full days where we do workshops and things like that ... We get invited to Korean film festivals Tai Kwando and stuff like that from the cultural office so they really support us. It is really different schools presenting their ideas and how they teach Korean because there are different ways that they teach. The different resources that they use and just to give each other different ideas and the cultural office they pay for a lot of that too

so they definitely put in for that too. Full day workshops, there was at least one last year and there was one coming up now, and then there's the evenings. [Da-hee]

Out of the five Principals interviewed, Ian is the most experienced in terms of the length of time working with the introduction of second and background language programs in multiple primary and K-12 schools.

School 2's annual reports depict the school community as having a wide diversity of cultures. Approximately 96 per cent of the student population has a language background other than English (LBOTE). It's clear to see Ian is proud of the amount and range of differentiation in the L2 programs at School 2, and he uses the diversity as an enhancement to what the school can offer.

There are 10 languages being taught at the school. Some (languages) are taught through a community language program; some are taught in a bilingual program and some are taught in a LOTE program. So, it depends on the background of the children going into the program. It's also funding that determines the makeup of the program. So, if the child is a non-background student, they may be doing a LOTE program. If they're a background student, they'll be doing a community language program and if they're doing the bilingual program, they can be background and non-background." ... Most of the languages are Asian languages, but not all. The school's population is 85% Asian Australian but we also have 13% Pacific Islander and we are teaching – or treating three Pacific languages from a LOTE approach. Mandarin, Vietnamese and Arabic programs are the traditional ones. We then included Korean, Hindi, Punjabi, Fijian, Tongan and Samoan. This year, we've added Indonesian... So every child now can choose a language, depending on the program it can be anywhere from two hours a week to five hours a week. Depending whether they're in a bilingual program or in the LOTE programs. [Ian]

School 2, under the Ian's governance, has specifically advertised and employed L2FLS teachers to accommodate all the various L2 programs. The merit selection panels had selected staff members with L2s and community language experience as regular staff members over the past seven years so classroom teachers could be used as L2 teachers, thereby not needing extra staff. Consequently, very few of the 55-teaching staff are monolinguals: Ian is one of them as he only processes a scant knowledge of his schoolboy second language.

A good example of this is the community language teacher Sada (pseudonym) who has been at the school for over a decade and tells the story of being tested in her own L1 before being accepted as permanent staff at School 2. She also had to pass her Professional English Assessment for Teachers (PEAT) language fluency test (UNSW 2016). She enjoys working at School 2 because it has so many different cultures and teaches so many languages. She feels strongly that students with an L2 or L2 background should be encouraged to learn and maintain the L1 of their parents and is surprised by the fact that that some people in Australia only speak one language. As a primary school, School 2 offers something more than the rest.

It's multicultural and I like multiculturalism and different people. I'm used to, you know, from one country to another... Now we are like a global village and you need to know about other cultures as well... Overseas they offer two languages like ... but in Australia – I meet some people who speak only one language. [Sada]

Ian believes that all children should learn an L2 and if possible an L3. At School 2 there are instances where gifted and talented students learn an L3. Ian states that in his generation every child who was in streamed 'A' classes were expected to study a language, in comparison to current day Australian schooling where learning a language has gone out of vogue. Ian feels learning an L2 is an essential skill, but one that is only emphasised in Australia's private school system, as in the public sphere L2 learning is a random experience, rarely associated with essential skills. This view is verified by the

NSW matriculation results and the Higher School Certificate scaling system¹², which scales L2s down in comparison to other subject areas.

Positions at School 2 are easily filled, and Ian feels teachers are attracted to the school, stating that he is often approached by teachers who seek to work at the school. He says this is due to the school being well known and having a glowing reputation. The actual work environment is also very different from the other schools in this study in that students have varying playtimes depending on their year and/or stage¹³. This is like many European inner-city schools with small playgrounds. School 2 implemented the variation to playtimes in 2013, along with teacher duties to accommodate the extremely complex timetable and cater for the School's small playing area. Although this prevents teachers socialising as a whole staff in common breaks, the new timetable assures teachers have above average time to work collegially by sharing the same time slots off class i.e. teacher Release from Face-to-Face teaching, RFF¹⁴(DEC 2011).

It's a very happy staff. It's a very multicultural staff anyway. One of the beauties of the staff is, most of them are from a migrant background, the staff, so they know what it's like to have been in schools where learning the second language and keeping it was discouraged. Of course, they now know and understand that the stronger the first language, the stronger at English. So, they're big supporters, the teachers, of what we're doing. So, we've employed additional Mandarin teachers, we've employed Korean teachers, we've employed Hindi teachers, we've employed Pacific Islander people to get these languages.

It's been a conscious part of how we staff the school, and not just for language purposes either. For the harmony and the inclusive nature of the school and celebrating its multicultural sort of nature. [Ian]

¹² Languages are scaled down in the NSW Year 12 matriculation exams, The Higher School Certificate.

¹³ NSW primary schools the curriculum is divided into 4 Stages of development: Kindergarten is Early Stage 1; Years 1 and 2 are Stage 1; Years 3 and 4 are Stage 2; and Years 5 and 6 are Stage 3.

¹⁴ Primary/Elementary teachers in NSW have a union work place agreement which requires a minimum of 2 hours release from teaching their class for preparation, marking etc.

School 2 has challenging, progressive strategies in place within the program, which the L2 teachers find demanding as the immersion program does not exclusively cater for only L2 learners. An L2 teacher (pseudonym Nari), who was born in Australia and had Australian schooling, is a background speaker who in 2012 became part of the program by teaching her own class in Korean for two hours per week. The class still received five hours in total but the other three were with another Korean L2 teacher. Nari is a permanent teacher who was at the school in 2005 initially as a casual, later as a temporary teacher, and since 2008 as a permanent staff member. Nari has experienced the Bilingual School Program since its induction in 2010 with one kindergarten and one Year 1 class. Nari enjoyed the L2 teaching, although she describes her role in 2013 as a juggling act because she had a mixture of student abilities in the sessions; some students were L1 learners, some background speakers and some L2 learners. Some students involved in the bilingual lessons were proficient in an L2, and the L2 teachers felt ill-equipped to accommodate the mix of these students and those who had no L2. Nari said:

A different dynamic this year in my class is that I have so many background speakers. Last year in my class I only had four background speakers and the rest were non-background speaking but this year because I have so many background speakers, a lot of them already know how to speak Korean. With their talking and listening they already know Korean so having to juggle background speakers and non-background speakers how I can balance that and still engage the background speakers but at the same time teach new content. For a non-background speaker, it's all new information...[Nari]

Nari explained that three teachers were teaching in the L2 Bilingual Schools Program in 2012. The 1.4 staff supernumerary funding was shared with one main teacher and two other teachers, one of them being Nari. However, there were other teachers at the school teaching Korean, not as part of the weekly five-hour partial immersion program, the BSP, but as a LOTE with the community languages teachers for one to three hours a week.

Sada, believes that students need exposure to the L2 every day so they can practice using the language. She said the current time allowed is not enough but better than most schools.

I learnt English overseas and I was an English teacher overseas, we learnt English every day. Even if it's half an hour exposure to the language.

It's limited time, you can't teach the language in an hour or two, it needs – you need practice. Any language you need to practice part for it ... you need to create situations where they are – the students can use the language.

[Sada]

As stated earlier, *Dduhsi itnuhn kose kiri itda* is Korean for “Where there’s a will, there’s a way” (Manser 2007). In the case of Ian and School 2, there was an absolute will in 2012 to make the bilingual program work exceptionally well amidst all the other languages programs. Ian’s personal study of best practice and his travels investigating the characteristics of high-performing schools overseas assured that by 2013 he had found a way to significantly improve not only the co-ordination of all the languages and the standard of pedagogy offered at School 2, but also, the collegiality of his teachers and their adaption to change.

6.4 In a Place Where There’s a Will – 2012

As head of School 2’s leadership team, Ian’s focus in 2012 was to ensure all staff worked cohesively and were trained to accommodate the varying school staffing circumstances. Two additional areas of focus were to ensure that the program is inclusive of the whole community and that the Bilingual Model is sustainable, i.e. it can meet the challenges of possible changes of Principal, the executive and other staff. Ian felt School 2 was a very suitable model for a multicultural school and his personal challenge was to prove this over the following five years and refine the processes. Thus, the main issue in 2012, which was the third year of the program, was to plan for and build the capacity of the program. For the Bilingual Schools Program model to be sustainable, the human resource preparation and training for the program were the topmost priorities for the School.

In terms of funding, the future funding issues were not as much a concern to Ian and to School 2 as with other Bilingual Schools. School 2 received considerable external funding for community languages teachers and this meant all children could spend time learning curricula using their background language. Should the Bilingual Schools Program funding dissipate, the program would still be able to continue with permanent staff members, community languages teachers and very creative timetabling.

School 2 devised the strategy of hiring permanent and temporary staff who had L2 competence and training, and as many current staff as were willing to gain postgraduate qualifications in the L2 used in Bilingual Schools Program. Five permanent and temporary teachers volunteered to train via the University of Queensland to complete postgraduate degrees in Korean. Nari was one of these volunteers. Thirteen others enrolled to do an Asian Studies postgraduate degree with the Australian National University. One of these L2SLS teachers said:

I saw that the Department of Education was offering scholarships on our pay slips to study an Asian language and because we had our bilingual program here I thought that it would be interesting. I put my name down and then another couple of people put their name down and we all started studying. It has been really good I've loved it and last year I was involved in the classrooms so I would spend an hour a day in a bilingual classroom not teaching but assisting and co-teaching and taking an hour a week classroom teaching. I have a bilingual class but they go to the main Korean teacher for four hours a week and I teach the Korean [session] for one hour a week.

The Principal and the Executive suggested these preparatory steps were necessary for rotation of teachers when the Korean language teachers were on maternity or other leave so the program could continue with other qualified Korean teachers taking the languages classes.

The program's expansion would eventually provide 35 hours of instruction by the time the first cohort of children learning Korean were in Year 6. For Ian, this meant the key factor was having a variety of qualified Korean language teachers and planning for the

expansion. In regards language assistants and the L2 community involvement in the languages programs he thought the school should improve:

I don't think we involve them as well as we should particularly from an Asian literacy perspective. Everything's done for their children, so they're not involved ... I think how to involve yourself in the life of the school isn't easy as far as being proponents and supporters of, and suggesters of ideas for the programs, that doesn't happen much.

6.5 There is a Road - 2013

In 2013 Ian was managing the main challenges of the previous year with action plans and a leadership team that had implemented very successful ongoing strategies. As School 2 BSP funding had increased, the issue of preparing for the future involved a strategy of training five extra teachers and increasing the load of Korean bilingual sessions for both Nari and Da-hee and the other part-time BSP Korean teachers.

Last year every person studying Korean could go to a Korean classroom for a whole hour and not teach and just observe. So, that's five hours a week where our classes were being covered so that we could do that, so that's extremely generous. It's not part of our scholarship, it's not part of anything. It's just to help us. I know that the main Korean teacher and others have had a lot more RFF than is due to them to be able to do all this. The program is really supported by the school. [Da-hee]

The part-time 0.4 Korean teacher was employed by the school after the Principal felt confident of her ability, and Nari's hours of teaching in the BSP were increased. so she worked as a classroom teacher for four days each week, and for the remaining day she was an L2 bilingual teacher for her own class and some of the other BSP classes, i.e. one of the classes assigned to have five hours of L2 partial immersion via a CLIL program. Ian was very happy about the integration of the new Korean teachers.

[Korean T2] has been appointed to the school and there are five other teachers in training this year, Nari is teaching one of the two Kindergarten classes and for five hours a week Korean and that is going very well. [Ian]

Ian also shared the leadership responsibility of the program with his Assistant Principal (AP), who was training in the Korean language methodology and had followed up on bridging connections with the local High Schools so students in the program could be assured to continue their studies at an appropriate level in Year 7.

We have actually signed formal memorandums of understanding” with ‘x’ High School and just at the end of last term we signed a memorandum of understanding with ‘y’ Boys High School which teaches Korean, is committed to take our students. And the Regional Director was at that meeting so we’ve got a guaranteed pathway in at least two high schools and we are after other pathways as well because we don’t want our children to be presented with a [primary school] bilingual program with standards ... and then have nothing. [Ian]

Involving the community was still an ongoing issue, but Ian said the school was very successful at celebrating the various cultures and involving the community in these celebrations. The annual school fair in September involved the community and successfully displayed all aspects of the school culture, from the culinary delights to the costumes, arts and crafts and sports. In terms of being involved in the actual programs, two strategies were in the planning stages and some parents had been involved in making reading resources with teachers. Two of the activities planned for the near future involved students participating in events outside of school times. One of the initiatives planned would both involve the community and promote the program by taking a cultural group to perform at half time at a local football match. Another initiative was to use L2 only in after-school programs using community L2 members, extra-curricular such as dance and sport. Students would pay a small fee to be involved.

We are going to be doing co-curricular activities before and after school in dance and physical education in some of the language areas because it’s a

great way to boost a language. For instance, we've performed at half time at one of the Bulldogs games the last three years. Normally it's our school band but this year it's going to be our Chinese Tai Chi team. There's a 100 of them and I don't know how the Bulldogs supporters will take it. [Ian]

In 2013 one of the most exciting endeavours for School 2 was implementing a new model for timetabling to accommodate all the languages and allow teachers to have longer language session times with the students. Ian's challenge with his main languages Deputy Principal (DP) was to change the school day, vary recess and lunchtimes for all the grades and extend the day by 30 minutes:

We start 15 minutes early and we have 15-minute break-times so there is an additional half hour x 5. It does help, particularly helps the fact that in the two morning blocks there are no interruptions so the teachers are basically, almost three hours a day of their own class, uninterrupted before languages [sessions], music, library, and technology takes place. It is different for different stages because you have-to have different teachers available at different times so stage 2 are from 10:45 – 12:00 and stage 3 is from 12:30 – 1:45 and the rest pairings of time are blocked. [Ian]

To accommodate the program and work on parallel leadership responsibilities Ian varied the work hours of core program staff. He did this so more teachers could be trained and have responsibilities in the classroom, and so the most experienced teachers had time to develop the program for the others, particularly the scope and sequence of learning in every grade. Additionally, an AP was training to become an L2SLS teacher in Korean, the Bilingual School Program L2, and doing one of the NALSSP programs (see Chapter 2 re NALSSP programs). Ian said it is important to have a succession plan operating in the school so that someone who is well trained and actively involved in the program can take over full responsibility. Da-hee had trained in Korean due to applying for the Asian languages scholarship:

The scholarship, the school has really embraced it. The school doesn't really have to involve us that much it is a separate thing. They have-to approve us

doing it and we have to commit to teaching 12 terms so the school had to agree to that. But they have been really supportive to us lately making sure we get extra opportunities to observe teaching all things that aren't part of our scholarship at all. We get eight days a year study leave time but the school's given us extra time on top of that to make sure that we are getting the mentoring that we need. We also go to Korean network teachers' days and lots of other activities to make sure that we feel part of the Korean teachers. [Da-hee]

Ian's model for change and developing new ways of governing schools originates from his experiences, his Professional Development reading, and his travels overseas. He also examined aspects of high performing schools in Finland, Singapore and Russia, which have developed a strategy for improving school performance and student outcomes. A direct result of this investigation are the language learning components at School 2 and the time teachers were given to plan collegially. Ian has allocated six and a quarter hours of RFF for each teacher, which varies from the regular two hours only issued to teachers in most NSW primary schools (DEC 2011). This allows teachers at School 2 to have time for collaboration, planning and research. Ian and the leadership team have achieved this result by changing the timetable and using specialised teachers in languages, library, technology and P.E. Da-hee appreciates Ian's progressive, cutting edge strategies:

So, timetabling is tricky because we have so many languages at our school and they just had an innovation in the timetabling this term which is excellent because before you had to pull people out of different things we have a lot going on at our school because we want to enrich the group with so many different things. Our Principal has just recently gone to Singapore and Shanghai, to look at the ways they have teacher collaboration. We now have more than an hour off each day to collaborate together across the stage and across languages and spend that time together to and observe each other's classes. It's really good and it's just started and it's been a timetabling nightmare I'm sure ... We have much more RFF than other schools have. [Da-hee]

The teachers are not required to work any more hours each day, still arriving and finishing at the same times as before, but the students start their day 15 minutes earlier, end 15 minutes earlier, and the lunch and recess times are reduced for teachers but not for students. Ian said he felt strongly that the L2 programs should be structured into the relief-from-face-to-face (RFF) teaching time, otherwise the classroom teachers would end up resenting the programs. He frequently cited examples of praxis and experience as a leader, and the fact that his decision determinants were based on his previous experience in other schools:

In my experience with other schools, and I know the first time I had the experience was when there was a (second language) program at (school), if it's not something that's important by itself, that the teachers take on themselves, other – mainstream teachers can regard it as a waste of time. You know, crowding the curriculum: a problem. [Ian]*

This timetable model meant teachers had time to collaborate and plan joint lessons together. Classroom teachers had only 20 hours on class and the executive teachers 16 hours on class. In Finland and Singapore, primary teachers are on class only 15 hours per week and the rest of the time is for teacher collaboration, planning and research.

6.6 The School 2 Story Summary

In reviewing the challenges of School 2 from Principal 2's perspective, the main thrust has been for the program to be sustainable, no matter who is at the helm leading the governance team. During the two-year period of the study, Ian demonstrated that he views succession planning and teacher development and collegial planning as important for BSP's progress and continued success. Ian's ongoing challenge is to learn from top performing schools and from education systems outside Australia and to go beyond the accepted norms to empower teachers to strive for top performance in pedagogy, collegiality and adapting to change by continual improvements.

Alternatively, from an L2 teacher perspective, Nari and Da-hee concur that the program and the structure needs continuous attention and improvement. In their view, the way forward is to continually learn and improve via support networks, and take advantage

of all the teacher professional development the DEC offers and supports, including scholarships and postgraduate studies. Sada, Ya and Saniya, as community languages teachers (CLTs) feel extremely privileged to be working at a school which offers so many languages rather than being the only CLT at a school. They all spend more than an hour each day in travel time to-and-fro from school rather than change schools.

School 2 Principal, Staff and community are very proud of their school. They have been working to develop a holistic multilingual and multicultural program for many years now, so the BSP is an extra bonus, welcomed for the addition of new languages and resources. Ian has worked hard to think outside the square, continually bringing in changes so the staff are very accustomed to moving forward. They know that with each movement Ian has their best interests at heart and he is developing multilingual students who love languages. The School's biggest challenge is to build resilience and a structure which is sustainable even if Ian retires and L2 teachers take leave. Ian has ensured there will be many competent teachers in the future and other assistants in leadership who can progress the program from strength to strength. School 2 has 'found a way' to run a sustainable program and is on the road to continued success by its shared 'will' to do so.

The next chapter tells the story of another BSP journey that shares the same dilemmas of a new bilingual school, though its road to success is marred by different hurdles and issues. School 3 is far from multicultural in enrolment, although School 3 does have a small percentage of LBOTE. The school does have a history of teaching the LOTE that is the most highly profiled L2 language in Australia, Mandarin and this has now become the BSP L2. Compared to the other BSP schools, School 3 faces diverse staffing issues yet similar challenges of change, pedagogy, collegiality and leadership.

CHAPTER 7: PEDAGOGICAL CHALLENGES - SCHOOL 3

7.1 Introduction

As with Schools 1 and 2, School 3 has a narrative comprising a multiplicity of voices. Some of these voices stem from the documents viewed, such as, Management Reports, newsletters, and information from various websites. Other sources are the interviews with Principal 3, whose story is the central theme, and an L2FLS teacher, who is part of the bilingual team but who completed her schooling in Australia. The themes examined and the quotes selected align with the focus of this study, namely, how bilingual schools, Principals and their L2 teachers adapt in terms of change, collegiality and pedagogy.

Principal 3 is one of the four Bilingual School Program (BSP) principals and his experience adds to the collective story of the other principals in this research. The narrative provides an overview of his background, how he came to the school and his views of language learning, past and present. Like Principal 1, Principal 3 did not initiate the process of becoming one of the BSP schools. He is a hands-on manager who accepted the task when beckoned, and demonstrated explicit trust in his executive team to work with him and embark on the demands necessary to effectively implement and run the BSP. It was a challenge, which to him encompassed more than simply offering students a program that introduces them to an L2. He has embraced the concept of making progressive steps to making School 3 known as a bilingual school offering bilingual education in Mandarin and English. In this narrative, for privacy and ethics Principal 3's pseudonym is "Trevor".

7.2 The Voices of School 3

Bilingual education is offered at School 3 in the form of an L2 immersion program. In 2012 the BSP was run in eight classes, with a LOTE Mandarin program delivered for an hour a week in the other 22 non-bilingual classes. Two classes in each of Kindergarten, Years 1, 2 and 3 experienced the immersion program. Student participants for the BSP, which targets L2 learners, are relatively easy to recruit in School 3, as only 22% of the total of almost 900 enrolled are LBOTE (See Table 5 in section 4.4.1). Like the other schools, the BSP in School 3 keeps growing and progressing to new grade levels each

year as the classes automatically transition annually to higher grades. Thus, in 2013 the program also operated in two Year 4 classes. The BSP classes at School 3 experience L2 immersion sessions which are typically from one and a half to two hours long with a total of five hours per week (Public Service News 2009). The time allocation factor is vital here, and in this research, it is viewed as a determinant of success in this area, a point that is mentioned by the L2 teacher later in this chapter.

7.3 Wàn shì kāi tóu nán: Difficult before easy

Trevor had already turned 60 years old when this research commenced, and he aimed to continue working for another year and a half before retiring. He came to School 3 in 2009, accepting the position as relieving Principal and taking up the full Principal role in 2010 when the BSP was launched. At his previous school, Trevor, had been Principal for nearly a decade and he was well accustomed to taking the lead in managing a large school. At the time of the first interview it was his fourth year at the school and the third year of leading the school management team as the Principal. Over the course of these last four years he had become very enthusiastic about the growth of the BSP and his aim was for the BSP to continue as a strong, well-resourced, ongoing program which would raise the school's profile in the region.

The previous School 3 Principal was a very passionate promoter of bilingual education and had initially submitted the expression-of-interest submission for School 3 to be one of the four schools to begin the BSP with two grades – Kindergarten and Year 1. In contrast, Trevor knew nothing about bilingual education prior to coming to School 3; he was not bilingual nor had he ever learnt a second language at school. On reflection, he said languages were not a popular choice when he was of school age and were not considered important, particularly at the all-boys' school he attended. However, since accepting his new appointment at School 3, his investigations in bilingual education had led him to believe that learning an L2 in Australia is now extremely important. Thus, he has become a strong advocate of the importance of L2 development in the early years, and throughout our interview he expressed a pro-language learning mindset.

The skills of gaining a second language will carry [students] through all their lives. [Trevor]

Trevor attributed the multicultural setting and the high ratio of LBOTE in Australia's general population as a positive incentive for primary students to be encouraged to learn about cultures and languages other than English.

Understanding that they are in Australia – having two languages is natural as opposed to just my generation who thought it was a little bit different. [Trevor]

He also suggests that the Alpha 'web' generation children are learning to have a 'global world' mindset which will make the L2 skills the norm in future Australian school settings, as it is with other high-ranking OECD countries.

¹⁵Despite the general Australian population having 47.3%¹⁶ of people with at least one parent born overseas, School 3's community is largely Anglophone with 22% of students from language backgrounds other than English. There are no staff members who are Indigenous Australians, and the teachers employed for the BSP seem to be the first L2FLS teachers the school has employed other than the LOTE teacher.

Trevor was unsure why Mandarin was chosen, but he said it might have been because the school was already teaching Mandarin as a LOTE to the whole school:

I couldn't actually tell you why [Mandarin] was chosen but I know that ... the previous principal of the school, was interested in the Chinese background. They were doing LOTE as a Chinese thing and then there was an opportunity to apply for a submission and he was given that. So, I'd say it was chosen

¹⁵ According to the Bureau of Statistics in June 2014, there were 6.6 million residents born outside Australia, representing 28% of the total population (Statistics 2011a).

¹⁶ In the 2011 census in Australia 34.3% of people had both parents born overseas (Statistics 2011a).

because there were three other language areas and they were already doing Chinese here and we fitted the criteria. [Trevor]

The school has catered for the program to be ongoing past 2014 so Trevor, although funded for 2.2 supernumerary teachers under the BSP, had recruited more permanent teachers.

Two have been done through merit and, with the initiative, we had 2.2 teachers assigned to our school, which we get till 2014. [Trevor]

The dialects of the Chinese language vary, and only one of the three teachers recruited was a Chinese Mandarin native speaker; the others spoke Malaysian Mandarin, a dialect different to standard Mandarin (Putonghua). For one of these Malaysian-Chinese language teachers, Mandarin was her third language or dialect and, by her own admission, she did not feel confident with Chinese Mandarin writing/script. Trevor worked around the issue by assigning the most competent teacher of Chinese Mandarin the higher-grade levels. In the event where the program was discontinued, he would at least have two permanent staff members whom he would use for LOTE Mandarin classes or classroom teachers, as he had brought the teachers in as permanent staff, rather than as temporary staff financed by the BSP funding. This would allow them to continue using their language skills within the school in school-devised programs if funding were no longer to be available. Currently there were no extra teachers training to be L2 teachers, as there were in School 2. Trevor expressed concern about bringing in teachers permanently who may not suit the ethos of the school and perhaps were accustomed to teaching in a very structured manner; this was not the way students at the school learnt. He was specifically referring to teachers operating outside the Quality Teacher Framework:

I can't afford to make a mistake in employing a teacher that might speak Mandarin but doesn't have the teaching skills ... So, I've got to look at that, and how we do that. So, I need really to be able to employ teachers or have them on a short-term contract to see that they actually meet what we need. [Trevor]

One of the L2FLS teachers was employed via merit and had specific skills other than L2 which could be utilised on staff, while the other teacher was transferred-in due to another Principal's recommendation. When these teachers became permanent staff members, the BSP funding was used to hire temporary casual staff members. This tactic was undoubtedly undertaken to attract more candidates who would know they were applying for permanent positions at the school rather than simply for a program which could cease operation when funding was no longer available. School 3's two permanent L2FLS teachers had the advantage of having different skill sets in music and creative arts, both of which could be utilised on a school level.

Unfortunately, there are obstacles with teaching Chinese as an L2 which do not exist with the other BSP languages (See Section 2.6.1). No specific unique 'Chinese language' exists. The group ways of speaking 'Chinese', which some call dialects and others topolects, vary and are region-specific¹⁷, examples being Cantonese, Hokkien and Mandarin. Some linguists regard these dialects as separate languages (DeFrancis 2015), although the standard language in the People's Republic of China, based on the speech in the Beijing area, is now known as *Pǔtōnghuà*. So, what is categorised as the Chinese language by many English-speakers is in fact a range of dialects, of which Mandarin is the official school Chinese dialect targeted by the DoE because it is the dialect spoken by the highest percentage of people in Chinese language family.

As already mentioned, only one of the teachers recruited for School 3 speaks Chinese Mandarin as her first language/dialect. Consequently, the L1 dialects spoken by the BSP teachers who were hired as 'first language speakers of Chinese' varied because they all spoke different forms of the language. As with English-language dialects, it is inevitable that teachers whose dialect is not Mandarin may speak it with a different accent, and while students learning the L2 for the first time may not be aware of accents in language, the L2FLS teachers are aware of these nuances and differences. For example, English

¹⁷ Linguists note the dialects are as diverse as a language family. The main dialect most spoken by approximately 960 million is Mandarin followed by Wu 80 million, Min 70 million and Yue 60 million. Cantonese, a prestige variety of Yue, is spoken in the Guangdong province, in Hong Kong and Macau. Hokkien is spoken in the Philippines, Singapore and Malaysia and is part of the Min group (DeFrancis 2015).

speakers from different countries use a variety of different accents, grammatical constructions and words specific to a region. Linguistically, there is quite a difference between Australasian English, the British Isles dialect and North American English. Teachers may not automatically have linguistic and written competency in different countries' varieties of English language. Therefore, the degree of competency in Mandarin varied among the teachers, even though they were all technically 'Chinese first-language' speakers. For example, one of the teachers who was transferred to the school to teach Mandarin did not feel competent to teach Mandarin and felt at times she was only one step ahead of the students. Her first Chinese language was Hakka and she had learnt Mandarin in adult life. This teacher felt she was not able to write Mandarin well enough to teach the higher grades where knowledge of Chinese script is demanding and imperative.

The level of competency in Mandarin also affected what Year/Grade the L2 teachers were willing to teach, and this impacted on the school. This aspect of different dialects and different backgrounds is important to understand when analysing the challenges Trevor and the BSP teachers were experiencing, and particularly in terms of Trevor's aim to hire permanent, qualified available staff. Additionally, the difficulty of recruiting suitable staff with the L2 specific language skills was compounded by staff also needing to have the knowledge and experience of standards and elements required for certification with the Australian Institute of Teachers.

It's very difficult to acquire native-speaking Mandarin teachers who actually understand the teaching process the way we teach it in Australia. [Trevor]

Wàn shì kāi tóu nán¹⁸ is a Chinese saying which is being used here as a metaphor for the narrative of School 3. The literal translation to this saying is, 'All things are difficult, until they are easy'. Reading School 3's narrative one could say that although School 3 had the most popular L2 of all Asian languages on the Australian scene, implementing Mandarin as the L2 at School 3 entailed more hidden obstacles than originally

¹⁸ <http://www.chinahighlights.com/travelguide/learning-chinese/chinese-sayings.htm>

envisioned. Ironically, one of the very reasons it encountered so many obstacles was due to the popularity of the Chinese initiatives in the region, all of which required resourcing. Other explanations for issues are given in this narrative and in Section 2.6.1. As per the Chinese saying, all aspects of the program were difficult at first until they became easy with time and attention.

7.4 Wàn shì kāi – All things are difficult - 2012

This issue of human resource attainment and retention was one of the prime challenges for Trevor when he was first interviewed, in the third year of the BSP. It had been very difficult to source qualified primary teachers as there is no data base Principals can access listing L2-qualified teachers and their current location. Trevor found that most of his information was from speaking with other Principals.

In addition to the recruitment of suitable teachers, an issue for Trevor was the recruitment of L2 volunteers, which the DEC only really supported in the first year of the BSP. School 3 previously only had received support volunteers and teacher assistants via the International Ningbo Volunteers Program.¹⁹

We did have teacher assistants which came out of China with the Ningbo Volunteers Program but at the moment we don't. But we'll probably get a couple more next year because I think only eight came out here. [Trevor]

The L2 teacher in this narrative is one of the L2FLS teachers. She has been given the pseudonym 'Liling'. She was the first teacher recruited for the BSP, but Mandarin is her second language. In total, she speaks four dialects of Chinese with Mandarin being the third language she learnt. Liling is originally from Malaysia, but she has been in Australia since her mid-primary school years. During our interview, Liling tackled aspects of lived-world change, pedagogy and collegiality, all of which overlap. For example, she had taught for nearly a decade before applying for this unique position as a Bilingual Teacher due to her language skills. However, because these teaching roles were new in the four

¹⁹ The Ningbo Volunteer Association first sent seven international volunteers to Australia in 2008 and according to an established agreement continued to send ten volunteers to Australia to teach Mandarin and to promote Chinese culture for a period of five years.

schools taking up the BSP, with no other similar programs in the State, she was disappointed that the time and investment in training teachers adequately was lacking, as was the communication with the other schools and teachers taking part in the program.

I would definitely train the teachers a lot more ... [in] understanding what a bilingual program is; understanding how to teach Mandarin in a bilingual program – because we're not trained. (Liling)

Liling's conversation wavered between being grateful for having this unique opportunity, to extreme annoyance at DEC's lack of involvement and teacher preparation.

It would be nice if the four schools – the bilingual teachers can come together and compare notes. Because I haven't seen them for two years. This is the second year I haven't seen them. I think I saw them only in first year. (Liling)

All her statements were peppered with empathetic, forgiving comments about all the levels of involvement, and about personnel 'doing their best', with the justification that she worked for a public government system and funding was always restricted and limited.

As a bilingual teacher with limited job training despite a natural ability to speak the L2, Liling said she felt everyone was doing their best, but she would feel far better about the program aims and eventual outcomes if more time and funding was put into preparing the L2 teachers to implement the program.

People at school are trying their best with what they have. I think everyone just tries their best, really. (Liling)

Liling also said she felt strongly that the DEC should have spent more time preparing and training the teachers for this role before expecting them to "just do it". Two days training before beginning the role was not enough from her perspective and within those two

days it was not made clear to the teachers what the DEC regards as a bilingual program and how to teach Mandarin in a bilingual program.

We had four days [training – 2 days at the start of the year and 2 days at the end of the year] and that's it. We're not trained – mainly that. I think if more professional development would prepare us more that would be better for the students' results ... the better prepared we are – the better the outcomes would be. But I understand – it's a public system – money's limited - so I'm just grateful for what I get. (Liling)

Liling suggested the program should be running throughout the whole school, like the model bilingual school in Victoria where School 3 L2FLS teachers had been sent in 2010 for one day to observe bilingual education in action. This Professional Development visit occurred in the first year of the BSP, but the comparison with the school in Victoria was very stark because all the classes in that school were bilingual and the school had delivered bilingual education for 20 years.

At the school where it was modelled, in [Victoria], they had at least double the time - I think they gave more time to the junior classes... I heard that research shows – I don't know – I heard – minimum seven and a half hours. We should have seven and a half hours [for teaching sessions]. (Liling)

Liling spoke for all the teachers when admiring the operation at the Victorian bilingual school they visited, but she was unable to draw any effective comparisons with School 3 because the following major aspects were different at the Victorian school: the whole school participates in the program; the teachers are trained and have continuous training; the bilingual sessions are much longer over a week and therefore achieve greater outcomes; the culture of the visited school 'was bilingual'. By contrast, School 3's culture is predominantly an English-speaking monolingual culture.

At this stage, because our school is so large, close to 900 kids, the bilingual is only one section. Kindergarten is seven classes ... only two classes are

bilingual. We've got Year 4, Year 5, and Year 6 which is not bilingual. Eight classes are bilingual. (Liling)

Apart from future funding arrangements, the second major issue for School 3 was the lack of regular permanent classroom teachers working with the bilingual classes in partnership with the L2FLS teachers. Teachers naturally are entitled to approved leave, particularly maternity leave, and their positions are usually filled by temporary staff. This was a situation outside of any planning, but a temporary appointment by its very nature has an impact on the degree of commitment, support and investment in the program. The school had yet to develop a bilingual school induction program for new teachers, so all training matters were the responsibility of the DP in charge of the BSP, in addition to other whole-school organisation matters. Extra relief from face-to-face teaching was given to the classroom teachers whose classes were involved in bilingual sessions, with some more effective than others in using this time to assist the L2FLS teachers. During L2FLS L2 sessions the classroom teacher was required to assist the L2FLS teacher. The aim of the BSP was that the L2FLS and the classroom teacher should work together and to both be in the classroom together. Naturally, with itinerant teachers or temporary teachers, the L2FLS teachers were left to plan and work on their own.

I was able to discuss some strategies with the classroom teachers. But, – I do it on my own... We're developing our own scope and sequence as we're teaching those children. Also, we discuss it with the classroom teachers and we discuss it among the Mandarin teachers. Yeah – always improving. (Liling)

A third issue Trevor was trying to improve in the first year of this research was volunteer availability and the weekly program hours. From the government websites (DEC Languages K-12 2010; Education Services Australia 2009) and media releases (Public Service News 2009), the Bilingual Program Schools were required to run a BSP for seven and a half hours each week, but School 3 (like Schools 1 and 2) could only manage five hours of timetable allocation. Chinese volunteers were funded on a State level in the first year only, but Schools were expected to source and fund volunteers after the first

year. On a regional level, there were four different programs operating to promote the Chinese Culture. The volunteers were used by these programs, so School 3 did not feature as a priority needing an automatic volunteer consignment each year.

The big contentious issue for me is that there are three programs running as I understand. One is our program, which is state-based with no money support. One is the 'Bridges to Understanding', which is a cultural connection between the Western Sydney region and China. The third one is the Ningbo Volunteers Program which is virtually organised through the 'Bridges to Understanding' and also the Confucius Program.²⁰ But they all run independently. [Trevor]

The Ningbo volunteers were given to schools who had no Chinese speakers as a way of expanding knowledge of the Chinese culture. However, the BSP was not about expanding culture, but rather actual language acquisition among students, and so Trevor had problems recruiting Chinese Mandarin assistants:

My philosophy is about language acquisitions; it's not about playing Chinese drums or those types of things. The understanding – I want the deep knowledge and deep understanding of Mandarin as opposed to the cultural background. [Trevor]

Trevor said the best volunteer teacher assistants in the first year had come from Chinese universities. These teacher assistants came from China via the Ningbo Volunteers Scheme and most were already teachers and/or academics in China who were doing work experience in Australia for a year. He said he hoped that the volunteers would probably come again the following year, if not in the current year:

Because we've had them before and we're seen as a Mandarin school, the issue for me is that they'll say, well you've got three teachers. I think ... they

²⁰ http://www.curriculum.edu.au/leader/bridges_to_understanding_the_western_sydney-ningbo,35851.html?issueID=12702

[The NSW Department of Education and Communities] should say to [Ningbo Organisation], YOU really should totally support us'. [Trevor]

However, Liling said the L2FLS teachers need volunteers who act as assistants and allow the L2 teachers to take the lead:

I think if we want to do reading groups perhaps we will need assistants to help in the reading group. Not assistants acting as teachers in a bilingual setting. But assistants doing assistants' job. Because I find assistants don't have professional development as much as the teachers anyway. (Liling)

At the end of the 2012 interview, when Trevor was asked to project direction and outcome over the next five years, one of the foremost issues he raised was money. Funding was lacking for most aspects except teacher wages. So, from the beginning of the program in 2010 through to 2012, '**all things were difficult**' as per the Chinese saying. The main leadership challenges or issues for School 3, and for Trevor and the L2FLS teachers apart from funding, were in human resources: the dialect variation between the L2FLS teachers recruited and the limited availability of L2FLS teachers; the lack of permanent teachers working in partnerships with the L2FLS teachers; and the lack of consistency in volunteer recruitment.

7.5 Tóu nán - Before they are easy - 2013

In the following year, 2013, the issues from 2012 remained but the relevant staff matters were more settled so the first steps had been the hardest, (**tóu nán** 头难). The School's L2 teacher allocation funding had increased to 2.6 teachers but the funding only paid for the human resources – everything else for the BSP was paid by the School budget. As the two L2FLS teachers were permanent staff, the funding was used for the third teacher and bilingual casual teachers. One of the permanent L2FLS had taken maternity leave so a temporary teacher had to be employed for the year. Fortunately, this ended up being a Chinese academic completing postgraduate studies in Australia for a year, and who had completed the DEC conversion course.

When I say casual, they are bilingual but the hardest part is to find teachers, as before, and, finding teachers that have the teaching practice and strategies that support the school. [Trevor]

However, School 3's projection of an image of being a bilingual school was continually improving, and by 2013 BSP teachers could have a separate resource and classroom to display students' work, even though the BSP schools were not funded for an extra classroom, and having a separate room for L2 teachers was not an automatic process. In Trevor's opinion, having this extra space allowed the relationships between classroom teachers and L2FLS teachers to improve; collegiality improved and the L2FLS teachers no longer felt they were interfering with regular classroom spaces.

There is now a demountable classroom where the Mandarin teachers can go and do their resources and do their things and have contact instead of just working out of withdrawal areas. So, those partnerships are much stronger now the teachers have somewhere to put their resources, displayed their work and developed a sense of ownership of the program. Before we haven't seen that. [Trevor]

Promoting the program via special events to give it a higher profile within the community and region to retain and/or regain its educational value became the focus in 2013.

We've started to label the school in Mandarin so that it's visible that we are a Mandarin school, ...[Previously] when you come in here you wouldn't know that we had 10 classes who spoke Mandarin, so we are actually starting to make certain of that. Also, on the website it's noted that we are a Mandarin school and a bilingual school. And that needs to be strengthened with the students and the community. [Trevor]

In 2012 Trevor said that the program had lost its appeal and importance in the community; parents were reluctant to volunteer and seemed not to value it. In a bid to reignite community commitment and interest, many cultural events, including two

overseas excursions and a visit from students of School 3's sister school in China, had been organised in the past year. Trevor worked hard to make valuable connections and links with China. The visit by the sister school's students involved Year 3 students in the BSP being tour guides on an excursion to the zoo, and performances from both the visiting and local cultural groups at the school.

Trevor said that his greatest leadership challenge was to promote the BSP. With so many programs happening in the region and a recent change of State Government, the focus of the BSP had lost its driving force in Head Office. The whole languages department had been dispersed and restructured, so Trevor's enthusiasm to maintain a strong L2 language program needed more departmental support:

*The greatest leadership challenge is promoting [the Mandarin Program] and putting it out there ... I think the Mandarin program needs to be highlighted more. Not to say I want to take teachers and students from other schools but I think that we've been accused of being elitist but I think that could also be a strength in saying this is what we offer and it's important that children learn another language ... giving the kids the skills to understand their own language and the Mandarin language is paramount ... the leadership challenge with me is that the State Government and local entities see it as being important. I've had it said to me that something like 5,000 children in Western Sydney have done Mandarin. They've experienced it. My big thing is if [the State Government] want it to work [the State Government] should be working on our school and be really supporting [the Bilingual School Program] because I think the resources are spread really thinly and I think when you are learning about something it is about the deep knowledge.
[Trevor]*

On a school level, the program's scope and sequence needed finalisation in 2013, with targets and outcomes set for language ability in each Year, and a rigorous method adopted for benchmarking students' L2 reading ability. The bilingual L2FLS teachers had started teaching in 2010 with no scope and sequence constructed for their respective

languages by the State Language consultants who were busy dealing with programs for Years 7 to 12 in NSW high schools. All the teachers received only two days training at the beginning of 2010, which did not include developing scope and sequences for the grades to be taught (initially only Kindergarten and Year 1). Finalising a workable document covering the scope and sequence became a necessity for School 3 once it had attained a set of readers for benchmarking students at the end of 2012, and after L2FLS teachers had visited the Victorian bilingual school and observed students' writing and reading abilities. The two-day professional training in 2010 had not been enough to attain deep knowledge in Bilingual Program Methods.

After visiting the school that operated bilingually in Victoria, School 3's teachers realised that it was imperative they obtain Mandarin readers for the students and begin teaching the students to write Mandarin, not only speak it. This posed two related issues for Trevor. First, apart from needing teachers to develop this scope and sequence, he had no executive who had the language skills for oversight of the development. The L2FLS would have to work with the Chinese Education Officer from State Office whose time was scarce due to being in demand for programs catering for 40,529 Mandarin LBOTE students in all NSW schools. (CESE 2015) Second, he needed to assess the teachers but he had no means of understanding their lessons, other than seeing the reactions of students. Regarding the standards of accreditation, it would take someone versed in Mandarin to assess the quality of teaching that was occurring.

The L2FLS teachers had difficulty with the State Curriculum and in adapting partial immersion CLIL methodology. Simultaneously, the L2FLS teachers were having problems with the Smart Notebooks because the Chinese script was only working as a picture format, not as editable text. Fortunately, the Consultant could assist with this matter.

We have to translate ourselves. A lot of the Smart Notebook stuff, sometimes it disappears – sometimes it doesn't disappear ... Because I think you can save language – other languages as pictures – but not as writing. [Chinese Script is] not as convenient as typing on Word documents... The Chinese consultant made a lot of Chinese Smart Notebooks – so she's very kindly given us a copy

*so we can use it for our program – so we don't have to make it ourselves.
(Liling).*

Trevor conceded things were '**getting easier**' in 2013 although after three years of working with a program it is to be expected. However, there was still a huge concern as to how to organise pupil progression to the primary years, the major issue in 2013, and an issue that had been already projected in 2012. Decisions were made then in regards class sizes due to lack of funds:

Money is the big thing, there's no money because I put \$13K AUD to it ... I know over at the Japanese Bilingual School, ... they actually run a third class because your Kindergarten classes should only have 20 in them and when you come to Year 3 you're going to have 30. So, you need to pick up how you're actually going to consolidate and bring other children in. [Trevor]

The regulation is that Kindergarten/Foundation class sizes should have no more than 20 children in NSW public schools. However, Trevor decided to put 24 children in each of the two classes because by the time they reached Year 3 the class numbers were required to be 30 children. Consequently, students who had not been part of the program needed to join the program in Year 3. This posed a problem for the school as some parents, who had originally rejected being part of the program, needed to be convinced to reconsider and join the program three years later at a more advanced stage. This posed a problem for teachers as they incorporated new students who did not have the prerequisite knowledge in the L2 that the other bilingual class children had acquired over the course of years from Kindergarten to Year 2. The following years would determine the outcome and perhaps improve the situation for bilingual Principals and teachers. 2013 had seen many issues ease in intensity or be resolved although some needed continued work before they became easy.

7.6 The School 3 Story Summary

For School 3 **wàn shì kāi tóu nán – all things are[were] difficult before they are [become] easy...** In reviewing the challenges from Principal 3's perspective the main focus has been for the BSP to be sustainable and adequately funded. Trevor

endeavoured to overcome many challenges not faced by the other two BSP schools to the same degree: funding, teacher supply, competition from other L2 projects in the region and an extremely large school community. Whilst Trevor managed all issues well and made inroads to promote School 3's BSP in other ways such as via the sister school in China, more regional support is needed with staff, with volunteers and with professional development. Regarding Chinese language teachers, Scrimgeour, (2010) suggests that there is a drastic shortage in meeting the demands and resource challenges in our schools. Liddicoat & Scarino (2010, p. 128) concur with this view:

...there is likely to be an increase demand for Chinese programs and an increasing need for teachers trained to meet this need. Based on current tertiary teacher education enrolments, the most likely source of trainee teachers to fill this increased demand for Chinese language education appears to be graduate students from China, entering Australian universities at graduate level to gain teaching qualifications. Chinese graduates wishing to make a career as Chinese language teachers are a welcomed addition... However, the languages education programs they receive at present are language generic. They assume a homogeneous student group and seldom address the critical pedagogical issues of second language learners who need to be motivated to become actively engaged with the task or the particular issues in teaching Chinese to speakers of English, its phonology and orthography in particular.

Principal 3 is driven by his enthusiasm for the full potential of the program and he is a leader who makes things happen but is finding the system needs greater cohesion in policy and practice to support schools.

In Chapter 8 the narrative is of a school that is not part of the BSP group of schools and does not teach an Asian language as an L2. The story unfolds alternate challenges of change, pedagogy, collegiality via two different leadership modes. Whilst the narratives of School 1, 2 and 3 dealt with the issues L2FLS and Principals faced in 2012 and 2013, School 4's narrative is deals with the way two different Principals tackle the challenges

of one specific bilingual school and the L2FLS views of the modes of management and bilingual program framework.

CHAPTER 8: AUTONOMY, OR A COLLECTIVE VOICE – SCHOOL 4

8.1 Introduction

The School 4 narrative varies from the other school narratives as it is one story told via two main voices divided chronologically. In a similar style to the other narratives, however, there are many minor descriptive voices: the school's documents, associated websites, and published journals. The central thematic thread for this narrative consists of the renditions of two Principals: Principal 4, who begins the story in 2012, and Principal 5, who continues the story as the new Principal in 2013. This main thread is interwoven with perceptions, reflections and explanations by L2FLS teachers

The contributions of Principals 4 and 5 are not part of the collective tale of the Principals undertaking the BSP in NSW Primary Schools, although it is part of a collective narrative of Principals who are all leading primary schools labelled as 'Bilingual' in NSW. Principal 4 initiated School 4's bilingual trial in the late 1990s when community parents from the local L2 pre-school playgroup sought her help to begin L2 sessions with the children once they started school. This was so the bilingual children would not lose their ability to communicate with parents and grandparents. It was feared that they would revert to only English after a few years at a monolingual school. The community request resulted in Principal 4 devising a solution, beginning in 1999, which led to the school accommodating a unique experience for bilingual students and their families.

The first part of the narrative covers the background as retold by Principal 4 in 2012, i.e. aspects of the program, attitudes to language learning, and program methodology. It reveals the tenacity of a Principal whose belief in multicultural, multilingual education fuelled her ambition to start a bilingual school with a local language playgroup association, despite the lack of government supernumerary staff funding. The difficulty of becoming a bilingual school and developing creative processes to resource and fund the program is also recounted. The story shows that current language initiatives need both strong leadership and strong community support to endure the possible attrition and termination of the initiatives. For the purposes of privacy and ethics, Principal 4's pseudonym is 'Wilma'.

The second part of the narrative covers the 2013 story, with the contribution of Principal 5 after only four months into her new role. It describes the attitudes and reasons behind wanting to overhaul and modernise the systems of operation at School 4. Principal 5's goals and projections at this early stage are elicited, along with her key desires and plans regarding necessary strategies and funding required to bring 21st Century technological advancement to the school, thereby implementing crucial, organisational processes. Included are her aims to develop shared goals and vision amongst staff. Her prime philosophy and stimulus for change is described via excerpts from the interview, and these highlight her goals for the regular staff's targeted professional development in pedagogy, curriculum and PBL ²¹. The visionary nature of the new Principal is complemented by a 'multiplicity of voices' showing how the improvement of systems and the new ways of operation are perceived by L2 teachers. The interwoven voices show the change in attitudes regarding work at School 4, the renewed enthusiasm about possible future achievements, and improved communication methods and collegiality. For the purposes of privacy and ethics Principal 5's pseudonym is 'Joy'.

The two main L2FLS teachers who contributed to the central thread of the stories with personal or general beliefs have different backgrounds. The first worked at the school for four years, some of it full-time and some part-time. She spent five years at university in France and worked as a teacher there for 15 years before teaching in Australia, where she completed the conversion course with the Department of Education. L2 is her first language but she is an Australian-accredited teacher who has also completed TESOL postgraduate studies in Australia. For the purposes of privacy and ethics her pseudonym is 'Sigrid'. The other L2 worked at the school for nearly a year, had not taught overseas but had taught at another school before teaching at School 4. She completed all her schooling and a university degree overseas before coming to Australia, where she completed two more degrees, one of which was a Bachelor of Education. This second bilingual teacher's pseudonym is 'Genevieve'. The other interwoven perceptions are

²¹ Positive Behaviour for Learning, known as PBL is an evidence-based whole school systems approach. <http://www.pbl.schools.nsw.edu.au>

simply labelled 'L2FLS teacher' and the comments stem from five L2FLS teachers working at the school.

School 4 runs two language programs: one introduced as a community language program and the other as a "50:50 Dual Language model where both minority and majority language children remain integrated all day" (Baker 2011, p. 332). This is with the caveat that the L2FLS teacher is in the class only for half the day. The first L2 taught at the school was Mandarin; in 2012-13 Mandarin was taught as a LOTE to the whole school and as a community languages program to children with a Chinese language background (referred to as the 'Mother tongue' language sessions by Principal 4). The second L2 is French, and all students in the school except for one class in 2012 and two classes in 2013 were exposed to the dual language sessions for half of each school day. Students who have a French background or are French first language learners (FLL) receive an additional, separate one-hour per day, intense French session with an L2FLS teacher.

As mentioned in the introduction to this chapter, School 4's narrative varies from the other three schools. Whilst these schools deal with issues related to becoming a bilingual school, the narrative of School 4 deals more with the school's language program and specific framework. It also describes how two very different Principals with different styles of leadership handle working within this framework and with L2FLS. The major changes during the year were not due to ongoing, management challenges regarding funding and support of State devised programs, as in the other school narratives, but rather due to the reaction of teachers to a Principal-devised program and the effect of a change in leadership on staff. The variation between the two types of leadership is considerable and, as depicted in the narrative, it affected many aspects of school life.

School 4's L2FLS teachers experienced adapting to bilingual teaching very differently from the L2FLS teachers at the BSP schools. The perspectives elicited were diametrically opposite in many instances. To give a fair analysis of the perspective of L2FLS teachers working with a State-initiated, bilingual program and teachers working a neoliberal, Principal-initiated bilingual program, two separate phenomenographical analyses of

each group were conducted. These are shown in Chapter 9. This approach is like Akerlind's phenomenographic research rationale when she researched academics from one university even though they came from different campuses and were in different faculties. In this way they were all affected by the same operational structures (Åkerlind 2003). Schools 1 to 3 operate in the same way with the same bilingual program and structure, but School 4 operates under different accountability structures.

School 4's narrative does however unfold in the same way as the other school narratives in the sequence of the interview with the main themes of lived-world change, pedagogy and collegiality, At the same time, it depicts the challenges of being a specific type of bilingual school, rather than becoming a State-endorsed bilingual school, along with the metamorphosis of the structure and the staff via the multiplicity of voices.

8.2 The Narrative of Old: Sought Destinations

At the time of the first interview in 2012, Wilma was over 60 years old and had made the decision to retire at the end of the year, having been the Principal of School 4 for the previous 18 years. She first came to the school after working as a consultant in the Sydney area in Multicultural Education/Community Languages, and she is still passionate about children learning a second language.

... thinking of kids who are arriving at a monolingual school, who are without English, again not enough provision is made for them. I think that our ESL programs are miniscule and that everybody should be trained to teach kids who come with a language that isn't English because they don't just come as empty vessels. (Wilma)

The first program Wilma put in place, in 1997, was the Mandarin program. Although there was a high ratio of Chinese families in the local community and school catchment area, there was no provision made for the Chinese language at all in School 4. Wilma estimated that the Chinese LBOTE was as high as 25-30 per cent when she first arrived at the school. Consequently, for four consecutive years she applied for community language program funding until the school finally received it. The program has been

running ever since, and although the community Chinese LBOTE numbers did decline over the years, the school maintained the program.

... so, because our program was in language and culture not simply language and not simply culture, we've been enabled to continue the program.

(Wilma)

The Mandarin program is run as a LOTE program and is funded for two days per week by the DEC, and the school supplements it another five days a week from the school budget by making it the program that the students experience when classroom teachers are given RFF (relief from face-to-face teaching). However, Wilma feels that running a program as an 'insert' is not the best way to teach L2 learners, although it is better than not having a program at all. Teachers at School 4 receive two hours of RFF and one of these hours is the LOTE program taken by a Mandarin L2 teacher. The school employs two language specialist teachers for Mandarin: one is an L2FLS and the other is an L2 second language speaker (L2SLS).

For the native speakers of Chinese languages, they're [students at School 4] getting significant amounts of Mandarin, not only in their language and culture [LOTE] class but also in their intensive mother tongue maintenance program. (Wilma)

The students with LBOTE Mandarin received a total of two hours of instruction per week. The School is fortunate to have a Mandarin first language speaker for the authentic language aspect, but Wilma states there is a lack of Mandarin teachers in the system and they are hard to get; such issues are like those experienced by School 3.

Wilma is not bilingual, although she does have a small, basic conversational knowledge of the French language, which is School 4's main bilingual language. Interestingly, Wilma, who grew up in the UK, previously felt that French and German were only a relevant L2 for schools in the UK but not in Sydney. In her previous role as a consultant, her goal was to rid Sydney schools of French and German because she believed that schools in Sydney needed language teachers for community language programs in Greek, Italian, Arabic,

Spanish and Mandarin. She tried to persuade universities to start teaching these languages.

At School 4, after running the Mandarin program successfully, Wilma found herself in a bemusing situation in regards to French. A group of French parents who were running a playgroup came to see her to use one of the empty classrooms to teach French to children before school, after school and at lunchtime.

They wanted their kids to be able to continue speaking in French with their French-speaking grandparents. All they were actually asking for was a classroom so that they could do French after school, before school, lunchtime classes. And I said it doesn't work, kids don't like being different from each other, kids don't want to be pulled out of their regular class, if you can find the teacher I will find someone as well and perhaps if they team teach in the same classroom. (Wilma)

Wilma felt that if she organised a classroom teaching situation it would prevent the French students from being stigmatised and would also encourage them to keep talking French beyond Kindergarten. She rationalised the proof that the program is appreciated is that it has been going for so long and has now spread to the whole school. So in regards to her philosophy about L2 acquisition at the primary school level, she believes every school should offer the languages required in the community.

So, my belief is that, categorically everybody, particularly in Australia, should have a European language and an Asian language. And, we are in the best position to be able to provide those in Sydney and there should be more of it. So, my philosophy is, very strongly, it's all about children having opportunity and about us providing the opportunity. (Wilma)

I don't think there is adequate provision in any school in NSW for primary school children to learn other languages, which is why I'm so fervent about it. (Wilma)

School 4's annual management reports state that over 40% of its student population have a background in French, the L2 in the bilingual program at the school. (See Section 4.2.2, Table 6) The other major language backgrounds represented in the community are Chinese, Portuguese and Japanese. Interestingly, 60% of all students in School 4 come from LBOTE families. The school report states that students in the school come from 40 different ethnic backgrounds and 30 languages are spoken in the school community.

The bilingual French/English program at School 4 had operated for thirteen years by 2012, and 22 out of 23 classes ran bilingual sessions that year, with the L2FLS teachers team-teaching with two DoE teachers per day. The School 4 DoE teachers who team-taught with the French teachers were mostly monolinguals, and only the overseas teachers were bilingual. Some Australian teachers had some knowledge of French, but they did not try to engage with the language at school. Most of the L2FLS teachers did not understand why this was the case, especially when some DoE teachers had been at the school for nearly a decade and the L2FLS teachers must engage with both languages during lessons and in communication with the Australian teachers.

They have a sound understanding of French enough to follow bilingual lessons but they never want to have a go in French, which is very peculiar and it's the same thing with all the Australian teachers and some of these Australian teachers have been working for six, seven, eight years in [School 4], they have a lot of French insight but they never want to use their French. It is really a strange thing for me ... For me it just does not make sense ... except for 'Bonjour' " Ça va " and that's it ... really. (L2FLS teacher)

They [second language learner students] are still picking up [L2] but it is more enthusiastic for them if they see the English teacher try in French or making an effort than if they see the English teacher never try ... (L2FLS teacher)

The program started with just one bilingual teacher. Wilma developed the program methodology as a sole effort. A basic summary of the program is mentioned in Chapter 4, Section 4.2.2, and expanded in this chapter through the voices of the narrative. Wilma

believes this program is unique and critically different from other bilingual programs. In the 2012 interview, she states:

Our bilingual French/English program is critically different from most other places in that we have a teacher of French that is a native speaker of French working together with the DEC teacher 50% every day and that means the children are receiving and have access to French as well as English virtually consistently.

Wilma stated proudly that the program then operated with 10 L2FLS teachers in the school from Kindergarten to Year 6. This is a vast increase from when the program first began in 1999 with only one French L2FLS teacher employed to work with only two Kindergarten classes. By 2005, School 4 had bilingual classes in every grade from Kindergarten to Year 6.

In the French program, there were 11 teachers; one of them was funded by the DoE as a LOTE teacher, although she worked like all the other L2FLS teaching in two classes every day, and three other L2FLS were DoE qualified but worked for the FANS (French Association of the North Shore). The LOTE position was previously rotated among the teachers so that all could proportionally accrue DoE benefits, but due to the prospect of retiring, Wilma decided this position should become a permanent position and the incumbent should act as a supervisor of the French teachers. This teacher would not be part of the executive in terms of salary but would become a representative nominal executive who has the power and ability to manage issues. In addition, this teacher would provide a casual role provision when French teachers were away.

One of the teachers only works in one class, is funded by FANS because she is there as a permanent casual so that if teachers of French are away it is impossible to find replacements for them ... so she looks after as much of the absent person's work as possible. (Wilma)

Student school fees, mentioned in Chapter 4, went to FANS, which employed the L2FLS teachers; French teachers were not employed by the DoE for this program. The Principal could manipulate LOTE funding and employment, working within DoE regulations.

The methodology used at School 4 for second language learners (SLL) was a variation on the Content and Language Integrated Learning method (CLIL). The Australian curriculum is delivered in two languages but these languages are never used exclusively, which is the recommendation for the BSP partial immersion program. Students in the classroom can ‘tune-in’ to their language of choice. The L2FLS teacher uses his/her own version of bilingual pedagogy but the program framework/school policy restricts the teaching of any L2 grammar, syntax or similar explanations. The SLL must learn the language by listening to the spoken language. Alternatively, L1 learners have the best of both languages; not only do they have exclusive grammar lessons in their L1, they also have English grammar and construction lessons via the Australian teacher.

Wilma developed the current framework of the French bilingual program, and she took responsibility for the whole program framework and the program methodology.

I think from the philosophical and the this-is-how-we-do-it methodology/pedagogy theory it's me. I scream, I push, I drive, because it would be easy to modify it and lose the strength of the bilingual thing as we do it with the team teaching. (Wilma)

... the program has evolved a lot through the years. I think the program is more than 10 years old and it's been evolving every year. (L2 Teacher)

The L2FLS teacher and the Australian teacher team-taught, with each speaking their respective L1 to the students. In these classes the bilingual students received content in both languages, which is an ‘additive’²² language approach (Cummins 1994). However, the L2FLS teachers, although they appreciated the known benefits of additive

²² An additive language approach is when in a majority language context, “a child may acquire literacy skills through the second language at no cost to literacy skills in the first language” (Baker 2011, p. 332); ‘the first language continues to be developed and the first culture to be valued while the second language is added’ <http://esl.fis.edu/teachers/support/cummin.htm>

bilingualism for first language learners (FLL), had reservations about the language acquisition effectiveness of this approach for SLL:

The second thing is that the kids always have - when we're teaching with the Australian teacher, the kids have the opportunity to choose what they want to listen to. It can be French and English, it can be only English. But it's never only French. (L2FLS teacher)

That's why the children don't progress very fast. Because they always have the opportunity to just - let on the side of the French and just listen to the English. They won't lose the meaning of their lesson, or the instructions or whatever, because they just have to wait for the English to come. So that's my main concern. (L2FLS teacher)

Bilingual Teacher 'x' used to work overseas and she used to work in a bilingual school and run a bilingual program and she always said to us - 'Whoa this doesn't work here - it doesn't work! They should have a whole day in French and a whole day in English. Here it is only a-taste-of-French. (Sigrid)

Monolingual English-speaking students, the SLL, were exposed to hearing the French language for half of each school day, but school policy restricted teaching L2 grammar, syntax or verbs. The SLL were not assessed in French acquisition ability and were not involved with any direct, explicit L2 learning because Wilma believed the students would assimilate the L2 simply by being exposed to it.

It's hard for them (the students) to understand me, so we have to have big gestures for them to understand ... we're not allowed to teach grammar. So, they know some vocabulary words. Like they know to say trees or computers or sun, but they can't say I am beautiful, because they don't know the verbs and we're not actually allowed to teach them how it works ... So it's just made up sentences that they know, but they don't know. (Genevieve)

But what's lacking is that we can't do the sounds. So, we're asking them to learn by heart how to write some words, but we don't teach them how to combine the different letters to make the sounds, because we don't have time. This program wasn't developed to teach French as a second language but to teach in French. (L2FLS teacher)

Wilma believed that the teachers needed to just keep to the methodology of the program she designed, and she said she needed to keep a tight rein on the operation of the program in classrooms.

... perhaps the teacher of French is doing a bit more translating rather than speaking only in French so someone has to be in there saying teachers of French speak French. It's great that the teachers of English are learning French but you're there to speak English and teach English. (Wilma)

However, for the L2FLS teachers this was not working as well as it should because the Australian teachers were not bilingual. The L2FLS teachers understood both languages but the Australian teachers only spoke English in most instances.

That's the most annoying thing, because you can't speak English, and she can't actually translate. So, that's why team-teaching is not really working sometimes. You would need the other teacher to understand you. (Genevieve)

... they need to know the language ... It only works if the two teachers understand what the other one is saying. Otherwise it does not work ... They don't need to be fluent in the two languages, they don't need to speak the other language, but they need to understand it, otherwise it does not work. (L2FLS teacher)

It's a bit tricky to be a French ... there are no guidelines at all ... from 2009 to 2012 it has improved a lot, its more organized and we know roughly what we should do ... yet it's still hard to know how it works because we should

have more workshops on how to do bilingualism and ... you try your best with the English teachers but they are not trained either on how to do bilingualism ... All of us French teachers have said, 'They are lucky we can understand English' because we can help them and just 'jump-in' add comments in French while they are speaking in English to the students. (Sigrid)

Wilma used the supervisors to keep a strict supervision over the program directions and what teachers could and could not do within the program, although she claimed that everyone had an equal say in the process of planning due to their being members of a partnership.

The supervisors make sure that everything is au fait²³ because when they have their stage meetings, the teachers of French present, and they contribute equally, with everybody else ... Within the classroom it's similar, it's a partnership: they work together and then of course we (executives) check the programs. We re-evaluate each term ... so we are all responsible. (Wilma)

From the L2 teacher's point of view, it was a little less democratic.

So, we have supervisors every year that are changing ... Every time we have a new supervisor, the supervisor has a say in how we program our teaching. So, that's the French supervisor. Then, you have the English supervisor as well, that has a say. For example, last year, during our reading group sessions, we had to follow the HSIE and science program. But this year we can focus on other areas. (L2FLS teacher)

In regards to the actual programming, Wilma advocated that the L2FLS teachers and the Australian teachers plan, program, teach and evaluate together, delivering the NSW curriculum in two languages. However, this perspective varied among the L2FLS teachers. Some said that program decisions and programming were very directive, with

²³ *au fait* "A French phrase used to mean 'up to date'; fully informed about."
<http://www.thefreedictionary.com/au+fait>

a standardised format, and written by the classroom teachers. In this case the L2 teachers were simply asked to follow and implement it in French. The L2 teachers did have a choice and discussed which activities they would do, but were not involved in the programming.

It is quite frustrating though, not to be able to do the program with them. Just to follow it, because I like planning and searching for different activities and try to implement new things. Whereas here, we have to follow and sometimes, I just wish we had more space to do it. (Genevieve)

Others felt they could speak up.

I've imposed myself a bit more because I have my degree in this country. I know the Australian curriculum. I can develop lessons; I can propose different activities. I just do them as if I was the Australian teacher and I do them in the two languages ... I'm self-sufficient to teaching in the two languages ... It's a help for the Australian teachers and that's how I manage to have some more space. (L2FLS teacher)

Regarding some aspects of the program and the way the program worked for SLL, the Principal's dialogue, in this case, did not match the teachers' voices. However, the program seems to have worked very well for the FLL, i.e. the L1 speakers and the background speakers. As mentioned previously, these students received an intense bilingual session for one hour per day.

... with the Francophones (first language learners) we have this one hour per day and it works really well. They do progress in French and that's really good. (L2 teacher)

Yes, they have extra French and that's why we have time to teach them (first language learners) how to read and write French properly. Not the Anglophone ones (second language learners). (Genevieve)

The L2FLS teachers would have preferred the same allocation to SLL as to the FLL: one hour each day, or at least one hour each week, where the students were exposed to an immersion program without English spoken in the same session. This is what the BSP schools were doing with the students who were not involved in the bilingual program – having one hour per week sessions of the L2 with these students. At the time of this research, School 4 offered Mandarin LOTE sessions to all students but not French LOTE sessions to SLL. The school LOTE French funds, as already mentioned, were used for the French supervisor and for this supervisor to work with bilingual classes when their French teacher was away. The L2FLS teachers wanted to have an hour with the ‘Anglophones’, and some managed to get 20 minutes per week because they took a group rotation for literacy where they used only French.

... a very good idea is to have - we could have a sort of one hour per day of French (with second language learners) where we could teach the Australian curriculum. (L2FLS teacher)

For the Anglophones, they don't progress in French because they don't have enough time of French every day. They have 20 minutes of French per week, with just the French teacher. Otherwise we do some teaching with the Australian teacher and that's – for these lessons they have the choice between the two languages, because we speak the two languages. (L2FLS teacher)

The concept of what it means to be bilingual and have bilingual classes seems to be at the core of the issues which affect the three main theme areas: lived-world, pedagogy and collegiality. For Wilma, being bilingual simply meant having the two languages, being competent in two languages, and operating in two languages. From her perspective, it seems that children can just learn languages without explicit teaching, simply by listening to the French teacher talking.

We can't claim what we do is immersion, cause it's not, it could be described as semi-immersion for when the teachers are operating and maybe the French teacher is taking the lead and doing most of the talking, but quite

honestly, I think it really is I think, bilingual really is when the two are happening simultaneously, and the individuals are learning both simultaneously. And that's probably not the dictionary definition of it at all but that's how I see it. (Wilma)

Whilst there is research which supports the notion that children can learn two languages when exposed from birth to the speech from parents with varying first languages, similar research is not available for students who are from English-speaking parents and are simply exposed to hearing an L2 whilst at school. Australian students learn their own language at school and have explicit teaching of grammar and writing in English, but if it was an L2 it could be argued that this is just as important.

... when you learn a language when you're six years old it doesn't matter if you don't know how to say a fireman – I don't know, a fire truck or whatever. It's more important to learn, for example, the doing verbs or how to ask a question or to recognise the verb to be, rather than do you know this word used in HSIE²⁴. (L2FLS teacher)

However, Wilma had the perspective that this approach should work as well as if children were experiencing different languages in their homes.

For me what I tried to do is based on experience with children in their homes and based on a program of what they call transitional bilingual education that the department ran in the 1970s. For me, this was a really natural, spontaneous easy way for kids to start and once they've started you just build and so it works. (Wilma)

Wilma had spent 13 years 'trailing' this unique program she started, but in all this time she had not conducted any research to measure the acquisition of L2 among learners using this approach. Hearsay indicates the program was working for the L1 speakers, i.e.

²⁴ Human Society and Its Environment was a core KLA in the NSW State Curriculum prior to the implementation of the National Curriculum. The *HSIE K–6 Syllabus* (1998) has been replaced by the *History K–10 Syllabus* and the *Geography K–10 Syllabus* as they are implemented in K–6 schools in 2015 and 2016 respectively.

the one hour per day sessions and bilingual L1 speakers being taught part of the Australian Curriculum in their own language (French). The bilingual L1 speakers and background speakers had started taking the DELF tests²⁵ at School 4. These measure their French progress and are run by the Alliance Française²⁶. The school had only taken one set of DELF tests in the year of the research because the enabler for taking the tests was in the process of obtaining permission from the French government. This permission came in the form of the 'FrancEducation' label²⁷, which the school had been fighting to receive since 1999.

... basically, that means that they recognise us for teaching bilingually with French and so now we can get teachers from France who can come and work here and because we can do an authentic program that they've recognised those teachers don't lose their status in France so their work here is counted for their Super [pension], for their promotion etc., etc. (Wilma)

Furthermore, L2 learners at School 4 who had been exposed to the language since Kindergarten and progressed all the way to Year 6 by paying extra fees to be in a bilingual class, were also not measured for their acquisition ability. According to Wilma, when the program was beginning, the specialist teachers would frequently say that the students in the bilingual classes were more creative, took more risks and were more enthusiastic but they were noisier. These characteristics are what Wilma valued, and she felt noise levels were a positive indicator of activity. Unfortunately, despite all the word-of-mouth recounts, there were no evidence-based results of this type of program, and within the school there was no control group or measurements of any sort taken during the 13 years of the program.

So, a lot of what we've got is really anecdotal. (Wilma)

²⁵ DELF (Diplôme d'Etudes en Langue Française) and DALF (Diplôme Approfondi de Langue Française) are official qualifications awarded by the French Ministry of Education to certify the competency of candidates from outside France in the French language. DELF is composed of 4 independent diplomas (from A1 to B2)

²⁶ "The Alliance Française de Sydney is an independent, not-for-profit language and cultural organisation promoting Franco-Australian exchange since 1899." <http://www.afsydney.com.au/about/>

²⁷ The FrancEducation label is awarded to educational institutions outside France who are offering French bilingual streams.

Wilma proudly stated that the NAPLAN test results show good results and that these results are an indicator that her system worked.

... it all feeds in and out even if we are not actually measuring French because we are not aiming to teach French as a language we are using French as a medium of instruction so I'm claiming that the learning of French and Mandarin to some extent has supported them in getting the results that we get with NAPLAN. (Wilma)

There was no scope and sequence for learning the French language at School 4. Wilma said that a generic syllabus from the Board of Studies was used as a kind of overlay to the other KLAs because French is taught as a means of instruction, not as a subject. She suggested that the first language learners FLL and the second language learners SLS should complete it by the time they are in Year 4 because they will have done everything and are almost up to Stage 5 (mid-high school level, i.e. Years 9 and 10).

... that's everybody because it's simple. It's assuming no knowledge whatsoever and of course these kids have been going since the moment they arrived at the door and so it's very easy for them. So, that's been useful too. (Wilma)

However, some L2FLS teachers orally assessed the Anglophones (SLL) in Year 3 and they found they could not even answer the most basic questions.

In Year 3 – we did a simple oral assessment, asking them very simple questions in French and at the end I thought it was a very low level of assessment ... they had been learning French for three years and it was very basic questions ... just hello, how are you, what's your name, how old are you ... and usually they were able to answer the questions with one word not a whole sentence ... and I was very disappointed with this assessment because I thought that we should expect more from them, and other people were saying 'What do we do with these assessments?' We went to see the Principal to ask 'What do we do with this assessment because it shows they

learn French but after so many years of French they should be at a higher level?’ (Sigrid)

Last year ... many Year 6 students sat the the DELF exam and many had very good results but that is those who have the intensive French [FLL], which is a positive. But when it comes to Anglophones [SLS], I think it is more of a culture... (L2FLS teacher)

Rather than a scope and sequence of learning the French language, Wilma stated that there is a continuum and whatever the Anglophones do in English, the FLL do in French. It is difficult to determine whether Wilma slotted all students together in this discussion or was stating a policy unknown to the French teachers due to the different responses and views of what was done. Wilma said that students of primary school age are not able to learn about grammar or verbs (conjugations).

... so, there is a continuum and I have to say that I’ve worked really hard to eliminate the “French continuum” because it’s all about the grammar, it’s all about abstract concepts of conjugation and, which is not how primary school kids learn in my view, we give them that when they’re ready for it Unlike the French syllabus that wants them to conjugate in Year 1. (Wilma)

One L2FLS teacher stated emotionally how she felt about the school not having a L2 scope and sequence:

When I came into the school [in 2011], I didn't find any scope and sequence. For example, what we were teaching, the time that we take to teach French to the Anglophones – like to teach French as a second language, we were following the themes that we were covering in HSIE or Science, which is totally stupid because we need to give these kids the basis that they needed in the French language ... for children – always looking at their little world, ask some questions in the classroom, know what the teacher is saying like 'get your pencils, sit down ... talk about yourself, talk about where you come from, ask some simple questions, know if its for adults – know how to talk to

a baker, buy a train ticket, and things like that, that we say in French. (L2FLS teacher)

Even if it's five minutes, any opportunity to actually do some grammar is really important, because it's majoring French, and if their parents want their child to be able to speak French, then we have to try and find any time that we can use. Even if it's hard, yeah. (Genevieve)

However, the L2 teachers felt they were missing the basics – an L2 syllabus – the ‘where to next?’. They did not have a recorded outline of this continuum so one of the new L2 teachers, in the interview session, said she was finally preparing a scope and sequence because no draft existed at School 4. Another teacher was frustrated because no records were kept of the concepts covered with SLL. When she was replacing a teacher, who had left, she had no idea what the students had learnt. The abilities of SLL in French were not assessed, so there were no assessment records to inform new teachers.

We don't actually, really assess them (Anglophones). So, we cannot know what they actually know, from what I've seen... For example, I'm just replacing the teacher that used to teach, and I have no idea what they learned. There is no way that I could assess them, because there's no time. So, I don't know what I can talk about with them or not. (Genevieve)

In Wilma’s opinion, a primary school program needs to be a lot more oral/aural than written, but from her view, the French teachers coming from the French system could not help themselves and would spend too much time checking grammar. However, the L2FLS did not address these issues with Wilma or with the grade supervisors because they knew it was not Wilma’s policy. The students with the intensive French were given more time and the parents paid three times as much as everybody else for the program because many of these students would go back to their countries of origin, mostly France, Canada, and Belgium. These students focussed on French literacy, while the SLL were focusing on English literacy. FLL did their writing texts in French rather than in English. The L2FLS teachers said the greatest pressure was meeting the requirements of

the French children, the FLL, because the French parents wanted the French Curriculum criteria covered, but the teachers were following the Australian Curriculum.

We were supposed to say to the parents, 'Don't worry your son or daughter will meet all the requirements if she/he goes back to France and goes back to the French system; but honestly you can't. You can't when you spend an hour of intensive French a day; you can't meet all the requirements the same as children who spend all day with French. But, it was that kind of lie, just to make sure all the parents would subscribe to and pay for the program.
(Sigrid)

To make her ideas clear to new teachers, Wilma developed a program package which included a DVD.

It's a whole manual really. [Stating] 'You're lucky enough to have been appointed to our school, this is what we do ...' And it's got examples of absolutely everything and as I say my DVD talking about everywhere we came from, how it comes to being the way it is, why we do it this way, and examples of teachers team-teaching in the classrooms so they see it all.
(Wilma)

The team-teaching example on the DVD did not inspire the L2FLS teachers; what they wanted most was to see how a bilingual class should work.

Yes the team-teaching aspect ... yes, but they are very old videos and done with very young kids and I don't think that the bilingual class [shown] is very dynamic; the team teaching they are showing is more translating so its not really interactive and dynamic ... I think it's a bit boring really ... (L2 teacher)

Most of the teachers had no induction, but even those teachers who had seen the DVD did not have a high regard for it and wanted guidelines because they were professionals

who had taught overseas and were used to high standards when it came to schooling expectations and outcomes.

I think they could first, offer the opportunity to observe, let's say for a week. That way, we know what to expect. I just came here for two interviews, and was basically pushed into that new thing. I had no idea how it worked. Where, if you are allowed to come into a classroom, ... observe the kids' attitude towards French teacher and Australian. (L2FLS teacher)

I didn't feel like I was a real professional at (School 4) as there is no guidelines as a French teacher; if I had something very clear and efficient I would feel different and honestly I have never said that to parents but it is not the way it should be ... (Sigrid)

I think they should first implement something for new teachers to get to know the curriculum, because it's quite complex. You really need to get everything. Understand what the children are going to study over the year. So I think they should do something about this ... a French teacher, for example, that has no idea of what the Australian curriculum is. You need to get into that. (Genevieve)

Overall, Wilma was very pleased with what was occurring in School 4 and how the program had grown. She had never surveyed the teachers about their attitude to the program, but she was convinced they enjoyed team-teaching.

I've learnt how to team-teach, definitely, and how to program with other teachers. That's a very good part of the program. Never being on your own and share your ideas all the time. That's a very good part of the program. (L2FLS teacher)

The biggest difficulty is to teach with teachers that don't want to be part of this program, that just want to avoid to be part of this program and try to do their best to teach as if they were in a regular school ...- you feel like that this

program has been imposed to them. They don't understand the benefits of it. (L2FLS teacher)

The profile of the French teacher will never be like the English teacher. The children could pick this up ... for example, when I arrived I was with a strong teacher who left now. The first year I was there in Stage 3 and it was quite hard to find your spot in the class, for delivering as well as the curriculum with this teacher; it was very hard. And so the kids picked it up, "She's not that important in the class, French is not that important." That's why I said the attitude of the teacher changes the class you are with for everything: the kids towards the teacher or the kids toward what they are learning in French. (L2 teacher)

Every year when Wilma would ask teachers whether they would like to be involved with the bilingual classes, they always indicated their preference to be involved and team-teach. She believed that although she had not surveyed the teachers, if they were not enjoying the experience they would not be at School 4. However, most L2FLS teachers without DoE L2 accreditation do not have a choice. They are qualified teachers overseas who are in most cases in Australia on temporary visas, and School 4 is the only school in NSW where they can not only work without doing a DoE conversion course, but also experience the Australian curriculum and use their first language. Many of the Australian teachers are young teachers fresh out of college, working on contract, and dependent on the Principal for a permanent position or for signing off on accreditation. Such teachers often feel too 'disempowered' to suggest change when it isn't sought by the Principal.

I remember saying to 'x' we can improve this program because she had the knowledge (of teaching a bilingual program) from overseas so she started to but we had walls (erected) around us: 'NO, we don't want to hear you.' You can feel that no one wants to change anything. The head French teacher did not want to change anything. She got high wages, high pay rises and she had

enjoyed 10 years at School 4 ... but she never did anything for the program. (Sigrid).

I have spoken to many teachers, if you are there and have your kids at the school you can have more advantages than others and you can push for better pay rises ... some were paid more than others and some had contracts starting earlier and some were paid an extra week and everything. So it's not very nice ... Teachers didn't say anything – people were dependent on their contracts and they didn't want to compromise ... I am sure – you can't say what you want to say ... I think I have told you exactly what I felt because I am not there any more ... (L2FLS teacher)

Many teachers were being sponsored by FANS ... [in 2009] three teachers were the top team running the whole program and you couldn't say a thing: there was no discussion, no positive discussions ... people have this sponsorship with FANS so they can't say anything ... There's no freedom of speech on how we can improve. (Sigrid)

Projecting to the future, Wilma expressed a wish that the School would receive funding from DEC. She said most parents want their children to have another language but DEC would not fund it due to their Asian language priorities. Broad L2 funding would mean funding all the other schools wanting to convert to being bilingual, particularly schools with high LBOTE communities.

... if we could do it in French here, then, in Cabramatta, we could be doing it in English and Vietnamese, in Lakemba we could do it in English and Arabic, because it's not simply learning another language its understanding the culture of people who learn other languages you eliminate the inter-ethnic hostility to some degree ... (Wilma)

Another wish Wilma had for School 4 in future years was that the school could have one L2FLS per class, as they have in Kindergarten – a situation where the French teacher stays with the same class all day. One year they made a larger than normal Year 6 (40 students)

but had a French teacher and Australian teacher running the class together all day. She said the letters of commendation from the parents showed how well this was appreciated by the community. The L2FLS agree with this stance:

Yes, my first concern is that we teach part-time in a class, which means that we intervene in the class, but we're not a teacher of the class. There's a confusion between the discourse of the school and the reality. If we were fulltime in a class we would be the second teacher, but we're not because we work part-time. (L2FLS Teacher)

Wilma said the public system needs to take action because it's a tragedy that all the private schools are providing languages but the provision and effort by one person is not enough. She said it was the right time for her to retire, as the DoE was getting too technological for her liking and there was too much of a call for open and transparent accountability. She wanted teachers to just teach without interactive whiteboards, and she felt that all the other items were taking away from the teacher/student interactions.

Resultant Discordance

Principal 4, Wilma, had organised all aspects of the program at School 4 since its beginnings in 1999. Consequently, the school experienced a variation of the challenges experienced by Schools 1, 2 and 3. Wilma's story shows that she had made all decisions regarding the languages program based on her rationalisation that the children's process of learning to speak in two languages was a similar process to children in early childhood years learning to speak two languages in the home environment due to interactions with their parents. Instead of developing L2 program bilingual pedagogy, to develop L2 skills in second language learners (SLL) the school's neo-liberal commercial marketing strategy aimed at recruiting first language learners (FLL), high fee-paying students, and thus with these fees to hire bilingual L2FLS teachers on temporary visas on a contract basis. This action changed the profile of the school community and gave the school prominence in the French community. However, for two thirds of the school population who were L2 second language learners, and who also paid fees, the effectiveness of the L2 program was questionable and not evidence based. The L2FLS

teachers felt as one L2FLS clearly articulated in the interview, 'the discourse of the school is very different from the reality'. Professional, experienced L2FLS teachers who had taught in bilingual schools overseas were not used to jointly improve the bilingual methodology and implementation, and they were often verbally rebuked if they uttered any discordant comments. Teachers, especially bilingual L2FLS teachers, needed to comply or seek employment elsewhere. The result of this is clearly seen in the variation of opinions and disunity of opinion in the topics covered relating to collegiality, pedagogy and change. Teachers described a situation of governance that translated into a perception of their being led 'through fear, domination, and coercion' (King & Kerchner 1991, pp. 2,10). These attitudes resulted in a very toxic work environment where teachers preferred to desist from causing friction for fear of reprisals and workplace intimidation.

8.3 The Narrative of the New: Renovations of the Old

Principal 5, Joy, began her leadership at School 4 at the beginning 2013. At the time of her interview she had been at the school five months and drew upon her previous experience of leading several primary schools; she thus brought a completely different style of leadership and experience to School 4. She also had a genuine enthusiasm to continue the bilingual program. In 2013 the school student population comprised approximately 30 per cent Francophones (first language learners - FLL) and background speakers) and 70 per cent Anglophones (second language learners - SLL). The school had grown in enrolment numbers so there were three more classes than in 2012: 24 bilingual classes and two non-bilingual classes, i.e. a Year 3-4 composite class and a Year 5-6 composite class.

Although Joy is not bilingual, and only has a faint recollection of a small amount of French vocabulary learnt in her schoolgirl days, many decades ago, she expressed a very strong conviction about the benefits of language learning on young minds. Like Wilma, she believes Australia is behind in what we offer children regarding learning languages at primary school.

The greatest strength is for the children to learn another language. I think Australia has been behind the times for a long time with the rest of the world and I think to have a public school that offers this kind of program is just amazing. Because, with the research, when anyone learns another language it stimulates the brain and they improve academically; the same as learning music. So there are some great benefits! But I've also noticed, with these kids here, it's quite multicultural and there is that respect and tolerance of each other that I think is just wonderful. You really sense that in the community because there are so many children from different backgrounds. And, I think that is a huge strength. (Joy)

Joy appreciated that the school is quite unique with the English/French bilingual program it offers students. After being at the school for nearly a semester, she noted that the bilingual program bonded the whole community.

I just note there is a positiveness about the bilingual program. I think the community love it; the kids love learning French. I hope that continues. I want to foster that love of learning French. I think that's great. (Joy)

She said that leading this school adds another dimension to leadership and she was tackling the issues one at a time. Her focus was to be up-to-date with the latest research in the area, be able to discuss the benefits with parents, and have the 'visual' of the school 'present as a bilingual school'. One of her priorities from a philosophical, aesthetic and marketing point of view was to incorporate more dual language signage around the school because, from the street view, the school did not 'look' bilingual.

So, I am going to invest in other signs so that they are bilingual signs everywhere in the school ... we are incorporating our bilingualism in everything that we do. Even in our Merit awards we are designing new merit certificates ... I've also changed the reports ... it was all done [previously] on Publisher but I worked with this publishing company and we worked together on creating the reports so we have the Francophone and it's all done on line

and if the child is an Anglophone ... it's all incorporated on the one report ...
(Joy)

Yes, I have done some reading on bilingualism ... I had some teachers from community languages [here] and I was speaking to them ... and they sent me some research on bilingualism and the benefits of it. So, I am aware of all that up-to-date research. (Joy)

Even though Joy sourced information, she was not aware of any research or articles written about School 4. She had no knowledge that School 4 had an academic partner who had once been used to brief staff about bilingualism. During the leadership handover, Joy was not told about research done at the school, nor the fact that Wilma had co-authored an article about the school's program with the academic partner in a professional journal. Wilma and the deputy Principal, who was still at the school, had also not informed Joy about the pilot study which took place at the school in 2008, or that the school had hosted a researcher to study a bilingual class group in Stage 3 in 2007-2008.

This information may have assisted Joy, but the staff directly involved with this study, one French teacher and two DEC staff members, were no longer at the school. The pilot study completed in 2008 demonstrated that 'the discourse of the school', i.e. the public profile Wilma presented, was very different from how the teachers felt and how the program was working. The French and Australian teachers felt voiceless and disempowered, but the marketing was always positive, as discussed in Section 8.1. The pilot study for this current research, discussed in Chapter 3, had highlighted the areas the staff wanted to improve. All staff believed the school could be a great school with the program it offered but changes needed to happen before this could become a reality.

For example there must be some research about what is the best practice and we have not been trained for that – no one has any idea what is best.
(L2FLS)

When maybe, if you [Australian teacher]) understood French it would be more interactive and it would be more bilingual whereas the French teacher has to do it all ... (L2FLS)

It wants to be a bilingual school but its not a real one because if it was a bilingual school would be like the English teachers could speak in French as well and but the French teacher has a difficult part because it has to be part of the class but French is behind. (L2FLS)

I think [School] could be a great school but we have to be on the same position [pay and status level] as Australian teachers ... All teachers should speak English and French at a bilingual school. A teacher saying something to the other teacher should be able to add to it, not say the same: no translations; or change rooms – one hour with Australian teacher, one hour with French teacher... (L2FLS)

... one of my friends, she used to say to me, when you arrive at [School 4] you take your brain off and you start your day ... so then you take that part of your brain because you are a professional and you want to help your students achieve, but no brain for any discussion, with especially the French ... I didn't judge them – they [Australian teachers] have so many teachers and so much turn-around – there is no time to get to know French teachers, they have to work on their outcomes ... (Sigrid)

Due to not being fully informed about how the bilingual program had been operating, Joy initially relied on the Deputy to help her gain familiarity and to talk to the new teachers at the beginning of the year.

[Deputy] was very good at that. We got talking about the bilingual program, how it works and how we timetable. We spent a couple of afternoons going right through that, and it's good having him here so that he can continue with any questions that come up with our new teachers. So, if he leaves I've got to take over. (Joy)

Joy relied on the Deputy, who had worked closely with Wilma in a non-teaching position, even though the school enrolment numbers had not been high enough for a non-teaching role for him; Wilma had officially sanctioned having teachers take classes with larger numbers to achieve this extra help running the school. The teachers basically had no choice in this. The deputy had been Wilma's second manager and had assisted in implementing the bilingual program. Under Wilma's leadership, School 4 had a hierarchal pecking order with strong, autocratic control of the executive and teaching staff.

However, Joy's style of leadership was more equal and transformational from the very beginning of her taking on the role as Principal at School 4. Staff stated Joy did not project a superior, commandeering attitude, as had been the case with Wilma. Joy made it a part of her duty of care toward teaching staff to meet and speak to each staff member individually in the first semester. Both Australian and French staff were invited to an individual 'getting to know you' meeting. The L2FLS teachers felt very honoured that she wanted to know their opinions, and whilst some were reluctant to be completely frank about the school's methods of operation in the past and the changes they thought necessary, others took the opportunity to be very forthright in discussing their views. For example, one of the L2FLS teachers involved in this research told Joy she could not understand why a French/English bilingual school offered second language learners only 20 minutes of French-only sessions per week. Joy agreed this needed reflection and possible change as the Asian L2, Mandarin, was receiving an hour a week. Another teacher working with the L2 program asked if it were possible to 'think outside the square' regarding the timetable of the Francophones' (FLL) intensive language sessions. This was like the timetable alternatives School 2 had devised, namely, an extension of the school day.

In these individual staff discussions, Joy noticed that three main issues generally arose as challenges to be overcome by the school and the staff. First, the 'additive' language program, which involved having a half day with two teachers – a French-speaking teacher and an English-speaking teacher – was working well for the bilingual children and the background speakers, the Francophones. However, the same situation was not

working for language acquisition of the SLL, the Anglophones. They were not picking up the L2 in the team-taught sessions because they were tuning in to the Australian teacher speaking English to gain meaning and they had no 'French only' sessions other than 20 minutes per week in some grades. Although they understood the hand and face gestures and some vocabulary after 7 years of French exposure, by Year 6, they were still not able to speak French adequately enough to hold a conversation. Rather than explicit language learning, it was a 'taste of French', as one experienced bilingual L2FLS teacher stated in 2012.

The second major challenge from the staff perspective was that teachers generally were very unhappy with the timetabling and the allocation for the Francophone-intense hour session. The French teachers were stressed about not having enough time to meet the requirements of what had to be covered as per the French writing standard, and the Australian teachers believed the children were missing out on the Australian writing curriculum. They didn't understand why the French teachers needed unbroken time sessions, particularly with the younger students.

... working through issues with the timetabling. I know the Australian teachers are finding it difficult, so I am trying to resolve all those issues that are a bit of a challenge. The French teachers are being told they have to have this hour for the Francophones and this is being really stressed to them ... they have to do it. So, if the Australian teacher is trying to suggest creative ways to use that hour they can't seem to understand how to do that. There is a sort of misunderstanding: we just have to work out how to resolve this and do a bit better. (Joy)

In the first year I was teaching, I found that English teachers tend to give us some bad teaching slots, time slots like, for example, after lunch. Sometimes children in Kindy fall asleep after lunch ... It's supposed to be a good time for French teachers to teach while the other Anglophone kids read a book. (L2FLS teacher)

The third major challenge Joy found was that the French teachers did not feel they were on an equal footing with the Australian teachers. This was even though, in most instances, the French teachers had more education, more teaching experience and were bilingual or trilingual. For the French teachers, part of the problem was due to being in the classroom for only half the day and therefore not being treated as the second teacher. The other aspect of the problem was that some Australian teachers, from the L2FLS teacher perspective, had either issues with team-teaching, or with the program, or both, and the students picked up their attitude.

I have encountered some teachers who were very possessive of the kids, it was 'their kids' and the parents of the kids it was 'their parents'. And I am not like that, I don't feel like I possess the students or the classroom or whatever ... I am just there to teach ... (L2FLS Teacher)

... we have a need to educate the English teachers about the program because they have no clue of even what it is to be bilingual and we have a lot of students who are also trilingual and they have no idea what it means ... the only thing they care about is the English curriculum. And it can be fair enough in any other school but not this one. (L2FLS Teacher)

That's why I said the attitude of the teacher changes the class you are with, for everything: the kids towards the teacher or the kids toward what they are learning in French ... And so the kids picked it up, 'She's not that important in the class, French is not that important. (L2FLS Teacher)

...we are sharing the class but we will never be like the English teacher ... the profile of the French teacher will never be like the English teacher. (L2FLS Teacher)

Joy may not yet have experienced the full extent of classroom dynamics in her short time at the school, but strategically she aimed to resolve the three major requests for change with reflective calmness. During the interview, she stated pragmatically, 'It's

always a challenge at the start.' In her view, irrespective of the changes needed and the challenges to face, she was impressed with how well the team-teaching did work.

Looking at the planning ... in every classroom the Australian teachers and French teachers have to plan and collaborate for the program to be effective and the teachers here do that really well ... I am so impressed with the way teachers do work collaboratively here. I know in other schools, if you were going to have an open classroom with team-teachers or teachers sharing, that would be one of the aspects that would be difficult: with that in finding someone that you could work with and, a lot of people can't work with each other. But here, they have to and they just do it so well, collaboratively; they plan everything so well together; they teach well together. I've gone into the classrooms and seen them teach bilingually. I am just amazed at how everyone does get along so well. (Joy)

It takes a lot of pedagogy – adult pedagogy ... it takes a lot of time to get to know each other and set things in place ... and a lot of communication ... and that's one of the keys, sometimes you work with an English teacher who just doesn't communicate ... you know I think Australian people generally have problems with open discussion ... while [we] French people ... argue a lot but that's the way we do it ... (L2FLS Teacher)

So, Joy's aim was to work with the positives and set up plans for overcoming or changing the negatives, knowing that some things such as the obligatory hour of intensive French for the bilingual students could not be dispensed with because the students were paying fees for this program and, as previously mentioned in Section 8.1, the fees paid the wages of the French FLS teachers who were not employed by DoE.

Yes, there are fees, AUD \$850 a year for Anglophone and AUD \$2,700 or \$2,800 for Francophone. So, we do say that we do expect the \$850 but how can you say that because it is a public school, we can't say that that's essential, we can't say that it's compulsory, we can't make them pay it. But we hope that they do. (Joy)

Joy learned that a few parents of Kindergarten children did not want to pay these fees but the school still involved all the Kindergarten children in the program. However, she also discovered that a strategy to enhance bilingual numbers at School 4 is to let all the students experience the program in this first year, whether they pay or not. The result is that by the time the children are in Year 1, the parents have become enthralled with the program and do pay the money for them to continue.

... all Kindergarten students participate in the bilingual class. They are all bilingual. Then, after they have that first year in the bilingual program, parents then want to continue with it because the children love doing it. They love learning the French and because the children give that feedback to the parents you find that in Year 1, a lot of them want to continue on with it.
(Joy)

And the Anglophones, when you start teaching them French in Kindy, they love it as they love their Mandarin ... they love the French; they love the Mandarin ... they love all the languages ... (L2FLS teacher)

Presented with these three challenges mapped from teachers' comments, Joy set up specific action plans to counter the shortfalls. The first was to work specifically on outlining the program for the SLL. She organised some L2FLS teachers to write a scope and sequence for the actual language skills necessary to be covered so that by the time students were in Year 6, after seven years of learning French, they could be assessed per expected outcomes with the French language, particularly their communications skills using the French language.

Now as far as the scope and sequence the Anglophone program here, it didn't have a structured scope and sequence program ... The two leading French teachers are working on a scope and sequence for Anglophone so that by the time students finish Year 6 they will have a certain level of skill ... they are going to try and get more skills happening, explicitly and structurally and systematically ... (Joy)

I feel like the school is starting to put a bit more emphasis on the bilingual program which is good ... when I entered the school there was no set program for French so I had to write all the program myself – do a scope and sequence for Stage 1 for grammar for example. (L2FLS Teacher)

My contribution is more on trying to structure it, structure our programming because it was lacking. When I came into the school I didn't find any scope and sequence ... [Joy] is really emphasizing the speaking with the children ... a language needs to be used ... to communicate. (L2FLS Teacher)

To find a resolution for the second major issue, the Francophone-intensive timeslots, Joy created dialogue between teachers so that they could set up a language committee to specifically negotiate the French bilingual matters. Previously the staff had never discussed the details of the program, except for the fact that they were expected to teach bilingually. This new curriculum committee now directly handled issues and debated resolutions, which were then presented back to the whole staff for votes of confidence. For instance, a few L2FLS teachers still remembered the experience of watching the induction DVD on how to run a bilingual lesson, but most felt that the lesson was not a good example of teaching, being very teacher directed. The committee's brief was to come up with alternative models and to plan in-service teacher professional training afternoons to educate the whole staff on best practice. These sessions would be scheduled and planned at the beginning of each term, and outside specialists from universities could also be brought in to speak to the whole staff during these sessions.

The committee also worked out temporary ways to handle the issues and frustrations of fitting in the hour of intensive French. However, the major changes brought about by this committee happened after the timeframe of this research. From Joy's perspective, all aspects were managed were on a continuum of constant updating and improvement, aiming for consensus of agreement on the solutions proposed.

I think it's probably the timetabling that causes the biggest issues because I know it's the Australian teachers that are really finding it difficult to fit everything in because it's such a crowded curriculum these days. Because the

Francophones have got that hour of literacy the Australian teachers are finding it really difficult because they haven't got time for the Francophones to do any writing in English ... If there are two classes, they will join their Francophones for that one hour, which sort of releases a bit of time. Which is really good, because it sort of gets them an extra half an hour each or whatever. So, some are doing that. Some are doing that for part of the days and not others. So, they are sort of experimenting with a few things but it needs to be resolved. (Joy)

Joy and the Australian teachers still needed to capitulate to the French teachers' perspectives that the structure of writing in the French language was covered, albeit in the CLIL manner. When a recount or an exposition is written, the style is the same regardless of the language, so children were being exposed to the structure of writing. From a French teacher's point of view, the students were not missing out, they were simply having writing taught in another language.

The [Australian] teachers are worried about the children writing in French as they will miss something but they will not miss anything. What we observe in French is the same ... (L2FLS Teacher)

The third challenge – to put all teachers on an equal footing – was met by making teacher professional learning something that all teachers had to do every week. Joy also encouraged DoE teachers to attend languages professional development outside the school although legally only teachers with DoE registration could attend courses outside of school. The school based professional development came in two forms: first, the introduction of a school-wide student and staff welfare policy; and second, the introduction of training of all staff in the Australian Curriculum via weekly teacher professional learning (TPL).

And next term we are also incorporating a program called positive behaviour engaging learners and that's a whole behaviour management program, inspiring positive behaviour. And we have six people on the team. We've all done two days of professional learning and we are launching the whole

program day one next term ... On that PBEL team there are six of us and two of them are French teachers ... So, they're involved in all aspects of school life and that's important that they are involved in everything. (Joy)

So along with that, [all teachers] had to understand that they needed to be part of our professional learning. Because I have an hour of professional learning every Wednesday afternoon. The French teachers are expected to come along to that as well, but most of them want to be there, which is great. So the professional learning is done according to what I feel is needed in the Australian curriculum but that can flow across to the bilingual French program as well. They can incorporate best practice strategies that they learn from the TPL into their teaching as well. Yes, and they have to be there as well. Sometimes they don't want to be but they have to. (Joy)

So the new Principal [Joy] has been really good on TPL because she provided us with TPL every Wednesday so it's been from nothing to a lot ... every Wednesday it is TPL now – we have a lot on Australian Curriculum ... The Principal is targeting teachers for TPL and when the Principal sees a good TPL for us she puts it in our Pigeon hole ... how wonderful is that ... big change big change... (L2FLS Teacher)

When the Principal sees a good TPL for a teacher, she puts the notice in the teacher's pigeon hole and they have to go. Such a change, how wonderful is that? Big change, big difference. (L2FLS teacher)

The three major teacher-elicited challenges were handled with specific action plans. However, based on her extensive experience at the cutting-edge primary schools, Joy also had her own agenda regarding what she felt would enhance School 4. Like other experienced teachers who had come to School 4, Joy was quite dismayed by the lack of school resources and tools for teaching and learning. She believed that staff and students at School 4 were technologically hindered due to being forced to go without the resources that would be expected at most schools.

The first thing I noticed here was the lack of technology and I think even with a bilingual program it's something these kids need. We are going into the 21st century here and we need to upskill them. Not only the kids but the teachers need to be upskilled ... These kids and these teachers ... they have been left behind ... When I came here to this school I thought there was a huge gap between where everyone is and where we are here. I've come from a school that had interactive whiteboards for 10 years and the teachers have been using them for that long and have so many resources.

Joy decided that with technology continually changing, teachers need to be up-to-date with the latest advancements. The previous Principal, Wilma, had feared technology and did not see the benefits of interactive whiteboards, thinking they were simply substitutes for blackboards. She told staff that only the executive teachers could have an interactive whiteboard in their rooms to trial their usage, seven years after most schools had installed them in every classroom. Fortunately, Joy wanted to eradicate this segregation of staff between those who had resources and those who lacked resources yet were still expected to teach a curriculum using ICT²⁸. She found that this earlier lack of access to technology was not due to scarcity of money in the school budget accounts but simply thrift.

... the Parents and Citizens' money hadn't been spent for a long time so they had the money and I have spent \$100,000 on IWBs and a laptop for every teacher. And that's including the French teachers ... so they can go and create their notebooks and everything using technology because it doesn't matter if it's French or English it can all be done with technology to enhance lessons ... Also, I've wanted the kids here to be using different software that I have been using in the past so I subscribed every child to use X,²⁹ [and] Z. So we are using our technology a lot more and interacting globally because that's what those programs do and teaching our kids more skills. (Joy)

²⁸ Information and Communications Technology aimed to educate students growing up in a digital world.

²⁹ X and Z pseudonyms for software name.

Along with the new technology, Joy was looking at making it easier for teachers to log on to the internet without needing to be attached to a cable, no matter which device they were using. This meant all sorts of extra possibilities were available for outdoor spaces, the library, and the big performance areas such as the school hall.

So I have plans for the future with technology. My next plan is to get wireless around the school because I want to get student iPads or laptops, and keep up with all that types of technology. (Joy)

Joy worked in a similar style to the other Principals in the Bilingual School Program (BSP) schools and in some aspects even more progressively, given the immense changes she envisioned and began to implement. The only other change she wanted to pursue was linking in a transferal pathway in L2 for the students who completed a bilingual primary school, be they bilinguals FLL or SLL. This was like the other BSP Principals. The NSW Government system did not cater for students coming from bilingual primary schools to continue their language skills in a continuous flow from Years 7 to 12, i.e. until they completed their NSW Higher School Certificate (matriculation certificate).

We are finding our next step is we are going to have to work with the high school now, because when our Year 6 students go into high school, they do an accelerated course in French ... but even though it's an accelerated course instead of doing the Year 7 it's the Year 8 syllabus but it is still basic French. (Joy)

This syllabus dilemma was also being addressed at National Level, and at the time of this research was work in progress.

8.4 The School 4 Story Summary

This narrative chapter has highlighted the fact that there are specific school policies and leadership beliefs, politics, praxis and resourcing variations that affect the way teachers think, the results they attain or perceive to attain, and the learning environment. These variables become evident in the analysis of the teacher interviews and the categories of description of learning to adapt to bilingual teaching. This chapter has outlined a

“breadth of awareness of different aspects of the phenomenon investigated” (Åkerlind 2003, p. 37), and the narrative inquiry approach tells the school story in which the perceptions are conceptualised. The dynamics and variations of the L2FLS work environments may, or may not, influence the perspectives of the L2FLS teachers’ experience of adapting to bilingual teaching. They are however included for the reader to reflect on, to discern the ‘nurture’ aspect of the environment, and the effect of the variation in impact.

This chapter about School 4 varies from the other narrative chapters dealing with Schools 1 to 3 in Chapters 5 to 7, respectively. It is apparent, that whilst there are similarities among all the bilingual schools, three core variations are distinguished in the findings:

1. the type of bilingual program delivered
2. the school leadership behind this program delivery
3. the history of the program thus far.

It is worth noting that other extraneous and complementary information about the systemic factors are the syllabus, the departmental framework, and aspects related specifically to the language acquisition, as briefly outlined in Chapter 2.

The next chapter, Chapter 9, will specifically highlight the ‘different combinations of awareness or key aspects’ of the experience of adapting to becoming a bilingual teacher (Åkerlind 2003, p. 38). It will explore in detail the analysis of the teacher interviews that have been dissected into quotes and placed into categories of description using a phenomenological approach.

CHAPTER 9: L2FLS TEACHERS' EXPERIENCE OF ADAPTING

9.1 Introduction

As discussed in Chapters 1 and 3, bilingual education in primary schools is relatively new in NSW (DEC Languages K-12 2010), and as discussed in Chapter 2, the term 'bilingual education' is a broad area. Up to this point, the thesis presented the nature of bilingual education in specific NSW primary schools, and examined the two varieties of bilingual education and bilingual teaching. Using narrative inquiry to tell the stories, Chapters 4 to 8 have highlighted these types of bilingual education in addition to dealing with the differing school environments, the types of leadership and L2 challenges, and the schools' management of human resources.

This chapter discusses the findings of a modified phenomenographical analysis of interviews conducted in Phase 1 of the research project, which explored how adapting to bilingual teaching is experienced by one group of teachers in the L2 community, namely, the new L2FLS teachers. It provides insights into the variation in how teachers from overseas with overseas training qualifications learn about and work in the NSW bilingual education government school frontier, and the variation in what L2FLS teachers construe as bilingual education for L2 acquisition.

For this analysis, the specific group of L2FLS interviewees had to fit a targeted criteria range: they had worked at the school less than four years and had completed most of their schooling, including their initial university degree, overseas. These criteria aimed to harness a fresh, alternative insight into the experience of adapting to bilingual teaching, in comparison to those L2FLS who had worked in the Australian system for many years or had a significant amount of their schooling in the Australian school system. The narrative inquiry chapters (Chapters 4 to 8) contain information from the Principals and the other L2 teachers involved in the study, and they work to complement and contextualise the experiences of L2FLS discussed here. Some L2FLS teachers contributed to the narrative and the phenomenographic analyses because there were no extra L2s at their school who were in a more varied L2 category such as L2SLS, and had volunteered to participate.

Section 9.2 revises the L2FLS research aim in Phase 1, outlining the embedded areas of interest and the four subsidiary aims. Section 9.3 charts the data generation process for the phenomenographical analysis, the process of selection, and the questions used. Two distinct groups of categories of description were formulated for the two varieties of bilingual educational experience, and therefore each category comprises different elements of meaning, focus, illustrative quotes and discussion. Section 9.4 summarises the process of analysis, covering the reasons for two separate treatments and two categories of description, i.e. the Bilingual School Program (BSP) using Asian prioritised languages, and the hybrid dual-languages program using French as the L2. Each segment addresses the main themes in this thesis in relation to the ways L2FLS teachers have experienced adapting within that specific program framework to the bilingual pedagogy, the school leadership and the collegial teacher support. Section 9.4.1 lists the five resultant categories of description derived from the analyses of the BSP L2FLS teachers' interviews, and Section 9.4.2 provides the corresponding resultant seven categories of description for the French L2FLS teachers. Section 9.5 analyses each group in detail by examining the meaning, focus, illustrative quotes and argumentation. In Section 9.5.1, the data analyses examine the L2FLS teachers' experience working with the BSP, and the government-funded program teaching Mandarin, Japanese and Korean. Finally, Section 9.5.2 investigates the data generated from the French L2FLS teachers employed by the community language association working with a bilingual program which was devised by the first of School 4's two Principals who were interviewed in 2012.

9.2 L2FLS Phase 1

As stated above, the focus of Phase 1 of this project was to investigate how newly appointed bilingual L2FLS teachers experience adapting to bilingual teaching, with a central aim to investigate their views and perspectives in relation to how they experience and interact with the Australian school system, Australian curricula, Australian teachers, and the bilingual programs they are required to deliver. In three of the schools studied, this experience occurs in a team-teaching situation with non-bilingual peers.

Within this prime focus, three distinct core aspects are embedded: teacher-lived world changes; teacher bilingual knowledge and pedagogy; and collegial partnerships. The process of generating this data included four subsidiary aims:

1. to explore variation in how L2FLS teachers perceived the bilingual program and its management
2. to discover variation in what L2FLS teachers felt constituted a bilingual program
3. to outline the variation between L2FLS teachers involved in two different bilingual programs
4. to investigate the impact of the core aspects of change, pedagogy and collegiality.

In many ways, adapting to bilingual teaching is a relational phenomenon in which teachers use information and interactions to learn how to teach (Bruce 2008). Experiential information from the participants implementing the new bilingual programs is used here to bring a focus to those aspects needing attention. No studies to date have focused solely on the views of L2FLS teachers who are new to bilingual education within the Australian government school system, and who are teaching their first language.

9.3 Data Generation for the Phenomenographic Approach

As explained in Chapter 3, the interview questions used in data generation were semi-structured and designed initially for a phenomenological questioning framework. However, analysing the data through a phenomenographical lens brought a different but valuable understanding which also complements the other research methodology used, narrative inquiry. Adopting this method added an extra layer of anonymity for the L2FLS teachers, as some participated in both this project and another similar project being conducted by a university research group.

Participants

In total, 18 L2 teachers were interviewed for the research project and, of these, only 11 were deemed eligible as L2FLS per the pre-determined criteria mentioned in Section 9.1. Additionally, these teachers were specifically hired to be part of the bilingual program; they were new to their roles and new to their schools as L2FLS teachers; and English was

their second or third language (not their first language). Of these 11 eligible participants, ten were females and the age range was between 25 to early 50s with only three older than 40. Five of the participants were teachers of French and six were teachers of either Mandarin, Japanese or Korean.

The Questions

As mentioned in Chapter 3, the challenge in changing analysis mode after the interviews was to sort through the questions asked and reflect on which were structured in such a way that they could be used for a phenomenographic analysis. The questions that were deemed to suit this approach were about the teacher's attitudes to the program, the challenges they experienced, their views about working with colleagues, and what they felt needed to improve. During each interview, the answers to these questions suited the analysis method. The other questions in the original list (see Appendix B2) were deemed to be superfluous for the phenomenographical analysis, but some of the information they contained was either used in the school narratives or supplied sufficient background detail to warrant inclusion in the study. Questions 9-10, 14-16 and 18-20 were used from original list for analysing via a phenomenographic lens. The questions were as follows:

9. Who has developed the program you are using? Tell me about your role in the program development?
10. What methodology was used to develop the program? How did you feel about the program and your schedule/situation when you first started at this school as a bilingual teacher?
14. What aspects of your teaching have changed? How?
15. What do you feel are the greatest difficulties to overcome when you first begin teaching as a L2 bilingual teacher? How have you worked to overcome these difficulties?
16. What changes have you seen in yourself since you have worked in an Australian Primary School?

Is there anything you feel would assist new L2FLS teachers when they begin working in Australian Primary Schools?

18. What advice would you give new L2FLS teachers beginning work experience at an Australian Primary School?
19. What could the school/management do to further assist new L2FLS teachers?
20. What would assist Australian teachers working with L2FLS teachers?

A range of extra, spontaneous probe questions was also used to elicit further information from participants about their responses. These were used only if necessary. These were questions such as ‘Can you explain what you mean when you said “x”?’ or ‘Can you give me an example of what you mean?’, and ‘Is there anything else that you can think of?’ The length of the interviews ranged from 26 minutes to 67 minutes. All the interviews were recorded digitally with the permission of the participants and transcribed verbatim into Word document file transcripts, although some hard copies were used and highlighted in the initial stages. The transcripts were double-checked for accuracy and if there were any words not discernible or marked as unclear, the original audios were consulted by replaying sections multiple times. In some cases, the transcripts were cleaned of repeated or unnecessary filler words such as ‘yeah’, ‘like’, ‘um’, and ‘so’ for word frequency checks. Phase 2 questions were simplified and reduced but were not part of this analysis because advocates of phenomenography recommend focussing on one point in time, and perspectives change with time (see Appendix B4).

9.4 Phenomenographic Data Analysis

The aim of phenomenographical data analysis is to discover and elicit “underlying meanings and intentional attitudes towards the phenomenon being investigated” (Bowden & Green 2005c, p. 65) and to use these to explore the ways the participant is experiencing the phenomenon. The interview transcripts were divided into two sections: the BSP group and the French bilingual group, and, as discussed at the end of Chapter 8 and at the beginning of this chapter, each group was analysed separately. The verbatim transcripts were analysed to detect similarities and differences between the ways the participants were experiencing bilingual teaching. The focus here was on elements or aspects within the transcript, not on the whole transcript, with the focus being on similarities and differences. From the samples compiled, an analysis of the variation in the level of experiencing this phenomenon was possible. The variation was

divided into categories of description, with the possibility that one single transcript could lend itself to a variety of categories. This can be seen for example in a study by Yates, Partridge and Bruce (2009), in which only four participants were interviewed, but six categories of description were identified.

The field of research here is small and easily identifiable, therefore it was of prime importance to be extremely careful that discretion and anonymity were maintained in the data analysis. The way data is presented in this kind of situation focuses on the categories of description among the whole group, not on individual teachers or transcripts. Interviews analysed phenomenographically do not label or discuss individual viewpoints, as individuals may experience the phenomenon in several ways. The categories were pooled together with other similar understandings to elicit the notion of the learning being identified and defined, and then compared with other categories, which may vary. The categories were placed in a learning hierarchy per their meaning.

Section 1 – The Five Categories in the Asian Teacher Group

Five categories of description were revealed among the Asian Bilingual L2FLS Teachers group. The five categories dealing with how adapting to bilingual teaching in NSW government BSP schools is experienced are:

1. as a personal change to adjust to the program expectations and the environment
2. as a quantitative increase of L2FLS teacher workload and work requirements with low outcome expectations from other teachers
3. as a conscientious, dedicated praxis for cultivating love of language learning;
4. as the developing of a continuum of L2 teaching skills advancement for improvement of student outcomes
5. as a longitudinal task requiring holistic teamwork and team management.

Section 2 – The Seven Categories in the French Teacher Group

Seven categories of description were uncovered among the French Bilingual L2FLS teachers group. The seven categories dealing with the experience of adapting to

bilingual teaching in a NSW government bilingual school where the program was developed by the Principal are:

1. as teaching with no plan or language outcome, not real bilingual teaching
2. as an assistant helping a professional
3. as teaching, differently from all previous teacher training
4. as learning to follow hierarchal bureaucratic lists of demands without questions
5. as new learning and an opportunity to try a different approach without outcome concerns
6. as accepting not all students are expected to do well with language learning due to a lack of motivation
7. as learning to work with monolingual teachers who have varying levels of interest in languages.

Each of these categories will now be considered in Section 9.5 in terms of their characteristics and the area of focus, along with illustrative examples and discussion.

9.5 The Manner of Adapting to Bilingual Teaching

A combination of 12 categories of description which displayed the variation of experience and meaning of adapting to bilingual teaching in NSW were established from the aspects derived from the L2 teacher interview transcripts. As outlined in Section 9.4, five categories of description were constructed from how the BSP Asian L2FLS teachers experienced adapting, and seven categories from how the group of French L2FLS teachers experienced the same phenomenon. In deriving these categories, attention shifted from the participants and individual interviews to the meaning of the actual quotes placed into various categories (Åkerlind 2003). To compile the categories of description, transcripts were fragmented into quotes, similar quotes were coded per nodes in NVivo, and criterion attributes were determined for each group. The transcripts had to be read many times to discern the similarities and differences in the way the participants expressed experiencing adapting to bilingual teaching. The dissected quotes from each transcript were re-read to reassess their value and meaning, and to place them with similar quotes from other transcripts. The summation of quotes placed together in a category enabled the labelling of each category via themes to distinguish

structurally different aspects of the phenomenon. In discussing each category, the same amount of emphasis was placed on “the commonalities as on the differences between the categories”, and this was realised by maintaining a clear “focussing on the patterns of variation that link and separate them” (Åkerlind 2003, p. 100). Each of the following category discussions is examined in terms of its Meaning and the Focus of the comments, and is supported with illustrative extracts from the data.

Asian L2 Bilingual Schools

In the Asian BSP transcripts there were fewer categories of descriptions compiled from the transcripts. Little is known currently about the process of adjusting to teaching one’s own first language as an Asian L2FLS teacher in an Australian setting, and how these teachers use the small amount of information issued within the limited number of training days they are given. The Asian BSP categories that arose are:

Category 1: Personal change to adjust to the program expectations and environment

Meaning:

In this category, adapting to bilingual teaching is experienced as accumulating personal skills and aligning and adjusting these skills to the expectations of the program and the specific school environment.

Focus:

The focus is on ‘self’ – personal learning outcomes for the individual. Teaching in an Australian school setting has different expectations. Some teachers feel the student achievement pressure is lower than in their country of origin and the Australian school experience is more about having fun while learning.

The following quotes illustrate this:

I think for me, I was trained as a second language, secondary school teacher for LOTE and the ESL. So KLA content – KLA part is very new to me. So it's taken a while for me to get used to and figure out about curriculum, KLA curriculum and the methodology

It depends on the grade and it depends on the situation. So, they're basically the same but, say, in Year 2 class teachers wanted me to teach more science

and then HSIE content than the last year. So, by doing that, and I need to adjust which part, which KLA to take – to be told – and then we have a look.

... last year and the year before I was teaching kindergarten because I'm early childhood qualified but this year I am teaching primary. This is one of my challenges because I wasn't trained as a primary teacher. There are lots of challenges in terms of a program because the Year [class] I have is the most aged advanced oldest and there is no program set up so that is a challenge.

... but once they are in bilingual program they have to finish still the Year 6 and my Year 4 kids have another 2½ years to finish this program. So, if they don't like [L2] that would be the problem so I try to get them to enjoy it as much as possible, make it as easy as possible and try to achieve something within each lesson. I believe that is my role and to work with the classroom teacher and communicate a lot because it is basically two teachers in the one room every day.

[Country] as a culture and Australia as a culture is quite different. We [Australian school system] like our students to be independent, enjoy, have fun at school ... an Australian parent would say to their child, when they go to school, "Have fun at school today." A [country descriptor] parent wouldn't say that, they'd say, "Study hard!"

Here the L2FLS teacher is focussed on learning new skills and their own coping ability as a teacher. There is a strong focus on their own feeling of competence and receiving a favourable reception from peers and students. Fitting in to what is deemed to be required for the situation is the main aim the L2FLS teachers verbalised. The L2FLS teachers want to become very familiar with the subject matter, or grade level of work, thus increasing their knowledge base to make a better contribution to the classroom program.

Additionally, a sub-section of this category is the aim that students must enjoy work presented by the teacher, as this is of prime importance in Australian schools. The

emphasis is not on the quality of L2 acquisition but the blending in to the school by adding input and dynamic change to students' L2, whilst abating the resistance in the monolingual environment. This category therefore focusses on the self and the impact of the positively mirrored image of acceptance. Acceptance and congeniality is the driving motivation in all aspects of L2 contribution to the partnerships and to the students in this group. Change only features about self, as bilingual pedagogy is aimed at providing the easiest and least challenging format for student engagement and participatory enthusiasm.

Category 2: Quantitative increase of workload and work expectation but low outcome

Meaning:

In this category, adapting to bilingual teaching is experienced as involving more work than regular primary teaching, with high requirements but low outcome expectations from other teachers.

Focus:

Teachers here focus on productivity whilst simultaneously dealing with an undercurrent of work-related stress and lack of empowerment or voice in the program framework and expectations.

The following quotes illustrate this:

We have to be able to manage as well as plan because there is no program at all. Nothing at all. We have to build the program from nothing, from scratch. So someone has to build that up from nothing. No-one can supervise us. So term 1 is finished and term 2 I know the topic, what to teach but I have no [State bilingual] program. We follow the Australian curriculum but actually what to teach/how to teach, we have to program. We can't follow the Australian program and just do it in [L2]. No they [students] are not at that level: their [L2] is not at that level. Their [L2] level is really low. The contents they're learning and their actual [L2] ability is a huge difference. I would say like children who are in preschool learning University level of study. That's how much gap there is. So it's really challenging. How ... How – How am I going to teach ... That's really challenging.

... because their expectations are low. They [the classroom monolingual teachers] don't expect us to do huge things but the requirement is high. The expectation is low, but requirement is way up high. So there's a big gap. That's what we feel ... we have to do what's there but the expectation in terms of content in the academic area is low.

From 9:00 pm, I need to stay up until 1:00 to 2:00 am ... Just too much work. And no matter how much you actually spend, at the end maybe you don't get everything, you know what I mean? Because I need to research so many things, but I think this is not what I want. You can't really measure up how many hours you spend that you get the final product you want.

I really found it hard because my education was so different from the Australian way ... You have to be good in everything. Whereas back home in [country of origin] even as a primary teacher – we only teach one subject or two subjects – the ones that you're good at. But I find it really hard in the beginning – very, very hard – because I didn't know anything about the Australian way of learning and teaching.

Category 2 continues to focus on self, but less on developing skills and fitting in than does category 1; this is more to do with coping with the overwhelming workload required. Teachers feel competent in their skills but feel that there are unrealistic expectations for their ability to adapt unsuitable material. There are also high expectations of their role performance but little support to help them adapt, due to the lack of resources. No State bilingual program exists; added to this is the fact that monolingual teachers are unaware of the process for making a program which is similar in content but contains the level of L2 which children can comprehend at this stage.

The experience of adapting to bilingual teaching, as expressed here, is thought of as a conglomerate of unrealistic expectations with no supervision or guidance, as supervisors are monolinguals with no comprehension of the difficulty imposed. This unnerving paradigm experienced by this group is worsened by the fact that immense work effort is expended without classroom teacher assistance, along with low student outcome

expectations. L2FLS teachers experience an underlying anxiety and stress in terms of handling the workload and feeling competent in achieving student outcomes. Simultaneously, as in category 1, L2FLS teachers encounter Australian teachers who have low L2 methodology comprehension and confidence in the long-term benefits of learning the subject matter in L2. L2FLS teachers also experience classroom teachers whose sole focus is on curriculum results attained in English, knowing that Australian teachers are repeating subject matter covered in L2 sessions in English due to their lack of confidence in student language assimilation. This further increases the pressure felt by L2FLS teachers.

Category 3: Mindful dedicated praxis for cultivating love of language learning

Meaning

In this category L2 teachers experience adapting to bilingual teaching as a conscious decision to promote the love of language learning by making language learning fun for children.

Focus:

There is a strong element of wanting to have professional development, networks, workshops and other such activities between L2 teachers to exchange ideas and collaborate on similar issues. Teachers seek encouragement from positive role models and are spurred by other enthusiastic L2FLS teachers who build and nurture motivation among L2 learners despite the difficult challenges.

The following quotes illustrate this:

So personally, I'm very passionate about bilingual education. When I first came to the school, I was really excited. I am very passionate and I knew I'm going to bring some new knowledge and expertise in this area ... I want to contribute something to help the teachers ... Some teachers been teaching for 20, 30 years, they're still at the same place, same pattern, didn't change, it doesn't matter how long you do it. It's about how many different things you try ... Sometimes they have a negative point of view or negative experience or thinking ... just because their knowledge is very limited. If they have better knowledge it will broaden their point of view.

If I use songs to teach them. I think they will be happier. I think it's a much happier environment for the kids. They respond better and then the jokes that you say, the things that you tell them – the stories, the experience and everything – it's fun for them. It's not just teaching and learning. Yes, we did a lot of experiments. The kids love it.

See next term I'm going to use more songs, which is not in the scope and sequence. I'm adapting it to the kid – how they learn. I'm suiting it to help the kids learn in a more interesting way. It's just trial and error.

For me, what I can do well is set up some activities to involve the teachers. For example – we can have a cultural day, or every festival we'll invite – the teachers get involved and the parents get involved and we will invite the local cultural community to get involved as well. That might help them ... Sometimes they have a negative point of view or negative experience or thinking ... just because their knowledge is very limited. If they have better knowledge it will broaden their point of view.

Working with the children and that you can't really expect how much they can learn at the end. Just every day they always give me a good positive surprise. "You know this? Wow."

And everybody said, "I like X[L2], I love X[L2]." And I said, "I like it too. It's a good one." It's two ways.

The comments above are representative of a focus on self in regard to performance, and qualitatively making a difference in the L2 subject area. Developing students' love of language learning via L2FLS teachers' enthusiasm is the foremost aim. L2FLS are confident of their abilities and skills to impart passion for the L2, given the opportunity. Continuous improvement among staff and students is a prime motivator to keep changing language learning perceptions from 'hard' to enjoyable, and to keep looking for opportunities to promote L2 among school staff. Adapting to the experience of bilingual teaching in NSW is seen here as a privilege and an opportunity for growing L2

passion and self-confidence in promoting attitudinal change among language learners and onlookers. This emphasis on self has the purpose of using personal skills related to teamwork and collegiality to promote the L2 initiative of bilingual classes. L2FLS teachers harness every opportunity for SLL students in bilingual classes to demonstrate their love of and pleasure in learning L2 to convince class teachers of its relevance and validity.

Category 4: L2 teaching skills advancement for improved student outcomes.

Meaning

Teachers emphasise seeking/researching new ways to stimulate students and to extend language skills within the classroom.

Focus:

The development of the teaching skills related to language learning is the focus in this category.

The following quotes illustrate this:

Every student needs to have a speech; they need to have a speech about themselves or about a topic that relates to them in [L2]. So I assess their speaking language, other language and for the written form I like them to write down their own speech in [L2] characters. While they are doing the speech, I will look at what they wrote and match to what they say. Also, I use conversation as well for role play, two people or a group of three or four, they will make a scenario. To make a conversation, say, "Oh! It's raining today, do you have an umbrella? Where are you going?"... recently, we did describing a person's physical appearance. One student [at a time] will stand up – I did the first. I would start and say, "I am seeing a beautiful girl who has long hair, brown coloured and big beautiful eyes and blue beautiful eyes ... and all the appearance. They all get [excited saying] "It's me, It's me!"

I read a lot about the New South Wales curriculums and also the COGs and for science, primary – there is a good science program on the internet; so seeing all those to get the overall idea. Now, at school, by having a discussion with a class teacher about a program – which part we are going to take and

which part is the class teacher's ... I have a chance to discuss it with them; about what I will deliver, how I deliver it with them. So that is a big help.

... how they learn will affect their ability to be able to output it as well. If they learn it in a specific way, the best way they can – they'll be able to output it is the way they got the input. I try and make sure they can.

Because I need to research so many things, but I think this is not what I want. You can't really measure up how many hours you spend that you get the final product you want.

This category of description represents experiences of adapting which are focused less on how colleagues and classroom teachers perceive L2FLS teachers' performance and more on how L2FLS teachers perceive their own performance and on student outcomes related to L2 skills. The emphasis here is on the improvement of performance as an L2FLS teacher by continually updating one's approach and incorporating new and innovative practices into the bilingual sessions to enhance work effectiveness. The interviews quoted here suggest that L2FLS teachers want to do a good job of teaching L2, which leads them to satisfaction and insight in their new roles. L2FLS teachers consider it important to be up-to-date with methods and to continually research ways to improve student L2 acquisition by using new self-devised approaches or bilingual pedagogies that are at the forefront of current trends of language acquisition. Experiencing adapting to bilingual teaching is an opportunity to do things differently on a weekly basis. Improving one's craft is a continuous goal for achieving better student outcomes, and the evidence of effectiveness lies in student competencies and outcomes in L2.

Category 5: Longitudinal task requiring holistic teamwork & team management.

Meaning

In this category teachers experience adapting to bilingual teaching as prioritising communication and teamwork for developing L2 consistency across the whole school for the ultimate progress of student outcomes.

Focus:

Teachers' maximum focus is on building a scoped program, constructing benchmarks and the awareness of developmental changes in student learning within a team.

The following quotes illustrate this:

... it would be good if there is a clear model or clear instruction – what is the expectation for Australian teachers in [bilingual session] classrooms. Some of the class teachers are very helpful and very kind; they want to help but they don't know what to do sometimes. Yes, probably a framework and also the practical thinking. They have their own classroom work, so the training part – how much you're going to take up their time and ... I think more need a discussion about what's the expectation, and both sides need to be happy about the conditions. There should be some negotiator from the school – or the manager to deal with situations.

... the three language teachers – or bilingual teaching teachers – really have a different philosophical approach to the way the language is spoken ... and used and taught at this school.

They really need to give us a training – the teachers who are new to the bilingual program – a full on training. Because we don't have – I think in New South Wales, we still don't have the actual scope and sequence for a bilingual program – it's a bit harder. We didn't go to other schools yet. We don't know how they operate. We want to get together with the other bilingual schools every term one full day because I think we only have four schools, which is full bilingual. We are pilot programs. I think it would be really – we should really meet and talk about it – all of us, the four schools. We should talk about it and set up and ask them their progress and if what they've done and what we've done is successful or not? Instead of just taking us to Melbourne to see all the success that they've done. We can't follow everything that they've done. We can't. We're going through to trial and error. Like I say ... We can't compete with schools that have been going for 20 years.

The experience of adapting to bilingual teaching is a team effort in this category. The critical aspect is awareness of student developmental change in L2 and working to have consistency in all areas of the L2 strategy knowledge base. To ensure consistency of bilingual pedagogy and collegiality in programming and setting goals, all stakeholders need to be team players and understand the program challenges. L2FLS teachers are expressing a desire for guidelines and consensus in approach, student outcomes and targeted skills. There is a concern with consistency of teaching methods and a need to learn from others, to develop techniques and programs with all stakeholder input, and to be related to what is needed for the community at hand. In their interviews, the participants describe the benefit of training together and having discussion groups about expectations, methodology and bilingual programs to form a framework for all teachers involved in the project.

Summary of Relationship between categories.

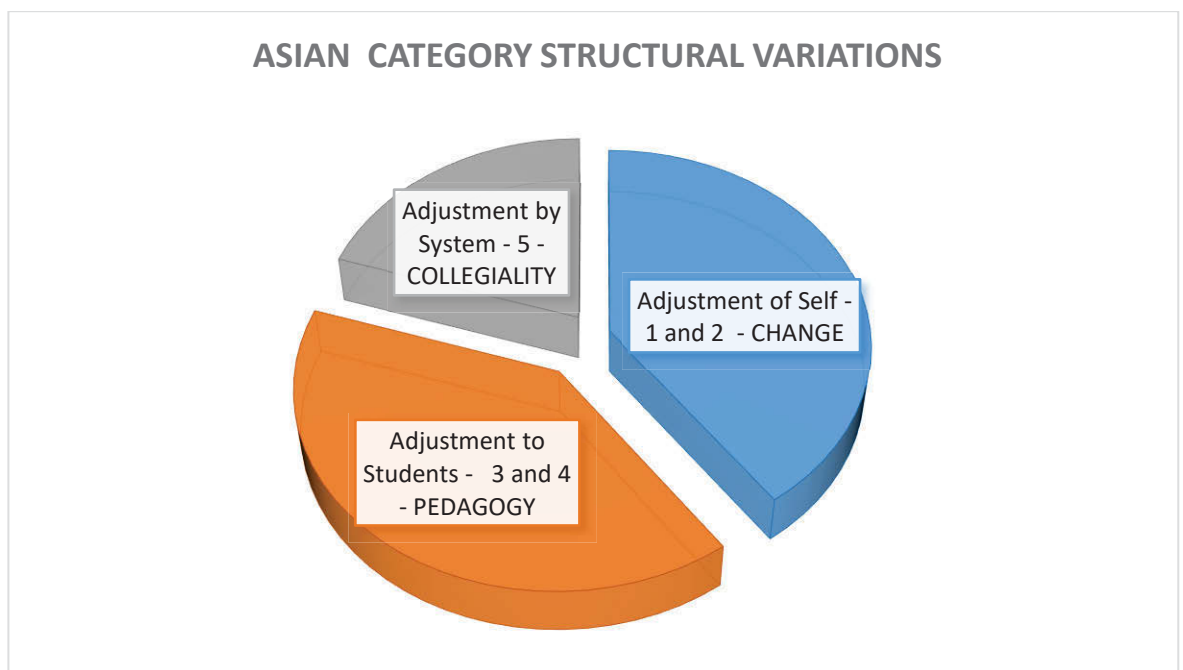
The structural relationship between the categories is not included in the analyses of the meaning given to each category, but rather it explains the structure of the links between groups. The structural relationship assists the reader to view descriptions of categories holistically and to broadly understand the focus and variation of the different ways of experiencing the phenomenon (see Figure 9.1).

Categories 1 and 2 are linked in terms of 'outsiders' navigating how to work in a totally different system. Although they experience almost opposite types of emotional responses, the L2FLS teachers in both categories seek acceptance from their school community by fitting in. With Category 1 this is with the least effort and emotional investment and with Category 2 it is with maximum effort and emotional investment.

Categories 3 and 4 are linked in structure and have a hierarchal relationship in that L2FLS teachers view themselves as specialists seeking to promote love of and competency in L2 among SLL, and a high regard for L2 among classroom teachers in the school community.

Category 5 incorporates the other four categories but adds the new dimension that L2 experience: L2FLS teachers experience lack of systemic investment in the whole bilingual program of which they are only one part. The L2FLS interviewee quotes demonstrate the disarray and lack of organisation in their roles, and this makes it seem as if everyone involved in the BSP is working in silos, disconnected from collegially planned outcomes and the network of peer teachers experiencing the same scenarios at other schools. L2FLS teachers seek communal investment and support from all stakeholders in order to do the job for which they were hired. They are neither outsiders nor specialists but teachers with L2 skills who require the same conditions and support as classroom teachers: professional development, curriculum policies and procedure documents, State support for programming, consultant input, and direction.

Figure 9.1 Asian L2FLS Category Structural Variations



Range of variation in Asian L2FLS teachers in ways of experiencing adapting to bilingual teaching

French L2FLS Teachers

Category 1: Regular teaching with no SLL accountability

Meaning

In this category, L2FLS teachers experience adapting to bilingual teaching as normal teaching without L2 accountability; no explicit L2 teaching is required for the SLL.

Focus

The teachers' focus is on simply fitting in with the classroom activity and program, assisting where possible, injecting L2 into a lesson, or responding to the FLL in L2. L2FLS teachers act professionally but state that little responsibility is given to their role.

The following quotes illustrate this:

This program wasn't developed to teach French as a second language but to teach in French.

All teachers should speak English and French at a bilingual school. When a teacher is saying something, the other teacher should be able to add to it, not say the same: no translations ... it's about the organisation of the school. They [classroom teachers] told me every year it's the same thing, but I don't get it because in France you have a [State] program; you don't have to make a program, a different program every year ... It's always you – the way of teaching can be different but not the program. Here, I don't know ... it takes four weeks or five weeks to have a program [after start of year]. It was really disorganised for the Australian teacher and because we [L2FLS teachers] are depending on them, it was really difficult for us too. Maybe it's really the organisation of the school which is not so good

It's a circus ... I think for a perfect [L2] program and I know that never exists, but perfect in teaching ... complementary and everything, you really need comprehension and basic things ... I don't have high expectations ... Just share and enjoy and make the kids feel good and happy.

I remember my colleague had not even enough time to give me the worksheet stencil so I didn't even have time to write some [French] words on

the sheet.

There were always other teachers coming in the room; we all had different ways of dealing with the students. I think they [the students] lacked a routine – they lacked some very well-organised days.

These teacher quotes reflect how they assist the classroom teachers but there is little structure and organisation regarding opportunities to be effective bilingual L2FLS teachers teaching L2 learners. There is no special aspect to this type of teaching other than speaking in your L1 while another teacher in the room is speaking in his/her first language. However, only the L2FLS teachers can pick up the language cues and interact bilingually with bilingual students. L2FLS teachers aim to be professional, but do not concern themselves with the L2 outcomes for SLL, as there is no language program. The quotes demonstrate that from their perspectives the interviewees think that the program should not be labelled a bilingual program, and reveal that they have become rather dispassionate or disheartened about the L2 learning that is occurring among SLL. Their identity as L2FLS teachers is confusing as they see their role as adapting to engaging in conversations within a lesson planned by the classroom teacher. Bilingual teaching is not the same in their country of origin. In their Australian school L2FLS teachers experience French teaching and learning interactions with FLL and build a good rapport with SLL students and classroom teachers.

Adapting to bilingual teaching holds no challenges for L2FLS teachers here. They interact engagingly with the children as trained teachers but in L2 they are not bound by any specific student outcomes. Due to the fact, they are working with teachers who are not bilingual, they often find themselves speaking English to assist explanations, and with the classroom teachers they must only speak English as these have no L2 ability. Although they are team-teaching with an English teacher, the program or lesson plan demands are not challenging for them as they simply follow the flow of the English lesson, speaking in French at intervals.

There are also no demands on the SLL students to learn L2, and therefore the French teachers state there is no pressure to have expectations of students. The L2FLS teachers'

comments indicate that the English teachers give the English program priority, and when rushed they fail to consult the L2FLS teachers in preparation matters. The main teaching load is on the English teacher who is not bilingual. From the perspective of the French teachers, if the English teacher is not overly interested in French, the students are not overly interested in learning or being very engaged with the French language. This leads to L2FLS teachers experiencing adapting to bilingual teaching as a disempowering experience, but one that they tolerate due to the necessity to earn income. The L2FLS teachers explain there is no expectation of SSL, no student outcomes in reporting or any consequences of missed French, as the context is repeated or discussed in English. The only expectation that exists is having intense L2 sessions of language learning with students who can already speak French.

Category 2: as teaching as an assistant helping a profession

Meaning

In this category teachers adapt to bilingual teaching by taking on the role of a 'follower' or helper. They are only a feature in the classroom half of the day and do not share a dual classroom leadership role with the English teacher.

Focus:

Adapting to bilingual teaching in this category focuses on accepting lower status than the Australian teacher, fulfilling the role of a helper or assistant.

The following quotes illustrate this:

The structure of the classroom can show us that we are not on equal level with the Australian teacher. You know, maybe if we had our own classroom and I think it's exactly the point ... we are one teacher for two, it's not on the same level so we are not equal and by this way children can just learn English and not really French ... I can't have the children for one hour. My Masters is not recognised here. I can't take the children but for duty I am good ... I think when teachers are equal they have the same duties and the same responsibilities ... Maybe if all the French teachers have their DEC licence it would be easier. For children it is not equal [or] fair.

When we have the authority in the class, for our sessions, they don't react the same way with us than they react with their main teacher, the Australian teacher.

... what I want is just a good timetable, sharing the decisions of the class and equality although we are only part-time on a class ... I have encountered some teachers who were very possessive of the kids, it was 'their kids' and the parents of the kids are 'their parents'. And I am not like that, I don't feel like I possess the students or the classroom or whatever.

... the profile of the French teacher will never be like the English teacher. The children could pick this up ... I still think we are not equal to Australian teachers and you have to work with that.

... we have a really small whiteboard, a really small desk and if the classroom is not set up in a way you can be in a group, then it's really hard to teach.

I am sure I would have been able to do the assessment as well but I felt like sometimes 'OK she's here. So we can ... So it's good to have an extra teacher so we can do something else.' It's not very clear what you are supposed to do ... X [L2FLS teacher] is a DEC teacher and I remember her saying that when she got her accreditation as a DEC teacher she was more respected by everyone in the school ... I am a teacher ... I had an experience with another teacher where I was treated as an assistant – can you hang up this, can you wash those pencils.

Here the L2FLS teachers liken the experience of adapting to bilingual teaching as an experience of demotion: they are no longer viewed as a teacher but as an assistant teacher. As well as being bilingual, they have degrees and extensive post-graduation qualifications. They have completed undergraduate teacher degrees lasting five years in their country of origin and a teacher assessment before entering the workforce, but in the Australian classroom they are not given equal status within the team-teaching situation. The onus and higher responsibility is on the English teacher to direct and take

centre stage, but the L2FLS teacher is not given the same authority by the classroom teacher, and is often only delegated the menial preparation tasks. Despite coming from a more competitive teaching system, L2FLS teachers experience feeling less valued in the Australian school setting. Also, notable here is that those who have undergone the conversion course with the DEC say that the new teaching status changed their relationship with the DEC classroom teachers, who, as a consequence, consciously or subconsciously respected their competence more readily once they had DEC registration. Completing the two-week conversion course with DEC seems to be the seal of approval needed to give these teachers more credibility.

The L2FLS teachers' experience is of accepting that they are the second-in-command, to be treated more like visitors than team-teaching partners, with the classroom layout, students' classroom placement and other such matters remaining the decision of the L1 class teacher. The perspective is that the L1 teacher takes ownership of the class in regards to authority, behaviour management and accountability, and the L2FLS teacher is obliged to work within those boundaries. Some L2FLS teachers stated they were used as an 'extra' body to do child-minding or to fill in time while the Australian teachers use the time for preparation. This happened, for example, when L2 intensive language activities were interrupted or changed on short notice, or when the L2FLS teacher was given less important tasks or initiatives. In many cases the comments of L2FLS teachers express the sense that they are like assistants who help decorate the classroom, organise artwork or prepare items for the leading classroom teacher to then administer.

The L2FLS teachers state that physical restrictions are also imposed to further place less value on L2 than on L1 and the L1-speaking teacher. Physical determinants which emphasise this differential include the L2FLS teachers' smaller desks, a teaching space confined usually to an already crowded corner with inadequate storage space for the teacher's resources. They also have less access to resources such as Interactive White Boards/Smart boards or even normal white boards than does the Australian teacher. The resultant experience as stated by L2FLS teachers is the clear, though non-verbal, message to students that the L2FLS teacher has a lower rank than the Australian teacher, even though the school is a bilingual school.

Category 3: Teaching differently from all previous teacher training

Meaning

In this category teachers experience adapting to bilingual teaching as a completely different manner of classroom, program and student management from that in their country of origin.

Focus:

The focus is on adapting to Australian culture and Australian schooling, which is very different to their countries of origin.

The following quotes illustrate this:

The way of teaching is really different. There is more interaction between pupils and teacher ... the system was very different so I really had to adapt my teaching ... I was very lost. I remember the first day when I arrived was okay, but you're working in – I remember it ... Confused yes. It was confusing ... I think they [find it] very hard to brief you about organisation and how to organise a program, most of all when you're new. You have to know how it works. You have to know – okay, you have to separate these in different cogs and what is the meaning of everything. But I think I never expected so many things, like teaching I never expected it to be like – it's complicated. To adapt so many things or to teach ... I never expected to adapt ... I was lost. I was 'Where is stage two'? Where is stage three? I was totally lost. I think this information you really need it because it's not in the booklet ... the booklet is about the rules and duty of care ... I don't know, maybe I made a mistake. Maybe I didn't read it ... but yes more detail about the program [is needed] about how it works ... just how it works.

I think they could first, offer the opportunity to observe, let's say for a week. That way, we know what to expect ... I just came here for two interviews, and was basically pushed into that new thing. I had no idea how it worked. Where, if you are allowed to come in a classroom, it would be more than one. Observe the kids' attitude towards French teacher and Australians.

I think they should first implement something for new teachers to get to know the curriculum, because it's quite complex. You really need to get everything. Understand what the children are going to study over the year. So I think they should do something about this.

... teach you how to use the curriculum or how to use, for example, the smart board. Because in France, we don't use smart boards.

I felt a bit overwhelmed by the whole system and a bit confused, a bit – I didn't understand the system when I arrived. It took me more than a year to understand the benefits and the flaws.

The crux of the experience of adapting to bilingual teaching here is seen as understanding the manner of teaching in Australia, and the curriculum design and expectation. Although the L2FLS teachers refer to a complete state of confusion they feel that their experience would be better, particularly at the beginning of their employment, if the management took time to explain and expose them to the nature of the classroom practice before they were expected to begin their roles.

Bilingual teaching here presents as a totally different way of teaching from what they were accustomed in their previous teaching roles, and involves using a set of tools which are also mapped and framed in a different way. Information about these tools is obscure to L2FLS. They are unsure where to source information, they lack a mentor to walk them through how the curriculum is designed and they are unable to access the websites which are restricted to DEC employees. The way of teaching is also very different from their countries of origin: in the manner of interaction with the students in elementary school; the work presentation; the physical space the students occupy; where students are permitted to do work, e.g. lying on the floor rather than sitting at desks; how work is marked and sent home; the homework and work review expectations; the lesson construction; student attitudes to work; and behaviour management and many other related variations.

Their overall experience of L2FLS teachers is of considerable frustration, particularly in their first year of employment. They are overwhelmed by the differences between what they understand as following a program and what the Australian teachers must follow and construct themselves. They are anxious about how they are expected to instantly work, without the basics explained, in a system that is so different from how schools are run in France and other French-speaking countries of origin. They need to have all their questions answered before they start their experience, and some stated that a practical experience of observation in classrooms would help them to begin their employment with some knowledge and understanding, instead of shell shock and displacement.

Category 4: Learning to work in a school with a high importance on hierarchy and political compliance without challenge

Meaning

In this category teachers experience adapting to bilingual teaching as being a position with the least voice at a school which has a high emphasis on hierarchy.

Focus:

The goal was to teach as requested without questioning for fear of reprisal. The impact and consequence of possible criticism acted as an impetus to thwart L2FLS teachers' voices in this hierarchy. The learning effort is on preservation and survival on the perimeter of the school political arena thereby avoiding jeopardising future work contracts. The following quotes illustrate this:

The atmosphere in the school is very different – you can feel there are conflicts between teachers because of the hierarchy. In France, there are no tensions because we are French and we need to argue ... but here there is tension about positions.

In the end there is a hierarchy but there is no connection and you can't say what you feel and how you struggle ... but you can't say that because that person is your supervisor and she will mark you and she will write a report on you.

I have learned to be political. I know that too because Juliette [L2FLS teacher

pseudonym] and I used to be good friends and we can't be friends anymore ... because now she is part of that system and she doesn't want to [feel compromised], she is working hard to make that program work, I know she is very efficient but at the same time she is into that politic now ... because she wants to stay in Australia and she has no accreditation.

You can't say negative things when you talk about the program ... I think the environment was not very keen on supporting French teachers that's why I think it is hard to feel part of the school.

In the French team there are lots of conflicts. I was a bit surprised and different incomes ... I have spoken to many teachers, if you are there and have your kids at the school you can have more advantages than others and you can push for better pay rises.

In France you have a Principal in a school but he's not your Boss ... There is no hierarchy. When I arrived here it was like a private company: you have a Principal who is the Boss and you can feel that the Principal is the Boss and you have Stage supervisors, which doesn't exist in France. I was quite overwhelmed by all that system.

Here L2FLS teachers experience adapting to bilingual teaching as a limited, controlled endeavour, with both punitive and reward consequences within a highly-politicised environment. L2FLS interviewees stated they could not challenge any aspect of the program and must simply do as required to avoid being ostracised or rated badly, which would impact on their contracts being renewed. They fulfil the role for which they were employed by not questioning the program and following the instructions they were given at the beginning of their employment. Any endeavour to be open and transparent about their reservations or concerns is kept to themselves for fear of reprisal.

L2FLS teachers concentrate on their work with students without focussing on the program or becoming an active, vocal member of staff. There are concerns about the program, but these are not voiced and the experience is quite intimidating for some and

rewarding for those who use the system and the type of work to their advantage. The focus is not on improving oneself, or on pedagogy, or on collegiality, but purely on avoiding harmful consequences by doing one's job as well as possible, given the situation and the demands. The favouritism bestowed on some L2FLS teachers and other teachers in hierarchal positions is distressing but accepted as part of the conditions of working within this system.

L2FLS teachers do see the advantages and disadvantages of a hierarchal system, but mostly are left in a disempowered position with little room for focussing on change. Rather, they focus on survival and making the most of the situation. Improvement or change in the system is not debated as a possibility and so the experience of adapting is viewed overall as very restrictive, with the only opportunities for growth available if the program is fully supported and promoted.

Category 5: New learning and an opportunity to try a different approach

Meaning

In this category teachers experience adapting to bilingual teaching to try new ways of teaching within a new program in a new environment.

Focus:

The learning focus is on trying a new way of teaching and learning

The following quotes illustrate this:

Comparison – for me it was the best experience with what I [now] know from both systems ... I can adapt my teaching.

I learn to be good with myself, to be easy, to be you know, accept my mistakes and try to get better. I think, yes, adapting yes.

At the start, I used to be really shy and have a really low voice and then, I learned to feel in control ... grab kids' attention, but not actually yelling or anything. So, I learned different management strategies and so it's very good.

I know what I want now and I know how to reach my goals in my team teaching. When I entered the school, there was no set program for French ... the thing is I am self-sufficient – I don't need the Australian teachers to write in English, I don't need them to write in French ... So, I know where I am going and I can use the two languages to implement them in the program ... I've imposed myself a bit more ... I know the Australian curriculum. I can develop lesson ... I just do them as if I was the Australian teacher and I do them in the two languages ... I'm self-sufficient teaching in the two languages. It's a help for the Australian teachers and that's how I manage to have some more space.

I have learned how I need to manage my way in Australia – I have been back to uni, I have learnt how to do my accreditation ... when you have such an experience in France you wish you could integrate your own experience within that new school and provide your experience and share your ideas within that the new school.

For me it was the best experience with what I know from both systems.

This category is prominent for its attention on self, with the experience in learning to teach a different way in a different country. This manner of experiencing adapting to bilingual teaching is focused on L2FLS teachers' feelings about their own personal growth and new abilities. The experience of self-development is displayed through accepting the learning curve involved and not fearing making mistakes. There is a sense of empowerment to have achieved the feat of working in another country and its school system, and comparing how two different systems work.

The focus here is on positive progress of self. In some cases, the growth comes directly from learning to work in the environment, and in other cases from taking the initiative to do the Australian teaching accreditation and professional development study at university. The aim is to have control, contribute to the program and be able to assert self for gaining respect and credibility. This category shows L2FLS teachers are learning to impose themselves, to have a more balanced relationship and power dynamic

operating in the bilingual school classrooms.

Here, experiencing adapting to bilingual teaching resembles learning to adjust to change, with a focus on self-change by continuous improvement through various means. The result in their new teaching environment is empowering, uplifting and rewarding.

Category 6: Accepting not all students are expected to do well with language learning due to lack of motivation

Meaning

In this category teachers experience adapting to bilingual teaching as having a range of expectations, and adapting means taking the initiative and learning to differentiate.

Focus:

The focus is on bilingual pedagogy: what L2FLS teachers can do to improve student motivation to learn L2, and student L2 acquisition.

The following quotes illustrate this:

With the Francophones, my challenge is to make them more aware ... for me the challenge is to make them aware of the chance they have to speak French. Finding ways to motivate them ... so kids are struggling with French because they are not speaking it at home.

I tried to make a lot of displays in the classroom because the children must ... most of the time they must read French or hear French and when you draw 'la porte' on the door, I think it's coming in your brain and I don't know but with the songs too.

I bought some cards and whenever they don't understand for example, just a simple word. I just take the card and show them, so it's basically a picture and on the back, you have how you spell it

The experience of adapting to bilingual teaching is seen here as a challenge to motivate students to enjoy learning L2 or maintaining a strong connection to L1. The L2FLS teacher is consciously aware that stimuli are needed to motivate students and to make

learning L2 or maintaining L2 worthwhile, fun pursuits. Interviewees stated pedagogical preferences for student motivation and the need to enthusiastically embrace being a bilingual school.

Resources are extremely important in the experience as without props they state it is impossible to use L2 only with SLL students. L2FLS teachers state the need to make students see and experience the L2, so alternate ways of displaying and communicating are adapted daily to gain students' attention to the L2. They also state that it makes them proud to promote their language and show students the advantage of having two languages. They feel challenged in this category: they experience adapting as something that is quite demanding but worth the effort to find as many different ways for students to comprehend and enjoy L2.

Attention is on the potential of student gains in L2 ability, and L2FLS teachers seek to continually improve their CLIL methods and daily bilingual pedagogy by researching ways to expand student exposure to and motivation in L2. They are positive about the rewards received when they make this effort.

Category 7: Learning to work with and assist monolingual teachers who have varying levels of interest in languages.

Meaning

In this category, the emphasis is on the experience of adapting to bilingual teaching as external, with a primary focus on working with and convincing those who do not have similar skills.

Focus:

The focus is on promoting the ideals of bilingual education among monolingual colleagues from a standpoint of authority, experience and knowledge.

The following quotes illustrate this:

If the teacher is not receptive to French and just leaves you alone and doesn't play the game – the kids are watching it and they are more part of it. If they see the teacher is more open minded about it the kids notice and are more involved ... They are still picking up but it is more enthusiastic for them if they

see the English teacher try in French or making an effort than if they see the English never try. Re-think motivation.

... some of these Australian teachers have been working in School 4 for six, seven, eight years, they have a lot of French insight but they never want to use their French.

The English teachers are saying to us they are missing out on X [literacy concept] we are saying to them. No they are not because it is the same in French – we teach it ... but they have no idea ... they have no idea of what is another language – now they know... [We need] better partnerships because the more the school will value this program the more the teachers will value us.

They're not really against this program but you always have to fight to make it work, to put some French ... For them the most important thing is the English program and not the French one.

Category 7 represents an expansion on the previous category of trying new things for student motivation, which has a focus on pedagogy. Here there is an additional awareness beyond students to trying strategies for the English-speaking teacher involvement. This includes expanding classroom teacher understanding of the program when the L2FLS teacher's efforts and time utilisation/activities are not well understood in terms of the integrated content and language approach. The personal focus is on setting an example of best practice and expanding the classroom teachers' knowledge and understanding of bilingual education and what it can offer. In the previous categories, the experience was having a seemingly negative impact, followed by change of self and expansion of pedagogy, whereas here the emphasis is external to colleagues.

In contrast to categories 1 to 4, where the experience involved disempowerment and a feeling of not adequately being able to contribute or work effectively as an L2FLS teacher, category 7 represents an experience which includes a recognition of having a broader scope of vision and experience than the monolingual colleagues, and wanting

to expand and contribute to enlightening peers regarding their misconceptions. The focus of the experience is to educate the community in regard bilingual education and how it operates.

Category 7 focusses attention on collegiality and making the experience work differently than it is currently. Conditions and understanding are clear in focus and necessary changes are articulated with confidence and knowledge. There is no loss of self-respect in the experience, but rather pride in seeing the experience as needing professional development for the classroom teachers rather than for the L2FLS teachers.

Summary of Relationship between the French Categories

The categories of description discussed here encapsulate how one group of five L2FLS teachers, working with two classes each, experience adapting to bilingual teaching at one school.

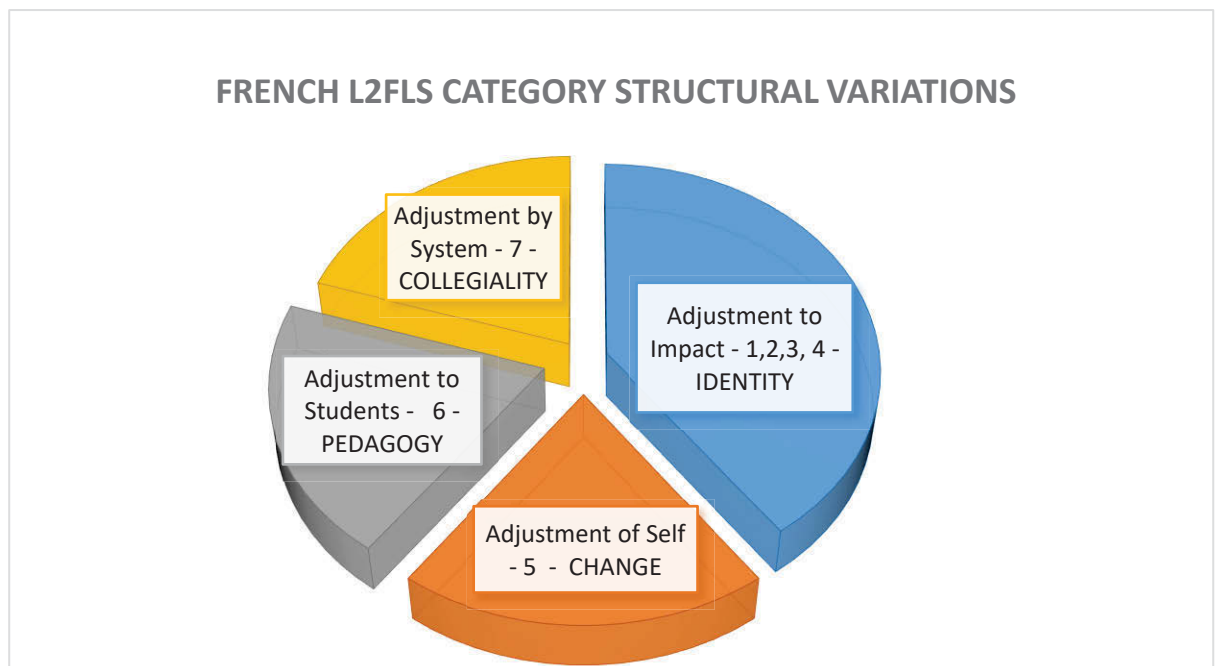
From the five French teacher transcripts seven categories were compiled, although there is less variation in the relationships between categories (see Figure 9.2). For instance, Categories 1 to 4 have very little variation in the general theme of focus. In contrast to the Asian teachers, there is not a concentration on self in the first few categories but rather a focus on impact and identity. Categories 1 to 4 are linked in terms of L2FLS teachers' experience of being 'outsiders', but in contrast to Categories 1 and 2 in the Asian category structural variations, the link is not due to a focus on self-change but a reaction which impacts and affects their identity.

In the French Category 1 there is a desire to make the experience work but there is an emotional distance and disengagement from purpose and accountability due to the strong negative reaction to the program. Professionalism prevails but there is little connection to the role. Category 2 has the same negative impact of Category 1 but adds the role of follower taking on less status; Category 3 builds on this by beginning to adapt a new identity, but it is still reacting to the impact of indifference to all aspects of L2FLS teacher knowledge; Category 4 has all the previous layers of Categories 1, 2, and 3 and adds aspects of disinterest due to disempowerment within the power structures. The

L2FLS teacher is severely affected by impact and identity via the experiencing of a need to be guarded and act shrewdly to survive and avoid losing employment. The interaction with the students is rewarding but the system and school culture is oppressive.

Category 5 focuses on enjoying experiencing change by focussing on self-change. All the previous categories have been experienced but here the focus is on self-change, no longer being disempowered but working on making the most of the experience, trying new experiences and learning new ways of teaching. Category 6 is linked to Category 5 but is more focused on pedagogy, accepting the system, trying new experiences and working to differentiate students and assist those with aptitude. Category 7 centres on collegiality. Here the experience of adapting builds resilience. Interviewees allude to being knowledgeable and confident to work with colleagues to alter the current situation.

Figure 9.2 French L2FLS Category Structural Variations



Range of variation in French L2FLS teachers in ways of experiencing adapting to bilingual teaching

9.6 Phenomenographical Analysis Conclusions

A key finding discussed here in relation to how L2FLS teachers adapt to bilingual teaching is that the Bilingual School Program Teacher group adapts very differently to the French Bilingual School Group. However, it is most important to note that many of the comments made by the French Bilingual group seem to be related to the fact that the phenomenon was not what they believed it should be in their environment. For the researcher, this was a dilemma when sorting and establishing the categories of description. Within a phenomenographical study however, the conceptions of teaching are based on the different levels of awareness of aspects of teaching and learning, as referred to by Akerlind (2003):

From a phenomenographic perspective, conceptions are not seen as stable entities within an individual, but as an internal relationship between the individual and the phenomenon, which may be constituted differently in different settings and times. For example, the understanding of teaching experienced by an academic in a first year setting may be different to that experienced by the same academic in a fourth year honours setting, or in small or large classes, or in a university context versus a home hobby context, etc. (Åkerlind 2003, p. 38)

Consequently, these same L2FLS teachers may experience adapting to bilingual teaching completely differently after working in the same environment for many years or working in a different environment. This phenomenographic analysis shows a 'snapshot' a few years after the beginning of the BSP school and government media promotion of bilingual education. All the teachers in this group were adapting to teaching in a different country using their first language but experiencing a different context from their pre-service training and studies, and their previous teaching experiences.

A noteworthy feature of this research approach is that it does not look at the goals or methods the teacher is using but rather seeks to understand the varying perceptions of the same phenomenon, in this case 'adapting to bilingual teaching in Australia'. There

are huge variations in the understanding of L2FLS teachers' experience of this phenomenon.

For the Asian bilingual teacher group, the variations ranged from:

- an individual focus to a focus on the field in which they are located and on a group, focus
- a sense of improving skills daily with an endpoint of gleaning from the experience of growth in a different culture to a focus on massively increasing workload with little acknowledgement or intrinsic reward for their effort
- a focus on the views of others as an indicator of capability or value of personal goals to a focus on loving the challenge, valuing their own opinions and having a desire to contribute, stand out, and risk discomfort by voicing opinions, challenging personal limits and contributing to the advancement of L2 language learning in Australia.

Within the French bilingual group however, the variations ranged from:

- a focus on the impact and the limiting scope of personal achievement or improvement within this setting to a focus on learning to work the system, accepting the limits but working on making small changes and small gains with individuals
- a focus on adapting the value system of the bureaucratic hierarchy in the setting to a conscious focus on changing the status quo, questioning accepted regulations and standards due to having attained knowledge and recognition externally
- a focus on assisting delivery of work prepared by others, helping others advance with their goals, their displays, and their activities to a focus on promoting 'self' and personal skills, taking initiative to write parts of the program, negotiating 'adult' pedagogy within the classroom and advancing L2 language pedagogy with lessons

- a focus on the lack of knowledge about being bilingual and translanguaging and feeling isolated or alienated to a focus on learning to work with others to increase the knowledge among monolinguals through workshops, celebrations, teambuilding and professional development
- a focus on only the immediate environment to a broader focus beyond the school on networks with other bilingual groups or organisations promoting education and contact with other L2FLS teachers working at other schools.

The findings highlight both the negative and the positive aspects of how overseas teachers are experiencing working in bilingual schools in NSW. The findings are unique because only L2FLS teachers new to their roles, and in most cases very new to working in Australia, were eligible as participants for the select group. For these L2FLS teachers, English was their second or third language and in most cases, as stated previously, they had more undergraduate and postgraduate university education than the Australian teachers with whom they worked. Many of these teachers had worked in multiple countries and some had specialised in L2 learning methods.

By mapping all the ways adapting to bilingual teaching is experienced, it is hoped that both new L2FLS and Australian teachers will gain insight into holistic ways of understanding the phenomenon of adapting. This should aid greater awareness of creating avenues for more enlightened and empowered approaches to managing the phenomenon in varying circumstances.

It is hoped that the flow-on effect on L2FLS teachers will lead to them feeling highly valued and having positive attitudes about the subject matter. Research regarding the importance of school and community support has indicated that the impact also has a positive flow-on to the students' enthusiasm and motivation to learn. In his work with Victorian schools, Michael Clyne found that, "this support not only assured the teacher that whatever occurred in the class was highly valued, but also increased the children's motivation to learn a [second language] as they had a more positive attitude towards the language and its culture" (Clyne 1995, p. 17).

Chapter 10 is the next and final chapter in this thesis. It compares and discusses the narrative and the phenomenographical analysis outcomes in light of the main and secondary research challenges: How do L2FLS teachers experience adapting to bilingual teaching? and How do Principals manage the challenges necessitated to run bilingual schools? These outcomes will be discussed in terms of the three core aspects emphasised throughout the dissertation: teacher-lived world changes; teacher bilingual-knowledge and pedagogy; and collegial partnerships with other L2 teachers and with classroom teachers and supervisors.

Chapter 10 will conclude with recommendations on behalf of the stakeholders and suggestions for further research aligned with the findings.

Chapter 10: DISCUSSION and CONCLUSION

10.1 Introduction

The primary aim of this study is to document the perceptions of language 2 first language speaker (L2FLS) teachers regarding how they experienced adapting to bilingual teaching within the first four years of their employment as L2 teachers in NSW bilingual primary schools. Their perceptions were obtained in two separate data collection instances in two consecutive school years. The secondary aim of the research was to record the perceptions of Principals regarding how they managed the challenges necessitated in running the bilingual schools. A dual methodology approach was employed: narrative inquiry and modified phenomenography, with the core aspects of lived-world change, pedagogy and collegiality as the key points of discussion.

Chapter 1 introduces the study and the preliminary bilingual school pilot study conducted in 2008. Chapter 2 reviews the field of research, outlining the macro to the micro state of L2 trends, L2 acquisition programs in NSW, and L2 teacher statistics, and examining the terms of reference used in this field and the latest methodology debates. Chapter 3 discusses the methodology used for this study, the unexpected inclusion of an unrelated research team in the field, and the resultant decisions that were necessitated changing the research methodology. Chapter 3 also describes Phases 1 and 2 of the study design details – the stakeholders, research sites, participant recruitment, the ethical considerations, and the data generation and analysis.

The value of using narrative inquiry and details of the narrative sketch are reviewed in Chapter 4, which is followed in Chapters 5 to 8 by four narrative renditions, written in chronological theme format via the experiences of L2 teachers and principals. These renditions focus on understanding the characteristics of school governance, State directives, funding, the L2FLS methodology background, the bilingual pedagogy adopted, coherence and support of L2FLS teachers, the L2 supervision framework, L2FLS professional development and the impact of school cultural factors on L2FLS teachers' identity, well-being and attitude.

The discussion of the experience of the L2FLS teachers is segregated into two distinct groups of learners in Chapter 9, per the bilingual program operating at their locations. Chapter 9 presents a stark insight into the type of variations in the categories of description structure and their links to each other. The two types of programs and school practices elicit two sets of very different results in perspectives of adapting to bilingual teaching, and these categories are discussed in terms of degree of focus and significance in the aspects of lived-world change, pedagogy and collegiality within the learning curves of the two groups.

This final chapter summarises the outcomes of the research and focuses on the key points within the findings and their implications from the points of view of the focus group (the L2FLS teachers) and the secondary focus group (the Principals of the Bilingual Schools). Section 10.2 deals with L2FLS teachers' experiences in terms of the three distinct core aspects. It produces new knowledge in terms of the variation of experience of L2FLS teachers in NSW, and the factors that most contribute to positive outcomes for them and the schools which employ them. From the perspective of the L2FLS teachers, this study sheds light on the necessity to change policy about L2FLS teacher utilisation, accreditation and status. Additionally, mandatory regular monitoring of bilingual school L2FLS teachers and programs is essential in terms of the health and well-being of the L2FLS teachers who provide additive benefits to their schools, especially in schools which devise their own programs or hire non-DoE employees. This research uncovered some excessive stress levels among L2FLS teachers that were a direct result of teaching conditions and expectations. These teachers were under temporary or casual contracts, and in more than one situation they did not receive their relief entitlements. They feared the threat of unemployment if they contested inequalities, programming or other working conditions.

Section 10.2 also discusses L2FLS teachers' experiences as outlined by the research challenge and sub-questions in Chapter 1, Section 1.4. The analyses and discussions of these three areas does overlap as these areas are demonstrably interconnected.

As detailed in Chapter 1, the significance of this study is that it makes a strong case for the value of using L2FLS teachers in NSW schools and it is therefore important to investigate how they adapt to the NSW primary school system, and what main factors positively and negatively affect their experiences. The recording of the perceptions of Principals was done to contextualise the educational environment in which the L2FLS teachers work and to also document the issues encountered when beginning the journey of converting a regular primary school into a bilingual primary school. Each environment is of course unique and has different challenges, and it can be taken as understood that the sociocultural aspect of each environment affects its teachers, their perceptions and their work. The benefit of research in this area is highlighted by Johnson:

Teachers' ways of knowing that lead to praxis can enrich L2 teacher education precisely because they are generated in and emerge out of teachers' lived experiences, they highlight the interconnectedness of how teachers think about their work, they are deeply connected to the problems of practice... (Johnson 2006, p. 242)

Furthermore, although the adjustment strategies discussed are unique to the schools and their communities, some generic implications specific to the L2FLS teacher core group are discussed, in addition to the broad staffing and system challenges faced by the Principals as their schools become bilingual primary schools. Indeed, most school leadership teams with L2FLS staff members and bilingual school staff will find that the narratives documented here reveal new insights into the operational dynamics of bilingual schools that will certainly be useful for all those who plan to embark on similar journeys in the future. In regard to Principals connecting to and harnessing teachers' ways of knowing, (Blase & Blase 2001, pp. 41-2)

Successful shared governance principals realise that increasing teacher access to decision making is essential to empowering teachers and that cooperative decision making is the foundation of shared governance. Shared governance, however, does not happen because an open-minded principal

decides to involve people in those decisions affecting them; it happens when a school is carefully and systematically structured to encourage authentic collaboration (Blase & Blase 2001, pp. 41-2).

It is important to reiterate that this research addresses a significant and valuable area: no other study has explored how overseas teachers manage when they first commence their roles as L2FLS teachers in Australian bilingual primary schools, and no previous research has examined this group of teachers working in the NSW education system in the manner discussed throughout this thesis. The scope of this thesis specifically addresses the sociocultural environment of L2FLS teachers and their reactions to their lived-worlds within those environments, rather than being case studies of all BSP schools, as is the case of Harbon and Fielding (2014). A comparison of reactions is made in this thesis between teachers operating under different leadership styles and using different programs. The implications are targeted at assisting L2FLS teachers in all schools, be they bilingual or not, and recommendations are made on providing appropriate training and school-based professional development for all initiatives using L2FLS teachers, as well as providing additional consultations, BOSTEC curriculum support, ICT training, managed networks and providing time for L2FLS staff to visit other schools and view teachers employed to perform similar roles (particularly when they are the only L2 teacher at the school).

As L2FLS teachers are a cost-effective resource to counter the government expense of training language teachers, and given the overall shortage of qualified L2 teachers, this study fills a research need previously not acknowledged, nor investigated, despite appropriately trained, first language speakers of L2 targeted languages being in high demand. Other researchers such as Scrimgeour (2010) have acknowledged the potential of training postgraduate students from overseas as L2 teachers due to the shortage of qualified teachers of Chinese; and the advantage of fast-tracking these students to meet the current demand. It seems feasible that this targeting process could equally apply to Japanese, Korean, Indonesian and other languages in high demand (Cruickshank & Tsung 2011; Liddicoat et al. 2007; Lo Bianco, Liddicoat & Scarino 2010; Orton 2010; Sturak & Naughten 2010). Two to three year visas for these L2FLS teachers or an exchange

program could produce a two-way benefit for Australia's international, economic partners. However, targeted training would need to make knowledge of everyday practices in Australian schools, and an understanding of the syllabus and pedagogical practices, to be explicit along with class management strategies as noted by Watkins & Noble (2013b) and Santoro, Reid & Kamler (2001). In addition, as was stated quite freely by some L2SLS teachers involved in this research, and has been noted by an L2 teacher researcher (Kubanyiova 2009, 2012), many young L2 teachers in primary schools view teaching L2 as only a short-term career option because the consequent limitations of experience as regular classroom teachers hinders their possibilities for accreditation and promotion.

It is also important to reiterate that NSW is trailing other Australian States in the field of bilingual education in primary schools. In NSW government, primary school bilingual education is a very new concept, operating in only six schools, with only four of these running government-funded programs since beginning in 2010. However, as discussed in Chapter 2, L2FLS teachers are also employed as community languages teachers and LOTE teachers but only if they become accredited by the NSW DoE after examination of their first language.

10.2 The L2FLS Teacher Experience

As already stated, the focus within this thesis has been on the variation among L2FLS teachers' perspectives on their experience in NSW government bilingual primary schools, in the sociocultural contexts in which teachers' work shapes their practice (Johnson 2006). The research aim is broad and relies on the interviews conducted as the prime source of information: this prime source was limited by the degree of contribution made within those interviews, the skills of the sole interviewer, and the quality and range of the questions. To fully encapsulate the L2FLS teachers' experiences regarding the core aspects of lived-world change, pedagogy and collegiality, it is highly recommended that further in-depth research focus on the areas that this research and its relatively surface analyses explored, namely, the bilingual/bicultural partnerships; the impact of school leadership; and L2FLS teachers' perceptions of their contribution

and commitment to the bilingual programs operating in their schools, and of student progress, program efficacy and methodology.

The three core aspects focussing on lived-world change, pedagogy and collegiality will now be considered in relation to the two groups of L2FLS teachers – the BSP L2FLS and the L2FLS teachers working with a Principal-derived program. Some aspects are similar for both groups. The following discussion centres on the combined conclusions drawn from the narrative chapters, Chapters 5 to 8, and the phenomenography chapter, Chapter 9. Though both negative and positive features within each focus aspect are discussed, the emphasis is on those aspects which call for further research or investigation and lead to clear, practicable recommendations.

Teachers Lived World Change

The perspective of lived-world change adopted in this thesis is that teachers change constantly and are affected by all their everyday interactions in their roles. In the case of L2FLS teachers who have taken up a special role which runs contrary to their previous roles as classroom teachers or as L2 teachers within LOTE or other programs, change is more than simply the day-to-day changes due to interactions and activities; it is in response to the pressures and experiences involved in undertaking a completely new role with its new requirements. For some it was a steep learning curve from their previous overseas classroom teaching, and for others their professional lives were exposed to continuous major adjustments relating to taking up residency in Australia and beginning work in one of its public-school systems. These changes also deal specifically with the adjustments to performing their new roles at the bilingual schools and the multiple adjustments to the expectations of self, school structure, bilingual class L1 teachers' requirements, the bilingual program demands, the parents' attitudes, and accountabilities to the school community. Not all these aspects were discussed by every teacher in the research, but the common thematic threads affecting change in the two groups is addressed.

Asian L2FLS Lived-World Change

For the Asian L2FLS teachers at the BSP schools who were new to bilingual teaching but had experienced teaching in regular schools prior to the bilingual primary school, the main challenges in their lived-world were 'fitting-in' with their new school and the bilingual classroom, and working with teachers who knew very little about languages and L2 acquisition. This was a process of alignment (or re-alignment). The bilingual class L1 teachers and L2FLS teachers were both new to the CLIL approach, and many of them stated they had not received adequate training in how it should work. Change for the L2FLS teachers involved teaching in a different way and sharing subjects/topics with the L1 teachers. This aspect is also discussed in more detail in the discussion dealing with Bilingual Pedagogy.

Despite the initial L2FLS teachers' enthusiasm about taking on their new roles, the changes they experienced meant working very differently, and from their perspective they had expectations of greater role preparation and support prior to commencing because the program was a new State initiative. Disempowerment had not been anticipated, but it was experienced by four of the six teachers in the Asian BSP group. In their previous teaching roles, these L2FLS teachers were in control of the direction of their programs but now they were dependent on the classroom teacher for direction and for negotiation. Added to this feeling of disempowerment came the anxiety and pressure associated with the need to make their very complex programs effective in multiple classrooms, but with no classroom space that was their own. One school did provide a classroom space in Phase 2 (2013) for L2FLS teachers to display work and use with some of the classes. However, this space had to be shared with all the other L2 teachers involved with the bilingual classes.

From an L2FLS teacher perspective, the methodology was not only unfamiliar but it was also unclear and poorly defined; it did not outline a specific KLA direction for schools to follow. The L2FLS lived-world experience was therefore one of initial confusion, with double the workload of regular teaching or other language classes where the focus is on L2 only. Without extra release time, L2FLS teachers found themselves needing to devise

and manage a new L2 program that was integrated with the new curriculum content. Further, the fact that the KLA was variable from year to year and from grade to grade became a point of contention when no supervisor competent in L2 could guide either the group or the required program organisation in the direction required. The teachers spoke of wanting an executive who knew about language learning to lead them, even if that executive was not knowledgeable about the specific L2 they were teaching.

L1 teachers had priority in choosing subject matter on behalf of L2, although in some partnerships there was negotiation. Whilst monolingual teachers taught using school-devised scope and sequences based on National Curriculum guidelines, no such program guidelines or scope and sequences existed for the bilingual primary school programs. The existing primary level L2 program guidelines were written for programs which entailed one hour per week of language and culture and so were not viable for bilingual programs scheduled for five hours per week. Some L2FLS teachers felt underprepared, undertrained and overwhelmed by the complexity of the task and their own expectations of preparing motivational lessons and resource materials. This aligns with Johnson's argument that L2 teachers:

are frustrated by being positioned as managers of curricula rather than as facilitators of the L2 learning process, and increasingly feel professionally disempowered within the contexts in which they work (Johnson 2006, p. 248).

The dichotomy here is that the L2FLS teachers in this study expressed having high standards and expectations of themselves as L2 teachers. They wanted to be competent, successful teachers in their new roles, but the reality facing them was an excessively high workload combined with the perception that other staff at their respective schools had low expectations of them and the program. This was the case for five of the six teachers interviewed; the other teacher experienced exceedingly high expectations due to the comprehensive languages approach endorsed by all staff. Her lived-world change was characterised, by health-damaging, work-related stress. In this regard a caveat needs to be stated: all L2FLS teachers experienced the support and backing of their

Principals, and even the teacher suffering stress felt immense gratitude to her Principal for being given the opportunity to work at the school and teach her first language, of which she was very proud.

I love to be here right now. I can't think about School's bilingual program without Principal 2. He's the one who actually supports the best and the most, and is always there to listen to us. [L2FLS]

The lived-world change was easier to navigate in the first year of all the programs as initially two-days of training occurred, contact with the other L2 teachers at the other BSP schools was scheduled twice, and L2FLS teachers had L2FLS assistants with a 2.5hour time allocation. The State government had promised to provide L2FLS assistants, but only funded them in the first year of the project. This resulted in each class having only five hours of L2 per week to cover a CLIL program, despite the State promising a minimum of 7.5 hours per week for adequate L2 acquisition, as was provided by other States using CLIL. The onus was on each school to provide funding for the extra 2.5hours but schools found this too difficult to timetable and fund.

In two of the three BSP schools in this study, most of the teaching staff were monolingual with no languages experience, so the selected bilingual classes all had monolingual teachers paired with the bilingual L2FLS teachers. Though well-meaning, the monolingual staff were limited in their ability to help L2FLS teachers with their sessions or preparation; they lacked the necessary understanding of how L2 is learned and taught and what it involves. Many L2FLS teachers spoke of working many hours every night, just to keep up with preparation of the weekly lessons content and making lesson support resources.

The flipside of this heavy workload was that some L2FLS teachers experienced being an 'extra' load for class teachers. The crowded curriculum issues meant that classroom teachers were possessive and protective of their time, and for them L2 sessions meant loss of time. The L2FLS teachers spoke of being like 'visitors' rather than partners. They were welcomed but frequently felt other staff subconsciously developed angst about losing L1 class time. This was the case when monolingual teachers retaught the same

subject matter taught in L2 in English. A lack of understanding and trust in the CLIL pedagogy existed among regular class teachers.

Some monolingual staff did not have a clear understanding of bilingual education, and this lack of knowledge was accompanied by feelings of passive apathy rather than supportive enthusiasm. Four of the six Asian L2FLS teachers elicited comments that they felt the requirements of them were very high but the monolingual teachers' expectations of the program were very low. With the L1 teachers who retaught the subject matter in English, there was a perception that the concept was not known unless it could be equally explained in two languages. A balanced bilingualism was expected. The students were treated as if they needed to become 'two monolinguals' within themselves rather than one person with access to two languages. This is known to be a common misconception by monolinguals (Baker 2011; García 2009), and Naplan testing and other such English-centred testing measures reinforce it among L1 teachers (Harris et al. 2013).

For all the teachers, the positive side of this change was the feeling of learning new ways of teaching and thoroughly enjoying the students. Even those who felt dismayed by the volume of work talked about the immense satisfaction they felt teaching students L2, their own first language. Two teachers who had mentioned the high stress levels stated:

Yes, I feel valued. That's what I'm doing here. Working with the children and you can really experience how much they can learn at the end. Just every day they always give me a good positive surprise. (Asian L2FLS)

... the response from the kids [gives the most joy]. It's always that. That's the moment I think, I can't leave this job ... It doesn't matter the age ... they respond in their own way that's really enjoyable. (Asian L2FLS)

French L2FLS Lived-World Change

The French-English bilingual school had been operating with a bilingual program for over 13 years, and had a continuous turnover of French-speaking L2FLS teachers from overseas. Very few teachers stayed at the school longer than five years due to work visa

regulations but some L2FLS teachers ended up applying for residency visas sponsored by the organisation which hired them to teach. All five teachers interviewed in this research had been in Australia less than four years and were new to the bilingual teaching required at their new schools. Four of them had been at the school less than 18 months. Three of the five had obtained their DoE registration and therefore had some limited experience teaching in other Australian schools. Like the Asian BSP teachers, the main challenge for these teachers was also 'fitting-in' in their new schools and sharing teaching time in the bilingual classrooms. These L2FLS teachers each worked with two monolingual classroom teachers, who knew little about languages and L2 acquisition.

The French L2FLS teacher training only consisted of being handed a school booklet to read and a 30-minute video of a lesson. The regular classroom teachers did not receive any training at the time of this research other than being alerted to read the same school booklet about the framework of the program. Most of the L2FLS teachers felt very uncomfortable about the lack of information they received when they began teaching. They all spoke of needing more role-preparation training before starting, such as working with another L2FLS teacher for the first few weeks and having job transition days or handover time. They were given no program register details in handover regarding L2. These are some of the same issues discussed by Chimbutane (2011) regarding factors which are necessary for successful outcomes when schools are initiating bilingual programs: adequate training in bilingual pedagogical praxis and time invested in L2 teachers before they are exposed to the classroom situation.

All teachers were very enthusiastic about working in a bilingual school, but most expressed that their concept of the framework of a bilingual school was completely different from the roles they encountered. The L2FLS teachers found the bilingual teacher role, their lived-world, confusing and frustrating because L2 was spoken with L2 students but not taught systematically. They found that the program as designed was not meant to teach L2 to second language learners but to teach in L2. In terms of teacher agency L2FLS teachers' knowledge and spontaneous use of translanguaging skills were devalued and negated within this system of operation as well as any explicit L2 teaching and their need for professional preparedness prior to student learning and teaching

sessions. The framework was lacking and can, in this instance, be likened to Bourdieu's idea of fields which Collins (2008 p365) writes are "arenas in which struggles to define what is most important ... by defining what is most valuable" are ignored, in this case L2FLS professional judgement and engagement supporting student L2 acquisition.

Affecting the L2FLS lived-world was "who and what controls and defines the field in question" (May 2014 p20). Disempowerment was experienced by four of the five L2FLS teachers, who stated they did not feel equal to their classroom teacher counterparts, nor were the conditions or classroom authority equal. L2FLS teachers experienced classroom teachers taking ownership of classes rather than working as a team-teaching partnership. This often resulted in students not placing importance on L2 acquisition. These findings are contrary to Harbon and Wiltshire (2010) who reported completely harmonious, fluid relationships between L2 teachers and monolingual staff working in partnership in bilingual classes.

For some L2FLS teachers their lived-world was likened to relegating their teacher credentials and playing the role of an assistant in the classroom, thereby accepting a lower status than the classroom teacher. While they spoke of the classroom teachers being helpful, degrees of misunderstandings and communication issues surfaced with teaching partners and lack of time for clarification. For L2FLS teachers who had not completed the DoE conversion courses and registration process, understanding the syllabus construct took many months. Working with themes that encompassed all subjects was not something they had encountered before. The L2FLS teachers not DoE employed did not have access to the DoE website or DoE curriculum support sites and were not directed to the Board of Studies website. No training schedules existed to review DoE L2 resources. Like the BSP teachers, a great deal of time was spent making suitable L2 resources. Sortoro et al (2001) found explicit training for overseas teachers is necessary prior to their exposure to Australian schools.

... so, I was very lost. I remember the first day when I arrived ... I was lost because I was receiving a lot of program sheets ... I don't know if it's stage

two or if it's stage three ... it's very hard to brief you about organisation and how to organise a program, most of all when you're new ... (L2FLS teacher)

The lived-world change was adapting to a wholly different way of teaching and organising work. The Australian culture and schooling was very different from what the teachers were accustomed to, the work ethic more relaxed and the communication style indirect. One teacher stated it took her a year to understand the pros and cons of the system, but at first it was difficult to know what to expect and feel comfortable about the accepted standard of students' work. Asking whether something was correct or appropriate was useless because the Australian culture is not one where such things are spoken of directly. The L2FLS teachers wanted to discuss all matters openly and directly but found it took them a long time to understand the Australian culturally-specific, communication style, which they perceived to be a culture where one frequently finds out preferences and information indirectly or through a third person.

The BSP L2FLS teachers, like the French L2FLS teachers thought the teaching methodology was not clear, defined or demonstrated dynamically. Some L2FLS teachers negotiated to write part of the program with the classroom teacher, rather than simply following the classroom teacher's choice of KLA. However, by the second year of the research all the French L2FLS teachers were required to write two programs – one in French and one in English to accommodate the monolingual classroom teachers knowing which aspects of the program the L2FLS teachers were teaching in L2.

Some L2FLS teachers increased their workload further by writing a language program for the school – a scope and sequence for learning the FLL and the SLL– because they were frustrated that there was no framework. As explained in Chapter 8, this only occurred when the school attained a new Principal. Others, depending on their co-teaching circumstances, were frustrated by the methodology for the second language learners and the huge amount of L2 differentiation required for L2 within one classroom. Their perspective was that the school was not a 'real' bilingual school because time was not allocated equally to both languages, and not all the teachers were bilingual. Additionally, the pressure from the community was difficult to handle, as it had the

belief that first language learners at the school would be kept up to the level of same grade students in French speaking countries. As one L2FLS teacher stated, the students in the intense one-hour sessions try but they cannot compete with students who have French all day, and to state otherwise would be to perpetuate a misconception. The L2FLS teachers found themselves in awkward positions because they could not state openly what they thought about the program or make recommendations for changing it. In the first year of the research there was much anxiety due to the stipulations and conditions placed on their employment by Principal 4. The L2FLS teachers were in precarious positions due to their contracts and were directly told to reinforce the views of the Principal, their employer.

Four of the five L2FLS teachers initially had negative, reactive experiences, and three of the five no longer worked at the school by the end of the research. However, all the teachers spoke about the positive changes in their lived-worlds when new leadership came to the school and there were feelings of shared governance and of the L2FLS teacher voices being registered and acknowledged. The L2FLS teachers felt a new surge of energy and stated that all the teachers felt the positive change. Professional development was occurring for all teachers, with special sessions related to curriculum and bilingual teaching. One teacher commented that overnight they had become important and valued within the school decision making process. From the perspective of the L2FLS teachers, the changes they experienced in their lived-worlds over the two consecutive years of the research were polar opposite.

Bilingual Pedagogy

All the bilingual programs were exposing students to some degree of bilingual knowledge and pedagogy but it is difficult to relate the teachers' experiences of pedagogy to a specific L2 methodology because none of them in either the BSP schools or the French bilingual school were clear, other than in broad terms, about which approach they were using. They could state they were teaching L2 via an area or areas of the Australian Curriculum. The BSP L2FLS teachers articulated that they were teaching the L2 grammar, syntax and writing through the KLA topics. The French L2FLS teachers stated they were using the L2 to discuss topics with SLL, but only FLL students were

taught sounds, grammar, syntax and general writing skills in special one-hour group sessions.

Culturally, reflecting on their teaching backgrounds, the Asian and European L2FLS teachers all came with certain conceptual knowledge developed in their years of education in their countries of origin even before becoming teachers. Conceptual change is expanded when new understandings are processed, this generative change then slowly changes or reconstructs a person's belief system (Kubanyiova 2012). The challenge of this research was to gauge whether teachers were aware of the methodology they were using, and could describe what they thought about it. Some teachers' beliefs and attitudes about teaching L2 did become clear in the interview discussions but the main aim was to gauge attitudes about methodology used at the school rather than all the details about personal beliefs and pedagogy used in class lessons.

The teachers in the research study come from a variety of ethnic backgrounds and education systems, and have experienced various language acquisition programs, L2 training programs and methodological approaches. Some of the teachers have recently attained postgraduate qualifications in second languages which included methodology course work. Others have acquired bilingual teacher positions without having any training in teaching and learning second languages. The resultant variations in perspective suggest strongly there is a need for teachers employed in bilingual primary schools to be given explicit background knowledge about second language acquisition methodology with study support, as in School 2. Many teachers in School 2 had completed an Asian Studies postgraduate qualification as a group and some bilingual teachers were completing methodology postgraduate coursework for Korean via university online modules and holiday block sessions. These courses included current research and networking with other L2 teachers. Professional development via accredited online coursework modules with study leave allowances attached would assist all the bilingual school teachers. Bilingual schools would benefit by having regular staff development in L2 methodology for all staff not just L2 teachers. These

recommendations accord with Watkins and Noble (2013) for multicultural education teachers.

The interviews revealed that the teachers' 'language learning' beliefs and pedagogy varied not just between schools but also among the L2FLS teachers within the same L2 group. Despite the initial BSP two-day training session offered by DoE State office and the overarching bilingual education model outlined to the French L2FLS teachers at the beginning of employment, only three BSP teachers seemed to be familiar with specific bilingual pedagogy; two of these had postgraduate qualifications in linguistics, and the third was involved in research related to bilingualism. The process of training failed to establish a firm foundation in current, general bilingual methodology praxis, which may have assisted in laying the foundation needed for an LTCC framework to be implemented with meaningful ongoing professional development and networking. The L2FLS teachers in both groups spoke of having no regular ongoing layered implementation training in bilingual method. However, in the light of current research of how L2 teachers learn and the specific findings of Kubanyiova's study, an L2 training program in isolation from other necessarily determinants does not guarantee an adaptation of methodology and actual classroom practices (Borg 2006; Kubanyiova 2012). For teacher-attitudinal change to occur about a methodology or a way of teaching, teachers must be exposed to the content of an educational reform:

Teachers must systematically scrutinise the content of an educational reform in order for conceptual change to take place ... [and] teacher education input is not restricted to educational reforms ... a host of other teacher education input variables [need scrutiny by teachers] including the input source (i.e. teacher educator and his/her attractiveness, credibility and expertise), the tasks and peers. (Kubanyiova 2012, p. 55)

There was no systematic, ongoing training of the bilingual teachers so analysis of possible variables cannot be undertaken. The focus of this study was teacher perspectives regarding their 'holist' experience rather than a focus of the initial training and how they were teaching. However, from the existing research when a limited

amount of training occurs with no ongoing program or networking to ensure support of new methodology, it is very unlikely that teachers will make a conceptual change and teach in a new, transformative manner using the new approach as intended. Based on teacher responses and perspectives in this research, it seems that limited training was given to the BSP L2FLS teachers, and negligible training in methodology given to the French L2FLS teachers.

The data shows that L2FLS teachers, when asked how they felt about the methodology they were required to use, responded in ways that resonated with their confusion. No one was certain whether what they were doing was correct and there were no executives who could supervise or guide them, as these were all monolinguals. All the answers from both the BSP groups and the French group pointed to how lack of training was common, and teachers wanted more training in 'how' to teach L2 in the manner requested. That none of the Asian L2FLS teachers could articulate they were using the partial immersion model called CLIL shows the impact of the small amount of training they had received from State Office before implementing the model. Teachers could discuss the process of using a topic assigned in negotiation with the classroom teacher and teaching this topic in the L2, but how they felt about undergoing this process was revealed through their statements about its difficulty and the massive workload needed to incorporate language teaching when no scope and sequence had been developed for the bilingual primary schools.

The BSP teachers were unsure of how to integrate both language and content at the level of the students' grades. The BSP L2FLS teachers said that students needed to have basic vocabulary and that it was impossible to teach higher thinking concepts at primary grade levels when students only possessed a limited vocabulary and language syntax knowledge so were not able to discuss concepts in L2. This is similar to third graders reading year 6 novels; they may know the words but do not have the deep grasp of language to comprehend the meaning.

Alternately, the French L2FLS group were completely unconvinced about the methodology proposed for the SLL students. The French L2FLS teachers felt that

auditory skills alone were not enough, and that among other matters the sounds and grammar of the language needed explicit teaching just like they are taught in L1 (English).

If adapting school curriculum and constructing L2 language integration is complex enough for experts, it is even more so for teachers who have not had experience in these areas. Usually there is a need for a language teacher to be an expert in both curriculum content and in the language skills needed, but most of the L2FLS teachers were new to Australian ways of teaching and to the National Curriculum, which was then being implemented. L2FLS teachers in both groups were particularly overwhelmed by tasks that were accompanied by extensive face-to-face time. Only one school, School 2, catered for the immense workload of programming CLIL topics by releasing their prime L2FLS teacher, giving her only 13 hours of face-to-face time and a minimum of 10 hours RFF for program development on behalf of the team of L2FLS. All teachers at this school have nearly twice the release time than the standard award of two hours for a NSW primary teacher, which means they have only 20 hours of teaching time per week. This is done so that teachers can have more collegial interactions and personal program planning time. This school had developed its languages program for many years prior to the BSP, however, and the Principal had travelled extensively overseas to view successful language programs and high performing schools, and therefore had the edge on how to manage a successful L2 program.

The other important aspect of bilingual pedagogy relates to the subjects that are chosen to teach in L2 within a bilingual primary school and whether these subjects change in every grade level or remain consistent across the school for layered implementation of vocabulary and concepts. The L2FLS teachers spoke about the importance of basic vocabulary, and the difficulties and controversy among L1 and L2 staff about which areas are taught in L2. Some French L2FLS teachers felt that some subjects such as maths, sports and art would be easier for teachers and students to manage in L2 because they are accompanied by direct action, and are less complex and more relevant. As Scott's discussion indicates, in terms of the variation of language learning in different subjects undertaken in baccalaureate and international schools:

The internal organisation of school subjects taught in the second language is variable. In some subjects, knowledge is hierarchically ordered such that learning needs to be approached in particular sequence. In other subjects learning, may not be dependent upon prior knowledge or experience so that content may be approached in a variety of different sequences. Selection, sequencing and pacing of curriculum contents are indications of strong framing. Individual teachers may operate with considerable autonomy and have divergent ways of addressing particular subjects in terms of selection of content, order, pacing and assessment. A move toward common pedagogy and a move to a common system of evaluation is necessary (Jules, Silova & Hobson 2014, p. 67).

Some L2FLS teachers in the BSP schools and the French bilingual school used CLIL with the Science syllabus and the old Human Society and Its Environment (HSIE) syllabus. This was problematic for those teaching the younger students and for several teachers in the higher levels. Those teaching the younger students protested stating it is irrelevant for young students to know how to say labels in science or for professions in HSIE (such as butcher, baker etc.) if they could not construct simple statements about themselves in L2 and know how to ask simple questions. L2FLS perspective was that these young Kindergarten or Year 1 students needed to have language within the social context of the classroom and understand basic teacher L2 instructions before knowing vocabulary in science or HSIE. L2FLS teachers also felt they needed to know basic verbs and how to structure a sentence orally using the verb **to be** and **to have** in L2.

And those L2FLS teachers dealing with older students using KLA's had complaints that they couldn't follow the Australian program in L2 as they were told because the student L2 had not accelerated at the same speed as the L1 due to the literal amount of time students spent learning L1 in comparison to only 5 hours of L2 per week. Teachers stated that primary students' ability to grasp concepts could not be compared to high school students who studied the same subject in L2 for many years. The students in the bilingual classes did not have consistency of the same subject area in L2 every year and were working with teachers who were generalists rather than subject experts and who

were new to the syllabi. These L2FLS teachers understood differentiation due to student ability and therefore modified the KLA content and complexity to adjust to student skill level.

In one BSP school all subjects except literacy and maths were negotiated for L2 after conferring the level of difficulty of content with class teachers. In School 4, French for first language learners was also adopted for subjects per the timetabling of subjects i.e. when the class teacher spent 0.5 of each day in the classroom. The French program was evolving and changing every year and, in the intense French sessions, the L2FLS teachers tried to stay on topic with the English KLA schedule i.e. if adjectives were treated in English writing the French teachers would work on them in French writing.

The issues L2FLS teachers faced regarding bilingual pedagogy and the CLIL methodology varied from school to school depending on the complexity of the L2 and the experience of the teacher, but all L2FLS teachers emphasised that student motivation and participation was their prime goal. Both groups of L2FLS teachers shared the perspective that schooling i.e. students' work attitudes, standards and work outcomes are more relaxed in their respective bilingual primary schools than they had been accustomed to overseas. Expressions such as 'it is easier here' were stated when L2FLS teachers discussed the broad school system. One Asian L2FLS teacher (cited in Chapter 6) summed it up by stating:

Australia as a culture is quite different ... an Australian parent would say to their child, when they go to school, "Have fun at school today." An [Asian] parent wouldn't say that, they'd say, "Study hard!"

Collegiality

Group membership is a vital aspect of what shapes and motivates individuals (Johnson & Johnson 1991). School membership is a good example of a relationship between group membership and individual teachers. When the L2FLS teachers became the newcomers at their respective bilingual schools they joined a community of teachers with shared practices, "ways of doing things, ways of talking, beliefs, values, and power relation (Eckert & McConnell-Ginet 1992, p. 464). The L2FLS teachers had to learn to participate

in those shared practices and processes. This learning is intertwined with community participation and belonging. As Wenger suggests, it is not just about acquiring new skills and information (Wenger 1998). The new L2FLS teachers had to learn the frameworks, organisational procedures and praxis of the schools and teachers with whom they worked, and the schools needed effective processes for inducting new staff members. Ideally both conditions should exist and be given a set amount of time to achieve before evaluating their effectiveness. The L2FLS teachers with a common first language may be grouped together because they speak this language, but this would be like saying a group of English-speaking teachers necessarily share the same educational philosophies and teaching pedagogy. In other words, in their strategies to collaborate and develop collegiality, there were variations within each school group and its members. This research highlights perspectives and core themes shown by the data to be worthy of noting and improving where possible.

The points made here regarding collegiality are linked to the findings in the pilot study conducted in 2008 at the French-English bilingual school. This bilingual school had been pioneering a unique bilingual program with a constant turnover of L2FLS teachers, and the pilot study aimed to determine whether the teachers felt they needed a structured school induction procedure. These L2FLS teachers were not only new to the school, but new to the culture, new to the country, and new to the NSW state school system. The school had been using L2FLS teachers for nearly a decade, but from the perspective of these teachers there was no effective induction process for new L2FLS teachers. Such a process seemed to the teachers to be a basic necessity, but its development had been overlooked by the leadership team due to other priorities. The consequential work-related stress among the staff seemed to be viewed as simply an occupational hazard related to all new teachers, something that would pass with time and therefore did not require attention.

In a similar manner to Watkins & Noble (2013) site-specific research undertaken in 14 schools in NSW, the pilot study at the French bilingual school was the basis for an analysis of collegiality and other factors in several schools using L2FLS teachers. It explored the views of both the L2FLS teachers and the classroom teachers about team-

teaching and collegial relationships. It also sought to determine teachers' training needs and in a way, that could be used to advocate and improve cross-cultural understanding of collegial partnerships among staff within the bilingual program school framework.

Teacher change is often brought about when there is an open partnership and collaboration between researchers and teachers. The team work developed for the purpose of analyzing and improving praxis has been shown to be an important component in bringing about teacher change (Krajcik et al. 1994, p. 490).

Collegiality with L1 teachers

Within both the BSP and the French bilingual schools studied, relationships between classroom teachers and the L2FLS teachers were like all teaching teams; some worked very well and others not so well. Unfortunately, many perceived they were like a visitor to the class rather than the other class teacher, and that the class was *owned* by the L1 teacher. Other teachers stated it was hard to team-teach with the L1 teachers because they did not understand L2.

Collegiality with other L2FLS teachers

Relationships with fellow L2FLS worked in that they were all trying to achieve the same aims – L2 acquisition. But in both types of schools there were issues about how the program was compiled. Some of BSP L2FLS teachers complained about a lack of direct team leadership. This same point was noted by the BSP Principals who stated the L2 teams should have L2 executive leaders to co-ordinate the L2 scope and sequence of the bilingual program, make corresponding decisions regarding the KLA content aspect of programs and speaking on behalf of the L2FLS teachers within the leadership team. Two schools did have an AP with L2 expertise assisting the leader of the team, the Principal.

Various models of team leadership were trialled by the BSP schools. School 2 established some very systematic processes of L2FLS co-ordination and training. The Principal, as the team leader, met once a week with the bilingual team and was training an AP to take over this responsibility when he retired. As described in Chapter 6, this Principal had many years of experience running L2 programs, the whole school was involved in

learning an L2 (usually the students' L1 or background language) and it was managing 10 languages programs, including the BSP. The additional advantage seen at this school was that most teachers were either L2FLS or L2SLL and therefore understood the complexities and advantages of L2 acquisition.

Given the same circumstances, the other two BSP Principals would have been on par in this aspect, but they were operating in completely different staff environments and were new to their schools and to bilingual education. From the points of view of the L2FLS teachers in Schools 1 and 3, there was a need for a designated 'group' leader who could handle L2FLS teachers' specific needs and embrace collegial unity and goals. School 1 trialled having the grade supervisor manage the grade allocated L2FLS teacher, but with each L2FLS teacher working with a different grade, there was no supervisor who was able to co-ordinate all the L2FLS teachers' programs from the language perspective. In the interviews, L2FLS clearly stated they wanted someone to manage the whole team as the program is expanding every year.

In School 3 it was apparent that all the teachers were very different to each other in personality and in bilingual pedagogy. Collegiality issues were managed by one of the DPs at the school, but the teachers' comments indicate this was difficult because the school was large and the three L2FLS teachers had different pedagogical styles.

The French-English bilingual school L2FLS teacher team had a head teacher who became part of the Executive team, but unfortunately the L2FLS team had factions and lacked unity. The new L2FLS head teacher tried to give support, direction, and training to all staff regarding collegiality when planning programs and lessons. However, as described in Chapter 8, regarding the specific controversial program issues, she was obliged to reinforce the strict policy of the Principal 4 at that time. In the second year of the research in 2013, due to the shared governance style of the new Principal and the head teacher role no longer being used to enforce strict guidelines, the L2FLS teachers reported a monumental change as their concerns were given a platform for airing. Shared staff meetings that discussed bilingual pedagogy, collegial ways of classroom

management, and team teaching now brought a new level of respect between L2FLS teachers and classroom teachers.

Most L2FLS teachers elicited that at the beginning of their roles it was extremely important for them to work and interact with L1 bilingual class colleagues. However, both groups (BSP and other) stated they did not have enough opportunities to clarify their confusions, air their misunderstandings or participate in open discussions; nor did they have sufficient professional development to clarify issues they were experiencing. Only School 2 factored in the lack of time by providing extra RFF for teachers to collaborate for reflection, discussion and planning. Additionally, one of the most important aspects which was lacking for most L2FLS teachers was being part of the bilingual school network. The DoE had not organised regular BSP meetings of the L2 teachers as the programs progressed. Only one network meeting occurred in the first year of the program. In the French-English school, only one French L2FLS was part of the network of language teachers who met once a month due to her own tenacity to arrange participation. The school organised social events for the L2 community but no L2 teacher workshops or L2 network meetings.

The L2FLS teachers were interested in networking regularly with the other bilingual schools but no such meetings were organised by the DoE BSP managers. The L2FLS teachers at School 2, however, were fortunate in their experiences with the L2 language association that organised regular social events, workshops and talks for the L2FLS teachers. These L2FLS teachers welcomed this type of networking.

[Key Points from the Experience of Adapting](#)

All the L2FLS teachers in both groups researched were enthusiastic to promote the value and love of speaking L2 within their school communities when they first came to their primary schools.

Asian L2FLS teachers

The Asian L2FLS teachers working at the BSP schools all had similar beginnings to their training: a warm welcome by their respective schools and Principals, a two-day training period with L2FLS teachers from other BSP schools, a program methodology and L2FLS

bilingual classroom assistants. However, continuation of the training, program delivery and classroom assistance was not supported. By the third year of the program they did not even know whether the BSP program would continue to be funded after the fourth year. No networking between schools occurred and there was no co-ordinated DoE team-building and professional development in the CLIL approach. The programs survived due to the hard work of the Principals and the L2FLS teachers, but each school varied in its approach and methodology.

L2FLS teachers in two of the three bilingual schools listed several key points needing improvement besides the limited professional development in the CLIL methodology. The bilingual teams lacked cognisant L2 supervisors who understood the issues faced regarding programing L2 development with KLA content, and took the responsibility for the development and co-ordination of the school bilingual program. Only one school, School 2, seemed to have allocated extra RFF time for program development, had a supervisor who was cognisant of the program development needs and had a co-ordinated approach for collegial and succession planning when teachers took leave or were sick. The other bilingual schools, due to having new Principals and mainly monolingual staff, had more team-teaching/team building issues and whole staff development needs regarding the long-term implications of the program, particularly in the senior years of primary school. A coordinated approach of KLA choice and integrated L2 was lacking. L2FLS teachers said they all benefited from visiting bilingual schools in Victoria to see the bilingual education in action, but felt this type of in-service was necessary for the monolingual teachers involved with the bilingual classes too, so they could gain appreciation of the possibilities of the BSP.

Lastly, the teachers in two BSP schools felt they needed the original 7.5 hours for L2 per week in similar manner to the Victorian primary schools. They felt the pressure of high work outcome expectations with not enough time for L2 sessions. L2FLS teachers in School 1 and 3 wanted daily L2 student sessions, as was the case in School 2. School 2 timetabled L2 sessions every day for the whole school after lunch which equated to a third of the school week, the minimum requirement for bilingual programs around the globe.

French L2FLS teachers

The points which most resonated and had the most impact on the L2FLS French teachers' experience of adapting to bilingual teaching were the school leadership style and the lack of a clear, defined program for each grade level for both the SLL and the FLL. These two elements affected all other aspects of their experience: the lived world, the pedagogy and the collegiality.

There were difficulties for the teachers at the French bilingual school in having professional opportunities and finding their voice, especially in the years prior to the new governance in 2013. Leadership was perceived as hierarchical, managerial, and discriminatory. From the L2FLS standpoint, peers were given different preference levels and options, and there was insufficient transparency and trust. The head teacher in the French team was obligated to reinforce the Principal's bilingual program policy, and democratic consensus among teachers was not an option. The factions existing between L2FLS teachers were related to how long they had been at the school, whether they had their own children attending, the salary they received and whether they came from France or other French-speaking countries. Salaries were not on par with Australian teachers, yet the French teachers often had more experience and were more qualified in terms of years of study.

In addition, the French L2FLS teachers had come from a very structured, competitive, exam-orientated education system, with defined expectations for every year of schooling. Teachers in France are not monitored or supervised by a Principal, but they are expected to be professional, as the competition to attain teacher accreditation takes many years after the initial teacher training. Parents have little to do with the schools and are literally locked out of the school during the school day. In contrast, the experience of teaching in their Australian primary schools was of all matters being micro-managed and the supervisors and the school leaders being the only ones who were professionals. L2FLS teachers felt disempowered, but they felt the other classroom teachers at the school were also disempowered and had no voice.

In 2013 with the new leadership, many teachers were in a state of shock as they began to receive resources, have a voice, receive weekly professional training related to the Australian curriculum, and be given permission to begin structuring the SLL and FLL programs. As discussed in the second part of Chapter 8, all aspects which had been major impediments to a successful, collegial L2 program and a happy staff were now on a positive trajectory.

Key Variation Between L2FLS groups

The Phase 1 analysis of the experience of adapting to bilingual teaching in a bilingual school shows a distinct variation of perspective, nature of awareness, between the two groups of L2FLS teachers: those in a State-initiated approach and those in a Principal-introduced approach. However, a surprising, unanticipated variation exists between BSP schools and the varied CLIL implementation approaches used by individual L2FLS teachers. This also applies to demographic differences and LBOTE, which may also contribute to the contrasting variation.

Both groups shared many commonalities, the *nature of awareness*: inadequate training, methodology concerns and issues, a need to develop their own resources, the necessity of explicit L2 daily teaching, and issues working with classroom teachers who did not appreciate the L2 program. This finding is in line with other studies in the US, Canada and Africa. (Chimbutane 2011, p. 166) discusses this issue at length in the conclusions drawn in his study of the varying approaches used to introduce bilingual education in Africa.

Based on language learning theories that state it takes 5-7 years of exposure to acquire the desired levels of academic language proficiency (Cummins, 1987, 2001) and longer when learners' daily life is conducted in a non L-2 language (Mitchell et al., 1999) ... the extension (of instructional years) is only likely to lead to pupils' proficiency or readiness to cope with instruction in a L2 if, among other conditions, support to professional development and effective teaching and learning resources are guaranteed (Chimbutane 2011, p. 166).

In the current study, however, the outstanding factors in this variation related to states of well-being, work satisfaction, empowerment, collegiality, and school leadership. For many, particularly the French L2FLS teachers, the experience in 2012 was one of developing self-resilience in response to inadequate support, and to having no voice of relevance. The limited governance was “characterised by unchallenged principal leadership, minimal discussion of issues” (Blase & Blase 2001, p. 43), with the employer (the languages association) vetoing all professional judgement decisions. Chapter 9 dealt with categories of description and variation analysed as a snapshot of the situation in 2012 as per phenomenographic methodology. This situation did begin to reverse in 2013 due to new leadership, as discussed in Chapter 8 where the narrative inquiry focused on both years of the research.

Despite the issues in common with the French L2FL2 teachers and the excessive workload, the Asian L2FLS teachers in 2012 generally presented as a group that was finding its voice, fitting-in, feeling valued, working to make a difference, and not feeling hindered by rules and regulations. None of these teachers presented as needing to survive the experience, or felt exploited or suffering from having no voice under hierarchal governance, in contrast to the four categories of description among the French teachers. They perceived the Principal viewed them as professionals, encouraged trust and collaboration and was working hard to make the BSP as effective as possible, and continually finding avenues of improvement. There were issues with some classroom teachers, but these were viewed as issues which would improve.

10.3 The Principals’ Experiences

The Principals’ experiences were categorised into main themes, despite the individual variations mentioned in the narrative chapters. The themes related to the bureaucratic confinements and regulations, school staffing, staff dynamics, and bilingual program issues. The staff issues regarding unity and attitudes were discussed in section 10.2.1, and program issues in section 10.2.2. This section will deal briefly with bureaucratic concerns. This will be followed by discussions in Section 10.4 of the issues Principals experienced with staffing, and the implications from the Principals’ perspectives of dealing with the Bilingual Professional Development of staff and the leadership team.

Bureaucratic Issues

Government schools work mainly with top down initiatives, and due to funding restraints, the implementation of new programs is often without adequate teacher support, training, or resources. The neo-liberal view of education, school global funding, and the Federal government's budget allocations have affected the implementation of both types of bilingual programs studied in this research.

The restructuring in 2011 of educational hierarchy/bureaucrats in NSW and changes in the political agenda resulted in the BSPs being left on their own to work out project 'teething' matters. The government priorities were not in providing professional support for the bilingual teacher group at the Bilingual Schools. Consequently, any extra subsequent CLIL training was left up to schools. In the same way, the French program had not received any support due to it not being an Asian language program. It was for this reason that community pressure led to the French program being funded by student fees, with teachers contracted via a community languages association.

The French-English bilingual program had been devised by Principal 4, who had organised all aspects of the program since its beginnings in 1999. Consequently, the school faced differing bureaucratic challenges from those experienced by Schools 1, 2 and 3. School 4 had limited governance leadership in the years of the bilingual program up to the end of 2012. In 2013 a change of leadership brought 'shared governance'. The new Principal was committed to developing a highly collaborative, decision-making setting. The previous Principal had clearly stated all decisions regarding the languages program were the policy of the Principal rather than through any staff consultation about the bilingual methodology, structure and implementation. All teachers, especially L2FLS teachers, needed to comply or seek employment elsewhere. The result is clearly seen in the variation of categories analysed in Chapter 9 and discussed in section 10.2.5. In 2012 the French L2FLS teachers described a situation of governance that translates many of their perceptions as being lead 'through fear, domination, and coercion' (King & Kerchner 1991, pp. 2,10). These attitudes resulted in a very toxic work environment where teachers preferred to shy away from controversy. The previous Principal was indeed the captain of the team and it was always a 'captain's call', and never a consensus

about the bilingual program policy. In 2013 the new Principal sought to work on all the many positive aspects of the program, and aimed to change the attitudes of the whole staff by empowering teachers with decision-making processes that are typical of a shared-governance style of leadership.

10.4 Research Implications, Limitations and Recommendations

The limitations of the study have been mentioned within the various sections of this chapter. As discussed in Chapter 3, there were many unexpected hindrances: the study scope was broad; this researcher had limited experience in using the chosen theoretical approaches; and there were bureaucratic issues related to working in the small field of research. The lack of a DoE register of L2FLS teachers also influenced the direction and participant choice in this project. The study would have benefited from the insights and perspectives of DoE program trainers and from knowing the content of the training sessions discussed by the L2FLS teachers. Additionally, in the case of two of the four schools, information from previous Principals regarding the lead up to the commencement of the programs, may have provided more information regarding the issues the Principals experienced. As well, there were no similar studies in other states of Australia, so comparing the L2FLS learning curve was not possible, other than specifically making a comparison of L2 teachers using new CLIL programs for units of work in a four to six-week period timeframe in Victoria (Cross and Gearon 2013). However, this is vastly different from teachers being assigned to scope and sequence L2 across every grade level in a variety of subjects on a term by term, year by year basis.

One study which is compared in this section is the study that was conducted simultaneously with three out of four of the schools in this research (see Chapter 1 Section 1.5.1 and Chapter 3 Section 3.3 and 3.5.1). As stated in section 1.5.1 the completed case study is not publicly available but a related journal article was published by Harbon and Fielding (2014). Harbon and Fielding's paper related to their analysis of stakeholders' perceptions about implementing a CLIL program in NSW primary schools. They reported on the analysis of a total of 55 teachers across the four schools who filled in a questionnaire, with some taking part in a focus group/interview. It is important to note, however, that 42 of these teachers were not L2 teachers and that all responses

were pooled across four schools, not separating Executive and Principal views. Some of the findings which accord with the summations made in this thesis and the perceptions of teachers and Principals in this research are:

1. “Close to 30 of the 55 teachers indicated that they believed that more support is needed for the successful implementation of this bilingual program. In many cases this is linked to funding, staffing and the need for ongoing support to make the program a success”;
2. ...each of the four schools is undertaking the implementation of the program in their own unique circumstances, and that affects the ease or difficulty of implementation.
3. ...there were also some common areas of concern... funding, sufficient staffing and support, and sufficient training – across all four schools.
4. ... participants agreed that ongoing support is crucial to the viability of the programs. ... across the schools, teachers feel more support is needed in the form of assistants who are native speakers, experienced K-6 CLIL teachers, teaching resources, support from parents and the local community” (Harbon and Fielding 2014 p25-26).

Harbon and Fielding (2014 p26) state that “the anonymity of responses through the questionnaire precludes [them] ... knowing exactly the source of concerns” ... and suggest ... “it would be valuable to explore the perceptions of two groups: teachers within the CLIL program; and teachers in the ‘regular’ streams...”

This study only considered L2FLS teachers and their Principals, and the analysis is limited to their interview contributions. However, it clearly explores the perceptions about the bilingual programs within their contextual settings. To have a much fuller understanding of all the issues related to ‘Becoming a Bilingual School in NSW’, a more thorough case study approach with bilingual schools would be required, one which differentiates analysis between all the various stakeholder groups and incorporates academic partnerships with the schools that are ongoing and supportive in professional development.

Utilisation of L2FLS teachers and State Registry

Some of the Principals of the primary schools had extreme difficulties obtaining adequately qualified staff for the L2 program. The fact that the DoE does not keep a register of L2FLS teachers and their current work locations, yet has detailed statistics of LBOTE students, is a flaw in the system.

Another bilingual school was considered for this study but could not be involved because it was not able to obtain any L2FLS as teachers. Its L2 is that of one of Australia's closest neighbours, Indonesia. Given Australia's multicultural population and the number of teachers it has with languages other than English as their L1, a registry of these teachers needs to be available to Principals so that they do not need to rely on word of mouth to obtain staff. This same recommendation has been made in the language reports commissioned by DEEWR in 2010. The **Board of Studies, Teaching and Educational Standards NSW (BOSTES)** is now recording the first languages and background languages of new registered teachers as well as country of origin. Confirmation of the need for further research in this area is discussed by Cenoz and de Zarobe, and Turner, in relation to L2FLS teachers and CLIL programs (Cenoz & Ruiz de Zarobe 2015; Turner 2013a, 2013b). With 40 per cent of Australia's teachers from overseas having degrees not recognised or accredited in Australia, reflection and action is necessary in regard to "finding a way to use Australia's cultural diversity more effectively for language learning" and addressing some of issues experienced in mainstream Australian schools (Cruikshank 2014).

Bilingual Professional Development of Teachers and Leaders

The ongoing professional development of all primary school teachers is crucial, especially in the current climate of teacher registration and accreditation. In states and countries which implement bilingual programs in primary school, the training of teachers for this specific type of teaching is of prime importance. Ongoing, continuous teacher professional development at a school level and the establishment or enhancement of L2 professional networks for teachers' career path enhancement is needed to accompany this initial CLIL or similar bilingual school teacher training.

The results of this research are valuable when added to and compared with the insights obtained from two recent studies of a similar nature in Victoria and in Queensland. A study from Melbourne University looked at Victorian primary and high bilingual schools and sheds light on the pedagogical challenges faced by L2 teachers delivering CLIL units of work (Cross 2013). The other study discusses bilingual programs in Queensland secondary schools, with attention paid to the operation and organisation of the programs (Smala 2013). There is clearly a need for more research of this nature to add to a limited but growing body of knowledge on this issue.

It is essential that governments assist with teacher professional development to ensure all teachers are working with a comprehensive set of skills and understanding in regards to the latest developments in L2 acquisition methodology. The L2 methodology should be known and understood by all staff in bilingual schools, whether they are working in the bilingual classrooms or in regular classrooms that only experience the L2 as a LOTE class once a week. These teachers should also be familiar with bilingual pedagogy and current research. The approach chosen needs to be evidence based, and student outcomes should be measured in similar ways to all other subjects. With the CLIL approach “there is neither one CLIL approach nor one theory of CLIL” (Coyle 2008, p. 101) , and as Grin (cited in Coyle 2008) tells us, in the UK there are over 216 variations within four varieties of CLIL (Coyle, Hood & Marsh 2010; Cross & Gearon 2013). However, L2FLS teachers should be given some basic guidelines by the DoE as to the generic aspects of the approach and make some recommendations as to which approaches are targeted for use in NSW in the foundation year of bilingual program commencement.

As demonstrated by School 2 in this research, staff involvement in postgraduate studies or similar, as well as the community involvement via extra cultural experiences related to the languages acquisition, help strengthen the positive advancement, promotion, and celebration of speaking languages other than English within these communities. The result will be students with high self-esteem and globally orientated attitudes of inclusion rather than division, and the consequent international promotion of Australia’s multicultural and racially tolerant stance.

For teachers to make conceptual changes regarding to how to teach L2 within the CLIL approach, they need both to see the desired behaviours and attitudes modeled and have opportunities to engage in the new practices (Golombek & Johnson 2004; Johnson 1996; Kubanyiova 2012).

If the teacher's self-efficacy beliefs are high (she believes she has the ability to implement the reform) and her abilities (skills, subject-matter knowledge, time, resources or support from colleagues) are sufficient, she is likely to interpret the message as a challenge ... she will now be able to embrace this challenge to understand the principles ... (Kubanyiova 2012, p. 43).

The degree to which new teachers can reflect on new knowledge and practices required for their new roles, and to discuss prior experience in language learning, is the degree to which they could be able to make cognitive change (Borg 2003; Cross 2010; Golombek & Doran 2014).

Bilingual Leadership Training

Principals and school executives need professional training and mentoring from peers who have experience in bilingual education. This research shows a dearth of such support networks, with months passing before simple inquiries were acknowledged and handled. Networks and regular meetings need to be part of the funding agreement, with assistance from experts given when difficulties arise. Principals would also benefit from viewing first-hand examples of successful bilingual schools, whether in the same state or interstate.

School Transition Training

A strong understanding and profile of the bilingual program needs to be developed among all staff, even those not directly involved with bilingual classrooms, in order that all communication with parents and the community promotes the benefits of the languages program, rather than the onus being solely placed on the Principal, as was the case with School 2. As Cross & Gearon (2013) found in their research in Victorian schools, implementing this in CLIL programs removes speculation and uncertainty regarding the

bilingual program from those not directly involved, which is very important because CLIL does have a potential to impact the learning in KLAs taught in L2. In Australian primary schools, implementing programs between 5 and 7.5 hours per week would have up to 30 per cent greater impact on the program. This is an extremely important factor for stipulating the necessity for a program framework and for L2 content/subject areas allocation prior to commencement of any school bilingual program. All schools in this study mentioned timetabling issues, with one school beginning its mornings sessions 15 minutes earlier and implementing varying grade playtimes at recess and lunch. Although this may not be necessary for all schools implementing CLIL, exposure to successful models and structures would be beneficial to schools transitioning to become bilingual.

Preparing a regular primary school for bilingual education or for becoming a bilingual school may be a relatively recent idea in political spheres, but it is a long process and needs careful planning by stakeholders. Principals need to be supported to obtain the required staff, the DoE should have a register of L2FLS or L2SLT who have the required credentials to adapt the CLIL methodology, and all new staff gaining positions at the school should have a background in language acquisition and preferably be bilingual.

Pre-service L2 pedagogy training

It is recommended that future research examine issues related to pre-service L2 pedagogy training, as it was beyond the scope of this research. It has however been clearly established that prior experiences accumulated in other teaching and learning situations filter the new knowledge that teachers learn (Krajcik et al. 1994; Kubanyiova 2012). Their language-learning experiences subconsciously become their beliefs about how language is learnt by their students. According to the research literature, a generally held premise is that if these beliefs are never challenged they remain influential throughout a language teacher's career. Some tools can be used to facilitate language teacher change and introduce new values into teachers existing beliefs, for example, narratives, language -learning autobiographies, case studies and data-based teacher developmental activities (Kubanyiova 2012).

10.5 Policy Amendments

The national curriculum debate and discussions on the processes in the area of languages led to the commissioning of a government report (ACARA 2011), with its aims to establish L2 guidelines and directions, with the understanding that the recommendations need to be addressed in each individual state in the process of implementation. Teacher evaluation now focuses on pedagogy not content: on 'how' rather than 'what'. During this study, several recommendations were made by the L2FLS teacher participants, or arose from the results of the comments made in their interviews. In summary, these are:

1. *Eliminate L2 examinations for accrediting L2FLS teachers.*

From the point of view of the L2FLS teachers, L2FLS who are trained teachers should not need accreditation to teach their first language if their degrees were undertaken in this language (L2). They should be treated the same way as Australian teachers, who do not need to be examined in English to teach English in European or Asian countries. The resources and time required for accreditation would be better spent training and developing their understanding of the bilingual pedagogical approaches for teaching L2.

2. *Bilingual Schools should be staffed with bilingual teachers.*

This may not be an immediate possibility but with the staggered implementation in the grades, a similar process for hiring L2 teachers to become part of staff (as was the case in Schools 2) is needed. Regarding languages teachers, de Courcy (2004, p. 276) states "my belief in the direct experience of language learning being essential in order for language teachers to have empathy with their learners and an understanding of language learning processes... [means] an experience of language in the remote past does not have the same power to inform practice..." These beliefs should apply to current classroom teachers working alongside L2FLS at bilingual schools, if they are not already bilingual. As one French L2FLS teacher stated:

They [classroom teachers] don't need to be fluent in the two languages, they don't need to speak the other language, but they need to understand it, otherwise it does not work.

10.6 Conclusion

This thesis was written considering the theoretical premise of “the nature of awareness” set by Martin and Booth (1997 p13) “that by learning about how the world appears to others, we will learn what the world is like, and what the world could be like.” The dedicated, hardworking, talented L2FLS teachers who participated in this research in 2012 and 2013 enabled a powerful learning journey to be investigated and need to be commended for their honesty and clarity in presenting a vibrant picture of the challenges of working at a bilingual school. Similarly, the pioneering Principals who were open and frank about the issues they experienced establishing bilingual primary schools and promoting bilingual education deserve recognition and high commendation. It is sincerely hoped that this research can stimulate and eventually lead to significant changes in policy and practice at classroom, school, and state levels, and that these and future L2FLS teachers are always treated with the respect, consideration and commendation that they so justly deserve.

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APPENDIX A ETHICS APPROVAL

14 October 2011
Dr David Cole
Ms Ingrid Weiss

Subject: Eth: HREC Clearance Letter - UTS HREC 2011-255A

Dear David and Ingrid,

Re: "Bilingual Education in Australia: L2 Native Speakers' Perspectives"

Thank you for your response to my email dated (insert date). Your response satisfactorily addresses the concerns and questions raised by the Committee, and I am pleased to inform you that ethics clearance is now granted.

Your clearance number is UTS HREC REF NO. 2011-255A

You should consider this your official letter of approval. If you require a hard copy please contact the Research Ethics Officer (Research.Ethics@uts.edu.au).

Please note that the ethical conduct of research is an on-going process. The National Statement on Ethical Conduct in Research Involving Humans requires us to obtain a report about the progress of the research, and in particular about any changes to the research which may have ethical implications. This report form must be completed at least annually, and at the end of the project (if it takes more than a year). The Ethics Secretariat will contact you when it is time to complete your first report

I also refer you to the AVCC guidelines relating to the storage of data, which require that data be kept for a minimum of 5 years after publication of research. However, in NSW, longer retention requirements are required for research on human subjects with potential long-term effects, research with long-term environmental effects, or research considered of national or international significance, importance, or controversy. If the data from this research project falls into one of these categories, contact University Records for advice on long-term retention.

If you have any queries about your ethics clearance, or require any amendments to your research in the future, please do not hesitate to contact the Ethics Secretariat at the Research and Innovation Office, on 02 9514 9772

Yours sincerely,

Professor Marion Haas
Chairperson
UTS Human Research Ethics Committee

C/- Research & Innovation Office
University of Technology, Sydney

Level 14, Tower Building

Broadway NSW 2007

Ph: 02 9514 9772

Fax: 02 9514 1244

Web: <http://www.research.uts.edu.au/policies/restricted/ethics.htm>

APPENDIX B Research Tools

Appendix B1 Questionnaire

QUESTIONNAIRE				
Bilingualism in Australian Primary Schools 2012				
<p>The University of Technology, Sydney is sponsoring a PhD research study to investigate the acquisition of second languages in primary schools using Language 2 First Language Speaker teachers and volunteers within Department of Education schools. The aim of the study is to assist with the formulation of guidelines, policy and frameworks in this area of curricula and assist teachers to have a thorough insight into the perspective of L2FLS working in the Australian school system.</p>				
<p>Your time in completing this survey will assist in providing the background information to fully scope the research field of teachers working as or with L2FLS.</p>				
Part A: (please fill in circle)				
1. Please indicate how long you have been teaching in Australia?				
<input type="radio"/> 0-2 year	<input type="radio"/> 3-7 years	<input type="radio"/> 8-15 years	<input type="radio"/> 16 years +	
2. Please indicate how long you have been teaching at your current school?				
<input type="radio"/> 0-2 year	<input type="radio"/> 3-7 years	<input type="radio"/> 8-15 years	<input type="radio"/> 16 years+	
3. Please indicate how long you have taught in a country where English is L2 ?				
<input type="radio"/> 0 years	<input type="radio"/> 1-7 years	<input type="radio"/> 8-15 years	<input type="radio"/> 16 years+	
Part B: (please fill in circle)				
Rate your agreement with the following statements from 1- 4 by placing a tick in the appropriate box:				
	Disagree	Agree Partially	Agree	Strongly agree
1. The L2 is used as the medium for the entire language session.				
2. L2 acquisition is compulsory at my current school.				
3. The method of teaching L2 in my school is new to me.				
4. In my current classroom sessions L2 and English are taught simultaneously.				
5. The standard of competence expected in L2 is the same as L2 standard in my country of origin				
6. The bilingual program is of a very high standard in my classroom				
7. I feel disadvantaged because I do not speak L2 fluently				

	Disagree	Agree Partially	Agree	Strongly agree
8. Learning L2 would improve the classroom discourse				
9. I would be interested in learning L2 to improve team teaching co-ordination				
10. The program needs to improve				

Thank you.
Your response will remain confidential.

Copy no:

Appendix B2 Teacher Interview 1

This was a semi-structured recorded interview conducted at a participant nominated location during Phase 1 in Term 2, 2012.

Questions

1. What is/are your first languages?
2. What other languages do you speak?
3. Where did you learn your second languages?
4. How old were you when you learnt the second languages?
5. What was the method used to learn/teach L2 in your native country?
6. Tell me about your educational background thus far?
7. How did you come to work at this school?
8. How many hours per week do you spend teaching L2?
9. Who has developed the program you are using? Tell me about your role in the program development.
10. What methodology was used to develop the program?
11. How is/ how do you measure the children's L2 acquisition?
12. How did you feel about the program and your schedule/situation when you first started at this school as a L2NS?
13. How have things changed for you since?
14. What aspects of your teaching have changed? How?
15. What do you feel are the greatest difficulties to overcome when you first begin teaching as a L2N/B Speaker?
 - a. How have you worked to overcome these difficulties?
16. What changes have you seen in yourself since you have worked in an Australian Primary School?
17. Is there anything you feel would assist new L2NS when they begin working in Australian Primary Schools?
18. What advice would you give new L2NS beginning work experience at an Australian Primary School?
19. What could the school /management do to further assist new L2NS?
20. What would assist Australian teachers working with L2NS?

Appendix B3 Principal Interview 1

This was a semi-structured recorded interview conducted at the School location in the Principals Office during Phase 1 – Beginning Term 1 2012.

Questions

1. What is your own philosophy in regard L2 acquisition at a primary school level?
2. What type of languages program operates in this school?
3. How long has this program been in operation?
4. What language/s is/are taught at this school?
5. On what basis were these languages chosen?
6. How many language-specialist teachers work in this school/how many are L2NS?
7. How did the school come to use L2NS?
 - 7.1. How many L2NS are fully trained DEC teachers?
 - 7.2. How many L2NS used are teacher assistants?
 - 7.3. How many L2NS are volunteers and/or international post-graduate students?
8. How many classes use L2NS?
9. What is the average amount of time per week spent of languages?
10. Who is responsible for the languages program?
11. What methodology has been used to develop the program?
12. What educational standard has it been benchmarked against?
13. Has a L2 scope and sequence framework been developed on a school level?
14. When/How is the L2 retention rate assessed among students?
15. Are the class teachers involved in the languages program?
16. Has the school developed an induction package/module for new teachers/L2NS?
17. Is the community involved in the languages program? In what way?
18. Are children with a background in the L2 catered for in the same way as children without background in L2
19. Have the teachers been surveyed about their attitude about the L2 program
20. What changes /improvements would you like to see language learning in the next 5 years

Appendix B4 Teacher Interview 2

These recorded semi-structured were conducted at the participant chosen location in Phase 2, Term 2, 2013. The main theme areas covered were lived world, curriculum, teacher pedagogy and collegial partnerships. In most cases, some specific questions relating to answers in Interview 1 were included. These varied individually and are not separately listed but related to the main themes.

Questions

- 1) Describe your current job and role this year.
- 2) Tell me how you currently feel about various aspects of teaching.

Areas of discussion:

- Curriculum and Pedagogy
- Working with class teachers
- Communication & timetabling
- School culture /student attitudes to learning second language
- Greatest personal challenge

- 3) Over the past year describe changes you have perceived?

Area of discussion:

- Personal changes
- Partnerships
- Student/school/community

- 4) Describe your skill improvement support in the last 12 months.

Area of discussion:

- Areas of need past /present
- Support process / in-service scheduling
- Efficacy of assistance
- Future

- 5) Describe your contribution/input (bilingual program) and how you feel about this contribution.

Area of discussion:

- Value
- Attitude/input of non-bilingual teachers
- Attitude of students

Appendix B5 Principal Interview 2

This was a semi-structured recorded interview conducted at the School location in the Principals Office during Phase 2 – Beginning Term 1 2013. The main theme areas covered were curriculum, teacher pedagogy and collegial partnerships. In most cases some specific questions relating to answers about school and staff in Interview 1 were included. These varied individually and are not separately listed but related to the main themes.

Questions

- 1) Describe the bilingual program structure/logistics in this last year.
- 2) Tell me about the planning which has occurred relating to the bilingual program.

Areas of discussion:

- Curriculum Scope and Sequence Development
- Communication & timetabling issues
- Student numbers participating
- Leadership challenges

- 3) Over the past year describe changes, if any that you have perceived or instigated:

Area of discussion:

- Leadership changes
- Partnerships: Collegiality/ working relationship of classroom teachers and the bilingual team
- Student/school/community
- Student attitudes to learning second language

- 4) Describe the Teacher Profession Learning in relation to the Bilingual Program.

Area of discussion:

- Pedagogical training: language learning
- Areas of need past /present
- Support process / in-service scheduling
- Efficacy of assistance
- Future goals

5) In the area bilingual education, please comment on the type of research which has occurred at this school

Area of discussion:

- General outcomes
- Attitude/input of non-bilingual teachers toward learning a second language
- Attitudes of bilingual teachers

6) What is the vision / forecast for the next year and beyond in relation to the bilingual program?

7) In your view what is the greatest strength and the greatest weakness of the current program?

APPENDIX C: LETTERS TO SCHOOL PRINCIPALS

A letter was sent to approximately 20 schools: the four bilingual schools, the Confucius Schools and schools with high numbers of Language Background Other than English in the Sydney Metropolitan Area.

Letter inviting Participants

*****PRINTED ON UTS LETTERHEAD*****

March, 2012.

Attention: School Principal

Re: Participation in UTS Doctoral Studies Research Project

Language 2 Native and Background Speakers' Perspectives Teaching in Australian Primary Schools

My name is **Ingrid Weiss** and I am currently a **doctoral scholarship candidate** at the University of Technology, Sydney. I work as an academic advisor, as an assessor for the Institute of Teachers and have worked in various roles for the Department of Education and Communities including work as a Senior Education Officer 2 for a number of years. As part of my doctoral degree I am conducting research into the experience of Language 2 Native and Background Speakers working in NSW Primary Schools. The focus is on obtaining the perspectives of second language speakers working in Australian primary schools and documenting their personal learning/development, change, adjustments and challenges. The study seeks to bring to the fore the voices of teachers / assistants / volunteers by focusing on their group experiences with pedagogy, change and team work.

The research will involve participants in two or three 20-30 minute interviews (one per term) and two brief questionnaires. Participants may also opt to have email contact to communicate post interview reflections. The research participant commitment will be no more than 1.5 hours over 9 months

In keeping with UTS' policies on research ethics, please be assured that individual teachers or schools will **not** be identifiable in the research.

Criteria for Participation in the Research

Language 2 Native Speakers

- is a native or background speaker of Japanese, Korean, Mandarin, Indonesian, French, Italian or German; (additional languages will depend on expressions of interest).
- is a teacher, assistant teacher or international postgraduate volunteer;
- is employed by or is a volunteer worker in a NSW primary school

NB All participants are free to withdraw at any time before the conclusion of the research.

Please complete and submit the expression of interest consent form. The participation consent form can be faxed to: (Phone No.) OR scanned and emailed directly to: (email address supplied)

Thank you for your cooperation in advance.

Yours sincerely,
Ms Ingrid Weiss
PhD Scholarship Candidate
UTS FASS (Edu)

NOTE: UTS HREC 2011-255A SERAP approval _ 2010 163

This study has been approved by the University of Technology, Sydney Human Research Ethics Committee. If you have any complaints or reservations about any aspect of your participation in this research which you cannot resolve with the researcher, you may contact the Ethics Committee through the Research Ethics Officer (ph.: +61 2 9514 9772) Research.Ethics@uts.edu.au). Any complaint you make will be treated in confidence and investigated fully and you will be informed of the outcome.

APPENDIX D: INFORMATION SHEETS

This sheet was issued with the Consent Form attached once the participants had shown an expression of interest in reply to the letter sent and emailed to schools in Phase 1, Term 1-2, 2012. In some cases, a few copies were left with the Principal. The information sheets were headed with the original name of the project before name change and the reference for the two ethic committee approvals: UTS and SERAP.

Information Sheet Given to teachers personally or emailed by request. The information sheet ended with the HREC study approval note.

****PRINTED ON UTS LETTERHEAD****

Language 2 Native and Background Speakers' Perspectives: Teaching in Australian Primary Schools

UTS Ethics approval 2011_255A and SERAP 2010_163

My name is **Ingrid Weiss**: I am an academic advisor and a **doctoral scholarship candidate** at University of Technology, Sydney. Concurrently, I am a permanent teacher on leave from the Department of Education and Communities who has also previously held the position of a Senior Education Officer 2 for a number of years.

My doctoral research is about the experiences of Language 2 Native and Background Speakers working in NSW Primary Schools: the focus being on professional learning / development, change, adjustments and challenges. The research seeks to bring to the fore the voices of teachers / assistants / volunteers in schools by capturing their individual and group perspectives.

If you consent to participate in this research you will be involved in two to three 20-30 minute interviews (one per term) and two 5 minute questionnaires. Emailing the researcher reflections as they occur throughout the research period is optional. The research time commitment in **total** is little more than **1 hour** over a period of 9 months. Interviews will be held at your convenience and at your chosen location. The reference group sessions may involve some car travel if not conducted at your school.

The interview/s will be stopped at any time should you request. All sessions will be digitally recorded for the purpose of transcription but the recordings are completely confidential and you will not be identifiable in the research manuscripts.

This research aims to inform teacher training and future second language native and background speaker induction processes. Participation in this research is on a voluntary basis and you are free to withdraw at any time without reason.

If you have any questions about the research, please feel free to contact Ingrid Weiss or Terry Royce. (Contact emails and phone no. provided.)

NOTE:

This study has been approved by the University of Technology, Sydney Human Research Ethics Committee. If you have any complaints or reservations about any aspect of your participation in this research which you cannot resolve with the researcher, you may contact the Ethics Committee through the Research Ethics Officer (ph.: +612 95149772) Research.Ethics@uts.edu.au). Any complaint you make will be treated in confidence and investigated fully and you will be informed of the outcome.

APPENDIX E: CONSENT FORM

The Consent Form was issued attached to the Information Sheet in Phase 1 Term 1-2, 2012 to participants who had shown an expression of interest to participate.

****PRINTED ON UTS LETTERHEAD****

I _____ agree to participate in the research project:

Language 2 Native and Background Speakers' Perspectives: Teaching in Australian Primary Schools

Chief Researcher: **Ms Ingrid Weiss** (contact phone and email provided).

Research Supervisor: **Dr Terry Royce** (contact phone and email provided)

I understand that the purpose of this study is to bring to the fore the experiences of primary school Language 2 Native and Background Speaking teachers / assistants / volunteers working in L2 acquisition programs.

I understand that my participation in this research will involve two optional 20-minute reference group sessions and two-three individual 20-30 minute interviews. The interviews will be on school grounds in a location designated by the Principal of the school and in the case of the reference group sessions, attendance is optional and may involve travel. The interviews will be recorded for the purpose of transcription only and data collected will be archived and accessible to the researcher only and destroyed after 3yrs. The researcher Ingrid Weiss will digitally record each session for transcription purposes only with your permission.

I have read the Research Information Sheet and have been given time to speak to Ingrid Weiss.

I understand that I am free to withdraw my participation from this research project at any time I wish, without consequences, and without giving a reason.

I agree that the research data gathered from this project may be published in a form that does not identify me in any way.

_____ / / _____
Signature (participant)

_____ / / _____
Signature (researcher or delegate)

NOTE:

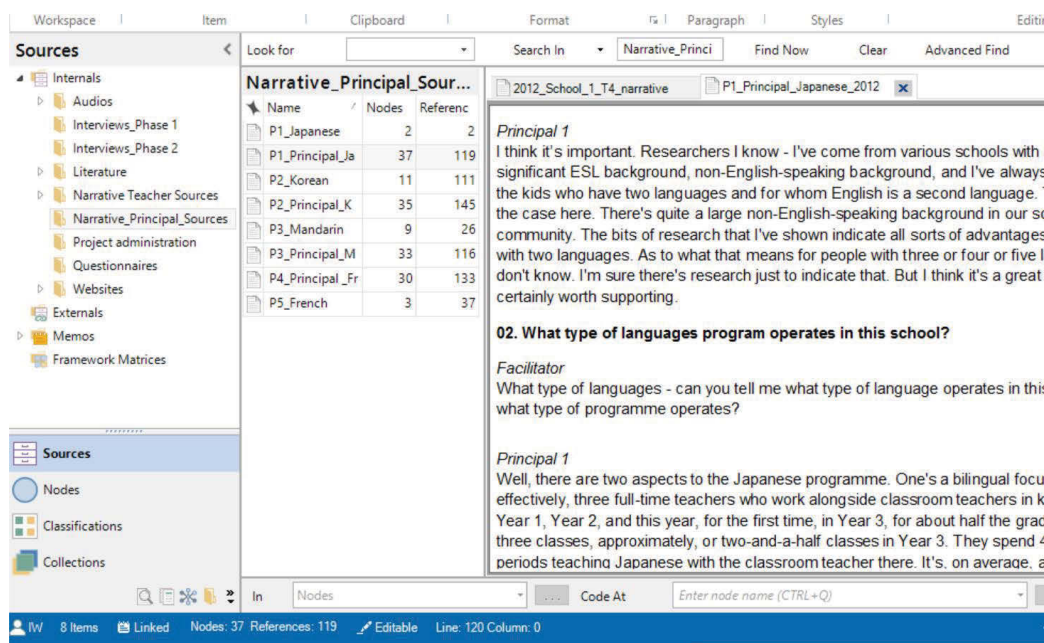
This study has been approved by the University of Technology, Sydney Human Research Ethics Committee. If you have any complaints or reservations about any aspect of your participation in this research which you cannot resolve with the researcher, you may contact the Ethics Committee through the Research Ethics Officer (ph.: +612 95149772) Research.Ethics@uts.edu.au. Any complaint you make will be treated in confidence and investigated fully and you will be informed of the outcome.

Appendix F: Computer Software

NVivo software was used for the analysis process of the interviews and Endnote to store all my references and hyperlink into my thesis.

The data was categorised into groups and subgroups per themes and participants and according to Phase of research. Although individual transcripts and audios were uploaded the information was coded within the group and was categorised per the bilingual program e.g. Phase 1: Asian L2FLS teachers. The reports and searches of queries were generated for groups and not for individuals.

Phase 1 Phenomenographic analysis required my own sorting of printed transcripts using highlighters as described in detail in Chapter 3. Manually I cut and pasted phrases into tables under each category of description once the categories were determined I was confident to continue the process with digit software. This information was transferred into NVivo and captured via nodes and sub-nodes with associated coding. Below is an example of the source files for Principals in both phases.



The screenshot displays the NVivo software interface. On the left, a tree view shows the 'Sources' folder expanded, listing various data sources such as 'Audios', 'Interviews_Phase 1', 'Literature', and 'Narrative_Principal_Sources'. The main window is divided into three panes. The top pane shows a search bar with 'Narrative_Princi' entered and search options like 'Find Now' and 'Advanced Find'. The middle pane displays a table of sources:

Name	Nodes	References
P1_Japanese	2	2
P1_Principal_Ja	37	119
P2_Korean	11	111
P2_Principal_K	35	145
P3_Mandarin	9	26
P3_Principal_M	33	116
P4_Principal_Fr	30	133
P5_French	3	37

The bottom pane shows a preview of a source file titled '2012_School_1_T4_narrative'. The text includes a section for 'Principal 1' discussing the importance of research for bilingual programs, followed by a question '02. What type of languages program operates in this school?' and a response from a 'Facilitator' asking for details about the language program. The preview also shows a snippet from 'Principal 1' describing the Japanese program's structure.

The audios of the interviews were deleted from the recording hardware once copies were made in the cloud (OneDrive) and copies on the university hard-drive used for confidential data. Phase 1 transcriptions were completed using an external firm which specialises in transcriptions for research. Phase 2 transcripts were coded directly from the audios using NVivo and the Phase 2 transcripts were typed by a family friend who

has professional expertise. These transcripts were compared with audios and used for direct quotes in narrative inquiry chapters per theme. Within the NVivo software I created a project journal which tracked the changes made within the analysis process with time stamps as the research progressed. This acted as a focal reference point when writing up the thesis. The details of the process undertaken is in Chapter 3 of this thesis.