

# GUIDELINE

## COMPULSORY TEACHING IN ENGLISH FOR THE FIRST FOUR HOURS OF EACH SCHOOL DAY

Responsibility of: Schools Policy and Operations  
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### 1 INTRODUCTION

The provision of an environment at school where English is used regularly in a variety of ways will support the development of proficiency in English literacy and enhance numeracy skills. Students in remote and very remote communities need increased opportunities to learn and practise their English literacy skills. Four hours of instruction in English each school day will give them these opportunities.

This guideline has been developed to support implementation of the Teaching in English for the First Four Hours of Each School Day policy.

### 2 SCOPE

It may be necessary for schools to provide some translation of terms and concepts required to assist students' understandings, particularly in the early years of schooling, in areas where English is not the first language of students. However, the focus for instruction in the first four hours of each school day is to be modeling, scaffolding and encouraging students to use Standard Australian English.

This policy is in addition to the existing requirements for schools to:

- design learning programs that are working towards meeting outcomes in English or English as a Second Language (ESL) as defined in the Northern Territory Curriculum Framework (NTCF)
- identify literacy and numeracy targets and the programs and resources that will be used to meet these targets in the short and longer term in their Annual Operational Plans and their four year Strategic Improvement Plans, under the Accountability and Performance Improvement Framework (APIF)
- provide at least two hours of English oracy, literacy and numeracy instruction each school day.

The currently endorsed and supported literacy approaches include Accelerated Literacy, First Steps and Stepping Out, Quick Smart Literacy and Walking Talking Texts. Endorsed and supported numeracy approaches include Quick Smart Numeracy and Count Me in Too.