Saving and Teaching and Australian languages

ICLDC: Sharing Worlds of Knowledge
Hawaii 28/2-3/3/2013

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We acknowledge the traditional owners of Hawai’i their Elders and communities on whose Country we meet for this conference.
Ngaya Ngammatjimitong
We are the ‘moth hunters’
Promoting worldwide knowledge and understanding of Australian Indigenous cultures past and present
AIATSIS is a...

• Government statutory body linking Indigenous people, researchers and policy makers

• Collecting Institute (Library & AudioVisual)

• Publisher

• Research Institute
Australian Institute of Aboriginal and Torres Strait Islander Studies

Australia has at least 250 Aboriginal and Torres Strait Islander languages
For those interested in more detail about teaching Aboriginal and Torres Strait Islander students I recommend this book. I have a chapter on teaching Australian languages.

Kay Price, ed, 2012, Aboriginal and Torres Strait Islander Education: an introduction for the teaching profession. Melbourne: Cambridge UP.
<table>
<thead>
<tr>
<th>Feature</th>
<th>First Language Learner Pathway</th>
<th>Revival Language Pathway</th>
<th>Second Language Learner Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target language status</td>
<td>Spoken ‘right through’ (full linguistic code)</td>
<td>Varying degrees of vitality (developing linguistic code)</td>
<td>Spoken ‘right through’ (full linguistic code)</td>
</tr>
<tr>
<td>Speech community</td>
<td>Substantial</td>
<td>Limited</td>
<td>Viable</td>
</tr>
<tr>
<td></td>
<td>Range of speakers across all generations</td>
<td>Language has minimal if any speakers</td>
<td>Some speakers across generations</td>
</tr>
<tr>
<td></td>
<td>Language is used as the ‘language of community’</td>
<td>Community members may have some speaking knowledge of the language, words and/or phrases, songs</td>
<td>Language is used as the ‘language of community’ or used by particular generations</td>
</tr>
<tr>
<td>Learner groups</td>
<td>First language speaker, for whom the language is a lived experience</td>
<td>Particular emphasis on developing skills to rebuild language</td>
<td>Language learner acquiring knowledge of an additional language</td>
</tr>
<tr>
<td></td>
<td>Usually Aboriginal and Torres Strait Islander students</td>
<td>Aboriginal and Torres Strait Islander students with varying degrees of connection to the language</td>
<td>Learning may be ‘off Country’</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Includes non-Indigenous students</td>
<td>Aboriginal and Torres Strait Islander students with varying degrees of connection to the language</td>
</tr>
<tr>
<td>Communicating</td>
<td>Extending communicative competence</td>
<td>Growing communicative competence</td>
<td>Developing communicative competence: in an additional language</td>
</tr>
<tr>
<td></td>
<td>Developing literacy in first language</td>
<td>Engaging in language building</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supports language maintenance</td>
<td>Communication is facilitated by a combination of historical materials and surviving community knowledge of the language</td>
<td></td>
</tr>
<tr>
<td>Understanding</td>
<td>Language systems (including metalinguistic understanding), language awareness, languages context (local, regional, national) language variability, language expansion/innovation</td>
<td>Language systems (linguistic skills), language awareness, languages context (local, regional, national) language variability, language rebuilding</td>
<td>Language systems, language awareness, languages context (local, regional, national) language variability, language development</td>
</tr>
</tbody>
</table>
ACARA

• The Australian Curriculum, Assessment and Reporting Authority (ACARA) is a Commonwealth statutory authority responsible for the development of an Australian curriculum that supports 21st century learning for all Australian students.

• ACARA’s work is carried out in collaboration with a wide range of stakeholders, including teachers, principals, students, academics, State and Territory education authorities, professional education associations, community groups and the general public.
Broad consultation at key stages in curriculum development

ACARA
Australian Indigenous Languages Writing Team

National Reviewers

Australian Indigenous Languages Advisory Panel

Language-specific Curriculum Experts

Australian Indigenous Languages Panel
General capabilities
In a world where knowledge is constantly growing and evolving students need to develop skills, behaviours and dispositions that apply across subject areas; equip students to be lifelong learners

Learning areas
The Australian Curriculum is designed to ensure that students develop the knowledge, understanding and skills on which major disciplines are based; reflecting ways in which knowledge has and will continue to be developed and codified

Cross-curriculum priorities
Special attention to three contemporary issues
Dimensions of the Australian Curriculum

General capabilities
• Literacy
• Numeracy
• Information and Communication Technology Capability
• Critical and Creative Thinking
• Ethical Behaviour
• Personal and Social Capability
• Intercultural Understanding

Learning areas
• English
• Mathematics
• Science
• Humanities and Social Sciences – History, Geography, Economics and Business, Civics and Citizenship
• The Arts
• Languages
• Health and Physical Education
• Technologies

Cross-curriculum priorities
• Aboriginal and Torres Strait Islander histories and cultures
• Asia and Australia’s engagement with Asia
• Sustainability
Explore our national curriculum


Getting started


Explores the curriculum


Consulting on draft curriculum


Select Curriculum in the navigation bar to choose a year level or learning area.

Select Consultation in the navigation bar to choose a year level or learning area.
Strands

- **Communicating**: using language for communicative purposes in interpreting, creating, and exchanging meaning.

- **Understanding**: analysing language and culture as a resource for interpreting and creating meaning.
Sub-strands

**Communicating**

- Socialising and taking action
- Obtaining and using information
- Responding to and expressing imaginative experience
- Moving between/translating
- Expressing and performing identity
- Reflecting on intercultural language use

**Understanding**

- Systems of language
- Variability in language use
- Language awareness
- Role of language and culture
- Language building
Key Concepts - Communicating

**Socialising and taking action**
- relationship, kinship, family terms
- ceremony, social and cultural events, community events
- relationship to Country, Place, land, sea
- ways of talking – spatially and socially determined

**Obtaining and using information**
- Country – land, sea, Place
- knowledge
- arts and ceremony
- communications media
- time, routine
- past

**Responding to and expressing imaginative experience**
- journey - hunting, tracking, navigating, road trips
- power, Law, morality

**Moving between/ translating**
- rules for living and ways of talking
- linguistic landscape
- representation
- equivalence, difference

**Expressing and performing identity**
- memory
- self
- connection - language, family, community, country, nation
- judgment - ability to discern, make social decisions, insightfulness

**Reflecting on intercultural language use**
- communication - participants, context, purpose, negotiation, impact
- comfort or discomfort
Key Concepts - Understanding

**Systems of language**
- sound and meaning
- grammar
- writing
- signing and gesture
- textual conventions including genre

**Variability in language use register and variation**
- ideology
- constraints and possibilities, issue of face, respect and silence, single or multiple terms for concepts in some languages, gender distinctions
- negotiation
- place

**Language awareness**
- dynamic systems and ecology - maintenance, decline and revitalisation of Australian languages
- power
- regional language variations, including dialects
- borrowing and relatedness

**Role of language and culture**
- attitudes, values, beliefs
- sameness and difference
- behaviours and practices

**Role of language building**
- linguistic techniques
- language revitalisation
More information …

ACARA Website
www.acara.edu.au

Australian Curriculum Website
http://www.australiancurriculum.edu.au/Home