

<p>Rationale</p> <p>The overall rationale for learning Aboriginal languages and Torres Strait Islander languages in Australian schools is that they are the original languages of this country. Through learning them, all students gain access to knowledge and understanding of Australia that can only come from an Aboriginal or Torres Strait Islander perspective. The languages by their nature embed this perspective. Learning to use these unique languages can play an important part in the development of a strong sense of identity, pride and self-esteem for all Australian students.</p> <p>Each Aboriginal and Torres Strait Islander language is unique to the Country/Place on which it arose. It gives voice to the landscapes, thoughts and ways of seeing and interpreting the world. When the language of the land is spoken, it brings together all of the elements of the landscape and its people. It encompasses the relationships of these people with one another and with the landscape, past, present and future. The learning of an Aboriginal or Torres Strait Islander language incorporates the realities of its people and facilitates students' deep engagement with knowledge, ways of being and ways of knowing. It develops in students an understanding of historical, current and ongoing connection to Country/Place and culture.</p> <p>Aboriginal languages and Torres Strait Islander languages are fundamental to the identity of Aboriginal and Torres Strait Islander peoples and this is recognised throughout the Framework. It is also the right of Aboriginal and Torres Strait Islander peoples to have access to education in and about their own languages, as enshrined in the United Nations Declaration on the Rights of Indigenous Peoples. Education systems can play a vital role in facilitating access to language learning and supporting community language revival and maintenance and revitalisation of these languages also contribute to reconciliation.</p> <p>Learning Aboriginal languages and Torres Strait Islander languages meets the needs and rights of young people to learn their own languages and recognises the significance of these languages in the language ecology of Australia. For Aboriginal and Torres Strait Islander students, learning their own language is crucial to their overall learning and achievements. It enables them to develop a wider recognition and understanding of their language, culture, Country and Place, land, water, sea and sky, and this contributes to their wellbeing. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the Country/Place in which they live, including the relationship between land, the environment and people. The ongoing and necessary revival, maintenance and development of these languages also contribute to reconciliation.</p> <p>Aboriginal languages and Torres Strait Islander languages are complex and diverse. Engaging with the study of an Aboriginal or Torres Strait Islander language will develop communication skills in the language studied and will also contribute to the intellectual enrichment of students. For non-Indigenous students, the study of an Aboriginal language or Torres Strait Islander language will provide intellectual challenge and development while also giving them insight into and understanding of Indigenous Australian cultures and knowledge. In some cases it will provide these students with the opportunity to communicate with Indigenous Australians in their own language. In other cases, in addition to communication skills, it will give insight into language change and language revival within its historical context.</p> <p>The government report 'Our Land Our Languages: Language Learning in Indigenous Communities' (House of Representatives Standing Committee on Aboriginal and Torres Strait Islander Affairs, Commonwealth of Australia, September 2012), found that there is an ongoing and close relationship between the work of communities to maintain and revive their languages and that of schools as vehicles for language instruction. The study 'Indigenous Languages Programs in Australian Schools: A Way Forward' (Purdie et al., 2008,) found that over 16 000 Indigenous students and 13 000 non-Indigenous students located in 260 Australian schools were involved in Aboriginal and Torres Strait Islander languages programs.</p> <p>The opportunity to learn an Aboriginal language and/or a Torres Strait Islander language is becoming available in an increasing number of Australian schools, and an aim of this Framework is to make that option available for all students. In this way, all students will have the opportunity to benefit from the social and intellectual development that results from this learning.</p>	<p>Year 7 to 10 Achievement Standard</p> <p>The achievement standards for the Framework for Aboriginal Languages and Torres Strait Islander Languages First Language Learner Pathway are generalised in order to cater for the range of Aboriginal languages and Torres Strait Islander languages that may be learned as an L1 in the school context. The achievement standards will need to be adapted for use for specific Aboriginal and Torres Strait Islander languages.</p> <p>By the end of Year 10, students use written and spoken language to communicate with the teaching team, peers, Elders, community members and others in a range of settings and for a range of purposes. They use language to access and discuss information on a broad range of social, environmental, educational, cultural and community issues. They summarise and justify points of view, and respond appropriately to the opinions and perspectives of others using reflective language. They use strategies to initiate, sustain and extend discussion by inviting opinions, elaborating responses, clarifying and justifying statements with supporting evidence. When interacting in different social situations and with different social groups, students use appropriate ways of talking, for example, using appropriate speech styles with respected kin or authority figures and in situations involving seniority and status, and more informal styles with friends and close family members. They use respectful language to negotiate, problem-solve and to manage different opinions and perspectives and to reach shared decisions in collaborative tasks. Students investigate, analyse and evaluate information from a range of sources and perspectives on topics and issues related to their Country/Place and community; they present their findings using different modes of presentation to suit different audiences and contexts. They employ effective presentation strategies, including degrees of directness and length of utterance appropriate to the situation, and an appropriate restatement in accordance with spoken norms or developing written styles. They summarise main ideas and include varying amounts of supporting detail. They apply appropriate cultural norms and protocols when learning, using, recording and researching Aboriginal languages and Torres Strait Islander languages, and when engaging with cultural property. Students respond to stories, songs, dances and forms of artistic expression by describing main ideas, key themes and sequences of events and explaining how these relate to land and water, sky and weather, plants and animals, and social and ecological relationships. Students create a range of informative, persuasive, and procedural texts, as well as texts based on real and imagined experiences, in written, spoken and multimodal forms, such as reviews, reports, stories, songs, conversations, brochures, blogs, and procedures for traditional activities. They use appropriate vocabulary and grammatical forms to link and sequence ideas to form meaningful texts, for example, serialisation, connectives, embedding; and apply typological conventions such as headings, paragraphs, fonts, formatting. Students apply culturally appropriate protocols and ethical behaviour to create, transcribe, translate and interpret texts, providing alternative expressions when equivalence is not possible and explaining elements such as language choice and variation due to dialect or register. They analyse and compare translations and interpretations of texts, explaining factors that may have influenced the translation/interpretation. They understand their role as contemporary documenters and users of the language, for example, by interviewing Elders and transcribing stories and placing them in safe-keeping places. Students explain how the kinship system maintains and regulates social relationships, and provide examples of how connections between Law, Lore, story, ceremony, visual design, people, and Country/Place are reflected in individual and community behaviour. They describe how individuals and groups affirm connections to areas of land and water and to individual places. They explain the rights and obligations associated with these connections and how these contribute to individual and social identity and a patterning of community roles. Students identify the relationship between language, culture and identity, describing how personal and community identity are expressed through cultural expression and language use. They reflect on their own ways of communicating, discussing how these might be interpreted by others.</p> <p>Students use metalanguage to describe isolated speech sounds and the phonology of languages as a whole, and to analyse a range of grammatical structures in the language. They edit their own work and use appropriate conventions to cite others and to reference external information. They explain variations in language use that reflect social and cultural contexts, purposes and relationships, different registers of use (for example, mother-in-law language), intergenerational differences, and constraints that guide social interactions, such as word avoidance and substitution. They provide examples of how languages and cultures change continuously due to contact with one another and in response to new needs and ideas, popular culture, media and new technologies. Students make comparisons between the ecologies of Aboriginal and Torres Strait Islander languages and indigenous languages in other countries, in areas such as language policy, language rights, language loss, advocacy and reform, language revival and multilingualism. Students identify factors that serve to maintain and strengthen language use such as intergenerational collaboration and transmission, programs and initiatives in school and community, and explain associated challenges. They demonstrate their role as contemporary documenters of the language, for example, by interviewing Elders and transcribing stories, reminiscences, advice, ways of doing things, rules for living, and by placing documents in safe keeping places.</p>
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<p>Aims</p> <p>The Australian Curriculum: Framework for Aboriginal Languages and Torres Strait Islander Languages aims to develop the knowledge, understanding and skills necessary to ensure that students:</p> <ul style="list-style-type: none"> • communicate in the language • understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication • understand themselves as communicators • understand the process of language building as a means to extend the potential of the language (in vocabulary, expression and discourse) and to develop knowledge of linguistic techniques (such as, collecting, describing and recording language), including processes of language revival. <p>These four aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding.</p>	
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<p>Structure</p> <p>Pathways</p> <p>To cater for differences between the ecologies of languages and the communities who are owners and custodians of those languages, and to cater for students who come from a variety of learner backgrounds, the Framework has three pathways:</p> <ul style="list-style-type: none"> • First Language Learner Pathway (L1) • Second Language Learner Pathway (L2) • Language Revival Learner Pathway (LR). <p>This approach recognises that the two key variables are 'the learner' and 'the nature of the language'.</p> <p>The Framework is designed to be flexible in use for developing language-specific curricula and programs. Aspects of the content and achievement standards from the various learner pathways can be selected, adapted and modified in ways that best suit a particular language, to ensure that the curriculum and subsequent programs are appropriately pitched and to recognise the nature of the language, the nature of the learners and the context of learning.</p>	<p>First Language Learner Pathway (L1)</p> <p>Languages studied in the First Language Learner Pathway (L1) are typically used in spoken form as the language of everyday communication by whole communities across all generations.</p> <p>Typically, but not exclusively, L1 programs will occur on Country/Place and will have constant involvement from a variety of speakers from the community. A key expectation in the L1 pathway is that of students having opportunities to interact with Elders and particular places on Country/Place.</p> <p>Learners are typically Aboriginal or Torres Strait Islander children who have learnt the language from their families as a first language and continue to use it naturally at home and play. Students may have varying skills in other languages, including varieties of English.</p> <p>The First Language Learner Pathway provides students with an opportunity to study a first language at school. For these students, having the opportunity to learn their own language at school supports their cognitive development and signals recognition of the value and status of their language and ways of using and understanding language. Learning and using one's own language at school also meets a widely held community aim to strengthen students' identity and their connection between their families, community and Country/Place.</p> <p>Students develop language skills to expand the domains of use in the language. This includes developing skills in registers and genres not normally encountered in their family and home community; in effect, this may involve the students in the creative development of new registers/genres, vocabulary and expressions in the language. As well as continuing to develop, extend and strengthen oracy, a key feature of the First Language Learner pathway is the development of written literacy.</p> <p>The curriculum content and achievement standards in the First Language Learner Pathway are generalised in order to cater for the range of Aboriginal or Torres Strait Islander languages that may be learnt as a first language. The curriculum content and achievement standards will need to be adapted when developing language-specific curricula, and will need to be modified if the program occurs off-Country.</p>	<p>Second Language Learner Pathway (L2)</p> <p>Languages studied in the Second Language Learner Pathway (L2) are typically languages used in spoken form as the language of everyday communication by whole communities across all generations.</p> <p>The second language learner pathway has been written on the assumption that learning will occur off-Country, involving students who are typically not from the language community and having little or no experience of the language and culture. They are introduced to learning the language at school as an additional, new language.</p> <p>The language chosen for curriculum development should have a sizeable set of resources in a variety of media, such as local documentaries, bilingual narrative and descriptive texts, and educational materials in print and digital form. Learning is enriched and authenticated by interaction with visiting Elders and community speakers, and where possible visits to Country/Place. Information and communications technologies provide additional resources to support a range of language and culture experiences.</p> <p>The Second Language Learning Pathway provides students with an opportunity to study a language that is structurally very different from English and one from a culture quite distant from the English-speaking mainstream. This develops a deeper appreciation of the nature and diversity of languages and cultures, and supports the acquisition of knowledge and skills necessary to learn and understand an Aboriginal or Torres Strait Islander language and its cultural context.</p> <p>For students who are from the language community but who did not grow up speaking the language, it is an opportunity to reaffirm their cultural identity through learning the language of their community.</p> <p>The curriculum content and achievement standards in the Second Language Learner Pathway are generalised in order to cater for the range of Aboriginal or Torres Strait Islander languages that may be learnt as a second language. The content descriptions, content elaborations and achievement standards for the Second Language Learner Pathway will need to be adapted for use with the particular language being taught and will need to be modified if the program occurs on-Country or if the learners are from the language community.</p>
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Year 7 to 10 Level Description**The nature of the learner, the pathway and particular language**

Languages studied in the First Language Learner Pathway (L1) are typically used in spoken form as the language of everyday communication by whole communities across all generations.

Typically, but not exclusively, L1 programs will occur on Country/Place and will have constant involvement from a variety of speakers from the community. A key expectation in the L1 pathway is that of students having opportunities to interact with Elders and particular places on Country/Place.

Learners are typically Aboriginal or Torres Strait Islander children who have learnt the language from their families as a first language and continue to use it naturally at home and in social situations. Students may have varying skills in other languages, including varieties of English.

The curriculum content and achievement standards in the First Language Learner Pathway are generalised in order to cater for the range of Aboriginal or Torres Strait Islander languages that may be learnt as a first language. They will need to be adapted when developing language-specific curricula, and will need to be modified for programs occurring off-Country.

At this level, students bring a range of learning strategies to their language learning. They are increasingly aware of the world beyond their own and are engaging with broader issues of youth and society, land and environment, education and identity, while establishing a balance between increasing personal independence and social responsibilities. They are considering their future pathways and choices, including how their own language could be part of these.

Language learning and use

Learners work collaboratively and independently, exploring different modes and genres of communication, with particular reference to their current social, cultural and communicative interests. They pool language knowledge and resources to plan, problem-solve, monitor and reflect. They create and present more complex and varied texts, for example, shared stories, songs/raps, blogs, reports and journal entries, and plan, draft and present imaginative and informative texts. They use vocabulary and grammar with increasing accuracy and complexity, drafting and editing written work to improve structure and to clarify meaning.

Learners continue to expand their vocabulary to domains beyond their personal experience and interests. They use a range of grammatical structures and language features to convey more complex ideas and experiences. They use descriptive and expressive language to create particular effects and to engage interest. They make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language and how language choices influence how people, issues and circumstances are represented. They are increasingly aware of the nature of the relationship between languages and cultures, noticing how family, community values and behaviours, such as familiarity, mutual obligation, reciprocity, respect, caring for Country/Place, are conveyed in the language.

Contexts of interaction

Learning occurs largely through interaction with peers and the teaching team, while additional enrichment and authentication of the learning experience is provided through access to Elders and other speakers living in the community. Interacting with Country/Place to explore the environment and learn about Country/Place with Elders and other community members is essential to the learning of students at all stages.

Elders and community members may teach about gender-differentiated roles as encapsulated in language, working separately with male and female students as appropriate.

Students may also have some access to speakers in other regions through digital technologies and may have opportunities to participate in school excursions or camps.

Texts and resources

Country/Place and the community are the most important resources for learning. They are the origin of most of the texts and communicative situations that learners engage with.

Learners interact with a broad range of spoken, visual, written and digital texts, such as photographs, maps, oral histories, community texts such as posters from health clinics, community notices, songs, raps, dances, stories, painting and visual design, music, video clips and films.

They may also have access to community facilities and functions, such as the health clinic, art centre, coast patrol, local interpretative centre, community interpreters, and the office of the park ranger or land council.

Level of support

While learners at this level are less reliant on teacher support during interactions, continued provision of rich language input and modelled language are needed to consolidate and sustain their learning of the language in its extended spoken and written forms. The teacher provides both implicit and explicit modelling and scaffolding in relation to meaningful language use in a range of contexts, and explicit instruction and explanation in relation to language structures, grammatical functions, vocabulary and abstract cultural concepts. Opportunities for learners to discuss, clarify, rehearse and apply their knowledge are critical in consolidating language capabilities and in developing autonomy. Learners are encouraged to self-monitor, for example, by keeping records of feedback and through peer support, and to self-review and adjust language in response to their experiences in different contexts.

The role of languages

The language of study is the medium of instruction in First Language Learner Pathway classrooms. Other known languages play a complementary role, for example, when translating and creating bilingual/multilingual texts, and when comparing and contrasting writing systems, language structures, and language features and usage.

Year 7 to 10 Content Descriptions

Communicating		Understanding
<p>Socialising Discuss topics of interest to immediate and wider community, explaining, comparing, summarising and justifying points of view and responding to different perspectives. [Key concepts: ways of talking, community issues, social, environmental, educational issues, aspiration, perspective; Key processes: comparing, explaining, discussing, summarising, justifying]</p> <p>Plan, participate in and evaluate events and activities that involve taking shared action, negotiating and problem-solving and that draw upon personal and community knowledge. [Key concepts: event, managing different perspectives; Key processes: organising, persuading, deciding, negotiating]</p> <p>Engage in inclusive and respectful discussion that involves commentary, analysis and reflection on shared experience, such as that of learning and using the language in the school setting. [Key concepts: reflection, encouragement, literacy, learning strategies, respect; Key processes: discussing, analysing, reflecting, justifying]</p> <p>Informing Investigate, analyse and synthesise information obtained from a range of sources on topics and issues related to their Country/Place and community. [Key concepts: change, social and environmental issues, community initiatives/ projects, health and well-being; Key processes: researching, investigating, interviewing, comparing, summarising]</p> <p>Convey information about events, experiences or topics of shared interest, using different modes of presentation to suit different audiences and contexts. [Key concepts: audience, Country/Place, community life; Key processes: describing, explaining, creating, annotating, reviewing, persuading, reporting, presenting, referencing]</p>	<p>Creating Interpret and respond to a range of texts, sharing and comparing personal views and reactions, describing, explaining and comparing aspects of artistic expression and how these relate to land, people, plants, animals and social and ecological relationships. [Key concepts: representation, imagination; Key processes: interpreting, explaining, describing, discussing; Key text types: songs, raps, dances, traditional and contemporary stories, paintings and visual design, video clips, films]</p> <p>Create a range of spoken, written and multimodal texts involving real/imagined contexts and characters. [Key concepts: imagination, journey; Key processes: creating, collaborating, performing, composing; Key text types: raps, songs, dances, performances, stories, cartoons, advertisements, digital texts, video clips, skits, paintings and visual designs]</p> <p>Translating Transcribe, translate and interpret texts from the language into other languages of the region and into English and vice versa, considering and explaining factors that influenced the translation from one language and discussing issues related to translating and interpreting. [Key concept: equivalence, representation, meaning, interpretation, ethics; Key processes: translating, interpreting, transcribing, comparing, explaining, analysing]</p> <p>Produce short bilingual/multilingual texts such as digital stories, comics, animations, blogs and contributions to community newsletters. [Key concepts: bilingualism, expression, interpretation; Key processes: creating, performing, designing, interpreting, annotating]</p> <p>Identity Investigate, explain and discuss the relationship between kinship, Law, land, sea/water and sky. [Key concepts: identity, relationship, kinship, Law, connection, interrelatedness, rights, obligations; Key processes: exploring, discussing, investigating, describing, reflecting]</p> <p>Describe and discuss the relationship between people, community and Country/Place, and how individuals and groups demonstrate connections to areas of land and sea/water and their rights and obligations with respect to those areas. [Key concepts: Country/Place, land, water, sea, sky; rights and obligations, responsibility; Key processes: discussing, reflecting]</p> <p>Investigate and discuss how connections between Law, story, ceremony, visual design, people and Country/Place are demonstrated and manifested in individual and community behaviour. [Key concepts: identity, Law, behaviour, story, ceremony, guidance; Key processes: investigating, explaining, discussing]</p> <p>Reflecting Reflect on the relationship between language, culture and identity, and how this shapes and reflects ways of communicating and thinking. [Key concepts: intercultural experience, perspective, insight, self-reflection; Key processes: comparing, analysing, discussing, explaining, reflecting]</p>	<p>Systems of Language Understand and explain sound patterns in the spoken language, representing these patterns with an expanding repertoire of written symbols and conventions. [Key concepts: sound system, writing system, intonation, rhythm, punctuation, conventions; Key processes: listening, recognising, analysing, comparing, reading aloud, transcribing]</p> <p>Develop and use (meta)language to analyse a range of grammatical structures in their language(s) and English. [Key concepts: system, grammatical case, affixation, transitivity, particles, metalanguage; Key processes: explaining, discussing, making comparisons and connections]</p> <p>Investigate the ways people communicate using spoken, written and visual modes and analyse the form and structures of a range of texts, including their use, role and relationship to other social processes. [Key concepts: text, relationship; Key processes: analysing, investigating, linking and sequencing]</p> <p>Language variation and change Analyse variations in language use that reflect different social and cultural contexts, purposes and relationships. [Key concepts: respect, silence, kinship, body language, code-switching; Key processes: examining, explaining, analysing]</p> <p>Understand that languages and cultures change continuously due to contact with one another and in response to new needs and ideas, popular culture, media and new technologies. [Key concepts: contact, change; Key processes: exploring, observing, reflecting]</p> <p>Language awareness Investigate and compare the ecologies of Aboriginal and Torres Strait Islander languages with indigenous languages in other countries, and consider issues such as languages policy, language rights, language loss, advocacy, reform and multilingualism. [Key concepts: environment, boundaries, policy, revival; Key processes: researching, investigating, exploring, considering]</p> <p>Understand and apply cultural norms, skills and protocols associated with learning, using and researching Aboriginal and Torres Strait Islander languages. [Key concepts: ownership, protocols, ethical behaviour; Key processes: acknowledging, investigating, applying]</p> <p>Role of language and culture Reflect on how ways of using language are shaped by communities' ways of thinking, behaving and viewing the world, and the role of language in passing on knowledge. [Key concepts: Indigenous knowledge, values transmission; Key processes: reflecting, exploring, analysing, comparing]</p> <p>Role of language and building Investigate programs, initiatives and techniques that keep Aboriginal and Torres Strait Islander languages strong. [Key concepts: language maintenance and development; Key processes: discussing, exploring, investigating, evaluating, language building, language engineering]</p>