

<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. 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 Second Language Learner Pathway are generalised in order to cater for the range of languages that may be learnt as an L2 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 the target language to initiate, sustain and extend interactions and to express feelings and opinions. They share interests, experiences and aspirations and exchange information about teenage life. They use spontaneous language to participate in activities that involve taking action, collaborating, planning, organising and negotiating. They use culturally appropriate norms, skills and protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities. When interacting in the classroom, they make requests, make suggestions and seek clarification. They locate, analyse and summarise factual information from a range of sources on topics and issues related to the target language region. They demonstrate understanding of the target language region, community, culture, way of life and History by presenting information on social and environmental issues, past and present community initiatives, projects and lifestyles. Students listen to, view and share personal responses to a range of texts such as stories, songs, visual and creative arts, films and procedural texts. They demonstrate understanding by identifying and explaining main ideas, key themes, sequences of events, and by comparing the role and representation of animals, people and landscapes. They link and sequence ideas and use expressive language, gestures, artistic and iconographic elements and conventions to create spoken, written and multimodal texts that involve real or imagined contexts and characters. They apply culturally appropriate and ethical behaviour to translate and interpret a range of texts from the target language to English and vice versa, and explain culture-specific concepts, practices and expressions. They create bilingual texts to inform the wider community about aspects of the target language region and culture. Students share experiences and ways of expressing identity, and they reflect on how the target language links the local, regional and national identity of its speakers with the land. They describe how they feel and behave when interacting with target language speakers and resources, and they reflect on how their reactions may reflect their own languages, cultures and perspectives.</p> <p>Students know the sounds, stress, intonation patterns, writing systems and grammatical elements of the target language and apply this knowledge to construct extended spoken, written and multimodal texts. They use metalanguage to explain sound, writing and grammatical systems, including inflectional and derivational processes. They analyse the form and structure of a range of spoken, written and visual texts and explain their function, form and relationship to social processes, such as declaring identity, acknowledging ancestors and traditional belief systems, and passing on knowledge and information. Students demonstrate their understanding of kinship as a system by explaining its importance in maintaining and regulating social relationships in Aboriginal and Torres Strait Islander communities and links with Country/Place. They explain how and why language use is adjusted to suit different social and cultural contexts, purposes and relationships. They explain the dynamic nature of language and cultures, and identify factors that influence change, such as contact with other languages or response to new ideas and 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 and rights, language loss, advocacy and reform, and language revival. They identify the role of language in passing on knowledge, and explain how communities' worldviews and ways of thinking and behaving shape how language is used. They identify factors that serve to maintain and strengthen language use, such as intergenerational collaboration and transmission, programs and initiatives, and explain challenges associated with such practices and initiatives.</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. 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>	<p>Language Revival Learner Pathway (LR)</p> <p>The Language Revival Learner Pathway (LR) provides opportunities for students to study Aboriginal or Torres Strait Islander languages that are being revived by their owners or custodians and are in various stages of revitalisation, reclamation and reclamation.</p> <p>LR covers a much broader range of language types and ecologies than either L1 or L2, and the vast majority of Aboriginal Languages and Torres Strait Islander Languages are included in the LR category.</p> <p>Schools teaching the Language Revival Learner Pathway (LR) will most likely be located broadly within the geographic region of the language and culture, sometimes in towns and cities and other times in rural and remote regions. Classrooms likely include students who relate closely to the language and culture as well as students with varying degrees of affinity with the language and culture, including some with no connections to the language and culture. A key expectation in the LR pathway is that students have opportunities to interact with Elders and particular places on Country/Place.</p> <p>The Language Revival Learner Pathway draws on the Australian Indigenous Languages Framework (AILF) and takes account key variables such as: how much is known about and documented for the language; the extent to which languages are used or remembered, ranging from languages no longer spoken (owners often use the term 'sleeping languages' for those spoken fluently by members of the older generations; and the extent to which languages have been reintroduced to the community of owners and custodians.</p> <p>These variables give rise to the following broad categories of language revival:</p> <ul style="list-style-type: none"> • Language Revitalisation: where there are fluent L1 speakers (typically members of the older generation) and intergenerational transmission of the language has been interrupted. In this case, younger generations rarely understand some of the language and may use some words and phrases but they do not speak it as the language. Examples of revitalisation languages include: Walmajarri in the Kimberley, Yindjibarndi in the Pilbara, Meriam in the Torres Strait, Dyirbal in north-eastern Queensland, Wubuy (Nunggubuyu) in Arnhem Land, and Adnyamathanha (Yura Ngawarla) in the Flinders Ranges. • Language Renewal: where there are a number of adult speakers who use the language to varying degrees in the community, but not 'right through', and where other language resources are drawn upon. Examples of languages being renewed include: Noongar in south-west Western Australia, Gumbaynggirr on the north coast of New South Wales, Ngarrindjeri on the Lower Murray Lakes in South Australia, Djabugay in the Atherton Tablelands in northern Queensland and Yugambeh in southern Queensland. • Language Reclamation: where language revival by necessity relies primarily on historical documentation of the language in the absence of active community knowledge of it. Examples of reclamation languages include: Kaurna from Adelaide, Narungga from the Yorke Peninsula, Dharuk or Eora (Iyora) from Sydney, Yuwipi from central Queensland, Wemba-Wemba and Woiwurrung from Victoria, and Awabakal from the New England area in New South Wales.
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Year 7 to 10 Level Description**The nature of the learner, the pathway and particular language**

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.

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 have little or no experience of the language and culture. They are introduced to learning the language at school as an additional, new language.

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.

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.

At this level, students bring a range of language learning strategies to their learning. They are increasingly aware of the world beyond their own and are engaging with issues of youth, society and environment. They are increasingly independent and capable of analysis and reflection. They are considering their future pathways and choices, including how the language could be part of these.

Language learning and use

Learners interact using the target language in classroom routines and communicative tasks. They give presentations and participate in conversations, with some preparation and support, such as cue cards. They use the language more fluently, with a greater degree of self-correction and revision.

They acquire skills in analysing and translating increasingly complex texts.

Learners are extending the range and quality of their writing through increased vocabulary and grammar knowledge, and by drafting and editing their own work and that of their peers. They use models to create a range of texts, including descriptions, recounts and reflections.

They are increasingly aware of connections between language and culture, noticing, for example, different language use according to kin relationships. They are learning to reflect on their own language and culture, and how identity impacts on intercultural experiences.

Contexts of interaction

Learning occurs largely through interaction with peers and the teaching team. Students may have some access to visiting Elders and community speakers, and may use technology to communicate with peers in the target language region, such as through a sister-school partnership. Some students may have opportunities to visit the target language region themselves or to view touring performances and art displays.

Texts and resources

Learners engage with a range of visual, spoken, written and digital texts, such as photographs, maps, bush calendars, seasonal charts, posters, songs, raps, dances, stories, paintings and visual design, video clips, and films.

Level of support

Learners are increasingly aware of and responsible for their own learning. They continue to access and use resources such as word lists, modelled texts and dictionaries. Teacher feedback continues to support their receptive and productive language use.

Learners require explicit instruction in the grammatical system of the target language, supported by comparisons with English and other known languages. They also require opportunities to discuss, practise and use their knowledge. They monitor their learning progress, for example by keeping records of their learning, such as journals, folios or blogs, and use these resources to reflect on their language learning and intercultural experiences.

The role of languages

The target language is used for classroom interaction, language learning activities and experiences, and reflection on learning. English is used to support analysis, comparison and reflection; it is also the medium for expressing personal views at a level beyond learners' range in the target language, such as justifying a position on a social issue or exploring and comparing linguistic and cultural practices and learning experiences.

Year 7 to 10 Content Descriptions

Communicating		Understanding
<p>Socialising Engage with peers, the teaching team and visiting Elders/community speakers to share interests, experiences and aspirations, to exchange information about teenage life and to express opinions and feelings. [Key concepts: experience, aspiration; Key processes: recounting, exchanging, connecting]</p> <p>Engage in activities that involve collaboration, planning, organising and negotiating to take action. [Key concepts: event, experience, collaboration; Key processes: planning, organising, negotiating]</p> <p>Interact in class activities that involve making requests and suggestions, seeking clarification, negotiating changes and expressing opinions. [Key concepts: opinion, discussion, respect; Key processes: requesting, negotiating, expressing, comparing, deciding, explaining]</p> <p>Informing Identify, analyse and summarise factual information obtained from a range of sources on a variety of topics and issues related to the region of the target language. [Key concepts: Indigenous knowledge, social and environmental issues, lifestyles, community initiatives and projects, community life; Key processes: summarising, synthesising, referencing]</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]</p>	<p>Creating Interpret and respond to a range of real and imaginative texts by sharing personal views, comparing themes, describing and explaining 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 to entertain others, involving real or imagined contexts and characters. [Key concepts: imagination, journey; Key processes: creating, collaborating, performing, composing; Key] text types: raps, songs, performances, story, cartoons, advertisements, digital texts, video clips, skits, paintings and visual designs]</p> <p>Translating Translate and interpret a range of texts from the target language to English and vice versa, comparing their versions and considering how to explain elements that involve cultural knowledge or understanding. [Key concepts: equivalence, representation, meaning, interpretation, idiom; Key processes: comparing, explaining, interpreting]</p> <p>Create bilingual texts in collaboration with others for the wider community. [Key concept: interpretation, bilingualism; Key processes: designing, explaining, classifying, glossing, annotating, composing]</p> <p>Identity Consider and discuss their own and each other's experiences and ways of expressing identity, reflecting on how the target language links the local, regional and national identity of its speakers with the land. [Key concepts: identity, perspective, biography; Key processes: sharing, comparing, considering, reflecting, analysing]</p> <p>Reflecting Participate in intercultural interactions and consider own reactions when engaging with target language speakers and resources, and how these may reflect own language(s) and culture(s). [Key concepts: intercultural experience, perspective, insight, self-reflection, ways of knowing and being, reconciliation, discrimination; Key processes: comparing, analysing, explaining, reflecting, choosing]</p>	<p>Systems of Language Produce sounds, stress, intonation patterns of the target language, using a developing phonemic awareness linked to the writing system. [Key concepts; metalanguage, patterns, phonetic articulation, syllable; Key processes: identifying, reading, investigating]</p> <p>Expand vocabulary and understand and use a range of grammatical structures in the target language, including inflectional and derivational processes. [Key concepts: system, grammatical case, affixation, voice, transitivity, particles, Key processes: explaining, constructing, compounding]</p> <p>Investigate spoken, written and visual modes of communication and analyse the form and structures of different types of texts, including their use, function and relationship to social processes. [Key concepts: text structure, relationship; Key processes: analysing, investigating, linking, sequencing]</p> <p>Investigate how connections between Law, story, ceremony, people and Country/Place are demonstrated and evident in community behaviour. [Key concepts: interconnectedness, human relationships, ownership, rights, responsibilities; Key processes: describing, explaining, investigating, exploring]</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; 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, 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, value 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, development, building; Key processes: discussing, exploring, investigating, evaluating, language building, language engineering]</p>