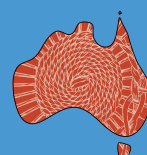


Report on Professional Learning to Support the Teaching of Aboriginal and Torres Strait Islander Languages



Yalbilinya:
National First
Languages
Education Project



FIRST
LANGUAGES
AUSTRALIA

Report on Professional Learning to Support the Teaching of Aboriginal and Torres Strait Islander Languages



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This report is the second outcome of Yalbilinya: National First Languages Education Project. *Yalbilinya* means learn in Wiradjuri. The name was provided by the Parkes Wiradjuri Language Group and is pronounced yal-bill-in-ya.

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Executive summary


This report analyses the professional learning required for the sustainable implementation of the Australian Curriculum *Framework for Aboriginal Languages and Torres Strait Islander Languages*. The report is the second outcome of Yalbilinya: National First Languages Education Project (2019–2022), which consisted of three pillars of work designed to strengthen and encourage the long-term uptake of Aboriginal and Torres Strait Islander languages in Australian school classrooms. Funded by the Australian Government Department of Education, Skills and Employment, Yalbilinya has been a collaboration between First Languages Australia; Aboriginal and Torres Strait Islander language centres, programs and educators; education authorities in each state and territory; learning providers; education unions; and the Aboriginal education consultative groups in NSW and Victoria.

Pillar Two of the project focused on the professional learning needs of people who wish to teach their languages. Within this report, professional learning includes the range of learning required from infant to adult to develop skilled and confident Aboriginal and Torres Strait Islander language educators. The diversity of Indigenous language contexts in Australia means that all types of programs (community-based, accredited training and university courses) have been considered, with each playing a vital role.

Professional development: What is needed?

Aboriginal and Torres Strait Islander communities are as diverse as their languages. In many ways, colonisation has increased this diversity. Today, some communities are relearning their languages and using them primarily for greetings and naming familiar things. In others, older people may speak the traditional language, with younger people understanding, but amongst themselves speaking a new language such as Kriol or Yumplatok, or English. There are also communities where people of all ages speak their traditional languages for everyday communication, and children first encounter English at school.

In the absence of an official initial teacher education program that targets teaching Aboriginal and Torres Strait Islander languages, most language teaching is currently designed and delivered by language teaching teams, including registered teachers, language educators and language specialists. As such, there is a demonstrated need for programs and resources that target language teaching teams, Indigenous and non-Indigenous teachers and school leaders to ensure that our language educators are skilled and well supported. These programs help build an awareness of what it means to run an Aboriginal or Torres Strait Islander language program and what is required. Their role is to build a supportive environment across a school community which is essential for ongoing community collaboration.



Limited professional learning opportunities are available to support the needs identified in this report. The report details a selection of the professional learning opportunities available with a focus on what is required for program sustainability. In addition, a detailed appendix of information on successful programs contributed by the learning providers has been included to assist in developing future programs.

The review of the professional learning support for Aboriginal and Torres Strait Islander language educators has identified the following areas for action:

- career pathways
- partnerships
- lifelong language learning
- initial teacher education
- vocational training
- mentoring
- regional collaborations and networking
- resources
- supportive school environment.

Career pathways

Pathways into Aboriginal and Torres Strait Islander language teaching must include recognition of existing skills, vocational training and completion of relevant university programs, and participation in individualised learning activities designed by language centres, communities and education authorities. The report identifies opportunities for establishing national programs, however it is emphasised that each language community has a very limited number of people skilled and interested in teaching their language in schools. As such, each school and community will need to work with the identified potential teachers to map a career pathway to suit their specific needs, and support them in utilising all available learning opportunities.

Every state and territory has clear pathways to becoming a classroom teacher. However, only Western Australia and Victoria have clear pathways for those who wish to take up Aboriginal and Torres Strait Islander language teaching positions in schools. The identification of flexible pathways to the classroom is a priority for all states and territories. Likewise, the provision of supported training opportunities at Australia Qualification Framework Levels 2 to 9, and ongoing professional learning opportunities that align with the Australian Professional Standards for Teachers (2018), are essential to build the capacity of Aboriginal and Torres Strait Islander language educators. The report highlights the many skills that language teachers require and provides clear recommendations with regard to the development of teacher education and training programs to meet those needs.

There is also a need for education departments to develop partnerships leading language teachers into advanced positions, from which they can advocate to build language teams across communities. Further, advocacy beyond the classroom will see program growth, increase regional collaborations and promote Aboriginal and Torres Strait Islander language teachers and language teaching.

Partnerships

Registered training organisations, universities, education authorities and community organisations all play a role in providing the professional learning opportunities required to increase the number of skilled language teachers for the future. To assist in these efforts, there should be an initial focus on establishing formal relationships between education authorities and community language organisations.


Where language centres and programs are established, they are essential partners in the provision of professional learning. While the approach in each region is different, it is usual for established language centres and programs to support the professional learning behind school programs. However, what is common in this situation is a lack of recognition by education authorities of the essential learning services that community programs provide to support the delivery of school programs. In most cases, these services are being provided free of charge, with schools indicating they do not have funds to pay for the service. The ongoing development and delivery of these specialist professional learning activities requires collaborations between schools and community organisations which are not otherwise funded for such work.

Lifelong language learning

Increasing knowledge of their subject area is an ongoing professional goal for any teacher. Whether in revival or maintenance contexts, supporting teachers to increase their language skills leads to growth in student learning outcomes. Most Aboriginal and Torres Strait Islander language teachers have limited options available to support their own language development. There are some accredited programs in a very small number of languages; in fewer still, university subjects are offered. To counter this lack of language development options, a growing number of community language programs are developing non-accredited community language learning activities to help support educator language learning. These activities are most often designed and delivered by volunteers. Funding and systematic support is required for these efforts to be sustainable and increase the pool of available language teachers.

Initial teacher education

While vocational programs, the recognition of existing skills and specialist teacher registration (known by different titles depending on the registration body, including 'Permission to Teach' and 'Limited Authority') will each provide a pathway to the classroom, the provision of an identified initial teacher training (ITE) program that sees graduates skilled and approved for registration as



language teachers by each authority is an essential next step in progressing the teaching of our languages in schools. In identifying a model for the training of second language teachers, the following points provide an overarching context:

- Cohorts will be very small compared to the pools of people enrolled in general ITE programs. As such, sharing models and supporting the provision of national programs is likely to prove cost-effective.
- Language teaching and language teacher training need to be community-led, flexible and sensitive to the needs of potential first language teachers.
- Pathways need to include community-based, vocational and university programs.
- A very broad range of skills is required to teach Aboriginal and Torres Strait Islander languages.

Aside from developing a strong ITE program and other relevant training for prospective language educators, support must also be provided for registered teachers interested in specialising in teaching their languages. Each education authority can achieve this by recognising and supporting teacher enrolment in the Master of Indigenous Languages Education (MILE). To ensure the sustainability of MILE, all states and territories must:

- officially recognise MILE as providing sufficient training for teachers to be appointed to languages-designated positions in schools
- provide a scholarship that covers fees and ensures 60 days of study leave for use across the residential blocks and independent study time
- promote the program and work toward a quota of six to ten graduates per authority per year.

In addition to the above point, First Languages Australia also recommends that a commitment by the Commonwealth Government to the ongoing provision of Away from Base (AFB) funds for MILE, and the identification of funds to support additional course coordination and administration positions, would ensure the sustainability of this essential program well into the future.

Vocational training

There are now a small number of nationally accredited vocational training programs which have been designed to support community members who wish to learn their languages and build language teaching skills. These courses have been developed to provide an accredited course structure through which specific language content can be delivered and assessed. The delivery of the programs requires two significant and time-intensive bodies of work:

- the national (or currently regional) administrative work in developing the accredited course's structure to meet accreditation requirements every five years

- the local work of developing the relevant language learning content and materials, identifying available teachers and getting the program ‘on scope’ with a local registered training organisation.

In addition to the time and community work required to develop the local language content for each course, the limited availability of skilled and qualified trainers to deliver and assess these programs is an ongoing barrier. For the programs to be sustainable and meet the needs of those communities who wish to invest in accredited training, funds need to be made available to support those Aboriginal and Torres Strait Islander language educators interested in leading languages training in the VET sector to undertake the Certificate IV in Training and Assessment.

Mentoring

Given the diversity of Indigenous languages and the limited formal learning opportunities currently available, mentorships are core to the professional learning needs of all Aboriginal and Torres Strait Islander language teachers. Each educator should be partnered with community members to support their own language learning, trained educators to support their generalist teaching skills, and experienced language teachers to assist with the development of their language teaching tools and techniques in action.

Regional collaborations and networking


Offering professional learning activities within language regions will provide strong and targeted opportunities to build individual educators’ skills. Many language regions cover a significant number of schools. This provides opportunities for schools and regional education offices to collaborate in the delivery of professional learning activities. Collaborations within language regions greatly strengthen both individual language teachers’ learning and the programs at each school.

The establishment of Indigenous language positions in each education department’s regional office will also provide a platform for coordinated discussions across language regions, particularly those without language centres. Regional liaison staff will be needed to ensure collaboration between schools within language regions, and must be funded to support the establishment and maintenance of advisory groups for each language. This will be a significant asset in the work toward the sustainable provision of local language teaching.

Resources

The development and sharing of resources that support professional learning and practice is a high priority.

Support for, or the development of, resources centres that can facilitate the production of language resources and literacy packs designed for school programs is vital. In some regions, materials have been designed for adaption to multiple languages. While each language will need its own resources reflecting



the nature and context of community-led learning programs, making adaptable resources available to teachers supports their ability to deliver well targeted and engaging programs.

A supportive school environment

In any school environment, establishing a professional working relationship between language teachers and whole of school staff is essential. Where language teachers may work across multiple schools or teach on a part-time or casual basis, it is particularly important that a special effort is made to make these language workers feel part of the school staff and community. Providing high-quality induction processes and professional mentors are two ways that schools can ensure they are a welcoming workplace for specialist teachers.

Introduction

Aboriginal and Torres Strait Islander people are the first Australians with the oldest continuing cultures in human history. Governments across Australia affirm the right of Aboriginal and Torres Strait Islander people to maintain languages and cultures and acknowledge their deep cultural associations with the land and water.

– *The National Aboriginal and Torres Strait Islander Education Strategy, 2015*


In December 2015, the Australian Curriculum, Assessment and Reporting Authority (ACARA) released the *Australian Curriculum Framework for Aboriginal Languages and Torres Strait Islander Languages*, which is known as ‘the Framework’. The Framework guides Australian schools in the teaching and learning of the languages of this country from Foundation to Year 10, and clearly states its definition, structure, role and contents.

Throughout the past year, First Languages Australia (FLA) has been collaborating with partners to develop high-quality training resources and materials to support Framework implementation, and the ongoing professional development of language custodians who wish to teach Aboriginal and Torres Strait Islander languages in schools. The report presented here showcases resources developed to promote best practice implementation of the Framework.

Yalbilinya: National First Languages Education Project, of which this report is part, is a collaboration between First Languages Australia, Aboriginal and Torres Strait Islander language centres, educators and the Australian Government Department of Education. It builds on collaborations with language centres and teachers nationally with support from the Indigenous Languages and Arts team within the Department of Infrastructure, Transport, Regional Development and Communications, aims to support the development of Indigenous language educators and seeks to encourage the long-term uptake of Aboriginal and Torres Strait Islander languages in Australian school classrooms. The project consists of three pillars designed to boost Aboriginal and Torres Strait Islander languages education.

These are:

1. Research into best practice implementation of the *Framework for Aboriginal Languages and Torres Strait Islander Languages*.
2. The development of resources to promote best practice implementation of the Framework.
3. The development of a culturally appropriate Indigenous language education workforce strategy.



This report provides a summary of Pillar Two: The development of resources to promote best-practice implementation of the Framework. The report documents how First Languages Australia and stakeholders are working together to develop the training resources and materials required to support Aboriginal and Torres Strait Islander people who wish to teach language in schools. This work includes the following:

- development of resources to support Indigenous language workers to continually grow their own personal language skills
- development and implementation of professional development courses to increase the skills of educators teaching Aboriginal and Torres Strait Islander languages, including:
 - Aboriginal and Torres Strait Islander educators
 - community representatives
 - non-Indigenous educators
- guidance on appropriate length of time of classroom language teaching requirements
- trialling a minimum of two resources and professional development courses to ensure materials and courses are effective to a minimum of ten Indigenous language teachers and ten non-Indigenous language teachers.


Terminology

In this document the terms ‘languages’, ‘first languages’, ‘local languages’, ‘Indigenous languages’, ‘Aboriginal and Torres Strait Islander languages’ and ‘community languages’ are used. In this document they all refer to the traditional languages of a local Aboriginal or Torres Strait Islander community, independent of whether this is the language that the language custodians first learn to speak as children.

In the school context, the word ‘teacher’ refers to people who are registered teachers. Registered teachers are those who have completed a Bachelor of Education or other initial teacher training program, and who have applied to the teacher registration board in their region and received registration as a teacher. However, in the context of Indigenous language education, the word ‘teacher’ is used more broadly to include those people with skills and authority to teach their languages. Similarly, the term ‘trainer’ has a specific meaning in the vocational education sector. Throughout this report, the terms ‘teacher’, ‘educator’ and ‘instructor’ are used broadly, with ‘registered teacher’ used whenever it is necessary to specify that an individual has the particular qualifications, role and responsibilities of a registered teacher as required in a school context.

Similarly, different authorities use different terminology to describe people who are approved to act as classroom teachers of subject areas but who are not eligible for teacher registration. ‘Paraprofessional’, ‘Limited Authority’ and ‘Permission to Teach’ are some of the terms used. This mechanism has been used to employ people with subject area knowledge, particularly from the vocational sector (for example, from hospitality and construction). Language teachers have been engaged through this pathway with approval to teach their subject of expertise only. Throughout this document, the term ‘specialist teacher’ refers to an educator who will work with a school to teach language only. These people may work with other subject teachers to embed language across the curriculum, but it is not expected that they are qualified to teach other subjects without additional qualifications.

Where the word ‘languages’ is capitalised, it refers to the teaching of languages as a subject area known as ‘Languages’ in a school. Therefore, Aboriginal and Torres Strait Islander languages in a curriculum is a Languages subject area, along with French, German, Japanese, etc. For the purposes of this document, the term ‘Languages teacher’ (with ‘languages’ capitalised) includes teachers of all languages other than English.



While the term ‘community’ means different things to different people, in this document it refers to the group of people with a shared connection to a particular language. These people may or may not speak this language daily, or have learnt the language as children. They may live near each other or be spread across the globe. Wherever they live and whatever language they use for daily communication, in this document these people are referred to as the language ‘community’.

In this document, the term ‘education authorities’ refers to government, independent, Catholic and private education providers.

The definitions of different types of language learners come from the Australian Curriculum *Framework for Aboriginal Languages and Torres Strait Islander Languages*. The Framework is outlined here on pages 9 and 10.

Although this document does not focus specifically on the teaching and learning of new Indigenous languages (such as Kriol, Yumplatok and varieties of Aboriginal English) they are the languages many Aboriginal and Torres Strait Islander children learn first and are the language of daily communication in family and expressions of individual and local identity across Australia. The recognition of students’ home languages by schools – and the fact that many students will be learning English as an Additional Language or Dialect (EAL/D) – is essential for Aboriginal and Torres Strait Islander students.

Companion documents

This report is a companion to *Yakilla: Professional learning opportunities in the languages field* (2020) which provides an overview of the types of learning programs available to assist language workers and teachers in building their professional skills. It builds on the reports *Nintiringanyi: National Aboriginal and Torres Strait Islander language teaching and employment strategy* (2018), which identifies systemic issues that need to be overcome for the sustainable teaching of local languages; *Global Lessons: Indigenous languages and multilingualism in school programs* (2018), which examines the benefits of teaching Indigenous languages, what success means and the support structures required to be successful; *Policy and Practice: Aboriginal and Torres Strait Islander language teaching in Australian public schools* (2019), which details policy and practice relating to teaching and learning Indigenous languages in Australian public schools; *Indigenous Language Programmes in Australian Schools: A way forward* (2008), an ACER report which provided a snapshot of the national situation and recommendations to strengthen the quality of Indigenous languages programs in schools; and the *National Policy on Languages* (1987).

<<https://winhangarra.com.au/page/discussion-papers>>

Australian Curriculum *Framework* for *Aboriginal Languages and Torres Strait Islander Languages*

The *Framework for Aboriginal Languages and Torres Strait Islander Languages* (the Framework) is the first national curriculum document Foundation to Year 10 to provide a way forward for all schools in Australia to support the teaching and learning of the languages indigenous to this country ... The prime purpose of the Framework is to guide the development of teaching and learning curricula for particular Aboriginal and Torres Strait Islander languages. By providing a national framework it is intended that future educational development in Australia's Indigenous languages will result in curriculum development and school programs that are nationally commensurate in terms of teaching, learning and assessing. Also, the provision of a framework in preference to language-specific curriculum documents will allow for greater flexibility in developing programs for any Aboriginal language or Torres Strait Islander language.

– Framework for Aboriginal Languages and Torres Strait Islander Languages
(2015)

Developed and managed by ACARA, the Framework provides the guidance and necessary flexibility required by local communities and schools for the development of local Aboriginal language or Torres Strait Islander language curriculums, whether they be traditional languages that are currently used for everyday communication, those being revitalised or one of the many creoles that have arisen through language contact in Australia.

<<https://www.australiancurriculum.edu.au/f-10-curriculum/languages/framework-for-aboriginal-languages-and-torres-strait-islander-languages/>>

Background

As outlined in the report on Pillar One of this project, which is a companion to this document, each authority continues to work toward Framework implementation. However, a significant increase in resourcing across the board is required for the sustainable implementation of the Framework. Major gaps in the sustainable delivery of Aboriginal and Torres Strait Islander language teaching in schools have been identified under four broad headings:

- Structural support: government and policy
- Teacher training and employment
- Knowledge and resources
- School community relationships

Pillar Two and Three of the Aboriginal and Torres Strait Islander Languages Project, of which this report is a milestone, focus on the second gap area – teacher training and employment. Throughout Pillar Two of the project, First Languages Australia has worked with stakeholders who have been designing and testing professional development programs and resources to support Framework implementation, as summarised in this report. While professional development is consistently highlighted as a priority need by Aboriginal and Torres Strait Islander language teachers, it should be made clear that meeting community and educator needs around professional development alone – without simultaneously addressing the other gaps identified in the *Report on Best-practice Implementation of the Framework for Aboriginal Languages and Torres Strait Islander Languages* (2021) – will not create sustainable programs.

Around the country, significant work is underway to provide a foundation for Framework implementation. In some regions this work is language specific, in others it involves regional or state-wide collaboration. In all instances it is happening quietly, with effort focused on the specific target audience and activity. First Languages Australia has a role in supporting these activities by:

- helping people to learn of and about the work underway
- sharing stories, plans and progress
- helping educators to collaboratively troubleshoot barriers and hurdles, and thus smooth the path for future work.

Since the release of the Framework in 2015, First Languages Australia has been coordinating discussions within and between our stakeholders to develop the foundation of the resources, training programs, community collaborations and structural support required for the sustainable implementation of the Framework. These discussions have supported stakeholders taking independent action within their capacity in line with the broader need. Such actions include:

- the development of policy documents
- publication of illustrations of practice
- accreditation of new training models
- the implementation of existing training courses
- grant disbursement.

First Languages Australia's role in the development of these resources is dependent on stakeholder needs. In some instances, First Languages Australia has provided general guidance; in others, they have been a partner in the development and production stages of resources; and in others again, First Languages Australia has provided (or is providing) assistance in promotion of the final resource.

This report, and Pillar Two of the project, provides an analysis of the professional learning required for the sustainable implementation of the Australian Curriculum Framework for Aboriginal Languages and Torres Strait Islander Languages. The report is divided into the following areas:

Introduction

This section provides an outline of the context of this report within Yalbilinya, the overarching project of which this report is part (Pillar Two).

Professional development: What is needed?

This section summarises the findings of Pillar Two and the lessons learnt from the examples outlined in this report.

Language learning

This section showcases examples of community language learning programs with a focus on what is required for sustainability.

Language teaching

This section showcases programs currently available for people who wish to increase their skills for teaching their languages in schools.

Programs and resources for teaching teams

This section highlights programs and resources that aid and support teaching teams in the development, implementation and maintenance of language programs.

Appendixes

The appendixes included here offer further information on a selection of the programs summarised in this report. The majority of these have been contributed by the learning providers featured in this report and were written to assist others who are looking to implement similar programs in their regions.

Professional development: What is needed?

This report details the development of resources and activities that have been designed to support professional growth for people who wish to teach their languages in schools. Conversations with stakeholders around the need for professional learning resources and activities throughout the project have identified the following areas of focus:

- career pathways
- partnerships
- lifelong language learning
- teacher training
- mentoring
- regional collaborations and networking
- resources
- a supportive school environment.

Career pathways

Pathways into Aboriginal and Torres Strait Islander language teaching must include recognition of existing skills, vocational training and completion of relevant university programs, as well as participation in individualised learning activities designed by language centres, communities and education authorities.

While much of the discussion that follows here identifies opportunities with a view to the establishment of national programs, it is of utmost importance that we recognise that each language community will have a very limited number of community members skilled and interested in teaching their language in schools. As such, each school and community will need to work with the identified individuals to map a career pathway that suits their needs, and supports them in utilising all available learning opportunities.

While each language teacher's career pathway will be different, making these options clear will provide encouragement to people who wish to teach their languages in early childhood, school, vocational and tertiary settings.

In every state and territory, there are very clear pathways to becoming a classroom teacher. However, virtually no state and territory has a clear pathway for those who wish to become an Aboriginal and Torres Strait Islander language teacher.



Until recently, those in Western Australia have been the exception to this rule. Since 1998, the WA Department of Education has delivered a three-year professional development traineeship, completion of which allows each graduate's school to apply for Limited Registration to Teach. The history, success and limitations of this program is detailed in *Nintiringanyi: National Aboriginal and Torres Strait Islander language teaching and employment strategy* (2018), and current work toward the national accreditation of the traineeship is summarised on pages 66 to 67 of this report.

More recently, [Victoria's Department of Education and Training is to be commended on its progress in the recognition of the Certificate III and IV in Learning/Teaching an Endangered Aboriginal Language as sufficient for paraprofessional registration with the Victorian Institute of Teaching. In Victoria, an educator with paraprofessional registration is on a comparable role level to Senior Teacher.](#) This demonstrates recognition of the wealth of knowledge and experience that community language educators bring to the classroom. First Languages Australia encourages each state and territory to review this model for adaption to their own needs.

In NSW, language educators in five regions are employed through the Language Nest program. Under the supervision of a classroom teacher, these Nest educators provide language classes at various schools. A specialist registered teacher of that language provides support to the language educators across each Nest region. The management of the Nests and the employment of the educators is contracted by the NSW Department of Education to the NSW Aboriginal Education Consultative Group Inc. (AECG) via a competitive tender process. The AECG has been working to increase their training offerings. Their progress is detailed on pages 69 to 72 of this document.

In other states and territories, first language educators are often employed as Teaching Assistants or Aboriginal Education Workers (known with different titles in each state and territory), as administrative or support staff, or as contractors. The greater majority of these educators lack access to any coordinated professional development, accredited or otherwise. [There has long been a call for the identification of clear professional pathways for individuals who wish to teach languages in schools through Australia Qualification Framework Levels 2 to 9, and for ongoing professional learning opportunities that align to the Australian *Professional Standards for Teachers* \(2011, revised in 2018\) that support the growth of teachers' personal language expertise.](#)

To target the rapidly expanding calls for Aboriginal and Torres Strait Islander language teachers nationally, Yalbilinya stakeholders have worked together to identify possible pathways for specialist educators. They recommend the following options be made available:

- recognition of existing skills, community programs and individualised mentoring as leading to either a co-teaching partnership with a registered classroom teacher, or a specialist/paraprofessional/limited registration, depending on the skills and experience of the educator and the support available


- recognition of Certificate III-level language learning programs (and higher) as suitable qualifications for people to teach their languages in a co-teaching relationship with a registered classroom teacher, or as a specialised limited registration that allows for independent language teaching
- recognition of Certificate III or IV programs in language teaching as suitable qualifications for specialist/limited registration that allows for independent language teaching
- the establishment of a nationally recognised mixed-mode (block) Initial Teacher Education (ITE) program that provides a specialisation in Indigenous languages teaching (see page 18)
- national recognition of the Master of Indigenous Languages Education (MILE) as a pathway for registered teachers. (For more information on MILE, see page 89.)

And potentially:

- the establishment of a double degree for people who wish to undertake a Bachelor of Arts (Languages and linguistics) and a Bachelor of Education within a single four-and-a-half-year program, as per the model outlined by the Queensland University of Technology (QUT)
<<https://www.qut.edu.au/study/options/double-degrees?>>
- the recognition of an entry pathway into a one-and-a-half-year Master of Education program for people who wish to retrain as Language teachers and have language skills, professional qualifications or a degree in a non-education related language discipline, as per the model provided by the University of Southern Queensland (USQ).
<<https://usq.edu.au/study/degrees/master-of-learning-and-teaching-secondary>>

In addition to pathways to the classroom, Aboriginal and Torres Strait Islander language educators require a uniquely diverse range of skills to teach their language. It is important that professional learning activities and career pathways speak to the broad range of skills and experience required to teach Aboriginal and Torres Strait Islander languages. The programs showcased throughout this report highlight the following areas as ongoing professional learning priorities:

- curriculum development
- own language learning and extension
- language research
- language teaching methodologies
- resource development

- 
- revival techniques
 - applied linguistics
 - archiving and collection management
 - classroom management
 - community coordination
 - language documentation
 - language research
 - law and governance.

As outlined on page 15 of this document, lifelong language learning is a priority for language teachers, as it is for all those learning their language. Supporting local community members – including Aboriginal and Torres Strait Islander people working in schools, and school students and their siblings, parents and extended families – to participate in all language learning opportunities available to them strengthens the school program, improves student learning outcomes, improves school–community relations and provides a foundation of learning for the next generation of language teachers.

There is also a need for government education departments to develop explicit partnerships that will provide clear pathways that lead language teachers into advanced positions in which they can advocate and continue to build language teams across communities. Further advocacy beyond the classroom will see program growth, increase regional collaborations and foster the greater valuing of Aboriginal and Torres Strait Islander languages teachers and language teaching.

Partnerships

Registered training organisations, universities, education authorities and community organisations all play a role in providing the professional learning opportunities required to increase the number of skilled language teachers that will be available in the future. To assist in these efforts, there should be an initial focus on the establishment of formal relationships between education authorities and community language organisations to provide a solid foundation for the provision of ongoing professional learning opportunities for language educators.

Where language centres and programs are established, they are essential partners in the provision of professional learning. Many of these organisations are providing learning opportunities for educators that help them to sustain and build the school programs in their regions. This happens in a different way in each region, as shown by the following examples.

In the Northern Rivers region of New South Wales, Muurrbay Aboriginal Language and Culture Co-operative has been providing accredited language learning programs since 1996. The organisation initially registered as an RTO


to meet Gumbaynggirr community wishes for certified language training. These programs have had a constant stream of graduates, who are now the foundation of the Gumbaynggirr Language Nest which is made up of more than 30 schools in NSW. While many of the Gumbaynggirr educators, including Language Nest lead teacher Michael Jarrett, are graduates of Muurrbay's training program, the language centre reports that there is still a wide diversity in the level of teaching competency of their instructors. However, Muurrbay 'aspires to a situation where all teachers have at least a Certificate III in Gumbaynggirr and are involved in ongoing professional learning'. (See Appendix 8a of this document for further details of this program).

The success of the Gumbaynggirr training has seen other language groups approach Muurrbay for the development and provision of accredited language learning programs for their languages. One example is their Gathang program, which is detailed in Appendixes 7a and 7b of this document.

In Broome, Mabu Yawuru Ngan-ga Language Centre is the support hub for aspiring Yawuru language teacher trainees and is currently delivering a range of targeted Yawuru language programs for adults. These students include Yawuru rangers who teach language around seasons and Country; hospitality workers who require a focus on language for customer service; and early-childhood tutors who learn language around family, greetings and feelings. As detailed in Appendixes 4 and 17 respectively, the language centre has been providing targeted training for two audiences with the aim of supporting school-based language learning: Walalangga Yawuru Ngan-ga, a two-year immersion program for Yawuru community members; and the Yawuru Language Program for Broome Indigenous Educational Staff Members, created to address the growing demand for language use, naming projects and cross-curricular activities that support language learning.

Irra Wangga Language Centre is the regional language centre for the Mid West, Murchison and Gascoyne regions of Western Australia. The Centre employs two registered teachers, both of whom are graduates of the Western Australian Aboriginal Languages Teacher Traineeship. These two teachers are the drivers behind Irra Wangga's education work. The Centre provides regular language classes to Indigenous and non-Indigenous community members. It uses the language materials and resources it develops to promote Aboriginal languages in the region, and to assist in the teaching of these languages in the community. Training for language teachers, language and cultural workers, and Aboriginal and Islander Education Officers (AIEO) is delivered as opportunities present, with each learning opportunity targeting specific needs that have been identified by the particular language community.

For example, in May 2021 the organisation offered a free one-day professional development program for AIEOs collaborating with Elders on school programs (see page 104). The training aimed to build the capacity of AIEOs to make high-quality audio recordings with language speakers for ongoing use in the classroom.



Conflicting needs are often recognised between the school, local community and collaborating language centres. For example, in Western Australia, Mirima Dawang Woorlab-gerring Language and Culture Centre in Kununurra has been offering a Language Nest program to schools since 2013. The program sees a small team of Centre staff visit participating schools each week to deliver Miriwoong lessons to students in early years up to Years 3 to 6, depending on the school. The delivery of the program is managed by the Language and Culture centre. The Miriwoong language teachers are mentored in language proficiency by the Centre and several are enrolled in the Western Australian Aboriginal Languages Teacher Traineeship (see pages 66 and 82) to support the development of pedagogical skills. As a revitalisation context, in which the language educators are not fluent speakers and where they have a limited formal educational background, the Centre encourages enrolment and provides significant support to the teacher trainees throughout their studies.

The participating schools are keen to see the trainees move into employed positions in the schools, making the schools less reliant on an external organisation. However, at this stage the trainees are not keen to work without the additional support of the language centre. Given this, the Language and Culture Centre anticipates that its support will remain indispensable for the foreseeable future. The school claims that it does not have the funds to pay the language centre for their work, therefore funds need to be identified to ensure the sustainable provision of these types of language services to schools.

The above examples highlight the diverse ways that schools and language centres can work together in the provision of professional learning for language educators. In addition to the specialist language knowledge and services that language centres can provide to schools, they are central places for the development and distribution of language resources for their regions. Where programs are successful, collegial working groups have been formed that include school, community, language centre and Aboriginal and Torres Strait education representatives. These groups meet regularly for ongoing program planning, resource development and professional learning.

While the approach in each region is different, it is usual for established language centres and programs to support the professional learning behind school programs. However, what is common in this situation is a lack of recognition by education authorities of the essential learning services that community programs provide to support the delivery of school programs. In most cases these services are being provided free of charge with schools indicating they do not have funds to pay for the service. Occasionally, the learning programs are provided on a charge-per-student basis. However, the prices currently charged barely cover program delivery costs, and there is rarely any consideration for the huge amount of preparation, resource development and expert knowledge that is required in the creation and delivery of such programs.

The ongoing development and delivery of these specialist professional learning activities requires collaborations between schools and community organisations

that are not otherwise funded for such work. For school programs to be sustainable, education authorities need to commit to the ongoing provision of funds to these community partners. [Victoria has taken a great step forward in this regard with its pilot deliveries of the Certificate III in Learning an Endangered Aboriginal Language and the Certificate IV in Teaching an Endangered Aboriginal Language from 2019 to 2021](#) (see pages 62 and 80). In the development of the pilot, the Victorian Department of Education recognised the need to establish formal and funded partnerships with the Victorian Aboriginal Corporation for Languages and the Victorian Aboriginal Education Association to enable the design and delivery of the training. Learning from the outcomes of the pilot, the partners look forward to ongoing collaborations that continue to build community capacity and increase the number of people available to teach their languages in schools.

Lifelong language learning

For any teacher, increasing knowledge of their subject area is an ongoing professional goal. For Aboriginal and Torres Strait Islander language teachers, this goal is most often primary to their stated professional learning needs. Whether it be in revival or maintenance contexts, supporting teachers to increase their own language skills leads to growth in student learning outcomes.

Most Aboriginal and Torres Strait Islander languages are documented to an extent that will only support language teaching at a very basic level. Ongoing research is required to document each language's complex grammatical structures and extended vocabulary so that this information can be incorporated into classroom teaching at an advanced level.

The majority of Aboriginal and Torres Strait Islander language teachers have limited options available to them that support their own language development. In a very small number of languages, there are some accredited programs; in fewer still, university subjects are offered (see pages 86 and 106). To counter this lack of language development options, a growing number of community language programs are developing non-accredited community language learning activities to help support educator language learning.

Most Languages teachers (and would-be teachers) rely on their family relationships and personal research skills to build their language knowledge, which is then shared with their students. In this context, individualised professional learning programs that include well-supported mentoring and time for personal research would help to further language educators' ongoing language learning.

Given this, education authorities need to become active in supporting the participation of language educators in ongoing language learning in whatever form it is available for each language, including time for on-Country language learning activities. To support this, schools will need to offer flexibility for their educators as some community events and language activities may not align with the school calendar. Schools that are located within language centre regions are

well placed for collaboration in the sustainable provision of teacher language learning opportunities. This is discussed further in this section under ‘Regional collaborations and networking’ (page 24).

Teacher training

In this report, which includes an overview of the available professional learning opportunities for language teachers, the lack of a nationally recognised initial teacher education (ITE) program that provides for Indigenous language teaching has been identified as a major gap in the professional learning opportunities currently available.

While vocational programs, the recognition of existing skills and specialist teacher registration (known by different titles depending on the registration body, including ‘Permission to Teach’ and ‘Limited Authority’) will each provide a pathway to the classroom, the provision of an identified ITE program that sees graduates skilled and approved for registration as Language teachers by each authority is an essential next step in progressing the teaching of our languages in schools.

In identifying a model for the training of second language teachers, the following points provide an overarching context:

- Cohorts will be very small compared to the pools of people enrolled in general ITE programs. As such, sharing models and supporting the provision of national programs is likely to prove cost effective.
- Language teaching and language teacher training need to be community-led, flexible and sensitive to the needs of potential first language teachers.
- Where they are available, Aboriginal and Torres Strait Islander languages are best learnt in an immersive context. As far as possible, training programs should work to increase the student’s community connections.
- Pathways need to include community-based, vocational and university programs.
- A very broad range of skills are required to teach Aboriginal and Torres Strait Islander languages.

Throughout Pillar Three of Yalbilinya, [First Languages Australia will look to partner with a School of Education within a university in the development of a mixed-mode \(block\) delivery ITE program that provides Indigenous languages teaching as a method. This will target the increasing demand for, and interest in, the teaching of Aboriginal and Torres Strait Islander languages as second languages in schools and the rapidly expanding revival languages field nationally.](#)

First Languages Australia will work with the collaborating university and education authorities to ensure that the program:

- builds on existing, and potential, programs for own language learning
- is recognised, supported and accepted by education authorities nationally
- has ongoing approval for the Commonwealth Government's Away from Base Mixed-Mode program (AFB) funding
- has a promotion strategy that targets potential Aboriginal and Torres Strait Islander students nationally.

Learning from the examples contained in this report, it is clear that student numbers for this program will be low compared with mainstream ITE programs. As such, First Languages Australia sees it as essential that a single program be developed for second language teaching with recognition and support from each education authority. A program delivered in mixed mode residential blocks that allows for classroom practice (i.e. practicum or employment by a school) throughout the course's duration is likely to meet the needs of the greatest number of potential students and support the immediate demand for language educators. For a program of this type to be successful, employers need to provide for at annual study leave to cover a combination of block course work and independent study time.

In addition, the development of scholarships, promotional activities and target quotas by each authority will support efforts to rapidly increase teacher numbers while supporting the sustainability of the developed program.

The specialist Bachelor of Education model developed and documented between 2004 and 2015 by Indigenous teacher education at the University of Sydney was deemed acceptable at the time by NSW authorities (see page 88). First Languages Australia believes that this model still provides a strong starting point for program development by a university in any state or territory.

The structure of that proposed ITE program was as follows:

| Subject | Units |
|--|-----------|
| Academic texts | 1 |
| Education studies | 5 |
| Curriculum and professional studies | 8 |
| Geography content | 2 |
| Major (Modern history or other subject area) | |
| content | 6 |
| method | 3 |
| Minor (Indigenous languages or other subject area) | |
| content | 4 |
| method | 3 |
| TOTAL: | 32 |

The proposed Indigenous languages units were:

| |
|--------------------------------------|
| Aboriginal Languages for Learners |
| Aboriginal Language Learning* |
| Aboriginal Language Learning Project |
| Teaching Aboriginal Languages 1 |
| Teaching Aboriginal Languages 2 |
| Teaching Aboriginal Languages 3 |

* With substantial flexibility for cross-institutional study, and recognition of existing VET and community offerings.

As outlined in Appendix 13 of this document, in designing the proposed specialist ITE program in NSW, the NSW teacher registration body determined that existing university-level language learning units must be offered in the degree wherever available. If this is necessary, a national offering that includes such units will require collaboration between universities offering such subjects. Currently, as outlined on the University Languages Portal Australia website, these are Charles Darwin University (Arrernte, Yolngu Matha, Bininj Kunwok), the University of South Australia (Pitjantjatjara/Yankunytjatjara), the University of Adelaide (Kaunra), Charles Sturt University (Wiradjuri), and the University of Sydney (Gamilaraay).

<<https://ulpa.edu.au/where-can-study-indigenous-languages/>>

The languages offered at universities will generally be the heritage languages of only a small number of prospective students, and thus unlikely to be the first preference for language learning for a great number of applicants. However, providing an opportunity to select from and learn these languages may allow students without options in their preferred language to ‘develop an understanding of the typical structure of a related language and the skills to deliver it, until such time as their preferred option becomes available’ (as stated in *Bridging the Gap in Indigenous Australia Languages Teacher Education*, John Hobson, Kymberley Oakley, Michael Jarrett, Melissa Jackson and Natalie Wilcock, 2018). While possible in theory, currently only the Wiradjuri program at Charles Sturt University has been designed with heritage language students as the primary audience (see page 49).

In thinking about the learning and assessment of individual subject areas that might be considered usual for the teaching areas in an ITE program, the model adopted for the University of Sydney’s Master of Indigenous Languages Education (MILE) provides a useful reference (Hobson et. al., 2018):

The application of imposed standards of linguistic performance, subject to arbitrary assessment by a university, was viewed as antagonistic to the goals of language revival and the need to cater to groups at all stages of their journey, as well as being completely impractical given the potential diversity of languages students might present. Similarly, there was no possibility of program staff being able to teach students their own re-awakening languages. It was determined instead that the best strategy would be to respond directly

to the revival process for each language and provide students with: sufficient linguistic skills to access whatever documentation might exist for their language, and derive their own knowledge from it on an ongoing basis; an understanding of the typology of related languages to use as models for reclamation of their own, and; a foundation in languages education adequate to sustain the development of their own language teaching materials and skills.

In this spirit, the Aboriginal Language Learning Project unit was included in the proposed minor above so that, if students had no accessible course in their language(s), they could do units in others to develop their understanding, and then work specifically on theirs for the project with something as simple as a supervised, self-learning plan.

The units of study in the MILE degree sequentially cover linguistics for Australian languages, languages education theory and languages teaching practice. Further details on MILE can be found on page 89 and in Appendix 14 of this report.


A number of community-led programs that support language learning are summarised in this document (see pages 35 to 41). Increasingly, language communities are developing individualised activities to see a growth in language use across their regions. The development of any new language teacher training program will need to draw on the opportunities available to each student for own language learning, while also providing theoretical and practical foundations in language teaching and language revival techniques.

Looking internationally, the following programs in Canada provide models that could be adapted to revitalisation contexts in Australia:

- Bachelor of Education in Indigenous Language Revitalization, University of Victoria
- Indigenous Languages Education, University of Alberta
- Native Language Instructors' Program, Lakehead University
- Teacher of Indigenous Languages as a Second Language Program, Nipissing University
- Teaching Indigenous Languages Program, University of Winnipeg.

While these successful programs offer valuable inspiration, adaption of these in Australia must take into account the local context for implementation of such programs. Any new program will also need to target specific community needs through individual partnerships and collaborations, and understand, accept and support the fact that the potential student cohorts will likely be small.

Specialist and tailored programs must also be provided for the training of bilingual teachers and language support staff. These programs need to focus on the delivery of a language curriculum that covers relevant content and pedagogy



across all learning areas, including literacy, mathematics, science, humanities and social sciences, technologies, health and physical education and the arts, and provide a foundation for teaching, assessment and lesson planning within the school context.

Programs developed by the University of Hawai'i, the University of Auckland and Massey University provide a useful starting point for adaption to bilingual contexts in Australia. For example, the University of Auckland offers Huarahi Māori as a three-year specialisation within the Bachelor of Education (Teaching), introducing Māori-medium curriculum and developing knowledge and skills in literacy, numeracy, Māori values, traditional knowledge and pedagogy.

Throughout Pillar Three of this project, First Languages Australia will be available to collaborate with any institutions working toward the delivery of training for Aboriginal and Torres Strait Islander teachers who work in bilingual schools nationally, and is keen to formalise partnerships with institutions working in this space.

Aside from the development of a strong ITE program and other relevant training for prospective language educators, support must also be provided for registered teachers who are interested in specialising in teaching their languages. This can be achieved if each relevant authority recognises the Master of Indigenous Languages Education as the leading degree in this area. As outlined on page 89, this exceptional program has seen 100 graduates since it began in 2007. However, for the program to be sustainable, First Languages Australia recommends that all state and territory education authorities:

- officially recognise MILE as providing sufficient training for teachers to be appointed to languages-designated positions in schools
- provide a scholarship that covers fees and ensures 60 days study leave for use across the residential blocks and independent study time
- promote the program and work toward a quota of six to ten graduates per authority per year.

Student travel, accommodation and away-from-home expenses for this program are managed by the University through the Away from Base Mixed-Mode program (AFB) administered under the Indigenous Advancement Strategy (<<https://www.niaa.gov.au/indigenous-affairs/education/away-base-mixed-mode-program-afb>>). In addition to the above points, First Languages Australia also recommends that a commitment by the Commonwealth Government be made to the ongoing provision of AFB funding for MILE to ensure the sustainability of this essential program well into the future.

Mentoring

Mentoring programs have a two-way benefit for the mentor and mentee. The sharing of knowledge, skills and experience adds to each educator's personal and professional development. The formalisation of a sharing/guidance relationship

as a mentorship can increase the strength and value of professional development for all parties. However, it is crucial to have a clear vision of the arrangement and the responsibilities of everyone involved prior to entering into such an arrangement.

The following key points are essential for making a mentoring arrangement work:

- Consistency – regular check-in and mentoring sessions keeps progress on track and builds confidence in the relationship
- A good fit – if the mentor and mentee feel comfortable with each other, working together is easier and more productive
- Goal setting – if the mentor and mentee are on the same page and work together to meet set goals, there is a strong chance those goals will be met
- Support – a safe space in which to express challenges either participant faces in the work (and/or the relationship), and where what is and isn't working can be assessed, is essential to build trust and resolve issues.

As demonstrated by the Western Australian Aboriginal Languages Teacher Traineeship (see pages 66 and 82), Aboriginal and Torres Strait Islander languages teachers will need at least two (possibly several) mentors to support their professional learning, particularly in their early careers. All educators will need language mentors to ensure that they are continuously building their own language skills, as well as teaching mentors at each school where they work, to support their ongoing growth as a teacher.

The mentorship needs of each teacher will be different, and these needs will change as their expertise grows. However, establishing strong mentoring relationships within each school where a language teacher is placed provides a strong foundation for that teacher's ongoing professional learning.

Following is an outline of the various mentoring relationships that are of value to teachers.

Language mentor

Each language teacher should be linked to a language mentor who is provided with financial support for their role in the mentorship. The language mentor will be a community member with whom the language teacher keeps in regular contact to support their personal language learning, and to negotiate the language content that is being proposed for delivery by the school's language advisory group. In language revival contexts, this partnership may be realised in different ways as the mentor and mentee may find they are able to develop their skills together in a mutually beneficial way. Even experienced language teachers of strong languages will benefit from formalising relationships and opportunities that continue to improve personal language skills.

The Pertame Master-Apprentice Program (see page 37 and Appendixes 2a and 2b of this document), Facilitation of Kalaw Kawaw Ya Use Within Families (see

page 40), the Western Australian Aboriginal Languages Teacher Traineeship (see pages 66 and 82) and the Alice Springs Language Centre traineeship (see page 84 and Appendix 12 of this document) provide a range of examples of ongoing language learning mentorships that have been established.

Teaching mentor

Ideally, a teaching mentor would be an experienced and interested teacher with a good knowledge of the school. Depending on the school, this person might be a Languages teacher, a head of curriculum or another teacher who is interested in collaborating in the delivery of a local language curriculum. In situations where language teachers work across many schools, this person may be a primary contact for the teacher at each school, introducing them to the school, other staff, and to policies and procedures. They may also support the teacher in the ongoing development of their classroom teaching skills, including class management, curriculum development, learning design and lesson delivery, and how to protect oneself when working in a school context.

Depending on the size of the school, it may be that different staff play different roles throughout the mentoring process. For instance, there may be collaboration with a head of curriculum through the process of curriculum development and review, collaboration with administrative staff for induction and general policy and procedures, and collaboration with an experienced teacher for ongoing development of classroom teaching skills. Whatever system is established at each school, it is important that the mentoring relationships are made explicit so that they can grow and be reviewed as required.

Language teaching mentor

Language teachers will also benefit from having a teacher-linguist, or experienced Languages or ESL teacher, as a mentor and collaborator. While this may be someone who teaches non-Indigenous languages, they will be able to provide the language teacher with specialist guidance around strategies to increase their students' language learning potential. The aim of this relationship will be to build the teacher's capacity for teaching their language.

A teacher-linguist is someone who has expertise both in teaching and linguistics, preferably with a degree in each. Depending on the needs of the language teacher, the resources of the school or school cluster and the make-up of the language teaching team, a teacher-linguist may assist the language teacher in the classroom or be part of a support team for the language teacher. In the latter example, the teacher-linguist could be particularly valuable in helping to plan the structure of the language program and the resources to be developed.

The language teaching mentor may be based in a language centre or other community organisation, regional education office, university or RTO, or at a school in the region. Where they are not employed by the relevant education authority, each school will need to ensure the mentor is available to work with the language teacher as needed.

The language teaching mentor should be able to share a range of methods for language teaching –helping to develop the curriculum, band plans and lesson plans, and designing learning activities, resources and assessment tools that meet the needs of each of the students. Appendix 8b of this document includes notes on several of the teaching methods used in training by Muurrbay Aboriginal Language and Culture Co-operative.

As outlined on Victoria’s Department of Education and Training website: ‘Languages learning is developmental – new learning is built on students’ existing knowledge and understanding’. The Department highlights the need for language teachers to use a diverse range of methods:

Quality languages teaching encompasses a range of approaches to:

- develop and extend student capacity to communicate in the target language, across all four dimensions of reading, writing, speaking and listening
- develop and extend intercultural understanding
- develop understanding of and respect for diversity and an openness to different perspectives
- nurture reflective, creative and critical thinking
- enhance intellectual and analytical capabilities

The Department recommends that each language program is:

- a language acquisition program – while the long-term aim of the program is to develop proficiency in the target language, learners have regular opportunities to practise in a supportive environment where fluency rather than accuracy is the initial aim
- literacy-based – learners acquire an understanding of the grammar, word and sentence construction, phonology, as well as an extensive vocabulary in the target language
- personalised and scaffolded – the learner’s first language literacy is acknowledged and taken into account so that pedagogy, curriculum and learning environments meet the needs of individual learners
- blended – combines face-to-face classroom methods with mobile and online learning
- cognitively demanding – learners have the opportunity to apply higher-order reasoning and thinking skills and engage with age-appropriate content
- authentic and contextualised – language is used in meaningful contexts for authentic purposes
- engaging – learners play an active role in their own learning

<<https://www2.education.vic.gov.au/pal/languages-education/guidance/approaches-teaching-languages>>

Whatever experience an Aboriginal or Torres Strait Islander language teacher may have had prior to the classroom, receiving structured support from mentors will help them with the ongoing development of their skills as a language teacher.

Regional collaborations and networking

Offering professional learning activities within language regions will also provide strong and targeted opportunities to build individual educators' skills. Many language regions cover a significant number of schools. This provides a number of opportunities for schools and regional education offices to collaborate in the delivery of professional learning activities. As detailed under 'Regional networks' (page 91), collaborations within language regions greatly strengthen both individual language teachers' learning and the programs at each school. Using and developing such networks and the resources created by them allows teachers to focus on their teaching practice and their students' specific needs rather than spending time translating concepts into their language.

The involvement of key community and curriculum support staff in professional learning held in their region also allows the cost of such activities to be shared across the schools while providing a strong foundation for ongoing curriculum development.

Such activities can be led by individual schools, regional education officers, language centres or external training providers. These initiatives will be strengthened by the development of a long-term plan involving all stakeholders in the delivery of professional learning that works to:

- build collegial support between teachers of the same language
- grows experienced teachers' skills
- nurtures new teachers and community members with an interest in teaching or supporting the school program.

Beyond regional collaborations, state, territory and national events are useful tools for the development of strong and supported educators. Events such as PULiMA Indigenous Languages and Technology Conference (see page 58), Ngamru NSW Aboriginal Languages Gathering (see page 59) and Binbi Wadyabay: Queensland Indigenous Languages Forum, (see Appendix 10 of this document), are valuable professional learning spaces for language teachers. Events such as these that enable language teachers and other language professionals to share skills and relationships continue to be a worthwhile investment by education authorities. State and Territory professional learning events and conferences for Indigenous teachers are also essential in building language educators' networks and skills.

Likewise, the establishment of professional associations such as the Victorian Aboriginal Languages Teachers' Association (see page 95) can further encourage

collegial networking and growth. Inviting all Aboriginal and Torres Strait Islander language teachers and preservice teachers to join networking groups (regional, state or territory, or national) can provide self-directed learning opportunities. Professional associations allow for ideas and resources to be shared, professional learning opportunities to be offered, partnerships created and forums provided in which teachers can have constructive discussions around language teaching and language attitudes within their communities. Such networking opportunities strengthen the knowledge and confidence of individual teachers and fosters collegial relationships between school clusters.

There is also a growing need for regional strategies to be developed to support the rapid development of community capacity to deliver language services to schools. Where they exist, and with the provision of funds from education authorities, Aboriginal and Torres Strait Islander language centres are well placed to lead this work.

The establishment of Indigenous language positions in each education department's regional office will also provide a platform for coordinated discussions across language regions, particularly those without language centres. The provision of staff to regional offices who are charged with ensuring collaboration between schools within language regions, and who have funds with which to support the establishment and maintenance of advisory groups for each language, will be a significant asset in the work toward the sustainable provision of local language teaching.


These language champion positions should be in addition to those required to support the needs of both Aboriginal and Torres Strait Islander students and families and to those who work to embed the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority into school curricula.

As well as regional office staff, the establishment of centralised state or national resource hub/s to support custodians in the rapid development of classroom materials is needed. These centres would not duplicate the work of language centres or local custodians who are producing their own resources. Instead, they would provide templates and production assistance to custodians, language centres and schools–custodian partnerships to assist in the adaption of resources to local languages as requested.

Resources

The development and sharing of resources that support professional learning and practice have always been a high priority. These resources fall into two distinct categories:

- individual resources that can be accessed by teachers to support their own professional learning and program delivery
- group learning resources that can be shared by authorities and registered training organisations to support the delivery of professional learning to groups of educators.



Support for, or the development of, resources centres that can facilitate the production of language resources and literacy packs designed for school programs is vital. In some regions, materials have been designed for adaptation to multiple languages. While each language will need its own resources reflecting the nature and context of community-led learning programs, making adaptable resources available to teachers supports their ability to deliver well targeted and engaging programs. These programs should start from first words and build to include additional vocabulary and language comprehension, games, song, role-play and stories, etc. The development of resources such as books, games and posters that could be used across the community to support cultural and intergenerational learning will also help to increase the numbers of people available to teach in schools.

Some examples of individual tools are outlined in this document under ‘Support resources’ (see page 99). Of note is the website Patyegarang: Indigenous Australian languages education (see page 99). This site was developed by the team at the University of Sydney who coordinate the MILE program to answer questions around the teaching of Aboriginal and Torres Strait Islander languages, with a particular focus on language revival.

Providing teachers with the tools and learning they need to develop their own resources is also essential in this context. Examples of this include learning activities that focus on the development of a specific identified skill set, such as those provided by Irra Wangga (see page 104); and tools that support people to develop their skills in finding and using archival materials, such as the Indigenous Languages Research Discovery workshops provided by the State Library of Queensland.

<<https://www.slq.qld.gov.au/blog/indigenous-languages-research-discovery-workshop-1>>

With group training tools, there has long been informal sharing of materials between colleagues within the language network, but this generosity is limited by individual’s knowledge of the network. To assist this knowledge sharing, First Languages Australia is exploring the possibility of establishing a file sharing system to allow RTOs and authorities to share resources.

A supportive school environment

In any school environment, establishing a professional working relationship between language teachers and whole of school staff is essential. Where language teachers may work across multiple schools or teach on a part-time or casual basis, it is particularly important that a special effort is made to make these language workers feel part of the school staff and community. Providing high-quality induction processes and professional mentors are two ways that schools can ensure they are a welcoming workplace for specialist teachers.

Induction programs should be designed and delivered to ensure that teachers:

- have sufficient time in the classroom

- feel culturally safe
- are introduced to all staff
- are made familiar with the layout of the school and quickly gain an understanding of the organisation's policies and procedures
- are made familiar with the school's key personnel roles and the responsibilities of each.

Gaining a clear understanding of a school's layout, procedures and staff roles, and participating in relevant training in the school's policies and programs, will help to underpin the teacher's confidence in their position and their work, and to know how their role fits within the organisation (and its purpose) as a whole.

Ensuring that their teaching areas are highly regarded within the whole of school is also essential to a language teacher's professional standing. As outlined in the *Report on Best-practice Implementation of the Framework for Aboriginal Languages and Torres Strait Islander Languages* (2021), there is a strong and positive correlation between the number of teaching hours per week a student experiences, combined with continuity of teaching, and that of language learning. Communities that want to build and maintain a body of speakers need to 'maximise time and intensity of language classes through structured content and language integrated learning (CLIL) programs and bilingual programs'. (For further reference, some of these programs are detailed on pages 42 to 44 of the above-mentioned report.)

A summary of policies and time allocation recommendations for languages teaching in each state and territory was published by the South Australian Government in its *Review of Languages Education Policies in Australia* (2017). Yalbilinya stakeholders agree that the time allocated for the teaching of Aboriginal and Torres Strait Islander languages in schools should at least match the recommended allocation for the teaching of any additional languages, with special attention being given to the incorporation of the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority into school curricula. The teachers' notes published on First Languages Australia's Gambay: First Languages Map (<<https://gambay.com.au/>>) provide stimulus for schools and languages advisory groups working to embed second language learning across various subjects, including English, Mathematics, Science, History, Geography, Economics and Civics.

The Northern Territory has made the specific recommendation of at least two hours per week for the teaching of Aboriginal languages through the following learning pathways: First Language Maintenance, Language Revival – Revitalisation, Language Revival – Renewal, Second Language Learning, and Language and Culture Awareness. They have also recommended that there be language immersion most of the school day in the early years, and for at least five hours per week from Years 4 through to 9 for any First Language Bilingual program.

The Northern Territory Department of Education offers a number of learning pathways for Aboriginal languages and has outlined minimum teaching times in *Guidelines for the implementation of Indigenous Languages and Culture Programs in Schools* (2019). These pathways and minimum teaching times are summarised in the table below.

| Pathway | | Minimum teaching times |
|---|-------------------|---|
| First Language Learning Pathway (L1) | L1 Maintenance | T-6: 1 hour per day 7-12: 2 hours per week |
| | L1 Bilingual | Varies, but the first language will be used for a large percentage of the teaching time across all language areas in early years and maintained in middle and senior years. |
| Second Language Learning Pathway (L2) | | T-6: 1.25 hours per week. Years 7-12: 2 hours per week. |
| Language Revival Pathway (LR) | LR Revitalisation | 1 hour per day |
| | LR Renewal | 1 hour per day |
| Language and Cultural Awareness Pathway (LCA) | | T-6: 1.25 hours per week Years 7-12: 2 hours per week |

A further summary of the specific time recommendations for each learner pathway, along with links to the Northern Territory Indigenous Language and Culture curriculum, can be found on pages 40 to 42 of the *Report on Best-practice Implementation of the Framework for Aboriginal Languages and Torres Strait Islander Languages* (2021).

The above information not only illustrates the importance of the provision of adequate language teaching time to student's learning, but also indicates that for teachers to be able to teach effectively in that time (which is often short), they will require support in doing so.

Creating a school environment in which all staff are supportive of language learning will require those in leadership roles to establish language and cultural awareness activities for the whole of school. Providing this professional learning inside of normal work hours – that is, without adding to their existing workload – will encourage school staff to participate. Where community learning opportunities are available, all staff should have the opportunity to join language learning groups, whether within or outside the school. Offering such opportunities in partnership with the community will help to build a strong foundation of support for a two-way relationship that will ultimately improve students' language learning.

As outlined in this section under 'Partnerships' (see page 12) and 'Mentoring'

(see page 20), all community members involved in the planning and delivery of such activities, or of school programs, should be recognised and compensated financially for their efforts. Doing this demonstrates professionalism around language activities and programs, and shows that both the programs and the people who help create them are valued and seen as integral parts of the school.

In addition to supporting existing language staff and community members involved in language activities, succession planning needs to be considered for any language program, particularly for professional learning activities. Due to various factors, including staff retirement, career changes and teachers taking on leadership or advocacy roles, the school will need to continually add to the languages teaching team in order to ensure its sustainability. Identifying people in the community who are likely to take on future teaching roles and inviting them to participate in professional learning opportunities will help achieve this and, by extension, will provide a stable foundation for the school's language program.

For the benefit of both students and language teachers, additional time should be allocated for on-Country activities, which have been shown to increase student language learning and retention. On-Country learning would allow students across year groups to learn about different areas of focus. Such activities would also help to build school relationships with a range of community partners, including language centres, Elders groups and community rangers (who may be involved with media, tourism, education and/or parks and wildlife initiatives), as well as build the students' relationships with local community members. Where available, activities that provide for language learning over a number of intensive days will be the most beneficial – for example, a three-day period each year.

Ensuring that language teachers are afforded the time, respect and space they need to participate in the school as experts in their field is essential both to the professional growth of language teachers and to student learning outcomes.

Vocational training

As outlined through this report, there are now a small number of accredited vocational training programs which have been designed to support community members who wish to learn their languages and build language teaching skills.

A comparison of the generic VET courses currently offered nationally for learning Aboriginal and Torres Strait Islander languages has identified several similarities. These courses have been developed to provide an accredited course structure through which specific language content can be delivered and assessed. However, the provision of the language learning components of each course requires language custodians to collaborate in creating the relevant content needed for learning and assessment at the appropriate level. As such, the delivery of the programs requires two significant and time-intensive bodies of work:

- the national (or currently regional) administrative work in developing the accredited course's structure to meet accreditation requirements every five years

- the local work of developing the relevant language learning content and materials, identifying available teachers and getting the program 'on scope' with a local registered training organisation.

1. Programs for second language learning

These can be undertaken by any community members wishing to increase their own language skills. These courses have a particular impact as vocational training when combined with other VET programs, such as those for childcare, land and sea management, etc. Examples of these include:

- Tauondi's development and delivery of Certificates II and III in Learning a First Nation's Language, which will replace the original TAFE SA programs (see page 46)
- the TAFE NSW certificates outlined on page 48
- programs currently being proposed by the NSW Aboriginal Education Consultative Group to support the needs of Language Nest educators.

2. Second language teaching

These are programs that work to build students' language teaching skills (see page 62 for more detail on language teaching courses). Examples include:

- a three-year Certificate III and/or IV program (with a diploma course in consideration) providing for the training of language educators working with schools. This course is currently in development by the Western Australian Department of Education (see page 66) and is primarily intended to provide qualifications for those teachers who undertake the Western Australian Aboriginal Languages Teacher Traineeship, but it is also being designed for adaption nationally
- the Certificate IV in Teaching an Australian First Nation's Language (with a Certificate III prerequisite designed to build language teaching skills) developed by Tauondi Aboriginal Corporation (see page 79).

3. Certificates II and III in Applied language

This is a VET in Schools program developed by the Ripponlea Institute for delivery in any language. The Arrernte delivery has focused on the use of language in bilingual workplaces for school students looking at careers in areas such as broadcasting, education, interpreting, land management, health, justice, etc. (see page 84).

While the accredited course structures of these language learning programs have been developed with attention to different languages, the comparison made here indicates that each of the Certificate I, II and III courses provide a very similar structure that consists of teaching language interspersed with cultural context and the required generalist VET skills. For each course, the language content focuses on (to varying degrees) the learning of sound systems, vocabulary, word

and sentence structure, and the development of skills in listening, speaking, reading and writing.

This is not to say that a program delivered in Wiradjuri will be the same as one delivered in Kurna or Bunuba; the language content, protocols, context and timing of delivery (for example, one day per week for 16 weeks, or three hours per week for 36 weeks) will always be locally determined. Rather, it appears that the same accredited course structure could be used for training in most, if not all, languages. It is worth noting here that none of the programs to date have used immersion as a delivery method.

While there is significant work and cost expended in developing each accredited course structure, the appendixes attached to this report detail the extensive community work required to develop the necessary resources and to deliver the program in any language.


Also of interest is the Certificate III delivery in Victoria to a multilingual cohort (outlined on page 62). This model provided for students of different languages to work together through the training and assessment, with the support of a language centre, program or other mentor to assist with individual language content. A program delivered by North Queensland TAFE in the 1990s was delivered in a similar way, providing foundational training for several Queensland language leaders today.

It appears that the duplication in the accredited course structure development is due in part to lack of awareness of existing courses and in part due to politics within the VET sector. Whatever the case, from the outside there is some overlap in the costs and effort required to maintain the accreditation of these specialised programs.

The great positive is that each of the programs that have been built on these structures – delivered in several languages – are highly regarded by their graduates. For example, TAFE NSW currently offers programs in Wiradjuri, Wailwan and Gamilaraay (see page 69), with a Dharug program also in development; and, throughout their life, the South Australian TAFE programs were delivered in Kurna, Bunganditj, Ngarrindjeri and Gathang.

As outlined in this report, these courses are designed with the expectation of small student numbers compared to mainstream VET programs. Given these small cohorts and the great deal of work required to establish each program in multiple languages, First Languages Australia proposes that the Australia Skills and Qualifications Authority (ASQA) increase the currency period from the standard five years to a minimum of ten years. First Languages Australia believes doing this will ensure the sustainability of these important programs and see the value of them better align with the effort expended in their accreditation.

When comparing language teaching programs, there are also some notable similarities between current course structures. Each of the Certificate III and Certificate IV programs have a work experience component and explicitly demonstrate a range of teaching approaches for languages, such as the direct



method, grammar translation, audio-lingual, structural, total physical response and communicative language teaching. All require students to use training packages to develop teaching programs and lesson plans while incorporating literacy and numeracy strategies to support their learners.

These programs differ from the generic Certificate IV in Training and Assessment (TAE) offered by many registered training organisations across Australia. The TAE is a requirement for teaching and assessing within the VET sector. The TAE is designed to teach each student to use training packages to plan, design, deliver and assess students' knowledge and skills for a range of content areas to meet industry standards as a certified and nationally recognised trainer and assessor. As outlined on page 76, a number of language students have chosen to complete a TAE instead of a specialist language teacher training program due to the lack of official employment options from the language teaching qualification in their state.

For ongoing delivery of accredited training programs to be sustainable, funds need to be made available to support those interested in leading languages training in the VET sector to undertake a TAE.

Looking specifically at the training of educators to work in schools, the soon-to-be-accredited Western Australian Languages Teacher Traineeship appears to remain the most thorough and supportive program for the development of language teachers.


Language learning

This section details the development of programs and resources to support Indigenous language workers and educators to continually grow their own personal language skills. Language workers and educators require a diverse range of resources to enable them to do this. As described on the Patyegarang website, improving language skills is:

... not easy for learners and teachers of revival languages because there is often only a small number of people to interact with and a limited number of resources to use. So it takes a very conscious effort and a great deal of determination to learn and practise.

The Patyegarang website provides the following list of suggestions for teachers of revival languages who are looking to develop their own language skills. The site makes clear that different languages have different resources available as each language has its own revival pathway.

- If there are elders (or others) in your community who remember language, even small amounts of language, spend as much time with them as you can. Use the time together to talk in language (rather than about language) as far as possible. It's a good idea to record the sessions if you can, so that you can listen again and review later. Even if they don't know a lot of language, elders can teach culture and knowledge of country that is very important for language learning too.
- Some languages have audio recordings made with speakers in earlier generations who have since passed away. Playing those old recordings again and again is a good way to work on your listening and speaking skills. The community access program at the Australian Institute for Aboriginal and Torres Strait Islander Studies in Canberra has a large collection of audio-visual materials. There might be audio materials available for your language.
- A few languages have been undergoing revival for many years. Those languages may have gathered and analysed the historical sources and community knowledge and have gradually built up a number of language learning resources. Those resources can include dictionaries (e.g. word lists, picture dictionaries, comprehensive dictionaries), grammar books (e.g. sketch grammars, learners grammars), teaching resources (e.g. student workbooks) and audio recordings (e.g. on CD or on-line). Find out if these kinds of resources are available yet for your language.
- Gather people together informally. In some communities, people get together each week to practise language. They take turns in bringing along a language learning activity and share new things they have learned about



the language with each other. It's a chance for everyone to hear and speak the language with each other, write songs and speeches, study grammar together and have a go at speaking.

- Make time and conscious efforts to interact with other adult learners. Use all kinds of opportunities and contexts to use language beyond classroom settings. Strengthen the language in your home and community, with friends and family.
- There may be a linguist who recorded speakers many decades ago, has investigated the archival records and has an understanding of the structure of your language. If you haven't already, it's a good idea to contact them to assist with increasing knowledge of your language.
<<http://www.indigoz.com.au/language/index.html>>

The journey toward speaking strong, rich language is different for every individual. For most Aboriginal and Torres Strait Islander people, language learning requires a diverse range of skills. It is not as simple as picking up a dictionary or downloading an app.

As outlined in *Yakilla: Training Tracks: Professional learning opportunities in the first languages field* (2021), specialist skills such as language research, applied linguistics, collection management, resource production and revival techniques are all part of most Indigenous adult language learners' toolkit. Similarly, different people look to build their skills in different ways.

As the languages of this continent are many and diverse, so too are the learning needs of language community members. While people in some regions are looking for accredited programs to help them progress to careers that require tertiary education, others are looking to develop particular skills without the need for certified qualifications.

– *Yakilla: Training Tracks* (2021)

Yakilla highlights the array of learning opportunities relevant to language work with a section dedicated to programs that support own language learning. While there are several learning opportunities outlined, it is important to recognise that access to these programs is limited. Most languages have little or no published learning materials and, ultimately, each language group needs to identify a pathway that suits them. If school programs are to succeed, education authorities need to be investing in community language learning activities.

These programs differ from the generic Certificate IV in Training and Assessment (TAE) offered by many registered training organisations across Australia. The TAE is a requirement for teaching and assessing within the VET sector. The TAE is designed to teach each student to use training packages to plan, design, deliver and assess students' knowledge and skills for a range of content areas to meet industry standards as a certified and nationally recognised trainer and assessor. As outlined on page 81, a number of language students have chosen to complete a TAE instead of a specialist language teacher training program due to the lack

of official employment options from the language teaching qualification in their state.

For ongoing delivery of accredited training programs to be sustainable, funds need to be made available to support those interested in leading languages training in the VET sector to undertake a TAE.

Looking specifically at the training of educators to work in schools, the soon-to-be-accredited Western Australian Languages Teacher Traineeship appears to remain the most thorough and supportive program for the development of language teachers.

Community programs

Building a foundation of community language strength will support the learning of language teachers, students and the school community as a whole. The language context and language learning strategies in each community will be different; while a great number of communities are sharing their languages in ways that build the availability of languages teachers, in very few instances are these professional learning activities recognised and supported by the education authorities and institutions they are servicing. To be sustainable, these community-controlled learning opportunities require dedicated funding from education authorities.

The following section highlights a selection of programs that language custodians are using to rapidly increase the level of languages spoken within their families and communities. The programs included here are examples of structured, intensive activities. A broader outline of the types of activities that communities undertake to increase the use of their language within families can be found on pages 15 to 18 of *Junjirri: A framework for community language planning* (2017).

Dharug dhalang classes

Provider: Dharug Ngurra Aboriginal Corporation (DNAC) and the Darug Custodian Aboriginal Corporation (DCAC)

Level of program: beginner program

Program duration: eight weeks

Method of delivery: weekly two-hour online sessions


Target audience: Dharug community members and the public

Number of graduates: 350 Dharug people and nearly 200 Aboriginal and non-Aboriginal people

Student fees: nil

Funding: Aboriginal Languages Community Investments Program, Aboriginal Affairs NSW

Dharug is the language of what is now referred to as the 'Sydney Basin region'. Dharug custodians are making dedicated efforts at second language learning



while working through the complexities and challenges of language revival within the community. This includes researching Dharug language to create new resources and documenting protocols for who teaches and who learns, what language words and grammar can be taught, and where the language is taught.

In 2021, Dharug dhalang classes were created to support Dharug people and their allies to learn, speak and honour the Dharug language of NSW. The activity was funded by Aboriginal Affairs NSW through their Aboriginal Languages Community Investments Program. The classes were initially designed as an eight-week program that would consist of free, weekly, two-hour classes for adult language learners from the Dharug community. However, other people, both Aboriginal and non-Aboriginal, were also invited to participate.

The classes were coordinated by the Dharug Ngurra Aboriginal Corporation (DNAC) and the Darug Custodian Aboriginal Corporation (DCAC) and managed by Dharug MILE graduates Jasmine Seymour and Corina Norman, with support from fellow community member Leanne Watson and teacher-linguist Denise Angelo. Originally intended for in-person delivery in 2021, the classes were delivered online via Zoom due to the COVID-19 restrictions. Fortunately, this platform was extremely successful and resulted in a high percentage of participants completing the course.

Lessons followed a sequence of learning that covered phonology and some of the nominal and verb suffixes in the language. The aim was to make each lesson as hands-on as possible. The facilitators focused on sharing communicative language that participants could use to interact with each other. The classes included time for discussion and information on the history of the Dharug language. A Dharug language community hero was highlighted each week to acknowledge the work of the people who have come before.

An enormous amount of groundwork was done each week for this course. Hours of undocumented time creating resources and speaking to community members were needed to successfully run the Dharug language lessons. Because of the dedication of the teachers and students, the classes were a huge success. The teaching team estimating that over 350 Dharug people and nearly 200 Aboriginal and non-Aboriginal people participated in the eight-week program. Part of the success has been due to the facilitators positioning the language classes and themselves as being on a learning journey. Feedback from participants has been overwhelmingly positive and many now feel connected to a language community.

The program creators would like to continue running introductory classes, as well as creating more advanced language classes, for the community far into the future – although for these programs to be sustainable, ongoing funding is required. The facilitators also hope to extend the project with the development of school-based language programs for Pre-school to Year 12 students across the Sydney Basin area. To support this, they would like to see the establishment of an Aboriginal Language and Culture Nest for Dharug language.

The interest from schools and the public in language learning far exceeds the community's current capacity to deliver school programs. Community members are hesitant to commit to language teaching in the classroom, although they are willing to provide occasional delivery with another person teaching. However, the provision of assistance, funding and further language learning and employment opportunities would likely increase the willingness of community members to move into teaching.

Jasmine Seymour is also the Dharug Language Teacher at Riverstone Public School. Riverstone Public School is the only school in Sydney currently delivering Dharug as a curriculum area. The program's success has created overwhelming interest from Sydney Basin high schools.

Further details of these activities, see Appendix 1 of this document.

Pertame Master-Apprentice Program

Provider: Pertame Language School and the Batchelor Institute's Centre for Australian Languages and Linguistics

Level of program: beginner immersion program

Program duration: 2020 to 2021

Method of delivery: in-person sessions with Elders and apprentices and video conferencing when in-person sessions were impossible due to COVID-19

Target audience: young Pertame community members

Number of apprentices: three in the first year and four in the second year

Apprentice fees: nil

Costs to provider: \$68,559.76 for 2020


Partnerships involved: the Yuchi Language Program and the Global Indigenous Language Caucus (GILC) provided guidance, training and advice to the teachers

Funding: grants and contributions from philanthropic supporters

The Master-Apprentice Program (MAP), developed by small First Nations language communities in California, is a method by which the rapidly growing number of fluent new speakers of endangered First Nations languages can learn language effectively and quickly. This is achieved with intensive oral immersion sessions between Elder speakers (masters) and adult learners (apprentices).

In the latter part of 2019, Pertame speakers responded to an invitation to New York to participate in MAP training. Following the training and mentorship from the First Nation Yuchi language team in New York, these speakers subsequently implemented the Master-Apprentice method at Pertame Language School, located in the Central Desert, with great success. In doing so, they began the building of a new generation of speakers: the apprentices involved in this program are already working as language educators in Pertame Language School.

Pertame community member and Arrernte Language Project Officer at the Batchelor Institute of Indigenous Tertiary Education Vanessa Farrelly describes MAP as follows:



The Master-Apprentice model centres on self-determination, First Nations epistemologies and leadership, as no western specialised knowledge systems are required and translations and literacy are strongly discouraged. This is not a typical language revival or linguistic project, this is not language teaching, or learning to read and write in language. It is going back to old ways of learning and knowing, where Elders' knowledge is privileged above all else. This project teaches not through explicit instruction but through immersion and experience. We learn deeper concepts in an easier way when we go back to our old, pre-invasion pedagogies of listening, talking and gaining understanding as learners from our Elders.

For further details on this program and its delivery, see Appendixes 2a and 2b of this document.

First Nations Master-Apprentice Language Training Alice Springs

Provider: Pertame Language School and the Batchelor Institute's Centre for Australian Languages and Linguistics

Level of program: Master-Apprentice training

Method of delivery: four-day workshop

Target audience: Indigenous Australian language groups seeking to create new fluent speakers in their language; potential Master-Apprentice teams

Partnerships: This program was developed in partnership with the Global Indigenous Languages Caucus (GILC) and the Advocates for Indigenous California Language Survival (AICLS).

As outlined earlier, the Master-Apprentice Program (MAP) developed by Indigenous communities in California is a method for rapidly growing fluent new speakers of endangered First Nations languages. While there has been training in MAP offered in Australia in the past, the use of the Master-Apprentice model by Pertame Language School and the Pertame community is the first community-driven iteration seeing strong, consistent implementation.

Following their initial success, the Pertame participants became keen to work further with their mentors so they could learn how best to share the model with neighbouring communities and relevant language groups nationally. To this end, Pertame Language School approached First Languages Australia in 2020 seeking to partner in hosting their mentors – First Nations language experts from the USA – in Alice Springs to run MAP training. The aim of this new project was to extend the reach of the training to potential Master-Apprentice teams beyond Central Australia.

The training was scheduled for four days from 28 April 2020 to 1 May 2020. Trainers and participants were to convene in Alice Springs. On 2 May, the Pertame host community was to take the Native American trainers on a tour of Pertame Country to facilitate international exchange of experiences, knowledge and stories while camping at Boomerang Bore Outstation on Pertame homelands, 120km south of Alice Springs.

Unfortunately, with the onset of COVID-19 the training was cancelled. While all participants are still keen to see this project happen, it will not be rescheduled until travel is deemed safe.

An outline of the planned program can be found in Appendix 3 of this document.

Walalangga Yawuru Ngan-ga Program

Provider: Mabu Yawuru Ngan-ga Language Centre

Program duration: two years

Method of delivery: in-person sessions of four hours per day, five days per week, 40 weeks per year

Target audience: Yawuru adults

Number of graduates: nine

Funding: Indigenous Language and Arts (ILA) program grant of \$200,000 per year for three years (total \$600,000) combined with generous philanthropic support

The Walalangga Yawuru Ngan-ga adult language program was a two-year program specifically designed to reintroduce language into the homes of Yawuru families. Run by Mabu Yawuru Ngan-ga Language Centre in Cable Beach, WA, the program saw participants employed part-time to attend immersion classes from 9 am to 1 pm each weekday for two years. The program resulted in nine students becoming conversationally proficient across 48 to 56 domains and contexts and able to have one-hour long conversations in Yawuru using complex sentence structures.

Candidates had to apply to be part of the program and went through a selection process to identify 12 participants. Of the 12 original participants, the Language Centre reports that:

... nine Yawuru adults completed the first fulltime course and graduates have shared their learning with their community, gaining confidence and experience in public speaking, education and translation. Graduates have not only gained language skills, but also gained self-confidence, cultural knowledge and interpersonal skills that have increased their working experience and their capabilities in a range of areas.

Prior to the program, Yawuru had been taught in local schools for many years, with all schools expressing an interest in offering Yawuru as a subject area. At that time, public use and interest were also increasing, yet due to a shortage of teachers, there had been no significant increase in the number of fluent speakers in the community.

Existing teachers recognised that the dedication of their time to classroom teaching left little opportunity to speak in Yawuru with each other or with community members. It was at this point that Mabu Yawuru Ngan-ga Language Centre stepped in and created their adult language program.

To deliver the course, two language teachers decided to put their school employment on hold, meaning that the delivery of school programs was deprioritised for two years in order to grow the pool of community members who would be available to teach language in the future. Since completing the course, six graduates have moved on to language co-teaching roles in local schools, thereby fulfilling the aim of the program.

Participants in the course noticed an encouraging early outcome six weeks into the program. They realised that their children and grandchildren, who had been learning Yawuru at school, became increasingly able and willing to use language at home because they had an adult to talk with in language. This outcome shows the far-reaching positives of language learning within the Yawuru community.

A detailed report on the delivery of this program can be found in Appendix 4 of this document.

Facilitation of Kalaw Kawaw Ya Use Within Families

Provider: Leonora Adidi

Level of program: immersion classes

Method of delivery: one-hour classes via video chat on a device

Target audience: community members wishing to learn Kalaw Kawaw Ya

Number of participants: ten students split over five groups

Participant fees: nil

Costs to provider: Leonora's time in teaching and preparation

Partnerships involved: First Languages Australia

Funding: First Languages Australia

Leonora Adidi is a Torres Strait Islander from Bamaga, North Queensland. She is fluent in Kalaw Kawaw Ya and Yumplatok and is passionate about preserving and revitalising Aboriginal and Torres Strait Islander language, culture and heritage. As a linguist, Leonora consults on and facilitates a variety of language activities and is Linguist & Cultural Consultant for Ngalpan Communications, the organisation through which she has run language classes for the community since 2012.

While Yumplatok and English are currently the primary modes of communication between Kalaw Kawaw Ya community members, many people who are now in their late forties grew up speaking Kalaw Kawaw Ya. This means that most children and young adults have an Elder (grandparent, parent, aunt or uncle) that can speak Kalaw Kawaw Ya. However, these language authorities are out of practice as many have not spoken since childhood. Because of this, these Elders have not developed the linguistic registers used in various adult contexts (e.g. formal speech, ceremony, etc.) or the detailed linguistic repertoire that one would develop with practice over a lifetime and contextual experience.

At the request of family members, in August 2021 Leonora began offering personalised online immersion classes to close family and others in the Kawaw

Kalaw Ya community. The sessions were delivered as one-hour immersion classes up to twice a week (depending on the group) via video chat. Students were allowed and encouraged to design each session and were supported to learn in their own way. Each lesson was conducted entirely in language and focused on developing speaking and listening language skills without the use of text or writing.

Throughout these sessions, Leonora began testing the content and mode of delivery to students at different levels. Leonora saw the program as a pilot, and an opportunity to establish a strong methodology for the delivery of a home-based program, before extending the testing to see how it might be delivered in other learning environments. The pilot was designed to establish the infrastructure and the program content and to guide the development of resources that would support student learning. Leonora would like to use this model to train others as teachers so that other community members can deliver the program to their families and extended families. First Languages Australia provided seed funding to support the pilot delivery of this program.

The overarching plan for these classes is to grow the community's pool of Kalaw Kawaw Ya speakers. There is already a growing demand for these classes with five groups waiting for suitable times to become available.

A fuller account of this project is included in Appendix 5 of this document.

Accredited training: language learning

Over the past 20 years, several vocational programs that focus on the development of own language skills have been accredited. Many people who have completed these programs, either in language-specific or multilingual cohorts, emphasise that the programs provide them with a foundation for their ongoing language work. However, the costs associated with developing and delivering these accredited vocational courses to very small cohorts of students are high when compared to non-accredited training. In addition, the current lack of employment opportunities around which vocational training is generally designed proves to be an ongoing issue.

As summarised by Mary-Anne Gale in 'Square Peg in a Round Hole: Reflections on teaching Aboriginal languages through the TAFE sector in South Australia' (pp. 455-471, chapter in *Intersections in Language Planning and Policy, 2020*, edited by Jean Fornasiero, Sarah M A Reed, Rob Amery, Eric Bouvet, Kayoko Enomoto, Hui Ling Xu, published by Springer, Switzerland), training offered through the vocational education sector (VET) is:

... typically offered in partnership with industry ... through 'training packages' ... Hence students are often already working as apprentices in their respective industries and their TAFE training component is ideally suited to a competency or performance-based model of assessment. So our accredited courses in languages have to adapt to this assumed model, and the expectation of 'work' outside the [VET] classroom.

<https://link.springer.com/chapter/10.1007%2F978-3-030-50925-5_28>

However, it is clear that the demand for formal language training continues to grow. Many people interested in language see schools as potential employers, and are keen to develop their knowledge and skills in language teaching in order to be considered eligible employees.

The courses listed in this section must be delivered by a registered training organisation (RTO) and are currently only accessible to the handful of communities mentioned. It should be recognised that the development of local language resources for the implementation of language learning as vocational education requires substantial initial investment. To deliver the course and award the qualification, RTOs must apply to their registering body to get the vocational qualification added to their scope of delivery. Many RTOs will need help with this, and community organisations looking to develop vocational languages qualifications need to find RTO partners early in the process.

First Languages Australia would like to commend the trainers and training providers currently delivering the programs outlined here for their willingness to share the training resources they have developed with others looking to offer the courses for new languages.

The limited availability of experienced teachers to ‘train the trainers’ is a significant issue across language teacher training programs as most experienced languages teachers are employed full-time in the classroom where they are currently working to increase the number of community language speakers. As a result, developing the pool of people to train/mentor trainee language teachers has become a high priority in all states and territories.

For the provision of language courses within the VET sector, there is the additional requirement that all trainers complete a TAE40116 – Certificate IV in Training and Assessment. As stated on the the Australian Government’s training website (<<https://training.gov.au/>>), ‘the volume of learning of a Certificate IV in Training and Assessment is typically six months to two years’, which means a significant lead time for trainers to obtain the qualification has to be factored into the delivery. Work to qualify a pool of Ngarrindjeri trainers in South Australia is summarised in a report by Mary-Anne Gale included in this document as Appendix 6.

For ongoing delivery of accredited training programs to be sustainable, funds need to be made available to support those interested in leading languages training in the VET sector to undertake a TAE. In addition, First Languages Australia proposes that the Australian Skills Quality Authority (ASQA) recognise the importance of these programs by increasing the currency period from the standard five years to ten years. First Languages Australia believes doing this will ensure that, given the very small cohorts, the effort expended in accrediting the programs will provide more value for time and money over a ten-year implementation period.

The design and delivery of Certificate III in Learning an Endangered Aboriginal Language (2009 to 2020, now expired)

Provider: TAFE South Australia (2011 to 2015) and Tauondi Aboriginal Corporation (2016 to 2020)

Level of program: Certificate III

Program duration: 12 months when the program was run over a full day per week during time of delivery. Other modes that involved less hours per week took a minimum of 18 months to complete.

Method of delivery: various models, including weekly classes of one day a week; fortnightly one-day classes; weekly evening classes; five to six lots of one-week intensive blocks over a longer period.

Target audience: community members wanting to learn their languages

Number of graduates: 92 in total

Student fees: free for all Aboriginal students with free resource packages also provided

Partnerships involved: TAFE SA and Tauondi Aboriginal Corporation with Kurna Warra Karrpanthi Aboriginal Corporation (KWK) for Kurna language; Miwi-inyeri Pelebi-ambi Aboriginal Corporation (MIPAAC) for Ngarrindjeri language; and Burrendies Aboriginal Corporation for Bunganditj language

Funding: Indigenous Languages and Arts (ILA) program

Originally developed by Mary-Anne Gale for the South Australian Department of Further Education, Employment, Science & Technology (DFEST), this course had been offered by TAFE SA (2011 to 2015) and Tauondi Aboriginal College (2016 to 2020) for the previous ten years in partnership with Kurna Warra Karrpanthi Aboriginal Corporation (KWK) for Kurna language, Miwi-inyeri Pelebi-ambi Aboriginal Corporation (MIPAAC) for Ngarrindjeri language and Burrendies Aboriginal Corporation for Bunganditj language. It has also been offered in New South Wales for Gathang by Muurrbay Language and Culture Co-operative (an RTO), as detailed under the next heading, and in Victoria for a multilingual cohort as a collaboration between the Victorian Department of Education, Victorian Aboriginal Corporation for Languages (VACL) and the Victorian Aboriginal Education Association (VAEAI), as detailed on page 62 of this document.

The first iteration of this course was offered in South Australia by TAFE SA for Ngarrindjeri and Wirangu, then later for Kurna. In 2016, Tauondi paid \$5000 for the rights to teach the course for Kurna, Ngarrindjeri and Bunganditj. It was also licensed by Muurrbay in NSW for Gathang.

TAFE SA redeveloped and re-registered the course from 2016 to 2020. However, a decision was made by TAFE SA not to continue registration of the course past the 2020 expiry. To meet ongoing need, Tauondi Aboriginal College undertook the extensive consultation process to redevelop the courses so that they could continue to be delivered nationally. Unfortunately, TAFE SA was not willing to

share the course documentation with Tauondi and stakeholders to support the redevelopment process. The current offerings are detailed below.

While these courses are highly regarded, the cost of reaccrediting the programs every five years for what are very small cohorts of students is not insignificant. Funds for the initial design, development and testing of the courses were provided by the Indigenous Languages and Arts program. Tauondi's 2020 redevelopment of the course was also funded by the program and was provided with additional support from the South Australian Department for Education through an Aboriginal Community Language and Cultural Partnerships (ACLCP) agreement.

A strong informal feature of these courses is the willingness of the delivery teams to share their resources and documentation to help make it easier for new communities to deliver the programs in their languages.

This course was a prerequisite to the Certificate IV in Teaching an Endangered Aboriginal Language (2011 to 2020, now expired), a feature that has continued through Tauondi's subsequent offerings.

A detailed report on the design and delivery of this program can be found in Appendix 6 of this document.

Certificate III in Learning an Endangered Aboriginal Language (Gathang delivery)

Provider: Muurrbay Language and Culture Co-operative

Level of program: Certificate III

Program duration: the 2015 to 2016 delivery was 18 months, the 2020 delivery was 12 months

Method of delivery: the 2015 to 2016 delivery consisted of weekly four-hour-long in-person classes plus some intensives; the 2020 delivery was mixed-mode with initial weekly four-hour-long face-to-face classes which became three-hour-long online Zoom session when COVID-19 restrictions were implemented, plus some in-person intensives when restrictions permitted

Target audience: Gathang people who wanted to increase their knowledge and use of Gathang, teachers (or aspiring teachers) of Gathang in community and educational settings

Number of graduates: ten in the first delivery and 16 in the second delivery.

Student fees: students paid \$50 per semester and some students were sponsored by their employers

Costs to provider: the cost of the first delivery came to \$66,880 and the cost of the second delivery came to \$69,030

Funding: Muurrbay Language and Culture Co-operative

The Certificate III in Learning an Endangered Language was licenced from TAFE SA by Muurrbay, who developed it for Gathang and delivered it first in

2015 then again in 2020. Both iterations were aimed at Gathang speakers who wished to learn and develop their language skills.


The 2015 to 2016 course ran for 18 months and consisted of one four-hour class per week. There were ten graduates, many of which have gone on to further study, including two students at PhD level. Several students were already teaching in language – a number of who were working with schools or in the community in some capacity – and others went on to teach language after the course. The 2020 delivery was built upon the 2015 to 2016 iteration of the course. It was intended to be held in-person but, after only six weeks, COVID-19 forced the trainers to take the course online. The course ran for 12 months and consisted mainly of weekly three-hour online classes. When COVID-19 restrictions permitted, additional face-to-face intensives were held on weekends. Of the 27 students who enrolled, 11 dropped out, the majority leaving due to the course going online. Sixteen students graduated.

While the 2020 students valued the course content and teachers, as well as what they gained on a personal level from the course, the fact that that the teaching went online was a huge challenge to both students and teachers alike. The trainers worked very hard to include some face-to-face teaching where possible. To achieve this, they divided the class into two groups, southern and northern, and ran workshops in the school holidays. However, further restrictions meant that eventually one of the trainers had no choice but to travel the long distance to Karuah to work with the southern group and stay overnight. It is certain that without the trainer doing this, more students would have withdrawn from the course.

By the end of each course, those students who had no previous language learning were able to conduct basic conversations, write simple sentences and understand the underlying rules of the language. They developed many of the building blocks of the language that they will be able to consolidate over time. For those with previous study in language, by the course's end they could conduct more complex conversations, construct more complex sentences and texts, and were able to explain the underlying rules of the language.

All students in the 2015 to 2016 delivery agreed that the course was beneficial to not only their language development but in a personal and professional aspect as well. Many students found learning more of their language profoundly meaningful. Similar comments were made by the 2020 graduates, and many felt that they gained a deeper insight into their culture and language by doing the course. For some, this offered an element of healing which they could apply to past experiences of trauma.

In terms of the sustainability of this course, following the challenges experienced in delivering it during COVID-19, Muurrbay believes that any courses developed in the future will likely include a combination of essential face-to-face groundwork and online sessions. This has the potential to offer flexibility to students and further scope for teachers. Student feedback from a survey carried



out in 2020 found that most felt that more face-to-face teaching and resources are needed for future deliveries. They also suggested that more time on-Country, more online support and the development of a Gathang language App would be highly useful.

Muurrbay looks forward to viewing the revised course. If it still meets the needs of Gathang communities, Muurrbay may use this course again. While not focused on the training of teachers, this course is providing the foundational language skills that community teachers will require when sharing Gathang in schools becomes a community priority.

Detailed reports on each of Muurrbay's deliveries of this program for Gathang can be found in Appendixes 7a and 7b of this document.

Certificates II and III in Learning a First Nation's Language

Provider: Tauondi Aboriginal College

Level of program: Certificates II and III

Program duration: Certificate II was six months and Certificate III was one year

Throughout 2020, Tauondi Aboriginal Corporation (Tauondi Aboriginal College) consulted with First Languages Australia, language centres and education authorities in each state and territory to redevelop the expiring TAFE Certificate III in Learning an Endangered Aboriginal Language.

Tauondi's offer to redevelop the course in collaboration with stakeholders was well received. A national course advisory group was established and met monthly to develop two courses in learning, one at Australian Qualifications Framework (AQF) Level II and one at Level III, and one in teaching at AQF Level IV. The Certificate III is a prerequisite to the Certificate IV in Teaching an Australian First Nation's Language. All stakeholders acknowledged the demand by the community to learn a language. They proactively participated in the feedback process which effectively and efficiently contributed to the construction of the new accredited courses.

The Certificate II and III courses are designed to provide students with structural knowledge and skills to assist in undertaking language acquisition, and to learn how to share their knowledge of language to teach others in schools, the VET sector, early childhood centres and community centres.

In October 2020, the three courses received accreditation by the Australian Skills Quality Authority (ASQA) and have been entered on the National Register. Details of the Certificate II and III courses are outlined below. For further information on the Certificate IV course, see pages 62 and 79.

10890NAT – Certificate II in Learning an Australian First Nation's Language

The following information is from the course's website:

This course is intended to provide participants with the following general education outcomes:

- conduct basic research
- source and refer resources such as dictionaries
- pronunciation and spelling
- note taking
- listening skills
- use technology for recording purposes
- present to an audience
- problem solving
- oral and written communication
- group work.

<<https://training.gov.au/Training/Details/10890NAT>>

10891NAT – Certificate III in Learning an Australian First Nation’s Language

The following information is from the course’s website:

This course is intended to provide participants with the following general education outcomes:

- categorise language groups and traditional lands
- acknowledge complexities within language maintenance and revival
- apply research techniques and strategies
- locate available resources for use in language acquisition
- recognise cultural concepts in relation to First Nation languages
- identify different sounds, letter combinations and sequences
- compose spoken and written phrases
- acquire bilingual language skills to translate and interpret words and texts
- present to an audience speaking a First Nation language
- conduct oral and written conversations in a First Nation language.

<<https://training.gov.au/Training/Details/10891NAT>>

Certificate III in Gumbaynggirr Language and Culture Maintenance

Provider: Muurrbay Language and Culture Co-operative

Level of program: Certificate III

Program duration: two years part-time

Method of delivery: part-time, with one four-hour class per week


Target audience: Gumbaynggirr adults

Number of graduates: 16

Student fees: nil

Funding: Muurrbay Language and Culture Co-operative

The Certificate III in Gumbaynggirr Language and Culture Maintenance was funded and developed by Muurrbay with the aim to provide participants with a way to learn the Gumbaynggirr language, come to an understanding of Gumbaynggirr culture and once graduated, for students to be able to educate others with the language and cultural knowledge acquired through doing the course. In 1997, Muurrbay Language and Culture Co-operative became a



registered training organisation in order to be able to deliver programs of this type to the community. The majority of people currently teaching Gumbaynggirr in school, community and public programs are graduates of Muurrbay training programs.

The Certificate III in Gumbaynggirr Language and Culture Maintenance is a part-time two-year course and is delivered as weekly four-hour classes with some weekend intensives and excursions. There were 16 graduates of the 2017 to 2018 program. By the end of the course, those students who had no previous language learning were able to conduct basic conversations, write simple sentences and understand the underlying rules of the language. They developed many of the building blocks of the language that they will be able to consolidate over time.

Several students had previously studied language at a Certificate II level. When they started the Certificate III, they could use language, understand the basic language rules and had some time in speaking language. By the course's end, they could conduct more complex conversations, construct more complex sentences and texts and were able to explain the underlying rules of the language. Many of the students who did the course are now teaching more than they did before, and several are either already doing, or are keen on doing, further study. All students expressed a wish to continue developing and practicing language into the future.

The accreditation for this course has expired. Muurrbay is now looking at developing a new Certificate III or IV course that will take into consideration the student and trainer feedback received following the 2017 to 2018 course. Also, Muurrbay will take into consideration what was learnt during the delivery of the 2020 Gathang Certificate III course, which was forced to go to online delivery due to COVID-19 – meaning any new course is likely to be part-distance (online) and part-face-to-face to enable greater reach for the teachers and to offer greater flexibility for students. Any new course based on this Certificate III will aim to prepare and support Aboriginal teachers to teach in a range of contexts and to better cater to the East Coast Aboriginal communities Muurrbay serves. Muurrbay also aspires to a situation where all Gumbaynggirr teachers have at least a Certificate III in Gumbaynggirr and are involved in ongoing professional development via online Zoom classes and face-to-face delivery when COVID-19 restrictions allow.

A detailed report on the 2017 to 2018 delivery of this program can be found in Appendix 8a of this document.

Certificates in Aboriginal Languages for Personal/Social/Community Use

Provider: TAFE NSW

Level of program: various Certificate levels from I through to III

Method of delivery: full-time, part-time and with options for mixed delivery

Target audience: community members who wish to develop own language skills

TAFE NSW has developed the following suite of Aboriginal languages courses.

These have been designed for community members who wish to develop own language skills and are widely used by people looking to teach their languages in schools. They are offered part-time with options for online, in-person and mixed-mode delivery. In-person delivery occurs in Port Macquarie, Dubbo and Warren.

The following courses have run since 2018:

- 10703NAT – Certificate I in Fundamental Aboriginal Languages for Personal Use
- 10704NAT – Certificate II in Basic Aboriginal Languages for Social Use
- 10705NAT – Certificate III in Aboriginal Languages for Community Use.

These courses replaced the previously registered programs, which were:

- 10218NAT- Certificate I in Aboriginal Language/s
- 10217NAT- Certificate II in Aboriginal Language/s
- 10216NAT- Certificate III in Aboriginal Language/s.

The current Certificate courses are being offered in Wiradjuri, Gamilaraay and Gumbaynggirr. The preceding programs were also offered in Yuwaalaraay and Bundjalung.

Several school–community programs use the current Certificate courses as fundamental training for community members teaching, or planning to teach, their languages in schools.

Geoff Anderson from Parkes Wiradjuri Language Group states:

In Parkes, we identify community members interested in working with the schools and send them to do the Certificate III at NSW TAFE. Once they have finished the Certificate III, I take them into the classroom and show them how it is done to get them started. NSW TAFE runs the programs in a way that is community focused. The courses are set up to be enjoyable, so it doesn't feel like how being at school felt when we were young.

University courses for Aboriginal language learning

Arernte, Bininj Kunwok, Pitjantjatjara and Yankunytjatjara, Yolŋu Matha, Gamilaraay, Kurna and Wiradjuri are offered as subjects at various universities around Australia. The University Languages Portal Australia website provides further detail on these languages and where they can be studied them.

<<https://ulpa.edu.au/where-can-study-indigenous-languages/>>

Apart from the Wiradjuri program at Charles Sturt University detailed below, these programs are not primarily designed for people wanting to learn their heritage languages.

Graduate Certificate in Wiradjuri Language, Culture and Heritage

Provider: Charles Sturt University, NSW

Level of program: Graduate Certificate

Program duration: one year

Method of delivery: residential school and online

Target audience: primarily Wiradjuri community members, but the course is open to all

This course was designed by Wiradjuri Elders in conjunction with Charles Sturt University with the aim of reviving the language of the Wiradjuri nation. It was first delivered in 2014 and is going strong to this day. The course has produced numerous graduates who have gone on to share knowledge of their language with their community in both social and teaching situations.

Following is a brief outline of the course taken from the course's website:

This unique course aims to help Wiradjuri and non-Wiradjuri people preserve the community's language and culture for generations to come. It provides skills in using and sharing knowledge of the Wiradjuri language in community and educational settings, and empowers you to work with the Wiradjuri community in culturally appropriate and sensitive ways.

<<https://study.csu.edu.au/courses/teaching-education/graduate-certificate-wiradjuri-language-culture-heritage>>

There are several articles about the course on the Charles Sturt University website, including a 2015 story 'First graduates for Wiradjuri language program', an article that details the development of the first program and looks at the impact the first course had on its 17 graduates.

<<https://news.csu.edu.au/latest-news/society/first-graduates-for-wiradjuri-language-program>>

The positive impact of this course on the community has been profound. The story 'How studying Wiradjuri culture connected Felicity to her heritage', provides a personal account of what studying the course has meant to student Felicity Chapman. In Felicity's words:

Charles Sturt has been amazing. All the support teams asked 'what do you need to help you succeed.' I can get dedicated tutoring, face-to-face, online or by phone weekly or fortnightly. Plus, disability services have looked at different assessment styles to find a way that suits my needs ...

Res school is powerful. One of the most powerful things about university is interacting with others, because that's where a lot of your learning happens. You have your structured learning and your informal learning by sitting with other people and hearing their stories. I was actually drawn to this course because of those residential schools.

The power of residential schools is – traditionally that's how we as a community learned. We sat together. We created together. That's how knowledge was passed on. So now, you're bringing all these people together with a passion for learning, from all different walks of life, to share their experience. Because of where I live, I've done a lot of my learning online, and I've found that I actually get better results when I've had the opportunity to go to residential schools.

<<https://insight.study.csu.edu.au/how-wiradjuri-language-connected-felicity-to-her-heritage/>>

Community capacity building tools and activities

In addition to language learning within each community, Australia's colonial history means that Aboriginal and Torres Strait Islander people require an unusually diverse range of skills and tools to build community language strength and use. The specialist skills required are highly dependent on the language context. First Languages Australia, Aboriginal and Torres Strait Islander language centres and partner organisations have worked together to develop resources that can support custodians in the development of the skills required for first language revival, maintenance and learning in Australia.

A detailed list of resources available to support people in their efforts toward language strength is included and contextualised in the *Report on Best-practice Implementation of the Framework for Aboriginal Languages and Torres Strait Islander Languages* (2021).

Key resources outlined in that document include:

- *Junyirri: A framework for planning community language projects* (2017)
- *Yakilla: Training Tracks – Professional learning opportunities in the language field* (2021)
- *Peetyawan Weeyn: A Guide for Community Language Programs* (2011)
- Victorian Aboriginal Corporation for Languages, language revival fact sheets (2018)
- Wandan: First language collections portal
- *Warra: Building teams, building resources* (2015)
- Yaale: Tools for language work
- *Wangkaku Nintirri: Learn for the sake of our languages* (2020)
- *First Languages, Law & Governance Guide* (2019)
- Art Law, sample agreements for language resource production (2019).

The above tools have been designed with different aims. *Wangkaku Nintirri* and *Warra* support the development of a specific skill set; Wandan and Yaale (websites) help community members access relevant information; *Junyirri* and *Peetyawan* support language planning; and the sample agreements are documents suitable for adaption to local needs.

Published in 2021, *Yakilla: Training Tracks*, details the diverse types of training required and professional learning opportunities available to people working on and with their languages. The report includes both registered and informal training opportunities in the following areas of knowledge:

- applied linguistics
- collection management
- interpreting
- language learning
- language research
- law and governance
- linguistics
- media
- project management
- resource production
- revival techniques
- teaching.

While outlined in *Yakilla: Training Tracks*, the work of the Australian Indigenous Languages Institute and Living Languages deserves further highlighting (see next headings). Both organisations are particularly relevant to communities and schools that seek to build the language skills required for teaching of local language/s. Also included here are specific activities which First Languages Australia have tested as part of this project. These activities offer opportunities to build individual language capacity.

Australian Indigenous Languages Institute

The Australian Indigenous Languages Institute (AILI) is a collaborative project between Charles Darwin University and the Batchelor Institute of Indigenous Tertiary Education. The work of the Institute is modelled on work done in North America by the American Indian Language Development Institute, University of Arizona (AILDI) and by the Canadian Indigenous Languages and Literacy Development Institute, University of Alberta (CILLDI). These organisations offer a range of courses to Indigenous people wishing to attain qualifications that will assist them in the researching and teaching of their languages.

AILI aims to fill the gap between informal unaccredited training and university programs. Their courses are designed to equip language workers with the skills to take on more linguistic roles in language programs.

To date, AILI has been driven by a small group of dedicated academics. However, while the concept of AILI has potential in the Australian context, the model is likely to have little long-term value unless community language workers – in collaboration with tertiary institutes – can identify it as a particular need and take its lead.

Linguistics for Indigenous Languages

Provider: Australian Indigenous Languages Institute

Level of program: summer and winter school intensive

Program duration: one-week or two-week block intensives

Method of delivery: in-person sessions

Target audience: language workers with an interest in linguistics

Number of graduates: 29 in total

Student fees: \$1200 per student

Partnerships involved: Charles Darwin University and the Batchelor Institute of Indigenous Tertiary Education

Funding: a limited number of fee and travel scholarships were funded by the Indigenous Languages and Arts Program

Linguistics for Indigenous Languages is an introduction to the scientific study of language with a focus on Australia's Indigenous languages. Students gain an introductory understanding of the practical and theoretical aspects of linguistics and how languages work, including sound production and sound systems, parts of speech, grammatical relations in words and sentences, and meaning. The course forms part of the INL100 unit Linguistics for Indigenous Languages 1, accredited through Charles Darwin University and the Batchelor Institute.

The course was delivered in 2019 as a 40-hour two-week block program in January (Sydney) and July (Darwin), and in 2020 as a 30-hour one-week block in February (Darwin). Initially, travel scholarships were funded by the Indigenous Languages and Arts Program for ten Indigenous language workers but the amount of funding was stretched to allow for 17.

There are currently no further offerings of the program. However, it can be run again if there is sufficient interest from language workers.

Living Languages

Living Languages supports Aboriginal and Torres Strait Islander people who are working to maintain, revitalise and reclaim their languages. This small specialist organisation provides grassroots training to people, communities and language centres doing language work on the ground in remote, regional and urban areas.

<<https://www.livinglanguages.org.au>>

Language workshops, training and programs

Provider: Living Languages

Level of program: flexible

Program duration: from a few hours up to one week

Method of delivery: in-person sessions with online activities implemented due to COVID-19

Target audience: language workers

Number of students: since 2009, over 1000 people, in groups of up to 15, have participated in these workshops

Funding: the workshops are primarily funded through the Indigenous Languages and Arts Program

Living Languages works with the people who require assistance in creating tailored training programs and workshops that support the individual's work needs and goals, whether that be in a language-specified position, or for growing

their language/s in their own personal time. The organisation offers two main options for training: Community-based Training and the Language Leadership Program, as detailed below.

Community-based Training

Living Languages' offers community-based training in linguistics, language documentation, language learning and teaching, language project planning, public speaking and advocacy. Living Languages works in a flexible way to design a learning program based on a community's needs and delivers the learning activities at a place that community members recommend. Learning locations have included workplaces, schools, language centres, homes, on-Country and online.

Language Leadership Program

Once a year, Living Languages offers a Language Leadership Program providing tailored intensive training, cross-cultural experiences and networking opportunities for language workers and language teachers around Australia.

The activities offered by Living Languages are detailed further in Appendix 9 of this document.

First Languages Australia

Throughout 2019 to 2021, First Languages Australia has worked with partners to develop and test a number of activities. These are outlined here.

Butmama wuwitj: online training

Provider: Living Languages and First Languages Australia

Program duration: throughout 2020

Method of delivery: a series of one-hour online training sessions

Target audience: young people wishing to extend own language and/or language teaching skills

Number of participants: between six and 12 per topic

Participant fees: nil

Partnerships involved: young language champions and language centres

Funding: this initiative was primarily funded through the Indigenous Languages and Arts Program

In 2020, First Languages Australia and Living Languages collaborated to provide a series of one-hour interactive online training sessions for people wishing to extend their own language and/or their language teaching skills. Two of the sessions focused on building language teaching skills while the others focused on the skills needed for language learning and language revival. Young people in the languages network were invited to participate. A proposed list of topics was distributed to these young language champions who were then asked to nominate the sessions they wished to attend. Participation was voluntary and without fee.

Attendee numbers were initially capped at six. However, this number was extended to 12 for the language planning and teaching sessions due to the high demand for these subjects.

A one-hour online training session was developed on each of the topics that received the highest level of interest. These were:

- Project planning and project team building
- Language teaching principles and basics
- Language teaching techniques
- What is linguistics?
- Morphology: How to build words
- Pronunciation.

In each of the sessions, the trainer divided the subject into approximately five key topics then delivered a short presentation of the theory for each. This information was followed by an interactive activity in which the participants had an opportunity to implement their learnings before moving on to the next topic.

At the close of each session, the trainer sent the course materials through to the participants to enable them to review the material and make direct contact with the trainer into the future.

Delivery of interactive online training was new to the trainers, facilitators and participants alike. Few of the participants and trainers had met prior to the first session. While there was some initial hesitation from participants in speaking up during the interactive sessions, it did not take long for the groups to develop a collegial, high level of interaction.

During the design of the various sessions, it was predicted that each participant would probably choose one or two sessions they'd like to attend. However, a core group of participants grew over the delivery period and attended all sessions.

Mexico/Australia Young Champion Exchange Program

Provider: Rising Voices and First Languages Australia

Program duration: four 90-minute sessions

Method of delivery: online


Target audience: Australian and Mexican young language champions

Number of participants: 24 in total

Participant fees: nil

Partnerships involved: Indigenous Languages and Arts Program and the Australian Embassy in Mexico

Funding: Indigenous Languages and Arts Program and the Australian Embassy in Mexico



Rising Voices is the empowerment initiative of Global Voices, ‘an international, multilingual, primarily volunteer community of writers, translators, academics, and human rights activists’. As outlined on their website, ‘Rising Voices provides training and mentorship to ... underrepresented communities who want to tell their own stories using participatory media tools’.

<<https://globalvoices.org/about/>>

From May to July 2021, First Languages Australia and Rising Voices invited young language champions from Australia to meet virtually with Indigenous language digital activists from Mexico as participants in a virtual exchange program. During each 90-minute exchange session, the participants engaged in conversations about the challenges and opportunities for language revitalisation, especially in the context of digital media, the internet and technology. Support from the Australian Embassy in Mexico provided simultaneous interpretation in English and Spanish. The sessions were enjoyed immensely by all participants. The exchange culminated in a public webinar in July 2021 titled *Indigenous+Digital: How young people are revitalizing their languages on the internet*.

<<https://globalvoices.org/2021/07/16/watch-indigenousedigital-how-young-people-are-revitalizing-their-native-languages-on-the-internet/>>

Language awareness video

Provider: First Languages Australia

Resource: short video accessed online

Target audience: language teachers and workers

In 2021, First Languages Australia commissioned a short video to help build community language awareness around the sounds in Aboriginal languages. As many Aboriginal and Torres Strait Islander people grow up without an understanding of how their language works, this foundational video will help language teachers grow interest and confidence within their community of learners.

Produced by Dharug language teacher Jasmine Seymour with input from Aboriginal and Torres Strait Islander language teachers around the country, the video has been designed to help communities understand that the languages of this continent have many similarities as well as differences.

<<https://vimeo.com/699265183>>

Wangkaku Nintirri: Learn for the sake of our languages

Provider: First Languages Australia and Goldfields Aboriginal Language Centre

Resource: a series of training videos to support skills development

Target audience: language workers

In 2020, First Languages Australia commissioned the Goldfields Aboriginal Language Centre to develop Wangkaku Nintirri, a series of introductory videos intended to support language worker skill development. The videos were launched in early March 2021 and are accompanied by worksheets to support and reinforce the learning. They cover the following topics:

- Working with speakers to record natural speech
- Transcribing for Language Workers
- Parts of Speech for Language Workers

<<https://www.firstlanguages.org.au/resources/wangkaku-nintirri>>

This resource is detailed further in the *Report on Best Practice Implementation of the Framework for Aboriginal Languages and Torres Strait Islander Languages* (2021).

Legal resources for language centres

Provider: First Languages Australia and the Arts Law Centre of Australia

Resource: sample agreements, subscription to Arts Law legal advice and services, webinars

Target audience: Aboriginal and Torres Strait Islander language centres and programs, language workers

In 2020, Arts Law and First Languages Australia collaborated to provide language centres and programs assistance with legal matters. This collaboration is outlined on both organisations' websites in the article 'Arts Law and First Languages Australia join forces' (July 2020):

This new collaboration between ... Arts Law and First Languages Australia will provide language centres with a subscription to Arts Law including access to resources such as contract templates, professional development opportunities, telephone legal advice, ... document review services and referrals.

The investment means all language centres will have access to essential legal advice relating to governance, copyright and moral rights issues, contracts, employment and licencing.

As part of the collaboration, in early December 2020 First Languages Australia and Arts Law hosted a meeting to introduce language centres to the legal services being provided. Meeting attendees raised a number of legal concerns relevant to language centres nationally. The issues were the subject of further discussion and review, and Arts Law provided further advice and support in the months that followed.

In February 2021, Arts Law hosted webinars for language workers on copyright and contracts, along with a specialist session for young language champions.

<<https://www.artslaw.com.au/arts-law-and-first-languages-australia-join-forces/>>

<<https://www.artslaw.com.au/arts-law-partnership-with-first-languages-australia/>>

<<https://firstlanguages.org.au/resources/legal-resources>>

Networking events

People working in and on their languages often work in isolation. Networking events provide valuable opportunities for language workers and teachers to strengthen their local work by sharing skills, inspiration and support with colleagues working in similar areas elsewhere. Some of these events are highlighted here.

PULiiMA Indigenous Language and Technology Conference

Provider: Miromaa Aboriginal Language and Technology Centre

Event duration: four-day event held biennially since 2007

Method of delivery: four-day conference of presentations and workshops

Target audience: Aboriginal and Torres Strait Islander community members

Funding: Australian Government's Indigenous Languages and Arts Department

PULiiMA has been hosted by Miromaa Aboriginal Language and Technology Centre (MALTC) every two years since 2007. As outlined on the PULiiMA website, PULiiMA Indigenous Language and Technology Conference is:

... a biennial event aimed at bringing people together from all over Australia and internationally to explore pioneering project ideas and exciting products and equipment that can be used in community based Indigenous languages projects. The conference allows people to network with an inspirational group of people who all share a common ambition of preserving and celebrating the languages of your country.

From previous events, 96% of delegates rated the PULiiMA Conference as a MUST ATTEND for Indigenous people involved in the reclamation, maintenance, revitalisation and conservation of all languages.

The first PULiiMA forum was held in Newcastle in 2007 with 80 attendees. Since then, it has been held in Melbourne (2009, 2013, 2015), Brisbane (2011), Cairns (2017) and, most recently, in Darwin (2019). PULiiMA is the largest community-focused national Aboriginal language conference in Australia. The conference is packed with practical demonstrations and workshops facilitated by local, interstate and international experts. The conference grows each year with more than 500 people attending in 2019.

PULiiMA is a high-priority professional development event for language educators. It provides a useful networking opportunity for participants, as well as practical workshops for skill development.

Vaso Elefsiniotis, Senior Project Officer at VAEAI, says:

It is important to support our language educators to attend PULiiMA. We had been fortunate that in 2013 and 2015 the event was held in Melbourne. For the 2019 event in Darwin VAEAI initially identified funds to support four of our educators to attend. However, there were eleven educators interested in travelling to the event. In the end it was decided that the PULiiMA is such worthwhile professional development all eleven educators were supported to attend.

The 2019 event is outlined in detail on the conference's website.

<<https://puliima.com/>>

Ngamuru NSW Aboriginal Languages Gathering 2019

Provider: Aboriginal Affairs NSW

Event duration: four-day event, held once in 2019 conference

Method of delivery: four-day in-person conference

Target audience: Aboriginal language stakeholders

Number of participants: approximately 150

Funding: NSW Government

Ngamuru was an initiative by Aboriginal Affairs NSW designed to bring Aboriginal language stakeholders together to network and share knowledge. As described on the Aboriginal Affairs NSW website:

Ngamuru NSW Aboriginal Languages Gathering 2019, a celebration of the First Languages of NSW was held from 21-23 May at the Stamford Plaza in Mascot.

Hosted by Aboriginal Affairs, the gathering brought together Aboriginal language stakeholders to share knowledge, skills and experiences in language revitalisation, and was a platform to continue conversations about community aspirations for the growth of Aboriginal languages in NSW.

Approximately 150 people from various language groups in NSW attended. Participants had the opportunity to hear from international and local speakers involved in languages activity and participated in Yarning Circles to share experiences and network with other participants.

Strong feedback was received from attendees that future language gatherings are vital and that gatherings held at community and regional levels would provide more insight to the next NSW state wide gathering.

<<https://www.aboriginalaffairs.nsw.gov.au/policy-reform/language-and-culture/ngamuru-nsw-aboriginal-languages-gathering-2019/>>

Outcomes of the event are documented in *Ngamuru: NSW Aboriginal languages gathering 2019 participant survey results* (2019). A high majority of the participants felt the Gathering was useful for sharing and understanding

language activity state-wide and nationally. It was proposed that six-monthly regional Gatherings with an annual national Gathering would be of great benefit to the language community.

<https://www.aboriginalaffairs.nsw.gov.au/media/website_pages/policy-reform/language-and-culture/ngamuru-nsw-aboriginal-languages-gathering-2019/FINAL-NGAMURU-PARTICIPANT-SURVEY-SUMMARY.pdf>

Queensland Indigenous Languages Forums

Provider: Queensland Indigenous Languages Advisory Committee (QILAC)

Event duration: two-day event

Method of delivery: in-person forum that moves around the state

Target audience: Indigenous language workers

Partnerships: Queensland Department of Education

Fees: in 2019, registration cost \$160 per person for non-community participants

Since 2013, QILAC has hosted Queensland Indigenous Languages Meetings when funds permit. As outlined on their website, QILAC was formed:

... in 2005 by Language Centre representatives and other language workers, in recognition of the need for a state body to advocate for Queensland's first languages.

<<https://qilac.org.au>>

Summaries of each meeting and their outcomes are provided on the QILAC website. These are:

- Bana Guyurru, Cairns, 2019
<<https://qilac.org.au/bana-guyurru-program-highlights/>>
- Binbi Wadyabay, Rockhampton, 2018
<<https://qilac.org.au/binbi-wadjabay-wrap-up/>>
- Kanji Waiburra, Gold Coast, 2016
<<https://qilac.org.au/kanji-waiburra-wrap-up/>>
- Guali bula ŋina, Bundaberg 2015
<<https://qilac.org.au/guali-bula-nina-the-queensland-indigenous-languages-forum-wrap-up/>>
- Ngirrma Puwal Pukang, Cairns, 2013.
<<http://qilac.org.au/ngirrma-puwal-pukang-wrap-up/>>

The 2016 and 2019 forums had a particular focus on language education in schools, with the Queensland Department of Education supporting the attendance of Indigenous language educators and hosting meetings for language teachers after the events. The events proved an important opportunity for teachers of Aboriginal and Torres Strait Islander languages to share their expertise and to assist them in identifying ways to enhance their teaching.

A detailed report on the 2018 event can be found in Appendix 10 of this document.

WANALA language forums

Provider: Western and Northern Aboriginal Languages Alliance (WANALA)

Event duration: five-day event, offered biennially since 2014

Method of delivery: in-person event hosted in a different location each year

Target audience: language workers

Number of participants: approximately 100 for the most recent conference

WANALA was established in 2014 and was managed by the Batchelor Institute of Indigenous Tertiary Education through the Centre for Australian Languages and Linguistics (CALL). WANALA was a collaborative alliance for Aboriginal organisations, projects and activities in the region aimed at supporting, promoting and teaching languages, and providing services such as interpreting and translation across the Northern Territory and Western Australia.

While funds were available, WANALA hosted a biennial conference to support networking and skill sharing across Western Australia and the Northern Territory. Conference locations included Batchelor, NT (2018), Kalgoorlie, WA (2016) and Broome, WA (2014).

<<https://www.batchelor.edu.au/portfolio/wanala-forum-2018/>>

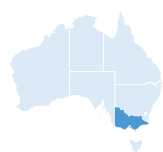
Language Teaching

This section summarises professional development programs and resources designed to grow first language teaching skills. The following learning activities and resources have been designed specifically for Aboriginal and/or Torres Strait Islander educators – and those who aspire to be educators – to increase their skills in teaching their languages.

While these programs may include language learning to a limited extent, they have been designed to build on language teachers' individual language knowledge and/or skills, and on the type of programs outlined in the 'Language learning' section of this document (see page 33).

State and territory approaches

In this section, each state and territory have outlined their approach to the implementation of professional learning activities that meet the specific needs of their educators.



Victoria

Marrung: Aboriginal education plan 2016 - 2026 (2016) is the strategy underpinning Aboriginal education policies and programs across early childhood education, schools, higher education and training in Victoria. Marrung's Action 2c set out a commitment to:

... increasing the number of Koorie language programs in Victorian kindergartens and schools, by supporting community efforts at language learning through working with VAEAI and Victorian Aboriginal Corporation for Languages, and providing assistance to support Koorie community members to undertake relevant language and teacher training courses.

While there has been a reasonably stable number of Aboriginal language programs in Victorian schools for a number of years, feedback from principals indicated growth in the number of programs was inhibited, in part, by the scarcity of Victorian Aboriginal language teachers. To begin to address this shortage, the Department of Education and Training and its partner, the Victorian Aboriginal Education Association (VAEAI), committed to exploring options for delivering two courses from TAFE SA for the first time in Victoria. These courses are the Certificate III in Learning an Endangered Aboriginal Language (Certificate III LEAL) and the Certificate IV in Teaching an Endangered Aboriginal Language (Certificate IV TEAL).

Governance

The Department and VAEAI established the Aboriginal Languages Education Steering Committee, including representatives from various areas of the Department, VAEAI, the Victorian Aboriginal Corporation for Languages (VACL) and the Victorian Curriculum and Assessment Authority (VCAA). The Steering Committee advised on and agreed to protocols for engaging with Traditional Owners around the new qualifications, and on the process for selecting a training provider. The Steering Committee continued to meet to provide strategic oversight of the development and delivery of the courses and remains in place to oversee the ongoing Aboriginal languages training initiative, and to guide the Department's responses to national and state commitments to promoting language preservation.

Funding

With funds allocated through the 2017-18 Victorian State Budget, the Department fully funded the development (including contextualisation for Victoria) and delivery of both courses, and full scholarships for all students that covered travel and accommodation and meals during residentials, with the intent of removing all barriers to participation for potential students. Due to the small cohort size and specialised nature of the courses, delivery costs per student were significantly higher than for other more mainstream courses.


Certificate III in Learning an Endangered Aboriginal Language

Through a competitive tender process, the Victorian School of Languages (VSL) was selected to develop and deliver the Certificate III LEAL (see page 43 for details).

The Department funded two project officer positions, one each at VAEAI and VACL, for the duration of the Certificate III LEAL. The expertise of these officers was used to support course development and delivery, and they also provided strong student support. Existing resources developed by VACL for its community language courses were purchased and adapted to suit the requirements of the Certificate III LEAL course. The final design and assessments were independently validated.

As advised by the Steering Committee, Traditional Owner groups around Victoria were contacted in advance of the course being advertised to communicate its intent and to advise them of protocols in place to ensure self-determination of language rights. Applications were opened to Aboriginal people who wished to study a language associated with their own personal heritage. Students were selected via an expression-of-interest process which included a requirement for them to provide a letter of support from the relevant Traditional Owner organisation.

Significantly, the course was delivered to a cohort studying over ten different languages from around Victoria. Eighteen students commenced the Certificate III LEAL in October 2018, with VACL curating and supplying language resource



packs for each student in their language. As the delivery of the Certificate III LEAL was the course trainer's first training role, support was provided for them to complete a Certificate IV in Training & Assessment. Ongoing mentoring through the VSL was also provided to the trainer.

The course was delivered through weekly online sessions and five one-week residential blocks. Feedback from the trainer, students, and VAEAI and VACL project officers throughout the course stated that the demands of the course on students were significant: the heavy workload, large number of assessments and the requirement of a high level of specialist knowledge to be developed were at times overwhelming. Students demonstrated extraordinary commitment and sacrifice in undertaking and completing the course, and the high level of individualised student support provided by the VAEAI and VACL project officers were essential to both the students' and course's success.

This feedback has informed the Department's input in the development of the new replacement certificate courses offered by Tauondi College. It is anticipated that the addition of a new Certificate II in Learning a First Nation's Language course (see page 46) will mitigate a number of the challenges that may occur in future deliveries of the Certificate III LEAL.

Thirteen students graduated the Certificate III LEAL in February 2020. Difficulties in balancing the demands of the course with other work and family commitments was the main cause for attrition.

Certificate IV in Teaching an Endangered Aboriginal Language

Prior to the delivery of the Certificate IV TEAL (see page 80), both Certificates were added to the Victorian Skills First Funded Course List, which provides a subsidy to eligible training providers for delivery of approved courses. As a smaller provider without an existing Skills First contract enabling them to receive a funding subsidy, the Victorian School of Languages was unable to continue with delivery of the Certificate IV TEAL.

Swinburne University of Technology was selected as the new course provider. With the focus of the Certificate IV TEAL on teaching methodology and school placements, VAEAI was engaged to provide support for course development and delivery, with VACL continuing to provide advice through the Steering Committee, as well as in-kind student support. Again, the Certificate IV TEAL trainer was new to the role, with Swinburne providing support for them to complete the Certificate IV in Training & Assessment, as well as ongoing mentoring.

Eleven of the 13 Certificate III LEAL graduates transitioned to undertake the Certificate IV TEAL that commenced in May 2020. The course was designed to be delivered in the same mixed-mode format as the Certificate III LEAL, incorporating both weekly online sessions and residential intensives. However, due to the COVID-19 pandemic and associated restrictions, most of the course was delivered online.

Nine students completed the course in August 2021, with attrition mostly due to changed circumstances arising from the pandemic. Several students are already working in language teaching roles in kindergartens and schools, with others having been approached by schools interested in establishing programs.

Professional Development

During the delivery of the Certificate III LEAL, the Department funded all students to attend the PULiiMA Indigenous Language and Technology Conference in Darwin in August 2019.

In 2020, VAEAI established the Victorian Aboriginal Languages Teachers' Association (VALTA – see page 96). VALTA includes current and former Victorian Aboriginal language teachers and Certificate IV TEAL students, and meets monthly online. The opportunity to establish VALTA as an independently funded Language Teachers Association under the Department's existing funding program is currently being explored.

Permission to Teach

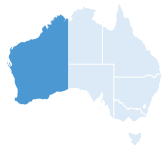
In parallel with the delivery of the training certificates, the Department and VAEAI worked with the Victorian Institute of Teaching (VIT) to explore options to recognise Aboriginal Language teachers under the Permission to Teach category, which would allow teachers to deliver classes without direct supervision by a registered teacher. The cost burden associated with providing an additional teacher to supervise language classes was a known barrier to schools commencing and continuing Aboriginal language programs.

VIT has recently confirmed schools will now be able to apply for Permission to Teach for Aboriginal Language teachers that have completed the Certificate IV TEAL, without teachers needing to demonstrate they are working towards a Bachelor-level teaching qualification.

Next Steps

A contact list being maintained by VAEAI since the commencement of the Aboriginal languages training initiative indicates awareness and interest in the courses has increased significantly, with over 70 Aboriginal community members now having registered their interest in participating in future course deliveries.

The Department has been engaging with Tauondi College, South Australia, around the development of their new Certificate II, III and IV in Learning/Teaching an Australian First Nation's Language courses. The 2020-21 Victorian State Budget committed \$2.7 million over four years and \$0.7 million ongoing to run the Certificate II and Certificate III courses. Interested providers will be invited to submit applications to access this funding, with the requirement that courses be offered to Aboriginal people only, and in close partnership with the local Aboriginal community. It is anticipated the new funding may allow course delivery in several locations around Victoria by local providers to single language cohorts.



Western Australia

In order to meet the continuing demand for Aboriginal languages teachers, the Western Australian Department of Education has, for the past 20 years, been running a professional development traineeship for people who want to teach their languages in schools. The course, known as the 'Aboriginal Languages Teacher Training Traineeship' (ALTT), is a three-year program, completion of which allows the graduates' schools to apply for Limited Registration (LR) to teach. The program includes:

- two years in-school traineeship
- support from a language mentor
- support from a teaching mentor
- five block release training intensives
- a third probationary teaching year.

This program is outlined in detail in the *Report on Best-practice Implementation of the Framework for Aboriginal Languages and Torres Strait Islander Languages* (2021).

Between 2014 and 2018, the program staff approached various universities proposing they take on the program; however, limited student numbers and staffing were consistently raised as a barrier. After discussions with First Languages Australia in 2018, it was decided that the most sustainable approach would be to keep the program under the umbrella of the Department. The program managers then began to explore options that would enable graduates to have their training recognised when they progressed to further study, including being involved in the course advisory group for the Tauondi courses (see page 79).

In 2020, the Department began the process of working toward nationally recognised and credentialed qualifications based on the traineeship. It is intended that the accredited course will continue to offer a career pathway for Aboriginal school staff interested in teaching their language and working with Elders and language speakers in their community. The program is currently planned to be at Certificate IV level, with the Certificate III and possibly the Certificate II in Learning a First Nation's Language embedded. The course will continue to be delivered as a three-year in-school traineeship comprised of language revival and maintenance strategies, language teaching methodology and development of language specific resources using a range of technologies. The Department also has plans for the development of a Diploma qualification for those who wish to continue their studies.

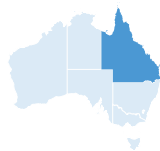
The accredited program will provide a clear pathway for the graduates into a degree program should they choose to continue their teacher training. It is

anticipated that graduates of the traineeship will be eligible to enter a four-year Bachelor of Education course at second year.

Two draft qualifications – Certificate III and Certificate IV in Teaching an Aboriginal Language – have been disseminated for stakeholder consultation and feedback. First Languages Australia has been working with the Department to ensure that all the education authorities, RTOs and language centres who have previously delivered accredited language qualifications are aware of the courses in development and able to participate in the consultation. Stakeholders have been asked to consider the following questions:

- Do the two qualifications capture the skills and knowledge required for the role of an Aboriginal language teacher in education settings?
- Are there any skill or knowledge areas you think should be in the qualifications that aren't? What is missing?
- Are the units described in adequate detail?
- Do the elements, performance criteria, performance evidence, knowledge evidence and assessment conditions together describe the unit in a complete way? If not, what is missing?
- Are the assessor requirements appropriate for the qualification?

It is First Languages Australia's understanding that feedback on the courses has been overwhelmingly positive with respondents seeing adaptability of the courses to diverse language contexts.



Queensland

In Queensland, the Department of Education reports that the most common form of professional development is carried out through a mentoring or coaching approach which involves working alongside individual schools, or small clusters of schools, on an 'as needed/on demand' basis in conjunction with regional Indigenous Education staff.

These opportunities are targeted to the needs of the school or cluster and have involved activities such as linking schools with external organisations or other department branches; presentations on community engagement, curriculum planning, legal matters and Indigenous cultural intellectual property; sharing templates; and general support and follow-up. An internal analysis of support provided from January 2020 to April 2021 revealed that there were 74 distinct interactions (meetings, school visits, coaching sessions, presentations) across seven regions. These involved 45 different schools supporting 27 different languages and saw links being made with six external organisations and five other internal department branches.

In addition to targeted professional learning support, the Department held the following regional workshops between 2019 and 2020. These were open to any attendees across Queensland:

- Teaching Aboriginal Languages (22 March 2019)
- Professional Learning Community: Teaching Aboriginal and Torres Strait Islander languages (8 May 2019)
- Teaching Aboriginal Languages: Language owners are the experts (8 November 2019)
- Introduction to the Australian Curriculum *Framework for Aboriginal Languages and Torres Strait Islander Languages* (24 January 2020)
- Timetabling and Reporting for Aboriginal Languages and Torres Strait Islander Languages (19 October 2020). This was an online presentation describing the process for using the Department's OneSchool timetabling and reporting function, a new development in 2020. Previously, schools could only use 'LOTE' as a descriptor to report any First Nations languages. Now they can choose from a drop-down menu of 65 of Queensland's First Nations languages.

The Department's Indigenous languages team also presented at the following events in order to target specific audiences:

- South East region education staff: Roles and Responsibilities of Central and Regional staff in Implementing an Aboriginal Language or Torres Strait Islander Language (20 May 2019)
- The Regional Indigenous Education Network: First Nations Languages in Qld State Schools Update and Q and A (16 October 2019)
- Griffith University's School of Education and Professional Studies' Professional Development Network: Best-practice case studies in Teaching First Nations Languages (26 February 2020)
- Metropolitan region education staff: Roles and Responsibilities of Central and Regional staff in Implementing an Aboriginal Language or Torres Strait Islander Language (6 Oct 2020)
- The Regional Indigenous Education Network: First Nations Languages in Qld State Schools Update and Q and A (28 October 2020)
- State schools: Indigenous Education ICIP Protocol Consultation (25 August 2021)

Since 2017, the Queensland Department of Education Far North Queensland Region office has offered occasional professional development workshops for Aboriginal and Torres Strait Islander language teachers. The workshops are held in Cairns, usually in November (COVID-19 restrictions permitting).

An invitation to the two-day event is distributed broadly to language educators, teachers and co-teachers across the state. Face-to-face participation is preferred, but for 2021, online participation was made possible via Microsoft Teams.

The workshop counts as ten hours towards the participants' annual professional development requirements and covers the following topics:

- Understanding the Australian Curriculum *Framework for Aboriginal Languages and Torres Strait Islander Languages*
- Language teaching skills development and practical take-home ideas
- Networking to develop a professional learning community
- Sharing promising classroom practices and language teaching strategies.

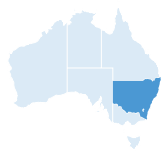
As well as participating in workshops, attendees shared examples of their teaching practice in either a ten-minute or one-hour session.

The 2017 and 2021 workshops targeted people who are already teaching Aboriginal or Torres Strait Islander languages in schools who wanted to add to their language-teaching skill sets. The workshops offered strategies for, and practical demonstrations of, language teaching.

The 2019 workshop focused on building the foundations for a sustainable community school collaboration toward developing and offering a local language curriculum. Some of the content the workshop covered included:

- formalising agreements between the school and community as to what will be taught, how and by who
- how the Australian Curriculum *Framework for Aboriginal Languages and Torres Strait Islander Languages* can be used to support the development of a local language curriculum.

The yearly two-day workshop is funded by the Department, catering is provided and there are no registration fees. Travel, accommodation and other meals are paid for by participants and/or their schools.



New South Wales

Through a competitive tender process, the NSW Department of Education works in partnership with the NSW Aboriginal Educational Consultative Group Inc (NSW AECG) in the delivery of Aboriginal Language and Culture Nests for the teaching of Bundjalung, Gumbaynggirr, Gamilaraay/Yuwaalaraay/Yuwaalayaay, Paakantji/Baakantji, North West Wiradjuri, Dunghutti, and Gomeri.

The Nests are an initiative of *OCHRE*, the NSW Government's community-focused plan for Aboriginal affairs. As outlined on the Department's website:

They support local communities with realising their visions and aspirations to revitalise, reclaim and maintain their traditional languages through the teaching of Aboriginal languages in schools.

OCHRE recognises Aboriginal languages and cultures as a unique component of Australia's heritage, and a fundamental affirmation of Aboriginal identity, spirituality and connection to Country. Under OCHRE, five initial Aboriginal Language and Culture Nests are established across the state. [Since the inception of the Nest initiative, two satellite Nests have also been established in Dunghutti, and Gomeroi.]

An Aboriginal Language and Culture Nest is a network of communities bound together by their connection to an Aboriginal language. The Nests bring communities together around their traditional languages and link to schools, TAFE NSW, universities and other community language programs and/or groups ...

Aboriginal Language and Culture Nests are designed to provide a continuous learning pathway for Aboriginal students. The language skills and knowledge of Aboriginal language and culture holders and speakers from local Aboriginal communities are critical to the continuing development and support of teaching and learning in the nests.

<<https://www.aboriginalaffairs.nsw.gov.au/policy-reform/language-and-culture/language-and-culture-nests/>>

<https://www.aboriginalaffairs.nsw.gov.au/our-agency/staying-accountable/ochre/the-ochre-plan/AA_OCHRE_final.pdf>

The NSW Department of Education works to deliver professional learning for select Aboriginal staff working on the Nests initiative, as appropriate. For example, in 2022 a TAFE NSW Certificate IV in Training and Assessment will be delivered to Aboriginal Language and Culture Officers as well as a small number of Aboriginal classroom teachers working in the Aboriginal Languages space.

The Department also has an Action Research initiative delivering professional learning workshops to schools within Nests, to support school staff to embed whole-of-school approaches to Aboriginal Language and Culture teaching.

The Department works with the NSW AECG under a formal Partnership Agreement (2020-2030) which includes delivery of Aboriginal Languages in schools.

Separate from formal professional learning programs, the Department provides support and guidance to schools outside the Nests and to Aboriginal community organisations in grant applications, syllabus content and delivery, and the implementation of Aboriginal Languages in schools. Other programs which support schools with Aboriginal Language and Culture teaching and learning include:

- a pilot program, now in its second year, funding approximately 16 government preschools to employ Language speakers and build resources to deliver Aboriginal Language lessons
- one-time funding for Aboriginal communities in Nest areas to deliver their own self-determined community Language programs, including community teaching roles, resource development and sustainability moving forward.

The NSW AECG is a not-for-profit Aboriginal organisation established to provide advice on Aboriginal community viewpoint on matters relevant to education and training. As outlined on their website:

The primary role of the NSW AECG Inc. is to promote active participation by Aboriginal people in the consultative and decision making process of education and training related matters.

A strong member base is key to the organization being the peak advisory body regarding Aboriginal Education and Training at both State and Commonwealth levels ... The NSW AECG Inc. has local, regional and state network that enables effective communication allowing Aboriginal community viewpoint to be echoed throughout the organization.

Since its establishment in 1977, the NSW AECG has supported community capacity to advocate for, and the delivery of, Aboriginal language and cultural education. During the past decade, they have been involved in a wide range of initiatives that have supported Professional Development in languages. These have included:

- delivering state- and community-based language forums that have provided opportunity for Aboriginal communities to highlight issues, gaps and successful initiatives around professional development in languages.
- developing the *Recover Re-voice Re-Practise* Aboriginal Language and Culture Nest series written by Dr Shayne Williams which includes the documents *Foundations Framework: Aboriginal Language and Culture Nests [ALCN] in NSW (2013)*, *Implementation Plan: Aboriginal Language and Culture Nests [ALCN] in NSW (2013)* and *Teaching Local NSW Aboriginal Languages and Cultures: A guide for schools (2014)*.
- publishing the factsheet *Cultural Protocols for Teaching Aboriginal Languages and Cultures*.

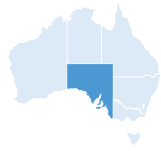
In managing the implementation of the NSW Aboriginal Language and Culture Nests program, the NSW AECG has delivered a range of Professional Development initiatives to support NSW Aboriginal communities in the teaching and learning of Aboriginal languages. These initiatives have included:

- working with the former Yarradamarra Centre and NSW TAFE to support NSW Aboriginal community members to undertake Certificates I, II and III in Aboriginal Languages

- working with the former Yarradamarra Centre and NSW TAFE to support NSW Aboriginal community members to undertake Recognition of Prior Learning processes
- providing spaces and coordination support for local community-led language workshops
- supporting Aboriginal Language and Culture Nest Project Officers and Language Educators to meet biannually to workshop and share their language teaching, learning resources and teaching pedagogies
- coordinating the Gaay Guumaldanha (Language Gathering) Language Conference held in Tamworth in 2017 (<https://www.youtube.com/watch?v=DOIFP_XDDfY&t=1s>)
- providing financial and coordination support for Aboriginal Language and Culture Nest Project Officers and Language Educators to undertake relevant professional development and upskilling
- working towards becoming a registered training organisation (RTO) to support further qualification-based and culturally safe training for community members.

The following list outlines some of the issues that NSW AECG reports having encountered over the last decade that impact on professional development for the teaching and learning of Aboriginal languages, and where improvement is necessary. These include:

- education providers' qualification requirements for employment showing a lack of respect for community members who are acknowledged by their community as language and cultural knowledge holders
- limited and often lowly paid casual or part-time opportunities on offer for community members to work in the teaching and learning of Aboriginal languages in NSW
- limited funding opportunities for Aboriginal communities to effectively pursue and lead in the revitalisation of Aboriginal languages
- widespread lack of value and recognition of the importance of Aboriginal languages within NSW institutions
- ongoing racism, discrimination and neglect towards Aboriginal people, languages and cultures.



South Australia

The South Australian Department for Education takes a community-centred approach to its support for Aboriginal languages in schools. This approach is facilitated through the Aboriginal Community Language and Cultural Partnerships (ACLCP) program. The department currently works with six Aboriginal language organisations representing Adnyamathanha, Bunganditj, Kurna, Ngarrindjeri, Narunnga and Pitjantjatjara/Yankunytjatjara languages, and has an additional partnership with Tauondi Aboriginal College to support development and delivery of the Certificate courses in learning and teaching First Nation Aboriginal languages. Annual grants are provided to these partners to support the projects and activities they have identified as priorities for their languages. This has included engagement with the Certificates III and IV provided by Tauondi, running adult language classes, and developing language-specific elaborations for the Australian Curriculum *Framework for Aboriginal Languages and Torres Strait Islander Languages*. The latter has involved workshops and on-Country support facilitated by the department for five of the language groups.

Through the *Aboriginal Education Strategy 2019 to 2029 (2018)*, the South Australian Department of Education commits to continue strengthening and reinvigorating the learning of Aboriginal languages in children's centres, preschools and schools, and to building on home languages through family and community engagement. The Aboriginal Community Language and Cultural Partnerships are key to this work, as they provide an avenue for the range of needs and aspirations of each individual language community to inform implementation of the strategy.

Pitjantjatjara, Yankunytjatjara and Southern Pitjantjatjara

Anangu languages represent a unique context in South Australia, as they are generally spoken as first languages by Anangu in more remote areas of the state, including almost all school students. While they are considered relatively strong in comparison to revival languages, they are nonetheless under threat, particularly in the case of Yankunytjatjara which historically has had less support and fewer speakers than Pitjantjatjara. Southern Pitjantjatjara is the dialect spoken in Yalata and Oak Valley, where community members are increasingly eager to differentiate their language from the northern dialects and ensure resources and professional learning are inclusive of their specific needs.

The first phase of the Aboriginal Education Strategy included an initiative to increase the resources, professional learning, support and pathways for Pitjantjatjara and Yankunytjatjara language and culture. The professional learning elements of this initiative have been divided into opportunities for Anangu educators working in schools to develop their language teaching skills and opportunities for non-Anangu teachers to increase their language and



culture awareness. The initiative sits in the context of Aboriginal languages as a key focus area for reform in the strategy, and a stated move toward a bilingual education model which ensures proficiency for Anangu students in Pitjantjatjara or Yankunytjatjara, with Standard Australian English as an additional language.

Pitjantjatjara Yankunytjatjara literacy professional learning

In 2019 and 2020, the Department partnered with the University of South Australia (UniSA) to deliver three two-day workshops to Anangu educators and supporting teachers. The workshops had a focus on Pitjantjatjara Yankunytjatjara literacy and were framed around the ‘Big 6’ of reading, which incorporates oral language, phonological awareness, phonics, vocabulary, fluency and comprehension. This is the approach set out by the department for the teaching of English in a child’s early years. Aligning the professional learning program to this approach was a strategic decision to frame first language learning as foundational to the learning of English as an additional language. The approach was contextualised to include sessions on Anangu literacies (including the ability to read Country), translation skills and a consideration of both traditional and emerging genres for Anangu languages.

In 2020, the COVID-19 pandemic shut down remote Anangu communities for long periods of time and severely restricted travel into and between communities. This made face-to-face training near impossible so the content of the professional learning was moved online. Each session was reconsidered and restructured for online learning and together they were developed into an interactive online course, which was released in October 2020.

The online course is only available to department staff working in Anangu schools. The course provides maximum benefit when undertaken in teaching teams but can be completed independently. While the primary audience is Anangu educators, where possible and/or practical the content has been written in both Pitjantjatjara and accessible English to ensure it is inclusive of non-Anangu participants as well. Team teaching approaches allow registered teachers, who are required to be present in classrooms for supervision, to be active participants in the learning, and to provide support for Anangu colleagues in planning, pedagogical approaches and assessment. Information is presented through written text, videos in both English and Pitjantjatjara, visual texts and interactive activities.

Implementation of the resource in Anangu schools has been varied. Few Anangu educators have experience in online learning and, with the exception of one or two schools, engagement from this group has been low. However, one particular school did commit significant time to the course by using student-free days and co-planning time to work through the resource in teaching teams. This resulted in almost all of the Anangu educators at this site engaging with the course. In their feedback on the resource, teachers and Anangu educators at the school described the value of Anangu leading the activities, linking the content to their teaching experiences and sharing knowledge with their non-Anangu colleagues.

The course content will be updated and refined as understanding about how Anangu students learn their languages increases. The benefit of hosting the course online has been that it is available to those working in Anangu schools at any time, without limits on when or how people engage with it. However, given the low engagement from Anangu staff, online delivery is not a replacement for face-to-face learning. The intention is to resume workshops as soon as the COVID-19 situation has stabilised, with a focusing in on specific elements of the program.

Pitjantjatjara Yankunytjatjara Language and Culture Awareness


This stream of professional learning is aimed at increasing the language and culture awareness of non-Anangu staff working in Anangu schools. Since 2019, the South Australian Department for Education has offered scholarships for teachers in Anangu schools to attend the UniSA Pitjantjatjara Yankunytjatjara Language and Culture Summer School, with 11 teachers applying for the experience in 2020 and 2021, and a further ten being awarded scholarships for the 2022 course. The intention for these scholarships is not for the teachers to take on the teaching of Anangu languages, but to place them in a better position to support Anangu educators to do so, and to be better able to make connections between their students' first languages and English as an additional language.

While the scholarships benefit the relatively small number of staff who apply, in order to provide accessible information to a broader audience an online course was developed and released in May 2021. Titled 'Kulini' (loosely translated as 'listening'), the course covers a range of information relating to language (e.g. sounds, structure, verbs, pronouns, suffixes, language change and shift, etc.) and culture (e.g. ways of approaching people, kinship, how knowledge is shared, intercultural exchange, etc.). Content is presented in the form of written text, videos in both Pitjantjatjara and English, interactive activities and reflective tasks. All language examples are accompanied by audio recordings of first language speakers.

With the permission of the Pitjantjatjara Yankunytjatjara Education Committee, the course has been made accessible to anyone working for the South Australian Department for Education, and links were also shared with Pitjantjatjara-speaking communities in the Northern Territory. Surprisingly, there have been high levels of engagement from staff working outside the Anangu Lands, perhaps indicating both the widespread nature of the Anangu population around the state and the broader population's general interest in learning Aboriginal languages.

The EAL/D Hub: English as an Additional Language/Dialect

The EAL/D Hub is a national online professional development resource aligned to the Australian Professional Standards for Teachers (2011, revised 2018). The Hub provides educators with the skills to teach Aboriginal and Torres Strait Islander students who are learning Standard Australian English as an additional language or dialect (EAL/D). The first content area relates to Aboriginal learners and their languages, and describes the language landscape prior to colonisation, the current status of Aboriginal languages across the continent, and the evolution



of creoles and Aboriginal English. The approach is founded on recognising and supporting the linguistic and cultural strengths Aboriginal students bring as foundations for learning Standard Australian English as an additional language. The online resource includes videos, questionnaires and action learning tasks for each module.

The department currently employs seven EAL/D Hub coaches who provide intensive support to a number of schools across the state to implement the learnings from the online resource. This support occurs in the form of professional learning communities (PLCs), targeted individual coaching and in-classroom support.

Pitjantjatjara Yankunytjatjara Language and Culture Summer School

Pitjantjatjara (and more recently Yankunytjatjara) has been available as the subject of university study since the 1960s, although the content, modes of delivery and modes of study have changed a great deal over that time. An in-depth description of the course and its history is provided by Gale, Bleby, Kulyuru, and Osborne in the documentation of their presentation ‘The Pitjantjatjara Yankunytjatjara Summer School: *Kulila! Nyawa! Arkala!* Framing Aboriginal Language learning pedagogy within a university language intensive model’ (2020).

<https://doi.org/10.1007/978-3-030-50925-5_30>

The University of South Australia currently offers a two-week summer intensive, which can be used for undergraduate or postgraduate credit, as well as two- or three-day unaccredited courses at other times of the year. All of these courses are delivered by teams of Anangu tutors in partnership with non-Aboriginal educators and prioritise Anangu forms of oral learning while also teaching more structured grammatical features of the languages. Although most students in the courses are not Anangu, in the past few years a small number of Anangu students have participated in the course as learners while also lending their oral language expertise to their non-Anangu classmates.

Assessment during the course centres around two performances. The first week is spent practicing a prepared dialogue, in which students learn the protocols for approaching someone, making a cup of tea and asking some general questions around the purpose of the visit. In the second week, students write and practice their own performance, using language learnt during the course as a foundation. The Anangu tutors and course coordinators assess the performance as a panel, and evaluate elements such as accuracy of language, pronunciation, and the use of gesture and props. Following the course, students are required to complete and submit a learning journal that includes an outline of their experience during the course, any notes or wordlists they have compiled and reflections on how their learning will continue beyond the course.

Feedback from participants has generally focused on the benefits of working closely with the Anangu tutors in small groups, and the opportunities to hear Anangu speaking and sharing their language and culture in a safe and fun environment.



Australian Capital Territory

The ACT Education Directorate and the Australian Institute for Aboriginal and Torres Strait Islander Studies (AIATSIS) have been offering Introduction to Australian Languages workshops to teachers and other interested staff focusing on a basic understanding of the pronunciation of words from many Australian languages. These also provide theory and practical components regarding language sound and structure.

Working with the United Ngunnawal Elders Council (UNEC) and the Winanggaay Ngunnawal Language Group, the ACT Education Directorate has been able to offer several two-hour workshops for all ACT Education Directorate staff. Due to the high level of interest, the workshops are ongoing.

The workshops are run by Ngunnawal man Cheyne Halloran and linguist Dr Louise Baird. Participants are walked through the impacts of invasion on Aboriginal languages and the language revitalisation process. They are then taught how to say an Acknowledgement of Country in Ngunnawal language.


The Winanggaay Ngunnawal Language Group has recently incorporated and meets regularly to progress the revitalisation of their language, including vocabulary and sketch grammar. The priority of this group is to upskill local Ngunnawal community members in the language so they can become first teachers of their own language. As this progresses, word lists for school and classroom use will be shared.

Alongside Ngunnawal language revitalisation, several schools have offered lessons in Wiradjuri language and discussions are underway about teaching one of the Yuin dialects. Teaching languages other than Ngunnawal recognises the unique nature of the ACT in that it has a significantly diverse Aboriginal and Torres Strait Islander population living on Ngunnawal Country. Language teaching requests have, to date, been regulated through conversations with Ngunnawal Elders and the various knowledge holders delivering the language. These two languages, for example, recognise kinship and trade ties between Ngunnawal, Yuin and Wiradjuri people.



Northern Territory

Bilingual Education programs have been operating in some Northern Territory remote schools since 1974. As stated in *Keeping Indigenous Languages and Cultures Strong: A plan for the teaching and learning of Indigenous Languages and Cultures in Northern Territory Schools*, current Educational policy requires that 'All Northern Territory students have access to education in Indigenous



Languages and Cultures that reflect and respect their background and develop knowledge, skills and understandings' and schools are expected to 'develop meaningful programs in Indigenous Languages and Cultures by listening to, observing and working with Indigenous Elders as the custodians of the languages and holders of the knowledge'.

Teaching Indigenous languages in schools is a key aspect of the Northern Territory strategy to engage students in learning. As outlined in the *Northern Territory Education Engagement Strategy 2022-2031* (2021), schools are required to 'embed Aboriginal language and cultural knowledge and perspectives in education programs and services, including bilingual education, especially for learners in remote communities' and to 'teach localised Aboriginal culture, language, knowledge and history to all children and students to create learning environments that are based on common appreciation and respect for all'.

Aboriginal people make up almost one third (30%) of the Northern Territory population. According to *A Share in the Future: Review of Indigenous education in the Northern Territory* (2014), data from the last decade indicates that 65% of Aboriginal people in the Northern Territory speak an Australian Indigenous language at home and 13% do not speak English at all.

In addition, *Nintiringany: National Aboriginal and Torres Strait Islander language teaching and employment strategy* (2018) states:

... 58% of the population live in what have been described as very remote locations ... where the use of English is restricted to engagement with non-Aboriginal people or other Aboriginal people who do not speak the community language ... English is used only when dealing with local government offices and business and in interactions with the police, schools and health clinics. While people move between very remote, remote and urban centres, the population of very remote locations, particularly those of school age, is increasing ... The proportion of the NT school-aged population identified as Aboriginal is estimated to be more than 45% and in some very remote locations is between 90% and 100% of school enrolment.

The NT Department of Education is exploring options for training for teachers of Indigenous languages. The Strong Aboriginal Language Teachers (SALT) program is training a small number of students with a focus on the training of Aboriginal languages teachers, as detailed on page 82. The Department provides in-school and community support for language teachers and programs, and coordinates and facilitates workshops and network meetings. Examples of these include Jinta Jarrimi and the Warlpiri Triangle of schools (see page 92), East Arnhem Moderation Workshop and an annual Bilingual Workshop in Darwin.

The Department also supports three key strategic initiatives that aim to grow its Aboriginal Educator Workforce. These are the Assistant Teacher Project, the Remote Aboriginal Teacher Education Program (RATE), and the Aboriginal Teacher Education Scholarship, although these do not focus specifically on the teaching of Aboriginal languages.

Accredited training: language teaching

Accredited vocational training is generally designed and offered in partnership with industry. Many students studying their area of interest may already be employed as apprentices in their industry, meaning their studies are suited to TAFE models of assessment that focus on competency or performance. Linguist Mary-Anne Gale points out that this is a ‘square peg in a round hole’ approach for some accredited language learning activities (see page 41), students of which may not be employed in language settings during their training.

The provision of accredited training in language teaching for people working in schools is a much neater fit with the VET sector than more general language learning activities, so long as the training leads to employment. Graduates of these programs are looking for recognition by education authorities and teacher registration boards to qualify them for employment by schools as Languages teachers.

Certificate IV in Teaching an Australian First Nation's Language

As mentioned on page 46, Tauondi Aboriginal Corporation worked with First Languages Australia and other stakeholders to redevelop the expiring TAFE Certificate IV in Teaching an Endangered Aboriginal Language. Initially, the course advisory group (CAG) consisted of representatives of those organisations who had been users of the previous programs. First Languages Australia requested that each of the state and territory education departments, as well as several language centres and registered training organisations who had expressed an interest in delivering the course, be included in the CAG. Tauondi Aboriginal Corporation was willing to oblige.

As stated throughout this document, there is a growing need to increase the pool of accredited Aboriginal and/or Torres Strait Islander educators nationally. The CAG members each acknowledged the Certificate IV course as a tool that appropriately addresses this need. (Note that the Certificate III in language learning is a prerequisite to the Certificate IV in language teaching.) In October 2020, the course received accreditation by the Australian Skills Quality Authority and has since been entered on the National Register. The following information is from the course's website:

This course is intended to provide participants with the following general education outcomes:

- apply approaches for learning and teaching specified languages
- apply appropriate terminology and metalanguage to teaching practices
- present to groups
- research and analyse information
- use national curriculum to support planning of language programs and lesson
- apply andragogy and age appropriate pedagogy

- design lesson plans for teaching specified language
- plan, implement and evaluate language programs within the school curriculum
- work in an educational setting
- use specified Aboriginal language spontaneously in dialogue and other means of communication
- comply with workplace policy and relevant legislation.

<<https://training.gov.au/Training/Details/10892NAT>>

It is anticipated that graduates of the Certificate IV will teach in the early childhood sector or work in co-teaching relationships if they do not have, or continue study to achieve, other qualifications that allow them registration to teach independently in schools or the VET sector.

As outlined in ‘Square Peg in a Round Hole: Reflections on teaching Aboriginal languages through the TAFE sector in South Australia’ (pp. 455-471, chapter in *Intersections in Language Planning and Policy, 2020*, edited by Jean Fornasiero, Sarah M A Reed, Rob Amery, Eric Bouvet, Kayoko Enomoto, Hui Ling Xu, published by Springer, Switzerland), an ongoing issue with the delivery of this course is that, while highly regarded and acknowledged as the only available community language teacher training qualification outside WA, the programs are not recognised by education authorities as sufficient for either teacher registration or qualification as a VET trainer.

<https://link.springer.com/chapter/10.1007%2F978-3-030-50925-5_28>

However, Victoria has made recent progress in this regard with the Victorian Institute of Teaching recognising graduates as paraprofessionals (see page 10). First Languages Australia looks forward to each state and territory achieving the same recognition for their language graduates. Following is further information on Victoria’s pilot delivery of the Certificate IV.

Victoria’s pilot delivery of the Certificate IV in Teaching an Endangered Aboriginal Language

Provider: Victoria’s Department of Education and Training in collaboration with Swinburne University

Level of program: TAFE Certificate IV

Program duration: one year

Method of delivery: originally offered as block release sessions, but some of this delivery went online due to COVID-19

Target audience: Graduates of the Certificate III in Language Learning

Number of graduates: 9

Partnerships involved: Victorian Aboriginal Corporation for Languages (VACL) and the Victorian Aboriginal Education Association Incorporated (VAEAI)

Throughout 2020, the Certificate IV in Teaching an Endangered Aboriginal Language was delivered to the multilingual cohort of graduates of the Certificate III in Learning an Endangered Aboriginal Language (delivered through 2019). On completion of the course, several graduates began (or continued) teaching in early childhood or community settings. Some graduates are now working with schools to deliver a local language curriculum in collaboration with a registered teacher.

The program, originally planned for delivery by in-person block release sessions, was interrupted by COVID-19 restrictions. This caused significant delays and impacted on the participation of students in the practical teaching sessions. However, with the efforts of both educators and students, successful online delivery of some work was achieved.

A detailed report on the delivery of this pilot program and the delivery of the Certificate III can be found in Appendix 11 of this document.

The design and delivery of Certificate IV in Teaching an Endangered Aboriginal Language (2009 to 2020, now expired)

Provider: TAFE South Australia and Tauondi Aboriginal Corporation

Level of program: Certificate IV

Program duration: one year

Method of delivery: weekly in-person evening classes

Target audience: Community members wanting to teach their languages

Number of graduates: 12

Partnerships involved: TAFE SA and Tauondi Aboriginal Corporation with Kurna Warra Karrpanthi Aboriginal Corporation (KWK) for Kurna language; Miwi-inyeri Pelebi-ambi Aboriginal Corporation (MIPAAC) for Ngarrindjeri language; and Burrendies Aboriginal Corporation for Bunganditj language

Funding: Indigenous Languages and the Arts Program

This course was designed for community members who wish to teach their languages, and to follow the Certificate III in Learning an Endangered Aboriginal Language (see page 43).

A detailed report on the design and delivery of this program can be found in Appendix 6 of this document. This report also includes information on the recent decision made by a group of community members wanting to teach their languages to undertake a TAE40116 – Certificate IV in Training and Assessment as an alternative to this course. The Certificate IV TAE was offered by Time Education & Training (an RTO) who were contracted to provide the training to several different language groups. The majority of students were Ngarrindjeri but there were also Kurna, Narungga, Yamatji and Boandik in the cohort. They had all completed a Certificate III LEAL in either Ngarrindjeri or Kurna prior to taking the Certificate IV course.

Work toward the accreditation of the Western Australian Aboriginal Languages Teacher Traineeship

Provider: Western Australian Department of Education

Level of program: currently an unaccredited professional development program, working towards a Certificate IV-level accreditation with a further Diploma-level course proposed

Program duration: three years

Method of delivery: the first two years consist of an in-school traineeship with training intensives delivered via block releases; the third year is a probationary teaching year, and a requirement for the student to engage with language and teaching mentors is embedded in the program

Target audience: those wishing to teach their language/s in schools

Number of graduates: 166 in total

Student fees: NIL

Partnerships involved: placement schools

Funding: Western Australian Department of Education

For the past 20 years, the Western Australian Department of Education has run the successful Aboriginal Languages Teacher Training Traineeship (ALTT), completion of which allows the graduates' schools to apply for Limited Registration (LR) to teach. This program is outlined further on page 66 of this document, and in greater detail in the *Report on Best-practice Implementation of the Framework for Aboriginal Languages and Torres Strait Islander Languages (2021)*.

Work is currently underway to having the traineeship nationally recognised and credentialed. The plan is for the program to be at Certificate IV level and for delivery to continue as a three-year in-school traineeship.

The accredited program will provide a clear pathway for graduates into a degree program should they choose to continue their teacher training. It is anticipated that graduates of the traineeship will be eligible to enter a four-year Bachelor of Education course at second year.

Strong Aboriginal Language Teachers program

Provider: Northern Territory Department of Education and the Ripponlea Institute (Victoria)

Program duration: flexible

Method of delivery: on-the-job training

Target audience: Aboriginal people who are interested in developing their skills in reading, writing and teaching their own language

From 2020, the Northern Territory Department of Education and the Ripponlea Institute (a private RTO based in Victoria) have been developing the Strong Aboriginal Language Teachers program (SALT). The program is being designed to support Aboriginal educators in Northern Territory schools to 'build their skills and confidence to teach their language in school and community'.

The trainer-assessors work with a school to support professional learning for a group of educators. In most cases these educators are assistant teachers who speak their own language, but who have received little or no training in teaching their language in school.

The definition of 'Assistant Teacher' in the Northern Territory is outlined in the *Northern Territory Public Sector Teachers and Assistant Teachers' 2017-2021 Enterprise Agreement* (2018) as follows:

Assistant Teacher means a person of Aboriginal or Torres Strait Islander descent who has been employed to assist in a teaching capacity in an education institution, in a school, a Community Education Centre or a Homeland Learning Centre, which is usually located within an Aboriginal community...

<https://ocpe.nt.gov.au/__data/assets/pdf_file/0004/243994/NTPS-Teachers-and-Assistant-Teachers-2017-2021-Enterprise-Agreement.pdf>

Vocational Education and Training in schools

The intention of VET is to provide students with the opportunity to engage in education and training which may lead to employment and/or further study. Successful completion of VET provides students with nationally recognised qualifications that deliver the skills and knowledge required for specific industries and occupations. VET programs must be delivered by an RTO.

Schools can become RTOs, along with TAFE and private training providers. VET qualifications can be undertaken in Years 10, 11 and 12 and may provide credit towards a school student's Certificate of Education. As outlined on the Queensland Department of Education's website, the VET in Schools program allows students to:

- obtain practical work experience
- become familiar with how workplaces operate
- develop skills for employment
- improve interpersonal skills
- explore potential career paths.

While they include theoretical components, VET programs are predominantly practical in nature and can also be attractive to students who may not feel they are a good fit for classroom schooling.

<<https://education.qld.gov.au/careers/apprentices-and-trainees/vet-in-school>>

The teaching of language in schools through VET programs has been identified as a priority by several communities and a number of states are exploring the potential for the delivery of such programs. Once again, having an adequate pool of trainers skilled to deliver such programs is an issue that needs to be addressed. The Alice Springs Languages Centre has been leading the way in this by working

to increase the number of trained Arrernte language teachers through its Applied Language courses, as detailed here.

Certificate II and III in Applied Language

Provider: Alice Springs Language Centre (Northern Territory Department of Education)

Level of program: Certificate II and III

Method of delivery: VET in School

Target audience: secondary school students

Partnerships involved: Ripponlea Institute

Funding: Northern Territory Department of Education

The Alice Springs Language Centre is a school within the Northern Territory Department of Education that provides language programs and teachers to six Department primary schools, two secondary schools and the Alice Springs School of the Air. The Language Centre also provides programs to students in some non-government schools.

Currently, the languages taught at the school include Arrernte and three non-Indigenous languages. The Centre has been providing an Arrernte Language and Culture program to primary schools in the town for over two decades.

In recent years, the Language Centre's leadership has prioritised planning the sustainability of the Arrernte programs. Recognising their teachers are aging, along with changes in language demographics, the Centre resolved to target secondary school students with the aim of developing the next Arrernte teaching workforce.

The Centre also focuses on positioning secondary school students with language skills to meet industry demand in the town (such as in media, health and tourism operations), and to contribute to community language maintenance. In the last five years, the Centre has developed Arrernte language learning programs for students in Years 7 to 9 at Centralian Middle School and for those in years 10 to 12 at Centralian Senior College.

The following summary of the Alice Springs Language Centre's Arrernte program for senior college students has been prepared by Samantha Disbray of the University of Queensland and Vanessa Davis of the Tangentyere Council Research Hub.

Secondary level vocational programs

The Language Centre is committed to vocational learning as an effective approach for Indigenous students in Alice Springs. Because of this, it chose to partner with the Ripponlea Institute to develop both a Certificate II and III in Applied Language – Arrernte.

- 10297NAT – Certificate II in Applied Language
- 10661NAT – Certificate III in Applied Language

(Note that these courses expired in June 2021. They have been reviewed and are expected to continue with minor modifications.)

The Certificates in Applied Language develop and assess student competency in Arrernte oracy and literacy for social and workplace purposes. Students in middle and senior secondary schools visit workplaces, undertake work placements and collaborate with industry partners on a range of projects. These have included creating interpretive signage in Arrernte at Megafauna Central (part of the Museum and Art Gallery of the Northern Territory) and creating interactive community information for the mental health and well-being service Headspace.

Each year, the Language Centre offers a school-based traineeship to one student. The traineeship contributes to the student's completion of the Northern Territory Certificate of Education and the Certificate III in Applied Language. Trainees work with language teachers in primary school programs, are mentored to develop teaching resources, collaborate with planning, assist with teaching in the classroom and contribute to assessment. To date, three trainees have accepted ongoing positions with the Language Centre.

The qualified Arrernte teacher at the Language Centre who delivers VET programs and supervises trainees has also been supported to undertake a Certificate IV in Training and Assessment.

A review of the student traineeship offered by the Alice Springs Language Centre is included here as Appendix 12 of this document.

Workplace professional learning

As all language teachers from the Alice Springs Language Centre delivering primary-level programs are using the Northern Territory Indigenous Language and Cultures Curriculum, the Centre has introduced a whole-staff approach to program development, planning, assessment and moderation. Two half-day planning workshops are scheduled for each term for all teachers to support the development of the programs and finalise assessment. Trainee and junior teachers also take part in these sessions, which are designed to build a supportive learning environment for all teachers, irrespective of language focus. The Centre's staff have reported that this is an important and ongoing professional learning opportunity.

Teacher training opportunities

Assistant and paraprofessional education staff in the Northern Territory Department of Education have the option of accessing support to undertake tertiary studies in education through the Batchelor Institute and Charles Darwin University. However, a trainee who sought to undertake a teaching qualification did not feel well-supported by these providers. She is continuing her search for an initial teacher training program that will allow her to remain in her community being mentored in her teaching and language learning while she studies. The Alice Springs Language Centre and their trainees have identified

that a model which allows trainee teachers to teach four days per week and study one day per week would be appropriate. The Centre has facilities to support the trainees in their undergraduate studies.

University programs

As discussed earlier under ‘Teacher training’ (see page 16), the lack of an undergraduate initial teacher training program (ITE) for people who wish to specialise in the teaching of their language is a major gap in the professional learning opportunities currently available.

The following programs take steps toward an ITE through the provision of individual courses designed to support language teaching. In addition to the programs listed below, the Bachelor of Education Primary offered by Charles Darwin University provides Indigenous perspectives as a particular focus. As outlined on pages 106 and 107, this mainstream program does not currently provide a foundation in language pedagogy; however, all students undertake studies in Indigenous languages and literacy and are able to select from a range of Indigenous Knowledges specialist electives.

Moving forward, First Languages Australia sees the establishment of an ITE that is designed to provide for educators nationally who wish to specialise in teaching their languages as a priority. The proposal of a single program that focuses on the training of second language teachers has been recognised by each education authority and supported by the Commonwealth Away from Base Mixed-Mode program. This method of delivery is the most likely to prove sustainable, based on anticipated small cohort sizes compared to mainstream ITE programs.

A previously approved model for an ITE for second language teachers is outlined on page 88. This outline provides a starting point for discussion. First Languages Australia is looking to partner with a School of Education within a university in the development of a mixed-mode (block) delivery ITE program that provides for a specialisation in Indigenous languages teaching, targeting the rapidly expanding revival languages field nationally.

The programs highlighted below are primarily relevant to people who wish to teach their languages in English medium schools.

In addition to – but separate from – an ITE, the training of bilingual teachers must also be prioritised. The Northern Territory’s Remote Aboriginal Teacher Education program was a strong option throughout the 1980s, as outlined in *History of Bilingual Education in the Northern Territory: People, programs and policies* (2017, edited by Brian Clive Devlin, Samantha Disbray and Nancy Regine Friedman Devlin, published by Springer, Singapore). Likewise, from 1984 to 2016, a specialised teacher training program operated on Anangu Pitjantjatjara Yankunytjatjara (APY) Lands in South Australia. The Anangu Tertiary Education Programme (AnTEP) was a community-based tertiary programme which prepared Anangu to become independent classroom teachers. The programme aimed to empower Anangu to control education within their communities, guide curriculum development, gain employment as teachers and lead their

communities through the award of a Diploma in Education (Anangu Education) or a Bachelor of Teaching (Anangu Education). A short video summarising the AnTEP program can be found at the following link:

<<https://www.youtube.com/watch?v=h3zomIsk4m8>>

The provision of these programs in the Northern Territory and South Australia waned and then stopped. While in the Northern Territory the historically embedded VET courses and associated infrastructure no longer exists, 2020 has seen a renewed commitment with the pilot of the remote delivery of the Bachelor of Education Primary as a collaboration between the Northern Territory Government, Charles Darwin University and the Batchelor Institute (see page 106).

Looking to the future, bilingual teachers will continue to require specialised training in curriculum translation and delivery, resource design and production, pedagogy, lesson planning and assessment across all subject areas. In addition to the historical programs outlined above, the language-specific programs offered by the University of Hawai'i, the University of Auckland and Massey University (see page 20) may provide a useful starting point for the reinvigoration of bilingual teacher training in Australia.

Community-based Aboriginal and Torres Strait Islander teacher education electives

Provider: TAFE Queensland North and James Cook University

Level of program: Diploma and Certificate level, Bachelor of Education

Program duration: dependent on the individual subject

Queensland's community-based teacher education program (RATEP) pathway was established in 1990 as a partnership between TAFE Queensland, James Cook University and the Queensland Department of Education.

The program's aim is to increase the number of registered Aboriginal and Torres Strait Islander teachers and qualified paraprofessionals in Queensland by offering a teacher education pathway in communities where students live. The program is delivered through community centres, where teacher coordinators are employed to support Aboriginal and Torres Strait Islander students to become autonomous learners as they complete education qualifications.

The program is delivered by TAFE Queensland North and James Cook University. Students can undertake courses at Diploma and Certificate levels or undertake a Bachelor of Education (Primary).

In 2018, the following two language electives were added to the Diploma of Aboriginal and Torres Strait Islander Education (10753NAT) and the Certificate III in Aboriginal and Torres Strait Islander Education (10751NAT) courses:

- CHCEDS029 – Assist teacher to develop Aboriginal and/or Torres Strait Islander language and culture lessons

- AIELAN001 – Create stories in language for Aboriginal and Torres Strait Islander children (Note that this is a Diploma elective unit.)

Initially only operating in remote areas, the program was previously known as the ‘Remote Area Teacher Education Program’. However, due to growing demand, it was made available to Aboriginal and Torres Strait Islander students in urban and rural communities.

RATEP is currently undergoing a major refresh to reflect the changing needs of the language community.

Work toward a specialist Initial Teacher Education Program

Provider: University of Sydney

Level of program: proposed as a Bachelor of Education (History/Aboriginal Language)

Program duration: four years

Target audience: Indigenous students wishing to specialise in teaching their language/s

Since 2004, University of Sydney staff have made several attempts to establish an ITE program for people who wish to specialise in teaching their languages. The most recent proposed a minor in Indigenous languages teaching to be included as an elective alongside Aboriginal studies in a new Bachelor of Education majoring in Modern History. The languages minor was designed to provide training in specific languages through a series of units in linguistics for Australia languages, language learning units that could recognise external studies (including VET) and individualised learning plans. These were intended to be delivered alongside targeted units in languages teaching methods.

This model was developed in consultation with the NSW Education Standards Authority in 2015 as an appropriate way forward to satisfy the growing demand for teachers of Aboriginal languages in that state. However, state and Commonwealth changes to entry standards for ITE degrees in 2016 necessitated a review of the proposed program and, while a new model was developed, flexibility around delivery and concern over costs became issues that proved resistant to resolution. First Languages Australia asserts that the model itself (as outlined here) remains sound and would provide a useful foundation from which to adapt an undergraduate program for second language teachers at any university, although some jurisdictions may prefer an alternative elective to Aboriginal studies as it is not offered nationally.

The delivery of an ITE program that provides a language teaching specialisation should be a national priority. Such a program should be recognised for registration by each state and territory’s education authority, both to ensure sufficiently high enrolments that will afford financial sustainability for a providing university and to foster peer relationships among the emergent alumni.

The structure of the proposed program is shown in the following table. The inclusion of two units in geography affords graduates the additional possibility of teaching that subject.

| Subject | Units |
|--------------------------------------|-----------|
| Academic texts | 1 |
| Education studies | 5 |
| Curriculum and professional studies | 8 |
| Major | |
| Modern history content | 6 |
| Modern history method | 3 |
| Minor (elective) | |
| Aboriginal languages/studies content | 4 |
| Aboriginal languages/studies method | 3 |
| Geography content | 2 |
| TOTAL: | 32 |

The complete Aboriginal languages major with method units proposed and approved was:

| |
|---------------------------------------|
| Aboriginal Languages for Learners |
| Speaking Gamilaraay 1 (or equivalent) |
| Speaking Gamilaraay 2 (or equivalent) |
| Aboriginal Language Learning Project |
| Teaching Aboriginal Languages 1 |
| Teaching Aboriginal Languages 2 |
| Teaching Aboriginal Languages 3 |

First Language Australia endorses this model as a suitable framework for an ITE degree in Indigenous languages and encourages university schools and faculties of education to consider adapting it for local delivery.

A detailed report on the proposed structure and efforts to establish this program can be found in Appendix 13 of this document.

Master of Indigenous Language Education

Provider: University of Sydney

Level of program: Master, with optional Graduate Certificate or Diploma exit points

Program duration: one year

Method of delivery: delivered in six one-week-long blocks, supplemented by independent study

Target audience: qualified Indigenous Australian teachers with one year's teaching experience

Number of graduates: 91 from 2007 to 2021

Student fees: some sponsorships are offered by the NSW Department of Education; the general student fee is approximately \$3950

Partnerships involved: NSW Department of Education (DoE) for sponsorships, Commonwealth Government (see below)

Funding: the Commonwealth Government funds students' travel, accommodation and food through its Away from Base initiative

The Faculty of Arts and Social Sciences at the University of Sydney currently offers the nation's only professional development program in languages for qualified Indigenous Australian teachers – the Master of Indigenous Languages Education (MILE). There are two requirements for participation in the MILE: being of Aboriginal descent and a qualified teacher who has taught for a period of at least one year. There are no language proficiency requirements for entry or exit. The MILE program is delivered in one year of full-time study, broken up over six one-week blocks. Participants who choose not to complete the Master may elect to graduate with a Graduate Certificate or a Graduate Diploma, which are embedded within the MILE program.

MILE was developed by the University of Sydney's Koori Centre. When attempts to establish an undergraduate program for Aboriginal and Torres Strait Islander language teachers did not gain traction within the university (see under the preceding heading and Appendix 13 of this document for details), Koori Centre staff turned their attention to the development of a graduate offering. Initially proposed as a Graduate Diploma, the accreditation authorities determined the course was at Master level due to the intensity and rigor of the program. MILE was delivered by the Koori Centre from 2007 to 2013. The Centre's closure saw the degree transferred to the Faculty of Education and Social Work then, more recently, to the Faculty of the Arts and Social Sciences.

Delivery of the program occurs in block release, with four blocks during NSW school holidays as required by the NSW DoE. Students' travel, accommodation and food are funded by the Commonwealth Government's Away from Base initiative. On completion of the program, the NSW DoE recognises its NSW teachers as eligible to fill designated languages teaching positions. Graduates working in other jurisdictions have been able to negotiate similar consideration.

The course is made up of linguistics for Australian languages, language pedagogy and classroom-based research in language education. The program has been designed to meet all students' needs and is suitable for participants with no prior knowledge of Aboriginal languages and for those who have had exposure. The course allows students to acquire the linguistic skills required to access documented language resources available to reclaim and revive language within their own community.

The program has been an overwhelming success with over 90 graduates over the past 14 years. Graduates have reported only positive experiences, including an increased understanding of language concepts and teaching methods; a strong

sense of personal growth and pride; and an increase in each graduate's depth of knowledge and understanding of their community. Data collected to evaluate the MILE program has shown that it has led to career advancement, improvements within community revival activities, and significant social, emotional and cultural transformation for each graduate.

However, MILE, like other Aboriginal and Torres Strait Islander teacher training programs, will not function on a cost recovery basis at any point in the foreseeable future. As outlined by John Hobson, who coordinated the program until 2020:

... the numbers of applicants, hence graduates, is a function of issues particular to the field. The size of the Indigenous Australian population remains relatively small. The subset of those people who are trained and experienced classroom teachers is smaller still. And the fraction of those with the ambition to add teaching Aboriginal languages to their methods is smaller again. Consequently, a program such as this is unlikely to ever have a high annual intake, even if it is national in scope.

High-cost degrees of this type are familiar to universities and not limited to programs with specialised student intakes. It is common for universities to run 'flagship' degrees, such as in veterinary science and dentistry, that have operating costs well in excess of teaching income yet are considered immune from financial sustainability concerns. If we are to increase the numbers of Aboriginal and Torres Strait Islander people with the skills and qualifications required to teach their languages, then Indigenous language teaching programs must be regarded in the same way.

<<https://www.sydney.edu.au/courses/courses/pc/master-of-indigenous-languages-education.html>>

First Languages Australia recognises that the MILE program is the current best option for training graduate Indigenous teachers to be teachers of their own languages. First Languages Australia encourages all state and territory education departments to follow the example of the NSW Department of Education and accept MILE as providing sufficient training for teachers to be appointed to Languages-designated positions in schools. Not only would this provide a rapid supply of trained Indigenous languages teachers, but it would substantially enhance the sustainability of this nationally significant program.

A report on the delivery of this program from 2016 to 2020 is included in this document as Appendix 14.

Regional networks

As stated on page 48 of the *Report on Best Practice Implementation of the Framework for Aboriginal Languages and Torres Strait Islander Languages* (2021): 'Working regionally provides support for the language teaching teams that otherwise have little or no collegial support in their work'. Following are some examples of teachers coming together to support their professional

development. The summary of Anangu activities provided by the South Australian Department of Education on page 73 of this report is also a useful reference.

Warlpiri Triangle

Provider: Northern Territory Department of Education with additional funding from Warlpiri Education and Training Trust

Level of program: professional development

Program duration: three-day workshop

Number of participants: varies

Method of delivery: staff workshops held at Warlpiri Triangle schools in Week 6 of each term plus annual forum

Target audience: language teachers teaching in the Warlpiri Triangle schools

Partnerships involved: Warlpiri Education and Training Trust (WETT)

Funding: Northern Territory Department of Education and WETT provide additional funding when it is requested

As outlined in the Central Land Council's *Submission in relation to the House of Representatives Standing Committee on Employment, Education and Training: Inquiry into education in remote and complex environments* (2019):

...the Warlpiri Triangle of schools [are comprised of] Nyirrpi, Willowra, Lajamanu and Yuendumu. The schools meet annually for a professional development forum for Yapa (Aboriginal) teachers with a focus on identifying how to develop and teach the Warlpiri curriculum. Community elders and other members are at times invited to participate in activities, contributing to culturally-specific learning opportunities for staff. The annual forum is accompanied by once-per-term curriculum development workshops, Jinta Jarrimi, which also ensure consistent peer-to-peer learning between teachers and assistant teachers teaching across the region.

<<https://www.clc.org.au/wp-content/uploads/2021/03/20200228-CLC-Submission-to-inquiry-into-education-in-remote-and-complex-environments-February-2020.pdf>>

The history of the Warlpiri Triangle is detailed in *Warlpiri Patu Kurlangu Jaru: Submission to the House of Representatives Standing Committee on Aboriginal and Torres Strait Islander Affairs national inquiry into language learning in Indigenous communities* (2011) as follows:

The strong involvement of Warlpiri people in the education system is very unique and has led to the establishment of the Warlpiri Triangle and the Warlpiri-patu-kurlangu Jaru Association – an organisation open to all Warlpiri educators and Warlpiri interested in education and learning matters.

Warlpiri Triangle was set up in 1984 and grew out of kinship links between Yapa working in Warlpiri schools and professional links that began to

develop between educators working in these schools. Annual Warlpiri Triangle workshops bring together Yapa educators and elders to focus on professional development and development of common teaching materials and curriculum. After the establishment of a bilingual program at Yuendumu school in 1974, these links were instrumental in bilingual programs being established in Willowra in 1976 and Lajamanu in 1982. Nyirрпи school was started by Yuendumu school in 1985.

Warlpiri Triangle workshops were less frequent when the bilingual program was stopped in the early 1990's but became more regular again with the re-introduction of the bilingual program in the late 1990's. In 2001 more than 90 elders and Warlpiri educators attended Warlpiri Triangle in Lajamanu ...

In 2006 Jinta-Jarrimi workshops were started and have been held twice [now three times] a year ever since. These workshops are also for professional development of Yapa teachers and the development of two-way learning curriculum ...

Despite the ups and downs of the government's support for bilingual programs in Warlpiri schools, Yapa teachers have continued to support Warlpiri Triangle and push for the re-introduction of properly resourced bilingual programs.

<https://www.aph.gov.au/parliamentary_business/committees/house_of_representatives_committees?url=atsia/languages2/subs/sub121.pdf>

Since 2006, Warlpiri professional development workshops have been held in Week 6 of every term. These dates are set and whoever is available to attend attends. While the educators have made the dates concrete to ensure that school and family needs do not interfere with the regularity of this essential professional development opportunity, occasionally the term one gathering is cancelled due to roads being impassable.

Each term, a report on the workshop's outcomes is shared across the Triangle schools. The full report of 2021's Term 3 Jinta Jarrimi workshop can be found in Appendix 15a of this document.

Warlpiri community members offer resources to these workshops and associated Country visits, Elder payments and bilingual resource development through the Warlpiri Education and Training Trust (WETT). While this offer of support is available, school commitment to delivering and reporting on the WETT-funded activities waxes and wanes depending on the cultural competency of each school's leadership, in particular the principal. However, WETT is dedicated to Warlpiri language and culture in schools and continuously explores ways to ensure that Warlpiri is well supported through the education system.

This dedication is documented in the report *Review, Assessment and Development of Future Options for the Warlpiri Education and Training Trust (WETT) and its Programs* (2017), which highlights the strategies the WETT Advisory Committee are implementing to overcome systematic barriers. The

2017 report provides context and detail that is highly relevant to the provision of professional development across much of Australia. The full report is available at this link:

<<https://www.clc.org.au/wp-content/uploads/2021/04/WETT-review-report-2017.pdf>>

The section of the report titled 'Warlpiri Language and Culture in Schools – Country Visits and Elder Payments program and Bilingual Resource Development program' (pp. 48–54) is included in Appendix 15b of this document.

Further details about Warlpiri teacher training and the professional network can be found in Samantha Disbray's 2014 paper, *Evaluating Bilingual Education in Warlpiri Schools* (pp. 25–46 of *Language Description informed by Theory, 2014*, edited by Rob Pensilfini, Myfany Turpin and Diana Guillemin, published by John Benjamins Publishing Company, Amsterdam.)

<<https://benjamins.com/catalog/slcs.147.03dis>>

Wakka Wakka Schools Cluster

Provider: Eidsvold State School

Level of program: professional development training

Program duration: three-days; this workshop was first offered in 2021

Method of delivery: three-day workshop

Target audience: local principals, head teachers, language teachers and community members in the Wakka Wakka region

Participant fees: nil (however future deliveries may be chargeable)

Costs to provider: costs of the workshop were covered by an Australian Schools Plus grant

Number of participants: 11

Partnerships involved: Eidsvold State School, Murgon State Primary and High Schools, Biggenden State School and Gin Gin State School.

Funding: Australian Schools Plus

Eidsvold P-12 State School, under the leadership of Principal Preston Parter and with agreement from the Queensland Department of Education's Central Queensland Region Office, is supporting other schools in the Wakka Wakka region along the path toward offering Wakka Wakka as a subject.

In September 2021, Eidsvold State School held a three-day workshop which targeted local principals, head teachers, language teachers and community members from Eidsvold State School, Murgon State Primary and High Schools, Biggenden State School and Gin Gin State School. The workshop involved participants working together to identify the protocols and administrative organisation required for the initial delivery of the language program and included an opportunity to watch classroom delivery in action.

The workshop was paid for with funding provided by Australian Schools Plus allowing Eidsvold State School to cover all expenditures for the three-day conference, including travel, accommodation and the release of staff from participating schools.

A fuller report on this activity is included as Appendix 16 of this document.

Victorian Aboriginal Languages Teachers' Association

Provider: Victorian Aboriginal Education Association Inc. (VAEAI)

Level of program: professional network

Program duration: ongoing

Method of delivery: online monthly meetings

Target audience: Aboriginal languages teachers and students studying the Certificate IV in Teaching an Endangered Aboriginal Language

Participant fees: nil

Number of participants: 11

Funding: VAEAI

The idea of a formal Victorian Aboriginal Languages Teachers' Association has been around since early 2017, when results of a DET school survey indicated that the number of school students studying a Victorian Aboriginal language had grown to 1000.

The establishment of a professional association was identified as an:

- opportunity to elevate the status of Aboriginal Language teachers, and the teaching of Aboriginal languages, to bring them on par with other language teachers and languages taught in schools
- an avenue through which to coordinate professional development activities with the possibility of receiving financial support for school-based Aboriginal Language teachers.

In early 2019, given rising student numbers, the idea of an association was again raised by the Victorian Aboriginal Education Association Inc. Inspiration for revisiting the idea also came from language initiatives outlined under Action 2c of Victoria's *Marrung: Aboriginal education plan 2016 - 26* (2016).

In May 2019, VAEAI raised two proposals through the International Year of Indigenous Languages Working Group (supported by funding made available for the International Year of Indigenous Languages) for dedicated activities to:

- further develop the concept of a Victorian Aboriginal Languages Teachers' Association and to formalise the existing network to offer professional development opportunities
- provide financial support for Koorie language teachers and Certificate III in Learning an Endangered Aboriginal Language students to attend the 2019 National PULiiMA Languages Conference in Darwin, given

the scarcity of Aboriginal language-specific professional development opportunities to date at that time.

Both proposals were supported by Victoria's Department of Education and Training and the Aboriginal Languages Steering Committee.

In June 2019, a formal proposal to establish a Victorian Aboriginal Languages Teachers' Association under the auspices of VAEAI (being an incorporated body) was drafted and circulated among the partners VAEAI, VACL and the VCAA, and among the network of Koorie Language Teachers via an existing mailing group. The partners and network supported the idea and made plans to further discuss the proposal and to collectively solidify a way forward.

VAEAI sought advice around setting up the proposed association from the Modern Languages Teachers' Association of Victoria (MLTAV – an umbrella group of all language teacher associations in Victoria) and the Council of Professional Teaching Associations of Victoria (CPTAV). Their responses were as follows:

- the MLTAV required the association to be incorporated in order for it to become a member association
- the CPTAV supported the proposal and advised that it was best to start off informally under the auspices of VAEAI as suggested, then build towards incorporation in the future.

In March 2020, the VAEAI Languages Education & Curriculum specialist sub-committee formally endorsed the proposal to establish a Victorian Aboriginal Languages Teachers' Association (VALTA) under the auspices of VAEAI, and the creation of a Victorian Aboriginal Teachers' Network Facebook group to better support teachers and facilitate progress towards VALTA. Invitations to join were sent by VAEAI to all language teachers within the network, both school and kindergarten-based, as well as former Victorian Aboriginal Languages teachers.

In May 2020, following the commencement of the Certificate IV in Teaching an Endangered Aboriginal Language, an invitation to join the group was sent to all students participating in the course, in line with other teacher associations that include pre-service teachers as non-paying or concession members.

VALTA activities to date have included the following:

- monthly online VALTA Teacher Network meetings hosted by VAEAI (held since October 2020)
- constructive discussions around language attitudes in community, ideas for teaching, plans for student-teacher placements, protocols for teaching, shared words and possible language projects
- in partnership with VAEAI, VACL and FLA, VALTA relaunched the Mother Language Meme Challenge for UNESCO's International Mother Language Day 2021

- multi-lingual language resources produced with partnering organisations for state-wide use.

The above summary of activities and a link to the Colouringap Book have been provided by Vaso Elefsiniotis, VAEAI's Senior Project Officer, Language Education & Curriculum.

<<https://www.vaeai.org.au/wp-content/uploads/delightful-downloads/2020/04/Colouringap-Book-bilingual.pdf>>

NSW language-related workshops from 2004 to 2009

Provider: NSW Board of Studies (now the NSW Education Standards Authority, or 'NESA')

Program duration: one to three days

Method of delivery: in-person intensives

Target audience: school–community language teams

From 2004 to 2009, the then NSW Board of Studies (now NESA) coordinated a significant number of intensive workshops for school–community teams providing a model is worth further exploration.

Three different types of workshops were offered:

- Project workshops – for local school–community teams around their particular language programs
- Sharing workshops – annual events at which school–community teams from across NSW came together
- Local language link-up workshops – to build relationships between school–community teams developing programs for the same language.

Reports from each of the workshops remain available on the NESA web archive. The following information on each workshop is taken from the archive, which can be found at the following link:

<<https://ab-ed.nesa.nsw.edu.au/go/aboriginal-languages/the-workshops>>

Project workshops

Each year the Board's Project Officers work intensively with a number of school/community Aboriginal language program teams. The projects are implemented by holding a series of workshops with each team in each term. Each workshop is constructed so as to provide support in meeting the three main project objectives:

- opportunities to learn the language
- learn about language teaching methodology
- planning and programming as a team.

A summary of the usual workshops in each term follows:

- Term 1: Two-day workshop to set individual objectives, as well as meeting the three main objectives and develop a team identity
- Term 2: Two-day workshop to continue to meet the three main objectives and individual project objectives, as well as developing a team identity
- Term 3: Three-day sharing workshop where all school/community teams working with Board Project Officers come together to share experiences
- Term 4: One-day workshop to carry out reflection of the project and evaluations.

<<https://ab-ed.nesa.nsw.edu.au/go/aboriginal-languages/the-workshops/project-workshops>>

Sharing workshops

The annual three-day sharing workshop has become a highlight for all schools working on the Aboriginal languages support project. It allows all the school/community teams to come together to share their experiences and languages. Each year differs but there are usually presentations and sessions on the following topics:

- Welcome to Country speeches and dances
- local entertainment in the local language
- planning and programming
- team building
- language learning
- language teaching methodology.

<<https://ab-ed.nesa.nsw.edu.au/go/aboriginal-languages/the-workshops/sharing-workshops>>

Local Language Link-up Workshops

When the Board of Studies has worked intensively with a school-community Aboriginal languages team for 1–2 years, the next step is to encourage a network of school-community teams who are all working on the same language. This allows schools and communities to learn Language together, and share language teaching strategies, program ideas and classroom resources. These workshops are jointly coordinated by the Board of Studies NSW, the K–12 Curriculum Directorate of the Department of Education NSW, Department of Education regional offices and the relevant Diocese of the Catholic Education Commission NSW.

<<https://ab-ed.nesa.nsw.edu.au/go/aboriginal-languages/the-workshops/local-language-link-up-workshops>>

Support resources

The release of the Framework in 2015 has prompted a rise in interest in implementing Aboriginal and Torres Strait Islander language programs in Australian schools. However, Indigenous language teacher training, teaching resources and guides remain scarce, further motivating the investigation and creation of practical, usable and shareable resources.

The following resources are in development and are intended to support educators in the delivery of learning activities in classroom settings. Additional adaptable resources are detailed on pages 62 to 64 of the *Report on Best Practice Implementation of the Framework for Aboriginal Languages and Torres Strait Islander Languages* (2021).

Patyegarang: Indigenous Australian languages education website

Provider: MILE coordinators and First Languages Australia

Resource: website

Target audience: MILE students and interested community members

Patyegarang is a website published by the team that coordinate the Master of Indigenous Languages Education at the University of Sydney. The site answers questions frequently asked by educators and community members about the teaching of Australian languages, with a particular focus on language revival. The website was made public in order to share information with interested community members who are not enrolled in the course.

Patyegarang offers both original material and links to existing resources that can assist educators to improve their teaching as part of their language revival process. The authors are open to suggestions, and contributions from users and others working in the field are welcomed.

The original site content was developed for the NSW Education Standards Authority, known then as the NSW Board of Studies and Teacher Education Standards (BOSTES). However, when BOSTES's publishing plans for the website changed, the authors decided to publish the content privately for access by MILE students and interested community members.

In 2021, First Languages Australia approached the site managers with a view to working together to promote the site and make its content more accessible. In recent months, the site manager has undertaken a thorough update of the content and has since passed the management of the site on to First Languages Australia.

<<http://www.indigoz.com.au/language/>>

Picture-based language learning activities

Provider: Batchelor Institute of Indigenous Tertiary Education, University of Queensland and First Languages Australia

Resource: a teacher activity workbook and a library of illustrations

Target audience: Aboriginal and Torres Strait Islander language teachers

First Languages Australia is collaborating with the University of Queensland and the Batchelor Institute to develop a teaching activity resource book designed for and by Aboriginal and Torres Strait Islander languages teachers. The project has grown from activities collated around the launch of the Institute for Aboriginal Development (IAD) picture dictionaries in Central Australia.

Picture-based activities are an important component of a language teacher's toolkit. This project is creating two related sets of resources (outlined here) informed by the practices and needs of Aboriginal and Torres Strait Islander educators, lexicographic research and language documentation.

The collaboration received seed funding from the ARC Centre of Excellence for the Dynamics of Languages through a Transdisciplinary and Innovation Grant (TIG) under the title 'Pictures and Pedagogy: Creating shared picture-based language learning resources'.

Mangurr-jangu mirlamirlajinjikki: Teaching and learning with pictures (2022)

Mangurr-jangu mirlamirlajinjikki: Teaching and learning with pictures is a workbook of activities contributed by Aboriginal and Torres Strait Islander language teachers nationally to support language learning in both the classroom and the community. The foundation of the workbook has been provided by Central Australian language teachers with the activities developed and collated over the past 20 years in association with the launch of the IAD picture dictionaries in each community.

First Languages Australia collaborated with the project team to extend the document by sourcing activities from teachers in other regions to make it relevant nationally. From June 2020 to June 2021, invitations to contribute were sent to Aboriginal and Torres Strait Islander language teachers in First Languages Australia's network. There were three ways educators could contribute to the project:

- by providing a review of the collated activities
- by contributing new activities
- by being interviewed about the types of resources they use and most need to support their language teaching.

Each activity is designed around and specifies the relevant age, stage, learner pathway and language context. Where appropriate, the activities are mapped to the Australian Curriculum. *Mangurr-jangu: Teaching and learning with pictures* is available for free download from the First Languages Australia website. Print copies have also been made available to language educators nationally.

<<https://www.firstlanguages.org.au/mangurr-jangu>>

Arlkeny map-akert: Library of illustrations

The second project was the collation of a library of illustrations for use by language teachers. This resource has been compiled by the Batchelor Institute and the University of Queensland with the approval of IAD. The collection includes approximately 1300 line-drawn images. The line drawings were carefully created to represent Indigenous cultural topics and contexts for the IAD picture dictionary series and other projects. A digital catalogue of the images and associated metadata has been prepared so that the illustrations can be accessed and appropriately referenced. Approvals for free, perpetual use by language teachers have been granted by the six individual artists who created the drawings. The collection is called Arlkeny map-akert, archived as 'AILIB' - Australian Indigenous Languages Image Bank. Arlkeny map-akert and reference guide can be accessed from the FLA website.

<<https://www.firstlanguages.org.au/mangurr-jangu>>



Programs and resources for teaching teams and support staff

The following programs and resources are available to Indigenous and non-Indigenous teachers, teaching teams, school leaders and support staff. They are designed to grow an awareness of what it means to run an Aboriginal or Torres Strait Islander language program and what is required to do so.

Resources

Framework fact sheets

Provider: First Languages Australia and ACARA

Resource: a series of fact sheets

Target audience: schools and community members using the Framework

First Languages Australia has developed a series of fact sheets on the following topics to help schools and community members understand the intention of the Australian Curriculum *Framework for Aboriginal Languages and Torres Strait Islander Languages*. The fact sheets have been approved by ACARA for publishing. Topics include:

- Teaching Aboriginal languages and Torres Strait Islander languages in schools
- Background to the Australian Curriculum Framework for Aboriginal Languages and Torres Strait Islander Languages
- How the Framework is structured
- Developing a local language curriculum
- Assessment and reporting

<<https://winhangarra.au/page/community-capacity-xGWYLGsMrbTvEECHAhG1>>

Winhangarra National First Languages Education Portal

Provider: First Languages Australia

Resource: website

Target audience: language teachers and educators

Developed through this Pillar of Yalbilinya (Pillar Two), Winhangarra National First Languages Education Portal contains education resources that support the teaching of Aboriginal and Torres Strait Islander languages.

As outlined on their website:

The resources, tools and stories in this portal have been shared by language centres, educators, education authorities and learning providers to support Indigenous language teachers and the long-term uptake of Aboriginal and Torres Strait languages in Australian school classrooms.

Winhangarra is designed for Indigenous language educators, language communities, school leaders and policy makers, and includes a range of resources relevant to a variety of teaching environments and learning levels.

<<https://winhangarra.au/>>

Short courses

Broome Indigenous Educational Staff Members Language Program

Provider: Mabu Yawuru Ngan-ga Language Centre

Level of program: professional development

Program duration: five one-hour sessions, one per week for five weeks, held in after-school hours

Method of delivery: in-person sessions

Target audience: Broome Indigenous educational staff members

Number of students: 16

Student fees: \$200 per school (this will be raised in future to \$340 per student in future)

In 2019, a Yawuru language program specifically designed for Broome Indigenous Educational Staff Members was created and delivered by Mabu Yawuru Ngan-ga Language Centre to help address the need for Yawuru language support in local schools. Mabu Yawuru Ngan-ga Language Centre recognised the need to build the language skills of education support staff, particularly due to the limited number of Yawuru language teachers, an increasing number of Yawuru naming projects in schools and the commitment shown by Broome's schools to embedding language through cross-curricular programs.

The Mabu Yawuru Ngan-ga Language Centre is the support hub for aspiring Yawuru language teacher trainees and currently runs several Yawuru language programs for adults. The Centre's adult language program design is based on specific language contexts. For example, seasons and Country is the focus for Yawuru ranger students; language for customer service is the focus for hospitality workers; and early-childhood workers learn language around family, greetings and feelings.

The Broome Indigenous Educational Staff Member Language Program is comprised of five one-hour lessons (held over five weeks) that are specifically designed to support language already being taught in Broome schools and for conversational use with students and staff at school. Lessons were held after school hours to allow maximum participation.

A detailed report on this course can be found in Appendix 17 of this document.

Irira Wangga professional development activity for Aboriginal and Islander Education Officers

Irira Wangga Language Centre is the regional language centre for the Mid West, Murchison and Gascoyne regions of Western Australia, and is part of Bundiyarra Aboriginal Community Aboriginal Corporation. Since its inception, Irira Wangga has focused on recording and documenting the languages of the region through the production of wordlists, grammatical sketches, language books and other teaching resources in line with community requests. The Centre has also undertaken several intensive documentation projects and community language outreach projects in regions where the language currently lives primarily within Elders. The language centre works with Badimaya, Malgana, Nhanda, Ngarla (Ngarlawangga), Wajarri, Warriyangka and Yinggarda.

The main objective of the Irira Wangga Language Centre is to document and preserve the traditional languages of the region the Centre covers. The Centre's staff have done (and continue to do) this by assembling an extensive collection of recordings of Aboriginal Elders speaking in their languages. They have made transcriptions of audio recordings and work on phonological, morphological and grammatical analysis of linguistic materials. They have established electronic databases in which they can safely use and store their linguistic materials, and continue to produce dictionaries for the surrounding mobs that demonstrate the morphology and grammar of individual languages where possible. These activities have enabled the Centre to increase the production of language materials and teaching resources that support revitalisation and maintenance of the Aboriginal languages of the region.

Irira Wangga continues to support language revitalisation projects in the Mid West, working collaboratively with schools and other educational institutions. The Irira Wangga Language Program was instrumental to the development of a Wajarri curriculum with the Curriculum Council of Western Australia.

The Centre employs two registered teachers, both of whom are graduates of the Western Australian Aboriginal Languages Teacher Traineeship. These two teachers are the drivers behind Irira Wangga's education work. The Centre also provides regular language classes to Indigenous and non-Indigenous community members.

Irira Wangga uses the language materials and resources developed to promote Aboriginal languages in the region, and to assist in the teaching of the languages in the community. The organisation also delivers training to language teachers, language and cultural workers, and Aboriginal and Islander Education Officers (AIEO). This work supports those wishing to teach Aboriginal languages in an effort to promote a greater understanding of Aboriginal languages and culture in the community. Through all its programs, Irira Wangga works to build community capacity to serve the growing demand for information about Aboriginal languages and culture that is coming from language communities, schools, government and non-government services, and the general public.

In May 2021, Irra Wangga offered a free one-day professional development program for AIEOs working within schools. Five AIEOs attended. The program was held at Irra Wangga to improve the collaborative relationship between school staff and the Centre. This program was designed to build documentation skills for AIEOs working with Elders and was delivered in collaboration with the radio station ABC Mid West & Wheatbelt, with whom the Centre has a strong working relationship.

The aim of the activities was to develop each participating school's ability to make quality recordings of speakers in order to improve the way they produce resources to support language teaching. The AIEOs in attendance were taught the importance of gathering and documenting Aboriginal language from the Elders they worked with in the classroom. They were also trained in a number of techniques used to record Elders speaking language, as making these recordings have been identified as a matter of importance by the community. Learning and/or improving skills around how to best use phone applications and the use of a language recording pen were a target as these are accessible in the classroom and can capture correct pronunciation preserving the speech sounds of the Elders working with the school. The AIEOs also participated in learning activities designed to support them when working with Elders in the classroom to best provide support and complement each other as languages teachers and facilitators.

Association of Independent Schools of NSW: Introducing Aboriginal Language Programs into your School

Provider: Association of Independent Schools of NSW (AISNSW)

Level of program: Professional development

Program duration: this course was a one-day face-to-face course

Target audience: Aboriginal Languages teachers and teachers K-10

Participant fees: \$110 per school

Partnerships involved: this course was developed with Dr Christine Evans from the University of Sydney

Delivered by the Association of Independent Schools of NSW (AISNSW), this course was developed in partnership with Dr Christine Evans, Associate Professor of Practice at the National Centre for Cultural Competence at the University of Sydney. The program is offered to Indigenous and non-Indigenous principals and teaching teams across the state in order to build an understanding of the relationships and foundations required for the successful delivery of a local language curriculum.

<<https://www.aisnsw.edu.au/courses/pages/CourseDetails.aspx?vId=8ade663a9eeb447fb663d16d1f62ab56>>

AEU First Nations Education Seminar: Teaching First Languages in Schools

Provider: Australian Education Union (AEU) and First Languages Australia

Program duration: 1.5 hours

Method of delivery: webinar

Target audience: AEU members, teachers, principals, education support professionals, education policymakers and practitioners

Number of participants: 202

Participant fees: nil

Partnerships involved: Australian Education Union (AEU) and First Languages Australia

In July 2021, the AEU and First Languages Australia collaborated to deliver a webinar on teaching First Languages in schools as part of the AEU First Nations education online seminar series. The webinar explored the policy context for the teaching of First Languages in schools and discussed the achievements and challenges of this work.

A panel of Aboriginal language educators participated and shared their stories, with First Languages Australia sharing the national perspective and highlighting efforts underway to meet local needs. The event was open to all AEU members, teachers, principals, education support professionals, education policymakers and practitioners. Over two hundred people registered for the event, which was recorded with the view to making it available for those unable to attend. A package of digital resources was sent to the attendees after the event to support them in teaching about Aboriginal languages.

<<https://www.youtube.com/watch?v=C0ZuwFgz0Ag>>

Initial teacher training

Bachelor of Education Primary electives – Charles Darwin University

Provider: Charles Darwin University and the Batchelor Institute

Level of program: Bachelor of Education degree elective

Program duration: two one-week intensives per elective

Method of delivery: in person or online

Target audience: Bachelor of Education students studying Indigenous languages; assistant and paraprofessional education staff

Number of students: 15 students have taken these electives since 2018

Charles Darwin University (CDU) offers a Bachelor of Education Primary with Indigenous perspectives as a particular focus. Within the Bachelor of Education at CDU, all students undertake studies in Indigenous languages and literacy as well as examine specific strategies for enhancing educational outcomes for Indigenous children. Assistant and paraprofessional education staff in the Northern Territory Department of Education can access support to undertake this program.

The degree is offered in person or online at CDU in Darwin, Alice Springs, Adelaide and Melbourne. With sufficient enrolment numbers, Indigenous students can be a special cohort. Through its new Remote Area Teacher Education program (RATE), the Northern Territory Government is working with CDU to pilot the delivery of the course to students in remote communities.

Since 2018, the degree has offered the following two units as part of the Indigenous Knowledges, Language and Culture specialist elective. The units are intended for students who speak an Indigenous language and who wish to teach it, or for those who are interested in facilitating the teaching of Indigenous languages in schools.

- EST211 – Learning Aboriginal and Torres Strait Islander Language in Schools
- EST311 – Teaching Aboriginal and Torres Strait Islander Language in Schools

There have been eight enrolments of Indigenous students since the units were offered in 2018, and 15 students in total. The response from Indigenous students is that they enjoyed the units a great deal, particularly as they are aimed at community people who are attempting to set up Indigenous language programs – for example, one of the tasks in the EST311 unit requires students to write a letter outlining the need for a program and then to create a program. The elective uses critical theory and cultural pedagogy to aid students to do this.


Students taking the Indigenous Knowledges, Language and Culture specialist elective can also study Linguistics for Indigenous Languages, Language in Society, Representing and Recording Country, and Aboriginal and Torres Strait Islander Languages and Literacies, as well as examine specific strategies for enhancing educational outcomes for Indigenous children.

<<https://www.cdu.edu.au/study/course/bachelor-education-primary-wedp01#!course-structure>>

Classroom implementation examples

Currently, each school or community needs to start from scratch in determining how the Framework will best be implemented in their school with consideration to the local language context, student learner pathways and resources available. As such, case studies allow teaching teams to explore the different ways that schools collaborate toward the development of a local language curriculum that suits their situation.

While not considered formal professional development, published examples such as these highlight the work underway from the perspectives of the school and community, and give voice to the collaborating Elders, teachers and principals. For people working with other schools, the examples are useful when initiating the conversations required to make a start or to stimulate the extension of existing programs.



The examples here include video and text stories. Some include lesson and workplans for adaptation by others. Each has been made to extend awareness of existing programs and help new schools in their efforts to reach out to local communities and begin their local collaborations. Each school, community and publishing organisation collaboration has put a great deal of effort into sharing their stories to help pave the way for others working toward offering a local language curriculum.

Australian Institute for Teaching and School Leadership

The Australian Institute for Teaching and School Leadership (AITSL) has developed five video illustrations of practice to help teachers come to an understanding of the community work required to develop and implement a local language program.

The videos cover the following topics:

- Implementing an Indigenous language program
- Teaching an Indigenous language
- Community perspectives on an Indigenous language program
- Teaching an Indigenous language in preschool
- Early career Indigenous language teaching

The videos are available via the search function on the AITSL website. A summary of each video (with individual links) can be found on pages 56 and 57 of the *Report on Best Practice Implementation of the Framework for Aboriginal Languages and Torres Strait Islander Languages (2021)*.

Australian Curriculum, Assessment and Reporting Authority

ACARA released the Australian Curriculum *Framework for Aboriginal Languages and Torres Strait Islander Languages* in December 2015, with the aim of supporting opportunities to learn Aboriginal or Torres Strait Islander languages in Australian schools. First Languages Australia was involved in the Framework's planning process, particularly in highlighting the need for local training and support resources for sustainable Framework implementation.

In 2016, ACARA was invited to present on the Framework at First Languages Australia's National Aboriginal and Torres Strait Islander Languages Teaching and Employment Forum in Adelaide. While the provision of training and resources for curriculum implementation is not the responsibility of ACARA, the development of illustrations of practice as examples of implementation was proposed at that event.

With the coming of the International Year of Indigenous Languages in 2019, ACARA saw an opportunity to seek funds to develop the requested illustrations. Funds for six illustrations were initially sought and ACARA received approval from the Australian Government Department of Education to develop three

illustrations throughout 2019 and 2020. Each illustration was to demonstrate an implementation of the Framework for one of the learner pathways: language revival (LR), second language (L2) or first language (L1).

Initially, plans were made for the development of illustrations with Leigh Creek Area School, SA; Shepherdson College on Elcho Island, NT and St Joseph's Catholic Primary School in Kununurra, WA. While filming with Leigh Creek Area School was completed prior to the 2020 COVID-19 restrictions, filming with the other two schools was unable to progress due to community lockdown and the risk outsider presence posed to the participating communities. As restrictions continued, it was clear that work with those schools would not resume within the reporting timeframe. ACARA then looked to work locally, approaching Keller Road Primary School in metropolitan Adelaide to request their participation. The school accepted.

The illustrations recognise that for Aboriginal and Torres Strait Islander students, learning language benefits their overall learning and achievements. They show how educators can enhance all students' understanding of language, culture, Country or place, land, water, sea and sky, and how this contributes to overall wellbeing.

First Languages Australia is working with ACARA to promote the illustrations by providing direct links to the relevant target audience.

<<https://www.australiancurriculum.edu.au/resources/framework-for-aboriginal-languages-and-torres-strait-islander-languages/>>

Quality teaching and learning, Northern Territory Department of Education

The Northern Territory Government has published a series of short videos made with staff at Ti Tree School highlighting the implementation of the Northern Territory Indigenous Languages and Cultures curriculum (NTILC) for Anmatyerr. The videos are led by Anmatyerr assistant teacher April Campbell Napangardi who has been teaching at the school for over 25 years. In the videos, the teaching principal highlights the importance of providing a dedicated teaching space for the Indigenous Languages and Culture program, noting that the assistant teachers 'design, implement and assess the NTILC program'. The principal also emphasises the significance of the Anmatyerr curriculum, stating it is 'the most important aspect of the curriculum at Ti Tree school as it brings local elders and community into the school in collaboration with teachers and assistant teachers'.

<<https://video.ntschoools.net/#/media/videos/category/15db68a9-6b99-4e88-81cc-8c64b6887856>>

<<https://video.ntschoools.net/#/videos/d1f8a1b5-68d9-442b-8f8b-f7911691b4ea>>

Victorian Aboriginal Education Association

The Victorian Aboriginal Education Association's Languages Education &

Curriculum Unit has published stories on each of the Victorian Aboriginal Language programs in schools. These stories are available for schools and communities to explore as they build the relationships required to deliver a language curriculum.

<<https://www.vaeai.org.au/koorie-language-programs-across-victoria/>>

NSW Education Standards Authority

From 2005 to 2011, NESA staff worked closely with the 20 school–community teams in NSW who were teaching languages in schools at that time. To facilitate learning from each other’s experience, stories from each school, along with short videos, were published on the NESA web archive.

<<https://ab-ed.nesa.nsw.edu.au/go/aboriginal-languages/learning>>

Digital tools

Language communities have always created and used resources to teach their languages. As technology advances, more and more of these resources are being prepared digitally. Today, most teachers use and make digital resources to support their teaching.

Across the first language network, the term ‘digital resources’ is used by different people to refer to different technologies. These can be:

- computer programs and applications for language documentation, recording, annotation and archiving
- mobile apps (wordlists, dictionaries, music games, learning games, learning environments)
- interactive whiteboard resources
- websites and web applications (e.g. YouTube, dictionary sites, online learning sites, etc.)
- eBooks
- computer games
- radio programs and audio podcasts.

Some digital tools and processes are low cost (e.g. digital flash cards) while others can require substantial investment (e.g. dictionary apps). Recognising the need to support community language teams in thinking about how to make the best use of the resources they have available for language resource production, First Languages Australia published *Angkety map: Digital resource report* (2015).

Angkety map examines the range of digital tools developed during the previous decade for use in language projects. The report includes stories and experiences from language workers, centres and programs that demonstrate how they have created their digital resources. It also explains how to avoid some of the mistakes

made and is intended as inspiration for future resource development. The report highlights the following useful questions to ask when creating a new digital resource. They remain valid points for consideration to this day.

- What is the point of the resource and how will it fit in with the language program?
- Who will use the resource and can they be included in the design or selection process?
- What skills do the people in the language team have?
- Does the resource make the most of the language team's existing skills or provide opportunities to develop new skills?
- What existing resources are available to save you 'reinventing the wheel'?

Supporting the evaluation of technologies for Aboriginal and Torres Strait Islander languages

Provider: Australian National University and First Languages Australia


Researchers from the Australian National University and First Languages Australia are collaborating on research to:

- understand current evaluation practices for Aboriginal and Torres Strait Islander language technologies, including identifying opportunities and barriers to evaluation
- develop a novel evaluation framework for use by Aboriginal and Torres Strait Islander communities and organisations to support the technology design process.

As described in the draft ethics protocol currently under review by the Australian National University's Human Research Ethics Committee, many Aboriginal and Torres Strait Islander communities and organisations are engaging in the design of digital tools for their languages. The design of language technologies is often undertaken through collaborative projects between community language centres and external partners such as programmers, language academics and educators.

The research team have identified that there is limited publicly available information on the evaluation of the existing tools developed. It also appears that existing evaluation tools and frameworks may not meet the needs of developers when designing technologies for Aboriginal and Torres Strait Islander languages. These considerations include:

- the role that the technology will play in language maintenance and revitalisation
- measures of success from the perspective of language speakers
- ways to incorporate evaluation throughout the technology design process.



However, developing approaches to evaluate the language outcomes, user experience and use of technologies for Aboriginal and Torres Strait Islander languages will ensure that they are useful and sustainable into the future. Through this project, the researcher will undertake:

- a systematic literature review
- an interview study to empirically investigate current evaluation activity
- co-design workshops to test and refine a novel evaluation framework produced through this research.

It is expected that the outcomes of this research will be available mid to late 2022.

For First Languages Australia, this project builds on past work in supporting language custodians in the development of language resources that are aligned with their community's long-term language goals. The resources listed here, which were created to support the development of Aboriginal and Torres Strait Islander language activities, include some that involve digital technology.

- *Junyirri: A framework for planning community language projects* (2017). This report provides a valuable framework for developing community language projects which includes defining goals and KPIs, though these are not specific to evaluating the language and human community interaction dimensions of technology designs.
- *Warra: Building teams, building resources* (2015). This report is a tool for planning the development of a resource from building a team of collaborators through to distribution and archiving the raw materials produced.
- *Yaale: Tools for language work* (2018). The development of this website was a project through which language workers could share the types of digital tools they found useful in their daily work.
- *Angkety map: Digital resource report* (2015). This report provides a comprehensive checklist of points to consider when planning a digital resource.

Trialling professional learning activities and resources

The following reports, included in this document as appendixes, detail the design, delivery and evaluation of a selection of significant professional development programs and resources for learning and teaching Aboriginal and Torres Strait Islander languages. The reports highlight the success of the activities with a focus on what is required to make the programs sustainable into the future. For ease of reference, these examples have been grouped here under the areas of Pillar Two specifically addressed by this report.

Programs to build language teaching skills

The reports listed here focus on learning programs that build skills particularly relevant to teaching first languages in a school context.

Report on the Victorian pilot delivery of Certificate III in Learning an Endangered Aboriginal Language and Certificate IV in Teaching an Endangered Aboriginal Language

Information on these programs can be found on pages 63 and 80 of this document. A fuller report on these programs can be found in Appendix 11.

Delivery of Certificate III in Learning an Endangered Aboriginal Language and Certificate IV in Teaching an Endangered Aboriginal Language in South Australia

A summary of these programs can be found on pages 63 and 80 of this document. A fuller report on professional development for Aboriginal Language Teachers in SA can be found in Appendix 6.

Attempts to establish an Initial Teacher Education (ITE) degree in Aboriginal language teaching

A summary of this activity can be found on page 86 of this document. A fuller report on work toward an ITE can be found in Appendix 13.

Master of Indigenous Languages Education at the University of Sydney

A summary of this program can be found on page 89 of this document. A detailed report on the program post-2016 can be found in Appendix 14.

Language learning programs for community members to grow their pool of speakers

For a school language program to be sustainable a pool of language speakers is necessary to provide guidance and advice, resource production, delivery and assessment. The following reports focus on professional development opportunities for community members interested in growing their own language skills.

Dharug dhalang classes

A summary of this program can be found on page 35 of this document. A detailed report on the classes can be found in Appendix 1.

Pertame Master-Apprentice Program

A summary of this program can be found on page 37 of this document. Detailed reports on the 2019, 2020 and 2021 delivery can be found in Appendix 2a and 2b.

Walangga Yawuru Ngan-ga Program 2016-2018

A summary of this program can be found on page 39 of this document. The full report on the program can be found in Appendix 4.

Facilitation of Kalaw Kawaw Ya Use Within Families

A summary of this activity can be found on page 40 of this document and a fuller report can be found in Appendix 5.

Certificate III: Learning an Endangered Language (Gathang delivery)

A summary of this program can be found on page 44 of this document. Reports on the 2015 and 2020 delivery can be found in Appendix 7a and 7b.

Certificate III: Gumbaynggirr Language and Culture Maintenance

A summary of this program can be found on page 47 of this document. A report on the 2017 to 2018 delivery can be found in Appendix 8a.

Certificate II and III in Applied Language – Alice Springs Language Centre

A summary of this program can be found on page 84 of this document. A report on the teacher traineeship offered by ASLC can be found in Appendix 12.

Professional development services for language teaching teams and support staff

The reports and activities listed here focus on professional development opportunities offered to school staff in regions where languages are taught, with a focus on local languages.

Broome Indigenous Educational Staff Members Language Program

A summary of this activity can be found on page 103 of this document, while a fuller report can be found in Appendix 17.

The delivery of professional development activities for educators by the Irra Wangga Language Centre

A summary of this activity can be found on page 104 of this document.





First Languages Australia is the peak body committed to ensuring the future strength of all Aboriginal and Torres Strait Islander languages.

firstlanguages.org.au

We share the stories of the people, the histories and the diversity of our languages; we work to bring the best tools and technologies to our communities to enrich their teaching and sharing of language; and we pledge that by bringing strong partners to share our commitment, the first voices of this land will be heard clearly and loudly into the future.