



Project examples –
First Nations Languages
Education Program

The First Nations Languages Education Program

Index

Background	3
Example projects	3
Project 1: Part-time immersion for five language teacher trainees	4
Project 2: Working towards a bilingual program	5
Project 3: VET in Schools Program	6
Project 4: Graduate Certificate in Language Revitalisation	7
Project 5: Education Department supported Aboriginal Language Teacher Training Program	8

Introduction

In a historic election commitment, the Australian Government has committed 14 million dollars to increase the First Nations language teaching workforce and strengthen community-led relationships toward teaching languages in schools.

The Australian Government Department of Education has partnered with First Languages Australia to design a grant program sufficiently flexible to meet the needs of local language communities.

This program aims to support Aboriginal and Torres Strait Islander people in learning their languages. To do this, we must find new ways to train people to teach their languages in line with local needs.

Background

The Australian Government has committed \$14 million to increase the First Nations language teaching workforce and strengthen First Nations language learning in primary schools through community-led relationships with schools.

The Australian Government Department of Education has partnered with First Languages Australia to design a national grant program sufficiently flexible to meet local language community needs.

Grants will be available to communities that are interested in and ready to support the development of the next generation of First Nations language teachers and the teaching of their language in local primary schools.

Grants will be provided for projects that may include:

- delivering intensive community language learning activities,
- supporting community language learners to develop teaching skills, and
- building or extending community-led partnerships toward teaching languages in schools.

Through the coming months, First Languages Australia will be working with language communities to develop project plans that meet the above criteria. Express your interest in the program by completing this [form](#), and a member of the project team will call you in the coming weeks to discuss your interest.

Example projects

The following five project examples are provided as inspiration. However, each local community will need to look at what is possible for them based on their needs and capacity, and the partnerships they can negotiate with their schools and other community organisations.

Applicants will be asked to provide letters of support indicating a strong commitment from the schools they wish to partner with for this project. First Languages Australia and the Australian Government Department of Education can help to negotiate agreements with schools if required.

Project 1: Part-time immersion for five language teacher trainees

Context

Our language region contains an urban centre. We are a revival language with only a handful of speakers but have many people interested in learning. Two registered teachers teach our language at local schools and run weekly after-hours community classes (mainly online). We also want to establish Certificates I, II, and III in our language.

Proposal

The delivery of a two-year language immersion program to five community members who intend to lead language teaching into the future. This also includes the delivery of regular after-hours classes to the other community members and developing Certificates I, II and III in our language.

One of our teachers will reduce to part-time at their school to lead a part-time intensive language program for five paid language teacher trainees, who will lead language teaching and learning in the coming years. The teacher trainees will each work with current language teachers at different local partner primary schools one day a week, paid for by the schools.

We will call for expressions of interest for the language teacher trainees to participate in a part-time, two-year intensive immersion program with an appropriate selection process. One of our teachers will also work with the teacher trainees to deliver after-hours community language lessons to increase the number of adult community members teaching their languages.

The trainees will:

- Be placed in a school where the current Languages teacher will support and mentor them in delivering the Languages curriculum one day per week.
- Work with the language teacher to develop and deliver the community language lessons and learning program.
- Work with the language teacher and a linguist with whom the community has an existing relationship to develop the Certificate I, II, III, program.
- Undertake a Certificate IV in Training and Assessment.

Partner contributions:

- Our community organisation will auspice the program for a 10% admin fee.
- One local school will release an Aboriginal language teacher part-time for two years.
- Each school will undertake cultural intelligence training, and ensure cultural safety within the school.
- Five schools will partner in the program and employ the trainee teachers for one day a week.
- A local RTO will support the trainees to undertake a certificate in Training and Assessment to be qualified to deliver and assess the Certificate programs being developed.
- Partner schools will provide after-hours access to space for community language learning as required.
- Partner schools and the host organisation will provide access to office equipment as required.
- A university-based linguist will work on the project in kind, funded through an existing research project.

Project 2: Working towards a bilingual program

Context

We are a regional school in a community where Elders speak the traditional language, and children speak a variety of languages and learn Standard Australian English at school. We have worked with a school in our region for many years with varying levels of support from the changing school leadership. We want to teach language at the school and work towards a bilingual program. Several senior community members are interested in running community classes and supporting younger participants to take on language roles within the community and school.

Proposal

We will run language classes open to all community members from 9–12 Monday, Wednesday and Friday each week. The classes will be led by community members currently working as Assistant Teachers in collaboration with three paid Elders.

We have identified three young people to be paid as language teacher trainees. They will help to deliver the community classes. These trainees will learn their language while learning how to teach in a mentoring relationship with the Assistant Teacher. We propose that the classes be run at the school to enable school students and community members to attend. If too many people attend, we may need to run multiple sessions. We would also aim to offer the teacher trainees some relevant accredited training if it can be made available in our area.

We will also request that the school apply for registration for one of our Assistant Teachers who has been teaching independently and leading language classes and learning at the school for several years. Supporting the registration of this person will support the sustainability of the school program.

The trainees will:

- Be recognised by the school.
- Be supported and mentored by the Language teacher in delivering the community classes.
- Work with the Language teacher to develop and deliver the community language classes.
- Undertake relevant accredited training that can be identified.
- Commit to learning their language to use it daily and move into a teaching position at the school.

Partner contributions:

- The school will continue to pay the leading Assistant Teacher for the planning and delivery of the community sessions.
- All school staff will undertake cultural intelligence training and ensure cultural safety within the school.
- The school will apply for teacher registration for the Assistant Teacher who has independently delivered and assessed language classes for many years.
- School authorities will include the teacher trainees in any professional development they are offering.
- A community organisation will oversee the program and provide administrative and reporting support, charging 15% of the total budget.
- The school and host organisation will provide a suitable venue for community classes and office equipment.

Project 3: VET in Schools Program

Context

We are a Language Centre that is expected to cover 20 regional and remote language regions. Schools in our region are interested in offering language programs. However, there is currently not enough teachers. We have a close working relationship with a local Registered Training Organisation (RTO) and have a trainer available with language teaching experience.

Proposal

We propose approaching secondary schools in one language region to allow students to undertake Certificate II and III in language learning. The program will be delivered from the Language Centre, and all community members will be welcome to attend and/or enrol. We would hope for 20 students/community members to attend. Two teacher trainees have been identified to participate in the training and help coordinate the program. These paid trainees will also undertake a Certificate IV in Training and Assessment to deliver and assess the program independently in the future. The trainees will also work with language centre staff to provide language lessons in local primary schools.

The trainees will:

- Help coordinate the program.
- Work with the Language teacher to develop and deliver the community language classes.
- Undertake a Certificate IV in Training and Assessment so they can deliver and assess the program independently in the future.
- Support the delivery of language lessons to primary schools across the region.

Partner contributions:

- Secondary schools allow students to enrol in the program and attend the sessions.
- The RTO provides VET support and Training and Education (TAE).
- The Language Centre provides a training facility and language resources to support the program and oversee the activity.
- Primary schools partner with the language centre to deliver local language classes.
- Each school will undertake cultural intelligence training and ensure cultural safety within the school.

Project 4: Graduate Certificate in Language Revitalisation

Context

Our language region covers a large area. We have a good relationship with the schools in our region who want to teach our languages. However, we cannot provide enough teachers as our language is in revival.

Proposal

We propose to run community language classes three times a week, open to any community members interested in attending. Two paid Elders and five paid language teacher trainees will deliver the classes. The trainees will participate in the proposed Graduate Certificate in Language Revival at the University of Queensland. The Elders will mentor the trainees to assist in their language learning. The trainees will also spend one day a week at the school, assisting the current Languages teacher.

The trainees will:

- Work with the Elders to design, plan and deliver the community classes.
- Complete the Graduate Certificate in Language Revitalisation.
- Work one day a week at the school under the supervision of the Languages teacher.

Partner contributions:

- The school provides the venue for classes.
- The school pays trainees one day per week.
- The University of Queensland provides a training program.
- The regional Language Centre shares resources and oversees the program.
- Each school will undertake cultural intelligence training and ensure cultural safety within the school.

Project 5: Education Department supported Aboriginal Language Teacher Training Program

Context

In our state, the Education Department provides a training pathway for Aboriginal language teachers to the classroom; however, there is no support for community members to learn their languages. With the pressure on our languages, it is difficult for the community to support the language teachers in their language learning and teaching.

Proposal

We propose to offer community classes to all interested community members. We will work with our regional language centre to develop the program and teaching resources. Classes will be offered after-hours, four days a week. Classes will be run in person and online for those who cannot attend. While we hope that a core group of 15 people will attend most classes, we know most people will have competing needs for their time.

We have identified four teacher trainees who will be paid from the project funding to run the classes. The trainees will travel to attend the Department's Aboriginal language teacher training program.

The trainees will also spend at least one day a week at the school assisting the current non-Indigenous Languages teacher. The trainees will each be assigned a community language tutor to support their language learning through the TAFE program. The non-Indigenous Languages teacher will work with the language centre, trainees and the language tutor to prepare the community classes.

The four trainees will:

- Complete the Aboriginal language teacher training program (VET)
- Work with their mentor/tutor to learn their language and make resources
- Work with the language centre and school to design community classes
- Work together to organise, deliver, promote and report on the language classes
- Work one day/week at the school with the non-Indigenous Languages teacher

Partner contributions:

- The language centre helps to develop and oversee the program, shares resource's and provides the venue for the program.
- Schools pay trainees one day per week when they are at the school.
- The school pays the non-Indigenous language teacher to work with the Language Centre and trainees to design the community program.
- The Department of Education provides the Accredited Aboriginal Languages Teacher Training program that leads to teacher registration.
- Each school will undertake cultural intelligence training and ensure cultural safety within the school.