

Ngarrangarra gum midling

Language centres meeting notes

Tuesday, 22 August 2023
Puliima Indigenous Languages and
Technology Forum



**FIRST
LANGUAGES
AUSTRALIA**

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Photography by Yale Macgillivray

Overview

First Languages Australia held a full-day language centre meeting on Tuesday, 22 August 2023, at Puliima Indigenous Languages and Technology Forum in Darwin, NT. The meeting was an opportunity to meet with language centre managers and staff in person. Twenty-four language centres, or language programs, and seven partner organisations attended.

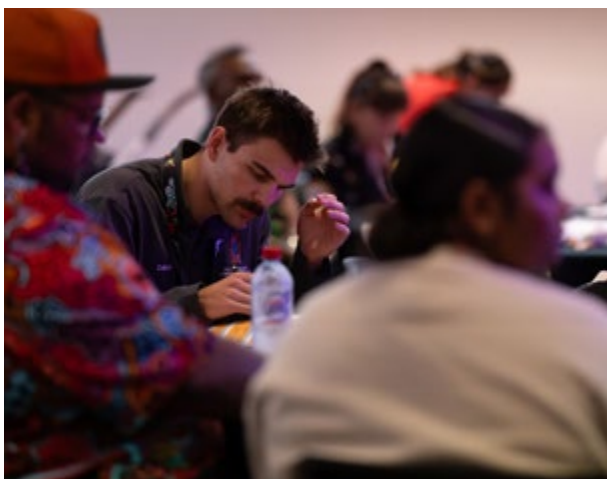
First Languages Australia began the meeting with a presentation on what has happened since the previous Language Centres meeting in 2019. The presentation included new projects, such as the Languages Policy Partnership, Directions Group for the International Decade of Indigenous Languages, and updates on the Priority Languages Support Project, Young Champions Program, and Warra: Indigenous Language Youth Forum and Gambay. The presentation also highlighted several new resources that have been released to support language centres and the language sector.

The Indigenous Languages and Arts (ILA) program followed the First Languages Australia presentation with a presentation on the funding program. The director of the ILA program gave an overview and highlighted changes to the funding since 2015, showing an increase in the funding. The presentation included a look at the grant opportunities and how applications are assessed. The presentation also showcased an interactive map of the Indigenous Language Centre network.



Panel presentations

The meeting included three panel sessions on topics identified by language centres as a priority: Education, Data and Place names. First Languages Australia identified language centres and other relevant specialists to share their expertise on these topics. Panellists highlighted their achievements, the obstacles they overcame and their new aspirations.



Education

Panel chaired by Melinda Holden

Nathan Brennan, Bularri Muurlay Nyanggan Aboriginal Corporation

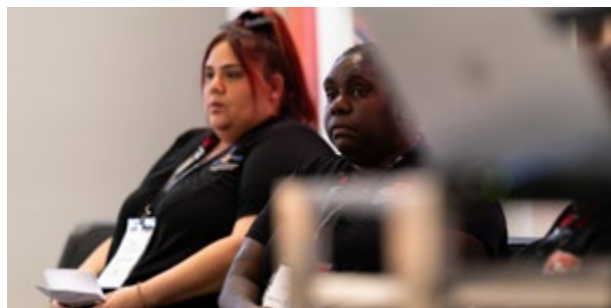
Nathan spoke about the Gumbaynggirr Giingana Freedom School, its establishment and their vision for the school. The school is the first bilingual school of an Aboriginal language in NSW.

Rebecca King, Ngunnawal community

Rebecca shared her language learning and teaching journey, her community's struggles, which included finding time to learn regularly and moving to online learning, and how they overcame them.

George Hayden, Noongar Boodjar Language Centre

George spoke about the Aboriginal Languages in Custody Program, run in collaboration with the Noongar Boodjar Language Cultural Aboriginal Corporation. The program offers men and women in prison the opportunity to learn the Noongar language.



Data

Panel chaired by Jennifer Kniveton

Bronwyn Wilks and Jan Chapman, Mayi Kuwayu

Mayi Kuwayu gave a 20 minute presentation on the Language & Wellbeing findings in the Mayi Kuwayu Study. The presentation provided an overview of the analysis that First Languages Australia has commissioned, how the Mayi Kuwayu data can be used to report on Target 16, and how language centres could work with Mayi Kuwayu to collect and analyse data relevant to language centres.

Lee-Anne Smith, Kimberley Language Resource Centre (KLRC)

KLRC has received funding from the Western Australian government for a community-focused data collection process. Lee-Anne provided a summary of the project which is in its early days.

Joel Harrison and Marion Wighton-Packham, Wiradjuri Condobolin Corporation Language Program

Joel spoke about the new Indigenous Languages and Arts data capturing tools- Tasko and Swift. He explained how they worked, how they were helpful and the challenges they faced implementing them.

Place names

Panel chaired by Theresa Sainty

Chenica Saltner, Central Queensland Language Centre

The Central Queensland Language Centre is working with the Department of Resources to document community protocols around the inclusion of community data in the government place databases. Chenica also spoke about the other place name projects they have implemented in their region. The projects include Gladstone Ports Corporation signage and Welcome to Country on Queensland Rail services.

Jill Nganjmirra and Seraine Namundja, Bininj Kunwok Regional Language Centre

Jill and Seraine shared a recent film they have been working on that focuses on recording place names and their cultural significance in the Madjawarr clan estate of western Arnhem Land.



Workshops

The meeting included workshop sessions on each of the areas discussed to capture the feedback and direction from the sector. The workshops also identified the priorities for the sector, including community priorities, language priorities, language centre priorities, state/territory priorities and national priorities. The workshops were productive in identifying issues language centres face on the ground and how First Languages Australia can support them. There were robust discussions on each panel topic, with much interest in data, funding and resources. Notes from the workshops follow.

The meeting ended with an opportunity to network with our partner organisations and discuss their work in the languages sector in more detail. The partners included Indigenous Languages and Arts (ILA), ABC, The Australian Government Department of Education, Mayi Kuwayu, LPP, Australia and New Zealand Working Group on Place Names, Languages Policy Partnership and the International Decade of Indigenous Languages Directions Group.



Language centre priorities workshop notes

Attendees were asked to outline the priorities for their language centres for the next five years. As language centres have a very broad range of work, local and national responses were collected.

Organisational priorities

Funding

Language centres require a substantial increase in funds in order to do the work required to meet the language goals of the communities they serve. ILA needs to work with language centres to determine a system that allows for equity of service provision and the sustainability of service providers. Some language centres see the need to diversify their funding. Capital investment is required for language centres to solidify their long-term footprints in their communities.

Language centres need facilities for, and to be appropriately staffed in, each of the major areas of their work to ensure adequate provision of services to all the language communities in their footprint.

Major areas include:

- Archiving
- Administration and finance
- Media and promotion
- Teaching
- Documentation
- Resource production, copyright & ICIP management
- Advocacy and external partnerships
- Training and capacity building
- Project planning and delivery
- Evaluation/reporting/monitoring
- Research, language analysis, development
- Governance
- Community engagement

There needs to be resourcing for language centres to have enough staff to run community-led activities for every language within their region. More communities are looking to set up on-Country learning spaces and community language hubs through which to develop and share resources.

Capacity Building

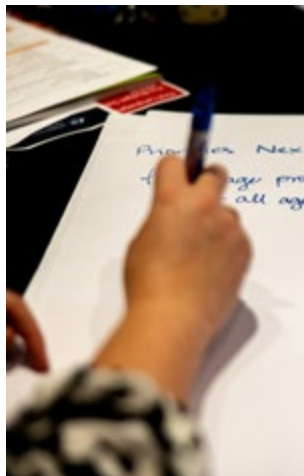
Capacity building is required as language centres grow in order to meet the increasing community and service demands required to meet Target 16. Many language centres cover regions that are too big for them to provide sufficient services to all the languages in that region with the funds and systems currently available. Many language centres have also grown from a time when communities required a different range of services, undertaken primarily by volunteers. In this time of growth and change, some language centres need help with regard to governance, procedural systems, and the provision of appropriate community-led services in their region.

Workforce development is required to ensure that language centre staff have the skills and training they need. The diverse range of skills that language workers and experts bring to their roles needs to be recognised with appropriate wages and conditions. Language centres also need sufficient funding to embed training and succession planning across the organisations.

Collections

Resource development and collection management will always be core to language centre work. There is an ongoing need for language documentation, be it focused on narrative, conversation, topic and register-specific elicitation, or natural speech. Similarly, there will always be a call for new resources in every language to support communication, teaching and learning, or promotion. All language resources and knowledge sharing needs to be developed, managed and shared in ways that enable the language custodians and their communities ongoing access and control of their resources. This is a near-impossible task, but one that language centres continue to work toward.

Issues with access to public and private archival materials outside language centres also continue. With long wait times at public institutions and researchers centring their own needs rather than those of the communities they work with. Repatriation of resources must be prioritised with protocols established and recognised within collecting institutions. Establishing regional hubs and systems for sharing resources between larger collecting bodies and language centres continues to be a priority.



Network

Language centres need opportunities to get together to share solutions.

Awareness raising

There is little understanding of the work of language centres, even within our own communities and partner organisations. The profile of language centres needs to be raised to increase community, public and funder support.

Community engagement is required to keep people involved in language activities and increase the feeling of community ownership of the language centre and the activities being run. The importance of language work and working with knowledge-keepers must be promoted so that we can find the next generation of language workers.

Most importantly, language centres need to increase community awareness of the value of speaking language daily.

Teaching, learning and speaking

The intergenerational transmission of cultural knowledge is the highest priority of languages centres. This is a cultural responsibility and obligation shared with language communities. Language centres need to increase the number of language speakers. This means speaking more language daily. It also means facilitating on-Country community language lessons - in person and online as appropriate. And, it means increasing community language capacity so that more people can teach their languages (at home, school, work etc).

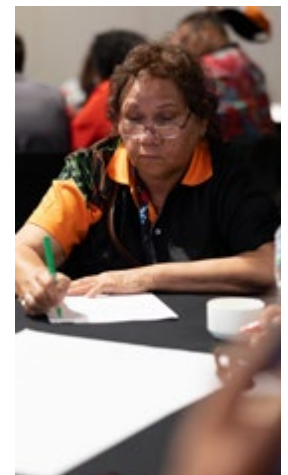
Communities also need safe on-Country spaces for language teaching and learning, and for developing and storing resources that make the most of traditional and contemporary ways of learning.

All language educators must be remunerated on the basis of skill rather than qualifications. Protocols for language teaching must be followed, and people must have access to learning opportunities relevant to who they are and where they are. Language educators and teachers need to be provided with ongoing professional development, training, mentoring and language lessons.

Administration

Organisational stability is essential for the ongoing provision of the language services prioritised by the community. This requires the management of projects, contracts, staff, funding, reporting, planning and facilities. As small organisations, language centres can struggle to maintain their administrative and governance obligations while also meeting their obligations to the communities they serve.

A simplification of the ILA reporting systems to ensure they are collecting meaningful data is required. As is ILA analysis of the data provided for sharing back with language centres.



State and territory wide priorities

Linguistic rights need to be recognised and applied in the provision of all government services, and in particular essential services including justice, health, social services and education.

Government practices need to change to ensure languages thrive – through legislation and policy reforms that create space for language use. The importance of languages needs to be enshrined at state, regional and national levels. Each state and territory should begin consultation around a whole of government framework for community-led language strengthening, with the NSW Language Trust model used as a starting point for discussion.

Mechanisms for government accountability to the community are needed to ensure honest and successful community partnerships. As are the establishment of systems for networking and sharing between language centres and government agencies. For example, the Western Australian government needs to resource the WA Network of Language Centres as a peak body to help them develop and implement a plan to achieve Target 16. Similar mechanisms are required in each state and territory.

Young people need pathways into a diverse array of language-focused careers (education, arts, tourism, media, land and sea, social services, interpreting, hospitality etc). Language skills recognition in schools and certificates of education, and language learning and applied language VET in schools programs should be widely available.

The states and territories need to improve community control of:

- Language resources held in state collections
- Place names
- Education.

Community/Language priorities

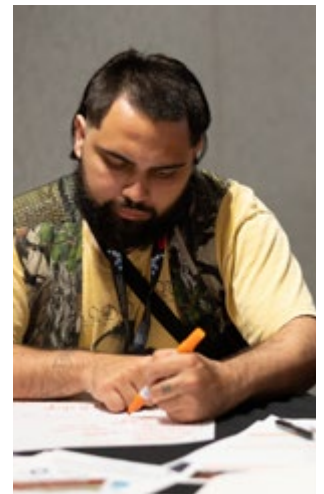
Communities want to see more people teaching, learning and speaking on-Country. This requires access to Country, spaces, resources, teachers and students. Immersion programs, community-led schools, teacher training and land back featured in these discussions.

The recording of Elders and ancestral knowledge, standardising orthographies, understanding grammar, reviewing historical resources and developing new language for the modern world remain a priority; as do the repatriation, development and local management of resources.

Increasing language use requires building community and engagement, working together, good governance, as well as professional development around strengthening language. There was also a feeling that there needs to be more focus on region-wide language activities, rather than particular sites or towns.

Communities need to be involved in their own data collection and evaluation processes so that they can understand the vitality of their languages and what actions are leading to a growth in language speakers.

Racism remains a significant impediment to language use. Activities that raise awareness, such as place name signage, can act to mitigate ignorance.



National priorities

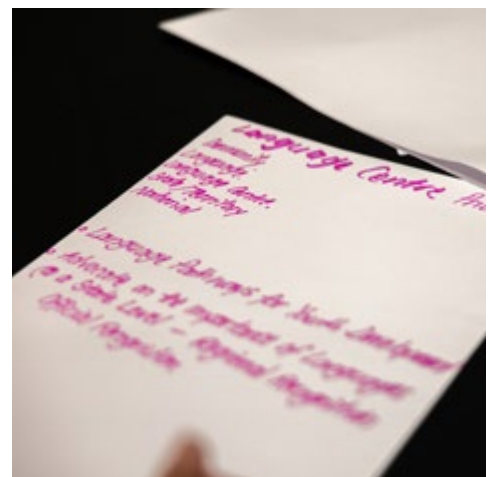
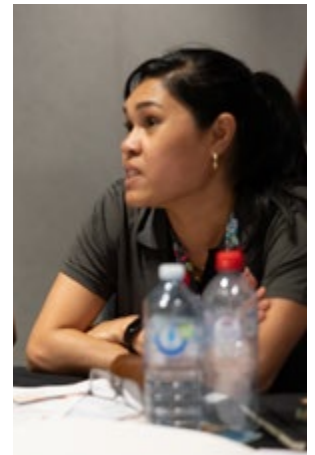
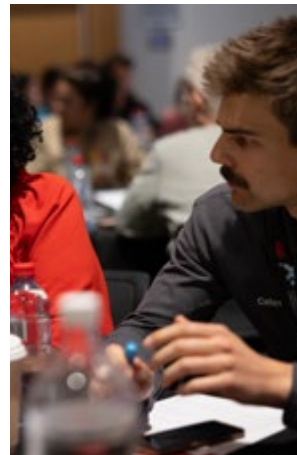
First Languages Australia should continue to advocate on behalf of the sector and work to achieve Target 16. The federal government needs to remove systemic barriers to language use and allocate significant funds to each language community so work can be done to increase language use and speaker numbers.

Consultation around national legislation needs to begin, with consideration of models such as the NSW Language Trust, The Māori Language Commission, India's Forest Rights Act and national legislation in Canada, which can provide starting points for community discussion.

As each language centre and every language has a different situation and different needs, First Languages Australia should visit every centre. First Languages Australia needs to be clear about the scope of its work and how language centres and programs are represented. Contributors should be named in publications.

Restorative justice and land back should be part of the national conversation.

With consideration to the International Decade of Indigenous Languages (IDIL), the IDIL Directions Group have spent 18 months planning. The government now needs to make commitments based on the recommendations put forward by the directions group.



Data workshop notes

The word data means different things in different contexts. The following questions were provided as discussion stimulus:

- What data does your language centre need most?
- How should data be collected?
- Does your language centre have the capacity to capture data on the number, strength, and use of languages?
 - How can First Languages Australia support this?
- Are there existing data sources you use, or have found useful?
- Do you know of any tools that can support you to capture this data?
- Should First Languages Australia promote Gambay as the primary data source for the number of languages?

There was a call for clarity around the term “data” so that it is clear when we are talking about population statistics, reporting, language resources or project evaluation. Whatever the data type, data is more than just numbers - images and stories can also be data.

Data collection needs to be place and family-centred.

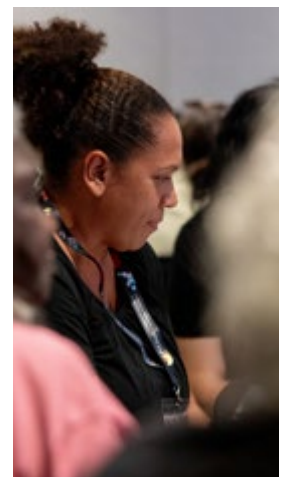
Overall, there was strong awareness that all data collection processes need to be designed, led, controlled and managed by each community. It is important for communities to collect data themselves with local governance systems established to oversee ongoing management.

Some people suggested that it is not the role of the language centre to collect data due to the need to focus on reclaiming and strengthening languages. However, most suggested that language centres are well placed to collect and manage data if appropriately resourced to do so.

The following data tools and processes were mentioned in the notes:

- Mayi Kuwayi is potentially a model for language centre and community control.
- The Kimberley Language Resource Centre (KLRC) has region-wide data collection, and is community controlled, but funded by the state.
- The National Indigenous Languages Survey (NILS) is a source of language data. AIATSIS is currently considering how to progress NILS 4..
- Keeping Culture is a knowledge management system designed to empower communities to manage a digital cultural archive.
- Facebook can also be used as a platform to facilitate data collection and engagement.

Feedback around swift suggests it’s difficult to use and engage with. Questions have arisen around the purpose of the data collection.



Protocols

It is important for data collection and analysis to be community-led, owned and controlled. This means Indigenous communities and language centres ought to be involved in every stage of the research process: design, data collection, analysis and reporting. Without community involvement, there can be a bias in research design, including choice of study and study questions. As a priority, advocacy for the community needs to be at the centre for all data collection.

Data collection must be place-based, as well as family- and community-based. This work must recognise local governance systems and processes for owning data and knowledge. Good data collection can look like a cup of tea and proper yarns. We want to develop proficient-level speakers, and make sure the right person is being consulted or teaching.

Looking to the future, language centres could offer fee-for-service for data collection and access so that: communities can determine what data is collected, data is collected by language centres for communities and by communities, there can be a focus on Traditional Owner families, and the process can be place-centred.

When working with universities, any activities must be community-led or co-designed, otherwise the accuracy of data collected should be questioned. Governments are moving to co-design, which is a better model, however needs to be done so following the correct protocols. The role of these institutions in perpetuating Western systems of research and analysis over traditional systems needs to be recognised. Any data collected from university research should be shared openly with language centres, with appropriate consideration of shared copyright and intellectual property.



ICIP, Indigenous Data Sovereignty and Data Governance

Data collection must be Indigenous-led, designed, and embedded with cultural principles. It is important for communities to collect data themselves. This is an assertion of language sovereignty.

The types of data language centres need

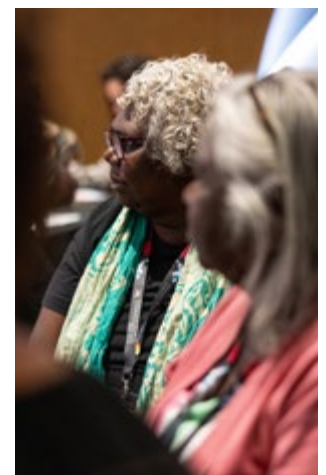
Language centres require different types of data to be effective. This may be in service of reporting, advocacy, or measuring success.

Reporting

Data collected for reporting ought to be useful for language centres. The data required for Closing the Gap reporting, for example, is not an exhaustive list and of limited use (i.e. Who did you engage with? What language?).

The types of data required for reporting may include data necessary for applying for grants or submitting grant reports. It is useful to know information about people accessing the language centre; how many people, and who they are.

However, each language centre has its own needs, so funding bodies requiring the use of particular tools or systems is counterproductive; for example, Swift and Takso. Rather, language centres know what they need and will make use of available tools if they know of them, find them easy to use and are useful to their particular context.



Advocacy

It is important for all language centres to be adequately represented in consultations. It is important for there to be clear mechanisms for language centres to be heard by First Languages Australia, as well as strong systems for community to communicate with language centres about their needs.

There must be meaningful engagement with First Languages Australia's data collection as language centres can make sure there is proximity to what is happening on the ground.

Measuring success

It is necessary to establish a baseline of language data for measuring purposes and to support community-based decision making. Baseline data would include how many language speakers there are. Currently, it's a lot of anecdotal reports in some of our contexts.

Qualitative data needs to be a priority. Measuring the health of languages or the success of language centres is not just about counting the number of speakers and who is speaking, but also the contexts in which language is spoken (how they are using it and where).

In addition to the number of language speakers, it would be valuable to know:

- how language is spoken during family and community events
- response to a language teaching process (by age)
- the impacts on the wellbeing of individuals and communities
- whether we are meeting goals and targets.

Reporting on outcomes does not stop at describing the state of languages. Analysis should describe our current situation as well as provide recommendations for how to move beyond. Community-led research is required to determine language health as compared to each communities' aspirations for how, where and how much they would like their languages spoken. Language data that supports community in a holistic way is needed.

Resourcing and capacity building

Language use by the community leads to better health and stronger identity.

This is a big project. Data collection is a process that requires time and resources. If language centres are to be hubs for data collection, there needs to be support to increase the number and strength of language centres.

Language centres need resources to work respectfully with data. They need time, money and people to be able to meaningfully collect, evaluate and share data. Funding is required for language centres to participate in data collection, management and analysis. The formula for directing and apportioning language funding needs to be consulted with language centres.

There is a need to create a new data collection for our language health, population and area (including online reach). This needs to include data training, management, interpretation, and other population data that exists outside of the Census; the Census does not provide representation of language population, resulting in under funding of languages.

As well as resources, there is a need for respect around data and community-led data design, reporting processes and influence.



Community research

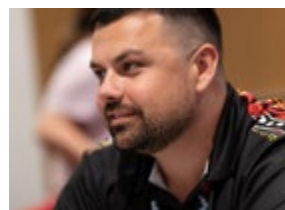
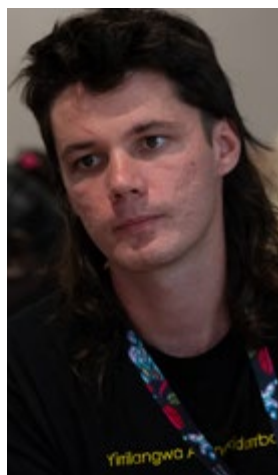
We need to know what each language group has, understand how it is sorted, managed, and copyrighted, and how to prioritise it. Access to resources must be appropriately managed. When conducting community research, everyone must be conscious of trauma and be socially and culturally safe.

Prioritisation of repatriation (historical archival returns)

Place names work is ongoing. There is an opportunity to create a database of place names with historical documentation.

Other types of data communities may collect include:

- Dictionaries and glossaries
- Recording Elders
- Sign-in books and surveys
- QR codes



Collections management

It is important to consider where data is stored; data storage needs to be localised and place-based. Language centres hold material, but it is important for communities to also have local, on-Country data storage. Past stories, resources, and videos, developed by our Elders for schools need to be respected and preserved by the local language centre or keeping place.

Much material is stored on old formats such as floppy disks and cassettes. This material includes recordings of speakers, family histories, stories and language. As well as a place for data storage, programs for digital storage are needed to minimise data loss (i.e. paper records being lost). Materials need to be transferred to new technology, creating archives in hard drives and shared drives, to prevent losing valuable data as these older formats degrade.

Gambay

Gambay is a language map and repository, supported and promoted by First Languages Australia. Gambay is a great platform for data collection. It is community determined and driven, and has up-to-date data information and integrity.

Gambay must be updated to add more languages to the map; there are missing groups identified and these gaps in the collection must be addressed. It also needs more work and consultation before it can be considered an authority. Before Gambay is endorsed as a trusted resource, the group will learn more about Gambay and its data, sources, and authenticity.

All languages need to be considered equal, including those that linguists may call dialects. Speakers need to decide how their languages are classified, for example should FLA use the term dialect. However, people around Australia might have different ideas.

Support from First Languages Australia

First Languages Australia can provide support in developing data collection, promoting Gumbay, and dual naming projects. First Languages Australia can also help community engagement and bringing people together.

Supporting at advocating for restorative justice and land back needs to be at the heart of this work.



Education workshop notes

Language centres require Department of Education investment to develop sustainable relationships with schools across all areas of service provision, community language learning, teacher training, resource and curriculum development.

There is a need to develop tools that help language centres to assess and measure language growth within the community, in both formal and informal settings.

The delivery of community language classes/lessons is a priority for language centres. The mode and method of delivery will be dependent on community needs (e.g. online or face-to-face, in small family camps or at a community centre). Increasing the number of language learning opportunities requires increasing the number of community members who feel confident to teach their languages.

There was a call for funded positions for language educators in language centres to increase the capacity of language centres to deliver language learning activities.

Additional priorities were highlighted under the following headings:

Protocols

There is a want for community-led teaching on-Country, with place-based learning. Working with schools is not a priority for all communities but language education is. The need to teach community members first remains a priority. Schools need to enter into formal agreements with local language custodians so that communities can ensure:

- ongoing control of the language teaching and learning
- program sustainability
- links with community language experts are maintained
- appropriate teachers and content are used.

When working with schools careful management of ICIP is required. Existing and generic resources need to be fact checked with the local community to ensure their relevance. More digital content is required so that language teaching remains innovative as well as grounded in tradition. Adults and families also need access to the language learning resources that their children are accessing to build the home language ecology and increase contexts in which language is spoken.



First Nations-centred model

Discussions focused on a move toward community-centred education. Priorities were on-Country learning and classrooms. Two-way, three-way, bilingual and immersion schools were all noted as priorities.

Language centres are seeing a need for the establishment of language-focused independent schools and a national network of Independent Aboriginal and Torres Strait Islander bilingual/immersion schools. Resources could be developed around how to establish economically resilient independent schools that allow communities to deliver the national curriculum in ways that align with their values. Support is required to link community members with the training they desire.

However, the need to pull away from colonial systems of education was also raised, and for some communities, schools are not a priority, with environment-based teaching and learning being more important than Western curriculum.

Different, more culturally appropriate and influential measures for Aboriginal children's success at school need to be identified and used. Long term vision and commitment is necessary. Programs and school leadership can change, mechanisms are needed to make sure programs that work stay.

Registration

Pathways to the classroom that recognise the skills and cultural knowledge that language specialists/educators bring need to be utilised, independent of Western qualifications. Communities will assess who is culturally educated and competent to teach in schools. These people need to be supported with professional development to help them grow their classroom teaching skills in the areas that they identify. Language educators need to have the option of working in co-teaching relationships or planning, teaching and assessing independently and their wages to reflect the level of responsibility.

Recognition of value

Languages need to be valued and celebrated through education, both through the teaching of language and through cross-curricular priorities. Language subjects need to be appropriately and sufficiently time-tabled if we are to see outcomes from school programs. Specific strategies for addressing institutional racism in the education system need to be identified and applied. Language can be a tool for overcoming racism, but supportive Principals are needed for programs to get started. Language education and use beyond the classroom should be considered.

Long-term investment into language education and resource development is required. Ongoing funding and commitment is required to build the next generation of language teachers. There needs to be resourcing for every language centre to support the community school partnerships and programs across their regions.

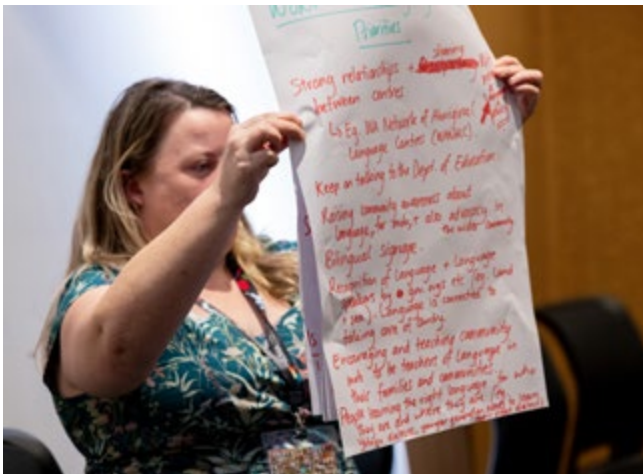


Place names workshop notes

A diverse range of place naming goals were presented. There is a clear need for strong collaboration and communication channels between communities and government (local/state/territory), along with national policy that provides a foundation for local community authorities to implement place name changes/reversions. In some regions, communities want all place names to be in the local language. This can start with efforts such as changing Mission and important area names back to their original names. Workshop participants were clear that signage needs to adhere to community-approved orthographies/spelling. Further notes from the discussion covered the following topics:

Government investment

Dedicated funding is required to undertake Aboriginal and Torres Strait Islander place name and cultural governance projects. State and Territory place name authorities need to partner with, and resource, language centres so place name work can be prioritised. There should also be investment in local projects that promote, support, encourage and celebrate local languages and places. Local/state street signage that incorporates and supports the naming of places/streets can be a good place to start. Correct pronunciation can be encouraged with QR codes on signage.



Language Centres

If appropriately funded, language centres are well positioned to work with language groups and as authorities who can manage and map protocols and design and implement government place name projects. This work will happen in collaboration with the necessary levels of government but also rangers, Elders, language specialists and community authorities.

Language centres need support to achieve good outcomes and gain a strong understanding of the name change process be it local, state or federally. Consideration also needs to be given to the many language regions that sit across state and territory boundaries. First Languages Australia should lobby for local, state and federal policies that ensure language centres are engaged and hold authority over the linguistic aspects of place name work, and ensure local cultural protocols are met.

Raising awareness

Increasing the visibility of place names helps all Australians develop a connection to the specific Country in which they live. It is a truth-telling process through which local stories can be meaningfully shared. Aboriginal and Torres Strait Islander communities understand the power of place and the effects of local place name recognition (spiritual/social/mental/mindset) however, some local authorities are very racist and oppose the recognition of traditional place names. The states and territories should enact awareness campaigns about reinstating traditional place names and, where necessary, dual naming.



Protocols

Cultural leadership is central to the recognition of place names. Communities need to be able to document the protocols governments need to follow regarding their place names. Some protocols will be the same across Nations. For example, using correct orthographies and ensuring that the correct language is being used on the correct Country. However, local protocols are going to be place-specific, with different needs for different places. For all Nations, the work will be collaborative, with many people working together people. And, as these are long-term activities, systems need to be implemented to ensure that community relationships continue through changes in government.

Aboriginal and Torres Strait Islander ways of conceptualising Country are very different from Western systems. So place mapping needs to consider the 'built' world as well as the traditional. It also needs to recognise geographic names along with place names that are non-cartographic (for example, might not have a lat and long, or might exist in a space/time that are not easily mapped longitude or latitude mapping styles)

The process of review

The current government records are unclear. Not all names that have Aboriginal origin are recognised as such, and not all place names that are 'in language' are names from the Country to which they refer. It will take a long time for each language community to review the current data, have the necessary conversations within communities, undertake the community research required to identify names that should be recognised, and work with governments to reinstate those names. This will be a long process that may continue for generations. Some language communities are advanced in this work and have a list of place names ready for use. For others, it requires deep community conversations and access to archival materials. As a first step, it is important to draw on the work that has already been done and make those names more visible/accessible.

Attendees

The meeting comprised more than 100 representatives of the following organisations:

Language centres and programs

Anaiwan language program
ARDS Aboriginal Corporation
Centre for Aboriginal Languages and Linguistics (Batchelor Institute)
Bininj Kunwok Regional Language Centre
Bundiyarra Irra Wangga Language Centre
Bularri Muurlay Nyanggan Aboriginal Corporation
Central Queensland Language Centre
Djarindjin community
Regional Enterprise Development Institute (REDI.E)
Far West Language Centre
Groote Eylandt Language Centre
Kimberley Language Resource Centre
Mabu Yawuru Ngan-ga Yawuru Language Centre
Mirima Dawang Woorlab-gerring
Miwi-inyeri Pelepi-ambi Aboriginal Corporation
Muurrbay Aboriginal Language and Culture Co-operative
Noongar Boodjar Language Centre
North Queensland Regional Languages Centre
palawa kani language program
Pama Language Centre
Papulu Apparr-Kari
Queensland Indigenous Languages Advisory Committee
Southeast Queensland Indigenous Language Centre
Torres Strait Regional Authority
Victorian Aboriginal Corporation for Languages
Wangka Maya Language Centre
Wiradjuri Condoblin Corporation Language Program

National partners

Australian Research Data Commons (ARDC)
Australian Broadcasting Corporation (ABC)
Australia and New Zealand Working Group on Place Names
Australian Government Department of Education
Directions Group for the International Decade of Indigenous Languages
First Languages Australia
Indigenous Languages and Arts Program
Language Data Commons of Australia (LDaCA)
Language Policy Partnership
Living Languages
Mayi Kuwayu
Miromaa Aboriginal Language & Technology Centre
Te Taura Whiri i te Reo Māori

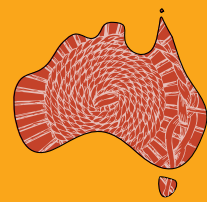


Program

<h2 style="text-align: center;">Ngarrangarra gum midling</h2> <p style="text-align: center;">First Languages Australia and language centres meeting Darwin, Tuesday 22nd August 2023</p> <div style="display: flex; justify-content: space-between; align-items: center;">   </div>	
8:30 am	Registration
9:00 am	Acknowledgement of Country Overview of the day Emcee: Karina Lester
9:10 am	First Languages Australia Presenter: Beau Williams
9:40 pm	Overview of the Indigenous Languages and Arts Program Presenter: Gary Hibberson
10:00 am	Panel discussion: Education Chair: Melinda Holden Panel: Nathan Brennan, Bularri Muurlay Nyanggan Aboriginal Corporation Rebecca King, Ngunnawal community George Hayden, Noongar Boodjar Language Centre
10:30 am	Morning tea
11:00 am	Panel discussion: Data Chair: Jennifer Kniveton Panel: Bronwyn Wilks and Jan Chapman, Mayi Kuwayu Beau Williams, Language Data Commons of Australia Lee-Anne Smith, Kimberley Language Resource Centre Joel Harrison and Marion Wighton-Packham, Wiradjuri Condobolin Corporation Language Program
11:40 am	Panel discussion: Place names Chair: Theresa Sainty Panel: Chenica Saltner, Central Queensland Language Centre Jill Nganjmirra and Seraine Namundja, Bininj Kunwok Regional Language Centre
12:00 pm	Group photo
12:10 pm	Lunch
1:00 pm	Workshop – Language Centre Priorities There are several national priorities documents in development. What are the priorities for your language centre for the next five years? <ul style="list-style-type: none"> - Community priorities - Language priorities - Language centre priorities - State/territory wide priorities - National priorities

1:30 pm	<p>Workshop – Data</p> <ul style="list-style-type: none"> - Should FLA promote Gambay as the primary data source for the number of languages? - What data does your language centre need most? - How should data be collected? - Does your language centre have the capacity to capture data on the number, strength, and use of languages? <ul style="list-style-type: none"> o How can First Languages Australia support this? o Are there existing data sources you use, or have found useful? o Do you know of any tools that can support you to capture this data?
2:00 pm	<p>Workshop - Education</p> <p>Pertame will give a brief update on their work and learnings from their recent visit to Cheyenne schools.</p> <ul style="list-style-type: none"> - Are short-term intensive funds to run language classes and build the skills of your next generation of language teachers helpful to you at this stage? - What should First Languages Australia do next to help support community language teaching and learning? - Is working with schools a priority in your region, and why?
2:30 pm	<p>Workshop – Place names</p> <ul style="list-style-type: none"> - What are the big-picture issues that First Languages Australia needs to consider when advocating for communities to be recognised and resourced as the authorities on place names? - What capacity do language centres have to work on place name projects? - What are the protocols that the government needs to follow around Indigenous place names?
3:00 pm	Afternoon tea
3:30 pm	Workshop Summary
3:40 pm	<p>Free time to meet with representatives of partner organisations, including:</p> <ul style="list-style-type: none"> - ABC - Australia and New Zealand Working Group on Place Names - Australian Government Department of Education - Directions Group for the International Decade of Indigenous Languages - Indigenous Languages and Arts Program - Language Data Commons of Australia (LDA CA) - Language Policy Partnership - Mayi Kuwayu
4:20 pm	Wrap up
4:30 pm	End of meeting

The meeting title ‘Ngarrangarra gum midling’ means ‘We talk together’ in Larrakia. *Ngarrangarra* is pronounced ‘ngah-rran-gah-rrah’—the ng is one sound, with tongue behind top teeth and the rr with an extended roll. *Gum* pronounced as in Australian English and *midling* as ‘meed-ling’. Provided by Bilawara Lee.



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