The Australian
Curriculum

Subjects	Framework for Aboriginal Languages and Torres Strait Islander Languages
Curriculum version	Version 8.3
Dated	Friday, 16 December 2016

acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

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Languages

Languages

Overview

Introduction

The **Australian Curriculum: Languages** is designed to enable all students to engage in learning a language in addition to English. The design of the Australian Curriculum: Languages recognises the features that languages share as well as the distinctiveness of specific languages.

There are aspects of the curriculum that pertain to all languages. The key concepts of language, culture and learning, as described in the **Shape of the Australian Curriculum: Languages**, underpin the learning area. They also provide the basis for a common rationale and set of aims for all languages.

The Australian Curriculum: Languages includes language–specific curricula for world languages and a **Framework for Aboriginal Languages and Torres Strait Islander Languages**.

Language specificity

The curriculum content and achievement standards are different for each specific language because of inherent differences in the languages themselves.

Each language has its own distinctive structure, systems, conventions for use, related culture(s), place in the Australian and international communities, as well as its own history in Australian education.

Diversity of language learners

Understanding who learners are, as language learners and as young people, is the starting point for developing their language learning. An increasingly varied range of students now study languages in Australian classrooms. The changing pattern of migration to Australia is extending the range of languages students bring with them to school. Education systems seek to provide for this diversity of language background and for the fact that languages classrooms include students with varying degrees of experience of and proficiency in the language being learnt, as well as their particular affiliations with additional languages.

Learners come to learning languages with diverse linguistic, cultural and personal profiles, bringing distinctive biographies which include individual histories; biographies; previous experiences of and relationships with the target language and particular motivations, expectations, and aspirations.

As unique, social and cultural beings, students interpret the world and make sense of their experiences through their own social and cultural traditions, understanding and values.

Learners of languages in Australia comprise three major groups:

- second language learners
- background language learners
- first language learners.

Second language learners are those who are introduced to learning the target language at school as an additional, new language. The first language used before they start school and/or the language they use at home is not the language being learnt.

Background language learners are those who may use the language at home, not necessarily exclusively, and have varying degrees of knowledge of and proficiency in the language being learnt. These learners have a base for literacy development in the language.

First language learners are users of the language being learnt who have undertaken at least primary schooling in the target language. They have had their primary socialisation as well as initial literacy development in that language and use the target language at home. For Aboriginal languages and Torres Strait Islander languages, first language learners are learners whose primary socialisation is in the language being learnt and who may or may not have yet developed initial literacy.

Within each of these groups, there are differences in proficiency in the language being learnt. It is acknowledged that the span of language experiences of background learners is particularly wide, and learners in this group are likely to have quite diverse affiliations with the target language. Nevertheless, for pragmatic reasons, it is not feasible to identify further groupings.

A framework is being developed for Aboriginal languages and Torres Strait Islander languages that caters for different learner pathways that also take into account the state of the particular language involved.

Rationale

Through learning languages, students acquire:

- communication skills in the language being learnt
- an intercultural capability, and an understanding of the role of language and culture in communication
- a capability for reflection on language use and language learning.

Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

Learning languages broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

- extends the capability to communicate and extends literacy repertoires
- strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural capability
- develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Learning languages also contributes to strengthening the community's social, economic and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

Learning Aboriginal languages and Torres Strait Islander languages meets the needs and rights of young people to learn their own languages and recognises their significance in the language ecology of Australia. For Aboriginal and Torres Strait Islander students, learning their own languages is crucial to overall learning and achievements, to developing a sense of identity and recognition and understanding of language, culture, Country and Place. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people. The ongoing and necessary reclamation and revitalisation of these languages also contribute to reconciliation.

Aims

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- communicate in the target language
- understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

These three aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding. The three aims are common to all languages.

Key ideas

Language and culture

The interrelationship of language, culture and learning provides the foundation for the Australian Curriculum: Languages.

In the languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a 'one plus one' relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages 'work', how they relate to each other and how language and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity.

Structure

Learner background and time-on-task are two major variables that influence language learning and they provide the basis for the structure of the Australian Curriculum: Languages. These variables are addressed through the specification of content and the description of achievement standards according to pathways and learning sequences respectively.

Pathways

In the Australian Curriculum: Languages, pathways for second language learners, background language learners and first language learners have been developed as appropriate to cater for the dominant group(s) of students learning each specific language within the current Australian context. For the majority of languages, one curriculum pathway has been developed for Years F–10, catering for the dominant cohort of learners for that language in the current Australian context. For Chinese, pathways have been developed for three learner groups: first language learners, background language learners and second language learners.

The Framework for Aboriginal languages and Torres Strait Islander Languages includes three learner pathways:

- first language learner pathway
- revival language learner pathway
- second language learner pathway.

Sequences of learning

The design of the Australian Curriculum: Languages takes account of different entry points into language learning across Foundation – Year 10, which reflects current practice in languages.

For the second language learner pathway and the background language learner pathway, there are two learning sequences:

- Foundation–Year 10 sequence
- Years 7–10 (Year 7 Entry) sequence.

For the first language learner pathway, there is one learning sequence:

- Years 7–10 (Year 7 Entry) sequence.

Content and achievement standards are described initially in a three-year band for Foundation–Year 2 followed by two-year bands of learning: Years 3–4; Years 5–6, Years 7–8 and Years 9–10.

The Framework for Aboriginal Languages and Torres Strait Islander Languages is written in the bands Foundation – Year 2, Years 3–6 and Years 7–10. In the absence of pedagogical evidence across the country for all these languages, the broader band distinctions provide maximum local flexibility in curriculum development.

Content structure

The content of the Australian Curriculum: Languages is organised through two interrelated strands which realise the three aims. The two strands are:

- *Communicating:* using language for communicative purposes in interpreting, creating and exchanging meaning
- *Understanding*: analysing language and culture as a resource for interpreting and creating meaning.

The strands reflect three important aspects of language learning:

1) communication

2) analysis of aspects of language and culture

3) reflection that involves

- reflection on the experience of communicating
- reflection on comparative dimensions of the languages available in students' repertoires (for example, the first language in relation to second language and self in relation to others).

Strands and sub-strands

A set of sub-strands has been identified within each strand, which reflects dimensions of language use and the related content to be taught and learned. The strands and sub-strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts. The relative contribution of each sub-strand differs for described languages, pathways and bands of learning. The sub-strands are further differentiated according to a set of 'threads' that support the internal organisation of content in each sub-strand. These 'threads' are designed to capture (1) range and variety in the scope of learning and (2) a means for expressing the progression of content across the learning sequences.

Diagram 1: Relationship between strands and sub-strands

The following table provides a brief description of each of the strands and sub-strands.

Strand	Sub-strand	Description
Communicating: *Using language for communicative purposes in interpreting, creating and exchanging meaning.*	1.1 Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.
	1.2 Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.
	1.3 Creating	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.
	1.4 Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.
	1.5 Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.
Understanding: *Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.*	2.1 Systems of language	Understanding language as a system, including sound, writing, grammatical and textual conventions.
	2.2 Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.
	2.3 The role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning.

Student diversity

ACARA is committed to the development of a high-quality curriculum that promotes excellence and equity in education for all Australian students.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Australian Curriculum: Languages. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and make adjustments where necessary. The three-dimensional design of the Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Australia and to personalise their learning.

More detailed advice for schools and teachers on using the Australian Curriculum to meet diverse learning needs is available under Student Diversity on the Australian Curriculum website.

Students with disability

The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Australian Curriculum: Languages. Teachers can draw from content at different levels along the Foundation to Year 10 sequence. Teachers can also use the extended general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

English as an additional language or dialect

Languages play a crucial role in the educational experience of students and in the curriculum as a whole. Given the diversity of students in Australian education, it is important to recognise that a range of languages is used either as part of the formal curriculum or as part of learners' socialisation within and outside the school.

Learners bring their first language or languages as the one(s) they use for their initial socialisation in their family or community. For the majority, this is English. For many, it can be a range of different languages. Learners also encounter the language or languages of instruction at school. For most in Australia, this is English. For many students in Australia, the language of instruction is not the same as their first language. These students may learn through English as an additional language/dialect (EALD) programs.

In contemporary understandings of language acquisition, development and learning all the languages learners experience in their socialisation and education form part of learners' distinctive linguistic and cultural repertoires. These are variously developed by both the experience of schooling and broader social community experience. These repertoires are an integral part of learners' identities and what they bring to the learning of additional languages as part of the languages learning area within the school curriculum.

While the curriculum for languages primarily addresses the learning of languages, this learning cannot be separated from the development of learners' more general communicative repertoires. It is through such a relational and holistic approach to languages education that learners develop their capabilities in knowing and using multiple languages. Learners extend their communicative and conceptual development, learning and identity formation.

In various kinds of bilingual programs, students are afforded an opportunity to learn through the medium of English and another language (learners' first or additional language). These programs are of particular value in ensuring learners continue to develop at least two languages that are of value to them. They are of value to both their conceptual development and learning and to their identity formation.

Aboriginal and Torres Strait Islander communities recognise the importance of literacy to their children. They support literacy education programs that are founded on establishing literacy in their children's first language. These are the Aboriginal and Torres Strait Islander languages their communities use. Literacy in English is regarded as concomitant on first establishing students' literacy in their first language. Although most bilingual programs in Aboriginal and Torres Strait Islander languages are designed to help students' transition into learning in English, their fundamental value is in the development of bilingual literacy. Strengthening the bilingual literacy of Aboriginal and Torres Strait Islander students can significantly contribute to improving their overall academic achievement and success.

A national *English as an Additional Language or Dialect: Teacher Resource* has been developed to support teachers in making the Australian Curriculum: Foundation – Year 10 in each learning area accessible to EALD students.

Gifted and talented students

Teachers can use the Australian Curriculum: Languages flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich learning by providing students with opportunities to work with learning area content in more depth or breadth; emphasising specific aspects of the general capabilities learning continua (for example, the higher order cognitive skills of the Critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later levels in the Australian Curriculum: Languages and/or from local state and territory teaching and learning materials.

General capabilities

In the Australian Curriculum, general capabilities encompass knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will enable students to live and work successfully in the 21st century.

There are seven general capabilities:

- literacy
- numeracy
- information and communication technology (ICT) capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

In the Australian Curriculum: Languages, general capabilities are identified wherever they are developed or applied in content descriptions.

They are also identified where they offer opportunities to add depth and richness to student learning through content elaborations. Icons indicate where general capabilities have been identified in languages content. Teachers may find further opportunities to incorporate explicit teaching of the capabilities, depending on their choice of activities.

Detailed descriptions and elaborations of each of the general capabilities and the way these capabilities may be developed, including learning continua, can be found in the Australian Curriculum website: www.australiancurriculum.edu.au

Literacy

Learning languages develops overall literacy. It is in this sense 'value added', strengthening literacy-related capabilities that are transferable across languages, both the language being learnt and all other languages that are part of the learner's repertoire. Languages learning also strengthens literacy-related capabilities across domains of use, such as the academic domain and the domains of home language use, and across learning areas.

Literacy development involves conscious attention and focused learning. It involves skills and knowledge that need guidance, time and support to develop. These skills include the:

- ability to decode and encode from sound to written systems
- the learning of grammatical, orthographic and textual conventions
- development of semantic, pragmatic and interpretative, critical and reflective literacy skills.

Literacy development for second language learners is cognitively demanding. It involves these same elements but often without the powerful support of a surrounding oral culture and context. The strangeness of the additional language requires scaffolding. In the language classroom, analysis is prioritised alongside experience. Explicit, explanatory and exploratory talk around language and literacy is a core element. Learners are supported to develop their own meta–awareness, to be able to think and talk about how the language works and about how they learn to use it. Similarly, for first language learners, literacy development that extends to additional domains and contexts of use requires comparative analysis that extends literacy development in their first language and English.

Numeracy

Learning languages affords opportunities for learners to use the target language to develop skills in numeracy, to understand, analyse, categorise, critically respond to and use mathematics in different contexts. This includes processes such as using and understanding patterns, order and relationships to reinforce concepts such as number, time or space in their own and in others' cultural and linguistic systems.

Information and communication technology (ICT) capability

Learning languages is enhanced through the use of multimodal resources, digital environments and technologies in the target language. Accessing live target language environments and texts via digital media contributes to the development of information technology capabilities as well as linguistic and cultural knowledge. Accessing different real-time contexts extends the boundaries of the classroom.

Critical and creative thinking

In learning a language, students interact with people and ideas from diverse backgrounds and perspectives, which enhances critical thinking, reflection and encourages creative, divergent and imaginative thinking. By learning to notice, connect, compare and analyse aspects of the target language, students develop critical, analytic and problem-solving skills.

Personal and social capability

Interacting effectively in an additional language and with people of diverse language backgrounds involves negotiating and interpreting meaning in a range of social and cultural situations. This involves understanding and empathising, which are important elements of social and intercultural competence. Being open-minded and recognising that people view and experience the world in different ways, and learning to interact in a collaborative and respectful manner are key elements of personal and social competence.

Ethical understanding

When learning another language, students are taught explicitly to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving and acting in the world. Opportunities are provided to monitor and to adjust their own ethical points of view. In learning Aboriginal and Torres Strait Islander languages, students should consider appropriate ethical behaviour in terms of engaging with the owners and custodians of the languages. Similar consideration is required when interpreting and translating or when collecting and analysing primary research data.

Intercultural understanding

The development of intercultural understanding is a central aim of learning languages, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning. Students bring to their learning various preconceptions, assumptions and orientations shaped by their existing language(s) culture(s) to their learning that can be challenged by the new language experience. Learning to move between the existing and new languages and cultures is integral to language learning and is the key to the development of students' intercultural capability. By learning a new language, or learning to use an existing language in new domains and contexts, students are able to notice, compare and reflect on things previously taken for granted; to explore their own linguistic, social and cultural practices as well as those associated with the target language. They begin to see the complexity, variability and sometimes the contradictions involved in using language.

Learning a new language does not require forsaking the first language. It is an enriching and cumulative process, which broadens the learners' communicative repertoire, providing additional resources for interpreting and making meaning. Learners come to realise that interactions between different people through the use of different languages also involves interactions between the different kinds of knowledge, understanding and values that are articulated through language(s) and culture(s). They realise that successful intercultural communication is not only determined by what they do or say, but also by what members of the other language and culture understand from what they say or do.

Cross-curriculum priorities

The Australian Curriculum gives special attention to three cross-curriculum priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- sustainability.

The cross-curriculum priorities are embedded in the curriculum and will have a strong but varying presence depending on their relevance to each of the learning areas.

Aboriginal and Torres Strait Islander histories and cultures

Aboriginal and Torres Strait Islander communities are strong, rich and diverse. Aboriginal and Torres Strait Islander identity is central to this priority. It is intrinsically linked to living and learning in Aboriginal and Torres Strait Islander communities, deep knowledge of traditions and holistic world view.

A conceptual framework based on Aboriginal and Torres Strait Islander peoples' unique sense of identity has been developed as a tool for embedding Aboriginal and Torres Strait Islander histories and cultures within the Australian curriculum. This sense of identity is approached through the interconnected concepts of Country/Place, people and culture. Embracing these elements enhances all areas of the curriculum.

The Aboriginal and Torres Strait Islander priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and understanding will enrich their ability to participate positively in the evolving history of Australia.

A direct way of learning about and engaging with diverse Aboriginal and Torres Strait Islander communities is to learn an Aboriginal language and/or a Torres Strait Islander language. There is an inseparable connection between Aboriginal languages and Torres Strait Islander languages and land/sea, Country/Place, the environment, fauna and flora. Aboriginal and Torres Strait Islander histories and cultures are an integral part of the learning of Aboriginal languages and Torres Strait Islander languages.

In learning all languages, there is a scope for making interlinguistic and intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages, to develop understanding of concepts related to the linguistic landscape of Australia and to the concepts of language and culture in general.

Asia and Australia's engagement with Asia

In the Australian Curriculum: Languages, the cross-curriculum priority of Asia and Australia's engagement with Asia enables the development of rich and engaging content and contexts for developing students' capabilities to engage with the languages and cultures of Asia and of people of Asian heritage within Australia.

The Australian Curriculum: Languages enables students to learn the languages of the Asian region, learning to communicate and interact in interculturally appropriate ways, exploring concepts, experiences and perspectives from within and across Asian cultures.

In the languages learning area, students develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, histories and economies. Students learn how Australia is situated within the Asian region, how our national linguistic and cultural identity is continuously evolving both locally, regionally and within an international context.

Sustainability

In the Australian Curriculum: Languages, the priority of sustainability provides a context for developing students' capability to communicate ideas, understanding and perspectives on issues and concepts related to the environment.

The Australian Curriculum: Languages contributes to students' capabilities to investigate, analyse and communicate concepts and understandings related to sustainability in broad contexts, and to advocate, generate and evaluate actions for sustainable futures. Within each language, students engage with a range of texts focused on concepts related to sustainability.

These include:

- environment
- conservation
- social and political change
- linguistic and cultural ecologies
- change, both within the target language and culture, and across languages and cultures in general.

In this way, students develop knowledge, skills and understanding about sustainability within particular cultural contexts. This is crucial in the context of national and international concerns about, for example, climate change, food shortages and alternative ways of caring for land and agriculture. Through developing a capability to interact with others, negotiating meaning and mutual understanding respectfully and reflecting on communication, students learn to live and work in ways that are both productive and sustainable.

Learning Aboriginal languages and Torres Strait Islander languages contributes to the global effort to exchange knowledge among people with varied practices in caring for the land. It also contributes to the reconciliation process in Australia and goals for language revival.

Glossary

abstract symbols

can include: speech, sign language, Braille, alphabet, whole words, pictographs and line drawings

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Accent

A manner of pronunciation of a language which marks speakers as belonging to identifiable categories such as geographical or ethnic origin, social class or generation.

Accent marks

Marks placed on a letter to indicate pronunciation, stress or intonation, or to indicate a different meaning or different grammatical usage for the word within which they appear. For example, *résumé, piñata, ou/où*.

Accuracy

Production of structurally correct forms of the target language.

Adjective

A word that modifies or describes a noun or pronoun. For example, *astonishing* in *an astonishing discovery.*

Adverb

A word class that may modify or qualify a verb, an adjective or another adverb. For example, *beautifully* in *she sings beautifully*; *really* in *he is really interesting*; *very* and *slowly* in *she walks very slowly.*

Adverbial

A word or group of words that functions as an adverb.

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adverbs

a word class that may modify a verb (for example, 'beautifully' in 'She sings beautifully'), an adjective (for example 'really' in 'He is really interesting') or another adverb (for example 'very' in 'She walks very slowly'). In English many adverbs have an -ly ending.

Aesthetic

Relates to a sense of beauty or appreciation of artistic expression.

Alliteration

A recurrence of the same consonant sounds at the beginning of words in close succession (for example, ripe, red raspberry)

Audience

Intended readers, listeners or viewers.

audiences

the intended group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing

Authentic (texts/materials)

Texts or materials produced for 'real-life' purposes and contexts as opposed to being created specifically for learning tasks or language practice.

Author

A composer or originator of a work (for example, a novel, film, website, speech, essay, autobiography).

behaviours that are not intentionally directed at another person

can include vocalising, turning away, startling, relaxing, frowning, smiling, blinking. The meaning of these behaviours is reliant on a communication partner interpreting and attributing meaning to them.

Bilingualism

An ability to use two or more languages.

Biography

A detailed account of an individual's life; a text genre that lends itself to different modes of expression and construction. In the context of intercultural language learning, the concept of biography can be considered in relation to identity, to the formation of identity over time, and to the understanding that language is involved in the shaping and expressing of identity.

Character components

Individual elements of a written character which have a separate linguistic identity.

Characters

(i) graphic symbols used in writing in some languages

(ii) assumed roles in dramatic performance

Clause

A grammatical unit that contains a subject and a predicate (verb) and expresses the complete proposition.

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clauses

a grammatical unit that refers to a happening or state (for example, 'The netball team won' [happening], 'The cartoon is an animation' [state]). A clause usually contains a subject and a verb group/phrase (for example, 'The team [subject] has played [verb group/phrase] a fantastic game'), which may be accompanied by an object or other complements (elements that are closely related to the verb – for example, 'the match' in 'The team lost the match') and/or adverbials (for example, 'on a rainy night' in 'The team won on a rainy night').

CLIL

Content and language integrated learning. An approach to learning content through an additional language.

Code-switching

A use of more than one language in a single utterance. For example, *Papa, can you buy me a panini, please?* A common feature of bilingual and multilingual language use.

Cognates

Similar or identical words which have shared origins. For example, *father* (English), *Vater* (German) and *pater* (Latin) have a shared origin. *Gratitude* (English) and *gratitud* (Spanish) are both derived from *gratitudo* (Latin). English *ship* and *skiff* share the same Germanic origin.

Cohesion

Grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations. These associations include synonyms, antonyms (for example, *study/laze about*, *ugly/beautiful*), repetition (for example, *work, work, work – that's all we do!)* and collocation (for example, *friend* and *pal* in, *My friend did me a big favour last week. She's been a real pal*.)

cohesion

grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations (sometimes called lexical cohesion). These associations include synonyms, antonyms (for example, 'study/laze about', 'ugly/ beautiful'), repetition (for example, 'work, work, work – that's all we do!') and collocation (for example, 'friend' and 'pal' in, 'My friend did me a big favour last week. She's been a real pal.')

Collocation

Words that typically occur in close association and in particular sequence. For example, *salt and pepper* rather than *pepper and salt* and *ladies* and *gentlemen* rather than *gentlemen* and *ladies*.

Communication

A mutual and reciprocal exchange of meaning.

Communicative competence

An acquired capability to understand and interact in context using the target language (TL). Defined by the use of appropriate phonological, lexical, grammatical, sociolinguistic and intercultural elements.

Complex sentence

A sentence with more than one clause. In the following examples, the subordinate clauses are indicated by square brackets: *I took my umbrella [because it was raining]; The man [who came to dinner] is my brother.*

complex sentence

has one or more subordinate clauses. In the following examples, the subordinate clauses are indicated by square brackets: 'I took my umbrella [because it was raining].'; '[Because I am studying for an exam], my time is limited.'; and 'The man [who came to dinner] is my brother.'

Complexity

A degree to which language use is complex as opposed to simple. Elements of language complexity include:

Composing

A process of producing written, spoken, graphic, visual or multi-modal texts. It includes:

It also includes applying knowledge and control of language forms, features and structures required to complete the task.

Compound sentence

A sentence with two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as *or, and, but.* In the following examples, the main clauses are indicated by square brackets: *[Alice came home this morning] [but she didn't stay long]. [Kim is an actor], [Pat is a teacher], [and Sam is an architect].*

compound sentences

has two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as 'and', 'but' or 'or'. In the following examples below, the main clauses are indicated by square brackets: '[Jill came home this morning] [but she didn't stay long].'; '[Kim is an actor], [Pat is a teacher], [and Sam is an architect]'.

comprehension strategies

strategies and processes used by readers to make meaning from texts. Key comprehension strategies include: activating and using prior knowledge; identifying literal information explicitly stated in the text; making inferences, based on information in the text and their own prior knowledge; predicting likely future events in a text; visualising by creating mental images of elements in a text; summarising and organising information from a text; integrating ideas and information in texts; and critically reflecting on content, structure, language and images used to construct meaning in a text.

Comprehension strategies

Strategies and processes used by listeners, readers and viewers of text to understand and make meaning. These include:

- making hypotheses based on illustrations or text layout

- drawing on language knowledge and experience (for example, gender forms)

- listening for intonation or expression cues

- interpreting grapho-phonic, semantic and syntactic cues.

Comprehension/comprehending

An active process of making/constructing/deciphering meaning of language input through listening, reading, viewing, touching (as in braille) and combinations of these modes. It involves different elements: decoding, working out meaning, evaluating and imagining. The process draws upon the learner's existing knowledge and understanding, text–processing strategies and capabilities; for example, inferencing or applying knowledge of text types and social and cultural resources.

Concrete language

A language used to refer to the perceptible and material world and to particular persons, places and objects. For example, *school*, *girl*; as opposed to *abstract language,* used to refer to ideas or concepts removed from the material world such as *peace, kindness, beauty.*

concrete symbols

can include: whole or part of real objects; a miniature version of the real object; photographs; pictures (pictures must clearly depict the object)

Conjunction

A part of speech that signals relationships between people, things, events, ideas. For example, Sophie and her mother might come and visit, or they might stay at home. The conjunction and links the two participants, while or links alternative options.

conjunction

a word that joins other words, phrases or clauses together in logical relationships such as addition, time, cause or comparison. There are two types of conjunctions: coordinating conjunctions and subordinating conjunctions. Coordinating conjunctions are words that link words, groups/phrases and clauses in such a way that the elements have equal grammatical status. They include conjunctions such as 'and', 'or' and 'but'. Subordinating conjunctions introduce certain kinds of subordinate clauses. They include conjunctions such as 'after', 'when', 'because', 'if' and 'that'.

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Content

A subject matter used as a vehicle for language learning.

context

the environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

Context

An environment and circumstances in which a text is created or interpreted. Context can include the general social, historical and cultural conditions in which a text exists or the specific features of its immediate environment, such as participants, roles, relationships and setting. The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

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Convention

An accepted language or communicative practice that has developed and become established over time. For example, use of punctuation or directionality.

conventional behaviours

can include: speech, actions, formal gesture (eg head nod, shake, wave hello/goodbye), directing others' attention and pointing.

conventions

an accepted language practice that has developed over time and is generally used and understood (for example, use of punctuation)

create

develop and/or produce spoken, written or multimodal texts in print or digital forms

Create

Develop and/or produce spoken, written or multimodal texts in print or digital forms.

Cues

Sources of information used to facilitate comprehension of language, that may be visual, grammatical, gestural or contextual.

Culture

In earlier models of language teaching and learning, *culture* was represented as a combination of literary and historical resources, and visible, functional aspects of a community group's way of life such as food, celebrations and folklore. While these elements of culture are parts of cultural experience and organisation, current orientations to language teaching and learning employ a less static model of culture. Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which:

- people see, think, interpret the world and experience

- make assumptions about self and others

- understand and represent individual and community identity.

Culture involves understandings about 'norms' and expectations, which shape perspectives and attitudes. It can be defined as social practices, patterns of behaviour, and organisational processes and perspectives associated with the values, beliefs and understandings shared by members of a community or cultural group. Language, culture and identity are understood to be closely interrelated and involved in the shaping and expression of each other. The intercultural orientation to language teaching and learning is informed by this understanding.

De-centre

A capacity to step outside familiar frames of reference, to consider alternative views, experiences and perspectives and to look critically and objectively at one's own linguistic and cultural behaviour.

Decode

A process of working out the meaning of a text. Decoding strategies involve readers/listeners/viewers drawing on contextual, lexical, alphabetic, grammatical and phonic knowledge to decipher meaning. Readers who decode effectively combine these forms of knowledge fluently and automatically, using meaning to recognise when they make an error and to self-correct.

Dialect

A variant of a language that is characteristic of a region or social group.

Diaspora

A scattered population with a common origin in a smaller geographical area.

Digital media

Various platforms via which people communicate electronically.

Digital texts

Audio, visual or multimodal texts produced through digital or electronic technology. They may be interactive and include animations or hyperlinks. Examples of digital texts include DVDs, websites and e-literature.

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Digraph

Two letters that represent a single sound:

- vowel digraphs have two vowels (for example, 'oo', 'ea')

- consonant digraphs have two consonants (for example, 'sh', 'th')

Dipthongs

Two vowel sounds pronounced in a single syllable with the individual vowel sounds distinguished. (For example, *hour*)

Directionality

A direction in which writing/script occurs, for example, from left to right, right to left.

Encode

A process of changing spoken language into symbols of written/digital language.

Enunciation

A clear and distinct pronunciation of language.

evaluative language

positive or negative language that judges the worth of something. It includes language to express feelings and opinions, to make judgments about aspects of people such as their behaviour, and to assess the quality of objects such as literary works. Evaluations can be made explicit (for example, through the use of adjectives as in: 'She's a lovely girl', 'He's an awful man', or 'How wonderful!'). They can also be left implicit (for example, 'He dropped the ball when he was tackled', or 'Mary put her arm around the child while she wept').

Face

A 'socio-dynamic' term which concerns self-delineated worth that comes from knowing one's status. Relates to concepts such as reputation, self-respect, honour and prestige. A key element of social relations in Chinese, Japanese and many other cultures.

Filler

A sound or word used in spoken conversation to signal a pause, hesitation or unfinished contribution. For example, *I went to the station...er... then I caught a train...* Frequent use of fillers characterises early stages of second language (L2) development, but proficient speakers and first language (L1) speakers also use them as an opportunity to reflect or recast.

Fluency

An ability to produce spoken or written language with appropriate phrasing, rhythm and pace. It involves the smooth flow of language, lack of hesitation or undue pausing and characterises the largely accurate use and automatisation of the target language.

Form-focused learning activities

Activities designed to rehearse, practise, control and demonstrate particular language structures, forms or features. For example, drills, rehearsed role plays/dialogues, games and songs, set sequences of language patterns.

Formulaic language

Words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis. For example, *Once upon a time* (story-starter)*; G'day, how are you going?(*greeting in Australian English).

Framing

A way in which elements of text are arranged to create a specific interpretation of the whole.

framing

the way in which elements in a still or moving image are arranged to create a specific interpretation of the whole. Strong framing creates a sense of enclosure around elements while weak framing creates a sense of openness

Genre

A category used to classify text types and language use; characterised by distinguishing features such as subject matter, form, function and intended audience. Examples of genres typically used in early language learning include greetings, classroom instructions and apologies. More advanced language proficiency includes the ability to use genres such as narrative or persuasive text, creative performance and debates.

The language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text.

grammar

the language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text

Grapho-phonic knowledge

Knowledge of how letters in printed language relate to the sounds of the language and of how symbols (letters, characters) represent spoken language.

Homophone

A word identical in pronunciation with another but different in meaning (for example, *bare* and *bear, air* and *heir*).

Honorific

A grammatical form, typically a word or affix, that has at least part of its meaning the relative social status of the speaker in relation to the addressee, other participant or context. Parts of speech which signify respect, politeness and emphasize social distance or status.

Hybrid texts

Composite texts resulting from a mixing of elements from different sources or *genres.* For example, email, which combines the immediacy of talk and the expectation of a reply with the permanence of print.

Hypermedia

A multimedia system in which related items and forms of information, such as data, texts, graphics, video and audio, are linked and can be presented together by a hypertext program.

Hypertext

A text which contains links to other texts.

Identity

A person's conception and expression of individuality or group affiliation, self-concept and self-representation. Identity is closely connected to both culture and language. Thinking and talking about the self is influenced by the cultural frames, which are offered by different languages and cultural systems. Identity is not fixed. Second language learners' experience with different linguistic and cultural systems introduces them to alternative ways of considering the nature and the possibilities associated with identity.

Ideograph

A graphic character that indicates meanings without reference to the sounds used to pronounce the word.

Idiomatic expressions

A group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit (for example, *I am over the moon*, *on thin ice, a fish out of water, fed up to the back teeth*).

Indicative hours

An indication for the purposes of curriculum development of the assumption about learning time on task.

Infinitive

A base form of a verb.

informal behaviours

can include vocalising; turning/pushing/moving away; leaning/moving/reaching towards; frowning; smiling; blinking; looking at/touching/person; guiding person's hand; pointing to/touching desired object

Input

Direct contact with and experience of the target language; the stimulus required for language acquisition and learning. Input can take multiple forms and be received through different modes.

Intensifiers

Words that are usually used with adjectives to emphasise their meaning and are expressed by means of an adverb (for example, *very interesting, awfully boring*)

Intercultural capability

An ability to understand and to engage in the relationship between language, culture and people from diverse backgrounds and experience. This involves understanding the dynamic and interdependent nature of both language and culture, that communicating and interacting in different languages involves interacting with values, beliefs and experiences as well as with words and grammars. An intercultural capability involves being open to different perspectives, being flexible and curious, responsive and reflective; being able to decentre, to look objectively at one's own cultural ways of thinking and behaving, and at how these affect attitudes to others, shade assumptions and shape behaviours. Characteristics of an intercultural capability include cognitive and communicative flexibility and an orientation and ability to act in ways that are inclusive and ethical in relation to diversity and difference.

Intercultural language teaching and learning

An orientation to language teaching and learning that informs current curriculum design; framed by the understanding that language and culture are dynamic, interconnected systems of meaning-making; that proficiency in an additional language involves cultural and intercultural as well as linguistic capabilities. The focus is on developing communicative proficiency and on moving between language–culture systems. It includes the reflexive and reciprocal dimension of attention to learners' own language(s) and cultural frame(s).

Interpret

In the context of L2 learning, *interpret* refers to two distinct processes:

- the act of translation from one language to another

- the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others

Intonation

A key component of communication, involving patterns of pitch and melody of spoken language that can be used like punctuation; for example, to express surprise or suggest a question, to shade, accentuate or diminish emphasis or meaning, and to regulate turn-taking in conversations.

Language

A human cognitive and communicative capability which makes it possible to communicate, to create and comprehend meaning, to build and sustain relationships, to represent and shape knowledge, and to imagine, analyse, express and evaluate.

Language is described and employed:

- **as code** – comprising systems, rules, a fixed body of knowledge; for example, grammar and vocabulary, sound and writing systems

- **as social practice** – used to do things, create relationships, interact with others, represent the world and the self; to organise social systems and practices in dynamic, variable, and changing ways

- **as cultural and intercultural practice** – means by which communities construct and express their experience, values, beliefs and aspirations

- **as cognitive process** – means by which ideas are shaped, knowledge is constructed, and analysis and reflection are structured

Language comprehension

A process of interpreting meaning from spoken, written, tactile and multimodal representations of language.

Language features

Features of language that support meaning; for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language. Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production.

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Language functions

Varied ways in which language is used to achieve particular purposes; for example, to persuade, to entertain, to apologise, to argue and/or to compliment.

Language patterns

Identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity, such as the repetition of imperative verb forms at the beginning of each step in a recipe, or the repetition of a chorus after each verse in a song. Patterns may alternate, as in the call and response pattern of some games, or the to-and-fro of a dialogue. Patterns may also contrast, as in opposing viewpoints in a discussion or contrasting patterns of imagery in a poem.

Language specificity

Distinguishing features of a particular language. These include lexico-grammatical and textual features, writing system(s), phonetic systems, and cultural elements which influence language use such as:

- politeness or kinship protocols

- the nature of language communities which use the language

- the historical and/or current relationship of a language with education in Australia

- features of its 'learnability' in terms of teaching and learning in the context of Australian schooling.

Language systems

Elements that organise how a language works, including the systems of signs and rules (phonological, syntactic, semantic and pragmatic) that underpin language use. These systems have to be internalised for effective communication and comprehension.

layout

the spatial arrangement of print and graphics on a page or screen including size of font, positioning of illustrations, inclusion of captions, labels, headings, bullet points, borders and text boxes

Learning trajectory

A conceptualised developmental sequence of learning, including learning goals, learning activities, knowledge and skills to be developed at progressive levels.

Level statements

Descriptions in broad terms of the developmental characteristics of students and their language learning at particular phases along the Foundation–Year 12 continuum.

Lexical cohesion

A use of word associations to create links in texts. Links can be made through the use of repetition of words, synonyms, antonyms and words that are related, such as by class and subclass.

listen

to use the sense of hearing as well as a range of active behaviours to comprehend information received through gesture, body language and other sensory systems

Literacy resources

Individual resources and capabilities which learners bring to their learning experience; these include text knowledge, grammatical and vocabulary knowledge, knowledge of phonetic and writing systems. They also include critical, reflective and intercultural capabilities that support new literacy experience in a different language.

Macro skills

Four major language skills of listening, speaking, reading and writing.

Media texts

Spoken, print, graphic, or electronic communications created for a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. Media texts studied in different languages can be found in newspapers, magazines and on television, film, radio, computer software and the internet.

Mediate

To move between different linguistic and cultural systems, referencing own first language(s)/culture(s) while learning to use and to understand those of the target language. This movement involves:

- noticing, interpreting, responding sensitively and flexibly

- conveying culturally-shaped ideas, values, experience to others

- exploring how ideas and experiences are represented and conveyed in different languages and cultures

- considering similarities, overlaps, collisions and adjustments

- developing the capacity to communicate and represent different perspectives and interpretations.

Mediating operates in two distinctive ways:

- in practices such as interpreting and translating, with attention to what can happen in these processes in terms of 'losing' or 'gaining' meaning

- as the element of the learning experience, which involves noticing, responding, comparing and explaining differences in expression and perspective.

Medium

Resources used in the production and transmission of texts, including tools and materials used (for example, digital text and the computer, writing and the pen or the keyboard).

Metalanguage

A vocabulary used to discuss language conventions and use (for example, language used to talk about grammatical terms such as *sentence, clause, conjunction*; or about the social and cultural nature of language, such as *face, reciprocating, register*.)

Mnemonic

Memorising information by use of an aid such as a pattern, rhyme, acronym, visual image.

Modal verb

A verb attached to another verb to express a degree of probability (for example, *I might come home*) or a degree of obligation (for example, *You must give it to me, You are to leave now*).

Mode

Various processes of communication: listening, speaking, reading/viewing, signing and writing/creating. Modes are also used to refer to the semiotic (meaning making) resources associated with these communicative processes, such as sound, print, image and gesture.

Morpheme

The smallest meaningful unit in the grammar of a language. Morphemes are not necessarily the same as either words or syllables. The word *cat* has one morpheme while the word *cats* has two morphemes: *cat* for the animal and *s* to indicate that there is more than one. Similarly, *like* has one morpheme while *dislike* has two: *like* to describe appreciation and *dis* to indicate the opposite. The process of identifying morphemes assists comprehension, vocabulary building and spelling.

Morphology

Principles of word formation and inflection, especially with respect to constituent morphemes.

Multimodal text

A text which involves two or more communication modes; for example, the combining of print, image and spoken text in film or computer presentations.

multimodal text

combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations)

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combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations)

Narrative

A story of events or experiences, real or imagined.

Narrative devices

Techniques used to help in the narrating of a story or reported event. For example, imagery, metaphor, allusion.

narratives

ways of making sense of the past based on a selection of events. There are different types of narratives such as accounts of the past that relate a story (for example personal, fictitious) and historical recounts (such as the course of events during the Second World War)

Neologism

A new word is created, for example, *Smartphone, modem, AIDS* or an existing word is used in a new way, for example, *deadly*.

nominalisation

process for forming nouns from verbs (for example, 'reaction' from 'react' or 'departure' from 'depart') or adjectives (for example, 'length' from 'long', 'eagerness' from 'eager'). Nominalisation is also a process for forming noun groups/phrases from clauses (for example, 'their destruction of the city' from 'they destroyed the city'). Nominalisation is a way of making a text more compact and is often a feature of texts that contain abstract ideas and concepts.

Noun

A part of speech that includes all words denoting physical objects such as *man, woman, boy, girl, car, window.* These are *concrete nouns*. *Abstract nouns* express intangibles, such as *democracy, courage, success, idea.*

nouns

a word class that includes all words denoting physical objects such as 'man', 'woman', 'boy', 'girl', 'diamond', 'car', 'window' etc. These are called 'concrete nouns'. 'Abstract nouns' express intangibles such as 'democracy', 'courage', 'success', 'fact', 'idea'.

Oracy

An ability to express oneself in and to understand spoken language; it includes oral and aural proficiency.

Orthography

Writing words with correct letters or characters according to common usage.

Paralanguage

Additional elements of spoken communication which are integrated with vocal (voice) and verbal (words) elements, and contribute significantly to communication and meaning-making. For example, voice quality, volume and pacing, facial expressions, gestures, posture and body movement.

Paralinguistics

A study of paralanguage elements of expression.

Pedagogy

A combination of conceptual knowledge, practical skills and reflective capabilities which constitute the 'art and science' of teaching.

Performance

A use of the language in real situations, putting language knowledge into practice; it involves accuracy, fluency and complexity.

Phoneme

The smallest meaningful unit in the sound system of a language. For example, the word *is* has two phonemes: /i/ and /s/; *ship* has three phonemes: /sh/, /i/, /p/. A phoneme usually has several manifestations dependent on varying phonological contexts. For example, the *p* in *pin* and *spin* differs slightly in pronunciation but is regarded as being the same phoneme; that is, as having the same functional meaning within each word.

Phonics

A relationship between letters or characters and the sounds they make when pronounced. L2 learning involves developing phonic awareness and proficiency.

phonics

the term used to refer to the ability to identify the relationships between letters and sounds when reading and spelling

Phonological awareness

Understanding that every spoken word is composed of small units of sound, identifying relationships between letters and sounds when listening, reading and spelling. It includes understandings about words, rhyme and syllables.

Pragmatics

A study of how context affects communication; for example, in relation to the status of participants, the situation in which the communication is happening, or the intention of the speaker.

Prediction

An informed presumption about something that might happen. Predicting at text level can include working out what a text might contain by looking at the cover, or working out what might happen next in a narrative. Predicting at sentence level includes identifying what word is likely to come next in a sentence.

Prefix

A meaningful element (morpheme) added before the main part of a word to change its meaning. For example, unhappy.

prefixes

meaningful elements (morphemes) added to the beginning of words to change their meaning (for example, 'un' to 'happy' to make 'unhappy')

Preposition

A part of speech that precede a noun, noun phrase phrase or pronoun, thereby describing relationships in a sentence in respect to:

- space/direction (below, in, on, to, under – for example, she sat on the table).

- time (after, before, since – for example, Í will go to the beach after lunch).

- those that do not relate to space or time (of, besides, except, despite – for example, he ate all the beans except the purple ones)

Prepositions usually combine with a noun group or phrase to form a prepositional phrase. For example, in the office, besides these two articles.

prepositional phrases

typically consist of a preposition followed by a noun group/phrase. Prepositional phrases occur with a range of functions, including: adverbial in clause structure (for example, 'on the train' in 'We met on the train.'); modifier in noun group/phrase structure (for example, 'with two children' in 'a couple with two children'); and modifier in adjective group/phrase structure (for example, 'on golf' in 'keen on golf').

Productive language use

One of the two aspects of communication through language (see *receptive language*) involving the ability to express, articulate and produce utterances or texts in the target language.

Pronoun

A part of speech that refers to nouns, or substituting for them, within and across sentences. For example, *Ahmad chose a chocolate cake*. *He* ate *it that* evening (where *he* and *it are* personal pronouns; and *that* is a demonstrative pronoun).

Pronunciation

A manner in which a syllable is uttered.

Prosody

Patterns of rhythm, tempo, stress, pitch and intonation used in language; for example, in poetry or public speaking.

Proxemics

A use of space, posture and touch as elements of non-verbal communication.

Purposeful learning

Learning which results from authentic language experiences that involve real purpose and achievable outcomes.

Question

A commonly employed prompt to elicit language use. A key element of scaffolding to support learners' use of language and to encourage further contributions. Different types of questions provide different prompts:

- **closed questions** are questions for which there are predictable answers. For example, *What time is it?* These are typically used as prompts for short answers, as a framework for testing comprehension or reviewing facts, and for routinized interactions. They are frequently used to scaffold early language development.

- **open questions** are questions with unknown and unpredictable answers that invite and support more elaborated and extended contributions from learners. For example, *How do you feel about that?What do you think might happen next?* They are used as stimulus to discussion, reflection and investigation.

Questions are an important element of intercultural language teaching and learning. The quality of questions determines the quality and substance of the learning experience. Effective questions relating to the nature of language, culture and identity and the processes involved in language learning and intercultural experience guide the processes of investigating, interpreting and reflecting which support new understanding and knowledge development.

Read

Process visual or tactile symbols (for example, braille), words or actions in order to derive and/or construct meaning. Reading includes elements of decoding (of sounds and symbols), interpreting, critically analysing and reflecting upon meaning in a wide range of written, visual, print and non-print texts.

Receptive language

One of the two components of communication through language (see *productive language*): the 'receiving' aspect of language input, the gathering of information and making of meaning via listening, reading, viewing processes.

Reciprocating

An integrating element of intercultural communication that involves movement and relationship, interpreting and creating meaning, and understanding the process of doing so. It involves not only the exchange of words but also an exchange of understanding between the people involved. It comes into play when the learner 'self' encounters and interacts with the 'other' (the target language speaker, the target language itself as text or experience); when the existing language code and cultural frame encounters a different code and frame. This experience impacts on the learner's perspective and sense of identity and on their usual ways of communicating. Reciprocating involves conscious attention to the process: attention to the self (*intraculturality*) and to the likely impact of the self on the other person involved (*interculturality*). Things previously taken for granted are noticed in reference to new or different ways. Key elements of reciprocating include conscious attention, comparison, reflection and analysis:

- recognition that both partners in an exchange are involved in the 'effort of meaning'

- willingness to work out what the other person means, the cultural and social context they are speaking from and the perspectives, which frame what they are saying

- making necessary adjustments to own and each other's input, orientation and stance that will help the exchange to be successful.

Register

A variety of language used for a particular purpose or in a particular situation, the variation being defined by *use* as well as *user*. For example, informal register or academic register.

Romanisation

A transcription from a differently scripted language, such as Chinese or Japanese, into the Latin alphabet.

Root of a word

A word/word element that cannot be reduced to a smaller unit and from which other words are formed. For example, plant in replanting.

Scaffolding

Support provided to assist the learning process or to complete a learning task. Scaffolded language support involves using the target language at a level slightly beyond learners' current level of performance, and involves incremental increasing and decreasing of assistance. Task support provides assistance to perform just beyond what learners can currently do unassisted, to progress to being able to do it independently. Scaffolding includes modelling and structuring input in ways that provide additional cues or interactive questioning to activate existing knowledge, probe existing conceptions or cue noticing and reflecting.

Scanning

A text processing strategy adopted to search for specific words, ideas or information in a text without reading every word. For example, looking for a word in the dictionary or a name in a phone directory. Scanning involves moving the eyes quickly down the text looking for specific words and phrases to gain a quick overall impression/to get the gist.

Script

A writing system in which characters or symbols represent components of language (letters, syllables, words).

Semantic knowledge

Knowledge gained at a meaning rather than a decoding level. This involves understanding the relationship between signifiers (words, phrases, symbols, signs) and the meanings they represent. Semantic information is supported through reference to prior knowledge, cultural connotations and contextual considerations.

simple sentences

have the form of a single clause (for example, 'David walked to the shops.' or 'Take a seat.')

Skimming

A text processing strategy aimed at gaining information quickly without focusing on every word.

Speak

Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world

Stereotype

A widely held but fixed and oversimplified image or idea of a particular type of person or thing

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Stress

An emphasis in pronunciation that is placed on a particular syllable of a word; for example, *she will conduct the orchestra; her conduct is exemplary.*

Suffix

A meaningful element added after the root of a word to change its meaning (for example, to show its tense : *–ed* in *passed*. Common suffixes in English include *–ing; –ed; ness; –less; –able*).

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suffixes

meaningful elements added to the ends of words to change their meaning (for example, to show its tense: 'ed' in 'passed'). Common suffixes are 'ing', 'ed', 'ness', 'less' and 'able')

Synchronous

Occurring or existing at the same time.

Syntax

An ordering of sentence elements such as words, group/phrases and clauses. In some education settings, the terms *syntax* and *grammar* are used interchangeably.

Talk

Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world

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Task

An integrated experience and use of language, set in a context, accomplishing a purpose, focused on meaning. A task provides an organising structure and context for meaning-focused language learning. Unlike form-focused language activities and exercises, task-based learning involves the achievement of a goal or authentic outcome. Learners draw from existing language resources and seek out unfamiliar resources as needed to complete the task. Scaffolding is provided by the teacher via the task cycle, which includes form-focused teaching. Examples of tasks: researching an issue, sharing ideas and then categorising and presenting results; planning and having a picnic; designing and publishing an online newsletter.

Task-based language learning (TBLL)

An orientation to language teaching and learning, which focuses on the use of the language in meaningful and 'life-like' tasks and activities. The completion of the task is not an end in itself, as tasks are part of the overall learning and using of the language, providing a context and purpose for developing language competence and a means of assessing and evaluating learning outcomes. Learners work independently and/or collaboratively, draw on existing language resources, generate solutions to communicative problems, seek out additional or new language and other resources needed to complete the task. Focused language work, such as grammar knowledge, vocabulary building, social and cultural competence, is integrated with task preparation and completion processes. Tasks provide opportunities to integrate the four modes of language use, to develop fluency, complexity and problem-solving capacity, as well as including work on accuracy and focus on form. A task has limits as a one-off learning event, but is used as a meaningful component of learners' overall learning progression.

tenses

a grammatical category marked by a verb in which the situation described in the clause is located in time. For example, present tense 'has' in 'Sarah has a headache' locates the situation in present time, while past tense 'had' in 'Sarah had a headache' locates it in past time. However, the relation between grammatical tense and (semantic) time is not always as simple as this. For example, present tense is typically used to talk about: present states, as in 'He lives in Darwin'; actions that happen regularly in the present, as in 'He watches television every night'; 'timeless' happenings, as in information reports such as 'Bears hibernate in winter'; references to future events, as in 'The match starts tomorrow' where the tense is present but the time future. Likewise in 'I thought the match started tomorrow' where the subordinate clause 'the match started tomorrow' has past tense but refers to future time texts.

Text

An identified stretch of language, used as a means for communication or the focus of learning and investigation. Text forms and conventions have developed to support communication with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media.

Text processing strategies

Strategies learners use to decode and understand text. These involve drawing on contextual, semantic, grammatical and phonic knowledge in systematic ways to work out what a text says. They include predicting, recognising words and working out unknown words, monitoring comprehension, identifying and correcting errors, reading on and re-reading.

Text structure

Ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning. Different languages/cultures structure texts differently in many instances.

text structures

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Text types (genres)

Categories of text, classified according to the particular purposes they are designed to achieve, which influence the features the texts employ. For example, texts may be imaginative, informative or persuasive; or can belong to more than one category. Text types vary significantly in terms of structure and language features across different languages and cultural contexts. For example, a business letter in French will be more elaborated than a similar text in English; a request or an offer of hospitality will be differently expressed in Japanese or German.

texts

the means for communication. Their forms and conventions have developed to help us communicate effectively with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word as in film or computer presentation media.

Textual features/conventions

Structural components and elements that combine to construct meaning and achieve purpose, and are recognisable as characterising particular text types (*see language features).*

Tone

A use of pitch and contour in spoken language to nuance words and, in some languages, to distinguish lexical or grammatical meaning. In Chinese, for example, the tones are distinguished by their pitch range (register), duration and contour (shape). All Chinese syllables have a set tone, which distinguishes it and its meaning from another syllable. However, in certain environments tones can change or be modified, while in rapid spoken Chinese a great many unstressed syllables carry no tone at all.

Translation

A process of translating words/text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words.

Transliteration

Writing a letter or word using the closest corresponding letter or word from a different language or alphabet.

Verb

A part of speech which expresses existence, action, state or occurrence. For example*, they watch football; she is exhausted; the day finally came.*

auxiliary verb – a verb that combines with another verb in a verb phrase to form tense, mood, voice or condition. For example, *they will go, I did eat lunch, she might fail the exam.*

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verb

a word class that describes a kind of situation such as a happening (for example, 'climbed' in 'She climbed the ladder') or a state (for example, 'is' in 'The koala is an Australian mammal').

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verb groups

consists of a main verb, alone or preceded by one or more auxiliary or modal verbs as modifiers. For example, verb groups/phrases: create tense, as in 'He [was happy]', 'She [is working] at home', 'I [have seen] him before'; express modality using modal verbs such as 'can', 'may', 'must', 'will', 'shall' and so on, as in 'You [must be] mad', 'He [will have arrived] by now', 'She [may know] them'; and create passive voice, as in 'A photo [was taken]'.

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verbs

a word class that describes a kind of situation such as a happening (for example, 'climbed' in 'She climbed the ladder') or a state (for example, 'is' in 'The koala is an Australian mammal').

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view

observe with purpose, understanding and critical awareness. Some students participate in viewing activities by listening to an adult or peer describing the visual features of text, diagrams, pictures and multimedia

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voice

in English grammar voice is used to describe the contrast between such pairs of clauses as 'The dog bit me' (active voice) and 'I was bitten by the dog' (passive voice). Active and passive clauses differ in the way participant roles are associated with grammatical functions. In clauses expressing actions, like the above examples, the subject of the active ('the dog') has the role of actor, and the object ('me') the role of patient; whereas, in the passive, the subject ('I') has the role of patient and the object of the preposition by ('the dog') the role of actor. In clauses that describe situations other than actions, such as 'Everyone admired the minister' and 'The minister was admired by everyone', the same grammatical difference is found, so that the object of the active ('the minister') corresponds to the subject of the passive; and the subject of the active ('everyone') corresponds to the object of the preposition 'by'. And in the literary sense, it can be used to refer to the nature of the voice projected in a text by an author (for example, 'authorial voice' in a literary text or 'expert voice' in an exposition).

Word borrowing

A practice of incorporating words from one language into another. For example, the use of Italian words such as *pianissimo, cannelloni* in English and the use of English ICT terms in many languages. The increasing frequency of word-borrowing between languages reflects intercultural contact, contemporary cultural shifts and practices in a globalised world, issues of ease of communication and efficiency and technological specialisation.

write

plan, compose, edit and publish texts in print or digital forms. Writing usually involves activities using pencils, pens, word processors; and/or using drawings, models, photos to represent text; and/or using a scribe to record responses or produce recorded responses

The Australian Curriculum
Languages - Framework for Aboriginal Languages and Torres Strait Islander Languages

acara AUSTRALIAN CURRICULUM,
ASSESSMENT AND
REPORTING AUTHORITY

Framework for Aboriginal Languages and Torres Strait Islander Languages

Overview

Rationale

Nganki - ka Kardu thipmam - wa! I Murrinh warda ngatha. The nganthin ngumpanngerren. I ku ngakumarl, da ngarra ngugumingki wurran. The da matha nganthin ngala i da bere matha wangu ngumamath ngumpan ngarra magulkul nganki.

We are black people. We speak our language. We have our totems and Dreamings. This is what we know and will hold always in our hearts.

It is who we are.

Deminhimpuk Francella Bunduck, Murrinhpatha teacher, OLSH Thamurrurr College, Wadeye, ACARA consultation forum, Darwin, July 2013

The overall rationale for learning Aboriginal languages and Torres Strait Islander languages in Australian schools is that they are the original languages of this country. Through learning them, all students gain access to knowledge and understanding of Australia that can only come from an Aboriginal or Torres Strait Islander perspective. The languages by their nature embed this perspective. Learning to use these unique languages can play an important part in the development of a strong sense of identity, pride and self-esteem for all Australian students.

Each Aboriginal and Torres Strait Islander language is unique to the Country/Place on which it arose. It gives voice to the landscapes, thoughts and ways of seeing and interpreting the world. When the language of the land is spoken, it brings together all of the elements of the landscape and its people. It encompasses the relationships of these people with one another and with the landscape, past, present and future. The learning of an Aboriginal or Torres Strait Islander language incorporates the realities of its people and facilitates students' deep engagement with knowledge, ways of being and ways of knowing. It develops in students an understanding of historical, current and ongoing connection to Country/Place and culture.

Aboriginal languages and Torres Strait Islander languages are fundamental to the identity of Aboriginal and Torres Strait Islander peoples and this is recognised throughout the Framework. It is also the right of Aboriginal and Torres Strait Islander peoples to have access to education in and about their own languages, as enshrined in the United Nations Declaration on the Rights of Indigenous Peoples (resolution 61/295, adopted 13 September 2007, www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf). Education systems can play a vital role in facilitating access to language learning and supporting community language revival and maintenance.

To me, teaching Kaurna means sinking my toes into this sacred soil and embracing who I am. It means being so proud of my language and culture that I want to share it with whoever wants to listen, learn and be a part of my journey.

Ngathaitya, ngathu Kaurna Warra nguthu-atpama, ngai tidna kuinyunta yartangka ngatpanthi. Naku'athu, yailty'athu ngana ngai tiyati. Ngai kararrinthi ngaityu warraku, ngaityu tapa purrunaku kuma. Ngai padlurninthi ngaityu warra pirrki-apititya ngapidluku, ngana padlurninthi yuringkarnititya, tirkatitya, kumangka ngathaityangka padnititya.

Taylor Power, Kaurna language teacher, Gilles Street Primary School, with Kaurna translation assistance from Rob Amery, Head of Linguistics, University of Adelaide

Learning Aboriginal languages and Torres Strait Islander languages meets the needs and rights of young people to learn their own languages and recognises the significance of these languages in the language ecology of Australia. For Aboriginal and Torres Strait Islander students, learning their own language is crucial to their overall learning and achievements. It enables them to develop a wider recognition and understanding of their language, culture, Country and Place, land, water, sea and sky, and this contributes to their wellbeing. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the Country/Place in which they live, including the relationship between land, the environment and people. The ongoing and necessary revival, maintenance and development of these languages also contribute to reconciliation.

Language is my connection to my Ancestral Dreaming and country. Teaching Gumbaynggirr in schools benefits the whole community. It breaks down barriers, leads to a better understanding of Aboriginal people, and brings Aboriginal and non-Aboriginal people together. This kind of sharing is our cultural way.

Michael Jarrett, Gumbaynggirr language learner, teacher, and active language user

Aboriginal languages and Torres Strait Islander languages are complex and diverse. Engaging with the study of an Aboriginal or Torres Strait Islander language will develop communication skills in the language studied and will also contribute to the intellectual enrichment of students. For non-Indigenous students, the study of an Aboriginal language or Torres Strait Islander language will provide intellectual challenge and development while also giving them insight into and understanding of Indigenous Australian cultures and knowledge. In some cases it will provide these students with the opportunity to communicate with Indigenous Australians in their own language. In other cases, in addition to communication skills, it will give insight into language change and language revival within its historical context.

The government report 'Our Land Our Languages: Language Learning in Indigenous Communities' (House of Representatives Standing Committee on Aboriginal and Torres Strait Islander Affairs, Commonwealth of Australia, September 2012), found that there is an ongoing and close relationship between the work of communities to maintain and revive their languages and that of schools as vehicles for language instruction. The study 'Indigenous Languages Programs in Australian Schools: A Way Forward' (Purdie et al., 2008,) found that over 16 000 Indigenous students and 13 000 non-Indigenous students located in 260 Australian schools were involved in Aboriginal and Torres Strait Islander languages programs.

The opportunity to learn an Aboriginal language and/or a Torres Strait Islander language is becoming available in an increasing number of Australian schools, and an aim of this Framework is to make that option available for all students. In this way, all students will have the opportunity to benefit from the social and intellectual development that results from this learning.

Students at our school see the inclusion of a Kaurna language program as an empowering and authenticating approach to Reconciliation. Aboriginal learners of Kaurna develop pride in their culture and gain deeper insights into their own being by learning how to speak Kaurna and think in Kaurna. They greatly appreciate the effort undertaken by the whole school community to integrate into the curriculum and school ethos the language and culture of the land on which they live and learn. By the same token, our school community regards it as a privilege to be able to engage with Kaurna traditions. Our Welcomes to Country were originally performed by just the Aboriginal Year 12s, but now our Year 9s are rising to the challenge and to be able to do so with the blessing of their Elders is a real boost to their sense of self, cultural pride and identity.

Rob Shepherd, Principal, Le Fevre High School

Aims

The Australian Curriculum: Framework for Aboriginal Languages and Torres Strait Islander Languages aims to develop the knowledge, understanding and skills necessary to ensure that students:

- communicate in the language

- understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators
- understand the process of language building as a means to extend the potential of the language (in vocabulary, expression and discourse) and to develop knowledge of linguistic techniques (such as, collecting, describing and recording language), including processes of language revival.

These four aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding.

Aboriginal Languages belong to the Country and the Aboriginal people of that Country. It is important for Aboriginal people to learn Aboriginal Languages for our identity; being proud of being Aboriginal people. Language is connected to Aboriginal spirit and our Country. The language and Country is our spirit.

Mary Noonan, Rockhampton Downs, Wogyala Community, ACARA consultation forum, Alice Springs, June 2013

What is the Framework?

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 Framework has been developed from the many individual responses to the experience of teaching Aboriginal languages and Torres Strait Islander languages created by the education systems of each state and territory, and it draws particularly on the landmark *Australian Indigenous Languages Framework* (Senior Secondary Assessment Board of South Australia, 1996).

I believe that learning Wirangu is vital for students to understand their identity. Learning their language helps them connect with their land through being able to identify parts of the land, sea and nature. It provides opportunities for students to work with Elders and experts to teach not only the language, but how and where to use it. This strengthens school communities and empowers students to continue the language, pass it down and gives them a sense of belonging.

Wade Branford, Principal, Koonibba Aboriginal School

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.

Language curriculum provides an important place for Aboriginal knowledges, dreaming stories, belief systems, and material culture. It is also a pathway for young people on their journey to becoming leaders and future Elders. Language allows us to weave the past into the future, one sentence at a time.

Jodi Edwards, Dharawal language and culture revitaliser

Aboriginal languages and Torres Strait Islander languages are unique and distinct within the languages learning area in the Australian Curriculum. There are at least 250 distinct Aboriginal languages and Torres Strait Islander languages, many having several dialects. Each language has an intimate connection with 'Country' or 'Place', which is how Aboriginal and Torres Strait Islander people refer to areas of land, water, sea and sky to which they belong. Each Aboriginal or Torres Strait Islander person inherits language as part of his or her birthright, along with membership of a particular group and attachment to Country/Place. In this way, people become owners and custodians of areas of land, water, sea, and of language. A crucial part of a person's identity, therefore, is sourced through language and Country or Place. All this has important implications for the framing of appropriate principles and protocols for the provision of school-based programs in Aboriginal languages and Torres Strait Islander languages. It also emphasises the need for ongoing consultation with relevant language communities in developing school programs.

KAURNA

Ngaityu warra ngathaitya ngai. Ngaityu warra yaintya yarta-ana tarraitpayinthi. Warraitya tampinthi yaintya yarta tampi-apinthi.

My language is more than just a way to converse with me. It is my identity and the doorway to understanding my culture as a whole. Understanding my language helps me to understand the place around me and connects me to this country.

Vincent 'Jack' Buckskin, Cultural Mentor, Tauondi College and Kaurna language leader

Since 1788, most of the traditional languages have ceased to be languages of everyday communication because many Aboriginal and Torres Strait Islander peoples were forced to stop speaking their languages as a result of government policies aimed at assimilating communities into the non-Indigenous population. However, communities across Australia are now working actively towards getting the languages back into everyday use, and schools can play a key role in helping communities achieve this aim. Where languages are used for everyday communication by whole communities across all generations, schools can provide opportunities to maintain and strengthen these languages.

Through helping to re-awaken Aboriginal languages and Torres Strait Islander languages, students develop understanding of linguistic techniques and practices that apply to language revival and grow in their understanding of Australia's history and their own capacity to effect positive social change.

It is well demonstrated that Aboriginal and Torres Strait Islander students are strongly motivated to study their own and other Aboriginal languages and Torres Strait Islander languages, and that enthusiasm for their language studies often increases their engagement at school more generally.

The benefits of Aboriginal languages taught in schools can be astronomical. For example there is one school our town with students from numerous different ethnic backgrounds. By teaching Wiradjuri, the first culture of this country, the whole school community (including students, teachers, parents) also becomes respectful of all cultures, so much that we boast zero racism. Through learning to respect and trust our local Aboriginal culture, they become open to other cultures as well.

Geoff Anderson, Parkes Wiradjuri Language Group

This Framework potentially caters for all Aboriginal languages and Torres Strait Islander languages, irrespective of the ecology of each language, whether it be a language of everyday communication used by a community, a language at any point in the continuum of revival or one of the many creole languages that have evolved through the history of language contact in Australia. At present there are two major creole languages: Kriol and Torres Strait Creole.

To cater for differences between the ecologies of the languages and the communities who are owners and custodians of the languages, and to cater for students who come from a variety of learner backgrounds, the Framework has three pathways:

- First Language Learner Pathway (L1)
- Second Language Learner Pathway (L2)

- Language Revival Learner Pathway (LR).

The pathway approach recognises that the two key variables are 'the learner' and 'the nature of the language'.

The Framework is designed to be flexible. When developing language-specific curricula and programs, aspects of the content and achievement standards from across the pathways can be selected, adapted and modified in ways that best suit the particular language and its context and learners.

Just as the languages have changed over time, and most rapidly since 1788, so have Aboriginal and Torres Strait Islander communities. The Framework takes into account that the study of Aboriginal languages and Torres Strait Islander languages is as much about what it is to be an Aboriginal or Torres Strait Islander person today as it is about ancient traditions and social, cultural and linguistic continuity with the past.

Ngoeymun yadayl ngoeymun muruygungu ngapa koeyma maykuykuya mulupa gethawoeyamoeydhin. Ngoeymun moeginakoezin ngoeymun muruygaw yadayl guythwayamoeyngu. Ngoeymun ya, na ngoeymun igililnga. Ngoeymun ya ngoeymun pawaw muydhoedhazinga.

Ngoeymun moeginakoezil na ngoeymun yangu ngulaygasimoeyn, thana ngoeymun pawal a igililmayl mina ridhapa gasamoeyn. Thana na ngoeymun yangu koerawayg, thana ngoeymun pawal a igililnga mamu mina gasamoeyginga a thoelathoeyayginga.

Thonar ina thanamulpa lak ngoeymun muruygaw yangu ngurpay ayman, thana setha ngoeymun yadaylgal moerali koey moebaygal matha igililmayl; na bal ngoeymun muruygaw yadayl matha karngemipu mura goeygiya pawpa bangal.

Our languages were handed down through many generations from our first ancestors. Our children have lost our ancestors' languages. Our language is our way of life. Our language is the centre piece of our culture.

When our children get to know our languages, they get to strongly understand our culture and our way of life. If they don't know our languages, they don't get to fully grasp and understand our culture and our way of life.

Dana Ober, Torres Strait Linguist

Guiding principles

Appropriate consultations with relevant Aboriginal or Torres Strait Islander communities are always central to the development of language-specific curricula and the provision of language learning programs in schools. The following guiding principles and protocols are integral to the development and provision of language curricula and programs at all stages of development, implementation and evaluation.

Principles

Each Aboriginal language or Torres Strait Islander language is recognised as belonging to a group of people who are its owners or custodians. This means that permission and consent must be sought from the owners when developing language-specific curricula and planning language programs, including visits, excursions to the Country/Place and use of cultural material as part of the teaching and learning program.

Sufficient time and resources should be allowed for thorough and ongoing consultation processes in accordance with local contexts and situations. Often there will be more than one Aboriginal or Torres Strait Islander language represented in the local setting, so a decision needs to be reached as to which language or languages will be developed and taught and who is appropriate to teach and learn the language(s). The ultimate authority regarding the choice of language rests with the local Aboriginal and/or Torres Strait Islander community.

Protocols

A comprehensive survey of the local language situation should be conducted before a language-specific curriculum is developed or a language program is commenced. The development of a language-specific curriculum that is not the language of the land also requires consultation with both the local community and the community of the language.

The curriculum development team at either school or systems level needs to identify the appropriate persons in the local Aboriginal and/or Torres Strait Islander community to consult. These would typically be local Elders, traditional owners, individuals with historical links to the language, and relevant local community organisations. Issues to be considered might include:

- whether the proposed language is the language of the land on which it will be learnt
- the proportion of students in the proposed program identifying directly with the language
- the availability of appropriate human resources for developing and teaching the language
- the level of documentation and resources available for the language, including issues of copyright and Indigenous cultural and intellectual property.

Allowance should be made for the possibility that a different language to that preferred by the curriculum development team or the school may eventually be requested and/or chosen by the local community, or that there may be no agreement within the local community as to choice of language. In cases where there is no agreement, the curriculum development or learning program would not proceed.

Schools and state and territory education systems and authorities should consult all local community organisations that have interests and responsibilities in local language, school programs or community governance. These organisations will include local language centres, health centres, land councils, native title bodies, professional associations, representative bodies, networks of schools, local Aboriginal education consultative groups or equivalent, groups of educators and any other relevant key stakeholders.

Schools should also ensure that language and cultural materials produced by their language programs are kept in safe-keeping places with appropriate deposit and access processes in place. In these ways schools will be supporting communities to build and keep safe a range of resources for their language programs.

NGARRINDJERI

Ngarrindjeri ngulamaldar ngratun palai-ambi, kar yunti-warrun rawulinyeri thunggari wunyi kar tambi-warrun kaltjar.

Ngarrindjeri students learning for the future, bringing together past language and keeping culture alive.

Anita Wano-Sumner, Aboriginal Secondary Education Transition Officer, Victor Harbor High School

Structure
Pathways

To cater for differences between the ecologies of languages and the communities who are owners and custodians of those languages, and to cater for students who come from a variety of learner backgrounds, the Framework has three pathways:

- First Language Learner Pathway (L1)
- Second Language Learner Pathway (L2)
- Language Revival Learner Pathway (LR).

This approach recognises that the two key variables are 'the learner' and 'the nature of the language'.

The Framework is designed to be flexible in use for developing language-specific curricula and programs. Aspects of the content and achievement standards from the various learner pathways can be selected, adapted and modified in ways that best suit a particular language, to ensure that the curriculum and subsequent programs are appropriately pitched and to recognise the nature of the language, the nature of the learners and the context of learning.

First Language Learner Pathway (L1)

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

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

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

The First Language Learner Pathway provides students with an opportunity to study a first language at school. For these students, having the opportunity to learn their own language at school supports their cognitive development and signals recognition of the value and status of their language and ways of using and understanding language. Learning and using one's own language at school also meets a widely held community aim to strengthen students' identity and their connection between their families, community and Country/Place.

YANKUNYTJATJARA

Wai, ngayulu pukuḻ mula waaka nyangatja ikuntananyi nganampa wangka wiṟu, nganampa Wapar puḻka tjuṯa munu Aṉanguku aṟa tjuṯa.

Wangka nganampa puḻka mula kutjuliku.

Palya alatjika.

Hello, I am very pleased to see this work is recognising our beautiful language, our Ancestral stories and our Aboriginal ways.

Our languages are very important for everyone.

Thank you very much

Karina Lester, Mobile Language Team, University of Adelaide

Students develop language skills to expand the domains of use in the language. This includes developing skills in registers and genres not normally encountered in their family and home community; in effect, this may involve the students in the creative development of new registers/genres, vocabulary and expressions in the language. As well as continuing to develop, extend and strengthen oracy, a key feature of the First Language Learner pathway is the development of written literacy.

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

Second Language Learner Pathway (L2)

Languages studied in the Second Language Learner Pathway (L2) are typically languages used in spoken form as the language of everyday communication by whole communities across all generations.

The second language learner pathway has been written on the assumption that learning will occur off-Country, involving students who are typically not from the language community and having little or no experience of the language and culture. They are introduced to learning the language at school as an additional, new language.

The language chosen for curriculum development should have a sizeable set of resources in a variety of media, such as local documentaries, bilingual narrative and descriptive texts, and educational materials in print and digital form. Learning is enriched and authenticated by interaction with visiting Elders and community speakers, and where possible visits to Country/Place. Information and communications technologies provide additional resources to support a range of language and culture experiences.

The Second Language Learning Pathway provides students with an opportunity to study a language that is structurally very different from English and one from a culture quite distant from the English-speaking mainstream. This develops a deeper appreciation of the nature and diversity of languages and cultures, and supports the acquisition of knowledge and skills necessary to learn and understand an Aboriginal or Torres Strait Islander language and its cultural context.

For students who are from the language community but who did not grow up speaking the language, it is an opportunity to reaffirm their cultural identity through learning the language of their community.

The curriculum content and achievement standards in the Second Language Learner Pathway are generalised in order to cater for the range of Aboriginal or Torres Strait Islander languages that may be learnt as a second language. The content descriptions, content elaborations and achievement standards for the Second Language Learner Pathway will need to be adapted for use with the particular language being taught and will need to be modified if the program occurs on-Country or if the learners are from the language community.

Language Revival Learner Pathway (LR)

The Language Revival Learner Pathway (LR) provides opportunities for students to study Aboriginal or Torres Strait Islander languages that are being revived by their owners or custodians and are in various stages of revitalisation, renewal and reclamation.

LR covers a much broader range of language types and ecologies than either L1 or L2, and the vast majority of Aboriginal languages and Torres Strait Islander Languages are included in the LR category.

Schools teaching the Language Revival Learner Pathway (LR) will most likely be located broadly within the geographical region of the language and culture, sometimes in towns and cities and other times in rural and remote regions. Classes will likely include students who relate closely to the language and culture as well as students with varying degrees of affiliation with the language and culture, including some with no connections to the language and culture. A key expectation in the LR pathway is that students have opportunities to interact with Elders and particular places on Country/Place.

Proper Language revival process needs that cultural knowledge, the cultural context and the underpinning knowledge, to make it make sense. There's no point in talking about that tree, unless you really understand what that tree means. So yes, we're doing Language revival, but that underpinning knowledge is really important to that Language revival.

Doris Paton, Victorian Aboriginal Corporation for Languages – Gunnai Language teacher

The Language Revival Learner Pathway draws on the Australian Indigenous Languages Framework (AILF) and takes into account key variables such as: how much is known about and documented for the language; the extent to which languages are used or remembered, ranging from languages no longer spoken (owners often use the term 'sleeping') to those spoken fluently by members of the older generations; and the extent to which languages have been reintroduced into the community of owners and custodians.

These variables give rise to the following broad categories of language revival:

- **Language Revitalisation:** where there are fluent L1 speakers (typically members of the older generation) but intergenerational transmission of the language has been interrupted. In this case, younger generations may understand some of the language and may use some words and phrases but they do not speak it as their first language. Examples of revitalisation languages include: Walmajarri in the Kimberley, Yindjibarndi in the Pilbara, Meriam in the Torres Strait, Dyirbal in north-eastern Queensland, Wubuy (Nunggubuyu) in Arnhem Land, and Adnyamathanha (Yura Ngawarla) in the Flinders Ranges. .
- **Language Renewal:** where there are a number of adult speakers who use the language to varying degrees in the community, but not 'right through', and where other language resources are drawn upon. Examples of languages being renewed include: Noongar in south-west Western Australia, Gumbaynggirr on the north coast of New South Wales, Ngarrindjeri on the Lower Murray Lakes in South Australia, Djabugay in the Atherton Tablelands in northern Queensland and Yugambeh in southern Queensland. .
- **Language Reclamation:** where language revival by necessity relies primarily on historical documentation of the language in the absence of active community knowledge of it. Examples of reclamation languages include: Kaurna from Adelaide, Narungga from the Yorke Peninsula, Dharuk or Eora (Iyora) from Sydney, Yuwibara from central Queensland, Wemba-Wemba and Woiwurrung from Victoria, and Awabakal from the Newcastle area in New South Wales.

Reviving our languages connects us to our country, to our Old People, to our stories, and our belonging to each other and our ways of knowing. Reviving our language is our connection and understanding of who we are, it isn't a revival for now, it is our future generations to come.

Doris Paton, Victorian Aboriginal Corporation for Languages – Gunnai Language teacher

A number of factors and variables need to be considered when developing a language revival curriculum:

What is known and documented about the language

Many languages may only be known from wordlists, which are typically of widely varying quality. Some may have sketchy grammars; others may have recorded texts from which some grammar may be extracted; some, which have slipped from everyday use, may have audio and film resources. In the case of poorly documented languages where speakers no longer exist and sound or film resources were never made there will be many gaps to fill. Source materials will need to be interpreted through comparison with each other and with closely related languages, if indeed documentation of such languages exists.

Where there are still speakers of the revival language, fewer gaps will need to be filled and fewer assumptions will need to be made, because the remaining speakers will be the arbiters of what is correct or not. It is not unusual in such cases to have widely differing opinions about what is right, which may simply reflect underlying dialect differences or language change. Where a language is only known from written, historical records, there will be more need for interpretation and the application of historical and comparative linguistics in rebuilding the language, with the understanding that the revived language will most likely never match precisely the original language in structure, vocabulary and usage.

The extent to which languages are used or remembered

Revival languages also differ in relation to the extent to which they have been re-introduced into the community of owners and custodians, for example:

- the range of functions for which the language is now used (for example, private conversations, written communication, digital messaging, social media)
- the extent of its use in the public domain (for example, public speeches, Welcomes to Country, Acknowledgements of Country, naming various public entities and institutions)
- its use in educational programs (for example, at school or post-school level, in community schools, involvement of non-Indigenous as well as Indigenous people)
- the degree of development of contemporary resources (for example, alphabet books, dictionaries, grammars, learner's guides, readers, animations, radio shows, television shows, websites with online language lessons, phone apps).

Some languages have only just begun their journey of revival, while others have advanced to a point where initial generations of new first language speakers are beginning to emerge as parents use the revived languages with their children.

For languages with limited documentation, English or another community language might be used in a complementary fashion in school programs, for example, to fill in for missing words or expressions. Alternatively, language owners and the general community may decide to sidestep these gaps altogether and entirely avoid the use of English or other languages for these purposes.

Implications for developing language specific curricula and language programs

The curriculum content and achievement standards in the Language Revival Learner Pathway are generalised in order to cater for the range of Aboriginal or Torres Strait Islander languages that may be learnt within this pathway.

The Language Revival Learner Pathway is pitched approximately at middle-of-the-range revival languages; that is, those that no longer have fluent first language speakers but have sufficient resources, including a grammar and dictionary, to enable a comprehensive, cumulative, rigorous and meaningful teaching program to be developed. Where there are major gaps in knowledge or documentation relating to a language, consideration needs to be given to how far the curriculum content and achievement standards can be realised and sustained for long-term, cumulative learning. An Aboriginal and/or Torres Strait Islander cultural studies program may be a better option under circumstances of severe constraint.

Many teaching and learning programs will use the LR pathway for languages that have few, if any, speakers and associated language community. It is conceivable that over time a language functioning well in revival mode could develop a sufficiently substantial speech community across all generation levels for it to be taught in either the L1 or L2 pathway. Until a revival language achieves this critical mass, however, the recommended learning pathway is LR.

The willingness and interest that comes from the kids to learn my language fuels my motivation. I've had a couple of students from other classes approach me and ask to teach their class Kaurna too, because their siblings go home speaking the language and teach it to their families.

The children absolutely love it when I speak only in Kaurna – when it sounds natural and fluent. You can see the amazement on their faces. They want to be able to speak like me, and so conversing smoothly in Kaurna has become our main focus. It is so empowering.

Ngai Kaurna Warra wangkama, wakwakurna purtinthi. Parna Kaurna Warra numa nakunthi, warra marltawiltarnima. Parna murki nakunthu! Parna padlurninthi ngairli wangkatitya. Kaurna Warrarlu taingiwilta ngaini yungkunthi.

Taylor Power, Kaurna language teacher, Gilles Street Primary School, with Kaurna translation assistance from Rob Amery, Head of Linguistics, University of Adelaide

The content descriptions, content elaborations and achievement standards for the Language Revival Learner Pathway will need to be adapted when developing a language-specific curriculum.

Language-specific curriculum development for languages that are being revived, still have first languages speakers, are regaining fluent speakers, or have substantial resources, could consider some aspects of the content and achievement standards from the First Language Learner or Second Language Learner Pathways . The L2 pathway could be used as a basis for curriculum development. In these instances, content descriptions, elaborations and achievement standards would need to be adapted and modified to ensure that the curriculum is appropriately pitched and to reflect the nature of the language, the nature of the learners, and the context of learning.

The following table provides a summary of the three learner pathways.

Table 1: Summary of the three learner pathways

First Language Learner Pathway	• Language spoken right through — full linguistic code • Substantial range of speakers across all generations • Language used as the language of community • Learners typically Aboriginal or Torres Strait Islander children who have learnt the language as a first language • Curriculum written on the assumption that L1 programs will occur on-Country/Place
Second Language Learner Pathway	• Language spoken right through — full linguistic code, • Substantial range of speakers across all generations • Curriculum written on the assumption that L2 programs will occur off-Country/Place and learners are typically not from the target language community
Language Revival Learner Pathway	• Languages being revived by their owners and in various stages of revitalisation, renewal and reclamation • Learners who relate closely to the language and culture as well as learners with varying degrees of connection to the language and culture and some with no connections • Curriculum written on the assumption that LR programs will typically occur broadly within the geographical region of the language and culture • Curriculum pitched approximately at middle-of-the-range revival languages

NGARRINDJERI

Ngul! Nginti elun piltenggi, platjinggun po:rli. Ngumawi thunggaril piltenggiru-warrun. Kili-um yunti-warrun ngumawi ru:wangk wunyi kaltjar. Tarnaulo kulyulainkun ngang-el-inti wunyi yarnd-el-inti.

Remember! You are a strong, proud Ngarrindjeri child. Your language makes you even stronger. It connects you to your country and culture. So never be ashamed of who you are and where you come from.

Phyllis Williams, Ngarrindjeri language teacher and Elder and Mary-Anne Gale, support linguist.

Sequences of learning

The Framework for Aboriginal Languages and Torres Strait Islander Languages is written in the bands Foundation – Year 2, Years 3–6 and Years 7–10. In the absence of pedagogical evidence across the country for all these languages, these broad bands of learning provide maximum local flexibility in curriculum development.

Strands, sub-strands and threads

The content of the Framework for Aboriginal Languages and Torres Strait Islander Languages is organised through two interrelated strands that realise the four aims. The two strands are:

- *Communicating:* using language for communicative purposes in interpreting, creating and exchanging meaning
- *Understanding*: analysing language and culture as resources for interpreting and creating meaning.

The strands reflect three important aspects of language learning:

- communication

- analysis of aspects of language and culture
- reflection that involves, for example,
  - reflection on the experience of communicating
  - reflection on comparative dimensions of the different languages used by students (for example, the first language in relation to the second language and self in relation to others).

A set of sub-strands has been identified within each strand, which reflects dimensions of language use and the related content to be taught and learned. The strands and sub-strands do not operate in isolation, but are integrated in relation to language use for different purposes in different contexts. The relative contribution of each sub-strand differs for described languages, pathways and bands of learning.

The following table provides a brief description of each of the strands and sub-strands.

Table 2: Relationship between strands and sub-strands

Strand	Sub-strand	Description
Communicating: *Using language for communicative purposes in interpreting, creating and exchanging meaning.*	1.1 Socialising	Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings; participating in planning, negotiating, deciding and taking action.
	1.2 Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.
	1.3 Creating	Engaging with real and imagined experience by participating in, responding to and creating a range of texts, such as stories, songs, dances and paintings and visual designs.
	1.4 Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.
	1.5 Identity	Exploring and expressing their sense of identity as individuals and as members of particular speech communities and cultures.
	1.6 Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; considering how interaction shapes communication and identity.

Strand	Sub-strand	Description
Understanding: ***Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.***	2.1 Systems of language	Understanding the language system, including sound, writing, grammar and text.
	2.2 Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.
	2.3 Language awareness	Analysing and understanding the general nature and function of language and culture, focusing on areas such as the changing relationship of languages and cultures over time, and the ability of new media and technologies to shape communication.
	2.4 The role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning.
	2.5 Role of language building	Analysing and understanding language building as a means to extend the potential of the language in the areas of vocabulary, expression and discourse, and developing knowledge of linguistic techniques such as collecting, describing and recording language.

The sub-strands are further differentiated according to a set of 'threads' that support the internal organisation of content in each sub-strand. These 'threads' are designed to capture: (1) range and variety in the scope of learning; and (2) a means of expressing progression of content across the learning sequences.

The following table provides a brief description of each of the strands and sub-strands.

Table 3: Summary of threads across the three learner pathways

Strand	Sub-strand	Thread		
		L1	**L2**	**LR**
Communicating	1.1 Socialising	Socialising/interacting	Socialising/interacting	Socialising/interacting
		Taking action/collaborating	Taking action/collaborating	Taking action/collaborating
		Developing the language of schooling	Developing language for classroom interaction	Developing language for classroom interaction
	1.2 Informing	Obtaining and using information	Obtaining and using information	Obtaining and using information
		Conveying information	Conveying information	Conveying information
	1.3 Creating	Participating in and responding to stories, song, dance and visual design	Participating in and responding to stories, song, dance and visual design	Participating in and responding to stories, song, dance and visual design
		Creating and performing	Creating and performing	Creating and performing
	1.4 Translating	Translating/interpreting, transcribing and explaining	Translating/interpreting and explaining	Translating/interpreting and explaining
		Creating bilingual/multilingual texts	Creating bilingual texts	Creating bilingual texts
	1.5 Identity	People, kinship and community	Expressing identity	Expressing identity
		Country/Place		
		History/Story		

Strand	Sub-strand	Thread		
		L1	**L2**	**LR**
	1.6 Reflecting	Reflecting on intercultural experience	Reflecting on intercultural experience	Reflecting on intercultural experience
Understanding	2.1 Systems of language	Sound and writing systems	Sound and writing systems	Sound and writing systems
		Grammar and vocabulary knowledge	Grammar and vocabulary knowledge	Grammar and vocabulary knowledge
		Ways of communicating and creating text	Ways of communicating and creating text	Ways of communicating and creating text
			Links between language, kin and land	Links between language, kin and land
	2.2 Language variation and change	Variability in language use according to social and cultural context	Variability in language use according to social and cultural context	Variability in language use according to social and cultural context
		The dynamic nature of language	The dynamic nature of language	The dynamic nature of language
	2.3 Language awareness	Linguistic landscape and ecology	Linguistic landscape and ecology	Linguistic landscape and ecology
		Protocols for working with Aboriginal languages and Torres Strait Islander languages	Protocols for working with Aboriginal languages and Torres Strait Islander languages	Protocols for working with Aboriginal languages and Torres Strait Islander languages
	2.3 The role of language and culture	The relationship of language culture	The relationship of language culture	The relationship of language culture

Strand	Sub-strand	Thread		
		L1	L2	LR
	2.4 Role of language building	Maintaining and strengthening language	Maintaining and strengthening language	Processes and protocols of language building
				Techniques of language building

Concepts, processes and text -types

Concepts

Concepts are the big ideas that students work with. The choice of the word 'concept' rather than 'topic' is deliberate: it marks a shift from description to conceptualisation. The curriculum invites students not only to describe facts or features of phenomena, situations and events but also to consider how facts and features relate to concepts or principles. For example, a description of a house can lead to a consideration of the concept of 'home' or 'space/place'; a description of a landmark or waterway can lead to a consideration of the Aboriginal or Torres Strait Islander concept of 'Country/Place' or 'Kinship'. This shift is necessary because concepts lend themselves more fruitfully to intercultural comparison and they engage students in personal reflection and more substantive learning.

Language revival is listening to the land, language revival is understanding knowledge and language revival is our connection to ways of knowing. It is for the future generation to come.

Doris Paton, Victorian Aboriginal Corporation for Languages – Gunnai Language teacher

The key concepts for Aboriginal languages and Torres Strait islander languages and knowledge include:

- Country/Place: links to land, water, sea, sky
- Identity: individual, social, cultural
- Relationships: family and kinship, skin, totem, moiety, sections
- History/Story/Journey
- Community life: past and present
- Ecology: management of natural resources, land-care
- Natural environment: seasons and cycles, topigraphical features of the region, land-forms, plants and animals, category systems, fire, water, night sky and stars, meteorological phenomena, tides and the moon, bush tucker
- Built environment: artefacts, tools, shelters/houses and urban environments
- Artistic expression: story-telling, music and dance, visual design
- Health and well-being: physical, spiritual, mental; cultural safety, body parts, age, change and growth (social, emotional)
- Language as system: sound, grammar, orthography, conventions in speaking, writing and signing, ways of communicating
- Register, variation and structure: age-, gender-, and relationship-appropriate language use; regional variation; loans and cognates; creoles and young people's talk; structural relatedness
- Language ecology: language diversity, growth, endangerment
- Language and cultural revival: language building, reconstruction, maintenance and development, advocacy
- Cultural protocols: values, respect, reciprocity.

Language revival gives knowledge, it strengthens our ways of knowing, and connects our future generations to ways of thinking.

Doris Paton, Victorian Aboriginal Corporation for Languages – Gunnai Language teacher

Processes

Processes include skills (for example, listening, speaking, reading, viewing, signing, writing, performing, classifying, noticing), as well as higher-order thinking processes (such as, conceptualising, interpreting, reasoning, analysing, explaining, comparing, reflecting) and the processes of collecting, describing and recording language.

Text-types

Text-types include oral, written, visual and multimodal texts. Country/Place, sea and sky are also considered by Communities to be texts. The selection of texts is important because they define and reflect past and present, and linguistic and cultural identity, helping to make the people and experiences of a particular culture distinctive. They also provide opportunities for intercultural dialogue.

Curricula developed from the Framework for particular Aboriginal or Torres Strait Islander languages may draw upon a variety of historical and contemporary types of text. Individual language teaching programs will benefit from incorporating a diversity of support and enrichment materials and experiences, community knowledge and individual expertise, all of which serve as texts.

Oral texts provide the rich experience and engagement characteristic of live performance, and may range from the relatively free forms of informal story-telling and yarning to the more canonically fixed forms of song and associated dance and ceremony. The performance of oral texts encourages interactive learning at all stages and for all orientations of language learning; they are the forms of expression in which Aboriginal and Torres Strait Islander cultures excel and which are intrinsic to their communicative structures and styles.

Visual texts are also key texts to guide learning of Aboriginal and Torres Strait Islander languages. These may include ephemeral works, such as ground paintings, tracks left by ceremonial dancers, body painting as well as visual design in more permanent forms worked onto stone, wood, canvas or sporting guernseys. These texts are often collaborative in origin, identifying specific knowledge of Country/Place, linking groups of people and transmitting knowledge to community, and, increasingly, to wider Australian and international audiences. Ground paintings, for example, are traditional expressions of the interactions between humans, History, ancestors, and the environment.

Some Aboriginal and Torres Strait Islander languages are known virtually only through written texts, usually in the form of archival material dating from previous generations when the language was more widely known and used. Present-day owners of these languages may choose to research the texts to retrieve what can be known about them. By so doing they seek to bring them back to a life and culture in which performance once more assumes its central role, and in which everyday forms of the spoken language can be adapted for contemporary life. For these programs in revival languages, historical texts form a crucial starting point for developing new language forms and uses, even though available written texts may vary greatly in detail and accuracy.

Archival material for revival languages, however, may be skewed by the interests, intentions and biases of original recorders and writers; for example, a language may have a substantial grammar recorded for it but large areas of missing lexicon, because it was not of interest to the original recorders. On the other hand, early literacy work with first-language speaker communities may have spawned a flourishing vernacular literacy rich in socialising and informing styles, for example, letter-writing, but little material describing the language structure.

Some languages may be spoken fluently only by the older generation, who therefore become the referenced authors of new texts that reflect changing social and educational conditions and needs, and where the purpose is to re-engage younger generations in acquiring their language, thus ensuring its survival. The role of Elders in these situations is fundamental.

Revival pathways developed for different languages will therefore potentially have access to a wide variety of texts on which programs can be based: some fixed in the archives and some living and ever-changing; some comprehensively descriptive of the internal structure and resources of the language but needing to be enlivened with conversational detail; and some voluble but masking underlying structures needed to generate new language for young learners.

Multimodal and digital media texts have assisted greatly in the transmission of Indigenous knowledge and taxonomies and in the artistic expression of contemporary personal and cultural identity, with a responsiveness often approaching the living nature of traditional oral transmission. There are interactive maps and seasonal calendars describing Country, digital animations depicting Story and Journey, and hyperlinked texts integrating several text-types, all available on personal digital devices small enough to travel with the learner. By engaging in these enhanced texts, learners develop a set of multiple literacies that support not only the learning and transmission of Australia's precious linguistic heritage but the acquisition of techniques and attitudes to learning that boost learners' achievements across the whole curriculum.

Language learning and literacy development

Languages play a crucial role in the educational experience of students and in the curriculum as a whole. Given the diversity of students in Australian schools, it is important to recognise that a range of languages is used either as part of the formal curriculum or as part of learners' socialisation and experience in and out of school.

Learners bring to school their experience of their first language(s), the one(s) they use for initial socialisation in family or community. For the majority, this is English. For many others, it can be a range of different languages. Learners also encounter the language or languages of instruction at school. For most learners in Australian schools, this is English. For many students, this language of instruction is not the same as their first language. These students may learn through *English as an additional language or dialect (EALD)* programs.

In contemporary understandings of language acquisition and learning, importance is placed on the role of the languages through which individual learners socialise and learn. All learners have their own repertoires of linguistic and cultural experience and capabilities. These are variously developed by both the experience of schooling and broader social community experience. These repertoires are an integral part of each learner's identity, of what they bring to the experience of learning an additional language as part of their school curriculum.

While the curriculum for languages primarily addresses the processes involved in learning languages, this learning cannot be separated from the development of learners' more general educational experience and communicative repertoires. A relational and holistic approach to languages education and to learning and using multiple languages ensures that learners develop their overall language capabilities and knowledge, which impacts on their overall conceptual and communicative development.

In various kinds of bilingual programs, students are afforded an opportunity to learn through the medium of English and another language (learners' first or additional language). These programs are of particular value in ensuring that learners continue to develop capabilities in at least two languages that are of value and relevance to them, in terms of conceptual development, communicative capabilities and identity formation.

Aboriginal and Torres Strait Islander communities recognise the importance of literacy for their children. They support literacy education programs that are founded on the principle of establishing literacy in their children's first language, the Aboriginal and Torres Strait Islander languages used in their communities. Literacy in English is regarded as concomitant on first establishing students' literacy in this first language. Although many bilingual programs in Aboriginal and Torres Strait Islander languages are designed to help students' transition into learning in English, their fundamental value is in the development of bilingual literacy. Strengthening the bilingual literacy of Aboriginal and Torres Strait Islander students contributes significantly to improving overall academic achievement and success.

Using the Framework

The Framework is general in its structure and approach because it needs to be applicable to all Aboriginal languages and Torres Strait Islander languages in Australia, across the full range of language ecologies. As a consequence, curriculum content and achievement standards are pitched at a higher level of generality than in language-specific curricula in order to cater for the full range of Aboriginal or Torres Strait Islander languages that may potentially be learnt within a particular pathway.

The next stage of Australian Curriculum development for Aboriginal languages and Torres Strait Islander languages may lead to the development of some language-specific exemplars of content and achievement standards to be included in the Framework in order to support and guide the process of developing specific content and achievement standards for specific languages.

Developing language-specific curricula for particular Aboriginal languages and Torres Strait Islander languages

It is intended that the Framework be used by state and territory education jurisdictions, schools and communities to develop language-specific curricula and programs. Any language-specific curriculum development must be undertaken with appropriate consultation with language owners or custodians and members of the relevant Aboriginal or Torres Strait Islander communities, as outlined in the Principles and Protocols section of this Framework. Consideration must be given to the availability of appropriate human resources to develop the curriculum and to the level of documentation and resources available for the particular language.

The curriculum development team will include members of the Aboriginal or Torres Strait Islander community whose language is the focus, as well as curriculum specialists, language experts and language-teaching practitioners, as necessary.

Determining the appropriate pathway

In selecting the pathway that will be used as a base for development of language-specific curricula, consideration should be given to the nature of the language, the nature of the learners, and the context of learning, for example:

- the ecology of the language and the nature of the speech community
- the profile of learners and the degree of affiliation with the language
- the likelihood of the program occurring on or off Country/Place.

The Framework is designed to be flexible in use. When developing language-specific curricula and programs the curriculum development team can select, adapt and modify aspects of the content and achievement standards from across the pathways in ways that best suit the particular language, its context and its learners. For example, language-specific curriculum development for languages that are being revived, still have first language speakers, are regaining fluent speakers, or have substantial resources, could potentially adapt and modify some aspects of the content and achievement standards from the LR, L2 and L1 pathways.

Sequences of learning

The Framework for Aboriginal Languages and Torres Strait Islander Languages is written as a Foundation – Year 10 learning sequence and presumes continuous learning of the same language across the bands Foundation – Year 2, Years 3–6, and Years 7–10.

The content and achievement standards will require modification if the language-specific curriculum is to be written for different entry points, for example, developing a curriculum for a Year 7 entry point.

Context Statement

A context statement will be developed for each specific language to describe the distinctiveness and nature of that language, including its use in the community, the place of the language in Australian education, the nature of learning the language, and the diversity of students who will be learning the language.

Content and Achievement Standards

In developing a language-specific curriculum, the generalised content and achievement standards within a particular pathway may need to be adapted and modified to reflect the nature of the language, the nature of the learners, and the context of learning. This includes adapting band descriptions, content descriptions, content elaborations, and achievement standards.

Language-specific examples such as concepts, key words and phrases should be included in the content and achievement standards. The use of language-specific examples provides teachers with a point of reference when developing programs and provides indications of pitch and expected levels of performance in language use and understanding.

Content elaborations develop aspects of each content description: illustrations, descriptions or examples to indicate opportunities for learning. They are intended as complementary support material. They are neither prescriptive nor comprehensive. The elaborations included for each pathway of the Framework allow for the various ecologies of languages, the various contexts of learning, and the diversity of learners within a particular pathway. This is particularly the case for the LR pathway.

Language-specific curriculum developers should select, adapt and modify elaborations in ways that best suit the particular language and its context and learners, or should create particular content elaborations to accompany the content descriptions for the specific language.

Developing teaching and learning programs

The Australian Curriculum: Languages has been developed for language-as-subject programs (where a language is studied as a subject as part of the school curriculum). Schools and jurisdictions will allocate a larger number of hours in implementing content-based programs (where the content from another learning area is taught in the target language) and bilingual programs.

I feel that there's a genuine respect and appreciation from the school community for the language and what I'm doing. They make me feel like they're lucky to have me. Their encouragement and determination to help me and help keep Kaurna thriving amazes me. I feel like we share the same passion. And that's so comforting to me.

Taylor Power, Kaurna language teacher, Gilles Street Primary School

The Australian Curriculum: Framework for Aboriginal Languages and Torres Strait Islander Languages is designed to achieve four aims that are realised through two interrelated strands: communicating and understanding. In developing teaching and learning programs, the two strands are integrated to ensure holistic learning and to attend to active language use and the development of related knowledge, understandings and reflective capabilities.

The set of strands and sub-strands capture a range of dimensions of language use. As such, they are designed to capture the scope; that is, the range and variety of content to be experienced and learned by students. Teachers will need to design teaching and learning programs by drawing on the content descriptions from a number of sub-strands, and integrate these to create meaningful learning experiences for their particular learners. The emphases across the strands and sub-strands may vary for different languages, bands and pathways, and for different program contexts. Since the content descriptions indicate the nature and scope of the learning over several-year spans, teachers will need to make decisions about what aspects of the content descriptions will be taught in what year of their program. Year by year, programs can then be used to inform the development of short-term programs (that is, one term/several weeks).

Taken together, band descriptions, content descriptions, content elaborations, and achievement standards provide an overall sense of 'level' of, or expectations about, language teaching and learning at a given moment in time and over time. They give a sense of the level of complexity at which student learning can be pitched, and in relation to assessment they provide a reference point for making judgments about students' progress in learning. Teachers will make decisions about pedagogies that best meet the learning needs of their particular students and that best reflect the context of their particular program.

PDF documents

Resources and support materials for the Australian Curriculum: Languages - Framework for Aboriginal Languages and Torres Strait Islander Languages are available as PDF documents.

Scope and Sequence

Sequence of Achievement - First Language Learner Pathway (L1)

Sequence of Achievement - Language Revival Learner Pathway (LR)

Sequence of Achievement - Second Language Learner Pathway (L2)

Glossary (Word)

Glossary (PDF)

Context statement

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

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

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

The First Language Learner Pathway provides students with an opportunity to study a first language at school. For these students, having the opportunity to learn their own language at school supports their cognitive development and signals recognition of the value and status of their language and ways of using and understanding language. Learning and using one's own language at school also meets a widely held community aim to strengthen students' sense of identity and their connection between families, community and Country/Place.

Students develop language skills to expand the domains of use in the language. This includes developing skills in registers and genres not normally encountered in their family and home community; in effect, this may involve the students in the creative development of new registers/genres, vocabulary and expressions in the language. As well as continuing to develop, extend and strengthen oracy, a key feature of the First Language Learner pathway is the development of written literacy.

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

Summary of Key Features of the First language learner pathway:

First Language Learner Pathway	Spoken right through (full linguistic code)
	Substantial range of speakers across all generations
	Used as the language of community
	Learners are typically Aboriginal or Torres Strait Islander children who have learnt the language as a first language
	Curriculum written on the assumption that L1 programs will occur on Country/Place

Context statement

The Language Revival Learner Pathway (LR) provides opportunities for students to study Aboriginal or Torres Strait Islander languages that are being revived by their owners or custodians and are in various stages of revitalisation, renewal and reclamation.

The LR category covers a much broader range of language types and ecologies than either L1 or L2, and the vast majority of Aboriginal languages and Torres Strait Islander languages are included in the LR category.

Schools teaching the Language Revival Learner Pathway (LR) will most likely be located broadly within the region of the target language and culture, sometimes in towns and cities, and other times in rural and remote regions. Classes will likely include students who relate closely to the language and culture, as well as students with varying degrees of affiliation with the language and culture, including some who have no connections to either the language or the culture. A key expectation in the LR pathway is that of students having opportunities to interact with Elders and particular places on Country/Place.

The Language Revival Learner Pathway draws on the Australian Indigenous Languages Framework (AILF) and takes into account key variables such as: how much is known and documented of the language; the extent to which it is used or remembered, ranging from no longer being spoken (owners often use the term 'sleeping') to being spoken fluently by members of the older generations; and the extent to which it has been reintroduced into the community of owners and custodians.

These variables give rise to the following broad categories of language revival:

- **Language Revitalisation:** where there are fluent L1 speakers (typically members of the older generation) but where intergenerational transmission of the language has been interrupted. Younger generations may understand some of the language and may use some words and phrases, but do not speak it as their first language. Examples of revitalisation languages include Walmajarri in the Kimberley, Yindjibarndi in the Pilbara, Meriam in the Torres Strait, Dyirbal in north-eastern Queensland, Wubuy (Nunggubuyu) in Arnhem Land, and Adnyamathanha (Yura Ngawarla) in the Flinders Ranges. .
- **Language Renewal:** where there are a number of adult speakers who use the language to varying degrees in the community, but not 'right through', and where there are other language resources to draw upon. Examples of languages being renewed include Noongar in south-west Western Australia, Gumbaynggirr on the north coast of New South Wales, Ngarrindjeri on the Lower Murray Lakes in South Australia, Djabugay in the Atherton Tablelands in northern Queensland, and Yugambeh in southern Queensland.
- **Language Reclamation:** where language revival, by necessity, relies primarily on historical documentation of the language in the absence of active community knowledge of it. Examples of reclamation languages include Kaurna from Adelaide, Narungga from the Yorke Peninsula, Dharuk or Eora (Iyora) from Sydney, Yuwibara from central Queensland, Wemba-Wemba and Woiwurrung from Victoria, and Awabakal from the Newcastle area in New South Wales,

A number of factors and variables will need to be considered when developing a language revival curriculum, including:

What is known and documented about the language:
Many languages may only be known from wordlists, which are typically of widely varying quality. Some may have sketchy grammars. Others may have recorded texts from which some grammar may be extracted. Others, which have slipped from everyday use, may have audio and film resources. In the case of poorly documented languages, where speakers no longer exist and sound or film resources were never made, there will be many gaps to fill. Source materials will need to be interpreted through comparison with each other and with closely related languages, if documentation of these languages exists.

Where there are still speakers of the revival language, fewer gaps will need to be filled and fewer assumptions will need to be made. The remaining speakers of the language will be the arbiters of what is correct or not. In such cases, it is not unusual to have widely differing opinions about what is right, which may simply reflect underlying dialect differences or processes of language change. Where a language is only known from written, historical records, there will be more need for interpretation and the support of historical and comparative linguistics in rebuilding the language, with the understanding that the revived language will most likely never precisely match the original language in structure, vocabulary or usage.

The extent to which the language is used or remembered
Revival languages also differ in the extent to which they have been re-introduced into the community of owners and custodians, for example:

- the range of functions for which the language is now used (for example, private conversations, written communication, digital messaging, social media)
- the extent of its use in the public domain (for example, public speeches, Welcomes to Country, Acknowledgements of Country, naming of public entities and institutions)
- its use in educational programs (for example, at school or post-school level, in community schools, involving both Indigenous and non-Indigenous people)
- the degree of development of contemporary resources (for example, alphabet books, dictionaries, grammars, learner's guides, readers, animations, radio shows, television shows, websites with online language lessons, phone apps).

Some languages have only just begun their journey of revival, while others have advanced to a point where initial generations of new first language speakers are emerging, as parents use the revived languages with their children.

For languages with limited documentation, English or another community language might be used in school programs in a complementary fashion, for example, to fill in for missing words or expressions. Alternatively, language owners and the community in general may decide to sidestep these gaps altogether, avoiding the use of English or other languages entirely.

Implications for developing language specific curricula and language programs

The curriculum content and achievement standards in the Language Revival Learner Pathway are generalised in order to cater for the range of Aboriginal or Torres Strait Islander languages that may be learnt within this pathway.

The Language Revival Learner Pathway is pitched approximately at middle-of-the-range revival languages; that is, those languages which no longer have fluent first language speakers but have sufficient resources, including a grammar and dictionary, to enable a comprehensive, cumulative, rigorous and meaningful teaching program to be developed. Where there are major gaps in knowledge or documentation relating to a particular language consideration needs to be given as to how far the curriculum content and achievement standards can be realised and sustained for long-term, cumulative learning. An Aboriginal and/or Torres Strait Islander cultural studies program may be the better option under circumstances of severe constraint.

Many programs will use the LR pathway for languages that have few, if any, speakers or associated language community. It is conceivable, however, that over time a language functioning well in revival mode could develop a sufficiently substantial speech community across all generations for it to be taught and learned in either the L1 or L2 pathway. Until a revival language achieves this critical mass, however, the recommended language learning pathway remains LR.

The content descriptions, content elaborations and achievement standards for the Language Revival Learner Pathway will need to be adapted when developing language-specific curricula.

Language-specific curriculum development for languages that are being revived, still have first languages speakers, are regaining fluent speakers, or have substantial resources, could consider incorporating some aspects of the content and achievement standards from the First Language Learner or Second Language Learner pathways; or using the L2 pathway as a base for curriculum development. In these instances content descriptions, elaborations and achievement standards will need to be adapted and modified to ensure that the curriculum is appropriately pitched and reflective of the nature of the language, the nature of the learners and the context of learning.

Summary of Key Features of the Language Revival Learner Pathway

Language Revival Learner Pathway	Languages being revived by their owners and in various stages of revitalisation, renewal and reclamation
	Language learners who relate closely to the language and culture, as well as learners with varying degrees of connection to the language and culture and some with no connections
	Curriculum written on the assumption that LR programs will typically occur broadly within the geographical region of the language and culture
	Curriculum pitched approximately at middle-of-the-range revival languages

Context statement

Languages studied in the Second Language Learner Pathway (L2) are typically languages used in spoken form as the language of everyday communication by whole communities across all generations.

The second language learner pathway has been written on the assumption that learning will occur off-Country, involving students who are typically not from the language community and have little or no experience of the language and culture. They are introduced to learning the language at school as an additional, new language.

The language chosen for curriculum development should have a sizeable set of resources in a variety of media, such as local documentaries, bilingual narrative and descriptive texts, and educational materials in print and digital form. Learning is enriched and authenticated by interaction with visiting Elders and community speakers, and where possible visits to Country/Place. Information and communications technologies provide additional resources to support a range of language and culture experiences.

The Second Language Learning Pathway provides students with an opportunity to study a language that is structurally very different from English, and from a culture quite distant from the English-speaking mainstream. Such study develops a deeper appreciation of the nature and diversity of languages and cultures, and requires the acquisition of knowledge and skills necessary to learn and understand an Aboriginal or Torres Strait Islander language and its cultural context.

For students who are from the language community but who did not grow up speaking the language, this pathway provides an opportunity to reaffirm their cultural identity through learning the language of their community.

The curriculum content and achievement standards in the Second Language Learner Pathway are generalised in order to cater for the range of Aboriginal or Torres Strait Islander languages that may be learnt as a second language. The content descriptions, content elaborations and achievement standards will need to be adapted for use with the particular language being taught; it will need to modified if the program occurs on-Country or if the learners are from the language community.

Summary of Key Features of the Second language learner pathway

Second Language Learner Pathway	Spoken right through (full linguistic code)
	Substantial range of speakers across all generations
	Curriculum written on the assumption that L2 programs will occur off-Country/Place and learners are typically not from the language community

The Australian Curriculum

Languages - Framework for Aboriginal Languages and Torres Strait Islander Languages

First Language Learner Pathway (L1) - Years F–10 Sequence

Framework for Aboriginal Languages and Torres Strait Islander Languages

Foundation to Year 2

The nature of the learner, the pathway and particular language

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

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

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

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

Students enter the early years of schooling with well-established skills in spoken forms of the language along with a growing knowledge of local community and culture. In addition they may have varying skills in other languages, including varieties of English. School is often the first place these children encounter written language as a systematic means of communication.

Language learning and use

As well as continuing to develop oracy, a key feature of the First Language Learner Pathway is the development of literacy and extending language use in additional domains, particularly relating to the school context. Children build a vocabulary for thinking and talking about school topics, routines and processes, and expand their knowledge and understanding by exploring Country/Place with Elders and community members and by engaging with stories and other texts in the language.

Children learn about the concepts of kin, social groupings and how these are connected to the natural environment. They learn about their own songs, stories, dances and designs and their own place in the kinship system.

From Foundation to Year 2 children are learning how to interact with people in new contexts, share with others, and participate in more structured routines and activities. They learn about school, teacher and community expectations in terms of 'right' behaviour and 'right' ways of talking.

The curriculum builds on children's interests and sense of enjoyment and curiosity, with an emphasis on active and experiential learning and confidence building. Creative play provides opportunities for using the language for purposeful interaction in some less familiar contexts. Imaginative activities, games, music and songs, movement and familiar routines provide essential scaffolding and relevant contexts for language development.

Students are supported to use the language for different language functions and in different domains, such as asking and responding to questions on a range of topics, expressing feelings, following instructions, working together for a common purpose, and taking turns in games and simple shared learning experiences.

They learn to recognise how the sounds of the language and its intonation are encoded in writing. They begin to understand how the language works, comparing and contrasting it with other known languages and learning how it fits into the diversity of regional and national languages.

The transition from spoken to written language is scaffolded through shared exploration of simple texts and language features. Children progress from supported comprehension and use of a small number of high-frequency and personally significant sight words to more elaborated texts that take account of context, purpose and audience. They use grammatical, cultural and contextual cues to comprehend texts and engage in communicative interactions. They progress from writing by tracing and copying, to independently forming legible letters. Writing skills progress from the ability to label images and copy high-frequency words to co-construct simple texts using familiar vocabulary, language features and structures. Children begin to develop familiarity with different types of texts in different genres.

Contexts of interaction

Across Foundation to Year 2, learning occurs largely through interaction with peers and the teaching team, with access to Elders and other speakers living in the same community for additional enrichment and authentication of the learning experience. Interacting with Country/Place to explore the environment with Elders and other community members is essential to learning at all stages, but particularly in the early years, when learning is grounded in the familiar, and understanding of the role of language as lived experience is important.

Texts and resources

Country/Place and the community are the most important resources for learning and are the origin of most of the texts and communicative situations offered to learners.

Children engage with a variety of spoken, visual, written and digital texts. They listen and respond to teacher talk, share ideas, and join in with song, dance, story, rap, as well as with various forms of play, performance, conversational exchanges and activities mediated by language. Printed and digital texts include stories, shared Big Books, wall charts and teacher-generated materials such as games, flashcards and items from the community and local environment. They engage with visual texts such as designs on body, bark and sand, and etchings and carvings on wood and rock.

Level of support

Learning is supported through the provision of experiences that are challenging but achievable with appropriate scaffolding and support. This involves modelling, monitoring and moderating by the teacher; provision of multiple and varied sources of input; opportunities for revisiting, recycling and reviewing; and continuous cueing, feedback, response and encouragement. Use of recount, experiencing and retelling in oral and written formats assists in establishing early literacy.

The role of languages

The language of study is the principal medium of instruction in First Language Learner Pathway classrooms, while other known languages play a complementary role, such as for translating and creating bilingual/multilingual texts.

Foundation to Year 2 Content Descriptions

Communicating

Socialising	Elaborations

Interact with peers, the teaching team and visiting Elders/community members to share information, thoughts and feelings about family, friends, community, activities, events and experiences

[Key concepts: family, community, friendship, personal world, experience, responsibility, safety; Key processes: interacting, sharing, describing, recounting]

(ACLFWC001)

- interacting with peers, the teaching team and visiting Elders and community members, using appropriate ways of talking, including terms of respect and forms of address, and using sign language as appropriate
- sharing and describing recent events, favourite pastimes and personal experiences, for example, a sporting event, a fishing or hunting trip, a trip to a waterhole, calling in on family or visiting a neighbouring community
- collaboratively recounting experiences they have shared together, for example, trips to the bush or town, school events, sports days, meeting special guests
- engaging in class and small group discussions, listening to others and exchanging ideas on topics such as healthy eating, safe behaviours, who to ask for help, responsibilities at home, school and in the community
- talking in appropriate ways about feelings, thoughts, wants and emotions, for example, looking at pictures of people and discussing how they might be feeling or what might have happened to them; talking about what makes them happy, embarrassed, ashamed, angry or afraid and discussing possible strategies or responses when they experience such feelings
- identifying trusted people in their community who can help them stay safe and healthy, and rehearsing ways of asking for help in a range of different scenarios

Participate in shared tasks and activities that involve following instructions, making things and cooperating with peers

[Key concepts: family, cooperation, play; Key processes: participating, active listening, following instructions, making, turn-taking]

(ACLFWC002)

- listening to, remembering and following instructions from an Elder/community member, for example, how to make traditional tools or prepare traditional foods
- collaborating with others in art and craft activities, for example, gathering and using traditional materials such as ochre, nuts, twigs, bark, seeds, shells, feathers; decorating musical instruments/artefacts; making bush toys
- participating in traditional and contemporary games, tasks and activities that involve turn-taking, guessing, matching and choosing objects, bush tucker collecting, sand story telling
- working collaboratively with peers and the teaching team, for example, to adapt and perform action songs, make a class Big Book, design posters with a health or behavioural message, create a display, create and perform an item for school assembly
- practising personal skills such as active listening and showing self-discipline and respect for others in interactive group situations
- using appropriate phrases and expressions for turn-taking in games and activities
- grouping and sorting bush food such as meat, food grubs, artefacts, leaves and tools into appropriate cultural categories
- giving directions, for example, to guide others to locations or through an obstacle course

Participate in conversations and interactions that involve behaviours such as active listening, showing interest, asking questions and contributing ideas, information [Key concepts: routine, consideration, contribution, appropriateness; Key processes: active listening, participating, responding, following instructions] (ACLFWC003)	• participating in routine classroom exchanges, such as responding to the class roll, asking and answering questions, making requests and expressing opinions in appropriate ways • encouraging and praising others using appropriate language and interaction behaviours • negotiating and following class rules and demonstrating understanding of class/school/teacher/community expectations in relation to respectful relationships, right behaviour, and right ways of talking in class and at school • negotiating with class members and members of the teaching team, using respectful language for agreeing or disagreeing and considering how others might respond before expressing their views • building vocabulary and language forms for thinking and talking about school topics and routines • participating in and contributing to class discussions using appropriate strategies for turn-taking • using ways of talking and listening that are appropriate to particular activities, for example, sitting and listening to a story, paying attention to what the teacher is doing, joining in interactions such as singing or playing • learning and using appropriate language and actions to communicate their feelings in different situations
Informing	**Elaborations**

Locate/ discover/identify key information about Country/Place and community by exploring Country/Place and listening to stories from Elders and community members
[Key concepts: Country/Place, natural environment, Indigenous knowledge, the past, community life, health and well-being; Key processes: listening, reading, mapping, reading Country/Place, exploring, observing, recording, describing, classifying]

(ACLFWC004)

- listening and responding to Elders and community members telling stories about aspects of the past, for example, bush toys and children's games, hunting, fishing and gathering food, how food was prepared and cooked, implements used, animals that were eaten, ways of travelling from place to place, kinds of dwellings, how water was found
- describing and recording different weather and seasons of their Country/Place in a picture diary or a series of paintings, annotating them with changes that occur throughout a year, including the seasonal behaviour of animals and what plants grow in particular seasons
- learning to read Country/Place with Elders' guidance, for example, by looking for tell-tale signs such as animal tracks and fruit fall, migratory birds, turtle tracks, animal behaviour, fresh diggings around a lair
- recognising and drawing and labelling different animal tracks
- investigating/exploring Country/Place with Elders/community members or park rangers, for example, by identifying different trees, plants, animals and insects, making leaf and bark rubbings, observing how different bush foods grow and are used, observing different animal behaviour, such as hiding by camouflaging, taking photos or drawing and writing captions and comments to make a class book
- observing and describing different plants, for example, parts of the plant, plant size and shape of leaves and seeds, where/how they grow
- observing and describing animals/living creatures, how they move, where they live (for example, in burrows and nests), what they eat, naming body parts, how they reproduce
- classifying animals, plants and natural objects from the environment, using appropriate cultural categories, for example, edible/non-edible, meat/non meat, salt water/fresh water, day/night animals, wood/rock, rough/smooth, hard/soft, things that live in trees, in water, plants that grow together/alone
- identifying, naming, and labelling key places and topographical features such as creeks, springs, rocky outcrops, water sources, estuaries, reefs, desert landforms, using some location and directional terms such as *up, down, near, north, south, east, west*
- describing the direction and location of familiar places (near and far, above and below, beside and opposite)
- identifying and labelling some important places in the built environment, for example, dwellings, settlements, community store, health clinic, art centre, ranger station, school, places to play, roads and tracks, describing and explaining their purpose and role and who works there
- naming and discussing key ceremonies and social and cultural events, the times of year at which they occur and associated activities in the community
- viewing local photos, videos, books, IndigiTUBE, to find information about cultural practices such as musical

- instruments used, performance paraphernalia
- recording how frequently/ for what purposes they visit particular places, representing information on a graph or table with teacher guidance
- identifying, talking about and describing artefacts, describing how they are used, how they are made and maintained, what materials they are made from
- labelling, drawing and matching inside and outside body parts
- learning and using vocabulary and expressions related to healthy living and eating, personal hygiene and fitness

	Elaborations
Give factual information about family, friends, Country/Place and community using simple statements and descriptions, captioned drawings and photos [Key concepts: daily routines and activities, events, Country/Place, community life ; Key processes: labelling, captioning, describing, contributing, recounting] (ACLFWC005)	- representing aspects of their daily routines using different modes of expression, for example, by writing captions, descriptions or attaching word bubbles to drawings - creating a pictorial story to describe activities and routines they do at home, at school, in the community - contributing to a shared recount, such as a class photo story to report on an event, for example, a hunting trip, a school visit, an excursion or school or community celebration - creating posters to convey important messages, for example, in relation to health and well-being, caring for Country/Place

Creating	Elaborations

Participate in shared listening to, viewing and reading of texts, identifying and describing favourite elements, main characters and key events and responding through singing, dancing, drawing, movement and action

[Key concepts: storytelling, response; Key processes: responding, performing, sharing, expressing; Key text types: songs, raps, dances, traditional and contemporary stories, paintings and visual design, video clips (IndigiTUBE)]

(ACLFWC006)

- participating in shared reading of traditional and contemporary stories and responding, for example, by sequencing and captioning pictures, drawing events in sequence, retelling and re-enacting with props or actions
- predicting the content/meaning of narrative texts such as picture books, including titles, covers and illustrations, and giving reasons for their predictions
- illustrating and describing main characters and key events in stories, songs and performances
- discussing their favourite characters or events in familiar stories, songs, performances, making simple evaluative statements and comparing each other's responses to the texts
- identifying key animals, birds and other characters in stories, songs, performances and dances, recognising and describing particular patterns of movement and discussing the significance of particular dance elements
- listening to Elders/community members telling stories from the local area, and responding by retelling parts of the story, for example, in the sand, in dot paintings, or through performance
- listening to Elders/community members tell stories, identifying which stories belong to which natural features in the region/Country/Place and the significance of particular animals and natural species
- identifying, naming and describing significant sites, landforms and other features of Country/Place through which a travelling story passes
- identifying and discussing key messages expressed in stories, song, dance and visual design
- reading contemporary texts and recreating elements in new imaginative ways, using oral language, visual design, dance, digital technologies and performance

Create and present shared stories, songs and performances using familiar words and expressions that allow for exploration and enjoyment of language

[Key concepts: story, performance; Key processes: creating, narrating, retelling, singing, dancing, drawing, performing, shake-a-leg; Key text types: songs, raps, dances, stories, paintings and visual design, performance]

(ACLFWC007)

- making a shared Big Book or digital text based on an event, experience or selected characters or elements of favourite texts, using drawing, labelling, captioning and describing
- creating own stories by sequencing a series of pictures and adding captions or commentary, or by creating a storyboard with labels
- re-enacting or retelling simple stories, episodes or interactions with props, actions and gestures
- creating new versions of contemporary songs and raps, substituting words and phrases such as animal names, places, geographical features, changing settings and adding characters, incorporating non-verbal forms of support such as clapping, gestures and facial expressions
- creating new dance sequences, paintings and visual designs to tell a story, incorporating elements of traditional design

Translating	Elaborations
Translate words and expressions used in everyday contexts and situations, from the language into other known languages and vice versa [Key concepts: similarity, difference, gesture, sign language; Key processes: noticing, translating, explaining] (ACLFWC008)	• translating common words, expressions and gestures used in everyday contexts and situations from the language into other known languages and vice versa, using classroom resources such as word banks, wall charts, visual dictionaries, word lists and pictures • playing matching-pair games using words and phrases used in everyday conversations in the language and in other languages • showing others how different signs and hand talk are used if applicable and explaining basic signs for things from the natural environment, for example, water, animals • explaining symbols and their meanings to others • recognising that every language has its own words, sounds and gestures that it uses to make meaning
Create simple print, oral, digital bilingual/multilingual texts, such as songs, wall charts, labels for the classroom, class rules, timetables [Key concepts: meaning, code, bilingualism; Key processes: creating, matching, captioning, sequencing] (ACLFWC009)	• creating bilingual/multilingual word lists, wall charts, picture dictionaries, using vocabulary encountered in texts such as school signs and notices, songs and storybooks • creating simple bilingual texts, for example, school/classroom signs, school/classroom rules, timetables, charts, labels for objects used in the classroom and in the community • creating sets of matching bilingual word cards • creating and performing short bilingual/multilingual chants, songs, raps that move between the language and other known languages • performing simple presentations for the school community that involve elements from both the language and other known languages, such as a contribution to an assembly or a performance for the wider community • writing bilingual/multilingual captions for a photographic display about a class event or experience, such as sports day, caring for the school environment, reading night
Identity	Elaborations

| Learn about and understand the concepts of kin, social groupings and relationships, and how these are connected to the natural environment
[Key concepts: identity, relationship, kinship, family terms; Key processes: identifying, categorising, representing, explaining, creating]

(ACLFWC010) | creating poster/kinship chart/tree depicting own family and labelling with appropriate kinship terms for immediate and extended family members using sign language for kinship terms and immediate families (if appropriate) identifying self as belonging to part of a family and/or social group, such as a footy group, representing relationships through drawing pictures, adding captions to photos or creating digital presentations identifying skin names of self and immediate family members recognising their own clans and other sub-groupings and the symbolic representation of these, for example, totems and personal relationships with plant/ animal species and Country/Place talking about family names, given name/s, skin names and moiety as appropriate, for example, maternal versus paternal grandparents, presence or absence of birth order names, and other ways of referring to people categorising names of students in the class into clans, moieties and other sub-groupings, and where appropriate their affiliations with the natural environment, for example, salt versus fresh water, north versus south wind learning from Elders appropriate ways of interacting with others and behaving according to kin and other social groupings identifying elements of their behaviours or relationships that mark their individual or community identity inviting grandparents from different family groups to come and talk about family identifying relationships and connections between themselves and other students in the group, considering the nature of groups and sub-groups within the school and larger community creating family history/life stories, identifying values and practices that keep families strong, such as working together |
| Identify with Country/Place and understand connections between Country/Place and individuals and groups
[Key concepts: Country/Place, kinship, social groups, identity, connections; Key processes: identifying, naming]

(ACLFWC011) | identifying which Country/Place belongs to their mother's side and which to their father's side identifying and naming features of Country/Place that belong to their own family and kinship groups, using drawings, photos or presentations to explain to others using appropriate language and behaviour when approaching particular sites of significance and other elements of Country/Place, for example, whispering, silences, making one's approach known acknowledging that their first language is a birthright which establishes their identity with respect to their Country/Place and its traditions |

Identify their own songs, stories, dances and designs and their links to kinship systems [Key concepts: identity, kinship, History, story; Key processes: identifying, describing, talking about] (ACLFWC012)	• identifying, listening to and talking about stories, songs and dances from their own traditional Country/Place and sub-groupings • describing body markings, designs and paintings relevant to their own identity • talking about how people are linked to song, story, dance and design through kinship systems • describing how story links plants, animals, people and protocols for visiting country

Reflecting	Elaborations
Notice how using the language and other known languages, including English, involve some different ways of communicating and behaving [Key concepts: language, culture, context, similarity, difference, respect; Key processes: noticing, describing, comparing, responding] (ACLFWC013)	• noticing which languages they use in which contexts, for example, at home, when playing with friends, when talking with grandparents, at school when talking to teachers, at the community store, during visits to specific places on Country/Place • describing how it feels to use the language in the classroom compared to using it at home or in the community • developing language for talking about language and culture, for example, using terms such as 'difference', 'Country', 'behaviour', two ways', and considering questions such as 'Why is … like this?' and 'Why do people….?' • considering how they communicate with different friends and family members who speak different languages

Understanding

Systems of language	Elaborations

Use and recognise the sounds, intonation and rhythms in the spoken language and learn how sounds and words relate to written language
[Key concepts: sound system, writing system, sound–symbol correspondence, conventions; Key processes: listening, recognising, reading aloud]

(ACLFWU014)

- recognising the sounds and syllables of familiar spoken words
- learning with the visual support of writing how speech sounds join to form syllables, morphemes and complete words and phrases
- learning that the writing system represent sounds and meanings, associating individual sounds or a range of sounds with particular letters and combinations of letters
- recognising the letters of the alphabet and knowing that there are lower and upper-case letters and that letters are arranged from left to right
- noticing that different languages may share similar speech sounds
- using knowledge of sound–symbol correspondences to isolate and read syllables, morphemes and familiar words
- recognising high-frequency sight words and morphemes
- recognising special alphabetic conventions, for example, digraphs representing a single sound, diacritics that alter the regular value of a letter
- using morphemes and syllabification to break up simple words and using visual memory to write more complex or less familiar words
- checking for inclusion of relevant punctuation, including capital letters for sentence beginnings, full stops, question marks and exclamation marks
- learning that written text in the language has conventions relating to words, spaces between words, layout on the page
- using known words in writing and spelling new or less familiar words using developing visual and morphemic knowledge
- reading texts aloud showing knowledge of sound–symbol relationships

Understand and use a developing vocabulary including topical and classificatory language, recognising the function of different word types in the language [Key concepts: word function, word order, patterns, rules; Key processes: identifying, recognising, noticing patterns, observing] (ACLFWU015) ▤	• understand and use vocabulary relating to familiar and unfamiliar topics, including synonyms and older words that might not currently be used so often • understanding that words have different functions, for example, words for things, words for actions • identifying common word classes, for example, *noun, verb*, using available terminology from the language as appropriate • recognising that sentences are key units for expressing ideas • recognising common prefixes and suffixes in the language and how they change a word's function • learning new words for everyday contexts and for a growing number of school and community contexts • recognising that the language may have words in common with nearby languages • observing some words in the language that are not found in English and vice versa
Recognise there are many ways of communicating messages in Aboriginal and Torres Strait Islander languages [Key concepts: communication, narrative; Key processes: recognising, identifying, comparing] (ACLFWU016) ▤ ᕽ ⚕	• understanding that there are different ways of telling a story, such as Elders yarning, through song, dance and music and associated visual design and spectacle, and through painting (body, bark, rock, sand) • recognising that communication also occurs through sign language • understanding that texts have a purpose, for example, traditional stories, including hunting and travelling stories, paintings, songs and dances • understanding Country/Place as a text • identifying some features of narratives, for example, they are usually about journeys across Country/Place, involving landforms, people, animals and plants • recognising that writing, like speech, is rule-bound and involves following the conventions of different types of text • noticing how texts such as storybooks are sequenced and organised, for example, by identifying the main title and connections between pictures and written text • understanding that texts can take many forms; that they can be very short, for example, a sign, or quite long, for example, a story, song or multimodal presentation • recognising that written texts are made up of words, groups of words and illustrations or images that together make meaning
Language variation and change	**Elaborations**

Recognise that different words and language forms are used to address and communicate with people according to relationship and situation [Key concepts: kinship, context; Key processes: noticing, recognising, comparing] (ACLFWU017)	• noticing that different forms of address and kinship terms are used depending on the relationship between participants • recognising that the way a person is related to another affects how he or she speaks and behaves with that person, as in the case of mother-in-law talk or avoidance relationships, such as poison cousins • recognising that ways of speaking vary according to context and situation, for example, language used when interacting with peers during playground games is different to that used with the teaching team in school • recognising that language used in particular interactions can vary between cultural contexts, for example, the different use of kin categories in the language • learning to use a different tone and style of language with different people • recognising that there may be different languages spoken in the community which can be distinguished by listening carefully
Recognise that languages borrow words from each other [Key concepts: relatedness, word-borrowing; Key processes: identifying, recognising, comparing] (ACLFWU018)	• recognising words in the language that are borrowed from English • recognising that some words in the language have come from other Indigenous languages • noticing that some words used in Australian English have come from Aboriginal or Torres Strait Islander languages, for example, 'billabong', 'dingo', 'kangaroo'

Language awareness	Elaborations
Recognise that their language is part of broader regional and national language diversity [Key concepts: linguistic diversity, language shift; Key processes: identifying, recognising] (ACLFWU019)	• identifying regions, places and communities where the language is spoken • mapping the different languages spoken in the class to create a language map or wall chart • identifying immediate neighbours and the languages they speak, recognising shared vocabulary across groups of neighbouring languages • recognising that there are many different Aboriginal and Torres Strait Islander languages in Australia, for example, by viewing Language maps of the region, the state and the whole of Australia • recognising the ecological regions of the Aboriginal and Torres Strait Islander languages, for example, desert, coastal, rain forest, sub-alpine, riverine and seas • recognising that some Indigenous languages in Australia are strong, while others are endangered or in the process of being revived or reclaimed

Understand that language belongs to communities, and that language learning requires respectful and appropriate behaviour [Key concepts: ownership, belonging, respect; Key processes: demonstrating, applying] (ACLFWU020)	• understanding that each Aboriginal language or Torres Strait Islander language is recognised as belonging to a group of people who are the language owners or custodians • demonstrating and applying respectful and appropriate behaviours, including appropriate language forms, in the presence of visiting Elders/community members

Role of language and culture	Elaborations
Notice that people use language in ways that reflect their culture, such as where and how they live and what is important to them [Key concepts: Country/Place, Language, Culture, symbol; Key processes: noticing, recognising, questioning, making connections] (ACLFWU021)	• exploring culture as an essential part of human life, understanding that it is shared and passed on between generations; that it includes observables such as ways of cooking and ways of greeting, symbols such as flags and colours, and unobservable elements such as beliefs and values, ways people think about themselves and others and relationship with the environment • recognising that beliefs and behaviours are woven into languages and cannot be separated from them • noticing how respect for Elders and Country/Place is built into the language • recognising significant symbols and features in the language and culture, for example, in song, visual design, dance moves • recognising that languages encapsulate values held about land and Country/Place, for example, caring for Country/Place • noticing how gestures and body language differ between cultures, for example, in relation to the use or avoidance of eye contact • noticing similarities and differences in language that relate to culture, such as the names of foods and animals particular to the climate and environment, and in cultural practices, such as the sharing involved in extended families, special times, story-telling and yarning • noticing that using the language and using English involve different ways of communicating, and considering what this reveals about cultural values or traditions

Role of language building	Elaborations

Recognise how Aboriginal and Torres Strait Islander languages are transmitted from generation to generation [Key concepts: oral transmission, language maintenance and development; Key processes: noticing, recognising, considering, valuing]

(ACLFWU022)

- recognising that Aboriginal and Torres Strait Islander languages have been maintained through an oral rather than a written tradition
- recognising that Aboriginal and Torres Strait Islander languages have been maintained and passed down through generations by means of storytelling, performances, songs and viewing Country/Place as text
- recognising that language speakers are the most important primary source of language knowledge
- considering why learning an Aboriginal and/or Torres Strait Islander language at school is important in maintaining and strengthening language use

Framework for Aboriginal Languages and Torres Strait Islander Languages

Foundation to Year 2 Achievement Standard

The achievement standards for the Framework for Aboriginal Languages and Torres Strait Islander Languages First Language Learner Pathway are generalised in order to cater for the range of languages that may be learnt as an L1 in the school context. The achievement standards will need to be adapted for use for specific Aboriginal and Torres Strait Islander languages.

By the end of Year 2, students interact with the teaching team, Elders, community members and each other to share information about family, friends, community activities and events. They use appropriate ways of talking, including terms of respect, forms of address and sign language. They participate in routine classroom exchanges and collaborative activities, such as pair, group and class discussions, asking and responding to questions and taking turns. They make relevant suggestions during class writing activities when the teacher is acting as a scribe. They identify key information about Country/Place under the guidance of Elders and community members and demonstrate this understanding by describing habitats, plants, animals and seasonal changes, by classifying plants, animals and natural objects into categories, and by naming and describing key social and cultural events. They respond to texts such as stories, songlines, dance and visual art through singing, dancing, drawing, action and movement, demonstrating understanding by identifying and describing characters, sequencing events, and retelling parts of the story. Students use familiar words and expressions to create and present shared stories, songs and performances, drawing on their own experiences and knowledge and providing details about characters or events. They make short presentations consisting of a few connected sentences on familiar and learned topics. They read aloud short shared texts with familiar vocabulary, high-frequency sight words and supportive images. They use knowledge of sounds and letters, high-frequency words, sentence boundary punctuation and directionality to help them make meaning when reading. Students use family terms and skin names for immediate family members as appropriate and demonstrate appropriate ways of interacting and behaving according to kinship structures and social groupings. They demonstrate understanding of connections between Country/Place and individuals and groups by identifying and naming features of Country/Place that belong to their own family and kinship groups. They identify their own links/cultural affiliations, for example, to stories, totems, dances and designs.

Students link most sounds of the language to written symbols and conventions. They use knowledge of sound–symbol relationships to read and recognise high-frequency words and use simple metalanguage to describe basic elements of language forms and structures. They recognise that messages in Aboriginal and Torres Strait Islander languages can be communicated in a number of ways, such as Elders' story-telling or through song, dance, visual design and signing. Students know that different words and language forms are used to address and communicate with people according to relationship and situation. They recognise that there are many different languages spoken in their class, community and region. They describe how the language has been passed down from one generation to the next, and recognise that language use reflects where and how they live and what is important to them.

Years 3 to 6

The nature of the learner, the pathway and particular language

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

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

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

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

Learners at this level are expanding their social networks, experiences and communicative repertoire in the language. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning. The curriculum ensures that learning experiences and activities are flexible enough to cater for learner variables while being appropriate for learners' general cognitive and social levels.

Language learning and use

Students interact with peers, the teaching team, Elders and community members in a variety of learning experiences and activities. They continue to build vocabulary that relates to a wider range of domains, such as curriculum areas that involve some specialised language use.

Students engage in a range of listening activities and build oral proficiency through responding to rich language input and opportunities to engage in meaningful communicative activities. They follow instructions, exchange information and express ideas and feelings related to their immediate environment and personal worlds. They participate in shared tasks, performance and play.

Students' development of written literacy progresses from supported comprehension and use of high-frequency and personally significant sight words to more elaborated simple texts which take account of context, purpose and audience. The development of reading skills and textual knowledge is supported through interaction with a range of spoken, written, visual and multimodal texts, including sign language as appropriate.

At upper primary level, learners use the language for a widening range of purposes: collaborating, creating, performing and responding to resources and experiences. They have greater control of vocabulary and grammatical resources and use an increasingly sophisticated range of non-verbal strategies to support communication. Shared learning activities develop social, cognitive and language skills and provide a context for purposeful language experience and experimentation.

Oracy development includes listening to a range of varied language input from different sources and building more elaborated conversational and interactional skills. These include initiating and sustaining conversations, reflecting on and responding to others' contributions, making appropriate responses and adjustments, and engaging in debate and discussion. Individual and group oral presentation and performance skills are developed through researching and organising information, structuring and resourcing presentation of content, and selecting appropriate language to engage a particular audience.

At this level, there is focused attention on language structures and systems. Learners draw on more established grammatical and lexical resources to compose and comprehend more complex language. With support they build increasing cohesion and complexity into their writing in terms of both content and expression. They use ICT to support their learning in more independent and intentional ways and make comparisons between the language they are learning and other languages they speak or are learning, including English.

Contexts of interaction

Learning occurs largely through interaction with peers and the teaching team. Additional enrichment and authentication of learning experience is provided through interactions with Elders and other speakers living in the community. Interacting with Country/Place and exploring the environment with Elders and other community members is essential to learning at all stages. Students may also have access to community facilities and functions, such as the health clinic, art centre, coast patrol, local interpretative centre, and the office of the park ranger or land council.

Elders and community members may teach about cultural elements of language and communication, such as gender-differentiated roles, working separately with male and female students when appropriate.

Students may have some access to speakers of the language or related languages in other communities and regions through digital technologies.

Texts and resources

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

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

Level of support

While learners work more independently at this level, ongoing support is incorporated into task activity and the process of learning is supported by systematic feedback and review. Form-focused activities build student's grammatical knowledge and support the development of accuracy and control in written language. Opportunities to use this knowledge in meaningful activities build communicative skills, confidence and fluency. Tasks are carefully scaffolded: teachers provide models and examples; introduce language, concepts and resources needed to manage and complete learning activities; make time for experimentation, drafting and redrafting; and provide support for self-monitoring and reflection. Discussion supports learning and develops children's conceptual frame for talking about systems of language and culture.

While learners are becoming more autonomous and independent at the upper primary years, ongoing support is still needed, including explicit instruction, structured modelling and scaffolding, and provision of appropriate stimulus materials and timely feedback. Learning experiences incorporate implicit form-focused language learning activities and examples of texts and tasks.

The role of languages

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

Years 3 to 6 Content Descriptions

Communicating

Socialising	Elaborations

Interact with others, sharing and comparing experiences, personal perspectives and points of view on topics related to immediate environment and personal world
[Key concepts, family, community, relationships, interaction protocols, experience, health and well-being, personal and cultural safety; Key processes: sharing, participating, recounting, discussing]

(ACLFWC023)

- using appropriate ways of talking and interacting in different social situations or with different social groups, including talking to people from different areas/Countries/Places or to people in positions of authority, senior people
- recounting and sharing stories of personal experiences, journeys or discoveries, for example, hunting, tracking, navigating, road trips, trips to town, football matches, significant milestones, social and cultural activities and celebrations
- participating in class, group and paired discussions about shared experiences and topics of interest, learning how to listen to others, to compare experiences, contribute ideas and provide feedback, noticing and talking about how the same event can be presented from different perspectives
- sharing and explaining personal opinions and attitudes about school, entertainment, sporting and leisure activities
- identifying and discussing behaviours, practices, facilities and events that contribute to their own physical and spiritual health and well-being and that of the class, school and community, for example, identifying how important people in their life influence them to act or behave in healthy, safe and culturally appropriate ways
- discussing and evaluating protective behaviours to stay safe in different situations, including near water or roads, in the bush or when a person or situation makes them feel uncomfortable or unsafe
- identifying and discussing traditional ways of preventing sickness and staying healthy
- discussing shared values that they see as being important to family, school and community, for example, reciprocating, respect, care for the land/sea/water and community
- persuading others in the class to consider a particular point of view or action
- engaging in conversations and discussions with guest speakers, using culturally appropriate interaction protocols such as active listening behaviours, asking questions and offering opinions and ideas
- sharing and explaining opinions about issues of shared interest, for example, parental, school and community expectations, peer pressure and intergenerational perspectives, identifying possible points of agreement or tension
- engaging in online discussions with other young language learners to exchange information about cultural practices, experiences and shared interests, for example, leisure activities, community life, music and sport
- recognising listener and speaker roles and the role of assumed and shared knowledge in everyday communication

Plan and participate in collaborative activities and events, negotiating and performing different roles and responsibilities that are appropriate to local cultural traditions

[Key concepts: collaboration, experience, shared decision making; Key processes: making arrangements, designing, making, planning, suggesting, negotiating]

(ACLFWC024)

- participating with Elders/community members in local cultural traditions and activities, such as, tracking, hunting, gathering and preparing food, looking for schools of fish, searching for honey ants, digging soakages, using hand signs as appropriate
- following instructions from Elders, for example, cooking bush tucker, making different traditional tools, weaving baskets, collecting beans or shells to make necklaces, making bush shampoo, recording, remembering and explaining the processes to younger students
- collecting resources used for cultural practices in the bush under supervision of Elders, for example, oil, greases, ochre, feathers
- planning and negotiating roles for a class event, such as a cook-up, class display or performance, making a short video or presenting a school-assembly item, planning and conducting an interview with a special class guest
- working together on collaborative tasks that involve negotiation and shared decision-making about content and design, for example, designing posters or menus for special events, designing a class garden, creating picture books for 'buddy' classes
- working together to design posters or web pages to promote a school or community event
- conducting, recording and presenting observations and findings of collaborative science experiments, for example, monitoring the movement of cane toads
- working with visual, print and digital modes of expression to create texts such as invitations to/programs for a class performance or event, for example, a reading night
- collaborating to design an item such as a language flag, artefact or logo that incorporates elements of importance to the language community

Participate in classroom interactions that involve some changes to ways of communicating at school and the development of learning related language and interaction patterns	• discussing differences between ways that they are expected to listen and speak in class and ways they do so in home and community
[Key concepts: interaction patterns, cooperation, domains of language use, agreement/disagreement, reflection; Key processes: working together, contributing, enquiring, building language, monitoring, clarifying, acknowledging, explaining]	• identifying particular domains of language use, words and expressions used at school which may be unfamiliar, such as terms related to particular content areas or interactions between teachers and students
(ACLFWC025)	• taking on different roles in group and pair work, for example, being leader, recorder, time monitor, or reporting back to the larger group or providing feedback to others about their roles
	• using sign language for interactions in the classroom as appropriate
	• formulating different types of questions to ask a class visitor, such as open and closed questions and *when, why* and *how* questions
	• building the language of classroom interaction, for example, by asking relevant questions, prompting and checking individual and group understanding, using descriptive and expressive language when recounting experiences
	• developing language that supports planning of learning tasks and activities, organising resources, monitoring and recording learning experiences, such as clarifying and explaining, giving opinions, justifying, reporting results of group discussions
	• acknowledging others' ideas and opinions and indicating agreement or disagreement in non-judgemental ways
	• developing language to evaluate and reflect on their own learning, for example, describing how they feel when they are learning a new skill, strategies they use to persevere until they are successful, identifying ways they use their strengths to help themselves and others

Informing	**Elaborations**

Gather, organise and compare information from a range of sources relating to Country/Place, community and past and present ways of living

[Key concepts: past and present, natural environment, caring for Country/Place, social and cultural events, health and well-being; Key processes: enquiring, investigating, comparing, describing, tracking, mapping, measuring, charting, explaining, analysing]

(ACLFWC026)

- listening to stories of the past from Elders and community members, for example, accounts of where they grew up, what they did, their way of life, where they visited, how they communicated, practices such as the use of smoke in healing and purification, funeral practices, what values were important, how knowledge was transmitted; making comparisons with their own experience and contemporary life and discussing how daily lives have changed
- comparing traditional and contemporary roles in the community, for example, those of store keeper, nurse, teacher, park ranger, traditional healer and people responsible for Law, song and dance
- examining and analysing a range of sources, such as photographs, maps and oral histories, to collect information about people, places and events in their community's past and present to develop an annotated timeline or other visual representation of significant changes to community life, for example, contact history, modifications to water supply, establishment of the community store, clinic and school, introduction of currency, changing community and school policies with respect to language learning
- comparing photographs that reflect changes from the past to the present in a specific environment or location, identifying elements of both change and continuity
- creating charts, pictorial stories, maps, digital and oral presentations to represent and to explain elements of past times
- describing the seasons, identifying and recording indicators of seasonal and weather changes, for example, behaviour of animals, reptiles, birds, insects, plants; changes in wind direction, charting different forms of plants during the seasons, such as flowering, fruiting, shedding of bark, night sky and star formations; developing their own (class) seasonal calendar
- measuring daily meteorological data, for example, temperature, humidity build up, rainfall, wind direction, sun intensity, times of tides, and constructing charts, column and picture graphs to record gathered information
- investigating and describing how seasons and weather and availability of natural water sources affect people's lives and practices
- researching information about practices that care for Country/Place, for example, waterhole management and protection, fire management, species management
- observing and reading signs of Country/Place, such as the presence of bees, changing colours of bark, different tracks, tides, seaweed dumps, burnt ground, regeneration of vegetation, special (warning) calls of birds, ripening of fruit, changes in the night sky
- using appropriate cultural categories to classify different types of plants and parts of plants and their uses, for example, what different parts of plants are used for, which parts/plants are poisonous, presenting findings in chart, poster, table, graphic or digital form

- undertaking plant and animal surveys, for example, by recording details of plants that grow at school, in the community, on the side of the road, in the bush, of animals found in communities, on the roads, in the uplands, and of their habitats

- observing and presenting information through photos, captions and commentary on how different bush foods grow in different ways, for example, underground, on a vine or on a bush

- investigating with Elders some common bush medicines, talking about how they are used for different purposes, recording details through photos, pictures, diagrams, captions, descriptions and commentary

- making and recording observations of how living things such as insects, frogs or plants develop through their life cycles, recognising the effect on these cycles of different environmental factors

- mapping Country/Place in various forms, for example, on paper, in sand or mud, labelling key topographical features and infrastructure, key community facilities, indicating distances and describing Country/Place from a birds-eye view

- creating a calendar of key social and cultural events and activities in the community, for example, important celebrations, football matches, dog vaccinations, cattle mustering, annual school dances

- visiting the arts centre and learning how to make and decorate artefacts and make paint

- investigating the languages used and roles played by people in different community contexts, such as the store manager, administrator, arts coordinator, health worker, ranger, traditional healer, tour guide, mechanic, interpreter, Law person, cattle ringer

- surveying peers and community members on various topics, for example, favourite television programs, football teams, sports or bands, after school activities/time spent in those activities, languages spoken; presenting results in chart, graph or digital format

- conducting face-to-face or online interviews or surveys with peers, family members or community contacts to compare accounts of similar experiences

- naming and explaining inside and outside body parts, for example, stomach, blood, bone

- reading/viewing/ listening and obtaining information from community texts such as posters from health clinics, school magazines or community notices

- comparing and surveying healthy ways of eating, identifying what is available from the community store and which healthy foods they like to eat

- extracting key points from a range of spoken, written or digital texts such as posters, charts or brochures on topics such as health, well-being and cultural safety, and discussing key messages

- keeping a diary of food consumption over a week,

| | classifying types of food consumed, analysing how much bush food is in their daily diet |
| | visiting the health clinic to gather information about services the clinic provides and general health issues |

Convey information on specific topics using formats such as oral or digital presentations, displays, diagrams, timelines, narratives, descriptions and procedures [Key concepts: Country/Place, community life, identities; Key processes: creating, editing, presenting, profiling, sequencing] (ACLFWC027)	• collecting information about each other's likes, dislikes or interests to create a class profile, chart or database, using checklists, surveys or question cues • creating a class book or digital display about topics they have been studying in their language classes and/or other curriculum areas • writing narratives about their community's past and present based on researched facts, characters and events • creating and editing a presentation that includes text, images and sounds to record and explain aspects of life in their school, community, region • constructing a multimedia profile of their school and community • recounting an event, an experience or a journey, for example, a hunting trip, providing details such as how they travelled, who was with them, what animals they tracked and sighted, who cooked the animal • writing procedural texts, for example, to explain how to prepare and cook bush tucker, how to make tools, how to decorate artefacts, how to play a favourite computer game, sport or playground game • creating profiles to present to the class of significant people, for example, favourite sports personalities, music groups, celebrities, community leader/negotiator/spokesperson • introducing a guest speaker or visitor to the class, providing information on their background, purpose of visit, achievements • collaboratively planning, rehearsing and delivering short presentations, providing key details in chronological sequence • creating texts such as flyers, posters or posts on the school website to advertise an upcoming event • describing milestones or significant events in their lives that have shaped their identity, for example, by creating timelines or visual representations

Creating	**Elaborations**

Listen to, read and view a variety of texts, describing and discussing key elements, ideas, characters, events and messages, making connections with own life and experiences [Key concepts: visual design, representation, journey; Key processes: participating, describing, predicting, recalling, responding, listening, shared/guided reading; Key text types: songs, raps, dances, traditional and contemporary stories, paintings and visual design, video clips]

(ACLFWC028)

- participating in and responding to shared and guided reading of traditional and contemporary texts, for example, by retelling or re-enacting the story to others in spoken, written, or multimodal form, by creating a timeline of events or a profile of a favourite character

- creating digital profiles of characters they enjoy in texts, providing physical and character descriptions and examples of their ways of communicating and behaving

- conveying understanding of plot and sequence in texts, for example, by re-creating a sequence using a storyboard, labelling key events or creating a timeline with supporting commentary

- describing and discussing characters, main ideas, events and settings of different texts and exploring how language is used to present these features in different ways

- participating in shared and guided reading of texts, making predictions about the development or flow of ideas, using contextual and visual cues and responding to questions about characters, ideas and events, sharing and comparing reactions and responses

- listening to Elders/community speakers telling stories and singing songs, interpreting signs and gestures, talking about key messages and using correct protocols to ask clarifying questions; understanding the significance and role of storytelling and singing in traditional and contemporary times

- making connections between their own lives and experiences (as members of families and communities) and the events represented in traditional stories

- recognising that there are different ways of telling a story, for example, through dance and paintings, and discussing the uniqueness of symbols, colours, stories and feelings represented and reflected in dances and paintings from different regions of Country/Place

- interpreting and explaining artistic traditions and visual design, for example, paintings, etchings, rock art, etching or dance, interpreting messages conveyed through these forms

- discussing key messages, social values and traditional Histories expressed in stories, songs and dance in oral, print and digital formats

- responding to a creative contemporary text by manipulating the original to create a new version, for example, re-sequencing events, adding a new element, changing location or character, or creating an alternative ending

- understanding and discussing the importance of story and informal yarning and their role in transmitting language, culture and traditional knowledge

- retelling stories to feature different places, species or social groups

- composing a review of a song, story, cartoon, IndigiTUBE clip or television program, providing positive and negative critique, using modelled language and textual features

- participating in shared reading experiences, self-correcting when the reading does not make sense, using pictures, context, meaning, phonics and grammatical knowledge to help comprehension

Create, present and perform expressive and imaginative texts that involve different modes of presentation, such as stories, dance, skits or video clips, based on a stimulus concept, theme or resource [Key concepts: imagination, entertainment; Key processes: imagining, creating, experimenting, performing, storytelling; Key text types: raps, songs, dances, performances, digital texts, video clips, skits, paintings and visual design] (ACLFWC029) 📄 🌐 👥 🔗	- creating and performing imaginative texts such as stories, songs, raps and skits based on a stimulus concept, theme or resource, and incorporating elements of humour to entertain others - experimenting with different ways of telling stories, using a range of different texts and modes of presentation, for example, oral texts, photo stories, e-books, dance, visual design or digital texts, incorporating cultural elements, symbols and conventions as appropriate - creating imaginary characters, places or animals and presenting them through performance, digital display or visual representation - creating and presenting real or imaginative texts, incorporating humorous and expressive language to entertain younger audiences, for example, audio Big Books, puppet plays, cartoons, short video clips or voki animations, selecting language and images that enrich the visual or listening experience - telling the story of a real or imagined journey involving a variety of characters, places and events - reading a storyboard and retelling the information in their own words - composing dialogues between real/imagined characters in challenging or amusing situations, using expressions and behaviours that convey emotion or humour - creating a video clip to launch a real or imagined product designed to appeal to their peer group

Translating	Elaborations

Translate short texts from the language into other known languages and vice versa, including the register of sign language, noticing words or expressions that are not easy to translate and identifying elements which require explanation rather than literal translation

[Key concepts: equivalence, meaning, culture-specific concepts; Key processes: identifying, translating, transcribing, predicting, deducing, selecting, comparing, explaining]

(ACLFWC030)

- translating a range of familiar texts, for example, information from the health clinic, songs, reports, recounts, using visual and print dictionaries, word lists and pictures
- transcribing short, simple spoken texts, such as instructions or procedures, for example, making a coolamon or fishtrap, digging for honey ants, identifying words and phrases that have more than one literal meaning
- showing others how different signs and hand talk are used and explaining their meaning and symbolism
- explaining visual design and performances to others, including the use of symbolism
- translating texts such as songs and stories, identifying culture-specific concepts and expressions that do not easily translate into English, for example, language related to artefacts, landforms, traditional foods, kinship terms of address, name substitutes
- identifying and explaining concepts, practices and expressions in the language which do not easily translate into English, and vice versa for example, the number system, time, terms for colour, daily and seasonal cycles, kinship terms, environmental sounds and elements such as noises made by different birds
- translating and matching words to describe family and relationships in the language and English, finding examples of words that have no English equivalents
- identifying and working out the meaning of unfamiliar English words and expressions used in other curriculum areas, including technical language, and discussing how they would explain their meaning in the language, for example, paper, bunsen burners, safe houses, GPS, photocopying, clicking and dragging
- identifying and discussing contexts in their community where translators and interpreters are required
- demonstrating and explaining to others elements of non-verbal communication in the language that require interpretation, such as hand talk, sign language, facial expressions, eye contact, lip pointing

Create bilingual/multilingual texts for the classroom and the school community, such as records of excursions and shared learning experiences, songs, photo stories, posters, brochures, maps [Key concepts: bilingualism, expression; Key processes: creating, performing, describing, code-mixing] (ACLFWC031) ▤ ⓖ ⓖ	• creating bilingual/multingual signs, posters, notices and labels to be displayed in the classroom and around the school • creating a bilingual/multingual brochure about their community for a visitor, including a map of key features, protocols, cultural information • creating bilingual/multingual texts such as cartoons, songs, photostories, reflecting on how different meanings are communicated in different languages for different audiences • creating bilingual/multingual texts to promote school or community events, such as, invitations, brochures, digital presentations, posters, maps, newsletter items • creating bilingual//multingual resources for 'buddy classes', for example, stories, animations, games • creating bilingual//multingual captions and commentaries for a school display, for example, an art display

Identity	Elaborations

Describe kinship relations as a system and explain its role in determining social behaviour
[Key concepts: identity, relationship, kinship, family terms, social groupings/sub-groupings, story, behaviour, ways of talking; Key processes: investigating, explaining, describing, categorising]

(ACLFWC032)

- working with Elders to map community–wide links between families according to traditional kinship systems, for example, skin, clan, moieties, other social groupings
- explaining how moieties, skin groups or other social groupings form patterns through the generations
- investigating and explaining appropriate behaviours for different relationships, such as friends, boyfriends/girlfriends, right skin marriage partners and in-laws
- identifying and categorising personal and family names, for example, names affiliated with the land, sea/water or sky, names belonging to a moiety or other social groupings
- investigating and discussing the meanings of personal and family names and of other ways of referring to people
- designing visual representations, such as concept maps, posters, slide presentations with captions, to identify and explain group memberships, for example, friendship, family, sporting, interest and community groups, discussing what such memberships mean to their sense of identity
- using appropriate behaviours and ways of talking in specific kinship relationships, for example, using avoidance language, name substitution, respecting name/word taboos, averting gaze
- talking about ways their community expresses elements of identity, for example, behaviours associated with sporting teams, coastal versus inland communities, community events
- considering the role identity plays in contributing to individual, peer group and community health and well-being
- identifying markers of identity that may be important across other cultures, for example, elements of language or behaviours associated with family, community, location, age or gender

Interact with Country/Place, for example, by discussing roles within the family, ownership, custodial and totemic affiliations, and links between History, social groups and natural species
[Key concepts: Country/Place, identity, significance, family, Dreaming/History, totemic affiliation, role connections; Key processes: identifying, naming, describing]

(ACLFWC033)

- identifying and naming traditional Country/Place of parents and grandparents
- naming and describing features of Country/Place that belong to different family and kinship groups
- recognising that certain places have special significance to certain social groups and represent special bonds between people, place and story
- learning from Elders about their own developing roles and responsibilities with respect to caring for Country/Place
- identifying the traditional owners and managers of tracts of Country/Place and their roles in respect to Country/Place

Describe and explain behaviour, rights and responsibilities in relation to the kinship ownership of songs, stories, dances and designs

[Key concepts: identity, rights, responsibilities, ownership, behaviour; Key processes: describing, explaining, discussing]

(ACLFWC034)

- identifying and explaining how art forms, such as body paintings, designs, paintings, funeral poles, songs and dances, identify people and places
- explaining how different family members have different responsibilities in the performance of ceremonies, traditional performances and other social and cultural events
- explaining how ceremonial body designs, songs, dances and paintings are determined by family, skin, other sub-groups and story
- identifying and explaining the significance of stories that belong to particular social groups and of natural features, including animals and natural species
- understanding that ownership of songs, stories, dances and designs is determined by traditional kinship and other social groupings, place, History and story
- listening to Elders' traditional stories, making links between people, stories, songs of Country/Place and the social importance of connections to History

Reflecting	Elaborations

Notice and describe similarities and differences in ways of using language and interacting with people when communicating in the language and in other known languages, including English [Key concepts: language, culture, values, similarity and difference, communication, emotion; Key processes: noticing, comparing, describing, reflecting] (ACLFWC035)	• recognising cultural differences in ways of showing attitudes or expressing feelings when using the language, English or other known languages, for example, ways of showing respect, being polite, thanking or showing sympathy • describing how they communicate differently in the language, English or other known languages when interacting with different people, for example, with Elders, friends, parents, teachers, administrators, health professionals • comparing how they refer in the language and in English to other people, such as younger relatives, authority figures, in-laws • noticing how respect is shown to Elders in the community, for example, through the use of terms of address and expressions of deference, and comparing this to terms and expressions used in other languages and cultures • reflecting on the range of gestures and other forms of non-verbal behaviour used when communicating in the language or other languages • reflecting on situations where they switch between the language, English and other known languages, discussing why they do this, for example, when talking about different issues or topics, such as sport, food, music or social media • reflecting on the experience of being bilingual/multilingual, identifying benefits of knowing more than one language and considering whether moving between languages affects their sense of identity or 'belonging' • comparing observations about how interacting in the language feels different to interacting in English, identifying different ways of socialising or communicating that seem to be culture-specific

Understanding

Systems of language	Elaborations

Compare and use the patterns of speech sounds, intonation and rhythm in the language and learn the written forms of these and associated conventions

[Key concepts: sound system, writing system, intonation, rhythm, sound–symbol correspondence, punctuation, conventions, alphabetic order; Key processes: listening, recognising, comparing, reading aloud, transcribing]

(ACLFWU036)

- linking written morphemes, words and phrases with the spoken forms of the language
- linking written devices/techniques to spoken differentiation between statements, questions, requests, exclamations, as well as to beginnings, pauses and ends
- understanding how to use sound–symbol relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and sound changes
- recognising that there are constraints in the ways speech sounds may be ordered to form words, for example, sounds allowed at the beginnings and ends of words, what consonants may cluster together
- making one-to-one correspondences between speech sounds, morphemes, words, phrases and sentences and their representations in written texts
- using knowledge of sound–symbol correspondences to read syllables and familiar words, phrases, sentences and extended texts out loud
- identifying words from the language that have been borrowed by English, noting any difference in pronunciation that occurs as English words
- paying attention to consistency in spelling, checking spelling using dictionaries and other standard sources
- identifying different uses of commas in texts, including to separate clauses and items in a list
- recognising and using alphabetic ordering as a storing and sorting device
- noticing the role of parts of the mouth, nose and throat in the production of speech sounds
- recognising the difference between vowels and consonants and the role of vowels in syllables
- transcribing elements of spoken language using their knowledge of the language and its writing system
- identifying words in the language they think would be difficult for a non-speaker to transcribe

Understand and describe the word formation processes in the language, including the use of prefixes and suffixes
[Key concepts: word formation, word class, grammatical person and number, negation, metalanguage; Key processes: noticing, comparing, applying, understanding, modifying meaning]

(ACLFWU037)

▤

- increasing and developing vocabulary across domains of language use, including synonyms and different forms, giving examples of the common word classes in the language and in other known languages including English, such as examples of nouns, pronouns, verbs, adjectives, adverbs
- describing how word classes are treated differently in the language and in other known languages, including English, for example, the use of:
  - number in nouns and pronouns (singular, dual, plural)
  - tense and mood in verbs (affixation and separate words)
  - case in nouns and adjectives and case agreement
  - order of words in sentences
- discussing the formation of words, for example, the addition or change of a suffix or prefix to convey different meanings
- recognising that languages from the same region may have words in common and identifying patterns in such sets of shared words
- understanding that languages have systematic structures and are rule-bound
- understanding that rules vary between languages, for example, in relation to word-formation, word order at phrase and sentence level
- making comparisons and identifying patterns in and between languages, for example, free and fixed word order, tense in verbs, use of affixes versus prepositions
- noticing similarities between particular vocabulary sets in languages from the same region, such as words for body parts
- developing metalanguage for talking about language, for example, *noun phrases, word order, suffixes, prefixes, tense, transitivity*
- identifying in which areas of vocabulary the language has many more words than English, and vice versa, explaining possible reasons for this
- demonstrating main topical areas of vocabulary, for example, groupings of natural species, cardinal directions, kinship system, and contrast these with English vocabulary groupings

| Understand that texts such as stories, paintings, songs and dances have a distinct purpose and particular language features, and understand and apply text conventions
[Key concepts: purpose, language features; Key processes: recognising, identifying, distinguishing, applying, linking]

(ACLFWU038) | • distinguishing the purpose of a text and its features, for example, narratives are usually about journeys across Country/Place and convey explanations of features of Country/Place, mud-maps are for conveying basic directions

• investigating the purpose and use of sign language, for example, for hunting, for recently bereaved, for communicating at a distance, for restricting who can understand the message

• applying emerging knowledge of text conventions using classroom models, for example, determining points in written versions of oral texts at which commas, full stops and paragraph breaks might be used; accommodating in written texts the repetition and parallelism that characterise oral texts

• recognising language features typically associated with familiar texts, for example, the use of imperatives in games, instructions and procedures, and the use of past tense in traditional narratives and recounts

• linking ideas using appropriate grammatical forms, for example, connectives, serialisation, embedding

• sequencing content according to text structure

• recognising the role played by different elements in texts to contribute to meaning-making, for example, the layout, title, illustration and use of punctuation in a picture book or the use of speech bubbles in a cartoon

• noticing differences between spoken and written texts, for example, by comparing a written story with a spoken version of the same story

• becoming familiar with the conventions of a range of text types, for example, narratives and instructions |

Language variation and change	**Elaborations**

Understand that speakers vary language forms and styles according to kin relationship and context [Key concepts: kinship, respect, register, silence, taboo; Key processes: observing, examining, explaining, investigating, noticing, recognising] (ACLFWU039)	• observing how language is used to establish, maintain and reflect kin-based relationships • recognising and using specific ways of communicating messages that are linked with relationships, for example, indicating respect within families and extended kinship groups by avoiding direct eye contact, using indirect references and the use of silences and gestures • investigating word taboo and reasons for its existence • observing that verbal interactions can be more or less formal to suit the relationship between speakers, for example, relaxed, joking styles used with some kin compared to respectful, restrained language used with others • noticing differences in the ways speakers communicate with different people, for example, with young children, with unfamiliar adults or with Elders • reflecting on how they communicate with their own family and friends and with people less close to them, noticing differences in their language use and communicative behaviour • recognising that older people in the community use some different words to talk about familiar things • explaining differences in the ways language is used in different situations, for example, talking to their siblings, participating in cultural performances, talking in a big group
Recognise that languages change over time [Key concepts: language shift, language loss, borrowing and relatedness; Key processes: identifying, recognising] (ACLFWU040)	• identifying and discussing words in the language that have been borrowed from other languages to describe new concepts, for example, words for new things such as, technological innovations • understanding that language and culture together continually change as a result of contact with other languages and cultures
Language awareness	**Elaborations**

Explore the language situation of their community and the diversity of language situations in Australia [Key concepts: change, sign; Key processes: recognising, discussing, investigating] (ACLFWU041)	- identifying immediate neighbours and the languages they speak, noting differences and similarities with their own language, shared vocabulary and regional variations in language structure and use - investigating the distribution of speakers of the language across Australia, and the use of the language in the media, for example, in TV programs, films, IndigiTUBE - understanding the current situation and status of the language and how strong it is across generations - recognising how the language has been transmitted across generations and how it has been recorded, discussing reasons for different spellings of words within the language - recognising that Aboriginal and Torres Strait Islander languages are in various states of maintenance, development and revival, and investigating the historical reasons for such variation - investigating language revival programs, for example, processes and protocols involved, success stories and challenges, and considering what these efforts mean to the communities - understanding that the language is among the small number of Aboriginal and Torres Strait Islander languages still spoken across all generations - exploring how physical and biological environments affect linguistic ecology - recognising that some words are shared across several Aboriginal and Torres Strait Islander languages, understanding why there might be differences in spelling
Understand that the use of stories and names in Aboriginal and Torres Strait Islander languages is culturally determined [Key concepts: cultural safety; Key processes: recognising, observing, discussing] (ACLFWU042)	- understanding that there are open and closed versions of stories and ceremonies - observing and discussing protocols surrounding the retelling and sharing of stories - understanding that specific people as custodians of songs, stories and dances have the right to share these - understanding that certain people have the authority to give strangers access to certain areas of Country/Place
Role of language and culture	**Elaborations**

Reflect on how a community's ways of using language are shaped by values and beliefs

[Key concepts: Country/Place, cultural expression, transmission, value, belief, spirituality; Key processes: observing, making connections, discussing, investigating]

(ACLFWU043)

- showing awareness that languages carry cultural ides and values, for example, through culture-specific words, styles of addressing people, use of silence, speech prohibitions, respect, land-language associations, and non-verbal communicative behaviours
- identifying terms of address or expressions that reflect community values and traditions, for example, at ceremonies, during sorry business, when visiting other Countries, or when visiting significant sites on Country/Place
- recognising/noticing how family and community values and behaviours, such as familiarity, mutual obligation, reciprocity, deference or respect and caring for Country/Place are conveyed in the language
- recognising that the language has various social, spiritual and cultural functions in their community
- recognising that in each culture there are general rules about what to say and do, when, where, with whom, and that these rules differ from culture to culture
- comparing elements of communication, such as the role of silence or eye contact, in different cultural contexts and exchanges
- understanding that people 'read' intercultural experiences in different ways depending on their own cultural perspectives, recognising the validity of different perspectives and questioning notions of 'right' or wrong' ideas
- investigating how their community expresses its relationship with the natural environment through language, for example, with seasons, stars, reef, rivers, waterholes, plants and animals
- understanding that Aboriginal languages and Torres Strait Islander languages are storehouses of cultural, environmental and social knowledge
- recognising that song and song language play a central role as keeping-places of knowledge
- understanding that the language has a rich oral literature, which recounts the important journeys and events associated with totemic ancestors/important Elders, and understanding that these stories also map the land and the values of the culture
- understanding and discussing the importance of story and the role of storytelling in transmitting language and culture
- discussing the fact that concepts may be culture-specific, for example, referencing how relationships are structured, how time and quantity are expressed, how elements such as land, sea/water and sky are viewed, spatial awareness
- identifying how the language categorises things differently from English, for example, in relation to generic and specific words for plants and animals, such as 'tree' or 'kangaroo' and, considering reasons for such differences

Role of language building	Elaborations
Understand ways the language and culture can be maintained and strengthened in changing contexts [Key concepts: language maintenance and development ; Key processes: discussing, exploring, considering, investigating, language building] (ACLFWU044)	• exploring ways that language and culture have been maintained and strengthened in their community, for example, by using the language in families and school language programs, story-telling, writing, recording, archiving material, media services, songs and music, visual design • recognising the existence of materials such as audiotapes and visual and historical documents available through community organisations and in local, state and national archives, libraries, literature production centres, language centres and bilingual schools • exploring some of the complexities and challenges involved in keeping oral traditions strong and understanding the role they can play in this process • documenting and storing texts they have created themselves in appropriate safe-keeping places

Framework for Aboriginal Languages and Torres Strait Islander Languages

Years 3 to 6 Achievement Standard

The achievement standards for the Framework for Aboriginal Languages and Torres Strait Islander Languages First Language Learner Pathway are generalised in order to cater for the range of languages that may be learnt as an L1 in the school context. The achievement standards will need to be adapted for use for specific Aboriginal and Torres Strait Islander languages.

By the end of Year 6, students use spoken and written language to share and compare experiences, personal perspectives and points of view on topics related to their immediate environment and personal, cultural and social worlds. They use appropriate ways of talking when interacting in different social situations and with different social groups, and apply principles and protocols of cultural safety when engaging with cultural property. Students participate in class discussion, asking questions to clarify content and to offer opinions and ideas and taking into account other perspectives. They locate, classify and compare information from a range of sources relating to Country/Place, community, culture, environment and past and present ways of living. They interact with Country/Place under the guidance of Elders and older family members, making and recording observations in different formats, reading signs, classifying natural objects according to Indigenous cultural categories and mapping key topographical features. They respond to stories, songs, dances and artistic expression by describing how events, characters and settings are depicted through sound, image and performance, by interpreting messages conveyed through these forms and by sharing opinions, responses and reactions. They understand that ownership of songs, stories, dances and designs is determined by traditional kinship and other social groupings, as well as by place, History and story. Students create, with the support of models, a variety of spoken, written and multimodal texts for different purposes and audiences. They use descriptive and expressive language to write narratives and expressive and imaginative texts, and to recount experiences. They use specialised language to present information on specific topics, for example by presenting research-based factual reports. They use procedural language, for example to explain how to prepare and cook food, how to make tools, decorate artefacts or play a game. They apply their grammatical and vocabulary knowledge and their understanding of spelling and punctuation conventions in a range of sentence and text types. They translate familiar texts, identifying and explaining culture-specific concepts and expressions. They create bilingual/multilingual texts for the school community on a range of topics. They explain the family basis of the kin and skin systems and their role in determining social behaviour. They elaborate their own positions and identities within these systems, explaining their roles and responsibilities with respect to caring for family, land/sea/water. They explain links between ceremonies, people, stories and ancestral areas of Country/Place. They identify places which have special significance to particular sub-groups in the community and which represent special bonds between people, place and story.

Students know that the language has its own rules for pronunciation, spelling and grammar and they apply this knowledge to predict the sound, spelling and meaning of new words and to create their own texts. They read aloud with developing fluency and intonation. Students use metalanguage to explain language features and elements, using appropriate grammatical terms and making comparisons with English and other known languages. They explain how language use is adjusted to suit different contexts, situations and relationships, for example, registers of deference and respect, avoidance language, speaking to the side, indirect references, generational differences and the use of silence. They provide examples of how languages change over time by identifying words borrowed from English and other languages, including words that are similar to or borrowed from neighbouring Indigenous languages. Students understand that Aboriginal and Torres Strait Islander languages are in various states of maintenance, development and revival and can explain some historical reasons for this. They recognise the importance of maintaining and strengthening Aboriginal and Torres Strait Islander languages for their community and for the broader Australian community and describe ways that language and culture have been maintained and strengthened in their community. They reflect on their own ways of communicating, discussing how these might be interpreted by others.

Years 7 to 10

The nature of the learner, the pathway and particular language

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

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

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

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

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

Language learning and use

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

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

Contexts of interaction

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

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

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

Texts and resources

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

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

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

Level of support

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

The role of languages

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

Years 7 to 10 Content Descriptions

Communicating	
Socialising	**Elaborations**

Discuss topics of interest to immediate and wider community, explaining, comparing, summarising and justifying points of view and responding to different perspectives.
[Key concepts: ways of talking, community issues, social, environmental, educational issues, aspiration, perspective;
Key processes: comparing, explaining, discussing, summarising, justifying]

(ACLFWC045)

- discussing their ways of interacting in a range of contexts and situations that involve different ways of talking, for example, using deferential speech styles with respected kin or authority figures and in relationships involving status, and more informal styles with friends and close family members
- comparing personal reflections on shared experiences, such as visiting a metropolitan centre, a school excursion or a camp, noticing differences in their responses and perspectives
- discussing community news items and events, such as local sport or celebrations, comings and goings of individuals and families, actions of community leaders, new infrastructure or extreme weather events, identifying facts from opinions and gossip and rumours from real events
- discussing future learning and career pathways, comparing their aspirations and discussing and evaluating options
- drawing on personal and community knowledge to participate in debates and discussions on social, environmental or educational issues that impact on their region/community, for example, effects of mining, farming, grazing or commercial fishing or tourism on community life, problems related to feral animals, endangered animals, introduced species, water quality, adequate infrastructure, public amenities, and health care, explaining and justifying points of view, and using strategies such as 'story' to make a point
- canvassing differing opinions and perspectives on particular issues, for example, the challenge to traditional authority and transmission of knowledge posed by the technologies of literacy, the use of social media, the role of land councils in looking after Country/Place compared with traditional land and sea/water management practices, summarising arguments for or against particular points of view
- critically analysing and discussing coverage in a range of news media of issues relating to Aboriginal and Torres Strait Islander communities
- identifying and evaluating policies, actions and events that they believe contribute to the well-being of their community and other Aboriginal or Torres Strait Islander communities, explaining and discussing their findings

Plan, participate in and evaluate events and activities that involve taking shared action, negotiating and problem-solving and that draw upon personal and community knowledge
[Key concepts: event, managing different perspectives; Key processes: organising, persuading, deciding, negotiating]

(ACLFWC046)

- discussing plans for community initiatives, taking account of different participants' roles and relationships, and deciding on appropriate and effective ways of communicating with the people involved
- designing a campaign or developing a persuasive audio-visual text to promote awareness and invite action on an educational, community, social, environmental or health issue, such as the importance of learning the language at school or the benefits of being bilingual/multilingual
- negotiating and planning a familiar and routine event, such as an excursion, celebration or social media forum
- negotiating arrangements and solving problems that arise during collaborative learning tasks, weighing up alternatives, negotiating and managing different opinions and perspectives and reaching shared decisions
- participating in a simulated job interview as either the employer or prospective employee
- working with Elders to make their own hunting and gathering tools, for example, fishing nets, spears, digging sticks, baskets, and explaining special ways of cooking, cutting and sharing traditional foods, performing hunting activities in ways that are appropriate to local cultural traditions, including the use of signs and gestures
- considering options and reaching shared decisions when planning performances or presentations to showcase their language and cultural Law learning
- collaboratively planning and presenting a short documentary, for example, on an aspect of community life, a community, an environmental or ethical issue, a good news story or a community or school achievement

Engage in inclusive and respectful discussion that involves commentary, analysis and reflection on shared experience, such as that of learning and using the language in the school setting

[Key concepts: reflection, encouragement, literacy, learning strategies, respect; Key processes: discussing, analysing, reflecting, justifying]

(ACLFWC047)

- reflecting on their experiences of giving oral presentations and considering ways to improve their delivery
- developing language to support and extend discussion and debate, for example, by inviting opinions or further elaboration, clarifying or justifying their own statements, responding to others' perspectives and using reflective language
- providing encouragement or critical feedback to others in constructive ways
- reflecting on the usefulness of particular learning tasks, discussing their comparative language and literacy development in the language and in English, and documenting their use of their language in school, for example, through recorded notes in a reflective journal
- identifying and comparing learning strategies that have supported the study of their language in the school context, for example, learning vocabulary and language structures associated with different domains of language use
- discussing the advantages of being literate in the language and being bi-literate or multi-literate
- developing the language of reflection

Informing	Elaborations

Investigate, analyse and synthesise information obtained from a range of sources on topics and issues related to their Country/Place and community

[Key concepts: change, social and environmental issues, community initiatives/ projects, health and well-being; Key processes: researching, investigating, interviewing, comparing, summarising]

(ACLFWC048)

- researching social and community issues from the past, evaluating and summarising information on selected issues, comparing them to issues that impact on present times and presenting findings, for example, writing a report, giving a presentation
- investigating how practices have changed over time, for example, those associated with trading, how things such as ochre, sea shells and pituri were traded traditionally; travelling outside one's country to trade; transitions from nomadic life to community settlements; changing land and sea management practices, such as the use of fire or waste disposal
- interviewing key individuals and listening to local history stories about, for example, the coming of the Europeans, land rights, stolen generations, summarising findings in note form
- explaining how language and culture help to promote sustainable care of the environment
- investigating and explaining land and sea management practices for different times of the year, for example, burning time, waterhole maintenance, sea grass watch, turtle tagging, comparing these practices to western practices
- investigating reasons for recent changes in elements of local ecologies
- identifying, explaining, and evaluating practices adopted to support the protection and reintroduction of endangered species
- developing a photographic record/portfolio of different animal and plant species with commentary/annotations to explain different parts and features, documenting and explaining the influence of seasonal changes and different uses
- seeking information from Elders to assist in classifying living things according to Indigenous taxonomy systems, comparing these systems with those used in western approaches to the study of living systems
- reflecting upon different ways that Indigenous and non-Indigenous people view land ownership and management, and on how such differences are reflected and realised in daily and seasonal practices, for example, firestick farming vs mechanised ploughing
- working with rangers to record the GPS locations of places
- giving a presentation of Country/Place by describing places and explaining how to get to various locations using directional and locational terms
- reading and viewing local media reports and interviewing community members to gather information about current or proposed community initiatives and projects, evaluating pros and cons and likely impacts on community and environment; for example, new roads through to mine sites, community internet access, the construction of a swimming pool, new buildings, arts productions that involve marketing and royalties

- researching social or environmental matters such as Indigenous Protected Areas, feral or endangered animals, using commentaries and information generated through community or media debates to construct and justify a personal position
- gathering and presenting information about the nature of community roles and responsibilities, for example, by describing who has the rights for getting food from different places
- researching and presenting biographies of significant identities from their community in oral, written or digital form
- identifying, describing and evaluating various Aboriginal and Torres Strait Islander organisations that provide services to their community
- describing and explaining a range of practices relating to food gathering, such as the division and distribution of food from a hunting trip, for example, the awarding and use of different cuts of meat, special ways of cooking, cutting and sharing traditional food
- investigating community store options in relation to nutritional value, value for money, impact on health and sustainability, making comparisons with traditional options for sourcing food
- researching, recording and reporting on traditional ways of preventing sickness and staying healthy, including finding and preparing bush medicines under the supervision of Elders
- describing how bush medicines and traditional healing practices can be used in conjunction with medicines from other cultures, such as Western medicine and different natural therapies
- researching and presenting findings on different aspects of a selected business operating in the community, for example, enterprises related to arts, bush medicine, bush food, tourism, transportation, animal husbandry
- researching and evaluating community health programs, outlining what they see to be associated benefits and challenges, and making suggestions/recommendations for possible improvements or modifications
- collecting and presenting evaluations of various programs, initiatives and policies that contribute to the health and well-being of community, and analysing the significance of environmental factors, identity issues and connection with land/sea, water culture and language in relation to such initiatives

Convey information about events, experiences or topics of shared interest, using different modes of presentation to suit different audiences and contexts
[Key concepts: audience, Country/Place, community life; Key processes: describing, explaining, creating, annotating, reviewing, persuading, reporting, presenting, referencing]

(ACLFWC049)

- writing a review/report or create a mock commentary of an event such as a football match, school camp, school dance or music festival, using expressive and specialised language
- creating a short documentary to present information and stories, for example, about their school, their community, Country/Place and social and cultural events
- planning, drafting and publishing informative and persuasive texts, selecting appropriate language, visual and audio features to convey information and ideas, raise issues, report events and advance opinions
- designing websites, posters or presentations that include visual representations and supporting commentary
- reporting on their own or others' experiences of events using formats such as personal recounts, blogs or digital/oral presentations
- interviewing and writing a biography of a significant individual or group from their region, for example, a sportsperson, community leader/negotiator/spokesperson, musician, artist
- creating texts such as blog posts, contributions to school newsletters or letters to local media on social and environmental issues, using persuasive and emotive language to gain support from others in the community
- producing fact sheets or informative videos about a current issue, an historical event, an aspect of their Country/Place
- compiling a portfolio of texts in a range of modes/styles/genres related to a particular concept, purpose or audience, for example, a class anthology of stories from the community, a collection of procedural texts, histories of the region, profiles of community identities, using supporting evidence, and quotes and appropriate referencing conventions,
- planning, rehearsing and giving presentations, selecting and sequencing appropriate content and incorporating multimodal elements to either promote a particular point of view or to reflect diversity of viewpoints
- writing an article for a local newspaper or a letter to the editor or local council in relation to a community issue, using examples, stories and quotations to explain and substantiate a particular viewpoint
- creating an interactive presentation for younger children or for the community that highlights the benefits of maintaining and strengthening their own/home/first language
- creating spoken, written or multimodal texts, such as identity maps, timelines, digital presentations or family trees with captions and commentaries that describe key milestones and significant life influences, such as people, events, educational experiences, community affiliations, travel experiences, visits away from Country/Place, shifting place of residence, and considering how these shape identity

Creating	Elaborations
Interpret and respond to a range of texts, sharing and comparing personal views and reactions, describing, explaining and comparing aspects of artistic expression and how these relate to land, people, plants, animals and social and ecological relationships [Key concepts: representation, imagination; Key processes: interpreting, explaining, describing, discussing; Key text types: songs, raps, dances, traditional and contemporary stories, paintings and visual design, video clips, films] (ACLFWC050)	• explaining concepts such as social responsibility or knowledge of History portrayed through characters in traditional texts, discussing the relevance of such concepts and their portrayal in contemporary life • listening and responding to stories from Elders explaining how the actions of ancestral beings created the landscape of their Country/Place • interpreting and responding to texts such as songs, stories, films or video clips by recording key vocabulary and expressions, identifying and explaining main ideas, themes and sequences of events, and sharing personal views and reactions with others • interpreting and comparing representations of values, people and events in a range of traditional and contemporary texts in a range of environmental, social and ecological contexts • discussing how key messages and beliefs are communicated through stories and through performing arts and visual design, for example, comparing the role and representation of animals, people and landscapes through different texts and media • describing and explaining aspects of artistic expression, for example, traditional and contemporary paintings, design, dance, the different roles of social groups in relation to traditional song and dance, the use of favoured materials and processes in the making of artefacts or the construction of headdresses • listening to, viewing and sharing personal responses to popular contemporary music, interpreting and analysing lyrics and dialectical variations, comparing key messages, themes and styles of performance and considering how they incorporate commentary on social issues • viewing films, identifying and describing the ways they portray Country/Place through elements such as language features, images, soundtrack • discussing, debating, evaluating or reviewing a film or contemporary performance, justifying and comparing their individual opinions • listening to and viewing television programs, IndigiTUBE clips, contemporary songs, or raps, identifying elements that suggest either shifts in social or cultural attitudes from those reflected in traditional texts or evidence of continuing values and belief systems • telling the story of a painting rock art or etching in their own words, comparing their interpretations of the visual design, including the use of symbols and colours • providing a live commentary of a dance performance, interpreting movements, commenting on the significance of body art and adornments and interpreting key messages of the performance

Create a range of spoken, written and multimodal texts involving real/imagined contexts and characters
[Key concepts: imagination, journey; Key processes: creating, collaborating, performing, composing; Key text types: raps, songs, dances, performances, stories, cartoons, advertisements, digital texts, video clips, skits, paintings and visual designs]

(ACLFWC051)

- collaborating with peers to create their own dramatic or humorous representations of people, situations or events encountered in their own lives
- using aspects of texts in imaginative recreations, for example by re-situating a character from a contemporary text in a new situation
- creating a rap or skit, including in digital formats, to perform to their peers that provides commentary on a local social, environmental or community issue that is important to them
- creating and performing sketches that involve characterisation, context and dramatic tension, for example, interviewing a celebrity or sports star, or appearing on a television show
- composing, performing or presenting songs, jingles or advertisements to create new interest in existing or imagined situations, services or products
- creating own art work (visual and performing) to convey a message, using selected arts elements, visual design and conventions as appropriate
- taking on the role of a character from a contemporary story and responding to questions in-role, or interviewing a character from a contemporary story
- creating and presenting a radio segment for a community radio station, for example, an imaginary broadcast of a footy match, an interview with a sports star or celebrity, a community news or events flash
- composing expressive texts such as protest statements, personal letters or persuasive speeches that require careful use of emotive or powerful language, noticing how they select language or imagery and the basis for this selection
- creating a short visual text of an aspect of Country/Place, accompanied by a sound track containing music and sound effects from the region
- developing storylines, characters and settings that explore themes or concepts that are relevant to their own social worlds

Translating	Elaborations

Transcribe, translate and interpret texts from the language into other languages of the region and into English and vice versa, considering and explaining factors that influenced the translation from one language and discussing issues related to translating and interpreting

[Key concept: equivalence, representation, meaning, interpretation, ethics; Key processes: translating, interpreting, transcribing, comparing, explaining, analysing]

(ACLFWC052)

- translating and interpreting short texts from the language into other known languages including English and vice versa, comparing their translations of particular sentences or phrases with those of their classmates, noting variations and considering why these occur
- translating and interpreting a range of texts, for example, narratives, stories, song lyrics, dialogues, posters, stories from the past, considering how to explain elements that involve cultural knowledge or understanding
- discussing the nature of translation with reference to strategies such as decoding literal meaning (word-for-word), reading for meaning (sense-for-sense) and cultural reading (between the lines), and strategies such as back-translation
- analysing published bilingual texts such as children's stories, health charts or song lyrics, and commenting on how well the translations have captured original meaning
- critically evaluating the effectiveness and accuracy of subtitles for films, video clips or documentaries, finding examples of meaning 'lost in translation'
- researching interpreting services in their area, for example, identifying services provided, the role of interpreters, qualifications required, ethical dimensions, and issues around interpreting and translating in specialised contexts, for example, in health, education or tourism
- understanding and applying culturally appropriate and ethical behaviour when interpreting and translating, for example, explaining ways people should act in interpreting contexts and considering potential consequences of inaccurate interpreting
- role-playing interpreting in a range of contexts, for example, healthcare, education, training programs, social services, administrative, Indigenous communications and media
- researching the types of texts which are transcribed within the school and wider community, discussing reasons for this
- transcribing a range of text types, for example, life histories, stories, information and procedures, explaining and following accepted procedures and protocols

Produce short bilingual/multilingual texts such as digital stories, comics, animations, blogs and contributions to community newsletters

[Key concepts: bilingualism, expression, interpretation; Key processes: creating, performing, designing, interpreting, annotating]

(ACLFWC053)

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- creating bilingual/multilingual texts for the wider community, for example, creating subtitles, captions or commentaries for texts such as brochures, life histories, slide shows or video clips that inform the wider Australian community of significant aspects of their culture, community and personal identities

- interviewing community members about their life stories and experiences to create bilingual texts that incorporate photos, maps and timelines, stories and songs

- performing a role-play, skit, song or dance for a visiting student audience, using their language for the performance and English for supporting explanations and commentary

- creating a bilingual//multilingual display, for example, a photographic display to showcase shared events and experiences, such as a trip to other communities or to the city

- creating a bilingual information pack in print and/or digital form about their school and local region for a visiting school

- producing bilingual/multilingual fact sheets or informative videos about a current issue, historical event, aspect of their Country/Place

- creating a bilingual/multilingual video clip, for example, to express the importance of maintaining and developing their own language for themselves and for the community

- creating glossaries and annotations in English that provide explanations for cultural and contextual references in songs, stories and dance

Identity	Elaborations

Investigate, explain and discuss the relationship between kinship, Law, land, sea/water and sky

[Key concepts: identity, relationship, kinship, Law, connection, interrelatedness, rights, obligations; Key processes: exploring, discussing, investigating, describing, reflecting]

(ACLFWC054)

- exploring the concepts of connection and interrelatedness and discussing associated rights and responsibilities
- discussing kinship as it applies to adulthood and the resultant changes in practices, rights and obligations at this stage of life, for example, changes in ways of referring to people
- describing kinship connections they have with the surrounding region and communities
- understanding and discussing kinship as a system, and explaining its importance in maintaining and regulating social relationships
- investigating and discussing how social groups form patterns across generations and determine relationships and behaviours, such as those associated with marriage, for example, classificatory in-laws, ceremonial peers
- investigating how particular policies and practices affect the sense of individual and collective identity of Aboriginal and Torres Strait Islander peoples, for example, in relation to experiences such as language loss, separation from Country/Place/family/community, stolen generations
- reflecting on how Indigenous Australians from different nations express their group identity, for example, through practices and symbols such as flags, Welcomes to Country, Indigenous rounds in sporting leagues
- reflecting on how their biography, including family origins, traditions, beliefs, practices, interests and experiences, shape their sense of identity and ways of communicating
- discussing the link between identity and connections to land/sea/water, culture and language and the health and well-being of individuals and community

Describe and discuss the relationship between people, community and Country/Place, and how individuals and groups demonstrate connections to areas of land and sea/water and their rights and obligations with respect to those areas

[Key concepts: Country/Place, land, water, sea, sky; rights and obligations, responsibility; Key processes: discussing, reflecting]

(ACLFWC055)

- discussing with Elders how patterns of ownership and management of land, water, sea and sky and associated stories determine rights and responsibilities with respect to those elements
- reflecting on how the language links the local, regional and national identity of its speakers with the land, water, sea and sky
- talking about how family relationships are linked to looking after Country/Place

Investigate and discuss how connections between Law, story, ceremony, visual design, people and Country/Place are demonstrated and manifested in individual and community behaviour

[Key concepts: identity, Law, behaviour, story, ceremony, guidance; Key processes: investigating, explaining, discussing]

(ACLFWC056)

- investigating and explaining the connections between rules, Law and kin systems, and how these can be demonstrated through visual design and performing arts
- discussing Law for behaviour associated with cultural practices and traditions, for example, birth, naming and funeral ceremonies
- learning from Elders different roles and responsibilities associated with ceremonies that are determined by kinship and social groupings
- listening to and receiving guidance from Elders on how ceremony, place and Law and are connected through kinship, story and cosmology and how they are demonstrated in community behaviour
- discussing how stories and songs often link neighbouring Aboriginal and Torres Strait Islander groups and nations

Reflecting	**Elaborations**

| Reflect on the relationship between language, culture and identity, and how this shapes and reflects ways of communicating Australian and thinking
[Key concepts: intercultural experience, perspective, insight, self-reflection; Key processes: comparing, analysing, discussing, explaining, reflecting]

(ACLFWC057) | • finding examples of interactions which are more appropriate in their own language than in English or vice versa, for example, using their first language to talk about community activities, family relationships, social and cultural activities, using English to talk about school work, excursions to other regions, towns, and considering why this is the case

• monitoring and analysing their use of their own language(s) and English in different domains of language use, for example, by keeping a record of when they use each language for different functions or in different contexts

• identifying and reflecting on instances when using both their own language and English in the same interaction makes for easier communication, and sharing their reflections with others

• discussing the different things they need to consider, change and accommodate when interacting with speakers of different language backgrounds, for example, watching for signals of misunderstanding, being mindful of different perspectives and traditions

• comparing how their relationships with people of different generations, gender and language backgrounds influence their ways of communicating

• reflecting on intercultural learning at school and intercultural experience in and out of school

• reflecting on the experience of using the language in the school context, for example, by identifying elements of experience that provide new challenges, such as having to adopt the full form of language as opposed to young people's talk or regional varieties at home

• discussing the concept of shared responsibility as it applies to intercultural communication, considering how effective interaction and exchange involves elements of noticing, analysing, reflecting, responding and adjusting

• identifying 'repair and recovery' strategies that can be used to respond to miscommunication between speakers from different languages and cultural backgrounds, for example, self-correction, apology, asking for repetition and clarification, rephrasing

• sharing and comparing cultural and intercultural experiences, and exchanging views on the benefits of speaking more than one language, such as having a larger vocabulary to draw on, additional insights and perspectives and opportunities for new/different experiences

• identifying and comparing how emotions or attitudes such as respect, shyness, exuberance or embarrassment are shown/displayed across different languages and cultures |

Understanding

Systems of language	Elaborations

Understand and explain sound patterns in the spoken language, representing these patterns with an expanding repertoire of written symbols and conventions
[Key concepts: sound system, writing system, intonation, rhythm, punctuation, conventions; Key processes: listening, recognising, analysing, comparing, reading aloud, transcribing]

(ACLFWU058)

- reading aloud extended text to show flow of ideas
- understanding the conventions adopted when citing others in language written for wide readership, and different ways of referencing these
- editing their own texts for word-choice, spelling, grammar and punctuation
- recognising how quotation marks may be used to mark parts of text as having special status, for example, quoted (direct) speech, and experimenting with the use of this device in own writing
- comparing speech-sound constraints in different languages, for example, sets of vowel and consonant phonemes, allowable combinations of sounds, rules for word stress
- describing the articulatory basis of speech sounds in their language(s)
- developing a metalanguage to describe and talk about sounds and phonology, for example, *place and manner of articulation, intonation*, and *word and sentence stress*
- understanding the major place of articulation categories in Aboriginal and Torres Strait Islander languages, for example, peripheral, laminal, apical, and their realisation across different languages and regions in Australia
- recognising phonological affinity in related languages that use differing spelling systems
- using their expanding knowledge of alphabetic conventions to transcribe speech sounds, syllables and words from a wide range of languages
- comparing published phonology charts for a variety of different languages, noting the associated writing systems
- transcribing complete texts of spoken language, using a range of alphabetic and punctuation conventions, supported by their grammatical and vocabulary knowledge of the language
- comparing and explaining the internal consistency of spelling systems for Aboriginal and Torres Strait Islander languages and English

Develop and use (meta)language to analyse a range of grammatical structures in their language(s) and English [Key concepts: system, grammatical case, affixation, transitivity, particles, metalanguage; Key processes: explaining, discussing, making comparisons and connections]

(ACLFWU059)

- explaining the full range of case marking in their language(s), such as the sharing of several case functions by single markers, the use of different markers for the same function
- discussing the use of case and gender in English pronouns, comparing with their language
- identifying and explaining how verbs are derived from nouns
- explaining how references to people, places, things and events may be varied and modified by using extra words, or particles, or by using affixes, for example, expressions for 'having', 'for want of', 'similar to', 'like', and the various forms of negation
- analysing and explaining the delineation of time, manner, attitude and place in their language(s), for example, temporal expressions such as 'beforehand', 'afterwards', 'too late', 'originally', and attitudinal elements such as 'ought to', 'I wish', and terms expressing endearment or disavowal
- explaining issues of agreement with transitive and intransitive verbs, including devices such as embedding and serialisation
- discuss the differing treatment of transitivity in the language(s) and in English
- making comparisons and connections within and across languages, for example, case systems used within different languages in Australia and elsewhere, the use of tense markers in verbs
- demonstrating the main topical areas of the vocabulary, for example, groupings of natural species, cardinal directions, kinship systems, and contrasting these with English
- discussing relationships between their language and languages of the region, for example, common words and structures
- discussing some contrasts between their own language and English in relation to grammar, discourse structure and figurative use of language

Investigate the ways people communicate using spoken, written and visual modes and analyse the form and structures of a range of texts, including their use, role and relationship to other social processes [Key concepts: text, relationship; Key processes: analysing, investigating, linking and sequencing] (ACLFWU060)	• analysing a range of texts, their role, use and relationship to other social processes, for example, in respect to declaring identity, acknowledging traditional belief systems, acknowledging ancestors, passing on knowledge and information, mapping resources on Country/Place and managing natural phenomena such as weather • discussing ways songs function to fix language and meaning in ways similar to literature in other cultures • investigating the use of sign language in their community and its relation to spoken language • applying principles of text organisation when developing both oral and written texts to develop or present ideas, noticing differences in characteristic features of oral and written discourse • linking and sequencing ideas to form a cohesive text, using appropriate grammatical forms and language features, for example, serialisation, connectives, embedding, headings and paragraphs • experimenting with language appropriate to particular text types, such as descriptive language in documentaries, reflective language in diary and journal entries and persuasive language in advertisements

Language variation and change	Elaborations

Analyse variations in language use that reflect different social and cultural contexts, purposes and relationships [Key concepts: respect, silence, kinship, body language, code-switching; Key processes: examining, explaining, analysing] (ACLFWU061)	• explaining how elements of communication, such as gestures, facial expressions, choice of language and use of silence, vary according to context, situation and kin relationships, for example, eye contact, pointing with lips • analysing the constraints that guide language use, for example by identifying and explaining why words become taboo, for example, the use of *Kumunjayi* and other word substitution as part of sorry business • recognising that there are specific ways of communicating that are associated with particular relationships and situations, for example, ways of behaving during sorry business, public events or meetings, topics only suitable for young fellas and girls, use of hand signs and body language, such as speaking to the side, using indirect references, silences, gestures or eye contact • distinguishing different registers of language, for example, language of ceremony, mother in-law language, talk used when communicating with older people • analysing intergenerational differences in language use, for example, young people's language when talking about popular culture, the strong 'right through' language of the older generation • explaining variations in language use that reflect different levels of formality, authority and status, for example, ways of talking to Elders at formal community events compared to everyday interactions • understanding connections between land, language and culture which are expressed by shifting/switching between languages and varieties of language, for example, differences between parents' clan languages
Understand that languages and cultures change continuously due to contact with one another and in response to new needs and ideas, popular culture, media and new technologies [Key concepts: contact, change; Key processes: exploring, observing, reflecting] (ACLFWU062)	• exploring forms, usage and history of contact languages in their broader region, including creoles, pidgins and Aboriginal Englishes • observing changes to language that reflect changing lifestyles, cultural trends and emerging needs, for example, youth language, new technologies, language associated with music, media and technology • reflecting on changes in their own use of their language over time, noticing how and when new ways are adopted or existing ways adapted
Language awareness	**Elaborations**

Investigate and compare the ecologies of Aboriginal and Torres Strait Islander languages with indigenous languages in other countries, and consider issues such as languages policy, language rights, language loss, advocacy, reform and multilingualism [Key concepts: environment, boundaries, policy, revival; Key processes: researching, investigating, exploring, considering] (ACLFWU063)	• investigating the geographical location of the language and the number of its speakers historically and in contemporary times • considering what might be future challenges facing their language in the context of its current linguistic ecology • exploring the use of English, Aboriginal English and creoles in their community • researching the impact of historical events, government policies, legislation and judicial processes, such as stolen generations, mission schools and advocacy on Aboriginal and Torres Strait Islander languages • identifying social and government policies and practices linked to particular geographical regions that have impacted positively on language acquisition, for example, the performing of Welcome to Country and the Acknowledgement of Country at events, on television programs and in films, efforts to raise the profile of Aboriginal and Torres Strait Islander languages in the wider Australian community • investigating the situation of indigenous languages in other countries, for example, New Zealand, Hawaii, North America, Japan, Latin America, considering issues such as language rights, language endangerment and revival and reclamation efforts, drawing comparisons with the situation of Aboriginal languages and Torres Strait Islander languages in Australia • understanding how the process of language-building expands existing linguistic and cultural resources in the Australian community • investigating and comparing the ecologies of Aboriginal and Torres Strait Islander languages with those of Indigenous languages in other countries, considering issues such as languages policy, language rights, language loss, advocacy and reform and multilingualism
Understand and apply cultural norms, skills and protocols associated with learning, using and researching Aboriginal and Torres Strait Islander languages [Key concepts: ownership, protocols, ethical behaviour; Key processes: acknowledging, investigating, applying] (ACLFWU064)	• acknowledging the cultural and intellectual property rights and copyright of the sources of their language work • understanding that permission and consent of the owners of languages must be sought by others when visiting their Country/Place • accessing, eliciting, recording and storing information appropriately according to cultural norms/mores
Role of language and culture	**Elaborations**

| Reflect on how ways of using language are shaped by communities' ways of thinking, behaving and viewing the world, and the role of language in passing on knowledge
[Key concepts: Indigenous knowledge, values transmission; Key processes: reflecting, exploring, analysing, comparing]

(ACLFWU065) | explaining the role of language in relation to culture and identity, and in passing on knowledge, such as sustainable care of the environment, rules for living, ways of behaving, spiritual and cultural functions and History reflecting on the way their culture divides the natural and cultural world and comparing these to other systems such as other indigenous systems and western systems analysing concepts related to cultural values in their language, for example, naming systems, kinship terms, nicknames, substitute words and pronoun systems, comparing to practices in other languages and cultures exploring how language is important in maintaining traditional culture and society in relation to Aboriginal and Torres Strait Islander peoples and to all Australians analysing and discussing core cultural concepts reflected in Aboriginal and Torres Strait Islander languages, such as respect, avoidance, reciprocity, obligation, responsibility understanding that culturally significant attitudes and beliefs conveyed through language are related to the past, and to land, flora and fauna and ceremonies considering how they use conversational strategies to avoid disrespect, such as using indirect language drawing on their own experiences of using their own language(s) and English in different contexts to consider how language can be either empowering or disempowering and inclusive or exclusive identifying and comparing how emotions or attitudes such as respect, shyness, happiness or embarrassment are expressed across different languages and cultures recognising that there are multiple views on and partial explanations for events and issues reflecting on the ways culture is interpreted by others, for example, by identifying how stereotypes influence ways of thinking |

Role of language building	**Elaborations**

Investigate programs, initiatives and techniques that keep Aboriginal and Torres Strait Islander languages strong

[Key concepts: language maintenance and development; Key processes: discussing, exploring, investigating, evaluating, language building, language engineering]

(ACLFWU066)

- analysing the domains of language use where language building has occurred, considering why this is the case and investigating some of the techniques used, for example, language engineering, adapting sounds, coining new words
- understanding the importance of intergenerational collaboration and transmission in keeping languages strong and discussing some of the associated challenges
- investigating programs and initiatives that serve to maintain and strengthen language use, for example, school languages programs, bilingual education, research programs, recording and archiving of material, websites, databases, documentaries, language nests and Master-Apprentice programs
- exploring the role and importance of advocacy in supporting the maintenance and development of language and culture
- identifying keeping places for language texts, for example, in the community or national archives
- understanding the importance of strong and viable Aboriginal and Torres Strait Islander languages for Indigenous and non-Indigenous Australians alike
- considering domains where their language may grow in the future
- understanding their role as contemporary documenters and users of the language, for example, by interviewing Elders and transcribing stories, reminiscences, advice, ways of doing things, rules for living

Framework for Aboriginal Languages and Torres Strait Islander Languages

Years 7 to 10 Achievement Standard

The achievement standards for the Framework for Aboriginal Languages and Torres Strait Islander Languages First Language Learner Pathway are generalised in order to cater for the range of Aboriginal languages and Torres Strait Islander languages that may be learned as an L1 in the school context. The achievement standards will need to be adapted for use for specific Aboriginal and Torres Strait Islander languages.

By the end of Year 10, students use written and spoken language to communicate with the teaching team, peers, Elders, community members and others in a range of settings and for a range of purposes. They use language to access and discuss information on a broad range of social, environmental, educational, cultural and community issues. They summarise and justify points of view, and respond appropriately to the opinions and perspectives of others using reflective language. They use strategies to initiate, sustain and extend discussion by inviting opinions, elaborating responses, clarifying and justifying statements with supporting evidence. When interacting in different social situations and with different social groups, students use appropriate ways of talking, for example, using appropriate speech styles with respected kin or authority figures and in situations involving seniority and status, and more informal styles with friends and close family members. They use respectful language to negotiate, problem-solve and to manage different opinions and perspectives and to reach shared decisions in collaborative tasks. Students investigate, analyse and evaluate information from a range of sources and perspectives on topics and issues related to their Country/Place and community; they present their findings using different modes of presentation to suit different audiences and contexts. They employ effective presentation strategies, including degrees of directness and length of utterance appropriate to the situation, and an appropriate restatement in accordance with spoken norms or developing written styles. They summarise main ideas and include varying amounts of supporting detail. They apply appropriate cultural norms and protocols when learning, using, recording and researching Aboriginal languages and Torres Strait Islander languages, and when engaging with cultural property. Students respond to stories, songs, dances and forms of artistic expression by describing main ideas, key themes and sequences of events and explaining how these relate to land and water, sky and weather, plants and animals, and social and ecological relationships. Students create a range of informative, persuasive, and procedural texts, as well as texts based on real and imagined experiences, in written, spoken and multimodal forms, such as reviews, reports, stories songs, conversations, brochures, blogs, and procedures for traditional activities. They use appropriate vocabulary and grammatical forms to link and sequence ideas to form meaningful texts, for example, serialisation, connectives, embedding; and apply typological conventions such as headings, paragraphs, fonts, formatting. Students apply culturally appropriate protocols and ethical behaviour to create, transcribe, translate and interpret texts, providing alternative expressions when equivalence is not possible and explaining elements such as language choice and variation due to dialect or register. They analyse and compare translations and interpretations of texts, explaining factors that may have influenced the translation/interpretation. They understand their role as contemporary documenters and users of the language, for example, by interviewing Elders and transcribing stories and placing them in safe-keeping places. Students explain how the kinship system maintains and regulates social relationships, and provide examples of how connections between Law, Lore, story, ceremony, visual design, people, and Country/Place are reflected in individual and community behaviour. They describe how individuals and groups affirm connections to areas of land and water and to individual places. They explain the rights and obligations associated with these connections and how these contribute to individual and social identity and a patterning of community roles. Students identify the relationship between language, culture and identity, describing how personal and community identity are expressed through cultural expression and language use. They reflect on their own ways of communicating, discussing how these might be interpreted by others.

Students use metalanguage to describe isolated speech sounds and the phonology of languages as a whole, and to analyse a range of grammatical structures in the language. They edit their own work and use appropriate conventions to cite others and to reference external information. They explain variations in language use that reflect social and cultural contexts, purposes and relationships, different registers of use (for example, mother-in-law language), intergenerational differences, and constraints that guide social interactions, such as word avoidance and substitution. They provide examples of how languages and cultures change continuously due to contact with one another and in response to new needs and ideas, popular culture, media and new technologies. Students make comparisons between the ecologies of Aboriginal and Torres Strait Islander languages and indigenous languages in other countries, in areas such as language policy, language rights, language loss, advocacy and reform, language revival and multilingualism. Students identify factors that serve to maintain and strengthen language use such as intergenerational collaboration and transmission, programs and initiatives in school and community, and explain associated challenges. They demonstrate their role as contemporary documenters of the language, for example, by interviewing Elders and transcribing stories, reminiscences, advice, ways of doing things, rules for living, and by placing documents in safe keeping places.

The Australian Curriculum

Languages - Framework for Aboriginal Languages and Torres Strait Islander Languages

Language Revival Learner Pathway (LR) - Years F–10 Sequence

Foundation to Year 2

The nature of the learner, the pathway and particular language

The Language Revival Learner Pathway (LR) provides opportunities for students to study Aboriginal or Torres Strait Islander languages being revived by their owners or custodians and which are in various stages of revitalisation, renewal and reclamation.

LR covers a much broader range of language types and ecologies than either L1 or L2, and the vast majority of Aboriginal languages and Torres Strait Islander Languages are included in the LR category.

Schools offering the Language Revival Learner Pathway (LR) will most likely be located broadly within the geographical region of the language and culture, sometimes in towns and cities, other times in rural and remote regions. Classes will likely include students who relate closely to the language and culture, as well as students with varying degrees of affiliation with the language and culture, and some students who have no connections with either the language or culture. A key expectation in the LR pathway is that of students having opportunities to interact with Elders and particular places on Country/Place.

The Language Revival Learner Pathway draws on the Australian Indigenous Languages Framework (AILF) and takes into account key variables such as: how much is known about and documented for the language; the extent to which it is languages used or remembered, ranging from languages no longer spoken (owners often use the term 'sleeping') to those spoken fluently by members of the older generations; and the extent to which it has been reintroduced into the community of owners and custodians.

These variables give rise to the following broad categories of language revival:

- **Language Revitalisation :** where there are fluent L1 speakers (typically members of the older generation) but where the intergenerational transmission of the language has been interrupted. Younger generations may understand some of the language and may use some words and phrases but do not speak it as their first language. Examples of revitalisation languages include Walmajarri in the Kimberley, Yindjibarndi in the Pilbara, Meriam in the Torres Strait, Dyirbal in north-eastern Queensland, Wubuy (Nunggubuyu) in Arnhem Land, and Adnyamathanha (Yura Ngawarla) in the Flinders Ranges.
- **Language Renewal :** where there are a number of adult speakers who use the language to varying degrees in the community, but not 'right through', and where there are other language resources to draw upon. Examples of languages being renewed include Noongar in south-west Western Australia, Gumbaynggirr on the north coast of New South Wales, Ngarrindjeri on the Lower Murray Lakes in South Australia, Djabugay in the Atherton Tablelands in northern Queensland, and Yugambeh in southern Queensland.
- **Language Reclamation :** where language revival, by necessity, relies primarily on historical documentation of the language in the absence of active community knowledge of it. Examples of reclamation languages include Kaurna from Adelaide, Narungga from the Yorke Peninsula, Dharuk or Eora (Iyora) from Sydney, Yuwibara from central Queensland, Wemba-Wemba and Woiwurrung from Victoria, and Awabakal from the Newcastle area in New South Wales.

A number of factors and variables will need to be considered when planning for a language revival curriculum or program, and further information on these is presented in the context statement for this pathway and in the section Using the Framework.

Children enter the early years of schooling with established communication skills in one or more languages and varying degrees of acquisition of early literacy. Learning typically focuses on learners' immediate world of family, home, school, friends and local environment. They are learning how to socialise with new people, share with others, and participate in structured routines and activities at school.

Language learning and use

The language is learnt in parallel with English language and literacy. Learning in the two areas progresses at very different levels, but each supports and enriches the other.

As the program is likely to be on Country/Place, links can be made to local places of significance, local families, and local histories.

The language is used as much as possible in classroom interactions, routines and activities, supported by the use of visual and concrete materials, gestures and body language. At this stage, there is a focus on play and imaginative activities, games, music, movement and familiar routines, which provide scaffolding and context for language development.

Oral language is developed through listening to the sounds, shapes and patterns of the language, through activities such as rhymes, songs, clapping and action games, and through imitating and repeating sounds in aural texts and as modelled by the teaching team, visiting Elders and community speakers.

Learners experiment with simple formulaic expressions, single-idea phrases and with one- or two-word responses to prompts and cues. As they progress to using language for interactions such as greetings, asking for help, talking about self, friends and family, or asking and answering questions, they notice that language behaves differently in different situations. Creative play provides opportunities for exploring these differences and for using language for purposeful interaction.

Students learn about Country/Place and community by interacting with Elders and community members, by exploring Country/Place, and by engaging with stories, songs and other texts such as videos, maps, and pictures. They learn about the concepts of kin and social groupings.

Students learn to use appropriate respect terms and to demonstrate respectful and appropriate behaviour when interacting with Elders, community speakers and community texts. Learners for whom the language is their heritage language develop a stronger sense of their own group and individual identity through the study of the language and culture.

Students learn to recognise letters that represent the sounds of the language. They write by tracing and copying, forming letters legibly. They learn to read and write words and sentences independently, using modelled language, for example, matching pictures with single words, labels and captions. The use of repetition and recycling in instruction helps children to identify high-frequency words and simple phrases and to recognise the purpose and intention of simple texts.

Students begin to understand how the language works, and compare it with English and other known languages. They understand its place in the context of broader regional and national language diversity. They learn about their role in developing resources for the language, for example by working with the community language team to create new games and songs in language, understanding how such efforts support the language to grow.

Contexts of interaction

Across Foundation to Year 2, learning occurs largely through interaction with peers and the teaching team, supplemented by some access to Elders and others affiliated with the language for additional enrichment and authentication of the learning experience. Interacting with Country/Place and exploring the environment with Elders and other community members is essential to language learning at all stages, but is particularly important during this early establishment phase, when learning is grounded in the familiar and understanding of language as lived experience is so important.

Texts and resources

Country/Place and its associated community are the most important resources for learning. They are the origin of most of the texts children engage with.

Texts include a variety of spoken, visual, written and digital resources, which are short, clearly structured, and supported by visuals and paralinguistic elements such as tone of voice, facial expression, body gesture. They include repetition and recycling of structures and vocabulary. Children listen and respond to teacher talk, share ideas and join in with songs, stories and different forms of play, performance, conversations and other language-mediated activities. Print and digital texts include word lists, place names, stories, shared Big Books, songs, photos, videos, environmental maps and wall charts. Teacher-generated materials include games and items from the community and local environment. Some texts involve English or another community language in a complementary role, filling in for items or expressions that have not yet been reconstituted in the language. Other texts will be bilingual, with no mixing of languages.

Level of support

Learning is supported via the provision of experiences that are challenging but achievable with appropriate scaffolding and support. This involves modelling, monitoring and moderating by the teacher; provision of multiple and varied sources of input; opportunities for revisiting, recycling and reviewing learned language; and continuous cueing, feedback, response and encouragement.

The role of languages

Learners are encouraged to use the language whenever possible in class interactions and daily routines with the teaching team, Elders and community members. Maximal use of the language will increase learners' language proficiency and enhance the language revival process.

English and other known languages are used for explanation and discussion, allowing learners to talk about differences and similarities they notice between the language and their first language(s) and culture(s), to ask questions about language and culture, to consider how they feel when they hear or use the language, and to talk about how they view different languages and the people who speak them. This introduction to the 'meta' dimension of intercultural learning develops the ability to consider different perspectives and ways of being as mediated by language.

For revival languages that are at the 'beginning' end of the revival spectrum, English or another community language might be used in a complementary fashion, for example, to fill in for missing words or expressions. Alternatively, language owners and the community in general may decide to side-step these gaps altogether, thus avoiding the need to use other languages for these purposes.

Foundation to Year 2 Content Descriptions

Communicating	
Socialising	**Elaborations**
Interact with each other, the teaching team and visiting Elders/community members, using language and gestures to greet and talk about self and family [Key concepts: self, family and relationships; Key processes: interacting, sharing] (ACLFWC130) 📄 👥 🔗 ✋	• participating in everyday exchanges, such as greeting and leave taking • interacting with the teaching team and visiting Elders/community speakers, using appropriate protocols such as respect terms, behaviour and forms of address • introducing and describing self, family, friends, favourite objects and pets, using familiar and modelled language, supported by visual props such as drawings, photos • listening to questions (such as *what, who, where*) about self, family, friends and immediate environment and responding with words and actions, including gesture

Participate in guided group activities, such as games, songs and simple tasks, using movement and gestures to support understanding and to convey meaning [Key concepts: cooperation, play; Key processes: turn-taking, matching, choosing, cooperating, following instructions] (ACLFWC131) 📄 👥 🔄 ✋	• participating in games, tasks and activities that involve turn taking, guessing, matching and choosing objects using modelled questions and responses • participating in action games and songs by matching actions to words • following instructions by moving around or locating objects in the classroom • accompanying Elders to gather traditional materials, such as nuts, twigs, bark, seeds, shells for use in craft related language activities • working collaboratively on a class performance or activity • working collaboratively to adapt and perform action songs, for example, by changing lyrics, substituting words and phrases based on modelled patterns, rehearsing and performing songs with appropriate gestures and actions • grouping and sorting natural objects from Country/Place, for example, leaves, stones, shells according to culturally appropriate categories
Interact in classroom routines and respond to teacher instructions [Key concepts: routine, instruction; Key processes: participating, responding, following instructions] (ACLFWC132) 📄 👥 🔄	• participating in routine exchanges, such as, asking and answering questions, responding to the class roll, describing the weather, requesting classroom objects, participating in school and class creeds/affirmations • responding to and using routine classroom language, for example, 'sit down', 'stand up', 'listen!' 'look this way', 'tidy up' • following instructions in language related to transition activities, for example, 'form a circle', 'get into groups of three', 'put on your hat', 'line up' • responding to requests and instructions in verbal and non-verbal ways, such as movement, gesture and action, for example, in class and outdoors, in games and songs, or on visits and excursions
Informing	**Elaborations**

Discover key information about Country/Place by exploring Country/Place and listening to stories from Elders and community members
[Key concepts: natural and built environment, community life, Indigenous knowledge; Key processes: listening, observing, identifying, sorting, matching, labelling]

(ACLFWC133)

- discovering places in the local area that have Indigenous names, such as streets, suburbs, parks, rivers, public institutions
- visiting Country/Place to identify and name key topographical features, for example, creeks, springs, rocky outcrops, estuaries, reefs, desert landforms, taking photos and labelling them to create a class book
- listening to Elders/community members sharing knowledge about Country/Place, identifying and recording key words and vocabulary
- identifying, naming and labelling salient features of the built environment, for example, dwellings, public buildings, school, places to play, ports and roads
- recording the weather and seasons of the Country/Place throughout the year in a picture diary or through a series of captioned paintings, including the seasonal behaviour of animals and what plants grow in particular seasons
- naming, labelling and sorting into culturally appropriate categories elements from the environment such as bush foods, animals, plants and natural objects, classifying in terms of distinctions such as, edible/non-edible, meat/non meat, salt water/fresh water, day/night animals, rough/smooth, hard/ soft,
- learning to read Country/Place with Elders' guidance by looking for signs such as animal tracks and fruit fall, migratory birds, turtle tracks, animal behaviour, fresh diggings around a lair, appearance of whales
- locating specific words and familiar phrases in texts such as charts, lists, photos, maps, and using the information to complete guided oral and written tasks
- naming, labelling, drawing and matching outside body parts
- learning and using vocabulary and expressions related to healthy living and eating

Give factual information using simple statements, gestures and captions
[Key concepts: Country/Place, community life; Key processes: labelling, describing, presenting, recounting]

(ACLFWC134)

- using some location terms to talk about the Country/Place for example, *up, down, near, far* and using topographical words such as *swamp, soakage, reef*
- presenting information about elements associated with Country/Place, for example, animals, plants, food, artefacts, using modelled sentences, matching captions to pictures and filling-in-gaps activities
- contributing to a shared recount about an event such as sports day, an excursion, a class visit from an Elder, a visiting performance group from the Country/Place, a community celebration, for example, by making a Big Book, creating a display, digital presentation or class photo story
- labelling aspects of daily routines, selecting captions or attaching word bubbles and sharing information with others
- developing a pictorial story to describe activities and routines at home, at school, in the community

Creating	Elaborations
Participate in shared listening to, viewing and reading of texts and respond through singing, miming, play-acting, drawing, action and movement [Key concepts: storytelling, response; Key processes: responding, performing, sharing, expressing; Key text types: songs, dances, stories, paintings and visual design, video clips (IndigiTUBE)] (ACLFWC135)	• performing songs or stories that include repeated phrases, rhythms and non-verbal forms of expression, such as clapping, gestures, facial expressions and dance • participating in shared reading of stories, responding through mime captioned drawings, dance, play-acting and other forms of expression • visiting important sites on Country/Place and listening to Elders/community members tell stories, and responding by drawing, labelling, re-enacting with puppets, props or actions • identifying key animals, birds and other characters in stories, songs, performances and dances • listening to Elders/community members tell stories and identifying which stories belong to which natural features in their region/Country/Place, including animals and natural species and recognising their significance • identifying and naming significant places, landscapes and topographical features on Country/Place through which travelling stories/storylines pass • identifying key messages expressed in stories, song, dance and visual art, for example, rules for living • predicting the content/meaning of narrative texts such as picture books, including titles, covers and illustrations, and giving reasons for their predictions • responding to simple questions about characters and events in imaginative and expressive texts such as stories, songs, dances
Create and present shared stories, songs and performances, using familiar words and patterns and support materials [Key concepts: story, performance; Key processes: retelling, singing, re-enacting, dancing, drawing, performing; Key text types: songs, dances, stories, paintings and visual design, performances] (ACLFWC136)	• making a shared Big Book based on an event, experience or performance, labelling, captioning and drawing key elements • creating own stories by sequencing a series of pictures with captions or by creating a storyboard with labels, using modelled language and repetitive phrases • re-enacting or retelling simple stories, episodes or interactions, using puppets, props, actions or gestures and modelled language • creating digital texts based around familiar contexts and characters using images and captions • creating their own songs/raps, or new versions of contemporary songs/raps by substituting words and phrases such as animal names, places, geographical features, adding elements such as characters or places, incorporating non-verbal supporting elements such as clapping, gestures and facial expressions • creating dances, paintings and visual designs appropriate to the Country/Place
Translating	**Elaborations**

Translate frequently used words and phrases, using visual cues and resources such as word lists [Key concepts: similarity, difference, meaning; Key processes: translating, noticing, identifying, explaining] (ACLFWC137)	• using classroom resources such as word banks/lists, wall charts, visual dictionaries, and pictures to translate the meaning of single words and common expressions • playing matching-pair games using everyday words and expressions from the language and from English • translating and explaining in English the meaning of words, phrases and gestures used in everyday contexts and situations • noticing elements of the language that are the same in English, such as the alphabet and some sounds • explaining symbols and their iconographies
Create simple oral, print or multimodal bilingual texts for the classroom environment, such as captions, signs, labels and wall charts [Key concepts: meaning, bilingualism; Key processes: labelling, captioning, displaying, matching] (ACLFWC138)	• creating bilingual picture word lists, dictionaries, and class reference books of words and their meanings • creating bilingual texts for the school community, such as signs or notices • performing presentations for the school community that involve elements from the language and from English, such as a contribution to an assembly or a performance for Grandparents' Day • creating bilingual resources for classroom learning activities, such as sets of word cards for matching games • writing captions for a photographic display to show parents/others about a class event or experience, such as sports day or caring for the environment activities
Identity	**Elaborations**
Describe aspects of self, such as family, school/class and language/s spoken, considering how these contribute to their sense of identity [Key concepts: identity, self, family, belonging; Key processes: describing, explaining, identifying] (ACLFWC139)	• describing self and their family, for example, by drawing pictures of immediate family members or creating a family tree and labelling it with appropriate kinship terms • identifying self in relation to different groups, such as family, class or peer group, and representing these relationships through drawing captioned pictures, photos or digital presentations (Aboriginal and Torres Strait Islander students may be able to depict their totems/moieties and other affiliations) • exploring the idea of collective identity through symbols and practices such as Aboriginal and Torres Strait Islander flags, items of dress, use of colours and patterns • noticing and comparing their own choices and use of words or expressions from different languages when communicating in English • recognising the relationship between language, place and family in the formation of identity in Aboriginal and Torres Strait Islander communities
Reflecting	**Elaborations**

Notice how using different languages involves some different ways of communicating and behaving [Key concepts: language, culture, similarity, difference, respect; Key processes: noticing, comparing, responding] (ACLFWC140)	• capturing and sharing their impressions when singing songs, dancing, reading stories or playing games in the language, for example, by responding to teacher prompts in language or English, such as, *What do you hear? What do you see? What do you notice about…? Why do you think that? How is this similar/different to…?* • noticing similarities and differences between the language and English/other known languages in relation to cultural elements, such as the names of foods and animals particular to the climate and environment; and in cultural practices, such as sharing in extended families, special times, story-telling, yarning • considering how they communicate with different friends and family members who have different language backgrounds • describing how it feels to use the language in the classroom and with visiting Elders and community members

Understanding

Systems of language	Elaborations
Learn the different sounds of the language and link these to written symbols and conventions [Key concepts; pronunciation, intonation, writing; Key processes: imitating, noticing, distinguishing, reading aloud] (ACLFWU141)	• noticing and distinguishing sounds of the language and matching these with written symbols • recognising when the language is being spoken and distinguishing sounds of the language from English sounds and other known languages • experimenting with sound patterns in song, noticing how words and expressions can be separated into syllables to fit different tunes and rhythms • reading texts aloud to strengthen their familiarity with sound–symbol relationships, experiment with rhyme and alliteration and with written representations of these features • recognising and imitating intonation patterns associated with statements and questions, and understanding how these are distinguished in writing • learning that writing systems represent sounds and meanings, and becoming familiar with how the alphabet associates individual sounds/ a range of sounds with particular letters/ combinations of letters • noticing the shared alphabetic base of the language, English and other languages, with some differences • learning the conventions associated with the written form of the language, such as spaces between words, direction of writing and page layout, and comparing these with written forms of English and other known languages • associating written forms of morphemes, words and phrases with spoken forms of the language

| Recognise the function of different word types and understand basic elements of language structures
[Key concepts: word function, word order, patterns, rules; Key processes: identifying, recognising, noticing]

(ACLFWU142)
📄 | • understanding that words in the language have different functions, for example, words for things, words for actions, and that these functions are also found in other languages, such as English
• identifying people, places, things and events using:
   • nouns, for example, family, kinship, plants/ animals, items in immediate natural and built environments
   • pronouns, for example, personal, interrogative, kinship, demonstrative
   • verbs for simple actions, states and processes
   • terms to qualify, quantify, classify or compare things, for example, size, colour, number
   • adverbs, for example, of location, time and manner
   • simple forms of negation

• becoming aware of how word order may differ from English, for example, noun + qualifier vs qualifier + noun, 'child happy' vs 'happy child'
• recognising the use of common affixes on nouns, for example, the man's dog'', to the river'', in the sea''
• learning the use of common affixes on verbs, for example, to indicate tense or mood
• understanding and using metalanguage to describe word types, for example, *noun, pronoun, verb*
• understanding that some parts of the language may have fallen into disuse and not be known today
• noticing that new words can be formed from within the language itself, rather than borrowed from other languages
• noticing that compared to English some words may be left out (ellipsis), or must be included or repeated in phrases and sentences, for example, "(it) went", "big (dog) ate (it)" |
| Recognise there are many ways of communicating messages in Aboriginal and Torres Strait Islander languages
[Key concepts: communication, narrative; Key processes: recognising, identifying]

(ACLFWU143)
📄 🔗 ✋ | • understanding that there are different ways of telling a story, such as Elders yarning, through song, dance, music and associated visual design and spectacle, and through painting (body, bark, rock, sand)
• understanding that texts have a purpose, for example, greetings, Welcome to Country/Acknowledgement of Country/Place, traditional stories, paintings, songs and dances that convey community-wide messages
• identifying some features of stories, for example, the fact that they are often about journeys across Country/Place, involving landforms, animals and plants
• noticing how texts such as storybooks are sequenced and organised, for example, by identifying the main title and the connections between pictures and text
• recognising that communication can also occur through sign language |

Identify elements of the kinship system and its links to place and natural species [Key concepts: kinship and totemic relationships, place, ceremonial expression; Key processes: identifying, recognising] (ACLFWU144)	• using kinship charts to identify kinship terms for immediate family, comparing with terms used in own family • recognising that Aboriginal and Torres Strait Islander peoples have their own personal relationships with animal species and natural phenomena • recognising that Aboriginal and Torres Strait Islander peoples have a personal relationship with language and place • identifying skin names, moieties and other groupings where appropriate • identifying which stories belong to which natural features, including animals, plants, topographical features and recognising their significance
Language variation and change	**Elaborations**
Recognise that different words and language forms are used to address and communicate with people according to relationship and context [Key concepts: kinship, context; Key processes: noticing, recognising] (ACLFWU145)	• noticing that different forms of address and kinship terms are used depending on the relationship between participants • recognising that the way someone is related to others affects how he or she speaks to them • recognising that ways of speaking vary according to context and situation, for example, language used when interacting with peers during playground games is different to that used with the teaching team and with visiting Elders/community members • recognising that language used in particular interactions can vary between cultural contexts, for example, the use of titles in English compared to kin categories in the language
Notice that languages borrow words from each other [Key concepts: relatedness, borrowing; Key processes: identifying, recognising, comparing] (ACLFWU146)	• noticing Aboriginal or Torres Strait Islander words and phrases used in everyday Australian life, for example, *koala, euro, billabong, dingo* • recognising that some words in the language have come from other languages • recognising words in English that have been borrowed from other languages
Language awareness	**Elaborations**

Recognise that the language is part of the broader regional and national language diversity [Key concepts: linguistic diversity, relationship; Key processes: identifying, recognising] (ACLFWU147)	• identifying/recognising Indigenous languages in the environment, for example, street names, names of parks • recognising that there are many different Aboriginal and Torres Strait Islander languages in Australia, for example, by viewing Language maps of their region, their state and the whole of Australia • identifying neighbouring Indigenous languages of their region • recognising that linguistic diversity in contemporary Australia includes Indigenous as well as non-Indigenous languages, and that Australia has many languages, for example, by identifying languages used by different classmates by creating a class profile or language map • recognising that some Indigenous languages in Australia are strong, while others are endangered or in the process of being revived or reclaimed • recognising shared vocabulary across groups of Aboriginal or Torres Strait Islander languages, for example, words such as 'hand', 'water', 'crow'
Understand that language belongs to communities, and that language learning requires the application of respectful and appropriate behaviour [Key concepts: ownership, custodianship, belonging, respect; Key processes: demonstrating, applying] (ACLFWU148)	• understanding that each Aboriginal language or Torres Strait Islander language is recognised as belonging to a group of people who are the language owners or custodians • demonstrating and applying respectful and appropriate behaviours, including appropriate language forms, in the presence of visiting Elders/community members and during visits to important sites • understanding the purpose of Welcomes to Country/Acknowledgements of Country, and talking about their experiences of participating in Welcomes and Acknowledgements, for example, at school, sporting events, festivities

Role of language and culture	Elaborations

Notice that people use language in ways that reflect their culture, such as where and how they live and what is important to them [Key concepts: Country/Place, language, culture, symbol; Key processes: noticing, recognising, questioning, making connections] (ACLFWU149)	• exploring culture as an essential part of human life, understanding that it is shared and passed on between generations; that it includes observable elements, such as ways of cooking or greeting, symbols such as flags and colours, as well as things that are not observable, such as beliefs and values, people's ways of thinking about themselves and others and relating to their environment • recognising that in each culture there are general rules of what to say and do, when, where and with whom, and that these rules differ from culture to culture • recognising that beliefs and behaviours are woven into and expressed through languages, and cannot be separated from them • noticing how respect for Elders and Country/Place is built into the language • recognising significant cultural symbols and features in the language, for example, in song, visual design, dance moves • recognising that languages encapsulate values held about lands, waters and sky, for example, in expressions and concepts such as Caring for Country

Role of language building	Elaborations
Recognise that learning Aboriginal and Torres Strait Islander languages can provide language revival benefits to communities [Key concept: language ownership, language revival; Key processes: identifying, engaging] (ACLFWU150)	• understanding that language is communally owned and therefore owners must be consulted regarding any use of it, including learning it in school • identifying and engaging with local identities/personalities/people who are involved in language revival efforts • considering why learning an Aboriginal and/or Torres Strait Islander language is important in Australia
Build the resources of the language by creating, performing and recording new texts, and by creating new contexts for its use [Key concepts: language ownership, language revival; Key processes: noticing, building resources] (ACLFWU151)	• using the language in performances at school and wider public community events • building language resources, for example, by creating posters and/or language/cultural displays, and by working with the community language team to create new games and songs in the language • noticing that new words can be formed from within the language itself, rather than through borrowing words from other languages

Framework for Aboriginal Languages and Torres Strait Islander Languages

Foundation to Year 2 Achievement Standard

The achievement standards for the Framework for Aboriginal Languages and Torres Strait Islander Languages LR pathway are generalised in order to cater for the wide range of languages which may be learnt as an LR within the school context. The achievement standards will need to be adapted for use for specific Aboriginal and Torres Strait Islander Languages.

The Achievement Standards in the Language Revival Learner Pathway will be shaped by the current progress of language revival for a particular language, and by the amount of vocabulary and variety of language structures available for teaching and learning.

By the end of Year 2, students interact with the teaching team, Elders and community members to talk about themselves and family, using familiar modelled language and gestures. They use appropriate protocols when interacting with Elders and community speakers, such as appropriate forms of address, terms of respect and behaviour. They use movement, gestures and modelled questions and responses to participate in guided group activities, for example, collaborating to adapt and perform action songs. They interact in familiar classroom exchanges, using routine classroom language, movement, gesture and action, for example when requesting objects, responding to simple questions, following instructions. They identify key information about Country/Place, under the guidance of Elders and community members. They use simple statements, gestures and written captions to demonstrate their understanding of Country/Place, for example, by naming bush foods, animals, plants and natural objects, and by classifying and labelling these into culturally appropriate categories. They identify places in the local area which have names in the language. They respond to texts such as stories, songs, dance and visual art through singing, miming, play-acting, drawing, action and movement. They demonstrate their understanding by identifying key animals, birds and other characters or by retelling/describing elements of images, performances or stories. Students use familiar words, patterns and support materials to create and present shared stories, songs and performances. They translate and explain the meaning of symbols, words, simple phrases and gestures used in everyday contexts and situations. They create simple bilingual texts for the classroom environment. They identify markers of their own identity, such as family, school/class membership and language/s spoken, and compare these to the importance of Place, family and relationships in Aboriginal and Torres Strait Islander communities. Students identify similarities and differences in the ways people communicate and behave in different languages and cultures

Students are familiar with most sounds in the target language and can link these to written symbols and writing conventions. They use metalanguage to describe basic structures of the language, recognising that some elements may have fallen into disuse and be unknown today. They understand that messages in Aboriginal and Torres Strait Islander languages can be communicated in a number of ways, such as Elders' story-telling, or through song, dance and visual design. Students identify elements of the kinship system when appropriate, and recognise that Aboriginal and Torres Strait Islander peoples have their own personal relationships with Place, natural species and phenomena. They identify which stories belong to which natural features, including animals and plants. They know that different words are used to address and communicate with different people, depending on relationship and situation. They identify words in the language that have been borrowed from other languages. They recognise that many different languages are spoken at their school, in their local community, and in other parts of Australia. They identify how language use reflects where and how they live and what is important to them. Students identify the importance of learning Aboriginal and Torres Strait Islander languages, including the benefits to communities of language revival. They recognise that new words can be formed from within the language itself and work with the community language team to build resources for the language, such as new games and songs.

Years 3 to 6

The nature of the learner, the pathway and particular language

The Language Revival Learner Pathway (LR) provides opportunities for students to study Aboriginal or Torres Strait Islander languages being revived by their owners or custodians and which are in various stages of revitalisation, renewal and reclamation.

LR covers a much broader range of language types and ecologies than either L1 or L2, and the vast majority of Aboriginal languages and Torres Strait Islander Languages are included in the LR category.

Schools teaching the Language Revival Learner Pathway (LR) will most likely be located broadly within the geographical region of the language and culture, sometimes in towns and cities, at other times in rural and remote regions. Classes will likely include students who relate closely to the language and culture, students with varying degrees of affiliation with the language and culture, and students who have no connections to either the language or culture. A key expectation in the LR pathway is that of students having opportunities to interact with Elders and particular places on Country/Place.

The Language Revival Learner Pathway draws on the Australian Indigenous Languages Framework (AILF) and takes into account key variables such as: how much is known about and documented for the language; the extent to which it is used or remembered, ranging from no longer being spoken (owners often use the term 'sleeping') to being spoken fluently by members of the older generations; and the extent to which the language has been reintroduced into the community of owners and custodians.

These variables give rise to the following broad categories of language revival:

- **Language Revitalisation:** where there are fluent L1 speakers (typically members of the older generation) but the intergenerational transmission of the language has been interrupted. Younger generations may understand some of the language and may use some words and phrases but do not speak it as their first language. Examples of revitalisation languages include Walmajarri in the Kimberley, Yindjibarndi in the Pilbara, Meriam in the Torres Strait, Dyirbal in north-eastern Queensland, Wubuy (Nunggubuyu) in Arnhem Land, and Adnyamathanha (Yura Ngawarla) in the Flinders Ranges.
- **Language Renewal:** where there are a number of adult speakers who use the language to varying degrees in the community, but not 'right through', and where other language resources are drawn upon. Examples of languages being renewed include Noongar in south-west Western Australia, Gumbaynggirr on the north coast of New South Wales, Ngarrindjeri on the Lower Murray Lakes in South Australia, Djabugay in the Atherton Tablelands in northern Queensland, and Yugambeh in southern Queensland.
- **Language Reclamation:** where language revival, by necessity, relies primarily on historical documentation of the language in the absence of active community knowledge of it. Examples of reclamation languages include Kaurna from Adelaide, Narungga from the Yorke Peninsula, Dharuk or Eora (Iyora) from Sydney, Yuwibara from central Queensland, Wemba-Wemba and Woiwurrung from Victoria, and Awabakal from the Newcastle area in New South Wales.

A number of factors and variables will need to be considered when planning for a language revival curriculum or program, and further information on these is presented in the context statement for this pathway and in the section Using the Framework.

At this level children are developing awareness of their social worlds and of their membership of various groups. They are widening their social networks, experiences, and communicative repertoires, and gaining greater awareness of the world around them. They benefit from varied activity-based learning that builds on their interests and capabilities and makes connections with other learning areas.

Language learning and use

Learners interact with peers, the teaching team, Elders and community members in a variety of learning experiences and activities, using as much language as possible and incorporating sign language as appropriate. Learners use formulaic phrases to participate in classroom routines, presentations and structured conversations. They respond to teacher-generated questions about texts, participate in games, and follow instructions and procedures.

They focus on aspects of their personal worlds and are introduced to content related to the Country/Place and language community.

The development of oral proficiency relies on rich language input. Learners engage in a lot of listening, developing active-listening and comprehension skills by using contextual, grammatical, phonic and non-verbal cues. They extend their oral fluency by focusing on sentence-level intonation and stress, including elements of sign language as appropriate.

Learners participate in shared and guided reading and learn to apply their knowledge of key words and textual features to predict the meaning of unfamiliar language. They use modelled language to create new texts. They require opportunities to extend their language use, for example, by connecting sentences and expanding vocabulary, to the extent made possible by the resources available in the revival language.

Learners are expanding their knowledge of vocabulary and sentence construction. They develop metalanguage for describing additional aspects of the target language and exploring how it works.

Contexts of interaction

Learning occurs largely through interaction with peers and the teaching team, with additional enrichment and authentication of the learning experience provided through access to Elders and other speakers living in the same community. Interacting with Country/Place to explore the environment and learn about Country/Place with Elders and other community members is essential to learning the language. Students may also have access to community centres, such as interpretative museums or art and language centres.

Texts and resources

Country/Place and the community are the most important resources for learning and are the origin of most of the texts children engage with.

Learners interact with a growing range of spoken, visual, written and digital texts that use as much language as possible. These include historical documents, photographs, maps, songs, raps, performance, stories, local environmental and social programs, painting and visual design. Additional teacher-generated materials include games and items from the community and local environment. Some texts will include the use of English or another community language in a complementary role, for example by filling in for items or expressions that have not yet been reconstituted in the language. Other texts will be bilingual, without mixing languages.

Level of support

The primary source of support for learners is the teaching team, who provide instruction, explanation, examples, modelled language use, repetition, reinforcement, and feedback on student work. Tasks and activities are carefully scaffolded and resourced, with sufficient time allowed for experimentation, drafting and redrafting. Learners are provided with opportunities for practice and with guidance in using dictionaries, word charts, vocabulary lists and historical documents.

The role of languages

Learners are encouraged to use the language whenever and to the extent possible in class interactions and daily routines with the teaching team, Elders and community members. Maximal use of the language will increase learners' development of language proficiency and enhance the process of language revival.

English and other known languages are used for explanation and discussion, allowing learners to talk about differences and similarities they notice between the language and their first language(s) and culture(s), to ask questions about language and culture, to consider how they feel when they hear or use the language, and to talk about how they view different languages and the people who speak them. This introduction to the 'meta' dimension of intercultural learning develops the ability to consider different perspectives and ways of being as mediated by language.

For those revival languages that are at the 'beginning' end of the revival spectrum, English or another community language might be used in a complementary fashion, for example, to fill in for missing words or expressions. Alternatively, language owners and the community in general may decide to side-step these gaps altogether, thus avoiding the need to use other languages.

Years 3 to 6 Content Descriptions

Communicating

Socialising	Elaborations
Interact with peers, the teaching team and visiting Elders/community members about aspects of personal worlds, such as experiences at school, home, everyday routines, interests and activities [Key concepts: relationship, kinship, family, experience; Key Processes: describing, sharing, responding, recounting] (ACLFWC152)	- describing self in relation to daily routines, family and friends, pastimes and aspects of school and home life - sharing and reflecting on learning experiences, such as visits, meetings, school and community activities with class members, using gestures, illustrations and graphics to support commentary - recounting specific events or experiences, using familiar and modelled language - asking and responding to questions to identify/describe features of people, plants, animals and items in the environment, for example, by referring to colour, size, number, location - talking about aspects of their personal worlds, such as interests and leisure activities - describing other people, such as family members, friends and teachers, for example, by identifying their kin relationship - showing interest in and respect for others, for example, by expressing praise or encouragement - expressing personal experiences and future plans, using modelled sentence patterns

Participate in guided tasks that involve following instructions, making things, cooperating with peers, planning for and conducting shared events, activities or school performances [Key concepts: collaboration, planning, performance; Key processes: compiling, planning, rehearsing, making]

(ACLFWC153)

- participating in excursions with Elders and community members to experience story places or keeping places, listening to associated stories
- visiting community centres, art centres or language centres and recording the experiences, for example, by developing a digital presentation or photo-story
- working with Elders/community members to develop a short 'Welcome to Country/Place' and/or 'Acknowledgment of Country/Place' to use at formal school functions or community events
- working together on collaborative tasks, such as designing posters, menus or invitations for special events, designing class bush tucker or a garden, creating picture books for buddy classes
- interacting with Elders/community speakers, following instructions, for example when making an artefact, creating an art work or preparing bush tucker, using hand signs as appropriate
- participating in and sharing responses to local cultural events and celebrations
- participating in national celebrations and significant events, for example, NAIDOC Week, Reconciliation Week, Harmony Day, labelling and captioning photos for a class display and sharing responses through class discussion
- creating a skit, performance or action game to introduce a buddy class to aspects of the language and associated culture, for example, individual words, gestures or expressions associated with common exchanges such as introductions, items and artefacts
- engaging in shared tasks which involve planning and collaborating, for example, preparing, rehearsing and conducting public presentations and performances, such as an item for a school assembly or a digital presentation about a significant event
- giving directions, for example, to guide others to specific locations

Participate in everyday classroom activities and routines, such as responding to questions and requests, asking permission, requesting help

[Key concepts: routine, interaction; Key processes: responding, contributing, enquiring]

(ACLFWC154)

- using rehearsed phrases and sentences to initiate and respond to language used in familiar classroom routines and exchanges, such as requesting a drink, asking permission to leave the classroom, borrowing equipment using rehearsed phrases and sentences
- recognising and rehearsing interjections or fillers used in everyday conversations
- asking simple questions and responding with simple statements, for example, asking for help, providing repetition or clarification
- enquiring about and describing the location of classroom items and materials
- preparing and displaying a set of agreed classroom procedures
- participating in class activities that involve vocabulary, actions, signed expression or board/digital games

Informing	Elaborations

Gather, record and classify information from a range of sources from Country/Place, historical documents and contemporary resources

[Key concepts: community life, leisure, environment, Indigenous knowledge, health, well-being; Key processes: identifying researching, compiling, presenting, tabulating, categorising, giving directions]

(ACLFWC155)

- finding out the origins of Indigenous names, for example, of streets, city parks, rivers, public institutions, social programs in their area
- labelling, ordering and classifying natural objects from the environment according to Indigenous taxonomies
- obtaining information from a variety of sources about the natural environment, for example, by listening to visiting Elder/community members, reading, viewing, consulting historical resources and photos, and presenting findings in chart, poster, table, graphic or digital form
- reading, viewing or listening to simple texts such as posters, signs, historical documents, word lists, answering questions by selecting from options and filling in gaps
- viewing a demonstration, for example, of cooking bush tucker, cooking in an earth oven, and recording key words/phrases related to processes associated with the collection and preparation of food
- surveying peers and community members on different topics, for example, favourite television programs, video games, foods, football teams, sports or bands, after school activities/time spent in those activities, languages spoken; and presenting results in chart, graph or digital formats
- labelling, drawing and matching inside and outside body parts
- observing and reading signs of Country/Place with the guidance of Elders/community speakers, for example, the presence of bees, dragonflies, changing colours of bark, different tracks, tides, seaweed dumps, regeneration of vegetation, special (warning) calls of birds, turtle mating, ripening of fruit, changes in the night sky; and recording these details through photos, pictures, diagrams, captions, simple descriptions and commentaries
- classifying different types of plants/parts of plants and their uses, for example, what different parts are used for or which are poisonous, presenting findings in chart, poster, table, graphic or digital form
- mapping Country/Place in various forms, for example, on paper, in sand or mud, labelling key topographical features and infrastructure and making simple statements about their locations in relation to other places, for example, *east, west, near, far, other side of…*
- investigating and discussing where appropriate the meaning of personal and family names of Aboriginal and Torres Strait Islander origin
- surveying and comparing healthy ways of eating, for example, by identifying what is available from the school canteen and listing which healthy foods they like to eat, recording and presenting results in chart, graph or digital format or by giving an oral presentation

Convey information on specific topics using formats such as oral or digital presentations, displays, diagrams [Key concepts: Country/Place, community life; Key processes: creating, presenting, profiling] (ACLFWC156)	• talking about Country/Place, using a range of location and direction terms • presenting information about events and activities in Country/Place through spoken, print and digital forms • creating a profile of a prominent community figure, for example, a sports personality, community leader/negotiator/spokesperson, a musician or artist • organising and presenting information relating to language and culture, for example different expressions of storying, art or dance, using simple sentence structures, familiar vocabulary and concrete materials • creating a video clip that incorporates captions and commentary to demonstrate procedures for activities such as preparing and cooking bush tucker, making tools, decorating artefacts, playing a favourite computer game, sport or playground game • creating texts such as flyers, posters or posts on the school website to advertise an upcoming event

Creating	**Elaborations**

Listen to, read and view different real and imaginative texts, identifying and making simple statements about key elements, characters and events, and interpreting cultural expressions and behaviours

[Key concepts: visual design, representation, journey; Key processes: participating, describing, predicting, recalling, responding, listening, shared/guided reading; Key text types: songs, dances, stories, paintings and visual design, video clips]

(ACLFWC157)

- recalling, illustrating and describing main characters and events in stories, songs and performances, for example, by selecting descriptive modelled statements as captions to their pictures or responding to questions, such as, *Who? Where? How long? What?*
- participating in shared and guided reading/listening/viewing of real and imaginative texts, for example by making predictions about the development or flow of ideas, using contextual and visual cues, responding to questions and comparing responses to different characters, ideas and events
- conveying understanding of plot and sequence in texts, for example, by re-creating a sequence using a storyboard, labelling key events or creating a timeline
- mapping sites, landforms and other features of Country/Place through which a travelling story/storyline passes
- listening to Elders/community members tell stories on Country/Place, interpreting hand signs and gestures, retelling parts of the story, for example, in sand, through painting or by performing, using a combination of words/phrases, illustrations, movements and visual props
- listening to Elders/community members telling stories from their local area, and responding by retelling parts of the story
- interacting/engaging with artistic expression/techniques appropriate to Country/Place, such as paintings, drawings, etchings, sculptures and dance, interpreting messages conveyed through these different forms
- discussing key messages expressed in stories, songs and dance, such as social values and rules for living, comparing them to messages conveyed by stories in other cultures and languages
- responding to a specific creative text by adapting the original to create a new version, for example, by re-sequencing events, adding new elements, changing time, location or character, or creating an alternative ending
- understanding and discussing the importance of story/ storytelling in transmitting and maintaining language and culture

| Create and present real and imaginative texts suitable for a particular audience, using familiar expressions and modelled language
[Key concepts: imagination, entertainment, audience; Key processes: imagining, creating, experimenting, performing, storytelling; Key text types: raps, songs, dramatic performances, digital texts, video clips, skits, paintings and visual design]

(ACLFWC158) | • creating and performing their own stories, songs and skits, incorporating non-verbal elements to enhance audience comprehension and entertainment, for example, gesture, facial and vocal expression

• experimenting with different ways of telling stories, using a range of different texts, for example, oral texts, photo stories, e-books, dance, visual design, drawings on soft and hard surfaces

• creating, performing and presenting imaginative texts such as skits, songs and raps, using digital techniques

• creating real or imaginary characters, places or animals and presenting them through performance, digital display or visual representation

• incorporating onomatopoeic sounds into written/performed texts to enrich the texts and to entertain readers/the audience

• creating imaginative texts to entertain younger audiences, for example, audio Big Books, puppet plays, performances for the school or community, cartoons, video clips, vokis or animation, selecting language and images that enrich the visual or listening experience

• creating shared art work (visual or performative) to tell a story, using symbols and expressive techniques appropriate to Country/Place |

Translating	Elaborations
Translate simple texts from the language to English and vice versa, identifying elements which require interpretation rather than translation and involve cultural references [Key concepts: equivalence, meaning, translation; Key processes: translating, predicting, selecting, comparing] (ACLFWC159)	• using visual or print dictionaries, word lists and pictures to translate simple familiar texts such as labels, signs, captions, charts, posters, applying knowledge of grammatical rules and context, for example, by locating word stems or by removing affixes • translating texts, identifying culture-specific concepts and expressions that do not easily translate into English, for example, language related to artefacts, place names, landforms, kinship relations • explaining to others culture-specific words that do not easily translate, such as language associated with artefacts, implements and kinship terms of address • identifying words and phrases that have more than one literal meaning • explaining the meaning of art works and performances to others, including the use of symbolism

Create bilingual texts for the classroom and the school community, such as songs, picture dictionaries, captions for images and displays, photo stories [Key concepts: bilingualism, expression; Key processes: performing, describing, code-mixing, captioning] (ACLFWC160)	• creating bilingual wall charts or picture dictionaries with captions and simple descriptions in English to explain language words and related cultural ideas • performing bilingual versions of familiar songs, for example by alternating lines/verses between the two languages • creating bilingual texts such as posters and songs, and discussing how to represent meaning in different languages for different audiences • creating bilingual texts such as brochures, posters or invitations to inform others about upcoming events

Identity	**Elaborations**

Explore their own sense of identity, including elements such as family, friends, interests, membership of groups, and consider markers of identity that may be important across all cultures

[Key concepts: identity (individual and group), kinship, community, membership; Key processes: creating, representing, discussing, comparing]

(ACLFWC161)

- creating a class wall chart or family tree, labelling with appropriate kinship terms (Aboriginal and Torres Strait Islander students may be able to source information about their totems/moieties and other affiliations from home, family and community sources)
- investigating and discussing, as culturally appropriate, the meaning of personal, family and other names and their significance as markers of identity
- working with Elders to map community-wide links between families according to known kin links
- designing visual representations, such as concept maps, posters or captioned slide presentations, of their group memberships, for example, friendship, family, sporting, interest and community groups, moieties, and discussing what such membership means to their sense of identity
- creating a profile to capture their sense of personal identity, for example, through an avatar or montage, using key words and expressions and commenting on the significance of particular events, influences or interactions
- considering how their individual upbringing and experiences impact on their assumptions/attitudes when participating in intercultural interactions, for example, in relation to notions of leisure/free time or family and community responsibilities
- talking about ways local Aboriginal and Torres Strait Islander communities express elements of their shared identity, for example, through behaviours associated with sporting teams, distinctions between coastal versus inland communities, through community events and profiling of identities from their community
- noticing and comparing their use of words or expressions from different languages when communicating in English and discussing how this relates to their sense of identity
- monitoring their development as learners of the language, for example, by recording learning experiences, reflections in blogs, learning logs or journals
- identifying markers of identity that may be important across all cultures, for example, family, community, location, language, age, gender
- exploring the concept of collective identity by designing an item, such as a language flag or artefact, that incorporates elements of importance to the language/community

Reflecting	Elaborations

Notice and describe ways in which the language and associated communicative behaviours are similar or different to other known languages and cultures
[Key concepts: language, culture, values, similarity, difference, communication; Key processes: noticing, comparing, describing, explaining, questioning, reflecting]

(ACLFWC162)

- noticing how respect is shown to Elders in the community, through practices such as terms of address and expressions of deference, and comparing to practices associated with other languages and cultures
- noticing aspects of communication and cultural expression characterised or reflected in language stories, songs, visual design, dance or audio/visual media such as IndigiTUBE, and reflecting on/comparing their individual responses to these elements
- comparing their own and each other's reflections on the experience of participating in and learning the language, and considering whether their attitudes or understandings have in some respects changed through the experience
- comparing observations about how interactions in the language feel different to interactions in English and other known languages, identifying different ways of socialising or communicating that seem to be culture-specific

Understanding

Systems of language	Elaborations

Distinguish and produce the speech sounds of the language, understanding how these are represented in writing

[Key concepts: punctuation, upper and lower case letters, diacritics, intonation, spelling; Key processes: identifying, discriminating, noticing,listening, reading]

(ACLFWU163)

- identifying meaningful sounds, syllables and morphemes in words and phrases
- confirming sound–symbol correspondences in the language by reading syllables, morphemes and words for meaning
- using conventions of the written language, for example, punctuation, capitalisation, diacritics, digraphs, to support links with the spoken language
- identifying morphemes, words and phrases in speech and matching these with their written forms
- paying attention to consistency in the spelling of the language, with direct reference to the sound system of the language
- noticing variations in pronunciation of the same word by different speakers and discussing whether this can be reflected in the spelling of the word
- recognising that in some cases the original sound/parts of the sound of some words in the language may be unknown, considering possible reasons for this
- understanding that other languages may suggest historical pronunciations for the language
- learning that very similar languages may have different spelling systems, and how this may mask similarities of their sound systems
- recognising which speech sounds are not typical for the language, and which sounds are very common, identifying where these can occur in words
- using knowledge of sound–symbol correspondences to read familiar and new words out aloud from their written forms
- noticing the various roles of the speech organs in the production of sounds in the language, and comparing these with English and other known languages

Expand vocabulary in the language through word-formation processes and recognise and use simple language structures [Key concepts: word formation, word class, grammatical person and number, negation, metalanguage; Key processes: noticing, comparing, applying, understanding, modifying meaning]

(ACLFWU164)

- exploring known word formation processes, for example, changing a word with the addition or change of a suffix or prefix to convey different meanings
- constructing expressions that refer to people, places, things and events using:
  - nouns and adjectives in phrases, for example, compound nouns, reduplications and nominalisations, adjectives without an associated noun
  - sentences without verbs, for example, 'This (is) my bag'
  - pronouns, for example, personal, kinship, demonstrative and interrogative in all persons and numbers
  - determiners and quantifiers, for example, 'some', 'every', 'other', 'few', 'much', 'all', and words for groups
  - marking to indicate possession and other types of association, for example, 'Let's go for water'
  - transitive and intransitive verbs
  - verbs of stance used in existential expressions, for example, 'There is a creek lying near the road'
  - verbs to talk about actions, processes, thoughts and feelings
  - moods of verbs, including statements, questions, imperatives, commands, intention, purpose, likelihood, reported speech
  - negation
- expressing time, manner, attitude and place according to available language resources, such as:
  - tenses, including past, present and future/non-past
  - temporal expressions, for example, day–night cycle, lunar and seasonal cycles, 'before', 'after', 'soon', 'recent', 'long ago', expressions for cosmological time
  - expressions of frequency, for example, 'often', 'always', 'once', 'briefly'
  - attitudinal particles, for example, 'maybe', 'it is said', 'what do you say?', 'would you mind?', 'you see'
  - locational cases, for example, 'in', 'an', 'at', 'near', 'besides', 'to', 'towards', 'from'
  - adverbs of manner, location and time, for example, 'again', 'more', 'in turn', 'too late', 'as well'
  - structuring and linking clauses, for example, using coordination, subordination, embedding
- understanding that rules vary between languages, for example, in relation to word-formation, word order at phrase and sentence level
- making comparisons and identifying patterns in and between languages, for example, free and fixed word order, tenses in verbs, use of affixes versus prepositions
- noticing similarities between particular vocabulary sets in

| | languages from the same region, such as words for body parts, kinship terms |
| | • developing metalanguage for talking about language, for example, *noun phrases, suffixes, prefixes, tense, transitivity*, using resources from both the language and English |

| Understand that texts such as stories, paintings, songs and dances have distinct purposes and particular language features
[Key concepts: text, features, purpose; Key processes: recognising, identifying, distinguishing, applying, linking]

(ACLFWU165) | • distinguishing the purpose and characteristic features of different types of texts, for example, stories are usually about journeys across Country and convey explanations about why features of Country exist and are important
• understanding that for many Aboriginal and Torres Strait Islander languages conventions of written text are in the process of being developed
• recognising language features typically associated with familiar texts, for example, the use of imperatives in games, instructions and procedures, and the use of past and habitual tenses in stories
• linking ideas using appropriate grammatical forms and processes, for example, connectives, serialisation, embedding
• recognising the role played by different elements in texts to contribute to meaning-making, for example, the layout, title, illustration and use of punctuation in a picture book or the use of speech bubbles in a cartoon
• investigating the purpose and use of sign language in various Aboriginal and Torres Strait Islander languages, for example, for hunting, for recent bereavement, for communicating at a distance, for restricting who can understand the message |
| Recognise how kin relationships link people, Place and story
[Key concepts: kinship system, ways of talking, human relationships, interrelatedness; Key processes: recognising, interpreting, discussing

(ACLFWU166) | • interpreting kinship charts to identify kin terms for wider family groupings, and comparing these with terminology used in other languages and cultures, for example, for maternal versus paternal grandparents, the presence or absence of birth order names
• discussing links between people, stories and Country/Place and the social importance of connections to History
• recognising that certain places have historical and contemporary significance to the community, representing special bonds between people, Place and story
• understanding that songs, stories and other forms of artistic expression can be recreated/traced and contextualised in contemporary circumstances |

| **Language variation and change** | **Elaborations** |

Understand that speakers vary language forms according to kin relationship and context of situation [Key concepts: kinship, respect, register, silence, taboo; Key processes: observing, examining, explaining, investigating; noticing, recognising] (ACLFWU167)	• observing how language is used to establish, maintain and reflect kin-based relationships • noticing word taboo in Aboriginal languages and Torres Strait Islander languages • observing that expressions can be made more or less formal or casual to suit the relationship between speakers • reflecting on how they communicate with their own family and friends and with people less close to them, noticing differences in language use and communicative behaviour
Recognise that languages change over time [Key concepts: regional languages, language shift, language loss, borrowing, relatedness; Key processes: identifying, recognising, comparing] (ACLFWU168)	• identifying words that are the same as or similar to neighbouring languages • understanding ways in which languages influence one another, for example, language shifts, shared writing systems, loan words • discussing loan words that have been incorporated from other languages to describe new concepts, for example, words for new things, including technological innovations • understanding that language and culture together continually change as a result of contact with other languages and cultures
Language awareness	**Elaborations**

Explore the language situation of language communities and the diversity of language contexts in Australia [Key concepts: change, sign, context; Key processes: recognising, discussing, investigating] (ACLFWU169)	• investigating the nature and state of health of Aboriginal and Torres Strait Islander languages across Australia and in their region • recognising that many Aboriginal and Torres Strait Islander people are multilingual, and discussing reasons for this • learning about the current language situation in the language: its state of health, the nature of the speech community and generational differences, and discussing reasons for these characteristics • recognising that Aboriginal and Torres Strait Islander languages are in various states of maintenance, development and revival, and investigating the diversity of historical causes for this • recognising how Aboriginal and Torres Strait Islander languages have been transmitted and recorded across generations • exploring how physical and biological environments affect linguistic ecology • recognising shared vocabulary across Aboriginal and Torres Strait Islander languages, and understanding why there might be variations in spelling • recognising dialectal differences and similarities within languages • investigating ways in which Aboriginal and Torres Strait Islander languages are used in the local region and in the wider Australian community, for example, in the media, in art galleries, festivals, on public transport
Understand that the use of stories and names in Aboriginal and Torres Strait Islander languages is culturally determined [Key concepts: ownership, custodianship, cultural safety; Key processes: recognising, observing, discussing] (ACLFWU170)	• observing and discussing protocols surrounding the retelling and sharing of stories • recognising and using principles and protocols of cultural safety when engaging with cultural material/property, such as names of things, peoples and places, visual and aural recordings, art work • understanding how and when Welcomes and Acknowledgements are required and who is entitled to deliver them
Role of language and culture	**Elaborations**

Explore connections between identity and cultural values and beliefs and the expression of these connections in Aboriginal and Torres Strait Islander languages

[Key concepts: Country/Place, cultural expression and transmission, values, beliefs, spirituality; Key processes: observing, making connections, discussing, investigating]

(ACLFWU171)

- understanding the role of Aboriginal and Torres Strait Islander languages and cultures in caring for Country/Place and the environment
- investigating how Aboriginal and Torres Strait Islander peoples express their relationship with the natural environment through language, for example, words/expressions associated with seasons, stars, winds, reefs, rivers, waterholes, plants and animals
- gaining understanding through discussions with Elders of the importance and significance of Welcome to Country/Place
- understanding that Aboriginal languages and Torres Strait Islander languages are keeping places for cultural, environmental and social knowledge
- recognising that song and song language play a central role as keeping places of knowledge
- understanding that Aboriginal languages and Torres Strait Islander languages have a rich oral literature, which recounts epic journeys and events associated with totemic ancestors/cultural heroes, and that these stories map the land and embody values and mores of Aboriginal and Torres Strait Islander cultures
- understanding and discussing the importance of story and the role of story-telling in transmitting language and culture
- recognising ways in which cultural values are expressed in language, for example, through forms of address, speech prohibitions and styles, language of respect, land–language associations and non-verbal communicative behaviours
- observing that concepts may be culture-specific, for example, expressing spatial awareness, how relationships are structured, how time and quantity are expressed, how land, water, sea and sky are viewed
- recognising that Aboriginal languages and Torres Strait Islander languages have various social, spiritual and cultural functions within communities

Role of language building	Elaborations

Identify available resources and protocols to be followed when building language
[Key concept: language revival, language building, language resources, keeping places, protocols; Key processes: identifying, locating, discussing]

(ACLFWU172)

- identifying and locating available language resources suitable for language building, for example, living speakers and rememberers, visual, aural and written documents, archival material
- identifying the existence and location of keeping places for texts and resources as language is rebuilt, for example, in the community, national archives, purpose-built interpretative centres
- understanding that there are protocols to be followed when building language, such as consulting and involving language owners who may want to determine how the language expands into new domains of use
- discussing potential limits and constraints of school language programs in relation to building language
- learning about language building efforts in their community and the role of particular groups in this process, for example, by visiting the local language centre, history museum or by inviting people involved in the process to talk to the class
- identifying language revival programs in other regions and reporting on processes used and resources developed
- finding examples of language revival in the categories of language revitalisation, language renewal and language reclamation, and consider what these examples contribute to the processes of language building
- understanding how language revival serves to enrich Australia's linguistic and cultural resources

Understand how the language has been recorded in the past, and how this affects language building processes
[Key concepts: language revival, language resources, linguistic techniques, documentation, keeping places, protocols; Key processes: identifying, discussing, language building]

(ACLFWU173)

- understanding how the language was recorded in the past, by whom and for what purposes
- understanding the techniques of how the language was recorded in the past, what this means to the language and how it has affected current representation of the language
- understanding reasons for different spellings of words within the language, for example, how sounds may have been misheard, meanings been misunderstood and other unintentional errors introduced in the documentation process of the language
- understanding how language resources such as living speakers, recorded texts and archival information are used in the language building process
- identifying gaps in the vocabulary of the language, considering what responses may be necessary
- helping to build a community of learners–speakers who use the language, for example, by teaching younger members of the school community and/or classes in local primary schools

Framework for Aboriginal Languages and Torres Strait Islander Languages

Years 3 to 6 Achievement Standard

The achievement standards for the Framework for Aboriginal Languages and Torres Strait Islander Languages LR pathway are generalised in order to cater for the wide range of languages which may be learnt as an LR within the school context. The achievement standards will need to be adapted for use for specific Aboriginal and Torres Strait Islander languages.

The Achievement Standards in the Language Revival Learner Pathway will be shaped by the current progress of language revival for a particular language and the amount of vocabulary and variety of language structures available for teaching and learning.

By the end of Year 6, students use familiar language and modelled sentence patterns to share information about aspects of their personal worlds, such as their family and friends, interests, everyday routines and activities. They interact appropriately with Elders and community speakers and apply principles and protocols of cultural safety when interacting with Country/Place and engaging with cultural material such as artefacts, works of art, texts and performances. Students ask and respond to simple questions, request help, repetition or clarification, and respond to questions and requests using rehearsed phrases and sentences. Whenever possible they use the language to interact and collaborate in games and other activities, including the use of hand signs as appropriate. They interact with Country/Place to gather information and knowledge and demonstrate their understanding of Country/Place, for example, by explaining the origins and meanings of Aboriginal and Torres Strait Islander names of streets, parks, public institutions and social programs. They label, order and classify natural objects, animals and plants, by making simple statements about key features. They identify features of landforms, infrastructure and built environment, identifying places which have special significance to community. Students listen to, read and view a range of resources in the language, such as historical documents, stories, photos, images and art works, and demonstrate understanding of content by locating, recording and interpreting key words and phrases, and locating key points of information. They present information they have obtained that relates to language, culture, environment and community personalities, using short sentence structures, familiar vocabulary, photos and concrete materials. They demonstrate understanding of stories, songs, visual design and performance, for example by mapping sites, landforms and features through which a travelling story or songline passes, or by selecting and writing simple modelled statements to describe main characters and events. They create their own texts and works of art to tell a story, incorporating illustrations and visual props, significant symbols and techniques appropriate to Country/Place.

Students use simple, formulaic language to retell excerpts from stories and to create new songs and stories, understanding their role in helping to build a community of learner-speakers who use the language. They apply their knowledge of grammar and vocabulary to translate short texts, such as word lists, labels, songs and historical texts, explaining culture-specific concepts and expressions that do not translate easily into English. They create bilingual texts for the classroom and school community that explain words and associated cultural ideas. Students identify markers of identity across cultures, and recognise the importance of language, Country/Place and culture to the identity of Aboriginal and Torres Strait Islander peoples. They reflect on their own cultural identity in light of their experience of learning the language, considering how their ideas and ways of communicating are influenced by their own cultural backgrounds.

Students know that the language has its own pronunciation, spelling and grammar. They apply this knowledge to predict the sound, spelling and meaning of new words. They use metalanguage for language explanation, for making comparisons with English forms and other known languages, for reflecting on the experience of learning the language and culture, and for explaining the purpose and techniques of language building. They describe different ways of communicating in Aboriginal and Torres Strait Islander languages, for example, through story, song, sign language and artistic expression. Students know that language use varies according to age, relationships and situation, and they identify and explain kin terms in particular Aboriginal or Torres Strait Islander languages where it is appropriate. They provide examples of how languages change over time. They recognise that Aboriginal and Torres Strait Islander languages are in various states of maintenance, development and revival and can give some historical reasons for this. They explain the current situation of the language they are learning, including details about what is known about it, its current usage, generational differences and revival plans. They explain the importance of maintaining, strengthening and reviving Aboriginal and Torres Strait Islander languages for specific communities and for the broader Australian community. They demonstrate their understanding of the link between language, culture, Country and Place by working with the community language groups to develop a short 'Welcome to Country/Place' and/or 'Acknowledgement of Country/Place' to present at formal school functions or community events. Students describe language building efforts in their community. They explain protocols for language building, such as consulting and involving language owners. They identify contemporary and historical language materials that may assist communities with language building efforts and the challenges involved in using these. They understand their own role in helping to build a community of language-learner speakers and in the development of new language resources. They explain how the language was recorded in the past, by whom and for what purpose, and can give reasons for some different spellings of words within the language. Students know that the language is primarily oral and explain the importance of story and story-telling in transmitting language and culture. They recognise that ownership of songs, stories, dances and designs is determined by traditional kinship and other social groupings, place, History and Journey. They know that language in its various forms carries Indigenous knowledge in the context of Country/Place.

Years 7 to 10

The nature of the learner, the pathway and particular language

The Language Revival Learner Pathway (LR) provides opportunities for students to study Aboriginal or Torres Strait Islander languages being revived by their owners or custodians and which are in various stages of revitalisation, renewal and reclamation.

LR covers a much broader range of language types and ecologies than either L1 or L2, and the vast majority of Aboriginal languages and Torres Strait Islander languages are included in the LR category.

Schools teaching the Language Revival Learner Pathway (LR) will most likely be located broadly within the geographical region of the language and culture, sometimes in towns and cities and other times in rural and remote regions. Classes will likely include students who relate closely to the language and culture, students with varying degrees of affiliation with the language and culture, and students who have no connections to the language and culture. A key expectation in the LR pathway is that of students having opportunities to interact with Elders and particular places on Country/Place.

The Language Revival Learner Pathway draws on the Australian Indigenous Languages Framework (AILF) and takes into account key variables such as: how much is known about and documented for the language; the extent to which it is used or remembered, ranging from no longer being spoken (owners often use the term 'sleeping') to being spoken fluently by members of the older generations; and the extent to which it has been reintroduced into the community of owners and custodians.

These variables give rise to the following broad categories of language revival:

- **Language Revitalisation:** where there are fluent L1 speakers (typically members of the older generation) but where the intergenerational transmission of the language has been interrupted. Younger generations may understand some of the language and may use some words and phrases, but do not speak it as their first language. Examples of revitalisation languages include Walmajarri in the Kimberley, Yindjibarndi in the Pilbara, Meriam in the Torres Strait, Dyirbal in north-eastern Queensland, Wubuy (Nunggubuyu) in Arnhem Land, and Adnyamathanha (Yura Ngawarla) in the Flinders Ranges.
- **Language Renewal:** where there are a number of adult speakers who use the language to varying degrees in the community, but not 'right through', and where other language resources are drawn upon. Examples of renewal languages include Noongar in south-west Western Australia, Gumbaynggirr on the north coast of New South Wales, Ngarrindjeri on the Lower Murray Lakes in South Australia, Djabugay in the Atherton Tablelands in northern Queensland, and Yugambeh in southern Queensland.
- **Language Reclamation:** where language revival, by necessity, relies primarily on historical documentation of the language in the absence of active community knowledge of it. Examples of reclamation languages include Kaurna from Adelaide, Narungga from the Yorke Peninsula, Dharuk or Eora (Iyora) from Sydney, Yuwibara from central Queensland, Wemba-Wemba and Woiwurrung from Victoria, and Awabakal from the Newcastle area in New South Wales.

A number of factors and variables will need to be considered when planning for a language revival curriculum or program, and further information on these is presented in the context statement for this pathway and in the section Using the Framework.

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

Language learning and use

Learners interact using the language whenever possible in classroom routines and communicative tasks with peers, the teaching team, Elders and community members. They give presentations and participate in conversations, with some preparation and support, such as the use of cue cards. They acquire skills in accessing and analysing historical documents and recordings.

Learners extend the range and quality of their writing through drawing on increased vocabulary and grammar knowledge, to the extent that this is possible in the revived language; and by drafting and editing their own work and that of their peers. They use models to create a range of texts, including descriptions, recounts and reflections.

Students learn about the techniques used to build language, such as analysing historical sources, interviewing/recording existing speakers, and they discuss the contemporary orthographic and grammatical choices of the community.

Students act as contemporary documenters of the language, for example, by listening and transcribing spoken texts, and preserving language resources developed at school for future access and use.

Contexts of interaction

Learning occurs largely through interaction with peers and the teaching team, while additional enrichment and authentication of the learning experience is provided through access to Elders and other speakers living in the same community. Interacting with Country/Place to explore the environment and learn about Country/Place with Elders and other community members is essential to their continued learning. Students may also have access to community centres, such as interpretative museums or art and language centres. They may have opportunities to work with local Aboriginal and Torres Strait Islander communities in language-related projects, contributing to the development and maintenance of local language records and resources through structured and research-based projects.

Texts and resources

Country/Place and the community are the most important resources for learning and are the origin of most of the texts learners work with.

Learners engage with and help to shape a range of spoken, visual, written and digital texts that use as much language as possible. These include historical documents, photographs, maps, songs, raps, performance, stories, local environmental and social programs, painting and visual design, as well as teacher-generated materials such as games and items from the community and local environment. Some texts will incorporate English or another community language in a complementary role, filling in for items or expressions that have not yet been reconstituted in the language; other texts will be bilingual, with no mixing of languages.

Level of support

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

They require explicit instruction in the grammatical system of the language, which includes comparison with English and other known languages and opportunities to discuss, practise and apply their knowledge. They keep records of their learning, for example, through journals, folios or a blogs. They use these resources to reflect on their language learning and intercultural experiences.

The role of languages

The language is used whenever and to the extent possible in the revived language for classroom interaction, language learning tasks and experiences. Maximal use of the language increases learners' language proficiency and enhances language revival.

English and other known languages provide a basis for linguistic and cultural comparison and for a developing metalinguistic understanding of intercultural learning that supports the ability for consider different perspectives and ways of being meditated by language.

For revival languages that are at the 'beginning' end of the revival spectrum, English or another community language might be used in a complementary fashion, for example, to fill in for missing words or expressions. Alternatively, language owners and the community in general may decide to side-step these gaps altogether, thus avoiding the need to use other languages.

Years 7 to 10 Content Descriptions

Communicating

Socialising	Elaborations
Engage with peers, the teaching team and visiting Elders/community members to exchange information about interests, experiences, plans and aspirations [Key concepts: experience, aspiration; Key processes: recounting, exchanging, connecting] (ACLFWC174) 📄 👥 🔗 ✋	• expressing personal experiences, plans, goals and aspirations • asking and responding to open-ended questions, for example, *why, how, when*, using modelled sentence patterns • engaging in face-to-face or online discussions with peers about shared interests and experiences, such as sport, food, study, music or fashion • recounting experiences, such as holidays, special events, milestones, sports events or celebrations • sharing and comparing information about daily routines and responsibilities • sustaining and extending conversations by seeking additional information • exchanging information about family, friends, teachers, school subjects, entertainment and leisure activities

Engage in activities that involve collaboration, planning, organising, promoting and taking action [Key concepts: event, experience; Key processes: planning, organising, negotiating] (ACLFWC175)	• participating in planning and making arrangements, using language related to place and activity, for example, organising class events, such as holding a lunch, party or performance • creating displays, presentations or performances for family, friends or the school community to showcase progress in learning and using the language • giving and following instructions, using hand signs as appropriate, for example, explaining how to cook bush tucker or to make artefacts • planning and participating in learning experiences that combine linguistic and cultural elements, such as an excursion to an art exhibition or performance, sharing responses and reactions • designing posters, displays and digital presentations to draw attention to issues relevant to the Country/Place, such as reinstating names of places and features, protection of significant trees and landmarks, endangered wildlife, erosion, urban development, the importance of learning the language of Country/Place at school • promoting events in the local community, such as festivals, sporting, music and cultural events that support/promote well-being and community development • promoting Reconciliation in community by showcasing local language learning and language revival activities
Interact in class activities that involve making suggestions, seeking clarification, praising or complimenting one another [Key concepts: opinion, clarification, interaction; Key processes: requesting, negotiating, expressing, comparing, deciding, explaining] (ACLFWC176)	• making suggestions or providing clarification • using respectful language for agreeing or disagreeing • asking for clarification, for example, asking how to spell a word, say or write something, or asking for the meaning of a word or expression • giving help, responding to instructions, offering suggestions • asking and responding to closed and open-ended questions, for example, in relation to class assignments or due dates • apologising, praising, complimenting and encouraging one another
Informing	**Elaborations**

Investigate and summarise factual information obtained from a range of sources on a variety of topics and issues related to the Country/Place

[Key concepts: Indigenous knowledge, social and environmental issues, lifestyles - past and present community initiatives and projects; ; Key processes: summarising, synthesising, referencing]

(ACLFWC177)

- investigating the origins of Aboriginal/Torres Strait Islander names in their local area, regional area and state and territory, recording meanings where known, and identifying different source languages
- interviewing an Elder/community member to gain an historical perspective about their use of particular words and language constructions, observing correct respect protocols and presenting findings in formats such as digital presentations, posters, wall charts or oral summaries
- researching and creating a profile of a prominent member of the language community, for example, an artist, sportsperson or leader
- developing a photographic record/portfolio of different animal and plant species found in Country/Place, with commentary/annotations
- seeking information from Elders to assist in classifying living things according to culturally appropriate categories, comparing these classification systems with those used in western approaches to the study of living systems
- identifying and describing the role of various Aboriginal and Torres Strait Islander organisations that provide services to their community
- researching different aspects of a selected Indigenous business operating in the community, for example, an enterprise associated with arts, bush medicine, bush food, tourism, transportation or animal husbandry, and presenting findings in digital formats or oral presentation mode
- analysing a range of historical documents recorded in the language, classifying content according to categories such as date, text genre (wordlist, letter), topic (Indigenous knowledge, environment, traditions, fishing/navigation, rules), purpose of the text and intention of the writer (to inform, prescribe, describe, assert authority); and presenting findings in chart or table form or by giving a presentation
- interviewing local community members about their experiences of living on the land, their relationship with language and culture and their recollections from the past, recording and presenting key findings
- researching Aboriginal and Torres Strait Islander words used in English, using resources such as the Australian National Dictionary, and identifying and explaining words that come from the local language

Convey information about Country/Place events, experiences or topics of shared interest, using different modes of presentation
[Key concepts: audience, Country/Place, community life; Key processes: describing, explaining, creating, annotating]

(ACLFWC178)

- creating a booklet/pamphlet/guide/brochure for the local community that explains the origins of local place names and features their meaning and significance, providing explanations in language and English as appropriate
- creating a video clip or a photographic or journal record of activities such as an excursion, performance or sporting event to share with other language learners
- creating and editing a presentation that includes text, images and sounds to record and explain aspects of the Country/Place
- creating a short documentary to present information and features/stories, for example, about the Country/Place and associated social and cultural events, including, for example, interviews with and quotes from prominent identities
- compiling a portfolio of texts about Country/Place, for example, a class anthology of stories and songs from the community, procedural texts, histories of the region, profiles of community identities
- creating an interactive presentation for younger children that highlights the benefits of maintaining and strengthening the language of the Country/Place

Creating	Elaborations
Interpret and respond to texts by sharing personal reactions, comparing themes, describing and explaining aspects of artistic expression and how these relate to land, sky, sea, water, people, plants, animals and social and ecological relationships [Key concepts: representation, imagination; Key processes: interpreting, explaining, describing, discussing; Key text types: songs, dances, stories, paintings and visual design, video clips, films] (ACLFWC179)	- listening to Elders/community speakers tell stories on Country/Place, interpreting signs and gestures and using correct protocols to ask clarifying questions and to find out about the cultural role of storytelling - interpreting and responding to texts such as songs, stories, films or video clips by recording key vocabulary and expressions, identifying and explaining main ideas, themes and sequences of events, for example, by sharing personal reactions with others - discussing how key messages and beliefs are communicated through stories and visual and creative arts, for example, comparing the role and representation of animals, people and landscapes in different expressive forms - discussing and explaining how land, sky, sea, people, plants, animals and social and ecological relationships are expressed through the arts - investigating traditional and contemporary arts, including paintings, weavings, artefacts, and identifying how they relate to or express elements of Country/Place and people - listening to, viewing and comparing personal responses to popular music, identifying key messages, themes and performance styles,, and considering how they incorporate social commentary - discussing how stories and songs often link neighbouring Aboriginal and Torres Strait Islander groups and nations - retelling stories belonging to Country/Place

Create a range of spoken, written and multimodal texts to entertain others, involving real or imagined contexts and characters [Key concepts: imagination, journey; Key processes: creating, collaborating, performing, composing; Key text types : raps, songs, performances, stories, cartoons, advertisements, digital texts, video clips, skits, paintings, visual designs] (ACLFWC180)	• creating a rap or skit to entertain others, including digital or performative elements, • creating own visual and performative art work, using symbols and techniques appropriate to Country/Place to convey a message or emotion • taking on the role of a character from a story and responding to questions in-role • creating and performing real or imagined experiences, using expressive language, gestures and supporting materials to create dramatic effect • creating animations, short plays or stories to present in class or to share with a wider virtual audience • composing simple songs, sporting chants, jingles, posters or advertisements for real or imagined situations or products • telling the story of a real or imagined journey, involving a variety of characters, places and events • collaborating with community to tell stories

Translating	Elaborations
Translate and interpret texts from the language to English and vice versa, comparing their versions and considering how to explain elements that involve cultural knowledge or understanding [Key concepts: equivalence, representation, meaning, interpretation, idiom; Key processes: comparing, explaining, interpreting] (ACLFWC181)	• translating and interpreting texts from the language to English and vice versa, comparing own interpretations with those of others and discussing what differs and why • translating and interpreting texts such as narratives, song lyrics, dialogues or posters, considering how to explain elements that involve cultural knowledge or understanding, and using resources such as dictionaries and grammars • using and explaining words and expressions that do not easily translate into English and considering choices made when conveying equivalent meaning in English • identifying and explaining concepts, practices and expressions in the language which do not easily translate into English, for example, the number system, terms for colour, language associated with time, daily and seasonal cycles, kinship terms • understanding and applying culturally appropriate and ethical behaviour when interpreting and translating

| Create bilingual texts for the wider community collaboration with others
[Key concepts: interpretation, expression, bilingualism; Key processes: designing, explaining, classifying, glossing, annotating, composing]

(ACLFWC182) | • creating shared bilingual learning resources, such as print or digital word banks or glossaries of expressions used in everyday interactions in the language and in English
• creating bilingual learning resources for younger learners, for example, children's stories and games
• performing a role-play or skit for a specified audience, using the language for the performance and English for supporting explanations and commentary
• creating bilingual texts, using subtitles and captions, to inform the school community about aspects of the language and culture
• creating a bilingual display, for example, a video-clip or photographic display to showcase events and shared experiences, such as a bush trip
• creating bilingual digital texts such as song lyrics or dialogues which allow display in the language, in English or in both |

Identity	**Elaborations**

Consider and discuss their own and each other's ways of communicating and expressing identity, reflecting on how the language links the local, regional and national identity of its speakers with the land

[Key concepts: identity, perspective, biography; Key processes: sharing, comparing, considering, reflecting, analysing]

(ACLFWC183)

- considering how their own biography, including elements such as family origins, traditions, beliefs, practices, interests and experiences, shapes their sense of identity and ways of communicating
- describing kinship connections with the surrounding Country/Place or connections of an Elder or guest speaker
- creating spoken, written or multimodal texts, such as identity maps, timelines, digital presentations or family trees with captions, to mark key milestones and significant influences in their lives, for example, key people, events, educational experiences, community affiliations, traditions or travel experiences, considering how these shape identity
- comparing and reflecting on how identity is expressed across languages and cultures, for example, by considering the idea of 'belonging' as expressed in different languages
- discussing the role that language and culture play in the identity and well-being of Aboriginal and Torres Strait Islander peoples
- investigating how particular policies and practices affect the sense of identity of Aboriginal and Torres Strait Islander peoples, for example, the effect of language loss, separation from Country/Place/family/community
- reflecting on how Aboriginal and Torres Strait Islander Peoples from different nations express their group identity, for example, through practices and symbols such as flags, Welcomes to Country, Indigenous rounds in sporting leagues
- reflecting on how their own biography, including family origins, traditions, beliefs, practices, interests and experiences, shapes their sense of identity and ways of communicating
- discussing the link between identity and connections to land/water/sea/sky, culture and language and the health and well-being of individuals and community
- reflecting on how the language links the local, regional and national identity of its speakers with the land, water, sea and sky

Reflecting	Elaborations

Participate in intercultural interactions and consider own reactions when engaging with Elders and community members and resources
[Key concepts: intercultural experience, perspective, insight, self-reflection, ways of knowing and being, reconciliation, discrimination; Key processes: comparing, analysing, explaining, reflecting, choosing]

(ACLFWC184)

- reflecting and reporting on how learning the language provides insights into the relationship between language and culture in general, and how their own assumptions about ways of knowing and being may change through the experience
- reflecting on how learning the language provides a distinctive means of understanding the Country/Place, including the relationship between land, the environment and people, and issues of discrimination and reconciliation
- keeping a journal of memorable experiences (humorous, satisfying or challenging) associated with learning and using the language in various contexts, noting personal responses and reflections over time and insights gained
- identifying and comparing how emotions or attitudes such as respect, shyness, exuberance or embarrassment are shown, displayed and expressed across different languages and cultures

Understanding

Systems of language	Elaborations
Understand and explain the sound patterns in spoken language and use developing phonemic awareness to represent these patterns in written form [Key concepts: metalanguage, patterns, phonetic articulation, syllable; Key processes: reading, investigating, comparing] (ACLFWU185)	- reading aloud for meaning to demonstrate comprehension of sound–symbol correspondences - developing metalanguage to describe and talk about sounds and phonology, for example, *place and manner of articulation, uncertain or missing sounds* - investigating sound patterns, for example, consonant and vowel sequences, and word-level patterns, for example, allowable word-final sounds, allowable consonant clusters, word stress - understanding the major categories of place of articulation in Aboriginal and Torres Strait Islander languages, for example, peripheral, laminal, apical, and their realisation across different languages and regions in Australia - establishing similarities in the sound systems of related languages otherwise masked by differing spelling systems - using their knowledge of alphabetic conventions for Aboriginal and Torres Strait Islander languages to transcribe spoken texts from a range of languages, for example, those related to the target language or those from neighbouring regions - comparing and explaining the relative consistency of Aboriginal and Torres Strait Islander languages and English in spelling words - understanding the phonemic basis of alphabetic spelling systems and the fact that different sounds can be covered within a single phoneme or letter - exploring different writing systems that are based on different principles, for example, syllabic or ideographic

Expand vocabulary and understand and use a range of vocabulary sets and grammatical structures that are available in the language
[Key concepts: system, grammatical case, transitivity; Key processes: explaining, discussing]
 	
(ACLFWU186)
 	
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	• understanding case and case marking on nouns, pronouns and adjectives
	• explaining how verbs can be derived from nouns and vice versa, comparing with similar processes in English and other known languages
	• composing and varying messages according to the available resources of the language, such as:
	   • suffixes, including 'having', 'for want of', 'similar to', 'like'
	   • verbless sentences, for example, equative, descriptive, possessive
	   • verb categories, including intransitive, transitive, causative, inchoative, reflexive–reciprocal
	   • verb aspect, including continuous, transitory, perfective, imperfective
	   • verb-stem morphology, including compound verbs, reduplicated verbs, habitual/characteristic, derivation (nouns into verbs)
	• expressing time, manner, attitude and place, according to the available language resources, such as:
	   • elaborations of past tense
	   • temporal expressions, for example, 'beforehand', 'afterwards', 'too late', 'originally'
	   • expressions of frequency, immediacy and duration, for example, 'persistently', 'at once', 'a few times', 'for a while'
	   • attitudinal words, particles and interjections, for example, terms expressing endearment, embarrassment, shame or pity
	   • locational cases as used in locative phrases, and extensions of these, for example, expressing origin or causation
	• structuring and linking clauses, focusing on issues of agreement with transitive and intransitive verbs, using verb-linking devices, for example, serialisation and embedding
	• discussing lexical and grammatical relationships between the language and other languages of the region, for example, common words and structures
	• discussing grammatical and lexical contrasts between the language and English/ other known languages, for example, the figurative use of language, vocabulary associated with specialised domains

Discuss the purpose and roles of various spoken, written and visual texts in the language [Key concepts: text, relationship, intention; Key processes: analysing, investigating, linking and sequencing] (ACLFWU187)	• understanding the purpose and role of different types of text in the language, for example, declaring identity, acknowledging parts of traditional belief systems, acknowledging ancestors, passing on knowledge and information, mapping resources on Country and managing natural phenomena such as weather • understanding that Country/Place can be interpreted as text by the community • discussing ways that songs function to capture language and meaning in ways similar to literature in other cultures • linking and sequencing ideas to form cohesive texts, using appropriate grammatical forms and elements, for example, serialisation, connectives, embedding, headings and paragraphing
Investigate how the kinship system functions to integrate personal and community histories and relationships [Key concepts: interconnectedness, human relationships, ownership, rights and responsibilities; Key processes: describing, explaining, investigating, exploring] (ACLFWU188)	• understanding and discussing kinship as a system, and explaining its importance in maintaining and regulating social relationships in Aboriginal and Torres Strait Islander communities • investigating how the language community addresses gaps in knowledge about the kinship system • exploring how language is involved in the patterning of ownership and management of land and associated stories • understanding that different roles and responsibilities in community and public life can be determined by kinship and traditional social groupings • explaining how art forms, songs and dances identify people and places

Language variation and change	Elaborations
Discuss variations in language use that reflect different social and cultural contexts, purposes and relationships [Key concepts: respect, silence, kinship; Key processes: examining, explaining, analysing] (ACLFWU189)	• understanding how elements of communication in Aboriginal languages and Torres Strait Islander languages, such as gestures, facial expressions, choice of language and use of silence, vary according to context, situation and kin relationships, for example, eye contact, pointing with lips • analysing and discussing intergenerational differences in language use, for example, young people's language compared to the language of older generations • explaining variations in language use that reflect different levels of formality, authority and status, for example, expressions used with respected kin, ways of asking questions of different people

Describe and reflect on how languages change over time and influence one another

[Key concepts: contact, change; Key processes: exploring, observing, reflecting]

(ACLFWU190)

- exploring form, usage, history and impact of contact languages, including creoles, pidgins and Aboriginal Englishes
- investigating and describing how the language has changed over time
- observing changes to language that reflect changing lifestyles, cultural trends and emerging needs, for example, youth language, the language of new technologies, the impact of music, media and technology on communication
- reflecting on changes in their own use of their first language(s) over time, noticing how and when new ways are adopted or existing ways adapted
- exploring changes in language over time, for example, by reviewing old films from state archives or early television shows that include Aboriginal and Torres Strait Islander actors

Language awareness	Elaborations

Investigate and compare the ecology of Aboriginal and Torres Strait Islander languages to Indigenous languages in other countries, and consider issues such as language policy, language rights, language loss, advocacy, reform and multilingualism [Key concepts: environment, boundaries, policy, revival; Key processes: researching, investigating, exploring, considering] (ACLFWU191)	• investigating the social, cultural and linguistic effects of language change and/or language loss in the region • understanding terms used in the discussion of language revival, for example, *revitalisation, reclamation, renewal* • investigating the geographical extent of use of the language in earlier times • considering the future prospects of the language in the context of its current linguistic ecology • exploring Indigenous multilingualism in various communities, including regional varieties, Aboriginal Englishes and creoles • researching the impact on Aboriginal and Torres Strait Islander languages in general, and on the target language in particular, of historical events, government policies, legislation and judicial processes, such as stolen generations, mission schools and advocacy • identifying social and government policies and practices that have impacted positively on language acquisition, for example, the performing of Welcome to Country and the Acknowledgement of Country at events, on television programs, in films, and efforts to raise the profile of Aboriginal and Torres Strait Islander languages in the wider Australian community and in particular geographical regions • investigating the situation of indigenous languages in other countries, for example, New Zealand, Hawaii, North America, Japan, Latin America, considering issues such as language rights, language endangerment, revival and reclamation, drawing comparisons with the situation of Aboriginal languages and Torres Strait Islander languages in Australia • researching current media debates in relation to Aboriginal language and Torres Strait Islander languages • comparing word lists of languages and dialects of the region, to understand similarities and differences and identify potential opportunities for reconstruction
Understand and apply cultural norms, skills and protocols associated with learning, using and researching Aboriginal and Torres Strait Islander languages [Key concepts: ownership, custodianship, ethical behaviour, intellectual property; Key processes: acknowledging, investigating, applying] (ACLFWU192)	• using culturally appropriate protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities • acknowledging cultural and intellectual property rights and copyright over language work, including song holders, story keepers, language informers, composers and choreographers
Role of language and culture	**Elaborations**

| Reflect on how ways of using language are shaped by communities' ways of thinking, behaving and viewing the world, and the role of language in passing on knowledge
[Key concepts: Indigenous knowledge, value transmission; Key processes: reflecting, exploring, analysing, comparing]

(ACLFWU193) | explaining the role of Aboriginal and Torres Strait Islander languages and cultures in passing on knowledge such as sustainable care of the environment, rules for living, ways of behaving, spiritual and cultural functions and History reflecting on Indigenous taxonomies and the ways they divide the natural and cultural world and comparing these to other systems of classification analysing concepts related to cultural values in Aboriginal and Torres Strait Islander languages, including naming systems, for example, the use of kinship terms, nicknames, substitute words and pronoun systems, comparing to ways of referencing relationships in their own language(s) and culture(s) exploring how aspects of traditional culture and society have been preserved through language, and discussing the importance of maintaining Australian Aboriginal and Torres Strait Islander languages, for their speakers and for all Australians analysing and discussing core cultural concepts reflected in Aboriginal languages and Torres Strait Islander languages, such as *respect, avoidance, reciprocity, obligation, responsibility* understanding that culturally significant attitudes and beliefs conveyed through Aboriginal and Torres Strait Islander languages are related to the past, to land, plants and animals and to celebrations identifying and comparing how emotions or attitudes, such as respect, affection or embarrassment, are shown/displayed across different languages and cultures comparing elements of communication such as the role of silence or use/avoidance of eye contact in different cultural contexts and exchanges recognising that there are multiple views on and partial explanations for events and issues reflecting on the ways culture is interpreted by others, for example, by identifying how stereotypes influence perceptions of other groups or individuals understanding that each Aboriginal or Torres Strait Islander person inherits language as part of their birthright, along with membership of a particular group and attachment to Country or Place, and that they become custodians and owners of land, water or sea and of language |

| **Role of language building** | **Elaborations** |

Explore language building processes and protocols in communities

[Key concepts: language revival, protocols, lexical and grammatical resources, advocacy; Key processes: identifying, investigating, discussing]

(ACLFWU194)

- investigating language revival efforts in their own community and neighbouring regions, for example, who and what is involved, successes, challenges and protocols, and what these efforts mean to local communities
- understanding what lexical and grammatical resources and processes are available to build language, for example, linguistic resources and analogies from neighbouring languages, speakers, archival material
- investigating/understanding protocols for filling gaps and extending semantic domains in the language, including protocols for borrowing from other languages, for creating words by analogy and drawing from within the resources of the language, and discussing associated ethical issues
- investigating/researching the protocols for receiving, transferring and publishing linguistic resources
- understanding the importance of intergenerational collaboration in reviving languages, and discussing some of the associated challenges
- discussing the importance of reviving languages for the individual, the language community and the wider Australian society
- identifying potential avenues/domains for expansion of the language and gaps to be filled, with the support of community language teams and Elders
- appreciating the role of languages advocacy, education and research in building languages
- understanding how the process of language-building expands existing linguistic and cultural resources in the Australian community

Investigate and explain techniques used to build language, considering challenges involved and understanding their role as contemporary documenters of language

[Key concepts: language revival, language building, authenticity, linguistic techniques; Key processes: identifying, analysing, discussing]

(ACLFWU195)

- identifying and discussing the main areas of the language that could be served by language building
- analysing the authenticity of historical sources used in language building and discuss the strengths and limitations of these
- investigating different approaches that have historically been used to record language and what this means for language revival, for example, different spellings, different domains of use, lexical biases
- understanding challenges in developing new words and structures for the language, and how these words might be developed within the existing resources of the language or by analogy from related languages
- discussing techniques used to build language, such as analysing historical sources, interviewing/recording existing speakers
- understanding the orthographic and grammatical choices of the contemporary community
- considering domains of use where the language may grow in the future
- trying out ways of making new words under the guidance of an Aboriginal or Torres Strait Islander languages specialist or of an Elder where appropriate
- working with local Aboriginal and Torres Strait Islander communities in language-related projects, and contributing to local language records and resources through structured and research-based projects
- understanding their role as contemporary documenters of the language, for example, listening and transcribing spoken texts, preserving language resources developed at school
- developing a variety of resources for younger and future students of the language
- investigating programs and initiatives that serve to maintain and strengthen language use, for example, school languages programs, bilingual education, research programs, recording and archiving material, websites, databases and documentaries
- exploring the importance of advocacy in supporting the maintenance and development of language and culture

Framework for Aboriginal Languages and Torres Strait Islander Languages

Years 7 to 10 Achievement Standard

The achievement standards for the Framework for Aboriginal Languages and Torres Strait Islander Languages LR pathway are generalised in order to cater for the wide range of languages which may be learnt as an LR within the school context. They will need to be adapted for use for specific Aboriginal and Torres Strait Islander languages. They will be shaped by the current progress of language revival for a particular language and the amount of vocabulary and variety of language structures available for teaching and learning.

By the end of Year 10, students use the language to initiate, sustain and extend interactions, and to exchange information about interests, experiences and aspirations. They use spontaneous language wherever possible to participate in activities that involve taking action, collaborating, planning, organising and negotiating. They use culturally appropriate norms and skills, and respect protocols when engaging with and learning from visiting Elders and community members. When interacting in the classroom, they make suggestions, seek clarification, praise or compliment each another. Students use language where possible to locate, analyse and summarise factual information from a range of sources such as historical documents, Elders and community members. They demonstrate their understanding of Country/Place, for example, by explaining the origin, meaning and significance of local place names and features, or by presenting texts and stories about the Country/Place and associated social and cultural events, using language as much as possible and different modes of presentation. Students view, listen to, and share personal responses to a range of texts, such as songs, stories, films and other modes of artistic expression, and demonstrate understanding by identifying and explaining main ideas, key themes and sequences of events. They explain how artistic expression relates to land, water, sea, sky, people, animals, plants and social and ecological relationships. They use expressive language, gestures, and supporting materials to create a range of spoken, written and multimodal texts, for example, art work to convey messages using symbols and techniques appropriate to Country/Place, or narrations of real or imagined journeys involving a variety of characters, places and events. Students apply culturally appropriate and ethical behaviour and lexical and grammatical resources to interpret and translate texts to and from the language; and they explain culture-specific concepts, practices and expressions that do not easily translate. They co-create bilingual texts to inform the wider community about aspects of the language and culture. They reflect on how their own biography shapes their sense of identity and ways of communicating, and discuss the role that language and culture play in the identity and well-being of Aboriginal and Torres Strait Islander peoples. They explain how particular policies and practices have impacted on Aboriginal and Torres Strait Islander peoples' sense of identity, for example, through language loss and separation from Country/Place, family and community.

Students explain and use the sound system of the language, and a range of available vocabulary sets and grammatical structures when speaking and writing. They use metalanguage to explain sound and writing systems and grammatical structures in the language. They analyse the purpose and role of a range of spoken, written and visual texts, for example, declaring identity, acknowledging ancestors and traditional belief systems, and passing on knowledge and information. Students explain the importance of the kinship system in regulating relationships and behaviour in Aboriginal and Torres Strait Islander communities. They explain how and why language use is adjusted to suit different social and cultural contexts, purposes and relationships, for example, expressions used with respected kin. They explain how languages change over time and influence one another, for example, by describing the history and impact of contact languages, including creoles, pidgins and Aboriginal Englishes. Students make comparisons between the ecologies of Aboriginal and Torres Strait Islander languages and indigenous languages in other countries, in areas such as language policy and rights, language loss, advocacy and reform, and language revival. They identify the role of language in passing on knowledge, and explain how communities' ways of thinking, behaving and shaping worldviews influence how language is used. They investigate language revival efforts in their own community and neighbouring regions, and identify resources and processes that are available to build language, for example, lexical and grammatical resources. Students explain protocols for filling language gaps and extending semantic domains, including those required for borrowing from other languages, creating words by analogy and drawing from within existing resources of the language. They explain various techniques that can be used to build language, such as analysing historical sources or interviewing existing speakers, and identify associated challenges. Students reflect on their role as contemporary documenters of language, and recognise the importance of intergenerational collaboration in reviving and maintaining languages.

The Australian Curriculum

Languages - Framework for Aboriginal Languages and Torres Strait Islander Languages

Second Language Learner Pathway (L2) - Years F–10 Sequence

acara

AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

Foundation to Year 2

The nature of the learner, the pathway and particular language

Languages studied in the Second Language Learner Pathway (L2) are typically languages used in spoken form as the language of everyday communication by whole communities across all generations.

The second language learner pathway has been written on the assumption that learning will occur off-Country involving students who are typically not from the language community and have little or no experience of the language and culture. They are introduced to learning the language at school as an additional, new language.

The language chosen for curriculum development should have a sizeable set of resources in a variety of media, such as local documentaries, bilingual narrative and descriptive texts, and educational materials in print and digital form. Learning is enriched and authenticated by interaction with visiting Elders and community speakers, and where possible visits to Country/Place. Information and communications technologies provide additional resources to support a range of language and culture experiences.

The curriculum content and achievement standards in the Second Language Learner Pathway are generalised in order to cater for the range of Aboriginal or Torres Strait Islander languages that may be learnt as a second language. The content descriptions, content elaborations and achievement standards for the Second Language Learner pathway will need to be adapted for use with the particular language being taught and will need to be modified if the program occurs on-Country or if the learners are from the language community.

Children enter the early years of schooling with established communication skills in one or more languages and varying degrees of early literacy acquisition. For young students at this level, learning typically focuses on the immediate world of their family, home, school, friends and local environment. They are learning how to socialise with new people, share with others, and participate in structured routines and activities at school.

Language learning and use

The language is learnt in parallel with English language and literacy development. Learning in the two languages progresses at very different levels but each supports and enriches the other.

The language is used in classroom interactions, routines and activities and is supported by the use of visual and concrete materials, gestures and body language. At this stage, there is a focus on play and imaginative activities, games, music, movement and familiar routines, which provide scaffolding and context for language development.

Oral language is developed through listening to the sounds, shapes and patterns of the language, through activities such as rhymes, songs, clapping and action games and through imitating and repeating sounds in aural texts as modelled by the teaching team, visiting Elders and community speakers.

Learners experiment with simple formulaic expressions and with one- or two-word responses and single-idea phrases to prompts and cues. As they progress to using language for interactions such as greetings, asking for help, talking about self, friends and family, or asking and answering questions, they notice that the language behaves differently in different situations and that speakers communicate in some ways that are different from their own. Creative play provides opportunities for exploring these differences and for using language for purposeful interaction.

Students learn about Country/Place and community by interacting with visiting Elders and community speakers when possible, and by engaging with stories and songs and other texts such as videos, maps and pictures. They learn about the concepts of kin and social groupings, and how these are symbolised in the natural environment.

Students learn to use appropriate respect terms and to demonstrate respectful and appropriate behaviour when interacting with Elders, community speakers and community texts.

Learners will recognise the same alphabet they are learning for writing English. They write by tracing and copying, forming letters legibly. They learn to read and write words and sentences independently using modelled language, for example, matching pictures with single words, labels and captions. The use of repetition and recycling in instruction helps children to identify high-frequency words and simple phrases and to recognise the purpose and intention of simple texts.

They begin to understand how the language works, to compare it with English and to understand its place in relation to regional and national language diversity.

Contexts of interaction

Across Foundation to Year 2, learning occurs largely through interaction with peers and the teaching team, supplemented by some access to visiting Elders and community speakers. Information and communications technologies (ICT) resources provide additional access to language and culture experience.

Texts and resources

Children engage with a variety of spoken, visual, written and digital texts, which are short, clearly structured and supported by visuals and paralinguistic devices, for example, tone of voice, facial expression, gesture, with much repetition and recycling of structures and vocabulary. They listen and respond to teacher talk, share ideas and join in with song, dance, story and rap, and various forms of play, performance, conversational exchanges and activities mediated by language. Print and digital texts include stories, shared Big Books, songs, visual designs, photos, videos, environmental maps and wall charts and teacher-generated materials such as games, flashcards and items from both the local community and the target language community.

Level of support

Learning is supported through the provision of experiences that are challenging but achievable with appropriate scaffolding and support. This involves modelling, monitoring and moderating by the teacher; provision of multiple and varied sources of input; opportunities for revisiting, recycling and reviewing learned language, and continuous cueing, feedback, response and encouragement.

The role of languages

Learners are encouraged to use the language being learnt whenever possible in class interactions and daily routines with the teaching team, visiting Elders and community speakers. Using English for explanation and discussion allows learners to talk about differences and similarities they notice between the language and their first language(s) and culture(s), to ask questions about language and culture, to consider how they feel when they hear or use the language and to talk about how they view different languages and the people who speak them. This introduction to the 'meta' dimension of intercultural learning develops the ability to consider different perspectives and ways of being as mediated by language.

Foundation to Year 2 Content Descriptions

Communicating	
Socialising	**Elaborations**

Interact with each other, the teaching team and visiting Elders/community speakers using simple language and gestures for greeting and farewelling, talking about self and family [Key concepts: self, family, relationships; Key processes: interacting, sharing, listening] (ACLFWC067)	• participating in everyday exchanges, such as greeting and farewelling • interacting with the teaching team and visiting Elders/community speakers using appropriate protocols such as respect terms, behaviour and forms of address, including, for example, using assigned kinship roles • introducing and describing self, family, friends, favourite objects and pets using familiar and modelled language, supported by visual props, for example, drawings, photos • listening to questions (such as *what, who, where*) about self, family, friends and immediate environment, and responding with words and actions, including gesture • expressing likes and dislikes using simple statements
Participate in guided group activities such as games, songs and simple tasks, using movement and gestures to support understanding and to convey meaning [Key concepts: cooperation, play; Key processes: turn-taking, matching, choosing, cooperating, following instructions] (ACLFWC068)	• participating in games, tasks and activities that involve turn taking, guessing, matching and choosing objects using modelled questions and responses • participating in action games and songs by matching actions to words • following instructions by moving around or locating objects in the classroom • using rehearsed language to collaborate and follow instructions, for example, in craft activities using traditional materials such as nuts, twigs, bark, seeds, shells • working collaboratively to decide on a class performance, activity or action • working collaboratively to adapt and perform action songs, for example, by changing lyrics, substituting words and phrases based on modelled patterns, rehearsing and performing songs with appropriate gestures and actions
Interact in classroom routines and respond to teacher instructions [Key concepts: routine, instruction; Key processes: participating, responding, following instructions] (ACLFWC069)	• participating in routine exchanges such as asking and answering questions, responding to the class roll, describing the weather, requesting classroom objects • responding to and using routine classroom language, for example, 'sit down', 'stand up', 'listen!' 'look this way', 'tidy up' in the target language • following instructions related to transition activities, for example, 'form a circle', 'get into groups of three', 'put on your hat', 'line up' • responding to requests and instructions in verbal and non-verbal ways, such as movement, gesture and action, for example, in class and outdoors, in games and songs, or on visits and excursions
Informing	**Elaborations**

Locate specific words and familiar phrases in texts such as charts, lists, photos, maps, and use information to complete guided oral and written tasks [Key concepts: natural and built environment, community life, Indigenous knowledge; Key processes: identifying, selecting, sorting, matching, labelling, mapping Country/Place] (ACLFWC070)	• identifying, naming, and labelling key topographical features of the target language region, for example, creeks, springs, rocky outcrops, estuaries, reefs, desert landforms, by viewing environmental maps, photos, videos and objects • listening to an Elder/community speaker sharing knowledge about Country/Place and recording key information • identifying and labelling significant features of the built environment, for example, dwellings, settlements, community store, health clinic, school, places to play, roads and tracks • locating key information about the target language region, for example, weather, seasons, daily and seasonal behaviour of animals, using resources such as charts, photos, videos, films, visual prompts and by listening to visiting Elders/community language speakers • naming, labelling and sorting bush foods, animals, plants and natural objects from the environment into culturally appropriate categories, such as, edible/non-edible, meat/non meat, salt water/fresh water, day/night animals, rough/smooth, hard/soft • describing aspects of shared knowledge about the target language region, for example, by pointing to places on a map or at pictures of food sources, plants and animals • identifying and labelling animal tracks in the sand, dirt or mud • labelling, drawing and matching body parts
Give factual information using simple statements and descriptions, gestures, and captions [Key concepts: Country/Place, community life; Key processes: labelling, describing, presenting, recounting] (ACLFWC071)	• using some location terms to talk about and describe the region of the target language, for example, *up, down, near, far* and using topographical words such as *swamp, soakage, reef* • presenting information about the target language region, for example, in relation to animals, plants, food, artefacts, using modelled sentences, matching captions to pictures and filling in gaps • collaboratively recounting details about shared events, such as sports day, excursions, a class visit from an Elder, a visiting performing group from the target language community, for example, by making a BigBook, digital presentation or display • labelling aspects of daily routines, selecting captions or attaching word bubbles and sharing the information with others • developing a pictorial story to describe typical activities and routines at home and at school

Creating	**Elaborations**

Participate in shared listening to, viewing and reading of texts and respond through singing, reciting, miming, play-acting, drawing, action and movement [Key concepts: storytelling, response; Key processes: responding, performing, sharing, expressing; Key text types: songs, raps, dances, traditional and contemporary stories, paintings and visual design, video clips (IndigiTUBE)] (ACLFWC072)	• performing songs or stories that include repeated phrases, rhythms and non-verbal forms of expression, such as clapping, gestures, facial expressions and dance • participating in shared reading of traditional and contemporary stories, responding through mime, drawings with captions, matching captions to images, dance, play-acting and other forms of expression • listening to Elders/community speakers tell stories and responding by drawing, labelling and captioning or re-enacting with puppets, props or actions • identifying key animals, birds and other characters in stories, songs, performances and dances and identifying the significance of particular dance or performance elements • identifying and naming significant places, landscapes and topographical features through which travelling stories pass • identifying key messages expressed in stories, song, dance and visual art, for example, rules for living • predicting the content/meaning of narrative texts such as picture books, including titles, covers and illustrations, and giving reasons for their predictions • responding to simple questions about characters and events in texts such as stories, songs, dances
Create and present shared stories, songs and performances using familiar words and patterns and support materials [Key concepts: story, performance; Key processes: retelling, singing, re-enacting, dancing, drawing, performing; Key text types: songs, dance, stories, paintings and visual design, performances] (ACLFWC073)	• making a shared Big Book based on an event, experience or performance • creating own stories by sequencing a series of pictures with captions or by creating a storyboard with labels, using modelled language and repetitive phrases • re-enacting or retelling simple stories, episodes or interactions with puppets, props, actions or gestures, using modelled language • creating digital texts based around familiar contexts and characters, using pictures and captions • creating simple songs or new versions of contemporary songs and raps, for example by substituting words and phrases, such as animal names, places or geographical features, adding characters, incorporating non-verbal forms of support, such as clapping, gestures and facial expressions • creating new dance sequences, paintings and visual designs, using models from the target language and culture

Translating	Elaborations

Translate frequently used words and phrases using visual cues and resources such as word lists [Key concepts: translation, similarity, difference, meaning; Key processes: noticing, identifying, translating] (ACLFWC074)	• using classroom resources such as word banks, wall charts, visual dictionaries, word lists and pictures to translate the meaning of single words and common expressions • translating and explaining in English the meaning of target language words, phrases and gestures used in everyday contexts and situations • explaining to others culture-specific words, for example, names of artefacts or implements, kinship terms of address • noticing elements of the target language and of English that are the same, such as the letters of the alphabet and some sounds • showing others how different signs and hand talk are used and explaining basic signs for elements of the natural environment, for example, water, animals • explaining symbols and their iconographies to others
Create simple oral, print or multimodal bilingual texts for the classroom environment, such as captions, labels and wall charts [Key concepts: meaning, bilingualism; Key processes: labelling, captioning, displaying, matching] (ACLFWC075)	• creating picture word lists and picture dictionaries and contributing to bilingual class books of words and their meanings • creating bilingual texts for the immediate environment, for example, school/classroom signs • performing presentations for the school community that involve both target language and English language elements, such as a contribution to an assembly or a performance for Grandparents' Day • creating sets of word cards in the target language and in English and playing matching-word games • writing captions, with support, for a photographic display to show parents/others about a class event, an experience such as sports day or a project to care for the school environment
Identity	**Elaborations**

Describe aspects of self, such as family, school/class and language/s spoken, noticing how these different elements contribute to one's identity [Key concepts: identity, self, family, belonging; Key processes: describing, explaining, identifying] (ACLFWC076)	• describing self and drawing pictures of family or creating a family tree, labelling with appropriate kinship terms for immediate family members • identifying self as belonging to a family, class or peer group, representing these relationships through captioned pictures or photos or by creating digital presentations • exploring the concept of collective identity, for example by considering the symbolic meaning of Aboriginal and Torres Strait Islander flags, items of dress, use of colour and patterns • describing friends, favourite places, objects and languages they know/ are learning as markers of their identity • noticing and comparing their use of words or expressions from different languages when communicating in English • recognising the relationship between language, place and family in the formation of identity in Aboriginal and Torres Strait Islander communities and comparing these to relationships in their own lives

Reflecting	**Elaborations**
Notice what is similar or different to their own language and cultural expression when interacting with songs, stories, games, pictures and artistic expression from the target language and culture [Key concepts: language, culture, similarity, difference, respect; Key processes: noticing, comparing, responding, reflecting] (ACLFWC077)	• responding to teacher prompts in the target language or English, for example, What do you see?...or What do you notice about…? Why do you think that …? 'How is this similar / different …? to capture and express their impressions when viewing images or video-clips, singing songs, dancing or reading stories from the target language region • comparing aspects of the lives of children in their own communities with those of children in target language communities as represented in digital images, video clips, IndigiTUBE and stories, for example, comparing ways of playing games, eating food, telling stories, or interacting at school, at home and in the community • noticing similarities and differences in language that relates to culture, such as names of foods and animals particular to different climates and environments; and in cultural practices, such as sharing involved in extended families, special times, story-telling, yarning

Understanding

Systems of language	**Elaborations**

Notice and imitate characteristic sounds, intonation patterns and rhythms of the target language(s) and how these relate to the written language

[Key concepts: pronunciation, rhythm, intonation, writing; Key processes: imitating, noticing, distinguishing, reading aloud]

(ACLFWU078)

- noticing and distinguishing sounds of the language and matching these with written symbols
- distinguishing sounds in the language from English sounds and recognising when the target language is being spoken
- experimenting with pronunciation to capture and produce speech patterns within and across single words and phrases
- recognising, imitating and distinguishing between intonation patterns in statements, questions, commands, requests, exclamations and song, and noticing how these are distinguished in written language
- learning that writing systems represent sounds and meanings, and becoming familiar with the alphabetic principles that associate individual sounds/ a range of sounds with particular letters/ combinations of letters
- noticing that English and the target language share the same alphabetic base
- associating spoken language with written morphemes, words, phrases and sentences
- recognising alphabetic conventions particular to the target language, for example, digraphs representing a single sound, diacritics that alter the regular value of a letter
- experimenting with sounds in songs and noticing how syllables can be separated to fit different tunes and rhythms
- reading texts aloud, showing knowledge of sound–symbol relationships

| Notice types of words in the target language and understand and use some elements of the target language structure
[Key concepts: word function, word order, variation, patterns, rules; Key processes: identifying, recognising, noticing]

(ACLFWU079)
📄 ✋ | • identifying people, places, things and events using:
  • nouns, for example, relating to family, kinship, items in the immediate natural and built environments
  • pronouns, for example, personal, interrogative, kinship and demonstrative
  • verbs for simple actions, states and processes
  • terms to qualify and quantify, for example, size, colour, number, or to classify or compare things
  • adverbs, for example, of location, time and manner
  • simple negation

• identifying particular forms and structures in the language, for example, those that specify, identify and describe objects and actions, time and place; those that state ownership, ask questions, convey commands
• noticing that compared to English and other known languages some words may be left out (ellipsis), or must be included or repeated in phrases and sentences, for example, "(it) went", "big (dog) ate (it)"
• becoming aware how word order may differ from English or other known languages, for example, noun + qualifier vs qualifier + noun, 'child happy' vs 'happy child'
• recognising the use of common affixes to nouns, for example, 'the man's dog', 'to the river', 'in the sea'
• recognising the use of common affixes on verbs, for example, to indicate tense and mood
• recognising influences across Aboriginal and Torres Strait Islander languages, for example, shared words
• understanding and using elementary metalanguage to describe word types, for example, *noun, pronoun, verb* |
| Recognise there are many ways of communicating messages in Aboriginal and Torres Strait Islander languages
[Key concepts: communication, narrative; Key processes: recognising, identifying]

(ACLFWU080)
📄 🔗 ✋ | • understanding that there are different ways of telling a story, such as Elders yarning, song, dance and music and associated visual design and spectacle, and through painting (body, bark, rock, sand)
• recognising that communication can also occur through sign language; identifying and using basic signs for things from the everyday environment
• understanding that texts have a purpose, for example, greetings, Welcome to Country/Acknowledgement of Country/Place, traditional stories, paintings, songs and dances convey community-wide messages
• identifying some features of narratives, for example, they are usually about journeys across Country, involving landforms, animals and plants
• recognising that writing, like speech, is rule-bound and involves following the conventions according to text type
• noticing how texts such as storybooks are sequenced and organised, for example, by identifying the main title and connections between pictures and text |

Identify elements of the kinship system and its role in linking story and natural species and phenomena [Key concepts: kinship, totemic relationships, place, cultural practices; Key processes: identifying, recognising] (ACLFWU081)	• using kinship charts to identify kinship terms for immediate family, comparing with terms used in their own family • recognising that Aboriginal and Torres Strait Islander peoples have their own personal relationships with animal species and natural phenomena • recognising that people have a personal relationship with place, for example, birth place • identifying skin names where appropriate • understanding that ceremonial body markings, designs and paintings are determined by family, skin and story • identifying which stories belong to which natural features, including animals and natural species, and discussing their significance

Language variation and change	**Elaborations**
Recognise that different words and language forms are used to address and communicate with people according to relationship and context [Key concepts: kinship, context, relationship; Key processes: noticing, recognising] (ACLFWU082)	• noticing that different forms of address and kinship terms are used depending on the relationship between participants • recognising that the way someone is related to others affects how he or she speaks to them • recognising that ways of speaking vary according to context and situation, for example, language used when interacting with peers during playground games is different to that used with the teaching team and with visiting Elders/community speakers • recognising that language used in particular interactions can vary between cultural contexts, for example, the use of titles in English compared to kin categories in the target language
Recognise that languages borrow words from each other [Key concepts: relatedness, word borrowing; Key processes: identifying, recognising, comparing] (ACLFWU083)	• noticing and describing Aboriginal and Torres Strait Islander words and phrases used in everyday Australian life e.g. *jarrah, koala, euro, dingo, billabong* • recognising words in the target language that are borrowed from English • recognising that some words in the target language have come from other Aboriginal/Torres Strait Islander languages

Language awareness	**Elaborations**

Identify the region of the target language and notice how it is part of the broader regional and national language diversity [Key concepts: linguistic diversity, language revival; Key processes: identifying, recognising] (ACLFWU084)	• identifying regions, places and communities where the target language is spoken • identifying immediate neighbours of the target language wherever it is spoken • recognising that there are many different Aboriginal and Torres Strait Islander languages in Australia, for example, by viewing Language maps of their region, their state and the whole of Australia • recognising general geographic types of Aboriginal and Torres Strait Islander languages, including the target language region, for example, desert, coastal, rain forest, sub-alpine, riverine and seas • recognising that linguistic diversity in contemporary Australia includes Indigenous as well as non-Indigenous languages, and that Australia has many languages, for example, by identifying languages used by classmates by creating a class profile or language map • recognising that some Aboriginal languages and Torres Strait Islander languages in Australia are strong, while others are endangered or in the process of being revived or reclaimed • recognising shared vocabulary across groups of Aboriginal and Torres Strait Islander languages, for example, 'hand', 'water', 'crow'
Understand that language belongs to communities and that language learning requires the application of respectful and appropriate behaviour [Key concepts: ownership, belonging, respect; Key processes: demonstrating, applying] (ACLFWU085)	• understanding that each Aboriginal language or Torres Strait Islander language is recognised as belonging to a group of people who are the language owners or custodians • demonstrating and applying respectful and appropriate behaviours, including the use of appropriate language forms, in the presence of visiting Elders/community members • understanding the purpose of Welcomes to Country/Acknowledgements of Country and talking about their experiences of participating in welcomes and acknowledgements, for example, at school, sporting events, festivities
Role of language and culture	**Elaborations**

Notice that people use language in ways that reflect their culture, such as where and how they live and what is important to them [Key concepts: Country/Place, Language, Culture, symbol; Key processes: noticing, recognising, questioning, making connections] (ACLFWU086)	• exploring culture as an essential part of human life, understanding that it is shared and passed on between generations; that it includes observables such as ways of cooking and ways of greeting, symbols such as flags and colours, as well as invisible elements such as beliefs and values, how people think about themselves and others, and how they relate to their environment • recognising that in each culture there are general rules of what to say and do, when, where and with whom, and that these rules differ from culture to culture • recognising that beliefs and behaviours are woven into languages and cannot be separated from them • noticing how respect for Elders and Country/Place is built into the language • recognising significant symbols and features in the target language, for example, in song, visual design, dance moves • recognising that languages encapsulates values held about land and Country, for example, caring for Country

Role of language building	**Elaborations**
Recognise that Aboriginal and Torres Strait Islander languages are transmitted from generation to generation [Key concept: oral transmission; Key processes: noticing, recognising, considering, valuing] (ACLFWU087)	• recognising that Aboriginal and Torres Strait Islander languages have been maintained through an oral rather than a written tradition • recognising that Aboriginal and Torres Strait Islander languages have been maintained and passed down through generations by means of storytelling, performance, songs and viewing Country/Place as text • recognising that language speakers are the most important primary source of language knowledge • considering why learning an Aboriginal language/Torres Strait Islander language is important to the school community and considering how this promotes Aboriginal languages and Torres Strait Islander languages more generally

Framework for Aboriginal Languages and Torres Strait Islander Languages

Foundation to Year 2 Achievement Standard

The achievement standards for the Framework for Aboriginal Languages and Torres Strait Islander Languages Second Language Learner Pathway are generalised in order to cater for the range of languages that may be learnt as an L2 in the school context. The achievement standards will need to be adapted for specific Aboriginal and Torres Strait Islander languages.

By the end of Year 2, students interact with the teaching team, visiting Elders and community members to talk about themselves, family, friends and immediate environment using familiar language supported by gestures. When interacting with Elders and community speakers, they use appropriate forms of address and terms of respect. They use movement, gestures and rehearsed language to participate in guided group activities, such as adapting and performing action songs. They interact in familiar classroom routines by responding to requests, following instructions and using routine classroom language, for example, to request classroom objects. Students listen to, read, view and comprehend texts that are short, clearly structured and supported by visuals and paralinguistic elements, for example, tone of voice, facial expression, gesture and repetition and recycling of structures and vocabulary. They demonstrate their understanding of the target language region, for example, by making simple statements and giving descriptions of animals, food and artefacts, labelling and sorting these into categories, or by pointing to key topographical features on a map or at pictures of food sources, plants and animals in response to questions. They respond to texts such as stories, songs, dance and visual art through singing, miming, play-acting, drawing, action and movement. They demonstrate understanding by naming key characters, significant places, landscapes or topographical features and by identifying key messages. Students use familiar words, patterns and support materials to create and present shared stories, songs and performances. They translate and explain in English the meaning of target language words, simple phrases and gestures used in everyday contexts and situations. They create simple bilingual texts for the classroom environment, such as captions, labels and wall charts. They identify markers of their own identity, such as family, school/class and language/s, and compare these to the importance of language, place and family in the formation of identity in Aboriginal and Torres Strait Islander communities. Students identify similarities and differences in the ways they interact when communicating in English and the target language.

Students distinguish between the sounds of the target language and English and link sounds to written symbols and conventions. They use simple metalanguage to describe elemental structures of the target language, such as word order and word types. They identify how messages in Aboriginal and Torres Strait Islander languages can be communicated in a number of ways, such as Elders' story-telling or through song, dance and visual design. Students identify kinship terms used for immediate family members and recognise that Aboriginal and Torres Strait Islander peoples have their own personal relationships with place, natural species and phenomena. They identify which stories belong to which natural features, including animals and natural species. They know that different forms of address and kinship terms are used and depend on relationship and context. They identify some words in the language that have been borrowed from other languages. They identify regions, places and communities where the target language is spoken and recognise that there are many different languages spoken in their class, their local community and in Australia. They recognise that language speakers are the most important primary source of language knowledge and that language use reflects where and how people live and what is important to them.

Years 3 to 6

The nature of the learner, the pathway and particular language

Languages studied in the Second Language Learner Pathway (L2) are typically languages used in spoken form as the language of everyday communication by whole communities across all generations.

The second language learner pathway has been written on the assumption that learning will occur off-Country involving students who are typically not from the language community and have little or no experience of the language and culture. They are introduced to learning the language at school as an additional, new language.

The language chosen for curriculum development should have a sizeable set of resources in a variety of media, such as local documentaries, bilingual narrative and descriptive texts, and educational materials in print and digital form. Learning is enriched and authenticated by interaction with visiting Elders and community speakers, and where possible visits to Country/Place. Information and communications technologies provide additional resources to support a range of language and culture experiences.

The curriculum content and achievement standards in the Second Language Learner Pathway are generalised in order to cater for the range of Aboriginal or Torres Strait Islander languages that may be learnt as a second language. The content descriptions, content elaborations and achievement standards for the Second Language Learner pathway will need to be adapted for use with the particular language being taught and will need to be modified if the program occurs on-Country or if the learners are from the language community.

At this level, children are developing awareness of their social worlds and of their membership of various groups. They are widening their social networks, experiences and communicative repertoires. They are gaining greater awareness of the world around them. They benefit from various forms of activity-based learning that build on their interests and capabilities, and make connections with other learning areas.

Language learning and use

Learners use formulaic phrases in the target language to participate in classroom routines, presentations and structured conversations with the teaching team, peers, visiting Elders and community speakers. They respond to teacher-generated questions about texts, participate in games, and follow instructions and procedures.

They focus on aspects of their personal worlds and are introduced to content related to the target language Country/Place and the communities where it is spoken.

The development of oral proficiency relies on rich language input. Learners engage in different types of listening and develop active-listening and comprehension skills using contextual, grammatical, phonic and non-verbal cues. They extend their oral fluency by focusing on sentence-level intonation and stress.

They participate in shared and guided reading and learn to apply their knowledge of key words and textual features to predict the meaning of unfamiliar language. Learners use modelled language to create new texts and to extend their language use through expanding and connecting sentences to express more complex ideas and situations. To support their developing knowledge of vocabulary and sentence construction, learners continue to build metalanguage for describing aspects of the target language and how it works.

Contexts of interaction

Learning occurs largely through interaction with peers and the teaching team. Learners may have some access to visiting Elders and community speakers, opportunities to communicate with peers in the target language region using technology, perhaps visit the target language region themselves, or view touring performances or art displays from there.

Texts and resources

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

Level of support

The primary support for learners is the teaching team, which provides instruction, explanation, examples of modelled language use, repetition, reinforcement and feedback on student work. Learning experiences and activities are carefully scaffolded and resourced, with sufficient time allowed for experimentation, drafting and redrafting. Learners need practice and guidance in using resources such as dictionaries, word charts, vocabulary lists and exemplars when translating and creating texts.

The role of languages

Learners use the target language for classroom routines and language learning tasks, for listening to, reading and viewing texts and in interactions with the teaching team, visiting Elders and other community speakers.

The language of response varies according to the nature and demands of the learning experience, with the target language used primarily for communicating in structured and supported tasks and English and other known languages used for open-ended, comparative tasks that develop learners' understanding of language and culture.

Years 3 to 6 Content Descriptions

Communicating	
Socialising	**Elaborations**

Interact with peers, the teaching team and visiting Elders/community speakers about aspects of their personal worlds, such as experiences at school, home, everyday routines and favourite pastimes, interests and activities

[Key concepts: relationship, kinship, family, experience; Key Processes: describing, sharing, responding, recounting]

(ACLFWC088)

- describing self in relation to daily routines, family and friends, pastimes and aspects of school and home life, using familiar and modelled language
- sharing and comparing their responses to learning experiences such as visits or school and class activities, using gestures, illustrations and graphics to support the elaboration of meaning
- asking and responding to questions to identify or describe features of people, creatures and objects in the environment, for example, by referring to colour, size, number, location
- corresponding with young target language learners in other contexts in print or digital form, asking and answering factual questions about self, their class, interests, leisure activities, likes and dislikes
- giving opinions about aspects of their personal worlds, such as interests and leisure activities
- describing other people, such as family members, friends and teachers, for example, by identifying their kin relationship, physical appearance and characteristics/qualities
- showing interest in and respect for others, for example, by expressing praise or encouragement
- expressing personal experiences, feelings and plans, using modelled sentence patterns

Participate in guided tasks that involve following instructions, making things, cooperating with peers, planning for and conducting shared events or activities or presenting at a school performance [Key concepts: collaboration, planning; Key processes: compiling, rehearsing, presenting, making] (ACLFWC089)	• working with others to take action, such as producing a poster or invitation for a special event or creating a bush tucker garden • interacting with Elders/community speakers, following instructions/procedures, for example, to make an artefact, create an art work or prepare bush tucker, including hand signs as appropriate • discussing young people's interests and preferences in different contexts, such as favourite activities, foods, television programs, computer games, how they get to school, leisure activities at different times of the year, languages they speak at home • participating in national celebrations and significant events, for example, NAIDOC Week, Reconciliation Week, Harmony Day, then reflecting or reporting on the experience, for example by labelling and captioning photos for a class display • creating a skit, performance or action game to introduce a buddy class to aspects of the target language and culture, for example, protocols for introducing others, individual words or expressions that have particular social/cultural significance, common items and artefacts and gestures • engaging in shared tasks which involve planning and collaborating, for example, preparing, rehearsing and conducting public presentations and performances, such as an item for a school assembly or a digital presentation about a significant event • giving directions, for example, to guide others to locations or through an obstacle course
Participate in everyday classroom activities and routines, such as responding to questions and requests, asking permission, requesting help, praising or complimenting one another and apologising [Key concepts: routine, interaction; Key processes: responding, contributing, enquiring] (ACLFWC090)	• initiating and responding to language for classroom routines and needs, such as requesting a drink, asking permission to leave the classroom, borrowing equipment, using rehearsed phrases and sentences • recognising and rehearsing interjections or fillers commonly used in conversations • asking and responding to questions with simple statements, for example, asking for/providing help, repetition or clarification, asking how/explaining how to say or write something • praising, complimenting and encouraging one another and apologising • enquiring about and describing the location of classroom items and materials • contributing to the creation and display of a set of class rules • participating in class activities such as word, board, movement or digital games • expressing preferences among different offered options
Informing	**Elaborations**

Gather, classify and compare information from a range of sources associated with the target language Country/Place, community and daily life

[Key concepts: community life, leisure, environment, Indigenous knowledge, health and well-being; Key processes: identifying, researching, compiling, presenting, tabulating, categorising, giving directions]

(ACLFWC091)

- labelling, ordering and classifying natural objects from the environment using, Indigenous categories
- obtaining information from a variety of sources about characteristic elements of the target language region, such as habitats and life cycles of different animals/birds or insects; bush plants, water supply, night sky and stars, for example, by listening to visiting Elder/community speakers and presenting findings in chart, poster, table, graphic or digital form
- viewing, reading and interpreting texts such as bush calendars and seasonal charts, identifying features of seasons, weather patterns, plant cycles, animal behaviour and associated activities and comparing these with other seasonal calendars
- reading, viewing or listening to simple community texts such as posters from health clinics, school magazines, community notices, answering questions by selecting from options and filling in gaps
- viewing a demonstration, for example, cooking bush tucker, cooking in an earth oven, recording key words and phrases related to the processes of collecting and preparing
- extracting key points from a range of spoken, written or digital texts such as posters, charts or brochures on topics such as health, well-being and cultural safety, discussing key messages and relating to them to issues in their own situations
- giving and following directions, for example, how to get to key community facilities such as the store, football ground or school, using maps or images of the relevant area
- locating information about social and cultural events in the target language community, such as the time of year they occur and associated activities, presenting findings in chart, poster or digital form
- obtaining and compiling information from children in the target language community about aspects of their daily lives, using face-to-face or digital modes of communication, and presenting findings to others
- surveying peers and community members on different topics, presenting results in chart, graph or digital format, for example, favourite television programs, video games, foods, football teams, sports or bands, after school activities/ hours spent in those activities, languages spoken in their homes and communities

Convey information on specific topics using formats such as oral or digital presentations, displays, diagrams, timelines and guided descriptions

[Key concepts: Country/Place, community life; Key processes: creating, presenting, profiling]

(ACLFWC092)

- talking about Country/Place, using a range of location and direction terms
- presenting information in spoken, print and digital form about the target language region, events and daily activities
- using a range of methods to record and display information about the target language region, drawing on local practices used by the target language community to represent Country/Place
- creating a profile of a prominent community figure, for example, a sports personality, community negotiator/spokesperson, musician, artist
- organising and presenting information relating to aspects of target language traditional and contemporary culture, for example, art, dance, sports, artefacts, using simple sentence structures, familiar vocabulary and concrete materials

Creating	Elaborations

Listen to, read and view different real and imaginative texts, identifying and making simple statements about key elements, characters and events, and interpreting cultural expressions and behaviours

[Key concepts: visual design, representation, journey; Key processes: participating, describing, predicting, recalling, responding, listening, shared/guided reading; Key text types: songs, raps, dances, traditional and contemporary stories, paintings and visual design, video clips]

(ACLFWC093)

- recalling, illustrating and describing main characters and events in stories, songs and performances, for example, by selecting descriptive modelled statements as captions to their pictures and responding to questions, such as, *Who? Where? How long? What?*
- reading, listening to and viewing texts, using contextual and visual cues to make predictions about the development or flow of ideas, responding to questions and sharing opinions about characters, ideas and events
- conveying understanding of plot and sequence in texts, for example, by re-creating a sequence using a storyboard, labelling key events or creating a timeline
- mapping sites, landforms and other features of Country through which a travelling story passes
- listening to Elders/community speakers tell stories, interpreting signs and gestures, retelling the story to others in spoken, written or multimodal form, using a combination of key words and phrases, illustrations and visual props
- interacting/engaging with and interpreting artistic traditions and visual designs associated with the target language community, for example, paintings, sculptures, dance
- discussing key messages, such as social values and rules for living, that are expressed in stories, songs and dance in oral, print, digital and performance formats, comparing to messages conveyed by similar texts in their own cultures
- responding to a creative contemporary text by manipulating the original to create a new version, for example, by re-sequencing events, adding new elements, changing locations or characters, or creating alternative endings
- understanding and discussing the cultural importance of story and the role of storytelling in transmitting language and culture

Create and present imaginative texts that use familiar expressions and modelled language for a range of audiences

[Key concepts: imagination, entertainment; Key processes: imagining, creating, experimenting, performing, storytelling; Key text types: raps, songs, performances, digital texts, video clips, skits, paintings and visual design]

(ACLFWC094)

- creating and performing own stories, songs and skits, including the use of paralinguistic elements such as gesture and facial expression, to enhance audience comprehension and entertainment
- experimenting with different ways of telling stories, using a range of different texts, for example, oral texts, photo stories, e-books, dance, visual design, drawings on soft and hard surfaces
- creating, performing and presenting imaginative texts such as skits, songs and raps, using digital techniques and both rehearsed and spontaneous language
- creating and presenting real or imaginary characters, places or animals through performance, digital display or visual representation
- incorporating onomatopoeic sounds into written/performed texts to enrich the texts and entertain others
- creating imaginative texts to entertain younger audiences, for example, audio Big Books, puppet plays, performances for the school or community, cartoons, short video clips or vokis, selecting language and images that enrich the visual or listening experience
- creating shared art work (visual/ performing) to tell a story, using selected elements, symbols and conventions from the target language culture/community as appropriate
- recounting stories about their own family and community, using different styles of presentation

Translating	Elaborations

Translate simple texts from the target language into English and vice versa, identifying elements which require interpretation rather than translation and involve cultural references

[Key concepts: equivalence, meaning; Key processes: translating, predicting, selecting, comparing]

(ACLFWC095)

- using visual or print dictionaries, word lists and pictures to translate simple familiar texts, such as labels, captions, charts, posters, applying knowledge of grammatical rules and understanding of context to assist in translation, for example, by identifying word stems or removing affixes
- translating texts, identifying culture-specific concepts and expressions that do not easily translate into English, for example, language related to artefacts, place names, kinship relations, name substitutes
- interpreting terminology for parts of the body and their metaphoric use in relation to landscape and artefacts, drawing comparisons with English or other languages
- identifying words and phrases that have more than one literal meaning
- showing others how different signs and hand talk are used and explaining their meaning and symbolism
- interpreting art works and performances to others, including the use of symbolism

Create bilingual texts for the classroom and the school community, such as songs, picture dictionaries, photo stories, captions for images and displays [Key concepts: bilingualism, expression; Key processes: performing, describing, code-mixing, captioning] (ACLFWC096)	• creating bilingual wall charts or picture dictionaries with captions, stickers and simple descriptions in English to explain target language words and related cultural ideas • performing bilingual versions of familiar songs, alternating between the two languages and switching key words in repeated phrases or refrains • creating bilingual texts for the classroom and the school community, for example, posters, songs and online newsletter items, discussing with others how to represent meaning in different languages for different audiences • creating bilingual texts such as brochures, posters or website posts to inform others about upcoming events

Identity	**Elaborations**
Interact with others, noticing how ways of communicating with and responding to each other shape and reflect identity [Key concepts: identity, kinship, community, membership; Key processes: creating, representing, comparing] (ACLFWC097)	• developing a class wall chart or creating family trees, labelling with appropriate kinship terms for extended family members • using visual representations such as concept maps, posters or captioned slide presentations to identify group memberships, for example, friends, family, sporting, interests and community groups, discussing what such associations contribute to their sense of identity) • creating a profile to capture their sense of self, for example, through an avatar or montage, using key words and simple expressions to comment on the significance of particular events, relationships or experiences • considering how their own upbringing and experiences impact on assumptions they bring to in intercultural interactions, for example, in relation to concepts such as leisure and free time, family and community responsibilities, reflecting on whether these assumptions have changed in the process of learning the target language • noticing and comparing their own and each other's ways of communicating, identifying elements that reflect cultural differences or influences of other languages • monitoring their own development as a learner of the target language, for example, by recording learning experiences and reflections in blogs, learning logs or journals • identifying markers of identity that may be important across all cultures, for example, family, community, location, language, age, gender

Reflecting	**Elaborations**

| Notice and describe some ways in which the target language and associated communicative behaviours are similar or different to their own language(s) and forms of cultural expression

[Key concepts: language, culture, values, similarity, difference, communication; Key processes: noticing, comparing, describing, explaining, questioning, reflecting]

(ACLFWC098) | • noticing how respect is shown to Elders in the community through practices such as terms of address and expressions of deference, and comparing to practices associated with their own languages and cultures
• noticing and describing similarities and differences between target language and Australian-English language and communicative behaviours used in certain social situations, for example, forms of address, the use of body language, intonation, facial and vocal expression and eye contact; etiquette associated with meal times, expressions used when leaving or returning home
• identifying elements of communication and cultural expression represented in target language stories, songs, visual design, dance or audio/visual media, such as IndigiTUBE, and responding by sharing/ comparing individual responses to these
• comparing their own and each other's reflections on the experience of learning the target language, considering whether their attitudes or understandings have changed in any respects |

Understanding

Systems of language	Elaborations
Produce sounds, stress, intonation patterns of the target language, using developing phonemic awareness linked to the writing system [Key concepts; punctuation, upper and lower case letters, diacritics, intonation, spelling; Key processes: identifying, discriminating, noticing,listening, reading] (ACLFWU099)	• discriminating meaningful sounds, morphemes and intonation patterns in words, phrases, statements, questions, commands, requests and exclamations • using knowledge of sound–symbol correspondences in the language to identify morphemes, words and phrases in speech and to match these with their written forms • using appropriate conventions of the written language, including punctuation, capitalisation, diacritics, digraphs to support links with spoken language • paying attention to consistency in target language spelling with reference to the sound system of the language • using knowledge of sound–symbol correspondences to read familiar and new words out aloud from their written forms • noticing the various roles of the speech organs in the production of sounds in the language and comparing these with the pronunciation of English and other known languages

Expand vocabulary in the target language through word-formation and building processes, and recognise and use simple structures

[Key concepts; word formation, word class, grammatical person and number, negation; Key processes: noticing, comparing, applying, understanding, modifying meaning]

(ACLFWU100)

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- understanding the concept of word formation, for example, how a word changes meaning and form with the addition/change of a suffix or prefix to convey different meanings
- constructing expressions referring to people, places, things and events in building and varying messages, using:
  - nouns and adjectives in phrases for people, characters, places and objects, for example, compound nouns, reduplications and nominalisations, adjectives used without an associated noun
  - sentences without verbs, for example, 'this (is) my bag'
  - different types of pronouns, for example, personal, kinship, demonstrative and interrogative in all persons and numbers
  - determiners and quantifiers, for example, 'some', 'every', 'other', 'few', 'much', 'all', and words for groups
  - marking to indicate possession and other types of association, for example, 'let's go for water'
  - appropriate use of transitive and intransitive verbs
  - verbs of stance used in existential expressions, for example, 'there is a creek lying near the road'
  - verbs to talk about actions, processes, thoughts and feelings
  - moods of verbs including statements, questions, imperatives, commands, intention, purpose, likelihood, reported speech
  - negation
- expressing time, manner, attitude and place, using:
  - tenses, including past, present and future/non-past
  - temporal expressions, for example, relating to day–night cycle, lunar and seasonal cycles, 'before' and 'after', 'soon', 'recent', 'long ago'
  - expressions of frequency, for example, 'often', 'always', 'once', 'briefly'
  - sentence-level attitudinal particles, for example, 'maybe', 'it is said', 'what do you say?', 'would you mind?', 'you see'
  - locational cases, for example, 'in', 'an', 'at', 'near', 'besides', 'to', 'towards', 'from'
  - adverbs of manner, location and time, for example, 'again', 'more', 'in turn', 'too late', 'as well'
  - structuring and linking clauses, for example, relating to coordination, subordination, embedding
- understanding that languages are rule-bound and systematic
- understanding that rules vary between languages, for example, in relation to word-building and word order at phrase and sentence level

- making comparisons and identifying patterns in and between languages, for example, in relation to free and fixed word order, tenses in verbs, the use of affixes versus prepositions
- noticing similarities between particular vocabulary sets in languages from the same region, such as words for body parts
- developing metalanguage for talking about elements of language, for example, noun phrases, suffixes, prefixes, tense, transitivity

Understand that texts such as stories, paintings, songs and dances have a distinct purpose and particular language features, and understand and apply text conventions [Key concepts: purpose, genre, text features; Key processes: recognising, identifying, distinguishing, applying, linking] (ACLFWU101)	- distinguishing the purpose of a text and its features, for example, narratives are usually about journeys across Country and convey explanations about why features of Country exist and are important, while mud-maps are for conveying basic directions - investigating the purpose and use of sign language, for example, for hunting, for recent bereavements, for communicating at a distance, for restricting who can understand the message - understanding and using a combination of signs to convey a message - understanding that many Aboriginal and Torres Strait Islander languages are primarily oral and conventions of written text are being developed - applying emerging understanding of text conventions using classroom models, for example, determining points in written versions of oral texts at which commas, full stops and paragraph breaks might be used - accommodating features such as repetition and parallelism that characterises oral texts in written language - recognising language features typically associated with familiar texts, for example, the use of imperatives in games, instructions and procedures, and the use of past and habitual tense in traditional narratives and recounts - linking ideas using appropriate grammatical forms, for example, connectives, serialisation, embedding - recognising the role played by different elements in texts to contribute to meaning-making, for example, the layout, title, illustration and use of punctuation in a picture book or the use of speech bubbles in a cartoon

Understand the core role of the kinship system in social behaviour and the relationship between Place, History and society [Key concepts: kinship system, ways of talking, human relationships, interrelatedness; Key processes: recognising, interpreting, discussing] (ACLFWU102)	• interpreting kinship charts to identify kin terms for wider family groupings and comparing these with their own languages and cultures, for example, maternal versus paternal grandparents, presence or absence of birth order names • recognising that individuals may belong to certain types of sub-groups, for example, moiety, clan and skin and identifying these • understanding that interactions and behaviour, including ways of talking, are patterned by kinship structures • discussing the links between ceremonies, people, stories and Country/Place and the social importance of connections to History • recognising that certain places have special significance to the community, representing special bonds between people, place and story • understanding that ownership of songs, stories, dances and designs is determined by traditional kinship, other social groupings, place, History and story

Language variation and change	Elaborations
Understand that speakers vary language forms according to kin relationship and context of situation [Key concepts: kinship, respect, register, silence, taboo; Key processes observing, examining, explaining, investigating; noticing, recognising] (ACLFWU103)	• observing how language is used to establish, maintain and reflect kin-based relationships • recognising that there are specific ways of communicating messages that are linked with relationships, for example, deference and respect within families and for respected kin, such as speaking on the side, using indirect references, silences, gestures, eye contact, different registers and modes • investigating word taboo and reasons for their existence • observing that expressions can be made more or less formal and more casual to suit the relationship between speakers, for example, relaxed, joking styles used between brothers-in-law • noticing differences in the ways in which both target language speakers and English speakers communicate with different people, for example, with young children, with unfamiliar adults or with Elders • reflecting on how they communicate with their own family and friends and with people less close to them, noticing differences in language use and communicative behaviour

Recognise that languages change over time [Key concepts: regional languages, language shift, language loss, borrowing and relatedness; Key processes: identifying, recognising] (ACLFWU104)	• identifying words that are the same as or similar to words in neighbouring languages • understanding ways in which languages influence one another, for example, language shift, language loss, shared writing systems and concepts, loan words • discussing loan words that have been incorporated from other languages to describe new concepts, for example, words for new things, including technological innovations • understanding that language and culture together continually change as a result of contact with other languages and cultures
Language awareness	**Elaborations**
Explore the language situation of target language communities and the diversity of language situations in Australia [Key concepts: language communities, language transmission, language maintenance and development, language revival, change, sign; Key processes: recognising, discussing, investigating] (ACLFWU105)	• investigating the nature of the distribution of target language speakers across Australia, the nature and extent of target language use in Australia, the use of the target language in the media, for example, TV programs, films, IndigiTUBE • learning about the current situation of the target language: its state of health and the nature of the speech community, particularly in relation to generational differences • recognising that many community members are multilingual and discussing the reasons for this • recognising that Aboriginal languages and Torres Strait Islander languages may have two or more regional varieties and consider reasons for this • recognising how the target language has been transmitted across generations and how it has been recorded, understanding reasons for different spellings of words within the target language • recognising that Aboriginal and Torres Strait Islander languages are in various states of maintenance, development and revival and investigate the diversity of historical reasons for this • investigating language revival programs, for example, associated processes and protocols, success stories and challenges, and what these efforts mean to the communities • understanding that the target language is among the small number of languages still spoken across all generations • investigating the intergenerational transmission of Aboriginal and Torres Strait Islander languages • exploring how physical and biological environments affect linguistic ecology • recognising that some words are shared across several Aboriginal and Torres Strait Islander languages, understanding why there might be differences in spelling

Understand that the use of stories and names in Aboriginal and Torres Strait Islander languages is culturally determined [Key concepts: cultural safety, protocol; Key processes: recognising, observing, discussing] (ACLFWU106)	• understanding that there are open and closed versions of stories and ceremonies • observing and discussing protocols surrounding the retelling and sharing of stories • recognising and using principles and protocols of cultural safety when engaging with cultural material/property, such as names of things, peoples and places, visual and aural recordings, including art work and family homes

Role of language and culture	Elaborations
Explore connections between identity and cultural values and beliefs and the expression of these connections in an Aboriginal and/or Torres Strait Islander language [Key concepts: Country/Place, cultural expression and transmission, values, beliefs, spirituality; Key processes: observing, making connections, discussing, investigating] (ACLFWU107)	• understanding the role of Aboriginal and Torres Strait Islander languages and cultures in caring for Country/Place and the environment • investigating how Aboriginal and Torres Strait Islander peoples express their relationship with the natural environment through language, for example, in relation to seasons, stars, reef, rivers, waterholes, plants and animals • understanding the importance and significance of Welcome to Country/Place, for example, through discussions with Elders • understanding that Aboriginal languages and Torres Strait Islander languages are storehouses of cultural, environmental and social knowledge • recognising that song and song language play a central role as storehouses of knowledge • understanding that Aboriginal languages and Torres Strait Islander languages have a rich oral literature, which recounts the epic journeys and events associated with totemic ancestors/cultural heroes, and understanding that these stories map the land and embody the values and mores of Aboriginal and Torres Strait Islander cultures • understanding and discussing the importance of story and the role of storytelling in transmitting language and culture • recognising ways cultural values are expressed in language, for example, through forms of address, speech prohibitions and styles, respect, land–language associations and non-verbal communicative behaviours • observing that concepts may be culture-specific, for example, capturing how relationships are structured; how time and quantity are expressed; how land, water, sea and sky are viewed, spatial awareness • recognising that Aboriginal languages and Torres Strait Islander languages have various social, spiritual and cultural functions in communities • identifying how the target language categorises things differently from English, for example, generic words and specific words for animals and plants, such as 'kangaroo' and 'tree', and consider reasons for this

Role of language building	Elaborations

Understand ways the target language and culture can be maintained and strengthened in changing contexts

[Key concepts: language maintenance, and development ; Key processes: discussing, exploring, considering, investigating, language building]

(ACLFWU108)

- exploring ways that language and culture have been maintained and strengthened in the target language communities, for example, using the language in families and school language programs, story-telling, writing, recording, archiving material, media services, songs and music, visual design
- recognising that there are target language materials, such as audiotapes, visual and historical documents, available through community organisations and in local, state and national archives and libraries
- exploring some of the complexities and challenges involved in keeping oral traditions strong

Framework for Aboriginal Languages and Torres Strait Islander Languages

Years 3 to 6 Achievement Standard

The achievement standards for the Framework for Aboriginal Languages and Torres Strait Islander Languages Second Language Learner Pathway are generalised in order to cater for the range of languages that may be learnt as an L2 in the school context. The achievement standards will need to be adapted for use for specific Aboriginal and Torres Strait Islander languages.

By the end of Year 6, students share information about aspects of their personal worlds, such as their family and friends, interests, everyday routines and experiences, using familiar language and modelled sentence patterns. They interact appropriately with Elders and community speakers, and apply principles and protocols of cultural safety when engaging with cultural material such as artefacts, works of art, texts and performances. When interacting in the classroom, they ask and respond to questions, request help, repetition or clarification, and respond to requests and instructions. Students locate key points of information and messages in a range of spoken, written, visual and multi-modal sources associated with the target language region, community and culture. They demonstrate their understanding of the language region, community and culture, for example, by labelling, organising and classifying natural objects, plants and animals from the environment, identifying and describing key features and landforms, seasonal characteristics, and aspects of traditional and contemporary ways of life. Students view, read and listen to stories, songs, dances and artistic traditions, and demonstrate understanding, for example, by describing characters and events, creating timelines, explaining iconographies and identifying key messages, comparing these to messages conveyed by stories in their own cultures. They recognise that ownership of songs, stories, dances and designs is determined by kinship and other social groupings. They know that song and story carry Indigenous knowledge in the context of Country/Place and family. Students use simple and formulaic language, with the support of structured models, to create short informative and imaginative connected texts in various modes and formats. They translate a range of community texts, such as signs, notices, health charts, posters, relying on key words, and they identify and describe culture-specific concepts and expressions. They create bilingual texts for the classroom and school community that explain target language words and related cultural ideas. They identify markers of identity across cultures and recognise the importance of language, Country/Place and culture to the identity and future aspirations of Aboriginal and Torres Strait Islander peoples. Students reflect on their own cultural identity in light of their experience of learning the language, explaining how their ideas and ways of communicating are influenced by their own cultural backgrounds.

Students know that the target language has its own pronunciation, spelling and grammar, and they apply this knowledge to predict the sound, spelling and meaning of new words and expressions. They use metalanguage for language explanation, for making comparisons with English forms, and for reflecting on the experience of learning the target language and culture. They identify the distinct purpose, language features and conventions of texts such as stories, paintings, songs and dances. Students demonstrate understanding of core elements of the kinship system and its role in social behaviour, by identifying and explaining kin terms, recognising that everyone belongs to certain types of sub-groups and recognising that interactions are patterned by these structures. Students know that language use must be adjusted to suit different contexts, situations and relationships. They provide examples of how languages change over time by identifying words and phrases borrowed from English and other languages, including words that are similar to or borrowed from neighbouring Indigenous languages. Students recognise that Aboriginal and Torres Strait Islander languages are in various states of maintenance, development and revival and can give some historical reasons for this. They identify connections between identity and cultural values and beliefs, and explain the importance of maintaining and strengthening Aboriginal and Torres Strait Islander languages for the particular community involved and for the broader Australian community. They make connections with their own experience when talking about languages and cultures.

Years 7 to 10

The nature of the learner, the pathway and particular language

Languages studied in the Second Language Learner Pathway (L2) are typically languages used in spoken form as the language of everyday communication by whole communities across all generations.

The second language learner pathway has been written on the assumption that learning will occur off-Country involving students who are typically not from the language community and have little or no experience of the language and culture. They are introduced to learning the language at school as an additional, new language.

The language chosen for curriculum development should have a sizeable set of resources in a variety of media, such as local documentaries, bilingual narrative and descriptive texts, and educational materials in print and digital form. Learning is enriched and authenticated by interaction with visiting Elders and community speakers, and where possible visits to Country/Place. Information and communications technologies provide additional resources to support a range of language and culture experiences.

The curriculum content and achievement standards in the Second Language Learner Pathway are generalised in order to cater for the range of Aboriginal or Torres Strait Islander languages that may be learnt as a second language. The content descriptions, content elaborations and achievement standards for the Second Language Learner pathway will need to be adapted for use with the particular language being taught and will need to be modified if the program occurs on-Country or if the learners are from the language community.

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

Language learning and use

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

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

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

Contexts of interaction

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

Texts and resources

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

Level of support

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

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

The role of languages

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

Years 7 to 10 Content Descriptions

Communicating

Socialising	Elaborations
Engage with peers, the teaching team and visiting Elders/community speakers to share interests, experiences and aspirations, to exchange information about teenage life and to express opinions and feelings [Key concepts: experience, aspiration; Key processes: recounting, exchanging, connecting] (ACLFWC109) 📄 👥 🔗 ✋	- expressing and exchanging personal experiences, feelings, plans, goals, aspirations and viewpoints, providing reasons or justification - asking and responding to open-ended questions, for example, *why, how, when* questions, using modelled sentence patterns - engaging in face-to-face or online discussions with peers about shared interests, cultural practices and experiences, such as sport, food, study, music or fashion, extending or elaborating meaning, for example, by using comparisons or contrasts - recounting experiences such as holidays, special events, milestones, sports events or celebrations - sharing and comparing information about teenage life, daily routines and responsibilities - sustaining and extending conversations by seeking additional information - exchanging opinions about family, friends, teachers, subjects, entertainment, sport and leisure - communicating with peers and other target language speakers in local or online communities, using active listening skills, turn-taking cues, requests for clarification and respectful language for agreeing or disagreeing

Engage in activities that involve collaboration, planning, organising and negotiating to take action [Key concepts: event, experience, collaboration; Key processes: planning, organising, negotiating] (ACLFWC110) ▤ ⟲ 👥 ⟲	- participating in planning, making arrangements and negotiating details, using language related to place and activity, for example, organising class events, such as holding a lunch, party or performance - creating displays, presentations or performances for family, friends or the school community to showcase progress in learning and using the target language - giving and following instructions to play games or follow procedures such as recipes or making everyday items used by the target language community - planning and preparing for a real or virtual visit to the target language community, preparing and rehearsing language forms, structures and vocabulary and considering appropriate behaviours - planning and participating in learning experiences that combine linguistic and cultural elements, such as an excursion to a target language art exhibition or performance - designing posters, displays and digital presentations to draw attention to issues relevant to the target language community, such as endangered wildlife, erosion, urban development, broadband access, roads and other infrastructure - promoting events in the target language community, such as music festivals or footy matches
Interact in class activities that involve making requests and suggestions, seeking clarification, negotiating changes and expressing opinions [Key concepts: opinion, discussion, respect; Key processes: requesting, negotiating, expressing, comparing, deciding, explaining] (ACLFWC111) ▤ ⟲ 👥 ⟲	- stating opinions, making suggestions or providing clarification - negotiating with class members and members of the teaching team using respectful language when agreeing or disagreeing or negotiating changes - asking for clarification, such as the spelling or meaning of a word - making requests, offering and giving help and responding to instructions - asking and responding to closed and open-ended questions, for example, in relation to class assignments or due dates - expressing their responses to the experience of learning and using the target language, for example, by detailing preferences, likes and dislikes in relation to aspects/elements of the experience
Informing	**Elaborations**

Identify, analyse and summarise factual information obtained from a range of sources on a variety of topics and issues related to the region of the target language [Key concepts: Indigenous knowledge, social and environmental issues, lifestyles, community initiatives and projects, community life; Key processes: summarising, synthesising, referencing] (ACLFWC112) 📄 🔊 🔗 ✋	• interviewing an Elder/community speaker about topics such as community initiatives and projects or life histories, observing correct respect protocols and presenting findings in formats such as digital presentations, posters, wall charts or oral summaries • researching a social or environmental issue from the target language region, synthesising information and presenting findings on topics such as preservation of language, culture and land, health, education, transport, local food production and supplies, land management, feral animals, fish stocks, water supply • engaging with simple texts such as school and community magazines, interviews, TV programs, IndigiTUBE, to gather facts about events, social and cultural activities or people, and reporting the information to others, for example, by creating a profile/report and structured summary of a prominent community person or significant event • finding information and making comparisons between past and present ways of living in the target language community and presenting information using charts, pictures, PowerPoint presentations • comparing information accessed through photos, IndigiTUBE and talks by community speakers about lifestyles and activities in the target language communities, such as major events, footy matches, dance nights, road trips/distances travelled, modes of transport, entertainment
Convey information about events, experiences or topics of shared interest, using different modes of presentation to suit different audiences and contexts [Key concepts: audience, Country/Place, community life; Key processes: describing, explaining, creating, annotating] (ACLFWC113) 📄 🔊 👥 🔗	• interpreting landscapes from photos or videos of the region and conveying information in spoken form • creating a video clip or a photographic or journal record to share with other target language learners of activities such as school camps, excursions, performances, sporting events or visits to the target language region • researching a social event from the target language region, such as a music festival, race meeting, sporting event, ceremony, anniversary of a key date, creating a multimodal text/resource that communicates key elements to other learners • creating a virtual introduction to their own school and neighbourhood for a sister school from the target language region
Creating	**Elaborations**

Interpret and respond to a range of real and imaginative texts by sharing personal views, comparing themes, describing and explaining aspects of artistic expression and how these relate to land, people, plants, animals and social and ecological relationships

[Key concepts: representation, imagination; Key processes: interpreting, explaining, describing, discussing; Key text types: songs, raps, dances, traditional and contemporary stories, paintings and visual design, video clips, films]

(ACLFWC114)

- listening to stories told by Elders/community speakers, interpreting signs and gestures, using correct protocols to ask clarifying questions about the stories and to find out about the role of storytelling in traditional and contemporary times
- interpreting and responding to texts such as songs, stories, films or video clips by recording key vocabulary and expressions, identifying and explaining main ideas, key themes and sequences of events and sharing personal views and reactions with others
- discussing how key messages and beliefs are communicated through stories and through visual and creative arts, for example, comparing the role and representation of animals, people and landscapes in different types of texts
- discussing and explaining how land, water, sea, sky, people, plants and animals and social and ecological relationships are expressed through arts, including stories, paintings, songs, dance
- describing and explaining aspects of artistic expression to others, for example, traditional and contemporary paintings, design, dance and the different roles of social groups in relation to traditional elements of song and dance and in the use of favoured materials and processes in the making of artefacts or the construction of headdresses
- listening to, viewing and sharing personal reactions/responses to popular contemporary music, identifying key messages, themes and styles of performance, and considering how they incorporate commentary on social issues
- discussing how stories and songs often link neighbouring Aboriginal and Torres Strait Islander groups and nations

Create a range of spoken, written and multimodal texts to entertain others, involving real or imagined contexts and characters [Key concepts: imagination, journey; Key processes: creating, collaborating, performing, composing; Key] text types: raps, songs, performances, story, cartoons, advertisements, digital texts, video clips, skits, paintings and visual designs] (ACLFWC115) 📄 🌐 👥 🔗	• creating a rap or skit, including in digital formats, to perform to their peers that provides commentary on a social issue that is important or relevant to them • creating their own visual and performing art work (visual and performing) to convey a specific message, incorporating where appropriate elements and conventions of visual design from the target language community • taking on the role of a character from a story and responding to questions in-role • creating and performing real or imagined experiences, using expressive language, gestures and supporting materials to create dramatic effect • creating cartoons, short plays or stories to present in class or to share with a wider virtual audience about personal past or future imagined experiences • composing simple songs, jingles, posters and advertisements for real or imaginary situations or products • telling the story of a real or of an imagined journey involving a variety of characters, places and events
Translating	**Elaborations**
Translate and interpret a range of texts from the target language to English and vice versa, comparing their versions and considering how to explain elements that involve cultural knowledge or understanding [Key concepts: equivalence, representation, meaning, interpretation, idiom; Key processes: comparing, explaining, interpreting] (ACLFWC116) 📄 🌐 👥 🔗	• translating and interpreting short texts from the target language to English and vice versa, comparing their interpretations and discussing possible reasons for differences • translating and interpreting a range of texts, such as narratives, song lyrics, dialogues, posters, using resources such as dictionaries and grammars and considering how to explain elements that involve cultural knowledge or understanding • identifying, using and explaining target language words and expressions that do not easily translate into English • demonstrating and explaining elements of non-verbal communication in the target language that require interpretation, such as hand talk, gestures, facial expressions, eye contact, lip pointing • analysing published bilingual texts, such as children's stories, health charts, films with sub-titles, commenting on differences between how each language represents meaning • identifying and explaining concepts, practices and expressions in the target language which do not easily translate into English, and vice versa, for example, number systems, time, colour daily and seasonal cycles, kinship terms, environmental sounds/elements/items/processes, such as 'waving of bark in the wind', noises that birds make • understanding and applying culturally appropriate and ethical behaviour when interpreting and translating the target language

Create bilingual texts in collaboration with others for the wider community [Key concept: interpretation, bilingualism; Key processes: designing, explaining, classifying, glossing, annotating, composing] (ACLFWC117)	• creating shared bilingual learning resources, such as print or digital word banks or glossaries of target language and English expressions used in everyday interactions • performing a role-play or skit for an audience, using target language for the performance and English for supporting explanations and commentary • creating bilingual texts, using subtitles and captions, to inform the school community about aspects of target language culture • creating a bilingual display, for example, a video-clip or photographic display showcasing events and experiences such as a trip to the target language community or a bush trip • creating bilingual digital texts, such as songs or dialogues, which allow display in either the target language or English or both • creating a bilingual information pack in print and/or digital form about their school and local region for a sister school in the target language region

Identity	Elaborations
Consider and discuss their own and each other's experiences and ways of expressing identity, reflecting on how the target language links the local, regional and national identity of its speakers with the land [Key concepts: identity, perspective, biography; Key processes: sharing, comparing, considering, reflecting, analysing] (ACLFWC118)	• considering how their own biography, including elements such as family origins, traditions, beliefs, practices, interests and experiences, shapes their sense of identity and ways of communicating • creating spoken, written or multimodal texts, such as identity maps, timelines, digital presentations or family trees with captions and commentary, to describe key milestones and significant life influences, for example, key people, events, educational experiences, community affiliations, traditions or travel experiences, and considering how these different experiences and influences help to shape identity • comparing and reflecting on how identity is expressed across cultures and languages, for example by considering the idea of 'belonging' as expressed in different languages • discussing the role that language and culture play in the identity and well-being of Aboriginal and Torres Strait Islander peoples • considering their identity as a 'second language learner' and whether it involves changes in aspirations, career considerations or social-networking opportunities • investigating how particular policies and practices affect the sense of identity of Aboriginal and Torres Strait Islander peoples, for example, through language loss, separation from Country/Place/family/community • reflecting on how the language links the local, regional and national identity of its speakers with land, water, sea and sky

Reflecting	Elaborations

Participate in intercultural interactions and consider own reactions when engaging with target language speakers and resources, and how these may reflect own language(s) and culture(s)

[Key concepts: intercultural experience, perspective, insight, self-reflection, ways of knowing and being, reconciliation, discrimination; Key processes: comparing, analysing, explaining, reflecting, choosing]

(ACLFWC119)

- reflecting upon the experience of authentic or virtual interaction with the target language and culture, for example, through face-to-face or online interactions with other target language speakers, through visits to the target language community, or through interacting with visitors to their own school
- reflecting on how their own ways of behaving may be interpreted when interacting with target language speakers, noticing their own body language and modifying certain behaviours, such as avoiding eye contact
- reflecting and reporting on how learning the target language provides insights into language and culture in general, and how their own assumptions about target language speakers and ways of knowing and being are changing as a result of intercultural language learning
- reflecting on how learning the target language provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people, and issues of discrimination and reconciliation
- keeping a journal of humorous, satisfying or challenging experiences) associated with learning and using the target language in various contexts, noting personal responses and reflections over time, and insights gained into their own language(s) and culture(s)
- identifying and comparing how emotions or attitudes such as respect, shyness, exuberance or embarrassment are shown/displayed/expressed across different languages and cultures
- sharing and comparing cultural and intercultural experiences and language capabilities, and exchanging views on the benefits of speaking more than one language, such as having a larger vocabulary to draw on, additional insights and perspectives and opportunities for new experiences

Understanding

Systems of language	Elaborations

Produce sounds, stress, intonation patterns of the target language, using a developing phonemic awareness linked to the writing system

[Key concepts; metalanguage, patterns, phonetic articulation, syllable; Key processes: identifying, reading, investigating]

(ACLFWU120)

- reading aloud to show comprehension of sound–symbol correspondences and flow of ideas
- developing metalanguage to describe and talk about elements of sounds and phonology, for example, place and manner of articulation
- investigating patterns such as consonant and vowel sequences and word level patterns, for example, allowable word final sounds, allowable consonant clusters
- understanding the major categories of place of articulation in Aboriginal and Torres Strait Islander languages, for example, peripheral, laminal, apical and their realisation across different languages and regions in Australia
- exploring writing systems based on principles such as syllabic or ideographic

Expand vocabulary and understand and use a range of grammatical structures in the target language, including inflectional and derivational processes

[Key concepts: system, grammatical case, affixation, voice, transitivity, particles, Key processes: explaining, constructing, compounding]

(ACLFWU121)

- understanding case and case marking, for example, of nouns, pronouns and adjectives, noting the sharing of several case functions by single markers, the use of different markers for the same function
- explaining how verbs can be derived from nouns and vice versa, and comparing with similar processes in English and other known languages
- understanding how to construct concepts referring to people, places, things and events in building and varying the message, using:
  - suffixes, including 'having', 'for want of', 'similar to', 'like'
  - verbless sentences, for example, equative, descriptive, possessive
  - verb categories, including intransitive, transitive, causative, inchoative, reflexive–reciprocal
  - verb aspect, including continuous, transitory, perfective, imperfective
  - verb-stem morphology, including compound verbs, reduplicated verbs, habitual/characteristic, derivation (for example, nouns into verbs).
- expressing time, manner, attitude and place, using:
  - elaborations of past tense
  - temporal expressions, for example, 'beforehand', 'afterwards', 'too late', 'originally'
  - expressions of frequency, immediacy and duration, for example, 'persistently', 'at once', 'a few times', 'for a while'
  - attitudinal words, particles and interjections, for example, 'ought to'; 'I wish'; terms expressing endearment, embarrassment, 'shame', pity, including 'Don't know!', 'Really!', 'That's all!'
  - locational cases as used in locative phrases, and extensions of these, for example, expressing origin, causation
- structuring and linking clauses, focusing on issues of agreement with transitive and intransitive verbs and using verb-linking devices such as serialisation
- discussing relationships between the target language and other languages of the region, for example, shared words and structures

Investigate spoken, written and visual modes of communication and analyse the form and structures of different types of texts, including their use, function and relationship to social processes [Key concepts: text structure, relationship; Key processes: analysing, investigating, linking, sequencing] (ACLFWU122)	• analysing a range of texts, identifying their function, use and relationship to different social processes, for example, declaring identity, acknowledging traditional belief systems and ancestors, passing on knowledge and information, mapping resources on Country and managing natural phenomena such as weather • understanding that Country/Place can be interpreted as text by a community • discussing ways in which songs function to stabilise language and meaning in ways similar to literature in other cultures • investigating the use of sign language in the target language community and its relation to spoken language • applying principles of text organisation when developing both oral and written texts and presenting ideas, noticing differences in form and function between the two modes of expression • linking and sequencing ideas to form cohesive texts, using appropriate grammatical forms and elements, for example, serialisation, connectives, embedding, headings and paragraphs
Investigate how connections between Law, story, ceremony, people and Country/Place are demonstrated and evident in community behaviour [Key concepts: interconnectedness, human relationships, ownership, rights, responsibilities; Key processes: describing, explaining, investigating, exploring] (ACLFWU123)	• describing how ceremony, place and Law are connected through kinship, story and cosmology, and how these connections are demonstrated and reflected in community behaviour • explaining how art forms such as body markings, designs, paintings, funeral poles, songs and dances serve to identify people and places • investigating how social groups form patterns across and through generations and determine relationships, behaviours and marriage practices • understanding and discussing kinship as a system, and explaining its importance in maintaining and regulating social relationships in Aboriginal and Torres Strait Islander communities • exploring how patterns of ownership, management of land and associated stories determine rights and responsibilities with respect to that land • understanding that different roles and responsibilities in ceremonies are determined by kinship and social groupings

Language variation and change	Elaborations

Analyse variations in language use that reflect different social and cultural contexts, purposes and relationships [Key concepts: respect, silence, kinship; Key processes: examining, explaining, analysing] (ACLFWU124)	• examining how elements of communication such as gestures, facial expressions, choice of language and use of silence vary according to context, situation and kin relationships, for example, eye contact, pointing with lips • recognising there are specific ways of communicating messages that are linked with particular relationships, for example, in situations of bereavement or childbirth • distinguishing different registers of language, for example, mother-in-law language • investigating constraints that guide forms of address and social interactions such as in certain kin relationships • analysing intergenerational differences in language use, for example, young people's language when talking about popular culture, the strong 'right through' language of the older generation • explaining variations in language use that reflect different levels of formality, authority and status, for example, speech styles used with respected kin, ways of asking questions of different people • understanding connections between land, language and culture which are expressed by shifts between languages and varieties of language
Understand that languages and cultures change continuously due to contact with one another and in response to new needs and ideas, popular culture, media and new technologies [Key concepts: contact, change; Key processes: exploring, observing, reflecting] (ACLFWU125)	• exploring forms, usage, history and impact of contact languages, including creoles, pidgins and Aboriginal Englishes • observing changes to language that reflect changing lifestyles, cultural trends and emerging needs, for example, youth language, words and expressions associated with new technologies, the impact of music, popular culture and media • reflecting on changes in their own use of their first language(s) over time, noticing how and when new ways are adopted or existing ways adapted
Language awareness	**Elaborations**

Investigate and compare the ecologies of Aboriginal and Torres Strait Islander languages with Indigenous languages in other countries, and consider issues such as languages policy, language rights, language loss, advocacy, reform and multilingualism [Key concepts: environment, boundaries, policy, revival; Key processes: researching, investigating, exploring, considering] (ACLFWU126)	• investigating the geographical location of the target language and the number of its historical and contemporary speakers • considering the future prospects of the target language in the context of its current linguistic ecology • exploring the use of the target language, English, Aboriginal English and creoles in the speech community, and understanding the nature of Indigenous multilingualism • researching the impact on Aboriginal and Torres Strait Islander languages in general and on the target language in particular of historical events, government policies, legislation and judicial processes, such as stolen generations, mission schools and advocacy • identifying social and government policies and practices that have impacted positively on processes of language acquisition, for example, the performing of Welcome to Country and the Acknowledgement of Country at events, on television, in films; efforts to raise the profile of Aboriginal and Torres Strait Islander languages in the wider Australian community and in particular geographical regions • investigating the situation of indigenous languages in other countries, for example, New Zealand, Hawaii, North America, Japan, Latin America, considering issues such as language rights, language endangerment, revival and reclamation, drawing comparisons with the situation of Aboriginal languages and Torres Strait Islander languages in Australia • understanding how the process of language-building expands existing linguistic and cultural resources in the Australian community
Understand and apply cultural norms, skills and protocols associated with learning, using and researching Aboriginal and Torres Strait Islander languages [Key concepts: ownership, ethical behaviour; Key processes: acknowledging, investigating, applying] (ACLFWU127)	• using culturally appropriate protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities • acknowledging cultural and intellectual property rights and copyright over language work, in relation to song holders, story keepers, language informers, composers and choreographers • understanding that permission and consent of the owners of languages must be sought when visiting Country/Place, investigating processes for seeking permission from cultural authorities to visit or to gain information about Country/Place/particular sites, stories and family histories • accessing, eliciting, recording and storing information appropriately according to cultural norms/mores
Role of language and culture	**Elaborations**

Reflect on how ways of using language are shaped by communities' ways of thinking, behaving and viewing the world, and the role of language in passing on knowledge
[Key concepts: Indigenous knowledge, value transmission; Key processes: reflecting, exploring, analysing, comparing]

(ACLFWU128)

- explaining the role of language in relation to culture and identity and in passing on knowledge, such as sustainable care of the environment, rules for living, ways of behaving, spiritual and cultural functions and History
- reflecting on ways the target language community divides the natural and cultural worlds and comparing this to other indigenous and western systems of classification
- analysing concepts related to cultural values in the language, including naming systems, such as kinship terms, nicknames, substitute words and pronoun systems, comparing to similar conceptual characteristics of their own language(s) and culture(s)
- exploring how aspects of traditional culture and society have been preserved through the target language, and discussing the importance of maintaining Australian Aboriginal and Torres Strait Islander languages, for their speakers and for all Australians
- identifying and discussing core cultural concepts reflected in Aboriginal languages and Torres Strait Islander languages, such as *respect, avoidance, reciprocity, obligation, responsibility*
- understanding that culturally significant attitudes and beliefs conveyed through the target language are related to the past, to land, plants, animals and celebrations
- identifying and comparing how attitudes or emotions or such as respect or embarrassment are shown/displayed/concealed across different languages and cultures
- comparing non-verbal elements of communication such as the use of silence or eye contact in different cultural contexts and exchanges
- considering how and why target language speakers use particular conversational strategies, such as indirect language to avoid conflict
- recognising that there are multiple views on and partial explanations for many events and issues
- reflecting on ways culture is interpreted by others, for example, by identifying how stereotypes influence perceptions among different groups and communities
- understanding that each Aboriginal or Torres Strait Islander person inherits language as part of their birthright, along with membership of a particular group and attachment to Country or Place, and that they become custodians and owners of land, water/ sea and language

Role of language building	**Elaborations**

Investigate programs, initiatives and techniques that keep Aboriginal and Torres Strait Islander languages strong

[Key concepts: language maintenance, development, building; Key processes: discussing, exploring, investigating, evaluating, language building, language engineering]

(ACLFWU129)

- analysing domains of language use where language building has occurred, considering why this is the case and investigating some of the techniques used, for example, language engineering, adapting sounds, coining new words
- understanding the importance of intergenerational collaboration and transmission in keeping languages strong, and discussing associated challenges
- investigating programs and initiatives that maintain and strengthen language use, for example, school languages programs, bilingual education, research programs, recording and archiving of material, the creation/development of websites, databases and documentaries
- exploring the role of advocacy in supporting the maintenance and development of languages and associated cultures
- identifying keeping places for language texts and the contexts in which they exist, for example, in the community, national archives
- understanding the importance of strong and viable Aboriginal and Torres Strait Islander languages for both Indigenous and non-Indigenous Australians
- considering domains where the target language may grow in the future

Years 7 to 10 Achievement Standard

The achievement standards for the Framework for Aboriginal Languages and Torres Strait Islander Languages Second Language Learner Pathway are generalised in order to cater for the range of languages that may be learnt as an L2 in the school context. The achievement standards will need to be adapted for use for specific Aboriginal and Torres Strait Islander languages.

By the end of Year 10, students use the target language to initiate, sustain and extend interactions and to express feelings and opinions. They share interests, experiences and aspirations and exchange information about teenage life. They use spontaneous language to participate in activities that involve taking action, collaborating, planning, organising and negotiating. They use culturally appropriate norms, skills and protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities. When interacting in the classroom, they make requests, make suggestions and seek clarification. They locate, analyse and summarise factual information from a range of sources on topics and issues related to the target language region. They demonstrate understanding of the target language region, community, culture, way of life and History by presenting information on social and environmental issues, past and present community initiatives, projects and lifestyles. Students listen to, view and share personal responses to a range of texts such as stories, songs, visual and creative arts, films and procedural texts. They demonstrate understanding by identifying and explaining main ideas, key themes, sequences of events, and by comparing the role and representation of animals, people and landscapes. They link and sequence ideas and use expressive language, gestures, artistic and iconographic elements and conventions to create spoken, written and multimodal texts that involve real or imagined contexts and characters. They apply culturally appropriate and ethical behaviour to translate and interpret a range of texts from the target language to English and vice versa, and explain culture-specific concepts, practices and expressions. They create bilingual texts to inform the wider community about aspects of the target language region and culture. Students share experiences and ways of expressing identity, and they reflect on how the target language links the local, regional and national identity of its speakers with the land. They describe how they feel and behave when interacting with target language speakers and resources, and they reflect on how their reactions may reflect their own languages, cultures and perspectives.

Students know the sounds, stress, intonation patterns, writing systems and grammatical elements of the target language and apply this knowledge to construct extended spoken, written and multimodal texts. They use metalanguage to explain sound, writing and grammatical systems, including inflectional and derivational processes. They analyse the form and structure of a range of spoken, written and visual texts and explain their function, form and relationship to social processes, such as declaring identity, acknowledging ancestors and traditional belief systems, and passing on knowledge and information. Students demonstrate their understanding of kinship as a system by explaining its importance in maintaining and regulating social relationships in Aboriginal and Torres Strait Islander communities and links with Country/Place. They explain how and why language use is adjusted to suit different social and cultural contexts, purposes and relationships. They explain the dynamic nature of language and cultures, and identify factors that influence change, such as contact with other languages or response to new ideas and technologies. Students make comparisons between the ecologies of Aboriginal and Torres Strait Islander languages and indigenous languages in other countries, in areas such as language policy and rights, language loss, advocacy and reform, and language revival. They identify the role of language in passing on knowledge, and explain how communities' worldviews and ways of thinking and behaving shape how language is used. They identify factors that serve to maintain and strengthen language use, such as intergenerational collaboration and transmission, programs and initiatives, and explain challenges associated with such practices and initiatives.