



# **Aboriginal Languages**

## **Advice on Programming and Assessment for Stages 4 and 5**

## Acknowledgements

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# 1 Introduction

## 1.1 Introduction to Advice on Programming and Assessment

This programming and assessment document has been designed to help teachers understand key aspects of the new *Aboriginal Languages K–10 Syllabus* and to provide guidance for its implementation. This support document shows how these aspects can be incorporated into teaching and learning programs, and how these programs are underpinned by the principles of *assessment for learning* (*Aboriginal Languages K–10 Syllabus*, p 66). It supports the development of school language programs for any of the 70 Aboriginal languages acknowledged by Aboriginal people in NSW.

This document provides advice on constructing a program that will cover the scope of Aboriginal Languages for a stage of learning. It sets out a process for planning and sequencing units of work, and developing teaching and learning activities.

The sample stage program plans and the sample units of work in this document demonstrate ways in which teachers can build a teaching and learning program and develop units of work to ensure coverage of the scope of the syllabus.

The document contains two sample units of work:

### Stage 4 unit

#### **Families and Country**

Learning in this unit focuses on developing students' skills, knowledge and understanding of family terms, question words, and past and present continuous verb forms. Students will listen, read and respond to texts and learn to incorporate modelled linguistic structures in order to write a short text that introduces their family, create a dialogue about family activities at the river, and write a short recount.

### Stage 5 unit

#### **Land and Language**

Learning in this unit focuses on developing students' skills, knowledge and understanding to enable them to discuss the relationships of people to Gumbaynggirr land and language. Students acquire vocabulary, expressions and language structures within this context. Students will listen, read and respond to texts and incorporate modelled linguistic structures when producing original spoken and written texts.

These sample units can be used as models for planning units of work. They include:

- relevant outcomes and content
- assessment activities that have been designed and integrated into the units of work
- different types of possible feedback
- a variety of teaching and learning experiences
- opportunities for student reflection.

An assessment activity from each unit has been selected to show how assessment can fit into teaching and learning sequences. These activities are described in some detail to illustrate the process of *assessment for learning*. Teachers would not provide this level of detail in day-to-day classroom situations. The units of work and activities may be modified or amended to suit the needs, interests and abilities of students.

For a small percentage of students with special education needs who are undertaking Life Skills outcomes and content, support materials will be provided which will assist in the development of a meaningful and relevant program of study related to the *Aboriginal Languages K–10 Syllabus*. Units of work adapted for students undertaking Aboriginal Languages Life Skills will be included in a consolidated document that will be distributed to schools early in 2004.

## **1.2 Community Consultation in the Implementation of the *Aboriginal Languages K–10 Syllabus***

Schools considering the introduction of the *Aboriginal Languages K–10 Syllabus* must engage their local Aboriginal communities in ongoing discussions before any decisions are made on the development of a language program drawn from this syllabus. Aboriginal communities are the owners of their language and as such remain the source of authority through which schools must negotiate before commencing a school-based Aboriginal languages course. Although some communities may appear to be dislocated, with many families living away from their traditional country, they all potentially have an interest in the revival and maintenance of their language.

In seeking the guidance of Aboriginal communities through their language custodians, schools can ensure that key decisions in the implementation of a school-based program are made in the community's interests and with their approval. It is a clear aim of this syllabus to empower communities to take a substantial role in the implementation of this syllabus and to assert their co-ownership of resultant programs and materials.

An additional aim of the syllabus is to provide an impetus for communities to commence or continue the revitalisation of local Aboriginal languages. This syllabus encourages the development of long-term partnerships between communities, schools and those with linguistic knowledge of Aboriginal languages. These partnerships, which primarily support the community's efforts to revive language, will be enhanced when appropriate consultation processes and protocols are enacted. In developing long-term collaborative partnerships, schools will be making a real commitment to their Aboriginal communities in support of language revival and will ensure the integrity of school-based language programs.

It may be useful for the reader to refer to the Glossary of terms on pages 71–74 of the *Aboriginal Languages K–10 Syllabus* when reading this document, as words such as 'respect' and 'custodian' have particular meanings in this context.

### **Protocols**

Protocols provide a framework for an appropriate way of communicating. They involve acknowledgement, reciprocal respect and consideration for people, their values and knowledge.

Protocols underlying successful communication with Aboriginal people and communities involve an awareness and understanding of cultural differences between Aboriginal and non-Aboriginal communities, and in some cases within Aboriginal communities. Though local differences need to be recognised, there are many protocols that are commonly accepted across most communities. These are based on demonstrating genuine respect for Aboriginal people's history, culture and aspirations.

### **Community consultation**

In moving to establish a language program, schools are strongly advised to initiate wide consultations within the community. Meetings and discussions should canvass all local issues and concerns and determine the community's interest in and commitment to local schools developing a language program. While complete consensus might not be possible, schools will be unable to move forward until the community has been invited to participate in discussions and express their views. Consultation protocols direct that all appropriate people are included in these discussions. It may be advisable to have the discussions facilitated by a respected local Aboriginal person such as the Aboriginal Community Liaison Officer or Aboriginal Education Consultative Group Chairperson, or by an Aboriginal organisation such as the Local Aboriginal Land Council.

Decisions made at this stage will directly impact on the direction the program takes. They include the choice of the target language to be taught and the identification of available language resources. If communities have not yet accessed and developed sufficient information to begin an Aboriginal languages program, they may make the choice to teach another Aboriginal language while they work on the revitalisation of their own language. This must be negotiated with local language custodians as well as with the appropriate Aboriginal organisations associated with the borrowed language.

Further discussions will need to address issues such as program management, links with linguists and protocols to do with language ownership. Linguistic principles and protocols should be considered when discussing such issues as the creation of words to name new things or concepts, or the borrowing of words from another Aboriginal language.

A number of successful school language programs have been assisted by the establishment of a language committee which acts as an advocate for and manages the program. A language committee could include those who have the greatest knowledge, expertise and commitment to Aboriginal language revitalisation. The work of the committee would include regular consultation with the wider community through school/community newsletters, and reporting to the school's Aboriginal Student Support and Parent Awareness (ASSPA) committee, the local Aboriginal Education Consultative Group (AECG) or any other Aboriginal organisation that demonstrates an interest in the program.

In some cases the decisions that communities make will directly affect the long-term development of a local language. In some instances it will not be possible for schools to deliver a program of instruction in the local language as the necessary linguistic and teaching resources, such as dictionaries, grammars and classroom materials, have not yet been developed. If communities wish schools to teach a program from the syllabus, the communities will need to decide whether another Aboriginal language may be taught so that students can demonstrate the outcomes for language proficiency. Extensive consultation must occur before decisions are made on this issue.

### **Students and their community**

In all stages of learning, students will work closely with teachers and local custodians as they move through their language studies. In Stages 4 and 5 in particular, students will be more involved in the processes of language revival. These interactions must be appropriately managed around the principles of effective teaching and learning as well as community consultation. Effective long-term collaboration between Aboriginal communities and schools underpins the successful implementation of this syllabus.

### **Negotiating the local implementation of the *Aboriginal Languages K–10 Syllabus***

Within the context of the *Aboriginal Languages K–10 Syllabus*, consultation will provide a framework for ongoing dialogue between local Aboriginal people and other agencies. These discussions should include both the planning and ongoing management of the language revival project.

Historically, non-Aboriginal researchers have often misrepresented Aboriginal people, and have used the knowledge obtained from Aboriginal people inappropriately. In some cases research has created or reinforced stereotypes about Aboriginal people and their cultures that have not been in the Aboriginal communities' interests. In these cases Aboriginal peoples' views, cultural practices and knowledge have often been simplified, misrepresented, omitted or forgotten. For these reasons many Aboriginal people and communities have been wary of researchers and thus may be unwilling at first to cooperate in school activities. Therefore it is critical for schools to acknowledge that consultation is:

- a two-way, ongoing learning process
- a partnership based on mutual respect
- a process that requires negotiation, listening, flexibility, time, patience and open-mindedness
- the basis on which the development and implementation of a learning program will be built
- a collaborative partnership between key stakeholders. These include:
  - community: custodians of language, language teachers and source of knowledge
  - school: provider of the teaching program, funding source and employer of community teachers
  - people with linguistic knowledge: providers of knowledge about Aboriginal languages and language revitalisation skills and processes.

## Further areas where care needs to be taken

### Sacred/secret and open knowledge

Some sites and knowledge are sacred or secret and cannot be revealed, as the owner of the information has a specific responsibility as a custodian of the information. In some places there are severe penalties for people who reveal this information, so a decision to reveal or not reveal this type of information must be respected.

### Copyright and cultural ownership

Schools need to acknowledge Indigenous heritage rights, including cultural and intellectual copyright and moral rights. In the context of a school language program the following issues need to be considered:

- copyright – any material that is published must acknowledge the contributions of all parties
- communal ownership – not only including the collective ownership of the living community but also the previous generations that have contributed to the cultural heritage
- responsibility and custodianship – in relation to roles as caretakers of language knowledge.

## Getting started

The following non-exhaustive list might assist schools to prepare for consultation with their local communities and to appreciate the broad range of issues related to local community language projects.

- The Board of Studies publication *Working with Aboriginal Communities* (2001) ([http://www.boardofstudies.nsw.edu.au/aboriginal\\_research](http://www.boardofstudies.nsw.edu.au/aboriginal_research)) suggests protocols to be followed when working with Aboriginal people and their communities. This document was developed in consultation with communities, Aboriginal education workers, consultants and teachers. It will assist schools in developing stronger relationships with local Aboriginal communities. The publication includes discussion on:
  - building effective long-term relationships with Aboriginal communities
  - protocols and consultation practices
  - reaching consensus on key implementation issues
  - locating other key Indigenous organisations
  - dealing with issues sensitive to Aboriginal people
  - collecting oral histories or language knowledge from members of the local Aboriginal community.
- The NSW Aboriginal Education Consultative Group (AECG Inc), the peak community body in NSW on Aboriginal education, is very supportive of school-based language programs. They can be contacted on (02) 9550 5666 or at <http://www.nswaecg.com.au>
- The Federation of Aboriginal and Torres Strait Islander Languages (FATSIL) is the national peak body for community-based Aboriginal language programs. They produce a journal, *Voice of the Land*, and can advise on existing language programs. Contact can be made through their website at <http://www.fatsil.org>
- The Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) is ‘Australia’s premier institution for information about the cultures and lifestyles of Aboriginal and Torres Strait Islander peoples’. They conduct extensive research, administer grants, host a major library including extensive language resources, and publish widely. Go to <http://www.aiatsis.gov.au>
- The NSW Aboriginal Languages Research and Resource Centre (ALRRC) has been recently established to advise NSW Aboriginal communities on language revitalisation and maintenance. Based at Tranby College, 11–13 Mansfield St, Glebe NSW 2039, ph: (02) 9660 2396. Web contact <http://www.alrrc.nsw.gov.au>
- Your school may have an Aboriginal Education Assistant (AEA) or Aboriginal Student Support and Parent Awareness (ASSPA) committee who can help and introduce staff to the community members.
- The NSW Department of Education and Training (DET) employs Aboriginal people to consult with communities who will be able to advise on issues raised by schools. Teachers in government schools should contact their district office. To find your nearest district office go to <http://www.det.nsw.edu.au>
- The Catholic Education sector also has a network of Aboriginal people working in and for schools and they can be contacted through the Catholic Education Commission and the Diocesan Directors of Schools. These include:
  - Aboriginal Education Officers
  - Aboriginal Education Workers.For contact details go to <http://www.cecnsw.catholic.edu.au>
- To find the nearest Local Aboriginal Land Council (LALC) and contact details go to <http://www.alc.org.com.au> and click on the relevant section of the map.

## Conclusion

Language revitalisation is a complex process requiring the combined efforts of community, school and linguistic stakeholders and will take joint long-term commitment, imagination, goodwill and genuine collaboration if language programs are to achieve success.

School-based language programs are one part of the larger process of language revival. While local communities provide the primary impetus and are the main drivers, the place of schools in this larger process is significant; they can play a critical role in the revitalisation of languages across the state. As well as preparing students to become lifelong learners of their own languages, they will also be making a major contribution to the rebuilding of cultural and linguistic resources.

## 1.3 Map of NSW Language Groups



This map is copyright Department of Lands, Panorama Ave, Bathurst, NSW ([www.lands.nsw.gov.au](http://www.lands.nsw.gov.au)). It is one representation of the language groups or nations of the Aboriginal peoples of NSW. Other useful maps include those produced by David Horton and Norman Tindale (see Useful Resources, pp 48–49).



## 2 Establishing a Scope and Sequence Plan

The syllabus content is expressed in the form of *learn about* and *learn to* statements derived from the syllabus outcomes. These statements form the basis for planning programs of study and units of work that will enable students to maximise their learning in Aboriginal languages and demonstrate the outcomes through a range of learning contexts, in the form of themes and topics. These learning contexts will be determined by the classroom teacher to take account of the needs, interests and abilities of students, and the resources and facilities of the school and its community.

The acquisition of a language is a cumulative process, which can be described as a spiral that increases in breadth and depth of knowledge, understanding and skills as students experience a language through each stage of learning. Language acquisition is fostered through language teaching which is organised around the visiting and revisiting of themes, topics, language structures and cultural concepts.

A fundamental step in the design of effective teaching and learning programs is the establishment of a scope and sequence plan. The scope and sequence plan presented in this section provides an overview of units of work that may be taught in Stages 4 and 5 in Aboriginal Languages and details the placement, sequence and duration of the units. The following factors should be considered when establishing a scope and sequence plan.

### Syllabus requirements

Essential syllabus content consists of a mandatory 100 hours study of one language over one continuous 12-month period between Years 7 and 10, but preferably in Years 7–8. The mandatory course, consisting of Stage 4 outcomes and content, is a requirement for the award of the Record of School Achievement.

### Further considerations

When designing a scope and sequence plan, schools also need to consider:

- the previous learning experiences and language backgrounds of the students
- the specific needs, interests and abilities of students and/or areas of community significance
- the most effective use of existing and available resources
- providing students with a range of experiences over the stage of learning, which increase in challenge and sophistication.

The scope and sequence plan should comprise themes and topics that are drawn from everyday situations within and beyond the classroom, and that enable students to develop communicative skills within cultural contexts. The following list of suggested themes and topics is not exhaustive; it will serve as a guide for teachers in selecting and grouping appropriate themes and topics. The aspects of the language that have been revived/developed will also determine the choice of themes and topics. New language resources that may become available as a result of language development may also influence the choice of topics.

### Some possible themes and topics

About me, about you	Hobbies	Part-time jobs
After-school activities	Holidays	Animals and pets
Community organisation	House and home	Rituals (birth, marriage, death)
Country and songlines	Indigenous Peoples of Australia	School life
Daily routine	Kinship	Seasons and weather
Eating and drinking	Land–language relationships	Social system
Entertainment	Land Rights	Special occasions
Environment	Language/culture revival	Spirits and beings
Family	Languages of the world	Sport
Festivals	Making friends	Stories
Finding the way	Meeting people	Traditional narratives
Future plans	Music	Transport
Getting help	Our/neighbouring communities	Travel
Health and fitness	Our local area	Weekend

## 2.1 Sample Stage 4 Scope and Sequence Plan

The sample scope and sequence plan below is based on the mandatory 100-hour course and is a model that could be followed by teachers. Programming that integrates the essential content across a variety of outcomes within different units of work will enable teachers to cover the scope of the content within the mandatory hours. The units could vary considerably, depending on factors such as local resources, the students' interests and the teacher's experience. Similarly, the suggested time per unit of five weeks could also vary.

Themes	Weeks									
	1	2	3	4	5	6	7	8	9	10
<b>Term 1</b>  <b>Meet My Mob</b>	<b>Unit 4.1: Meeting People</b>  <b>Focus:</b> <ul style="list-style-type: none"> <li>– addressing others</li> <li>– saying hello and goodbye and using other set phrases</li> <li>– asking and responding to questions about self and classmates</li> <li>– introducing self and others</li> </ul>					<b>Unit 4.2: Family Activities</b>  <b>Focus:</b> <ul style="list-style-type: none"> <li>– discussing activities such as work, sport and hobbies</li> <li>– describing actions</li> <li>– giving and responding to commands</li> <li>– making and responding to requests</li> </ul>				
<b>Term 2</b>  <b>Daily Life</b>	<b>Unit 4.3: School and the Classroom</b>  <b>Focus:</b> <ul style="list-style-type: none"> <li>– identifying and asking for classroom objects</li> <li>– understanding and giving classroom instructions</li> <li>– talking about what is in your schoolbag</li> <li>– naming places and buildings in the school</li> </ul>					<b>Unit 4.4: Life at Home</b>  <b>Focus:</b> <ul style="list-style-type: none"> <li>– discussing where people live</li> <li>– describing daily activities such as washing, sleeping, cleaning</li> <li>– describing traditional and contemporary routines</li> </ul>				
<b>Term 3</b>  <b>The Land</b>	<b>Unit 4.5: Families and Country</b>  <b>Focus:</b> <ul style="list-style-type: none"> <li>– introducing family</li> <li>– describing present activities</li> <li>– exchanging information about family activities</li> <li>– recounting past events</li> </ul>					<b>Unit 4.6: Country and Stories</b>  <b>Focus:</b> <ul style="list-style-type: none"> <li>– identifying Aboriginal place names</li> <li>– describing geographical features</li> <li>– learning local traditional stories</li> <li>– visiting important sites</li> </ul>				
<b>Term 4</b>  <b>Tradition and Culture</b>	<b>Unit 4.7: Traditional Culture</b>  <b>Focus:</b> <ul style="list-style-type: none"> <li>– introducing social sections/marriage divisions</li> <li>– reading a local story, eg about animals</li> <li>– women's and men's business</li> <li>– spirits and other beings</li> </ul>					<b>Unit 4.8: Preparing a Performance</b>  <b>Focus:</b> <ul style="list-style-type: none"> <li>– learning and performing songs</li> <li>– writing and performing short plays</li> <li>– presenting and adapting a welcome speech</li> </ul>				

Note: Unit 4.5 Families and Country is described in detail in section 5 (pp 25–36).

## 2.2 Sample Stage 4 Outcomes Mapping Grid

The integrated nature of the syllabus objectives means that all the Stage 4 outcomes should be addressed to some extent when programming each unit of work. Effective teaching and learning programs recognise the equal significance and interdependence of all objectives and their corresponding outcomes, but also acknowledge that one or more of these may be given greater emphasis as focus outcomes in individual units of work. Outcomes that relate to the unit of work but are not developed to a similar depth are considered contributing outcomes. When planning and programming, teachers may need to transfer outcomes and content across stages to address the needs of all learners.

The following sample grid maps the coverage of outcomes across Stage 4 in relation to the sample scope and sequence plan provided above. Similar grids can be developed by teachers as a strategy to ensure that all outcomes are addressed by the end of the course. This model places emphasis on specific outcomes in individual units of work and provides the opportunity for teachers to plan assessment activities around groups of focus outcomes.

Objectives								
Using Language					Making Linguistic Connections		Moving Between Cultures	
Unit of work	Outcomes							
	4.UL.1	4.UL.2	4.UL.3	4.UL.4	4.MLC.1	4.MLC.2	4.MBC.1	4.MBC.2
4.1	●		●		●		●	●
4.2	●		●			●		
4.3	●	●	●	●	●		●	
4.4	●	●	●	●		●		●
4.5 (pp 25–36)		●	●	●	●	●		●
4.6		●				●		●
4.7		●	●	●		●		●
4.8			●	●	●			●

● indicates outcomes that provide the focus of the unit.

indicates outcomes that also contribute to the unit.

## 2.3 Sample Stage 5 Scope and Sequence Plan

The sample scope and sequence plan below is based on the 200-hour elective course and is a model that could be followed by teachers. Programming that integrates the essential content across a variety of outcomes within different units of work will enable teachers to cover the scope of the content within the indicative hours. The units could vary considerably, depending on factors such as local resources, the students' interests and the teacher's experience. Similarly, the suggested time per unit of five weeks could also vary.

### Year 9

Themes	Weeks									
	1	2	3	4	5	6	7	8	9	10
<b>Term 1</b>  <b>Meet My Mob</b>	<b>Unit 5.1: Family History</b>  <b>Focus:</b> <ul style="list-style-type: none"> <li>reviewing and using family and extended family terms</li> <li>discussing traditional gender roles</li> <li>researching family history</li> <li>studying traditional kinship patterns</li> </ul>					<b>Unit 5.2: Contemporary Family Roles</b>  <b>Focus:</b> <ul style="list-style-type: none"> <li>asking and answering questions about roles of family members</li> <li>discussing work opportunities for the future</li> <li>investigating the life of a famous Aboriginal person or notable community member</li> </ul>				
<b>Term 2</b>  <b>The Land</b>	<b>Unit 5.3: Local Area</b>  <b>Focus:</b> <ul style="list-style-type: none"> <li>hearing and reading about traditional and contemporary areas of settlement</li> <li>introducing placenames</li> <li>visiting places of significance</li> </ul>					<b>Unit 5.4: Changes to the Physical and Cultural Environments</b>  <b>Focus:</b> <ul style="list-style-type: none"> <li>identifying and describing characteristics of the local environment</li> <li>describing the impact of changes on the use of language</li> </ul>				
<b>Term 3</b>  <b>Tradition and Culture</b>	<b>Unit 5.5: Ceremonies and Health</b>  <b>Focus:</b> <ul style="list-style-type: none"> <li>studying and recounting traditional ceremonies, eg naming, marriage</li> <li>describing local bush foods</li> <li>explaining how to find and use local bush medicines</li> <li>discussing traditional health practices</li> </ul>					<b>Unit 5.6: Songs, Dances, Art</b>  <b>Focus:</b> <ul style="list-style-type: none"> <li>learning Aboriginal language songs</li> <li>identifying representations of, and interactions between, traditional and contemporary culture through art forms, eg music, song and dance</li> <li>using Aboriginal languages in current art forms, eg poetry</li> </ul>				
<b>Term 4</b>  <b>Daily Life</b>	<b>Unit 5.7: School Life</b>  <b>Focus:</b> <ul style="list-style-type: none"> <li>introducing people to each other</li> <li>describing teachers and friends</li> <li>suggesting class activities</li> <li>requesting classroom items</li> <li>giving directions around the school</li> </ul>					<b>Unit 5.8: Life at Home</b>  <b>Focus:</b> <ul style="list-style-type: none"> <li>describing daily routines</li> <li>discussing weekend activities, eg sport, seeing friends, family</li> <li>comparing people's activities</li> </ul>				

## Year 10

Themes	Weeks									
	1	2	3	4	5	6	7	8	9	10
<b>Term 1</b>  <b>Meet My Mob</b>	<b>Unit 5.9: Social Systems</b>  <b>Focus:</b> <ul style="list-style-type: none"> <li>discussing social sections/marriage divisions</li> <li>communicating nonverbally</li> <li>describing culturally appropriate language use, eg mother-aunt, sister-cousin, mother-in-law</li> <li>role-playing</li> </ul>					<b>Unit 5.10: Family Activities</b>  <b>Focus:</b> <ul style="list-style-type: none"> <li>describing family activities such as visiting relatives</li> <li>writing and telling about a day out collecting traditional food</li> <li>explaining fishing techniques</li> </ul>				
<b>Term 2</b>  <b>The Land</b>	<b>Unit 5.11: Gumbaynggirr Land</b>  <b>Focus:</b> <ul style="list-style-type: none"> <li>investigating local placenames</li> <li>exploring neighbouring languages</li> <li>indicating purpose, location and direction</li> <li>using vocabulary related to place and direction</li> <li>describing a beach scene</li> </ul>					<b>Unit 5.12: Neighbouring Languages</b>  <b>Focus:</b> <ul style="list-style-type: none"> <li>comparing elements of local and neighbouring languages</li> <li>learning about how language groups were formed</li> <li>exploring traditional multilingualism</li> </ul>				
<b>Term 3</b>  <b>Tradition and Culture</b>	<b>Unit 5.13: Ancestor Heroes and Traditional Stories</b>  <b>Focus:</b> <ul style="list-style-type: none"> <li>identifying the influence of traditional owners of knowledge</li> <li>researching a traditional story and recounting to class</li> </ul>					<b>Unit 5.14: Importance of Elders in Contemporary Society</b>  <b>Focus:</b> <ul style="list-style-type: none"> <li>comparing traditional and contemporary elements of culture</li> <li>interviewing an elder about aspects of traditional culture</li> </ul>				
<b>Term 4</b>  <b>Daily Life</b>	<b>Unit 5.15: A Trip to See Relatives</b>  <b>Focus:</b> <ul style="list-style-type: none"> <li>making and responding to invitations</li> <li>planning an itinerary</li> <li>describing a journey</li> <li>discussing places of interest</li> </ul>					<b>Unit 5.16: An Outing with Friends</b>  <b>Focus:</b> <ul style="list-style-type: none"> <li>reviewing language by planning, discussing and writing a group presentation about an outing with friends</li> <li>producing a multimedia presentation of an outing with friends</li> </ul>				

Note: Unit 5.11 Gumbaynggirr Land is described in detail in section 5 (pp 37–46).

## 2.4 Sample Stage 5 Outcomes Mapping Grids

The integrated nature of the syllabus objectives means that all the Stage 5 outcomes should be addressed to some extent when programming each unit of work. Effective teaching and learning programs recognise the equal significance and interdependence of all objectives and their corresponding outcomes, but also acknowledge that one or more of these may be given greater emphasis as focus outcomes in individual units of work. Outcomes that relate to the unit of work but are not developed to a similar depth are considered contributing outcomes. When planning and programming, teachers may need to transfer outcomes and content across stages to address the needs of all learners.

The following sample grid maps the coverage of outcomes across Stage 5 in relation to the sample scope and sequence plan provided above. Similar grids can be developed by teachers as a strategy to ensure that all outcomes are addressed by the end of the course. This model places emphasis on specific outcomes in individual units of work and provides the opportunity for teachers to plan assessment activities around groups of focus outcomes.

### Year 9

Objectives								
Using Language					Making Linguistic Connections		Moving Between Cultures	
Unit of work	Outcomes							
	5.UL.1	5.UL.2	5.UL.3	5.UL.4	5.MLC.1	5.MLC.2	5.MBC.1	5.MBC.2
5.1	●		●		●		●	●
5.2	●	●	●	●	●		●	
5.3	●	●		●	●			●
5.4			●			●		
5.5	●	●			●		●	●
5.6	●		●				●	
5.7	●	●	●	●		●		
5.8	●	●	●	●		●		



indicates outcomes that provide the focus of the unit.



indicates outcomes that also contribute to the unit.

## Year 10

Objectives								
	Using Language				Making Linguistic Connections		Moving Between Cultures	
Unit of work	Outcomes							
	5.UL.1	5.UL.2	5.UL.3	5.UL.4	5.MLC.1	5.MLC.2	5.MBC.1	5.MBC.2
5.9		●		●			●	
5.10			●	●			●	
5.11 (pp 37–46)	●	●		●		●		●
5.12	●	●	●	●	●			●
5.13	●	●		●	●	●		●
5.14			●	●		●		●
5.15	●	●	●	●	●		●	
5.16	●		●	●	●		●	

● indicates outcomes that provide the focus of the unit.

indicates outcomes that also contribute to the unit.

### 3 Advice on Assessment

#### 3.1 Assessment for Learning

The Board's revised syllabuses advocate *assessment for learning*. Assessment that enhances learning recognises that learners use their current understanding to discover, develop and incorporate new knowledge, understanding and skills. *Assessment for learning* helps teachers and students to know if that current understanding is a suitable basis for future learning.

Assessment occurs as an integral part of teaching and learning. Teacher instruction and assessment influence student learning and learning processes. This involves using assessment activities to clarify student understanding of concepts, and planning ways to remedy misconceptions and promote deeper understanding.

*Assessment for learning* encourages self-assessment and peer assessment. Students can develop and use a range of strategies to actively monitor and evaluate their own learning and the learning strategies they use.

The feedback that students receive from completing assessment activities will help teachers and students decide whether they are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills. Teachers should consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement of students in their own learning.

By integrating learning and assessment, the teacher can choose which aspects of a student's performance to record. These records can be used to monitor the student's progress, determine what to teach next and decide the level of detail to be covered. At key points, such as the end of the year, this information is also available for the teacher to use to form a judgement of the student's performance against levels of achievement. These judgements can be used to inform students, parents and subsequent teachers of the student's progress. Consequently, teachers using their professional judgement in a standards-referenced framework are able to extend the process of *assessment for learning* into the assessment of learning.

#### Principles of assessment for learning

Assessment for learning:

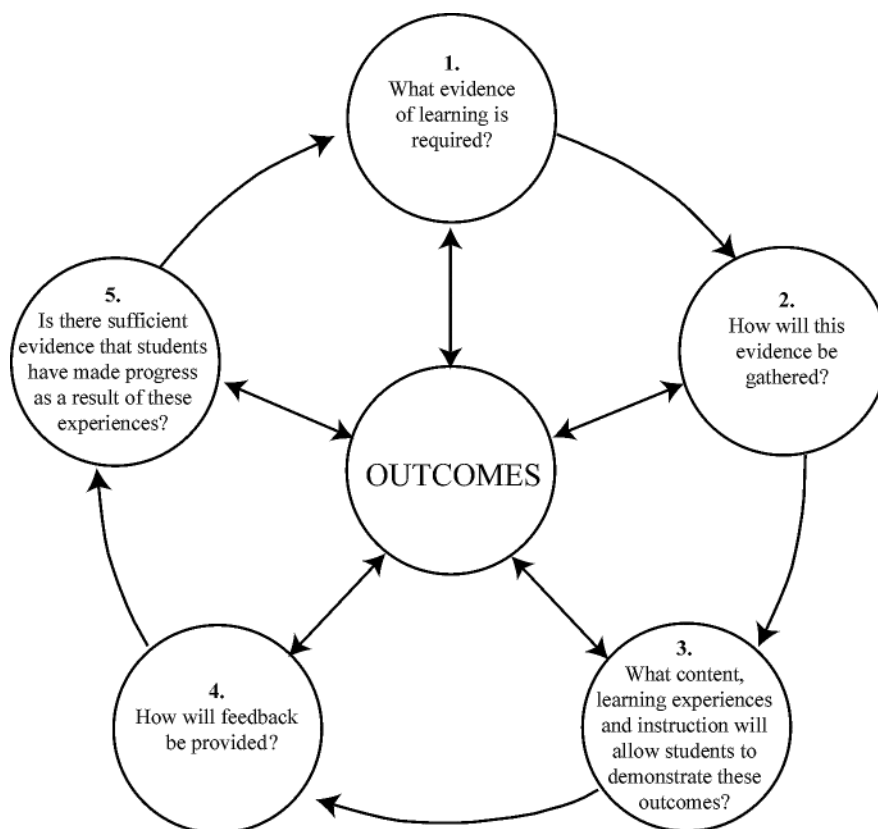
- AP1 emphasises the interactions between learning and manageable assessment strategies that promote learning
- AP2 clearly expresses for the student and teacher the goals of the learning activity
- AP3 reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- AP4 provides ways for students to use feedback from assessment
- AP5 helps students take responsibility for their own learning
- AP6 is inclusive of all learners.

Details on how these principles translate in practice can be found on page 66 of the *Aboriginal Languages K–10 Syllabus*. One activity in this document has been annotated to show how the principles of *assessment for learning* feature in that activity. It can be found on pages 20–21.

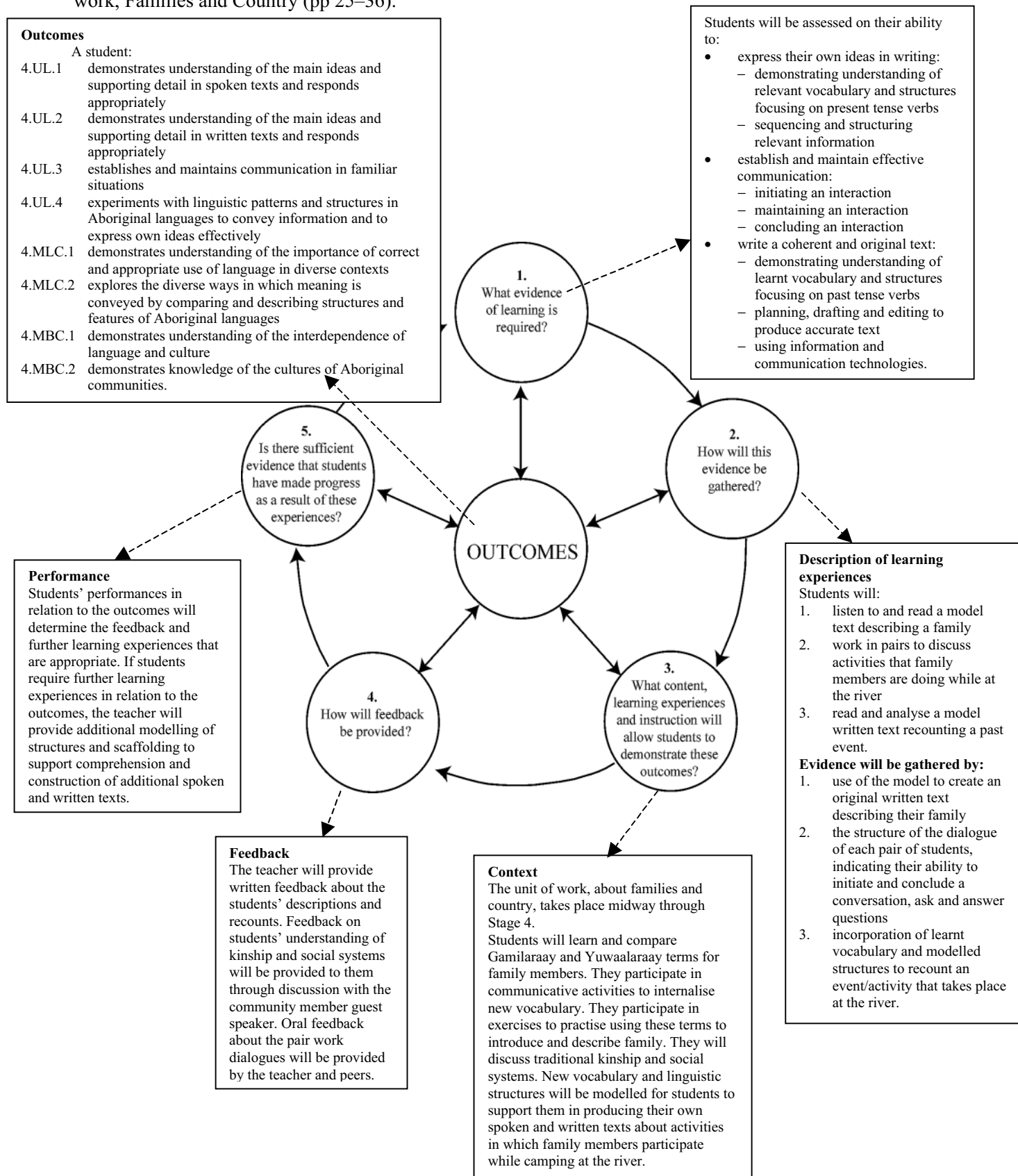


### 3.2 Planning for Effective Learning and Assessment

The diagram below summarises a model for integrating learning and assessment. It emphasises that outcomes are central to the decisions teachers make about the learning to be undertaken and the evidence of learning that needs to be collected. This evidence enables teachers to determine how well students are achieving in relation to the outcomes and to provide students with feedback on their learning. Evidence of learning assists teachers and students to decide if students are ready for the next phase of learning or if teachers need to adapt programs to provide further learning experiences to consolidate students' knowledge, understanding and skills.



The diagram below shows how this process has been applied in the design of the sample Stage 4 unit of work, Families and Country (pp 25–36).



### **3.3 Designing Effective Learning and Assessment**

Designing effective learning experiences requires the selection of activities that develop students' knowledge, understanding and skills and that allow evidence of learning to be gathered. Methods of gathering evidence could include informal teacher observation, questioning, peer evaluation and self-evaluation, as well as more structured assessment activities. Assessment should be an integral part of each unit of work and should support student learning.

When designing assessment activities, teachers should consider whether the activity:

- has explicitly stated purposes that address the outcomes
- is integral to the teaching and learning program
- shows a clear relationship between the outcomes and content being assessed
- allows students to demonstrate the extent of their knowledge, understanding and skills
- focuses on what was taught in class and what students were informed would be assessed
- provides opportunities to gather information about what further teaching and learning is required for students to succeed
- provides valid and reliable evidence of student learning and is fair.

### 3.4 Annotated Assessment for Learning Activity

The *Assessment for Learning Principles* provide the criteria for judging the quality of assessment materials and practices. The Stage 4 sample assessment activity, A Family Day at the River, has been annotated to show these principles.

#### Sample assessment for learning activity: A Family Day at the River

##### Context

This activity is drawn from the unit of work Families and Country which occurs midway through Stage 4. At this point in the unit students have discussed in English possible activities for a family day at the river. They have compared Gamilaraay and Yuwaalaraay vocabulary by making a table of relevant verbs for each language. They have been introduced to the suffixes needed to construct the present continuous tense of these verbs. They have learnt how to ask questions such as ‘What are you doing?’ and ‘Where is mother?’. In pairs, they have practised asking and answering about family members’ activities. They have listened to a model text and written a short dialogue.

##### Outcomes

A student:

- 4.UL.3 establishes and maintains communication in familiar situations
- 4.MLC.1 demonstrates understanding of the importance of correct and appropriate use of language in diverse contexts
- 4.MLC.2 explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of Aboriginal languages
- 4.MBC.2 demonstrates knowledge of the cultures of Aboriginal

##### Description of activity

The students imagine that they are enjoying various activities while camping with their family at the river for the weekend. In pairs, they prepare a short conversation between two family members about what everyone is doing. Students use their knowledge of such questions as ‘What are you doing?’ and ‘Where is mother?’ and their knowledge of present continuous verbs in order to form the questions and answers in their conversation. The dialogue should begin with a greeting and end with a farewell.

Students rehearse their dialogue by making a number of audio recordings. The pairs listen to their recordings and give each other feedback. They can then perform the dialogue for the class.

##### Criteria for assessing learning

(These criteria would normally be communicated to students with the activity.)

Students will be assessed on their ability to:

- establish and maintain communication in a rehearsed dialogue by:
  - selecting and incorporating modelled structures such as question words and present tense verbs with continuous suffixes
  - initiating an interaction using the greeting *yaama?* (how are you?)
  - maintaining the interaction via turn-taking, that is, asking and responding to questions
  - concluding an interaction using expressions for leave-taking
  - recording their dialogue using information and communication technologies
- make linguistic choices that are appropriate to a dialogue by:
  - pronouncing words accurately and using correct stress and intonation
- identify similarities and differences between Gamilaraay and Yuwaalaraay by:
  - making appropriate choices of terms for family members within the dialogue
  - selecting appropriate verb forms: ‘do’ is either *gimbili* (Yuwaalaraay) or *gimubili* (Gamilaraay)

Syllabus outcomes are identified, with targeted knowledge, understanding and skills.  
AP1, AP2, AP3

The activity forms an integral part of the learning process and builds on previous experiences.  
AP1, AP3

Clearly expresses for the student the goals of the learning activity and is inclusive of all learners.  
AP2, AP6

Students take responsibility for their own learning using feedback from peer and teacher assessment.  
AP4, AP5

- identify features of contemporary lifestyle by:
  - describing activities that are relevant to local communities.

Criteria for assessing learning and marking guidelines relate to the outcomes and are clearly expressed in terms of the knowledge, understanding and skills required for the activity.  
AP2, AP4

### Guidelines for marking

The following guidelines for marking show one approach to assigning a value. Other approaches may be used that better suit the reporting process of the school. Categories, marks, grades, visual representations or individual comments/notations may all be useful.

Range	A student in this range:
High	<ul style="list-style-type: none"> <li>• maintains fluent communication in a rehearsed dialogue</li> <li>• pronounces words accurately and consistently uses correct stress and intonation</li> <li>• selects consistently appropriate family terms and verb forms</li> <li>• includes activities that are highly relevant to local communities</li> </ul>
Satisfactory	<ul style="list-style-type: none"> <li>• maintains communication in a rehearsed dialogue</li> <li>• pronounces words accurately and uses largely correct stress and intonation</li> <li>• selects appropriate family terms and verb forms</li> <li>• includes some activities that are relevant to local communities</li> </ul>
Progressing	<ul style="list-style-type: none"> <li>• maintains some communication in a rehearsed dialogue</li> <li>• pronounces some words accurately</li> <li>• selects some appropriate family terms and verb forms</li> <li>• includes some activities that may be relevant to local communities.</li> </ul>

The activity provides practical and meaningful ways for students to use feedback from assessment.  
AP4, AP5

### Feedback

Students will be given oral feedback from peers and then from the teacher about their dialogue. Teacher comments will inform students about their ability to:

- establish, maintain and conclude communication in a rehearsed dialogue
- pronounce words accurately and use correct stress and intonation
- select appropriate family terms and verb forms
- include activities that are relevant to local communities.

### Future directions

Students will be given opportunities to experiment with additional linguistic patterns and structures in a wide range of spoken text types and topics in order to be able to demonstrate their ability to establish and maintain effective communication in familiar situations.

For students who have not been able to demonstrate satisfactory performance in relation to the outcomes, the teacher will be prompted to provide further explicit teaching with a focus on student needs as demonstrated through this work. This should be done in work that incorporates and reinforces these outcomes in different contexts and through different texts and types of texts.

The activity has clear links to learning goals.  
AP1

### 3.5 Sharing Learning and Assessment Intentions

Students must be aware of what they need to do to demonstrate evidence of learning. This information could be conveyed informally or formally by the teacher, as appropriate for the learning activity. Students should be informed of the criteria that will be used to assess their learning. They should be clear about the meaning of the language used, and the subject-specific terminology. They also need to be clear about any sources or stimulus material that are appropriate to the activity.

It may be helpful to give students models of good responses and templates, or procedures to help them demonstrate the extent of their knowledge, understanding and skills.

### 3.6 Effective Feedback to Students

The aim of feedback is to communicate to students how well their knowledge, understanding and skills are developing in relation to the outcomes. Feedback enables students to recognise their strengths and areas for development, and to plan with their teacher the next steps in their learning. They are then given opportunities to improve and further develop their knowledge, understanding and skills.

Teacher feedback about student work is essential for students and is integral to the teaching and learning process. Student self-reflection and peer evaluation can also provide valuable feedback to students. Students should be provided with regular opportunities to reflect on their learning.

Feedback should:

- focus on the activity and what was expected
- be constructive, providing meaningful information to students about their learning
- correct misunderstandings
- identify and reinforce students' strengths and state clearly how students can improve.

Forms of feedback include:

- oral discussion with class, groups or individual students
- written annotations
- general comments to the class about those aspects of the activity in which students excelled and those aspects that still need addressing
- examples of good responses
- peer evaluation and self-evaluation.

### 3.7 Recording Evidence for Assessment

Recording student performance needs to be manageable. Teachers should make decisions about which aspects of student performance on an activity should be recorded, and in what format. The teacher can use this information to ascertain students' progress, what needs to be taught next and to what level of detail, and to form a judgement of student achievement at key points.

Record-keeping should reflect the reporting processes of the school and may take the form of individual comments or notations, marks, grades or visual representations for the activities.

A scale such as the one below may be a useful way to summarise the extent of students' learning. This example shows how individual students performed on the same assessment activity.

Student	Activity – Describing a Beach Scene		
A	x		
B	x		
C	x		
D	x		
E	x		
F	x		
	Progressing	Satisfactory	High

This method can be adapted to capture evidence of an individual student's strengths and weaknesses on various elements of one activity, or the performance of a particular student, class, group or cohort of students, across a range of assessment activities.

## 4 Programming Units of Work

The *Aboriginal Languages K–10 Syllabus* promotes an approach to programming that has the outcomes as the focus. It is recommended that there be ongoing contact with local Aboriginal consultative groups throughout program development. The sample units of work in section 5 have been developed using the following process:

### Step 1 Identify outcomes

Identify the outcomes that will be addressed in the unit. Outcomes relate to the objectives, *Using Language*, *Making Linguistic Connections* and *Moving Between Cultures*, which are equally significant and interdependent, although one or other of the objectives may be emphasised at any given time. Outcomes from within, and in some cases across, stages may be combined to form the focus of the unit.

### Step 2 Decide on the theme, topic or focus of the unit of work

Once the outcomes have been selected the theme, topic or focus of the unit should be determined (eg *Families and Country* or *Gumbaynggirr Land*). The outcomes will guide the anticipated evidence of learning and the selection of relevant syllabus content. The chosen themes should reflect the local environment, so that they are relevant to students and involved community members. It is also important to consider the amount and quality of teaching resources that are available for the local Aboriginal language.

### Step 3 Decide on the evidence of learning

As the outcomes form the focus of the unit, it is necessary to identify the specific evidence of learning to be observed through the teaching, learning and assessment activities. This evidence will enable judgements to be made on achievement in relation to the outcomes and identified content.

### Step 4 Select the relevant syllabus content

Content from the *learn about* and *learn to* columns relevant to the outcomes is selected and organised into a logical sequence according to the learning context. The amount of content selected should be manageable in the time allocated to the unit.

### Step 5 Plan the teaching, learning and assessment activities

*Assessment for learning* activities occur as a normal part of the teaching process. Teachers plan the most suitable teaching, learning and assessment activities for the selected content, ensuring that they will provide the desired evidence of learning determined in Step 3. Teaching, learning and assessment activities should be student-centred, promoting the development of knowledge, understanding and skills. Teachers are encouraged to include creative and stimulating teaching and learning experiences that present the content in a meaningful context for students.

### Step 6 Plan feedback opportunities

Feedback provides students with the necessary information and direction to progress their learning and occurs normally through good teaching practice, mostly in an informal manner. However, when planning units of work teachers should consider how to maximise feedback in the context of the teaching, learning and assessment activities and how the feedback contributes to student learning.

### Step 7 Plan opportunities for teacher's reflection and evaluation

As teachers progress through the programming process, it is important to reflect on previous steps and evaluate the degree to which the unit has remained focused on the outcomes. Identifying the evidence of learning early in the process will assist in this. The *Aboriginal Languages K–10 Syllabus* (pp 68–70) recognises several possible assessment strategies, including community assessment, peer assessment and self-assessment. Assessment through inquiry-based research assignments allows students to play an active role in the revitalisation of Aboriginal languages. After the unit has been implemented it is also necessary to evaluate the degree to which students have progressed as a result of the experiences and what should be done next to assist them in their learning.

## **5 Sample Units of Work**

The sample units of work that follow are designed to assist teachers in planning for the implementation of the *Aboriginal Languages K–10 Syllabus*. The units provide programming ideas for selected syllabus content.

The sample units show ways in which teachers can meet the needs, interests and abilities of their students, while assessing their progress towards a demonstration of outcomes. The sample units also illustrate ways in which assessment activities may be integrated into the teaching and learning sequence. They will assist teachers to understand the importance of:

- being explicit about the outcomes and content they are addressing
- being explicit about the evidence required to demonstrate student learning
- providing meaningful feedback to students
- adapting teaching and learning programs to students' demonstrated needs
- having a sound basis for modifying future teaching and learning programs (in light of students' demonstrated needs).

The sample units provide opportunities for students to engage in questioning and dialogue, self-assessment, peer assessment and reflection. Through these activities students can become clear about their own learning, understanding and needs.

Note that the assessment activities are described here in some detail to illustrate the process of *assessment for learning*. Teachers would not provide this level of detail in day-to-day classroom situations.



## 5.1 Stage 4 Sample Unit of Work: Families and Country

<b>Unit:</b> 4.5 Families and Country	<b>Language group:</b> Yuwaalaraay
<b>Focus:</b> <ul style="list-style-type: none"> <li>introducing family</li> <li>describing present activities</li> <li>exchanging information about family activities</li> <li>recounting past events</li> </ul>	<b>Indicative time:</b> 5 weeks, 4 × 40-minute lessons per week
<p><b>Unit description:</b> This unit includes learning experiences that are suitable for Stage 4 – the mandatory 100-hour course. Teachers need to select and sequence those activities that are appropriate for their students’ needs, interest and abilities. For example, the level of some of the learning experiences may need to be adapted for students with background knowledge of Gamilaraay or Yuwaalaraay or for students who may be working with outcomes from other stages.</p> <p>Learning in this unit focuses on developing the knowledge, understanding and skills that will enable students to discuss family activities at the river. Students acquire vocabulary, expressions and language structures within this context. Student activities relate to the <i>learn about</i> and <i>learn to</i> statements and form the basis of the units of work. Students listen, read and respond to texts and learn to incorporate modelled linguistic structures in order to produce a series of linked sentences.</p> <p><i>Assessment for learning</i> activities are highlighted in <b>bold text</b> throughout the unit. The second <i>assessment for learning</i> activity is modelled in full at the end of this unit.</p> <p>Gamilaraay and Yuwaalaraay are closely related languages, which has enabled the sharing of linguistic and language teaching resources. As a result of this, students will automatically be exposed to the Making Linguistic Outcomes that compare features across Aboriginal languages. However in terms of language proficiency, students are only required to learn and use the Yuwaalaraay language for assessment purposes.</p>	<p><b>Outcomes that provide the focus of the unit:</b></p> <p>A student:</p> <p><b>4.UL.2</b> demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately</p> <p><b>4.UL.3</b> establishes and maintains communication in familiar situations</p> <p><b>4.UL.4</b> experiments with linguistic patterns and structures in Aboriginal languages to convey information and to express own ideas effectively</p> <p><b>4.MLC.1</b> demonstrates understanding of the importance of correct and appropriate use of language in diverse contexts</p> <p><b>4.MLC.2</b> explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of Aboriginal languages</p> <p><b>4.MBC.2</b> demonstrates knowledge of the cultures of Aboriginal communities</p> <p><b>Outcomes that also contribute to the unit:</b></p> <p><b>4.UL.1</b> demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately</p> <p><b>4.MBC.1</b> demonstrates understanding of the interdependence of language and culture</p>
<p><b>Language functions and structures</b></p> <ul style="list-style-type: none"> <li><b>Introducing family</b>, eg <i>Gayrr ngay Harry</i>. (My name is Harry.) <i>Ngaya milan banay</i>. (I am eleven.) <i>Gulibaa ngay dhagaan</i>. (I have three brothers.) <i>Ganungu gayrr...</i> (Their names are ...)</li> <li><i>Gunii ngay nhalay</i>. (This is my mother.) <i>Gayrr nguungu ...</i> (Her name is ...)</li> <li><i>Ngiyani wilay la nha Walgett ga</i>. (We live at Walgett.)</li> <li><b>Describing present activities</b>, eg <i>Ngaya yinabildanha</i>. (I am fishing.) <i>Nguu gubiyaanha</i>. (She is swimming.)</li> <li><b>Exchanging information about family activities</b>, eg <i>Minyanda nginda?</i> (What are you doing?) <i>Minyaaya dhaadhaa?</i> (Where is grandfather?) <i>Wii wiimaldanhna ngu</i>. (He is making a fire.) <i>Minyaaya baawaa ngay?</i> (Where is my sister?) <i>Dhaldanhna ngu</i>. (She is eating.)</li> <li><b>Recounting past events</b>, eg <i>Ngaya yanaanhi</i>. (I went.) <i>Ngiyani guduu yilamay</i>. (We cooked fish.)</li> </ul>	
<p><b>Published resources</b></p> <ul style="list-style-type: none"> <li>Ash, A, Giaccon, J &amp; Lissarrague, A (eds), 2003, <i>Gamilaraay, Yuwaalaraay, Yuwaalayaay Dictionary</i>, IAD Press, Alice Springs</li> <li><i>We are speaking Gamilaraay–Yuwaalaraay</i> (book and CD). See Gamilaraay–Yuwaalaraay Language Program Resources in section 6, Useful Resources</li> <li>Giaccon, J &amp; Betts, M, 1999, <i>Yaama Maliyaa Yuwaalaraay/Gamilaraay – An Aboriginal Languages Textbook</i>, Yuwaalaraay–Gamilaraay Program, Walgett High School</li> <li>Learn Yuwaalaraay, <i>Gaay Yuwaalaraay Winanga-li-gu</i> website at <a href="http://www.yuwaalaraay.org">http://www.yuwaalaraay.org</a></li> <li>Austin, P &amp; Nathan, D, 1988, <i>Kamilaroi/Gamilaraay Web Dictionary</i> at <a href="http://coombs.anu.edu.WWWVLPages/AborigPages/LANG/GAMDICT/GAMDICT.HTM">http://coombs.anu.edu.WWWVLPages/AborigPages/LANG/GAMDICT/GAMDICT.HTM</a></li> </ul> <p><b>Teacher-made resources</b></p> <ul style="list-style-type: none"> <li>Picture flashcards of family members, activities, animals</li> <li>audio recordings of model spoken texts for listening activities – Harry’s Family</li> <li>model written text for reading activities – Recount of an Event at the River.</li> </ul>	

Focus 1: Introducing family				
Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning	Feedback
<ul style="list-style-type: none"> <li>ways to analyse text structure and locate relevant information in text</li> <li>accessing resources and the organisation of relevant structures and vocabulary</li> <li>manipulation of known structures for writing in new contexts</li> <li>ways of conceptualising and representing patterns and systems in language</li> </ul>	<ul style="list-style-type: none"> <li>identify the purpose of texts and distinguish between the main ideas and supporting detail</li> <li>use available resources to access structures and vocabulary</li> <li>select and incorporate modelled linguistic structures in own writing</li> <li>develop strategies for internalising new language and building on prior knowledge, eg mnemonic devices</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>outlines the communication goals of the unit in English</li> <li>introduces family terms in Yuwaalaraay and Gamilaraay, eg mother, father, grandmother, grandfather, aunt, uncle, brother, sister, cousin, using example of labelled family tree</li> <li>provides students with a model spoken and written description of family tree using expressions such as ‘This is my ... His/her name is ... I have ... We/He/She live(s) at ...’</li> <li>plays the song ‘We Are One Family’ from <i>We Are Speaking Gamilaraay and Yuwaalaraay</i> book and CD.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>copy teacher example of family tree, mimic teacher’s pronunciation of new vocabulary and brainstorm ideas to deduce meaning from the family tree</li> <li>begin to record a list of new vocabulary</li> <li>draw own or made-up family tree diagram and label with appropriate family terms</li> <li>sing ‘We Are One Family’</li> </ul>	<ul style="list-style-type: none"> <li>identify family members in Yuwaalaraay and Gamilaraay</li> <li>label a family tree with appropriate family terms</li> <li>remember song lyrics</li> </ul>	<ul style="list-style-type: none"> <li>teacher’s oral feedback on pronunciation of new vocabulary</li> <li>teacher observation and oral feedback on family tree diagrams</li> <li>teacher observation and oral feedback on song</li> </ul>

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning	Feedback
<ul style="list-style-type: none"> <li>ways to analyse text structure and locate relevant information in text</li> <li>similarities or differences in structures and features across Aboriginal languages</li> <li>ways to analyse text structure and locate relevant information in text</li> <li>manipulation of known structures for writing in new contexts</li> </ul>	<ul style="list-style-type: none"> <li>identify roles and relationships between participants in text</li> <li>identify similarities or differences in structures and features across Aboriginal languages</li> <li>identify the purpose of texts and distinguish between the main ideas and supporting detail</li> <li>select and incorporate modelled linguistic structures in own writing</li> </ul>	<ul style="list-style-type: none"> <li>distinguish Gamilaraay words from Yuwaalaraay words in the sentences on pp 18–19 of <i>Yaama Maliyaa</i> textbook. Match Gamilaraay/Yuwaalaraay to English sentences and corresponding pictures, eg <i>Regina baawaa/buwadhaa ngay</i>. ‘Regina is my sister.’</li> <li>listen to audio recording of Harry describing his family tree. Read a transcription of the audio recording. Complete listening comprehension activities, eg inserting the missing words</li> <li><b>complete the following assessment for learning activity:</b></li> </ul> <p><b>Write a passage introducing your family by using the vocabulary and grammatical structures you have learnt, eg ‘This is my mother/father ... My/His/Her/Their name(s) are ... I have two brothers/sisters/cousins ... I/He/She/We live(s) in ...’ Write your family description using the models in your textbook and in the description of Harry’s family. The teacher will give oral feedback to assist you with drafts of your writing.</b></p> <ul style="list-style-type: none"> <li>in pairs, practise reading aloud own description of family.</li> </ul> <p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>engages class in discussion of traditional Aboriginal kinship systems, totems, moieties, marriage sections</li> <li>indicates that there are culturally appropriate expressions for particular contexts</li> <li>invites community members to explain the importance of traditional kinship systems</li> </ul>	<ul style="list-style-type: none"> <li>complete matching exercise</li> <li>complete comprehension activities</li> <li>create a written description of family members using some set expressions</li> <li>accurate pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>peer marking of matching exercise</li> <li>peer marking of comprehension activities</li> <li>written feedback from teacher on written description of family members</li> <li>teacher and peer oral feedback on pronunciation</li> </ul>

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning	Feedback
<ul style="list-style-type: none"> <li>the importance of tradition to a sense of cultural identity and diversity within the culture</li> </ul>	<ul style="list-style-type: none"> <li>identify and explain features of traditional and contemporary lifestyle including gender roles, generational and regional difference, origins and place of festivals, routines of family</li> </ul>	<b>Students</b> <ul style="list-style-type: none"> <li>engage in class discussion of traditional kinship patterns</li> <li>read passage (in English) about traditional kinship patterns and answer the comprehension questions on pp 20–21 of <i>Yaama Maliyaa</i> textbook.</li> </ul>	<ul style="list-style-type: none"> <li>engage in class discussion</li> <li>complete comprehension questions accurately</li> </ul>	<ul style="list-style-type: none"> <li>oral feedback from community guest speaker on kinship patterns</li> <li>peer marking of comprehension questions</li> </ul>
<i>Focus 2: Describing present activities</i>				
<ul style="list-style-type: none"> <li>ways in which language and behaviour reflect important aspects of the culture</li> </ul>	<ul style="list-style-type: none"> <li>identify actions and words and phrases in the language that encapsulate aspects of culture</li> </ul>	<b>Teacher</b> <ul style="list-style-type: none"> <li>leads class discussion in English about what people do at the river</li> <li>introduces Yuwaalaraay and Gamilaraay vocabulary for these activities, focusing on verbs, eg swimming, fishing, collecting wood, making a fire, cooking, eating</li> <li>introduces suffixes that make up present continuous verb forms</li> <li>drills class on verbs and the function of the suffixes</li> <li>provides vocabulary consolidation exercises for new verbs and suffixes</li> <li>organises excursion to river; documents using video or photographs</li> <li>introduces questions such as ‘What are you doing?’ and ‘Where is mother?’</li> <li>drills class in forming the questions and answering appropriately using the new vocabulary and verb forms.</li> </ul> <b>Students</b> <ul style="list-style-type: none"> <li>engage in class discussion in English about people’s activities while at the river</li> <li>mimic teacher pronunciation of new vocabulary and continue to record a list of new vocabulary</li> <li>do exercises to consolidate new vocabulary and verb forms, eg matching exercises, charades, bingo and memory games</li> <li>participate in excursion to river</li> </ul>	<ul style="list-style-type: none"> <li>pronounce new vocabulary accurately</li> <li>participate effectively in vocabulary consolidation exercises</li> </ul>	<ul style="list-style-type: none"> <li>teacher observation and oral feedback on pronunciation</li> <li>teacher observation and oral feedback on consolidation exercises</li> </ul>

<b>Students learn about:</b>	<b>Students learn to:</b>	<b>Integrated learning experiences, instruction and assessment</b>	<b>Evidence of learning</b>	<b>Feedback</b>
<ul style="list-style-type: none"> <li>the importance of understanding the intention of the speaker and the context in interpreting meaning</li> <li>manipulation of known structures for speaking in new contexts</li> <li>linguistic features of texts</li> <li>accessing resources and the organisation of relevant structures and vocabulary in planning and constructing text</li> <li>manipulation of known structures for writing in new contexts</li> </ul>	<ul style="list-style-type: none"> <li>identify roles and relationships between participants in text</li> <li>select and incorporate modelled linguistic structures when producing own texts</li> <li>identify specific information</li> <li>use available resources to access structures and vocabulary to build a message</li> <li>select and incorporate modelled linguistic structures in own writing</li> </ul>	<ul style="list-style-type: none"> <li>copy model questions and answers describing people’s activities, eg ‘What are you doing? Where is uncle? He’s cooking bread. Where is sister? She’s swimming in the river. Where is grandfather? He’s catching an echidna.’</li> <li>using photos from class excursion, in pairs, practise asking and answering about people’s activities</li> <li>complete listening task. Students listen to an audio recording in Yuwaalaraay describing people’s activities at the river, and record a summary of the information in a table. The table has three columns – one for recording the family member, one for recording the activity he/she is doing and one for the object of the verb or the location of the activity</li> <li>write a short dialogue using pictures supplied by teacher</li> </ul>	<ul style="list-style-type: none"> <li>accurately copy written models</li> <li>use new vocabulary and suffix orally</li> <li>accurate completion of information in table</li> <li>use new vocabulary and suffix in writing own text</li> <li>questions and answers are grammatically accurate</li> </ul>	<ul style="list-style-type: none"> <li>teacher feedback and peer marking on model questions</li> <li>teacher observation and oral feedback on use of new vocabulary and suffix</li> <li>teacher feedback to whole class by correction on board</li> <li>teacher observation and oral feedback on use of new vocabulary and grammatical structures</li> </ul>

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning	Feedback
<ul style="list-style-type: none"> <li>the importance of logical idea development in constructing text</li> <li>the purpose and context of communication and their influence on the choice of structure, format and vocabulary</li> <li>verbal and nonverbal links with a conversational partner</li> <li>ways of showing that the purpose of communication has been achieved</li> <li>the use of information and communication technologies for communicative purposes</li> </ul>	<ul style="list-style-type: none"> <li>express ideas and provide additional details in a series of linked sentences</li> <li>initiate an interaction, eg by greeting, asking a question</li> <li>maintain social interactions and communicate appropriately in familiar contexts, eg turn-taking</li> <li>conclude an interaction using verbal cues and leave-taking</li> <li>produce original text using information and communication technologies</li> </ul>	<ul style="list-style-type: none"> <li><b>complete the following <i>assessment for learning</i> activity:</b></li> </ul> <p><b>Imagine you and your family are enjoying various activities while camping at the river for the weekend. With a partner, prepare a short conversation between two family members about what everyone is doing. Use your knowledge of questions such as ‘What are you doing?’ and ‘Where is mother?’ and your knowledge of present continuous verbs in order to form the questions and answers in your conversation. Your dialogue should begin with a greeting and end with a farewell.</b></p> <p><b>Rehearse your dialogue by making a number of audio recordings. You and your partner listen to the recording and give each other feedback. You can perform the dialogue for the class.</b></p>	<ul style="list-style-type: none"> <li>apply learnt vocabulary and language structures to the creation of own, coherent text</li> <li>establish and maintain effective communication with a conversational partner</li> <li>speak with accurate pronunciation and intonation</li> </ul>	<ul style="list-style-type: none"> <li>oral feedback from peers and teacher on use of vocabulary, language structures and coherency</li> <li>oral feedback from teacher on use of greeting, questions, answers and farewell</li> <li>oral feedback from teacher on pronunciation and intonation</li> </ul>
<b>Focus 3: Exchanging information about family activities</b>				
		<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>introduces the cartoon story ‘A Day at the River’ (in the <i>Yaama Maliyaa</i> textbook, pp 2–7) and asks students to identify known words and structures</li> <li>asks students to skim and scan to understand the gist and the themes of the text</li> <li>guides students through a close reading of the text to identify new words and phrases</li> <li>leads a class discussion about the meaning of the text</li> <li>provides comprehension questions to check understanding of the text</li> </ul>		

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning	Feedback
<ul style="list-style-type: none"> <li>the structures and features of specific text types in order to interpret key features of the text such as heading, introduction, visual supports</li> <li>the importance of prior knowledge to interpreting meaning in text</li> <li>ways to analyse text structure and locate relevant information in text</li> <li>linguistic features of texts</li> <li>verbal and nonverbal links with a conversational partner</li> </ul>	<ul style="list-style-type: none"> <li>skim and scan written text to predict meaning</li> <li>deduce meaning from context and prior knowledge of the subject matter when reading for gist</li> <li>identify roles and relationships between participants in text</li> <li>identify specific information, eg choose the correct word, identify statements as true or false, answer questions in English or Aboriginal languages</li> <li>maintain social interactions and communicate appropriately in familiar contexts, eg turn-taking</li> </ul>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>skim and scan the text for known words and to gain gist of meaning and themes of the cartoon story 'A Day at the River'</li> <li>use prior knowledge and illustrations to infer meaning</li> <li>copy new words and phrases into exercise book</li> <li>engage in a close reading of the cartoon story, eg identify characters and activities in the text</li> <li>complete comprehension questions for the cartoon story</li> <li>read text aloud in groups of three or four. Practise pronunciation and reading of Gamilaraay/Yuwaalaraay. Each group learns a section of the text by heart and role-play it for the class.</li> </ul>	<ul style="list-style-type: none"> <li>recognise some words in the text and understand the broad meaning and themes in the text</li> <li>participation in class discussion</li> <li>gain a more detailed understanding of the text through closer analysis</li> <li>complete comprehension questions demonstrating a good understanding of the text and new vocabulary</li> <li>convey meaning by reproducing a section of the text with accurate pronunciation, intonation and appropriate turn-taking</li> </ul>	<ul style="list-style-type: none"> <li>teacher and peer discussion and feedback on theme of text</li> <li>teacher and peer discussion and feedback on detailed meaning of text</li> <li>written feedback from teacher on comprehension questions</li> <li>teacher and peer observation and feedback on pronunciation, intonation and appropriate turn-taking</li> </ul>

Focus 4: Recounting past events				
Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning	Feedback
		<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>introduces the idea of recounting a story or telling of past events</li> <li>provides students with two or three sentences in the present continuous and past tenses and asks students to identify the differences in the suffixes</li> <li>introduces students to verbs relevant to a hunting trip in present continuous and past forms, eg go, chase, catch, bite, make, cook, eat</li> <li>has students complete a table of these verbs, showing English, Gamilaraay and Yuwaalaraay verbs in both present continuous and past forms</li> <li>introduces Gamilaraay and Yuwaalaraay names for animals (eg kangaroo, fish, echidna, pig, crayfish, Murray cod, yellowbelly, dog, goanna, turtle, bird) using flashcard pictures and the book and CD <i>We Are Speaking Gamilaraay–Yuwaalaraay</i></li> <li>provides students with a translation exercise using the new language</li> <li>gives students a listening task and comprehension activity</li> <li>asks students to create a pictorial story using pictures from magazines, photos, own illustrations or those found on computer to depict one activity undertaken at a family day at the river.</li> </ul>		



Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning	Feedback
<ul style="list-style-type: none"> <li>specific grammatical concepts that operate across languages</li> <li>similarities or differences in structures and features across Aboriginal languages</li> <li>specific patterns and rules in word construction, word order and sentence structure</li> <li>metalanguage to describe the structures and features of language</li> </ul>	<ul style="list-style-type: none"> <li>recognise that grammatical concepts serve particular functions and represent part of the system of language</li> <li>identify similarities or differences in structures and features across Aboriginal languages</li> <li>identify specific characteristics of the language or languages, eg grammatical structures and features</li> <li>explore grammatical systems to appreciate how languages work, eg identify grammatical terms, word order, tenses</li> </ul>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>identify difference between present continuous and past tense verbs</li> <li>learn past tense forms of a set of verbs appropriate to a hunting trip, eg go, chase, catch, bite, make, cook, eat</li> <li>complete a table of present continuous and past tense verbs in English and Gamilaraay/Yuwaalaraay</li> <li>learn animal names in Gamilaraay and Yuwaalaraay</li> <li>complete a matching activity using English, Gamilaraay and Yuwaalaraay animal names</li> <li>complete translation exercise Gamilaraay/Yuwaalaraay to English sentences and English to Gamilaraay/Yuwaalaraay sentences</li> <li>complete listening activity. Students listen to a short passage describing a past event and fill in relevant details in English and Gamilaraay/Yuwaalaraay</li> <li>create a pictorial story that can be used as the basis for writing a recount. Use pictures from magazines, photos, own illustrations or those found on computer to depict one activity undertaken at a family day at the river</li> </ul>	<ul style="list-style-type: none"> <li>identify the different suffixes for past and present continuous verbs</li> <li>copy new verbs in past tense form</li> <li>complete verb table</li> <li>identify animals in both Gamilaraay and Yuwaalaraay</li> <li>complete matching activity accurately</li> <li>identify the key features of past tense verbs in order to form accurate sentences</li> <li>comprehend the main features of a spoken text and note the form of the verbs in the passage</li> </ul>	<ul style="list-style-type: none"> <li>teacher observation and oral feedback on verb forms</li> <li>teacher and peer feedback on animal identification and matching activity</li> <li>teacher and peer discussion and feedback on use of past tense verbs</li> <li>written feedback from teacher on main features and verb forms in the passage</li> </ul>

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning	Feedback
<ul style="list-style-type: none"> <li>appropriate choices made to achieve communication goals</li> <li>specific patterns and rules in word construction, word order and sentence structure</li> <li>the importance of logical idea development in constructing text</li> <li>the purpose and context of communication and their influence on the choice of structure, format and vocabulary</li> <li>the use of information and communication technologies for communicative purposes</li> </ul>	<ul style="list-style-type: none"> <li>recognise linguistic choices made according to purpose, eg recount</li> <li>identify specific characteristics of the language, eg grammatical structures and features</li> <li>express ideas and provide additional details in a series of linked sentences</li> <li>plan, draft and edit when constructing own text</li> <li>produce original text using information and communication technologies</li> </ul>	<ul style="list-style-type: none"> <li><b>complete the following <i>assessment for learning</i> activity:</b></li> </ul> <p><b>Write a short recount of an activity that occurs while the family is camping at the river for the weekend. Use the verb tables, grammatical structures and model text from this section of the unit of work in order to construct an original written text. Your story should include past tense verbs and have a clear beginning and ending. Use a computer to type your story. The teacher will give oral feedback on drafts of student's writing.</b></p>	<ul style="list-style-type: none"> <li>use of vocabulary learnt in this unit</li> <li>use of past tense verbs</li> </ul>	<ul style="list-style-type: none"> <li>written feedback from teacher on student's use of new vocabulary and past tense verbs</li> </ul>

### 5.1.1 Sample assessment for learning activity: A Family Day at the River

#### Context

This activity is drawn from the unit of work Families and Country which occurs midway through Stage 4. At this point in the unit students have discussed in English possible activities for a family day at the river. They have compared Gamilaraay and Yuwaalaraay vocabulary by making a table of relevant verbs for each language. They have been introduced to the suffixes needed to construct the present continuous tense of these verbs. They have learnt how to ask questions such as ‘What are you doing?’ and ‘Where is mother?’. In pairs, they have practised asking and answering about family members’ activities. They have listened to a model text and written a short dialogue.

#### Outcomes

A student:

- 4.UL.3 establishes and maintains communication in familiar situations
- 4.MLC.1 demonstrates understanding of the importance of correct and appropriate use of language in diverse contexts
- 4.MLC.2 explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of Aboriginal languages
- 4.MBC.2 demonstrates knowledge of the cultures of Aboriginal communities.

#### Description of activity

The students imagine that they are enjoying various activities while camping with their family at the river for the weekend. In pairs, they prepare a short conversation between two family members about what everyone is doing. Students use their knowledge of such questions as ‘What are you doing?’ and ‘Where is mother?’ and their knowledge of present continuous verbs in order to form the questions and answers in their conversation. The dialogue should begin with a greeting and end with a farewell.

Students rehearse their dialogue by making a number of audio recordings. The pairs listen to their recordings and give each other feedback. They can then perform the dialogue for the class.

#### Criteria for assessing learning

(These criteria would normally be communicated to students with the activity.)

Students will be assessed on their ability to:

- establish and maintain communication in a rehearsed dialogue by:
  - selecting and incorporating modelled structures such as question words and present tense verbs with continuous suffixes
  - initiating an interaction using the greeting *yaama?* (how are you?)
  - maintaining the interaction via turn-taking, that is, asking and responding to questions
  - concluding an interaction using expressions for leave-taking
  - recording their dialogue using information and communication technologies
- make linguistic choices that are appropriate to a dialogue by:
  - pronouncing words accurately and using correct stress and intonation
- identify similarities and differences between Gamilaraay and Yuwaalaraay by:
  - making appropriate choices of terms for family members within the dialogue
  - selecting appropriate verb forms: ‘do’ is either *gimbili* (Yuwaalaraay) or *gimubili* (Gamilaraay)
- identify features of contemporary lifestyle by:
  - describing activities that are relevant to local communities.

### **Guidelines for marking**

The following guidelines for marking show one approach to assigning a value to a student's work. Other approaches may be used that better suit the reporting process of the school. Categories, marks, grades, visual representations or individual comments/notations may all be useful.

<b>Range</b>	<b>A student in this range:</b>
High	<ul style="list-style-type: none"><li>• maintains fluent communication in a rehearsed dialogue</li><li>• pronounces words accurately and consistently uses correct stress and intonation</li><li>• selects consistently appropriate family terms and verb forms</li><li>• includes activities that are highly relevant to local communities</li></ul>
Satisfactory	<ul style="list-style-type: none"><li>• maintains communication in a rehearsed dialogue</li><li>• pronounces words accurately and uses largely correct stress and intonation</li><li>• selects appropriate family terms and verb forms</li><li>• includes some activities that are relevant to local communities</li></ul>
Progressing	<ul style="list-style-type: none"><li>• maintains some communication in a rehearsed dialogue</li><li>• pronounces some words accurately</li><li>• selects some appropriate family terms and verb forms</li><li>• includes some activities that may be relevant to local communities.</li></ul>

### **Feedback**

Students will be given oral feedback from peers and then from the teacher about their dialogue.

Teacher comments will inform students about their ability to:

- establish, maintain and conclude communication in a rehearsed dialogue
- pronounce words accurately and use correct stress and intonation
- select appropriate family terms and verb forms
- include activities that are relevant to local communities.

### **Future directions**

Students will be given opportunities to experiment with additional linguistic patterns and structures in a wide range of spoken text types and topics in order to be able to demonstrate their ability to establish and maintain effective communication in familiar situations.

For students who have not been able to demonstrate satisfactory performance in relation to the outcomes, the teacher will be prompted to provide further explicit teaching with a focus on student needs as demonstrated through this work. This should be done in work that incorporates and reinforces these outcomes in different contexts and through different texts and types of texts.

## 5.2 Stage 5 Sample Unit of Work: Gumbaynggirr Land

<b>Learning context:</b> Gumbaynggirr Land	<b>Language group:</b> Gumbaynggirr
<b>Focus:</b> <ul style="list-style-type: none"> <li>investigating local placenames</li> <li>exploring neighbouring languages</li> <li>indicating purpose, location and direction</li> <li>using vocabulary related to place and direction</li> <li>describing a beach scene</li> </ul>	<b>Indicative time:</b> 5 weeks, 4 × 40-minute lessons per week
<p><b>Unit description:</b> The scope of this unit includes learning experiences and instruction that are suitable for Stage 5. Teachers need to select and sequence those activities that are appropriate to their students’ needs, interests and abilities. For example, the level of some of the learning experiences may need to be adapted for students with background knowledge of Gumbaynggirr or for students who may be working with outcomes from other stages.</p> <p>Learning in this unit focuses on developing the knowledge, understanding and skills that will enable students to discuss relationships of people to Gumbaynggirr land and language. Students acquire vocabulary, expressions and language structures within this context. Student activities relate to the <i>learn about</i> and <i>learn to</i> statements and form the basis of the units of work. Students listen, read and respond to texts and learn to incorporate modelled linguistic structures in order to produce a short text.</p> <p><i>Assessment for learning</i> activities are highlighted in <b>bold text</b> throughout the unit. The third <i>assessment for learning</i> activity is modelled in full at the end of this unit.</p>	<p><b>Outcomes that provide a focus for the unit:</b></p> <p>A student:</p> <p><b>5.UL.1</b> selects, summarises and analyses information and ideas in spoken texts and responds appropriately</p> <p><b>5.UL.2</b> selects, summarises and analyses information and ideas in written texts and responds appropriately</p> <p><b>5.UL.4</b> applies basic rules of grammar and manipulates learnt linguistic structures and features of Aboriginal languages</p> <p><b>5.MBC.2</b> identifies and explains aspects of the culture of Aboriginal communities</p> <p><b>5.MLC.2</b> develops the ability to use their linguistic resources to support the study and production of texts in Aboriginal languages</p> <p><b>Outcomes that also contribute to the unit:</b></p> <p><b>5.UL.3</b> uses Aboriginal languages with some flexibility by incorporating new structures and features to express own ideas</p> <p><b>5.MLC.1</b> demonstrates understanding of the nature of languages as systems by describing and comparing linguistic features across languages</p> <p><b>5.MBC.1</b> explores the interdependence of language and culture as manifested in a range of texts and contexts</p>
<p><b>Language functions and structures</b></p> <ul style="list-style-type: none"> <li>Investigating the meanings and origins of local placenames</li> <li>exploring the languages of neighbouring areas</li> <li>indicating purpose and describing location and direction, eg <i>jugida</i> (where at), <i>juway</i> (where to), <i>birraw</i> (north), <i>wanggaan</i> (south), <i>warrii</i> (east, downhill, downstream), <i>gaaba</i> (west, uphill, upstream)</li> <li>using vocabulary and structures related to place and directions</li> <li>describing a scene.</li> </ul>	
<p><b>Resources from Muurrbay Aboriginal Language and Culture Cooperative</b></p> <ul style="list-style-type: none"> <li><i>Gumbaynggirr Language Dictionary</i>. See Gumbaynggirr Language Program Resources in section 6, Useful Resources.</li> <li>Student workbook: <i>Gumbaynggirr Land</i> (includes ‘Birrugan’s Journey South’, ‘The Story of Different Languages and ‘Where You Went’)</li> </ul> <p><b>Other resources</b></p> <p>Wall maps, audio recordings of Gumbaynggirr speakers (including Uncle Harry’s ‘The Story of the Different Languages’), video, community people, written exercises, songs, games, the internet.</p>	

<i>Focus 1: Our land – local placenames and neighbouring languages</i>				
Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning	Feedback
<ul style="list-style-type: none"> <li>cultural attitudes that add meaning to texts</li> <li>the interdependence of land, culture, language and a sense of identity</li> </ul>	<ul style="list-style-type: none"> <li>identify and discuss cultural influences in specific texts</li> <li>reflect on the interdependence of land, culture, language and a sense of identity</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>outlines the communication goals of the unit in English</li> <li>engages students in discussion of local placenames</li> <li>uses a map of the region to introduce Indigenous placenames and has students suggest possible origins</li> <li>provides students with a map of Gumbaynggirr territory.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>discuss local placenames identifying Indigenous placenames that they recognise</li> <li>make a list of Indigenous and introduced placenames identifying similarities and differences in spelling and pronunciation</li> <li>mark Indigenous placenames on a map of the Gumbaynggirr territory.</li> </ul> <p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>provides students with the English version of the story ‘Birrugan’s Journey South’</li> <li>invites community members to talk about the origins of placenames and ancestral heroes</li> <li>arranges an excursion in the local area.</li> </ul>	<ul style="list-style-type: none"> <li>note Indigenous and non-Indigenous names for places and differences in form</li> <li>demonstrate understanding that placenames have evolved by recognising the relationship between Indigenous and non-Indigenous placenames</li> </ul>	<ul style="list-style-type: none"> <li>teacher provides oral feedback on spelling and pronunciation</li> <li>written feedback from teacher on placenames and locations</li> </ul>

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning	Feedback
<ul style="list-style-type: none"> <li>the value of developing respect for and appreciation of other cultures</li> <li>resources available to enhance or promote independent learning</li> </ul>	<ul style="list-style-type: none"> <li>discuss and compare the values and beliefs of diverse cultures</li> <li>develop skills in accessing appropriate additional information to expand and enhance communication, eg dictionaries, wordlists, reference grammars, authentic texts in print and online</li> </ul>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>read ‘Birrugan’s Journey South’ and trace the Dreaming Track on the map</li> <li>engage in discussion with community member about local placenames and ancestral heroes</li> <li>attend an excursion in the local area, tracing Birrugan’s journey, visiting sites of cultural and historical significance and listening to community member’s traditional stories relating to the formation of geographical features visited</li> <li>write a report in English about the excursion</li> <li><b>complete the following <i>assessment for learning</i> activity:</b></li> </ul> <p><b>Prepare a map and other resources in order to talk about local placenames. Students should be able to identify places with both Gumbaynggirr and English names and indicate the locations and meanings of the Gumbaynggirr names. Students should make use of word processing and other technologies in completing this task.</b></p>	<ul style="list-style-type: none"> <li>trace Birrugan’s journey on the map</li> <li>participate in discussion</li> <li>participate in dialogues with community members, complete questionnaire</li> <li>written text covering events of Birrugan’s journey and their significance in relation to the creation of Gumbaynggirr people and land</li> <li>map of the local area and resources to use in presentation</li> <li>knowledge of local Indigenous and non-Indigenous placenames</li> </ul>	<ul style="list-style-type: none"> <li>teacher observation and oral feedback on map details</li> <li>oral feedback from community members on student’s understanding of sites and stories, teacher observation and feedback on answers</li> <li>written feedback from teacher on events and their significance</li> <li>teacher provides oral and written assessment on map and use of word processing and other technologies to make resources</li> </ul>

Focus 2: 'Where you went'				
Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning	Feedback
<ul style="list-style-type: none"> <li>ways in which texts are formatted for particular purposes and effects</li> </ul>	<ul style="list-style-type: none"> <li>explore the way text content is developed and how ideas and information are sequenced</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>guides students through the lyrics of the song 'Where You Went'</li> <li>guides students through a reading of the lyrics to revise vocabulary and sentence structure using suffixes.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>read song lyrics</li> <li>identify known vocabulary and structures and similarities in style from line to line.</li> </ul>	<ul style="list-style-type: none"> <li>identification of known vocabulary and language structures as well as elements of style appropriate to song lyrics</li> </ul>	<ul style="list-style-type: none"> <li>teacher observation with oral and/or written feedback on vocabulary, structures and style</li> </ul>
<ul style="list-style-type: none"> <li>the manipulation of structure, format and choice of vocabulary to achieve specific purposes</li> </ul>	<ul style="list-style-type: none"> <li>select and manipulate particular structures to achieve specific communication goals, eg past tense for recounting, word order for effect</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>introduces allative (movement to) suffix and dative pronoun 'for me', using song lyrics as a text</li> <li>introduces suffixes for location (at, in, on) and purpose (for)</li> <li>provides students with two games to practise using suffixes.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>learn about the form and function of the allative (movement to) suffix and write further examples, using examples from the song text</li> <li>play the game 'Simon Says' with oral instructions given by teacher to put an object in, at or on something (location)</li> </ul>	<ul style="list-style-type: none"> <li>identification of allative (movement to) suffix and understanding how to use with other words in a sentence</li> <li>understanding of the locative suffix in oral instructions given by the teacher</li> <li>identification of vocabulary items and appropriate suffixes</li> </ul>	<ul style="list-style-type: none"> <li>teacher observation and oral feedback on form and purpose of suffix</li> <li>oral feedback from teachers and peers on meaning</li> <li>oral feedback from teachers and peers on vocabulary and suffixes</li> </ul>
<ul style="list-style-type: none"> <li>meaning conveyed in words</li> </ul>	<ul style="list-style-type: none"> <li>analyse ways in which words are constructed, eg how words are modified for different grammatical functions</li> </ul>	<ul style="list-style-type: none"> <li>play card game matching suffixes of location (in, at, on) and purpose (for) with appropriate vocabulary items.</li> </ul>		



Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning	Feedback
<ul style="list-style-type: none"> <li>resources available to enhance or promote independent learning</li> </ul>	<ul style="list-style-type: none"> <li>develop skills in accessing appropriate additional information to expand and enhance communication, eg dictionaries, word lists</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>plays recording of the song ‘Where You Went’</li> <li>leads students in singing the song.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>listen to song ‘Where You Went’</li> <li>sing ‘Where You Went’</li> <li>with a partner, and using the text of the song as a model, as well as word lists, dictionaries and other resources, write another verse for the song and present it to class.</li> </ul> <ul style="list-style-type: none"> <li><b>complete the following <i>assessment for learning</i> activity:</b></li> </ul> <p><b>Complete the written exercises in Gumbaynggirr in the student workbook (p 8). Translate these sentences which include compass points, the dative pronouns ‘for me’ and ‘for you’, and the following suffixes: allative (movement to) and purpose (for).</b></p>	<ul style="list-style-type: none"> <li>correct sentences in Gumbaynggirr using the suffixes</li> <li>understanding of the new language by completing the written exercises in student workbook</li> </ul>	<ul style="list-style-type: none"> <li>oral feedback from teacher and peers on accuracy of sentences</li> <li>written feedback from teacher on accuracy in exercise completion</li> </ul>

*Focus 3: Languages of the area*

		<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>displays maps of local and neighbouring language areas</li> <li>engages students in a discussion in English about neighbouring languages and tells the story of how people were split up into different language groups</li> <li>provides students with the text of ‘The Story of the Different Languages’ and guides students through a reading of the text</li> <li>uses the text of the story to show students the vocabulary and expressions to indicate direction (north, south, east, west, upstream, downstream, uphill, downhill)</li> <li>provides students with a map on which to draw language boundaries.</li> </ul>		
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Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning	Feedback
<ul style="list-style-type: none"> <li>the interdependence of land, culture, language and a sense of identity</li> <li>ways in which texts are constructed for specific purposes</li> <li>ways of identifying relevant details when listening for specific information</li> </ul>	<ul style="list-style-type: none"> <li>reflect on the interdependence of land, culture, language and a sense of identity</li> <li>identify purpose and distinguish between main points and specific and supporting details in text</li> <li>make judgements about the relevance of detail in evaluating text, eg extracting ideas and issues referred to in text</li> </ul>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>observe maps of local and neighbouring areas</li> <li>take part in a class discussion about neighbouring languages and listen to the story of how language groups were formed</li> <li>read ‘The Story of the Different Languages’ in Gumbaynggirr</li> <li>write examples of the vocabulary and expressions used for direction as they occur in the text</li> <li>use the information in the story to mark the neighbouring language boundaries on the map.</li> </ul> <p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>plays audio recording of Uncle Harry speaking in Gumbaynggirr ‘The Story of the Different Languages’</li> <li>provides students with activities to assist with comprehension, eg true/false, short answer questions, cloze activity.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>listen to audio recording of Uncle Harry and make notes of details heard</li> <li>complete comprehension activities such as true/false, short answer, cloze based on the audio story.</li> </ul>	<ul style="list-style-type: none"> <li>active participation in discussion</li> <li>understanding of the main gist of the text</li> <li>internalisation of the new vocabulary</li> <li>language boundaries marked on map</li> <li>identification of main ideas and supporting details in a text and application of understanding to complete a range of exercises</li> </ul>	<ul style="list-style-type: none"> <li>teacher observation and oral feedback on neighbouring languages and their history</li> <li>teacher and peer observation and oral feedback on main ideas, new vocabulary and map boundaries</li> <li>teacher and peer discussion and clarification of details</li> <li>teacher and peer assessment of answers</li> </ul>

Focus 4 Describing a scene				
Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning	Feedback
<ul style="list-style-type: none"> <li>ways of identifying relevant details when listening for specific information</li> <li>the manipulation of structure, format and choice of vocabulary to achieve specific purposes</li> </ul>	<ul style="list-style-type: none"> <li>make judgements about the relevance of detail in evaluating text</li> <li>select and incorporate particular structures to achieve specific purposes, eg past tense for recounting, word order for effect</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>introduces the concept of the ergative ('doer to') suffix using example sentences</li> <li>introduces and explains the four possible forms of the suffix (ie <i>-bu</i>, <i>-du</i>, <i>-gu</i>, <i>-ju</i>)</li> <li>provides written exercises to practise the suffix</li> <li>reads aloud sentences containing the suffixes used in this unit. Has students draw pictures of people, birds and animals onto a river scene to represent the meaning of each sentence</li> <li>leads discussion on traditional coastal activities</li> <li>sets assessment activity.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>copy example sentences containing ergative suffixes provided by the teacher into their exercise books</li> <li>complete written exercises on p 9 of their workbooks to practise the ergative suffix</li> <li>listen as the teacher reads aloud sentences using the suffixes and draw onto a river scene pictures of people, birds and animals according to the meaning of each sentence</li> <li>participate in discussion on traditional coastal activities</li> <li><b>complete the following assessment for learning activity:</b></li> </ul> <p><b>Look at the picture of the beach scene. Add elements of a traditional or contemporary beach scene, eg draw extra people, birds or animals. Write a paragraph in Gumbaynggirr describing what is happening in the scene. In your description use the suffixes that show location, purpose and the ergative ('doer to') of an activity. Use your dictionary/word list and workbook to check Gumbaynggirr words and grammar. Use a computer to present your work.</b></p>	<ul style="list-style-type: none"> <li>accuracy of students' responses</li> <li>appropriate drawings</li> <li>level of participation in discussion</li> </ul>	<ul style="list-style-type: none"> <li>teacher's oral feedback on structures</li> <li>teacher's oral feedback on drawings and activities</li> </ul>

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning	Feedback
		<b>Students</b> <ul style="list-style-type: none"> <li>• compile their descriptions into one book</li> <li>• bind the book and make a cover</li> <li>• rehearse orally presenting their descriptions</li> <li>• present the book orally to a younger class in the school</li> <li>• each student takes a copy of the book back to their family.</li> </ul>	<ul style="list-style-type: none"> <li>• compilation and presentation of the book.</li> </ul>	<ul style="list-style-type: none"> <li>• teacher's written feedback on vocabulary, structures, performance and presentation.</li> </ul>

### **5.2.1 Sample assessment for learning activity: Describing a Beach Scene**

#### **Context**

This activity is drawn from a unit of work, Gumbaynggirr Land, which occurs midway through Stage 5. At this point in the unit of work, students have been introduced to the ergative (doer to) suffix and its four different forms. They have copied example sentences containing the ergative (doer to) suffix and have practised using the suffix in written exercises. They have listened to sentences that use the suffix and drawn pictures to indicate their comprehension/understanding.

#### **Outcomes**

A student:

- 5.UL.4 applies basic rules of grammar and manipulates learnt linguistic structures and features of Aboriginal languages
- 5.MLC.2 develops the ability to use their linguistic resources to support the study and production of texts in Aboriginal languages
- 5.MBC.2 identifies and explains representations of the cultures of Aboriginal communities.

#### **Description of activity**

Students look at the picture of the beach scene. They add to the picture incorporating elements of a traditional or contemporary scene, eg draw extra people, birds or animals. They write a paragraph in Gumbaynggirr describing what is happening in the scene. In their description, students use nouns with ergative (doer to), location (in, at, on) and purpose (for) suffixes. They can refer to the dictionary/word list and workbook to check Gumbaynggirr words and grammar. Students use information and communication technologies to present their work.

The class compiles their descriptions into one book; they bind and design a cover for it. Students rehearse and then read their descriptions from the book for a younger class in the school. Each student takes a copy of the book back to their family.

#### **Criteria for assessing learning**

(These criteria would normally be communicated to students with the activity.)

Students will be assessed on their ability to:

- communicate competently in writing by:
  - selecting and incorporating new vocabulary and modelled structures, ie nouns with ergative (doer to), location (in, at, on) and purpose (for) suffixes
  - accessing supplementary information from reference materials, eg dictionaries, textbooks and grammars
  - using information and communication technologies to create their own text
- demonstrate their knowledge and understanding of language revival by:
  - producing an original text that contributes to Gumbaynggirr language resources
  - making accurate linguistic choices when constructing and editing text
- demonstrate their knowledge and understanding of local communities by:
  - identifying and describing features of lifestyle, roles and routines.

### **Guidelines for marking**

The following guidelines for marking show one approach to assigning a value to a student's work. Other approaches may be used that better suit the reporting process of the school. Categories, marks, grades, visual representations or individual comments/notations may all be useful.

<b>Range</b>	<b>A student in this range:</b>
11–15 (High)	<ul style="list-style-type: none"><li>• communicates highly competently by writing a description using a range of appropriate vocabulary and structures</li><li>• makes highly accurate linguistic choices to construct, edit and produce an original text in Gumbaynggirr</li><li>• demonstrates extensive knowledge and understanding of the culture of local communities</li></ul>
6–10 (Satisfactory)	<ul style="list-style-type: none"><li>• communicates competently by writing a description using a range of appropriate vocabulary and structures</li><li>• makes accurate linguistic choices to construct, edit and produce an original text in Gumbaynggirr</li><li>• demonstrates a sound knowledge and understanding of the culture of local communities</li></ul>
1–5 (Progressing)	<ul style="list-style-type: none"><li>• communicates by writing a description in simple sentences</li><li>• makes some linguistic choices to construct, edit and produce a text in Gumbaynggirr, with teacher guidance</li><li>• demonstrates some understanding of the culture of local communities.</li></ul>

### **Feedback**

Students will be given oral feedback from peers and teacher as they produce drafts of their text. The teacher will then provide written feedback on their final copy. Teacher comments will inform students about their ability to:

- communicate competently in writing by using new vocabulary and modelled structures; accessing supplementary information from reference materials; and using information and communication technologies
- demonstrate their understanding of, and contribute to language revival by making, accurate linguistic choices in their production of an original Gumbaynggirr text
- demonstrate their knowledge and understanding of local communities by describing lifestyle, roles and routines.

### **Future directions**

Students will be given opportunities to experiment with additional linguistic patterns and structures in a wide range of text types and topics in order to be able to demonstrate their ability to express their own ideas in writing.

For students who have not been able to demonstrate satisfactory performance in relation to the outcomes, the teacher will be prompted to further explicit teaching with a focus on student needs. This should be done in work that incorporates and reinforces these outcomes in different contexts and through different texts and types of texts.

## 6 Useful Resources

In many language programs across NSW people have been working for many years to design and develop teaching and learning materials. The list of resources below is not exhaustive. It is a suggested starting point for communities wishing to begin or continue the process of revitalising their languages and for schools wishing to support community-based language revitalisation programs. Although many of the resources listed here are language-specific, they also contain ideas that can be adapted by schools and communities wishing to establish or enhance their resource base. The criteria used in compiling the list below is that the items are useful and practical, and easy for schools and communities to access.

### Advice on Community Consultation

Board of Studies NSW, 2001, *Working with Aboriginal Communities: A Guide to Community Consultation and Protocols*.

This booklet can be freely downloaded from [http://www.boardofstudies.nsw.edu.au/aboriginal\\_research/pdf\\_doc/work\\_aborig\\_comm.pdf](http://www.boardofstudies.nsw.edu.au/aboriginal_research/pdf_doc/work_aborig_comm.pdf)

Lowe, Kevin, 2001, 'The Need for Community Consultation to Assist in the Development of Language Programs in Schools', in *Voice of the Land*, newsletter of FATSIL Aboriginal and Torres Strait Islander Corporation of Languages.

This 12-page article can be freely downloaded from <http://www.fatsil.org/papers/research/lowe-1.htm>

### Language Teaching Ideas and Methodology

Berry, C, 1989, *Voice and the Actor*, Virgin, London.

Boal, A, 1992, *Games for Actors and Non-Actors*, Routledge, London.

Doughty, C & Williams, J (eds), 1998, *Focus on Form in Classroom Second Language Acquisition*, Cambridge University Press, Cambridge.

Hatch, E & Brown, C, 1995, *Vocabulary, Semantics and Language Education*, Cambridge University Press, Cambridge.

Hill, Susan & Hill, T, 1990, *The Collaborative Classroom: A Guide to Cooperative Learning*. Melbourne: Eleanor Curtain Publishing

Klippel, F, 1993, *Keep Talking, Communicative Fluency Activities for Language Teaching*, Cambridge University Press, Cambridge.

Lightbown, P M & Spada, N, 1993, *How Languages Are Learned*, Oxford University Press, Oxford.

Lynch, B K, 1996, *Language Program Evaluation: Theory and Practice*, Cambridge University Press, Cambridge.

Nunan, D, 1991, *Language Teaching Methodology: a Textbook for Teachers*, Prentice Hall, Hemel Hempstead.

Wright, A, 1989, *Pictures for Language Learning*, Cambridge University Press, Cambridge.

Wright, A, Betteridge, D & Buckby, M, 1984, *Games for Language Learning*, 2nd edn, Cambridge University Press, Cambridge.

The books above, and others on second language acquisition and practical classroom strategies for communicative language teaching, may be available at Abbey's Bookshop, 131 York Street, Sydney, Tel: (02) 9264 3111, or Bridge Bookshop, 10 Grafton Street, Chippendale, Tel: (02) 9211 1660, or online at <http://www.languageint.com.au> (viewed 1 Oct 2003).

## **Australia-wide**

Australian Institute of Aboriginal and Torres Strait Islander Studies, *Archives and Production*, <http://www.aiatsis.gov.au/archprod/index.htm> (viewed 1 Oct 2003).

Communities can find sources available for the revitalisation of their languages by searching MURA, the online catalogue.

Australian Institute of Aboriginal and Torres Strait Islander Studies, *ASEDA: the Aboriginal Studies Electronic Data Archive*, <http://coombs.anu.edu.au/SpecialProj/ASEDA> (viewed 1 Oct 2003).

This contains computer-based (digital) material about Australian Indigenous languages.

Communities can search the online catalogue to find sources available in electronic form for the revitalisation of their languages.

Carrington, Lois & Geraldine Triffitt, 1999, *OZBIB: A linguistic bibliography of Aboriginal Australia and the Torres Strait Islands*, Australian National University, Canberra.

A comprehensive bibliography of published works and theses about Australian Indigenous languages. The book includes a languages index that communities would find useful for establishing what sources exist to assist in the revival of their language(s). Can be purchased online at <http://pacling.anu.edu.au/index.html> (viewed 1 Oct 2003).

Approximate cost: \$40.

FATSIL Aboriginal and Torres Strait Islander Corporation of Languages, <http://www.fatsil.org/> (viewed 1 Oct 2003).

FATSIL is the national body for community-based Indigenous language programs in Australia. From the FATSIL website you can subscribe to the free quarterly FATSIL newsletter 'Voice of the Land'. The FATSIL site has an online directory of Aboriginal and Torres Strait Island language programs which are serviced by a network of language centres operating across Australia. The FATSIL site also includes a 'Language of the Month' series that features various languages around Australia. 'Language of the Month' articles that feature NSW languages can be found at:

- <http://www.fatsil.org/LOTM/jan98.htm> (Ngiyampaa)
- <http://www.fatsil.org/LOTM/oct99.htm> (Yorta Yorta – a NSW-Victorian language)
- <http://www.fatsil.org/LOTM/dec96.htm> (Gumbaynggirr).

Hartman, Deborah & Henderson, John (eds), 1994, *Aboriginal Languages in Education*, IAD Press, Alice Springs.

Descriptions of Aboriginal language programs in schools in Northern Territory, Queensland, Western Australia and South Australia. Has a useful forward by Veronica Dobson. Out of print but available in good libraries.

Horton, David (ed), 1994, *The Encyclopaedia of Aboriginal Australia* and *Aboriginal Australia Wall Map*, Aboriginal Studies Press, Canberra.

Available from Customer Service, Aboriginal Studies Press, AIATSIS, GPO Box 553, Canberra 2601 Fax: (02) 6249 7310 Email: [sales@aiatsis.gov.au](mailto:sales@aiatsis.gov.au) Website:

[http://www.aiatsis.gov.au/archprod/aspc/rasp/frameset\\_frame.htm](http://www.aiatsis.gov.au/archprod/aspc/rasp/frameset_frame.htm) (viewed 1 Oct 2003).

Approximate cost \$140 for the encyclopaedia and \$28 for the map. The encyclopaedia is also available on CD-ROM.



Nathan, David (ed), *Virtual Library of Aboriginal Languages of Australia*,  
<http://www.dnathan.com/VL/austLang.htm> (viewed 1 Oct 2003).

This site has links to many other sites where you can find information and resources about many languages of Australia. The links are organised according to type of source (eg dictionaries), languages (an alphabetically ordered list) and state/territory.

Nathan, David, *Language support with I.T.: not a high wire act*, paper presented at *Learning I.T. Together*, Brisbane, April 1999.

Good ideas about using information technology to support language revival and maintenance. Includes a description of an electronic cartoon format that can be used to construct language support materials. This paper can be freely downloaded from  
<http://www.it.usyd.edu.au/~djn/papers/NotHighWire.htm> (viewed 1 Oct 2003).

Thieberger, Nicholas (ed), 1995, *Paper and Talk: a manual for reconstituting materials in Australian Indigenous languages from historical sources*, Aboriginal Studies Press, Canberra.

A concise guide to the complicated issues of language reconstruction. Approximate cost \$25. This book is available from Customer Service, Aboriginal Studies Press, AIATSIS, GPO Box 553, Canberra 2601 Fax: (02) 6249 7310 Email: [sales@aiatsis.gov.au](mailto:sales@aiatsis.gov.au) Online:  
[http://www.aiatsis.gov.au/archprod/aspc/rasp/frameset\\_frame.htm](http://www.aiatsis.gov.au/archprod/aspc/rasp/frameset_frame.htm)

Tindale, Norman, 1974, *Tribal Boundaries in Aboriginal Australia*, South Australian Museum,  
<http://www.samuseum.sa.gov.au/tindale> (viewed 1 Oct 2003).

This is a map of language groups across Australia.

Walsh, Michael & Yallop, Colin (eds), 1993, *Language and Culture in Aboriginal Australia*, Aboriginal Studies Press, Canberra.

Available from Customer Service, Aboriginal Studies Press, AIATSIS, GPO Box 553, Canberra 2601 Fax: (02) 6249 7310 Email: [sales@aiatsis.gov.au](mailto:sales@aiatsis.gov.au) Online:  
[http://www.aiatsis.gov.au/archprod/aspc/rasp/frameset\\_frame.htm](http://www.aiatsis.gov.au/archprod/aspc/rasp/frameset_frame.htm) Approximate cost \$30.

## **New South Wales**

Aboriginal Hunter Gateway website, <http://www.aboriginalhunter.com> (viewed 1 Oct 2003).

Includes information about culture and heritage, protocols, business and services. There is an introduction to the local Aboriginal languages (Wonnarua, Awabakal, Darkinjini) and some word lists by semantic domain.

Ash, Anna, 2003, *Language: a Door to Culture: A Strategic Approach to the Revival of Aboriginal Languages in ATSIC's Many Rivers Region*, ATSIC Coffs Harbour.

Available from Steve White, Deputy Regional Manager, Aboriginal and Torres Strait Islander Services, Coffs Harbour Regional Office.  
Tel: (02) 6648 5802 Fax: (02) 66485888 Email <[Stephen.White@atsis.gov.au](mailto:Stephen.White@atsis.gov.au)>

Austin, Peter & Nathan, David, 1988, *Kamilaroi/Gamilaraay Web Dictionary*,  
<http://coombs.anu.edu.au/WWWVLPages/AborigPages/LANG/GAMDICT/GAMDICT.HTM>

An online dictionary with a search function, English and Gamilaraay finderlists, thesaurus and grammatical information.

Board of Studies NSW, 1995, *Gami's Place*.

Children's story in Gumbaynggirr and English, with audio recording, this book is part of the *Aboriginal Literacy Resource Kit* and can be purchased from <http://shop.bos.nsw.edu.au>

Board of Studies NSW, 1995, *My Body*.

*My Body* is a simple picture book about the human body, written in English and Gamilaroi by students from Redfern Primary School. It is one title in the *Big Mob Books for Little Fullas Emergent Readers Kit* and can be purchased from <http://shop.bos.nsw.edu.au>

Board of Studies NSW, 1995, *My Place*.

A bilingual reader and big book in Gumbaynggirr and English, *My Place* is one title in the *Big Mob Books for Little Fullas Emergent Readers Kit* and can be purchased from:

<http://shop.bos.nsw.edu.au>. Also, the Gumbaynggirr text with English translation and an audio recording is freely available at [http://www.bosnsw-k6.nsw.edu.au/linkages/IntegratedUnits/aboriginal/myplace\\_init.html](http://www.bosnsw-k6.nsw.edu.au/linkages/IntegratedUnits/aboriginal/myplace_init.html) (viewed 1 Oct 2003).

Board of Studies NSW, 1998, *NSW Aboriginal Languages Interim Framework K–10*.

The Interim Framework has now been replaced by the new *Aboriginal Languages K–10 Syllabus* but the Interim Framework still contains useful ideas and contacts. Can be freely downloaded from [http://www.boardofstudies.nsw.edu.au/aboriginal\\_research/index.html#language\\_b](http://www.boardofstudies.nsw.edu.au/aboriginal_research/index.html#language_b) (viewed 1 Oct 2003).

Board of Studies NSW, 2000, *Teaching Aboriginal Languages Case Studies*.

A book that describes several Aboriginal languages programs in NSW and how they operate. Can be freely downloaded from

[http://www.boardofstudies.nsw.edu.au/aboriginal\\_research/index.html#language\\_a](http://www.boardofstudies.nsw.edu.au/aboriginal_research/index.html#language_a) (viewed 1 Oct 2003).

Board of Studies NSW, 2003, *Aboriginal Languages K–10 Syllabus*.

Available from Board of Studies NSW, Tel: (02) 9367 8111 or online at <http://www.boardofstudies.nsw.edu.au>

Brewarrina Language Program, 1997, *Brewarrina's Aboriginal Language Program*, Ronin Films, Canberra.

A 30-minute video about the language program at Brewarrina Central School. Can be borrowed from State Equity Centre, Equity Resource Library, 11–13 Swanson St, Erskineville, Sydney, NSW 2043. Tel: (02) 9582 5860 Fax: 9550 2874 Email: [sydney.equity@det.nsw.edu.au](mailto:sydney.equity@det.nsw.edu.au)  
Website: <http://www.equityresourcelibrary.det.nsw.edu.au>

Bundjalung Language Program Resources, (in preparation), *Bundjalung Language Kit*.

For details on the progress of the development of this kit contact

The Ngulling-gah Wundardun, Bundjalung Language, Culture and Heritage Centre, 26–28 Oak Ave, Casino NSW 2470, Tel: (02) 6662 5864  
Email: Michelle Torrens <[mtorrens@kooee.com.au](mailto:mtorrens@kooee.com.au)>

Department of Education NSW, 1999, *Talkin' Language: The revival and maintenance of Aboriginal Languages in New South Wales*.

A 30-minute video and booklet featuring language programs in four schools in NSW: the Paarkantji language program at Wilcannia Central School, the Dhungutti and Gumbaynggirr language program at Green Hill Public School, the Gumbaynggirr language program at Bowraville Central School and the Githabal language program at Woodenbong Central School. Can be borrowed from State Equity Centre, Equity Resource Library, 11–13 Swanson St, Erskineville, Sydney, NSW 2043. Tel: (02) 9582 5860 Fax: 9550 2874 Email: [sydney.equity@det.nsw.edu.au](mailto:sydney.equity@det.nsw.edu.au)  
Website: <http://www.equityresourcelibrary.det.nsw.edu.au>

Hosking, Dianne, Lonsdale, Tony, Troy, Jaky & Walsh, Michael, 2000, *Strong Language Strong Culture: New South Wales Strategic Language Study: Final Report and Strategy Action Plan*, K Palmer (ed), prepared for ATSIC by AIATSIS.

Walsh, Michael, 2002, *Teaching NSW's Indigenous Languages: Lessons from Elsewhere*.

This 25-page article can be freely downloaded from [http://www.boardofstudies.nsw.edu.au/aboriginal\\_research/pdf\\_doc/teach\\_indig\\_lang\\_nsw\\_walsh.doc](http://www.boardofstudies.nsw.edu.au/aboriginal_research/pdf_doc/teach_indig_lang_nsw_walsh.doc) (viewed 1 Oct 2003).

## Dharawal Language Resource

Dharawal website: <http://www.lesbursil.da.ru>

Includes a word list arranged by semantic domain.

## Gamilaraay-Yuwaalaraay Language Program Resources

Much of the material for the two languages has been combined because there is much in common, and because combining the material results in a considerably greater set of words and grammar. The material in the resources below is copyright but most of it can be reproduced free of charge by Aboriginal people and groups for their own non-commercial use. Uncle Ted Fields is the main elder associated with the program, the language workers are John Brown and Karen Flick and John Giacon is the teacher-linguist.

- *Yaama Maliyaa – a High School Text Book* by Marianne Betts and John Giacon. This was produced as a resource for a 100-hour LOTE course taught at Walgett High School. \$25
- *Gamilaraay, Yuwaalaraay, Yuwaalayaay Dictionary* (2003) Compiled by Anna Ash, John Giacon and Amanda Lissarrague. Alice Springs: Institute for Aboriginal Development Press. Available from Abbey's Bookshop, Sydney, Tel: (02) 9264 3111, or IAD Press Tel: (08) 8951 1334. \$40
- *Yuwaalayaay – Language of the Narran River*. Material by Ian Sim, edited by John Giacon. This contains material collected around Goodooga in the 1950s by Ian Sim, edited in 1997. It has many words and also cultural and grammatical information. \$20
- *We are speaking Gamilaraay and Yuwaalaraay: Gamilaraay-Yuwaalaraay Guwaaldanha Ngiyani*. This introductory book contains 100 words with illustrations. The accompanying CD gives the pronunciation of the words, and four songs in Gamilaraay-Yuwaalaraay. \$25
- *Yugal*. CD of songs and accompanying song booklet. Available in 2004.

The resources above are available from:

Abbey's Bookshop, 131 York St, Sydney, Tel: (02) 9264 3111

Narnia Bookshop, 352 Peel St, Tamworth NSW 2340, Tel: 1800 048 955, (02) 6766 4420

Fax: (02) 6766 1058

Email: <narniabk@tpg.com.au>

Yuwaalaraay Language Program, ABN 25 798 114 829

St Joseph's, PO Box 125,

Walgett NSW 2832

Tel: (02) 6828 1060 Fax: (02) 6828 1591

Email: John Giacon <jgiacon@ozemail.com.au>

- *Gaay Yuwaalaraay*. This is a CD that contains more than 100 words and more than 100 phrases selected from the tapes of Fred Reece and Arthur Dodd, and will help with the pronunciation of Gamilaraay – Yuwaalaraay. It is accompanied by a list of the words and phrases. Available from the Yuwaalaraay Language program, \$12 or \$15 posted.
- Learn Yuwaalaraay website: *Gaay Yuwaalaraay Winanga-li-gu*, <http://www.yuwaalaraay.org/home.htm> (viewed 1 Oct 2003). Online word lists are organised into nine categories – adjectives, birds, body parts, food, mammals, other animals, people, plants, songs. Each category has sound files to guide pronunciation.

## Gumbaynggirr Language Program Resources

- Muurrbay Aboriginal Language and Culture Cooperative, 2001, *A Gumbaynggirr Language Dictionary: Gumbaynggirr Bijaarr Jandaygam*, Aboriginal Studies Press, Canberra. (Approximate cost: \$25)

- Muurrbay Aboriginal Language and Culture Cooperative, a set of teaching modules including *Gumbaynggirr Land* (includes ‘Birrugan’s Journey South’ and ‘The Story of the Different Languages’); *Gumbaynggirr Land, People, Language; Body Parts, Local Foods and Medicines; Yuludarra Dreaming; Daily Life in Customary Gumbaynggirr Society; Geography of Gumbaynggirr Clans and Neighbouring Tribes; Gumbaynggirr Kinship System and Goorie Family Structure; Comparative Structure of Native Languages; Stories; Fun and Games; Conversations*.
- Tapes and a wide range of other resources for children and adult students of various age and stage levels.

For details on the resources above contact:

Muurrbay Aboriginal Language and Culture Cooperative

465 Bellwood Rd, Bellwood NSW 2447

Tel: (02) 6569 4294

Fax: (02) 6569 4295

Email: <muurrbay@tsn.cc>

### **Paakintyi Language Resources**

Hercus, Luise & Nathan, David, 2002, *Paakintyi CD-ROM*, ATSIC, Canberra.

Contains more than 600 original sound recordings and interactive language teaching-learning activities. Available from the Australian Institute of Aboriginal and Torres Strait Islander Studies, GPO Box 553, ACT 2601 Tel: (02) 6246 1111 Fax: (02) 6261 4285.

### **Wiradjuri Language Program Resources**

- *Wiradjuri Language – How it works*  
A grammar in everyday English. Outlines the basic structures of Wiradjuri in non-technical language that can be simply understood. (A4 book of 44 pages. A handbook for teachers and secondary students.)
- *Learning Wiradjuri Book 1: Place and Direction*  
A series of five graded learning units which introduce the basic structures of Wiradjuri. The 72 words of vocabulary are used in more than 45 pages of practice sentences and activities.
- *Learning Wiradjuri Book 2: About Actions*  
A series of five graded learning units which introduce more advanced structures of Wiradjuri such as the ergative suffix and various verb forms.
- *Wiradjuri Language Songs for Children*  
Six action songs with English translations. A fun way of learning language basics. Concentrates on the same basic language structures as the five learning units. Melody line with guitar chords incorporated into well-illustrated book.
- *Wiradjuri Language Colouring-in Books 1 and 2*  
For younger children. Each book has 10 line drawings for colouring or project activities. Each page has a picture, its name and a single sentence in Wiradjuri plus an English translation. Each book includes a list of all the words used.
- *Wiradjuri Language Learn to Draw Books 1 and 2*  
For older children. Each book has 12 line drawings. These books use the well-tried method of teaching drawing skills by copying graphed drawings to a graphed page. Each picture has its name and a single sentence in Wiradjuri plus an English translation. Each book includes a list of all the words used.
- *Black Line Masters*  
Developed for schools and classroom use, the black line masters have limited copyright enabling teachers to produce their own photocopied materials.
- *Introducing Wiradjuri Sentences*  
Includes the sentences written down by the early researchers: C Richards, Archdeacon Günther and Horatio Hale. Sentences are written in the current spelling system with interlinear and English translation. They are a good source of idiomatic expressions and some cultural information.

The resources above are available from:  
Wiradjuri Language Development Project  
11 Robinson St, O'Connor ACT 2615  
Stan Grant (Snr) Ph and fax: (02) 6257 9152  
Dr John Rudder Ph: (02) 6248 8460  
Email: [jtr@rosella.apana.org.au](mailto:jtr@rosella.apana.org.au)

All of the Wiradjuri Language Program resources were written by Stan Grant Snr and Dr John Rudder and are published in Canberra by Restoration House.

### **Yaygirr/Yaegl Language Program Resources**

Yaegl Indigenous Language Program website is at <http://jane.fearby.com/yaegl/index.html> (viewed 1 Oct 2003).

### **Northern Territory**

Kral, Inge, Dobson, Veronica & Jackson, Noel, 1999, *Arrernte Curriculum Year 7/8 – General Information and Arrernte Curriculum Yr 7 and Arrernte Curriculum Yr 8*, Institute for Aboriginal Development Press, Alice Springs.

These titles are for first and second language maintenance rather than a language revival program but do contain useful ideas for activity-based and communication-based language learning, and ideas for worksheets. Available: Coordinator, Curriculum Development Unit, PO Box 2531, Alice Springs, NT 0870 Tel: (08) 8951 1322

Hoogenraad, Robert, 2002, *Language and Culture Programs in NSW: The View from Central Australia*. A 15-page article that can be freely downloaded from [http://www.boardofstudies.nsw.edu.au/aboriginal\\_research/pdf\\_doc/lang\\_cult\\_nsw\\_hoogenraad.doc](http://www.boardofstudies.nsw.edu.au/aboriginal_research/pdf_doc/lang_cult_nsw_hoogenraad.doc) (viewed 1 Oct 2003).

### **South Australia**

Amery, Rob, 2002, *Indigenous Language Programs in South Australian Schools: Issues, Dilemmas and Solutions*.

An 18-page article that can be freely downloaded from [http://www.boardofstudies.nsw.edu.au/aboriginal\\_research/pdf\\_doc/indig\\_lang\\_sa\\_amery.doc](http://www.boardofstudies.nsw.edu.au/aboriginal_research/pdf_doc/indig_lang_sa_amery.doc) (viewed 1 Oct 2003).

Amery, Rob 2000, *Warrabarna Kurna! Reclaiming an Australian Language*, Swets & Zeitlinger Publishers, Lisse, The Netherlands.

A book about Kurna people working together with linguists and educators on the reclamation and teaching of Kurna, the language of Adelaide and the Adelaide Plains. Approximate cost: US\$70. Can be purchased online at <http://www.szp.swets.nl/szp/frameset.htm> (viewed 1 Oct 2003).

Department for Education and Children's Services South Australia, 1996, *Living Languages: Warranna Purrana, Pa:mpi Tungarar*.

A 33-minute video featuring the Kurna language reclamation program and the Ngarrindjerri language revitalisation program, interviews with teachers, language learners and speakers, linguists, parents and students. Approximate cost: \$55. Available: Curriculum Corporation, Tel: 1800 337 405, <http://www.curriculum.edu.au> (viewed 1 Oct 2003).

Department of Education, Training and Employment South Australia, 1998, *Reviving Languages: Warranna Purruuttiappendi, Tumbelin Tungarar: Renewal and Reclamation Programs for Indigenous Languages in Schools*, Curriculum Resources Unit DETE, South Australia.

A book describing case studies of language reclamation and language renewal programs in South Australia, including practical advice on programming and teaching, activities and units of work. Approximate cost \$33. Available: Curriculum Corporation, Tel: 1800 337 405, <http://www.curriculum.edu.au> (viewed 1 Oct 2003).

Kaurna Warra, <http://kaurna.tripod.com/index.html> (viewed 22 Sept 2003).

Kaurna to English and English to Kaurna wordlists. Also some background information about the Kaurna language.

Senior Secondary Assessment Board of South Australia, 1996, *Australia's Indigenous Languages in Practice*, SSABSA, Wayville, SA.

Outlines a number of language program types (first language maintenance, second language maintenance, language revival, language revitalisation, language renewal, language reclamation and language awareness), contains sample units of work, suggested classroom activities and assessment tasks. Approximate cost \$40.

## **Victoria**

Bowe, Heather, Peeler, Lois & Atkinson, Sharon, 1997, *Yorta Yorta Language Heritage*, Department of Linguistics, Monash University, Melbourne.

A grammar and dictionary of Yorta Yorta, a language group that spans the NSW–Victoria border. The book also contains details of the Yorta Yorta language revival project. Approximate cost: \$50. Available from: Dr Heather Bowe, Department of Linguistics, PO Box 11A, Monash University, Clayton Campus, Vic 3800 Tel: (03) 9905 2293 Fax: (03) 9905 2294 E-mail: Heather Bowe <[heather.bowe@arts.monash.edu.au](mailto:heather.bowe@arts.monash.edu.au)>

Victorian Aboriginal Corporation for Languages, <http://www.vaclang.org.au/> (viewed 1 Oct 2003)

The VACL is responsible for coordinating community language programs in Victoria. The site includes contact details for language programs, a language map, placenames database and information about the 'Flora and Fauna Names of Victoria Report'.

## **Western Australia**

Western Australia Department of Education, 1996, *Aboriginal Languages Resource File*.

Contains a set of A4-sized black and white line drawings useful for teaching various languages and several suggestions for how to use the pictures in language learning lessons. Themes covered by the pictures include nature walk, animals, colours, body parts, actions, bush foods, the river, trees, seasons, day and night, family and relatives.

Western Australia Ministry of Education, 1992, *Framework for the Teaching of Aboriginal Languages in Primary Schools*, Ministry of Education and Commonwealth Department of Employment Education and Training, WA.

Contains practical advice and ideas related to setting up school language programs in Aboriginal languages, assessment, teaching strategies, units of work, resources and references.

Western Australia Department of Education and Desert Pictures, 1996, *Living Languages*, Education Department of WA and Desert Pictures, WA.

A 25-minute video that contains practical advice and classroom ideas related to school language programs for languages with full speakers and semi-speakers as well as programs for language revival.

For further details on the above three publications, see:

<http://www.eddept.wa.edu.au/lote/Teachers/cont5.htm> (viewed 1 Oct 2003).

All three are available from:

Aboriginal Languages Curriculum Officer

Kimberley, Pilbara and Goldfields Districts

Kimberley Education Office Box 2142 Broome WA 6725

Tel: (08) 9192 811, Fax: (08) 9193 6718

Email: Lola Jones <lola.jones@eddept.wa.edu.au>

## **International**

First People's Cultural Foundation, Canada, *First Voices*, <http://www.fpcf.ca/lang-firstvoices.html> (viewed 1 Oct 2003).

This site includes the First Voices' language archive tool and is still under construction. In the section 'Learn a Language' there is information about two Indigenous languages of Canada, including an alphabet, wordlist and some useful phrases. There are translations, definitions, sounds, images and video. Through this archive, Indigenous communities in Canada are documenting their languages and managing their language resources.

Foundation for Endangered Languages, <http://www.ogmios.org/home.htm> (viewed 1 Oct 2003).

The aims of the Foundation include 'to raise awareness of endangered languages, both inside and outside the communities where they are spoken'. The Foundation holds annual conferences, has a free online newsletter and awards small grants.

Hinton, Leanne & Hale, Ken (eds), 2001, *The Green Book of Language Revitalization in Practice*, Academic Press, New York.

A collection of 33 short papers written by people actively involved in the revitalisation of Indigenous languages in various countries around the world. Practical approaches, techniques and strategies are described. This book can be purchased online through Amazon books for US\$64 including postage and handling. Go to <http://www.amazon.com>

Maori Language Commission, <http://www.tetaurawhiri.govt.nz/english/> (viewed 1 Oct 2003).

The Maori Language Commission promotes the use of Maori as a living language. The site includes information about the history and current status of Maori language revival and maintenance. A rich source of ideas about language maintenance.

North Arizona University, *Teaching Indigenous Languages*, <http://jan.ucc.nau.edu/~jar/TIL.html> (viewed 1 Oct 2003).

This site includes many papers from conferences on revitalizing and teaching Indigenous American languages. There are also articles on Indigenous language policy, dropout prevention, and teacher training along with newsletter columns from the National Association for Bilingual Education. It also has links to many related sites.

Tulalip Elementary School, *Lushootseed Language*,

<http://www.msvl.k12.wa.us/elementary/tulalip/home.html> (viewed 1 Oct 2003).

This website was created and is maintained by Tulalip elders and the staff and students at a public school with a 70% Native American population, which is located on an Indian reservation in the USA, north of Seattle, Washington. The site shows many creative ideas for teaching an Indigenous language, including topics such as body parts, greetings, numbers, plants, directions, maps; and using strategies such as stories, vocabulary games, photos and audio files.