

Aboriginal & Torres Strait Islander Framework - SCASA Scope & Sequence (Language Revival Pathway 2022/2023)

[k10outline - Aboriginal Languages and Torres Strait Islander Languages Framework: Language Revival \(scsa.wa.edu.au\)](https://www.scsa.wa.edu.au/k10outline)

In the Western Australian Curriculum and Assessment Outline, the languages subjects will be implemented according to the schedule below.

Year	P	1	2	3	4	5	6	7	8	9	10
Pre-primary to Year 10 sequence				2018	2019	2020	2021	2022	2023		
Year 7 to Year 10 sequence								2022	2023		
Key	Non compulsory		Not applicable								

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

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

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

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

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

- Language Revitalisation** : where there are fluent L1 speakers (typically members of the older generation) but where the intergenerational transmission of the language has been interrupted. Younger generations may understand some of the language and may use some words and phrases but do not speak it as their first language. Examples of revitalisation languages include Walmajarri in the Kimberley, Yindjibarndi in the Pilbara, Meriam in the Torres Strait, Dyirbal in north-eastern Queensland, Wubuy (Nunggubuyu) in Arnhem Land, and Adnyamathanha (Yura Ngawarla) in the Flinders Ranges.

- **Language Renewal** : where there are a number of adult speakers who use the language to varying degrees in the community, but not 'right through', and where there are other language resources to draw upon. Examples of languages being renewed include **Noongar in south-west Western Australia**, Gumbaynggirr on the north coast of New South Wales, Ngarrindjeri on the Lower Murray Lakes in South Australia, Djabugay in the Atherton Tablelands in northern Queensland, and Yugambah in southern Queensland.
- **Language Reclamation** : where language revival, by necessity, relies primarily on historical documentation of the language in the absence of active community knowledge of it. Examples of reclamation languages include Kurna from Adelaide, Narungga from the Yorke Peninsula, Dharuk or Eora (Iyora) from Sydney, Yuwibara from central Queensland, Wemba-Wemba and Woiwurrung from Victoria, and Awabakal from the Newcastle area in New South Wales.

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

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

Language learning and use

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

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

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

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

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

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

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

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

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

Communicating Strand – Using Noongar Language for communicative purposes in interpreting, creating and exchanging meaning.				
Substrand	Description	Thread	Foundation – Year 2	Years 3-6
Socialising	Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings; and participating in planning negotiating, deciding and taking action.	Socialising/Interacting	<p>Interact with each other, the teaching team and visiting Elders/community members using simple language and gestures for greeting and farewelling, talking about self and family (ACLFWC130)</p> <p>Elaborations</p> <ul style="list-style-type: none"> participating in everyday exchanges, such as greeting and leave taking interacting with the teaching team and visiting Elders/community speakers, using appropriate protocols such as respect terms, behaviour and forms of address introducing and describing self, family, friends, favourite objects and pets, using familiar and modelled language, supported by visual props such as drawings, photos listening to questions (such as <i>what, who, where</i>) about self, family, friends and immediate environment and responding with words and actions, including gesture 	<p>Interact with peers, the teaching team and visiting Elders/community members about aspects of personal worlds, such as experiences at school, home, everyday routines interests and activities (ACLFWC152)</p> <p>Elaborations</p> <ul style="list-style-type: none"> describing self in relation to daily routines, family and friends, pastimes and aspects of school and home life sharing and reflecting on learning experiences, such as visits, meetings, school and community activities with class members, using gestures, illustrations and graphics to support commentary recounting specific events or experiences, using familiar and modelled language asking and responding to questions to identify/describe features of people, plants, animals and items in the environment, for example, by referring to colour, size, number, location talking about aspects of their personal worlds, such as interests and leisure activities describing other people, such as family members, friends and teachers, for example, by identifying their kin relationship showing interest in and respect for others, for example, by expressing praise or encouragement expressing personal experiences and future plans, using modelled sentence patterns
		Taking action / collaborating	<p>Participate in guided group activities such as games, songs and simple tasks, using movements and gestures to support understanding and convey meaning (ACLFWC131)</p> <p>Elaborations</p> <ul style="list-style-type: none"> participating in games, tasks and activities that involve turn taking, guessing, matching and choosing objects using modelled questions and responses participating in action games and songs by matching actions to words 	<p>Participate in guided tasks that involve following instructions, making things cooperating with peers, planning for and conducting shared events activities or school performances (ACLFWC153)</p> <p>Elaborations</p> <ul style="list-style-type: none"> participating in excursions with Elders and community members to experience story places or keeping places, listening to associated stories visiting community centres, art centres or language centres and recording the experiences, for example, by developing a digital presentation or photo-story

			<ul style="list-style-type: none"> • following instructions by moving around or locating objects in the classroom • accompanying Elders to gather traditional materials, such as nuts, twigs, bark, seeds, shells for use in craft related language activities • working collaboratively on a class performance or activity • working collaboratively to adapt and perform action songs, for example, by changing lyrics, substituting words and phrases based on modelled patterns, rehearsing and performing songs with appropriate gestures and actions • grouping and sorting natural objects from Country/Place, for example, leaves, stones, shells according to culturally appropriate categories 	<ul style="list-style-type: none"> • working with Elders/community members to develop a short 'Welcome to Country/Place' and/or 'Acknowledgment of Country/Place' to use at formal school functions or community events • working together on collaborative tasks, such as designing posters, menus or invitations for special events, designing class bush tucker or a garden, creating picture books for buddy classes • interacting with Elders/community speakers, following instructions, for example when making an artefact, creating an art work or preparing bush tucker, using hand signs as appropriate • participating in and sharing responses to local cultural events and celebrations • participating in national celebrations and significant events, for example, NAIDOC Week, Reconciliation Week, Harmony Day, labelling and captioning photos for a class display and sharing responses through class discussion • creating a skit, performance or action game to introduce a buddy class to aspects of the language and associated culture, for example, individual words, gestures or expressions associated with common exchanges such as introductions, items and artefacts • engaging in shared tasks which for example, preparing, rehearsing and conducting public presentations and performances, such as an item for a school assembly or a digital presentation about a significant event
		<p>Developing language for classroom interaction</p>	<p>Interact in classroom routines and respond to teacher instructions (ACLFWC132)</p> <p>Elaborations</p> <ul style="list-style-type: none"> • participating in routine exchanges, such as, asking and answering questions, responding to the class roll, describing the weather, requesting classroom objects, participating in school and class creeds/affirmations • responding to and using routine classroom language, for example, 'sit down', 'stand up', 'listen!' 'look this way', 'tidy up' • following instructions in language related to transition activities, for example, 'form a circle', 'get into groups of three', 'put on your hat', 'line up' • responding to requests and instructions in verbal and non-verbal ways, such as movement, gesture and action, for example, in class and outdoors, in games and songs, or on visits and excursions 	<p>Participate in everyday classroom activities and routines, such as responding to questions and requests, asking permission, requesting help (ACLFWC154)</p> <p>Elaborations</p> <ul style="list-style-type: none"> • using rehearsed phrases and sentences to initiate and respond to language used in familiar classroom routines and exchanges, such as requesting a drink, asking permission to leave the classroom, borrowing equipment using rehearsed phrases and sentences • recognising and rehearsing interjections or fillers used in everyday conversations • asking simple questions and responding with simple statements, for example, asking for help, providing repetition or clarification • enquiring about and describing the location of classroom items and materials • preparing and displaying a set of agreed classroom procedures

				<ul style="list-style-type: none"> participating in class activities that involve vocabulary, actions, signed expression or board/digital games
Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.	Obtaining and using information	<p>Discover key information about Country/Place and listening to stories from Elders and community members. (ACLFWC133)</p> <p>Elaborations</p> <ul style="list-style-type: none"> discovering places in the local area that have Indigenous names, such as streets, suburbs, parks, rivers, public institutions visiting Country/Place to identify and name key topographical features, for example, creeks, springs, rocky outcrops, estuaries, reefs, taking photos and labelling them to create a class book listening to Elders/community members sharing knowledge about Country/Place, identifying and recording key words and vocabulary identifying, naming and labelling salient features of the built environment, for example, dwellings, public buildings, school, places to play, ports and roads recording the weather and seasons of the Country/Place throughout the year in a picture diary or through a series of captioned paintings, including the seasonal behaviour of animals and what plants grow in particular seasons naming, labelling and sorting into culturally appropriate categories elements from the environment such as bush foods, animals, plants and natural objects, classifying in terms of distinctions such as, edible/non-edible, meat/non meat, salt water/fresh water, day/night animals, rough/smooth, hard/ soft, learning to read Country/Place with Elders' guidance by looking for signs such as animal tracks and fruit fall, migratory birds, turtle tracks, animal behaviour. locating specific words and familiar phrases in texts such as charts, lists, photos, maps, and using the information to complete guided oral and written tasks naming, labelling, drawing and matching outside body parts learning and using vocabulary and expressions related to healthy living and eating 	<p>Gather, record and classify information from a range of sources from Country/Place, historical documents and contemporary resources (ACLFWC155)</p> <p>Elaborations</p> <ul style="list-style-type: none"> finding out the origins of Indigenous names, for example, of streets, city parks, rivers ETC. labelling, ordering and classifying natural objects from the environment according to Indigenous taxonomies obtaining information from a variety of sources about the natural environment, for example, by listening to visiting Elder/community members, reading, viewing, consulting historical resources and photos, and presenting findings in chart, poster, table, graphic or digital form reading, viewing or listening to simple texts such as posters, signs, historical documents, word lists, answering questions by selecting from options and filling in gaps viewing a demonstration, for example, of cooking bush tucker, cooking in an earth oven, and recording key words/phrases related to processes associated with the collection and preparation of food surveying peers and community members on different topics, for example, favourite television programs, video games, foods, and presenting results in chart, graph or digital formats labelling, drawing and matching inside and outside body parts observing and reading signs of Country/Place with the guidance of Elders/community speakers, for example, the presence of bees, dragonflies, changing colours of bark, different tracks, tides, regeneration of vegetation, special (warning) calls of birds, ripening of fruit, changes in the night sky; and recording these details through photos, pictures, diagrams, captions, simple descriptions and commentaries classifying different types of plants/parts of plants and their uses, for example, what different parts are used for or which are poisonous, presenting findings in chart, poster, table, graphic or digital form mapping Country/Place in various forms, for example, on paper, in sand or mud, labelling key topographical features and infrastructure and making simple statements about their locations in relation to other places, for example, <i>east, west, near, far, other side of...</i>

				<ul style="list-style-type: none">investigating and discussing where appropriate the meaning of personal and family names of Aboriginal and Torres Strait Islander origin
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		<p>Conveying information</p>	<p>Give factual information using simple statements, gestures and captions (ACLFWC134)</p> <p>Elaborations</p> <ul style="list-style-type: none"> • using some location terms to talk about the Country/Place for example, <i>up, down, near, far</i> and using topographical words such as <i>swamp, soakage, reef</i> • presenting information about elements associated with Country/Place, for example, animals, plants, food, artefacts, using modelled sentences, matching captions to pictures and filling-in-gaps activities • contributing to a shared recount about an event such as sports day, an excursion, a class visit from an Elder, a visiting performance group from the Country/Place, a community celebration, for example, by making a Big Book, creating a display, digital presentation or class photo story • labelling aspects of daily routines, selecting captions or attaching word bubbles and sharing information with others • developing a pictorial story to describe activities and routines at home, at school, in the community 	<p>Convey information on specific topics using formats such as oral or digital presentations, displays, diagrams (ACLFWC156)</p> <p>Elaborations</p> <ul style="list-style-type: none"> • talking about Country/Place, using a range of location and direction terms • presenting information about events and activities in Country/Place through spoken, print and digital forms • creating a profile of a prominent community figure, for example, a sports personality, community leader/negotiator/spokesperson, a musician or artist • organising and presenting information relating to language and culture, for example different expressions of storying, art or dance, using simple sentence structures, familiar vocabulary and concrete materials • creating a video clip that incorporates captions and commentary to demonstrate procedures for activities such as preparing and cooking bush tucker, making tools, decorating artefacts, playing a favourite computer game, sport or playground game • creating texts such as flyers, posters or posts on the school website to advertise an upcoming event
Creating	Engaging in imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.	<p>Participating in and responding to stories, song, dance and visual design</p>	<p>Participate in shared listening to, viewing and reading texts and respond through singing, miming, play-acting, drawing, action and movement (ACLFWC135)</p> <p>Elaborations</p> <ul style="list-style-type: none"> • performing songs or stories that include repeated phrases, rhythms and non-verbal forms of expression, such as clapping, gestures, facial expressions and dance • participating in shared reading of stories, responding through mime captioned drawings, dance, play-acting and other forms of expression • visiting important sites on Country/Place and listening to Elders/community members tell stories, and responding by drawing, labelling, re-enacting with puppets, props or actions • identifying key animals, birds and other characters in stories, songs, performances and dances • listening to Elders/community members tell stories and identifying which stories belong to which natural features in their region/Country/Place, including animals and natural species and recognising their significance • identifying and naming significant places, landscapes and topographical features on Country/Place through which travelling stories/storylines pass 	<p>Listen to read and view different real and imaginative texts, identifying and making simple statements about key elements, characters and events, and interpreting cultural expressions and behaviours (ACLFWC157)</p> <p>Elaborations</p> <ul style="list-style-type: none"> • recalling, illustrating and describing main characters and events in stories, songs and performances, for example, by selecting descriptive modelled statements as captions to their pictures or responding to questions, such as <i>Who? Where? How long? What?</i> • participating in shared and guided reading/listening/viewing of real and imaginative texts, for example by making predictions about the development or flow of ideas, using contextual and visual cues, responding to questions and comparing responses to different characters, ideas and events • conveying understanding of plot and sequence in texts, for example, by re-creating a sequence using a storyboard, labelling key events or creating a timeline • mapping sites, landforms and other features of Country/Place through which a travelling story/storyline passes

			<ul style="list-style-type: none"> • identifying key messages expressed in stories, song, dance and visual art, for example, rules for living • predicting the content/meaning of narrative texts such as picture books, including titles, covers and illustrations, and giving reasons for their predictions • responding to simple questions about characters and events in imaginative and expressive texts such as stories, songs, dances 	<ul style="list-style-type: none"> • listening to Elders/community members tell stories on Country/Place, interpreting hand signs and gestures, retelling parts of the story, for example, in sand, through painting or by performing, using a combination of words/phrases, illustrations, movements and visual props • listening to Elders/community members telling stories from their local area, and responding by retelling parts of the story • interacting/engaging with artistic expression/techniques appropriate to Country/Place, such as paintings, drawings, etchings, sculptures and dance, interpreting messages conveyed through these different forms • discussing key messages expressed in stories, songs and dance, such as social values and rules for living, comparing them to messages conveyed by stories in other cultures and languages • responding to a specific creative text by adapting the original to create a new version, for example, by re-sequencing events, adding new elements, changing time, location or character, or creating an alternative ending • understanding and discussing the importance of story/storytelling in transmitting and maintaining language and culture
		<p>Creating and performing</p>	<p>Create and present shared stories, songs and performances, using familiar words and patterns and support materials. (ACLFWC136)</p> <p>Elaborations</p> <ul style="list-style-type: none"> • making a shared Big Book based on an event, experience or performance, labelling, captioning and drawing key elements • creating own stories by sequencing a series of pictures with captions or by creating a storyboard with labels, using modelled language and repetitive phrases • re-enacting or retelling simple stories, episodes or interactions, using puppets, props, actions or gestures and modelled language • creating digital texts based around familiar contexts and characters using images and captions • creating their own songs/raps, or new versions of contemporary songs/raps by substituting words and phrases such as animal names, places, geographical features, adding elements such as characters or places, incorporating non-verbal supporting elements such as clapping, gestures and facial expressions • creating dances, paintings and visual designs appropriate to the Country/Place 	<p>Create and present real and imaginative texts suitable for a particular audience, using familiar expressions and modelled language (ACLFWC158)</p> <p>Elaborations</p> <ul style="list-style-type: none"> • creating and performing their own stories, songs and skits, incorporating non-verbal elements to enhance audience comprehension and entertainment, for example, gesture, facial and vocal expression • experimenting with different ways of telling stories, using a range of different texts, for example, oral texts, photo stories, e-books, dance, visual design, drawings on soft and hard surfaces • creating, performing and presenting imaginative texts such as skits, songs and raps, using digital techniques • creating real or imaginary characters, places or animals and presenting them through performance, digital display or visual representation • incorporating onomatopoeic sounds into written/performed texts to enrich the texts and to entertain readers/the audience • creating imaginative texts to entertain younger audiences, for example, audio Big Books, puppet plays, performances for the school or community, cartoons, video clips, vokis or

				<p>animation, selecting language and images that enrich the visual or listening experience</p> <ul style="list-style-type: none"> • creating shared art work (visual or performative) to tell a story, using symbols and expressive techniques appropriate to Country/Place
Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.	Translating/interpreting and explaining.	<p>Translate Frequently used words and phrases, using visual cues and resources such as word lists. (ACLFWC137)</p> <p>Elaborations</p> <ul style="list-style-type: none"> • using classroom resources such as word banks/lists, wall charts, visual dictionaries, and pictures to translate the meaning of single words and common expressions • playing matching-pair games using everyday words and expressions from the language and from English • translating and explaining in English the meaning of words, phrases and gestures used in everyday contexts and situations • noticing elements of the language that are the same in English, such as the alphabet and some sounds • explaining symbols and their iconographies 	<p>Translate simple texts from the language to English and vice versa, identifying elements which require interpretation rather than translation and involve cultural references (ACLFWC159)</p> <p>Elaborations</p> <ul style="list-style-type: none"> • using visual or print dictionaries, word lists and pictures to translate simple familiar texts such as labels, signs, captions, charts, posters, applying knowledge of grammatical rules and context, for example, by locating word stems or by removing affixes • translating texts, identifying culture-specific concepts and expressions that do not easily translate into English, for example, language related to artefacts, place names, landforms, kinship relations • explaining to others culture-specific words that do not easily translate, such as language associated with artefacts, implements and kinship terms of address • identifying words and phrases that have more than one literal meaning • explaining the meaning of art works and performances to others, including the use of symbolism
		Creating bilingual texts	<p>Create simple oral, print or multi-modal bilingual texts for the classroom environment such as captions, signs labels and wallcharts. (ACLFWC138)</p> <p>Elaborations</p> <ul style="list-style-type: none"> • creating bilingual picture word lists, dictionaries, and class reference books of words and their meanings • creating bilingual texts for the school community, such as signs or notices • performing presentations for the school community that involve elements from the language and from English, such as a contribution to an assembly or a performance for Grandparents' Day • creating bilingual resources for classroom learning activities, such as sets of word cards for matching games • writing captions for a photographic display to show parents/others about a class event or experience, such as sports day or caring for the environment activities 	<p>Create bilingual texts for the classroom and school community such, such as songs, picture dictionaries, captions for images and photo stories (ACLFWC160)</p> <p>Elaborations</p> <ul style="list-style-type: none"> • creating bilingual wall charts or picture dictionaries with captions and simple descriptions in English to explain language words and related cultural ideas • performing bilingual versions of familiar songs, for example by alternating lines/verses between the two languages • creating bilingual texts such as posters and songs, and discussing how to represent meaning in different languages for different audiences • creating bilingual texts such as brochures, posters or invitations to inform others about upcoming events


<p>Identity</p>	<p>Exploring and expressing their sense of identity as individuals and as members of particular speech communities and cultures.</p>	<p>Expressing Identity</p>	<p>Describe aspects of self, such as family, school/class and language/s spoken, considering how these contribute to their sense of identity (ACLFWC139)</p> <p>Elaborations</p> <ul style="list-style-type: none"> describing self and their family, for example, by drawing pictures of immediate family members or creating a family tree and labelling it with appropriate kinship terms identifying self in relation to different groups, such as family, class or peer group, and representing these relationships through drawing captioned pictures, photos or digital presentations (Aboriginal and Torres Strait Islander students may be able to depict their totems/moieties and other affiliations) exploring the idea of collective identity through symbols and practices such as Aboriginal and Torres Strait Islander flags, items of dress, use of colours and patterns noticing and comparing their own choices and use of words or expressions from different languages when communicating in English recognising the relationship between language, place and family in the formation of identity in Aboriginal and Torres Strait Islander communities 	<p>Explore their own sense of identity, including elements such as family, friends, interests, membership of groups, and consider markers of identity that may be important across all cultures (ACLFWC161)</p> <p>Elaborations</p> <ul style="list-style-type: none"> creating a class wall chart or family tree, labelling with appropriate kinship terms (Aboriginal and Torres Strait Islander students may be able to source information about their totems/moieties and other affiliations from home, family and community sources) investigating and discussing, as culturally appropriate, the meaning of personal, family and other names and their significance as markers of identity working with Elders to map community-wide links between families according to known kin links designing visual representations, such as concept maps, posters or captioned slide presentations, of their group memberships, for example, friendship, family, sporting, interest and community groups, moieties, and discussing what such membership means to their sense of identity creating a profile to capture their sense of personal identity, for example, through an avatar or montage, using key words and expressions and commenting on the significance of particular events, influences or interactions considering how their individual upbringing and experiences impact on their assumptions/attitudes when participating in intercultural interactions, for example, in relation to notions of leisure/free time or family and community responsibilities talking about ways local Aboriginal and Torres Strait Islander communities express elements of their shared identity, for example, through behaviours associated with sporting teams, distinctions between coastal versus inland communities, through community events and profiling of identities from their community noticing and comparing their use of words or expressions from different languages when communicating in English and discussing how this relates to their sense of identity monitoring their development as learners of the language, for example, by recording learning experiences, reflections in blogs, learning logs or journals identifying markers of identity that may be important across all cultures, for example, family, community, location, language, age, gender exploring the concept of collective identity by designing an item, such as a language flag or artefact, that incorporates elements of importance to the language/community
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Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity	Reflecting on intercultural experience	<p>Notice how using different languages involves some different ways of communicating and behaving (ACLFWC140)</p> <p>Elaborations</p> <ul style="list-style-type: none"> capturing and sharing their impressions when singing songs, dancing, reading stories or playing games in the language, for example, by responding to teacher prompts in language or English, such as, <i>What do you hear? What do you see? What do you notice about...? Why do you think that? How is this similar/different to...?</i> noticing similarities and differences between the language and English/other known languages in relation to cultural elements, such as the names of foods and animals particular to the climate and environment; and in cultural practices, such as sharing in extended families, special times, story-telling, yarning considering how they communicate with different friends and family members who have different language backgrounds describing how it feels to use the language in the classroom and with visiting Elders and community members 	<p>Notice and describe ways in which the language and associated communicative behaviours are similar 9or different to other known languages and cultures (ACLFWC162)</p> <p>Elaborations</p> <ul style="list-style-type: none"> noticing how respect is shown to Elders in the community, through practices such as terms of address and expressions of deference, and comparing to practices associated with other languages and cultures noticing aspects of communication and cultural expression characterised or reflected in language stories, songs, visual design, dance or audio/visual media such as IndigiTUBE, and reflecting on/comparing their individual responses to these elements comparing their own and each other's reflections on the experience of participating in and learning the language, and considering whether their attitudes or understandings have in some respects changed through the experience comparing observations about how interactions in the language feel different to interactions in English and other known languages, identifying different ways of socialising or communicating that seem to be culture-specific

Understanding Strand – Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Substrand	Description	Thread	Foundation – Year 2	Years 3 - 6
Systems of language	Understanding the language system, including sound, writing, grammar and text	Sound and writing systems	<p>Learn the different sounds of the language and link these to written symbols and conventions (ACLFWU141)</p> <p>Elaborations</p> <ul style="list-style-type: none"> noticing and distinguishing sounds of the language and matching these with written symbols recognising when the language is being spoken and distinguishing sounds of the language from English sounds and other known languages experimenting with sound patterns in song, noticing how words and expressions can be separated into syllables to fit different tunes and rhythms reading texts aloud to strengthen their familiarity with sound–symbol relationships, experiment with rhyme and alliteration and with written representations of these features 	<p>Distinguish and produce the speech sounds of the language, understanding how these are represented in writing (ACLFWC163)</p> <p>Elaborations</p> <ul style="list-style-type: none"> identifying meaningful sounds, syllables and morphemes in words and phrases confirming sound–symbol correspondences in the language by reading syllables, morphemes and words for meaning using conventions of the written language, for example, punctuation, capitalisation, diacritics, digraphs, to support links with the spoken language identifying morphemes, words and phrases in speech and matching these with their written forms

			<ul style="list-style-type: none"> recognising and imitating intonation patterns associated with statements and questions, and understanding how these are distinguished in writing learning that writing systems represent sounds and meanings, and becoming familiar with how the alphabet associates individual sounds/ a range of sounds with particular letters/ combinations of letters noticing the shared alphabetic base of the language, English and other languages, with some differences learning the conventions associated with the written form of the language, such as spaces between words, direction of writing and page layout, and comparing these with written forms of English and other known languages associating written forms of morphemes, words and phrases with spoken forms of the language 	<ul style="list-style-type: none"> paying attention to consistency in the spelling of the language, with direct reference to the sound system of the language noticing variations in pronunciation of the same word by different speakers and discussing whether this can be reflected in the spelling of the word recognising that in some cases the original sound/parts of the sound of some words in the language may be unknown, considering possible reasons for this understanding that other languages may suggest historical pronunciations for the language learning that very similar languages may have different spelling systems, and how this may mask similarities of their sound systems recognising which speech sounds are not typical for the language, and which sounds are very common, identifying where these can occur in words using knowledge of sound–symbol correspondences to read familiar and new words out aloud from their written forms noticing the various roles of the speech organs in the production of sounds in the language, and comparing these with English and other known languages
		<p>Grammar and vocabulary knowledge</p>	<p>Recognise the function of different word types and understand basic elements of language structures (ACLFWU142)</p> <p>Elaborations</p> <ul style="list-style-type: none"> understanding that words in the language have different functions, for example, words for things, words for actions, and that these functions are also found in other languages, such as English identifying people, places, things and events using: <ul style="list-style-type: none"> nouns, for example, family, kinship, plants/ animals, items in immediate natural and built environments pronouns, for example, personal, interrogative, kinship, demonstrative verbs for simple actions, states and processes terms to qualify, quantify, classify or compare things, for example, size, colour, number adverbs, for example, of location, time and manner simple forms of negation becoming aware of how word order may differ from English, for example, noun + qualifier vs qualifier + noun, 'child happy' vs 'happy child' recognising the use of common affixes on nouns, for example, the man's dog", to the river", in the sea" 	<p>Expand vocabulary in the language through word-formation processes and recognise and use simple language structures (ACLFWC164)</p> <p>Elaborations</p> <ul style="list-style-type: none"> exploring known word formation processes, for example, changing a word with the addition or change of a suffix or prefix to convey different meanings constructing expressions that refer to people, places, things and events using: <ul style="list-style-type: none"> nouns and adjectives in phrases, for example, compound nouns, reduplications and nominalisations, adjectives without an associated noun sentences without verbs, for example, 'This (is) my bag' pronouns, for example, personal, kinship, demonstrative and interrogative in all persons and numbers determiners and quantifiers, for example, 'some', 'every', 'other', 'few', 'much', 'all', and words for groups marking to indicate possession and other types of association, for example, 'Let's go for water' transitive and intransitive verbs verbs of stance used in existential expressions, for example, 'There is a creek lying near the road' verbs to talk about actions, processes, thoughts and feelings

			<ul style="list-style-type: none"> • learning the use of common affixes on verbs, for example, to indicate tense or mood • understanding and using metalanguage to describe word types, for example, <i>noun, pronoun, verb</i> • understanding that some parts of the language may have fallen into disuse and not be known today • noticing that new words can be formed from within the language itself, rather than borrowed from other languages • noticing that compared to English some words may be left out (ellipsis), or must be included or repeated in phrases and sentences, for example, “(it) went”, “big (dog) ate (it)” 	<ul style="list-style-type: none"> • moods of verbs, including statements, questions, imperatives, commands, intention, purpose, likelihood, reported speech • negation • expressing time, manner, attitude and place according to available language resources, such as: <ul style="list-style-type: none"> • tenses, including past, present and future/non-past • temporal expressions, for example, day–night cycle, lunar and seasonal cycles, ‘before’, ‘after’, ‘soon’, ‘recent’, ‘long ago’, expressions for cosmological time • expressions of frequency, for example, ‘often’, ‘always’, ‘once’, ‘briefly’ • attitudinal particles, for example, ‘maybe’, ‘it is said’, ‘what do you say?’, ‘would you mind?’, ‘you see’ • locational cases, for example, ‘in’, ‘an’, ‘at’, ‘near’, ‘besides’, ‘to’, ‘towards’, ‘from’ • adverbs of manner, location and time, for example, ‘again’, ‘more’, ‘in turn’, ‘too late’, ‘as well’ • structuring and linking clauses, for example, using coordination, subordination, embedding • understanding that rules vary between languages, for example, in relation to word-formation, word order at phrase and sentence level • making comparisons and identifying patterns in and between languages, for example, free and fixed word order, tenses in verbs, use of affixes versus prepositions • noticing similarities between particular vocabulary sets in languages from the same region, such as words for body parts, kinship terms • developing metalanguage for talking about language, for example, <i>noun phrases, suffixes, prefixes, tense, transitivity</i>, using resources from both the language and English
	<p>Ways of communicating and creating text</p>		<p>Recognise there are many ways of communicating messages in Aboriginal and Torres Strait Islander languages (ACLFWU143) Elaborations</p>	<p>Understand that texts such as stories, paintings, songs and dances have distinct purposes and particular language features (ACLFWC165) Elaborations</p>

			<ul style="list-style-type: none"> • understanding that there are different ways of telling a story, such as Elders yarning, through song, dance, music and associated visual design and spectacle, and through painting (body, bark, rock, sand) • understanding that texts have a purpose, for example, greetings, Welcome to Country/Acknowledgement of Country/Place, traditional stories, paintings, songs and dances that convey community-wide messages • identifying some features of stories, for example, the fact that they are often about journeys across Country/Place, involving landforms, animals and plants • noticing how texts such as storybooks are sequenced and organised, for example, by identifying the main title and the connections between pictures and text • recognising that communication can also occur through sign language 	<ul style="list-style-type: none"> • distinguishing the purpose and characteristic features of different types of texts, for example, stories are usually about journeys across Country and convey explanations about why features of Country exist and are important • understanding that for many Aboriginal and Torres Strait Islander languages conventions of written text are in the process of being developed • recognising language features typically associated with familiar texts, for example, the use of imperatives in games, instructions and procedures, and the use of past and habitual tenses in stories • linking ideas using appropriate grammatical forms and processes, for example, connectives, serialisation, embedding • recognising the role played by different elements in texts to contribute to meaning-making, for example, the layout, title, illustration and use of punctuation in a picture book or the use of speech bubbles in a cartoon • investigating the purpose and use of sign language in various Aboriginal and Torres Strait Islander languages, for example, for hunting, for recent bereavement, for communicating at a distance, for restricting who can understand the message
		Links between language, kin and land	<p>Identify elements of kinship system and its links to place and natural species (ACLFWU144)</p> <p>Elaborations</p> <ul style="list-style-type: none"> • using kinship charts to identify kinship terms for immediate family, comparing with terms used in own family • recognising that Aboriginal and Torres Strait Islander peoples have their own personal relationships with animal species and natural phenomena • recognising that Aboriginal and Torres Strait Islander peoples have a personal relationship with language and place • identifying skin names, moieties and other groupings where appropriate • identifying which stories belong to which natural features, including animals, plants, topographical features and recognising their significance 	<p>Recognise how kin relationships link people, Place and story (ACLFWC166)</p> <p>Elaborations</p> <ul style="list-style-type: none"> • interpreting kinship charts to identify kin terms for wider family groupings, and comparing these with terminology used in other languages and cultures, for example, for maternal versus paternal grandparents, the presence or absence of birth order names • discussing links between people, stories and Country/Place and the social importance of connections to History • recognising that certain places have historical and contemporary significance to the community, representing special bonds between people, Place and story • understanding that songs, stories and other forms of artistic expression can be recreated/traced and contextualised in contemporary circumstances
Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard)	Variability in language use according to social and cultural context	<p>Recognise that different words and language forms are used to address and communicate with people according to relationship and context (ACLFWU145)</p> <p>Elaborations</p> <ul style="list-style-type: none"> • noticing that different forms of address and kinship terms are used depending on the relationship between participants 	<p>Understand that speakers vary language forms according to kin relationship and context of situation (ACLFWC167)</p> <p>Elaborations</p> <ul style="list-style-type: none"> • observing how language is used to establish, maintain and reflect kin-based relationships • noticing word taboo in Aboriginal languages and Torres Strait Islander languages

	varieties) and change over time and from place to place		<ul style="list-style-type: none"> recognising that the way someone is related to others affects how he or she speaks to them recognising that ways of speaking vary according to context and situation, for example, language used when interacting with peers during playground games is different to that used with the teaching team and with visiting Elders/community members recognising that language used in particular interactions can vary between cultural contexts, for example, the use of titles in English compared to kin categories in the language 	<ul style="list-style-type: none"> observing that expressions can be made more or less formal or casual to suit the relationship between speakers reflecting on how they communicate with their own family and friends and with people less close to them, noticing differences in language use and communicative behaviour
		The dynamic nature of language	<p>Notice that languages borrow words from each other (ACLFWU146)</p> <p>Elaborations</p> <ul style="list-style-type: none"> noticing Aboriginal or Torres Strait Islander words and phrases used in everyday Australian life, for example, <i>koala</i>, <i>euro</i>, <i>billabong</i>, <i>dingo</i> recognising that some words in the language have come from other languages recognising words in English that have been borrowed from other languages 	<p>Recognise that languages change over time (ACLFWC168)</p> <p>Elaborations</p> <ul style="list-style-type: none"> identifying words that are the same as or similar to neighbouring languages understanding ways in which languages influence one another, for example, language shifts, shared writing systems, loan words discussing loan words that have been incorporated from other languages to describe new concepts, for example, words for new things, including technological innovations understanding that language and culture together continually change as a result of contact with other languages and cultures
Language Awareness	Analysing and understanding the nature and function of language and culture in general, focusing such areas as the changing relationship of languages and cultures over time, and the ability of new media and technologies to shape communication.	Linguistic landscape and ecology	<p>Recognise that the language is part of the broader regional and national language diversity (ACLFWU147)</p> <p>Elaborations</p> <ul style="list-style-type: none"> identifying/recognising Indigenous languages in the environment, for example, street names, names of parks recognising that there are many different Aboriginal and Torres Strait Islander languages in Australia, for example, by viewing Language maps of their region, their state and the whole of Australia identifying neighbouring Indigenous languages of their region recognising that linguistic diversity in contemporary Australia includes Indigenous as well as non-Indigenous languages, and that Australia has many languages, for example, by identifying languages used by different classmates by creating a class profile or language map recognising that some Indigenous languages in Australia are strong, while others are endangered or in the process of being revived or reclaimed recognising shared vocabulary across groups of Aboriginal or Torres Strait Islander languages, for example, words such as 'hand', 'water', 'crow' 	<p>Explore the language situation of language communities and the diversity of language contexts within Australia (ACLFWC169)</p> <p>Elaborations</p> <ul style="list-style-type: none"> investigating the nature and state of health of Aboriginal and Torres Strait Islander languages across Australia and in their region recognising that many Aboriginal and Torres Strait Islander people are multilingual, and discussing reasons for this learning about the current language situation in the language: its state of health, the nature of the speech community and generational differences, and discussing reasons for these characteristics recognising that Aboriginal and Torres Strait Islander languages are in various states of maintenance, development and revival, and investigating the diversity of historical causes for this recognising how Aboriginal and Torres Strait Islander languages have been transmitted and recorded across generations exploring how physical and biological environments affect linguistic ecology recognising shared vocabulary across Aboriginal and Torres Strait Islander languages, and understanding why there might be variations in spelling

				<ul style="list-style-type: none"> recognising dialectal differences and similarities within languages investigating ways in which Aboriginal and Torres Strait Islander languages are used in the local region and in the wider Australian community, for example, in the media, in art galleries, festivals, on public transport
		<p>Protocols for working with Aboriginal languages and Torres Strait Islander languages</p>	<p>Understand that language belongs to communities, and that language learning requires the application of respectful and appropriate behaviour (ACLFWU148)</p> <p>Elaborations</p> <ul style="list-style-type: none"> understanding that each Aboriginal language or Torres Strait Islander language is recognised as belonging to a group of people who are the language owners or custodians demonstrating and applying respectful and appropriate behaviours, including appropriate language forms, in the presence of visiting Elders/community members and during visits to important sites understanding the purpose of Welcomes to Country/Acknowledgements of Country, and talking about their experiences of participating in Welcomes and Acknowledgements, for example, at school, sporting events, festivities 	<p>Understand that the use of stories and names in Aboriginal and Torres Strait Islander languages is culturally determined (ACLFWC170)</p> <p>Elaborations</p> <ul style="list-style-type: none"> observing and discussing protocols surrounding the retelling and sharing of stories recognising and using principles and protocols of cultural safety when engaging with cultural material/property, such as names of things, peoples and places, visual and aural recordings, art work understanding how and when Welcomes and Acknowledgements are required and who is entitled to deliver them
<p>Role of language and culture</p>	<p>Analysing and understanding the role of language and culture in the exchange of meaning</p>	<p>The relationship of language and culture</p>	<p>Notice that people use language in ways that reflect their culture, such as where and how they live and what is important to them (ACLFWU149)</p> <p>Elaborations</p> <ul style="list-style-type: none"> exploring culture as an essential part of human life, understanding that it is shared and passed on between generations; that it includes observable elements, such as ways of cooking or greeting, symbols such as flags and colours, as well as things that are not observable, such as beliefs and values, people's ways of thinking about themselves and others and relating to their environment recognising that in each culture there are general rules of what to say and do, when, where and with whom, and that these rules differ from culture to culture recognising that beliefs and behaviours are woven into and expressed through languages, and cannot be separated from them noticing how respect for Elders and Country/Place is built into the language recognising significant cultural symbols and features in the language, for example, in song, visual design, dance moves recognising that languages encapsulate values held about lands, waters and sky, for example, in expressions and concepts such as Caring for Country 	<p>Explore connections between identity and cultural values and beliefs and the expression of these connections in Aboriginal and Torres Strait Islander languages (ACLFWC171)</p> <p>Elaborations</p> <ul style="list-style-type: none"> understanding the role of Aboriginal and Torres Strait Islander languages and cultures in caring for Country/Place and the environment investigating how Aboriginal and Torres Strait Islander peoples express their relationship with the natural environment through language, for example, words/expressions associated with seasons, stars, winds, reefs, rivers, waterholes, plants and animals gaining understanding through discussions with Elders of the importance and significance of Welcome to Country/Place understanding that Aboriginal languages and Torres Strait Islander languages are keeping places for cultural, environmental and social knowledge recognising that song and song language play a central role as keeping places of knowledge understanding that Aboriginal languages and Torres Strait Islander languages have a rich oral literature, which recounts epic journeys and events associated with totemic

				<p>ancestors/cultural heroes, and that these stories map the land and embody values and mores of Aboriginal and Torres Strait Islander cultures</p> <ul style="list-style-type: none"> • understanding and discussing the importance of story and the role of story-telling in transmitting language and culture • recognising ways in which cultural values are expressed in language, for example, through forms of address, speech prohibitions and styles, language of respect, land-language associations and non-verbal communicative behaviours • observing that concepts may be culture-specific, for example, expressing spatial awareness, how relationships are structured, how time and quantity are expressed, how land, water, sea and sky are viewed • recognising that Aboriginal languages and Torres Strait Islander languages have various social, spiritual and cultural functions within communities
Role of language building	Analysing and understanding language building as a means to extend the potential of the language in the areas of vocabulary, expressions and discourse, and to develop knowledge of linguistic techniques such as collecting, describing and recording language	Processes and protocols of language building	<p>Recognise that learning Aboriginal and Torres Strait Islander languages can provide language revival benefits to communities (ACLFWU150)</p> <p>Elaborations</p> <ul style="list-style-type: none"> • understanding that language is communally owned and therefore owners must be consulted regarding any use of it, including learning it in school • identifying and engaging with local identities/personalities/people who are involved in language revival efforts • considering why learning an Aboriginal and/or Torres Strait Islander language is important in Australia 	<p>Identify available resources and protocols to be followed when building language (ACLFWC172)</p> <p>Elaborations</p> <ul style="list-style-type: none"> • identifying and locating available language resources suitable for language building, for example, living speakers and rememberers, visual, aural and written documents, archival material • identifying the existence and location of keeping places for texts and resources as language is rebuilt, for example, in the community, national archives, purpose-built interpretative centres • understanding that there are protocols to be followed when building language, such as consulting and involving language owners who may want to determine how the language expands into new domains of use • discussing potential limits and constraints of school language programs in relation to building language • learning about language building efforts in their community and the role of particular groups in this process, for example, by visiting the local language centre, history museum or by inviting people involved in the process to talk to the class • identifying language revival programs in other regions and reporting on processes used and resources developed • finding examples of language revival in the categories of language revitalisation, language renewal and language reclamation, and consider what these examples contribute to the processes of language building • understanding how language revival serves to enrich Australia's linguistic and cultural resources

		<p>Techniques of language building</p>	<p>Build the resource of the language by creating, performing and recording new texts, and by creating new contexts for its use (ACLFWU151)</p> <p>Elaborations</p> <ul style="list-style-type: none"> • using the language in performances at school and wider public community events • building language resources, for example, by creating posters and/or language/cultural displays, and by working with the community language team to create new games and songs in the language • noticing that new words can be formed from within the language itself, rather than through borrowing words from other languages 	<p>Understand how the language has been recorded in the past, and how this affects the language building process (ACLFWC173)</p> <p>Elaborations</p> <ul style="list-style-type: none"> • understanding how the language was recorded in the past, by whom and for what purposes • understanding the techniques of how the language was recorded in the past, what this means to the language and how it has affected current representation of the language • understanding reasons for different spellings of words within the language, for example, how sounds may have been misheard, meanings been misunderstood and other unintentional errors introduced in the documentation process of the language • understanding how language resources such as living speakers, recorded texts and archival information are used in the language building process • identifying gaps in the vocabulary of the language, considering what responses may be necessary • helping to build a community of learners–speakers who use the language, for example, by teaching younger members of the school community and/or classes in local primary schools
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