



# AUSTRALIAN CURRICULUM: LANGUAGES

Framework for Aboriginal Languages and Torres Strait Islander Languages Consultation Report



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

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

*It is who we are.*

***Darwin consultation forum***

## 1. Executive Summary

### 1.1 Introduction

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is responsible for the development of the Australian Curriculum from Foundation to Year 12. The draft Australian Curriculum: Languages — Foundation to Year 10 includes the development of language-specific curricula for eleven languages and a Framework for Aboriginal Languages and Torres Strait Islander Languages (the Framework).

The draft Australian Curriculum: Languages was released for public consultation in two stages. The first stage of consultation was undertaken on the overall design of the Languages learning area presented as an introduction to the Languages curriculum, and on the language-specific curricula for Chinese and Italian, between 19 December 2012 and 12 April 2013. A second stage of consultation was conducted between 13 May and 25 July 2013 on the draft Framework, the overall design of the Languages learning area, and the language-specific curricula for Arabic, French, German, Indonesian, Japanese, Korean, Modern Greek, Spanish and Vietnamese.

### 1.2 Purpose of the report

This report presents the key findings from consultation on the draft Framework for Aboriginal Languages and Torres Strait Islander Languages. It outlines the methodology used to collect and analyse consultation data, and summarises the qualitative data. This report will inform decisions on revisions to the draft Framework.

### 1.3 Key findings from consultation

#### Strengths

- **Significance of the Framework:** the recognition of Aboriginal languages and Torres Strait Islander languages within a national Australian Curriculum was considered by all as symbolic and emblematic.
- The framework approach is inclusive of all Aboriginal languages and Torres Strait Islander languages.
- The development of three learner pathways, that is, First Language Learner Pathway, Language Revival Learner Pathway and Second Language Learner Pathway.
- The broader bands of schooling (that is, Foundation to Year 2, Years 3 to 6 and Years 7 to 10), as they provide greater flexibility at the local level.
- The recognition within the Framework of principles and protocols.
- The introductory section of the Framework as a blueprint for the Framework.
- The recognition of different forms of 'of literacy, and of experiential learning, and learning on Country/Place.

## Areas for improvement

- A need for greater differentiation between the three learner pathways.
- A need for guidance on how to develop a language-specific curriculum from the Framework and the clear articulation of the role of community in this process.
- The role of community in language-building should be given prominence, as it is community, not schools or curriculum and assessment requirements that drives the language-revival process.
- Greater recognition within the Framework of Indigenous ways of being and knowing.
- A stronger emphasis on active use of language across a broader range of domains in all three pathways, and on literacy development in the First Language Learner Pathway
- Inclusion of a clear statement that the pathways are developed as language-as-subject programs and an acknowledgement of bilingual programs or immersion programs as appropriate forms of provision as per *The Shape of the Australian Curriculum: Languages* (the Shape paper).
- An urban context needs to be better reflected within the content.
- Greater alignment is required across band descriptions, content descriptions and elaborations, and achievement standards.
- Progression across the scope and sequences of all pathways requires greater clarity.
- The pitch of content and achievement standards in the Language Revival Learner Pathway requires review.
- The scope of learning across the three pathways is limited.
- An additional achievement standard is required at the end of the Foundation to Year 2 band to provide guidance to teachers and to recognise the early years learning.
- Play-based learning and the experiences of children in relation to family, friends and community need to be recognised in the Foundation to Year 2 band.
- Expression and terminology need to be reviewed for clarity.
- A community guide/family guide/information sheet needs to be developed to accompany the Framework.

## Policy and implementation issues

In addition to matters raised regarding the Framework, some participants raised the following policy and implementation issues:

- implementation will not be successful without secure, ongoing funding and support, including funding for the development of language-specific curricula
- the need for accredited training, mentoring, and professional development pathways for teachers of Aboriginal languages
- concern that the Framework has the potential to override current successful programs and practices
- languages learning in schools needs to be linked to community projects
- payment of Elders who visit schools to share their experiences with students
- the development of sustainable languages programs with adequate time on task

## 2. Introduction

### 2.1 Background

The draft Framework was developed in accordance with design specifications included in ACARA's Curriculum Design Paper v3.1 (June 2013) and the Australian Curriculum: Languages F–10 Curriculum Design Paper, and the development process described in ACARA's Curriculum Development Process v6 (April 2012).

The draft Framework specifies content and achievement standards that will provide the basis for consistency on what students are to be taught from Foundation to Year 10. Content refers to the knowledge, understanding and skills to be taught and learnt in each subject. Achievement standards describe the quality of learning (the depth of understanding and sophistication of skills) expected of students who have studied the content for the subject.

The draft Framework was developed in consultation with the Aboriginal Languages and Torres Strait Islander Languages Advisory Group, the Languages Advisory Group, and the Languages National Panel consisting of state and territory representatives. An Aboriginal Languages and Torres Strait Islander Languages Panel was also established to facilitate advice and input from a range of Aboriginal languages and Torres Strait Islander languages community-based organisations and individuals with expertise in Aboriginal languages and Torres Strait Islander languages and languages education, across all states and territories.

### 2.2 Consultation processes

The draft Framework was released for public consultation from 20 May to 25 July 2013. The three main avenues for feedback were through an online questionnaire on the consultation portal of the Australian Curriculum website, through written submissions sent directly to ACARA, and through community consultation forums held in 19 sites across Australia from 28 May to 30 July 2013.

Feedback was sought on the rationale and aims; principles and protocols; structural coherence of the Framework; coverage and clarity of content; and clarity, coherence and appropriateness of achievement standards in relation to the three learner pathways.

Opportunities to provide feedback either via the online questionnaire, by written submission, or in person at community consultation forums were promoted on the ACARA website and through key Aboriginal languages and Torres Strait Islander languages community and professional associations, education authorities, and academics in the field of education. Reminders were provided to subscribers to ACARA's e-newsletter, *ACARA Update*, and targeted email drives were conducted involving over 100 stakeholders with an interest in Aboriginal and Torres Strait Islander languages and cultures across all states and territories. Community consultation forums were also promoted directly through operators of the venues.

## 2.3 Community consultation forums

Consultation on the draft Shape paper was undertaken in 2011, primarily using an online format. Very few Aboriginal and/or Torres Strait Islander community members engaged with this form of consultation. The richest feedback was gathered when ACARA held face-to-face consultation sessions with Aboriginal and Torres Strait Islander community groups or presented sessions in partnership with organisations such as the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS).

Based on the success of the face-to-face engagement activities during the shaping phase, it was proposed to supplement ACARA's online consultation on the draft Framework with a series of community consultation forums. The community consultation approach was supported by ACARA management, the ACARA Board and all key stakeholder groups, including Aboriginal languages and Torres Strait Islander languages advisory groups and panels.

The community consultation schedule for the draft Framework was developed by ACARA in consultation with the ACARA Aboriginal Languages and Torres Strait Islander Languages writing team, Advisory Group and Panel.

Advice was sought from key stakeholders as to the locations and venues that afforded the greatest opportunity for engagement with the draft Framework and ensured maximum coverage in terms of linguistic diversity and the three learner pathways of the Framework.

To supplement online consultation, community consultation forums were held in 19 key sites across all states and territories. The locations of community consultation forums can be found in Appendix 3.

## 2.4 Online questionnaire

The online questionnaire comprised a mixture of rating scale questions (four-point Likert scale) and space for comments that focused on suggestions for improvement.

Feedback was sought in relation to the following areas of the draft Framework:

- rationale and aims
- description, purpose and use of the Framework
- principles and protocols
- curriculum architecture
- content structure — strands, sub-strands, context statements and band descriptions
- content descriptions and elaborations
- achievement standards
- title of the Framework.

A copy of the online questionnaire is included as Appendix 1. The quantitative data from the online questionnaire has been excluded from this report owing to the very low number of respondents (7). The qualitative comments of respondents were nonetheless used as part of the methodology described in Section 2.6.

## 2.5 Written submissions

Written submissions were received from state/territory education authorities, professional associations and bodies, and other stakeholders. These typically offered more detailed feedback than was possible via the online questionnaire. Respondents were requested to complete a cover sheet which contained space to record basic demographic information that would assist in collation and analysis of responses. Organisations that provided written submissions are listed in Appendix 2.

## 2.6 Methodology

Qualitative data, including both commentary from the online questionnaires and written submissions, were outsourced to experts in research and data analysis. The qualitative data were analysed using NVivo 10 software. Comments from responses to each question in the online questionnaire were categorised as strengths, concerns, areas for improvement and suggestions, with specific topic nodes developed within these four categories. Content was analysed for recurring themes and general trends.

An identical coding procedure was used for the written submissions.



*Alice Springs consultation forum*

## 3. Community consultation forums

This section presents consultation findings from the community consultation forums held by ACARA. An analysis of feedback on each section of the Framework is presented in the following pages.

### 3.1 Background

Community consultation forums on the draft Framework were held in 19 key sites across Australia from 28 May to 30 July 2013. The planning, coordination and presentation of these forums benefited greatly from support and assistance from colleagues in each state and territory.

The schedule of community consultation meetings is included as Appendix 3. Where possible, consultation forums were held at community languages centres or schools with existing Aboriginal languages or Torres Strait Islander languages programs.

Two hundred and forty people participated in the community consultation forums, representing Aboriginal and Torres Strait Islander cultural organisations and community groups, and a range of sectors and organisations, including education, health and welfare, universities, and federal and local government.

More than 80 Aboriginal languages and Torres Strait Islander languages were represented by the 240 participants in the forums.

Consultation forums were conducted by ACARA Officers in conjunction with members of the Aboriginal Languages and Torres Strait Islander Languages writing team, as well as Advisory Group members and State and Territory Aboriginal Languages and Torres Strait Islander Languages Advisers. The local advisers' expertise and knowledge of the local context,

teachers and teaching conditions were invaluable to ACARA staff, and these advisers played a significant role in ensuring that meaningful feedback was gathered from community members.

Many people from remote areas travelled great distances to attend the consultation forums, which reflects their commitment to and passion for their languages and the significance of the development of the Framework to communities.

In some locations, preliminary meetings were held to discuss the Framework prior to the consultation forums. This meant participants came to the forums with a good understanding of the structure and design of the Framework and with specific points and questions to raise. For others, the consultation forums represented participants' first engagement with the Australian Curriculum and the Framework, and in those instances the forums acted more as familiarisation and professional development sessions. In all instances, rich and valuable feedback was gathered and participants appreciated that ACARA had travelled to their region to consult face to face.

One of the key messages from the forums is that communities appreciate and value this mode of consultation. Feedback was immensely supportive and participants commented that the forums created a 'culturally safe' space where people felt comfortable to comment and have their views heard. As a result, richer and more contextualised feedback was gleaned from the consultation process.

*Thank you for creating a 'culturally safe' space where we feel comfortable to comment and air our views and where we feel listened to.*

#### ***Brisbane consultation forum***

The benefits of this form of consultation were reciprocal in nature. Communities gained a greater understanding of ACARA, the Australian Curriculum and the Framework, and ACARA Officers gained a greater appreciation of the local context and a better understanding of issues faced in particular communities.

As a result of the consultation forums, ACARA has developed a stakeholder list which will enable ACARA to keep communities updated in relation to the development of the Framework.

ACARA would like to thank all participants who attended the forums for their contributions, Elders who came to give the Welcome to Country and who stayed and participated in the proceedings, the local Aboriginal languages and/or Torres Strait Islander languages advisers, and all state and territory education personnel and venue staff who contributed to the success of the forums.



*Darwin consultation forum*

## 3.2 Significance of the Framework

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

*Alice Springs consultation forum*

The recognition of Aboriginal languages and Torres Strait Islander languages within the Australian Curriculum was considered by all to be symbolic and emblematic.

The development of the Framework was seen by many as legitimising the learning of Aboriginal languages and Torres Strait Islander languages in schools, and giving them the same status and recognition as other languages being developed as part of the Australian Curriculum.

*This is the best ever thing that has happened for our people of our Country. I am so proud of this.*

*Alice Springs consultation forum*

*The development of the Framework as part of the Australian Curriculum gives a powerful message to school management that Aboriginal languages and Torres Strait Islander languages are a serious and legitimate area of study...I can show the school principal that Aboriginal Languages have the same status as other languages in the curriculum and are a serious and legitimate area of study and are important in their own right.*

*Adelaide consultation forum*

For many the Framework provides a vision for the future, in which all students in Australia will have the opportunity to learn the language of the Country/Place.

*We should celebrate everywhere...It's the beginning of a brand new day for our country. ...Our children will feel the feelings of being whole, improving well-being and quality of life... No more will our children feel alien in schools, their peers will have a reason to stop racism and we will thrive with our identity in tact instead of in tatters and dropping out.*

**Brisbane consultation forum — correspondence received**

*The sense of identity, self-esteem and pride comes from being included and people valuing the mob from the Country they are in.*

**Broome consultation forum**

*It is the right of all children to learn an Aboriginal Language...This document has the potential to give an Australian identity as all children learn an Aboriginal language and internalise the values and world view of Aboriginal culture...These values need to be spelt out rather than implied.*

**Kalgoorlie consultation forum**

*Learning Aboriginal and Torres Strait Islander languages in school is important for the well-being of our students and assists students engagement at school.*

**Cairns consultation forum**

### 3.3 The nature and purpose of the Framework

Many respondents were of the view that the nature, purpose and audience of the Framework need to be made more explicit.

There was strong endorsement of the framework approach to curriculum development; it was seen as inclusive of all Aboriginal languages and Torres Strait Islander languages and of all students. However, many participants suggested that there needs to be a clearer and stronger statement that the Framework is intended for all students, including both Indigenous and non-Indigenous students.

*...It should be made more explicit in the Framework that [it] is for all students Indigenous and non-Indigenous students. It is Important that all students are recognised as potentially studying an Aboriginal and/or Torres Strait Islander language. It needs to be made more explicit that learning an Aboriginal language is for all students not just for Aboriginal students.*

**Kalgoorlie consultation forum**

While some participants viewed the Framework as providing the necessary flexibility for recognising the local context, others were concerned that the Framework might override current successful programs and practices that have existed for many years.

*We are concerned that the Framework will be like a 'concrete block' placed over our own successful programs we have developed*

**Thursday Island consultation forum**

*The introduction of a national curriculum should not be to the detriment of strong programs that have existed for many years. We are concerned that the introduction of the Framework will diminish the richness of bilingual and biliteracy programs currently operating successfully in the NT*

**Yirrkala consultation forum**

*Approaches need to be flexible, in some instances schools offer trilingual programs*

**Cairns consultation forum**

## 3.4 Using the Framework

At many forums, participants requested practical guidance as to how to develop a language-specific curriculum from the Framework and considered that this understanding would be enhanced by some form of exemplification of how the content descriptions are realised in specific languages within the three pathways for particular bands of schooling. Strong views were expressed that the role of community should be clearly articulated in this process.

*The starting point for all language-specific curriculum development must be Community.*

**Sydney consultation forum**

There was also the view that the introductory section should make explicit that the Framework is a guiding document for the development of language-specific curricula and it is not intended that teachers will teach directly from the Framework.

There was support for developing a community guide/information sheet to explain the nature and purpose of the Framework and make explicit the role of community in the process. It was further suggested that this community guide/information sheet could be translated into particular Aboriginal languages and Torres Strait Islander languages and published as a bilingual text.

*It is empowering for Community if they have a version of the information sheet in their own language.*

**Cairns consultation forum**

## 3.5 The pathways, and differentiation across the pathways

There was general agreement about and support for the three learner pathways, which recognise both the learner background and the state of the language, as well as the descriptions of the pathways.

The identification and development of the First Language Learner Pathway was particularly lauded as recognising the rights of children to learn their own language at school, and was seen in the context of the importance of keeping these languages strong.

*The inclusion of Aboriginal languages and Torres Strait Islander languages in the Australian Curriculum and the recognition of a first language learner pathway within the Framework is very welcomed.*

**Groote Eylandt forum (videoconference)**



**South Hedland consultation forum**

Some concerns were raised in relation to the Language Revival Learner Pathway. Participants noted that this pathway needs to cater for a broad range of languages in various states, and for a broad range of learners and contexts. Concern was raised, particularly in the Northern Territory and Western Australia, as to where a language 'which is currently being revitalised' would best fit within the Framework. It was noted that in these situations the languages often have full linguistic codes available, with the issues being that the languages are no longer being transmitted across generations and the number of speakers is diminishing.

There was support for some clearer guidelines and direction in relation to this issue.

*There is some ambiguity between LR and L2 situations. Most Kimberley languages have full linguistic codes but the languages are not transmitted across all generations, and for some languages there are few fluent speakers, but lots of partial speakers. Where do these languages fit within the Framework?*

**Broome consultation forum**

*LR pathway description is confusing — it is not clear which pathway should be used for a language which is being revitalized.*

**Darwin consultation forum**

*The Table is a clear snapshot of the pathways but it needs to align with the descriptions of the pathways in the text.*

**Broome consultation forum**

Of greatest concern to forum participants was the lack of differentiation between the pathways in terms of content and achievement. Participants recognised that the key concepts could be similar across all of the pathways but believed that the way these concepts are addressed should differ within each pathway.

*The content descriptions and achievement standards in each of the pathways is practically the same. Consideration needs to be given as to how concepts and processes can develop differently in the different pathways.*

**Port Augusta consultation forum**

*There is not sufficient differentiation between the three pathways in terms of content descriptions and elaborations and achievement standards.*

**Adelaide consultation forum**

Comments were strongest in relation to the First Language Learner Pathway, where it was thought that progression was too similar to the other pathways and literacy development and learning in and through the first language were not sufficiently recognised. There was support for adding text from the Shape paper in relation to the importance of developing literacy in students' first language to assist literacy development in English.

*The L1 Pathway does not sufficiently address literacy development or different domains of language use. A stronger emphasis on active use of language is required, as well as recognition that content from other learning areas can be taught through a L1 pathway.*

*We have concerns about language shift and change. We need teachers to be strong speakers of our language. Strong language is important for the future. We need a language maintenance curriculum which reflects this need. The AC framework is more like a language revival program and not like a language maintenance program.*

**Yirrkala consultation forum**

*The focus in L1 pathway should be on the acquisition of useful/helpful contemporary knowledge rather than on maintenance of language for its own sake.*

**Darwin consultation forum**

*The first language learner pathway in the Framework seems more like a language revival program and not a language maintenance and development program.*

**Darwin consultation forum**

*The recognition of hand signs as an important means of communication needs to be stronger in the L1 pathway.*

**Alice Springs consultation forum**

Participants suggested that the term 'target language' should be removed from the description of the First Language Learner Pathway.

*The Indigenous language is used as a vehicle to develop language and literacy skills that aid in the acquisition of English language learning. Therefore reference to L1 as the target language may cause confusion.*

**Yirrkala consultation forum**

Concerns were raised that the content in the Language Revival Learner Pathway was not pitched appropriately. It was further noted that in some cases there is not sufficient 'target language' to be able to program from the content descriptions. This led to the perception that the Language Revival Learner Pathway is more about cultural studies than language development.

*The linguistic aspects are overemphasised in the LR pathways. Some languages will be lacking in historical and/or living memory sources, the Framework must make it possible for these languages to see themselves as part of the framework.*

**Melbourne consultation forum**

*Ceremony is not an appropriate concept in the LR pathway as often there is no language available and no knowledge/information about ceremony.*

**Adelaide consultation forum**

Forum participants commented that some exemplification of the Language Revival Learner Pathway for languages at either end of the language revival learner continuum would be particularly useful.

### 3.6 Introductory section; Framework organisation



**Kalgoorlie consultation forum**

The introductory section of the Framework was generally very well supported and recognised as the blueprint for the Framework.

Participants were very pleased with the recognition in the introductory section ‘that it is as much about Aboriginal people today’. However, many did not consider that this approach was necessarily translated into the content of the three pathways.

*The recognition that the Framework ‘takes into account that the study of Aboriginal languages and Torres Strait Islander languages is as much about what it is to be an Aboriginal or Torres Strait Islander person today as it is about ancient traditions and social, cultural and linguistic continuity with the past’, is applauded. However this recognition needs to be better reflected within the content of the three pathways. More consideration needs to be given to an urban context.*

**Adelaide consultation forum**

The recognition of different forms of literacy, and of experiential learning and the importance of learning on Country/Place was strongly supported.

*Learning out [of the classroom] on Country is the most important learning experience.*

**Kalgoorlie consultation forum**

*The recognition of different forms of literacy such as sand painting and collecting and gathering information from Country and the references to experiential learning are great.*

**South Hedland consultation forum**

*Pleased that different literacies are recognised but this needs to be made stronger.*

**Sydney consultation forum**

There were some concerns, particularly in South Australia, Western Australia and the Northern Territory, that the introductory section of the Framework is written from a 'revivalist perspective'. Participants would like to see greater recognition of or emphasis on maintaining and strengthening languages that are still languages of everyday communication.

*Language maintenance and development needs greater prominence within the Introductory section. At present there is too much emphasis on language revival. A better balance is required.*

**Adelaide consultation forum**

*There is not sufficient emphasis on maintaining and strengthening languages which are currently spoken right through. We want to keep our languages strong.*

**Kalgoorlie consultation forum**

There were also suggestions to review the introductory section to ensure that it is inclusive of all learners, readers and languages.

*Review the Introductory section to ensure that inclusive terminology is used; at the moment it reads as 'us' and 'them'. Students seem like 'outsiders'.*

**Darwin consultation forum**

There was strong support for the inclusion of quotes from community within the introductory section of the Framework, similar to the approach adopted in the Shape paper.

*Would be stronger if accompanied by quotes from community members and more anecdotal, less formal style. This would make plain the connection between community voices and aspirations and what is encoded in the Framework.*

**Alice Springs consultation forum**

*Consider using quotes from the Community and quotes from students to break up this section and to make it more powerful.*

**Parkes consultation forum**

There were suggestions that understanding of the structure of the Framework could be enhanced by the use of visual diagrams and also by including text from the overarching Languages learning area in relation to structure, including explanations of band descriptions, content descriptions and content elaborations.

Participants recognised that ACARA's remit is to write a Framework for students in Foundation to Year 10. However, many believed it would be useful to acknowledge that in some states in Australia students are able to continue their study of a language through to Years 11 and 12. Participants at the Sydney forum also suggested that the Framework should recognise learning in preschool.

### 3.7 Principles and protocols

The principles and protocols section attracted the greatest amount of discussion and feedback at all consultation forums.

*It is appropriate that the principles and protocols are described at a higher level. This allows for recognition of existing principles and protocols in each state and territory.*

**Melbourne consultation forum**

The inclusion of this section within the Framework was strongly supported and widely applauded at all consultation forums. Many participants expressed the view that principles and protocols for engaging with community should be included in all learning areas within the Australian Curriculum.

Some suggested that it would be useful if this section was framed as 'guiding principles and protocols', to recognise that there are also local protocols that need to be followed. There was also support for adding further principles and protocols relating to visiting Country, working with community, conducting research, protecting intellectual property and copyright, and creating 'culturally safe' places in schools.

*Emphasise that the principles and protocols relate to all facets of teaching and learning  
Aboriginal languages in schools.*

**Brisbane consultation forum**

*It needs to be clear in the Principles and Protocols that consent, cooperation and involvement of community is required in all aspects of ... teaching of our Languages at schools, including being respectful of local knowledges.*

**Cairns consultation forum**

*The principles and protocols need to be contextualised within each state and territory and should also include Principles and protocols for engaging with community in a respectful manner.*

**Hobart consultation forum**

*Include protocols for visiting Country. Schools need to ensure that non-Indigenous students respect and understand Indigenous cultural knowledge when visiting Country and working with Elders.*

**Alice Springs consultation forum**

*Ongoing consultation and collaboration with Community should be given greater emphasis and prominence.*

**Darwin consultation forum**

Participants were keen for the role of community to be made prominent across all aspects of the Framework. There was support for this section to be hyperlinked to all sections of the

Framework in the online version, to clarify that these principles and protocols pertain to the whole school program and not just in the implementation phase of a school program.

*Make it clear in the principles and protocols section that community always has the final say.*

#### **Parkes and Sydney consultation forums**

*There should be principles and protocols for engaging with community across all learning areas of the curriculum.*

#### **Canberra consultation forum**

*Some stories are culturally sensitive, permission needs to be sought from an Elder before using the story at school this needs to be made clear in the protocols...students should not discuss or change traditional stories in anyway. It is only appropriate for them to listen to Elders who have permission to tell those stories.*

#### **Alice Springs consultation forum**

Some suggested that a stronger statement should be included within the principles and protocols about who should teach Aboriginal and Torres Strait Islander languages.



**Darwin consultation forum**

## **3.8 Rationale and aims**

### **Rationale**

The rationale was strongly supported at all consultation forums.

Participants at the Perth forum supported the links made to existing policies and recent government reports and particularly to the *United Nations Declaration on the Rights of Indigenous Peoples*. At other consultation forums, however, participants believed that the inclusion of such policies could be seen as taking a defensive stance.

Participants at the Kalgoorlie forum wanted to see a stronger and more concise rationale which was more proactive and visionary. They were of the view that the rationale was written from a

deficit perspective and felt that the Framework should be written in such a way that it celebrates students learning Aboriginal languages and Torres Strait Islander languages.

*It is a right of all Australian children regardless of their cultural heritage to learn an Aboriginal language. This document has the potential to give an Australian identity as all children learn an Aboriginal language and internalise the value and worldview of Aboriginal culture.*

**Kalgoorlie consultation forum**

There were also a number of suggested inclusions, such as the recognition of the connection between language and spirituality.

*The rationale needs to recognise the importance of bilingualism.*

**Darwin consultation forum**

*We strongly support the rationale, but would like a reference added about the connection between language and spirituality.*

**Port Augusta consultation forum**

## Aims

There was strong support for the four overarching aims of the Framework. Participants were highly supportive of the first three aims being shared with all Languages curricula, as this reinforced the message that Aboriginal languages and Torres Strait Islander languages are included as part of the broader Languages learning area. The fourth aim relating to language building was strongly supported as it was thought to reflect the distinctiveness of Aboriginal languages and Torres Strait Islander languages.

*The connection to the land and the importance of language to well-being needs to be recognised in the aims.*

**Brisbane consultation forum**

While many agreed that the aims should be broad and overarching and applicable to all language learning, there was some support for crafting aims explicitly for Aboriginal languages and Torres Strait Islander languages. There were suggestions that Indigenous ways of knowing and being could be included within the second aim, and there was also some support for an additional aim in the First Language Learner Pathway in relation to developing literacy and numeracy in students' first language.

*Change the second aim to understanding the relationship between language, culture and learning to /Country/Place. This aim will then resonate with the rationale.*

**Adelaide consultation forum**

*The second aim should include a reference to spirituality and the land i.e. to understand language, culture and learning, and their relationship to spirituality and the land. Consider dividing this aim into two points.*

**Port Augusta consultation forum**

*The aims do not strongly foreground the community aim of strengthening identity and connection, and the flow on from this which is better self concept and life skills. Whether this can be included I'm not sure, but there's no doubt it's a primary aim in the minds of the first language learners group.*

**Alice Springs consultation forum**

### 3.9 Sub-strands

On the whole there was broad support for the sub-strand structure, particularly the sub-strand relating to 'expressing identity. While there was strong support for the sub-strand 'the role of language building', concern was expressed in relation to the role of schools in language building. Many participants strongly felt that the role of community in language building should be foregrounded and made explicit.



**Port Augusta consultation forum**

*The role of community in the language building process needs to be emphasised. It is not appropriate for schools or curriculum and assessment requirements to drive the process of language building.*

**Melbourne consultation forum**

*The role of Community in language-building skills should be foregrounded rather than the role of the school in language-building.*

**Hobart consultation forum**

*Add respectful to the sentence 'the need to engage with communities in an ethical, respectful and sustainable manner'.*

**Hobart consultation forum**

*In particular for secondary students, it is good to see the inclusion of the content related to translating, language analysis and sociocultural understandings.*

**Yirrkala consultation forum**

*We are confused about the term 'Language building' it could mean 'speaking in sentences; 'lifting up the language' or 'making language come together'. The meaning needs to be made explicit in the Framework.*

*Alice Springs consultation forum*

*The term language-building needs to be explained more clearly.*

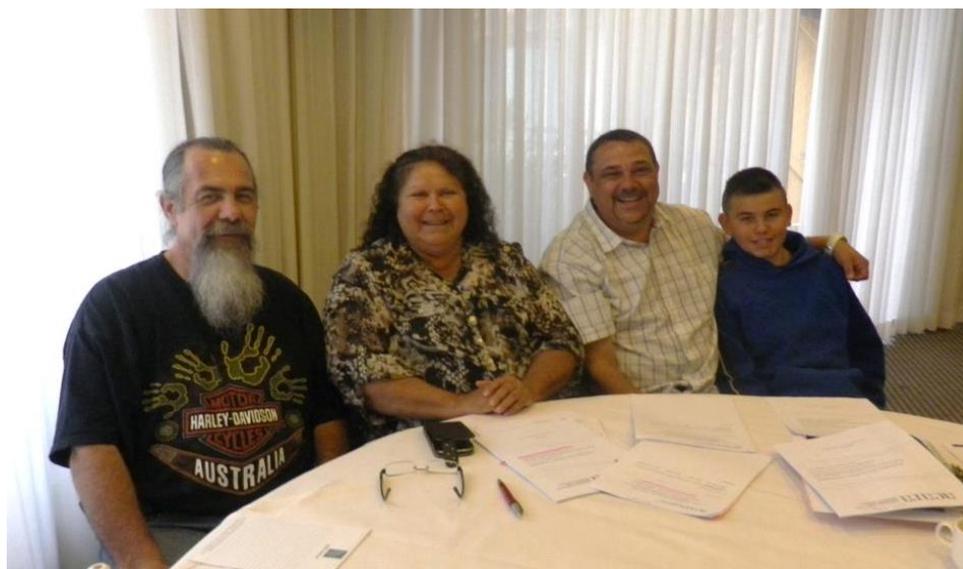
*Port Macquarie consultation forum*

### 3.10 Key concepts, key processes and key text types

The inclusion of key concepts was welcomed and strongly supported as capturing concepts that reflect Aboriginal and Torres Strait Islanders' ways of knowing and doing. There were suggestions to include further key concepts. Those receiving most support included health and well-being; seasons; water cycles; fire; cultural safety; 'right behaviour'; reciprocity; and 'Aboriginal and Torres Strait Islander values'.

*Add water and strengthen the links to the environment, health and well-being and being culturally safe in school are really important concepts.*

*Groote Eylandt forum (videoconference)*



*Port Macquarie consultation forum*

### 3.11 Band descriptions, and content descriptions and elaborations

Describing content and achievement using broader bands of schooling (that is, Foundation to Year 2, Years 3 to 6 and Years 7 to 10) was strongly supported. Consultation participants viewed this as providing greater flexibility at the local level.

*The structure: the broad bands of learning i.e. Foundation to Year 2, Years 3-6, and Years 7-10 provide for flexibility of provision at the local level.*

*Alice Springs consultation forum*

## Band descriptions

The style of the band descriptions was considered user-friendly and easy to understand.

*I love it. Easy flowing and easy to read.*

**Port Augusta consultation forum**

Some concern was expressed about the length of the band descriptions. Suggestions included reducing the length and using headings to organise the text to improve readability. The band descriptions were considered to capture appropriate learning in each of the bands of schooling. However, the view was that this learning was not reflected in the content descriptions.

At the forums held in Parkes, Port Macquarie, Jervis Bay, Brisbane, Thursday Island and Broome, there was a call to broaden the references to 'Elders' to include community speakers.

*References to Elders — broaden the scope to include community speakers.*

**Jervis Bay consultation forum**

## Content descriptions and elaborations

Some groups, particularly in Alice Springs and Kalgoorlie, appreciated the generalised and abstract nature of the content descriptions as giving flexibility to the development of programs at a local level to suit the local context. However, other groups called for greater clarity and further guidance in the content descriptions, as many felt that they would be difficult to translate into language-specific content descriptions. They found the current form of the content descriptions limiting and felt that richer descriptions of learning needed to be captured.

Participants commented that the content elaborations assisted their understanding of the content descriptions and gave them more of a sense of the expected level. Participants suggested that further elaborations at the Framework level would assist in the development of language-specific curricula.

There was a strong view, particularly at the consultation forums conducted in Queensland, that Indigenous ways of knowing and being should be more visible in the Framework content, and the content elaborations were seen as a mechanism for realising this.

*The content descriptions should be clearer about the knowledge, skills, understandings and dispositions of learning in general terms, which could then be adapted to suit the local context.*

**Brisbane consultation forum**

*The level of guidance is an issue content descriptions and elaborations need to be more 'teacher-friendly' and more easily understood*

**Darwin consultation forum**

*More content elaborations would be useful as a mechanism of acknowledging differing local contexts.*

**Thursday Island consultation forum**

*The content descriptions are too abstract and difficult to follow. The content elaborations are more user-friendly. More content elaborations would greatly assist the development of language-specific curriculum.*

## **Perth consultation forum**

*Include more elaborations so that teachers can see their languages, particularly in the LR pathway where there is a broad range of languages.*

## **Parkes consultation forum**

There was a view that the current content descriptions focus heavily on learning about culture and language rather than using language.



**Parkes Consultation forum**

Participants indicated that they would like to see more emphasis on the active use of language

*The current content descriptions focus on studying a language by identifying and discussing aspects of the language rather than using language for specific purposes. It is difficult to understand what exactly is required for many of the content descriptions.*

*The content descriptions need to position students as active participants in language learning. Needs to reflect the students' own worlds in the content descriptions and exploring their own experiences.*

*Content descriptions in the Language Awareness sub-strand should be aimed at developing students' knowledge and understanding of local/regional/Australian languages ....*

## **Port Augusta consultation forum**

There was some concern over the use of specific terms in particular Aboriginal languages, with recommendations that these terms should be removed at the Framework level.

Some participants called for more explanation in the content descriptions relating to story.

*All students even Middle Years students cannot discuss traditional stories they can only listen to Elders who have permission to tell those stories. These stories cannot be changed or told by people who aren't the boss for that story.*

**Alice Springs consultation forum**

*Make it explicit that retelling a story means that the story cannot be changed in any way.*

**South Hedland consultation forum**

The use of key concepts as one of the organising principles of the curriculum was widely applauded. However, there was a general feeling

that the key concepts, processes and text types as described in the introductory section were not well represented or elaborated within the content.

There was a general call to review content descriptions and elaborations to better reflect urban contexts.

*Urban contexts need to be recognised such as going shopping, playing and watching sport and footy matches.*

**South Hedland consultation forum**

*Need to include key processes, skills, and text types within content descriptions as well as key concepts.*

**Yirrkala consultation forum**

There was strong support for including more play-based learning in the Foundation to Year 2 band as well as capturing experiences of children in relation to family, friends and community.

*More tactile learning needs to be visible in the Foundation to Year 2 band.*

**Port Macquarie consultation forum**

*In the early learning years children shouldn't be recounting dreaming stories. They should only be listening to stories. Little kids dancing is OK only for ceremonies that are open/public to everyone.*

**Alice Springs consultation forum**

## 3.12 Pitch and progression

There were general comments that the progression of learning across the scope and sequence of each pathway requires greater clarity and there is not sufficient differentiation across the band levels within pathways.

Participants saw minimal progression across the bands of schooling. They questioned the reliance on similar verbs to show progression across the bands. They believed that terms such as 'name'/'identify', 'understand' and 'analyse' limited the scope of learning.

*At present the content appears rather similar across the band levels. Differentiation seems to be carried by the verbs of each content description. Consider how concepts can develop across the bands. Students seem to be continually revisiting the same content across the bands.*

#### **Adelaide consultation forum**

Participants requested that content descriptions within each pathway be reviewed to ensure a clear progression across the bands of schooling and to show the development of language use across different domains and across the bands of schooling in each pathway.

Concerns were also expressed about addressing literacy development across the bands within the First Language Learner Pathway.

In the Language Revival Learner Pathway concern was expressed about the pitch of the content descriptions.

*LR Pathway: many languages in this pathway do not have sufficient language to undertake many [of] the content descriptions in language.*

#### **Port Augusta consultation forum**

### **3.13 Achievement standards**

Achievement standards were considered to be an important development for Aboriginal languages and Torres Strait Islander languages. However, it was strongly felt that greater differentiation is required in achievement standards across the pathways.

There was overwhelming support at all consultation forums for the inclusion of an additional achievement standard at the end of the Foundation to Year 2 band to recognise early years learning and to provide guidance to teachers.

### **3.14 Alignment**

Participants at the forums requested that the alignment between the band descriptions, content descriptions and elaborations, and achievement standards be reviewed and improved.

## 3.15 Bilingual programs and immersion programs



**Yirkalla consultation forum**

*Yaka njanapurrunha yurru gananjdhunma benjuruyi yaluŋura. Danapurru djäl njanapurru njuhiliyi yaluŋura.*

*We don't want to be separated from the box. We would like to be in the box!*

**Yirkalla consultation forum**

Consultation forums, particularly in the Northern Territory, requested the inclusion of a clear statement about the Framework for language-as-subject programs. Consultation participants also emphasised that bilingual programs or immersion programs need to be included as per the Shape paper.

*Successful bilingual programs are at risk of being extinguished by the introduction of the framework.*

**Darwin consultation forum**

*The development of bilingual/bicultural learners should be recognised and celebrated within the Australian Curriculum as a whole. Where are our children within the Australian Curriculum?*

**Yirkalla consultation forum**

*The Framework needs to recognise the local context, for example in the Torres Strait languages are in revival mode. Languages are spoken right through but the younger generation are not speaking these languages. Immersion models of provision need to be recognised.*

**Thursday Island consultation forum**

## 3.16 Expression and terminology

The language used to describe curriculum content was considered complex and requiring greater clarity. Consultation participants also expressed concern that the structure is difficult to navigate.

*Accessing and understanding the documents is of concern. The language is difficult and could be challenging for ESL speakers and support staff e.g. Yolŋu Assistant teachers many of whom are delivering the program. The language needs to be accessible to all members of our teaching team.*

**Yirrkala consultation forum**

*The language is too complex. The documents could be broken up with quotes and diagrams.*

**Darwin consultation forum**

*With reference to terminology explain that Place encompasses land/sea/sky there was a request to use the terms Country and Place together — ensure that this is consistent throughout the document.*

**Thursday Island consultation forum**

Although it was understood that the term ‘ceremony’ in the context of the Framework refers to those ceremonies in the public domain, the use of this term was seen as problematic. Suggested terms to replace it included ‘cultural beliefs and practices’ and ‘cultural celebrations and community events’.

## 3.17 Framework title

There was no clear direction from consultation in relation to the title of the Framework.

The current title, ‘Framework for Aboriginal Languages and Torres Strait Islander Languages’, was supported as inclusive, but there was concern that owing to its length it was likely to be reduced to an acronym.

The title ‘Australian Languages’ was supported in South Australia, Alice Springs, Kalgoorlie and Hobart, and by linguists attending the forums.

‘Australia’s First Languages’ was supported in Broome, South Hedland and Port Augusta, and in consultation forums held in New South Wales.

In Victoria there was some support for the creation of separate frameworks for Aboriginal languages and for Torres Strait Islander languages.

The term ‘Indigenous’ was not supported, other than by participants in Central Australia.

Forum participants recognised that once language-specific curricula were developed the title of the Framework would be less of an issue.

*There will be an educative role around the title whatever is selected.*

**Melbourne consultation forum**

## 3.18 Student diversity, general capabilities and cross-curriculum priorities

Participants favoured adapting the section relating to student diversity, general capabilities and cross-curriculum priorities, currently located on the Languages learning area webpage, and placing this text in the introductory section of the Framework.

### Student diversity

*There was concern that the draft Framework is built on the assumption that all learners use English as the language of instruction. Participants, particularly in the Northern Territory, expressed the view that the development of bilingual/bicultural learners should be recognised and celebrated in the Framework and within the Australian Curriculum as a whole. The draft Framework is built on the assumption that all learners are progressing through their schooling using English as the sole language of instruction. This is not the case. Yolŋu is the child's language of learning and understanding the world.*

*Yirrkala consultation forum*

Suggestions were made by some consultation participants to recast the section on student diversity to recognise and strengthen linguistic and cultural diversity.

### General capabilities

Consultation participants saw more potential to highlight the general capability Ethical understanding, particularly in relation to working with Elders and visiting Country/Place.

They also felt that Numeracy could be more strongly represented, particularly in the First Language Learner Pathway.

*The general capabilities provide an opportunity to include more specific references to numeracy within the content descriptions and elaborations, such as measurements, calculations, scale, spatial terms.*

*Port Augusta consultation forum*

Further suggestions were made to include in the Framework introduction the text relating to Literacy from the Shape paper.

### Cross-curriculum priorities

Many participants saw the benefit of including a link from the Framework to the information relating to the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority.

Some forum participants provided feedback that the cross-curriculum priorities diagram should include Languages as one of the elements.



**Broome consultation forum**

*The diagram is good...but we need to put the word Language in it, because that's what it is all about.*

**Alice Springs consultation forum**

### 3.19 Implementation and policy issues

A great deal of the feedback pertained to implementation and policy issues. There was an expectation that the Framework should address these issues.

*The curriculum is a great starting point, but implementation will not be successful without secure, ongoing funding and support. We need accredited training, mentoring and professional development pathways for teachers of Aboriginal languages.*

**Broome consultation forum**

#### Questions raised included:

- Who will be responsible for developing language-specific curricula? Who will fund this process? How will this be managed? Who will oversee this process? Will language-specific curricula need to be accredited? What will be the process?
  - How much of the Framework can be modified to account for the local context? How will local content be aligned with the Framework?
  - Where does Aboriginal learning methodology fit within the Framework?
- Other concerns raised by some participants included:
- schools undertaking to implement the Framework without the appropriate permission from community and without following the protocols
  - the importance of studying on Country should be emphasised and mandated in the Framework
  - the Framework needs to include an explicit statement that Aboriginal language should be taught by an Aboriginal person or teaching team
  - training of appropriate teachers, teacher qualifications and salaries

- links to community languages programs
- the importance of linking community projects to languages learning in schools
- payment of Elders who visit schools to share their experiences with students
- the school curriculum should not dictate which languages are taught and how
- the entire Australian Curriculum assumes that English is the language of instruction for all students
- there is not sufficient time in school programs to teach the content
- the teaching of Aboriginal languages in all schools should be mandated.

*Schools should not drive what the community does. Schools do not drive the language-revival process.*

**Melbourne consultation forum**

*We need to work together to make this real.*

**Alice Springs consultation forum**

*Taking students onto Country is often very difficult because of red tape.*

**Kalgoorlie consultation forum**



**Broome consultation forum**Public Consultation

## 4. Public Consultation

This section presents consultation findings on the Framework from both the online questionnaire and written submissions.

### 4.1 The Framework and pathways

#### Strengths

The development of a national framework to support the teaching, learning and revival of Aboriginal languages and Torres Strait Islander languages was strongly endorsed by respondents.

Respondents identified the importance of language to human rights, culture, identity and well-being and as being particularly significant for Aboriginal people and Torres Strait Islander people. The commitment and effort involved in the development of the Framework was explicitly acknowledged by most respondents.

*In this context we warmly welcome the draft Framework, the first national curriculum document outlining how students can learn Aboriginal and Torres Strait Islander languages in schools across Australia.*

**National Congress of Australia's First Peoples, written submission**

*The draft framework can play a strategic role in the preservation, revitalisation and promotion of Aboriginal and Torres Strait Islander languages.*

**Australian Human Rights Commission, written submission**

*I think it is a positive and long overdue move to include Aboriginal Languages and Torres Strait islander languages within the school curriculum for all Australian students. If funded appropriately, with positive community/school input and high quality presentation and delivery, learning in and about Aboriginal or Torres Strait Islander Languages has the potential to be an exceptional tool for understanding and reconciliation in Australia.*

**Individual written submission, Qld**

Many respondents noted their support of the framework approach, and of the three pathway structure.

*Congress supports the decision to provide a framework in preference to language-specific curriculum documents. We consider that this approach provides appropriate flexibility to cater for all Aboriginal and Torres Strait Islander languages.*

**National Congress of Australia's First Peoples, written submission**

*The Commission also supports the identification of three distinct learner pathways which will accommodate different needs and approaches to ensure that the right to language can be realised.*

**Australian Human Rights Commission, written submission**

The framework structure was also seen as providing suitable flexibility.

*The structure provides flexibility for schools to make changes suited to its locality.  
Resonates with the implementation of Aboriginal languages in schools.*

**WA School Curriculum and Standards Authority, written submission**

## Improvements

Some respondents, notably from Queensland, would like to see the Framework revised to take greater account of Indigenous ways of thinking.

*The concern from some Elders in the consultation is that development of the Languages Framework from ACARA has been unnecessarily influenced by the development of curricula for Asian and European languages. Such an approach has not allowed for the integrated holistic view of Aboriginal languages or Torres Strait Islander languages as complex pieces of the bigger 'jigsaw' of Indigenous knowledge.*

**Independent Schools Queensland, written submission**

*Using the structure that was used to develop and deliver the Asian and European languages curriculum does not work in this context. Applying a Western academic process to language learning is at odds with a community-based Indigenous approach to language learning.*

**Queensland Studies Authority, written submission**

A few respondents argued that it is not clear as to which students will be taught under the Framework. They called for the removal of ambiguity as to whether only Indigenous students or both Indigenous and non-Indigenous students are the target learner group.

## 4.2 Rationale and aims

### Strengths

Broadly speaking, the rationale and aims were supported by respondents.

The rationale was seen as providing teachers with a good understanding of the importance of Aboriginal languages and Torres Strait Islander languages.

*Congress considers that the rationale and aims of the draft Framework clearly and appropriately articulate the role and importance of language to Australia's First Peoples. We also appreciate the recognition that Aboriginal languages and Torres Strait Islander languages are complex and diverse.*

**National Congress of Australia's First Peoples, written submission**

*Excellent, provides a really good perspective which should allow interested parties to shape the introduction of the framework in ways appropriate to the subject matter and its socio-political situation.*

**Individual written submission, Vic**

The aims are viewed as providing good direction to the Framework and as being suitably broad.

## Improvements

Respondents suggested the rationale be revised to ensure its intent is clear for all potential readers.

*In general the Rationale was well received by respondents though some feedback indicated that it could be expressed more clearly and with less repetition.*

**Board of Studies NSW, written submission**

A number of respondents argued that the rationale should recognise those students whose first language is an Aboriginal language or Torres Strait Islander language.

*A frank acknowledgement needs to be made at the outset of the Curriculum document that states the fact that many thousands of students come to school already fluent in an Aboriginal language as their primary language and as their primary means of communicating and interacting. They don't need to 'learn' an Aboriginal or Torres Strait language. Both groups need to be acknowledged and affirmed at the start.*

**Australian Society for Indigenous Languages, written submission**

## 4.3 Principles and protocols

### Strengths

Most respondents welcomed the Framework's principles and protocols and viewed this section as providing useful, practical advice to schools and teachers on how to implement the Framework.

*The Principles and protocols section was strongly supported by respondents who confirmed that key priorities were generally expressed effectively... there was consistent endorsement of how effectively the text represented the most important aspects of the Principles and protocols associated with the teaching of Aboriginal languages. In particular the draft Framework effectively represented the protocol that decisions about Aboriginal language/s should be made by the local Aboriginal community.*

**Board of Studies NSW, written submission**

*Respondents supported the protocol that requires individual schools to negotiate with communities as to which Aboriginal language is chosen to be taught.*

**SA Department for Education and Child Development, written submission**

### Concerns

Some concerns were expressed regarding assessment.

*Respondents were concerned about whether the recommended 'thorough assessment' of the local language situation would be carried out by the appropriate people.*

**Board of Studies NSW, written submission**

### Improvements

Some respondents argued that the principles and protocols section should provide greater guidance to teachers and schools in their engagement with Aboriginal communities and Torres Strait Islander communities.

*The framework should advise school communities to build the necessary community trust and to gain the permission to use and teach the language on site. Points that the ACT would like emphasised: Every Aboriginal Community is different. In negotiating with a community, first arrange face-to-face meetings then listen and follow the direction provided. Where it is difficult to reach agreement on the language to be taught, seek advice from an elected Aboriginal body.*

**ACT Education and Training Directorate, written submission**

Individual written submissions identified a number of additional areas that could be covered in the principles and protocols section. The South Australian Department for Education and Child Development suggested expanding the principles and protocols to include guidance on instances where people are not living in the 'country' of their language and where not all learners may be given access to a particular language for cultural reasons.

Other suggestions included:

*It would be good to have advice on processes for consultation for schools when there is no agreement with local community. Who would/could schools consult with?*

**Catholic Education Office, Archdiocese of Canberra and Goulburn, survey respondent**

*There may be instances where the local community does not want language taught in schools, but may wish to control the teaching of language at the community level. This approach can be fostered through partnerships, where school curriculum may support additional elements attached to the teaching of language.*

**ACT Education and Training Directorate, written submission**

*The Elders wanted much more information in this section on how a school might go about consulting with community. Who would do that work from the school? How would they go about identifying who to speak to in community? What roles would these people have in on-going language learning in the classroom? What resources and support would be available for the community language experts? What would true engagement with relevant communities look like 'on the ground'?*

**Independent Schools Queensland, written submission**

*Feedback from respondents suggested the need to further strengthen and clarify this section by adding text that guides teachers to consult the local Aboriginal community before teaching content that may be culturally sensitive or controversial.*

**Board of Studies NSW, written submission**

*Awareness of protocols surrounding the use of audio visual and multi modal texts needs to be clarified. It can be very tempting in some instances for teachers to consider utilising technology for the teaching of language without sufficient consultation with the Elders and community.*

**Queensland Catholic Education Commission, written submission**

## 4.4 Curriculum architecture

### Strengths

There was a positive response to the three-pathway structure of the Framework. The table summarising the similarities and differences between the three pathways was seen as a particular strength of the curriculum architecture section.

*The table on p13 is a useful visual tool for deciding which pathway suits the school and community context best.*

**Secondary teacher, NT, survey respondent**

### Concerns

A number of respondents disagreed with the Framework's proposition that 'very few Aboriginal languages and Torres Strait Islander languages are still languages of everyday communication'.

*This statement...fails to make clear that in many parts of Northern Australia it most certainly is not the case that it is only 'very few' that are still languages of everyday communication. In Central Australia alone there would be at least 15 languages that are the main languages used for everyday communication. These languages represent thousands of speakers. The same is certainly true in the 'Top End'.*

**Australian Society for Indigenous Languages, written submission**

Some respondents felt that the different pathways don't adequately address the range of different situations and languages.

*The pathways in this Framework differ to those that were developed at senior secondary level some years ago, as part of the Australian Indigenous Languages Framework. That framework was a more comprehensive framework and better catered to the different program types, the states the Languages are in and diversity of learner backgrounds.*

*This draft ACARA Framework has the potential to create confusion, as the 3 pathways: do not adequately address the full range of program types [and] muddle the 2 different concepts of the state the language is in, and the diversity of learner background.*

**School of Languages, written submission**

*The situation for those Languages communities which choose/need a Revitalisation language program is quite different to those communities which choose/need Reclamation and Revival language learning programs.*

**Individual written submission, Qld**

### Improvements

Some respondents saw a lack of clarity around which pathways are open to which students and recommended explicit guidance on which streams are suitable for Indigenous or non-Indigenous students.

*The description of the Pathways on page 9 needs to make it very clear that both the Revival Language pathway and the second language learner pathway are pathways for*

*both students who are of Aboriginal or Torres Strait Islander descent or not; and that students may or may not come from that particular linguistic/cultural background.*

**School of Languages, written submission**

Other respondents suggested more reference to the teaching of creole languages.

*The place of Kimberley Kriol still needs to be discussed. Does it fit into the L1 pathway? Our interpretation is that Kriol could be taught.*

**WA School Curriculum and Standards Authority, written submission**

## 4.5 Differentiation between the pathways

### Concerns

Many respondents expressed concern that there is not significant enough differentiation between the three pathways.

*ISQ supports the inclusion of the three Pathways in the Framework. ISQ spoke with Elders from remote communities who are in boarding schools assisting students and although they were very supportive of the three approaches they had difficulty differentiating the L1 and L2 pathways for their context.*

**Independent Schools Queensland, written submission**

*The pathways read almost identical. There is minimal differentiation between them, in particular the content descriptions. After reading first language, I felt like I was reading the exact same thing again in language revival and second language.*

**Secondary teacher, NT, survey respondent**

*The scope and sequence across the 3 pathways are almost identical to each other. This is not acceptable.*

**School of Languages, written submission**

*The Language Revival Learner Pathway content descriptions are too similar to the content descriptions in the First Language Learner Pathway and Second Language*

**Queensland Studies Authority, written submission**

### Improvements

Respondents were keen to see greater differentiation between the three learner pathways. The South Australian Department for Education and Child Development recommended that this could be achieved by 'providing a greater number of content elaborations detailing differentiation across pathways'.

*While specific language examples cannot be used, differentiation can be addressed regarding processes and the kinds of activities undertaken.*

**SA Department for Education and Child Development, written submission**

Others suggested differentiation across all aspects of the pathways.

*Differentiate each pathway with distinctly different band descriptions, content descriptions and achievement standards requiring different knowledge, depth of understanding and sophistication of language skills.*

**Queensland Studies Authority, written submission**

*There was a suggestion that there should be more variety in the content, not just a different approach to the same content across the stages/levels.*

**Board of Studies NSW, written submission**

## 4.6 Content structure

### Strengths

Positive comments on the content structure centred on its clarity and the usefulness of the Understanding strand.

*The Understanding strand was seen as a way to fulfill curriculum outcomes if there was not much known of the local language. This was welcomed.*

**Board of Studies NSW, written submission**

*The strands and sub-strands are easy to understand, even for a non-language teacher.*

**WA School Curriculum and Standards Authority, written submission**

*Pleased to see 'To understand the process of language building...' added, which encompasses the changing nature of language as well as the important aspects of linguistic techniques and recording.*

**WA School Curriculum and Standards Authority, written submission**

### Concerns

One respondent argued that the Communicating sub-strands do not focus sufficiently on the experiences of learners.

*Communicating strand has a heavy focus on cultural activities and describing aspects of culture. There seems to be an absence of the learner themselves in these. A sense of learners' own belonging and involvement in these cultural activities and experiences is lacking. I would like to feel that learners are exploring their own experiences in the community and the meaning behind their own family and community linguistic, social and cultural practices. The early years experiences of children in relation to family, school, friends and community are also absent, yet these are also significant to their identity and personal development as learners and users of language.*

**Secondary teacher, NT, survey respondent**

### Improvements

The Australian Human Rights Commission recommended that the 'content strands include recognition of the rights of Indigenous people to language and the opportunities created for all students to act in rights-respecting ways'.

The South Australian Department for Education and Child Development regarded the content structure section as 'terminologically dense'. It also identified the need for a definition of 'band'

and a diagrammatic representation of the structure, key processes and key text types, and recommended that examples be provided 'to explain language building'.

The Board of Studies NSW expressed concern over ambiguity in the 'Role of language building' sub-strand.

*The 'Role of language building' sub-strand may be interpreted as providing students and schools with the opportunity to engineer new language. Recommend the removal of any 'ambiguous content'.*

**Board of Studies NSW, written submission**

There was some reference to the need to ensure an appropriate balance between urban and remote Aboriginal and Torres Strait Islander perspectives and experiences within the Framework.

*My main encouragement for the final draft, is to hold in one's mind the context of continuing culture within urban and regional, as well as remote contexts. Thus, when citing examples, do not always assume 'bush' or only pre-colonisation settings.*

**Individual written submission, Vic**

## 4.7 Key concepts, key processes and key text types

### Strengths

The key concepts, processes and text types were viewed as appropriate by some respondents.

*The key concepts are supported and are considered to speak well to teachers, giving them clear indication of what can be done in the classroom; there was particular support for family relationship and dialects.*

**SA Department for Education and Child Development, written submission**

### Improvements

The Catholic Education Office, Archdiocese of Canberra and Goulburn recommended that additional key processes be listed, namely 'reflecting, creating and responding'. Other respondents also suggested additions to this and associated sections.

*'Seasons' is a big concept, and should be mentioned here. Replace 'journey' with 'seasons' and include road and sea trips, maybe add fishing.*

**WA School Curriculum and Standards Authority, written submission**

## 4.8 Learner pathways

It was the view of many respondents that the learner pathways are very similar. As a result, many respondents did not provide separate comments on the specifics of each pathway. This section of the report provides a summary of general comments on the band descriptions, content descriptions, content elaborations and achievement standards, before detailing comments on individual learner pathways.

## Band descriptions

The band descriptions received limited comment within the consultation data. Respondents were keen to see the band descriptions presented more clearly.

*The Band description is lengthy and not clearly presented. A rewrite, using sub-headings, is recommended.*

**Board of Studies NSW, written submission**

## Content descriptions

A number of respondents argued that visits to Aboriginal or Torres Strait Islander communities should be mandated and thus covered in the content descriptions.

*It was strongly advocated that site visits should be mandated in content descriptions or through another means at each stage. It would need to be explained within the draft Framework that the local Aboriginal community would determine which sites were visited.*

**Board of Studies NSW, written submission**

A number of respondents noted a possible difficulty with using written texts of Aboriginal languages and Torres Strait Islander languages.

*It is not always possible to have written texts to represent the sounds of spoken texts in Aboriginal languages and Torres Strait Islander languages. This means some of the content descriptions and aspects of achievement standards will be very difficult to implement.*

**Queensland Studies Authority, written submission**

The Queensland Studies Authority was particularly critical of the content descriptions. Feedback on the content descriptions indicated that:

*they do not offer a broad view of language and there is little recognition of students needing to use their language in contemporary contexts*

*the Language Revival Learner Pathway content descriptions are too similar to the content descriptions in the First Language Learner Pathway and Second Language*

*they often describe tasks more than knowledge, concepts, skills and processes for teaching and learning*

*they are not useful in terms of determining the level of language — they include terms that are vague, imprecise and uninformative for teaching purposes*

**Queensland Studies Authority, written submission**

Many respondents preferred the broader concepts as described in the introductory section, as they found them to be easier to understand and better framed than the key concepts accompanying the content descriptions.

## Content elaborations

The Board of Studies NSW welcomed the content descriptions but noted the content elaborations as more problematic.

*Overall the content descriptions were seen as appropriate though sometimes the content elaborations were unclear or not seen as relevant.*

**Board of Studies NSW, written submission**

This position is similar to that of the Queensland Studies Authority, which noted that ‘some Content elaborations simply restate the Content description’.

The South Australian Department for Education and Child Development suggested additions to the content elaborations at the junior levels.

*Junior primary curriculum is taught through activities, songs, movement, hands-on activities, visuals: these are missing in the draft Framework, or do not come through strongly enough. Active language use is not always sufficiently visible, or elaborate on each content description.*

**SA Department for Education and Child Development, written submission**

*Although ceremonies that involve a cultural event are appropriate, there is some concern about the word ‘ceremony’ — some ceremonies/rites of passage are ‘men only’ and can/will only be taught in the community, by men. These are inappropriate at F-2. Remove or reword ‘cultural practices and community events’.*

**WA School Curriculum and Standards Authority, written submission**

## Achievement standards

Consultation feedback indicated that many respondents viewed the achievement standards as being too similar across the pathways.

*Achievement should vary according to pathway. First-language learners and second-language learners are expected to achieve the same level and work through the same content descriptions in the same number of hours, which is a denial of prior experience, knowledge and understanding of the language and culture. Without real differences in curriculum architecture, it is meaningless to suggest there are different pathways within the framework.*

**Queensland Studies Authority, written submission**

*It is acknowledged that the achievement standards are framed in very general terms, given the nature of the Framework. However, teachers and community language developers will need more specific guidance in developing local programs. The current standards are too generic.*

**SA Department for Education and Child Development, written submission**

A related concern was that the achievement standards are too generic and thus open to teacher interpretation.

*The standards overall are very general and open to teacher interpretation — almost all students could meet them, at any level, in any pathway. This is not acceptable... The statements 'according to the language learner pathway' are HIGHLY problematic, and must be replaced with more definitive statements about what is expected in terms of achievement. Teachers cannot be left with such a vague comment about expected achievement.*

**School of Languages, written submission**

There was support for an additional achievement standard at the end of the Foundation to Year 2 band.

*ISQ questions the utility of the very lengthy achievement standard at the end of Year 6 to cover all learning from Prep over seven years. It will be very difficult for a teacher to describe a student's progress [as] 'on track' to this achievement at the end of year 2 for example.*

**Independent Schools Queensland, written submission**

## 4.9 First Language Learner Pathway

The Australian Human Rights Commission suggested that the First Language Learner Pathway would benefit from bilingual content.

*The Commission recommends that the First Language Learner Pathway describe options for bilingual approaches and methodologies, including content specific to this approach that can flow across all curricula and engage the Aboriginal and Torres Strait Islander cultures and history priority.*

**Australian Human Rights Commission, written submission**

One respondent contended that the First Language Learner Pathway does not capitalise on the experience and knowledge of students who are first language learners.

*In trying to find some mid ground, the draft framework has not accommodated Australian Indigenous students who are first language L1 learners and speakers living and learning on country... The draft curriculum has unfortunately shown a lack of understanding and insight towards L1 speakers and learners and the actual, real and 'deep' knowledge inherent in speaking an Australian Language as a first language of everyday communication, in all contexts, on country ... There is a real need to be positive and to say it as it is (Re-awakening Languages, Chapter 8, page 90) or possibly end up with disengagement from learners when their language expectations are unfulfilled.*

**Aboriginal languages teacher, Qld, written submission**

## 4.10 Second Language Learner Pathway

There were no specific comments on the Second Language Learner Pathway that are not covered above.

## 4.11 Language Revival Learner Pathway

The Language Revival Learner Pathway received the greatest number of comment from respondents. Much of the comment provided specific suggestions to modify content descriptions and elaborations.

*This is a good start. However, I find it somewhat disappointingly focused on the linguistics aspects of Language, where for a language in revival mode it is at least as important to emphasise aspects such as culture, traditional knowledges, self-empowerment/ decolonisation, identity etc.*

**Victorian Aboriginal Corporation for Languages linguist, written submission**

However, the Language Revival Learner Pathway received broad support from the Board of Studies NSW.

*Overall feedback from respondents confirmed that the Language Revival Learner Pathway of the draft Framework, particularly the F–10 Scope and sequence, set a high but achievable standard that captured the aspirations that Aboriginal communities have for revival language curriculum K–10 in NSW.*

**Board of Studies NSW, written submission**

Some respondents were concerned that the Framework will be hard for community members or non-teaching professionals to access and fully understand. There was support for the development of plain-English guides and resources to accompany the Framework.

*Congress suggests, once the Framework is finalised, that ACARA develop and distribute a plain English community guide to promote and explain the Framework. Congress suggests that this guide include an explanation of the Framework and its key elements, and provide guidance as to how communities and schools might use the Framework.*

**National Congress of Australia's First Peoples, written submission**

## 4.12 Glossary

There was strong support for the development of a glossary specifically for the Framework.

*Respondents unanimously expressed the need for a glossary to be provided for language terms and cultural terms.*

**Board of Studies NSW, written submission**

*Need to include Aboriginal Languages and Torres Strait Islander Languages terminology explicitly into the Glossary.*

**WA School Curriculum and Standards Authority, written submission**

## 4.13 Implications for implementation

### Strengths

The implications for implementation section was welcomed for its reference to engagement with local Aboriginal and Torres Strait Islander communities.

## Concerns

Some respondents were concerned that without sufficient resources, some activities mentioned in the implications for implementation section will not take place.

*There are significant resourcing implications for jurisdictions in being able to employ experts from Aboriginal Communities to teach Aboriginal languages. There will be a need for significant investment in professional learning to increase teacher capacity to engage with Aboriginal and Torres Strait Islander languages.*

**ACT Education and Training Directorate, written submission**

Others were concerned that the section does not fully deal with the manner in which to engage with Aboriginal and Torres Strait Islander communities.

*Concerns were raised that this section did not sufficiently emphasize the importance of engaging with communities in an ethical and sustainable manner when developing language-specific curriculum from the Framework. Unfortunately one paragraph highlighting the importance of engaging with the community is not enough to inform the writers that in order to write specific curriculum from the Framework the teacher needs to have authentic engagement with the community.*

**Queensland Catholic Education Commission, written submission**

The reference to information and communications technology in the implications for implementation section drew comment that it should be used carefully and with the full consent of Aboriginal and Torres Strait Islander communities.

*Issues of technology arose in several consultation meetings and responses ranged from the challenges associated with clarity and speed of communication using digital technologies to current practice-based opportunities of using Aboriginal language/s in text and email communication and in virtual classroom environments. There was a clear message that Aboriginal community/ies were responsible for determining how digital technology is used in language education and evidence that in some locations this was already underway.*

**NSW Board of Studies, written submission**

## Improvements

The Board of Studies NSW written submission recommended an expansion of the implications for implementation section in order to further incorporate how art can be used in teaching languages and the implications for teaching Indigenous languages in cities. This view was shared by the National Congress of Australia's First Peoples.

*As recognised in the Principles and Protocols section of the Framework, Congress recommends that this section include explicit recognition that art and cultural works that may be utilised in language learning programs belong to the First Peoples who create them.*

**National Congress of Australia's First Peoples, written submission**

Owing to the often small number of speakers of individual Aboriginal languages and Torres Strait Islander languages, respondents regarded the lack of qualified teachers as a risk to implementation of the Framework. Professional development and other implementation issues were common themes throughout the consultation data.

*It is difficult to know if there will be enough community people who are able to teach in each of these pathways. Through our consultation it has become apparent that in order to teach within a school the requirement of a 'blue card' could be difficult or challenging for those willing to volunteer in schools.*

**Queensland Catholic Education Commission, written submission**

*If these various strands relating to the study of an Aboriginal or Torres Strait language are to be effectively implemented, which is highly commendable, there must be a frank acknowledgement of the need for support staff with commensurate linguistic competencies to be engaged. Of course, support from adult native speakers of the languages being studied is also essential. And among such speakers there may be those with the necessary linguistic competencies.*

**Australian Society for Indigenous Languages, written submission**

The importance of schools engaging and consulting meaningfully with local Aboriginal communities was another consideration raised by respondents.

## **4.14 Framework title**

The current Framework title received support from the Board of Studies NSW, the South Australian Department for Education and Child Development, and the Western Australian School Curriculum and Standards Authority, although the latter did note that 'doubling up on 'languages' in the current title was not necessary.

The Catholic Education Office, Archdiocese of Canberra and Goulburn and ACT Education and Training Directorate argued that 'Australia's First Languages' would be a more appropriate title.

## 5. Appendices

### Appendix 1 – Online Questionnaire

**AUSTRALIAN CURRICULUM: LANGUAGES  
DRAFT FRAMEWORK FOR ABORIGINAL LANGUAGES AND  
TORRES STRAIT ISLANDER LANGUAGES**

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**CONSULTATION QUESTIONNAIRE**

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**Questionnaires can be completed online (at <http://consultation.australiancurriculum.edu.au/>) or by hard copy. Please return completed hard copy questionnaires by 25 July 2013 to:**

**ACARA, Level 10, 255 Pitt St, Sydney NSW 2000**

#### **INTRODUCTION**

The Australian Curriculum: Languages draft Framework for Aboriginal Languages and Torres Strait Islander Languages reflects the directions described in *The Shape of the Australian Curriculum: Languages* (November 2011).

The consultation period, 20 May–25 July 2013, provides an opportunity for everyone interested in Aboriginal Languages and Torres Strait Islander Languages, and languages learning in Australian schools, to see the directions described in the Shape paper realised in this Framework. ACARA anticipates that responses will reflect a range of views and perspectives and welcomes and encourages all feedback and suggestions for improvement.

#### **ABOUT THE QUESTIONNAIRE**

The purpose of this questionnaire is to enable individuals and groups to provide specific feedback on the Australian Curriculum: Languages draft Framework for Aboriginal Languages and Torres Strait Islander Languages.

Feedback is sought on the draft Framework in relation to the:

- rationale and aims of the Framework;
- structure of the Framework;
- band descriptions;
- coverage, clarity and pitch of Framework content and sequence across the band levels;
- pitch, sequence, clarity, usability and coherence of the achievement standards; and
- manageability of content for teachers.

The first section of the questionnaire seeks background information that is required for the purposes of analysis. You can then choose to provide feedback on any or all other sections of the questionnaire. You can skip the sections you do not wish to provide feedback on, and only focus on the sections most relevant to you. The sections of the questionnaire are as follows:

- Background Information
- Overview — Rationale, Aims and Organisation of the Framework

- First Language Learner Pathway — band descriptions, content and achievement standards
- Language Revival Learner Pathway — band descriptions, content and achievement standards
- Second Language Learner Pathway — band descriptions, content and achievement standards.

## COMPLETING AND SUBMITTING THE QUESTIONNAIRE

For each section you review, please provide a rating for all of the key statements. If you wish to elaborate on your rating, provide examples, disagree with any of the statements, or outline why and how you believe improvements can be made, you have the option to do so in the comments area provided. If you wish to provide more detailed comments, please attach additional pages, indicating which question number your additional comments relate to.

**Consultation on the draft Framework closes on 25 July 2013. Please return all completed questionnaires by 25 July 2013 to:**

**ACARA, Level 10, 255 Pitt St, Sydney NSW 2000**

Note: The questionnaire is intended to gather feedback on the Australian Curriculum: Languages draft Framework for Aboriginal Languages and Torres Strait Islander Languages. A questionnaire can be completed by an individual or on behalf of a group of people, e.g. an association. Please note that ACARA may make any feedback provided during the consultation process publicly available. Please visit the terms and conditions of the website at <http://www.australiancurriculum.edu.au/Home/Copyright>.

## BACKGROUND INFORMATION

1. Please indicate your state or territory: \_\_\_\_\_

### Individual response:

2. Which CATEGORY OF RESPONDENT best describes your perspective?

Primary teacher

Secondary teacher

F–12 teacher

School leader

Academic

Parent

School student

Tertiary student

Education officer

Community member

Other (please specify): \_\_\_\_\_

3. If you have identified yourself as a teacher or school leader, which sector of schooling best describes your view?

Catholic

Independent

Government

Other (please specify): \_\_\_\_\_

4. Do you identify yourself as an Aboriginal person and/or a Torres Strait Islander person?

Yes/No

**Group response:**

5. If you are providing a group or institutional response, which category of respondent best describes the group's perspective?

School

Professional association

University faculty

Education authority

Languages organisation

Community group

If other, please specify: \_\_\_\_\_

6. Please indicate the name of the group:

\_\_\_\_\_

7. How many people have contributed directly to this response? \_\_\_\_\_

8. If other organisations or affiliates have contributed to this response, please list below:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Language expertise/interest:

9. Please select from the list below the language(s) you or your group have expertise or particular interest in:

Aboriginal Languages and Torres Strait Islander Languages

Arabic

Auslan

Chinese

Classical languages

French

German

Hindi

Indonesian

Italian

Japanese

Korean

Modern Greek

Spanish

Turkish

Vietnamese

All languages

Other (please specify):

---

## Draft Framework for Aboriginal Languages and Torres Strait Islander Languages

### OVERVIEW

#### Rationale and Aims

The rationale for the Framework is clear about the nature and importance of learning Aboriginal Languages and Torres Strait Islander Languages for all Australian students.

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

The aims for the Framework clearly state the intent of the draft Framework.

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

Comments:

#### What is the Framework?

The section titled ‘What is the Framework?’ clearly describes the place of Aboriginal Languages and Torres Strait Islander Languages in contemporary Australia and in Australian education and clearly outlines the purpose of the Framework.

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

The section titled ‘Using the Framework’ provides clear direction and appropriate guidance for using the Framework to develop language-specific curricula for Aboriginal Languages and Torres Strait Islander Languages.

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

Comments:

#### Principles and protocols

The principles and protocols outlined provide clear direction and appropriate guidance for users of the Framework.

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

Comments:

#### Curriculum architecture

The curriculum architecture is clear about the nature of learning Aboriginal Languages and Torres Strait Islander Languages and the diversity of learners of these languages in the current Australian context.

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

The curriculum architecture is clear about the relationship between ‘learner background’, the ‘nature of the language’ and the curriculum pathways available through the Framework.

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

The descriptions of the three learner pathways outline the key features of each pathway.

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

The description of the Language Revival Learner Pathway acknowledges the full range of likely learners and the varying states of the languages to be learnt.

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

The curriculum architecture is clear about the relationship between the curriculum and indicative writing hours.

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

Comments:

### Content structure

The interrelated strand structure of Communicating and Understanding is appropriate for organising the curriculum content.

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

Comments:

### Sub-strands

The sub-strands within the Communicating strand are sufficiently distinct and appropriate (1.1–1.6).

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

The sub-strands within the Understanding strand are sufficiently distinct and appropriate (2.1–2.5).

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

The additional sub-strand 2.5, 'the role of language building', is clear and appropriate for all pathways.

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

Comments:

### Key concepts, processes and texts

The role of the key concepts, key processes and key text types is clear and appropriate.

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

The key concepts, key processes and key text types are clearly described and appropriate.

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

Comments:

### Implications for implementation

There is clear and sufficient flexibility for teachers to develop teaching and learning programs based on the Framework for Aboriginal Languages and Torres Strait Islander Languages that address learners' needs within local contexts.

Strongly Agree

Agree

Disagree

Strongly Disagree

The 'implications for implementation' section sufficiently emphasises the importance of engaging with communities in an ethical and sustainable manner when developing language-specific curricula from the Framework.

Strongly Agree

Agree

Disagree

Strongly Disagree

Comments:

### Differentiation

Is there sufficient differentiation between the pathways (i.e. of band descriptions, content and achievement standards)?

Strongly Agree

Agree

Disagree

Strongly Disagree

Comments:

### Framework title

Do you support the current title as the Framework for Aboriginal Languages and Torres Strait Islander Languages? If not, please provide your preferred alternative.

Strongly Agree

Agree

Disagree

Strongly Disagree

Comments:

### Other comments

Please provide any additional comments on the overall design and structure of the Framework (for example, strengths or suggested areas for improvement):

## Aboriginal Languages and Torres Strait Islander Languages — First Language Learner Pathway

### Band descriptions

The band descriptions provide a clear overview of the focus and breadth of learning in each band of schooling.

Strongly Agree

Agree

Disagree

Strongly Disagree

Comments:

### Content descriptions

The draft content descriptions are clear and unambiguous statements of what students should be taught.

Strongly Agree

Agree

Disagree

Strongly Disagree

The draft content descriptions are pitched appropriately for each band level.

Strongly Agree

Agree

Disagree

Strongly Disagree

The draft content descriptions describe an appropriate progression across band levels.

Strongly Agree

Agree

Disagree

Strongly Disagree

The draft content descriptions provide a manageable set for each band level.

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

Active language use is sufficiently visible in the draft content descriptions.

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

Comments:

### Content elaborations

The draft content elaborations provide clear and relevant illustrations of the content descriptions.

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

Comments:

### Achievement standards

The draft achievement standards are clear and unambiguous statements of the expected quality of student learning.

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

The draft achievement standards are pitched appropriately for each band level.

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

The draft achievement standards describe an appropriate progression of expected learning across band levels.

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

Comments:

## Aboriginal Languages and Torres Strait Islander Languages — Language Revival Learner Pathway

### Band descriptions

The band descriptions provide a clear overview of the focus and breadth of learning in each band of schooling.

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

Comments:

### Content descriptions

The draft content descriptions are clear and unambiguous statements of what students should be taught.

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

The draft content descriptions are pitched appropriately for each band level.

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

The draft content descriptions describe an appropriate progression across band levels.

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

The draft content descriptions provide a manageable set for each band level.

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

Active language use is sufficiently visible in the draft content descriptions.

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

Comments:

### Content elaborations

The draft content elaborations provide clear and relevant illustrations of the content descriptions.

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

Comments:

### Achievement standards

The draft achievement standards are clear and unambiguous statements of the expected quality of student learning.

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

The draft achievement standards are pitched appropriately for each band level.

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

The draft achievement standards describe an appropriate progression of expected learning across band levels.

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

Comments:

## Aboriginal Languages and Torres Strait Islander Languages — Second Language Learner Pathway

### Band descriptions

The band descriptions provide a clear overview of the breadth of learning in each band of schooling.

Comments: Strongly Agree Agree Disagree Strongly Disagree

### Content descriptions

The draft content descriptions are clear and unambiguous statements of what students should be taught.

Strongly Agree Agree Disagree Strongly Disagree

The draft content descriptions are pitched appropriately for each band level.

Strongly Agree Agree Disagree Strongly Disagree

The draft content descriptions describe an appropriate progression across band levels.

Strongly Agree Agree Disagree Strongly Disagree

The draft content descriptions provide a manageable set for each band level.

Strongly Agree Agree Disagree Strongly Disagree

Active language use is sufficiently visible in the draft content descriptions.

Comments: Strongly Agree Agree Disagree Strongly Disagree

### Content elaborations

The draft content elaborations provide clear and relevant illustrations of the content descriptions.

Comments: Strongly Agree Agree Disagree Strongly Disagree

### Achievement standards

The draft achievement standards are clear and unambiguous statements of the expected quality of student learning.

Strongly Agree Agree Disagree Strongly Disagree

The draft achievement standards are pitched appropriately for each band level.

Strongly Agree

Agree

Disagree

Strongly Disagree

The draft achievement standards describe an appropriate progression of expected learning across band levels.

Strongly Agree

Agree

Disagree

Strongly Disagree

Comments:

## Appendix 2 — Consultation participants

Organisations that participated in consultation by providing a written submission or through attending a community consultation forum are listed below. In line with privacy laws, names of individual and international submissions are not listed.

Community or organisation which provided a written submission	State/Territory
Australian Society for Indigenous Languages	National
Board of Studies NSW	NSW
Catholic Education Commission	Qld
Department of Education and Child Development	SA
Education and Training Directorate	ACT
Independent Schools Queensland	Qld
National Congress of Australia's First Peoples	National
Queensland Studies Authority	Qld
School Curriculum and Standards Authority	WA
School of Languages	SA
Victorian Aboriginal Corporation for Languages	Vic
Victorian Aboriginal Education Association Incorporated	Vic
Yirrkala School	NT

Community or organisation represented at the community consultation forums	Forum
Aboriginal Education, Department of Education	Hobart
Aboriginal Health	Perth
Aboriginal Resource and Development Services Inc	Darwin
Alekarange School	Alice Springs
Ampilatwalja	Alice Springs
Areyonga	Alice Springs
Australian Education Union	Adelaide
Australian Institute of Aboriginal and Torres Strait Islander Studies	Canberra
Australian Literacy and Numeracy Foundation	Sydney
Australian Society of Indigenous Languages	Darwin
Barkly-Mungkarta	Alice Springs
Batchelor Institute of Indigenous Tertiary Education	Darwin
Broome Primary School	Broome
Cable Beach Primary School	Broome
Catholic Education — Diocese of Cairns	Cairns
Catholic Education Office	Canberra
Catholic Schools Office — Diocese of Lismore	Port Macquarie
Centre for Aboriginal Languages Coordination and Development	Sydney
Charles Darwin University	Darwin
Council of Elders, AECG First Languages	Parkes
Department for Education and Child Development SA	Adelaide
Department of Education WA	Broome

Community or organisation represented at the community consultation forums	Forum
Department of Education WA	South Hedland
Department of Education — Pilbara Education Region	South Hedland
Department of Education and Children's Services NT	Darwin
Department of Education and Children's Services, Katherine Regional Office	Darwin
Department of Education and Early Childhood Development Koorie Unit	Melbourne
Department of Education, Training and Employment, Indigenous Schooling Support Unit	Brisbane
Dhinawun Consultancy	Brisbane
Education Queensland	Brisbane
English Additional Language Unit	Darwin
First Languages Australia	Cairns
Goldfields Land and Sea Council	Kalgoorlie
Haasts Bluff	Alice Springs
Harts Range	Alice Springs
Indigenous Remote Communications Association	Alice Springs
Institute for Aboriginal Development Press	Alice Springs
Jalygurr Guwan - Aboriginal Cooperation	Broome
Jilkminggan School	Darwin
Kalgoorlie-Boulder Community High School	Kalgoorlie
Kurna Plains School	Adelaide
Local Aboriginal Education Consultative Group, Lakes Entrance	Melbourne
Lockhart River Puuya Foundation	Cairns
Mali-Kulpalytja	Kalgoorlie
Marapikurrinya, South Hedland	South Hedland
Meningie Area School	Adelaide
Minyerri School, Katherine	Darwin
Mt St John's Primary School, Dorrigo	Port Macquarie
North East Independent Body Aboriginal Corporation	Kalgoorlie
Northern Territory Christian Schools Association	Darwin
Notre Dame University	Broome
Ntaria School	Alice Springs
Nyamba Buru Yawuru	Broome
Office for the Arts	Canberra
Office for the Arts/Council of Elders	Parkes
Palmerston High School	Darwin
Papulu Apparr-Kari Aboriginal Corporation	Darwin
Parkes East Public School	Parkes
Parkes Public School	Parkes
Port Augusta Secondary School	Port Augusta
Quairading District High School	Perth
Queensland Catholic Education Commission	Brisbane
Queensland Indigenous Languages Advisory Committee	Brisbane
Queensland Studies Authority	Brisbane and Cairns

Community or organisation represented at the community consultation forums	Forum
Raukkan Aboriginal School	Adelaide
Rockhampton Downs	Alice Springs
Sanderson Middle School	Darwin
Santa Teresa - Health Centre Clinic	Alice Springs
School Curriculum and Standards Authority WA	Perth
Shepherdson College	Darwin
South West Aboriginal Languages Committee	Melbourne
St Mary's Bowraville	Port Macquarie
St Mary's College	Broome
State Library of Queensland	Cairns
Student - Murdoch University	Broome
Tagai State College	Thursday Island
The Department of Education, Training and Employment Qld	Brisbane
The National Congress of Australia's First Peoples	Cairns
Tinkerbee - Cultural and Interpretation Services	Alice Springs
Ti Tree School	Alice Springs
Top End	Darwin
University of Adelaide	Adelaide
University of South Australia	Port Augusta
Victorian Aboriginal Corporation for Languages	Melbourne
Victorian Aboriginal Education Association	Melbourne
Victorian Curriculum and Assessment Authority	Melbourne
Vincentia High School	Jervis Bay
Walkatjorra Cultural Centre, Goldfields Language Project	Kalgoorlie
Wangka Maya Pilbara Aboriginal Language Centre	South Hedland
Willsden Primary School	Port Augusta
Wugularr School	Darwin
Wurundjeri Council	Melbourne
Yipirinya School	Alice Springs
Yirrkala School	Yirrkala
Yuendumu School	Alice Springs
Yugambah Museum	Brisbane

## Appendix 3 — Community consultation schedule

### Australian Curriculum: Languages

Draft Framework for Aboriginal Languages and Torres Strait Islander Languages  
Community Consultation Meetings

State	City/Town	Date	Venue
Tas	Hobart	28 May (1pm–5pm)	<b>Aboriginal Education Services</b> 16B Elmsleigh Road, Derwent Park
Vic	Melbourne	29 May (12pm–4pm)	<b>Koorie Heritage Trust</b> 295 King St, Melbourne
SA	Adelaide	11 June (9am–1pm)	<b>Tauondi Aboriginal Community College</b> 1 Lipson St, Port Adelaide
SA	Port Augusta	12 June (9am–1pm)	<b>Arid Lands Botanical Gardens</b> Stuart Highway, Port Augusta (Herbarium Meeting Room)
NT	Alice Springs	14 June (9am–1pm)	<b>Alice Springs Language Centre</b> Centralian Middle School, Gillen Campus, 56 Miller Rd, Alice Springs
WA	Broome	17 June (12.30pm–5pm)	<b>Yawuru Language Centre</b> 55 Reid Rd, Cable Beach
WA	South Hedland	18 June (10am–1pm)	<b>Wangka Maya Pilbara Aboriginal Language Centre</b> Throssel Rd, South Hedland
WA	Perth	19 June (12.30pm–4.30pm)	<b>The Boulevard Centre</b> 99 The Boulevard, Floreat
WA	Kalgoorlie	20 June (12pm–4pm)	<b>Goldfields Education Regional Office</b> Federal Rd, Kalgoorlie
ACT	Jervis Bay	24 June (1pm–5pm)	<b>Vincentia High School</b> The Wool Rd, Vincentia
NSW	Sydney	26 June (9am–1pm)	<b>ACARA</b> Level 10, 255 Pitt St, Sydney
NSW	Port Macquarie	27 June (12pm–4pm)	<b>Sails Resort</b> 20 Park St, Port Macquarie
NSW	Parkes	28 June (12pm–4pm)	<b>Parkes RSL</b> 9–17 Short St, Parkes
ACT	Canberra	1 July (12.30pm–4.30pm)	<b>Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS)</b> Lawson Cres, Acton
Qld	Brisbane	22 July (12.30pm–4.30pm)	<b>State Library of Queensland</b> Stanley Pl, South Brisbane
Qld	Cairns	23 July (1pm–5pm)	<b>North Queensland Language Centre</b> Serbian Cultural Centre Building, 73 Greenslopes St, Edge Hill
Qld	Torres Strait	25 July (1pm–5pm)	<b>Yangu Pawaw Ngurpay Mudh (Tagai Language and Culture Centre)</b> Aplin Rd, Thursday Island
NT	Darwin	29 July (10am–2pm)	<b>Charles Darwin University, Casuarina Campus</b> Ellendowan Dr, Casuarina (Blue 2A Building)
NT	Yirrkala	30 July (8am–12pm)	<b>Yirrkala School</b> Rankine Rd, Yirrkala

## Appendix 4 — Key findings State and Territory Education Authorities

Participant	Comments
<b>Australian Capital Territory</b>	
Education authority	<p><b>Strengths</b> Acknowledged as a significant development in Australian education. Overall, the Framework is considered a workable document.</p> <p><b>Concerns</b> Significant resource implications associated with the Framework, particularly around professional development and in ensuring that the integrity of the languages and the teaching of them is maintained.</p> <p><b>Suggestions</b> Highlight core curriculum components and reduce achievement standards so schools that only allocate 45 minutes per week to the curriculum can still be involved. Place a greater emphasis on the importance of local community engagement and consultation.</p>
<b>New South Wales</b>	
Education authority	<p><b>Strengths</b> Scope and breadth of the draft Framework are appropriate and enable flexible application across a variety of settings and environments. Principles and protocols are clearly expressed and effectively underpin the Framework. 'Aboriginal Languages' should be retained as part of the title. Achievement standards considered high but appropriate.</p> <p><b>Concerns</b> No reference to the general capabilities or cross-curriculum priorities, or how the Framework can cater for student diversity.</p> <p><b>Suggestions</b> Greater emphasis on the need to engage and consult with the local Aboriginal community over particularly sensitive areas of learning. Need for a glossary to be provided for language and cultural terms.</p>
<b>Northern Territory</b>	
Education authority	Feedback was provided through the community consultation process.

Participant	Comment
<b>Queensland</b>	
Education authority	<p><b>Strengths</b></p> <p>The Framework serves as a starting point for the development and implementation of language teaching and learning. The Framework recognises and supports identity, intercultural understanding, and engagement with and awareness of Aboriginal and Torres Strait Islander communities. It respects language ownership. It clearly articulates the role and use of English in the teaching and learning of languages.</p> <p>The aims are supported, and are consistent with the view of languages in other national curriculum documentation.</p> <p><b>Concerns</b></p> <p>The Framework suffers from a lack of clarity about its purpose and identity. It is too closely modelled on teaching processes associated with Asian and European language learning.</p> <p>The principles and protocols section lacks detail and guidance about how schools can engage with local communities.</p> <p><b>Suggestions</b></p> <p>The Framework should include more references to and use of existing Aboriginal and Torres Strait Islander holistic frameworks and ways of learning that are already used by Indigenous peoples.</p>
<b>South Australia</b>	
Education authority	<p><b>Strengths</b></p> <p>Support for the Framework, particularly for the rationale and aims, the principles and protocols section, and for the provision of three learner pathways.</p> <p><b>Concerns</b></p> <p>Some concerns over the appropriateness of including certain traditional and ceremonial activities in the content.</p> <p><b>Suggestions</b></p> <p>Address the lack of differentiation across pathways in content and achievement standards.</p> <p>Improve Framework document to ensure suitability for a diverse audience.</p> <p>Develop a separate achievement standard for Foundation to Year 2.</p>

Participant	Comments
<b>Victoria</b>	
	<p><b>Strengths</b></p> <p>The emphasis placed on the need to involve community in the development of Aboriginal language curriculum and programs in schools.</p> <p>The elaborations assist in clarifying the intent of each sub-strand.</p> <p><b>Concerns</b></p> <p>The large number of sub-strands (11 in all) makes the document unnecessarily complex.</p> <p>Ambiguity regarding the use of the Aboriginal language versus English in tasks described in the elaborations.</p> <p>The Framework does not have a Years 7 to 10 (Year 7 Entry) sequence.</p> <p>There is a need for the development of protocols and guidelines for working with community in establishing, maintaining and delivering an Aboriginal language program.</p> <p><b>Suggestions</b></p> <p>It should be emphasised that all language developed must be sanctioned by the community.</p> <p>The inclusion of a glossary specific to the Framework.</p> <p>While it is understood that there needs to be flexibility in relation to the language used for a task when teaching a revival language, some guidance should be provided for teachers who will need to balance the use of language with the students' understanding of the concept.</p>
<b>Western Australia</b>	
Education authority	<p><b>Strengths</b></p> <p>Overall support for the rationale and aims, and for the framework approach adopted.</p> <p><b>Concerns</b></p> <p>More guidance and direction is required on the need to engage with local Aboriginal communities.</p> <p>The three pathways are not sufficiently differentiated from each other.</p> <p>There are significant resource and implementation issues arising from the Framework.</p> <p>The fact that Aboriginal English is a dialect in its own right is not properly reflected in the Framework.</p> <p><b>Suggestions</b></p> <p>Schools should be clearly informed that principles and protocols must be followed and that all decisions require negotiation with Elders.</p> <p>Focus should be on the oral tradition of Aboriginal languages, and the Framework needs to emphasise the speaking of the language as a priority.</p>

