

Aboriginal Languages



A Guide to the New K–10 Syllabus

The *Aboriginal Languages K–10 Syllabus* is a new syllabus, which will be implemented in 2005 with Year 7 and 9 students. Schools that wish to offer the mandatory 100-hour language requirement of the School Certificate with students in Year 8 in 2005 must implement the syllabus with these students in 2005.

The new syllabus is informed by contemporary research about how people learn and about how learning outcomes can be enhanced by teaching practice.

The syllabus promotes *assessment for learning* as an essential component of good teaching. It follows the broad directions established in the NSW Board of Studies *K–10 Curriculum Framework* and is part of a continuum of learning from Kindergarten to Year 12 that supports sustained, sequential, high quality learning.

Community involvement is crucial to the implementation of the new *Aboriginal Languages K–10 Syllabus*. Schools are advised to read the syllabus in conjunction with the Board of Studies publication *Working with Aboriginal Communities: A Guide to Community Consultation and Protocols* (2001). This publication provides useful advice regarding appropriate processes and procedures for involving Aboriginal community members in the delivery of effective teaching and learning programs.

Introducing the new Aboriginal Languages K–10 Syllabus

The new syllabus builds on the principles and directions established in the *NSW Aboriginal Languages Interim Framework K–10* (2001). The new *Aboriginal Languages K–10 Syllabus* incorporates the following key aspects of the interim framework:

- meaningful negotiation and collaboration with communities, involving language owners and custodians in the development of language programs

- contacts and key stakeholders for establishing Aboriginal Languages programs
- aims, objectives and outcomes
- advice about assessment and reporting
- student activities
- pertinent key terms
- a glossary.

The new syllabus details more explicitly how schools and communities can provide students with opportunities to:

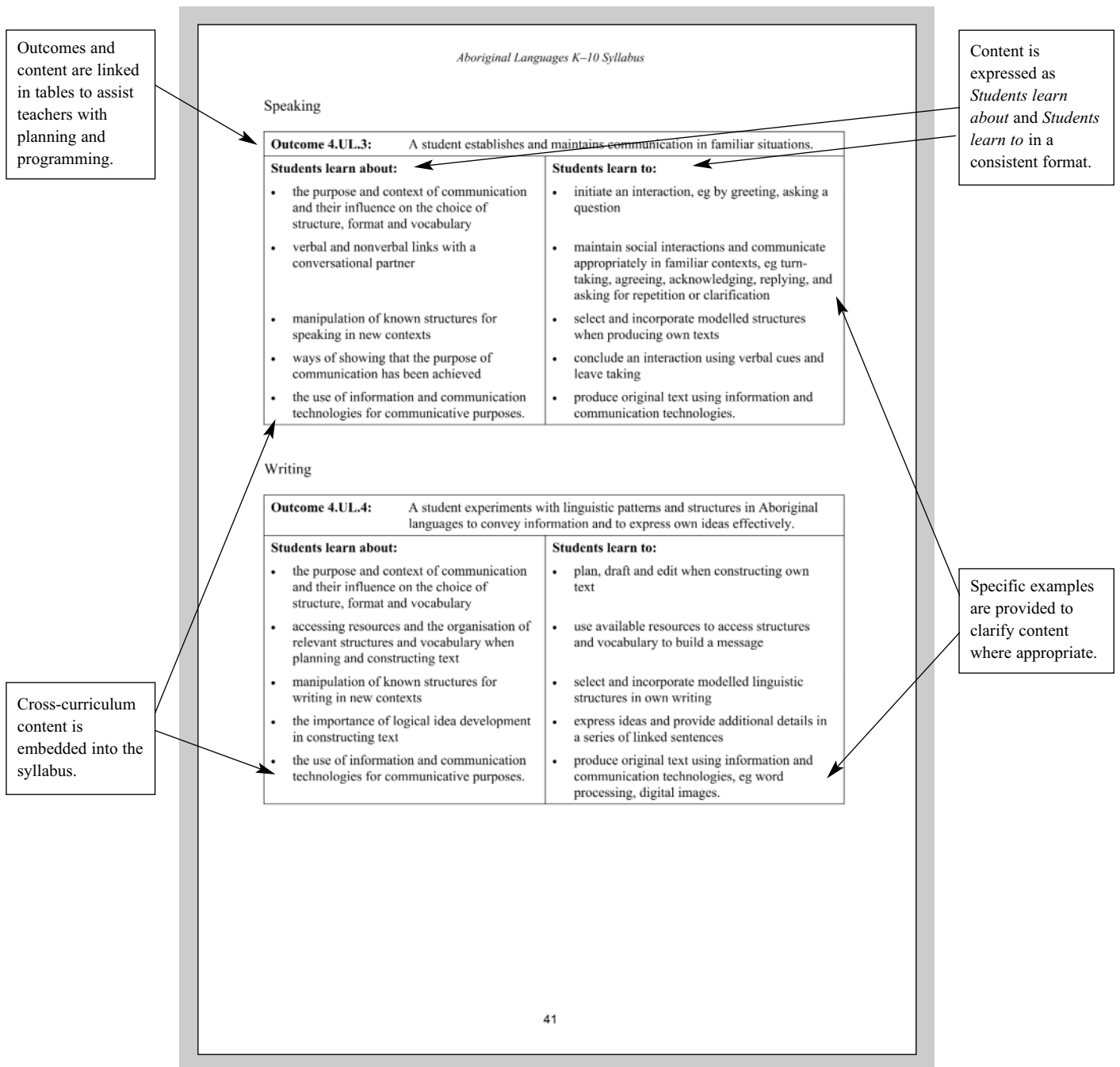
- experience Aboriginal languages in a range of contexts through the integration of listening, reading, speaking and writing skills
- gain knowledge of, and develop skills in, the application of vocabulary and grammatical structures
- compare and contrast linguistic features of Aboriginal languages
- gain knowledge of, respond to, and take pride in the unique heritage and contemporary culture of Aboriginal communities
- be actively involved in the revitalisation of Aboriginal languages in NSW.

Together, teachers and Aboriginal community members will be able to develop teaching and learning programs for the new syllabus. Where schools have access to pre-existing Aboriginal languages teaching resources, these will be useful for the implementation of the new syllabus.

The new *Aboriginal Languages K–10 Syllabus* builds on the directions identified through research of language teaching and learning in the context of language revitalisation in Indigenous communities nationally and internationally, and through consultation at forums and meetings and during wide circulation of the draft syllabus. The new syllabus incorporates:

- outcomes that provide extensive statements of the knowledge, understanding, skills,

The features of the content pages



values and attitudes that each student is expected to achieve as a result of effective teaching and learning

- explicit outcomes that focus on the connections between Aboriginal languages and between Aboriginal languages and English
- outcomes that focus on intercultural understanding and relationships

- extension outcomes and content to help teachers address the needs and interests of students who have progressed beyond the Stage 5 essential content
- a glossary that addresses aspects of the syllabus and provides definitions of current terminology in languages study
- outcomes and stage statements from Stage 1 (including Early Stage 1) to Stage 5 that

describe the continuum of learning in Aboriginal Languages. This enables teachers to map students' learning development, and to plan and program work according to students' needs and abilities

- an overview statement that shows how each cross-curriculum area is embedded in the essential content
- content relating to the use and understanding of information and communication technology (ICT) incorporated in the syllabus content
- Life Skills outcomes and content for those students with special education needs, particularly those with an intellectual disability, for whom it has been determined that the outcomes and content found in sections 6 and 7 of the syllabus are not appropriate
- the concept that *assessment for learning* is integral to teaching and learning in a standards-referenced framework. *Assessment for learning* involves teachers planning how and when they will gather evidence of learning at the same time as they plan the work that students will do. It recognises the importance of assessment to student motivation and self-esteem, and promotes the active involvement of students in their own learning.

How can the syllabus be used to program?

The syllabus outcomes provide the focus for teaching and learning in Aboriginal Languages. This syllabus encourages a model of programming that begins with outcomes, and is precise about what is being taught and what is being learnt. Developing integrated programs from the *Aboriginal Languages K–10 Syllabus* involves:

- identifying the outcomes to be addressed (see syllabus pp 16–18)
- identifying the required evidence of learning
- planning explicit teaching and learning experiences to address the outcomes (see syllabus pp 27–51) to allow students to

demonstrate evidence of learning

- identifying strategies to teach the content
- incorporating *assessment for learning* by using the assessment advice in the syllabus and in the support material that will be provided by the Board of Studies.

The advice on page 21 of the syllabus about additional content for each stage of learning and about extension outcomes and content for Stage 5 will assist teachers to develop programs for students who are demonstrating outcomes beyond their stage of learning.

The inclusion of outcomes and stage statements that describe a continuum of learning from Stage 1 (including Early Stage 1) to Stage 5 will assist teachers to program for students in K–10 who have not yet demonstrated Stage 3 outcomes.

How does the syllabus cater for all students?

A key principle of the *K–10 Curriculum Framework*, which guides K–10 syllabus development, is that the curriculum must be inclusive of all students in New South Wales.

The rationale, aim, objectives, outcomes and content of the syllabus have been designed to accommodate teaching approaches that support the learning needs of all students.

Students with special education needs will participate fully in learning experiences and assessment activities. These students may require additional support in terms of modified tasks and varied learning approaches. There may also be occasions when different strategies need to be adopted to broaden and deepen the learning experiences of gifted and talented students.

Life Skills outcomes and content, using the rationale, aim and objectives of this syllabus have been included in section 8. They will provide the basis for a program of study for the small percentage of students with special education needs for whom the outcomes and content in sections 6 and 7 of the *Aboriginal Languages K–10 Syllabus* are not appropriate.

What support is the Board providing to assist with initial implementation of the syllabus?

Following the release of the syllabus, support materials will be distributed to assist teachers in understanding the syllabus and its associated assessment requirements.

The first School Certificate credential based on the new syllabuses will be awarded in 2006. Specific advice about requirements for the School Certificate will be provided well in advance of 2006.

distributed with the syllabus	Phase 1 <ul style="list-style-type: none">■ this guide to the new <i>Aboriginal Languages K–10 Syllabus</i>■ draft Descriptions of Levels of Achievement
3 months after distribution of the syllabus	Phase 2 <ul style="list-style-type: none">■ advice on programming■ sample units of work■ sample assessment activities
6 months after distribution of the syllabus	Phase 3 (incorporates Phases 1 and 2) <ul style="list-style-type: none">■ annotated samples of student work
12 months after implementation of the syllabus	Phase 4 <ul style="list-style-type: none">■ final Descriptions of Levels of Achievement

The Department of Education and Training, the Catholic Education Commission, other school systems, the Association of Independent Schools and professional associations will assist and support the ongoing implementation of the syllabus.
