

TEAC 2060 DEVELOPING ABORIGINAL LANGUAGES K-6

Credit Points 10

Legacy Code 102747

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Description This subject is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander education program. This subject introduces teacher education students to the developing and planning processes required to develop Aboriginal and Torres Strait Islander languages and LOTE opportunities across K-6. Students will engage with the complexities in teaching Aboriginal languages. As they engage with a diverse array of themes, debates and contested issues in Australia's Aboriginal language revitalisation programs they develop understanding about protocols and consultations that are required to deliver programs in schools. Students will learn to create culturally-responsive learning experiences for primary classrooms that embrace Aboriginal and Torres Strait Islander histories and cultures and develop skills and knowledge in teaching Aboriginal languages. This subject is included in the Transition Phase of the Bachelor of Education.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Check your fees via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Undergraduate Level 2 subject

Restrictions

Students must be enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the role of the home language in second language learning, socio-cultural and intellectual development. (Standards 1.1.1; 3.3.1) [CLO 1; 2; 3]
2. Describe the different theoretical frameworks for teaching English as an Additional Language. (Standards 2.2.1) [CLO 1; 2]
3. Synthesise broad and critical knowledge about the history, complexities, protocols and challenges involved in teaching Aboriginal and Torres Strait Islander languages in K-6 schools (Standards 1.4.1, 2.1.1, 2.2.1, 2.4.1; CLO1,2,3,4,7)
4. Incorporate locally driven aspects of Aboriginal history and culture into learning experiences about language learning (Standards 1.4.1, 2.1.1, 2.4.1; CLO 1,2,3,4,5,6,7,8)
5. Design experiences which recognise and celebrate connections between Aboriginal culture, language, land and a sense of peoples' identities (Standards 1.4.1, 2.1.1, 2.3.1, 2.4.1; CLO 1,2,3,4,5,6,7,8)
6. Plan for learning experiences, lessons and lesson sequences that provide opportunities to identify and respond to key words, phrases and simple sentences in context in written Aboriginal languages

(using local texts including ICTs)(Standards 1.4.1, 2.4.1; CLO 1,2,3,4,7)

7. Design engaging and culturally-responsive lessons, support materials and programs that embrace Aboriginal Languages K-6 (Standards 1.4.1, 2.1.1, 2.2.1, 2.3.1, 2.4.1, 3.1.1, 3.2.1, 3.3.1, 3.4.1; CLO 1,2,3,4,5,6,7,8)

Subject Content

1. Teaching strategies, approaches and program requirements to teach Aboriginal LOTE languages in the Primary classroom.
2. The design and implementation of culturally-responsive language learning experiences that recognise the complexities of Aboriginal history, Aboriginal English, EAL/D learner diversity to support and embrace Aboriginal language achievements.
3. The development of the Aboriginal Languages K-10 Syllabus, historical themes and debates, and contested languages histories.
4. The state-wide Aboriginal languages policy and associated policy documents at state, national and global levels (including NESA, NSW DET, OCHRE and UNESCO).
5. The development of a language culture nest program, including staffing, community consultation, protocols and delivery.
6. Recognition of the connections between Aboriginal culture, language, land and a sense of identity, and the importance of Aboriginal languages to cultural maintenance.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Type	Length	Percent	Threshold	Individual/Group Task
Essay	1,500 words	50	N	Individual
Professional Task	6 lessons, 1,500 words	50	N	Individual

Prescribed Texts

- New South Wales. Board of Studies. (2003). Aboriginal languages K-10: Syllabus. Sydney: Board of Studies NSW.

Teaching Periods

Spring (2024)

Bankstown City

On-site

Subject Contact Maree Skillen (<https://directory.westernsydney.edu.au/search/name/Maree Skillen/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2060_24-SPR_BK_1#subjects)