

Pre-conference workshop:
Building Bridges between Linguistics and Schools
Dr Jean Mulder, University of Melbourne

PROGRAM:

Sunday 9 December 2018, 1:00pm – 4:30pm

Time	Topic	Speaker/s
1:00 - 1:10	Introduction	Jean Mulder
1:10 - 1:40	'Talking the Walk' – Reconciliation in Schools and Early Learning	Stephanie Woerde Narragunnawali: Reconciliation in Schools and Early Learning Reconciliation Australia
1:40 - 2:10	Grammar in the F-10 English curriculum – Supporting Teachers' Knowledge	Jean Mulder & Maria Karidakis School of Languages and Linguistics University of Melbourne
2:10 - 2:40	Iwerre: building tracks into language professions in Aboriginal languages	David Moore Alice Springs Language Centre NT Department of Education
2:40 - 3:10	Break	
3:10 - 3:40	OzCLO and language puzzles and linguistics in the classroom	Elisabeth Mayer National Chair of OzCLO The Australian National University
3:40 - 4:00	Future Directions	Kate Burridge
4:10 - 4:30	LiSC Special Interest Group Meeting	Jean Mulder

ABSTRACTS

'Talking the Walk' – Reconciliation in Schools and Early Learning

Stephanie Woerde

Delivered by representatives from Reconciliation Australia's Narragunnawali: Reconciliation in Schools and Early Learning team, this presentation will highlight how the ways in which we speak about reconciliation can be just as important as the ways in which we act towards it; language is itself active, and can impact on attitudes, understandings and relationships in very real and reifying ways.

Drawing on team experiences of developing First Languages education and wider reconciliation initiatives in early learning, primary and secondary school contexts, this presentation will:

- Outline some key terminological guidelines for respectfully referring to diverse Aboriginal and Torres Strait Islander peoples, histories and cultures.
- Unpack some of the definitional complexities around the term 'reconciliation,' and explore its meanings and measures across five integral and interrelated dimensions: historical acceptance; race relations; equality and equity; institutional integrity and unity.
- Summarise some important contextual and cultural protocol considerations relevant to taking action towards reconciliation through First Languages resourcing and curriculum planning initiatives.
- Introduce a practical framework for actively embedding the language of reconciliation across all subject/learning areas in alignment with national teaching standards¹ and curriculum mandates², and as part of a whole-scale process of change in the classroom, around the school and with the community.

Some background links/reference materials of interest:

- Reconciliation Australia (2016) The State of Reconciliation in Australia report summary:
https://www.reconciliation.org.au/wp-content/uploads/2017/11/State-of-Reconciliation-Report_SUMMARY.pdf
- About Narragunnawali: Reconciliation in Schools and Early Learning:
<https://www.narragunnawali.org.au/about>
- Aboriginal and Torres Strait Islander Languages – Narragunnawali RAP Action:
<https://www.narragunnawali.org.au/rap/actions/39/aboriginal-and-torres-strait-islander-languages>
- Curriculum Planning – Narragunnawali RAP Action:
<https://www.narragunnawali.org.au/rap/actions/18/curriculum-planning>
- Narragunnawali Guide to Using Inclusive and Respectful Language and Terminology:
<https://www.narragunnawali.org.au/terminology-guide>
- Narragunnawali Languages Resource Guide:
<https://www.narragunnawali.org.au/uploads/media/professional-learning/languages-resource-guide-6f6bfc768.pdf>
- Woerde, S. (2017) Peter Mitchell Fellowship to inspire best practice in the design/implementation of Language Nest-style programs in Australia report:
https://www.churchilltrust.com.au/media/fellows/Woerde_S_2016_Design_and_implementation_of_Language_Nest-style_programs_in_Australia.pdf

¹ Particularly Focus Area 2.4 of the AITSL Professional Standards for Teachers.

² Particularly the ACARA Aboriginal and Torres Strait Islander Histories and Cultures Cross-Curriculum Priority.

Grammar in the F-10 English curriculum – Supporting Teachers' Knowledge

Jean Mulder & Maria Karidakis

Aligning with international trends, the Australian Curriculum: English Foundation to Year 10 (ACE F-10) signals a return to the explicit teaching of grammar along with a commitment to teaching it in context. The aims of this presentation are threefold: to give a synopsis of the grammatical framework encoded in the ACE F-10 and one state's adaptation of it in the Victorian Curriculum F-10 (VC F-10); to provide both a background to and critical assessment of how the challenges of incorporating traditional and modern conceptualizations of English grammar were met in the resulting grammatical framework; and to explore how the ALS-LiSC might support this curriculum initiative in teaching grammar in a meaningful way by developing an English grammar resource for teachers and educators that provides concise, practical definitions and explanations of the grammatical terms used in the ACE F-10 and state level instantiations such as the VC F-10.

Iwerre: building tracks into language professions in Aboriginal languages

David Moore

Applied Languages are studied in VET courses in Northern Territory secondary schools. These courses support language maintenance and development: encouraging students to hear and speak Aboriginal languages, vernacular literacy and the use of Aboriginal languages in the workplace, aiming to build iwerre (Arrernte: track) into the language vocations of the future. They are currently supported by the Alice Springs Language Centre of the Northern Territory Department of Education and Ripponlea Institute. Specifically focusing upon currently delivery in the Arrernte and Alyawarr language regions this presentation outlines key aspects of the implementation of the courses: language apps and games, workplace visits and study tours to museums and archives.

OzCLO and language puzzles and linguistics in the classroom

Elisabeth Mayer

Since its inception in 2008, OzCLO has come a long way from competitions held in two locations (NSW, VIC) to seven locations (NSW, ACT, VIC, SA, WA, NT, QLD) with ever growing participation numbers as shown in Table 1. The introduction of the online competition in 2012, run through Griffith University, was fundamental for sustained growth and led to increased linguistic awareness among schools and teachers. Most importantly it also alleviated the administrative burden of the Local chairs to a great extent (Estival et al. 2014).

In this talk we will examine and discuss continuing and new challenges for OzCLO at national and international level. These include a pressing need for targeted outreach activities. Given the voluntary nature of local chairs including teachers, we must find ways for linguists to be able to integrate research, teaching and outreach activities and link those to the State Departments of Education for integration into the curriculum. The scope of such activities would include:

- National or state partnerships with other institutions e.g. Science museums (Wagner et al. 2015), Rosetta Stone Escape Rooms <https://lockpaperscissors.co/> (Hendery), Project Catalyst – teach computational thinking across the curriculum in NSW- providing support and resources for teachers to do so (NSW Department of Education), OzCLO training problems as resource packages to schools, and mapping the International Linguistics Olympiad (IOL) problems to State curriculum outcomes (Richards)
- Efficiently addressing local audience needs: school liaison (working with teachers), programs for gifted students, Linguistic Roadshow activities <https://lingroadshow.com/theroadshow/> (Billington, Jepson and Vaughan), extension of OzCLO activities to primary school among many other possibilities

- Appealing to state and national audiences: integration with school academic programs, e.g., Victorian language program (Mulder), presentations to events bringing in students from different schools. e.g. the National Youth Science Forum at ANU (Simpson), general training e.g. bootcamps

Finally, we will also present a successful International outreach activity and discuss the challenges our IOL team-based participants face in the individual contests and how to include training for them.

Table 1: Participation Statistics

Year	Schools	Students
2008	22	119
2009	53	392
2010	41	602
2011	70	792
2012	80	1189
2013	88	1459
2014	NA	1764
2015	NA	1470
2016	NA	1873
2017	99	1911
2018	79	2001

References

- Estival, D, C Bow, J Henderson, B Kelly, M Laughren, E Mayer, D Molla, C Mrowa-Hopkins, R Nordlinger, V Rieschild, A C Schalley, A Stanley and Jill Vaughan. 2014. 'Australia Loves Language Puzzles: The Australian Computational and Linguistics Olympiad (OzCLO)', *Language and Linguistics Compass*, 8/12: 659-670.
- L Wagner, S R Speer, LC Moore, E A McCullough, K Ito, CG Clopper and K Campbell-Kibler. 2015. Linguistics in a Science Museum: Integrating Research, Teaching, and Outreach at the Language Sciences Research Lab. *Language and Linguistics Compass*, 9/7: 4230-431.