

Towards a model for training Indigenous languages educators in Australia

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ILE Teacher Training

- Context
 - Implementation of NSW & other syllabi
 - Lack of qualified fluent teachers
 - Absence of initial teacher education programs
 - Numerous revitalising/declining languages
 - Widely distributed small populations
 - Demands for parity with other languages
 - No local precedents
 - Calls to follow overseas examples

ILE Teacher Training

- In 2005, several other local schools expressed an interest in introducing Gumbaynggirr language classes. The main reason these have not gone ahead is the lack of Gumbaynggirr teachers.
 - Muurrbay recognises that simply knowing some language is not enough, people need to develop their teaching skills before they can comfortably take on a room full of excited children!
- David Prosser (2006). Gumbaynggirr Teaching & learning. *Voice of the land: FATSIL newsletter*. 33. (9-10).

ILE Teacher Training

- An initial response
 - Master of Indigenous Languages Education (MILE)
 - One year, full time, block release (mixed mode)
 - Fluency development option, but no requirements
 - Linguistics, pedagogy, research/praxis
 - 10 graduates 2006, 13 candidates 2008
 - Grad Dip and Cert offered from 2007
 - Limited professional development accreditation

ILE Teacher Training

The NSW Department of Education & Training acknowledges the availability of the *Master of Indigenous Languages Education* offered at the University of Sydney and accepts this program as providing appropriate training for qualified Aboriginal teachers seeking additional approval to teach an Aboriginal language. Aboriginal teachers completing the *Master of Indigenous Languages Education* up to the end of 2010 will be eligible for approval to teach Aboriginal languages. In 2009 the Department will reconsider the *Master of Indigenous Languages Education* and any other available Aboriginal languages programs in terms of the requirements for Aboriginal languages teachers after 2010.

ILE Teacher Training

- Concurrent developments (NSW)
 - Increasing school implementation (50+)
 - Speaking Gamilaraay 1 & 2 at USyd
 - Muurrbay/MRALC Summer School at USyd
 - NSW TAFE Cert's I-III in Aboriginal Languages
 - NSW OBOS Stage 6 feasibility study
 - Indigenous Languages Institute at USyd

ILE Teacher Training

- Field Trip
 - July-September, 2007
 - Canada (British Columbia, Alberta)
 - USA (Montana, Utah, Arizona, California)
 - Aotearoa/New Zealand
- Foci
 - ILE teacher training courses
 - Delivery methods & fora
 - Accreditation/development of fluency

ILE Teacher Training

- Variables
 - Treaty history
 - Government support
 - Funding
 - Number & vitality of languages
 - Size & proportion of speaker populations
 - Community activity & interest

ILE Teacher Training

- Variables
 - Eligibility & exclusivity
 - Accreditation of fluency
 - School programs
 - Higher education models
 - Degree length & designation

ILE Teacher Training

- Aotearoa
 - Strong ongoing (single) treaty history with specific application to language
 - Single level of actively supportive government (MLA, MLC), funding
 - Single recovering language (variation & standardisation issues)
 - Numerically & proportionately large speaker population (160,000+)
 - Strong community activity/interest (e.g. Maori television, language nests)

ILE Teacher Training

- Aotearoa
 - Broad eligibility/limited exclusivity
 - Institutional accreditation of fluency by coursework/exam (MLC)
 - Maori syllabi for core subjects (Maths & Science)
 - Public & tribal providers offer designated degrees & school programs
 - Undergraduate & graduate, immersion (Maori medium) & bilingual (Maori language & culture) designations

ILE Teacher Training

- Aotearoa
 - Maori medium preschool to degree possible
 - 3 year degrees, Limited Authority to Teach (LAT)
 - Fluent speakers undertake MLC exam & mainstream or designated degree through tribal college/university
 - Non-fluent speakers (including pakeha) undertake designated degree with Maori content, up to 30%
 - Usually some community-based instruction
 - Many exit to media & government

ILE Teacher Training

- United States of America
 - Diverse treaty histories determining resource access
 - Dual levels of largely unresponsive government
 - Heavy reliance on community funding
 - Multiple languages of widely varying vitality
 - Widely variable speaker populations (1 vs. 100,000)
 - Widely variable community activity/interest
 - Limited eligibility/exclusivity, user pays

ILE Teacher Training

- United States of America
 - Community accreditation of fluency (challenge/exam/coursework)
 - Tribal & state native-medium/bilingual schools
 - Few native language syllabi (tribal only)
 - Two-stage college/university degrees, mostly undergraduate
 - Some tribal providers offer language-specific designated degrees, language development
 - Immersion (native medium)/bilingual (native language & culture) designations

ILE Teacher Training

- United States of America
 - Mostly 4 year degrees, some restricted licenses
 - Fluent speakers undertake challenge/exam & university/tribal college (& university) degree
 - Non-fluent speakers undertake tribal college/university/institute language training & degree
 - Few undertake designated degrees
 - Limited to strongest nations & supportive states
 - Language institutes/summer schools - mostly linguistics & revitalisation

ILE Teacher Training

- Canada
 - Diverse treaty histories determining resource access
 - Dual levels of largely supportive government
 - Some reliance on community funding
 - Multiple languages of varying vitality
 - Variable speaker populations (1 vs. 10,000)
 - Variable community activity/interest
 - Limited eligibility/exclusivity, user pays
 - Community accreditation of fluency (challenge/coursework)

ILE Teacher Training

- Canada
 - Tribal & state native medium/bilingual schools
 - Two-stage college/university degrees, mostly undergraduate
 - Few tribal providers offer language-specific designated degrees, language
 - Immersion (native medium)/bilingual (native language & culture) designations
 - Mostly 5 year degrees, some restricted licenses

ILE Teacher Training

- Canada
 - Fluent speakers undertake challenge/exam & university or tribal college & university degree
 - Non-fluent speakers undertake institute/tribal college/university language training & degree
 - Community-based instruction common
 - Few undertake designated degrees
 - Largely limited to strongest nations with tribal college/language authority
 - Language institutes summer schools – mostly language & linguistics

ILE Teacher Training

- The Canadian 'Laddered' Model (UVic)
 - University/community partnerships
- First Nations Language Certificate
 - Institute/summer school/tribal college courses
- Fluency accreditation by language-specific authorities/BCCT
- Certificate in Aboriginal Languages Revitalisation
 - Continuing Studies/VET
- Developmental Standard Term Certificate
 - Diploma level
 - Eligible to teach language classes
 - 4 years (+4) currency
- Articulation to education & arts degrees

ILE Teacher Training

- Reflections on the Australian context
 - Heavy reliance on government/university support
 - Limited community resources/providers/advocates
 - Diverse, smaller, more distributed populations
 - Fewer strong languages
 - Broad national eligibility
 - Creative funding/delivery models (block release)
 - Established Indigenous teacher education programs
 - Need to respond creatively to fluency issues

ILE Teacher Training

- A flexible approach to fluency
 - Accept parity as a long term goal
 - Allow for variable developmental standards
 - by language & over time
 - Implement community accreditation
 - Recognise/foster language authorities
 - Implement limited term certification
 - Recognise available training
 - Allow for multilingual & linguistic knowledge

ILE Teacher Training

- A flexible approach to training
 - Adapt/expand existing USyd degree
 - Dip/BEd (Aboriginal Studies)
 - Offer base major of 3 languages & linguistics
 - e.g Gamilaraay, Gumbaynggirr & Wiradjuri
 - Utilise existing MILE curriculum & staff
 - Invite EdSW Languages & Linguistics participation
 - Enable cross-institutional study/credit for languages

ILE Teacher Training

- A flexible approach to training
 - Recognise community accreditation of fluency
 - Align diploma with prospective restricted license
 - Indigenous Languages Teacher role under consideration
 - Articulate with other relevant programs
 - ACU BEd (Primary), Batchelor Institute BA (Language & Linguistics)
 - Foster articulation/advanced standing with VET providers

ILE Teacher Training

- Develop strategic partnerships
 - Expand Koori Centre/EdSW/Arts partnerships to include Languages Education & Linguistics
 - Work with NSWIT, DET, NSWTF & community agencies on fluency accreditation & restricted license
 - Develop higher education partnerships on articulation/credit (ACU, Batchelor Institute, etc)
 - Develop model ILE VET qualification with NSW TAFE & community agencies
 - Formalise ongoing sponsorship of languages summer schools/institutes & coordinate course delivery

ILE Teacher Training

- Some residual issues
 - A lot of work
 - Fundamental changes to existing structures
 - Reliant on substantial cooperation, goodwill & internal support
 - Unproven demand
 - Uncertain cost effectiveness
 - National leadership role
 - Price of inaction