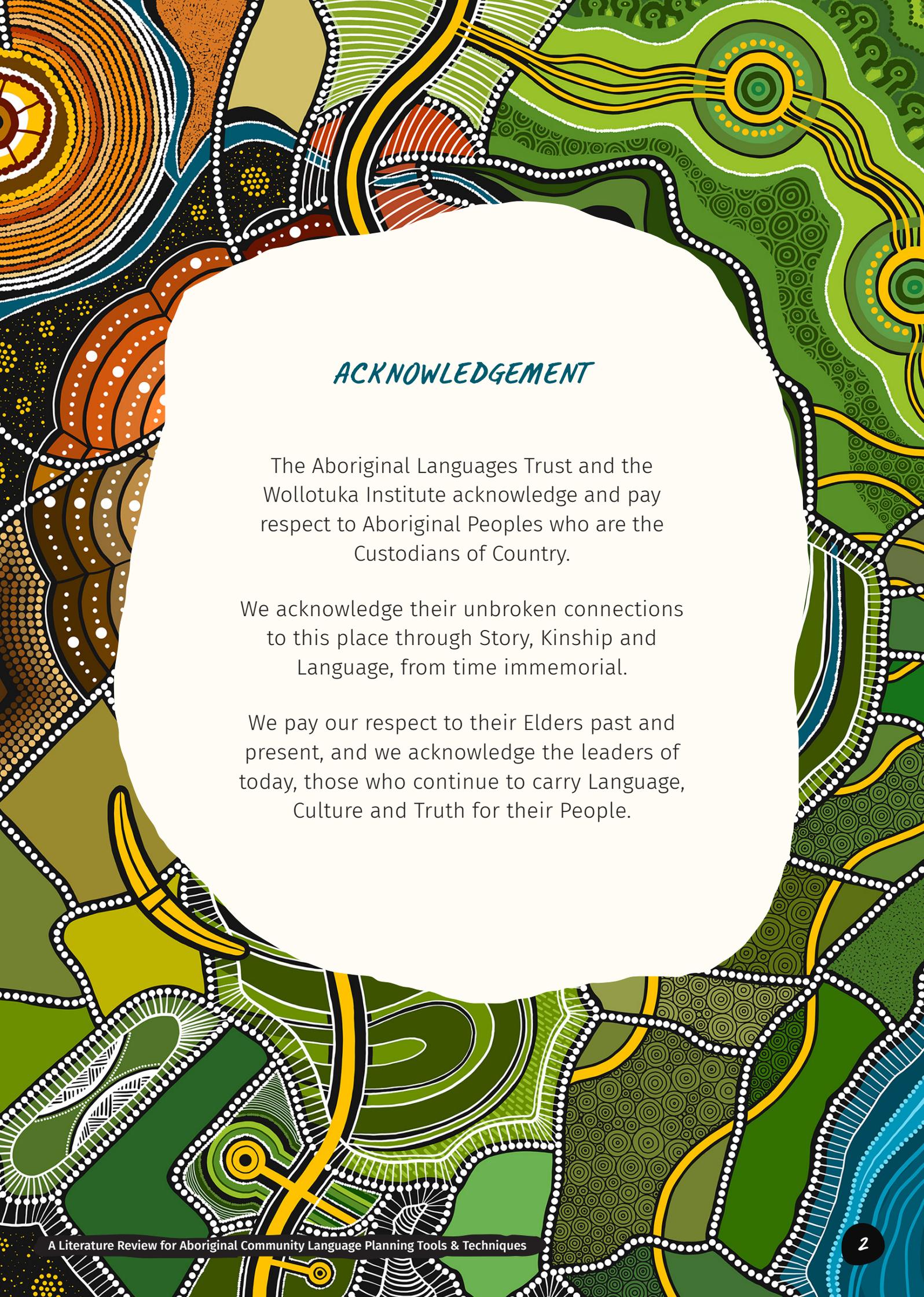




A Literature Review of Aboriginal Community Language Planning Tools and Techniques





ACKNOWLEDGEMENT

The Aboriginal Languages Trust and the Wollotuka Institute acknowledge and pay respect to Aboriginal Peoples who are the Custodians of Country.

We acknowledge their unbroken connections to this place through Story, Kinship and Language, from time immemorial.

We pay our respect to their Elders past and present, and we acknowledge the leaders of today, those who continue to carry Language, Culture and Truth for their People.

A Literature Review for Aboriginal Community Language Planning Tools & Techniques

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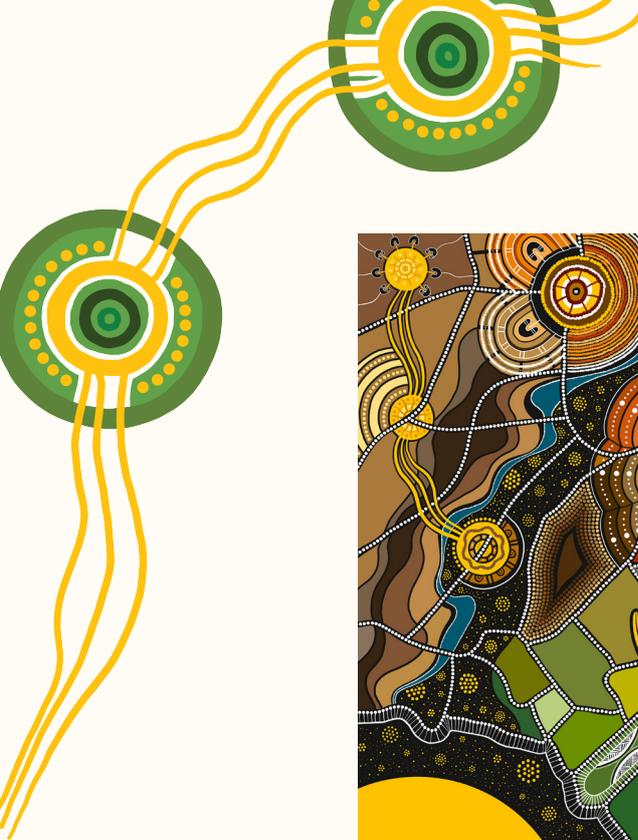
Aboriginal People are advised that this document may contain images or names of deceased people.

Capitalisation

The Aboriginal Languages Trust capitalises words that have distinct meaning for Aboriginal People.

We do this as a sign of respect and note that it may vary from capitalisation used in Standard Australian English. These words include: Aboriginal, Indigenous, First Nations, Language, Culture, Community, Country, Custodians, Songlines, Lore/Law, Knowledges, Ancestors, Old People, Aboriginal People/s.

Cover photo: NSW Aboriginal Languages Gathering 2025 workshop.



ARTWORK NARRATIVE

'The Voice of Country'

By Gumbaynggirr and Bundjalung artist Amy Allerton

At the beginning of creation, the land gave birth to Language, a living force, spreading out far and wide, connecting us to our creator, our Ancestors, our Country and our Culture.

The voice of Country speaks to us through the water, the earth, the stars and the spirits of those past, present and future. The winds of Language travel through each tribe and Nation, it is diverse and yet it is one, bringing strength, Knowledge and healing.

"The Voice of Country" tells the intertwined story of Identity and sovereignty. It represents the foundation of Language which is ingrained in Culture, Community and Country across NSW, and speaks of the unyielding resilience of the world's oldest living Culture. It shows the inseparable nature of the physical, intellectual and spiritual manifestations of Language that shape the identity of Aboriginal Peoples and connects them to each other and the land.

"The Voice of Country" is an invitation for all peoples to come together in partnership to share in the dawn of a new, enriched and thriving future, where Language is heard, people are seen, connection is strengthened, and Culture is celebrated.



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SECTION ONE

Executive Summary

This Literature Review assesses the available literature on tools and techniques relevant to Language revitalisation planning in NSW Aboriginal Language Communities. The review seeks to answer research questions about the development, use, and impact of these tools.

Literature was captured by keyword and phrase database searches, including grey literature and Aboriginal Language Community publications; sources were evaluated using a matrix as to the degree to which they addressed the research questions. The relevance of sources was assessed on the basis of geographical locality (i.e. NSW, Australia, and international contexts), its relevance to Aboriginal Language revitalisation as well as the Cultural insider standpoints of the reviewers.

Common themes were found from the relevant literature, and the tools were sorted into categories of implementation. Case studies have been conducted on sources that had the strongest match to the research questions to provide further details.

The study found that tools were often developed by peak bodies of Indigenous Languages and Culture that service a range of national or international Indigenous Languages. Some tools were developed by regional or place-based groups such as Language and Culture Centres that service Aboriginal Language Communities within their catchment, but these were few. The study also found a large gap in the literature on how and where tools were developed, and what impact the Language planning tools had.

SECTION TWO

Background

The Aboriginal Languages Trust (the Trust) is an agency within NSW Premier's Department, established under the *Aboriginal Languages Act 2017*. The Trust's role is to provide a focused, coordinated, and sustained effort in relation to Aboriginal Languages activities at local, regional, and State levels in NSW. The key responsibilities of the Trust include the promotion of Aboriginal Languages, identifying priorities for Language activities and funding Community initiatives across the Aboriginal Languages sector.

Throughout 2021 the Trust held state-wide consultations with Aboriginal Communities on the development of a 5-year Strategic Plan. Community Language plans were discussed throughout the consultations. Participants felt that having a Community Language plan in place could help to guide and support Language revitalisation work.

In response to consultations the Trust is developing a Community Language planning toolkit and facilitation model to support Aboriginal Communities in planning their Language revitalisation journey. While the Trust is aware that some Communities already have a Language plan in place, there is no planning tool available that specifically addresses the needs of NSW Language Communities, particularly in a way that translates to funding proposals. This project aims to fill that need.

The first phase of the project is a comprehensive review of the literature relevant to the project, including Language planning tools and methods that have been developed by or implemented in Indigenous Communities nationally and internationally and the outcomes of using such tools.

The second phase of the project is development of a Language Planning Toolkit, Language Planning Workshop content and facilitation method and Language planning facilitator training to assist the Trust in their facilitation of Language revitalisation planning practices in NSW Aboriginal Language Communities.

SECTION THREE

Murru 'The way we did the review' - Methodology and Scope

This literature review is centred in NSW Aboriginal Community perspectives relevant to the research context. The reviewer is Dr Jesse Hodgetts who belongs to NSW based Aboriginal Language Groups, Ngiyampaa, Wangaaypuwan and Wiradjuri People, and he is a Language practitioner in his own Communities. The reviewer acknowledges his own Kinship, Indigenous standpoint and Cultural insider methodological approaches (Hodgetts 2023; Kelly 2015) which guide the selection and review of literature that is relevant to NSW Aboriginal Language revitalisation contexts.

3.1 REVIEW QUESTIONS

The literature review will seek to answer the following questions:

- A** What are the different types of Community Language Planning activities, tools and/or frameworks that have been developed both nationally and internationally for the purpose of revitalising Indigenous Languages?
- B** How were those tools developed and who developed them?
- C** Where, how and to what extent have those tools been utilised by Indigenous Communities for the purpose of revitalising their Languages?
- D** Where data exists, what has been the impact of each tool on the process and progress of Language revitalisation in Indigenous Communities?

3.2 PRIVILEGING INDIGENOUS KNOWLEDGES FOR INDIGENOUS LANGUAGE PLANNING

The scope of this review privileges Indigenous knowledges, sources and publications in order of relevant contexts (see figure 1). The review starts with the Indigenous Languages of NSW, then Australia, then finally internationally. As this literature review will contribute to the development of resources for NSW Aboriginal Language Communities, the Languages of NSW are the focus of the review.

Indigenous Languages in other parts of Australia may be stronger in terms of numbers of speakers and children learning their Language in the home environment, focussing more on Language maintenance rather than revitalisation. For this reason, examples of Indigenous Language planning from interstate are reviewed as secondary sources, sitting outside of the Language revitalisation context. Finally, International Indigenous Language planning is reviewed as a third priority, widening the scope to capture best practices for Indigenous language planning that may benefit Aboriginal Communities in NSW.

To avoid non-Indigenous planning of Indigenous Languages, the selection of sources prioritised place-based Indigenous Language Community planning, done by Indigenous Communities, however, sources by national and peak bodies with Indigenous governance were also included. Database searches included academic literature, grey literature, and information available on the websites of established Aboriginal, Indigenous and First Nations organisations. The guiding principle for searching data, gathering relevant data and reporting on the findings has been to gather Indigenous knowledge by Indigenous Communities that may assist Aboriginal Communities in NSW to plan their Language revitalisation.

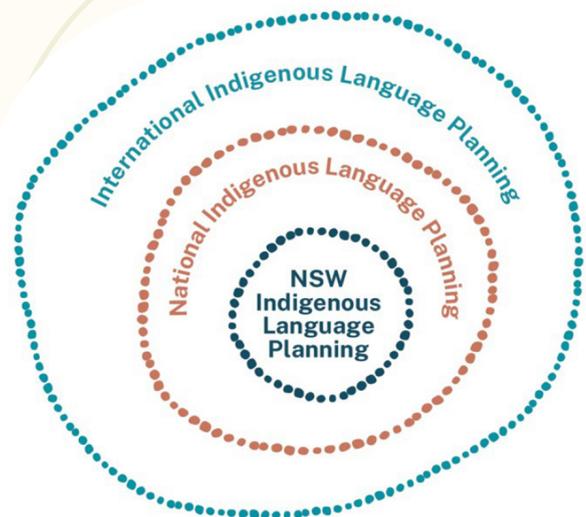


Figure 1: Expansion of Indigenous Language Planning contexts reviewed

3.3 MUKIRR WANANGKIRRI 'THROWING A HUNTING NET OUT' - DATABASE AND WEB SEARCHES



1 Across Indigenous Communities in NSW, the term Aboriginal is preferred in many contexts for the description of Languages, Cultural groups, and Country that the state of NSW operates on. Here the term Indigenous is used to connect the common contexts of Indigenous Language reclamation, revitalisation, and continuation across the world. As both the terms Indigenous and Aboriginal are used in NSW for referring to the First Peoples of the country now known as Australia, they may also be used interchangeably in this review.

3.4 MAMALI MUKIRRTHI 'COLLECTING FROM THE NET' – SELECTING AND COLLECTING THE RELEVANT DATA

From the database searches, the following data relevant to the literature review questions were entered into a literature review matrix:

- Source of Community Language planning activity, tool and/or framework
- Name of Community Language planning activity, tool and/or framework
- Who developed the activity, tool and/or framework
- How the activity, tool and/or framework was developed
- How the activity, tool and/or framework has been utilised for Language revitalisation
- The impact of the activity, tool and or framework on the process and progress of Language revitalisation in Indigenous Communities

Following completion of the literature review matrix, the reviewers categorised the sources to capture data that was most relevant and useful to Indigenous Communities developing plans to revitalise their Language. Each source was categorised into one of three categories:

1

Sources that were most strongly matched to the research questions and contain relevant data to NSW Aboriginal Community Language planning for revitalisation;

2

Sources that had a satisfactory match to the research questions and contain mostly relevant data to NSW Aboriginal Community Language planning for revitalisation;

3

Sources that were not a strong a match to the research questions however, still contain some relevant data to NSW Aboriginal Community Language planning for revitalisation.

SECTION FOUR

Common themes of consideration for NSW Aboriginal Community Language Planning

From the review, there were themes and processes reoccurring across the literature for Indigenous Language planning. Tools and templates would often ask Indigenous Communities to reflect on and consider the following:

4.1 IDENTIFYING THE COMMUNITY AND ELDERS

Which Community is the Language/s plan for and which Elders are available to inform the Language planning? While this is essential for ensuring self-determination for Aboriginal Communities, Elders would also identify particular Cultural values that might be missed in western ways of planning, for example, the “knowledge cycle” (Mirima Dawang Woorlab-gerring, n.d.-b) and the “skin name system” (Karlka Nyiyaparli Aboriginal Corporation, 2023a:6).

4.2 COMMUNITY ASSETS

What Community assets, both things and people, are available to support Language revitalisation in the Community? These may include books, audio recordings, archival data, apps, teachers, students, network partnerships and media skills. Upon completion of an asset audit, the Community can identify what is missing from their Community and if they have not already, set or update their goals to fill any gaps.

4.3 MILESTONES

This is similar to an audit but more focused on celebrating what the Community has already achieved in Language revitalisation, for example, ‘establishing local signage in Language’ or ‘developing a dictionary’. This stood out because most of the other planning themes focused on the future, rather than the Community enjoying and appreciating what they already built.

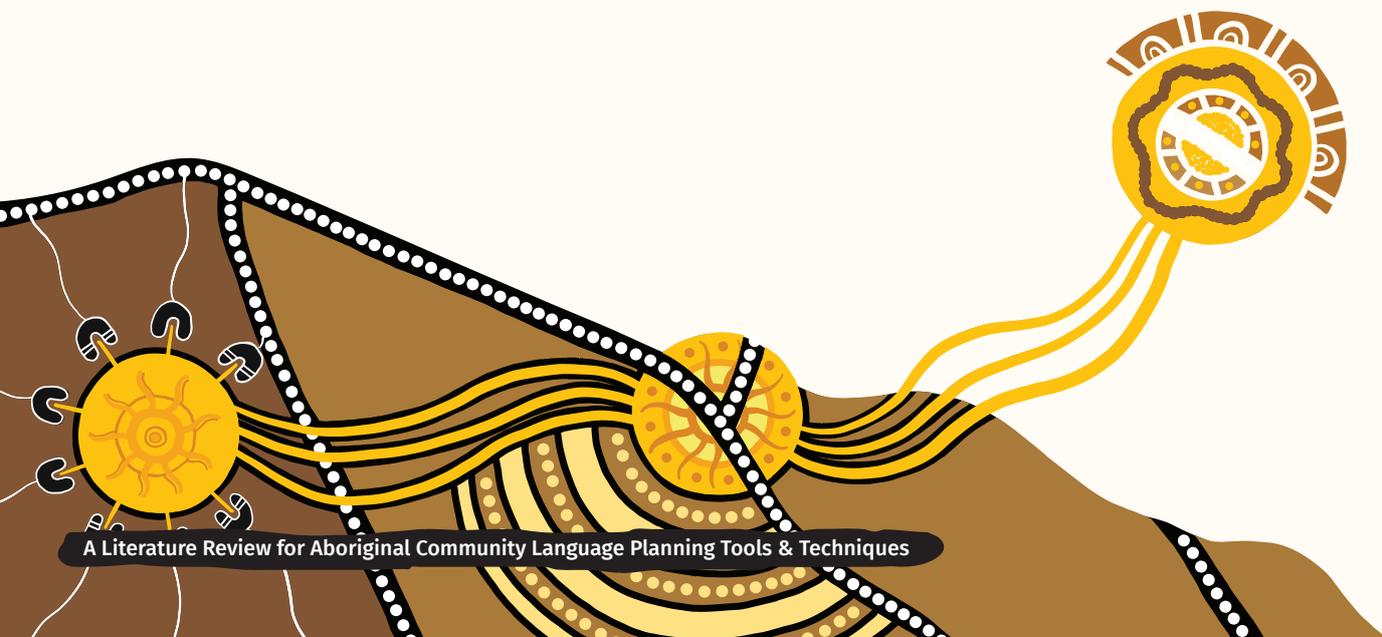
4.4 LANGUAGE ASSESSMENT AND EVALUATION

Assessing and/or evaluating the Language, Country and Community included guiding questions, for example, “do you have speakers?’ ‘do you have archives of your Language?’ ‘do you have a linguist?’ ‘is the Language taught?’ (First Languages Australia, 2015).

4.5 GOAL SETTING

Identifying a variety of goals, for example ‘increase the opportunities to use Language by increasing the number of circumstances and situations where Language can be used’. Questions were included to prompt discussion of goals, for example ‘is Language spoken at home or only at Community gatherings?’ (ibid). Goal setting may also overlap with Language assessment and may happen before or after an audit and/or assessment.

The ‘setting of goals’ would usually occur first, followed by ‘how to achieve goals’. This would include supportive strategies and actions to meet goals, for example, supplying Language resources at Community gatherings.



4.6 BUILDING THE PLAN AROUND THE COMMUNITY, COUNTRY, LANGUAGE/S AND PLACE

Adapting the Language plan to Country and place may consider Indigenous seasons, significant landmarks, rivers, mountains, trees and pathways. The use of Language was often embedded within the plan to ensure Indigenous concepts and values were embedded, for example, the Māori Language and Cultural concepts “Mana - status, Whakamahi - use and Mārama Pū - critical awareness” (Te Taura Whiri I Te Reo Māori–Māori Language Commission, n.d.). Building the plan around the Community may also consider current Community events, programs for schools, Community classes and Cultural celebrations, for example, the Annual Shearwater Festival (Victorian Aboriginal Corporation for Languages, 2015) a Boon Wurrung festival to celebrate the return of the Biyadin (short-tailed shearwater) where the Boon Wurrung Language is naturally used and applied.

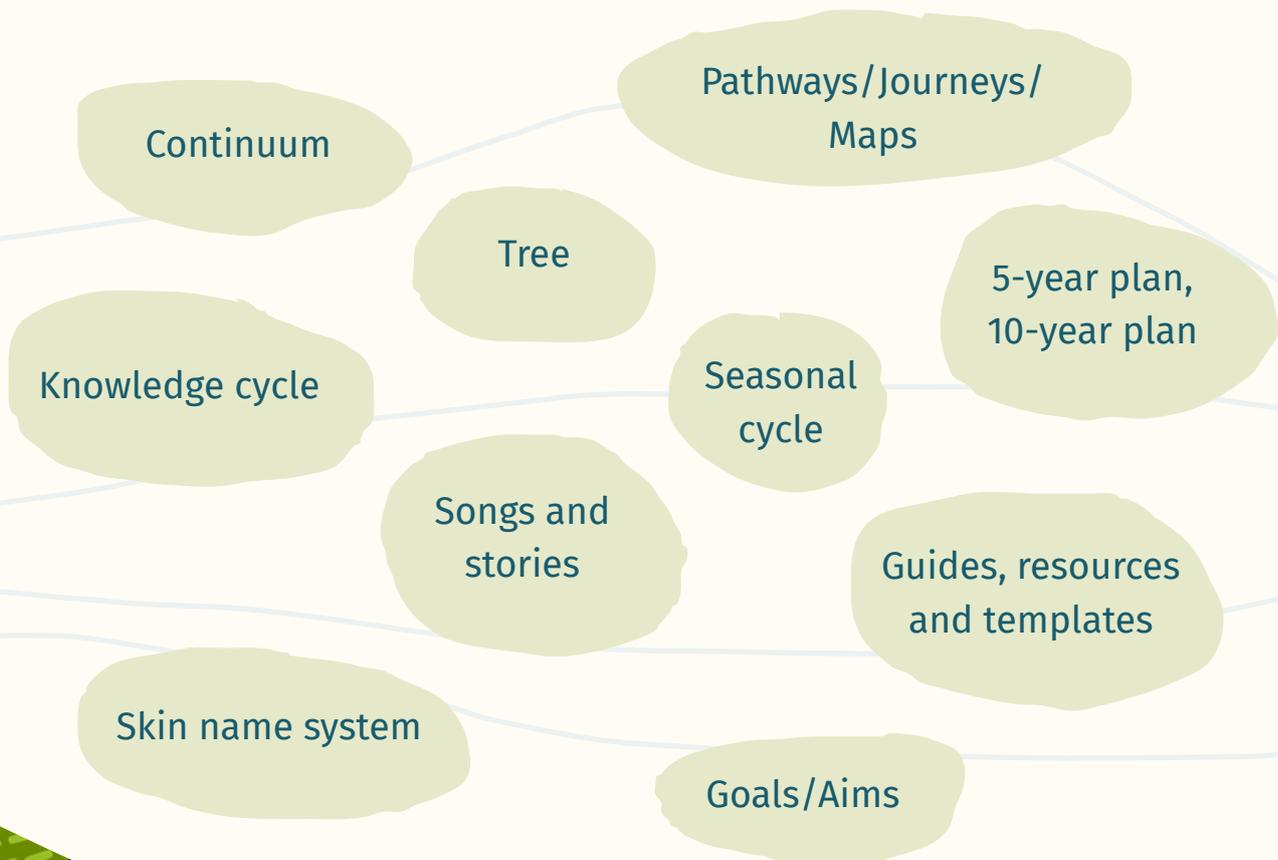


Photo: Gumbaynggirr Daari Steering Committee meeting October 2023. L-R Amanda Donovan, Britt Jacobsen, Tori Ann Donnelly, Ellie Buchanan, Uncle Alex Webb, Aunty Julie Carey.

SECTION FIVE

Language Planning Tools

This section presents the types of Language planning tools found across the reviewed sources. These include:



5.1 CONTINUUM

Language learning activities and techniques are mapped on a continuum. The continuum creates a frame that assesses what kinds of activities may have more utility, and what kinds of activities have received more attention and focus. This was used in the **Language Continuation Continuum** by the Kimberley Language Resource Centre (KLRC) (n.d.).

This tool supports Community decision making, as KLRC give the example “if a language is said to have only one remaining fluent speaker linguists will say the most important thing to do is document – to make a grammar or dictionary. But there may be a lot of motivation in the family to learn language and knowledge from this speaker. The work needed to develop a grammar or dictionary cannot include the family in the way they would like”. In this example, a continuum would highlight that the family learning Language from the speaker is a greater need.

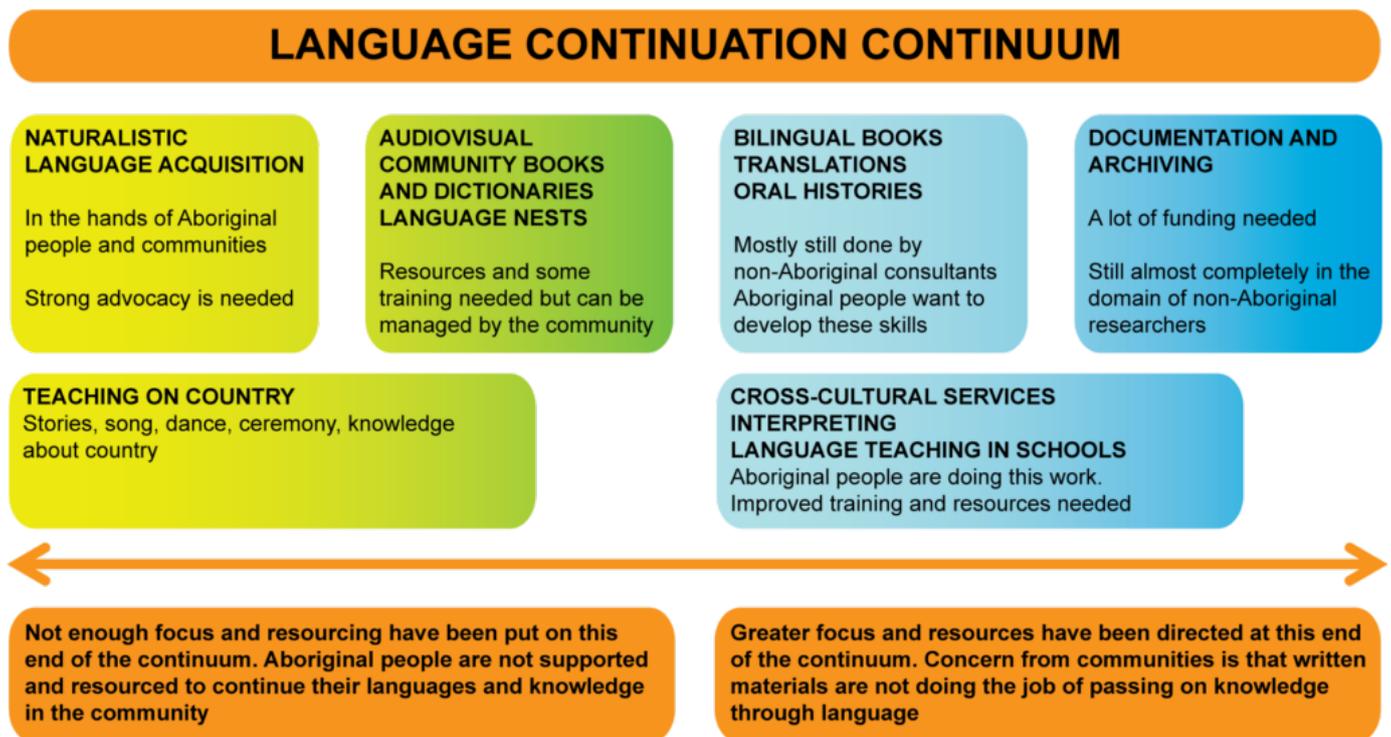


Figure 2: Language Continuation Continuum (Kimberley Language Resource Centre, n.d.)



5.2 PATHWAYS/JOURNEYS/MAPS

This tool uses a visual pathway, journey or map to display Language planning. Often symbols are used to represent planning actions like “Community documentation” (Miromaa ALTC, n.d.-a) or “archives” (First Languages Australia, 2015:59). This method is used in the following planning tools:

- **Junyirri: A framework for planning community Language projects** (First Languages Australia, 2015:59).
- **Peetwayan Weeyn - A Guide for Community Language Programs** (Victorian Aboriginal Corporation for Languages, 2021)
- **‘Your Language Journey’ Workbook** (Miromaa ALTC, n.d.-a)



Figure 3: Pathway from Peetwayan Weeyn - A Guide for Community Language Programs (Victorian Aboriginal Corporation for Languages, 2021)

5.3 TREES

This is similar to pathways, journeys and maps but is displayed as a tree. Like the pathways tool, trees use symbols to represent planning actions but are applied in a sequential plan to assess Languages. The tree also includes 'ladders' to indicate where a Language revitalisation journey might begin based on its current context. Another difference to pathways is that a tree tool may provide branches, showing connections between Language needs. For example, a branch displaying Community classes can lead to additional branches displaying the need for teachers, infrastructure and curriculum. This is a key difference between 'Trees' and 'Pathways', with pathways being more sequential and linear. An example of the tree tool is used in **Junyirri: A framework for planning community Language projects** (First Languages Australia, 2015:14).



Figure 4: The Project Tree from Junyirri: A framework for planning community language projects (First Languages Australia, 2015:14)

5.4 SEASONAL CYCLE

This tool plans Language around a calendar or seasons and includes Indigenous language and knowledge, grants, projects and calendared Community events. Cycles are used in the following planning tools:

- **Language Revitalization Planning Toolkit** (First Peoples' Cultural Council, n.d.)
- **Language Planning** (Te Taura Whiri, a Māori Language Commission in New Zealand, n.d.)
- **Seasonal Calendar** (Mirima Dawang Woortlab-gerring, n.d.-)

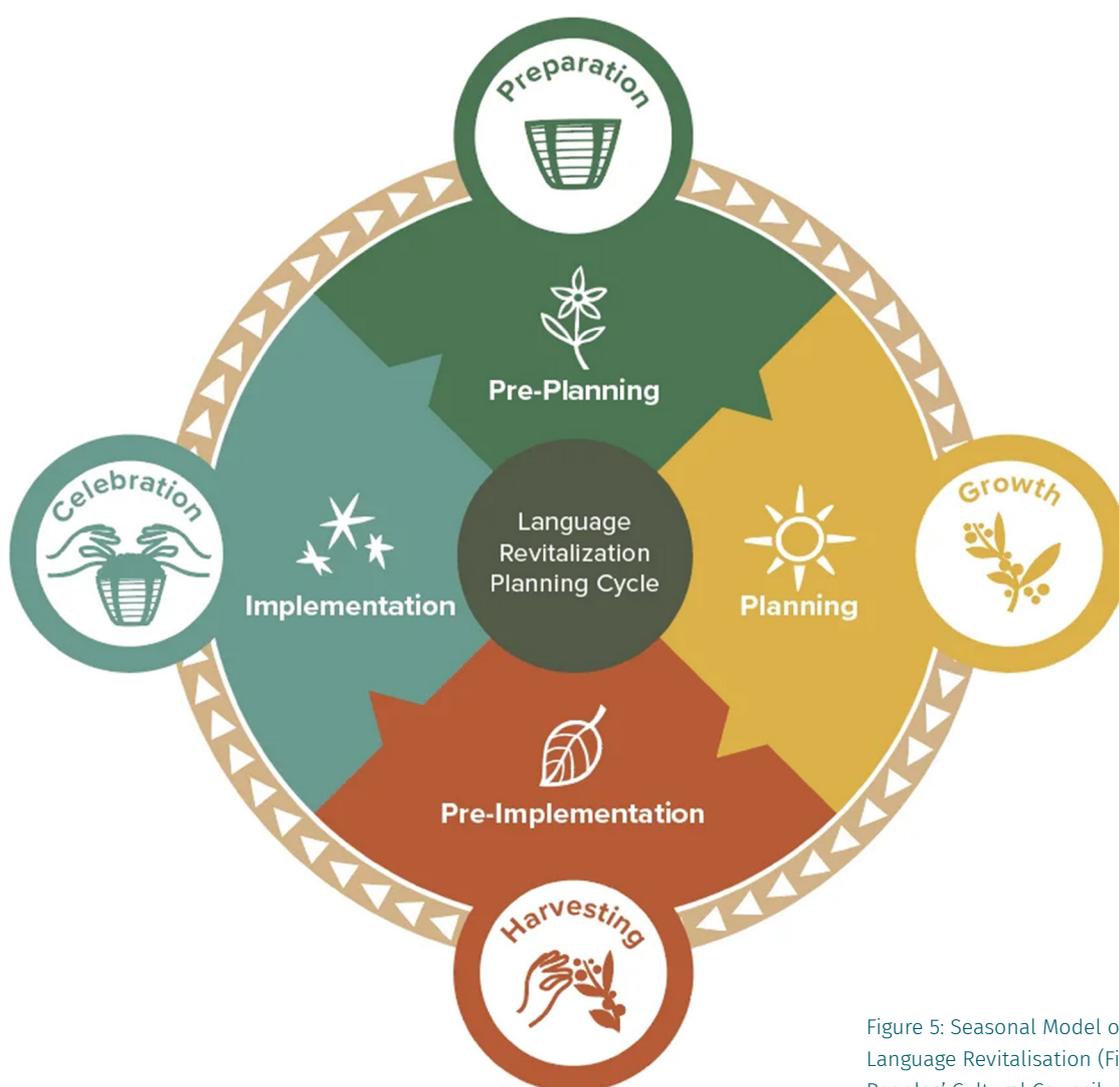


Figure 5: Seasonal Model of Language Revitalisation (First Peoples' Cultural Council, n.d.)

5.5 5-YEAR PLAN, 10-YEAR PLAN

This tool is similar to the Season Cycle but based on separate 5-year cycles and 10-year cycles. An example of this has been developed by Kekula’o Pi’ilani, an independent Hawaiian school in Hawaii, USA which is embedded in their strategic plan titled **Ke Ao Mālamalama** (Ke Kula ‘O Pi’ilani, n.d). An example of a 5-year goal is “Ke kūlia ‘ana o nā papa mai ka Mālaa’o a i ka Papa ‘Eono i ke kūlana po’okela ma ia mea he na’auao (Achieve academic excellence for grades K-6)” (ibid:16) and an example of a 10-year goal is “Ka ho’okumu ‘ana i kula kamali’i (Establish a preschool program)” (ibid:10).

5.6 KNOWLEDGE CYCLE

Mirima Dawang Woorlab-gerring, a Language and Culture Centre (Mirima) in the East Kimberley region of Western Australia, outline the Miriwoong Knowledge Cycle (n.d.-) at the centre of their Language planning and teaching. The **Miriwoong Knowledge Cycle** brings Elders together with young Language learners. Mirima Dawang Woorlab-gerring position Elders who are fluent speakers to share knowledge and traditional ways of life and young Language learners, who will be the successors to the knowledge, as the basis of their activity and planning. Mirima list the following as key areas that are discussed and decided using the Knowledge Cycle:

- > Understanding and interpreting the Language correctly
- > Developing new ways to describe the modern world in Miriwoong
- > Advice on how to best teach younger generations
- > Documenting stories, knowledge of country and other insights
- > Cultural advice and leadership

5.7 COMMUNITY LOGIN PORTAL

Community portals are a way for planning to be Community controlled and dynamic. Planning can also be linked to archival material and educational opportunities in the Community portal. Additionally, Community members can make a living plan through the private portal and continue viewing and implementing the plan.

This way of planning is used by the **Šaapohkaayoni Education Portal**, developed by the Myaamia Language group, or Miami Tribe of Oklahoma in North America.



Photo: Community research design workshop June 2022. Photo credit to Brooke Cuy, Bularri Muurlay Nyanggan Aboriginal Corporation. L-R Aunty Julie Carey, Jarwin Carey, Aunty Leanne Fisher, Rebecca Wilson, Kara Barker.

5.8 GOALS/AIMS

These Language planning tools are designed around a bank of goals and/or aims for Communities to draw from. Goals/Aims can be mapped to the actions or resources needed to attain them. This is used in the following planning tools:

- **Junyirri: A framework for planning community Language projects** (First Languages Australia, 2015:6).
- **A guide to Language Policy and Planning for B.C. First Nations Communities** (First Peoples' Cultural Council, 2013:32)
- Family Language Planning (Louis Riel Institute's Métis Languages Department, 2023:4)
- **The Language Sustainability Toolkit** (Diagneault et al. 2022:29).

Big Picture Goals	How to make it happen
Goal #1:	
<ul style="list-style-type: none"> • find out how many fluent speakers are in the community to help with revitalization (short term goal) 	<ul style="list-style-type: none"> • hold a meeting to consult with community members • conduct a survey
Goal #2:	
<ul style="list-style-type: none"> • hold an immersion language camp (short term goal) 	<ul style="list-style-type: none"> • apply for funding to run a language camp • find fluent language teachers
Goal # 3:	
<ul style="list-style-type: none"> • have all children speaking the language (longer term goal) 	<ul style="list-style-type: none"> • start a preschool immersion nest or similar immersion-based early childhood language education program
Goal #4:	
<ul style="list-style-type: none"> • have all young adults speaking the language (longer term goal) • get parents speaking to their children and in their homes every day (longer term goal) 	<ul style="list-style-type: none"> • school-based immersion or intensive language education programs • adult language education programs to increase fluency for adult speakers and learners, such as a Master-Apprentice learning model • comprehensive community and government language policies and programs
Goal #5:	
<ul style="list-style-type: none"> • have a dictionary for our language (longer term goal) 	<ul style="list-style-type: none"> • document Elders and first language speakers through weekly recording sessions • develop a committee to work on dictionary
Goal #6:	
<ul style="list-style-type: none"> • have books with traditional stories in our language (longer term goal) 	<ul style="list-style-type: none"> • have 10-15 minute storytelling video sessions with speakers. Transcribe and share on social media

Figure 6: Setting Languages Goals template (First Peoples' Cultural Council, 2013:32)

5.9 GUIDES, RESOURCES, TEMPLATES

Along with the Language tools listed, the literature provided many guides, resources and templates on Language planning that were more text literacy based, with little to no visual literacy. These were included in:

- **Junyirri: A framework for planning community Language projects** (First Languages Australia, 2015:6).
- **Yaale: Tools for Language work** (First Languages Australia, 2019)
- **Yakilla: Training Tracks** (First Languages Australia, 2020)
- **Language Revival Fact Sheets** (Victorian Aboriginal Corporation for Languages, 2021a)
- **Peetwayan Weeyn - A Guide for Community Language Programs** (Victorian Aboriginal Corporation for Languages, 2021b)
- **Family Language Planning** (Louis Riel Institute's Métis Languages Department, 2023:4)
- **Planning Toolkit Templates** (First Peoples' Cultural Council, n.d:95)
- **Bularri Muurlay Nyanggan Strategic Plan** (Bularri Muurlay Nyanggan Aboriginal Corporation, n.d:11)
- **The Language Sustainability Toolkit** (Diagneault et al. 2022).
- **Resources for Language Policies & Planning: First Nations Languages and Revitalization** (Assembly of First Nations, 2020).
- **Te Mātāwai Language Plans** (Te Mātāwai, n.d.)
- **Te Taura Whiri Te Reo Māori Language Planning** (Te Taura Whiri | Te Reo Māori–Māori Language Commission, n.d.)
- **Torres Strait Traditional Languages Plan** (Torres Strait Traditional Languages Centre, n.d.)

SECTION SIX

Case Studies of Language Planning Toolkits

This section presents case studies on the strongest matching sources to the research questions to provide a deeper review. More specifically, the review includes who developed them, how they were developed, how they can be used for Language revitalisation and what impact the tool had. As there were minimal examples of place-based Community Language plans published, this section differentiates between tools created by peak bodies that service a large number of Indigenous Languages either nationally or internationally, and Indigenous Language Centres that service specific place-based Languages.

6.1 INDIGENOUS LANGUAGE AND/OR CULTURE PEAK BODIES

6.1.1 First Languages Australia Junyirri: A framework for planning community Language projects

This framework was developed by First Languages Australia based on the experiences of Language Centres in delivering Language projects and programs in different parts of the country. The planning tools include Language assessment questions, a project tree, a project planning game and a project planning map. The only published source of Junyirri being used by a Community is in Karlka Niyaparli Aboriginal Corporation's Niyaparli Living Language Project. (2023a:14). Niyaparli Living Language Project drew from Junyirri by prioritising a participatory Cultural planning process and creating a database of Language assets (ibid:7-8). There is no further published evidence of the impact of Niyaparli's Living Language Project on Language revitalisation. Junyirri provides a range of relevant tools, guides and questions for planning Language. Differentiating between Language situations provides broad transferability for diverse Language Communities.

6.1.2 First Peoples' Cultural Council Language Revitalization Planning Toolkit

This Toolkit was developed by First Peoples' Cultural Council, a peak body for First Peoples' heritage, Culture and Language in British Columbia, Canada, with contributions from various Language authorities in the region (First Peoples' Cultural Council, n.d.). The **Language revitalization toolkit** provides an Indigenous seasonal model for Language planning:



The toolkit also includes a range of other planning tools, templates and guides on Language planning topics such as establishing a Language planning team, Language planning team agreement, Community engagement, facilitation, work planning and creating a summary.

The seasonal Language planning tool has been successful for Language communities in British Columbia with its grant funding program attached, which 36 different Languages across British Columbia are eligible for. The program has been running for a number of years and has published a **video presentation** (First Peoples' Cultural Council, 2022) to guide Communities in following the program.

It is possible that this planning toolkit may be targeted towards Communities with living first Language speakers, which may be less relevant to the NSW context. However, it is the most comprehensive Indigenous Language planning toolkit found and the seasonal model can be adapted to local Country needs for example, the wet and dry season or what flora and fauna is active in that Community's Country.



6.1.3 The Language Sustainability Toolkit

Developed by Wikitongues and Living Tongues, an international service for endangered Languages, the **Language Sustainability Toolkit** provides techniques to document Language, promote Language, and organise Community to speak Language. The elements of this toolkit include:

Getting Started

- > Find Your Team
- > Identifying Challenges and Solutions
- > Assess Your Language's Health

Document Your Language

- > Gathering Materials
- > Recording Oral Histories with Video or Audio
- > Creating a Lexicon (Dictionary)

Promote Your Language

- > Determine Your Language-Related Goals
- > Digital Technology
- > Immersion Techniques
- > Funding Sources

The Language Sustainability Toolkit was utilised in Karlka Niyaparli Aboriginal Corporation's **Niyaparli Living Language Project**. (2023a:14). The Toolkit informed the Niyaparli Living Language Project's objectives to document, digitise, promote, organise and educate their Community to speak Niyaparli Language. This also led to the project's activity plan and tasks. The Language Sustainability Toolkit is a not a place based or revitalisation-based Language planning toolkit, however it is a comprehensive guide and scaffold of how to revive and/or sustain a Language.



6.1.4 Te Taura Whiri Te Reo Māori - Māori Language Commission - Language Planning

Te Taura Whiri Te Reo Māori, New Zealand's Māori Language Commission provide the outline of a Language plan on their website (Te Taura Whiri | Te Reo Māori – Māori Language Commission, n.d.). What is unique about this Language planning resource is the use of Māori Language, values and understanding. The planning resource provides five elements with corresponding symbols:



This could be transferable to NSW Aboriginal Language Communities wishing to include or even revitalise their Cultural concepts in their planning, for example, Ngurrampaa (homeland) Miyakan (family) Ngiya (talk or words) in Ngiyampaa Language.

The Language Planning section also provides additional resources for creating an orthography, a pronunciation guide, bilingual signage and games.

Although there is minimal evidence on the impact of this resource, the website has a Language planning Community page, allowing Māori communities to share Language events like workshops and celebrations in a calendar. Like the previous examples with Community login portals, this allows Language communities to share their plans and events to support each other in their Language revitalisation.

6.1.5 Te Mātāwai - Language Plans

Te Mātāwai (n.d.) are an independent entity working in partnership with the Crown to revitalise Māori Language. Their website provides guidance for Language planning with separate sections for Whānau (family) and for broader Community. This could be useful for Aboriginal Languages in NSW where some families wish to progress in their Language without depending on the movement of their broader Community.

Te Mātāwai also provide a visual Language plan template that facilitates reflection, monthly goals and long-term goals. There is nothing published on the use and impact of this resource, however the template provides a balance of questions, goals, calendar and planning tools that Aboriginal Communities may benefit from.

6.2 INDIGENOUS LANGUAGE CENTRES

6.2.1 Mirima Dawang Worrlab-gerring - Seasonal calendar and the Knowledge Cycle

Mirima Dawang Worrlab-gerring is a Language and Culture Centre based in Kununurra, a remote town with a large Miriwoong speaking Community. As discussed earlier, the Centre plans their Language around their local Indigenous knowledges and ways such as seasonal cycles and knowledge cycles. It may be beneficial to Aboriginal Language Communities in NSW to think about how their Country and seasonal calendars can align with their Language planning, for example, the various Language names for an Emu's life cycle, such as an adult Emu, its eggs, its chicks and when and where it breeds. A Ngilyampaa example of this would be Ngurruyi (Emu), Kapukaa (eggs) and Wungka (Emu chicks). This style of Language planning then facilitates Indigenous knowledge preservation and transmission that may otherwise be neglected.

The impact of the Centre's Language planning has not been specifically noted or published, however the Centre has won many awards and been recognised for teaching and Community excellence. The Mirima Dawang Worrlab-gerring model is a good example of Language planning for specific place-based Aboriginal Language Communities in Australia.

6.2.2 Karlka Niyaparli Aboriginal Corporation Niyaparli Living Language Project

Based in the Pilbara region of WA, Karlka Niyaparli Aboriginal Corporation established the Niyaparli Living Language Project (Karlka Niyaparli Aboriginal Corporation, 2023a) to further document, preserve, revive and revitalise Niyaparli Language. The Corporation engaged a digital director to plan the project. This resulted in engaging with a working group, Cultural advisors and key stakeholders as well as conducting workshops and interviews with Community regarding their Language. The project plan included Language sustainability goals, approach and tasks, and a Language asset audit.

Unlike the other examples, this case study provides further information on how the plan has been utilised and its impact on the Aboriginal Community, as described in their 2023 annual report (Karlka Niyaparli Aboriginal Corporation, 2023b:28-29). The Language asset audit led to further Language resource development and workshops and interviews with Community, which then led to a second stage of Language planning. Their skin system was an important consideration of their Language planning. Use of the skin system led to further teaching for the Community on their Language and Culture through the skin system, which may be an important measure of success of Language planning for Aboriginal Communities.

SECTION SEVEN

A SUMMARY OF COMMON LANGUAGE PLANNING TOOLS

To summarise the Language planning tools reviewed, there were three common types of Aboriginal Community Language planning tools that may be useful options for NSW Aboriginal Communities.

7.1 VISUAL BASED LANGUAGE PLANNING TOOLS

This example utilises imagery and maps to express Language planning. Avoiding text heavy Language planning tools may be easier for a range of Communities to engage with. Some examples include:

- Continuum
- Pathways/Journeys/Maps
- Tree
- Seasonal cycle



Photo: Sharnae Smith from Nēwara Aboriginal Corporation teaching Language.

7.2 TEXT BASED LANGUAGE PLANNING TOOLS

In contrast to visual based planning tools, there may be examples where Aboriginal Communities wish to be given more details and guidance on Language planning. Some examples include:

- > Step by step process
- > Where to get started
- > Linear process
- > Language assessment
- > Resource and asset audit
- > Guiding questions
- > Goals and aims
- > 5-year plans and/or 10-year plans
- > Additional resources
- > Additional written templates

7.3 LANGUAGE PLANNING TOOLS THAT INCORPORATE INDIGENOUS CULTURAL WAYS AND KNOWLEDGES

These tools provide more creative options based on natural metaphors and can be adapted to diverse Country, Community and place. Some examples include:

- > Pathways/Journeys/Maps
- > Tree
- > Seasonal cycle
- > Knowledge cycle
- > Skin name system

SECTION EIGHT

KEY FINDINGS AND PRINCIPLES

There was a large gap in the literature on where and how the tools were developed as well as the impact of the tools. Often they were simply published on their website for public use. The Junyirri Framework and the Language Sustainability Kit were the only explicitly referenced Language planning tools, used by Karlka Niyaparli Aboriginal Corporation in their Niyaparli Living Language Project. The development and impact of Language planning tools were not well documented, however, the common themes of Language planning tools revealed underlying principles for working with Aboriginal Communities on their Language planning.

PRINCIPLE 1

Build upon what already exists

This may include identifying the milestones of Language in the Community and how Language is already used. Questions may include “what are some Language achievements so far?” or “where and how is Language currently used in your Community?” If the Language milestone is that Language is regularly used by Community in their Acknowledgement of Country or Welcome to Country, then the next goal might be to support families to use Language in their home, like the ‘Family Language Planning’ tool (Louis Riel Institute’s Métis Languages Department, 2023:4).

PRINCIPLE 2

Respect the Cultural Laws/Lores, ways of doing, protocols or values of the Community

Cultural ways of doing can guide and inform the Language planning. These may include the knowledge cycle, where the presence of both Elders and youth in planning meetings is essential for the succession of the plan. Cultural systems can influence how Language planning is organised and who is responsible for various aspects of the plan. Additionally, these Cultural ways of doing can guide how Language planning meetings are conducted.

In the **Nyiyaparli Living Language Project**, Karlka Nyiyaparli Aboriginal Corporation (2023a) state that Language education and revitalisation must start with their Nyiyaparli skin system, which consists of subsections that categorise individuals into distinct groups based on Kinship. The Skin Name System is an important consideration to Language planning as it facilitates the transmission of Language and Cultural knowledge and that “all Language content will be anchored in skin governance and skin system education” (ibid 2023:16). Practically, this may consider the teaching of flora and fauna, placenames and everyday words and phrases according to their skin name and perhaps even the teacher’s skin name.



Photo: Lightning Ridge LLIP workshop.

PRINCIPLE 3

Identify what knowledge is in the Country to inform the Language planning

This may include the seasonal cycle of the local Country to inform the time frame and implementation of the plan. It may include a local landform such as a river, tree or mountain as a visual template to design the plan. It may also include the use of Indigenous Language to create the plan, as outlined in section 6.1.4. It may be beneficial to have prepared visual templates of different landforms.

The seasonal calendar from Mirima Dawang Woorlab-gerring (n.d.) is an example of knowledge that comes from Miriwoong Country. This could be used as a seasonal cycle Language planning tool as outlined in section 5.4.

- **Seasonal calendar** (Mirima Dawang Woorlab-gerring, n.d.-)

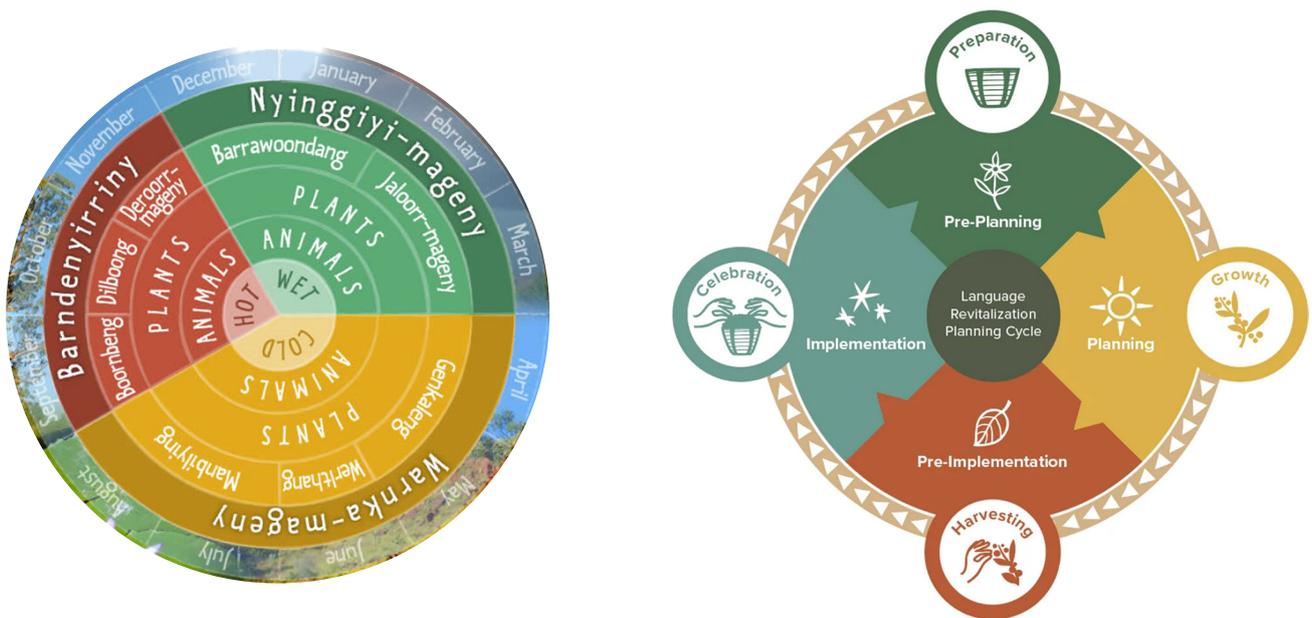


Figure 7: Comparing Seasonal Models for Language planning (First Peoples' Cultural Council, n.d.; Mirima Dawang Woorlab-gerring, n.d.)

PRINCIPLE 4

Have prepared goals, templates and resources ready to address the needs of the plan

The most effective Language planning toolkits, had readymade templates, goals and resources. These included examples of goals, how to set goals, budgets, workplans, project trackers, Community asset audits, monitoring and evaluation, Language learning resources and how to promote Language. Once a Language planning need has been identified, one of these readymade tools and resources can be offered.

To support this process further, a flowchart may be beneficial to follow depending on the status of the Language, for example, if the Community has speakers, the next step may be to learn from the speakers; if the Community does not have speakers, the next step might be to reclaim Language archives; if the Community's Language has been well recorded and documented, the next step may be to create a Language curriculum or identify opportunities to use and promote Language.



Photo: Yuwaalaraay Ngurra by Lacey Boney.

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