

Cambridge University Press & Assessment 978-1-009-37495-8 — Teaching for Linguistic Diversity in Schools Robyn Moloney , Lesley Harbon , Susan Oguro Index More Information

INDEX

Aboriginal and Torres Strait Islander first language (L1), 50, 51 communities language recognition and awareness efforts to recognise, revitalise and programs, 49 maintain languages, 56-61 learning English as Additional Language/ language stories from Gumbaynggirr Dialect (EAL/D), 47-8, 49, 51 Country, 57-8 learning science on Country, 142-3 language stories from Ltyentye Apurte, linguistic diversity, 45 principles for supporting EAL/D language stories from Yarrabah, 58 students, 99 speakers of a new contact language, plus Aboriginal and Torres Strait Islanders, use traditional language and English, of term, 44 48-50, 54-6 academic achievement speakers of English plus a traditional assessment, 32 language, 47-8, 53-4 student wellbeing and, 27-8, 32 speakers of traditional languages plus additional language learning in English, 50-1 schools, 80 use of the arts, 121 collaborating with language teachers, 85 Aboriginal and Torres Strait Islander curriculum, 81 languages importance of supporting language Arrernte, 60-1 programs, 84 Dharug, 182 integrating language programs with Gathang, 53-4 other curriculum areas, 85 Gumbaynggirr, 57-8 requirements to offer language programs, Gunggay, 58, 59 81_4 Indigenised Englishes, 44, 47–8, 63–4 AITSL Standards, 20-1 Kriol, 48, 54-5, 93, 182-3 The Arts, ideas for teaching, 121-4 language ecologies, 45-52 assessment, students' content knowledge Mangarrayi, 182 and achievement, 32 new Indigenous contact languages, 44, Australian Curriculum, Assessment and 48 - 9,63Reporting Authority (ACARA) Ngarrabul, 136 Cross-curriculum Capabilities, 114 principles for teachers, 62-4 General Capabilities, 20 protocols about use, 2 promotion of term EAL/D, 89, 97 recommendations for provision of traditional languages, 44, 62-3 language programs, 82 Yarrie Lingo/Yarrabah Creole, 58-60 Australian Institute for Teaching and Yumplatok (Torres Strait Creole), 48 School Leadership (AITSL), Building Aboriginal and Torres Strait Islander a Culturally Responsive Australian students Teaching Workforce report, 16, 195, day in life of BB (Aurukun), 55-6 200 - 1day in life of Emma (Ngukurr), 54-5 Australian Professional Standards for day in life of Guula (Guruk/Port Teachers, see AITSL Standards Macquarie), 53-4



Cambridge University Press & Assessment 978-1-009-37495-8 — Teaching for Linguistic Diversity in Schools Robyn Moloney, Lesley Harbon, Susan Oguro More Information

> INDEX 227

bilingualism, benefits of, 29

Caldis, Susan, 135 Civics and Citizenship, see Humanities and Social Sciences (HASS) Content and Language Integrated Learning (CLIL) programs, 85, 90, 147-8 critical reflection, development of, 15-16 Culturally and Linguistically Diverse (CALD), 5

Dance, see The Arts Design and Technologies, see Technology Digital Technologies, see Technology Drama, see The Arts

Economics and Business, see Humanities and Social Sciences (HASS) employment, skills for 21st-century, 183-8 English, teaching ideas for linguistically diverse classes, 124-6 English as an Additional Language or

Dialect (EAL/D) **Basic Interpersonal Communicative**

Skills (BICS), 95 challenges of translating other languages

into English, 92-3 Cognitive Academic Language Proficiency' (CALP), 95

needs of students, 94

practical support, 99-106

problem of 'false friends', 92-3

process of learning, 90-2

rules and inconsistencies, 94

support and teaching, 95-6

use of term, 89

English as an Additional Language or Dialect (EAL/D) support and teaching

approach to multilingual learners, 97 being comfortable with students using languages other than English, 103-4

importance of getting to know learners

communicating clearly in English, 101–2 and their languages, 97-9

language games, 105

models for support in schools, 96-7

multimodal resources to increase

accessibility, 102

peer support through buddy programs,

promoting bilingual people, resources and practices, 102

structures for tasks, 103

task-based learning, 105-6

Ernist, Signe, 101

First Nations peoples, use of term, 44 foreign languages, see additional language learning in schools

the future, thinking about and planning for, see student futures

Gathang language, 2

Geography, see Humanities and Social Sciences (HASS)

global citizenship, 188-90

Goldstein, Mercurius, 136

Harbon, Lesley, 6

Health and Physical Education (HPE), teaching ideas for linguistically diverse classes, 138-40

Healthy Linguistic Diet model, 36

History, see Humanities and Social Sciences (HASS)

Howard Shibuya, Lucy, 172

Humanities and Social Sciences (HASS), teaching ideas for linguistically diverse classes, 134-8

immigrant community language

programs

operation, 73-5

students, 75-6

teaching in, 78-9

immigrant community languages

language learning at home, 76-7

use of term, 73

Indigenous art, 121



Cambridge University Press & Assessment 978-1-009-37495-8 — Teaching for Linguistic Diversity in Schools Robyn Moloney , Lesley Harbon , Susan Oguro Index More Information

228 INDEX

Indigenous communities, language revival, Languages, ideas for teaching, 147-50 maintenance, and mental health, 34-5 Mathematics teaching, 119-21 Indigenous peoples, use of term, 44 Science, ideas for teaching, 140-3 Indo-Australian Bal Bharathi Vidyalaya students' names, 117-18 Hindi School, 74 Technology, ideas for teaching, 144-3 Intercultural Development Self Reflection Ten Teacher Questions framework, **Tool**, 200 Twelve Principles for teachers, 202-3 Klupiec, Colin, 144 Mantai, Lilia, 77, 83 language awareness Mathematics, teaching ideas for development of, 6 linguistically diverse classes, 119-21 importance for teachers, 14-15 Matheson, Kara, 79 language ecologies, in Aboriginal and Media Arts, see The Arts Torres Strait Islander communities, Mehta, Mala, 74-5 modern languages, see additional language language learning, as an adult, 35 learning in schools language learning in schools, supporting all Moloney, Robyn, 7-8 students, 99-106 multilingual learners, deficit view of, 97 language proficiency, importance of, 29-30 multilingualism language programs benefits of, 29 in schools, 72 definition, 5 see also immigrant community language Music, see The Arts programs Languages, ideas for teaching, 147-50 Oguru, Susan, 8-9 languages spoken in Australia online resources, 3 in 1800s, 68 Our Lady of the Sacred Heart College, most common, 69-71 South Australia, 121 see also Aboriginal and Torres Strait Islander languages plurilingualism, 68 Lardy, Josie, 182-3 definition, 5 linguistic diversity Polley, Jeanette, 169-70 definition, 4-5, 14 potential in schools, 19-20 racism, schools and, 158-60 using task-based learning for, 105-6 Rawlins, Odessa, 134 linguistic landscape, 16-17 refugee students, resilience, 37 linguistically diverse classrooms Robert (pseud.), 187-8 ACARA General Capabilities, 115-17 role models, value of, 181-3 Arts, ideas for teaching the, 121-4 cross-curriculum priorities, 114, 115-17 school culture, 156-8 curriculum context, 113-18 assembly hall or meeting place, 165-6 English, ideas for teaching, 124–6 becoming part of the global village, HASS, ideas for teaching, 134-8 173 - 4front office, 161-2 HPE, ideas for teaching, 138-40



Cambridge University Press & Assessment 978-1-009-37495-8 — Teaching for Linguistic Diversity in Schools Robyn Moloney , Lesley Harbon , Susan Oguro Index More Information

INDEX 229

library, 164-5 translanguaging, 5 playground and garden, 166-7 Tutt, Corey, 141 and racism, 158-60 Valaire, Nicole, 118 relationship with families, 167-70 Visual Arts, see The Arts teacher partnerships across schools, 170 - 2Wardiener, Emily, 142-3, 194 website, 157-8 wellbeing schoolscapes, 157 academic achievement and, 27-8 Science language and mental health in learning on Country, 142-3 Indigenous communities, 34-5 teaching ideas for linguistically diverse linguistic diversity and, 20 classes, 140-3 refugee students' resilience, 37 Seymour, Jasmine, 182 shaping student self-perceptions, 33 Stavert, Amanda, 102, 103 stories of language and, 36-8 student futures teacher collaboration and, 31-2 employment and careers, 183-8 teacher role in promoting, 30-1 global citizenship, 188-90 through child-rearing, 38 thinking about and planning for, 179-81 through community belonging, 38 value of role models, 181-3 through shared community values, student wellbeing, see wellbeing 37 Sydney Institute for Community Languages Wordspots, 2 Education (SICLE), 78 Gathang language, 2 teacher partnerships, across schools, 170-2 greetings, 14 Technology, teaching ideas for linguistically happiness, 26 diverse classes, 144-3 language, 68 Torres Strait Islanders school, 156 use of term, 44 welcome, 1 see also Aboriginal and Torres Strait Islanders Zafirakou, Andria, 122