

AUSLAN IN AUSTRALIAN CURRICULUM - FOCUS ON A SPECIFIC BAND BY COLOUR
FIRST LANGUAGE LEARNER PATHWAY – YEARS F-10 SEQUENCE - FOUNDATION TO YEAR 2

BAND DESCRIPTION	ACHIEVEMENT STANDARDS (AS)	CONTENT DESCRIPTORS	
		COMMUNICATING (C)	UNDERSTANDING (U)
<p>The nature of the learners Most hearing children, or deaf children from signing families, enter the early years of schooling with established communication in one or more languages. Cognitive and social development at this stage is exploratory and egocentric; thus learning typically focuses on students’ immediate world of family, home, school and friends. Children at this age are learning how to socialise with new people, share with others, and participate in structured routines and activities at school. Auslan is learnt in parallel with English literacy and, for some children, spoken English. Some learners arrive at school with little experience of English and will learn it as a second language, while others may use spoken English with their hearing family members. The learning of Auslan supports and enriches deaf children’s learning of English and vice versa.</p> <p>Auslan learning and use Rich language input characterises the first stages of learning. Most children are familiar with the forms of signs and their fluency and accuracy is further developed through activities such as play, games and viewing texts. The curriculum builds on children’s interests and sense of enjoyment and curiosity, with an emphasis on active, experiential learning and confidence building. Creative play provides opportunities for using the language for purposeful interaction in less familiar contexts.</p> <p>Children build vocabulary for thinking and talking about school topics, routines and processes, and expand their knowledge and understanding by interacting with other deaf children and adults in new contexts and by participating in more structured routines and activities. They use Auslan for different language functions, such as asking and responding to questions, expressing wishes, responding to and giving directions, greeting, thanking, apologising, agreeing and disagreeing, and taking turns in games and simple shared learning activities.</p> <p>Contexts of interaction Across Foundation to Year 2, learning occurs largely through interaction with peers and the teaching team, with some access to members of the Deaf community for additional enrichment and authentication of students’ language learning. Information and communication technology (ICT) resources provide additional access to Auslan and to the cultural experience of deafness. A key expectation in the L1 pathway is that students will have opportunities to interact with a variety of native or near-native signing models.</p> <p>Texts and resources Children engage with a variety of signed texts, live and recorded. They watch the teacher signing, share ideas and join in activities and stories and various forms of play and conversational exchanges. Text types include descriptions of appearances, relationships between people, and stories and recounts, as well as texts that talk about self, such as comparing likes and dislikes with others. Students become familiar with ways of recording Auslan, either through film, photos of signs, line drawings of signs, or simple symbols. An important source of natural signed texts are members of the deaf community. The early stage of language learning is also supported by extensive use of concrete materials and resources. Play and imaginative activities, games, and familiar routines provide essential scaffolding and context for language development.</p> <p>Features of Auslan use Children in Foundation to Year 2 learn to produce all handshapes, movements and locations of single signs. They make use of handling and size and shape specifiers (SASS) depicting signs with increasing accuracy, and use entity depicting signs to talk about simple movement and locations. Children in this band level produce a range of clause structures with the correct sign order and non-manual features (NMFs), such as questions, negatives and topic-comment structures, as well as using a range of non-manual adverbs. They learn to modify indicating verbs to show participants involved in events and can sometimes maintain those locations across multiple clauses. They are learning to integrate multiple viewpoints, such as that of narrator and of one or two characters, through constructed action and marking manner in longer signed texts.</p> <p>As children learn to adjust their language to suit different purposes and situations, they begin to understand how culture shapes language use. They compare how they feel when they use different languages and how they view different languages and people who use them. This introduction to the meta dimension of intercultural learning develops the ability to ‘decentre’, to consider different perspectives and ways of being, and to become aware of themselves as communicators and cultural participants. Metalinguistically, children learn to describe features of signs, such as handshapes, to identify whether they are iconic; to recognise the importance of space in Auslan; and to categorise signs as nouns, verbs and adjectives.</p> <p>Level of support Learning is supported through the provision of experiences that are challenging but achievable with appropriate scaffolding and support. This involves modelling, monitoring and moderating by the teacher; provision of multiple and varied sources of input; opportunities for revisiting, recycling and reviewing; and continuous cueing, feedback, response and encouragement. Use of recounting, experiencing and retelling assists in establishing early language skills based on real-life experiences.</p> <p>The role of English Auslan is the language of all classroom interactions, routines and activities. It is the principal medium of instruction in L1 pathway classrooms. English may play a complementary role, such as when comparing signs and words and looking at fingerspelling. English is necessarily discussed in the translating strand.</p>	<p>(AS1) By the end of Year 2, students interact with the teaching team, class visitors and each other to share information about themselves, their families, friends, routines, pastimes and experiences.</p> <p>(AS2) They use fingerspelling or sign names as appropriate and lexical adjectives or size and shape specifiers (SASS) depicting signs (DS) to describe the appearance and characteristics of family members, friends or teachers, for example, POSS1 BROTHER OLD++ TALL SKINNY or POSS3 SISTER FRECKLES.</p> <p>(AS3) Students recount shared and personal experiences and favourite activities, using plain or indicating verbs that are modified, such as PRO1 GO-TO-right, PLAY-continuous, RETURN-left, or LAST-WEEK PRO1-plural VISIT NANNA.</p> <p>(AS4) They sequence events correctly using time markers such as YESTERDAY, LAST-YEAR, TWO-DAYS-AGO.</p> <p>(AS5) They use everyday social exchanges such as greeting, thanking and apologising, and express feelings through the use of NMFs and lexical signs.</p> <p>(AS6) They compare likes, dislikes and preferences, for example, PRO1 LIKE APPLE DON’T-LIKE ORANGE.</p> <p>(AS7) They use appropriate NMFs to ask and respond to a range of wh- questions and yes/no questions.</p> <p>(AS8) They indicate agreement/disagreement or understanding/lack of understanding by using other NMFs.</p> <p>(AS9) They follow directions for class routines, for example, PLEASE DS:line-up-facing-front, and give and follow instructions of two or more steps, using directional terms or DSs such as DS:turn-left T-JUNCTION DS:turn-right.</p> <p>(AS10) Students follow culturally appropriate protocols, such as responding to and using attention-gaining strategies such as flashing lights, waving or tapping a shoulder or table, using voice-off while signing, and observing appropriate distance between signers.</p> <p>(AS11) They recall and retell specific points of information from texts such as class messages, directions, introductions and ‘visual vernacular’ descriptions, and they recognise familiar fingerspelled words.</p> <p>(AS12) They follow procedural texts involving several steps and retell them using list buoys.</p> <p>(AS13) They view short Auslan stories and respond by identifying and comparing favourite elements, characters and events.</p> <p>(AS14) They use features of constructed action (CA) such as shifting eye gaze, or head or body–head orientation when creating imagined texts, and use NMFs to modify manner or intensify adjectives, such as REMEMBER PRO1 JUMP-really-far-and-high.</p> <p>(AS15) They identify themselves as members of different groups and describe their relationships with deaf, hard of hearing and hearing children, family members, and the community.</p> <p>(AS16) They identify similarities and differences between how people interact and share stories in Auslan and in spoken languages.</p> <p>(AS17) Students know that Auslan is a language in its own right, different from mime and gestures used in spoken languages.</p> <p>(AS18) They know that eye contact is necessary for effective communication and that meaning is communicated visually through the use of signs, fingerspelling, NMFs and non-conventional gestures.</p> <p>(AS19) They recognise and describe the main elements of Auslan signs: handshape, movement and location; and identify and categorise signs according to these.</p> <p>(AS20) They recognise that some signs link to visual images, for example DRINK, ELEPHANT.</p> <p>(AS21) Students know that some words, such as proper nouns, are borrowed from English by fingerspelling and mouthing, and that locations or orientations of signs can be modified meaningfully, for example to show who is involved in an event.</p> <p>(AS22) They recognise that signers can tell with lexical signs or show with DSs and CA, and that clauses include a verb and sometimes nouns.</p> <p>(AS23) They recognise the importance of facial expression, eye gaze and NMFs in a visual-gestural language and culture.</p>	<p>Socialising (C1) Communicate with teacher, peers and familiar adults in guided and free interactions that develop social and communicative skills [Key concepts: self, family, interaction, experience, preference; Key processes: interacting, greeting, asking/answering questions, recounting, describing, comparing] - Elaboration 1</p> <p>(C2) Participate in group learning activities that involve taking turns, playing action games, making choices or swapping and classifying items [Key concepts: play, action-learning, problem-solving; Key processes: participating, playing, collaborating] - Elaboration 2</p> <p>(C3) Participate in classroom routines and activities such as following directions, attracting attention, responding to questions and turn-taking [Key concepts: direction, response, support, protocol; Key processes: participating, responding, interacting, turn-taking] - Elaboration 3</p> <p>Informing (C4) Identify specific points of information in simple Auslan texts and use the information to complete guided tasks [Key concepts: information, family, games, hobbies; Key processes: collecting information, identifying, retelling, categorising, recording] - Elaboration 4</p> <p>(C5) Present information about self, family, people, places and things using signed descriptions and visual prompts [Key concepts: self, family, routines, home, community; Key processes: providing information, describing, presenting, demonstrating, labelling, reporting] - Elaboration 5</p> <p>Creating (C6) Participate in a range of imaginative experiences and respond through drawing, telling with familiar signs and written words or enacting with constructed action [Key concepts: imagination, story, character, emotion; Key processes: viewing, retelling, expressing, responding, interpreting] - Elaboration 6</p> <p>(C7) Express imaginative experience through creative games, role-play and mime, using familiar signs, modelled language and constructed action [Key concepts: imagination, emotion, expression; Key processes: creating, enacting, expressing, experimenting, imagining] - Elaboration 7</p> <p>Translating (C8) Translate familiar words and phrases from Auslan into English and vice versa, using visual cues, signs and English words, noticing how signs and words differ [Key concepts: similarity, difference, meaning; Key processes: noticing, recognising, identifying, translating, explaining] - Elaboration 8</p> <p>(C9) Create simple print or digital texts such as labels, posters, wall charts or cards that use both Auslan images and English words [Key concepts: code, translation; Key processes: labelling, creating, captioning] - Elaboration 9</p> <p>Identity (C10) Explore ideas of identity, social groupings, relationship, space and place, and how these relate to the Deaf community [Key concepts: identity, self, relationship, community, place, space, connection; Key processes: identifying, exploring, describing, talking about] - Elaboration 10</p> <p>Reflecting (C11) Notice similarities and differences between Auslan and spoken languages in relation to ways of interacting, sharing stories and playing games [Key concepts: language, culture, similarity, difference, respect; Key processes: noticing, comparing, responding] - Elaboration 11</p>	<p>Systems of language (U1) Recognise the main formational elements of handshape, movement and location in Auslan signs, and understand that a sign is the same as a spoken or written word even though it can be iconic [Key concepts: handshape, movement, location, iconicity; Key processes: noticing, recognising, understanding] - Elaboration 1</p> <p>(U2) Recognise that signing happens in a finite space that can be used meaningfully within individual signs, learning in particular how depicting signs, some verbs, pronouns and enacting make use of spatial relationships [Key concepts: signing space, numeral incorporation, verb modification to show who; Key processes: explaining, describing, noticing, identifying] - Elaboration 2</p> <p>(U3) Recognise that groups of words combine to make clauses and include nouns and pronouns (people, places, things), adjectives (qualities) and verbs (happenings, states); and distinguish between statements and questions based on non-manual features [Key concepts: sign class, clauses, telling versus showing; Key processes: recognising, observing, distinguishing] - Elaboration 3</p> <p>(U4) Understand that texts are made up of units of meaning, such as words, gestures or sentences/clauses and that different types of texts have particular features that help serve their purpose [Key concepts: text, referent; Key processes: recognising, identifying, discussing] - Elaboration 4</p> <p>Language variation and change (U5) Understand that all languages including signed languages vary and borrow words and signs from each other [Key concepts: dialect, language borrowing, variation; Key processes: noticing, recognising] - Elaboration 5</p> <p>Language awareness (U6) Recognise that Auslan is a legitimate language, one of many languages used in Australia and around the world [Key concept: language diversity; Key processes: identifying, recognising, comparing] - Elaboration 6</p> <p>Role of language and culture (U7) Understand that people use language in ways that reflect their culture, such as where and how they live, who they live with and what is important to them [Key concepts: language, culture, community, observable phenomena; Key processes: noticing, recognising, questioning, making connections] - Elaboration 7</p>

AUSLAN IN AUSTRALIAN CURRICULUM - FOCUS ON A SPECIFIC BAND BY COLOUR

FIRST LANGUAGE LEARNER PATHWAY – YEARS F-10 SEQUENCE - YEARS 3 AND 4

BAND DESCRIPTION	ACHIEVEMENT STANDARDS (AS)	CONTENT DESCRIPTORS	
		COMMUNICATING (C)	UNDERSTANDING (U)
<p>The nature of the learners</p> <p>Learners at this level are developing their cognitive and social capabilities and their communicative repertoire in the language, as well as becoming increasingly aware of their social worlds and their membership of various groups, including the Deaf community. They are more independent and less egocentric, enjoying both competitive and cooperative activities. Learners are able to conceptualise and reason, and have better memory and focus. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.</p>	<p>(AS1) By the end of Year 4, students communicate with each other, the teaching team and others about aspects of their personal worlds, daily routines, preferences and pastimes at school and in the Deaf community.</p>	<p>Socialising</p> <p>(C1) Communicate with each other and with teachers about aspects of their personal worlds, daily routines, preferences and pastimes [Key concepts: self, routines, preferences, pastimes; Key processes: expressing, describing, comparing, recounting, persuading] - Elaboration 1</p>	<p>Systems of language</p> <p>(U1) Identify and demonstrate how the formational elements of handshape and its orientation, movement, location and non-manual features can be arranged in signs which may be iconic, and explore ways of recording Auslan [Key concepts: orientation, hand dominance, iconicity, non-manual features, recording language; Key processes: identifying, recognising, comparing, distinguishing, comparing, describing, decoding] - Elaboration 1</p>
<p>Auslan learning and use</p> <p>Learners in this band engage in a range of activities involving watching and responding to signed texts. They build proficiency through the provision of rich language input from a variety of sources where grammatical forms and language features are purposefully integrated. They develop more elaborate conversational and interactional skills, including initiating and sustaining conversations, reflecting on and responding to others’ contributions, making appropriate responses and adjustments, and engaging in debate and discussion.</p>	<p>(AS2) They show aspectual marking on verbs to indicate frequency when communicating about daily routines, for example pro3 tap-shoulder-repeatedly, and use modifications to show manner when describing actions and activities.</p>	<p>(C2) Contribute to class activities and shared learning tasks that involve transacting, planning and problem-solving, using collaborative language [Key concepts: collaboration, roles, responsibilities, memory; Key processes: negotiating, collaborating, planning, transacting] - Elaboration 2</p>	<p>(U2) Observe that signers can include different information, including gestural overlays, within a single sign, and identify examples of signers using space grammatically through points, depicting signs and constructed action [Key concepts: space, function of points, indicating verbs, depicting signs, constructed action; Key processes: recognising, identifying, discussing, comparing] - Elaboration 2</p>
<p>Learners at this stage express ideas and feelings related to their personal worlds, give and follow directions, negotiate with and persuade others, paraphrase content of texts, form factual questions to request information, check and clarify understanding and participate in play and shared tasks, including planning and rehearsing presentations or performances.</p>	<p>(AS3) They initiate and maintain interaction by using discourse markers such as fillers, checking and clarifying their understanding.</p>	<p>(C3) Adjusting and responding to language and behaviour for various purposes in the classroom and wider school community, for example by asking and responding to questions, and indicating understanding [Key concepts: respect, behaviour, protocol, group work; Key processes: clarifying, responding, asking and answering questions, encouraging] - Elaboration 3</p>	<p>(U3) Understand that clauses can be enriched through the use of adjectives and adverbs (when, where, how), often produced with non-manual features [Key concepts: verb types, adverbs, clause structure, questions; Key processes: recognising, exploring] - Elaboration 3</p>
<p>They watch and create short texts on topics relevant to their interests and enjoyment, such as family, pets, favourite activities or food. They continue to build vocabulary that relates to a wider range of domains, such as areas of the curriculum that involve some specialised language use. The language used in routine activities is re-used and reinforced from lesson to lesson in different situations, making connections between what has been learnt and what is to be learnt.</p>	<p>(AS4) They contribute to class activities and shared learning tasks that involve transacting, planning and problem-solving, for example, by giving and following directions, LIBRARY IN DS: turn-right AUSLAN DICTIONARY DS: fat-book SHELF++ THAT. PLEASE BRING-me, expressing preferences, asking for clarification and using persuasive language PLEASE POPCORN GIVE-me++ BEG?</p>	<p>Informing</p> <p>(C4) Collect, classify and paraphrase information from a variety of Auslan texts and sources used in school and in the Deaf community [Key concepts: information, facts, vocabulary, findings; Key processes: recalling, paraphrasing, interviewing, surveying, recording, presenting] - Elaboration 4</p>	<p>(U4) Understand how signers make different language choices in different types of texts depending on the purpose and intended audience, and explore how space is used in Auslan for purposes of textual cohesion [Key concepts: textual features, similarity, difference, cohesion; Key processes: identifying, examining, comparing] - Elaboration 4</p>
<p>Contexts of interaction</p> <p>Learning occurs largely through interaction with peers and the teaching team in the language classroom and the school environment, with some sharing of their learning at home. Additional enrichment and authentication of learning experience is provided through interactions with elders and other signers in the Deaf community. Access to wider communities of Auslan signers and resources also occurs through virtual and digital technology.</p>	<p>(AS5) They use appropriate cultural protocols in different situations, for example, to gain the attention of a group, such as flashing lights, waving, multiple tapping or foot stomping in some contexts, waiting for eye contact or pauses in signing and walking between signers without interrupting them.</p>	<p>(C5) Conveying information about aspects of school, culture and community, using knowledge of the intended audience to modify content [Key concepts: school, cultural events, games; Key processes: conveying information, explaining, planning, rehearsing] - Elaboration 5</p>	<p>(U5) Recognise that there is variation in Auslan use, for example in different locations or physical environments [Key concepts: variation, adaptation; Key processes: identifying, recognising, exploring, considering] - Elaboration 5</p>
<p>Texts and resources</p> <p>Learners interact with a growing range of live and digital signed texts. They engage primarily with a variety of teacher-generated materials, stories and games, and with materials produced for young signers, such as storytelling apps. They have access to materials produced for signing children from the BANZSL family of languages as a means of broadening their cultural knowledge and awareness of the diversity of language experience.</p>	<p>(AS6) They paraphrase information from a variety of Auslan texts and sources used in school and in the Deaf community.</p>	<p>Creating</p> <p>(C6) Engage with imaginative texts such as stories, games, poems or cartoons, to demonstrate comprehension and express enjoyment [Key concepts: story, emotion, expression, humour; Key processes: identifying, expressing emotion, re-enacting, experimenting, shadowing] - Elaboration 6</p>	<p>Language variation and change</p> <p>(U6) Develop awareness of the social and cultural nature and context of Auslan and other sign languages, of their different modes of expression and of the related issue of language vitality [Key concepts: communication, culture, language vitality; Key processes: identifying, describing, recognising, understanding] - Elaboration 6</p>
<p>Features of Auslan use</p> <p>Learners recognise and apply elements of Auslan grammar, such as marking manner or aspect on verbs. They use increasingly sophisticated means of showing constructed action, and of using space to track a character or location through a text for purposes of cohesion. They develop metalanguage for talking about language, understanding and using terms such as fully- or partly-lexical signs, entity, handling or SASS depicting signs, constructed action, and adverbs and clauses.</p>	<p>(AS7) They recall specific points of information and recount main points in correct sequence EVERY MONDAY POSS1 CLASS LIST-BUOY-1 READING LIST-BUOY-2 MATHS LIST-BUOY-3 SWIMMING.</p>	<p>(C7) Create or adapt imaginative texts and expressive performances that feature favourite characters, amusing experiences or special effects [Key concepts: emotion, humour, performance, character; Key processes: creating, performing, adapting, dancing] - Elaboration 7</p>	<p>Language awareness</p> <p>(U7) Explore connections between identity and cultural values and beliefs and the expression of these connections in Auslan [Key concepts: language, culture, symbol; Key processes: exploring, understanding, noticing, recognising, questioning, making connections] - Elaboration 7</p>
<p>Learners talk about differences and similarities they notice between Auslan and English, and also between cultural behaviours and ways of communicating. A balance between language knowledge and language use is established by integrating focused attention to grammar, vocabulary building, and non-verbal and cultural dimensions of language use with communicative and purposeful learning activity.</p>	<p>(AS8) They plan, rehearse and deliver short presentations about topics such as cultural activities or events in the Deaf community, with the support of materials such as photos, props, timelines or maps.</p>	<p>Translating</p> <p>(C8) Translate high-frequency signs/words and expressions in simple texts such as repeated lines in a story or captions, noticing similarities, differences and instances of equivalence [Key concepts: literal, difference, meaning, equivalence; Key processes: comparing, matching, identifying, translating] - Elaboration 8</p>	
<p>Learning Auslan in school contributes to the process of making sense of the learners’ worlds, which characterises this stage of development. Students are increasingly aware that various signed languages are used in Deaf communities across the world. As they engage consciously with differences between languages and cultures, they make comparisons and consider differences and possibilities in ways of communicating in different languages. This leads them to explore concepts of identity and difference, to think about cultural and linguistic diversity, and about what it means to speak more than one language in the contemporary world.</p>	<p>(AS9) They take into account the purpose and intended audience of a text.</p>	<p>(C9) Create bilingual versions of different types of texts, such as captioned recordings of Auslan phrases or classroom resources such as posters and digital displays [Key concepts: bilingualism, meaning; Key processes: creating, identifying, categorising] - Elaboration 9</p>	
<p>Level of support</p> <p>While learners work more independently at this level, ongoing support is incorporated into tasks, and the process of learning is supported by systematic feedback and review. Form-focused activities, particularly those increasing metalinguistic awareness, build grammatical knowledge and support the development of accuracy and control in Auslan. Opportunities to use this knowledge in meaningful activities build communicative skills, confidence and fluency. Tasks are carefully scaffolded: teachers provide models and examples; introduce language, concepts and resources needed to manage and complete learning activities; make time for experimentation and polishing rehearsed texts; and provide support for self-monitoring and reflection. The language students see is authentic with some modification. Discussion supports learning and develops learners’ conceptual frame for talking about systems of language and culture.</p>	<p>(AS10) They view imaginative texts such as stories, poems and theatre performances, identifying how signers represent their own or others’ actions through constructed action (CA).</p>	<p>Identity</p> <p>(C10) Consider how individual and community relationships combine to create family and social networks, influence social behaviours and contribute to a sense of belonging and identity [Key concepts: identity, relationship, belonging, place, behaviour, ways of interacting; Key processes: exploring, sharing, describing explaining] - Elaboration 10</p>	
<p>The role of English</p> <p>Auslan is the principal medium of instruction in L1 pathway classrooms. English plays a complementary role; for example, it is used when translating, creating bilingual/multilingual texts or comparing and contrasting languages. Discussion in Auslan supports learning, develops conceptual frames and builds metalanguage. The process of moving between languages consolidates the already established sense of what it means to be bilingual or multilingual and provides opportunities for reflection on the experience of living interculturally in intersecting language communities. Auslan is learnt in parallel with English literacy and, for some children, spoken English. The learning of Auslan supports and enriches deaf children’s learning of English, and vice versa.</p>	<p>(AS11) They create simple imaginative texts of their own, using CA to represent their own or other people’s actions, thoughts, feelings or attitudes.</p>	<p>Reflecting</p> <p>(C11) Describe some ways in which Auslan and associated communicative behaviours are similar to or different from wider community spoken languages and forms of cultural expression [Key concepts: language, culture, values, similarity, difference, communication; Key processes: noticing, comparing, describing, explaining, questioning, reflecting] - Elaboration 11</p>	
	<p>(AS12) They create signed class translations, for example, of repeated lines in familiar children’s stories, and simple bilingual texts for the classroom or school community, such as posters or bilingual picture dictionaries.</p>		
	<p>(AS13) Students identify places that are important to the Deaf community and describe how such places evoke a sense of belonging and pride.</p>		
	<p>(AS14) They recognise that the single most unifying factor of the community is the use of Auslan; and they describe ways in which Auslan and associated communicative and cultural behaviours are similar to or different from wider community spoken languages and forms of cultural expression.</p>		
	<p>(AS15) Students demonstrate how the formational elements of handshapes and their orientation, movement, location and non-manual features can be arranged in signs, identifying, for example, whether a sign is body anchored or not, or is single, double or two-handed.</p>		
	<p>(AS16) They know the functions of different pointing signs, such as pronouns, determiners or locatives; and can identify examples of signers using a location to refer to a previous referent.</p>		
	<p>(AS17) They use metalanguage to talk about Auslan, using terms such as constructed action, depicting signs, indicating verbs, non-manual features, pointing signs and clauses.</p>		
	<p>(AS18) They recognise variation in how Auslan is used, for example by recognising regional dialects and differences in signing space.</p>		
	<p>(AS19) They identify different ways that Deaf community members communicate with each other and with members of the wider hearing community, for example, face to face, via technology, social media and interpreters.</p>		
	<p>(AS20) They know that culture is closely related to language and to identity and that it involves visible and invisible elements.</p>		

AUSLAN IN AUSTRALIAN CURRICULUM - FOCUS ON A SPECIFIC BAND BY COLOUR

FIRST LANGUAGE LEARNER PATHWAY – YEARS F-10 SEQUENCE - YEARS 5 AND 6

BAND DESCRIPTION	ACHIEVEMENT STANDARDS (AS)	CONTENT DESCRIPTORS	
		COMMUNICATING (C)	UNDERSTANDING (U)
<p>The nature of the learners</p> <p>This is a key transitional phase of learning. Learners communicate more confidently, are more self-directed, and self-reference in relation to wider contexts. Response to experience is more analytical and critical, allowing for a reflective dimension to language learning and to referencing cultural frameworks. The curriculum ensures that learning experiences and activities are flexible enough to cater for learner variables, while being appropriate for learners' general cognitive and social levels.</p> <p>Auslan learning and use</p> <p>At upper primary level, learners use Auslan for a widening range of purposes, such as paraphrasing or summarising key ideas; conversing with visitors in formal and informal contexts, contributing their own ideas, questions and opinions; discussing cause and effect; providing instructions for a group activity; planning and conducting an interview; and contributing to discussions by clarifying and critiquing ideas and developing supporting arguments.</p> <p>At this level, there is focused attention on language structures and systems, and comparisons are made between Auslan and English. Learners' communicative capabilities are stronger and more elaborate. They draw on a wider range of grammatical and lexical resources to compose and comprehend more complex language. With support, they build increasing cohesion and complexity into their signing in both content and expression. They watch a range of varied input from different sources and build more elaborate conversational and interactional skills. This includes initiating and sustaining conversations, using turn-taking protocols, 'reading' language for cultural and contextual meaning, reflecting on and responding to others' contributions, making appropriate responses and adjustments, and engaging in debate and discussion.</p> <p>Shared learning activities develop social, cognitive and language skills and provide a context for purposeful language experience and experimentation. Individual and group oral presentation and performance skills are developed through researching and organising information, structuring and resourcing presentation of content, and selecting appropriate language to engage a particular audience. Learners use ICT to support their learning in increasingly independent and intentional ways, exchanging resources and information with each other and with young people of the same age in other signing communities, accessing media resources, maintaining vlogs and other web pages, and participating in social networks.</p> <p>Contexts of interaction</p> <p>Learners interact in Auslan with each other and the teaching team and with members of their families who can sign, and the Deaf community. They have access to Deaf visitors and cultural resources in wider contexts and communities through the use of ICT and through the media. Language development and use are incorporated into collaborative and interactive learning experiences, games and activities.</p> <p>Texts and resources</p> <p>Learners engage with a growing range of signers and digital signed texts. They also engage with resources prepared by their teacher, including games, performances, presentations and language exercises. They may have additional access to BANSZL resources created for the Australian, New Zealand or British Deaf communities, such as children's television programs, websites, music or video clips. They also make use of texts from other signed languages that make extensive use of the 'visual vernacular'.</p> <p>Features of Auslan use</p> <p>Learners draw on grammatical and lexical resources to produce and understand more complex language. With support, they build increasing cohesion and complexity into their language production in both content and expression. Learners expand their understanding of Auslan grammatical forms and features, including mastering the range of grammatical NMFs and gaining full control of depicting signs. They increase their pragmatic skills, such as using eye gaze to gain, hold or finish a turn; making constructive comments to keep a conversation flowing; and sharing information and providing context to new participants to a conversation.</p> <p>They build metalanguage to talk about aspects of language such as grammar, for example, identifying types of verbs in Auslan in terms of how they use space to indicate referents, as well as recognising the types of depiction available in Auslan. They begin learning how signers put these forms of depiction and enacting together into composite utterances. Discussion, reflection and explanation ensure the continued development of learners' knowledge base and metalinguistic and intercultural capabilities.</p> <p>Understanding of the relationship between language, culture and identity is developed through guided investigation of how language features and expressions carry specific cultural meaning; through critical analysis of cultural stereotypes, attitudes and perspectives; and through exploration of issues related to personal and community identities. Learners take account of the variability of language use and practice in relation to various factors. They reference themselves in relation to similar variables, reflecting on the relationship between language, culture, identity and intercultural experience through the lens of their own bicultural experiences.</p> <p>Level of support</p> <p>While learners are becoming more autonomous and independent at the upper primary years, ongoing support is still incorporated into task activity, including explicit instruction, structured modelling and scaffolding, and provision of appropriate stimulus materials. Additional systematic feedback and review support the interactive process of learning. Learning experiences incorporate implicit and explicit form-focused language learning activities and examples of texts and tasks. Learners are supported to use electronic and print reference resources, such as word banks, dictionaries and translating tools, and are encouraged to adopt a critical approach to resource selection.</p> <p>The role of English</p> <p>Auslan is the primary language for classroom routines, discussions, reflections, interactions and language learning tasks, and for explanation of content drawn from other learning areas. English is used for metalinguistic analyses and comparisons, and within the 'Translation' sub-strand. English may also be used for researching cultural issues where relevant sources or materials are not available in Auslan.</p>	<p>(AS 1) By the end of Year 6, students use Auslan to interact with people for a range of different purposes.</p> <p>(AS 2) They use descriptive and expressive language to share and compare experiences, ideas and opinions, such as THEATRE GOOD, LONG -really, LONG-really.</p> <p>(AS 3) They participate in class discussions and show interest and respect for others, for example by using active watching behaviours, signing clearly, pausing for others to respond, asking pertinent questions, making constructive comments, rephrasing, repeating and linking their own contributions.</p> <p>(AS 4) Students use non-manual features (NMFs) such as eye gaze to gain, hold or finish a turn when communicating in pairs or groups.</p> <p>(AS 5) They provide context for a new participant joining a conversation, PRO1 TALK-OVER MATH TEACHER.</p> <p>(AS 6) They use action-oriented language to make shared arrangements, organise events and complete transactions, negotiating roles, responsibilities and priorities and taking into account the views of others.</p> <p>(AS 7) Students locate, summarise and compare information from a range of sources.</p> <p>(AS 8) They present information on selected issues to inform, alert or persuade people, for example, by creating announcements to inform about an emergency or about a clean-up the environment appeal, or instructions for a computer game.</p> <p>(AS 9) They use a range of connectives to create textual cohesion.</p> <p>(AS 10) They view and compare expressions of Deaf experience through different visual art forms, such as painting, photography or sculpture.</p> <p>(AS 11) They view and respond to different types of creative and imaginative texts, discussing ideas, characters and themes; and they identify how a signer has referred to the same referent in different ways, for example with a lexical noun then with a depicting sign (DS).</p> <p>(AS 12) They create and perform their own short imaginative texts based on a stimulus, concept or theme using space to track a character or location throughout a text.</p> <p>(AS 13) They translate a variety of familiar school and community texts from Auslan to English and vice versa, identifying which words/signs/phrases require interpretation or explanation.</p> <p>(AS 14) They create bilingual texts and resources for their own language learning and to support interactions with non-signing people.</p> <p>(AS 15) They describe their connections with the Deaf community and how these contribute to their sense of identity.</p> <p>(AS 16) They reflect on differences between how signed language and spoken language users may be perceived, for example in relation to different protocols when joining interactions, taking turns, using names, or passing between people who are communicating with each other.</p> <p>(AS 17) Students describe a sign's form in terms of all the elements and how they are put together, including types of NMFs.</p> <p>(AS 18) They recognise when a signer has established a location in space in a text and describe how this was done, for example through the use of points, non-body-anchored signs or fingerspelled words.</p> <p>(AS 19) They distinguish between the three types of DSs and what they represent and how they are used in clauses.</p> <p>(AS 20) They identify and describe how constructed action (CA) can be shown in different ways, for example, through a change in eye gaze, body, or head orientation, and by matching facial expressions and reference to another character.</p> <p>(AS 21) They identify how signers use space to track a referent through a text, for example by pointing back to an established location to refer to a noun or by modifying indicating verbs.</p> <p>(AS 22) They understand different ways that English words are borrowed into Auslan and identify connections between Auslan and other signed languages, for example, BSL, ISL and ASL.</p> <p>(AS 23) They recognise the diversity of Auslan users in the community, including people who are deaf, hard of hearing and hearing people such as CODAs or interpreters.</p> <p>(AS 24) Students recognise how Auslan has been transmitted across generations and describe different ways it has been documented and recorded.</p> <p>(AS 25) Students reflect on the ways culture is differently interpreted by others, for example by identifying how stereotypes about deaf and hearing people influence perceptions.</p>	<p>Socialising</p> <p>(C 1) Interact with people for different purposes, using descriptive and expressive language to give opinions, talk about themselves and show interest in others [Key concepts: experience, opinion, values, ideas; Key processes: comparing, socialising, discussing, summarising, identifying] - Elaboration 1</p> <p>(C 2) Collaborate with peers to plan and conduct shared events or activities such as performances, presentations, demonstrations or transactions [Key concepts: negotiation, perspective, design; Key processes: planning, suggesting, organising, presenting] - Elaboration 2</p> <p>(C 3) Contribute to discussions and shared learning activities by asking and responding to questions to clarify or indicate comprehension, managing interactions and monitoring and evaluating their learning [Key concepts: discussion, conversation, participation; Key processes: supporting, managing, clarifying, reflecting - Elaboration 3</p> <p>Informing</p> <p>(C 4) Identify, summarise and compare information obtained from different types of Auslan texts or from their own data collection [Key concepts: informative text, topic, data, analysis; Key processes: interviewing, surveying, collating, analysing, summarising, presenting] - Elaboration 4</p> <p>(C 5) Present information to describe, explain, persuade or report on different experiences or activities in ways likely to engage the intended audience [Key concepts: report, audience, intention, technique; Key processes: instructing, informing, persuading, reporting] - Elaboration 5</p> <p>Creating</p> <p>(C 6) Engage with different types of creative and imaginative texts by identifying important elements, discussing ideas, characters and themes and making connections with their own ideas and experience [Key concepts: emotion, manner, visual expression, theatre conventions; Key processes: comparing, responding, expressing, creating] - Elaboration 6</p> <p>(C 7) Create live or filmed performances that engage specific audiences and present imagined experiences, people or places [Key concepts: suspense, humour, dramatic structure, stimulus; Key processes: creating, performing, narrating, reinterpreting, improvising] - Elaboration 7</p> <p>Translating</p> <p>(C 8) Translate a variety of familiar school and community texts from Auslan to English and vice versa, identifying which words or phrases may not readily correspond across the two languages [Key concepts: equivalence, meaning, culture-specific concepts; Key processes: identifying, interpreting, translating, determining, predicting, creating, comparing, explaining] - Elaboration 8</p> <p>(C 9) Create their own bilingual texts and learning resources to use themselves or to share with others, such as Auslan–English dictionaries, posts to websites, digital newsletters or school performances [Key concepts: equivalence, bilingualism; Key processes: composing, creating] - Elaboration 9</p> <p>Identity</p> <p>(C 10) Consider the influence of the Deaf community on identity development, focusing on language, social systems and sense of space and place [Key concepts: identity, relationship, community, place, space, story, social mores, history, Deafhood, Deaf gain; Key processes: identifying, describing, investigating, discussing, explaining] - Elaboration 10</p> <p>Reflecting</p> <p>(C 11) Reflect on how different language and cultural backgrounds and experiences influence perceptions of Auslan and of the Deaf community and also of the hearing community [Key concepts: influence, perspective, self-reflection; Key processes: composing, comparing sharing, monitoring, identifying, analysing, explaining, reflecting] - Elaboration 11</p>	<p>Systems of language</p> <p>(U 1) Describe the elements of sign production, including non-manual features, and explore the processes of annotating Auslan with multimedia software and/or glossing or transcribing signed texts on paper [Key concepts: types of iconicity, annotation, transcription; Key processes: identifying, recognising, annotating, describing, understanding] - Elaboration 1</p> <p>(U 2) Identify different types of verbs based on their ability to integrate space into the sign, and recognise types of depiction available to a signer, namely, entity, handling and SASS depicting signs and constructed action [Key concepts: establishing a spatial location, types of depicting signs, function of constructed action; Key processes: identifying, distinguishing] - Elaboration 2</p> <p>(U 3) Understand that the starting point of a clause gives prominence to the message, that clauses can be linked equally or unequally with conjunctions and connectives, and that signers can show as well as tell about an event to provide more detail [Key concepts: gestural overlays, clause conjunction, variable sign order; Key processes: recognising, distinguishing] - Elaboration 3</p> <p>(U 4) Identify structures, language features and cohesive devices used in different types of texts, recognising that language choices reflect purpose, context and audience [Key concepts: referent, cohesion, space; Key processes: identifying, noticing] - Elaboration 4</p> <p>Language variation and change</p> <p>(U 5) Explore variation in terms of the impact of other languages on Auslan across contexts and over time [Key concepts: influence, language borrowing, style shifts; Key processes: noticing, recognising, explaining] - Elaboration 5</p> <p>Language awareness</p> <p>(U 6) Explore the current status and profile of Auslan and of the Deaf community in contemporary Australian society, considering issues such as language transmission, usage and documentation [Key concepts: diversity, representation, language transmission, documentation; Key processes: describing, discussing, investigating, representing] - Elaboration 6</p> <p>Role of language and culture</p> <p>(U 7) Reflect on how communities' ways of using language are shaped by and reflect cultural values and beliefs, and how these may be differently interpreted by users of other languages [Key concepts: cultural expression, transmission, values, beliefs; Key processes: observing, making connections, discussing, investigating] - Elaboration 7</p>

AUSLAN IN AUSTRALIAN CURRICULUM - FOCUS ON A SPECIFIC BAND BY COLOUR
FIRST LANGUAGE LEARNER PATHWAY – YEARS F-10 SEQUENCE - YEARS 7 AND 8

BAND DESCRIPTION	ACHIEVEMENT STANDARDS (AS)	CONTENT DESCRIPTORS	
		COMMUNICATING (C)	UNDERSTANDING (U)
<p>The nature of the learners</p> <p>The transition to secondary schooling involves social and academic demands that coincide with a period of maturational and physical change. Learners are adjusting to a new school culture with sharper divisions between curriculum areas. There is a need for continuity through change in relation to their language learning. Learners at this level may find themselves in classes that include learners with a range of previous experience with Auslan. A multilevel and differentiated approach to teaching and task design responds to this diversity of prior experience. For bilingual learners at this level, such as deaf students who also use spoken English, the duality of living between languages and cultural frames impacts on the process of identity construction.</p> <p>Learners at this level bring a range of learning strategies to their language learning. They are increasingly aware of the world beyond their own and are engaging with broader issues related to youth and society, land and environment, education and identity, while establishing a balance between increasing personal independence and social responsibilities. They are considering their future pathways and choices, including how their own language could be part of these.</p> <p>Auslan learning and use</p> <p>Auslan is used for classroom interactions and transactions, for creating and maintaining classroom relationships, for explaining and practising language forms, and for developing cultural understanding. Learners use a range of grammatical structures and language features to convey more complex ideas and experiences. They use descriptive and expressive language to create particular effects and to engage interest, and expand their vocabulary to domains beyond their personal experience and interests. They use language to dramatise narratives, follow detailed directions, demonstrate and explain activities, evaluate events and ideas, debate and give presentations that take account of different perspectives.</p> <p>They are increasingly aware of the nature of the relationship between languages and cultures, making connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language and noticing how language choices influence how people, issues and circumstances are represented.</p> <p>Additional opportunities for interaction in Auslan are provided by purposeful and integrated use of ICT. Learners work collaboratively and independently, exploring different modes and genres of communication with particular reference to their current social, cultural and communicative interests. They pool language knowledge and resources to plan, problem-solve, monitor and reflect. They create and present more complex and varied texts, for example, shared stories, poems, vlogs and reports; and plan, draft and present imaginative and informative texts, making cross-curricular connections. They use vocabulary and grammar with increasing accuracy and complexity, planning and polishing pre-prepared signed texts to improve structure and clarify meaning.</p> <p>Contexts of interaction</p> <p>While the primary context of interaction remains the Auslan classroom through interaction with peers and the teaching team, additional enrichment and authentication of the learning experience is provided through visiting members of the Deaf community, media and community events, and social media. Students may also have opportunities to participate in school excursions or camps.</p> <p>Texts and resources</p> <p>Learners work with a broad range of live and digital signed texts designed for learning Auslan in school and for authentic non-school purposes. Texts come from a range of domains and genres, such as oral histories, community announcements, vlogs and stories, and they serve a variety of purposes, such as informative, transactional, communicative, imaginative and expressive. Learners may also have access to community facilities and functions. The Deaf community is the most important resource for learning, as the origin of most of the texts and communicative situations engaged with by learners.</p> <p>Features of Auslan use</p> <p>Learners continue to expand their language use to additional domains beyond their personal experience and interests. They use a range of grammatical forms and language structures to convey more complex relationships between ideas and experiences, creating compound and complex sentences by using lexical conjunctions as well as NMFs. They become increasingly aware of the rich choices available to a signer in composite utterances, for example by shifting from depicting signs to constructed action to lexical items. They recognise that signers shift perspectives between character or observer space to show different viewpoints.</p> <p>Learners develop awareness of how language structures shape textual features. They use descriptive and expressive language, including iconicity and metaphor, to create particular effects and engage interest. They adopt a wider range of processing strategies and broader language knowledge when encountering unfamiliar signed texts, drawing increasingly on their understanding of text conventions and patterns.</p> <p>Learners make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language and how language choices determine how people, issues and circumstances are represented. They are increasingly aware of the nature of the relationship between languages and cultures, noticing, for example, how values such as family commitment and respect are expressed in cultural practices as well as embedded in Auslan grammatical and vocabulary systems. They reflect on the nature of bicultural and intercultural experience, on how languages change in response to social and cultural change, and on their individual identities as users of two or more languages in a multicultural social context.</p> <p>Level of support</p> <p>Particular support is required at this stage of learning to manage the transition to secondary schooling and to encourage continued engagement with language learning. Opportunities to review and consolidate prior learning are balanced against provision of engaging and relevant new experiences and tasks that are more challenging. While learners at this level are less reliant on teacher support during interactions, the teacher continues to provide implicit and explicit modelling and scaffolding in relation to meaningful language use in a range of contexts, and explicit instruction and explanation in relation to language structures, grammatical functions, vocabulary and abstract cultural concepts. Opportunities for learners to discuss, clarify, rehearse and apply their knowledge are critical in consolidating language capabilities and developing autonomy. Learners at this level are encouraged to self-monitor, for example, by keeping records of feedback and through peer support, and to self-review and adjust language in response to their experiences in different contexts. Students are encouraged to engage more critically with resources such as websites, dictionaries, translating tools and other language resources designed to enrich their receptive and productive language capabilities.</p> <p>The role of English</p> <p>Auslan is used for all classroom interaction, and English is used in the translating sub-strand or when required for research purposes where a source text is not available in Auslan. Students may have varying skills in English. Using Auslan to express ideas and feelings, exchange opinions and manage shared activities increasingly involves cultural as well as linguistic choices; personal and social elements as well as grammatical ones, such as making decisions about whether to use more or less English-like signing. At this stage, learners can move from the 'what' considerations to the 'why' and 'how' questions: from noticing that language and communication are culturally shaped to thinking about the values, experiences and perspectives which lie inside these cultural differences, and about how these impact on their own experience as they move between linguistic and cultural systems.</p>	<p>(AS 1) By the end of Year 8, students interact to share ideas and interests and to offer opinions, using compound and complex sentences, for example by using lexical conjunctions as well as non-manual features (NMFs).</p> <p>(AS 2) They participate in discussions and debates, acknowledging others’ opinions and developing and supporting arguments.</p> <p>(AS 3) They collaborate in activities that involve planning, project design and problem-solving, for example, G:WELL RIGHT-YEAH , BUT I WANT ADD COMMENT.</p> <p>(AS 4) They use evaluative language to reflect on learning activities and to provide feedback to others.</p> <p>(AS 5) They follow protocols for interacting with sign language interpreters in various contexts.</p> <p>(AS 6) Students locate, collate, summarise and analyse ideas and information from a variety of sources, such as interviews, documentaries or speeches, and they use such information in new forms.</p> <p>(AS 7) They use primary or secondary signed sources in their research, for example, when exploring significant events in Deaf history.</p> <p>(AS 8) They use specialised language to create texts such as vlogs, advertisements or research-based factual reports designed to convince or persuade others.</p> <p>(AS 9) They analyse elements of different imaginative texts such as poetry, performances, signed stories, skits and sketches, and explain how sign choice, NMFs and the use of different stylistic techniques combine to convey ideas and emotions.</p> <p>(AS 10) They create imaginative and expressive texts that draw from their experience as Auslan users and members of the Deaf community, including metaphorical iconicity to create particular effects and to engage interest.</p> <p>(AS 11) Students translate and interpret unfamiliar texts in Auslan or English and compare their own translations to those of their classmates, considering why there might be differences between them.</p> <p>(AS 12) They create bilingual texts to use in the wider school community.</p> <p>(AS 13) They describe how the concept and the experience of Deafhood and visual ways of being apply to themselves and others.</p> <p>(AS 14) They reflect on how their own ways of communicating may be interpreted when interacting with hearing people, and on their use of different communication strategies and behaviours, such as their use of gesture, facial expression and body language.</p> <p>(AS 15) Students know that signs can be iconic in a number of ways, and identify iconic signs that represent a whole object or part of an object.</p> <p>(AS 16) They distinguish between character and observer space, classify verb types according to how they use space, and identify constructed action in a text.</p> <p>(AS 17) They explain the form and function of a range of clause types, including what NMFs are used, for example, questions, topicalisation, negation or conditionals.</p> <p>(AS 18) They identify all the ways a signer refers to the same referent throughout a text to create cohesion.</p> <p>(AS 19) They recognise that Auslan is constantly evolving and changing, for example, by identifying changes to Auslan that reflect changes in social relationships, community attitudes and changing technology.</p> <p>(AS 20) Students reflect on how all ways of language use are influenced by communities’ world views and identities, for example by comparing the cultural concept of Deaf identity with the medical model of deafness.</p>	<p>Socialising</p> <p>(C 1) Initiate and sustain interactions to share ideas and interests, report on experiences, offer opinions and connect with events in their school and local community [Key concepts: ideas, interests, community, issues; Key processes: comparing, contrasting, discussing, expressing] - Elaboration 1</p> <p>(C 2) Engage in collaborative activities that involve planning, project design, problem-solving and evaluation of events or activities [Key concepts: project design, procedure, direction; Key processes: creating, showcasing, reporting, evaluating] - Elaboration 2</p> <p>(C 3) Use interactions to support discussion and debate and to demonstrate culturally appropriate behaviours in and beyond the classroom [Key concepts: protocol, debate, role, feedback; Key processes: debating, clarifying, eliciting, evaluating] - Elaboration 3</p> <p>Informing</p> <p>(C 4) Investigate and synthesise information collected from a range of perspectives and sources, identifying how culture and context affect how information is presented [Key concepts: perspective, culture, context, source, representation; Key processes: researching, comparing, critically reviewing, profiling, summarising] - Elaboration 4</p> <p>(C 5) Exchange/provide information, opinions and experiences in either formal or informal contexts [Key concepts: debate, persuasive text, perspective, critical review; Key processes: summarising, comparing, evaluating] - Elaboration 5</p> <p>Creating</p> <p>(C 6) Interpret a range of texts that involve the creative expression of emotions or ideas and the imaginative representation of people, events and cultural experiences [Key concepts: imagination, representation, characterisation, artistic practice, Deaf experience; Key processes: paraphrasing, evaluating, exploring, analysing, profiling, shadowing] - Elaboration 6</p> <p>(C 7) Create imaginative and expressive texts that draw from their experience as Auslan users and members of the Deaf community and which support the experience of younger learners [Key concepts: Deaf experience, emotional expression, signed theatre, signed space; Key processes: composing, performing, creating, re-creating] - Elaboration 7</p> <p>Translating</p> <p>(C 8) Translate and interpret unfamiliar texts in Auslan or English and compare their translation to those of their classmates, considering why there might be differences in interpretation and how language reflects elements of culture and experience [Key concepts: equivalence, representation, meaning, interpretation; Key processes: translating, interpreting, creating, paraphrasing, summarising, shadowing, comparing, explaining, role-playing] - Elaboration 8</p> <p>(C 9) Create bilingual texts to use in the wider school community, identifying words/signs or expressions that carry specific cultural meaning in either Auslan or English [Key concepts: equivalence, interpretation; Key processes: creating, captioning, transcribing] - Elaboration 9</p> <p>Identity</p> <p>(C 10) Explore the relationship between identity, community and visual ways of being and the nature and significance of relationship between people, culture and place/space [Key concepts: identity, relationship, Deafhood, place, space, responsibility, ownership, Deaf gain, story, guidance; Key processes: comparing, describing, exploring, discussing, investigating] - Elaboration 10</p> <p>Reflecting</p> <p>(C 11) Participate in and reflect on intercultural interactions and experiences, for example by considering and comparing their responses and strategies when engaging with hearing people [Key concepts: intercultural experience, ways of knowing and being, discrimination; Key processes: comparing, analysing, explaining, reflecting, exploring] - Elaboration 11</p>	<p>Systems of language</p> <p>(U 1) Investigate and explain why signs are structured as they are, including with respect to iconicity, and compare transcription of Auslan video annotation software with glosses [Key concepts: levels and types of iconicity, transcription; Key processes: identifying, recognising, glossing, annotating] - Elaboration 1</p> <p>(U 2) Distinguish between character and observer space, categorise different verb types and identify constructed action in a text [Key concepts: fully- or partly-lexical signs, character and observer space, depicting signs; Key processes: recognising, distinguishing, classifying, observing] - Elaboration 2</p> <p>(U 3) Understand that utterances in Auslan can consist of a mix of gestural and signed components, and that non-manual features are often used to link clauses into equal or unequal relationships [Key concepts: clause types, sign order, conjunctions; Key processes: recognising, observing, analysing] - Elaboration 3</p> <p>(U 4) Explain the structure and organisation of particular types of texts, such as conversations or information reports, and identify language features used by signers to meet specific purposes and to create cohesion [Key concepts: grammar, choice, coherence; Key processes: identifying, applying, analysing] - Elaboration 4</p> <p>Language variation and change</p> <p>(U 5) Understand that Auslan has evolved and developed through different periods of influence and cultural and societal change [Key concepts: change, evolution, contact, technology; Key processes: identifying, recognising, researching] - Elaboration 5</p> <p>Language awareness</p> <p>(U 6) Understand historical and contemporary factors that impact on awareness, support and use of Auslan and its vitality in contemporary Australia, comparing it with that of other signed languages around the world [Key concepts: influence, transmission, vitality, evolution, endangerment; Key processes: investigating, exploring, describing, comparing, analysing, reflecting] - Elaboration 6</p> <p>Role of language and culture</p> <p>(U 7) Reflect on how language use is influenced by communities’ world views and sense of identity and on how language and culture influence each other [Key concepts: culture, knowledge, value, transmission; Key processes: explaining, reflecting, exploring, analysing, comparing] - Elaboration 7</p>

AUSLAN IN AUSTRALIAN CURRICULUM - FOCUS ON A SPECIFIC BAND BY COLOUR
FIRST LANGUAGE LEARNER PATHWAY – YEARS F-10 SEQUENCE - YEARS 9 AND 10

BAND DESCRIPTION	ACHIEVEMENT STANDARDS (AS)	CONTENT DESCRIPTORS	
		COMMUNICATING (C)	UNDERSTANDING (U)
<p>The nature of the learners</p> <p>This stage of learning coincides with social, physical and cognitive changes associated with adolescence. Increased cognitive maturity enables learners to work more deductively with language and culture systems, to apply more intentional learning strategies and to reflect productively on their learning. Motivation and engagement with language learning and use are influenced by peer-group dynamics, personal interests and values, and issues related to self-concept. This is particularly the case for bilingual learners, especially for deaf students who also use spoken English, for whom the duality of living between languages and cultural frames impacts continually on the process of identity construction. The role of language is central to this process and is reflected in the degree to which learners define themselves as members of language communities, how they position themselves in relation to peer groups, and choices they make in relation to linguistic and social practices. These processes are fluid and context-responsive and impact on learners’ engagement with both Auslan and English language learning. Learners at this level are increasingly aware of the world beyond their own and are engaging with youth, social and environmental issues. They are considering their future pathways and choices, including how Auslan could be part of these.</p> <p>Auslan learning and use</p> <p>This is a period of language exploration. Task characteristics and conditions at this level are more complex and challenging, involving collaborative as well as independent language planning and performance, and the development and strategic use of language and cultural resources. Elements of tasks involve interpreting, creating, evaluating and performing. Working with media resources, fictional and non-fictional texts, performances and research projects allows for the exploration of themes of personal and contemporary relevance, such as global and environmental issues, identity and relationship issues, questions of diversity and inclusivity.</p> <p>Learners use Auslan to debate, clarify and interrogate ideas and concepts; to appraise and summarise opinions and to engage in elaborated discussions, developing and supporting arguments and sharing and evaluating opinions. They communicate in a wide range of contexts, such as a whole-school forum, present sustained signed explanations of abstract topics, and participate in imaginative and creative experiences.</p> <p>Contexts of interaction</p> <p>Learners interact with peers, teachers and other Auslan signers in immediate and local contexts, and with wider Deaf communities as well as cultural resources via virtual and online environments. They may participate in community events such as film or cultural festivals or intercultural forums.</p> <p>Texts and resources</p> <p>Learners use an extensive range of texts and materials designed for in-class learning of Auslan, as well as authentic texts produced in broader contexts. They are encouraged to source extra materials to support their learning and to pursue personal interests and explore various aspects of Auslan or Deafhood.</p> <p>Features of Auslan use</p> <p>Learners extend their grammatical knowledge to a range of forms and functions that give them control of more complex elements of text construction and sign formation. They have a greater degree of self-correction and repair. This greater control of language structures and systems increases confidence and interest in communicating in a wider range of contexts. Learners design, interpret and analyse a wider range of texts and experiences. Textual knowledge and capability are strengthened through maintaining a balance between activities that focus on language forms and structures and communicative tasks and performance.</p> <p>Learners experiment with ways to refine a text, for example to strengthen it for entertainment, information or persuasion purposes. They understand that reordering clauses or parts of clauses can create subtle meaning differences. They use depicting signs to innovate where there are lexical gaps, and make richer use of the ‘visual vernacular’, producing complex narratives that combine and switch between methods of depiction (CA, DSs and lexical signs) and frames of spatial reference (character or observer). They demonstrate understanding of language variation and change, and of how intercultural experience, technology, media and globalisation influence language use and forms of communication. They investigate texts through more critical analysis, identifying how language choices reflect perspectives and shape meaning, and how they in turn are shaped by context and intention.</p> <p>Learners at this level understand the relationship between language, culture and identity. They explore in more depth and detail the processes involved in learning and using different languages, recognising them as cognitive, cultural and personal as well as linguistic resources. They identify how meaning-making and representation in different languages involve interpretation and personal response as well as literal translation and factual reporting. They explore the reciprocal nature of intercultural communication: how moving between different languages and cultural systems impacts on their ways of thinking and behaving; and how successful communication requires flexibility, awareness and openness to alternative ways. They develop a capacity to ‘decentre’ from normative ways of thinking and communicating, to consider their own cultural ways through the eyes of others, and to communicate in interculturally appropriate ways.</p> <p>Level of support</p> <p>While learners at this level are increasingly less reliant on the teaching team for support during communicative interactions, continued provision of rich language input and modelled language is needed to consolidate and sustain language development. The teaching team provides implicit and explicit modelling and scaffolding in relation to meaningful language use in a range of contexts, situations and learning experiences; and explicit instruction and explanation in relation to complex structures, grammatical functions and abstract concepts and vocabulary. Provision of opportunities to discuss, clarify, rehearse and apply their knowledge is critical in consolidating knowledge and skills and in developing autonomy. Learners are encouraged to self-monitor, for example by keeping records of feedback, through peer support and self-review or by creating and maintaining a video journal or folio which they use to reflect on their language learning and intercultural experiences. They are increasingly aware of and responsible for their own learning, working independently to address their needs, for example by accessing technologies and additional learning resources, such as Signbank, to assist their learning. They use graphic organisers, modelled texts, dictionaries and teacher feedback to interpret and create texts.</p> <p>The role of English</p> <p>Learners and the teaching team use Auslan as the primary medium of interaction in language-oriented and most content-oriented learning experiences. English is used for comparative analysis and for research when a source text in Auslan cannot be found. Learners are encouraged to reflect on the different roles English and Auslan play in their academic work and in their conceptual development.</p>	<p>(AS 1) By the end of Year 10, students exchange information, ideas and opinions on a broad range of social, environmental, educational and community issues.</p> <p>(AS 2) They summarise and justify points of view and use reflective language to respond to others’ opinions and perspectives, for example, RIGHT-YEAH, PRO2 DIFFERENT PERSPECTIVE NEVER THOUGHT.</p> <p>(AS 3) They initiate, sustain, support and extend discussion, using strategies such as paraphrasing, inviting opinions and elaborating responses, for example PRO2 CONFUSE PRO1 WIND-BACK.</p> <p>(AS 4) They select appropriate vocabulary and use supporting evidence when clarifying and justifying statements.</p> <p>(AS 5) They use respectful language to negotiate, problem-solve and to manage different perspectives when engaging in collaborative tasks, for example, PRO1 FEEL PRO2 RIGHT TALK OVER.... BECAUSE....</p> <p>(AS 6) Students research, analyse and evaluate information from a range of sources and perspectives, and create sustained signed texts designed to entertain, inform, persuade or inspire different audiences.</p> <p>(AS 7) They use non-manual prosodic features to create emphasis or other effects.</p> <p>(AS 8) Students analyse different types of creative and performative texts, considering how specific techniques and modalities are used to different effect, for example, using repetition of handshapes and movement paths of signs to create rhyme, or the use of visual metaphors to convey meaning.</p> <p>(AS 9) They compare responses to texts that present particular values or points of view, for example, Deaf poetry.</p> <p>(AS 10) They create their own imaginative texts such as narratives or poems, combining and switching between types of language, for example, telling with lexical signs or showing with constructed action (CA) or depicting signs (DSs) and frames of spatial reference to indicate character or observer point of view.</p> <p>(AS 11) Students translate and interpret a range of signed texts, comparing their translations and explaining factors that may have influenced their interpretation.</p> <p>(AS 12) They identify the relationship that exists between language, culture and identity and explore how individual and community identity are conveyed through cultural expression and language use.</p> <p>(AS 13) They reflect on the experience of communicating in a visual world and on associated challenges and advantages experienced as deaf people in a hearing world.</p> <p>(AS 14) Students identify and describe metaphorical iconicity, for example, love, avoid/resist, and compare this with the use of metaphors in English.</p> <p>(AS 15) They distinguish character or observer frame of reference in a text; between main and subordinate clauses; and demonstrate how the inclusion of CA and DSs impacts on clause structure.</p> <p>(AS 16) They analyse different types of text, such as expository texts, identifying characteristic language elements and features.</p> <p>(AS 17) They investigate variation in the use of Auslan, explaining influences such as geographical location, social groupings and history, educational experience, the age of learners, family background and degree of contact with Signed English or other languages.</p> <p>(AS 18) They make comparisons between the ecologies of Auslan and those of signed languages in other countries, taking into account issues such as language policies and language rights, advocacy, reform and language vitality.</p> <p>(AS 19) They identify factors that help to maintain and strengthen Auslan use, such as intergenerational contact and bilingual school programs.</p> <p>(AS 20) Students know that Auslan plays an important role in the expression and maintenance of Deaf culture and in assuring the rights of deaf people.</p>	<p>Socialising</p> <p>(C 1) Use interactions within the school and wider community to build relationships and to discuss personal aspirations or social issues [Key concepts: register, debate, discussion; Key processes: debating, chatting, initiating, discussing] - Elaboration 1</p> <p>(C 2) Participate in actions and interactions involving advocacy and consideration of cultural diversity, perspective and experience [Key concepts: diversity, perspective, inclusion, advocacy; Key processes: managing, promoting, advocating, collaborating] - Elaboration 2</p> <p>(C 3) Engage proactively in language learning experiences through discussion, justification of opinions and reflection on the experience of learning and using Auslan [Key concepts: language learning, argument, ideas, reflection; Key processes: clarifying, interrogating, reflecting, comparing] - Elaboration 3</p> <p>Informing</p> <p>(C 4) Research and evaluate information from different sources and perspectives, summarising opinions and critically appraising relationships between texts and contexts [Key concepts: debate, evidence, bias, critical analysis, context; Key processes: researching, evaluating, debating, providing feedback, summarising] - Elaboration 4</p> <p>(C 5) Prepare and present researched information on a range of issues, considering the context in which the information will be received [Key concepts: audience, context, source, evidence, bias, statistics; Key processes: presenting, explaining, interpreting data, evaluating] - Elaboration 5</p> <p>Creating</p> <p>(C 6) Analyse different types of imaginative, creative and performative texts, considering how different techniques and modalities are employed to communicate with different audiences [Key concepts: meaning, mood, imagery, rhyme, metaphor; Key processes: analysing, interpreting, discussing, responding, reflecting] - Elaboration 6</p> <p>(C 7) Create imaginative texts designed to engage and/or reflect the interests of specific audiences and to stimulate discussion of cultural issues and experiences [Key concepts: mode, multimodality, visual imagery, metaphor, intercultural experience; Key processes: creating, adapting, experimenting, performing] - Elaboration 7</p> <p>Translating</p> <p>(C 8) Translate Auslan and English texts composed for different audiences and contexts and consider the dynamic nature of translating and interpreting and the role of culture when transferring meaning from one language to another [Key concepts: equivalence, representation, meaning, interpretation, ethics, culture; Key processes: translating, interpreting, comparing, explaining, analysing] - Elaboration 8</p> <p>(C 9) Create resources such as videos, glossaries and classifications in English to interpret cultural aspects of Auslan texts [Key concepts: expression, bilingualism; Key processes: recording, creating, captioning] - Elaboration 9</p> <p>Identity</p> <p>(C 10) Identify ways in which deaf people relate to and are perceived by society as ‘people of the eye’, how they demonstrate connections with culturally rich places and associations, and how their sense of identity, roles and responsibilities change over time [Key concepts: identity, relationship, Deafhood, reciprocity, guidance, place, space, rights, responsibility, social action; Deaf gain; Key processes: discussing, comparing, investigating, reflecting] - Elaboration 10</p> <p>Reflecting</p> <p>(C 11) Reflect on the experience of learning and using Auslan formally in school, and considering how intercultural communication involves shared responsibility for making meaning [Key concepts: intercultural communication, perspective, insight, self-reflection, making meaning, discrimination; Key processes: comparing, analysing, explaining, reflecting] - Elaboration 11</p>	<p>Systems of language</p> <p>(U 1) Understand the perceptual and articulatory reasons for the structure of signs, and analyse how iconicity can be used to create metaphors in Auslan and critically evaluate video annotation software as a means of transcribing and analysing Auslan [Key concepts: iconicity, metaphor, transcription; Key processes: analysing, applying, categorising, demonstrating, describing, evaluating] - Elaboration 1</p> <p>(U 2) Analyse signed texts in terms of spatial frames of reference used, and explain how signers show periods of constructed action [Key concepts: character and observer space, constructed action; Key processes: contrasting, analysing] - Elaboration 2</p> <p>(U 3) Understand the difference between main and subordinate clauses and how the inclusion of constructed action and depicting signs has an impact on clause structure [Key concepts: auxiliary and main verbs, clause types, reference; Key processes: recognising, comparing, identifying] - Elaboration 3</p> <p>(U 4) Understand the interrelationship between text types, linguistic features, cohesive devices, audience, context and purpose [Key concepts: audience, choice, convention, cohesion; Key processes: analysing, identifying, discussing, applying] - Elaboration 4</p> <p>Language variation and change</p> <p>(U 5) Investigate and analyse the nature of and community attitudes to variation in the use of Auslan [Key concepts: standardisation, contact, evolution, flexibility, variability; Key processes: recognising, investigating, researching, analysing, considering] - Elaboration 5</p> <p>Language awareness</p> <p>(U 6) Investigate and compare the nature and status of Auslan and other signed languages, considering issues such as language and education policies, language rights, representation and processes of language preservation and language building [Key concepts: policy, rights, representation, status, recognition, documentation; Key processes: describing, researching, comparing, investigating, analysing, evaluating] - Elaboration 6</p> <p>Role of language and culture</p> <p>(U 7) Understand that Auslan and Deaf culture are interrelated, that they shape and are shaped by each other and that their relationship changes over time and across contexts [Key concepts: knowledge, value, relationship, transmission; Key processes: reflecting, exploring, analysing, comparing] - Elaboration 7</p>

AUSLAN IN AUSTRALIAN CURRICULUM - FOCUS ON A SPECIFIC BAND BY COLOUR
FIRST LANGUAGE LEARNER PATHWAY – YEARS 7–10 (YEAR 7 ENTRY) SEQUENCE - YEARS 7 AND 8 ★

BAND DESCRIPTION	ACHIEVEMENT STANDARDS (AS)	CONTENT DESCRIPTORS	
		COMMUNICATING (C)	UNDERSTANDING (U)
<p>The nature of the learners The transition to secondary schooling involves social and academic demands that coincide with a period of maturational and physical change. Learners are adjusting to a new school culture with sharper divisions between curriculum areas. Learners in this pathway have had little or no experience with Auslan, but are learning it with the expectation that it will be their primary language in the future. They have a range of experience with other signed or spoken languages, or a home gesture system, but may not be fluent in any standard language, and may have associated cognitive challenges. A multilevel and differentiated approach to teaching and task design responding to this diversity of prior experience is necessary, including using as much visual support as possible.</p> <p>Auslan is learnt in parallel with English literacy. Learners in this sequence and pathway have little experience of English and are learning English literacy simultaneously to Auslan. As they have no access to spoken English, this poses particular challenges. The learning of Auslan supports and enriches deaf students’ learning of English.</p> <p>Auslan learning and use Rich language input characterises the first stages of learning. Learners engage in a range of activities designed to immerse them in language scaffolded to their level of linguistic and cognitive development. They build vocabulary for thinking and talking about school and home, routines and social worlds. They interact in structured routines and activities with their peers, family members and as many fluent signing adults as possible. They are supported to use Auslan for different language functions, such as asking and responding to questions, expressing wishes, responding to directions, and taking turns in games and simple shared learning activities. Learners may initially need time to watch Auslan without pressure to respond, until they feel comfortable with the situation and context. When they produce Auslan, they use well-known phrases to participate in familiar routines and structured conversations. Over this band, they continue to develop confidence in communicating about the here and now, and gradually begin to talk about the past or future and non-present entities or events.</p> <p>Contexts of interaction Learners at this level are given as much opportunity as possible to interact with their peers, the teaching team and members of the Deaf community for additional enrichment and authentication of their language learning. Information and communication technology (ICT) resources provide extra access to Auslan and to the cultural experience of deafness. A key expectation in the L1 pathway is that students will have opportunities to interact with a variety of native or near-native signing models. The familiarity and routine dimension of the classroom context provide scaffolding and opportunities for language practice and experimentation. Language development and use are incorporated into structured collaborative and interactive learning experiences, games and activities.</p> <p>Texts and resources Learners engage with a variety of signed texts, live and recorded. They watch the teacher signing, share ideas and join in activities, stories and conversational exchanges. They become familiar with ways of recording Auslan, either through film, photos of signs, line drawings of signs or simple symbols. An important source of texts is the Deaf community and older members of it.</p> <p>Features of Auslan use Learners in Years 7–8 can identify the handshape movement and location of signs. Depending on their access to home-sign systems, they make use of varying levels of handling or SASS depicting signs, gradually learning the conventions of Auslan. They learn to use entity depicting signs to discuss movement and location, decreasing their signing space to the conventional area. Learners at this stage use simple clause structures, modifying some verbs for present referents, and begin to understand and ask basic questions.</p> <p>Level of support The early stage of language learning is supported by extensive use of concrete materials and resources, gestures and body language. If the student has existing idiosyncratic gestures or home signs the teacher can access, these are used to scaffold their learning of Auslan. Learning is also supported through the provision of experiences that are challenging but achievable with appropriate scaffolding and support. This involves modelling, monitoring and moderating by the teacher; provision of multiple and varied sources of input; opportunities for revisiting, recycling and reviewing; and continuous cueing, feedback, response and encouragement. Use of recounting and retelling assists in establishing early language skills based on real-life experiences. The teacher provides implicit and explicit modelling and scaffolding in relation to meaningful language use in a range of contexts.</p> <p>The role of English Auslan is the language of all classroom interactions, routines and activities. Because these students do not have any English, they cannot make comparisons between English and Auslan. Research work in English is not an option for these learners. The students’ learning is focused primarily on developing Auslan capabilities as intensively as possible with a view to progressing to a state of communicative competence as soon as possible.</p>	<p>(AS 1) By the end of Year 8, students interact with the teaching team, class visitors and each other to share information about themselves, their families, friends, routines, pastimes and experiences.</p> <p>(AS 2) They refer to family members and classmates using fingerspelling or sign names as appropriate, and use lexical adjectives and some SASS depicting signs to describe people’s physical appearance and characteristics, for example POSS1 SISTER E-M-M-A, PRO3 SHORT RED HAIR.</p> <p>(AS 3) They use entity depicting signs to discuss movement and location.</p> <p>(AS 4) They recount shared and personal experiences, using simple clause structures, modifying some verbs for present referents or single absent referents for example PRO1 LIKE TV.</p> <p>(AS 5) They ask and respond to simple questions and distinguish between statements and questions using grammatical non-manual features (NMFs).</p> <p>(AS 6) They express likes, dislikes and feelings using lexical signs and affective NMFs, such as DON’T-LIKE DRAWING.</p> <p>(AS 7) They follow directions for class routines and instructions of two or more steps, using directional terms or depicting signs such as DS:turn-left DEAD END DS:turn-right.</p> <p>(AS 8) Students follow culturally appropriate protocols, such as responding to and using attention-gaining strategies such as flashing lights, waving or tapping a shoulder or table, using voice-off while signing and observing appropriate distance between signers.</p> <p>(AS 9) They identify specific points of information in signed texts, for example, colours, numbers, size or time.</p> <p>(AS 10) They present factual information about familiar topics, using modelled lexical signs and formulaic constructions.</p> <p>(AS 11) They demonstrate simple procedures using known signs, gestures, objects and list buoys.</p> <p>(AS 12) They recount and sequence events, using familiar signs and visual prompts and time markers such as 3-YEARS-AGO, IN-TWO-WEEKS or LAST NIGHT.</p> <p>(AS 13) They restrict signing to the standard signing space.</p> <p>(AS 14) They view short imaginative and expressive texts, such as poems and stories, demonstrating understanding through drawing, gesture and modelled signs.</p> <p>(AS 15) They create simple imaginative texts and retell wordless animations, using familiar signs, gestures, modelled language and visual supports, modifying NMFs and lexical signs to indicate manner.</p> <p>(AS 16) They translate high-frequency signs/words and expressions in simple texts.</p> <p>(AS 17) Students identify themselves as members of different groups and describe their relationships with deaf, hard of hearing students, family members and the larger Deaf community and also with the wider ‘hearing’ world. They consider how these different relationships contribute to their sense of identity.</p> <p>(AS 18) They identify places that are important to the Deaf community and describe how such places evoke a sense of belonging and pride. They recognise that one of the most unifying features of the Deaf community is the use of Auslan.</p> <p>(AS 19) Students know that Auslan is a language in its own right, different from mime and gestures used in spoken languages, and that eye contact is necessary for effective communication.</p> <p>(AS 20) They know that meaning is communicated visually through the use of signs, fingerspelling, NMFs and non-conventional gestures.</p> <p>(AS 21) They identify and describe the handshapes, movements and locations of signs.</p> <p>(AS 22) They identify some signs that link to visual images, for example HOUSE, DRINK, and demonstrate signs that are body anchored, such as HUNGRY or SLEEP, and non–body anchored, such as HAVE or GO-TO.</p> <p>(AS 23) They identify how signers use space to track participants through a text, for example by pointing back to an established location to refer to a noun referent; and they identify ways signers refer to the same referent in a text, for example, by using DSs, points or list buoys.</p> <p>(AS 24) They know that signs can be displaced in space for a range of purposes, such as to show locations or to indicate participants in a verb.</p> <p>(AS 25) They know that signing involves telling, depicting or enacting.</p> <p>(AS 26) Students recognise variation in the use of Auslan, such as regional dialects and differences in signing space.</p> <p>(AS 27) They understand different ways that English words are borrowed into Auslan and how these become lexicalised.</p> <p>(AS 28) They recognise variation in how Auslan is used, for example by recognising regional dialects and differences in signing space and explain the nature of transmission of Auslan.</p> <p>(AS 29) They identify different ways Deaf community members communicate with each other and with members of the wider hearing community; and describe how digital forms of communication, such as social media, SMS/texting and NRS, have improved accessibility for the Deaf community and contribute to the vitality of Auslan.</p> <p>(AS 30) They recognise the importance of facial expression, eye gaze and NMFs in a visual-gestural language and culture.</p>	<p>Socialising (C 1) Interact with peers and teachers to exchange information about self, family, friends and interests, describe people and objects and express some feelings and preferences [Key concepts: interaction, communication, introduction, description; Key processes: socialising, expressing feelings, exchanging greetings, asking/responding to questions] - Elaboration 1</p> <p>(C 2) Participate in guided group activities such as signing games and simple tasks using repeated language structures, non-manual features and gestures [Key concepts: game, learning activity, instruction, role-play, task; Key processes: participating, following instructions, classifying, exchanging, transacting, collaborating] - Elaboration 2</p> <p>(C 3) Develop communication and interaction skills such as asking and responding to simple questions and statements and following protocols for participation in Auslan classes and engaging with the Deaf community [Key concepts: protocol, greeting, signing space, visual applause; Key processes: recognising, following instructions, gaining attention] - Elaboration 3</p> <p>Informing (C 4) Locate specific points of information from signed texts about familiar topics and use the information in new ways [Key concepts: information, topics, directions; Key processes: identifying, responding, following directions] - Elaboration 4</p> <p>(C 5) Present factual information about familiar topics using signs that have been modelled [Key concepts: description, procedure, recount; Key processes: describing, demonstrating, recounting, reporting] - Elaboration 5</p> <p>Creating (C 6) Participate in the viewing of recorded or live imaginative signed texts, responding through drawing, miming, gesture or modelled signs [Key concepts: story, imagination, Deaf art, gesture, mime; Key processes: viewing, drawing, responding, mimicking, shadowing] - Elaboration 6</p> <p>(C 7) Express imaginative ideas and visual thinking through the use of mime, gestures, drawing and modelled signs [Key concepts: story, animation, constructed action; Key processes: re-enacting, depicting, constructing, representing] - Elaboration 7</p> <p>Translating (C 8) Translate familiar words and phrases from Auslan to English and vice versa, noticing similarities and differences in meaning [Key concepts: meaning, interpretation, translation; Key processes: translating, interpreting, identifying, comparing, recognising, paraphrasing, summarising] - Elaboration 8</p> <p>(C 9) Create different types of bilingual texts to support their classroom learning [Key concepts: bilingual, meaning, translation, equivalent; Key processes: translating, labelling, developing, creating, captioning] - Elaboration 9</p> <p>Identity (C 10) Explore the concepts of identity, social groupings, relationships, community and place and space, and deaf people’s visual ways of being and negotiating these networks [Key concepts: identity, self, relationship, community, Deafhood, visual ways of being, place, space, reciprocity, responsibility; Key processes: identifying, discussing, exchanging] - Elaboration 10</p> <p>Reflecting (C 11) Reflect on ways in which Auslan and associated communicative and cultural behaviours are similar to or different from other language(s) and forms of cultural expression [Key concepts: intercultural experience, ways of knowing and being; Key processes: comparing, analysing, discussing, reflecting] - Elaboration 11</p>	<p>Systems of language (U 1) Identify and describe all elements of sign production, including handshape and its orientation, movement, location and non-manual features and understand that signs can look like what they represent [Key concepts: handshape, orientation, movement, location, hand dominance; Key processes: identifying, recognising, describing, understanding] - Elaboration 1</p> <p>(U 2) Recognise and restrict signing to the standard signing space, and understand that particular signs, depicting signs, some verbs, enacting and pronouns make use of spatial relationships [Key concepts: signing space, function of points, verb modification, depicting signs; Key processes: noticing, recognising, describing, comparing, distinguishing] - Elaboration 2</p> <p>(U 3) Recognise and use elements of clause structure, such as noun groups/phrases or verb groups/phrases and using conjunctions to shape structure [Key concepts: sign class, nouns, adjectives, verbs, adverbs, clause; Key processes: recognising, observing, distinguishing, understanding] - Elaboration 3</p> <p>(U 4) Recognise similarities and differences in language features of different types of texts, and notice how signers build cohesion in texts [Key concepts: text, textual features, referent tracking; Key processes: recognising, identifying] - Elaboration 4</p> <p>Language variation and change (U 5) Recognise that there is variation in in how Auslan is used depending on context, environment and influences of other signed languages [Key concepts: language variation, influence, word-borrowing, change; Key processes: exploring, identifying, classifying, describing] - Elaboration 5</p> <p>Language awareness (U 6) Develop awareness of the sociocultural context, nature and status of Auslan and of the Deaf community in Australia and the impact of this on language change [Key concepts: communication, transmission, accessibility, language vitality; Key processes: identifying, describing, recognising, investigating, discussing] - Elaboration 6</p> <p>Role of language and culture (U 7) Explore connections between language, identity and cultural practices, values and beliefs and the expression of these connections in Auslan [Key concepts: language, culture, identity difference, transmission; Key processes: recognising, exploring, understanding, identifying] - Elaboration 7</p>

AUSLAN IN AUSTRALIAN CURRICULUM - FOCUS ON A SPECIFIC BAND BY COLOUR
FIRST LANGUAGE LEARNER PATHWAY – YEARS 7–10 (YEAR 7 ENTRY) SEQUENCE - YEARS 9 AND 10 ★

BAND DESCRIPTION	ACHIEVEMENT STANDARDS (AS)	CONTENT DESCRIPTORS	
		COMMUNICATING (C)	UNDERSTANDING (U)
<p>The nature of the learners This stage of learning coincides with social, physical and cognitive changes associated with adolescence. Learners at this level are developing their cognitive and social capabilities and their communicative repertoire in the language, although it is likely they are still impacted by their late access to language and possibly by other challenges. As their language develops, so does their ability to conceptualise and reason, and their memory and focus improves. They are more independent and less egocentric, enjoying both competitive and cooperative activities. Learners at this level benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning. The curriculum ensures that learning experiences and activities are flexible enough to cater for learner variables, while being appropriate for learners' general cognitive and social levels.</p> <p>Auslan learning and use Learners in this band engage in a range of activities that involve watching and responding to a variety of signed texts. They build proficiency through the provision of rich language input from a range of sources where grammatical forms and language features are purposefully integrated. Learners build more elaborated conversational and interactional skills, including initiating and sustaining conversations, reflecting on and responding to others' contributions, making appropriate responses and adjustments, and engaging in debate and discussion. The language they see and sign is authentic with some modification. They follow instructions, exchange simple information and express ideas and feelings related to their personal worlds. They negotiate interactions and activities and participate in shared tasks and games.</p> <p>Shared learning activities develop social, cognitive and language skills and provide a context for purposeful language experience and experimentation. Individual and group presentation and performance skills are developed through researching and organising information, structuring and resourcing presentation of content, and selecting appropriate language to engage a particular audience. Learners use ICT to support their learning in increasingly independent and intentional ways, exchanging resources and information with each other and with young people of the same age in other signing communities. They access a variety of media resources, maintain vlogs and other web pages, and participate in social networks. They view and create texts on topics relevant to their interests and enjoyment and continue to build vocabulary that relates to a wider range of domains, such as areas of the curriculum that involve some specialised language use. The language used in routine activities is re-used and reinforced from lesson to lesson in different situations, making connections between what has been learnt and what is to be learnt.</p> <p>Contexts of interaction Learners interact in Auslan with each other, their teaching team, members of their families who can sign and members of the Deaf community. They have access to Deaf visitors and cultural resources in wider contexts and communities through the use of ICT and through the media. Language development and use are incorporated into collaborative and interactive learning experiences, games and activities.</p> <p>Texts and resources Learners work with a broad range of live and digital signed texts designed for learning Auslan in school and for wider authentic use in the Deaf community. They also engage with resources prepared by their teacher, including games, performances, presentations and language exercises. They may have additional access to BANZSL resources created for the Australian, New Zealand or British Deaf communities, such as children's television programs, websites, music or video clips. In addition, they work with texts from other signed languages that make extensive use of the 'visual vernacular'. Learners may also have access to community facilities and functions. The Deaf community is the most important resource for learning as it is the origin of most of the texts and communicative situations that learners engage with.</p> <p>Features of Auslan use Learners at this level increasingly use conventional Auslan: lexical signs or depicting signs with conventional classifier handshapes, and rely less on their idiosyncratic systems. They learn to modify some indicating verbs for non-present referents and use constructed action to represent themselves or others in recounts. They use a range of NMFs to distinguish questions from statements or negatives, and use more cohesion when signing texts. A balance between language knowledge and language use is established by integrating focused attention to grammar, vocabulary building, and non-verbal and cultural dimensions of language use with communicative and purposeful learning activity. Learners are increasingly aware that various signed languages are used in Deaf communities across the world. As they engage consciously with differences between languages and cultures, they make comparisons and consider differences and possibilities in ways of communicating in different languages. They build metalanguage to talk about aspects of language such as nouns, verbs and constructed action.</p> <p>Level of support While learners work more independently at this level, ongoing support is incorporated into task activity and the process of learning is supported by systematic feedback and review. Form-focused activities build students' grammatical knowledge and support the development of accuracy and control in Auslan. Opportunities to use this knowledge in meaningful activities build communicative skills, confidence and fluency. Tasks are carefully scaffolded: teachers provide models and examples; introduce language, concepts and resources needed to manage and complete learning activities; make time for experimentation and for polishing rehearsed texts; and provide support for self-monitoring and reflection. Discussion supports learning and develops students' conceptual frame for talking about systems of language and culture. Learners are encouraged to engage more with resources such as websites, dictionaries, translating tools and other materials designed to enrich their receptive and productive language use.</p> <p>The role of English Auslan is the language of all classroom interactions, routines and activities. As these learners are in the unique position of not having acquired a first language until very late in life, time spent developing their Auslan must be maximised. While these learners are simultaneously developing English literacy skills, use of English is limited to the translating thread and to small amounts of research with source texts in simple English.</p>	<p>(AS 1) By the end of Year 10, students use Auslan to share information, experiences, interests, thoughts and feelings in relation to their personal and immediate worlds.</p> <p>(AS 2) They describe the appearance of people, objects and places using SASS depicting signs and spatial location, for example, HAVE DS: round-oval DS: located HERE NEXT-TO HAVE BUILDING BIG. THERE. <i>There's an oval there and next to it is a big building. It's there.</i></p> <p>(AS 3) They participate in shared learning activities and experiences that involve planning, transacting and problem-solving, using simple signed statements and asking for repetition and clarification when required.</p> <p>(AS 4) They follow protocols when interacting with each other, with interpreters or Deaf visitors to the classroom, for example, waiting for eye contact or pauses to walk in-between signers engaged in conversation without interrupting them.</p> <p>(AS 5) Students increasingly use conventional Auslan signs or classifier handshapes in depictions and rely less on their idiosyncratic systems.</p> <p>(AS6) They modify some indicating verbs for non-present referents and use constructed action to represent others in recounts.</p> <p>(AS 7) They make explicit which referent is associated with location, for example, BROTHER THERE HAVE OWN IPAD.</p> <p>(AS 8) They recall and retell specific points of information from texts such as class messages, directions, procedures, introductions and 'visual vernacular' descriptions.</p> <p>(AS 9) They create textual cohesion through the use of connectives such as lexical signs NEXT or G:WELL, or non-manual features (NMFs) and pausing.</p> <p>(AS 10) They create bilingual texts such as notices or digital displays and resources for the classroom.</p> <p>(AS 11) They reflect on how their own ways of communicating may be interpreted when interacting with hearing people, and on how they adapt their ways of communicating and behaving when interacting with them.</p> <p>(AS 12) They reflect on the experience of communicating in a visual world and on the challenges and advantages experienced by deaf people in a hearing world.</p> <p>(AS 13) Students describe how constructed action (CA) can be shown in different ways, including eye gaze, head orientation change or body shift.</p> <p>(AS 14) They identify where and how a signer establishes location in space, and they distinguish between real and abstract space.</p> <p>(AS 15) They build metalanguage to talk about aspects of Auslan, for example, using terms such as SASS, NMFs, CA, depicting signs; and they make connections with terms they use in learning English, such as verb, adjective, noun.</p> <p>(AS 16) They know that different languages and cultures influence and borrow from each other and identify connections between Auslan and other signed languages, for example, BSL, ISL and ASL.</p> <p>(AS 17) They make comparisons between Auslan and signed languages in other countries.</p> <p>(AS 18) Students know that Auslan plays an important role in the expression and maintenance of Deaf culture and in assuring the rights of every deaf person.</p>	<p>Socialising (C 1) Describe activities and experiences and share and respond to ideas and feelings about people they know, their daily lives, social worlds and school community [Key concepts: idea, feeling, description, experience; Key processes: recounting, describing, interacting, comparing] - Elaboration 1</p> <p>(C 2) Participate in shared learning activities that involve planning, transacting and problem-solving, using simple signed statements, questions and directions [Key concepts: planning, role, responsibility, support, information exchange; Key processes: negotiating, encouraging, describing, expressing preference] - Elaboration 2</p> <p>(C 3) Communicate clearly in different classroom interactions and contexts, demonstrating appropriate protocols when communicating with each other, teachers and deaf people [Key concepts: instruction, interaction, protocol; Key processes: responding, negotiating, indicating, initiating, interrupting] - Elaboration 3</p> <p>Informing (C 4) Identify, paraphrase or compare information obtained from a variety of signed texts or from their own data collection and present the information in different forms [Key concepts: information, likes/dislikes, interests, preferences; Key processes: retelling, recording, organising, identifying, surveying, categorising] - Elaboration 4</p> <p>(C 5) Convey factual information and opinions in signed texts [Key concepts: routine, event, hobby, procedure; Key processes: describing, reporting, explaining, presenting, instructing] - Elaboration 5</p> <p>Creating (C 6) Engage with different types of creative texts, identifying and discussing characters, events and personal responses through the use of familiar signs, actions and artwork [Key concepts: performance, character, personal response, - creativity; Key processes: viewing, responding, participating, comparing] - Elaboration 6</p> <p>(C 7) Create or adapt imaginative texts and live or filmed expressive performances that involve imagined experiences and feature different characters, amusing experiences or special effects [Key concepts: appearance, character, audience, animation, emotion, manner; Key processes: depicting, creating, presenting, re-enacting, reinterpreting, choreographing, performing] - Elaboration 7</p> <p>Translating (C 8) Translate and interpret different types of familiar short texts, demonstrating awareness of individual interpretations of meaning [Key concepts: equivalence, translation, meaning, interpretation, ethics, culture; Key processes: translating, interpreting, comparing, researching, shadowing, explaining] - Elaboration 8</p> <p>(C 9) Create bilingual texts such as notices, displays or newsletters for use in the wider school community [Key concepts: translation, meaning, bilingualism, information; Key processes: translating, composing, comparing, creating, contributing] - Elaboration 9</p> <p>Identity (C 10) Identify and analyse ways in which deaf people behave and relate within society as a distinct social group as 'people of the eye', demonstrate responsibility for connections between the Deaf community and the wider 'hearing' society, and for culturally rich and appropriate places and spaces [Key concepts: identity, relationship, Deafhood, advocacy, society, place, Deaf space, Deaf gain, responsibility, guidance; Key processes: identifying, discussing, comparing] - Elaboration 10</p> <p>Reflecting (C 11) Reflect on the experience of learning and using Auslan in and out of school, and ways in which their understanding of intercultural communication has developed [Key concepts: intercultural communication, perspective, insight, self-reflection, making meaning, discrimination; Key processes: comparing, analysing, explaining, reflecting] - Elaboration 11</p>	<p>Systems of language (U 1) Explore various types of non-manual features, types of iconicity in signs and the use of software to transcribe signs [Key concepts: transcription, iconicity; Key processes: identifying, noticing, understanding] - Elaboration 1</p> <p>(U 2) Understand that signs can include different information, including a gestural overlay, and identify how signers establish spatial locations, types of depicting signs and ways of showing constructed action [Key concepts: spatial location, grammatical use of space, constructed action, depicting signs; Key processes: noticing, identifying, recognising] - Elaboration 2</p> <p>(U 3) Understand and control additional elements of Auslan grammar, such as the use of non-manual features for topicalisation, negation or question forms, and develop awareness of how signers use constructed action and depicting signs [Key concepts: topicalisation, negation, composite utterances; Key processes: recognising, distinguishing, understanding] - Elaboration 3</p> <p>(U 4) Explore the relationship between particular text types, audience, purpose and context and analyse language features used by signers to create cohesion and achieve the purpose of the text [Key concepts: audience, purpose, convention, coherence; Key processes: noticing, identifying, analysing] - Elaboration 4</p> <p>Language variation and change (U 5) Explore the concept of language flexibility, variation and change in relation to the use of Auslan across different contexts and times [Key concepts: language variation, standardisation, change, language borrowing, adaptation; Key processes: researching, interviewing, comparing, identifying, analysing, discussing] - Elaboration 5</p> <p>Language awareness (U 6) Understand the range of factors that influence the profile, diversity and distribution of Auslan use in the wider Australian society, and consider the concept of Auslan vitality in comparison with that of other languages [Key concepts: influence, transmission, language documentation, language vitality; Key processes: recognising, identifying, describing, exploring] - Elaboration 6</p> <p>Role of language and culture (U 7) Understand that Auslan and Deaf culture are interrelated, that they shape and are shaped by each other, that their relationship changes over time and across contexts, and that they may be differently interpreted by users of other languages [Key concepts: knowledge, value, transmission, reciprocity, responsibility, stereotype; Key processes: reflecting, exploring, understanding, identifying, considering] - Elaboration 7</p>

AUSLAN IN AUSTRALIAN CURRICULUM - FOCUS ON A SPECIFIC BAND BY COLOUR
SECOND LANGUAGE LEARNER PATHWAY - YEARS F-10 SEQUENCE - FOUNDATION TO YEAR 2

BAND DESCRIPTION	ACHIEVEMENT STANDARDS (AS)	CONTENT DESCRIPTORS	
		COMMUNICATING (C)	UNDERSTANDING (U)
<p>The nature of the learners Children enter the early years of schooling with established communication in one or more languages and Auslan will be learnt as an additional language. Cognitive and social development at this stage is exploratory and egocentric; thus learning typically focuses on their immediate world of family, home, school and friends. Children at this level are learning how to socialise with new people, share with others and participate in structured routines and activities at school. Auslan will be learnt in parallel with English literacy, and the learning of each language assists with the learning of the other.</p> <p>Auslan learning and use Rich language input characterises the first stages of learning. The curriculum builds on children’s interests and sense of enjoyment and curiosity, with an emphasis on active, experiential learning and confidence building. In these years there is an emphasis on developing language to enable learners to participate in class activities such as storytelling and games. Creative play provides opportunities for using the language for purposeful interaction in a relaxed and informal context.</p> <p>Children build vocabulary for thinking and talking about school topics, routines and processes. They build knowledge and understanding of Auslan by interacting with each other, the teacher and deaf children, and by participating in structured routines and activities. With support and modelling, they use Auslan for different functions such as greeting, thanking, apologising, asking and responding to questions, expressing wishes, likes or dislikes, following simple directions, and taking turns in games and simple shared learning activities. They learn to produce signed phrases independently using modelled language, for example by describing simple pictures.</p> <p>Contexts of interaction The primary context for interaction is the language classroom, with the Auslan teacher and classmates. Learners’ use of Auslan primarily relates to classroom routines and activities and to talking about their own life. Additional language enrichment may be gained through interactions with visitors from the Deaf community.</p> <p>Texts and resources Texts include filmed children’s stories and teacher-generated materials such as pictures or short descriptions. Learners watch live and filmed texts such as explanations. They respond to resources such as short video clips, or substitution or matching exercises, and produce texts such as conversations using formulaic language.</p> <p>Features of Auslan use Children in Foundation to Year 2 become familiar with all handshapes, movements and locations of single signs. They are learning to produce simple positive and negative statements with some time marking, and to use plain verbs or unmodified indicating verbs. They learn to describe familiar objects, animals or people using simple lexical adjectives and to depict the movement of people, animals and means of transport using an appropriate classifier handshape in an entity depicting sign. They are able to use simple handling and SASS depicting signs. They explore emotions through the use of NMFs, and begin to use NMFs for grammatical purposes in modelled language. They learn to use simple constructed action to represent the characteristics of a single animal or themselves or another. They learn the metalanguage of nouns, verbs and adjectives, and learn that signers can modify verbs to show the referents involved.</p> <p>As children learn to adjust their language to suit different purposes and situations, they begin to understand how culture shapes language use. They compare how they feel when they use different languages and how they view different languages and people who use them. This introduction to the meta dimension of intercultural learning develops the ability to ‘decentre’, to consider different perspectives and ways of being, and to become aware of themselves as communicators and cultural participants.</p> <p>Level of support Support is provided through visual and tactile materials, such as pictures, objects and charts, and the use of gesture and modelling. The main source of support is the teacher’s talk, such as questions and statements, explanations, prompts, recycling of language, stories and feedback. Learners rely on modelled language and scaffolded tasks to create their own texts, for example, choosing signs to complete sentences or using pictures to sequence a story that has been told to them.</p> <p>The role of English Learners are encouraged to use Auslan whenever possible, with the teacher providing rich and supported language input. English is used as a medium of instruction and for explanation and discussion or in areas from the Understanding strand. This allows learners to talk about differences and similarities that they notice between Auslan and their first language(s) and culture(s), to ask questions about language and culture, to consider how they feel when they see or use Auslan.</p>	<p>(AS 1) By the end of Year 2, students interact with teachers and each other to talk about themselves, their families, friends and immediate environment.</p> <p>(AS 2) They follow instructions to complete action-based activities such as signing games or transactional activities, using repeated constructions, gestures and affective non-manual features (NMFs).</p> <p>(AS 3) They interact in familiar classroom routines by responding to requests, such as DS:line-up PLEASE, LOOK-AT-me PRO1.</p> <p>(AS 4) Students ask and respond to simple questions and distinguish between statements and questions. They express likes, dislikes and feelings using lexical signs and affective NMFs.</p> <p>(AS 5) They recognise and produce fingerspelled names for roll call and games and produce modelled signs, phrases and sentence patterns in familiar contexts.</p> <p>(AS 6) They use culturally appropriate protocols, such as maintaining eye contact and responding to and gaining attention by waving or tapping a shoulder or table.</p> <p>(AS 7) They identify specific information in signed texts, such as the properties of colour, number, size or shape, and describe people and objects, for example, PRO3 5-YEARS-OLD, PRO1 HAVE 2 BROTHER, or THAT BALL BIG.</p> <p>(AS 8) Students demonstrate simple procedures using known signs, gestures, objects and list buoys.</p> <p>(AS 9) They recount and sequence shared events using familiar signs and visual prompts.</p> <p>(AS 10) They view short imaginative and expressive texts such as stories and nursery rhymes, demonstrating understanding through drawing, gesture, modelled signs or English.</p> <p>(AS 11) They use fixed handshapes in creative ways, for example to create amusing sequences of signs to enact movements, and portray characteristics through the use of constructed action.</p> <p>(AS 12) They identify similarities and differences in ways they interact when communicating in English and in Auslan.</p> <p>(AS 13) Students know that Auslan is a language in its own right, different from mime and gestures used in spoken languages.</p> <p>(AS 14) They know that eye contact is necessary for effective communication and that meaning is communicated visually through the use of whole signs, gestures or fingerspelling.</p> <p>(AS 15) They identify and categorise signs according to handshape and they recognise major types of path movements.</p> <p>(AS 16) They know that some signs link to the appearance of a referent, for example PEN, HOUSE, and that some words, such as proper nouns, are borrowed from English by fingerspelling and mouthing.</p> <p>(AS 17) They know that locations of signs can be modified to change meaning, for example when pointing to people.</p> <p>(AS 18) They recognise the importance of facial expression, eye gaze and other NMFs in a visual-gestural language and culture and know that sign order is flexible in Auslan.</p>	<p>Socialising (C 1) Participate in simple interactions with their peers and teachers using high-frequency signs, non-manual features and gestures to talk about self, family and class activities [Key concepts: self, family, friends, experience, feelings; Key processes: interacting, greeting, asking/answering questions, describing] Elaboration 1</p> <p>(C 2) Participate in guided group activities such as signing games and simple tasks using repeated language structures, facial expressions and gestures [Key concepts: games, space, place, memory; Key processes: playing, singing, following instructions, exchanging, classifying] - Elaboration 2</p> <p>(C 3) Develop interaction and communication skills for participation in regular class routines and activities [Key concepts: fingerspelling, attention, signing space, visual communication; Key processes: interacting, signing, recognising, gaining attention] - Elaboration 3</p> <p>Informing (C 4) Identify specific points of information in simple Auslan texts relating to people, places and things and use the information to complete guided tasks [Key concepts: information, topics; Key processes: identifying, categorising responding, gathering] - Elaboration 4</p> <p>(C 5) Present information about self, family, school and significant objects, using modelled signs and formulaic phrases [Key concepts: self, family, routines; Key processes: presenting, describing, contributing, demonstrating, recounting] - Elaboration 5</p> <p>Creating (C 6) Participate in the shared viewing of recorded or live imaginative signed texts, responding through drawing, miming, gesture or familiar signs [Key concepts: imagination, expression; Key processes: viewing, drawing, re-enacting, mimicking, signing] - Elaboration 6</p> <p>(C 7) Express imaginative ideas and visual thinking through the use of familiar signs, mime and gestures, with a focus on emotions, appearance and actions [Key concepts: imagination, emotion, expression; Key processes: re-enacting, depicting, creating] - Elaboration 7</p> <p>Translating (C 8) Translate words used in everyday contexts from Auslan into English and vice versa [Key concepts: similarity, difference, meaning; Key processes: recognising, comparing, identifying, translating, explaining] - Elaboration 8</p> <p>(C 9) Create simple print or digital texts such as labels, posters, wall charts or cards that use Auslan images and English words [Key concepts: meaning, code, bilingualism; Key processes: labelling, creating] - Elaboration 9</p> <p>Identity (C 10) Describe aspects of themselves, such as membership of family and their school/class and languages they use, considering how these different elements contribute to their sense of identity [Key concepts: identity, similarity, difference, self, family, belonging; Key processes: noticing, identifying, describing, explaining, comparing] - Elaboration 10</p> <p>Reflecting (C 11) Notice what is similar to or different from their own language and culture when interacting with stories, games and different forms of artistic expression in Auslan and from Deaf culture [Key concepts: language, culture, similarity, difference, respect; Key processes: noticing, comparing, responding] - Elaboration 11</p>	<p>Systems of language (U 1) Recognise that meaning can be expressed through English words or Auslan signs and that signs have set handshapes, movements and locations, and identify and reproduce them independently [Key concepts: handshape, movement, location, iconicity; Key processes: identifying, noticing, recognising, understanding] - Elaboration 1</p> <p>(U 2) Recognise and restrict signing to the standard signing space, and understand that pronouns, depicting signs and verbs can be located meaningfully in that space [Key concepts: signing space, verb modification, depicting signs; Key processes: noticing, identifying, recognising] - Elaboration 2</p> <p>(U 3) Recognise that groups of words are combined to make a clause and that Auslan has word classes such as nouns, adjectives or verbs, and distinguish between statements and questions [Key concepts: sign class, clauses, statements, questions; Key processes: recognising, observing] - Elaboration 3</p> <p>(U 4) Understand that texts are made up of units of meaning such as groups of words or sentences and that different types of texts have different features that help serve their purpose [Key concepts: text, text types; Key processes: recognising, noticing] - Elaboration 4</p> <p>Language variation and change (U 5) Understand that all languages including signed languages vary and borrow words and signs from each other [Key concepts: language borrowing, variation; Key processes: noticing, recognising] - Elaboration 5</p> <p>Language awareness (U 6) Recognise that Auslan is a legitimate language, one of many languages used in Australia and around the world [Key concepts: language diversity, difference, vitality; Key processes: identifying, exploring, recognising] - Elaboration 6</p> <p>Role of language and culture (U 7) Notice that people use language in ways that reflect their culture, such as where and how they live, who they live with and what is important to them [Key concepts: language, culture, community, observable phenomena; Key processes: noticing, recognising, questioning, making connections] - Elaboration 7</p>

AUSLAN IN AUSTRALIAN CURRICULUM - FOCUS ON A SPECIFIC BAND BY COLOUR COLOUR

SECOND LANGUAGE LEARNER PATHWAY - YEARS F-10 SEQUENCE - YEARS 3 AND 4

BAND DESCRIPTION	ACHIEVEMENT STANDARDS (AS)	CONTENT DESCRIPTORS	
		COMMUNICATING (C)	UNDERSTANDING (U)
<p>The nature of the learners</p> <p>Learners at this level are developing their cognitive and social capabilities and their communicative repertoire in the language, as well as becoming increasingly aware of their social worlds and their membership of various groups, including their Auslan class. They are more independent and less egocentric, enjoying both competitive and cooperative activities. They are able to conceptualise and reason, and have better memory and focus. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.</p>	<p>(AS 1) By the end of Year 4, students participate in classroom routines and structured interactions with teachers and peers.</p>	<p>Socialising</p> <p>(C 1) Communicate with each other and with teachers about aspects of their personal worlds, daily routines, preferences and pastimes [Key concepts: routines, interests, personal worlds; Key processes: recounting, describing, expressing preferences] - Elaboration 1</p> <p>(C 2) Participate in shared learning activities that involve planning, transacting and problem-solving, using simple signed statements, questions and directions [Key concepts: task, role, responsibility, clarification, encouragement; Key processes: collaborating, following directions, negotiating, asking for help] - Elaboration 2</p> <p>(C 3) Respond to questions, directions and requests, using non-manual features and simple questions and statements to ask for help, to indicate understanding or agreement and to negotiate turn-taking [Key concepts: instruction, clarification, turn-taking, back-channel, attention, eye contact; Key processes: responding, asking for help, turn-taking, using back-channel, gaining attention] - Elaboration 3</p>	<p>Systems of language</p> <p>(U 1) Identify the movement and location of different signs and notice how they combine with handshape to form signs, and understand that Auslan can be videoed and transcribed to assist learning [Key concepts: orientation, hand dominance, iconicity, non-manual features, recording language; Key processes: identifying, recognising, comparing] - Elaboration 1</p> <p>(U 2) Understand how space is used in Auslan to show who is involved in an event through the meaningful location of nouns and verbs, the use of depicting signs and enacting [Key concepts: signing space, numeral incorporation, verb modification; Key processes: recognising, discussing, comparing] - Elaboration 2</p> <p>(U 3) Understand that clauses can be enriched through the use of adjectives and adverbs (when, where, how), often produced with non-manual features [Key concepts: verb types, adverbs, clause structure, questions; Key processes: recognising, distinguishing, observing] - Elaboration 3</p> <p>(U 4) Understand how signers make different language choices in different types of texts and compare this with English versions of text types, and notice how texts build cohesion [Key concepts: textual features, similarity, difference, cohesion; Key processes: recognising, discussing, comparing] - Elaboration 4</p>
<p>Auslan learning and use</p> <p>Learners in this band engage in a range of activities in Auslan and share ideas about the language. They respond to teacher-generated questions about texts, participate in games and give brief presentations about topics such as family, pets, or a favourite game or object. They continue to build vocabulary for thinking and talking about school topics. The language used in routine activities is re-used and reinforced from lesson to lesson in different situations, making connections between what has been learnt and what is to be learnt. Learners follow instructions, watch stories and participate in creating short texts on topics relevant to their interests and enjoyment, such as family, pets, favourite activities or food. They recount experiences, interact with visitors, follow directions, negotiate roles in a group and retell important information.</p>	<p>(AS 2) They communicate about daily routines, interests and pastimes; recount personal experiences and classroom events; and describe people, experiences or activities using simple depicting signs, such as DS:run-around-oval THEN DS:sit-in-circle.</p> <p>(AS 3) They express preferences, follow directions and ask for clarification or help.</p> <p>(AS 4) They play games that involve making choices, exchanging information and negotiating turn-taking.</p> <p>(AS 5) They use non-manual features to indicate understanding, interest or lack of interest.</p> <p>(AS 6) They use culturally appropriate protocols, such as gaining attention by waving, tapping or pointing to alert third parties and maintain eye contact when communicating, for example PRO2 MEAN or ... RIGHT PRO1?</p> <p>(AS 7) They identify, summarise/paraphrase and retell key points of information in signed texts such as announcements, directions for a game or presentations by visitors, for example PRO1 FIRST YOUR-TURN.</p> <p>(AS 8) They recount in correct sequence the main points of an event or favourite elements of a signed story, using modified indicating verbs, such as POSS1 FAVOURITE PART PRO3 TAKE MONEY THEN RUN-that direction.</p> <p>(AS 9) They present routine class information, such as weather reports or daily schedules, using visual prompts and signed descriptions.</p> <p>(AS 10) They create their own simple imaginative texts and retell wordless animations using familiar signs, gestures, modelled language and visual supports.</p> <p>(AS 11) They translate high-frequency signs/words and expressions in simple texts. They reflect on their own cultural identity and ways of communicating in light of their experience of learning Auslan.</p> <p>(AS 12) Students compare fingerspelling with written English, noticing that it can be used for whole words or for parts of words.</p> <p>(AS 13) They recognise that there are signs that have no single English word equivalent, and know that signs can be displaced in space for different purposes, such as to show locations or different participants in a verb. They know that signing involves telling, depicting or enacting.</p> <p>(AS 14) They recognise variation in how Auslan is used, for example by recognising regional dialects and differences in signing space.</p> <p>(AS 15) They identify different ways Deaf community members communicate with each other and with members of the wider hearing community, for example, face to face, via technology, social media and interpreters.</p> <p>(AS 16) They know that culture is closely related to language and to identity and involves both visible and invisible elements.</p>	<p>Informing</p> <p>(C 4) Organise and summarise key points of information obtained from different types of Auslan texts [Key concepts: sequence, information, format; Key processes: organising, summarising, identifying, surveying, retelling, recording] - Elaboration 4</p> <p>(C 5) Present information associated with their home, school and community activities and routines, using signed descriptions and visual prompts [Key concepts: recount, description, sequence; Key processes: presenting, demonstrating, recounting] - Elaboration 5</p> <p>Creating</p> <p>(C 6) Engage with different types of imaginative texts, identifying favourite elements, characters and events and responding through modelled signing, actions and drawing [Key concepts: story, character, response; Key processes: responding, comparing, retelling, drawing] - Elaboration 6</p> <p>(C 7) Create simple texts that demonstrate imagination and playfulness, using familiar signs, gestures, modelled language and visual supports [Key concepts: play, imagination, character; Key processes: creating, performing, retelling] - Elaboration 7</p>	<p>Language variation and change</p> <p>(U 5) Recognise that there is variation in Auslan use, for example in different locations or physical environments [Key concepts: variation, adaptation; Key processes: identifying, recognising, exploring, considering] - Elaboration 5</p> <p>Language awareness</p> <p>(U 6) Develop awareness of the social and cultural nature and context of Auslan and other sign languages, of their different modes of expression and of the related issue of language vitality [Key concepts: communication, language vitality, culture, accessibility; Key processes: identifying, describing, recognising] - Elaboration 6</p> <p>Role of language and culture</p> <p>(U 7) Explore connections between identity and cultural values and beliefs and the expression of these connections in Auslan [Key concepts: language, culture, identity, symbol; Key processes: exploring, understanding, noticing, recognising, questioning, making connections] - Elaboration 7</p>
<p>Contexts of interaction</p> <p>Learning occurs largely through interaction with peers and the teaching team in the language classroom and the broader school environment, with some sharing of their learning at home. They also have some access to the wider Deaf community and resources through virtual and digital technology. The familiarity and routine dimension of the classroom context provide scaffolding and opportunities for language practice and experimentation.</p>			
<p>Texts and resources</p> <p>Learners typically interact with teacher-generated materials, games and songs, and materials produced for learning Auslan, such as computer games or online videos. They may be exposed to texts developed for deaf children as a way of developing their cultural awareness.</p>			
<p>Features of Auslan use</p> <p>Learners at this stage are increasingly aware of differences between Auslan and English. They are developing a wide range of vocabulary and can use simple clause structures to generate their own ideas in structured tasks. They use depicting signs to talk about simple movements and shapes, and with support can represent the viewpoint of a single participant through constructed action. They begin modifying more indicating verbs for present referents and use specific time marking incorporating numerals in their recounts. They are learning to use NMFs to mark manner on verbs or to express negation. Students at this level explore cultural constructs and practices and the language associated with these. Metalinguistically, learners can describe differences between how to show or tell about an event, understand that adverbs modify verbs and that clauses contain what happened, who was involved and surrounding circumstances.</p>			
<p>Level of support</p> <p>The primary support for learners is the Auslan teacher, who provides instruction, explanation, examples, repetition, reinforcement and feedback. Learners create their own texts based on modelled language and teacher guidance. Form-focused activities, particularly those increasing metalinguistic awareness, build students’ grammatical knowledge and support the development of accuracy and control in Auslan. Tasks and activities are carefully scaffolded and resourced with supports such as pictures, flashcards, gestures, objects and multimedia. Discussion supports learning and develops learners’ conceptual frame for talking about systems of language and culture.</p>			
<p>The role of English</p> <p>Learners use Auslan for classroom routines and structured learning tasks, and for watching texts. They are supported by the teacher to notice and discuss aspects of Auslan and Deaf culture, and to compare Auslan to other known languages and cultures. English is used for class discussions when noticing, comparing and reflecting on both English and Auslan, as well as for accessing some printed material related to topics in the Understanding strand.</p>			

AUSLAN IN AUSTRALIAN CURRICULUM - FOCUS ON A SPECIFIC BAND BY COLOUR
SECOND LANGUAGE LEARNER PATHWAY - YEARS F-10 SEQUENCE - YEARS 5 AND 6

BAND DESCRIPTION	ACHIEVEMENT STANDARDS (AS)	CONTENT DESCRIPTORS	
		COMMUNICATING (C)	UNDERSTANDING (U)
<p>The nature of the learners Learners at this level are expanding their social networks, experiences and communication repertoire in both their first language and Auslan. They continue to need guidance and participate in structured, collaborative tasks that both recycle and extend language. They are gaining greater independence and becoming more conscious of their peers and social context. They are gaining awareness of the world around them and of nature of the Deaf community in Australia. They notice similarities and differences between Auslan and Deaf culture and their own language(s) and culture(s).</p> <p>Auslan learning and use Learners use well-known phrases in Auslan to participate in classroom routines, presentations and structured conversations with the teacher and peers. They focus on aspects of their personal worlds and are introduced to content related to Auslan, the Deaf community and other learning areas. Learners develop their capability in Auslan through scaffolded tasks and texts such as descriptions and stories. They are learning to apply their knowledge of key signs and textual features to predict the meaning of unfamiliar language. They use modelled language to create texts such as narratives. They use Auslan to paraphrase; form questions to request information; interview others; plan, rehearse and deliver short presentations; and to compare interests and activities. They extend their language use by expressing ideas through expanding and connecting clauses.</p> <p>Contexts of interaction Learners use Auslan to interact with the teacher and their classmates, and may use technology to communicate with deaf peers in other contexts. Tasks are typically structured, collaborative and at times competitive, such as group performances, class displays or games. Language development and use are incorporated into collaborative and interactive learning experiences and activities. Learners may notice the use of Auslan in the community, such as in the media.</p> <p>Texts and resources Learners engage with a growing range of signers and videoed signed texts. They also engage with resources prepared by their teacher, including games, performances, presentations and language exercises. They may have additional access to Auslan and Deaf culture through resources created for the Australian Deaf community, such as children’s television programs, websites or video clips. In addition, they make use of texts from other signed languages that make extensive use of the ‘visual vernacular’.</p> <p>Features of Auslan use Learners are expanding their knowledge of vocabulary and sentence construction. With support, they use constructed action to show participants in a narrative, modify indicating verbs for non-present referents with increasing accuracy across a text, and use more complex entity depicting signs. Learners are developing a metalanguage for describing aspects of Auslan and how it is structured, such as how signers use different means to refer to things for cohesion in a text. They are increasingly aware of the connection between language and cultural practices and compare such connections to their own language and culture.</p> <p>Discussion, reflection and explanation ensure the continued development of learners’ knowledge base and metalinguistic and intercultural capabilities. Understanding of the relationship between language, culture and identity is developed through guided investigation of how language features and expressions carry specific cultural meaning; through critical analysis of cultural stereotypes, attitudes and perspectives; and through exploration of issues related to personal and community identities. Students reflect on the relationship between language, culture and identity and how these affect communication and intercultural experience through the lens of their own bicultural experiences.</p> <p>Level of support Support provided by the teacher at this level includes explicit instruction, description, and comparison of Auslan and English; modelled language use and examples of texts; and feedback on and review of student work. Learning experiences incorporate implicit and explicit form-focused language learning activities and examples of texts and tasks. Learners need practice and guidance in using dictionaries, especially Signbank, and access to word charts, vocabulary lists and examples when translating and creating texts.</p> <p>The role of English Auslan is used for classroom routines and language learning tasks and may be used as the language of instruction for learning the content of other learning areas. The language of response varies according to task demands, with Auslan used primarily for communicating in structured and supported tasks and English for open-ended, comparative tasks that develop learners’ understanding of language and culture. English may also be used to research cultural issues where the source text is not available in Auslan.</p>	<p>(AS 1) By the end of Year 6, students discuss aspects of their daily lives, social activities and school experience and respond to each other’s comments.</p> <p>(AS 2) They describe relationships and characteristics of people and objects and express feelings and preferences, for example, POSS1 FRIEND CHANGE OTHER SCHOOL PRO1 SAD.</p> <p>(AS 3) They negotiate with each other to plan, organise and complete learning tasks and activities, using statements such as PRO1 DON’T-WANT DRAW, PRO1 WANT TAKE-PHOTO, THANKYOU PRO2 EXPLAIN CLEAR, or THAT FIRST IMPORTANT THAT SECOND.</p> <p>(AS 4) They follow more complex instructions and directions involving several steps.</p> <p>(AS 5) They compare experiences, routines, interests and activities, using signs associated with time, sequence and location.</p> <p>(AS 6) They follow protocols when interacting with each other or with interpreters or visitors to the classroom, for example by interrupting conversations appropriately or providing context for a new participant joining a conversation.</p> <p>(AS 7) They paraphrase the content of selected signed texts, such as community announcements, and relay the information to others.</p> <p>(AS 8) They plan, rehearse and deliver short presentations, taking into account context, purpose and audience.</p> <p>(AS 9) They respond to creative and imaginative texts, for example by discussing ideas and characters, shadowing signed elements of theatrical or cinematographic texts that use handshapes, and by making connections with their own experiences.</p> <p>(AS 10) They create or reinterpret simple imaginative texts using elements of constructed action (CA), such as body shift, eye gaze and head orientation change.</p> <p>(AS 11) They modify non-manual features and lexical signs to indicate manner.</p> <p>(AS 12) They translate familiar texts from Auslan to English and vice versa, identifying which words or phrases require interpretation or explanation.</p> <p>(AS 13) Students discriminate between body-anchored and non-body-anchored signs, and recognise how non-body-anchored signs can modify their locations meaningfully.</p> <p>(AS 14) They know that the function of CA is to represent the words, thoughts or actions of a protagonist in a text, either themselves or others, and that spatial relationships between objects are typically expressed with depicting signs in Auslan.</p> <p>(AS 15) They understand different ways that English words are borrowed into Auslan and identify connections between Auslan and other signed languages, for example, BSL, ISL and ASL.</p> <p>(AS 16) They recognise the diversity of Auslan users in the community, including people who are deaf, hard of hearing, and hearing people such as CODAs or interpreters.</p> <p>(AS 17) Students recognise how Auslan has been transmitted across generations and describe different ways it has been documented and recorded, for example, by glossing and the use of technology such as ELAN.</p> <p>(AS 18) Students reflect on the ways culture is differently interpreted by others, for example by identifying how stereotypes about deaf and hearing people influence perceptions.</p>	<p>Socialising (C 1) Share ideas and feelings about people they know, their daily lives, social activities and the school community [Key concepts: experience, interaction, interests, relationship; Key processes: describing, discussing, responding, comparing, expressing feelings] - Elaboration1</p> <p>(C 2) Collaborate with peers to plan and conduct shared events or activities such as performances, presentations, demonstrations or transactions [Key concepts: performance, presentation, Deaf culture; Key processes: planning, negotiating, organising] - Elaboration 2</p> <p>(C 3) Communicate appropriately while involved in shared learning activities by asking and responding to questions, managing interactions, indicating understanding and monitoring learning [Key concepts: agreement, clarification, protocol, reflection; Key processes: responding, agreeing, monitoring] - Elaboration 3</p> <p>Informing (C 4) Collect, classify and paraphrase information from a variety of Auslan texts used in school and community contexts [Key concept: information, findings, concepts; Key processes: identifying, collecting, classifying, paraphrasing, responding, explaining, requesting, interviewing] - Elaboration 4</p> <p>(C 5) Convey information in different formats to suit different audiences and contexts [Key concepts: context, purpose, audience; Key processes: presenting, creating] Elaboration 5</p> <p>Creating (C 6) Engage with a range of creative and imaginative texts, identifying and discussing ideas and characters and making connections with their own experiences [Key concepts: narrative, theatre performance, emotional response, humour; Key processes: sequencing, comparing, shadowing, reflecting] - Elaboration 6</p> <p>(C 7) Create or reinterpret simple imaginative texts that involve favourite characters or humorous situations, using a range of signs, gestures and supporting props to convey events, characters or settings [Key concepts: constructed action, perspective, choreography; Key processes: adapting, performing, retelling, dancing] - Elaboration 7</p> <p>Translating (C 8) Translate familiar texts from Auslan to English and vice versa, noticing which words or phrases require interpretation or explanation [Key concepts: equivalence, meaning, interpretation; Key processes: identifying, translating, shadowing, creating, comparing] - Elaboration 8</p> <p>(C 9) Create their own bilingual texts and learning resources such as electronic displays, websites or digital newsletters [Key concepts: bilingualism, meaning; Key process: composing, creating] - Elaboration 9</p> <p>Identity (C 10) Demonstrate understanding of the nature of identity in relation to themselves and to members of the Deaf community [Key concepts: identity, community, history; Key processes: documenting, creating, sharing, evaluating, comparing] - Elaboration 10</p> <p>Reflecting (C 11) Reflect on how language and cultural background influence perceptions of other languages and communities, and on their experience of learning and communicating in Auslan [Key concepts: influence, perspective, perception, self-reflection; Key processes: comparing, sharing, monitoring, identifying, analysing, explaining, reflecting] - Elaboration 11</p>	<p>Systems of language (U 1) Identify and describe elements of sign production, including handshape and its orientation, movement, location and non-manual features, and explore the processes of annotating Auslan videos or reading and transcribing glossed texts [Key concepts: body anchored, iconicity; Key processes: identifying, recognising, annotating, glossing] - Elaboration 1</p> <p>(U 2) Understand that signs can include different information, including a gestural overlay, identify types of depicting signs and how signers establish spatial locations and show constructed action [Key concepts: gestural overlay, establishing a spatial location, function of constructed action; Key processes: recognising, distinguishing] - Elaboration 2</p> <p>(U 3) Develop understanding of the important role of non-manual features in adverbs and joining clauses, and know that spatial relationships in Auslan are typically expressed with depicting signs [Key concepts: manner, locatives, topicalisation; Key processes: recognising, distinguishing] - Elaboration 3</p> <p>(U 4) Identify and use language features of different types of Auslan texts and understand that texts are made cohesive through language choices [Key concepts: language features, cohesion, referent tracking; Key processes: identifying, analysing] - Elaboration 4</p> <p>Language variation and change (U 5) Explore variation in terms of the impact of other languages on Auslan across contexts and over time [Key concepts: influence, language borrowing, style shifts; Key processes: noticing, recognising, explaining] - Elaboration 5</p> <p>Language awareness (U 6) Explore the current status and profile of Auslan and of the Deaf community in contemporary Australian society, considering issues such as language transmission, usage and documentation [Key concepts: diversity, representation, language transmission, documentation; Key processes: recognising, describing, understanding, discussing, investigating] - Elaboration 6</p> <p>Role of language and culture (U 7) Reflect on how communities’ ways of using languages are shaped by, reflect and strengthen cultural values and beliefs and how these may be differently interpreted by users of other languages [Key concepts: cultural expression and transmission, values, beliefs; Key processes: observing, making connections, discussing, investigating] - Elaboration 7</p>

AUSLAN IN AUSTRALIAN CURRICULUM - FOCUS ON A SPECIFIC BAND BY COLOUR
SECOND LANGUAGE LEARNER PATHWAY - YEARS F-10 SEQUENCE - YEARS 7 AND 8

BAND DESCRIPTION	ACHIEVEMENT STANDARDS (AS)	CONTENT DESCRIPTORS	
		COMMUNICATING (C)	UNDERSTANDING (U)
<p>The nature of the learners</p> <p>The transition to secondary schooling involves social and academic demands that coincide with a period of maturational and physical change. Learners are adjusting to a new school culture with sharper divisions between curriculum areas. There is a need for continuity through change in relation to their language learning. Students in this pathway are continuing to study Auslan, bringing with them a capability to communicate, with some assistance, about their immediate world and the Deaf community. They have experience in analysing the major features of the language system and in considering intercultural exchanges, including their role in these. However, learners at this level may find themselves in classes that include learners with a range of previous experience with Auslan and Deaf culture. A multilevel and differentiated approach to teaching and task design responds to this diversity of prior experience.</p> <p>At this level, students bring a range of learning strategies to their language learning. They are increasingly aware of the world beyond their own and are engaging with broader issues of youth and society, land and environment, education and identity, while establishing a balance between increasing personal independence and social responsibilities. They are considering their future pathways and choices, including how Auslan might be part of these.</p> <p>Auslan learning and use</p> <p>Learners interact using Auslan in classroom routines and communicative tasks. They use Auslan to compare and contrast, sign instructions, problem-solve, make announcements, persuade, and recount experiences in increasing detail. They are able to express their feelings and emotions creatively in Auslan.</p> <p>Contexts of interaction</p> <p>The primary context for learning remains the Auslan class; however, there may be opportunities for interacting with deaf students from other schools and with other learners of Auslan, for example through technology and sister-school relationships. Learners may be exposed to Auslan signers from the Deaf community through visiting speakers, media and community events.</p> <p>Texts and resources</p> <p>Learners engage with a range of increasingly complex live and digital signed texts designed for learning Auslan in school. Authentic texts created for Deaf people, such as websites, provide extra opportunities to extend understanding of language and culture. Texts come from a range of domains or genres, such as community announcements, vlogs and stories, and serve a variety of purposes, such as informative, transactional, communicative, imaginative and expressive. The Deaf community is the most important resource for learning because it is the origin of most of the texts and communicative situations engaged with by learners.</p> <p>Features of Auslan use</p> <p>Learners are extending their grammatical knowledge, such as how language structures and features are used in texts. They are using more elaborate sentence structures, including conjoining clauses, and are increasingly making their texts cohesive by setting up and maintaining referents in signing space. Learners are exploring non-manual features (NMFs) and their relationship with clause types, and are beginning to use constructed action to represent multiple participants in a text. They are increasingly aware of connections between language and culture, comparing them to concepts in their own language and culture. They are learning to reflect on their own language and culture and on how identity impacts on intercultural experiences.</p> <p>Level of support</p> <p>Particular support is required at this stage of learning to manage the transition to secondary schooling and to encourage continued engagement with language learning. Opportunities to review and consolidate prior learning are balanced against provision of engaging and relevant new experiences and tasks that are more challenging. Learners require modelled language use and explicit instruction in grammatical knowledge, with comparison between English and Auslan. They need support in using dictionaries, particularly in determining base signs and choosing appropriate meanings for the context. Learners continue to access visual glossaries, charts and examples to support their receptive and productive language use. The teacher continues to provide implicit and explicit modelling and scaffolding in relation to meaningful language use in a range of contexts, and explicit instruction and explanation in relation to language structures, grammatical functions, vocabulary and abstract cultural concepts. Learners at this level are encouraged to self-monitor, for example, by keeping records of feedback and through peer support, and to self-review and adjust language in response to their experiences in different contexts.</p> <p>The role of English</p> <p>Auslan is used for classroom interaction, language learning tasks and experiences, and, with support, reflection on learning. Auslan may also be used for learning new content drawn from other learning areas. English is used for analysis, comparison and reflection in relation to abstract concepts and more substantive discussion. English may also be used to research cultural issues where a source text is not available in Auslan. Learners continue to develop a metalanguage for thinking and talking about language, culture, identity and about the experience of learning and using Auslan.</p>	<p>(AS 1) By the end of Year 8, students use Auslan to interact and to exchange information, experiences, interests and opinions with teachers, peers and others.</p> <p>(AS 2) They initiate and maintain conversations and use strategies such as fingerspelling to replace unknown signs to support continued interaction, such as PRO2 MEAN [FINGERSPELL]?</p> <p>(AS 3) They engage in different processes of collaborative learning, including planning, negotiating, and problem-solving, using familiar and some spontaneous language, for example PRO1 AGREE-NOT, PRO1 THINK DIFFERENT.</p> <p>(AS 4) Students participate in class discussions, explaining and clarifying positions, asking follow-up questions, using non-manual features (NMFs) for topicalisation or negation.</p> <p>(AS 5) They use appropriate protocols to join or leave conversations, for example, waiting for eye gaze or for the signer to finish, not asking for a full recount when arriving mid-conversation, and providing context for a new participant joining a conversation.</p> <p>(AS 6) Students locate, interpret and analyse information from a variety of texts, such as signed announcements, interviews or media reports, using context and familiar language to work out unfamiliar meaning.</p> <p>(AS 7) They demonstrate understanding of different types of signed texts by paraphrasing, summarising and explaining main ideas, key themes or sequences of events.</p> <p>(AS 8) They interpret different types of creative and imaginative texts, such as Deaf performances or expressive art forms, describing and comparing their responses.</p> <p>(AS 9) They plan, draft and present informative and imaginative texts, linking and sequencing ideas using connectives, such as BUT, WHEN or WELL, and strategies such as repetition, stress and pausing for emphasis.</p> <p>(AS 10) They create bilingual texts to use in the wider school community, for example by captioning short stories, poems or interviews with members of the Deaf community.</p> <p>(AS 11) Students reflect on how their own ways of communicating may be interpreted when interacting with deaf people; and they modify elements of their behaviour such as eye contact, facial expression or body language as appropriate.</p> <p>(AS 12) Students identify and describe the different types of NMFs, and understand their function and how they interact with clause type.</p> <p>(AS 13) They identify iconic signs and discuss how these match their referents, such as COMPUTER-MOUSE.</p> <p>(AS 14) They understand how handshape and movement represent different things in each type of depicting sign (DS).</p> <p>(AS 15) They identify and categorise instances of signers using spatial modifications to signs and know that signs can be iconic in a number of ways.</p> <p>(AS 16) They analyse clauses to see where signers create composite utterances with elements of constructed action (CA), DSs, points and fully-lexical signs in the same utterance.</p> <p>(AS 17) They recognise that Auslan is constantly evolving and changing, for example, by identifying changes to Auslan that reflect changes in social relationships, community attitudes and changing technology.</p> <p>(AS 18) They understand that the most unifying factor of the Deaf community is the use of Auslan.</p> <p>(AS 19) Students reflect on how all ways of language use are influenced by communities’ world views and identities, for example by comparing the cultural concept of Deaf identity with the medical model of deafness.</p>	<p>Socialising</p> <p>(C 1) Interact appropriately with people in different contexts, sharing experiences, interests and opinions about current events or school and community experience [Key concepts: protocol, turn-taking, interaction; Key processes: socialising, comparing, turn-taking, clarifying] - Elaboration 1</p> <p>(C 2) Engage in different processes of collaborative learning, including planning, problem-solving, task completion and evaluation [Key concepts: design, communication, reflection; Key processes: collaborating, designing, creating, presenting, problem-solving, reflecting] - Elaboration 2</p> <p>(C 3) Participate in extended interactions by explaining and clarifying answers, responding to others’ contributions, asking follow-up questions and observing protocols in and beyond the classroom [Key concepts: interaction, signing space, discussion, context, environment, protocols; Key processes: responding, commenting, adjusting, contextualising] - Elaboration 3</p> <p>Informing</p> <p>(C 4) Collate and analyse information accessed through a variety of signed texts to present an overview or develop a position on issues or interests [Key concepts: perspective, representation; Key processes: collating, analysing, researching, interviewing, evaluating, surveying] - Elaboration 4</p> <p>(C 5) Present information on different events or experiences to inform, report, promote, instruct or invite action [Key concepts: action, experience; Key processes: instructing, reporting, persuading, inviting] - Elaboration 5</p> <p>Creating</p> <p>(C 6) Interpret different types of texts that involve the expression of feelings or experiences and the representation of imagined people, places and scenarios, sharing and comparing their responses to different elements [Key concepts: expression, manner, metaphorical iconicity; Key processes: comparing, evaluating, describing, exploring, profiling] - Elaboration 6</p> <p>(C 7) Create and present entertaining individual or collaborative texts that reflect real or imagined people, places or experiences [Key concepts: improvisation, diorama, role-play, theme; Key processes: creating, improvising, collaborating, re-creating, role-playing] - Elaboration 7</p> <p>Translating</p> <p>(C 8) Translate and interpret less familiar short texts and compare their translations to those of their classmates, considering why there might be differences in interpretation and how language reflects elements of culture and experience [Key concepts: equivalence, meaning, interpretation, culture, ethics; Key processes: translating, interpreting, comparing, paraphrasing, summarising] - Elaboration 8</p> <p>(C 9) Create bilingual texts to use in the wider school community, identifying words/signs or expressions that carry specific cultural meaning in either language [Key concepts: equivalence, bilingualism; Key processes: captioning, creating] - Elaboration 9</p> <p>Identity</p> <p>(C 10) Consider their own and each other’s cultural experiences and ways of expressing identity and reflect on the role of Auslan in building and expressing identity for Deaf people [Key concepts: identity, perspective, belonging, wellbeing; Key processes: reflecting, comparing, describing, discussing, investigating, analysing] - Elaboration 10</p> <p>Reflecting</p> <p>(C 11) Reflect on their intercultural interactions and experiences, for example by considering their responses when engaging with Auslan users or digital resources, and on how these responses reflect their own languages and cultures [Key concepts: intercultural experience, ways of knowing and being, discrimination; Key processes: comparing, analysing, explaining, reflecting, exploring] - Elaboration 11</p>	<p>Systems of language</p> <p>(U 1) Identify different types of non-manual features and characteristics of signs, including iconicity, and explore the use of software to transcribe and annotate signed texts [Key concepts: iconicity, annotation, transcription; Key processes: identifying, classifying, glossing, annotating, transcribing] - Elaboration 1</p> <p>(U 2) Develop knowledge of additional elements of the Auslan grammatical system, analysing indicating verbs, depicting signs and constructed action [Key concepts: grammatical use of space, depicting signs; Key processes: understanding, distinguishing, analysing] - Elaboration 2</p> <p>(U 3) Understand and control additional elements of Auslan grammar, such as the use of non-manual features for negation or conditional forms, and understand how signers use constructed action and depicting signs in composite utterances [Key concepts: clause types and their NMFs, composite utterances; Key processes: recognising, analysing] - Elaboration 3</p> <p>(U 4) Expand understanding of grammatical features and cohesive devices used in a range of personal, informative and imaginative texts designed to suit different audiences, contexts and purposes [Key concepts: text purpose, choice, coherence; Key processes: identifying, applying, analysing] - Elaboration 4</p> <p>Language variation and change</p> <p>(U 5) Understand that Auslan has evolved and developed through different periods of influence and cultural and societal change [Key concepts: change, evolution, contact, technology; Key processes: identifying, recognising, researching] - Elaboration 5</p> <p>Language awareness</p> <p>(U 6) Understand historical and contemporary factors that impact on awareness, support and use of Auslan and its vitality in contemporary Australia, comparing it with that of other signed languages around the world [Key concepts: influence, transmission evolution, endangerment; Key processes: researching, investigating, exploring, describing, analysing, comparing] - Elaboration 6</p> <p>Role of language and culture</p> <p>(U 7) Reflect on how language use is influenced by communities’ world views and sense of identity and on how language and culture influence each other [Key concepts: culture, knowledge, value, transmission; Key processes: explaining, reflecting, exploring, analysing, comparing] - Elaboration 7</p>

AUSLAN IN AUSTRALIAN CURRICULUM - FOCUS ON A SPECIFIC BAND BY COLOUR
SECOND LANGUAGE LEARNER PATHWAY - YEARS F-10 SEQUENCE - YEARS 9 AND 10

BAND DESCRIPTION	ACHIEVEMENT STANDARDS (AS)	CONTENT DESCRIPTORS	
		COMMUNICATING (C)	UNDERSTANDING (U)
<p>The nature of the learners This stage of learning coincides with social, physical and cognitive changes associated with adolescence. Increased cognitive maturity enables learners to work more deductively with language and culture systems, to apply more intentional learning strategies and to reflect productively on their learning. Motivation and engagement with language learning and use are influenced by peer-group dynamics, personal interests and values, and issues related to self-concept. The role of language is central to this process and is reflected in the degree to which learners define themselves as members of language communities, how they position themselves in relation to peer groups, and choices they make in relation to linguistic and social practices. These processes are fluid and context-responsive and impact on learners' engagement with Auslan and English language learning. Learners at this level are increasingly aware of the world beyond their own and are engaging with youth, social and environmental issues. They are considering their future pathways and choices, including how Auslan could be part of these. They require guidance in their learning, but are increasingly autonomous and capable of independent reflection and analysis, including of their intercultural experience of learning Auslan.</p> <p>Auslan learning and use Learners engage with a range of texts in Auslan. They participate individually and in groups in tasks and learning experiences, such as explaining or justifying positions, elaborating opinions, and giving and receiving multistep instructions. They create signed narratives and summarise and critically examine viewed texts. They participate in presentations, conversations, narration and interviews, sometimes with preparation and sometimes spontaneously. Learners acquire skills in analysing and translating increasingly complex texts.</p> <p>Contexts of interaction Learners interact with teachers and peers and members of the Deaf community in real-life situations or via online technologies. They may also encounter Auslan in the wider community, such as in the media, at film festivals or community events, or via interactions with guest speakers.</p> <p>Texts and resources Learners use a wide range of texts designed for language learning, such as teacher-generated materials and online resources, and their learning is enriched by exposure to a range of authentic texts from the Deaf community, such as websites, films or stories.</p> <p>Features of Auslan use Learners extend their grammatical knowledge and metalanguage while beginning to explore more nuanced features of Auslan. They use strategies to initiate and sustain conversations, using more elaborate sentence structures such as embedding clauses. They can identify and describe some metaphorical iconicity. They can create more detailed narratives with appropriate use of non-manual features (NMFs) to express characters and perspectives, understanding and using both character and observer space. They consider connections between language and culture, and make comparisons with their own language and culture. They consider language variation, for example through exposure to other dialects in the BANZSL family.</p> <p>Level of support While learners are increasingly autonomous during communicative interactions, continued support such as provision of rich language input and modelled language is needed to consolidate and sustain language development. The teacher provides implicit and explicit modelling and scaffolding in relation to meaningful language use in a range of contexts, situations and learning experiences, and explicit instruction and explanation in relation to complex structures, grammatical functions and abstract concepts and vocabulary. Provision of opportunities to discuss, clarify, rehearse and apply their knowledge is critical in consolidating knowledge and skills and developing autonomy. Learners are encouraged to self-monitor, for example, by keeping records of feedback, through peer support and self-review. They are increasingly aware of and responsible for their own learning, working independently to address their needs, for example by accessing technologies to memorise, learn and expand their language repertoire. They continue to access Signbank and use graphic organisers, modelled texts, dictionaries and teacher feedback to interpret and create texts. They keep records of their learning, for example through creating video journals or folios, using these to record and reflect on their language learning and intercultural experiences.</p> <p>The role of English Learners and teachers use Auslan as the primary medium of interaction in language-oriented and an increasing amount of content-oriented learning experiences. English provides a basis for linguistic and cultural comparison. English is also the medium used for expressing experiences, abstract ideas and personal views at a level beyond learners' Auslan capabilities, such as justifying a position on a social issue or exploring linguistic and cultural practices. English may be used with Auslan to conduct research projects, such as investigating social issues or cultural practices, when source materials in Auslan are unavailable. It is also used in translating, and in bilingual communication. Learners are supported to reflect on the different roles English and Auslan play in their academic work and in their conceptual development.</p>	<p>(AS 1) By the end of Year 10, students use Auslan to build relationships and to initiate, sustain and extend interactions with teachers, peers and contacts in the wider community.</p> <p>(AS 2) They engage in debate and discuss aspirations and social issues, explaining and justifying positions and elaborating opinions using expressions such as NEVER THOUGHT YEAH-RIGHT.</p> <p>(AS 3) Students use strategies to support discussion, such as self-correction, rephrasing or elaborating if not understood.</p> <p>(AS 4) They use smooth and fluent fingerspelling.</p> <p>(AS 5) They use spontaneous language to participate in activities and learning experiences that involve collaborating, planning, organising, negotiating and taking action.</p> <p>(AS 6) They use modal verbs and non-manual features (NMFs) to express possibility, obligation and ability, such as PRO1 MAYBE SEE THAT MOVIE or PRETEND PRO2 DEAF....</p> <p>(AS 7) Students use culturally appropriate norms, skills and protocols when engaging with and learning from Deaf people and the Deaf community, for example, waiting to be introduced to new people and knowing how to introduce themselves as second language Auslan learners.</p> <p>(AS 8) They analyse, synthesise and evaluate information from a range of signed sources, summarising key ideas and specified points of information.</p> <p>(AS 9) They predict the meaning of unfamiliar signs and expressions from context and their knowledge of depicting conventions.</p> <p>(AS 10) They compare responses to creative texts such as Deaf poetry, Deaf art and signed narratives.</p> <p>(AS 11) Students demonstrate understanding of Auslan and Deaf culture, for example by preparing and delivering presentations or signed narratives on social and cultural issues, community initiatives and lifestyles.</p> <p>(AS 12) They build cohesion and complexity in texts by using fully-lexical connectives such as IF, THEN and/or NMFs to link clauses.</p> <p>(AS 13) They use constructed action (CA) to show different points of view.</p> <p>(AS 14) Students demonstrate culturally appropriate and ethical behaviour when interpreting and translating texts and consider potential consequences of inaccurate interpreting.</p> <p>(AS 15) They describe how they feel and behave when communicating in a visual world, for example by discussing how the experience fits with their sense of self.</p> <p>(AS 16) They reflect on the role of Auslan in connecting and building Deaf identity.</p> <p>(AS 17) Students recognise and explain different ways that signers represent signing space, such as character or observer space.</p> <p>(AS 18) They understand and use depicting signs and CA in complex ways to create composite utterances.</p> <p>(AS 19) They investigate variation in the use of Auslan, explaining influences such as geographical location, social groupings and history, educational experience, the age of learners, family background and degree of contact with Signed English or other languages.</p> <p>(AS 20) They make comparisons between the ecologies of Auslan and those of signed languages in other countries, taking account of issues such as languages policy and rights, advocacy, language reform and language vitality.</p> <p>(AS 21) They identify factors that help to maintain and strengthen the use of Auslan, such as intergenerational contact and bilingual school programs.</p> <p>(AS 22) Students know that Auslan plays an important role in the expression and maintenance of Deaf culture and in assuring the rights of every deaf person.</p>	<p>Socialising (C 1) Interact with peers at school and contacts in the wider community to build relationships, engage in debate and to discuss aspirations or social issues [Key concepts: discussion, relationship, aspiration, convention; Key processes: discussing, explaining, justifying, elaborating, contextualising] - Elaboration 1</p> <p>(C 2) Engage in activities that involve interactions, transactions, negotiations and management of different opinions and social/cultural behaviours [Key concepts: perspective, culture, diversity, identity, action, transaction; Key processes: making choices, negotiating, planning, promoting, transacting] (ACLASFC200 - Scootle) - Elaboration 2</p> <p>(C 3) Interact with peers and others in and out of the classroom through reflection, discussion and participation in shared experiences [Key concepts: ideas, action, effect, discussion, culture; Key processes: making connections, reflecting, elaborating] - Elaboration 3</p> <p>Informing (C 4) Investigate, synthesise and evaluate information from a range of perspectives and signed sources, identifying how culture and context affect how information is presented [Key concepts: perspective, culture, context, debate; Key processes: investigating, synthesising, evaluating, summarising] - Elaboration 4</p> <p>(C 5) Contribute to presentations, reports, reviews, discussions and debates that focus on selected social and cultural issues [Key concepts: social and cultural issues, influence; Key processes: creating, persuading, explaining, contributing] - Elaboration 5</p> <p>Creating (C 6) Respond to different types of imaginative and creative texts that invite consideration of values, themes and ideas and involve different modes of expression [Key concepts: Deaf experience, expression, cultural values, effect, emotion; Key processes: analysing, evaluating, profiling] - Elaboration 6</p> <p>(C 7) Creating a variety of imaginative and expressive texts that draw from elements of their own life experience or of their experience as Auslan learners [Key concepts: improvisation, stimulus, performance, humour, tension, interpretation; Key processes: improvising, performing, role-playing, creating, interpreting] - Elaboration 7</p> <p>Translating (C 8) Consider the dynamic nature of translating and interpreting and the role of culture when transferring meaning from one language to another [Key concepts: equivalence, representation, meaning, interpretation, ethics, culture; Key processes: translating, interpreting, comparing, explaining, analysing] - Elaboration 8</p> <p>(C 9) Create glossaries and classifications in English to interpret cultural aspects of Auslan texts [Key concepts: bilingualism, interpretation; Key processes: recording, creating, captioning] - Elaboration 9</p> <p>Identity (C 10) Recognise the complex and multifaceted nature of identity and how exploration of cultural identity in relation to a different language can provide insights and different perspectives to a first culture and language [Key concepts: identity, gender, culture, perspective, difference, representation; Key processes: analysing, reflecting, viewing, evaluating, comparing, describing, discussing, creating] - Elaboration 10</p> <p>Reflecting (C 11) Reflect on the experience of learning and using Auslan, considering how intercultural communication involves shared responsibility for making meaning [Key concepts: intercultural communication, perspective, insight, self-reflection, making meaning, discrimination, audism; Key processes: comparing, analysing, explaining, reflecting] - Elaboration 11</p>	<p>Systems of language (U 1) Understand the perceptual and articulatory reasons for the structure of signs, consider limitations of glossing and explore how video annotation software can improve transcription [Key concepts: iconicity, metaphor, annotation; Key processes: noticing, recognising, distinguishing, glossing, transcribing, annotating, analysing] - Elaboration 1</p> <p>(U 2) Understand and use signing space, including making distinctions between character and observer space for constructing different types of texts [Key concepts: character and observer space, depicting signs, constructed action; Key processes: contrasting, analysing] - Elaboration 2</p> <p>(U 3) Understand and describe complex grammatical structures combining depicting signs, constructed action and various clauses for a range of language functions, such as interaction, narration or description [Key concepts: clause structure, clause conjunctions, reference; Key processes: applying, noticing] - Elaboration 3</p> <p>(U 4) Explore the relationship between particular text types, audience, purpose and context and analyse language features used by signers to create cohesion and achieve the purpose of the text [Key concepts: audience, choice, conventions, cohesion; Key process: analysing, identifying, explaining] - Elaboration 4</p> <p>Language variation and change (U 5) Investigate and analyse the nature of and community attitudes to variation in the use of Auslan [Key concepts: standardisation, contact, evolution, flexibility, variability; Key processes: recognising, investigating, researching, analysing, considering] - Elaboration 5</p> <p>Language awareness (U 6) Investigate and compare the nature and status of Auslan and other signed languages, considering issues such as language and education policies, language rights, representation and processes of language preservation and language building [Key concepts: policy, rights, representation, status, expansion; Key processes: researching, comparing, investigating, analysing, explaining] - Elaboration 6</p> <p>Role of language and culture (U 7) Understand that Auslan and Deaf culture are interrelated, that they shape and are shaped by each other and that their relationship changes over time and across contexts [Key concepts: knowledge, value, transmission; Key processes: reflecting, exploring, analysing, comparing] - Elaboration 7</p>

AUSLAN IN AUSTRALIAN CURRICULUM - FOCUS ON A SPECIFIC BAND BY COLOUR COLOUR

SECOND LANGUAGE LEARNER PATHWAY – YEARS 7–10 (YEAR 7 ENTRY) SEQUENCE - YEARS 7 AND 8 ★

BAND DESCRIPTION	ACHIEVEMENT STANDARDS (AS)	CONTENT DESCRIPTORS	
		COMMUNICATING (C)	UNDERSTANDING (U)
<p>The nature of the learners</p> <p>Learners are beginning their study of Auslan and typically have had little prior exposure to the language or to the Deaf community. Many will have learnt an additional language in primary school, and some have proficiency in different home languages, and consequently bring existing language learning strategies and intercultural awareness to the new experience of learning Auslan.</p> <p>Skills in analysing, comparing and reflecting on language and culture in both English and Auslan are mutually supportive. The transition to secondary schooling involves social and academic demands that coincide with a period of maturational and physical change. Learners are adjusting to a new school culture with sharper divisions between curriculum areas. They may need encouragement to take risks in learning a new language at this stage of social development; and to consider how the experience impacts on the sense of ‘norms’ associated with their first language and culture.</p> <p>Auslan learning and use</p> <p>Learners are encouraged to watch and sign Auslan in a range of interactions with the teacher and with each other. They use the language for interactions and transactions, for practising language forms, for developing cultural knowledge and for intercultural exchange. Rich and varied language input characterises this first level of learning, supported by the use of gestures, vocal and facial expression and concrete materials. Learners respond with a mix of Auslan and conventional and unconventional gestures and fingerspelling, as they use all available resources to make meaning and to express themselves.</p> <p>Learners in this band engage in a range of activities in Auslan and share ideas about the language. They use well-known phrases in Auslan to participate in classroom routines, presentations and structured conversations with their teacher and their peers.</p> <p>They build vocabulary for thinking and talking about school and personal topics. Language used in routine activities is re-used and reinforced from lesson to lesson in different situations, making connections between what has been learnt and what is to be learnt. Learners follow instructions, watch stories and participate in creating short texts on topics relevant to their interests and enjoyment, such as family, friends, favourite activities or food. They recount experiences, interact with visitors, follow directions, negotiate roles in a group and retell important information.</p> <p>As they adjust language use to suit different purposes, contexts and situations, learners notice how culture shapes language. They work collaboratively and independently. They focus on the different systems that structure language use, such as sign modification, clause and text structure, and vocabulary, and reflect on their experience as Auslan learners and users. They gradually build a vocabulary and grammatical base that allows them to compose and present different kinds of simple texts.</p> <p>Contexts of interaction</p> <p>The Auslan classroom and interactions with deaf peers or adults in their school or local environment are the primary contexts for language and culture experiences. Learners also have some access to the wider Deaf community and to various resources through virtual and digital technology. The familiarity and routine dimension of the classroom context provide scaffolding and opportunities for language practice and experimentation. Language development and use are incorporated into structured collaborative and interactive learning experiences, games and activities.</p> <p>Texts and resources</p> <p>Learners work with a range of published texts designed for language learning, such as videos or websites, as well as teacher-generated materials. Authentic texts from different sources provide opportunities for discussion and analysis of the relationship between communication and culture. Learners become familiar with ways of recording Auslan, through either film, photos of signs, line drawings of signs or simple symbols.</p> <p>Features of Auslan use</p> <p>Learners in Years 7 and 8 are able to produce all handshapes, movements and locations of single signs. They can independently produce simple positive and negative statements with some time marking, and use plain verbs, indicating verbs modified for present referents and simple and familiar depicting verbs. They describe familiar objects, animals or people using lexical adjectives and some SASS depicting signs. They depict the movement of people, animals and means of transport, using an appropriate classifier handshape in a depicting sign. They explore the expression of emotions through NMFs, and begin to use NMFs for grammatical purposes in modelled language. They use simple constructed action and handling depicting signs to show the characteristics and actions of an animal or a person. They learn that verbs can be modified spatially to express relationships with participants, and that space is used meaningfully in Auslan.</p> <p>As learners learn to adjust their language to suit different purposes and situations, they begin to understand how culture shapes language use. They compare how they feel when they use different languages and how they view different languages and people who use them. This introduction to the meta dimension of intercultural learning develops the ability to ‘decentre’, to consider different perspectives and ways of being and to become aware of themselves as communicators and cultural participants.</p> <p>Level of support</p> <p>Learning at this level is supported by rich and varied language input and by the provision of experiences that are challenging but achievable. Support includes scaffolding, modelling and monitoring; frequent revision; and explicit instruction, description, and comparison of Auslan and English. Teachers model language use and examples of texts, and provide feedback and review student work to support the interactive process of learning. Learning experiences incorporate implicit and explicit form-focused language learning activities and examples of texts and tasks. Learners are given support and opportunities to practise using dictionaries, especially Signbank, and to access word charts, vocabulary lists and examples when translating and creating texts. Support is also provided through visual and tactile materials, such as pictures, objects and charts, and through the use of conventional gestures. Learners rely on modelled language and scaffolded tasks to create their own texts, for example, choosing signs to complete sentences or using pictures to sequence a story that has been told to them.</p> <p>The role of English</p> <p>Learners are encouraged to use Auslan whenever possible, with the teacher providing rich and supported language input. Auslan is used for classroom routines and language learning tasks and may be used as the language of instruction for learning content of other learning areas. The language of response varies according to task demands, with Auslan used primarily for communicating in structured and supported tasks. English is used as a medium of instruction and for explanation and discussion, or in areas from the Understanding strand. This allows learners to talk about differences and similarities they notice between Auslan and their first language(s) and culture(s), to ask questions about language and culture, to consider how they feel when they see or use Auslan and how they view different languages and the people who speak them. This introduction to the meta dimension of intercultural learning develops the ability to consider different perspectives and ways of being. English may also be used to research cultural issues where the source text is not available in Auslan.</p>	<p>(AS 1) By the end of Year 8, students use Auslan to share information, experiences, interests, thoughts and feelings about their personal and immediate worlds.</p> <p>(AS 2) They use modelled constructions, ask for repetition or clarification, such as please slow sign, and use strategies such as fingerspelling to replace unknown signs to support continued interaction.</p> <p>(AS 3) They use lexical signs, gestures and affective non-manual features (NMFs) to indicate understanding, interest or lack of interest, for example, AGREE YES or PRO1 AGREE or PRO1 KNOW WHAT MEAN, BUT....</p> <p>(AS 4) They ask and respond to familiar questions and directions and distinguish between statements and questions using grammatical NMFs.</p> <p>(AS 5) Students use familiar language to collaboratively plan and conduct shared events or activities, such as presentations, demonstrations or transactions, for example, PRO2 TYPE PRO1 WRITE.</p> <p>(AS 6) They describe people, animals and objects using lexical adjectives and familiar SASS depicting signs and appropriate classifier handshapes, for example, POSS1 MATH TEACHER TALL DS:long-wavy-hair or SCHOOL UNIFORM HAVE DS:long-thin-tie.</p> <p>(AS 7) They compare routines, interests and leisure activities, using signs for timing and frequency, simple depicting verbs for showing location, and appropriate sequencing.</p> <p>(AS 8) They use culturally appropriate protocols when communicating, such as maintaining eye contact, responding to and gaining attention by waving or tapping a shoulder or table, flashing lights, back-channelling and voice-off.</p> <p>(AS 9) Students locate specific information in a range of signed texts, such as weather reports, public announcements and presentations by visitors, using visual and contextual clues to help make meaning.</p> <p>(AS 10) They summarise and retell key points of information in correct sequence using list buoys.</p> <p>(AS 11) They plan, rehearse and deliver short presentations, taking into account context, purpose and audience and using familiar signs and visual supports, such as photos and props, and cohesive and sequencing devices.</p> <p>(AS 12) Students view and respond to short imaginative and expressive texts, such as short stories, poems and Deaf performances, for example by identifying and discussing ideas, characters and events.</p> <p>(AS 13) They create their own simple imaginative texts and retell wordless animations using familiar signs, gestures, modelled clause structures, high-frequency signs, modifying NMFs and lexical signs to indicate manner.</p> <p>(AS 14) They translate and interpret short texts using Signbank, and give examples of how languages do not always translate directly.</p> <p>(AS 15) They create bilingual texts and resources for the classroom, for example, glossaries and captions for their own and each other’s short stories.</p> <p>(AS 16) They explain the importance of facial expression, eye gaze and other NMFs in a visual-gestural language and culture, and reflect on their own cultural identity and ways of communicating in light of their experience of learning Auslan.</p> <p>(AS 17) Students know that Auslan is a legitimate language, different from mime and gestures used in spoken languages, and that eye contact is necessary for effective communication.</p> <p>(AS 18) They know that meaning is communicated visually through the use of signs, NMFs and gestures and can be expressed through whole signs or fingerspelling.</p> <p>(AS 19) They identify and describe the handshapes, movements and locations of signs.</p> <p>(AS 20) They distinguish between entity, handling or SASS depicting signs by looking at what the handshape and movement represent in each type and know that spatial relationships are typically expressed with entity DSs.</p> <p>(AS 21) They know that signs can be displaced in space for a range of purposes, such as to show locations or show the participants in a verb. They know that signing involves telling, depicting or enacting.</p> <p>(AS 22) They identify iconic signs and discuss how these match their referent, such as HOUSE, TREE, DRINK.</p> <p>(AS 23) They know that the function of constructed action is to represent the words, thoughts or actions of themselves or others.</p> <p>(AS 24) They use metalanguage to talk about Auslan, for example using terms such as depicting signs, indicating verbs, non-manual features, handshapes, pointing signs and clauses.</p> <p>(AS 25) Students recognise variation in the use of Auslan, such as regional dialects and differences in signing space.</p> <p>(AS 26) They understand different ways that English words are borrowed into Auslan and how these become lexicalised.</p> <p>(AS 27) They explore the influence on Auslan of other signed languages, such as BSL, ISL and ASL, as well as English over different periods of time and in different domains of language use, and consider reasons for these influences.</p> <p>(AS 28) They identify different ways that Deaf community members communicate with each other and with members of the wider hearing community, describing how different forms of digital communication such as social media, SMS/texting and NRS have improved accessibility for the Deaf community and contribute to the vitality of the language.</p> <p>(AS 29) Students recognise that Auslan has been transmitted across generations and describe ways it has been documented and recorded.</p> <p>(AS 30) They reflect on ways that culture is differently interpreted by others, for example by identifying how stereotypes about deaf and hearing people influence perceptions; and they understand that the most unifying factor of the Deaf community is the use of Auslan.</p>	<p>Socialising</p> <p>(C 1) Interact with peers and teachers to exchange information about self, family, friends and interests and to express feelings and preferences [Key concepts: self, family, friends, interests, preferences, feelings; Key processes: interacting, describing, comparing, stating, explaining] - Elaboration 1</p> <p>(C 2) Collaborate with peers to plan and conduct shared events or activities such as presentations, demonstrations or transactions [Key concepts: participation, collaboration, negotiation; Key processes: participating, organising, reviewing, transacting] - Elaboration 2</p> <p>(C 3) Communicate appropriately and clearly with the teaching team and peers using appropriate Auslan protocols for classroom interaction [Key concepts: protocol, attention, instruction; Key processes: responding, gaining attention, back-channelling, agreeing/disagreeing] - Elaboration 3</p> <p>Informing</p> <p>(C 4) Identify gist and some points of factual information from a range of signed texts about familiar topics and use the information in new ways [Key concepts: information, data, summary, procedure; Key processes: gathering information, summarising, sequencing, identifying] - Elaboration 4</p> <p>(C 5) Present and explain factual information about a range of topics of interest [Key concepts: routine, report, explanation, procedure; Key processes: describing, reporting, signing, instructing] - Elaboration 5</p> <p>Creating</p> <p>(C 6) Engage with different types of creative texts, identifying and discussing ideas, characters, events and personal responses [Key concepts: imagination, play, character, performance, visual text, representation; Key processes: viewing, responding, participating, comparing, shadowing, mimicking] - Elaboration 6</p> <p>(C 7) Express imaginative ideas and visual thinking through the use of familiar modelled signs, mime, gestures, drawing and visual supports, with a focus on emotions, appearance and actions [Key concepts: game, animation, creativity, emotion; Key processes: depicting, collaborating, creating, re-enacting, reinterpreting] - Elaboration 7</p> <p>Translating</p> <p>(C 8) Translate and interpret short texts from Auslan to English and vice versa, noticing which concepts translate easily and which do not [Key concepts: equivalence, meaning, interpretation, translation; Key processes: translating, interpreting, identifying, comparing, paraphrasing, summarising] - Elaboration 8</p> <p>(C 9) Create bilingual texts and learning resources to use in the classroom [Key concepts: translation, meaning, transcription, bilingualism; Key processes: translating, captioning, recording, creating] - Elaboration 9</p> <p>Identity</p> <p>(C 10) Demonstrate understanding of the nature of identity in relation to themselves, the Deaf community and the wider hearing community [Key concepts: identity, community, similarity, difference; Key processes: comparing, identifying, viewing, exploring, discussing, surveying, analysing] - Elaboration 10</p> <p>Reflecting</p> <p>(C 11) Reflect on ways in which Auslan and associated communicative and cultural behaviours are similar to or different from their own language(s) and forms of cultural expression [Key concepts: language, culture, similarity, difference, communication; Key processes: describing, discussing, examining, reflecting, noticing] - Elaboration 11</p>	<p>Systems of language</p> <p>(U 1) Identify and describe all elements of sign production, including handshape and its orientation, movement, location and non-manual features, and look at the link between signs and their referents in terms of iconicity [Key concepts: handshape, orientation, movement, location, hand dominance, iconicity; Key processes: identifying, noticing, recognising, comparing, understanding] - Elaboration 1</p> <p>(U 2) Recognise and restrict signing to the standard signing space, and understand that pronouns, depicting signs and verbs can be located meaningfully in that space to show participants in a process [Key concepts: signing space, pointing, verb modification to show who, depicting signs; Key processes: noticing, identifying, recognising, describing, comparing, distinguishing] - Elaboration 2</p> <p>(U 3) Recognise and use elements of clause structure, such as noun groups/phrases or verb groups/phrases and using conjunctions to join clauses [Key concepts: sign class, noun and verb groups, conjunctions, clauses, sign order; Key processes: recognising, observing, distinguishing, understanding] - Elaboration 3</p> <p>(U 4) Recognise similarities and differences in language features of different types of texts and in Auslan and English texts of a similar type, and notice how texts build cohesion [Key concepts: text, textual features, referent tracking; Key processes: recognising, identifying, analysing] - Elaboration 4</p> <p>Language variation and change</p> <p>(U 5) Explore different dimensions of variation in the structure, development and use of Auslan, including how it has been influenced by English and other signed languages [Key concepts: language variation, influence, word-borrowing, change; Key processes: exploring, identifying, classifying, describing] - Elaboration 5</p> <p>Language awareness</p> <p>(U 6) Develop awareness of the sociocultural context, nature and status of Auslan and of the Deaf community in multilingual Australia [Key concepts: communication, accessibility, transmission; Key processes: identifying, investigating, discussing, understanding] - Elaboration 6</p> <p>Role of language and culture</p> <p>(U 7) Explore connections between language, identity and cultural practices, values and beliefs and the expression of these connections in Auslan [Key concepts: language, culture, identity, difference, transmission; Key processes: recognising, appreciating, exploring, understanding, identifying] - Elaboration 7</p>

AUSLAN IN AUSTRALIAN CURRICULUM - FOCUS ON A SPECIFIC BAND BY COLOUR
SECOND LANGUAGE LEARNER PATHWAY – YEARS 7–10 (YEAR 7 ENTRY) SEQUENCE - YEARS 9 AND 10 ★

BAND DESCRIPTION	ACHIEVEMENT STANDARDS (AS)	CONTENT DESCRIPTORS	
		COMMUNICATING (C)	UNDERSTANDING (U)
<p>The nature of the learners Learners enter this band with prior experience of Auslan. They bring a range of existing capabilities, strategies and knowledge that can be applied to new learning. This stage of learning coincides with social, physical and cognitive changes associated with adolescence. Increased cognitive maturity enables learners to work more deductively with language and culture systems, to apply more intentional learning strategies and to reflect productively on their learning. Motivation and engagement with language learning and use are influenced by peer-group dynamics, personal interests and values, and issues related to self-concept. The role of language is central to this process and is reflected in the degree to which learners define themselves as members of language communities, how they position themselves in relation to peer groups, and choices they make in relation to linguistic and social practices. These processes are fluid and context responsive and impact on learners’ engagement with both Auslan and English language learning. Learners at this level are increasingly aware of the world beyond their own and are engaging with youth, social and environmental issues. They are considering their future pathways and choices, including how Auslan could be part of these. They require continued guidance in learning Auslan, but are increasingly independent and capable of analysis and reflection, including in relation to Auslan and to intercultural experience.</p> <p>Auslan learning and use Learners use Auslan to compare and contrast, to sign instructions, problem-solve, make announcements, persuade, and recount experiences in increasing detail. They engage with a range of Auslan texts, and express feelings and emotions creatively in the language. They participate individually and in groups in tasks and learning experiences, explaining or justifying positions, elaborating opinions, and giving and receiving multistep instructions. They create their own signed narratives, and summarise and critically examine viewed texts.</p> <p>Learners are extending their grammatical knowledge, such as understanding how language structures and features are used intentionally in texts. They use more elaborate sentence structures, including conjoining clauses, and increasingly build cohesion in their texts by setting up and maintaining referents in signing space. Learners explore metaphorical iconicity and begin to use constructed action to represent multiple characters in narratives. They are increasingly aware of connections between language and culture, comparing them to experiences in their own language(s) and culture(s). They are learning to reflect on their own language and culture and on how identity impacts on intercultural experience.</p> <p>Contexts of interaction Learners interact with teachers, peers and members of the Deaf community, in real life or via online technologies. They also encounter Auslan in the wider community, such as in the media, at film festivals or community events or via guest speakers.</p> <p>Texts and resources Learners engage with a range of increasingly complex live and digital signed texts designed for in-school learning of Auslan. They also work with different types of authentic texts created for deaf people, such as websites, which provide opportunities to extend understanding of language and culture. Texts come from a range of domains or genres, such as oral histories, community announcements, vlogs and stories; and they serve a variety of purposes, such as informative, transactional, communicative, imaginative and expressive. Learners also access texts from other signed languages that make extensive use of the ‘visual vernacular’. The Deaf community is the most important resource for learning, as it is the origin of most of the texts and communicative situations engaged with by learners.</p> <p>Features of Auslan use Learners at this stage are increasingly aware of differences between Auslan and English. They are expanding their knowledge of vocabulary and sentence construction. With support, they use constructed action to show participants in a text, modify indicating verbs for non-present referents with increasing accuracy across a text, and use more complex entity depicting signs. They are learning to use NMFs to mark manner on verbs or to express negation. They use appropriate strategies to initiate and sustain conversations, and use more elaborate sentence structures, such as embedding clauses. Learners create richer texts, switching between viewer and diagrammatic space to show different perspectives of the same event. They also develop metalanguage for describing aspects of Auslan and how it is structured. They consider connections between language and culture and make comparisons with their own language(s) and culture(s). They consider language variation, for example by experiencing other dialects in the BANZSL family. They develop understanding of the nature of translation and interpretation, noticing the relationship between language, texts and culture. A balance is maintained between activities that focus on language forms and structures and those that involve communicative tasks, performances and experiences. Task characteristics and conditions are more complex and challenging; they involve collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources.</p> <p>Level of support While learners are increasingly less reliant on the teacher for support during communicative interactions, continued support, such as provision of rich language input and modelled language use, is needed to consolidate and sustain language development. The teacher provides implicit and explicit modelling and scaffolding in relation to meaningful language use in a range of contexts, situations and learning experiences, and explicit instruction and explanation in relation to complex structures, grammatical functions and abstract concepts and vocabulary. Provision of opportunities to discuss, clarify, rehearse and apply knowledge is critical in consolidating understanding and skills and in developing autonomy. Learners are encouraged to self-monitor, for example, by keeping records of feedback, through peer support and self-review. They are increasingly aware of and responsible for their own learning, working independently to address their needs, for example by accessing technologies to memorise, learn and expand their language repertoire. They continue to use Signbank, graphic organisers, modelled texts, dictionaries and teacher feedback to interpret and create texts, and may keep records of their learning through means such as a video journal or folio to reflect on their language learning and intercultural experience.</p> <p>The role of English Learners and teachers use Auslan as the primary medium of interaction in language-oriented and an increasing number of content-oriented learning experiences. English provides a basis for linguistic and cultural comparison. English is also the medium for expressing experiences, abstract ideas and personal views at a level beyond learners’ level of Auslan, for example when justifying a position on a social issue or exploring linguistic and cultural practices. English may be used with Auslan to conduct research, for example when investigating a social issue or cultural practice if a source text in Auslan cannot be found. It is also used in translating and in communicating bilingually. Learners are supported to reflect on the different roles that English and Auslan play in their academic work and in their conceptual development.</p>	<p>(AS 1) By the end of Year 10, students interact with peers, teachers and others using Auslan to communicate about personal interests and broader issues relating to the Deaf community.</p> <p>(AS 2) They participate in class discussions, explaining and clarifying positions, asking follow-up questions, using non-manual features for topicalisation or negation and responding to each other’s comments, for example IF DS:place-person DEAF TEACHER MEANS DEAF HEARING STUDENT EQUAL-all.</p> <p>(AS 3) They initiate and sustain interactions; ask for repetition, clarification or confirmation; use more elaborate sentence structures, such as embedding clauses; and use discourse markers such as SURPRISE, INCREDIBLE, WOW or UM.</p> <p>(AS 4) They engage in different processes of collaborative learning, including planning, negotiating and problem-solving, using familiar and some spontaneous language.</p> <p>(AS 5) They follow protocols when interacting with each other or with interpreters or Deaf visitors to the classroom, for example by interrupting conversations appropriately, waiting for eye gaze or for the signer to finish, or by providing context for a new participant joining a conversation.</p> <p>(AS 6) Students locate, interpret and analyse information from a variety of signed texts, such as announcements, news reports and vlogs, using context and knowledge of depicting conventions to work out unfamiliar meaning.</p> <p>(AS 7) They demonstrate understanding by paraphrasing, summarising and explaining main ideas, key themes or sequences of events.</p> <p>(AS 8) They interpret different types of creative and imaginative texts, such as Deaf performances or different expressive art forms, describing and comparing their responses.</p> <p>(AS 9) They plan, draft and present informative and imaginative texts, linking and sequencing ideas using conjunctions such as BUT or IF... THEN... as well as joining clauses with NMFs to build cohesion and to extend clauses.</p> <p>(AS 10) With support, they use constructed action (CA) to portray characters in a narrative, modify indicating verbs for non-present referents with increasing accuracy across a text, for example PRO1 ASK-her and use more complex entity depicting signs, for example DS(point):man-walks-slowly.</p> <p>(AS 11) They translate and interpret texts and create bilingual texts and resources to use in the wider school community, comparing different interpretations and making decisions in relation to dealing with instances of non-equivalence.</p> <p>(AS 12) Students explain culturally appropriate and ethical behaviour for interpreting and translating texts, and consider potential consequences of inaccurate interpreting.</p> <p>(AS 13) They reflect on how their own ways of communicating may be interpreted when interacting with deaf people, and modify elements of their behaviour such as the use of eye contact, facial expression or body language as appropriate.</p> <p>(AS 14) Students identify and describe instances of CA in signed texts and explain how signers use CA and depicting signs in composite utterances.</p> <p>(AS 15) They identify and classify non-manual features in signed texts and describe their function.</p> <p>(AS 16) They know that signs can be iconic in a number of ways, and identify iconic signs that represent a whole object or part of an object.</p> <p>(AS 17) They distinguish between viewer and diagrammatic space, including whether viewer space refers to referents that are present or non-present.</p> <p>(AS 18) Students investigate and analyse the nature of variation in the use of Auslan, explaining influences such as geographical location, social groupings and history, educational experience, age of learners, family background and degree of contact with Signed English or other languages.</p> <p>(AS 19) They make comparisons between the ecologies of Auslan and signed languages in other countries, in relation to issues such as language policies and rights, advocacy, reform and language vitality.</p> <p>(AS 20) They identify factors that help to maintain and strengthen the use of Auslan, such as intergenerational contact and bilingual school programs.</p> <p>(AS 21) Students know that Auslan plays an important role in the expression and maintenance of Deaf culture and in assuring the rights of every deaf person.</p>	<p>Socialising (C 1) Socialise and exchange views on selected issues using different communication strategies, language structures and techniques [Key concepts: issues, debate, discussion, interaction; Key processes: explaining, debating, justifying, code-switching] - Elaboration 1</p> <p>(C 2) Engage in various collaborative tasks that involve making decisions, solving problems and evaluating progress [Key concepts: responsibility, evaluation, discussion; Key processes: problem-solving, planning, evaluating, managing] - Elaboration 2</p> <p>(C 3) Interact appropriately with the teaching team, peers and members of the Deaf community, adjusting language when necessary and demonstrating understanding of appropriate protocols in and out of the classroom [Key concepts: protocol, behaviour, communication; Key processes: demonstrating, gaining attention, back-channelling, clarifying] - Elaboration 3</p> <p>Informing (C 4) Engage with a range of signed texts to locate and evaluate information, infer or interpret meaning and to present key points in new forms [Key concepts: information, data collection, issues; Key processes: interviewing, observing, rephrasing, summarising] - Elaboration 4</p> <p>(C 5) Preparing and presenting information on different issues, events, people, procedures or experiences, using signed descriptions and visual prompts to inform, report, promote, explain or invite action [Key concepts: biography, commentary, procedure, action; Key processes: presenting, describing, explaining, researching, composing, inviting action] - Elaboration 5</p> <p>Creating (C 6) Respond to different types of creative texts that involve the expression of feelings or experiences, comparing their responses to different elements and making connections with their own experience [Key concepts: Deaf experience, expression, cultural values, effect, emotion; Key processes: analysing, evaluating, profiling] - Elaboration 6</p> <p>(C 7) Create and present entertaining individual or collaborative texts that reflect imagined people, places or experiences and draw from elements of their own life experience [Key concepts: improvisation, stimulus, performance, humour, tension, interpretation; Key processes: improvising, performing, role-playing, creating, interpreting] - Elaboration 7</p> <p>Translating (C 8) Translate and interpret different types of familiar texts and consider the effectiveness of examples of different translations, considering the role of culture when transferring meaning from one language to another [Key concepts: equivalence, translation, meaning, interpretation, ethics, culture; Key processes: translating, interpreting, comparing, researching, exploring, developing] - Elaboration 8</p> <p>(C 9) Create, develop and resource bilingual texts for use in the wider school community [Key concepts: bilingualism, translation, meaning, representation, information; Key processes: translating, composing, comparing, creating, developing] - Elaboration 9</p> <p>Identity (C 10) Recognise that the concept of identity is complex, dynamic and diverse, and consider how students learn more about their own identity through the exploration of other languages and cultures [Key concepts: identity, perception, representation, difference; Key processes: investigating, comparing, evaluating, creating, analysing] - Elaboration 10</p> <p>Reflecting (C 11) Reflect on the experience of learning and using Auslan and how the experience is influenced by their own languages and cultures, and consider how intercultural communication involves shared responsibility for making meaning [Key concepts: intercultural communication, perspective, making meaning, inclusion, exclusion, audism, insider, outsider; Key processes: analysing, explaining, reflecting, considering] - Elaboration 11</p>	<p>Systems of language (U 1) Explore various types of non-manual features and the types of iconicity in signs, and gain confidence in using software to transcribe signs [Key concepts: transcription, iconicity, metaphor; Key processes: identifying, recognising, distinguishing, describing, glossing] - Elaboration 1</p> <p>(U 2) Understand that signs can include different information including a gestural overlay, and identify how signers establish spatial locations, types of depicting signs and ways of showing constructed action [Key concepts: spatial location, grammatical use of space, constructed action, depicting signs; Key processes: noticing, identifying, recognising, comparing, contrasting, distinguishing] - Elaboration 2</p> <p>(U 3) Understand and control additional elements of Auslan grammar, such as the use of non-manual features for topicalisation, negation or conditional forms, and develop awareness of how signers use constructed action and depicting signs in composite utterances [Key concepts: clause types, conjunctions, composite utterances; Key processes: recognising, observing, distinguishing, understanding] - Elaboration 3</p> <p>(U 4) Explore the relationship between particular text types, audience, purpose and context and analyse language features used by signers to create cohesion and achieve the purpose of the text [Key concepts: audience, purpose, coherence; Key processes: noticing, analysing] - Elaboration 4</p> <p>Language variation and change (U 5) Understand that Auslan has evolved and developed through different periods of influence and cultural and societal change [Key concepts: language variation, standardisation, change, language borrowing, adaptation; Key processes: researching, interviewing, comparing, identifying, analysing, discussing] - Elaboration 5</p> <p>Language awareness (U 6) Understand the range of factors that influence the profile, diversity and distribution of Auslan use in the wider Australian society, and consider the concept of Auslan vitality in comparison with other spoken and signed languages used around the world [Key concepts: influence, diversity, language vitality, language documentation; Key processes: researching, investigating, exploring, describing, analysing] - Elaboration 6</p> <p>Role of language and culture (U 7) Understand that Auslan and Deaf culture are interrelated, that they shape and are shaped by each other, that their relationship changes over time and across contexts, and that they may be differently interpreted by users of other languages [Key concepts: knowledge, value, transmission, reciprocity, responsibility, stereotype; Key processes: appreciating, discussing, reflecting, exploring, analysing, understanding, identifying, recognising, considering] - Elaboration 7</p>