We are very pleased to announce that this year RNLD – in partnership with the Research Unit for Indigenous Languages (RUIL) at Melbourne University – will be taking three fantastic interns to workshops around the country. On Tuesday, 30 January, as part of their preparation, they joined RNLD staff for a cultural awareness workshop with Uncle Bill Nicholson, an Elder from the Wurundjeri tribe – the traditional custodians of the Melbourne area. It was great to learn more about the Aboriginal history of the land RNLD’s office now stands on, and the past and present campaigns to raise awareness of the issues the local Indigenous population has faced over the last 200 years.

You can read more about our interns on page 17.
A message from our CEO

Summer brings the start of a new training year for RNLD as we return from the summer break, ready for the challenges ahead.

One of the challenges for RNLD will be to ensure we remain sustainable and relevant for a long time to come. So I am happy to share with you that we have undertaken some important planning over the past few months, exploring opportunities for improving what we do and setting our strategic direction. Feedback is always welcome so please get in touch if you’d like to pass on any thoughts!

One of the really important changes to RNLD is that we have two new Board members. We are really excited to welcome Terrie Lowe and Lauren Gawne to the Board. They bring a range of terrific skills and we look forward to working with the new Board to continue to strengthen our great organisation.

Megan Broome
CEO
Strategic Planning Day

On 10 February the RNLD Board - Stephen Morey, Julie Warren, Jennifer Green, Simona Scarparo, Alice Gaby, Knut Olawsky, Terrie Lowe, and Lauren Gawne - the CEO Megan Broome and the Training Director Emma Murphy gathered at the meeting space of Groupwork Institute (in a peaceful and inspiring location and ably facilitated by Nancy Nuñez) to review the Strategic Direction of RNLD.

It was a great opportunity for Board members to gather to review and discuss the future direction of the organisation. For some it was a first time opportunity to meet face to face and it was wonderful to get to know all the members, new and old.

It was a really productive day, with passions renewed, a shared vision agreed upon and some important goals set for the future. Perhaps most important was the recognition by all that RNLD as an organisation needed to ensure that the services it offers are provided for the long term in a responsive and collaborative way.
Hello from our Training Director

We have had a busy and exciting start to 2018! While December-January is often a time we don’t travel to as many workshops, the training team has certainly made up for it with preparation and professional development.

Katerina Forrester, a previous RNLD Training Support Officer and now language teacher, came in to talk to us about different theories about teaching languages. It was great to have the time to brainstorm some new approaches and activities we can take to our training workshops. Harley Dunolly-Lee from the Victorian Aboriginal Corporation for Languages also joined us. We have enjoyed spending more time talking to and learning from our VACL friends.

Our trainers are also improving and editing many of our worksheets and resources, and creating some new training modules. These are in response to interests and requests from communities and participants, and we look forward to trying out some of these new ideas and topics this year.

As we send out this edition of the newsletter, our training schedule is once again kicking off. We have some great workshops and other events coming up. We are particularly excited and proud to have Hiroko Shioji, a talented Yawuru teacher and long-time DRIL participant, joining us as a trainer at a workshop with the Kimberley Language Resource Centre in Halls Creek in April. This will be a great opportunity to learn from each other, and for language workers and teachers in the Kimberley region to network with each other.

We are also looking forward to presenting on our work at the Australian Languages Workshop in March, and talking to linguistics colleagues about ways we can work more closely together.

Emma Murphy
DRIL Training Director
In mid November, Amy Parncutt and Andrew Tanner travelled to Newman (WA), where Martu Wangka speakers from all over the Pilbara had gathered for our first ever DRIL workshop in the area, facilitated by Kanyirninpa Jukurrpa (KJ).

Recently there has been a big push to reintroduce bilingual schooling (English and Martu Wangka) in communities such as Punmu and Jigalong, working alongside the Martu rangers from KJ’s hugely successful Land Management project. A big part of this is reviving reading and writing in Martu Wangka, which hasn’t been taught in schools since the 90s. RNLD trainers went through the sounds and writing system with the group, but when Martu ranger and language teacher Clifton Girgirba showed the group how all Martu Wangka words are made up of a limited number of syllables, it became clear that this might be the best approach to teaching literacy in the community.
On the second day Amy led the group in a session on sketching out what a Martu Wangka school curriculum might look like, and then we set about planning a week’s worth of lessons based on a single on-country trip with elders, harvesting wamurla (bush tomato).

After working a bit more on reading and writing strategies on the third day, we had a big discussion on how the participants would be able to share new skills and knowledge from the workshop with their communities.

It was a huge three days not just for the RNLD trainers but also for the Martu group.
DRIL trainer, Amy Parncutt, and Jandai woman, Sandra Delaney, kicked off our 2018 DRIL season with a one-day workshop in Brisbane on 20th February. Sandra, from Quandamooka Country (Stradbroke Island) in QLD, has attended the three stages of RNLD’s Professional Development Program, and has been doing fantastic work to revitalise the Jandai language with limited resources.

We spent the morning looking at various resources Sandra has collected which document Jandai’s neighbouring and related languages, including Turrubul, Yagera, and Nunagal. Older records can often be tricky to interpret, with limited information, but we worked through these to explore structures, suffixes, and words that are missing from the records for Jandai. We also looked at how to compare sound patterns between the different languages and dialects, so that we might get an idea of how certain words or suffixes might be reconstructed or borrowed into Jandai.

We then looked at different methods of adding new words into Jandai’s lexicon. Sandra trialled different methods including borrowing, semantic extension, compounding, suffixing, backformation, and various combinations of these, to come up with different options that might be presented to the Jandai community. For anyone interested in these methods for their own language, the “Filling Gaps” page on John Hobson and Susan Poetsch’s Patyegarang website (www.indigoz.com.au) is a fantastic resource!

These skills will help Sandra to continue adding to the Jandai wordlist, and allow her to write more of her wonderful children’s storybooks in language.

See our interview with Sandra on pages 12-13!
CEO Megan Broome and DRIL Training Director Emma Murphy were happy to represent RNLD at the National Indigenous Languages Convention on the Gold Coast in late February. The convention was an important opportunity to come together with our friends and colleagues from across the sector, to make suggestions and proposals to government about policy directions and funding priorities for Indigenous languages.

It was a privilege to take part in the round table discussions on a range of issues relating to Indigenous languages and to hear first hand the many challenges faced by Language Centres across the country. Emma presented on a panel about education and innovation, stressing the need for communities to be properly consulted and centrally involved in teaching languages in schools. There was lots of discussion about the lack of clear training and career pathways for Aboriginal language teachers, and a call for state and territory education departments and teacher registration boards to work together with communities and language centres to create such pathways. People also discussed the importance of properly recognising and paying community language teachers, and resourcing language centres to meet the growing demand for language teachers.
An interesting and delightful addition to the conference was the presence of Devon Bunce, a graphic facilitator and illustrator who undertook the role of “visual recorder”. Sitting quietly in the audience, Devon’s task was to visually capture the ideas of a presentation. Her graphics were periodically shared throughout the presentation, and provided an extra way of thinking about and understanding what we were hearing.
Meet a language warrior...

RNLD wants to share some of the great stories we hear from, and work we see being done by, our many training participants around the country! For this newsletter, DRIL trainer Amy caught up with Sandra Delaney in Brisbane.

Sandra is a Jandai woman from Quandamooka country in QLD. She has been attending RNLD workshops since 2015, and has participated in three stages of RNLD’s Professional Development Program.

What country do you identify with?
Queenslander …
Quandamooka Country – Moreton Bay region around south-east Queensland near Brisbane. Mulgumpin [Moreton Island], Minjerribah [North Stradbroke Island], the bay islands and the coastal mainland from the mouth of the Brisbane River to the Logan River. Our people were part of the ‘old Moreton Bay blacks’ that hung around Meeanjin [Brisbane] in the late 1800s and early 1900s.

What language(s) do you identify with?
Jandai, Coobenpil, Nunagal

Can you tell us a little about your language journey? How/Why you got into language work?
I lost my father in 1975 and was very close to him. Everything I have done in regard to language revitalisation and cultural knowledge since then has been to remember and honour what he, my mother, my older brothers and sisters and cousins have taught me. This includes who your family was, respect for Elders and others, keeping culture strong, listening to the stories and that includes our language what was left of it going on a daily basis. In a more formal sense, I was part of a dedicated language committee formed in the late 1980s to support Jandai revitalisation. At a community meeting, people were really keen to put ideas forward on what they thought would be useful. Ever since then, I have had a very strong interest working with individuals who have passed on who really inspired me and shared their knowledge. So the language journey hasn’t stopped but needs to go forward and I have an role in that. In 1996 I did the first language resource in the form of a language poster with mums and bubs group, supporting community needs; my own publication of my country’s stories using language where appropriate; part of the Jandai Dictionary team with the Elders; wrote the speech for the first Aboriginal woman [from Quandamooka] in language.
What have you been working on recently?

One of the sessions on creative writing at a DRIL workshop, I did a creative writing story which is being printed at the moment. I am also working with children doing art and language.

Why is language work important to you?

It is part of who I am. It connects me to my old people, my community, my country. I feel that this work must continue to honour those Elders who were forbidden to speak their language.

What do you like about language work?

I love how people really appreciate what you do for them. It inspires me. On 21 February I put a phrase on Facebook to promote language as it was the International Mother Languages Day and the response from people was very encouraging. Here is what I wrote:

*Strong roots produce beautiful leaves.*
Yabun dada gajaljin bujarrang yagabili.

Ygiyaragu bigi marumba
You all have a great day

I want to use whatever way or means available to inspire people and remind them to see, speak and feel good. The message is for all…

How has RNLD’s training helped you?

I work full-time and there is little funding available to support community language work. Hence, the support from RNLD has been so invaluable for myself to be able to have more of an understanding of the word lists, the terminology and the ongoing support to keep doing this work. I have gone from strength to strength in my learning because of this organisation. To have been invited by RNLD to participate in the professional development in language revitalisation will now enable me to support cultural revitalisation in a creative way.
On the 19 December the Clyde Hotel in Carlton, Victoria, was the venue for the third (almost) annual RNLD Fundraiser Linguistics Trivia Night, organised by postgrad Melbourne Uni linguists Katie Jepson and Rosey Billington. It was a wonderful evening which raised over $600 to go towards Master Apprentice kits for some of our lucky training participants.

Thanks to CoEDL for providing geeky linguistic prizes for the event - and to everyone who came along and donated. Thanks also to the Clyde Hotel for the great venue.

The questions devised by quizmasters Katie and Rosie were pretty tricky, but very entertaining. Here is one that stumped a lot of us. Do you know the answer?

Q: Which of the following animal names is not borrowed from an Australian Indigenous language?

A: dingo
B: wombat
C: goanna
D: yabby

As a result of this night, over the next 6 weeks RNLD will be holding a competition for our participants to win a Master-Apprentice Kit for work on their language! Anyone who has participated in any of RNLD’s training workshops is welcome to enter. There are 2 kits available to be given to 2 lucky applicants! Please see below for information. Applications close 10 April 2018.
Master-Apprentice Competition!

Enter for a chance to win 1 of 2 Master-Apprentice Kits assembled by RNLD with materials tailored to your language!

Master-Apprentice is a language learning method in which a fluent speaker, the ‘Master’, works one-on-one with a less proficient speaker or beginner, the 'Apprentice', using language immersion techniques to teach the language.

Our kits will include language learning resources, plus animal sets and landscape cards personalised to your language or region!

The competition is open to anyone who has participated in any of RNLD’s training, including our Flexible DRIL Workshops, Accredited DRIL Workshops, and Professional Development Workshops.

To enter, please write us an application including brief answers to these questions:

- **How will you use the M-A kit?**
- **Who will you use the M-A kit with?**
- **What language(s) will it support?**

Contact: Please send applications to Freya at freya.scott@rnld.org

Deadline: **Tuesday 10th April, 2018**

For more information about Master-Apprentice, please visit [http://rnld.org/MALLP](http://rnld.org/MALLP). For any questions, please email Freya or call the office on +61 (0)3 9077-9500
Office news

Thank you Alex!

From June to December 2017, RNLD has been assisted by capable volunteer Alex Rijavec. During this time Alex helped with various tasks including fundraising, research and social media. Alex is passionate about language reclamation and maintenance as through her Arts Honours Degree she learned about and researched some of the profound and longstanding knowledge embedded in Australian Indigenous languages. She believes that this knowledge is invaluable and key to understanding another way to see the places and experiences that we share. We are very grateful for all your help, Alex, and hope you enjoyed your time with RNLD.

Farewell Anise!

We are sad to have bidden farewell to our colleague Anise Psalidas. Anise joined RNLD in October 2016 as our Training Support Officer. In this part-time role, she coordinated the DRIL training program in sites across Australia, maintained student records, and ensured quality control and compliance of all our training strands, including our nationally accredited Certificates II and III. She also coordinated our internship and volunteer program. Anise leaves us to take up the offer of full-time work in her second job as a project manager for a VET sector Skills Services Organisation. She will be missed for her warmth, energy and attention to detail. We wish her all the best.
Marcella Maloney
Hello! I’m Marcella and I am lucky enough to be going on an internship with RNLD to Groote Eylandt next month. I have always had a fascination with other cultures and have spent many years travelling all over the world. One of the aspects I most enjoyed about meeting new people in new places has been learning some of their language. I began to notice that many English speakers do not take the time to learn even the basics of other people’s languages, simply because you can ‘get by’ with English in many places. I realised that it is a great sign of respect to a person and their culture, to take the time to learn even the most basic elements of their language.

Over the next few years I have managed to become fluent in both Spanish and Italian and I am currently learning Modern Greek and Bininj Kunwok. I am super passionate about learning many more languages and sharing this passion with others. In Australia in particular I think it is so important that our native languages are preserved and promoted and I am so excited to intern with an organisation that is so integral in this process.

Elsha O'Reilly
I first became interested in Linguistics in my Arts degree at Melbourne University, after doing an introductory subject ‘Language’ and realising there was so much more to the history and make-up of languages than I had ever thought about before. I finished my degree last year majoring in both Linguistics and Australian Indigenous Studies, which brought me to the internship with RNLD. I have also studied German throughout my schooling and university degree, and have developed an interest in the way we learn language as adults. I am extremely excited about learning more about the languages around Halls Creek, as well as the people who are continuing these languages through teaching on country and the knowledge of the Elders.
Hi! My name is Conor – I’m going into my third year of my Bachelor of Arts, in which I’m studying linguistics and politics, as well as a Diploma of Languages in Japanese.

My interest in linguistics started with a subject called English Language that I took during VCE, and it didn’t take long for it to spread into the diversity of languages that we have in Australia. I found out about the RNLD internship through a lecturer at uni, and thought it’d be worth applying for, given that it will be such a great chance to learn about how the language revitalisation process works in an Australian context.

I’m super grateful to have the opportunity to travel to Kununurra with RNLD. The area surrounding Kununurra itself looks amazing, and it’s going to be fantastic to see the role that language centres can play in communities where Australian languages are spoken.

Conor Clements

Marcella Maloney will be travelling with RNLD Trainer Amy Parncutt to work with Anindilyakwa speakers at the Groote Eylandt Language Centre (March); Elsha O’Reilly will be travelling with Training Director Emma Murphy and Broome Yawuru language teacher Hiroko Shioji to a workshop with Gija and Jaru speakers at the Kimberley Language Resource Centre in Halls Creek (April); and Conor Clements will be working with Miriwoong speakers at the Mirima Dawang Woorlab-gerring Language and Culture Centre (MDWg) in Kununurra, alongside Emma and RNLD Trainer Andrew Tanner (April).
Every 3 months, we want to provide a brief description of one of our units of teaching. The aim is to unpack the units, giving you a greater insight and understanding of what we are teaching and aiming to achieve. This edition’s unit is *MALILL202 Learn to use immersion language learning methods*, part of our accredited Certificate II course. Participants learn how babies learn their first language, and how immersion language learning is based on this process. They gain knowledge of four principles of language immersion, and of the four methods of immersion teaching that are used in the method known as the Master-Apprentice Language Learning Program. They also learn about the different tools and techniques that can be used to support Masters and Apprentices in their language immersion sessions together. Finally, participants apply theory to practice in their own Master-Apprentice teams.

**Upcoming Workshops**

Over the next 3 months you will find us in:

- **March 20-22** — **Flexible DRIL**: Groote Eylandt, NT
- **April 11-13** — **Flexible DRIL**: Halls Creek, WA
- **April 16-18** — **Flexible DRIL**: Kununurra, WA
- **April 23-24** — **Flexible DRIL**: Hopevale, QLD
- **April 26-27** — **Flexible DRIL**: Mossman, QLD
- **May 15-17** — **Flexible DRIL**: Ceduna, SA
- **May 22-24** — **Flexible DRIL**: Geraldton, WA