AMANGKE-ITNEME

The CALL Plan for the International Decade of Indigenous Languages

Centre for Australian Languages and Linguistics,
Batchelor Institute of Indigenous Tertiary Education
2024–2028

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Amangke-itneme: a plan for the first half of the International Decade of Indigenous Languages

Amangke-itneme is an Arrernte word meaning 'regenerating'. Senior Arrernte language specialist Veronica Perrurle Dobson suggested this word for the name of this plan. *Amangke-itneme* describes how plants send out new shoots and regrow after they have been hit by frost, drought or fire. It also evokes the hopes and goals that Arrernte people have for their language; that despite disruptions and change it will regenerate with each new generation. This goal is shared by many First Nations people in Australia, who are working to keep their languages strong.

Amangke-itneme pronunciation suggestion using English words: *ah-MONK-eight-numb*

Cover image: *Hail falling on the claypans at Rainbow Valley* painted by Maṯuṯharra artist Kyra McCormack

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ACKNOWLEDGEMENT

CALL acknowledges the owners and custodians of First Nations languages and Country.

We pay respect to the elders - past, present and future.

STATEMENT BY ARRERNTE LANGUAGE CUSTODIANS

Apmere ahele-le anwerne alhengke-areme Arrernte angkeme-le. Apmere nhenhe ilkwerenhe anwernenhe, alhengke-areme, angkentye angkerlenge.

This Country wakes up and recognises us when we speak Arrernte. This land of ours always recognises our language when we speak to it.

We are Arrernte people. It's important to speak language and have language because it's the Country's language. We need the language to understand country. Language is our identity. *Kele*[1].

Veronica Dobson and Camille Dobson,
Mparntwe / Alice Springs 2023.

CULTURAL WARNING

This document contains many photographs and links to images online. Some of these may be pictures of people who have passed away. We advise caution when viewing these images. We have included these images to honour the many language champions who have been a part of CALL and Batchelor Institute over nearly five decades.

ABBREVIATIONS

ACIKE	Australian Centre for Indigenous Knowledges and Education
AELP	Arandic Endangered Languages Project (MILR and ILS funded project in Central Australia 2011-2015)
AIATSIS	Australian Institute of Aboriginal and Torres Strait Islander Studies
ATOM	Australian Teachers of Media
AuSIL	Australian Society for Indigenous Languages
BI	Batchelor Institute of Indigenous Tertiary Education
BAC	Bawinanga Aboriginal Corporation, Maningrida
BKRLCC	Bininj Kunwok Regional Language and Culture Centre (previously BKRLC)
CAAMA	Central Australian Aboriginal Media Association
CBF	Community Broadcasting Foundation
CDU	Charles Darwin University
CALL	Centre for Australian Languages and Linguistics
CoA	Commonwealth of Australia
CLT	Community Language Team
CTG	Closing the Gap
DPC	Desert Peoples Centre (Batchelor Institute's Alice Springs campus)
ELDP	Endangered Languages Documentation Programme
FATSIL	Federation of Aboriginal and Torres Strait Islander Languages
FLA	First Languages Australia
HERD	Higher Education and Research Division, Batchelor Institute
IAD	Institute for Aboriginal Development
IDIL	International Decade of Indigenous Languages
ILA	Indigenous Languages and Arts program, Commonwealth of Australia, commenced 2015
ILS	Indigenous Languages Support (predecessor fund to ILA), Commonwealth of Australia, 2012-2015
LDaCA	Language Data Commons of Australia
LLND	Language, Literacy, Numeracy, Digital (skills)
MAC	Maningrida Arts and Culture
MILR	Maintenance of Indigenous Languages and Records (predecessor fund to ILS and ILA), Commonwealth of Australia
NILS	National Indigenous Languages Survey – 3 reports, 1 (2005), 2 (2014), 3 (2022)
NTG	Northern Territory Government
PARADISEC	Pacific and Regional Archive for Digital Sources in Endangered Languages
PLS	Priority Languages Support, a program administered by First Languages Australia
RATE	Remote Area Teacher Education
RUIL	Research Unit for Indigenous Language (University of Melbourne)
SAL	School of Australian Languages
T16	Target 16 of the National Closing the Gap agreement (2023)
WANALA	Western and Northern Australian Aboriginal Languages Alliance
WETT	Warlpiri Education and Training Trust

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1   *Kele* is an Arrernte word that means 'that's it, we're finished'.

Yankunytjatjara woman Maureen Campbell, one of the project leaders working with CALL.

Nestled in the heart of Central Australia and the Top End of the Northern Territory, the Centre for Australian Languages and Linguistics (CALL) stands as a crucial hub for the preservation and promotion of First Nations languages. Supported by the Commonwealth Government's Indigenous Languages and Arts program (ILA), CALL is a vital service for Indigenous communities, drawing upon over 40 years of dedicated work as part of Batchelor Institute for Indigenous Tertiary Education (BI). With a steadfast commitment to cultural revitalisation and linguistic diversity, CALL embarks on the journey of the International Decade of Indigenous Languages with a clear vision and strategic plan, aimed at nurturing and strengthening Aboriginal and Torres Strait Islander languages for generations to come.

CALL is one of the 24 ILA-funded Indigenous Language Centres across Australia. CALL is also part of Batchelor Institute's Higher Education and Research Division (HERD) and so benefits from its First Nations research activities and Batchelor Institute's corporate resources and support. As a Commonwealth-funded independent Language Centre, CALL's remit extends beyond its Batchelor Institute affiliations, drawing together resources, expertise, networks and knowledge from over 40 years of work with Australian languages. Since the formative years of the School of Australian Languages (1974-1989), CALL has worked with the spirit of collaboration that connects everyone who works to support Indigenous languages in the Northern Territory, and indeed everywhere in this country. This means that CALL's community networks are deep and strong.

As part of BI, CALL's work is based in a diversity of Aboriginal and Torres Strait Islander worldviews. From its earliest days, Batchelor Institute created a space for 'Both Ways' - a non-assimilationist model of education that has supported multiple perspectives on knowledge. Both Ways placed an emphasis on common ground, *a continuing process .... a strength that occurs in a productive space of continuous reflection and engagement with diversity and difference.* (Ober et al, 2015). As you read through this plan you will see and hear from many people who have worked with CALL and BI over the years, as staff, language consultants and students. This plan showcases the work of both CALL and the broader project of self-determination in education. We are proud of our role in this history.
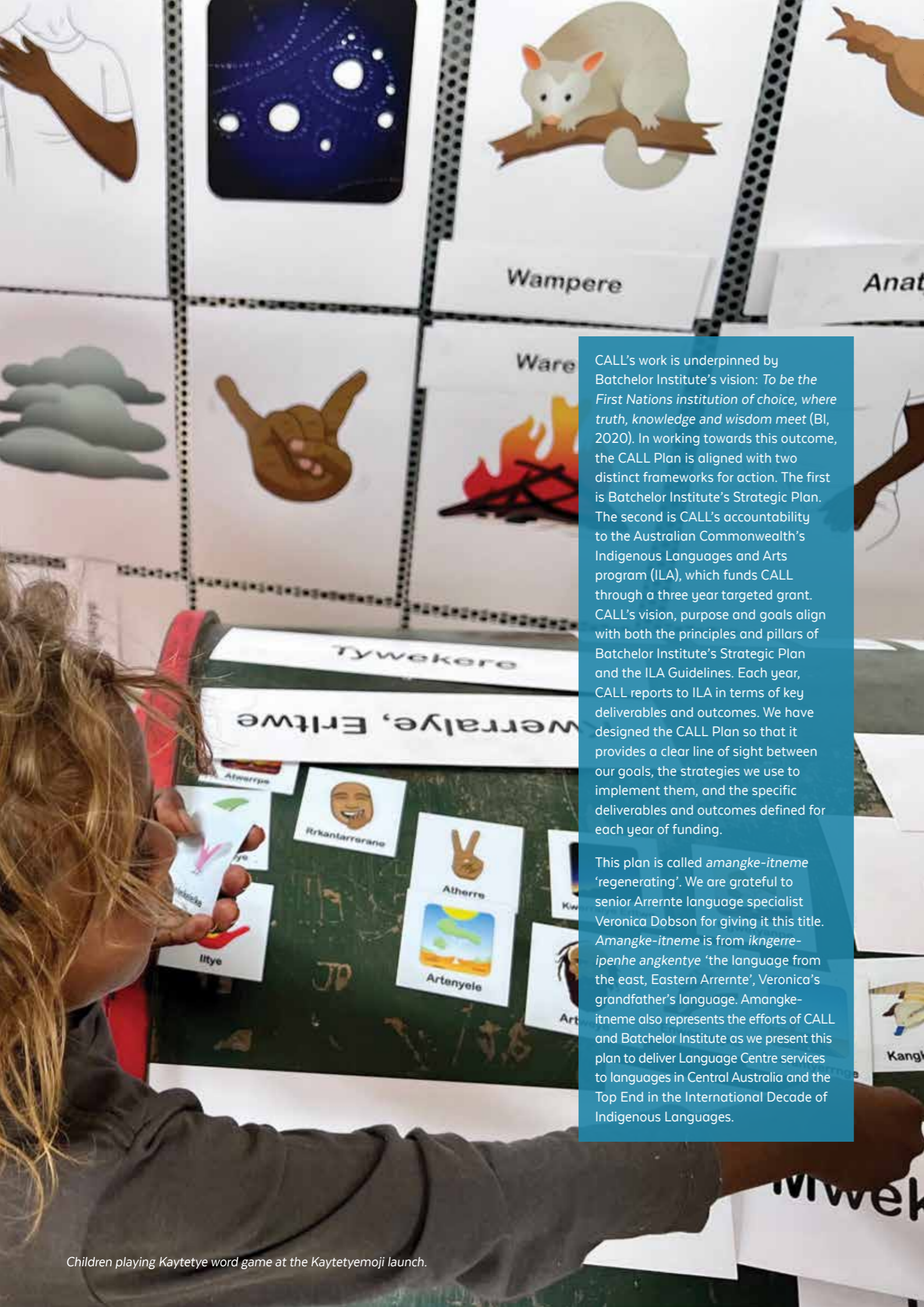
CALL has developed this plan (the CALL Plan) to maximise the impact of its work supporting Indigenous languages In the Northern Territory. The CALL Plan was funded by the Closing the Gap (CTG) Implementation Plan grants in 2022. This initiative asked all nationally funded Language Centres to develop and implement a strategic plan for their work throughout the International Decade of Indigenous languages. Throughout 2023, the CALL planning team held discussions with CALL and Batchelor staff and a number of project leaders and participants. The team also reviewed current and previous funding agreements with the Australian Commonwealth as part of writing the CALL Plan. The CALL Plan has also drawn from a review of BI's contributions to the Maintenance and Development of Aboriginal languages (2017) by past BI lecturer Ron Watt (2017), and an earlier planning document by Tim Acker (2016).

The International Decade of Indigenous Languages (2022-2032) provides a strong impetus for CALL's work in the coming years. Closing the Gap Target 16 is focused on Aboriginal and Torres Strait Islander languages:

CTG Target 16 (Commonwealth of Australia, 2023)

Outcome: Aboriginal and Torres Strait Islander cultures and languages are strong, supported and flourishing.

Target: By 2031, there is a sustained increase in number and strength of Aboriginal and Torres Strait Islander languages being spoken.

CALL'S VISION

Capturing, revitalising and sustaining Indigenous languages

CALL's work is underpinned by Batchelor Institute's vision: *To be the First Nations institution of choice, where truth, knowledge and wisdom meet* (BI, 2020). In working towards this outcome, the CALL Plan is aligned with two distinct frameworks for action. The first is Batchelor Institute's Strategic Plan. The second is CALL's accountability to the Australian Commonwealth's Indigenous Languages and Arts program (ILA), which funds CALL through a three year targeted grant. CALL's vision, purpose and goals align with both the principles and pillars of Batchelor Institute's Strategic Plan and the ILA Guidelines. Each year, CALL reports to ILA in terms of key deliverables and outcomes. We have designed the CALL Plan so that it provides a clear line of sight between our goals, the strategies we use to implement them, and the specific deliverables and outcomes defined for each year of funding.

This plan is called *amangke-itneme* 'regenerating'. We are grateful to senior Arrernte language specialist Veronica Dobson for giving it this title. *Amangke-itneme* is from *ikngerre-ipenhe angkentye* 'the language from the east, Eastern Arrernte', Veronica's grandfather's language. Amangke-itneme also represents the efforts of CALL and Batchelor Institute as we present this plan to deliver Language Centre services to languages in Central Australia and the Top End in the International Decade of Indigenous Languages.

Children playing Kaytetye word game at the Kaytetyemoji launch.

The Centre for Australian Languages and Linguistics (CALL) is a Language Centre based within the Higher Education and Research Division at Batchelor Institute of Indigenous Tertiary Education, NT, Australia (BI). CALL is one of 24 National Language Centres across Australia.

CALL celebrates the richness of Australia's first languages. It supports language projects that focus on intergenerational teaching and learning, community led activities, resource production and supporting the development of the next generation of language workers. CALL provides linguistic support for language documentation and revival in collaboration with community language teams.

CALL's purpose is aligned with Batchelor Institute's Strategic Plan (2020-2022)[2]

VISION	The institution we aspire to be....	The First Nations institute of choice where truth, knowledge and wisdom meet.		
MISSION	Our purpose...	We educate to liberate.		
PRINCIPLES	What we believe in...	› Our culture is our strength › Realising opportunities › Collaboration	› Excellence › Learning on our terms › Valuing all forms of scholarship	
COMMITMENTS	How we will make a difference...	› Putting students first › First Nations sovereignty › Decolonisation through education and enquiry	› Provide local, national & global impact › Cultural legacy › Partnerships	
STANDARDS	How we will hold ourselves...	› We will work together to achieve our vision with mutual respect and commitment › We will always remember the people and communities we serve and show deep respect for each other		
GOALS	How we will achieve our goals...	**PILLAR 1** Provide outstanding training, research and life long education.	**PILLAR 2** Offer what our students, families, partners and communities seek & need.	**PILLAR 3** Strengthen our culture, capability & capacity to meet our values & commitments

A summary of the Batchelor Institute Strategic Plan (2020-2022) (Reproduced from BI, 2020)

The work of Batchelor Institute is built on the pillars of:

Providing outstanding training, research and lifelong education

Offering what students, families, partners and communities seek and need

Strengthening of culture and capability to meet those values and commitments

As a part of Batchelor Institute, CALL provides a valuable connection to community through its long history of language projects and activities. It seeks to promote First Nations leadership in community language projects that *capture, revitalise and sustain Indigenous languages* (ILA guidelines, 2022-23).

2   The Batchelor Institute Strategic Plan has been extended to 2024.

> " **I understand** that my worldview or standpoint is drawn from my Koongurrukun and non Koongurrukun experiences and education, which is how I gained my knowledge. These are influenced by my spiritual connections to lok, people and language, informing my relationships back to Koongurrukun people as a circle of relationships. Since childhood, these values and ways of seeing the world have been learned from my family and relatives. "

Batchelor Institute research graduate and Koongurrukun woman Jowunguh (Helen) Bishop (Bishop, 2022:48).

CALL operates within the guidelines of the ILA program. The ILA Program supports projects that:

1.   Capture, revitalise and sustain languages by:
  a)   facilitating activities that capture and preserve Indigenous languages;
  b)   facilitating active participation by the community in Indigenous language teaching and learning pathways;
  c)   creating and developing Indigenous language resources enabling community to speak and hear their languages being used in everyday life; and
2.   Contribute to the Australian Government's priorities and outcomes for Aboriginal languages, including those under Target 16 of the National Agreement (CoA, 2022).

These guidelines have led to the following

GOALS for CALL

CALL delivers a Language Centre service for Central Australia and the Top End that:

> Facilitates projects that CAPTURE, REVITALISE and SUSTAIN First Nations languages
> Reflects First Nations COMMUNITY PRIORITIES for language projects
> Builds capacity for First Nations people to WORK WITH THEIR LANGUAGES
> Effectively administers FUNDING and PROJECT DELIVERABLES
> Advocates for the LANGUAGE RIGHTS of First Nations people in the NT

CALL's work is built around these principles:

First Nations led	First Nations people lead language projects and collaborations
On Country	Projects are connected to people and Country
Intergenerational	Community Language Teams are intergenerational spaces where sharing, teaching and learning takes place
Rights	People's ICIP and rights to self-determination are recognised and valued
Strengths	Everyone has strengths, and projects provide opportunities to engage, build confidence and practise skills
Equity	Everyone's role and contribution is recognised and valued
Quality	Projects have a high standard of linguistic documentation and resource development practices

CALL's Strategic framework is comprised of Strategies, Activities, Deliverables and Outcomes. This is a framework for action that is aligned with these goals and principles.

Burarra/Gun-nartpa educator Rose Darcy watches old video material chosen for digitising, Maningrida Digitising Project, 2014.

Central Australian landscape - Old Nyirrpi.

Batchelor College started life as the Aboriginal Teacher Education Centre in the early 1970s, to train teachers from remote NT communities. This was tied to the establishment of Bilingual Education for Aboriginal schools in 1973. As Batchelor College developed from that time, there was an increasing recognition of Aboriginal people's rights to self-determination and leadership in education (Watt, 2017). As Watt comments, *there was an inextricable link between Batchelor programs, bilingual education and self-determination for Aboriginal communities* (Watt, 2017:5). As programs developed, this became expressed as the philosophy of Both Ways, or Two Ways. This is a stance that *reflects the determination of Aboriginal people to retain their cultural forms and processes and at the same time take from Western culture what they recognise to be important and forge a synthesis of the two* (Watt, 2017:6). In 1999, Batchelor College became Batchelor Institute of Indigenous Tertiary Education, through NT legislation that established it as an educational institution under the control of a First Nations board (Watt, 2017). Today, the ethos of self-determination inherent with the Both Ways philosophy continues to underpin the work of Batchelor Institute.

Before there was CALL, there was the School of Australian Linguistics (SAL). Part of Darwin Community College, SAL trained speakers of Aboriginal languages in linguistics. This was essential to develop spelling systems, language grammars and reading materials for the new bilingual programs (Black & Breen, 2001). SAL operated from 1974 to 1989 and then transferred to Batchelor College in 1990. At that time it became the Centre for Australian Languages and Linguistics. The new Centre was a teaching unit in the School of Community Studies, delivering courses to Indigenous students with an Australian first language. Over the years these courses covered the gamut of Certificates I and II in Own Language Work, a Diploma of Interpreting, and Diploma, Advanced Diploma and Bachelor qualifications in Indigenous languages and linguistics (Caffery, 2001).

The strong community connections established through the earlier years of teaching language courses built a strong foundation for CALL's work. Throughout the 1990s and 2000s, CALL programs were delivered in a community-based approach, as was teacher training through the Remote Area Teacher Education program (RATE). Students participated in campus based workshops which were intensive fortnight long blocks. In between workshops they were supported to study at community study centres and in their workplaces. Participatory Action Research was an important inquiry method for Both Ways teaching and learning, often leading to transformations in practice and social action (Watt, 2017). There was a strong emphasis on community partnerships and outreach. Lecturers routinely travelled to students' home communities to work with students and other community members on documenting languages. As Watt describes, the work of SAL and CALL aligned well with the Both Ways philosophy:

> *Equal status was given to the language and cultural knowledge students brought to their course and the formal linguistic knowledge brought by CALL staff. The result was a learning partnership with both staff and students sharing knowledge and learning from each other* (Watt, 2017:7).

This collaborative approach extended into language project work and continues as an important part of CALL's activities to this day. The first non-teaching work CALL undertook was in partnership with Batchelor's Curriculum and Research Unit (CARU) at Wadeye, to assist the newly established Museum and Language Centre coordinated by the Thamurrmurr Development Corporation during the 1990s. The project worked in partnership with the Literacy Production Centre at the Wadeye School, which produced resources for the bilingual program. The Wadeye collaboration led to the establishment of Batchelor Press as a place to conserve and publish the work done on dictionaries, databases and books (Ford & Klesch, 2003). CARU later became the Specialised Publications and Academic Resource Centre (SPARC), which secured funding for other community-based language projects and managed Batchelor Press. These funds were from the predecessors of the current ILA program – Maintenance of Indigenous Languages and Records (MILR 2005?-2012) and Indigenous Languages Support (ILS, 2012-2015).

DAN DJOO MOORDIYAP DABAKARN NOONGAR LANGUAGE PROJECT

Noongar people in South-West Western Australia have a long association with Batchelor Institute and Batchelor Press. Maree Klesch, as manager of Batchelor Press, worked with the Dandjoo Moordiyap Dabakarn Noongar Language Project for over a decade. Through this community partnership the Noongar Language Project had support to auspice project grant funds, record language and write books. Many books about Noongar Language and Country written by Noongar people have come from this collaboration. These people include Charmaine Bennell and Loise Sphen-Jackson, and project officer Denise Smith-Ali. The Noongar Language Project eventually became the Noongar Boodjar Language Centre, an independent body which administers its own funding and manages its own projects.
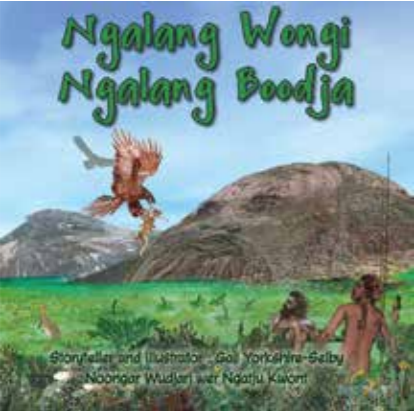
Ngalang Wongi Ngalang Boodja tells eight important dreaming stories belonging to the Noongar Wudjari and Ngatju clans. This book was published by Batchelor Press in 2011. Storyteller and illustrator Gail Yorksire-Selby.

From about 2007, Central Australian CALL staff had established a project-based delivery model for Certificate courses in Own Language Work. This model adopted the Community Language Team (CLT) approach recommended in NILS 1 (AIATSIS & FATSIL, 2005), which brought together elders and young people to work on language projects, supported by linguists. The CLT approach also involved collaborations with BI's Visual Arts team, university-based linguists and external partners such as CAAMA's Youth Media project and AuSIL. CALL staff sought external partners and funds to support elders to collaborate in the delivery of Own Language Work projects, particularly at Utopia and Ti Tree. Grant funds were also used to mount visual art exhibitions and to publish the outcomes of these projects (Carew, 2008; Woods & Carew, 2008).

In 2011, Batchelor Institute restructured, establishing separate divisions for Research, Higher Education and VET. The new Faculty of Education, Arts and Social Sciences focused on Higher Education course delivery in partnership with Charles Darwin University through the Australian Centre for Indigenous Knowledges and Education (ACIKE). CALL stopped operating as a teaching and learning unit, with its services and activities devolved into other areas of Batchelor Institute. It was at this time that the Research Division Graduate School (now HERD) first offered PhD and Masters programs for First Nations researchers. Since then, BI has awarded a number of higher education degrees to members of this cohort. We have included some quotes from these scholars in this document; they reflect Batchelor Institute's commitment to the cultural strength of First Nations people.

Also in 2011, CALL staff based in Alice Springs successfully applied to MILR for funds to support work in Central Australia. CALL Central Australia continued being funded annually for the next few years, through MILR and then ILS. The first of these funded projects was called the Arandic Endangered Languages Project (AELP). It focused on documenting Central Australian Sign Languages and publications about ancestral women's songs. These activities involved research collaborations with First Nations language custodians and university-based linguists (eg. Carew & Green, 2015; Curran et al, 2019). Once the AELP was underway, the program shifted from BI's Faculty of Education and Social Sciences into the Research Division, and became more closely aligned with similar lang uage projects underway in the Top End.

WADEYE ENDANGERED LANGUAGES PROJECT

The Wadeye Endangered Languages Project is a 15-year-long partnership between Wadeye community language advisor Pinpirrith Majella Chula, CALL and Batchelor Press. Batchelor Press has published many outcomes from this project. Many of these are Murrinhpatha books for the school, including updated second editions from earlier books published by the Wadeye School's Literature Production Centre. The project also supports other languages from the Port Keats and Daly River region, such as Marri Amu and Marri Tjevin, and Jaminjung.

This book is a species rich and culturally detailed account of the biocultural knowledge of the Marri Amu and Marri Tjevin people from the Wadeye region. It is a powerful testament to the knowledge of the senior authors, and a wonderful legacy for all future generations (Long et al. 2016).

UTOPIA BUSH MEDICINE PROJECT

The Utopia Bush Medicine Project was a collaboration between senior women at Utopia, CALL and Batchelor Institute's Visual Arts program. The project was based at the Arlparra Study Centre, in the Utopia region. The project joined forces with CAAMA's Youth Media training project and over 3 years produced a number of short films (animations and documentaries), a significant body of artworks, books and two exhibitions.

See the films from the Utopia Bush Medicine project

ANTARRENGENY AWELY – ALYAWARR WOMEN'S SONGS FROM ANTARRNGENY

Between 2011-2013 a group of women worked together to make a book and a film about women's songs from Antarrngeny. They were Mary Kemarr Morton, Katie Kemarr Morton, Lena Pwerl, Rosie Pwerl, Rosie Ngwarray Kunoth, Queenie Kemarr Lion, Lena Ngal Skinner, Amelia Kemarr, Kathleen Kemarr Purvis, Jeannie Pwerl Mills, Lucky Kngwarrey Morton, Audrey Kngwarrey Morton, Sarah Kngwarrey Morton, Lily Kngwarrey Lion, Dorothy Kemarr Kunoth and Pansy Petyarr McLeod. These senior women worked with linguists Alison Ross, Myfany Turpin and Jenny Green, to record and interpret these songs. This project grew out of CALL's work at the Arlparra Study Centre, a place where people came to study a range of courses through Batchelor Institute. It was one of the first projects supported through ILS funding for the Arandic Endangered Languages Project.

Antarrngeny songwoman Mary Kemarr Morton with other Antarrngeny owners and custodians at the launch of Antarrngeny Awely, Arlparra Study Centre, 2013. Photo by Margaret Carew.

CONISTON MASSACRE BOOK PROJECT

CALL is supporting the Warlpiri project being carried out by Theresa Napurrurla Ross, Warlpiri woman from Yuendumu, on the Coniston massacre.

"Ngaju kujaju wiri manu ngajuku palangurlu Jack Jakamarra Ross-rlu. Ngulangkuju kala jarrangku jaru warrarda ngarrurnu ngajuku manu ngajuku purdangkaku, yangka kujalu jana kardiyarlu makiti kirlirli luwarnu yapa patu Yurrkururla 1928-rla. Ngajuku kirda nyanujulpa nyinaja marda 14 marda 15 kuja puruju. Purdanyangurna yimi nyampuju witangku wiyi ngularna interview manu ngajuku palangu manu ngalya kari yapa eye witness wati nyurruwiyi jiki 25 years puru. Ngajurna jana interview watiji record manu Warlpirirli ngulajangkaju kapurna yirrarni English kirralku. Kapu book-ju karri bilingual production.

Theresa Napurrurla Ross at Yurrkuru

My adopted father, Jack Jakamarra Ross, who grew me up, would always tell us, my brother and me, about the killings that had happened at Yurrkuru (Brooks Soak) in 1928. My father was only 14 or 15 years old then. I grew up determined to write a book about it. About 25 years ago, I interviewed and recorded my father and other eye-witnesses. I recorded my interviews in Warlpiri and translated them into English. I hope everyone will read and learn about what had happened in 1928.

Now as a grandmother of 6, I am ready to finish the job."

The services to the Top End expanded to Maningrida in 2012. Margaret Carew, the linguist co-ordinating the AELP in Central Australia, had a research background in Maningrida with the Gun-nartpa language group. She was successful in funding applications to ILS (Gun-nartpa Stories Project), the Endangered Languages Documentation Programme (ELDP) and BI internal research grants to fund language documentation work, and publication costs for a collaboratively written book (England et al, 2014; Carew, 2016). BI auspiced these funds and activities, and this was the basis for ongoing Language Centre support services to Maningrida through CALL.

In 2015 ILA introduced direct offers of funding to Language Centres which removed the requirement for Language Centres to apply for and acquit funding on an annual basis. The ILA team included Batchelor Institute as a 'borderless' Language Centre for the Northern Territory, reflecting the geographical spread of services to Wadeye, Central Australia and Maningrida that were underway at that time. ILA asked the co-ordinators to consolidate their language projects into one operation, and at that time, the projects merged and resurrected the name CALL, which had fallen out of use following the restructure in 2011. CALL became a unit within the Research Division, with two co-directors. One of these, Maree Klesch, was based in the Top End and co-ordinated programs for Wadeye, the CALL Collection project and some other ILA funded projects, including Mowandjum in WA. She was also the Manager of Batchelor Press. Co-director Margaret Carew was based in Central Australia and co-ordinated programs for Central Australia and Maningrida.

CALL's key program from 2015 was called NT Language Centre support. NT Language Centre support was first funded in ILA's 2015-16 round and this funding was renewed each year up until 2019. As part of this agreement,

CALL established the CALL website, which holds project resources and language information. This website is a companion to the *Iltyemiltyem* Sign languages website and CALL's vimeo site which hosts video material developed through CALL-related language projects. Batchelor Press also had its own website, which provided a shopfront for a range of publications developed through CALL projects, along with other language and educational publications and resources.

In 2015 CALL opened the Arrernte Language Office at the Desert Peoples Centre (DPC) campus in Alice Springs. This provided a space equipped with a large iMac computer for Arrernte language projects. In 2016 Arrernte man Harold Furber took up an Elder in Residence position at the DPC, and provided guidance to CALL's Arrernte program for several years. The Arrernte Language Office supported a number of projects, such as the Iltyemiltyem Sign Languages Project, the Getting in Touch bird app project, Therese Ryder's Ayeye Thipe-akerte (Arrernte Stories about birds) project and the teaching of BI's Higher Education Arrernte unit. This space incubated the Pertame Language Revival Project from its early days. The Arrernte online website arrernte-angkentye.online and the *Apmere angkentye-kenhe* project - a collaboration with artists co-operative Watch this Space and an Arrernte Language Team - were also supported through the Arrernte Language Office.

Digitising from miniDV video, Maningrida Digitising Project, 2014.

Alongside CALL's Language Centre Support program, there have been a number of other ILA funded activities since 2015. They include:

> support Community Language Teams in Mowanjum WA
> rock art documentation in the Wadeye region
> the Wake up CALL project which established the CALL Collection
> the Western and Northern Aboriginal Languages Alliance (WANALA)
> The Kungarakany Project
> the Mawng Ngaralk/Kunbarlang project, which developed an online dictionary of Mawng, language courses and a range of short films with young people for the community of Warruwi

CALL also accessed additional funds for other one off projects, such as funding through the Community Broadcasting Fund to create films for Indigenous Community Television (ICTV) and Priority Language Support (PLS) funding to support documentation work with Wurlaki and Djinang people from east of Maningrida. CALL has worked closely with colleagues within BI in carrying out these projects, including the Elders in Residence, Batchelor Press, the Batchelor Institute Library and linguists working in the Higher Education Teaching and Learning programs.

AYEYE THIPE–AKERTE (ARRERNTE STORIES ABOUT BIRDS)

Therese Ryder cuts the cake at the launch of her book Ayeye Thipe-akerte at the NT Writers Festival, 2017.

Iwenhenge the pipe nhenhe mpwareke apele, ayenge ampe putyelenge amangkeke. Thipe nhenhe mapeke akaltye-irremele akngerrapate mapele iletyarte awemele — arrpenheme, kere anwerne-kenhe, arrpenhe mape anwerne arlkwentye akngerre kwenye arle.

My reason why I made this book was that I grew up in the bush. I learn ed about these birds from my elders — about the birds we see as food, and the other birds that are not food for us.

Therese Ryder, Eastern Arrernte artist and writer.

MEWAL SONG AND STORY PROJECT

The Mewal (or Miwal) songs are part of a performance tradition called bunggul in north-central Arnhem Land. The Mewal story, songs and dances are owned by the Wurrkigandjarr clan group (Marrangu Djinang) and performed by members of that group along with the support of their djungkay 'ceremonial managers', who are related to the songs through their mother's clan group. This project was led by Stanley Djalarra Rankin and other Marrangu song owners and custodians. During a week on Country the group performed their songs and dances, and made a film for ICTV. The project was supported by the Community Broadcasting Foundation, CALL's NT Language Support program, linguist Aung Si and anthropologist Craig Elliott.
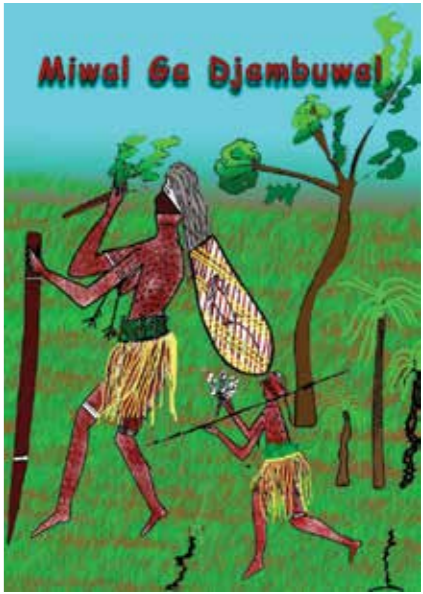
Miwal ga Djambuwal was written by Marrangu Djinang man Stanley Djalarra Rankin. It tells the story of the spirit woman Miwal and spirit boy Djambuwal, who travelled through Country looking for sugarbag and other bush foods.

See the films from the Marrangu project at https://vimeopro.com/callout/marrangu

As part of its Language Centre operations through these years, CALL continued to foster and develop community relationships and partnerships including: Thamurrmurr Development Corporation, Maningrida Arts and Culture, Maningrida College, the Institute for Aboriginal Development (IAD), ICTV, the Central Land Council, PAW Media at Yuendumu, Bininj Kunwok Regional Language and Culture Centre and the Living Archive of Aboriginal Languages. CALL has engaged the services of a number of external professionals on projects, including film-makers, animators, sound editors, artists and designers. CALL also has built many productive relationships with university-based linguists and anthropologists, as colleagues and partners on many projects. Through these relationships and collaborations, CALL has established itself as a centre for language expertise, with staff participating in external reference groups, presenting at conferences and publishing.

2019 saw a change in management of CALL with the resignations of co-directors Margaret Carew and Maree Klesch and the appointment of Angela Harrison in the role of CALL Manager, based at the DPC in Central Australia. Program delivery to Wadeye in the Top End was maintained under a consultancy arrangement, and Central Australian languages were maintained by the Manager. Services to Maningrida transferred to a local organisation, the Cultural Research Office (Bawinanga Aboriginal Corporation), who independently applied to ILA for project funds.

The Warruwi dictionary project, auspiced by CALL from 2018 to 2023, has now moved to the Bininj Kunwok Regional Language and Culture Centre, who are auspicing the next round of funding for this project. These realignments are a logical development for these projects as locally-based Language Centre services become more established.

Meanwhile, several projects are ongoing at the Desert People's Centre campus. The Old Knowledge for Young Speakers - Maṯutharra/Luritja project is in progress, as is the Talking Tracks project. The Pertame Language Revival Project has grown into a First Nations Community Partnership and continues to expand its activities. CALL continues to work with Warlpiri, Anmatyerr and Katyetye language teams and has supported a number of discrete projects in these languages, including supporting multi-lingual teams to attend both the Australian Languages Workshops (ALW) in Queensland in 2022 and the Puliima Conference in Darwin in 2023. CALL has accessed funds from the Warlpiri Education and Training Trust (WETT) and Newmont mine to support Warlpiri language resource development. The importance of growing a new generation of Arrernte speakers has been on the agenda for many years in Central Australia. This has led to new staffing to prioritise Arrernte language activities. This will be a focus of 2024.

Through the pandemic years of 2020 and 2021, CALL's program delivery slowed down. This disruption occurred alongside organisational restructuring in BI and the staff changes in CALL. The restructures at BI ended the ACIKE partnership between BI and CDU. The positive impact of this on CALL was that for a period of time CALL gained the services of linguists previously working in the Higher Education languages and linguistics program. These linguists have been involved with CALL's advisory group, CALL's work for Top End languages such as Batjamalh, Emmi and Mendhe at Belyuen community, with Anindilyakwa at Groote Eylandt and also with the writing of the Certificates II, III and IV in Learning and Teaching Australian Indigenous Languages. Ongoing servicing of the Top End languages will be addressed by CALL staff recruitment in 2023-24.

In 2022, CALL entered a new three year funding agreement with ILA, renamed as CALL Community Language Support Program. This program is the centrepiece of CALL's Language Centre service, alongside a number of other ILA and philanthropic funded activities.

WESTERN AND NORTHERN AUSTRALIAN ABORIGINAL LANGUAGES ALLIANCE CONFERENCE

The Western and Northern Australian Aboriginal Languages Alliance (WANALA) ran two successful language conferences for Indigenous Language Centre teams in 2016 (at the Desert Peoples Centre) and 2018 (at BI's Batchelor campus). These conferences brought together around 100 language speakers, Language Centre staff and professionals working in the language space. Presentations and workshops developed expertise in data and collections management, recording, documenting and curating recordings and records, linguistic analysis and book production.

Delegates at the 2016 WANALA conference at the DPC. At rear Cindy Jin-marabynana (Lúrra Team, Maningrida College), Felicity Hayes (Children's Ground), Amelia Turner (Akeyulerre Healing Centre), in front Leonie Palmer (Children's Ground), MK Turner (Children's Ground), Isaiah Marndurrch Taylor (Lúrra Team, Maningrida College), Niminim Bonaventure Ngarri (Wadeye Aboriginal Languages Centre).

Dwight and Reanna Campbell recording their auntie and grandmother Maureen Campbell.

The International Decade of Indigenous Languages (2022-2032) provides a strong impetus to CALL's work in the coming years. Closing the Gap Target 16 is focused on Aboriginal and Torres Strait Islander languages:

CTG Target 16 (Commonwealth of Australia, 2023)

Outcome: Aboriginal and Torres Strait Islander cultures and languages are strong, supported and flourishing.

Target: By 2031, there is a sustained increase in number and strength of Aboriginal and Torres Strait Islander languages being spoken.

The work of CALL is grounded in Both Ways philosophy and participatory methodologies. These recognise that Indigenous language projects must be embedded in community-based engagement. CALL supports language teams in community settings, often in collaboration with local organisations such as school-based Literature Production Centres and Arts Centres. Many language projects involve linguistic analysis and documentation, which is important to the work of making dictionaries, books, and a range of other print and screen-based educational materials and resources. This process also involves conserving, curating and protecting materials through archiving. These tasks require the combination of language skills, linguistic expertise and archival expertise, hence partnerships between intergenerational community language teams, linguists and archivists underpin much of CALL's work.

KAYTETYE LANGUAGE TEAM

Myfany Turpin and Tanisha Vincent.

University-based linguist Myfany Turpin has worked with Kaytetye people for three decades, recording stories and songs, compiling a dictionary and learners guide, and documenting Kaytetye knowledge about plants and animals. Myfany has carefully archived this material in collaboration with Kaytetye people. For many years Myfany worked side by side with Alison Ross, an SAL and BI graduate and talented linguist, who sadly passed away in 2019. Now Alison's daughter Tanisha is involved in Kaytetye projects. Recently she has worked on two partnerships, one the Talking Tracks project, to produce Kaytetye animations and books, and another partnership with Indigemoji, making Kaytetye emojis for mobile phones. The Kaytetye team have partnered with CALL on many projects over the years, including as CALL students and Kaytetye language workshops at Neutral Junction school and Artarre Community.

See the Kaytetye emojis here: https://www.indigemoji.com.au/kayetyemoji

The invitation to the Kaytetye Indigemoji launch, at the Barrow Creek Hotel, Kaytetye Country.

For the work of linguists to be of value to language custodians it must be governed by strong First Nations voices and priorities in the language space. It is vital that everyone's work is recognised and valued, and that people are treated equitably in terms of payment, ICIP, and recognition. Achieving this can be a delicate balance, especially when we consider the social inequities that exist for First Nations people. First Nations people must have the opportunity to lead projects and it is essential that non-Indigenous participants make the space for this to happen.

CALL provides space for young people to engage, to learn and practise in a way that suits the pattern of their lives. Whilst young people may not be ready for formal work or study, CALL offers a place where young people can build confidence and connection in a flexible and supportive project-based environment. Intergenerational language teams cultivate an environment that is supportive and flexible for young people.

As Dr Richard Grounds said at the opening of the Masters-Apprentice workshop in Alice Springs, 2022:

"Our language is critical to the survival of our youth. ... Our language isn't a complete shield against all of these issues but it's a pretty important connection with our elders, with our ceremonies, with our traditional ways. It helps strengthen that inner part of our youth coming up, so that they feel proud of who they are. So that they feel proud of that beautiful skin colour, and that beautiful hair. And they know who they are, because they're speaking their language with their elders. There's nothing like it. There's nothing that will connect a young person to their traditions and their ceremonies more so than through their languages.**"**

DR RICHARD GROUNDS, YUCHI LANGUAGE PROJECT (USA)

Dr Richard Grounds speaking to the Masters Apprentice workshop at the DPC, August 2022.

Let me ask, out of this gathering, how many of you, your grandparents were fluent speakers of your Indigenous language?

Can I see a show of hands? So if you would look around, keep your hands up. Virtually everyone here, your grandparents were fluent speakers.

How many of you, your parents? Keep your hands up if your parents were fluent speakers. Not quite as many hands.

If you yourself are a fluent speaker - you can go all day in your language if you need to - let me see a show of hands. Ok, the numbers are dropping, and you can see that, look around. You can see how many hands are up. So this is a good gathering to have that many fluent speakers.

How many of you gathered here, your children are fluent speakers of your language? I see one, two, three, four, five. Did you see that drop?

We went from the grandparents, everybody spoke. The parents, almost everybody spoke, then our actual elders here, about maybe one sixth, or one tenth of our gathering. And now the children that speak were down to about five people, out of this gathering.

That's the challenge. That's what we're pushing back on. That's what we are fighting to overcome. ... That's why I was pushing all those years to have the International Year of Indigenous languages. That was in 2019, and now we've been able to parlay that year into the United Nations International Decade of Indigenous Languages. For ten years we're going to be working together. Our goal, our intention for having the decade is so that we can gather together as Indigenous people and support one another. Help one another. Show what we are learning from our experience.

IN HIS 2022 ADDRESS, DR RICHARD GROUNDS PRESENTED A STRONG MOTIVE FOR INDIGENOUS PEOPLE TO WORK TOGETHER ON THEIR LANGUAGES. WITH THIS IN MIND, WE CONSIDER CALL'S STRENGTHS AND ITS CHALLENGES, AND IDENTIFY THE KEY OPPORTUNITIES INTO THE FUTURE.

Samantha *Armstrong is a member of the "Pertame Language Revival Team", which is a community partnership with CALL. She is a member of the Languages Policy Partnership, established in December 2022. The partnership brings community members, peak organisations and government representatives together to discuss policy options for delivery against Target 16 of the Closing the Gap Implementation Plan.*

STRENGTHS

LANGUAGE KNOWLEDGE AND CULTURAL STRENGTH

Language custodians involved with CALL have strong knowledge about their languages. These people come from a range of different groups and are leaders in their families and communities. The photos, resources and voices in this plan show the depth of knowledge and commitment that people have to their languages.

STRONG CONNECTIONS WITH LANGUAGE CUSTODIANS AND THEIR COMMUNITIES

CALL has a long history of working on language projects in many different places and settings. CALL and Batchelor Institute have a solid reputation and profile in many places across the country, within and beyond the Northern Territory.

ENGAGEMENT OF YOUNG LANGUAGE WORKERS IN INTERGENERATIONAL PROJECT TEAMS

As Richard Grounds says, language is a valuable connection for young people to their elders and their traditions. CALL has a long-standing track record of working with family groups who seek opportunities to visit country so that elders can teach young people. There are many examples of intergenerational projects supported by CALL.

Currently there are a number of younger people involved in CALL projects through the Pertame Language Revival Project, the Old Meets New project and as project support staff.

STRONG HISTORY OF DELIVERING QUALITY LANGUAGE PROJECTS AND PUBLICATIONS

CALL has an established reputation in language documentation, project management, grant administration and publishing. Through its association with Batchelor Press, CALL has published many books and other print resources. Films have been published through ICTV and other platforms.

STRONG RELATIONSHIPS WITH EXTERNAL LINGUISTS AND OTHER PROFESSIONALS

As outlined earlier, BI has a long history of working with an Australia-wide network of linguists. Some of them are previous staff and graduates from CALL courses. CALL projects over many years would not have been possible without these professional relationships and the linguistic expertise that they bring. In many cases, linguists and anthropologists have approached CALL to collaborate on publications for community use.

"Language is important to me because I grew up listening to my family speaking only in language to us.

*English was pretty much their second language, and I think it's good to learn and have the knowledge of what they've been taught from their elders. Today's generation have forgotten languages and it would be good if we had all our people bring back our languages. Kele, palya[3].***"**

Sheena Abbott, Luritja speaker, Alice Springs, 2023

3   Okay, that's good.

LEADERSHIP AND MANAGEMENT

CALL has strong relationships with many First Nations leaders in a number of NT communities. It is these people who have led and guided CALL's work over many years. Currently some of these people are: April Pengart Campbell (Anmatyerr), Veronica Perrurle Dobson (Eastern Arrernte), Fiona Napaljarri Gibson (Warlpiri), Maureen Campbell (Maṯuṯharra Luritja), Pinpirrith Majella Chula (Wadeye languages), Doreen Abbott (Pertame) and Kathy Bradshaw (Pertame).

CALL also has a history of leadership from dedicated professionals. For example, the current manager – Angela Harrison – has decades of experience working as a linguist and educator in Central Australia, with IAD, the NT Department of Education and BI.

FIRST NATIONS STAFF

CALL increased its First Nations staff at the DPC in 2023. This includes a senior project officer position working on First Nations leadership and several First Nations Project Officers working in the Pertame Language Revival Project and CALL project support.

BATCHELOR INSTITUTE RESOURCES AND SERVICES

Being part of BI is a great strength. CALL has capacity to publish and distribute resources due to its unique relationship with Batchelor Press. The Batchelor Library is extensive and offers a high level of service for accessing academic and other publications, along with being a home for the CALL Collection. CALL is part of the HERD research team, an environment that fosters First Nations scholarship and collaboration. In addition, through BI, CALL has access to shared services, such as IT support, HR and finance services.

CHALLENGES

SENIOR LANGUAGE CUSTODIANS ARE REACHING THEIR LATER YEARS

The main language speaking elders in many communities are getting old and many are passing away, and with them a significant amount of traditional knowledge. Elders themselves are conscious of the huge responsibility they hold to pass on knowledge before they can't do it anymore. Language centres have had to reassess their strategies to achieve the goals of capturing, reviving and sustaining languages. Immediate and targeted work is required to keep languages spoken by younger generations and to raise community awareness about language shift and change.

RISING COSTS

This is a challenge that impacts on all organisations, especially in remote contexts. Fuel, food and other commodities are increasingly more expensive, and this impacts on CALL's budgets and capacity to carry out projects as planned. With the International Decade of Indigenous Languages (IDIL) and the Closing the Gap Target 16, there has been a much-needed injection of funds into Language Centres and language activities. For CALL this has enabled some growth in staffing and reduction of some financial stress. The challenge is to find ways to achieve our goals through harnessing partnerships and opportunities and careful planning and negotiation with community language teams.

SOCIAL CHALLENGES

Many First Nations people live in poverty, and this is especially true in remote communities. The rising cost of living and the need to provide for families can be a barrier to participating in language projects as lives are concerned with basic survival such as housing and health issues. CALL recognises the need for flexibility to accommodate community priorities. Fair and prompt payment for work done is a key priority in supporting involvement in language work.

CURRENT AND UPCOMING OPPORTUNITIES

> Through the recently formed animation hub, which began with the Talking Tracks project, a range of projects are now able to be supported including in Matutharra, Kaytetye, Gudjal and other languages. The animations are shared across languages and produced with different language voiceovers

> Recruitment plan to employ a project officer to manage Top End language projects in Wadeye and Belyuen, and for other requested projects

> Extending the Iltyemiltyem website to accommodate more languages and partnering with the Language Data Commons of Australia (LDaCA) to ensure long-term sustainability of the data

> Involvement in BI's new Language, Literacy, Numeracy and Digital (LLND) skills programs

> Participation in development and delivery of BI's new First Nation's Language certificates. The pilot group, involving Anmatyerr, Warlpiri and Arrernte people who are mostly experienced educators, started in November 2023

> Involvement and leadership towards a new Language Centre in Alice Springs. This has been identified as a priority by ILA and will complement the work that CALL already does. A First Nations-led consultation phase is taking place in 2024

> The ongoing work by CALL on Alice Springs' Arrernte place names has been revived by language specialist Veronica Dobson, and daughter, Camille, in partnership with the Indigemoji project team.

> The Pertame Language Revival Project's adoption of the Salish Fluency Transfer approach with the goal to accelerate the growth of new speakers in the younger generations

> Developing new projects that focus on language revitalisation through access to records held in archives, such as recordings and photographs

> Contributions to Territory and national policy dialogues on language policy in the International Decade of Indigenous Languages

Current/potential Arrernte language teachers learning from Arrernte elder Veronica Dobson.

Arrernte Street Names Project

Mparntwe has several signs using Arrernte words. Most of the streets were named in the 1970s and 1980s before there was an agreed way of spelling Arrernte language. The Arrernte spelling system was developed in consultation with Arrernte Elders and published in the Central and Eastern Arrernte Language to English Dictionary in the 1990s. For the Arrernte Street Names Project, CALL supported the engagement of a Senior Arrernte Language Specialist to work with CALL staff and two independent consultants to create new signage with the correct Arrernte spelling. The signs have QR codes which will link the user to bilingual recordings providing information on the correct Arrernte pronunciation and meaning of the Arrernte words on the street sign. The signs are not to replace but to add to the existing signage. They are there to create an awareness of Arrernte language and culture, and to give local residents and visitors the opportunity to see Arrernte writing and learn more about the Arrernte spelling system.

As more Arrernte people learn how to write their language it is important that we use a standard system of spelling, which will strengthen Arrernte. Seeing the correct spelling being used in the community helps to build a sense of identity, ownership and familiarity. This will hopefully increase Arrernte literacy for people living in Mparntwe, as well as contribute to a broader appreciation of the language among locals and visitors to the town.

Arrernte Literacy Classes

Arrernte literacy for Arrernte speakers remains low. Senior Elders who have learned to read and write Arrernte have expressed a desire to support Arrernte teachers working with language with the opportunity to learn to read and write the Arrernte Language.

Linguist Gavin Breen wrote and taught the Central Arrernte Literacy Course that many of the older Arrernte people learned, however these classes have not been offered for many years. Not many of the younger Arrernte people have had the opportunity to learn to read and write their language. Senior Arrernte people see increasing Arrernte literacy as a priority for Arrernte Language speakers and have been working with CALL staff to deliver Arrernte Literacy classes to Arrernte Educators. With increased literacy these Arrernte Educators will be able to pass on their knowledge to the students they teach and will also be able to support other Arrernte staff by running their own literacy classes, strengthening the Arrernte language as both a written and spoken language.

PREMISES AND EQUIPMENT

CALL is based at Batchelor Institute's three campuses, in Batchelor, Desert Peoples Centre (Alice Springs) and Charles Darwin University (Darwin).

CALL management is based at the Desert Peoples Centre. HERD is based in Darwin and most of the support services are in Batchelor.

BATCHELOR CAMPUS

Post: c/o Post Office Batchelor NT 0845
Address: Cnr Awilla Rd and Nurndina Crescent, Batchelor NT 0845
Phone: (08) 8939 7111
Email: enquiries@batchelor.edu.au

ALICE SPRINGS: CENTRAL AUSTRALIAN CAMPUS, DESERT PEOPLES CENTRE

Ph: 08 8951 8300
Fax: 08 8951 8311
Post: PO Box 9170, ALICE SPRINGS, NT 0871
Address: 475 Stuart Hwy, Alice Springs NT 0873
Email: call@batchelor.edu.au

OFFICE OF THE CEO & EXECUTIVE DEAN FACULTY OF HIGHER EDUCATION & RESEARCH

Post: PO Box 364, CDU Campus, Casuarina NT 0810

Arrernte literacy class 2023 in BI classroom.

BI conferencing facility.

Batchelor Institute infrastructure and services support CALL's language work. These include:

> Pool and fleet vehicles based in Batchelor and Alice Springs, which staff access through a booking system

> ICT, Finance and HR are based in Batchelor and support CALL's operations on a day to day basis

> ICT manages computers and software in accordance with the BI standard operating environment

> CALL owns a large iMAC mounted on a trolley that is used for Arrernte Language Office work

> CALL owns audio-visual recording equipment purchased through various grants over the time of its operation

> CALL maintains its own assets register for CALL equipment

STAFFING AND CONSULTANTS

Overview of staff and consultant roles and employment levels

JOB TITLE	INDICATIVE LEVEL	ROLE OUTLINE
Senior Language Consultant	Sessional – AO4	Provide guidance and expertise in language and culture Contribute to intergenerational learning of language and culture
Manager	Lecturer C	Coordinate, manage and lead Language Centre activities Facilitate First Nations leadership in language and culture projects Undertake research and/or community-based projects with Australian languages Identify, nurture and manage relationships with a wide range of groups Advocate for and promote Australia's first languages
Senior project officer	AO6, Lecturer A/B	Lead and guide others to deliver programs consistent with the program goals Provide linguistic services to a project Plan and develop projects, programs and resources Engage and liaise with stakeholders Collaborate in a team environment Report to managers and stakeholders Contribute to monitoring and evaluation
Project officer	AO3/4	Work in a team to deliver programs consistent with the program goals Contribute to the planning and development of programs and resources Take responsibility for specific program tasks Report to managers Support monitoring and evaluation
Language Centre worker	AO2	Assist and contribute to a program Support and collaborate in specific tasks Report to managers
Language Consultant	Sessional – AO2	Participate in intergenerational learning of language and culture
Professional consultant	Negotiated fee	Support Community Language Teams by contributing in an area of expertise Provide scope of work, milestones, timeframes and costing for contracted work Observe cultural protocols Respect First Nations leadership in language and culture projects

CALL Staff

CALL MANAGER

Senior Project Officer | Pertame Language Revival Project

Senior Project Officer | First Nations leadership

Senior Project Officer | Linguist (part time)

Senior Project Officer | Linguist (Top End – to be recruited 2024)

Project Officer | Language Nest Educator

Language Centre Worker | Language Nest Educator (casual) x 4

Language Centre Worker | Administration (part time)

Language Centre Worker | Trainee (casual) x 6

Administrative staff

CALL CONSULTANTS

Senior Language Consultant | Maṯuṯharra

Senior Language Consultant | Arrernte

Senior Language Consultant | Pertame

Senior Language Consultant | Warlpiri

Senior Language Consultant | Anmatyerr

Senior Language Consultant | Batjamalh

Senior Language Consultant | Marri languages

Senior Project Officer | Top End (consultant)

Other consultants as required for project work

ARRERNTE SENIOR LANGUAGE CONSULTANT KUMALIE RILEY, 2020

Werte, *arritnye atyinhe Kumalie Kngwarraye. My name is Kumalie Kngwarraye. My skin name is Kngwarraye. My father is Peltharre. My mother is Kemarre. My children are Ampetyane. I'm teaching the online Arrernte program through Batchelor-CDU here on Arrernte country. The local language here is Arrernte. Arrernte Apmere Mpwepe, Central Arrernte, and Arrernte Ikngerre, Eastern Arrernte. They're very similar. I grew up listening to and learning Arrernte through country, dreamings and stories. I was immersed in Arrernte. I learned from an early age what it is to be proud of our language, Arrernte. This is what makes us strong, so that we can keep teaching Arrernte in many avenues. Nowadays Arrernte is taught in mainstream schools in Alice Springs. We're happy because Arrernte has bloomed out of its cocoon.*
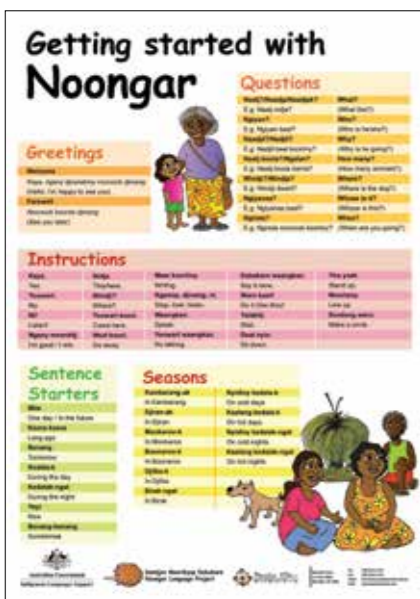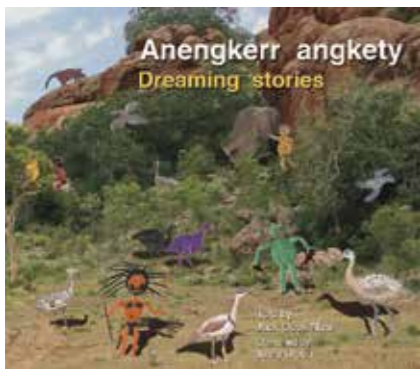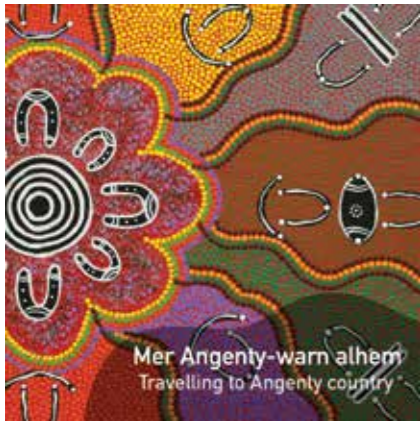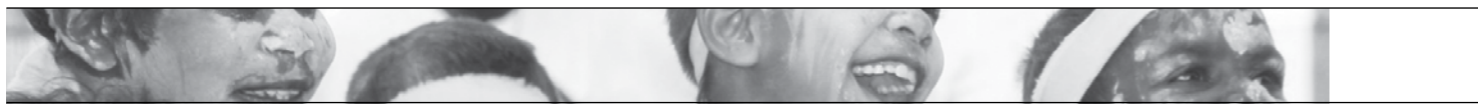
A few of the resources published by Batchelor Press and CALL.

BATCHELOR PRESS

Batchelor Press is an important partner for CALL. The Press was established by previous CALL co-director Maree Klesch as a repository for language materials created by people at Wadeye through the local school's Literature Production Centre and the Wadeye Languages Centre. Batchelor Press has a longstanding collaboration with the Noongar Boodjar Language Centre, which began its life with Batchelor Institute support. Batchelor Press continues to publish books that come from CALL projects but also is a publisher and distributor of First Nations-focused print and digital resources from projects around Australia. Batchelor Press has provided a service to schools for many years with educational poster templates that can be produced in many languages.

See the Batchelor Press website here: https://batchelorpress.com/

CALL COLLECTION

The CALL Collection is an archive of Indigenous language materials created by Batchelor Institute students and others involved in language work over many years. Some materials came from the work of students during Aboriginal Languages Fortnight (ALF) workshops throughout the 1980s and 1990s. ALF was part of the RATE program - a fortnight long language workshop in community, where elders, RATE students, SAL/CALL students and a linguist would come together to work on language. These were productive workshops and much valuable language records came from them.

The physical CALL collection is housed in the Batchelor Institute Library in Batchelor. There is an online digital collection, which was developed as part of the Wake Up CALL project funded by ILA (2016-2018). This project developed a cloud-based database, an online portal and licencing agreements. The work of the CALL Collection is ongoing, and new materials are regularly deposited.

See the CALL Collection here: https:// callcollection.batchelor.edu.au/

CALL REFERENCE GROUP

While CALL is operationally embedded within Batchelor Institute, there is also a high priority placed on CALL's links to community and external organisations. The effectiveness of CALL is directly related to its work with and for community and research groups, and for this reason CALL works with a Reference Group to guide its activities.

The terms of reference for the CALL Reference Group are to:

> Provide high quality, impartial advice to CALL management

> Ensure that CALL meets its goals

> Guide CALL's work in capturing, revitalising and sustaining Australia's first languages

The CALL Reference Group consists of:

1. First Nations leaders
2. Project team members
3. Top End and Central Australian BI staff working within the First Nations language and learning sphere
4. Specialist personnel when required

The CALL manager convenes the Reference Group, in consultation with CALL and BI staff.

The CALL Reference Group is maintained through regular meetings, held at least twice a year. CALL staff may also call upon members of the Reference Group for information, guidance or advice as required. The CALL manager keeps minutes and/or memos relating to Reference Group meetings.

CALL MANAGER

The CALL Manager is responsible for all CALL activities. These include:

> Staff recruitment and supervision in collaboration with BI Human resources team

> Grant submissions and reports

> Project management and delegations in collaboration with CALL staff

> Equipment inventory

> Oversight and documentation of ICIP for projects

> Oversight of the CALL website and other online assets

> Oversight of grant expenditure and financial reporting in collaboration with BI Finance team

> Language needs assessments in collaboration with CALL Reference group and Project steering committees

> Liaison with external partners and stakeholders in collaboration with CALL Reference group and Project steering committees

It is part of the role of the CALL manager to ensure that all activities are consistent with BI legal responsibilities, such as:

> Risk assessment

> Work health and safety

> Equal opportunity

> Accessibility statements

> Staff code of conduct

> Grievance policy

CALL sits within HERD and the CALL Manager reports directly to the Division Dean. The Dean and HERD staff provide collegial and strategic support to CALL, through regular staff meetings and seminars. HERD has recently negotiated substantial philanthropic funds through the LEGO Foundation and some of these funds are provided to the Pertame project as a First Nations Community Partnership. HERD provided support for the Master-Apprentice workshop hosted at the DPC in 2022, which Master-Apprentice teams from many different language groups attended.

The development of the new Certificates in Learning and Teaching a First Nation's Language was initiated by the Acting Dean of HERD in 2022-23. The project to get these on BI's Scope and develop training and assessment materials was jointly managed by staff in CALL/HERD and the VET Division throughout 2023.

As of late 2023, BI is offering 3 VET level First Nations language courses:

> 10890NAT Certificate II in Learning an Australian First Nation's Language

> 10891NAT Certificate III in Learning an Australian First Nation's Language

> 10892NAT Certificate IV in Teaching an Australian First Nation's Language

The delivery will be managed by BI VET Division, in collaboration with CALL.

FINANCIAL ADMINISTRATION

CALL is the business unit that administers Language Centre funding agreements, alongside Batchelor Institute's finance, administrative and HR teams. CALL is currently funded primarily through the ILA program via the Australian Government's Office for the Arts, under the project name of Batchelor Institute of Indigenous Tertiary Education (Batchelor NT). CALL has recurrent targeted funding under this banner (offered only to Language Centres) with several other short-term projects funded by the ILA annual 'open competitive' and 'partnership' funding rounds.

CALL also administers other program and philanthropic grants that are accessed for particular projects. The total funding from ILA and other sources, and the Language Centre activities that it supports, are the basis for the development of CALL over the next five years.

CALL's work is grounded in projects that support Community Language Teams in intergenerational learning, language documentation and resource development. Project participants are paid for their work on projects, and for licensing their ICIP for use in publications and other resources. These are either non-commercial or not-for-profit activities and accordingly, CALL does not have a goal of generating income from sales.

Some of CALL's project deliverables are publications that are sold through Batchelor Press and occasionally through other outlets. These sales are for cost-recovery only. Any return on publications is put back into CALL or Batchelor Press cost centres to support project and/or operational activities.

Other information about financial administration is summarised below.

General

> Financial administration for CALL is managed overall by the BI Finance team and follows their policies and procedures.
> CALL is funded through tied grants, provided by external agencies, primarily the Australian Commonwealth. CALL is required to comply with grant funding agreements that govern these funds.
> Each grant is aligned with a cost centre allocated by Bi Finance.
> The CALL Manager reviews expenditure on each cost centre.
> As a non-for-profit organisation, BI has charitable status and can administer philanthropic giving.

Major grants

> The CALL Manager is responsible for preparing, administering and reporting on grants, working closely with the BI Finance team and senior project officers.
> For partnerships there is often collaboration on writing with senior project officers responsible for particular projects, or consultants.
> For ILA grants, budgets and activity workplans are required on a yearly basis. These may be prepared by a senior project officer under direction of the CALL Manager.
> The CALL Manager has oversight of all budgets, expenditure and activity workplans.

Smaller grants

> Some projects attract philanthropic donations. These are generally small amounts of money that are managed by trusts and individual donors. Smaller philanthropic donations may accrue in one cost centre.

> Smaller grants can be administered by senior project officers in liaison with BI Finance, however, the CALL Manager has oversight on budgets and expenditure.
> From time to time CALL may apply for smaller grants for specific purposes. These are administered by the senior project officer or CALL Manager.

Service fees

> All CALL grants include a service fee for BI services and premises.
> This is calculated as a percentage of the grant budget. The default percentage fee is 15%, although this can vary depending on the size of the grant.

Auspiced projects

> Auspicing arrangements are negotiated through expressions of interest from groups. EOIs must include a budget.
> Auspiced projects are budgeted with a 15% service fee along with a project management fee.
> Each auspiced project is administered through an individual cost centre.
> The CALL Manager maintains oversight of grant administration throughout the grant cycle.

Commitment registers

> Commitment registers are an important tool for grant administration because they allow for project based budgets and records of expenditure.
> CALL uses these alongside monthly reports from BI Finance on each cost centre.

CALL's current funding agreements (December 2023)

Centre for Australian Languages and Linguistics (CALL) Community Language Support	Funded by ILA (Targeted competitive grant): $550,000 per year, 3 years 2022-2025; total funding $1,650,000 To undertake language project work including recording, documentation, publication, training, research, resource development and language learning throughout Central Australia and in Wadeye, and other Top End sites as negotiated and requested by communities
Batjamalh, Emmi, Mendhe Language Project	Funded by ILA (Open competitive grant round): $85,100, 1 year 2022-23 (extended)
Talking Tracks (Laying down new tracks)	Funded by ILA (Open competitive grant round): $75,000 for 2 years; total funding: $150,000 (extended)
Old Knowledge for Young Speakers - Maṯuṯharra/Luritja	Funded by ILA (Open competitive grant round): $100,000 per year, 2 years 2023-2025; total funding $200,000 To contribute to the maintenance and revival of the Maṯuṯharra/Luritja (southern dialects, Central Australia) through a range of community-led language activities, including oral language and literacy courses, on-country intergenerational learning, and paper-based and online resource production involving creative arts and technology This project follows on from previous funding in 2020-22
Pertame Language Revival Project	Philanthropic funds administered directly by the Pertame project with CALL oversight The sources of these funds include the Fouress Foundation and a number of smaller donors. The Pertame Project also has some funding through the Lego Foundation, administered by HERD Administrative and mentoring support through CALL's ILA-funded Community Language Support Program Total funding: $90,000 for 2022-23 (6 individual donors)
Pertame Ngetya Untya Kweka Mapa Kerta (Pertame Language Nest for Children)	Funded by ILA (CTG Health and Early Childhood Partnership Pilots): $210,000 in 2022-23, $255,000 in 2023-24; total funding $465,000 This is a partnership between CALL (Pertame Project) and the Larapinta Early Childhood Centre

PROJECT MANAGEMENT

CALL Projects

Much of CALL's work is organised as *CALL projects*. In general these projects have a Community Language Team (CLT) and Steering committee and are managed internally by the CALL Manager and project officers. Aspects of project delivery and management can be delegated to consultants who support the CLT and report to the CALL Manager.

TALKING TRACKS

The Talking Tracks project uses contemporary technologies to bring a popular NT Education Department literacy resource to life for a new generation. The project has brought together a team to create animations and books with versions for 6 languages, working with language speakers April Campbell (Anmatyerr), Tanisha Vincent (Kaytetye), Carol Turner (Arrernte) and language teams for Pertame (led by Doreen Abbott) and Maṯutharra Luritja (led by Maureen Campbell). The project is supported by consultant Mary Flynn, artist Jenny Taylor, animator Jonathan Dawe (https:// jonathandaw.net/) and filmmaker Miranda Mills.

See the showcase for TalkingTracks: https://vimeo.com/ showcase/10756130

LURITJA OLD MEETS NEW PROJECT

Maureen Campbell teaching her granddaughter Kyra Campbell how to read and write Maṯutharra Luritja.

Luritja Old meets New is a creative arts and language project raising awareness of the plight of yet another severely endangered Central Australian language. The core of this community language team is the Kenny/Campbell family led by elder Maureen Campbell, with other Maṯutharra people involved at different times. Work is underway on some major resources including a dictionary and learner's guide. The project has involved many intergenerational activities, both on Country and in Alice Springs. These include literacy teaching and learning, recording and producing stories, and creative arts projects based around station lives, tjukurrpa (ancestral spirits) and language. These creative projects have produced ceramics, painting, relief maps, animations, and other short films.

CALL is open to being approached to support external language projects. Such projects are managed mostly by a Community Language Team with some financial and logistical support from the CALL Manager or Project Officer. An example of this kind of project is the long term work by the Kaytetye language team. Linguist Myfany Turpin has worked alongside Kaytetye people for many years, documenting knowledge and developing resources of many types. CALL currently provides support to this work, collaborating with that team and other organisations that they work with such as the Indigemoji project (https://www. indigemoji.com.au/).

Auspiced Projects

Auspiced projects are quite independent of CALL, although aligned with CALL's goals and strategies. One example of this is the Mawng Ngaralk project (funded by ILA 2019-2022). This was an auspicing arrangement between the Warruwi Community, a university-based linguist and CALL. CALL management applied for an ILA grant on behalf of the Mawng Ngaralk team. The project budget included a service fee, and CALL administered the funds and project reporting. The community language team and linguist carried out their project quite independently, and provided information on deliverables and expenditure to enable CALL's auspicing responsibilities.

MAWNG NGARALK

The Mawng Ngaralk website is a resource hub for Mawng, the language of Warruwi (Goulburn Island). There is a dictionary, a language course, and lots of videos. The website is part of a long term collaboration between Mawng community leaders and educators and linguist Ruth Singer (University of Melbourne). CALL is proud of its association with this project.

View the Mawng Ngaralk website: https://www.mawngngaralk.org.au/

First Nations Community Partnerships

First Nations Community Partnerships are another model for language projects, especially those that are longer term and require a degree of independence. One example of a First Nations Community Partnership is the Pertame School project. This commenced in 2017 as work being done through the Arrernte Language Office to support and revive the Pertame language, supported by CALL. The Pertame School has succeeded in attracting philanthropic support from various donors and, more recently, open round funding in the ILA CTG Health and Early Childhood Partnership Pilots program. This funding supports the *Pertame Ngetya Untya Kweka Mapa Kerta* (Pertame Language Nest for Children). The Pertame School continues to be supported by CALL through the Community Language Support program, along with additional support from HERD and BI service teams. This involves some financial support, human resource management, office space, access to vehicles and mentoring and coaching as required.

The Pertame School project has adopted the Master-Apprentice model of language teaching and learning, aiming to grow a new generation of fluent Pertame speakers. It has also begun using a fluency transfer model it learned from the Salish people in the US. It runs a range of language activities – on Country visits with elders, a Pertame playgroup, school holiday programs and arts activities. In August 2022, the Pertame team collaborated with HERD and First Nations language revival experts from the US in hosting a 4-day Masters Apprentice workshop at the DPC, Alice Springs.

As a First Nations Community Partner, the Pertame School operates quite independently, setting its own goals and running its own program. The Pertame Council of Elders meets once a month to guide activities. CALL and BI are committed to providing a framework for support that respects the Pertame right to self-determination. This is the basis for the First Nations Community Partnership model. The Pertame School has its own website and publishes an extensive report each year about its activities and social impact.

See https://www.pertameschool.org/

PERTAME LANGUAGE REVIVAL PROJECT

Pertame Ngetya Untya
Kweka Mapa kerta

Pertame Language Nest for Babies

Raising the next generation of fluent Pertame speakers

The *Pertame Language Nest grew out of the Pertame Language Revival Project, a grassroots, community-driven program that works in partnership with CALL and the Larapinta Childhood and Family Centre. The Project Coordinator, Pertame Educators and Elders running the program are all Pertame community members.*

PROJECT STEERING COMMITTEES

Project steering committees are established for each project as required. Their purpose is to work with CALL to design projects, support key deliverables and to achieve community directed outcomes.

They are typically comprised of:

> Project coordinator (usually a CALL staff member or consultant)
> Key elders
> Community language teams
> Partnerships with community and national organisations

ILTYEMILTYEM INDIGENOUS SIGN LANGUAGES PROJECT

The *Iltyemiltyem Indigenous sign languages project started in 2012 and was one of the first CALL projects in Central Australia. It has been a partnership between linguist Jenny Green (Research Unit for Indigenous Language [RUIL], University of Melbourne) and CALL. The project developed an innovative website to present a dictionary of sign language from a number of different groups in Central Australia. With assistance from Ben Foley (University of Queensland language data scientist) and LDaCA, this website has recently been upgraded and extended to include more languages. It now provides updated information about the work of a range of sign language teams, including Gurindji, Mudburra, and a multilingual team at Maningrida.*

INDIGENOUS CULTURAL INTELLECTUAL PROPERTY (ICIP) PROTOCOLS

Effective administration of ICIP rights is vital for the protection of the knowledge and cultural intellectual property for First Nations people, especially considering that ICIP is not protected under copyright law. This ethical imperative informs all of CALL's work and is built into the goals and strategic framework.

Some specific measures are as follows:

> In terms of engagement with community groups, CALL follows the Australian Institute for Aboriginal and Torres Strait Islander Studies (AIATSIS) Code of Ethics (AIATSIS, 2020, 2022).
> CALL and Batchelor Press have a suite of document templates for licensing knowledge and creative content in resource publications. These were developed in conjunction with ICIP lawyers Terri Janke and Co.
> Each potential publishing or broadcast opportunity related to CALL projects is negotiated through the relevant Project Steering Committee.
> For language publications that are offered for sale, authorship and ICIP ownership are stated explicitly as part of the publication imprint details. All publications carry an ICIP statement, that is worded along these lines:

> *The stories and images in this book contain traditional knowledge of the (group name) people and have been presented with the consent and knowledge of the storytellers and knowledge custodians. Dealing with any part of the knowledge for any purpose that has not been authorised may breach the customary laws of the (group name) people, and may also breach copyright and moral rights under the Copyright Act 1968 (Commonwealth).*

As a Language Centre, CALL does not market language publications and other resources for financial gain. Where income is involved, this is used for cost recovery against project expenses. This means that marketing and communication activities are primarily aimed at:

> First Nations people telling their own stories

> Sharing information about languages

> Making language resources available

> Reporting on grants

> Seeking new grants

The main avenues for marketing and communication are through the CALL website, the Batchelor Press website and CALL's vimeo channel. Certain projects have their own websites, which present resources and information. Conferences, regional meetings and participation in external advisory groups are another way that CALL communicates information about its work.

Fiona Gibson, Warlpiri language, exploring her entry in the national project '50words.online' with CALL assistance.

PULIIMA CONFERENCE 2023
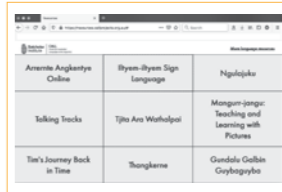
CALL delegates at Puliima, 2023.

CALL *sponsored a team of delegates to attend the Puliima Indigenous Language and Technology Conference on Larrakia Country, Darwin, August 2023. Maureen Campbell, her daughters Donna and Cassie, nephew Dwight and grand-daughter Reanna Campbell presented on the Luritja Old meets New project, Tanisha Vincent on the Kaytetyemoji project, April Campbell, Emmanisia Pepperill and Cindy Presley presented on the Ti Tree School language program and everyone shared the story of the Talking Tracks project. The team also gave an overview of the language training that CALL offer. Vanessa Farrelly, Leeanne Swan, Shania Armstrong, Samantha Armstrong, Doreen Abbott, Kathleen Bradshaw, Auriel Swan, Elsa Swan and Sashanna Armstrong presented their experience and methods in developing a language immersion early childhood program for Pertame.*

CALL delegates from Ti Tree at Puliima – April Campbell, Cindy Presley, Emmanishia Pepperill.

CALL online

CALL website	https://callprojects.org.au/ CALL Project information	Language information
CALL vimeo	https://vimeo.com/callout Animations Workshop videos	Video showcases for different projects
Iltyemiltyem – Australian Indigenous Sign Languages	https://www.iltyemiltyem.com/ Sign language online dictionary	Sign language resources
CALL postcard	http://resources.callprojects.org.au A portfolio of CALL resources	
Arrernte angkentye online	https://arrernte-angkentye.online/ An online Arrernte wordlist with audio and phonics games	
Thangkerne	https://thangkerne.kaytetye.com.au/ A picture and audio resource about Kaytetye birds	
Pertame School	https://www.pertameschool.org/ Pertame Language Revival Project – a First Nations Community Partnership	

NGULAJUKU! TIGER'S STORY OF HOW NYIRRPI CAME TO BE
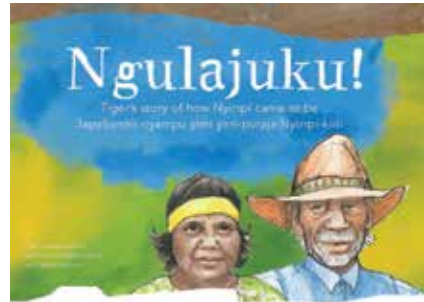
Ngulajuku! is an illustrated bilingual book and educational resource that came out of a project led by Warlpiri woman Fiona Napaljarri Gibson (FM) from an interview with Warlpiri elder, Tiger Morris, back in 2001. It tells the story of how Nyirrpi leaders cleared a road from Yuendumu to Nyirrpi, in order to move back to traditional country and establish a new community, Nyirrpi. In addition to the story, it contains a timeline, map, audio track and animation (available via a QR code). The project includes a published study guide that links the book to the Australian Curriculum, available through Australian Teachers of Media (ATOM, 2023).

The Ngulajuku book is an example of a deliverable from CALL's Language Centre funding. The outcome is that more quality educational resources are available in Warlpiri language and about Warlpiri history. Another outcome is that Nyirrpi community feel a strong sense of pride and wellbeing in having this story published.

FM reads Ngulajuku! to Warlpiri students at Nyirrpi School.

Listen to FM reading the story here, page by page.

Read more about the Ngulajuku! project.

ETHNOBIOLOGY WORKSHOP – SHARING RESOURCES BETWEEN LANGUAGE GROUPS

Kaytetye, Warlpiri and Maṯutharra people came together in April 2023 to share cultural and biological knowledge. They also shared language resources about plant, animal and song knowledge. By the end of the three days, the Warlpiri group had begun a video series on seed harvesting and the Kaytetye group had drafted a bush medicine poster. The Maṯutharra group had made a good start on their bird poster, which is now completed. This workshop was supported by linguists from the University of Sydney - Myfany Turpin and Georgia Curran - and CALL.

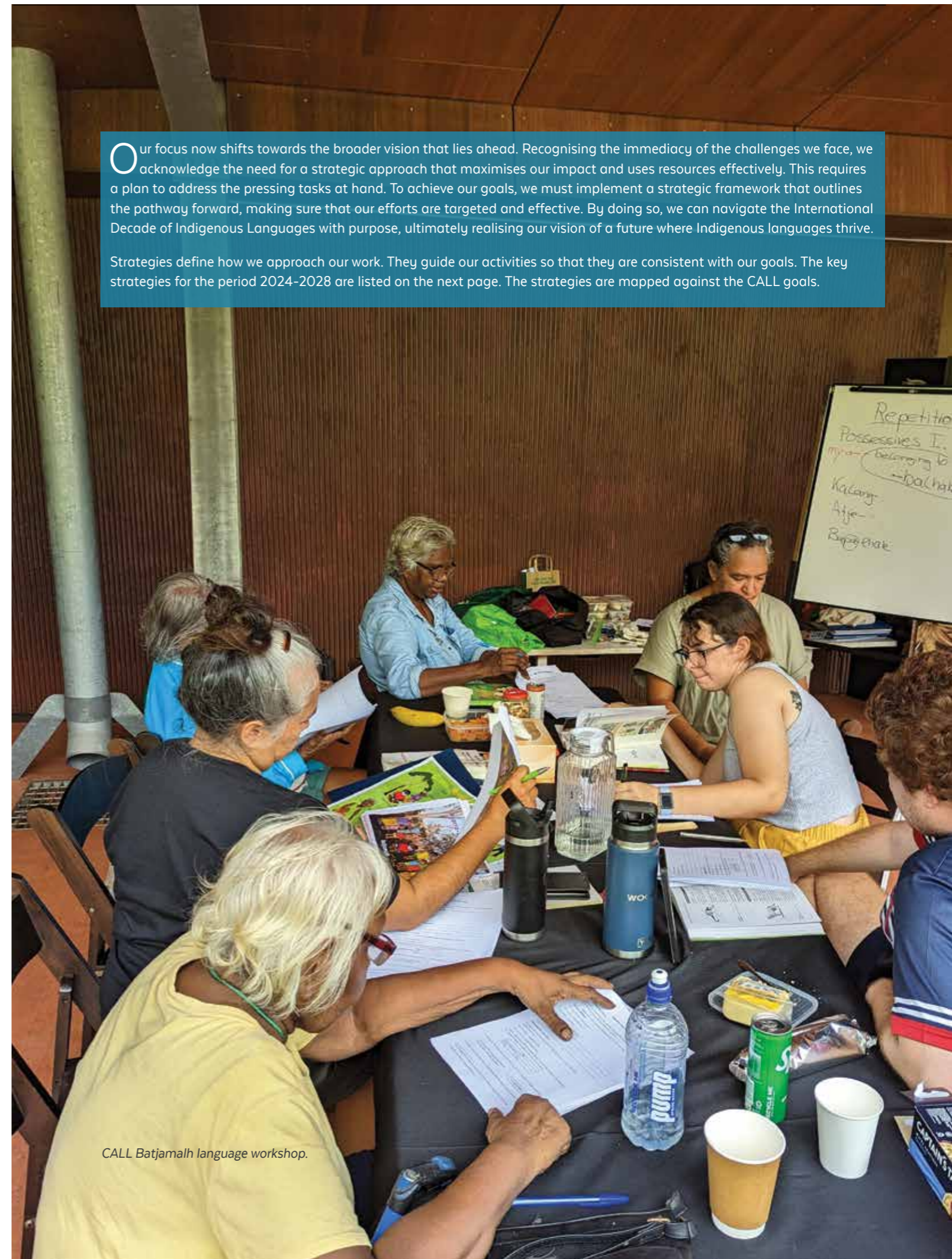## QUANDAMOOKA ARTIST AND RESEARCHER SANDRA CLOSE–DELANEY:

Not only did my parents teach me Jandai words and phrases[4], they taught me about what language reclamation means: speaking the language proudly, knowing who I was as a Quandamooka person, and, most importantly, sharing it with others. Through their guidance and support, one of the ways I envisioned sharing the language with future generations was through art and children's books.

During my Master's research I listened to and recorded the voices of my Elders and they guided me and taught me about engaging in story research as a methodology. These times have allowed me, together with these memories to identify issues and language reclamation possibilities for storywork. They told me enough to keep me curious, to keep me coming back to them for more teachings, and then they let me know that I must go away and make meaning from their talk. (Close-Delaney, 2020:5, 11)

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4   Jandai is the Ancestral language of the Quandamooka people of the Moreton Bay area.

Our focus now shifts towards the broader vision that lies ahead. Recognising the immediacy of the challenges we face, we acknowledge the need for a strategic approach that maximises our impact and uses resources effectively. This requires a plan to address the pressing tasks at hand. To achieve our goals, we must implement a strategic framework that outlines the pathway forward, making sure that our efforts are targeted and effective. By doing so, we can navigate the International Decade of Indigenous Languages with purpose, ultimately realising our vision of a future where Indigenous languages thrive.

Strategies define how we approach our work. They guide our activities so that they are consistent with our goals. The key strategies for the period 2024-2028 are listed on the next page. The strategies are mapped against the CALL goals.
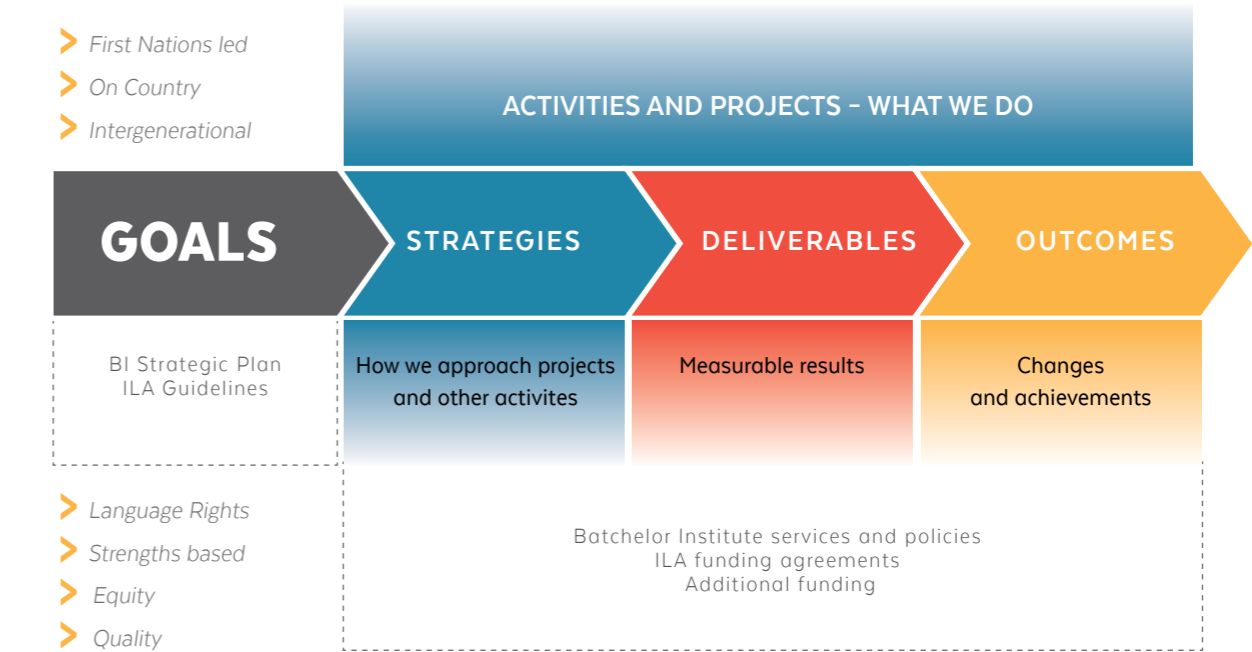

CALL Batjamalh language workshop.

STRATEGIES FOR 2024–2028	CALL Goals				
	Facilitate projects that capture, revitalise and sustain First Nations languages	Reflect First Nations community priorities for language projects	Build capacity for First Nations people to work with their languages	Effectively administer funding and project deliverables	Advocate for the language rights of First Nations people in the NT
Support projects for a range of languages and language groups	✓	✓	✓	✓	✓
Offer a range of project activities that enable First Nations participants to capture and preserve their languages	✓	✓	✓	✓	✓
Support First Nations people to lead and represent in the First Nations languages space		✓	✓		✓
Support First Nations people to create and publish language resources	✓	✓	✓		
Support First Nations people to develop confidence and skills	✓	✓	✓		✓
Collaborate with groups, colleagues, consultants and other organisations on language projects	✓	✓			✓
Protect and manage valuable language and cultural knowledge material	✓	✓	✓	✓	✓
Provide advice and expertise in languages and linguistics to a range of people and organisations	✓			✓	✓

CALL's targeted funding agreement with ILA requires an activity workplan for each financial year. Our strategies are the framework for our annual activity workplans. Each workplan describes the deliverables and outcomes that will be the focus of that year's work. At the end of each yearly cycle CALL reports against these deliverables and outcomes. We aim for the deliverables and outcomes to be clear and consistent, and aligned with our goals, strategies and activities.

CALL'S STRATEGIC FRAMEWORK

> First Nations led
> On Country
> Intergenerational

GOALS → **STRATEGIES** → **DELIVERABLES** → **OUTCOMES**

ACTIVITIES AND PROJECTS – WHAT WE DO

| BI Strategic Plan ILA Guidelines | How we approach projects and other activites | Measurable results | Changes and achievements |

> Language Rights
> Strengths based
> Equity
> Quality

Batchelor Institute services and policies
ILA funding agreements
Additional funding

ACTIVITIES AND PROJECTS

CALL language activities include workshops, country visits, recording languages, transcribing language from recordings, accessing archival records, creating books, and managing valuable language and cultural content.

Our activities implement our strategies and give us the deliverables and outcomes that we are aiming for. These activities are supported by ILA funding agreements, BI services and policies. At times, funding from other sources is available to support these activities.

Project activities

Many activities are organised into projects with a project plan. Project plans state the purpose, deliverables and outcomes of a project. For project planning, CALL follows the guidelines provided in *Junyirri – a framework for planning community language projects* published by First Languages Australia (FLA, 2015).

The CALL project planning template is a tool that supports people to get projects started and to carry them out. This template can be used as part of a needs analysis for languages and community settings (see the template at the end of this plan).

Other activities

CALL activities also involve tasks that are not part of a particular project - such as hiring staff, engaging consultants, doing administrative paperwork, and applying for, reporting on and acquitting grants. These activities are all part of the work of a Language Centre. It is necessary to plan these non-project activities well for CALL to support engagement, build capacity and continually improve its work.

Anmatyerr language workers Gracie Price, Jedda Purvis and Maureen Purvis use a sound pen to listen to traditional songs in the Antarrengeny Awely book.

LEARNING MASIGILGAL THROUGH ANCESTRAL SONGS

Batchelor Institute research graduate John Ngailu Whop describes an experience running a language workshop at Masig island in the Central Torres Strait. The approach was to use the Mabuiag language as a medium for restoring the ancestral language of Masig, called Masigilgal.

The workshop started in the late afternoon and ran into the night. I was welcomed by a prayer to remember the ancestors of the Masigilgal and then an Elder, Danny Mosby, gave me a traditional welcome. He gave an analogy that the Masigilgal dialect was at the tip of the cloud and they have stopped speaking their traditional words. This gave me an idea. I asked them to sing one of their traditional songs to me. They sang Ina Nabeka.

Then I asked them to say the words to me. When they were saying the words to me, I asked them: What are you saying? They said: We are speaking in language 'langus' to you. Then I smiled at them and they greeted me with tears, they realised. This is about raising awareness by using what was available for them. The song was available for them with their language words in it. In this way, traditional songs and stories are hugely important as they provide a continuous link and a way 'back into' language as well as culture for younger generations.
(Whop, 2020:51)

CALL STRATEGIES, DELIVERABLES AND OUTCOMES FOR 2024–2028

CALL follows an activity workplan as part of its core funding agreement with ILA. As outlined above, CALL's activities implement our strategies, with each activity guided by a workplan which identifies key deliverables and outcomes. At the end of each yearly cycle CALL reports against these. This means that when we plan our projects and other activities we describe the deliverables and outcomes that will be the result of them.

Deliverables are what comes from doing our projects and other activities. Deliverables are tangible and measurable. Some examples of deliverables are: services, books, posters and other publications, language recordings, resources, reports - anything that is produced through a Language Centre project and related activities. We can break projects down into deliverables for each stage. Deliverables can be milestones in our projects. Outcomes are the changes and achievements we can see as a result of our projects and related activities. They can show how we have succeeded in achieving our goals. They are not always as easily quantified as deliverables, but can be demonstrated by bringing more than one type of evidence together to show the change or achievement. For example, we might see an increased number of people participating in project workshops offered by the Language Centre. This could be evidence that the projects are relevant and interesting to people and reflects their priorities for language projects. To support this we would bring this data together with other evidence of participation, such as photographs of people working together, or short testimonies from people who value the project and see a positive outcome for their language.

On the following pages we break down each of the CALL strategies. We identify activities for each strategy, along with the kinds of deliverables and outcomes that result. Note that some activities are part of more than one strategy.

Key deliverables and outcomes are contextualised for each workplan stage of the ILA funding agreement 2022-2024, and subsequent agreements.

SUPPORT PROJECTS FOR A RANGE OF LANGUAGES AND LANGUAGE GROUPS

Activities	Deliverables	Outcomes
> Support languages of different vitalities (sleeping, spoken by elders, spoken by all generations)	> Languages and groups are identified and engaged	> Languages in different states of vitality are supported
> Provide opportunities for groups to express interest in new projects with CALL	> Language vitality assessments	> CALL provides a service that is accessible to many language groups
> Research language resources and documentation records for different languages	> Project plan designed for each language project, appropriate to the language situation	
> Support community consultations and needs assessments		
> Consult with project steering committees for different projects		
> Work in community partnerships		
> Recruit staff and consultants to co-ordinate activities as required		
> Do risk assessment for project activities		
> Assess equity and fairness for projects		

RECORDING AND DOCUMENTING LANGUAGE

Fiona (FM) Napaljarri Gibson working with Angela Harrison, recording a Warlpiri story.

Recording Maṯutharra/Luritja elders at Walkabout Bore.

OFFER A RANGE OF PROJECT ACTIVITIES THAT ENABLE FIRST NATIONS PARTICIPANTS TO CAPTURE AND PRESERVE THEIR LANGUAGES

Activities	Deliverables	Outcomes
> Consult with family and community groups at all stages of planning > Develop and implement CALL Project proposal and workflow framework > Design activities that support intergenerational teaching and learning, including Master/ Apprentice and Fluency transfer (Salish model) > Record stories and knowledge with audio and video > Recruit staff and consultants to co-ordinate activities as required > Do risk assessment for project activities > Assess equity and fairness for projects > Take photos and keep project memos > Intergenerational language research activities	> Project proposal and workplan documented for each project > Workshops / country visits held for each language project > Intergenerational Country visits > Master-Apprentice teaching and learning program > Fluency transfer program (Salish model) > Recordings > Transcripts and translations > Stories as text	> Project proposal and workplan templates supported projects that have clear goals and deliverables > Language custodians have access to language recordings and records > Increase in First Nations people using their languages in more contexts

ARRERNTE–ANGKENTYE.ONLINE

Anwerne pipe nhenhe mpwareke angkentye-akerte arrantherre aretyeke awetyeke-arlke akaltye-irremele. Anwerne ahentye ingkirreke akangkemele akaltye-irretyeke angkentye anwerne-kenheke. Arrantherre apetyewarraye anwerneke angketyeke Arrerntele. Arelhe Arrernte mape Arrernteke akaltye-irretyeke ahentye-arle-aneme awetyeke apetyewarraye online-ke-arle arrerneke nhenhe angkentyele, akaltye-irretyeke intelhe-arlke-iletyeke.

We welcome you to Arrernte Angkentye Online and to the Eastern and Central Arrernte Learners' List. Arrernte-angkentye.online is a free, online language resource that is designed to be useful for people who are learning.

Arrernte language, Arrernte speakers who are learning to read, write and spell Arrernte, teachers and students working in Alice Springs and surrounding communities, people who are writing books or songs in Arrernte, or making films, and need a quick reference to help with the language. It is also available for other people wanting to learn something about the Arrernte language. Arrernte people ask that people respect the cultural knowledge of the many contributors to this resource. We hope you enjoy using this online Arrernte language resource!

Veronica Perrurle Dobson, Senior Arrernte person and language specialist, on behalf of the many contributors.

SUPPORT FIRST NATIONS PEOPLE TO CREATE AND PUBLISH LANGUAGE RESOURCES

Activities	Deliverables	Outcomes
> Consult with teams to decide on which language resources are needed and useful > Identify purpose and audience > Maintain project workflows > Recruit staff and consultants to co-ordinate activities as required > Curate recordings, text and other publication assets > Implement procedures around ICIP agreements, protection and licensing, and privacy and consent documentation. > Maintain CALL website to publish resources and information about projects > Maintain CALL vimeo pro account to publish videos > Work with Batchelor Press to publish books and other resources	> Language resources made from each language project > Posters, books, films, social content published, publicly or privately > Publications appear as audio recordings, books, films, animations, websites, wordlists, databases > Subtitled films > Social media content > Publications through Batchelor Press or other publisher > Films on vimeo pro > Handmade books, posters and other resources > Content published on social media platform, or broadcasting service	> Resources distributed to family and community > Books and other print resources are available through Batchelor Press and other publishers or distributors > Resources are used in the community and schools > Publications contribute to language archives

GURR–GONI TO ENGLISH DICTIONARY

In 2016 CALL and Batchelor Press published the Gurr-goni to English Dictionary. Pictured are May Miorgar Guyulwanga and Leila Nimbadja, two Gurr-goni women who worked for many years on their dictionary, with linguist Rebecca Green at the dictionary launch at Maningrida College.

SUPPORT FIRST NATIONS PEOPLE TO DEVELOP CONFIDENCE AND SKILLS

Activities	Deliverables	Outcomes
> Support CALL staff and project participants with on the job skills coaching > Develop mentoring relationships to help grow confidence > Provide space and opportunities for people to learn and practise skills at their own pace > Support flexible work arrangements > Discuss work interests and goals with staff and project participants > Identify barriers to participation and find ways to work around these > Liaise with BI VET team offering accredited training for language learning and teaching > Access expertise through consultancies and partnerships > Plan for staff recruitment and workforce development	> Ongoing workplace coaching and mentoring > Supervision of community partnerships > Workspaces for community members > Staff and participant learning goals and plans	> First Nations people with: • A stronger skills base • More confidence with project tasks • More readiness to learn more skills and take on leadership opportunities • Increased capacity of project participants to communicate with external collaborators

MER ANGENTY–WARN ALHEM: TRAVELLING TO ANGENTY WATERHOLE

The Angenty book launch continued the tradition of beautiful cakes at launches of language books.

April Campbell holding the Angenty book at the launch at Ti Tree, along with Serena, Hasel and Cindy Presley.

Emmanisha Presley cuts into the Angenty cake, watched on by elders Launce Campbell and Clarrie Long.

Angenty is a sacred waterhole in Anmatyerr and Warlpiri country in Central Australia. This project was about the stories and songs connected to this place. Everyone camped in the riverbed and the elders told stories about the ancestral spirits of this country, including Mern amar 'mulga apple', Arrkerr 'barn owl', Arnamarwengk 'spirit women', Tywerrk 'native fig', and Alharrenty 'the monster'. Senior women painted up the young girls and taught them some songs, dances and body designs. In 2014 April worked with CALL to produce a book and film about this place, and they were published by Batchelor Press in 2015. Everyone came together at Ti Tree to celebrate the launch.

COLLABORATE WITH GROUPS, COLLEAGUES, CONSULTANTS AND ORGANISATIONS ON LANGUAGE PROJECTS

Activities	Deliverables	Outcomes
> Facilitate project steering committees to decide what support they need for their language projects > Design projects that enable community outcomes from language research projects > Support Community Language Teams (CLTs) to work with linguists and other colleagues > Facilitate CLTs to participate in archiving and access projects	> Projects that are completed through collaborations > Project participants present their work at conferences and meetings > Project steering committee records > Collaborations are built into project plans	> Increased participation in research and archiving projects > More community outcomes from language research collaborations > A stronger First Nations voice in language research collaborations > Increased networking by First Nations people with people involved in other language projects

MANGURR–JANGU: TEACHING AND LEARNING WITH PICTURES

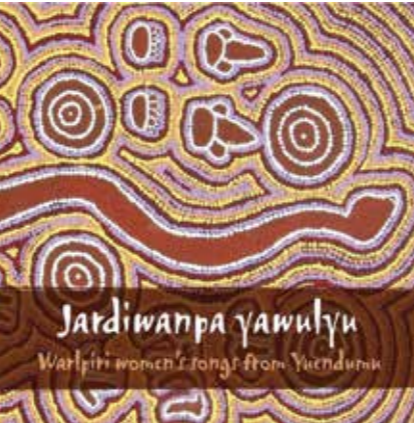*April Campbell and Seraphina Haines launch the Mangurr-jangu resource in Alice Springs, 2022.*

Access Mangurr-jangu here: https://www.firstlanguages.org.au/mangurr-jangu

Mangurr-jangu is a resource book for First Nations teachers. It uses pictures as the starting point for activities. It complements Arlkeny map-akert, a bank of images, many used in the IAD Picture Dictionary Series, recently made available free for language work. This project is a partnership between Community Language Teams involved in the Picture Dictionaries, CALL, UQ, IAD, FLA, along with the various funding bodies.

SUPPORT FIRST NATIONS PEOPLE TO LEAD AND REPRESENT IN THE FIRST NATIONS LANGUAGES SPACE

Activities	Deliverables	Outcomes
> Develop/update terms of reference for CALL reference group > Recruit for reference group and convene regular meetings > Consult with Project Steering committees about each project > Provide accurate and up to date information to CALL reference group and Project steering committees > Keep minutes and memos of reference group meetings and project steering committee meetings > Support First Nations staff and consultants to participate in conferences, meetings and committees	> CALL reference group terms of reference and meeting records > Attendance and engagement in project steering committees > Conference attendance by First Nations staff, language custodians and project participants > Participation in national and territory level language policy forums and committees	> Projects are effectively led by elders and language custodians > More First Nations people in leadership > Equity and transparency of project goals and processes

PROTECT AND MANAGE VALUABLE LANGUAGE AND CULTURAL KNOWLEDGE MATERIAL

Activities	Deliverables	Outcomes
> Consult with Community Language Teams about informed consent and their ICIP rights	> Data management	> Community confidence in the protection of language and cultural knowledge material
> Curate and document recordings from project work	> Regular and timely archiving	> Better knowledge of informed consent protocols and procedures
> Implement procedures around ICIP agreements, protection and licensing, and privacy and consent documentation	> Project reports and curated resources	> Improved protection and access to materials
> Participate in archival and access initiatives, such as LDaCA	> ICIP register with records of ICIP, licensing and publishing agreements	
> Support repatriation of archived language and cultural materials		
> Support access to archived language materials		
> Document the project workflow for each project		

PROVIDE ADVICE AND EXPERTISE IN LANGUAGES AND LINGUISTICS TO A RANGE OF PEOPLE AND ORGANISATIONS

Activities	Deliverables	Outcomes
> Stay up to date with First Nations language events	> CALL website maintained as a place to provide information about languages and project outcomes	> CALL's Language Centre service is accessible to a range of people and organisations
> Stay abreast of relevant research and publications	> CALL website and other project websites regularly updated	> CALL is involved in local, regional and national forums about First Nations languages
> Be responsive to requests for information, expertise and support		> CALL's capacity to advocate is strengthened
> Maintain networks with Language Centres in the NT and Australia		
> Participate in NT and National working groups and conferences		
> Keep records of phone calls, emails, staff meetings, project meetings		

JARDIWANPA YAWULYU

Peggy Nampijinpa Brown cuts the cake at the launch of Jardiwanpa Yawulyu, assisted by Coral Napangardi Gallagher and Mary Laughren.

The *Jardiwanpa ceremony celebrates the journey of Yarripiri, an ancestral inland taipan snake, on a journey northwards through Warlpiri country. This book is about the song series sung by Warlpiri women from Yuendumu in preparation for this important ceremony. Two senior Warlpiri women, Peggy Nampijinpa Brown and Coral Napangardi Gallagher, told the stories associated with these songs so that younger generations of Warlpiri people could learn about this important part of their cultural heritage. This project was a partnership between the Jardiwanpa Yawulyu custodians, CALL and anthropologist Georgia Curran (University of Sydney).*

CALL RESOURCE POSTCARD

The CALL postcard is a quick way to access CALL's online resources via a QR code.

Date	Activity
2023-2026	3 VET level First Nations language courses on scope with Batchelor Institute: 10890NAT Certificate II in Learning an Australian First Nation's Language 10891NAT Certificate III in Learning an Australian First Nation's Language 10892NAT Certificate IV in Teaching an Australian First Nation's Language
2015-2023	Arrernte Language Office established at the DPC campus https://web.archive.org/web/20190324044843/https://call.batchelor.edu.au/project/arrernte-office/
2023-2025	Old Knowledge for Young Speakers - Maṯutharra/Luritja Funded by ILA (Open competitive grant round): $100,000 per year, 2 years; total funding $200,000 Old meets new on vimeo: https://vimeo.com/showcase/10754792
2022-2025	CALL Community Language Support Program Funded by ILA (Targeted competitive grant): $550,000 per year, 3 years; total funding $1,650,000 with additional support from Newmont Australia CALL website: https://callprojects.org.au/
2016-2023	Pertame Language Revival Project with support from the Fouress Foundation and other philanthropic donations https://www.pertameschool.org/
	Pertame Ngetya Untya Kweka Mapa Kerta (Pertame Language Nest for Children) Funded by ILA (Closing the Gap and Early Childhood partnership Pilots): $465,000, 2 years (2022-24)
2022-2023	Batjamalh, Emmi, Mendhe Language Project Funded by ILA (Open competitive grant round): $85,100, 1 year https://callprojects.org.au/projects/batjamalh-emmi-mendhe-language-project
2021-2023	Talking Tracks (Laying down new tracks) Funded by ILA (Open competitive grant round): $75,000 for 2 years; total funding: $150,000 https://vimeo.com/showcase/10756130
2020-2022	Old meets new: Luritja (Central and Southern dialects) Resource Production Funded by ILA (Open competitive grant round): $59,500 for 2 years; total funding: $150,000
2015-2021	NT Language Centre Support Language Centre funding for Community Language Teams to undertake language projects in Wadeye, Central Australia and Maningrida Funded by ILA: total amount $2,390,000; $300,000 - 470,000 per year; renewed each year till June 2020 (NB. variations September 2019; June 2020) with additional support from Newmont Australia, WETT and the Charles Perkins Trust for Children and Students
2020	Breen Symposium July 2020 – In honour of linguist Gavan Breen and his contribution to Australia's Indigenous languages https://callprojects.org.au/projects/gavan-breen-symposium
2014-2017; 2020	Higher Education Arrernte Units taught online as part of the Bachelor of Indigenous Languages and Linguistics (and subsequently CDU language studies 1 and 2)
2018-2020	Mawng Ngaralk – a digital language resource for Warruwi Funded by ILA for two years: total funding $80,000 https://www.mawngngaralk.org.au/
2018-2019	https://arrernte-angkentye.online/ John Henderson (UWA), Veronica Dobson, Arrernte language custodians, and Rachel Perkins Newman's Own Foundation philanthropic funding to develop an online Arrernte dictionary; $90,000 for 2 years
2015-2018	Mewal song project with Stanley Djalarra Rankin and Marrangu owners and custodians Through NT Language Centre support, with additional funding from the Community Broadcasting Foundation https://callprojects.org.au/projects/mewal-song-project Project archived with PARADISEC https://catalog.paradisec.org.au/collections/MLC2
2017-2018	Maningrida Fish Project, with Don Wilton and the Maningrida Fishing crew Through NT Language Centre support, with additional funding from the Community Broadcasting Foundation https://callprojects.org.au/projects/fish-project
	Maningrida Action Project (sign languages) Through NT Language Centre support in collaboration with RUIL https://www.iltyemiltyem.com/project/maningrida-action-project/
2017	Launch of Apmere Angkentye-akenhe (A place for language) Through NT Language Centre Support https://callprojects.org.au/projects/apmere-angkentyekenhe
	Arrpenhe-nthenhe – Indigenous Language film program screened as part of the Something Somewhere Film Festival, Alice Springs, through NT Language Centre Support https://callprojects.org.au/projects/arrpenhe-nthenhe
2016-2018	Nanhthi Dirrmu Wadeye Rock Art at Wadeye Funded by ILA for two years: $200,000
	Wake up CALL The CALL Collection has developed over 40 years and houses texts, audio and video in Australian Indigenous languages. There are approximately 4,500 catalogued items in over 100 Indigenous languages. The project aims to preserve these unique and valuable resources, and make them available online Funded by ILA (open round) for two years: $200,000

2016-2018	Djinang and Wurlaki language documentation project Funded by the Priority Languages Support program, through FLA Wurlaki/Djinang films: https://vimeo.com/showcase/3692333 Archival deposit: https://catalog.paradisec.org.au/collections/MLC2
2015-2016	Mowanjum language projects Funding for Community Language Teams to undertake innovative and high quality language projects in the Mowanjum Community of Western Australia Funded by ILA (Open competitive grant round): $200,000
	WANALA To support the administration of the Western and Northern Aboriginal Language Alliance (WANALA) to provide advocacy, professional development and support services for Language Centres and Language Projects in Western Australia and the Northern Territory Funded by ILA (Open competitive grant round): $100,000
2014-2016	Getting in Touch – Digital resources for Indigenous languages Workshop April 2014 and digital resources, especially a number of Bird Apps A collaboration with the Resource Unit for Indigenous Language at the University of Melbourne and digital designer Ben Foley https://web.archive.org/web/20190309153343/https://call.batchelor.edu.au/project/getting-in-touch-bird-apps/
2014-2015	Mer Angenty project, led by April Pengart Campbell, with Anmatyerr custodians Produced a book and several films A partnership with the Ti Tree community and linguist Jenny Green
2009-2016	Gun-nartpa Stories Project, led by the Gochan Jiny-jirra community with Margaret Carew Funded by grants from ILS, ELDP and Batchelor Institute Produced several publications, two archival deposits and PhD thesis through Monash University Paradisec deposit https://catalog.paradisec.org.au/collections/MLC1 ELDP deposit https://www.elararchive.org/dk0276 Carew, M (2016) Gun-ngaypa Rrawa: intercultural alliances in language research, PhD Thesis, Monash University
2011-2014	Certificate I and II in Indigenous Language and Knowledge Work accreditation period
	Higher Education language teaching commenced - Arrernte Units taught online as part of the Indigenous Languages and Linguistics (BILL and subsequently CDU language studies 1 and 2); offered 2014-2017; 2020

2013	NT Language Centre Support program funded by ILS, annual funding (2013-2014) Funding package for language projects at Wadeye (co-ordinated by Maree Klesch), Central Australia and Maningrida (co-ordinated by Margaret Carew)
	Higher Education Arrernte units Bachelor of Indigenous Languages and Linguistics (BILL) developed by Veronica Dobson, Louise Cavanagh, and Chie Adachi Through Australian Centre for Indigenous Knowledges and Education (ACIKE)
	Antarrengeny Awely Alyawarr Women's songs from Antarrngeny project completed (2011-2013) https://www.batchelor.edu.au/portfolio/antarrengeny-awely-alyawarr-womens-songs-from-antarrengeny/
2012	Arandic Endangered Languages Project funded for second annual round through ILS (2012-2013) Enabled continuation of work on the Iltyem-iltyem Sign languages project and music publications, through BI Division of Research in Central Australia
1990-2012	Centre for Australian Languages and Linguistics (Teaching and Learning Unit)
2011-2012	Arandic Endangered Languages Project funded for the first time Enabled BI staff linguists to develop resources and publications for languages in Central Australia Funded by MILR
	Iltyemiltyem Sign Languages Project commenced A partnership between signers in Central Australia, CALL and RUIL https://www.iltyemiltyem.com/
2006-2010	Certificates I and II Own Language Work Accreditation period
2010	Grant awarded to BI to support the Wadeye Aboriginal Languages Centre to maintain and revive Marri and Murrinhpatha languages, and to develop a Marri language online dictionary Funded by MILR, Australian Commonwealth
2010	Certificate I and II in Indigenous Language and Knowledge Work developed
2007-2009	Utopia Bush Medicine Project A collaboration between senior women at Utopia, CALL and Batchelor Institute's Visual Arts program Over 3 years produced many animations, films, books, exhibitions and members of the community language team attended several conferences, local, national and international https://callprojects.org.au/projects/utopia-bush-medicine-project
2003-2005	Certificates I and II Own Language Work Accreditation period
1974 - 1989	School of Australian Languages

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Dwight Campbell and Merilyn Kenny, Maṯuṯharra arts/language project

Anmatyerr	Mer Angenty alhem – travelling to Angenty country, by April Campbell – a book and films https://batchelorpress.com/node/297 https://vimeo.com/showcase/10766287	2015	Book published by Batchelor Press This project was supported by linguist Jenny Green and musicologist Myfany Turpin
Anmatyerr	Anengkerr Angkety (Dreaming stories), told by Jack Cook, compiled by Jenny Green Book and CD of original story recordings	2007	Book published by Batchelor Press This project was part of the Certificate I and II in Own Language Work, delivered by CALL
Alyawarr	Antarrengeny Awely – Alyawarr Women's songs from Antarrngeny, by Mary Kemarr Morton and Katie Kemarr Morton, with Myfany Turpin and Alison Ross	2013	Book and film published by CALL, Batchelor Press This project was supported by linguist Jenny Green and musicologist Myfany Turpin
Arrernte	Ayeye Thipe-akerte (Arrernte Stories about birds), by Therese Ryder https://batchelorpress.com/node/376	2017	Published by CALL and Batchelor Press
Arrernte	Arrernte Angkentye online – A learners wordlist of Eastern and Central Arrernte https://arrernte-angkentye.online/	2020	Published by CALL and John Henderson, with support from the Newman's Own Foundation
Djinang	Mewal: Songs of the Marrangu Djinang People https://ictv.com.au/video/item/3126	2015	Mewal song project with Stanley Djalarra Rankin and Marrangu owners and *djungkays* (custodians)
Djinang	Wakwak 'Crow' – a Wurrkigandjarr performance https://ictv.com.au/video/item/3125	2015	Mewal song project with Stanley Djalarra Rankin and Marrangu owners and djungkays
Djinang	Miwal ga Djambawal (Spirit woman and spirit boy), by Stanley Djalarra Rankin A Marrangu Djinang Dreaming story https://batchelorpress.com/node/403	2018	Book published by Batchelor Press CALL project, in partnership with Maningrida College
Gun-nartpa	An-nguliny Rarrk - Stories from Mick Marrawa – a book and films https://batchelorpress.com/node/366 https://vimeo.com/showcase/10766410	2017	Book published by Batchelor Press CALL project, in partnership with Maningrida Arts Centre
Gun-nartpa	Gun-ngaypa Rrawa 'My Country' Compiled by Crusoe Batara England, Patrick Muchana Litchfield, Raymond Walanggay England and Margaret Carew https://batchelorpress.com/node/289	2014	Book published by Batchelor Press CALL Maningrida project

Gun-nartpa	Gorragorra, a film about building a platform shelter Rosie Jin-mujinggul, Charlie Mawundunga, Betty Warnduk, Rose Darcy, Anthony Mercuri, Margaret Carew https://youtu.be/P2Q53yqU8jU	2016	Published by CALL as DVD
Gurr-goni	Gurr-goni Dictionary https://batchelorpress.com/node/296	2015	Book published by Batchelor Press Compiled by Leila Nimbadja and Rececca Green, supported by CALL
Kaytetye	Thangkerne (Kaytetye birds) https://thangkerne.kaytetye.com.au/	2015	Originally published by CALL in collaboration with the Kaytetye Language Team and Myfany Turpin as part of the Getting in Touch bird app project; republished as a website
Kayteyte	Katytetye Emojis language app	2023	via Appstore and GooglePlay CALL partnership with linguist Myf Turpin and the Indigemoji project
Kune	Nga-ni kun-red ngarduk man-djewk na-kudji 'A year in my country' by Jill Yirrindili with Aung Si, and illustrations by Jenny Taylor https://batchelorpress.com/node/367	2017	Book published by Batchelor Press Project a partnership between CALL and the Bininj Kunwok Regional Language Centre
Luritja	The Camel Bite, a funny story told by Merilyn Kenny and Maureen Campbell https://vimeo.com/user9075774	2022	From the Old meets new: Luritja Project
Luritja	Bird Poster	2023	Matutharra language team Published by CALL
Maningrida Languages	Bábbarra Films – artists talk about their work in Burarra, Kuninjku and Kune https://vimeo.com/showcase/10761683	2017	Published by CALL in partnership with Bábbarra Women's Centre, Maningrida, available through ICTV
Maningrida languages	Yókkarra – a film about fish & Fish poster – in 3 languages of Maningrida: Ndjébbana, Na-kara, Burarra https://callprojects.org.au/projects/fish-project	2018	Don Wilton and the Maningrida fishing team, with music by the Ripple Effect band Supported by the CBF and produced by CALL and BAC
Maningrida languages	Maningrida language map https://callprojects.org.au/projects/maningrida-language-map		Published by CALL on behalf of Maningrida community
Maningrida sign language	Maningrida kinship sign posters Gun-nartpa & Burarra https://batchelorpress.com/node/389 Kuninjiu & Kune https://batchelorpress.com/node/390 Ndjébbana https://batchelorpress.com/node/391 Wurlaki & Djinang https://batchelorpress.com/node/392	2018	Published by Batchelor Press Project a partnership between CALL and University of Melbourne
Marri Amu, Marri Tjevin	Marri Amu and Marri Tjevin Marri Amu and Marri Tjevin plants and animals : Aboriginal biocultural knowledge from the Moyle River, plains and coast, north Australia https://www.batchelorpress.com/node/361	2016	Published by Batchelor Press and the NT Department of Environment and Natural Resources
Mawng	Mawng Ngaralk – The Mawng language website and online dictionary https://www.mawngngaralk.org.au/	2020	Project auspiced by CALL, in partnership with Warruwi community and linguist Ruth Singer, University of Melbourne
Mowanjum community languages	Jirigi Jinda Ardangarri, Burnarri Anja, Diigu Aagala – A book about birds in 3 languages - Wunambal Gaambera, Worrorra, Ngarinyin https://batchelorpress.com/node/356	2017	Published by Batchelor Press Project a partnership between CALL and Mowanjum community
Noongar/ Nyoongar	The Nyoongar Legacy – The naming of the land and the language of its people, by Bernard Rooney	2011	A partnership between the Dandjoo Moordiyap Dabakarn Noongar Language Project and the Benedictine Community New Norcia, published by Batchelor Press Funded by MILR
Noongar/ Nyoongar	Djerap – Noongar Birds, a book about birds in 3 dialects of Noongar https://batchelorpress.com/node/276	2014	Dandjoo Moordiyap Dabakarn Noongar Language Project
Sign Languages	Iltyemiltyem Sign Language Project https://www.iltyemiltyem.com/	2011-2023	A partnership with RUIL and Ben Foley
Wadeye languages	Kanhi-ka da I Murrinh ngarra kardu Thamarrurr numi da pubemkkardurdu (The Countries and Languages of Peoples Gathered Together in Wadeye), Tess Ward FDNSC, Wadeye Aboriginal Languages Centre	2018	Project managed by Maree Klesch, Community consultation and language documentation by Pinpirrith Majella Chula Published by Batchelor Press
Warlpiri	Ngulajuku! Tiger's story of how Nyirrpi came to be, Tiger Japaljarri Morris with Fiona Napaljarri Gibson and Angela Harrison https://batchelorpress.com/node/416 and Ngulajuku! Study Guide https://theeducationshop.com.au/downloads/atom-study-guides/ngulajuku-atom-study-guide/	2022	Published by Batchelor Press CALL Warlpiri project
Warlpiri	Jardiwanpa Yawulyu, Coral Napangardi Gallagher, Peggy Nampijinpa Brown & Georgia Curran	2014	Published by Batchelor Press CALL Warlpiri project

Ma_tutharra Language Team and Batchelor Certificate 1 Visual Arts graduates, Dwight and Maureen Campbell, with (L-R) Donna, Luwana and Kyra Campbell.

These guidelines help Community Language Teams design a language project that has clear goals, deliverables and outcomes.
They can be used as terms of reference for a Project Steering committee.
They can inform a needs analysis of languages supported by CALL.
All projects should start with a pilot. The project plan can start with a pilot and be updated as a project develops and grows.

Project name	
Date	
By	

LANGUAGE OVERVIEW

Information about your language	What is the name of your language or dialect?
	Where do people speak your language?
	How many people speak your language?
	Is it spoken by everyone? Old and young?
	Is it changing? Is it endangered?
	You can include information from your own knowledge along with the census, National Indigenous Languages Survey or research reports.
Your language now	What is happening now with your language?
	Are people working on any projects, using resources...?
	Is there a program in the school? Community language program?
The future	What are your dreams and ideas for the future of your language?
	Why is it valuable and important?
	What are your goals?
Resources	What resources do you already have?
	What work has already happened?
	Recordings, documents, archived material, people with knowledge and skills, partnerships, researchers, organisations that can support...

These guidelines are adapted from resources created by First Languages Australia: *Junyirri: A Framework for Planning Community Language Projects; Priority Languages Support Project Language Plan/Work Plan.*

DEVELOP A NEW LANGUAGE PROJECT

Language project

What is the project?
Main idea, the focus, the goals

What will the project achieve?
Deliverables and outcomes

Community support

What has the community done to show that they are interested in this project?
Meetings, conversations, other work and projects...

Who will be the Steering Committee?
This is the group that will guide and oversee the work.

People

Who is interested in working on this project?

Who is managing the project?
Budget, expenses, reporting...

Are there any people or organisations that can be a partner in this project?

Methods

How are you going to do the work?
Country visits, look at old records, work with a linguist, record and transcribe, practise literacy skills, learn new skills...

Project pilot

What is the first work that will happen?

What will this work achieve?
The pilot stage is where we get the project started. Once we have done a pilot we evaluate the project by looking at the work and early outcomes. It helps us to decide whether the project should keep going, what other resources it needs, and how long it will take.
Planning the project can be part of the pilot stage although planning happens at all stages.

These guidelines are adapted from resources created by First Languages Australia*: Junyirri: A Framework for Planning Community Language Projects; Priority Languages Support Project Language Plan/Work Plan.*

PROJECT MANAGEMENT

Deliverables and outcomes

Deliverables could be: a project workplan, a visit to country to learn about animal and plant names, workplace training and mentoring in a skill, a workshop to listen to archival recordings, artworks to use in a resource, new recordings, language lessons, books, films ...

Outcomes could be: more community members participating language activities, more resources for the language, stronger language knowledge, better knowledge of reading and writing the language, stronger awareness of language, improved community well being...

Outcomes connect back to your goals.

Stages and timeline

What stages will the project have?

When will these stages happen?

How long will each stage take?

What are the deliverables for each stage?

When will the project end?

Who will manage the timeline?

Budget and finances

Describe the funding for the project

Create a budget and expenses record for your project

The budget should be broken up into as many stages as possible. The expenses record is a way of keeping track of your spending.

Who will manage the funding, budget and reports?

These guidelines are adapted from resources created by First Languages Australia*: Junyirri: A Framework for Planning Community Language Projects; Priority Languages Support Project Language Plan/Work Plan.*

The CALL Plan for the International Decade of Indigenous Languages