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**GETTING GOING WITH GENRES**  
**A NATIONAL**  
**ABORIGINAL & TORRES STRAIT ISLANDER**  
**EDUCATION POLICY CURRICULUM INITIATIVE**

*Pam Norman* \*

## INTRODUCTION

The Northern Territory Department of Education was given a unique opportunity to implement an Aboriginal Schools Curriculum Materials Project (ASCMP) with funding from the Department of Employment, Education and Training (DEET) and the implementation of the National Aboriginal and Torres Strait Islander Education Policy (NAEP). One package of resources that has resulted from this initiative is known as *Getting Going with Genres*. A feature of the development of these resources was the involvement of large numbers of Aboriginal people in writing workshops in Northern Territory Aboriginal communities.

*Getting Going with Genres* is a set of ESL/EFL learning materials to support the use of the Northern Territory English curriculum in Aboriginal schools. In the NT 'Aboriginal schools' are those schools with a student population of sixty per cent or more who identify themselves as Aboriginal people and are accepted as such by the communities in which they live (Coutts, 1992). Given the time, talent and cost involved in developing these language learning materials it is useful to review some of the more significant aspects of the project.

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## MAINSTREAM OR ALTERNATIVE CURRICULA

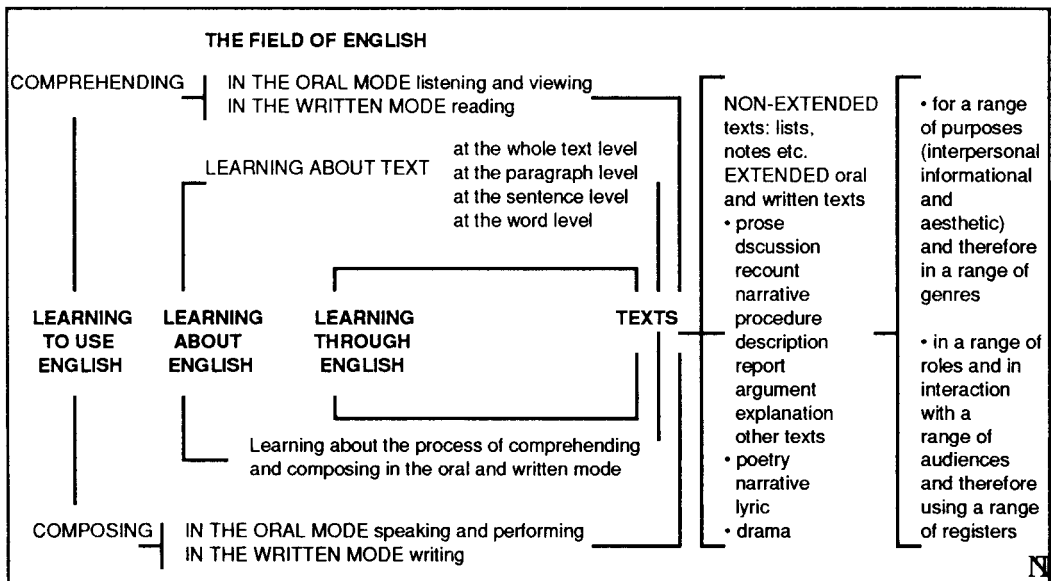
Consideration had earlier been given to the issue of whether the mainstream English curriculum was appropriate for use in Aboriginal schools. In consultation, Aboriginal people asked to be given the same educational opportunities as those given to other Australians.

Aboriginal communities have made it clear that they don't want outcomes that are watered down or different. (Payne, 1990:3)

A policy decision was made that, as an issue of social justice, Aboriginal students be given access to the same English curriculum as used in urban schools. This highlighted the need for supporting materials with illustrative texts and methodology relevant for use with Aboriginal students and aimed at their achieving the learning outcomes as stated in the Board of Studies' approved curriculum.

The Northern Territory mainstream English curriculum describes the field of English as learning to comprehend and compose oral and written texts for a range of purposes (interpersonal, informational and aesthetic) and therefore in a range of genres, and in a range of roles and in interaction with a range of audiences and therefore using a range of registers.

Explicit knowledge of genres is seen as the focus of primary school courses and explicit knowledge of register the focus of secondary school courses.



## **DETERMINING WHAT TO DO AND HOW TO DO IT**

One of the five teams within ASCMP, a team of Aboriginal Education Officers and one non-Aboriginal Senior Education Officer, had the task of developing English language learning materials for classroom use. The team had the freedom to negotiate what they did and how they did it within the framework of NAEP goals and the Northern Territory English curriculum.

As their project, this team chose to develop a set of materials to cover the range of genres set out in the curriculum: recount, narrative, procedure, description, report, argument, discussion and explanation. The team became known as the 'genre project team'.

One aim of the process for developing the materials was to effectively involve Aboriginal people in decision making about the types and nature of materials produced. This was in line with aspirations of Aboriginal people, NAEP goals, and recommendations of the Aboriginal Education Task Force that was established by the Commonwealth in 1988, and chaired by Paul Hughes, to develop a comprehensive long-term approach to Aboriginal Education Policy.

It doesn't matter how many dollars are spent in Aboriginal education if Aboriginal parents don't have any say, once again, it will be a waste. For too long we have had non-Aboriginals telling us what they think is right for our children and this has failed, so now at least give us a chance to do it ourselves and, if we fail, it will be our mistake. (Rosas, C. 1990)

### **The Aboriginal and Torres Strait Islander Policy has four main purposes**

- to ensure Aboriginal involvement in educational decision making.
- to provide equality of access for Aboriginal people to educational services.
- to raise the rates of Aboriginal participation in education to those of all Australians.
- to achieve equitable and appropriate educational outcomes for Aboriginal people. (NT Department of Education, 1991:2)

The Task Force stated that a new approach to Aboriginal education can only succeed if the Aboriginal community is fully involved in determining the policies and programs that are intended to provide appropriate education for their community. (DEET, 1989:7)

Another aim was to achieve content validity by conducting school based curriculum materials writing workshops, a strategy recommended by the 1991 Curriculum Reference Meeting which involved large numbers of Aboriginal and non-Aboriginal people with a marked interest in Aboriginal education.

## TYPES OF MATERIALS

As a result of the workshops, nine books, eight charts and seven readers were drafted and trialled. Although illustrative texts, for example, Dreaming stories, issues and historical recounts, have greater relevance for the particular communities in which they originated, they can be used by teachers as models from which to develop their own texts. The teachers' books contain numerous units of work, the readers provide hands-on materials for students and the charts tell the story of each genre at a glance.

*Goanna Tales*, an introduction to some English genres is a teachers' book which uses goannas as its theme to illustrate how English is used for a range of purposes, to retell, describe, instruct, entertain, argue, discuss and explain. The book contains illustrative texts and descriptions of the social purpose, generic structure and typical language features of each genre type. The book also contains a unit of work.

*Day to Day English* is a teachers' book based on everyday situations in which Aboriginal people are often required to use oral English. Oral genres include greetings, introductions, complaints, requests, recounts, descriptions, explanations, giving directions and many others in situations such as at the shop, at the health centre, at school, at the police station, at the council office, with visitors to the community, using a telephone and many others. The book contains sample dialogues at early childhood, middle primary and upper primary levels for each situation. The book also contains an oral ESL learning model and a unit of work.

Recount Genre has a chart, reader and teachers' book. The teachers' book contains units of work for learning to use English to retell significant experiences. The chart and reader retell a historical event in an Aboriginal community when a Tiwi man captured the first Japanese prisoner-of-war taken on Australian soil during World War Two. The teachers' book has units of work on a range of recount types including biography, autobiography, retelling dreams, newsworthy events, anecdotes and historical events.

Procedure Genre has a chart, reader and teachers' book. The teachers' book contains units of work for learning to use English to instruct. The teachers' book covers a range of procedural topics such as giving instructions how to get bush tucker, get from one place to another, make something, play games, operate equipment and treat health problems. The chart and reader instruct how to cook bush tomatoes.

Factual description and report genres have two charts, one reader and one teachers' book. The teachers' book contains units of work for learning to use English to describe a range of natural science, social science and technology topics. The factual description chart describes one particular pet dog, the report chart describes dingoes generally and the reader describes many things - people, lizards, birds, housing, plants, artefacts, transport, places and flags.

Narrative Genre has a chart, reader and teachers' book. The teachers' book contains units of work for learning to use English for texts which, at a surface level, entertain, but at a deeper level, help people think about the meaning of life and experiences in life. The teachers' book has units of work on prose, poetry and drama, covering a range of narrative sub-genres - myths, legends, adventure, mystery, science fiction, traditional English stories and fables. The chart and reader tell an adventure of an Aboriginal astronaut on his interplanetary travels through the solar system.

Argument Genre has a chart, reader and teachers' book. The teachers' book contains units of work for learning to use English to argue a case by giving reasons for a point of view. It argues that arguments are strong if reasons are factual. The units cover a range of topics including arguing a case for occupations in later life, improved facilities in

communities, eating healthy food, school rules, opinions of book characters, opinions on places to visit, likes and dislikes and letters to newspapers. The chart and reader give reasons why someone wants to be a police officer when he or she grows up.

*Discussion Genre* has a chart, reader and teachers' book. The teachers' book contains units of work for learning to use English to give two different points of view on the same subject. The units cover a range of topics such as environmental issues, community affairs, town and community lifestyles, characters in stories, food and drink, places to visit and preferred activities. The chart and reader discuss water safety and the pros and cons of young children playing with water from a hose or swimming in a deep school pool.

*Explanation Genre* has a chart, reader and teachers' book. The teachers' book contains units of work for learning to use English to explain how or why something happened or happens. The units cover a range of topics including explanations for happenings in Dreaming stories and traditional English stories, classroom and community behaviour, changing community lifestyles, absences from school, attitudes, results of science experiments and life cycles. The chart and reader explain the cause and effect of a series of events when a family prepared to meet a relative returning by plane to a community.

## ORIENTATION OF MATERIALS

The orientation of the materials is to make explicit the language choices first-language users of English make as they use English to create different kinds of meaning. This orientation owes much to the work of Systemic Functional Linguistics of which some key elements are ...

- when we produce language we produce a *text* - a meaningful stretch of language with which to accomplish some task.
- the nature of the text - its distinctive character - is to be explained partly in relation to the *context of culture* in which the text is produced, and partly in relation to the *context of situation* in which it is generated.

- the characteristic 'shape' of the text is referred to as its genre, deriving from the context of culture, while the features of the particular instance of the genre deriving from the context of situation are referred to as its register.
- the three elements of register are referred to as the field (the social activity), the tenor (the relationship of the participants in the context) and the mode (the role of language in the context).
- learning to use language, both in spoken and written modes involves learning to use the linguistic patterns appropriate to the context of culture and the context of situation.
- that teaching and learning should involve much use of models of appropriate language. (Christie, F., 1992)

The background of the people involved in developing the materials ensured the materials were orientated to the needs of Aboriginal students in rural and remote areas of the Northern Territory. Designers and writers had demonstrated ability to communicate and work effectively with Aboriginal people, recent experience in Aboriginal schools, recent experience in a team teaching or training context with Aboriginal people and formal teaching qualifications. A typical workshop had Aboriginal and non-Aboriginal leaders and approximately twenty-five participants of whom twenty were Aboriginal people.

## RELEVANCE

Relevance of materials to the target audience was a dominating consideration. Cultural domain separation was carefully considered. Aboriginal participants agreed that explaining their culture to non-Aboriginals or Aboriginal people from other language groups was a valid use of English. The materials use topics from both Aboriginal and Western cultures and a decision on what was relevant to the needs of Aboriginal students rested with the teachers at the workshops. In accordance with NAEP goals it is necessary for Aboriginal people not only to be seen to be decision makers but to be decision makers in fact.

Another consideration was that the language and methodology used in the materials needed to be relevant to the ESL/EFL needs of Aboriginal students in Aboriginal communities in the Northern Territory. Many in this target group learn English more as a foreign language than a second language. Learners of English as a second language have many opportunities to use English in their everyday lives and many models of English in the environment in which they live. This ESL group includes Aboriginal people living in urban cities of Australia. Learners of English as a foreign language do *not* have many opportunities to use English in their everyday lives and do *not* have many models of English in the environment in which they live. This EFL group includes Aboriginal people living in many of the Aboriginal communities in the Northern Territory i.e. the people for whose use these materials are intended.

## TIMELINESS

The development of *Getting Going with Genres* was timely for four major reasons. Firstly, the introduction of the new NT English curriculum to Aboriginal schools is scheduled for 1993 and in need of supporting teaching and learning materials. Secondly, genre theory is a new aspect of language curricula and needs illustrative material both for teachers and students and examples of its application to teaching and learning situations. Thirdly, the first triennium of the Aboriginal Education Program (AEP) was 1990-1992 and this was timely to have Aboriginal involvement in developing curriculum materials for use by Aboriginal children. Fourthly, DEET released a discussion paper on an Australian Literacy and Language Policy for the 1990s which represented consultation at national level. For these reasons *Getting Going with Genres* supersedes what may be considered obsolete concepts and embraces current Aboriginal education and Australian language policies and trends in language and curriculum theories.

## CONGRUENCE

It is an issue of accountability that there is congruence between *Getting Going with Genres* and NAEP goals, national language policy, Northern Territory educational goals and characteristics of the target audience. Adequate funding for activities and proactive communication between the parties involved facilitated the processes considered necessary.

Practising teachers in Aboriginal schools were a major influence to ensure congruence between materials and the characteristics of the target audience. Involving large numbers of Aboriginal people and practising teachers of Aboriginal students, conducting school based writing workshops, trialling draft materials in all NT Aboriginal schools and obtaining feedback from a broad spectrum of interested parties were some strategies used for this purpose.

Personnel within the Curriculum and Assessment Division of the Department of Education ensured congruence between materials, the approved English curriculum and departmental policy. Proactive communications, proof-reading, approval of draft materials, meetings and inservices were some strategies used for this purpose.

The Principal Education Officer of ASCMP monitored congruence between individual projects and NAEP goals. The Aboriginal Education Policy Management Unit (AEPMU) monitored progress between ASCMP projects and NAEP goals. Observation, discussion and reports were some strategies used for this purpose.

## **STRUCTURE**

The structure of each unit of work is based on a language learning model that provides essential scaffolding for ESL/EFL learners. The following sequence of activities for explanation genre could take from one week to one term depending on the planned depth of treatment. Although presented as a sequence, teachers can backtrack at any time to repeat earlier activities. Significant stages and strategies are highlighted.

### **EXPLANATION GENRE LEARNING ACTIVITIES SEQUENCED ACCORDING TO A LANGUAGE LEARNING MODEL**

#### **LEARNING OUTCOME**

Using English, students **comprehend and compose** texts to explain how or why something happened or happens.

## Input

Create the context by having a shared **language experience** from which an explanation text will be produced naturally.

**Orally construct** an explanation text from the shared experience.

**Teach vocabulary and typical sentence structures.**

## Explore

**Deconstruct** a model explanation text. Break up a text. Identify its purpose, structure (parts) and typical language features.

**Reconstruct** a model explanation text. Rearrange parts of a text in order to make an explanation text.

The teacher models composing an explanation text.

Students and teacher **jointly negotiate** an explanation text.

## Reshape

**Independently**, each student composes an explanation text. Topics for this activity may be **brainstormed**. Models of explanation texts and useful word lists should be on display. Independent efforts may be oral only, or oral and written. Writing may be a process of **draft, conference, redraft, edit** and **publish**.

## Present

Students **present** their work to others. This work may be used for **assessment**.

## Reflect

Students and the teacher **reflect** to evaluate.

- *What have we learned about using English to explain how or why something happened or happens?*
- *What knowledge have we gained through English explanations?*
- *What use is this learning to us?*

## SEQUENCING

Consideration of ESL/EFL needs of Aboriginal learners ensured *Getting Going with Genres* was sequenced in a number of significant ways. The sequence of working from oral to written, known to unknown, concrete to abstract, shorter to longer, simple to more complex and whole to detailed are important concepts in language learning.

Oral language development comes before written language development. All units of work have oral modelling of a genre and the drilling or practising of typical language structures for a particular genre before written texts are used.

Learning progresses from the **known to the unknown**. Topics in books progress from known subject matter, for example, explanations for happenings in Dreaming narratives, to unknown subject matter, for example, explanations for happenings in science experiments.

Learning progresses from the **concrete to the abstract**. All units of work begin with a shared experience to create a concrete common context from which to develop abstract genre understandings. Use of a public telephone would precede understandings of a procedural text to instruct how to use a public telephone.

Learning progresses from **shorter texts to longer texts**. A short recount of an experience could be one sentence such as, 'I went to town yesterday'. A historical recount of significance in a community would be expected to contain numerous sentences.

Learning develops from **simple understandings to more complex understandings**. A nursery rhyme such as Little Miss Muffet could illustrate simple understandings of the purpose, structure and typical language features of a narrative. A traditional story such as Little Red Riding Hood could illustrate more complex understandings of narratives such as using English to develop characters, plots, excitement, descriptive language, the role of the hero, moral values and social attitudes that typify good narratives.

Learning develops from the whole to the detailed aspects of a genre. Preparing a recipe from a whole procedural text would precede deconstruction of a procedural text to identify its purpose, structure and typical language features.

## SCOPE AND BALANCE

Aboriginal involvement influenced the bi-cultural scope and balance of materials. Of particular significance was that materials should reinforce Aboriginal culture and cultural values and that this was not compromised during the process of learning English. Pluralistic values are evident in a number of ways.

### **Texts represent a balance between**

- desert and salt water Aboriginal cultures, for example, goannas and coolamons were described by desert people, while turtles and bark baskets were described by salt-water people.
- one community and another, for example, housing was an issue in one community, recreation facilities was an issue in another.
- one school and another, for example, health and hygiene was an issue in one school, attendance was an issue in another.
- Aboriginal culture and Western culture, for example, Dreaming stories and traditional English stories.
- knowledge needed at school and knowledge needed in the community, for example, following instructions to do school-work and following instructions to take medicine.
- recent knowledge and historical knowledge, for example, a recount of yesterday's events and recount of a significant events long ago.
- oral and written activities, for example, using a telephone and writing a recipe for using bush tucker.
- group negotiated and independent activities, for example, joint negotiation of a letter and independent letter writing efforts.
- indoor and outdoor learning environments, for example, in the classroom and at a waterhole.
- younger and older students, for example, innovating on the early childhood song Five Little Ducks Went Out One Day and composing a poem about The Grand Final.

The intent of the scope and balance of materials is for teachers to have a wide range of material that can be readily adapted to suit the needs and interests of their students, and for Aboriginal students to be so equipped that they can move comfortably into other social groups if they choose to do so.

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## **PRACTICAL CONSIDERATIONS**

Practical considerations were planned within budgetary and time constraints. There was a need to identify suitable schools for writing and trialling workshops. Once identified, willingness of schools to be involved was negotiated as school routines would be disrupted during ASCMP visits. Contact was made with ten locations in Alice Springs, Barkly, Katherine, Palmerston and Rural, Darwin and East Arnhem regions from which a selection of four was made. Nine curriculum materials writing workshops were held in four locations involving 103 people of whom 76 were Aboriginal and 27 were non-Aboriginal. Two trialling workshops were held in Southern and Barkly regions involving 35 Aboriginal Remote Aboriginal Teacher Education (RATE) students from ten schools who were involved in the Batchelor College off-campus teacher education program.

The set of materials consists of nine teachers' books, eight charts and seven readers which are packaged into a box-style magazine holder. The charts are A2 size, the readers A4 landscape size and the teachers' books are A4 portrait size. The set is presented in a box style magazine holder for ready access by teachers. Each genre has a teachers' book and class reader with covers of matching colours. Charts use two colours. Special efforts were made to make materials user-friendly, with plain English, illustrations, font choices and pages that are not text-dense. Draft materials were typed on Macintosh computers using Word and Superpaint software, printed on a Laser printer and duplicated. Four hundred copies of draft materials were duplicated by the Education Resources section of the NT Department of Education on high speed photocopiers and distributed to all Aboriginal schools for trialling and to office based personnel for feedback. Where applicable, non-specific gender language was used with a gender-balance in both texts and illustrations. Care was taken to use texts which would not inadvertently promote unacceptable social attitudes and behaviour. Final materials were typed using Pagemaker software and illustrated by a graphic artist. Seven hundred sets were published for issue in 1993.

## **INFLUENCE ON SELECTION OF MATERIALS**

Significant influences on the selection of materials included the following. Selection of methodology was influenced by the fact that Aboriginal students in NT Aboriginal schools have limited exposure to models of English in their communities and limited opportunities to

use English. Literacy and training levels of Aboriginal graduates from Batchelor College influenced the selection of language and explanations used in the materials. Practising teachers at school-based workshops influenced the content of materials and types of materials that were developed. Aboriginal students influenced the teachers' selections of what was considered appropriate and relevant. Locations and numbers of Aboriginal staff influenced the choice of schools for curriculum materials writing workshops. Desert, wetlands and salt-water locations influenced the selection of topics for texts.

The Northern Territory English curriculum influenced the selection of curriculum genres as the scope of the materials. Functional Systemic Linguistics influenced the selection of the genre learning model that provided the framework for the units of work. Department of Education policy influenced the selection of gender equity in words and graphics. The budget and time influenced the range of activities and types of materials to be planned with funding for the first triennium of the ASCMP ending on the 31 December 1992. Overarching all other influences, the goals of the NAEP influenced the intrinsic nature of materials developed by the ASCMP.

## **ACCESS TO MATERIALS**

Materials may be accessed

- through the English subject area.
- through choice of genre - recount, procedure, factual description, report, narrative, argument, discussion and explanation.
- by themes or units, for example, for discussing places to visit, food, where to swim, characters in a story, community and town life-styles, environmental issues or ways to improve community housing.
- by learner development, for example, oral argument at early childhood level, written argument as upper primary level.
- by curriculum objectives, for example, to write prose narratives, to write narrative poetry or to write scripts which are dramatically effective.

## **ADEQUACY FOR INSTRUCTIONAL USE**

*Getting Going with Genres* is adequate for instructional use if it has content validity, transfer value, cognitive emphasis, relevance to students' aspirations and needs, reinforcing for later learning, suitable and accurate language, logic of organisation, congruence with goals and

objectives, a relationship across materials in terms of articulation, scope and sequence, practicality for teacher use both in classroom and teacher training programs, clarity, appropriate difficulty level, and interest for the student group to achieve students' attention, involvement and learning.

The extent to which the materials have these qualities and achieve what they set out to achieve can only be determined over time through research and evaluation. The materials are currently being published and are due for release mid 1993. It is anticipated that programs to inservice and evaluate the adequacy of *Getting Going with Genres* will be subsequently implemented.

## CONCLUSION

Creating learning materials to link the NT English curriculum to the needs of Aboriginal students and their teachers in Northern Territory Aboriginal schools has been the challenge faced by the 'genre project team' within the ASCMP. This article has attempted to describe principles that guided the cross-cultural development of *Getting Going with Genres* which may be of interest to others who attempt to create effective language learning materials for cross-cultural educational contexts.

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**INTERNATIONAL YEAR  
FOR THE WORLD'S  
INDIGENOUS PEOPLE**



**'A NEW PARTNERSHIP'**

**EVENTS and CELEBRATIONS for IYWIP**

Many events and activities are being held internationally and throughout Australia to celebrate in 1993 the International Year for the World's Indigenous People. During the Year, the IYWIP Secretariat will produce the IYWIP Newsletter which will include information on activities and events to mark the Year.

The events listed here include only those advised to the Secretariat so far but, as the Secretariat is advised of events, they will be listed in later Newsletters. It would be appreciated if organisations arranging events would inform the IYWIP Secretariat of event details for inclusion in the IYWIP Newsletter.

Please note, the details provided are accurate at the time of printing and some are subject to change. As the changes are advised to the Secretariat, they will be included in the Newsletter.

Should you wish to have an IYWIP activity or event for 1993 included in the IYWIP Newsletter, please provide details to the IYWIP Secretariat. Basic information required for the listing is: Event title; venue; dates; contact person's name and details.

**JULY**

- 1 "THE COMING OF THE LIGHT".  
Torres Strait Islander celebration. Contact:  
The Office of Torres Strait Islander Affairs  
ATSIC. PO Box 17, WODEN, ACT, 2606.  
NATIONAL NADOC FOCUS. Alice Springs
- 5-10 SECOND WORLD'S INDIGENOUS YOUTH  
CONFERENCE. Darwin. Contact: (089) 205100
- 5-11 NADOC WEEK
- 9 NATIONAL ABORIGINAL DAY
- 11 WORLD POPULATION DAY

**AUGUST**

- 9 INTERNATIONAL DAY OF SOLIDARITY  
WITH THE STRUGGLING WOMEN OF  
SOUTH AFRICA  
NATIONAL ROCK CONCERT. SYDNEY

**SEPTEMBER**

- WATTLE DAY
- 8 INTER NATIONAL LITERACY DAY
- 21 INTERNATIONAL DAY OF PEACE
- 22-24 REDESIGNING FEDERAL INSTITUTIONS  
- INDIGENOUS PEOPLES & SELF  
GOVERNMENT. Kimberley, W.A.
- 26-30 WORLD MARITIME DAY

**OCTOBER**

- 1 INTERNATIONAL DAY FOR THE ELDERLY
- 3 WORLD HABITAT DAY
- 3 UNIVERSAL CHILDREN'S DAY
- 9 WORLD POST DAY
- 11 DAY OF SOLIDARITY WITH SOUTH  
AFRICAN POLITICAL PRISONERS
- 13 INTERNATIONAL DAY OF NATURAL  
DISASTER REDUCTION

**OCTOBER**

- 16 WORLD FOOD DAY
- 24 WORLD DEVELOPMENT  
INFORMATION DAY
- 24 UNITED NATIONS DAY
- 24-30 DISARMAMENT WEEK  
BATTLE OF THE BANDS. Brisbane, Qld.

**NOVEMBER**

- 11 . INTERNATIONAL WEEK OF SCIENCE  
& PEACE
- 20 AFRICA INDUSTRIALISATION DAY
- 29 INTERNATIONAL DAY OF SOLIDARITY  
WITH THE PALESTINE PEOPLE  
INDIGENOUS GAMES. South Australia.  
Contact: (08) 226 3166  
INDIGENOUS LANGUAGE CONFERENCE.  
Melbourne, Vic.  
ABORIGINAL ECONOMIC DEVELOPMENT  
CONFERENCE IN-WORK PROGRAM  
Contact: (06) 289 3102

**DECEMBER**

- 1 WORLD AIDS DAY  
INTERNATIONAL DAY of DISABLED  
PERSONS
- 5 INTERNATIONAL VOLUNTEER DAY for  
ECONIMICS & SOCIAL DEVELOPMENT
- 10 INTERNATIONAL HUMAN RIGHTS DAY
- 6-11 MARTUNG UPAH INDIGENOUS  
CONFERENCE, Aboriginal and Islander  
Commission of the Australian council of  
Churches. Contact: (02) 299 2215
- 12-17 WORLD INDIGENOUS PEOPLES  
CONFERENCE—EDUCATION  
Wollongong University Contact: (02) 550 5660