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| NSW Education Standards Authority |  |

**Technology 7–8 (2023)**

**Syllabus Support**

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# **Technology 7–8 (2023)**

## **Teaching advice for Stage 4**

### **Teaching advice for Digital and communication technologies**

#### **Content**

1. Digital and communication technologies

#### **Teaching advice**

The Digital and Communication Technologies focus area enables students to develop knowledge, understanding and skills to become effective users and creators of digital technologies. Students develop coding and communication skills using a range of current and emerging technologies, including assistive technologies. Students are encouraged to apply their knowledge and skills to new projects and design opportunities.

##### **Project work and practical experiences**

It is recommended that students undertake project work and practical experiences to:

* apply computational thinking to develop and test solutions
* become effective users of digital systems
* recognise, understand and develop programming code
* use programming code to control systems
* implement and evaluate digital solutions
* use models, simulators and specialist software applications
* create interactive media and apps.

Some students with disability may need [adjustments](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/special-education/adjustments) to participate in project work and practical experiences. These could include following a visual scaffold or sequence, using assistive or adaptive devices and/or more demonstration and modelling of key concepts and skills.

Projects are an opportunity for students to pursue an area of interest or strength. Students can work individually or collaboratively to develop decision making, communication and management skills.

Project ideas for Digital and communication technologies could include:

* designing an escape room activity
* creating a website for the school canteen
* building a school weather station.

Students learning English as an additional language or dialect (EAL/D) may require support such as provision to use their home language or dialect, bilingual dictionary or visual dictionary to plan, research and communicate when working on projects.

Students could apply skills to:

* explore and create ideas using sketching, digital drawing, CAD tools, and modelling software
* use near-field communication applications to raise awareness about community initiatives
* code interactive technologies to create puzzles, webpages and apps
* program sensors to capture real-time data.

Content within each focus area may be delivered on its own or combined with content from other focus areas. Teachers should consider the interests, strengths and needs of their students and the school resources when planning project work. Student learning can be extended by investigating and designing solutions to global communication challenges.

#### **Teaching advice documents**

* [Teaching advice (additional): Stage 4 – Developing essential skills for technology project work](https://curriculum.nsw.edu.au/file/dc1e2c69-7ae4-4092-94b9-3d894d579d4b/technology-7-8-2023-teaching-advice-additional-stage-4-developing-essential-skills-for-technology-project-work.docx)
* [Teaching advice (additional): Stage 4 – Technology project design and development](https://curriculum.nsw.edu.au/file/ccecaf3f-ce6f-450b-a2aa-4a0aaef71476/technology-7-8-2023-teaching-advice-additional-stage-4-technology-project-design-and-development.docx)

### **Teaching advice for Engineering technologies and systems**

#### **Content**

1. Engineering technologies and systems

#### **Teaching advice**

The Engineering Technologies and Systems focus area enables students to develop knowledge, understanding and skills to design and produce engineered systems. They explore engineering technologies and systems through modelling and prototyping experiences. Students develop skills using a range of materials, components and engineering technologies, including assistive technologies. They are encouraged to apply their knowledge and skills to new projects and design opportunities.

##### **Project work and practical experiences**

It is recommended that students undertake project work and practical experiences to:

* apply systems and design thinking to develop and test solutions
* develop energy transfer projects, including lever devices, cranes or alternative energy vehicles
* apply sustainable energy sources to design concepts, including wind and solar
* investigate food and fibre engineering processes
* explore electronic circuits, mechanisms involving simple machines, and built environments
* program microcontrollers to collect data or automate a task
* use 3D modelling software for design concept development and/or 3D printing for model-making.

Some students with disability may need [adjustments](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/special-education/adjustments/) to participate in project work and practical experiences. These could include using everyday objects to support tasks, a visual scaffold or sequence, and/or adjustments to the amount of content or time allocated to complete work.

Projects are an opportunity for students to pursue an area of interest or strength. Students can work individually or collaboratively to develop decision making, communication and management skills.

Projects ideas for Engineering technologies and systems include:

* designing and producing plans or a model for a sustainable tiny house
* creating a hammock from sustainable materials
* building a prototype of a solar-powered vehicle or watercraft.

Students learning English as an additional language or dialect (EAL/D) may require support such as provision to use their home language or dialect, bilingual dictionary or visual dictionary to plan, research and communicate when working on projects.  
  
Students could apply skills to:

* communicate designs and develop floor plans using CAD applications
* build architectural models and engineered systems
* create prototypes of solar-powered systems using circuits
* investigate and use sustainably-sourced food and fibre to create products.

Content within each focus area may be delivered on its own or combined with content from other focus areas. Teachers should consider the interests, strengths and needs of their students and the school resources when planning project work. Student learning can be extended by investigating and designing solutions to complex local and global engineering challenges.

#### **Teaching advice documents**

* [Teaching advice (additional): Stage 4 – Developing essential skills for technology project work](https://curriculum.nsw.edu.au/file/dc1e2c69-7ae4-4092-94b9-3d894d579d4b/technology-7-8-2023-teaching-advice-additional-stage-4-developing-essential-skills-for-technology-project-work.docx)
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### **Teaching advice for Food and agricultural practices**

#### **Content**

1. Food and agricultural practices

#### **Teaching advice**

The Food and Agricultural Practices focus area enables students to develop knowledge, understanding and skills to produce and manage food, fibre and other natural resources. They explore opportunities to improve sustainability through the application of technologies. Students use tools, techniques and technologies to develop food and agricultural solutions. Students develop skills to assess nutritional properties of food and emerging agricultural practices. They are encouraged to apply their knowledge and skills to new projects and design opportunities.

##### **Project work and practical experiences**

It is recommended that students undertake project work and practical experiences to:

* monitor growing conditions and assess how technologies contribute to quality food and fibre products
* implement agricultural practices to produce nutritious food
* use data sensors and other technologies in monitoring food and agricultural production
* explore the impact of emerging technologies on smart farming practices
* investigate how food selection can influence the nutritional wellbeing of individuals
* plan a menu using locally sourced ingredients to reduce food mileage
* promote sustainable food and agricultural initiatives in the school environment.

Some students with disability may need [adjustments](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/special-education/adjustments/) to participate in project work and practical experiences. These could include having a visual scaffold or sequence, tools preset, support with setting safety guards, selecting personal protective equipment (PPE) and/or additional support through group work.  
  
Projects are an opportunity for students to pursue an area of interest or strength. Students can work individually or collaboratively to develop decision making, communication and management skills.

Project ideas for Food and agricultural practices could include:

* designing a food truck to promote sustainable initiatives
* developing an aquaponic system or vertical garden for a new building
* creating a community garden in a local area.

Students learning English as an additional language or dialect (EAL/D) may require support such as provision to use their home language or dialect, bilingual dictionary or visual dictionary to plan, research and communicate when working on projects.

Students could apply skills to:

* plan and develop food and agricultural products using CAD
* monitor growing conditions using sensors and microcontrollers
* plan a food product range to meet the nutritional needs of teenagers
* use data to assess the nutritional value of foods.

Content within each focus area may be delivered on its own or combined with content from other focus areas. Teachers should consider the interests, strengths and needs of their students and the school resources when planning project work. Student learning can be extended by investigating and designing technological applications to improve food and agricultural production.

#### **Teaching advice documents**

* [Teaching advice (additional): Stage 4 – Developing essential skills for technology project work](https://curriculum.nsw.edu.au/file/dc1e2c69-7ae4-4092-94b9-3d894d579d4b/technology-7-8-2023-teaching-advice-additional-stage-4-developing-essential-skills-for-technology-project-work.docx)
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### **Teaching advice for Materials and production processes**

#### **Content**

1. Materials and production processes

#### **Teaching advice**

The Materials and Production Processes focus area enables students to develop knowledge, understanding and skills to design and produce projects using contemporary and emerging materials. Students explore ideas and solutions developed by designers, producers and manufacturers using a range of materials, technologies and production processes. They are encouraged to apply their knowledge and skills to new projects and design opportunities.

##### **Project work and practical experiences**

It is recommended that students undertake project work and practical experiences to:

* develop an understanding of the characteristics and properties of materials
* investigate sustainable sourcing practices and production processes
* explore how different materials influence the selection of tools, techniques and technologies
* describe how technology is used in manufacturing and production processes
* plan ideas and solutions to reduce material waste and improve sustainability
* create products, prototypes and solutions using a range of materials
* evaluate how the selection of materials and production processes contributes to quality.

Some students with disability may need [adjustments](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/special-education/adjustments/) to participate in project work and practical experiences. These could include a visual scaffold or sequence, having tools preset, support with setting safety guards, selecting personal protective equipment (PPE) and/or additional support through group work.

Projects are an opportunity for students to pursue an area of strength or interest. Students can work individually or collaboratively to develop decision making, communication and management skills. Project ideas for Materials and production processes could include:

* creating a hanging plant structure with a built-in watering system
* designing and making a charging stand for smart devices
* producing innovative cooking utensils for the kitchen.

Students learning English as an additional language or dialect (EAL/D) may require support such as provision to use their home language or dialect, bilingual dictionary visual dictionary to plan, research and communicate when working on projects.

Students could apply skills to:

* develop and communicate design ideas using CAD
* use and manipulate tools and machines to assemble products
* collect data and information to justify the selection of materials
* apply decorative and construction techniques to produce creative solutions.

Content within each focus area may be delivered on its own or combined with content from other focus areas through project work. Teachers should consider the interests, strengths and needs of their students and the school resources when planning project work. Student learning can be extended by investigating new materials and production processes to create sustainable design solutions.

#### **Teaching advice documents**

* [Teaching advice (additional): Stage 4 – Developing essential skills for technology project work](https://curriculum.nsw.edu.au/file/dc1e2c69-7ae4-4092-94b9-3d894d579d4b/technology-7-8-2023-teaching-advice-additional-stage-4-developing-essential-skills-for-technology-project-work.docx)
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# **Glossary**

## **Technology 7–8 (2023) Terms**

**algorithm**

A step-by-step procedure required to solve a problem. Algorithms may be presented in many ways, for example written instructions, flow charts or using a computer programming language.

**artificial intelligence (AI)**

Intelligence demonstrated by machines. Sometimes called machine intelligence.

**branching**

An instruction in a computer program or algorithm that causes different actions to be performed depending on specified conditions.

**computational thinking**

A process in which a problem is analysed and solved so that a human, machine or computer can effectively implement the solution. It involves using strategies to organise data logically, break down problems into parts, interpret patterns and design, and implement algorithms to solve problems.

**cybersecurity**

The protection of information technology elements, including hardware and software, data or network services.

**design and production**

A process that typically involves identifying and defining, researching and planning, producing and implementing, and testing and evaluating to create a designed solution that considers social, cultural and environmental factors.

**design thinking**

A process where a need or opportunity is identified and a design solution is developed. The consideration of economic, environmental and social impacts that result from designed solutions are core to design thinking. Design thinking methods can be used when trying to understand a problem, generate ideas and refine a design based on evaluation and testing.

**digital technologies**

Refers to electronic tools, systems, devices and resources that generate, process or store data, and may include applications, games, microcontrollers, mobile devices, multimedia, networks, robotics.

**function**

A term used in programming to describe a self-contained sequence of instructions that performs a specific task or tasks and is designed to be able to be reused throughout the program. Functions often accept some kind of input, perform some process on that input, and return a result that can be used by other parts of a program. Most programming languages allow for user-defined functions, but will also provide pre-defined functions.

**iteration**

A repetition of a process in computer programming where each repeated cycle builds towards a desired result.

**model**

A mathematical, conceptual or physical representation that describes, simplifies, clarifies or provides an explanation of the structure, workings or relationships within an object, system or idea. Models can provide a means of testing and predicting behaviour within limited conditions. Models may be physical or exist in digital form.

**product**

The tangible end results of natural, human, mechanical, manufacturing, electronic or digital production and processes.

**project**

An individual or collaborative problem-solving activity undertaken by students that is planned to achieve an articulated aim.

**prototype**

A trial product or model built to test an idea or process to inform further design development. Its purpose is to see if and how well the design works and is tested by users and systems analysts. A prototype can be either a physical object or exist in digital form.

*See* [model](https://curriculum.nsw.edu.au/resources/glossary/model)

**systems thinking**

An understanding of how related objects or components interact to influence how systems function. Students are provided with opportunities to recognise the connectedness of, and interactions between phenomena, people, places and events in local and wider contexts and consider the impact of their decisions. Understanding the complexity of systems and the interdependence of components is important for scientific research and for the creation of solutions to technical, economic and social issues.

**technological literacy**

The ability to select use, manage, create and evaluate technology for specific purposes. This includes using safe practices and considering ethical implications.

**user experience (UX)**

The usability, ease of use, and enjoyment provided in the interaction between the customer and the product.

**user interface (UI)**

The means by which users interact with computer hardware or software. In software, this usually comprises fields for text and number entry, mouse pointers, buttons and other graphical elements. In hardware, switches, dials and light-emitting diodes (LEDs) provide information about the interactions between a user and a machine.

## **Global Terms**

**Aboriginal and Torres Strait Islander Peoples**

Aboriginal Peoples are the first peoples of Australia and are represented by more than 250 language groups, each associated with a particular Country or territory. Torres Strait Islander Peoples are represented by 5 major island groups, and are associated with island territories to the north of Australia’s Cape York which were annexed by Queensland in 1879.

An Aboriginal and/or Torres Strait Islander person is someone who:

* is of Aboriginal and/or Torres Strait Islander descent
* identifies as an Aboriginal person and/or Torres Strait Islander person, and
* is accepted as such by the Aboriginal and/or Torres Strait Islander community(ies) in which they live.

**Aboriginal English**

A recognised dialect of English which is the first, or home language, of many Aboriginal people. It differs from other dialects of English, such as Standard Australian English, in systematic ways including sounds, grammar, words and their meanings, and language use. Aboriginal English is a powerful vehicle for the expression of Aboriginal identity. Aboriginal English is not a target language study option for NSW Aboriginal Languages syllabuses.

**Aboriginal Songline(s)**

Texts that describe landscapes and directions of the tracks forged in lands, waters and skies by Creator Spirits during the Dreaming.

**accessibility**

The extent to which a system, environment or object may be used irrespective of a user’s capabilities or abilities. For example, the use of assistive technologies (AT) to allow people with disability to use computer systems, or the use of icons in place of words to allow young children to use a system.

**assistive technology (AT)**

A device or system whose primary purpose is to maintain or improve an individual's functioning and independence to facilitate participation and enhance overall wellbeing. This includes technologies specifically designed to meet an individual's needs, eg eye gaze technology, as well as more general technologies that can be used by anyone, eg speech-to-text applications. Assistive technology can also be referred to as inclusive technology.

**augmentative and alternative communication (AAC)**

An umbrella term that encompasses the communication methods used to supplement or replace speech or writing. AAC can be unaided, such as gestures, body language and sign language, or aided such as pictures, symbols, objects or speech generating devices.

*See* [communication systems](https://curriculum.nsw.edu.au/resources/glossary/communication-systems)

**communication forms**

The ways people communicate and the communicative behaviours they use. Communication forms can be non-symbolic and/or symbolic. Non-symbolic forms include sounds, gestures, facial expressions and eye movements. Symbolic forms can be aided or non-aided. Aided forms of symbolic communication include objects, symbols, photographs and drawings. Aided forms can be digital. Non-aided forms of symbolic communication include formal gestures; speech; and signs, such as Key Word Sign.

**copyright**

The protection provided to the creators of original works and makers of sound recordings and films, that offers a legal framework for the control and reproduction or transmission of their literary, dramatic, artistic or musical works.

**Country/Place**

Country is used to describe a specific area of a nation or clan including physical, linguistic and spiritual features. Aboriginal communities’ cultural associations with their Country may include or relate to languages, cultural practices, knowledge, songs, stories, art, paths, landforms, flora, fauna and minerals. These cultural associations may include custodial relationships with particular landscapes such as land, sea, sky, rivers as well as the intangible places associated with the Dreaming(s). Custodial relationships are extremely important in determining who may have the capacity to authentically speak for their Country.

Place is a space mapped out by physical or intangible boundaries that individuals or groups of Torres Strait Islander Peoples occupy and regard as their own. It is a space with varying degrees of spirituality.

**culture**

The customs, habits, beliefs/spirituality, social organisation and ways of life that characterise different groups and communities. Cultural characteristics give a group or individual a sense of who they are and help them make sense of the world in which they live. Culture is a shared system but inherently diverse – there can be individual and group differences within cultures. Everyone has culture – it is a lens through which we see the world.

**custodians**

In Aboriginal communities, an individual charged with maintaining and passing on particular elements of cultural significance, eg language, stories, songs, rituals and imagery.

*See* [owners](https://curriculum.nsw.edu.au/resources/glossary/owners)

**d/Deaf**

When referring to deaf people who belong to a linguistic and cultural minority known as the Deaf community, the 'D' may be capitalised in reference to the individual, the group, or the culture in order to accord respect and deference, for example, the Deaf community. When referring simply to audiological status or when cultural affiliation is not known, as in the case of a person with a hearing loss in general, the lowercase 'd', as in 'deaf' is the more common usage.

**Deaf**

A cultural identity for people with hearing loss who share a common culture and who usually have a shared sign language.

**disability**

An umbrella term for any or all of the following components:

* impairments: challenges in body function or structure
* activity limitations: difficulties in executing activities
* participation restrictions: challenges an individual may experience in involvement in life situations. (World Health Organization)

**diversity**

Differences that exist within a group, for example, age, sex, gender, gender expression, sexuality, ethnicity, ability/disability, body shape and composition, culture, religion/spirituality, learning differences, socioeconomic background, values and experiences.

**Dreaming**

The Dreaming has different meanings for different Aboriginal groups. The Dreaming can be seen as the embodiment of Aboriginal creation which gives meaning to everything; the essence of Aboriginal beliefs about creation and spiritual and physical existence. It establishes the rules governing relationships between the people, the land and all things for Aboriginal Peoples. The Dreaming is linked to the past, the present and the future. Where appropriate, refer to Aboriginal names for the Dreaming.

**Elders**

The custodians of knowledge and lore. They are chosen and accepted by their own communities as people who have the permission to disclose cultural knowledge and beliefs. Recognised Elders are highly respected people within Aboriginal communities. Proper consultation with local Aboriginal communities will often direct schools to recognised Elders.

**first language(s)**

The first language(s) that a person learns to speak.

**Indigenous**

An internationally recognised term for the first peoples of a land. In NSW the term Aboriginal person/Peoples is preferred.

*See* [Aboriginal and Torres Strait Islander Peoples](https://curriculum.nsw.edu.au/resources/glossary/aboriginal-and-torres-strait-islander-peoples)

**Indigenous cultural and intellectual property (ICIP)**

Includes, but is not limited to, objects, sites, cultural knowledge, cultural expression and the arts, that have been transmitted or continue to be transmitted through generations as belonging to a particular Indigenous group or Indigenous people as a whole or their territory.

*See* [intellectual property](https://curriculum.nsw.edu.au/resources/glossary/intellectual-property)

**intellectual property**

Non-material assets such as forms of cultural expression that belong to a particular individual or community. Intellectual property rights refer to the rights that the law grants to individuals for the protection of creative, intellectual, scientific and industrial activity, such as inventions.

*See* [Indigenous cultural and intellectual property (ICIP)](https://curriculum.nsw.edu.au/resources/glossary/indigenous-cultural-and-intellectual-property-icip), and [copyright](https://curriculum.nsw.edu.au/resources/glossary/copyright)

**Key Word Sign**

A communication strategy that incorporates signing with speech. It is used to support language development for people with communication difficulties. Although Key Word Sign uses a simplified form of manual signing, it is different to Auslan, as it is not a signed language.

**kinship**

A key aspect of Aboriginal cultures and values. It includes the importance of all relationships and of being related to and belonging to the land.

**language group**

An Aboriginal community identified with a common language, both verbal and nonverbal, and with a particular territory. Used in preference to the term ‘tribe’.

**language revival**

The process and range of strategies for increasing knowledge and use of a language that is no longer spoken fluently across all generations in the context of language loss or language dispossession caused by colonisation. Aboriginal Languages and Torres Strait Islander Languages are being revived through community initiatives, linguistic research and school programs. ‘Language revival’ may be used as an overarching term that could also include ‘reclamation’, ‘revitalisation’, ‘renewal’ and ‘reawakening’.

**local Aboriginal community**

A local Aboriginal community is constituted by those people who are Aboriginal and who reside in the near locality. Aboriginal communities will have a rich and diverse history that has been seriously affected by dispossession and relations, which sees families with spiritual connection to Country residing beside those who have been forced to move from other locations. The notion of locality is complex and multilayered: schools should seek advice from a range of people and/or organisations representing local interests.

*See* [community(ies)](https://curriculum.nsw.edu.au/resources/glossary/community-ies)

**off-Country**

Taking place away from Aboriginal land or Country of origin.

*See* [Country/Place](https://curriculum.nsw.edu.au/resources/glossary/country-place)

**on-Country**

Taking place on Aboriginal land or Country of origin.

*See* [Country/Place](https://curriculum.nsw.edu.au/resources/glossary/country-place)

**owners**

Each Aboriginal Language is recognised as belonging to a particular geographical area and thus to the people who can claim a connection to that area. Aboriginal community members acquire ownership of their language(s) at birth. Language proficiency is not essential for ownership.

*See* [custodians](https://curriculum.nsw.edu.au/resources/glossary/custodians)

**protocols**

The appropriate ways of behaving, communicating and showing respect for diversity of history and culture. This involves appreciation of the knowledge, standing and status of people within the local Aboriginal community and the school community. Protocols inevitably vary between communities, and between people within a community. In establishing a partnership between schools and Aboriginal communities, it is especially important that protocols are acknowledged and respected.

**respect**

A term used commonly in NSW Aboriginal communities to refer to the way an individual treats others. Showing respect occurs in many ways, such as waiting to speak, listening and demonstrating understanding, not asking too many direct questions, ensuring that people are not made to feel uncomfortable or uneasy, and generally showing regard for others’ ideas, beliefs and culture.

**sign**

Hand signs (or hand talk) used to supplement or replace oral language. Signs form part of nonverbal communication for Aboriginal and Torres Strait Islander Peoples and may be used by people who are hearing, or d/Deaf or hard of hearing. Aboriginal and Torres Strait Islander Sign Languages may be used in some areas. Some Sign Languages may be associated with sacred ceremonial practices.

**signage**

The use of words, graphic designs and/or symbols used to communicate a message, eg information signs, plaques, warning signs, road signs, signs that show direction.

**switch**

A type of assistive technology that enables people with cognitive and/or physical disability to access a range of devices, including computers and communication devices. Switches can be activated by touch, or triggered without contact, such as through eye gaze, sound or blowing.

*See* [assistive technology (AT)](https://curriculum.nsw.edu.au/resources/glossary/assistive-technology-at)

**yarning circle**

Yarning circles are an important cultural practice for Aboriginal and Torres Strait Islander Peoples to learn within the collective group. Knowledge and information are shared in harmony and respect with all individuals.