

Pertame 2021

Project Report

Ngketyeka nwernaka ikerlta mparetyeka
Making our language strong

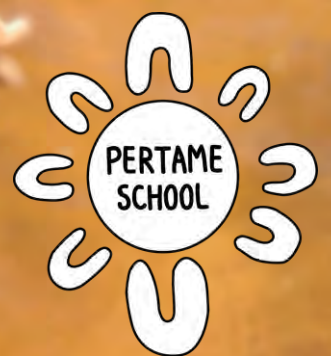


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Yeya Ingweya Kenha

Message from the Pertame Elder



Year nhanha neka marra nthurra. Yenga kwetatha Pertame itnha-werna ngema. Yenga kaltya-nthema itnha marra ngema. Itnha Pertame ngema nthema. Marra nthurra retyeka altya mapa purta-irrema. Lhemala school werna ketyeya mapa kaltya-irrema. Itnha antya-irrema ngetya itnha kenha ngetyeka kaltya-irreka. Ngetya kweka-ipema yenga kaltya. Nweka neka nwerna ngetya Pertama ngetya ikerlta nthurra mparema. Ngetya nwernaka, nwernakenha ngetya nema.

This year has been really good. I'm always talking Pertame to my family. I'm teaching them to talk really good. It makes me really proud to see my family come together as one. We go into the schools to teach the kids. They really love it learning their language. They have to learn to speak their own language because I did when I was a little girl. We are making the language really strong. Our language is who we are.

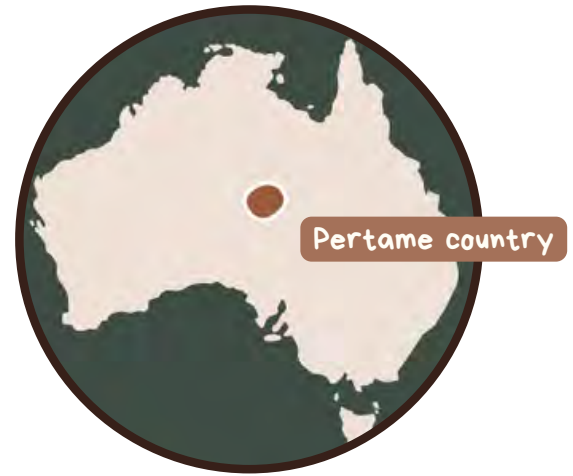
Ngwenha NWerna Nema

Who We Are

Pertame or Southern Arrernte is a Central Australian language that belongs to the country around the Finke and Hugh Rivers, 110km South of Alice Springs. Pertame country starts at Running Waters (Irrpmangkera) and follows the Finke River. Pertame belongs to the Arandic language family.

There are currently less than 30 fluent speakers of Pertame, all over the age of 50.

Pertame language has suffered through the process of colonisation, punitive language policies and the stolen generation. As a result, intergenerational language transmission has ceased. Pertame children are raised speaking English. If nothing is done, Pertame language will be lost within the next generation. Pertame is an ancient and rich language, carrying 60,000+ years of history, heritage, knowledge of country and a unique perspective of the world. Urgent action is required to teach Pertame to the next generations while we still have our precious few fluent Elders with us.



"I remember when I was about ten, we used to come in from the station. We'd be walking along the street and people would say "Don't talk that language". Even at school they used to give us a hiding in the playground. And I often used to think why should I speak English? That's not my language!"

- Pertame Elder, Christobel Swan

Christobel's Dream

"It is my dream to teach my children, grandchildren and great grandchildren our language and show our culture to them so they can think and talk in Pertame. Our old people, poor things, have all passed away now. There are only a few of us left to teach our kids how our old people used to live" - Christobel Swan, Pertame Elder

Pertame School was a long held dream of Pertame fluent speaker and Elder Christobel Swan. In 2017, her dream was brought to life after receiving a philanthropic donation to run a on-country language camps at Boomerang Bore homelands. Since 2017, the Pertame School has grown to include school holiday programs for children, in-school classes, adults' evening classes and a Master-Apprentice program.



**Pertame old people on
Henbury Station**

Pertama Yeya Imanka-rinya

Pertame History

Leeanne's Story

Hi! My name is Leeanne Kemarre Swan. I am from Alice Springs. My traditional country is south of Alice Springs. My mother Ruth Forrester's first language was Luritja. As a young child she travelled with her parents and grandparents around her country. When she was around 4 or 5 she and her 3 older siblings were put on a truck from outside Titjikala and sent to St Mary's, a welfare institution in Alice Springs, to be taught English. Her mother was told not to visit and stay away so as not to disrupt them. Mum and her siblings watched as the other children went home to their families, while they were forced to spend every holiday at the welfare institution. Mum and her siblings were made wards of the state and were classed as inmates of the institution. Living there and only allowed to speak English, she lost her language.

My father Ronald Swan was from Twenga (Henbury Station Area). He lost his mother early in his teens so he wouldn't leave his father. Dad was illiterate and could only write his name and recognise our written names. He said mum tried to teach him but he only learnt the alphabet. Dad was a fluent Pertame speaker and was confident in speaking English.

English was the only language accepted in those days. Mum and dad saw and experienced the struggles of Aboriginal people and decided that we (myself & my 6 siblings) would be better off learning and speaking in only English. This is why I am not a fluent speaker of my language, and I am learning it only now as an adult.

"My mother and her siblings were classed as inmates at St Mary's Welfare Institution. So she was a four year old inmate."

- Leeanne Swan



Indigenous children at St Mary's hostel, an institute for "half-caste" children that had an important role in perpetrating the Stolen Generations in Central Australia.

Ruth Forrester (Leeanne's mother) pictured in this photo - Row 2, 4th from the left

NWerna Wenha Antya-irrema Retyeka

Our Vision

Grow the next generation of Pertame speakers within a strong, connected and thriving Pertame community to honour the culture and worldview of our old people.

Nthakenha NWerna Mparema

Our Strategy

The Pertame School is a community-led language revival program working with Pertame Elders to pass their language and cultural knowledge onto the next generation.

Language and culture is at the centre of individual and community wellbeing for Pertame people. The Pertame Program is building community strength, strong families and proud people who hold their Pertame identity in their heart through language.

The 2020 AIATSIS National Indigenous Language report found that Aboriginal people who speak their language had improved spiritual, mental and physical health. They had better career opportunities, were more willing to take on leadership roles in the community and had stronger, more connected communities¹. The NILS report also found learning language increased Indigenous childrens' confidence and engagement in school, and increased their community pride in their culture, social connectedness and social efficacy.

Our program is unique in Australia, as we are entirely led and run by Pertame people. No one knows our families better than us. The answer to make our language strong again resides within our own knowledge systems.

Pertame children are constantly saturated in Western culture and English language. We ensure the Pertame Program is the one place in the world where Pertame language, culture and knowledge systems are prioritised and seen as deeply valuable.

We use innovative methods of language revival developed by First Nations Communities in the US to grow new speakers of Pertame. We teach Pertame in Pertame, using our original methods of intergenerational knowledge transmission: breath-to-breath language immersion. Our Elders are our most precious resource. We see our language as a gift from our ancestors, and accept our responsibility to continue their legacy to bring Pertame into the future.

Ngketya Nwerna Nema Nwernakenha

Our Philosophy: Our Language is Who We Are

Nthepa
Dance



**Inernta
mparema**
Seed jewellery



Arretha
Bush medicine



**Ntpirtna
irrkwetyeka**
Fishing

Ngketya
Language

**Relha
Kngerra
Pata Mapa**
Ancestors

**Unta
Ngwenha**
Identity

Pmera
Country

**Nparna-
irrentya**
Kinship



ilhelentya
Song



Pinta-lhema
Art

Altya mapa
Family



**Merna bush-
rinya**
Bush foods



Nthakenha NWerna lterema

Our Values



Language as the life-breath of our community

We focus on growing new Pertame speakers. There's no place our language belongs more than in our communities



Self-determination

We are entirely led by Pertame family members. We know that our children learn better in a supported family environment



Elder knowledge above all

We value Pertame models of knowledge and education over Western models



Strength-based

We focus on the privilege of our continued ancient language and cultural strength



Our language is who we are

Our young people must have their language to know who they are and where they come from



Family is everything

We bring extended family together to grow in strength, cohesion and allow all generations to fulfil their kinship responsibilities.



Health & healing

Learning language is strengthening the mental & spiritual wellbeing of the community through building strong identities and strong families.



Language is culture

Language cannot be separated from country, kinship, art, songs, dances, healing, creation and our ancestors.

Master-Apprentice Mparema

Master-Apprentice Program

The Master-Apprentice Program (MAP) is a world-leading method of Indigenous language revival that was developed by Indigenous communities in California and has since been taken up by First Nations peoples globally. The MAP model grows new fluent speakers through intensive oral immersion sessions with Elder speakers (the master) and adult learners (apprentices). Elders and apprentices are to spend 10-20 hours together each week, talking nothing but their Indigenous language to recreate natural intergenerational transmission babies would receive when acquiring their first language from their home environments. We are returning to our old, pre-invasion pedagogies of listening, talking and gaining understanding as learners from our Elders, to transmit the full-life of our languages.

The Pertame project embarked on the Master-Apprentice program in 2020 after two Pertame representatives were invited to New York by the Global Indigenous Language Caucus to attend a workshop on running MAPs. Pertame Elder Christobel Swan acts as the Master speaker, teaching a team of five apprentices 10-20 hours a week at the Alice Springs Batchelor campus.

I see myself being fluent until no English is being spoken unless necessary. I would like to be able to make everyone aware of the importance of Pertame and why we need to speak just Pertame to our kids and each other. We as apprentices must revert to our old ways of speaking it just like our old people before colonisation. It's only with this project, I can make that a reality.

- Pertame Apprentice, Samantha Armstrong

Master-apprentice programs are recognised internationally and within Australia as the best practise method for saving endangered Indigenous languages with few remaining fluent speakers. The AIATSIS NILS report recommended MAPs as showing “notable success” internationally¹. Additionally, the 2012 Our Land Our Languages gave high-level recognition to the value of the MAPs and recommended its widespread application around Australia². Despite this, the Pertame MAP is currently the only active MAP in Australia.

1. <https://www.arts.gov.au/what-we-do/indigenous-arts-and-languages/national-indigenous-languages-report>
2. The Routledge Handbook of Language Revitalization

In our program, we teach Pertame in Pertame. We do not translate into English. Instead, we use gestures, pictures, story books, role plays, puppets, props and hand signs to convey meaning.



Yeya kaltya-irrena mapa kenha

Story from Pertame apprentices

Auriel Swan

Werta rritna nweka Auriel Pengarta Swan. Yenga Pertame kaltya irrena one and a half years ago. Yenga itcya Pertame kaltya neka, Atha weka Pertama wara. Lyartanga yenga Pertama wara ntema ngema. Meya nweka pa altya mapa arrpenha apmilhema. Yenga kangkema nthurra atha wetha mparema. Yenga kangkema nthurra kaltya nthetyeka ketyeya mapa-nha.

Hello my name is Auriel Pengarta Swan. I became a Pertame Apprentice one and a half years ago. Before, I didn't know how to speak Pertame but I could understand a little. Now I can speak it and understand what my mother and other family members are talking about. I am really happy to do what I am doing now. It makes me very happy to teach Pertame to the kids and say their skin names in Pertame.



Shania Armstrong

Yenga Pertame kaltya irrena Year therra-ka Pertame Master Apprentice Lila. Yenga kaltya irreka Pertame ngetyeka kngerra nthurra. Yenga antyirrema altya nweka nunga urlkapatyeka wetha ngetya Pertama. Yenga antyirrema kaltya nthema ketyeya mapa. Remale ketyeya mapa kaltya irretyeka.

Going on to my second year being a part of the Pertame Master Apprentice Program, I have learnt so much Pertame. I love working with my family to bring back my language. I love teaching the kids and seeing how much they are learning. It makes me really happy.



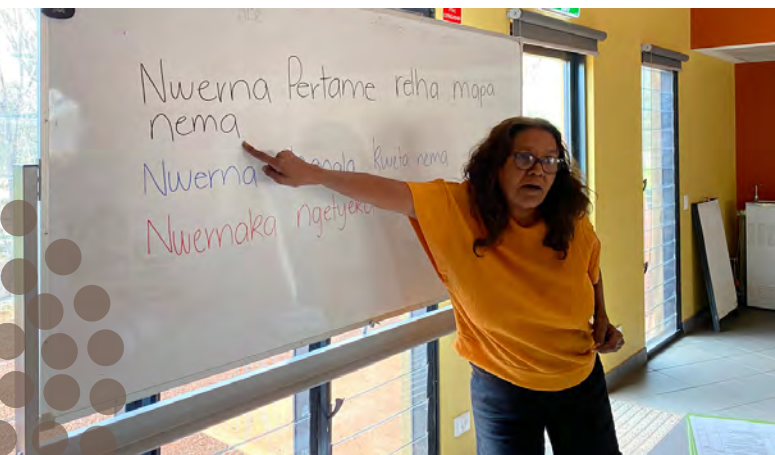
Yeya kaltya-irrena mapa kenha

Messages from Pertame apprentices

Leeanne Swan

Werta, rriinta nweka Leeanne Kemarra Swan-nha. Yenga Pertame kaltya-irrema 18 month-ka. Yenga kangkema nthakenha yenga kaltya-irretyeka Pertame ngetya. Yenga antya-irrema kaltya-irretyeka pa kaltya-nthetyeka ngetya nweka. Pertame altya kwetatha alpmilhema nwernanha kwetatha lhetyeka ketyeya mapa ikerlta mparema.

Hello, my name is Leeanne Kemarra Swan. I have been learning Pertame for 18-months. I am happy with my progress as an apprentice. I enjoy learning and teaching my language. Pertame family always tell us to keep doing what we are doing to make our kids strong.



Samantha Armstrong

Werta rriinta nweka nema Samantha Penangka Armstrong-nha, yenga rreweketya Pertama. Yenga kaltya-irrema ngetyeka Pertama lyarta year nhanha-la June 2021. Lyurra Perla nweka Christobel Swan-nha yenganha Pertame kaltya-irretyeka ikerlta pa rratya ngkema. Yenga kangkema altya nweka mapa pa ketyeya mapa kaltya-irrema ngetyeka nwernekenha. Yenga antyirrema relha Pertame mapa nyenta-irrema ngetyeka nwernanha wakema ketyeya kweka mapaka ikerlta mparema.

Hello my name is Samantha Penangka Armstrong, I am a Pertame woman. I have been learning Pertame since June 2021 this year. My grandmother Christobel Swan teaches me to speak it strong and right. I'm happy my family and kids are learning our language. I want all Pertame people to come together as one to keep our language for our kids strong.





Pertame Bradshaw Students after their Pertame song assembly performance

Nthakentya NWerna Mparema

The Numbers

161

**Master Apprentice Sessions
over 560 hours, creating 5
new fluent speakers**

Pertame Master-Apprentice immersion sessions were held for 5 days a week for 3.5 hrs each day to create 5 new fluent Pertame speakers, working with 5 apprentices and 1 Master Elder. This is the only active Master-apprentice program in Australia.



35

**Bradshaw Primary classes,
teaching 16 Pertame students**

Our apprentices have led weekly Pertame classes at Bradshaw Primary with a regular group of 16 Pertame students, teaching them Pertame kinship, animals, action words, bush foods, stories and songs.



6

**Larapinta Primary Classes, teaching 10
students**

Our apprentices have just started teaching Pertame to 10 Pertame children in a second Primary School, bringing in a wider network of family groups into the program.



33

**Youtube video produced,
with 1928 views**

Pertame apprentices and children have been involved in the filming, editing and production of 33 language learning videos on our "Pertame Project" Youtube page



Nthakentya NWerna Mparema

The Numbers



School holiday programs, reaching 44 children

- In January, we held a 3 day holiday program for high school aged Pertame young people to create their own lessons to teach Pertame to their younger peers. 15 high schoolers attended to teach 13 younger children.
- In June, Apprentices ran a day program teaching 21 children Pertame reptile names through games and activities and an excursion to the Alice Springs Reptile Centre.
- In September, we held a high school holiday program for 13 Pertame teenagers to research, record and edit the oral histories of their Elders.



On-country camps, engaging 73 community members



- Easter Camp: Apprentices led the community in a church service singing hymns in Pertame. A total for 60 Pertame community members attended. Other activities included traditional painting, Pertame songs, digging for yalka (bush onions) and swimming in the flowing creeks.
- July Camp: Launching the classroom that Bunnings warehouse kindly donated to the Pertame school. This included a community BBQ, painting, traditional seed jewellery making, and a cultural exchange tour for our esteemed guests, the Fouress Foundation.
- September camp: Language immersion camp for the apprentices and Elders



children's language performances, featuring 19 children

Our Pertame school students performed 10 songs in language at the July Beanie Festival and their school assembly. They also presented 11 Bi-lingual Superhero stories in front of the Pertame community. Finally, they performed Pertame Christmas Carols at the Pertame Christmas party.



Nthakentya NWerna Mparema

The Numbers

25

Adults evening classes, engaging 32 adults

Apprentices led Adults evening classes to teach the parents of our Pertame students everyday language to use in the home. The aim was to bring Pertame language home with the children, so they are immersed at school and in their home lives, where they spend most of their time.

"Adults are participating more, by having a space for adults it gives them more pride as a Pertame person." - Samantha Armstrong, apprentice.



5

conferences were presented at, reaching 100s in person and online



Pertame Master Elder and apprentices presented at:

- Batchelor Institute's Indigenous Knowledges Seminar Series
- Desert Knowledge Intersections conference in September
- Arrernte Educators Workshop in June
- The AIATSIS National Indigenous Research Summit in July in Adelaide
- and the program coordinator was invited to travel to Dubai to present at the Te Aratini Festival of Indigenous Ideas at the World Expo

22

media stories across 9 platforms

Pertame Program has received media coverage from NITV, SBS, ICTV and ABC Indigenous, including a feature story on Shania Armstrong for ABC Indigenous, two NITV stories on the Pertame Bunnings classroom build and an NITV feature story for Christobel Swan as National NAIDOC Elder of the year. The Pertame Children's Superhero stories have been aired on ICTV. And feature stories about the program have been published in Territory Q, Cultural Survival and Frankie Magazine.



Wenha NWerna Mparema

Our Program Structure



Wenha NWerna antya-irrema mparetyeka

Our Goals for 2021

1. Four adult learner apprentices are completely fluent in Pertame within 12 months
2. The program provides intergenerational learning and knowledge transfer between the five generations of Pertame people
3. The Pertame community are brought together to grow strong community support networks
4. Apprentices become community leaders and role models within their teaching positions
5. Language revival supports Pertame people to build strong identities to increase self-esteem and cultural pride
6. The apprentices gain work experience, skill development and new qualifications within education, language work, linguistics and use of technology.

Nthankenha nWerna mpareka

How we did

Goal 1: Our 4 apprentices are fluent in Pertame



Samantha learning language for changing a baby's nappy

"I am able to speak correctly without outside language words being used. I am speaking more confidently and actively than I was before, using only Pertame language"

- Samantha Armstrong, Pertame Apprentice

160 Master
Apprentice Sessions
over 560 hours,
creating 5 new
fluent speakers

"I understand Pertame a lot better. I am actually able to understand people who are talking in the wider community, down at the shops. And here at lessons I'm starting to get better, stringing words together and making my own sentences. I speak Pertame at home to my children and grandchildren. My little 2 year old grandson copies me as I say a word"

- Leeanne Swan, Pertame Apprentice



Leeanne and Auriel Learning Pertame cooking language

"I'm going good. First when I started this Pertame apprentices, I didn't know how to talk or speak in Pertame. I could understand people talking, but I couldn't speak it. I'm proud of my mum and I'm proud of myself and the other apprentices, and my kids and grandkids who are going to the school learning. I'm proud that I can understand and talk more now".

- Auriel Swan, Pertame Apprentice

"I can understand sentences in Pertame. When I first started, I only knew some words. I've improved. I teach my nieces and nephews, my sister and my dad. We sing songs and they can introduce themselves. I use some phrases like "unta nernkela" "You hungry". I always tell Max [my baby nephew] to say "yenga Pertame ketyeye nema" "I'm a Pertame kid".

- Shania Armstrong, Apprentice



Christobel and Auriel playing a Pertame memory game



Christobel narrating pictures in a book with Shania

Nthankenha nWerna mpareka

How we did

Goal 2: The program provides intergenerational learning and knowledge transfer between the five generations of the Pertame community

Spotlight: Pertame High Schoolers oral history project

"The Oral History School holiday program has made the high school student's bonds with their grandparents more strong, just hearing and seeing places of where they grew up makes their connections more stronger"

- Samantha Armstrong

"We had a variety of people, variety of age groups, generations. That was a good way of the Pertame community coming together"

- Leanne Swan



44 children
15 Teenagers
37 Adults and
9 Elders were
engaged

"The adults that help out with the School holiday programs are more closer and gives them purpose on knowing they're making a difference in the adults and children's programs" -
Samantha Armstrong



Nthankenha nWerna mpareka

How we did

Goal 3: The Pertame community is brought together over a common goal to grow in strength and cohesion

"By teaching children, we are also teaching adults, getting them involved with their children's learning as well as their own. I feel 100% more connected to the Pertame community, and so do my children and grandchildren"

- Samantha Armstrong, Apprentice



Pertame community at the adults evening class every Tuesday



Family Easter gathering at Henbury Cementry during an on-country learning camp

"The Pertame community has been brought together through the Adults classes. When we go out bush to the homelands, all the family get together there and sit down and learn Pertame, or go out and take the kids swimming and they know what creek it is. Like when we have Christmas celebrations in town and get the family together, all the kids do a show and show their parents what they learnt all through the year"

- Auriel Swan, apprentice

41 primary classes
4 school holiday programs
3 on-country camps
20 adults classes
3 community events



Community at the Pertame Adults Class in the park

"We all come together and everybody helps for the school holiday programs. I'm getting to know more extended families. I feel more connected with them through the Pertame program as an apprentice".

- Shania Armstrong, apprentice

Nthankenha nwerna mpareka

How we did

Goal 4: Apprentices became community leaders and role models within their teaching positions, growing the next generation of fluent Elders and leaders

"I feel more confident. When I first started I was really shy, shy to speak in front of crowds. So doing this program is boosting my confidence".

- **Shania Armstrong, apprentice**



Shania teaching Pertame



Apprentice Auriel and her mother, Christobel teaching the kids at Bradshaw Primary

"When I walk down the streets, other Arrernte people tell me 'that's good you are learning Pertame with your mum and teaching the kids. You stay with your mother and learn so you can take over', they say to me"

- **Auriel Swan, apprentice**

- In 2021, apprentices
- received 3 major awards
 - travelled nationally and internationally representing the project
 - spoke at 4 conferences
 - represented Pertame in the media 5 times
 - ran 71 events

"I am very confident in how I conduct myself and I can lead any lessons with confidence and presentations"

- **Samantha Armstrong, apprentice**



Samantha presenting at the AIATSIS Summit

Nthankenha nWerna mpareka

How we did

Goal 5: Language revival supports Pertame people to build strong identities to increase self-esteem and cultural pride

Spotlight: Primary School Students' public performances

Our Pertame children have been showcasing their language skills through public performances, growing their pride in language, confidence and public speaking skills. They have performed a series of Pertame songs at the Alice Springs Beanie Festival and their school assembly in Language, created their own bilingual superhero stories that they have written, illustrated, narrated and in some cases, edited themselves, and premiered in front of the entire Pertame community during a community event.



Pertame kids performing songs in language at the Beanie Festival



Pertame kids singing in language at the Superhero Story community launch event



The children are more aware of where they fit into society as Pertame kids. Its not only giving them a place in our Pertame society but in the Australian society too. Our Pertame kids are proud of who they are and where they come from.

- Samantha Armstrong, apprentice

As soon as their self esteem is great, they can excel at other things throughout their life, everything they do will be affected by their self esteem: education, work, sports"

- Leeanne Swan, apprentice

"They know that they are Pertame Ketyeye mapa (Pertame kids). By teaching them Pertame and getting them to speak and perform in front of people, it's building their confidence. So they can be proud of who they are and their language"

- Shania Armstrong



Shakayla and Maddy running a language learning game with the younger kids as a part of the high school holiday program

Nthankenha nwerna mpareka

How we did

Goal 6: The Pertame MAP engages in the local Alice Springs community to raise awareness of our project's work

"By showcasing our program with the wider Australian community we are leading the way for more language programs to revitalise their own languages"

- Samantha Armstrong

"More people are being aware of Pertame and not just as a near extinct language but as a language progressing for future generations"

- Samantha Armstrong

- 22 media stories across 9 platforms

- 4 public children's language performances, featuring 19 children

- 33 Youtube videos produced, with 1928 views



ABC Indigenous filming Shania for her NAIDOC Heal Country feature story



Pertame MAP team presenting at the Batchelor



Pertame kids performing Pertame songs at the Beanie Festival

Nthankenha nwerna mpareka

How we did

Goal 7: Apprentices gain work experience, skill development and new qualifications within education, language work, linguistics and use of technology.



Ariel recording Pertame with Elder

"I couldn't get up on stage and speak English or Pertame. But now I can. I'm very happy with myself".

- Auriel Swan

All apprentices reported an increase in their confidence to:

- ✓ Plan & run a children's class
- ✓ Produce, film & edit a language learning movie
- ✓ Capture & edit audio
- ✓ Plan & run an Adult's class
- ✓ Develop a language curriculum
- ✓ Read & write Pertame
- ✓ Do a media interview
- ✓ Public speaking
- ✓ Plan a community event
- ✓ Talk language at home
- ✓ Create a book in language
- ✓ Translate with an Elder



Shania reading a story in Pertame to the kids

"As an apprentice, I have more self-esteem about myself doing Pertame lessons"

- Samantha Armstrong

"My roles as an apprentice: right now I'm a teacher, grandmother, mother, caterer, bus driver, 4WDer.

Right now I've had a few roles in the Pertame Program. I enjoy most of them. I'm happy to take leadership, lead in the classroom environment. I feel confident. I've been able to do a really good job at editing, it sounded fluent."

- Leeanne Swan



Leeanne editing audio files

Nthankenha NWerna Kaltya-nthetyeka

How we teach

Family-based Learning

Our Pertame teaching team are all members of the Pertame community, and direct family for the students in our classes. Our Pertame students get to learn their language at school surrounded by their great grandparents, nanas, mums, aunties, big cousins and their brothers and sisters. The familiar environment helps the children to feel safe and comfortable as they are learning.

Connect Learning with home life

To ensure our Pertame students continue to hear and learn the language outside of school, we have engaged their parents and carers in evening adult classes. These classes prepare the childrens' caregivers to speak child-rearing language in the home so our Pertame school students have language role-models outside the classroom. We also engage our primary school students outside of school hours with holiday programs, excursions and on-country camps organised through their families, to get the full-experience of their language.



Bradshaw Primary students excursion to Reptile Centre



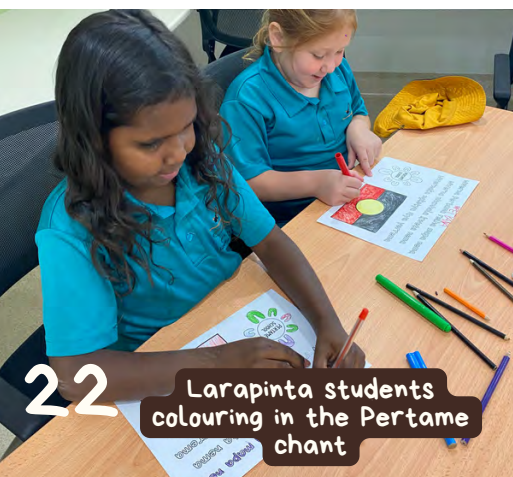
Kids helping out at the Easter on-country learning camp



Pertame parents learning child-rearing phrases at the Adults class

Games, songs and play-based Learning

We engage Pertame students in learning through immersive experiences and Total Physical Response Learning, to maximise their language retention. We teach Pertame through songs, ball games, art and craft, hand clapping games, skipping, storytelling and physical activity.



22

Larapinta students colouring in the Pertame chant



Kids learning a Pertame hand clapping game



Larapinta students singing Pertame "Head, shoulders, knees and toes"

Ketyeya Mapa Kaltya-irrema

The impact on the children

“

By learning Pertame in schools, the kids are changing their learning skills to be better students in and out of the classrooms"

- Samantha Armstrong, apprentice ”



“

"Most of the kids were shy when we started last year. Now that they have had regular weekly lessons throughout the whole year, they have become more confident"

-Leeanne Swan, apprentice ”



Every Pertame class we teach, we get our kids and adults to recite this chant: "We are Pertame people, we have always been here, our language will never finish". The kids all know the chant off by heart in Pertame, and when I ask them, "why will our language never finish?" they tell me "Because we are still speaking it"

NWerna Lyenpenya Nthurra

Awards and Achievements

National NAIDOC Elder of the Year

Christobel Swan, Pertame Elder and Master fluent speaker, has won the 2021 National NAIDOC Female Elder of the Year Award for her work founding the Pertame Program. She was chosen from hundreds of applicants across the nation.



Alice Springs NAIDOC Youth of the Year

Pertame apprentice Shania Armstrong has won Alice Springs NAIDOC Youth of the Year for the work she has done learning and teaching Pertame. She did her acceptance speech in Pertame.



Young Territory Authors of the Year

The Pertame Bradshaw students have won the Young Territory Author of the Year award for Best School Entry for their Pertame superhero stories. All their talking stories have also been aired on ICTV, and can be viewed at: <https://callprojects.org.au/projects/pertame-kid-s-superhero-stories>



AMP Tomorrow Maker

Project coordinator Vanessa Farrelly was awarded the AMP Foundation Tomorrow Marker grant as one of the 27 Australians chosen to share \$1 Million for projects benefiting the Australian community



Yeya Nwernaka Alpmilhema

Sharing Our Story

Christobel Swan NAIDOC story

As National NAIDOC female Elder of the Elder, NITV did a feature story on Pertame Elder Christobel Swan's achievements founding the Pertame School.



Shania Armstrong ABC Indigenous story

Pertame apprentice, Shania was featured in a series of short videos about how Indigenous young people connect to country as a part of the national NAIDOC theme "Heal Country".



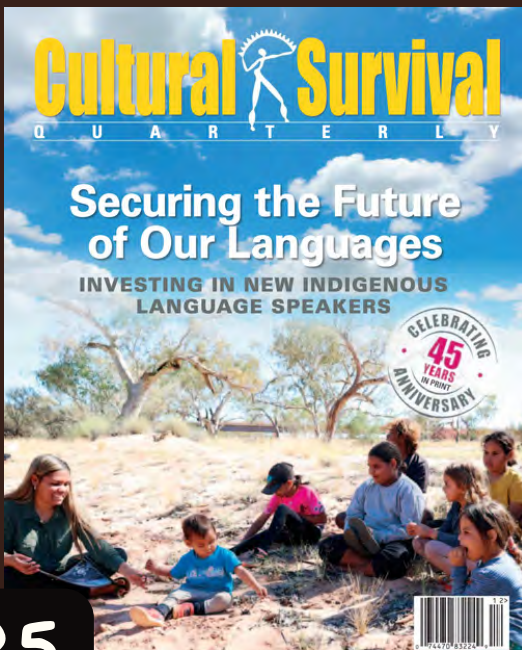
NITV Bunnings classroom build story

Bunnings Warehouse kindly donated a classroom on Pertame homelands in June. NITV captured the story of the community build and launch, which aired on SBS & NITV.



Presentation in Dubai

Vanessa Farrelly, Pertame project manager, was invited to attend the Te Aratini Indigenous Ideas Festival in Dubai to present about the Pertame Project to an international Indigenous audience.



Article in Cultural Survival Quarterly

Pertame project manager, wrote an article for international Indigenous rights magazine, Cultural Survival, and a photo from the Pertame program was chosen as the front cover of that magazine addition.

Presentations at national conferences

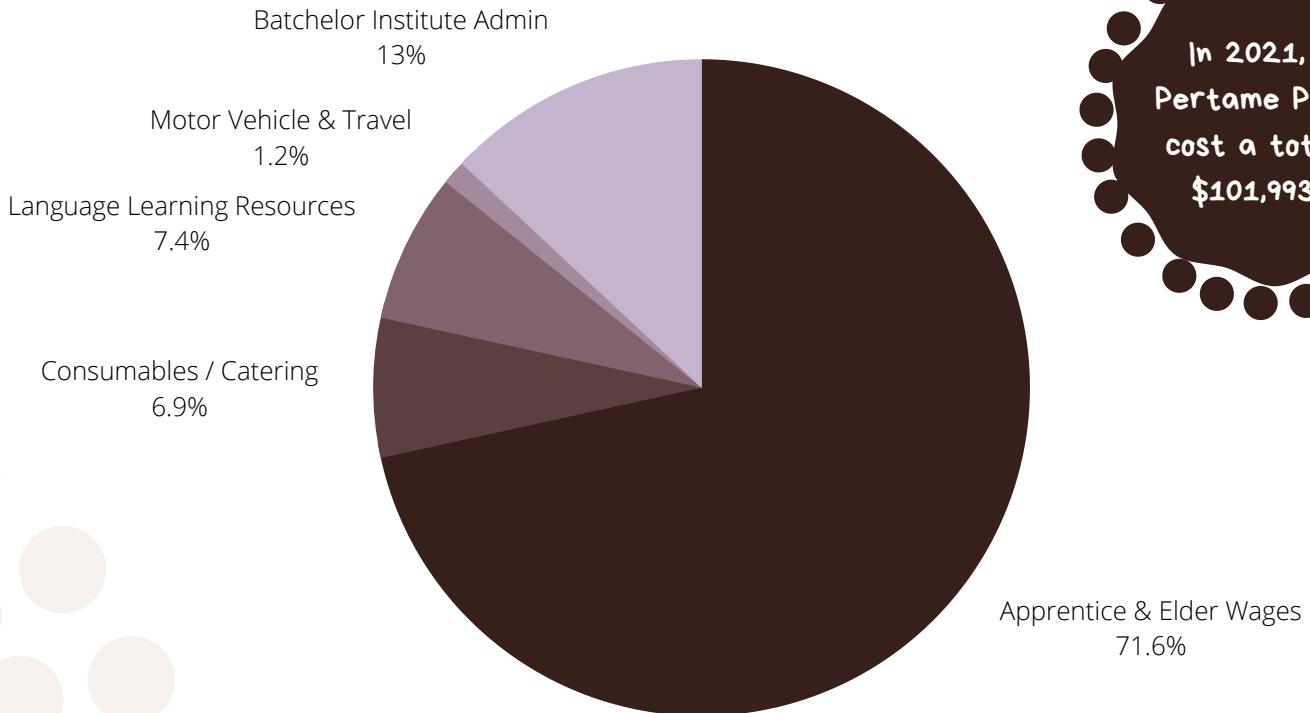
Apprentices' presented at the AIATSIS National Indigenous Research Summit in Adelaide and the Knowledge Intersections Symposium



Yeya Perta-iperra

Money story

How the money was spent in 2021:



In 2021, the
Pertame Project
cost a total of
\$101,993.50



**Batchelor
Institute**

CALL

Centre for Australian
Languages and Linguistics

The Batchelor Institute of Indigenous Tertiary Education sits uniquely in the Australian educational landscape as the only Aboriginal and Torres Strait Islander dual sector Tertiary Education provider. The Centre for Australian Languages and Linguistics (CALL) is a language centre based in the Division of Higher Education and Research at Batchelor Institute. The Pertame Master-Apprentice Program partners with the Batchelor Institute's CALL. Batchelor manages the project's finances and provides classrooms, office space and vehicles. However, CALL does not receive financial support from Batchelor Institute, and all language projects are required to self-fund in order to operate through grants and philanthropic donations.

Pertame Project Manager

Pertame young person, Vanessa Farrelly, is employed full-time by the Batchelor Institute to project manage the program.

Her wages are provided in-kind by Batchelor. Vanessa is also currently undertaking her Masters within Batchelor's Post- Graduate program, conducting community-led research on the success of the Pertame Master-Apprentice Program. The program hopes to use this research to inspire other Indigenous Australian language groups to utilise the MAP method.



Samantha-Kenha Yeya

Samantha's Story



Having lived in Port Augusta for 10 years, English was the only language being used to communicate between adults and children. I had tried to incorporate my languages Pertame and Pitjantjatjara into my childrens' upbringing as much as I could. One morning the biggest realisation for me was how could I learn and teach my children Pertame, people call it an epiphany. I thought about the tools I needed and what resources I had could access and what qualifications did I need to start doing what I needed to do. I did not want my children growing up without Pertame being their first or second language, it was one of the main reasons on why I wanted to move back to Alice Springs. I wanted my kids to grow up knowing their language and who they were and where they came from. I wanted them to know their extended families, the Pertame kinship system and their country.

I grew up in a multi language speaking household, but unfortunately for myself I was a passive listener of Pertame and not an active speaker. Even now as an adult I shake my head in disbelief on the ignorance of my younger self for not speaking Pertame to my grandmother who spoke Pertame fluently. But learning from my mistakes as an adult now, I have made my realisation of learning and teaching Pertame a reality by being an apprentice with the MAP program.

My Pertame learning journey began with a simple invitation to attend the adults classes with other family members, it was from that first class where the seed had been planted on acquiring more language. I attended every language class knowing my language knowledge was growing and my confidence was growing also. That first class planted a seed where it will flourish and branch out strongly within my family and myself.

I started as an apprentice in June 2021, and love every minute of learning and teaching Pertame. Learning from Lyurra Christobel makes our lessons more rewarding because we spend our days making her own dreams of having a Pertame language school a reality. I think my nana and old people had a role in my dreams of speaking Pertame and taking Pertame forward for my kids and grandkids. Old people telling me to learn and to keep Pertame going forward and not letting it die.

Both my younger children Abby-lee and Khealin attend school lessons at Bradshaw Primary and school holiday programs and even tag along with me to adults classes. It's only from doing lessons where the language seed has been planted in them- my daughter's dream is to be a Pertame language educator and she wants kids to learn her language when she teaches them at school. She wants to travel around and tell people why and how important Pertame is to her and why she teaches her language. She sees herself becoming a Pertame language educator not only in high school but starting now as a primary school student learning from me and the apprentices.

From my own learning and teaching Pertame it has influenced my children greatly, they are both learning and speaking Pertame which I can now see as my dreams becoming reality.

Shania-kenha Yeya

Shania's Story

Growing up in Mount Isa, I knew nothing about my father's language Pertame. Moving to Alice Springs in 2014, I studied Eastern Arrernte classes from 2015-2020 from year 7 to year 12. As I continued doing the Eastern Arrernte classes in year 12, my Arrernte teachers shared with me the Pertame Master-Apprentice Program. The program really opened up my heart. I just knew I had to learn my language. Starting the Pertame Master-Apprentice Program, I was really shy. I was even shy to be working with my family whom I didn't really know that well. I can now say I have a close bond with each and every one of them. I will forever cherish the moments I have had and continue to have with them.

My confidence has improved so much. Teaching Pertame to the kids makes me so happy, knowing that our language is being passed onto the next generation. I also love bringing Pertame back home to my nieces, nephews, sisters and dad.



Shania graduating from the Pertame Master-Apprentice program with Pertame Elders Gerri and Christobel

I think I have been chosen to carry Pertame forward because I felt in my heart that I needed to. I am very passionate about learning, teaching and passing on my language. I hope that by what we are trying to do, the next generation are Pertame speakers.

Employing Apprentices as Batchelor staff in 2022

In 2022, our apprentices are keen to step up and take on new roles and responsibilities tailored to their skills and growth. We are seeking to employ our apprentices for 4 days a week part-time at the Batchelor Institute, providing the meaningful, secure employment they deserve. They are currently getting paid as language consultants, but this does not provide the job security or benefits that other Batchelor staff receive.

Proposed Apprentices Roles in 2022:

- Schools Program Coordinator
- Master-Apprentice Coordinator
- Resource Production Coordinator
- Community Outreach Coordinator

We are seeking to raise enough funds in 2022 to continue to run the program, and employ our four apprentices to make 2022 our biggest year yet.



Auriel graduating the Pertame MAP



Leeanne graduating the Pertame MAP

Angirraka Pertama School-la

Faces of the Pertame School

Ingweya relha mapa - Elders



Christobel Swan



Dianne Abbott



Margaret Orr



Valda Forrester



Billy + Harvey
Armstrong



R. Forrester



Jennifer Wiseman



Myra Ah Chee

Ketyeya mapa - kids!



Ethan Kemarra



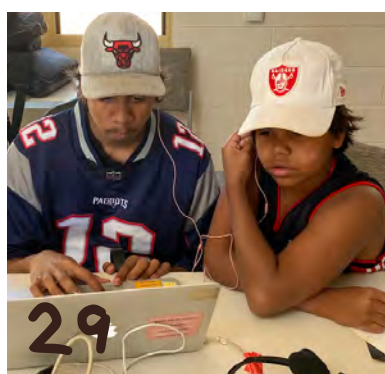
Quade Perrurla



Justyse Mpetyana



Mia Peltharra



RJ & Alex Kngwerreye



Brittany Ngala



Kaldyn Mpetyana

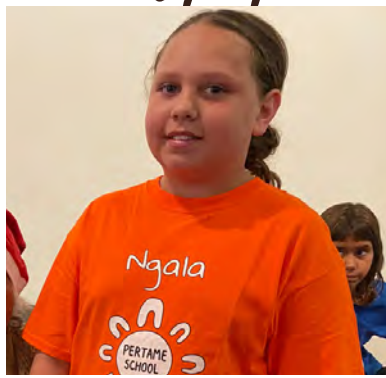


Abby-lee Kemarra

Ketyeya mapa - kids!



Jai Mpetyana



Uliyah Ngala



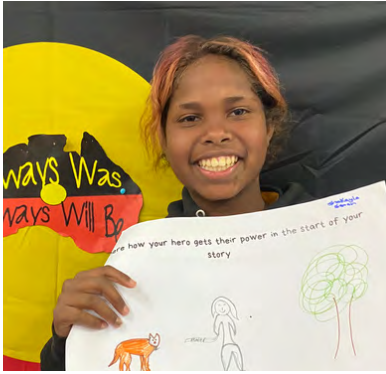
Tyrone Kngwerreye



Harper Peltharra



Destinee Mpetyana



Shakayla Ngala



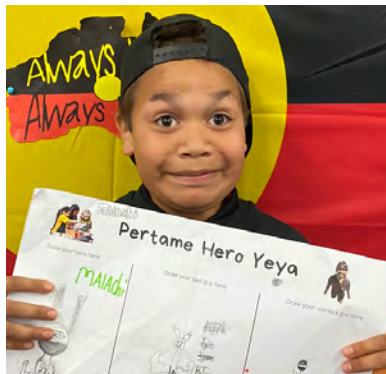
Shakira Kngwerreye



Shanicka Kngwerreye



Shanita Kngwerreye



Malachi Peltharra



Kaycee Kemarra



Jodie Peltharra



Tiahni Pengarta



Sumaiya Mpetyana



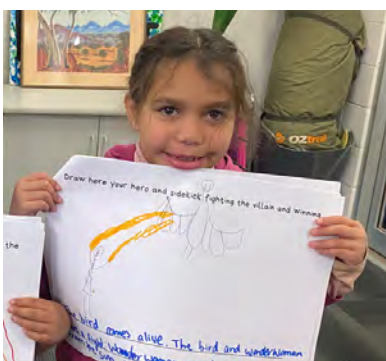
Richie Mpetyana



Rohda Kemarra



Dwayne Kngwerreye



Helaina Kemarra



Hailey Peltharra



Hailey Kemarra



Cheyanne



Chloe Perrurla



Aaliyah Mpetyana



Ally Perrurla



Khealin Kemarra



Kamiaah Mpetyana



Madison Kngwerreye



Max Pengarta



Levi Kemarra



Kelvin Pengarta



LaSharni Pengarta



Aaliarna Pengarta



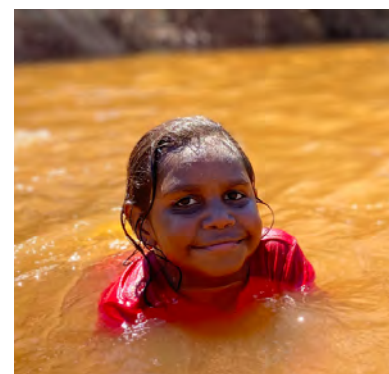
Jayda Peltharra



Emmerson Peltharra



Hannah Kemarra



Tjmayla Mpetyana



Hunter Peltharra



Mason Kngwerreye



Laynesia & Cassius
Ngala



Tyreece and Tykheal
Kngwerreye

Angirraka Pertama School-la

Faces of the Pertame School

Relha mapa - Adults



Calvin Swan



Sasha & Naynay Coull



Judy Swan



Kyah Armstrong



Leela Kruger



Bonita Swan



Michelle Swan



Rebecca Swan



Lorraine Swan



Geraldine Stewart



Elsa Swan



Sashanna Armstrong



32
Diandra Armstrong



Sharlene Swan



Kayla Dashwood



Lloyd Swan

Marra Nthurra!

Thank You!

Philanthropic supporters:



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Learning Languages | Connecting Cultures



every child a success...
LARAPINTA PRIMARY SCHOOL



“The feeling is indescribable, I feel so much pride in myself and what we are doing to make sure Pertame is being recognised as a language that has always been in central Australia and its being woken up from a long sleep by us apprentices for our people to learn and make strong again.”

-Samantha Armstrong

