

**On the pedagogical literacy for local (endangered) languages:
lessons learned from Indonesia**

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This paper will discuss pedagogical literacy, i.e. knowledge and ability supporting meaningful teaching and learning (Brooks and Normore 2010), in the context of language advocacy for local (minority) languages in Indonesia. I argue that pedagogical literacy must be done in tandem with other literacies such as cultural literacy and information literacy, and that it covers processes covering the following cyclic phases: a) pedagogical material development, b) content/skill transmission (teaching-learning), c) assessment and evaluation, and d) revision. I will focus on issues in relation to the first two phases, highlighting the need to have a corpus-based material development and teacher/student training to enable them to develop their own stimulating and innovative learning materials. The issues, challenges and lessons learnt in pedagogical literacy are discussed with reference to my own experience working with minority ethnic groups in eastern Indonesia, as part of my ELDP- and ARC-funded documentation projects.

Brooks, Jeffrey S., and Anthony H. Normore. 2010. "Educational Leadership and Globalization: Literacy for a Glocal Perspective." *Educational Policy* no. 24 (1):52-82.