

COMMUNITY LANGUAGES SCHOOLS

**Contributing to
Quality Languages
Education in Australia**

**A Statement by
Community Languages Australia**



Where language and culture come together

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Community Languages Schools: Contributing to Quality Languages Education in Australia – A Statement by Community Languages Australia and the Community Languages Australia Operational Manual are accessible on the Community Languages Australia website at: www.communitylanguagesaustralia.org.au

Community Languages Schools: Contributing to Quality Languages Education in Australia – A Statement by Community Languages Australia

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Contents

1	Background	1
2	Purpose of this statement	2
3	Languages and cultures education: Keys to a globalised world and social cohesion	3
4	Community languages schools in Australia	5
4.1	Terminology: Ethnic schools, ethnic schooling and community languages schools	5
4.2	Community languages schools: Complementary providers of languages education.....	5
5	Governance of community languages schools	7
5.1	Jurisdictions, ethnic schools associations, boards, ministerial councils and committees	7
5.2	Service delivery.....	8
6	National coordination	9
6.1	The National Secretariat.....	9
6.2	Stakeholder partnerships.....	10
7	A quality assurance framework	11
8	The National Action Plan	13
8.1	Strand one: Teaching and learning	13
8.2	Strand two: Teacher supply and retention.....	14
8.3	Strand three: Professional learning	15
8.4	Strand four: Programme development.....	16
8.5	Strand five: Quality assurance.....	17
8.6	Strand six: Advocacy and promotion of languages learning.....	18
9	Conclusion	19
	Appendix	20



1 Background

Community languages schools¹ have been in operation in Australia since 1857. They reflect Australia's identity as a truly multicultural society that celebrates diverse linguistic and cultural backgrounds, histories and heritage among its citizens.

Community languages schools provide a wide range of languages programmes, with a view to preserving and celebrating the languages, culture and traditions of Australia's multicultural communities. As such, they promote and strengthen social cohesion and intercultural understanding within Australian society

Language skills are recognised as being vital to furthering Australia's economic and social potential. Community languages schools contribute to the development of the linguistic capabilities necessary for Australia to be successful in the international community of the 21st century.

The schools are non-profit institutions, open to all students regardless of their linguistic backgrounds, and are operated and managed by communities in accordance with state and territory requirements.

Ethnic Schools associations and federations of Community Languages Schools have formed in each state and territory to represent the interests of these community languages schools. Their purpose is to:

- promote activities for the development of community languages schools
- coordinate activities and foster cooperation between community languages schools authorities
- provide opportunities for interaction between schools, teachers and the jurisdiction
- represent its members and forge closer working relationships on behalf of members with government and other key stakeholders.

The Australian Federation of Ethnic Schools Associations Inc. (AFESA) is made up of all state and territory Community Languages Schools federations and Ethnic Schools associations. In 2003, AFESA adopted the trading name Community Languages Australia.

Following the publication of the *Review of the Commonwealth Languages Other Than English Programme*,² Community Languages Australia initiated a National Languages Forum Design Workshop for key stakeholders to explore issues affecting community languages programmes and possible solutions to those issues. The outcome of this national discussion was an agreement to prepare a national statement on community languages schools to:

- highlight the important complementary role played by community languages schools in the provision of languages education
- advocate the importance of the national coordination of the community languages sector
- highlight the value of quality assurance processes in delivering quality languages programmes.

1 For a definition of ethnic schools, ethnic schooling and community languages schools, see section 4.1.

2 The *Review* is available online at: www.dest.gov.au/sectors/school_education/publications_resources/profiles/review_lote.htm.

2 Purpose of this statement

Community Languages Schools: Contributing to Quality Languages Education in Australia is a statement that supports and complements the aims and goals of the *National Statement for Languages Education in Australian Schools: National Plan for Languages Education in Australian Schools 2005–2008*, developed by the Ministerial Council on Employment, Education, Training and Youth Affairs (MCEETYA).³

This statement represents Community Languages Australia's vision for the future development of community languages school programmes in Australia. It integrates responses from a widely based consultation process with national, state and local stakeholders, including teachers, coordinators and parents; jurisdictional representatives; commissions; boards; and leaders in the fields of business, the arts and sport; together with expert advice from academics in this specialised field.

It articulates the importance of fostering strong relationships between all stakeholders in ensuring the continued development of quality community languages education in Australia.

The statement aims to:

- a) promote the benefits of national coordination of community languages schools by:
 - defining the complementary role of community languages schools in contributing to languages education in Australian education and the benefits they provide for a harmonious and prosperous Australian society
 - defining a quality assurance framework for community languages schools
 - articulating the processes and opportunities for enhancing delivery of community languages programmes in all jurisdictions
- b) outline how community languages schools contribute to the delivery of outcomes set out in the six strands of the MCEETYA *National Statement for Languages Education in Australian Schools*:
 - Teaching and learning
 - Teacher supply and retention
 - Professional learning
 - Programme development
 - Quality assurance
 - Advocacy and promotion of languages learning
- c) provide administrators and policy makers with a strong rationale for:
 - acknowledging community languages schools as an integral component in the provision of languages education, cultural awareness and multicultural education in Australia.
 - acknowledging the important role that community languages schools play in strengthening social cohesion within Australian society.

High academic achievement, more rounded thinkers and students in step with a global economy. These are the benefits of a bilingual education.

Leigh Parry⁴

³ The *National Statement* is available at: www.mceetya.edu.au/mceetya/default.asp?id=11912.

⁴ *The Age*, 12 June 2006.



3 Languages and cultures education: Keys to a globalised world and social cohesion

The ability to communicate, interact and negotiate within and across languages and cultures is a key ingredient in the maintenance of a harmonious and tolerant society. It is in Australia's national interests to develop the linguistic resources of its people and integrate these skills with other broad national goals.⁵

Community languages and cultures are therefore recognised and supported in Australian Government multicultural and languages policy.

The 1989 *National Agenda for a Multicultural Australia* states:

Effective communication is vital to the economic and social life of any society. It is particularly important in a nation of diverse cultural and linguistic heritages such as Australia. English is our national language and it is critical – for the individual, for society and for our collective prosperity that every Australian be given the opportunity to master it.

At the same time Australians live in a society and in a world where languages other than English are spoken every day. These languages embody and communicate a different consciousness, a distinctive culture, and another world, which we can share. The monolingual speaker, whether of English language background or of any other language, is impoverished in comparison with those who speak more than one language.⁶

In *Multicultural Australia: United in Diversity – Updating the 1999 New Agenda for a Multicultural Australia: Strategic Directions 2003–2006*, the cultural and linguistic diversity in our society is once again acknowledged:

Multiculturalism recognises, accepts, respects and celebrates cultural diversity. ... Four principles ... underpin multicultural policy:

- *Responsibilities of all – all Australians have a civic duty to support those basic structures and principles of Australian society which guarantee us our freedom and equality and enable diversity in our society to flourish;*
- *Respect for each person – subject to the law, all Australians have the right to express their own culture and beliefs and have a reciprocal obligation to respect the right of others to do the same;*
- *Fairness for each person – all Australians are entitled to equality of treatment and opportunity. Social equity allows us all to contribute to the social, political and economic life of Australia, free from discrimination, including on the grounds of race, culture, religion, language, location, gender or place of birth; and*
- *Benefits for all – all Australians benefit from productive diversity, that is, the significant cultural, social and economic dividends arising from the diversity of our population. Diversity works for all Australians.⁷*

It is critical for Australia to position itself strategically in the international community. Australia's rich linguistic and cultural diversity places us in a strong position in a

5 As acknowledged in Australia's first national policy on languages, *National Policy on Languages*, by Jo Lo Bianco (1987).

6 Available at: www.immi.gov.au/media/publications/multicultural/agenda/agenda89/toc.htm.

7 Available at: www.immigration.gov.au/media/publications/settle/_pdf/united_diversity.pdf.

global economy where the skills of communicating and negotiating across cultures are increasingly important to the future prosperity of the nation. Languages education plays an important role in providing students with vital tools for participating in today's rapidly globalising world. This was recognised in Australia's national education policy in the 1989 *Hobart Declaration on Schooling*,⁸ in which national goals for schooling were agreed by all state and territory Ministers for Education. These national goals were reaffirmed in 1999,⁹ when Languages other than English was named as a key learning area in the Australian education system.

The 1999 national goals also emphasised the importance of developing intercultural understanding in our young people. Goal 3.5 states that schooling should ensure that 'all students understand and acknowledge the value of cultural and linguistic diversity, and possess the knowledge, skills and understanding to contribute to, and benefit from, such diversity in the Australian community and internationally'.

Most recently, the 2005 MCEETYA *National Statement for Languages Education in Australian Schools* and the 2006 *National Statement for Engaging Young Australians with Asia in Australian Schools*¹⁰ emphasise that intercultural understanding is an essential attribute of active and successful Australian citizens.

It is widely accepted that Australia's language resources are of value to the nation as well as to the individual, in the interests of social justice and cohesion, cultural enrichment and economic assets.

Professor Michael Clyne¹¹

8 See www.mceetya.edu.au/mceetya/default.asp?id=11577 for further information.

9 See the *Adelaide Declaration on National Goals for Schooling the Twenty-First Century*, at: www.mceetya.edu.au/mceetya/nationalgoals for further information.

10 See www.asiaeducation.edu.au/pdf/engaging_statement.pdf for further information.

11 *Current Issues in Language & Society*, vol. 4, no. 2, 1997, p. 94.



4 Community languages schools in Australia

Community languages schools in Australia are after-hours schools, managed and supported by culturally and linguistically diverse (CALD) Australian communities to promote and teach their languages. They:

- are non-profit making and open to all students, irrespective of their linguistic and cultural backgrounds
- develop and promote the languages and cultures of Australian communities and promote cohesion within the diversity of Australia's multicultural society
- provide authentic cultural contexts for languages learning
- promote the learning of a wide range of languages and an understanding of different cultures within Australian society
- are funded by communities, with additional funding support from the Australian Government and State and Territory Governments
- are accredited and registered, in accordance with state and territory funding guidelines.

4.1 Terminology: Ethnic schools, ethnic schooling and community languages schools

Jurisdictions use a range of terminology to describe community organisations that promote and teach community languages in Australia.

'Ethnic schools', 'after-hours ethnic schools', 'ethnic schooling' and 'community languages schools' are among the terms used to describe language maintenance programmes that are conducted outside of normal school hours. In some states, the term 'insertion classes' is also used, as community languages classes are 'inserted' into the mainstream school teaching programme. For national purposes, the term 'community languages schools' is recommended.

The term 'school authority' is used to describe the body responsible for the school's operation and accountability. The terms 'teachers' or 'instructors' are used to describe those that conduct classroom activities. Jurisdictions choose the labels for use in their programmes.

Community languages schools are considered complementary providers of languages education in Australia.

4.2 Community languages schools: Complementary providers of languages education

Mainstream schools alone cannot provide the entire range of languages that learners may wish to study. Providing a wide range of languages is achieved through:

- *collaboration among mainstream schools, distance education providers and government schools of languages*
- *in the case of Australian Indigenous Languages, schools working in partnership with Indigenous communities*
- *after hours ethnic/community languages schooling.*

MCEETYA National Statement for Languages Education in Australian Schools, p. 7.

Community languages schools are thus recognised as complementary providers of languages and cultural education programmes in Australia.

The term 'complementary' means 'either of two parts or things needed to complete the whole' (Macquarie Dictionary), and implies a relationship.

In terms of languages provision, the term 'whole' includes mainstream schools, distance education providers, government schools of languages, and community languages schools.

Complementary provision means that providers, together, complete the full range of delivery options and commit to:

- a holistic approach to delivery of languages education based on common understandings to which all providers contribute
- an accepted standard of delivery, common to all providers.

Community languages schools are quality complementary providers when they provide programmes that:

- are consistent with the requirements of the curriculum framework in their state/territory
- undertake accepted and agreed-upon accreditation and registration processes
- engage teachers and instructors who have undertaken an agreed credit-bearing languages education course and/or relevant professional development.



5 Governance of community languages schools

A range of stakeholder groups are involved in the governance of community languages schools. While they vary between jurisdictions, the state and territory government frameworks for funding, programme delivery, training, accreditation, registration and accountability are central to delivering credible and effective languages education and cultural maintenance programmes.

Community languages schools are managed and operated by community authorities. Defining and managing their role and place in delivering languages education is the responsibility of jurisdictions.

5.1 Jurisdictions, ethnic schools associations, boards, ministerial councils and committees

Governance criteria are set by jurisdictions. This is often done in consultation with Ethnic Schools associations and federations. Jurisdictions are responsible for:

- administering community languages policy in their state and territory, including the development of guidelines
- funding procedures – departments of Education distribute funding provided by the Commonwealth Department of Education, Science and Training
- accreditation and registration processes
- evaluation and accountability processes.

In some cases, these powers have been devolved to the boards of the associations and federations.

Community Languages Australia, nationally and through local Ethnic Schools associations and Community Languages Schools federations, collaborates, cooperates and consults with jurisdictions, boards, councils and committees to ensure effective planning and delivery of programmes through:

- working in partnership with key stakeholders
- participation on relevant boards, councils and committees
- regular communication with the state and territory departments of Education
- the circulation and dissemination of information.

5.1.1 Associations

Community languages schools are represented in each state and territory by Ethnic Schools associations or Community Languages Schools federations. At the national level, these associations and federations are represented by the Australian Federation of Ethnic Schools Associations Inc.

5.1.2 Boards, ministerial councils and committees

In some jurisdictions, Ethnic Schools boards or ministerial committees exist and are responsible for:

- advising the state/territory Minister for Education on issues concerning community languages schools

- administering funding
- managing the accreditation and registration process
- managing the reporting of students' achievements to government schools
- providing teacher accreditation
- providing professional development and training.

5.1.3 Accountability

Community languages schools must apply for accreditation or registration, depending on jurisdictional arrangements to be eligible for funding.

Jurisdictions admit a community languages school as a complementary provider if it:

- has legal status
- has curriculum documentation
- has assessment and reporting policies
- has a school charter
- conforms to the quality assurance framework.

Financial accountability is also a prerequisite for receiving funding.

5.2 Service delivery

Programmes provided through accredited and registered community languages schools offer flexible and broad access to 75 languages throughout Australia.

Service delivery models for community languages schools vary across the nation. Many models are strongly connected to the life of the target community languages. In these settings, there is strong community participation and use of community resources, and the activities at the schools are integral to the life of the community.

In some jurisdictions, government and non-government facilities are used to deliver languages programmes. Rental fees and arrangements are negotiated either at jurisdictional level or with individual schools.

Community Languages Australia provides a strong conduit for national dialogue among key stakeholders to improve planning and delivery methods.



6 National coordination

Community Languages Australia is committed to the national coordination of community languages schools and the provision of quality programmes. Since 2003, it has been developing and working towards implementing a national quality assurance framework for use in after-hours community languages schools. The framework should also assist jurisdictions in enhancing accreditation and registration criteria and procedures, which in turn should lead to greater consistency and improved educational outcomes.

National coordination of community languages providers supports continuity and coherence in planning, better use of resources, and improved programmes, and offers opportunities to build on the benefits created by a collaborative critical mass.

Strong partnerships and networks are integral to improving national coordination and quality assurance of the community languages sector. Improved awareness and cooperation should lead to stronger educational outcomes. Key elements in these partnerships are described in sections 6.1 and 6.2.

6.1 The National Secretariat

Strong national coordination and further implementation of the quality assurance framework is required to provide direction, focus and advice on the planning, delivery and evaluation of Australia's community languages schools programmes.

A National Secretariat, comprising the AFESA Council and Executive staff, has been a critical component of the national coordination work undertaken by Community Languages Australia over the past three years. It will continue to provide strong links across all community languages schools in jurisdictions and nationally between other key stakeholders.

The Secretariat will coordinate and implement community languages schools' contribution to the MCEETYA *National Statement for Languages Education in Australian Schools: National Plan for Languages Education in Australian Schools 2005–2008*. An Action Plan outlining this contribution is included in section 8 of this statement.

The National Secretariat will provide a structure to:

- provide a necessary focus to coordinate the community languages sector contribution to overall languages education in Australia
- be a strong conduit between:
 - Ethnic Schools associations and federations
 - jurisdictions
 - education and other key stakeholders
- develop and implement quality assurance frameworks and monitor their implementation
- align activities with national goals set through MCEETYA.

The National Secretariat will take a national leadership role in:

- coordination and promotion
- quality assurance
- professional learning and development
- data collection and reporting
- implementation, monitoring and evaluation of the Action Plan in section 8.

6.2 Stakeholder partnerships

As discussed earlier, strong stakeholder partnerships are integral to national coordination and quality assurance. Community Languages Australia has developed and is nurturing partnerships with a range of stakeholders, including state and territory education authorities, state and territory boards of study, tertiary institutions, principals' associations, parent groups, school council organisations, national and state and territory Modern Language Teachers' associations, and language-specific associations, sporting, cultural and community groups.

6.2.1 Mainstream schools and government schools of languages

Community Languages Australia is a strong advocate for improved links between all providers of languages education in Australia.

Strong relationships between host mainstream schools and community languages schools provide many opportunities for mutual benefit. Community Languages Australia facilitates dialogue, collaborative planning and the sharing of information and resources to strengthen these links.

It is important to continue to build on and further develop these links at a local level, for example through cross-sectoral languages education networks.

6.2.2 'Homeland' support

Links between the 'homeland' country and the community language are important in maintaining the vitality of the community languages programme. Technology, travel and exchanges provide opportunities for authentic interactions and stronger intercultural learning.

Community Languages Australia is committed to pursuing stronger links with homeland countries and communities through diplomatic representatives of language groups in Australia and internationally. Discussions have been held to strengthen opportunities to visit and study in countries of origin. Student and teacher exchanges and international curriculum development forums and projects should flow from these relationships.

6.2.3 Technology and training

Models for international classroom exchanges via Internet and website programmes are also being developed. A national project to provide schools and teachers with models has been initiated and funded through a range of professional development programmes. A website has been created to show teachers and students in practical terms how to connect classrooms nationally and internationally.¹²

Training and professional development opportunities are being expanded through stronger ties between Community Languages Australia, tertiary training institutions and language teacher professional associations. It is important that these links and partnerships continue to be fostered, as they are important in ensuring schools meet the educational needs of their students, as well as community expectations.

12 An example of a pilot programme is 'Polish youth around the world' at: <http://mc2.vicnet.net.au/home/polyouth>.



7 A quality assurance framework

Characteristics of a quality framework in schools in high performing schools:

- *Culture oriented towards learning*
- *Setting of high standards in teaching and learning*
- *High professionalism among teachers*
- *Clear policy framework*
- *Outstanding educational leadership*
- *Consistent approach to monitoring and assessment*

Peter Hill, 2001

Providing measurable, quality programmes is of utmost importance to the sustainability and credibility of community languages programmes.

Community languages schools and their representative associations and federations have committed to ongoing quality assurance for the delivery of sound and accountable teaching programmes.

Community Languages Australia is currently conducting a national project on behalf of the Australian Government to improve national coordination and quality assurance in community languages schools. It is one of a number of national projects being funded under the School Languages Programme to assist the implementation of the MCEETYA *National Statement for Languages Education in Australian Schools*.

Through this project, a quality assurance framework is being trialled in some states and territories. The framework has been developed to assist in the planning, implementation, evaluation and review of community languages programmes. Once trialled, it is anticipated the framework will be refined and fully implemented over time.

The key players in this process include:

- learners
- teachers
- parents
- communities
- systems and jurisdictions.

An ongoing implementation process, which includes teacher training and the evaluation of programmes and student progress, will ensure that this national activity is documented and accountable.

The quality assurance framework for community languages schools is underpinned by the following principles:

Dimension	Description
Family participation	Family and community members have the opportunity to: <ul style="list-style-type: none"> ■ participate in the education processes of the learners ■ encourage students in their learning ■ visit classrooms open to family/community members.
Curriculum	Sound learning programmes are based on accepted quality assurance standards that provide for communicative and intercultural learning appropriate to the age and language abilities of the learners.
Leadership and governance	Community languages schools' administrators provide active leadership to the school communities.
Monitoring and evaluation	<ul style="list-style-type: none"> ■ Teachers: <ul style="list-style-type: none"> – monitor, evaluate and report on the progress of students in their care – evaluate their own competency and teaching programmes – decide on areas for further development. ■ Students are involved in monitoring and evaluating their progress. ■ School administrators and staff monitor, evaluate and make changes to school practices if necessary. ■ Communities monitor school practices and provides feedback.
Purposeful learning	There is active usage of the target language during lessons.
Teaching practice	Teachers employ a range of teaching practices and strategies to meet the needs of individual students.
Student wellbeing	The teachers, the school and the school community look after the: <ul style="list-style-type: none"> ■ physical wellbeing of the students ■ social wellbeing of the students ■ cognitive needs of the students.
Community and educational links	<p>There is a systemic acceptance of community languages schools as complementary providers of languages and cultural education.</p> <p>There is active participation of the community in managing and operating schools</p> <p>There are developed networks and cooperation with key education, parents and school council organisations and stakeholders.</p>

Community Languages Australia is committed to the implementation of this framework over the next three to five years (2007–2012). The quality assurance framework sets the long-term educational direction of languages provision in community languages schools.

Medium-terms goals will see community languages schools actively involved in setting, delivering and evaluating their educational goals in line with this framework.



8 The National Action Plan

The MCEETYA *National Statement* provides the current national framework for languages education in Australia. It is intended that it will assist decision-making in languages education at national level, at state level, at system level, and at the level of the individual school.

Community Languages Schools: Contributing to Quality Languages Education in Australia supports the goals and actions in this national roadmap for languages education in Australia.

This National Action Plan supports the MCEETYA *National Statement*. The National Action Plan represents an important opportunity for community languages schools to respond to the MCEETYA *Statement*, and contribute to delivering its outcomes. The Action Plan is based on the six strands of the MCEETYA *National Statement*:

- Strand one: Teaching and learning
- Strand two: Teacher supply and retention
- Strand three: Professional learning
- Strand four: Programme development
- Strand five: Quality assurance
- Strand six: Advocacy and promotion of languages learning.

The timeline for the Community Languages Australia's National Action Plan is consistent with the MCEETYA *National Statement*. A major component of the National Secretariat's work beyond 2008 will be the implementation, monitoring and evaluation of the Action Plan.

The Secretariat, through its member associations and federations, will work with schools to provide professional development opportunities aimed at implementing the Action Plan and delivering improved educational outcomes.

8.1 Strand one: Teaching and learning

Objective

To strengthen and promote quality teaching and learning practices to ensure learners in the community languages school setting have the opportunity to achieve high-level outcomes.

Underpinning principle

Community languages school programmes will deliver quality programmes that maximise student learning potential and outcomes.

Expected outcomes and actions

Development of strategies and teaching programmes in community languages schools that:

- improve teaching practice and learning outcomes
- are based on current research
- provide teachers with high-level understanding of current pedagogy and methodology

- address intergenerational issues tied to participation in community languages education learning
- inspire students
- identify issues related to emerging communities, their participation and learning patterns
- identify issues related to established communities, their participation and learning patterns

by:

- enhancing partnerships between schools, parents and the local community
- raising awareness of the importance of languages learning
- promoting connectivity between languages and literacy learning and between languages learning and other curriculum areas
- undertaking an audit at school level and maintaining a register of resources
- improving sociolinguistic profiling of students
- recognising learner differences in terms of languages, cultures and learning
- relating languages learning to cultural experience (such as intercultural programmes)
- providing effective professional development programmes
- providing pedagogical support and leading practice models for languages teachers that incorporate innovative practices and create student engagement
- developing practices that evaluate and report on student learning
- having student outcomes included in mainstream school reports
- developing a proposal for a national model of training for community languages school teachers.

Contribution to delivery of the MCEETYA National Statement by community languages schools

- Improving accountability in programmes offered in community languages schools.
- Basing programmes on current and relevant methodology.

8.2 Strand two: Teacher supply and retention

Objective

To enhance the provision of appropriately qualified teachers and instructors and consider pathways to a range of providers.

Underpinning principle

Teachers in community languages schools are adequately qualified and trained, enabling them to assist in meeting supply and demand across languages providers.

Expected outcomes and actions

Development of strategies for teacher supply and retention in community languages schools that will lead to:

- the creation of a database of teachers and their qualifications at a state and territory level and through the Secretariat at a national level
- a proposal for a national community languages teacher training programme that incorporates increased training pathway opportunities in the languages education area for overseas-trained teachers

- a national professional development calendar, listing state and territory training activities
- stronger links between community members and schools to support teaching programmes
- increased opportunities to network with mainstream schools and government schools of languages in areas of training and professional development, coordination and delivery

by:

- coordinating mentoring programmes between emerging and established languages school communities
- researching the viability of introducing a nationally accepted credit-bearing certificate course for teaching a community language
- negotiating ongoing credit-bearing courses by tertiary institutions to create pathways at the tertiary level
- conducting surveys of teachers and their needs
- increasing the involvement of homeland countries, through embassies and consulates, in providing support, travel and educational opportunities for community languages.

Contribution to delivery of the MCEETYA National Statement by community languages schools

- Access to a wider pool of qualified teachers and instructors.
- More incentives for teachers/instructors to enter or remain in the field of languages education.

8.3 Strand three: Professional learning

Objective

To support the provision of high-quality, ongoing and structured professional learning programmes to further enhance the quality of teaching.

Underpinning principle

Ongoing and sustained professional learning programmes relevant to community languages school teachers are essential to quality teaching and learning.

Expected outcomes and actions

Development of strategies for professional learning that will result in:

- enhanced professional development programmes, based on outcomes of annual needs analysis
- enhanced professional networking for teachers
- information sharing across providers
- professional development curricula for information technology and its use in languages education
- teacher exchanges with countries of origin
- an effective national training providers' network
- forums for planning, implementing and reviewing training and professional opportunities

by:

- examining the potential for the introduction of a certificate in teaching a community language
- promoting membership of the Australian Federation of Modern Language Teacher Associations (AFMLTA) and involvement in professional learning activities through state, territory and national networks.

Contribution to delivery of the MCEETYA National Statement by community languages schools

- Improved quality in teaching and learning through increased cross-provider training and professional development.

8.4 Strand four: Programme development

Objective

To enhance access, choice and continuity in languages learning in order to better meet a variety of learner needs.

Underpinning principle

Multiple levels of language proficiency are catered for in community languages schools.

Expected outcomes and actions

Development of strategies that will lead to:

- improved programme development and delivery
- the development of international language networks and forums
- efficient cross-provider materials development
- documentation of comparative studies of programmes and methodologies in community languages learning case studies

by:

- ensuring community languages teachers gain access to national professional learning programmes targeting multilevel classes to support teachers and learners
- initiating international exchange programmes for teachers/instructors and students
- offering national forums and conferences to examine current teaching methodologies, intercultural learning, educational administration, and management and community integration strategies
- facilitating language-specific and inter-language group curriculum development workshops to highlight leading practice.

Contribution to delivery of the MCEETYA National Statement by community languages schools

- Development of curriculum materials for use in multilevel classrooms.
- Documenting and disseminating models of good practice as it relates to the community languages teaching context.
- Sharing of information through web-based strategies.

8.5 Strand five: Quality assurance

Objective

To develop a high-level quality assurance framework for community languages schools in Australia.

Underpinning principle

Formalising quality teaching through accountable education practices builds credibility and fosters a positive learning culture.

Expected outcomes and action

Development of strategies for quality assurance that will result in:

- the delivery of a quality assurance framework that includes the following key elements:
 - curriculum
 - student wellbeing
 - purposeful learning
 - educational community links
 - monitoring and evaluation
 - teaching practice
 - leadership and governance
 - family participation
- empowered teachers, committed to ongoing training and development

by:

- developing and implementing a customised quality assurance framework for each state and territory that will result in:
 - a plan to assist implementation of the framework in all community languages schools nationally
 - a customised set of elements and pointers for community languages schools
 - external reporting and school self-evaluation in each state and territory
 - an enhanced profile for community languages schools as quality complementary providers
 - the publication of an agreed national quality assurance framework for community languages schools
 - the provision of professional development in the use and application of the framework.

Contribution to delivery of the MCEETYA National Statement by community languages schools

- Incorporation of the proposal for the framework into the accreditation and registration process in each jurisdiction.
- In cooperation with jurisdictions, delivery of a national report on community languages schools that will include data on students, languages, authorities and educational outcomes.

8.6 Strand six: Advocacy and promotion of languages learning

Objective

To promote the benefits of languages learning in order to develop and strengthen positive community attitudes and perceptions of the value of languages education.

Underpinning principle

Leadership and advocacy at all levels to facilitate improvement in community languages education

Expected outcomes and actions

Development of strategies that will lead to:

- the development of promotional materials highlighting the social, economic and educational value of languages education
- an annual lecture series promoting the benefits of community languages, titled 'Australia Well Placed!'

by:

- conducting roundtable discussions comprising major stakeholders
- initiating dialogue and interaction with mainstream business, sporting, arts and education networks to seek sponsors and to identify champions
- compiling a national speakers' register for use in delivering professional development programmes and promotion of languages.

Contribution to delivery of the MCEETYA National Statement by community languages schools

- Sharing promotional information and resources.
- Developing a register of 'champions' who have had an association with community languages schools.
- Conducting national community languages conferences, forums and seminars that will engage a range of stakeholders to better understand the importance of languages education.
- Enlisting support of the ethnic media in promotion of languages education.
- Encouraging international student and teacher exchanges.



9 Conclusion

Today, community languages schools are well placed to continue to make a major contribution to quality languages education in Australia. The benefits of cultural and linguistic diversity to the broader Australian community have been well documented and are crucial to Australia's continuing prosperity and active engagement in the global community.

Community Languages Australia plays a central role in strengthening national coordination and quality assurance of community languages schools. Positive and productive relationships with both the Australian Government through the Department of Education Science and Training, and state/territory departments of Education and offices of Multicultural Affairs continue to drive this important national work.

Appendix

Languages offered in Australia's community languages schools

Albanian (SA, VIC)	Lithuanian (SA, VIC)
Amharic (SA)	Macedonian (ACT, NSW, SA, VIC)
Arabic (ACT, NSW, SA, VIC, WA)	Madi (SA)
Arabic/Coptic (SA)	Malay (NSW, WA)
Armenian (NSW, VIC)	Maltese (NSW, SA)
Assyrian (NSW, VIC)	Mandaean (NSW)
Auslan (WA)	Mandarin (ACT, NSW, QLD, SA, TAS, WA, VIC)
Bari (NSW,SA)	Maori (ACT)
Bengali (ACT, NSW, QLD, SA, VIC)	Nepalese (ACT, NSW)
Bosnian (NSW, QLD, SA)	Nuer (SA)
Bulgarian (SA)	Oromo (VIC)
Cantonese (ACT, NSW, SA, WA, VIC)	Persian (ACT, NSW, QLD, SA, VIC)
Croatian (ACT, NSW, QLD, SA, TAS, VIC, WA)	Polish (ACT, NSW, QLD, SA, TAS, VIC, WA)
Czech (TAS)	Portuguese (NSW, QLD, SA, VIC, WA)
Danish (VIC)	Punjabi (ACT, NSW, SA, VIC, WA)
Dari (NSW, SA, WA)	Romanian (VIC)
Dinka (NSW, SA, VIC)	Russian (ACT, NSW, QLD, SA, VIC, WA)
Farsi (NSW, SA, TAS, VIC)	Samoan (QLD, NSW, ACT,)
Fijian (QLD)	Sanskrit (NSW)
Filipino (NSW, QLD, SA, TAS, VIC)	Serbian (ACT, NSW, QLD, SA, TAS, VIC, WA)
Finnish (ACT, NSW)	Sinhalese (ACT, NSW, SA, VIC, WA)
French (NSW, QLD, SA)	Slovak (TAS, VIC)
German (ACT, NSW, QLD, SA, VIC, WA)	Slovenian (VIC)
Greek (ACT, NSW, QLD, SA, TAS, VIC, WA)	Somali (NSW, SA, VIC)
Gujarati (NSW, QLD)	Spanish (ACT, NSW, QLD, SA, VIC, WA)
Harari (VIC)	Swahili (NSW)
Hebrew (ACT, NSW, SA, VIC, WA)	Swedish (ACT, NSW, VIC, WA)
Hindi (NSW, QLD, SA, TAS, VIC)	Tamil (ACT, NSW, QLD, SA, VIC, WA)
Hmong (TAS)	Tatar (SA)
Hungarian (NSW, SA, VIC, WA)	Telugu (NSW)
Indonesian (NSW)	Thai (NSW, VIC)
Italian (ACT, NSW, QLD, SA, TAS, VIC, WA)	Tigrigna (VIC)
Japanese (ACT, NSW, QLD, SA, VIC)	Tok Pisin (SA)
Kannada (NSW)	Tongan (ACT, QLD)
Khmer (NSW, SA, VIC)	Turkish (NSW, QLD, SA, VIC, WA)
Kija (WA)	Uighur (NSW, SA)
Korean (ACT, NSW, QLD, SA, TAS, VIC, WA)	Ukrainian (ACT, NSW, SA, VIC, WA)
Lao (NSW, VIC)	Vietnamese (ACT, NSW, QLD, SA, VIC, WA)
Latvian (NSW, SA, VIC)	

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Where language and culture come together

