

 **COMMUNITY**

 **LANGUAGES SCHOOLS**

**Contributing to**

**Quality Languages Education in Australia**

**A Statement by**

 **Community Languages Australia**

*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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Published by Community Languages Australia

Level 2, 189 Faraday Street Carlton Vic 3053 Australia

 Tel (03) 9349 2683

 Fax (03) 9349 2698

 Email info@communitylanguages.org.au

Website: www.communitylanguagesaustralia.org.au

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# 1 Background

Community languages schools[[1]](#footnote-1) 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 heritages among its citizens.

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

Language and cultural skills are recognised as being vital to furthering Australia’s economic and social potential. Community languages schools contribute to the development of the language and cultural capabilities necessary for Australia to be successful in the international community of the 21st century. *In a globally connected world, languages are valuable and useful as tools of communication, relationship building and the transfer and advancement of knowledge.[[2]](#footnote-2)*

The schools are non-profit institutions, open to all students regardless of their language or cultural background and are operated and managed by communities in accordance with state and territory jurisdictional requirements.

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

* promote activities to enhance community languages schools
* coordinate activities and foster cooperation between community languages schools authorities
* provide opportunities for interaction between community languages schools, leaders, teachers/instructors and their jurisdiction
* represent their members and establish close working relationships on behalf of members with government, jurisdictions and other key stakeholders.

The Australian Federation of Ethnic Schools Associations Inc. (AFESA) is an umbrella body designed to unite community languages schools of Australia and state-based bodies which serve as their administrators, consolidating them within a single organisational banner and carrying out a number of crucial roles in the establishment, maintenance and profile of Australia’s community languages schools. In 2003, AFESA adopted the trading name Community Languages Australia (CLA) and became a registered training organisation in 2017.

Following the publication of the *Review of the Commonwealth Languages Other Than English Programme*,[[3]](#footnote-3)

Community Languages Australia initiated a National Languages Forum Design Workshop for key stakeholders to explore issues affecting community languages and possible ways to address 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 schools’ sector
* highlight the value of quality assurance processes in delivering high quality languages programs.

This document is updates the national statement which was released in 2007**.**

# 2 Purpose of this statement

*Community Languages Schools: Contributing to Quality Languages Education in Australia* represents Community Languages Australia’s vision for enhancing community languages school programs 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 and improvement of 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 Australia and the benefits they provide for a harmonious and prosperous Australian society
* providing a quality assurance framework for community languages schools
* articulating the processes and opportunities to enhance the delivery of community languages programs in all jurisdictions.

b) outline how community languages schools contribute to the delivery of outcomes in the following seven strands:

* Teaching and Learning
* Teacher supply and retention
* Professional learning
* Program development
* Quality assurance
* Data Collection
* 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.

# 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 and cultural resources of its people and integrate these skills with other broad national goals.[[4]](#footnote-4) *In today’s interconnected world, the ability to speak multiple languages and communicate across linguistic divides is a critical skill.[[5]](#footnote-5)*

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

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]](#footnote-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]](#footnote-7)

It is reaffirmed in *Multicultural Australia- United, Strong, Successful* (2017) which recognises that Australia is a richly diverse nation which has flourished with waves of migration. It states that:

* *Australia is the most multicultural society in the world, uniting a multitude of cultures, experiences beliefs and traditions. We owe our accomplishments as a nation to contributions of more than 300 ancestries – from first Australians to the newest arrivals.*
* *English is and will remain our national language and is a critical tool for migrant integration. At the same time, our multilingual workforce is broadening business horizons and boosting Australia’s competitive edge in an increasingly global economy.*
* *Our cultural diversity is one of our greatest assets – it sparks innovation, creativity and vitality. Our economy is strengthened by the skills, knowledge, linguistic capabilities and creativity of our diverse workforce. Our productivity and competitiveness are enhanced through our ability to recognise and seize opportunities for international economic engagement*.[[8]](#footnote-8)

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 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 globalised world. This was recognised in Australia’s national education policy in the 1989 Hobart Declaration on Schooling[[9]](#footnote-9), in which national goals for schooling were agreed by all state and territory Ministers for Education. These national goals were reaffirmed in 1999[[10]](#footnote-10)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’.

This was further reinforced in the 2008 Melbourne *Declaration on Educational Goals for Young Australians[[11]](#footnote-11)* which reiteratesthe continued place of languages education in providing learners a world class education. The Declaration acknowledges major changes in the world are placing new demands in Australian education, for example “global interaction and international mobility have increased rapidly in the past decade. As a consequence, new and exciting opportunities for Australians are emerging. This heightens the need to nurture an appreciation and respect for social, cultural and religious diversity and a sense of global citizenship”.

*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 Clyne[[12]](#footnote-12)

**4 Community languages schools in Australia**

Community languages schools in Australia are after-hours schools, managed and supported by culturally and linguistically diverse 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 jurisdictional 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 programs that are conducted outside of normal school hours by community organisations. In some states, the term ‘insertion classes’ is also used, as community languages classes are ‘inserted’ into the mainstream school teaching program. 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 programs.

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:

* mainstream schools, distance education providers and government schools of languages
* in the case of Australian Indigenous Languages, schools working in partnership with Indigenous communities
* community languages schools.

Community languages schools are thus recognised as complementary providers of languages and cultural education programs 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 language providers, together, provide the full range of delivery options for students 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 programs 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
* ensure all staff, including volunteers, who have contact with students have current working with children checks
* ensure the safety, wellbeing and welfare of their students by providing duty of care and a safe environment i.e. comply with Child Safe Standards13[[13]](#footnote-13) to ensure a safe organisation that protects students from all forms of abuse
* operate in a manner consistent with the Australian democratic principles i.e. deliver their programs in a manner that supports and promotes the principles and practise of Australian democracy.[[14]](#footnote-14)

# 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, program delivery, training, accreditation, registration and accountability are central to delivering effective, quality languages education programs.

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 and State and Territory governments
* 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 programs by:

* working in partnership with key stakeholders
* participating on relevant boards, councils and committees
* communicating regularly with state and territory departments of Education
* circulating and disseminating relevant, current information and research.

### 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 councils or committees are responsible for:

* advising the state/territory Minister for Education on issues concerning community languages schools
* administering funding
* managing the accreditation and registration process of schools
* managing the reporting of students’ achievements to government schools and other authorities
* providing teacher accreditation/registration
* providing professional development and training
* negotiating with member jurisdictions on streamlines registration and accreditation processes.

### 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
* is not for profit
* has appropriate curriculum documentation
* has assessment and reporting policies
* has a school charter, which includes clear reference to the Australian democratic principles
* ensures all staff, including volunteers, who have contact with students, have current working with children checks
* complies with Child Safe Standards to ensure a safe organisation that protects students from all forms of abuse
* conforms to the quality assurance framework.

Financial accountability is also a prerequisite for receiving funding.

## 5.2 Service delivery

Programs provided through accredited and registered community languages schools offer students flexible and broad access to **106** 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 mainstream school facilities are used to deliver language programs. 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 programs. It has developed a national quality assurance framework for use by community languages schools. The framework also assists jurisdictions in enhancing accreditation and registration processes and procedures, which has led 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 programs, 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 schools sector. Improved awareness and stronger relationships 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

National coordination of the implementation of the quality assurance framework provides direction, focus and advice on the planning, delivery and evaluation of Australia’s community languages schools programs.

A National Secretariat, comprising the AFESA Council and Executive staff, is a critical component of the national coordination work undertaken by Community Languages Australia. It provides strong links across all community languages schools in jurisdictions and nationally with other key stakeholders.

The National Secretariat provides a structure to:

* to coordinate the community languages schools sector’s contribution to overall languages education in Australia
* be a strong conduit between:
* Ethnic Schools associations and federations
* jurisdictions
* education and other key stakeholders
* support community languages schools develop and implement quality assurance frameworks and monitor their implementation.

The National Secretariat takes a national leadership role in:

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

## 6.2 Stakeholder partnerships

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, registration and qualifications authorities, 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 improving links and partnerships between all providers of languages education in Australia.

Strong relationships between host mainstream schools and community languages schools provide many opportunities for mutual benefit. For example, Community Language schools can support mainstream schools provide advanced language study for their native speakers. They can also share resources to avoid duplication and maximise the use of available resources. Community Languages Australia facilitates dialogue, collaborative planning and the sharing of information and resources to strengthen these relationships.

 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 language program. Information and communications technology, travel, sister school partnerships 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 are flowing from these relationships.

### 6.2.3 Information and Communications Technology and training

Models for international classroom exchanges via Internet and website programs have also been developed and are regularly updated and extended. A national project to provide schools and teachers with models has also been undertaken. A website has been created to show teachers and students in practical terms how to connect classrooms nationally and internationally. [[15]](#footnote-15)

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.

# 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 programs is of utmost importance to the sustainability and credibility of community languages programs. It is also important that schools provide high quality language programs to build student interest and participation in languages.

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

Community Languages Australia conducted 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 funded under the School Languages Programme undertaken by Community Languages Australia to support community languages schools.

Through this project, a quality assurance framework was developed to assist in the planning, implementation, evaluation and review of community languages programs. An ongoing implementation process, which includes teacher training and the evaluation of programs and student progress, is being undertaken and documented.

The Quality Assurance Framework for Community Languages Schools is underpinned by the following principles:

|  |  |
| --- | --- |
| **Dimension** | **Description** |
| Family and community participation | Family and community members have the opportunity to:* participate in establishing school policies and goals
* contribute to school activities such as school excursions
* provide and receive feedback on school activities and student learning
* participate in the education processes of learners e.g. listening to reading
* visit classrooms open to family/community members.
 |
| Curriculum | Sound learning programs are:* based on accepted quality assurance standards that provide for communicative and intercultural learning appropriate to the age and language abilities of the learners
* well resourced, relevant and up to date
* able to be measured, monitored and reported on
* challenging and engaging to motivate and capture learner interest.
 |
| Leadership and governance | Community languages schools’ leaders and administrators:* provide strong leadership to the school
* have a well-structured management framework that meets all regulatory and funding requirements
* have effective policies, processes and procedures in place
* reflect, review and evaluate their policies, procedures, curriculum and teaching practice
* effectively communicating with staff and the school community
* establish partnerships with mainstream schools.
 |
| Monitoring and evaluation | * Teachers/instructors:
* monitor, assess and report on the progress of students
* evaluate their own competency and teaching programs
* decide on areas for further development/improvement.
* Students are involved in monitoring and evaluating their progress.
* School administrators and staff monitor, evaluate and make changes to

school practices where necessary.* Communities monitor school practices and provide feedback.
 |
| Purposeful learning | * Teaching is aimed at developing proficiency in the target language
* There is active usage of the target language during lessons
* A variety of strategies are used to engage and motivate students
* Teaching and learning programs are relevant to the real world.
 |
| Teaching practice | Teachers/instructors:* are appropriately skilled/qualified
* ensure their learning and teaching programs are based on jurisdictional board of
* studies languages curriculum
* employ a range of teaching practices and strategies to meet
* students’ individual needs
* ensure their programs are part of a planned pathway for language learning
* teach the target language in the cultural context
* employ a flexible approach to delivery and resourcing.
 |
| Student safety and wellbeing | Staff and the school community ensure:* the safety and physical wellbeing of students i.e. a safe learning environment
* monitor, evaluate and report on the progress of students
* the social wellbeing of students
* the cognitive needs of students are met
* positive parent relationships and attitudes.
 |
| Community and educational relationships and partnerships | * There is a systemic acceptance of community languages schools as complementary providers of languages education
* There is active participation of the community in managing and operating schools
* There are developed networks, partnerships and cooperation with key education,
* parent, school organisations and other stakeholders.
 |

The quality assurance framework sets the long-term educational direction of languages provision in community languages schools. Community languages schools are actively involved in setting, delivering and evaluating their educational goals in line with this framework.

# 8 The National Action Plan

This National Action Plan prepared by Community Language Australia aims to support and cement community languages schools’ contribution to quality languages education in Australia. The Action Plan is based on the following seven strands:

* Strand one: Teaching and learning
* Strand two: Teacher supply and retention
* Strand three: Professional learning
* Strand four: Program development
* Strand five: Quality assurance
* Strand six: Data collection
* Strand seven: Advocacy and promotion of languages learning

The Secretariat, through its member associations and federations, is working with schools to provide professional development opportunities to support them implement the Action Plan and deliver improved educational outcomes for students.

## 8.1 Strand one: Teaching and learning

### Objective

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

### Underpinning principle

Community languages schools’ programs deliver quality programs that maximise student learning potential, engagement and outcomes.

### Expected outcomes and actions

Development of curricula and teaching and learning programs in community languages schools that:

* improve teaching practice and student learning outcomes
* are based on current research
* provide teachers/instructors with high-level understanding of current pedagogy and methodology
* address intergenerational issues related to participation in community languages education learning
* inspire and motivate students
* identify and address issues related to emerging communities, their participation and learning patterns
* identify and address 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 styles and preferences
* relating languages learning to cultural experiences (such as intercultural programs)
* providing effective professional development programs
* providing pedagogical support and leading practice models for languages teachers that are based on innovative practices and ensure student engagement and achievement
* developing practices and initiatives to support community languages schools evaluate and report on student learning
* negotiating with mainstream schools to have community language schools’ student outcomes included in students’ mainstream school reports
* developing and implementing a national model of training for community languages school teachers
* improving accountability in programs provided by community languages schools
* basing all initiatives and actions on current and relevant research and methodology.

**8.2 Strand two: Teacher supply and retention**

### Objective

To increase the number of appropriately qualified teachers and instructors and identify pathway opportunities with a range of providers.

### Underpinning principle

Leaders, teachers and instructors in community languages schools are appropriately qualified and trained, enabling them to assist in meeting supply and demand across languages education providers.

### Expected outcomes and action

Development of strategies to improve teacher supply and retention in community languages schools including:

* the creation of a data base of teachers and their qualifications at a state and territory level and through the Secretariat at a national level.
* national community languages teacher training programs that incorporate increased training pathway opportunities in the languages 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 programs
* 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 programs between emerging and established languages school communities
* introducing a nationally accepted credit-bearing certificate course for community language teachers
* negotiating ongoing credit-bearing courses with tertiary institutions to create pathways at the tertiary level
* conducting surveys of leaders/teachers/instructors and their needs
* increasing the involvement of homeland countries, through embassies and consulates, in providing support, travel and educational opportunities for community languages students and teachers
* providing access to a wider pool of qualified leaders/teachers and instructors.
* providing 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 programs to enhance the quality of learning and teaching.

### Underpinning principle

Ongoing and sustained professional learning programs for community languages school leaders, teachers and instructors are essential to quality teaching and learning.

### Expected outcomes and actions

Development of strategies and initiatives that will result in:

* enhanced professional development programs, based on outcomes of annual needs analysis
* enhanced professional networking for leaders/teachers/instructors
* information sharing across providers
* professional development curricula on information and communications technology and its use in languages education to engage and improve student learning
* teacher exchanges with countries of origin
* an effective national training providers’ network
* forums for planning, implementing and reviewing training and professional development opportunities

 by:

* introducing 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.
* improving the quality in teaching and learning through increased cross-provider training and professional development.

## 8.4 Strand four: Program 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 by community languages schools.

**Expected outcomes and actions**

Development of strategies that will lead to:

* improved program development and delivery
* international language networks and forums
* efficient cross-provider materials development
* documentation of comparative studies of programs and methodologies in community languages learning case studies
* curriculum development for use in multilevel classrooms
* documenting and disseminating models of good practice as it relates to community languages teaching context
* sharing of information through web-based strategies

by:

* ensuring community languages leaders, teachers and instructors have access to national professional learning targeting multilevel classes to support teaching and learning
* initiating international exchange programs for leaders, teachers, instructors and students
* providing national forums and conferences to examine contemporary teaching methodologies, intercultural learning, educational administration and management and community integration strategies
* facilitating language-specific and interlanguage group curriculum development workshops to highlight and share leading practice.

## 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:
* family and community participation
* curriculum
* leadership and governance
* monitoring and evaluation
* purposeful learning
* teaching practice
* student safety and wellbeing
* educational relationships and partnerships
* empowered leaders/teachers/instructors, committed to ongoing training and development by developing and implementing a customised quality assurance framework for each state and territory that includes:
* 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 of languages education
* the publication of an agreed national quality assurance framework for community languages schools
* the provision of professional development on the use and application of the framework
* incorporation of the framework into the accreditation and registration process in each jurisdiction.

## 8.6 Strand six: Data collection

### Objective

To ensure that accurate and up to date data on languages education in community language schools is regularly collected and analysed for accountability purposes and to improve teaching and learning.

### Underpinning principle

Current data on students, leaders, teachers/instructors is necessary for accountability and for planning and delivery purposes in order to inform improvement strategies in languages education in community languages schools.

### Expected outcomes and actions

* The following data is regularly collected and analysed:
* number of students learning languages in community languages schools
* languages provided and students learning each language
* year levels of students for each language
* leader/teacher/instructor qualifications
* In cooperation with jurisdictions, delivery of a national report on community languages schools that includes data on students, languages, authorities and educational outcomes.

**8.7 Strand seven: 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 in community languages schools.

### Underpinning principle

Leadership and advocacy at all levels is required to enhance languages education in community languages schools.

### Expected outcomes and actions

* Development of promotional materials highlighting the social, economic and educational value of languages education
* Conducting an annual lecture series promoting the benefits of community languages, titled ‘Australia Well Placed!’
* 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 programs and promotion of languages
* Facilitating the sharing of information and resources
* Developing a register of ‘champions’ who have had an association with community language schools
* Conducting national community languages conferences, forums and seminars that engage a range of stakeholders to better understand the importance of languages education
* Encouraging international leader, teacher and student exchanges
* Engaging all stakeholders in recognising and promoting the value and utility of languages education.

**9 Conclusion**

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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)

Amharic (SA)

Arabic (ACT, NSW, SA, VIC, WA)

Arabic/Coptic (SA)

Armenian (NSW, VIC)

Assyrian (NSW, VIC)

Auslan (WA)

Bari (NSW, SA)

Bengali (ACT, NSW, QLD, SA, VIC)

Bosnian (NSW, QLD, SA)

Bulgarian (SA)

Cantonese (ACT, NSW, SA, WA, VIC)

Croatian (ACT, NSW, QLD, SA, TAS, VIC, WA)

Czech (TAS)

Danish (VIC)

Dari (NSW, SA, WA)

Filipino (NSW, QLD, SA, TAS, VIC)

Finnish (ACT, NSW)

French (NSW, QLD, SA)

German (ACT, NSW, QLD, SA, VIC< WA)

Greek (ACT, NSW, QLD, SA, TAS, VIC< WA)

Gujarati (NSW, QLD)

Harari (VIC)

Hebrew (ACT, NSW, SA, VIC, WA)

Hindi (NSW, QLD, SA, TAS, VIC)

Hmong (TAS)

Hungarian (NSW, SA, VIC, WA)

Indonesian (NSW, VIC))

Italian (ACT, NSW< QLD< SA, TAS, VIC, WA)

Japanese (ACT, NSW, QLD, SA, VIC)

Kannada (NSW)

Khmer (NSW, SA, VIC)

Kija (WA)

Korean (ACT, NSW, QLD, SA, TAS, VIC, WA)

Lao (NSW, VIC)

Latvian (NSW, SA, VIC)

Lithuanian (SA, VIC)

Macedonian (ACT, NSW, SA, VIC)

Madi (SA)

Malay (NSW, WA)

Maltese (NSW, SA)

Mandaean (NSW)

Mandarin (ACT, NSW, QLD, SA, TAS, WA, VIC)

Maori (ACT)

Nepalese (ACT, NSW)

Nuer (SA)

Oromo (VIC)

Persian (ACT, NSW, QLD, SA, VIC)

Polish (ACT, NSW, QLD, SA, TAS, VIC, WA)

Portuguese (NSW, QLD, SA, VIC, WA)

Punjabi (ACT, NSW, SA, VIC, WA)

Romanian (VIC)

Russian (ACT, NSW, SA, VIC, WA)

Samoan (ACT, QLD, NSW)

Serbian (ACT, NSW, VIC)

Sinhalese (ACT, NSW, SA, VIC, WA)

Slovak (TAS, VIC)

Slovenian (VIC)

Somali (NSW, SA, VIC)

Spanish (ACT, NSW, QLD, SA, VIC, WA)

Swahili (NSW)

Swedish (ACT, NSW, VIC, WA)

Tatar (SA)

Telugu (NSW)

Thai (NSW, VIC)

Tigrigna (VIC)

Tok Pisin (SA)

Tongan (ACT, QLD)

Turkish (NSW, QLD, SA, VIC, WA)

Uighur (NSW, SA)

Ukrainian (ACT, NSW, SA, VIC, WA)

Vietnamese (ACT, NSW, QLD, SA, VIC, WA)

Farsi (NSW, SA, TAS, VIC) Samoan (QLD, NSW, ACT,) Fijian (QLD) Sanskrit (NSW

COMMUNITY LANGUAGES AUSTRALIA

Australian Federation of Ethnic Schools Associations Inc.

*Where language and culture come together*

1. For a definition of ethnic schools, ethnic schooling and community languages schools, see section 4.1. [↑](#footnote-ref-1)
2. Page 2, Senior Secondary Languages Education Research Report, 2014 Asia Education Foundation available at docs.education.gov.au [↑](#footnote-ref-2)
3. The *Review* is available online at: www.dest.gov.au/sectors/school\_educatio/publicaitons\_resources/profiles/review\_lote.htm. [↑](#footnote-ref-3)
4. As acknowledged in Australia’s first national policy on languages, National Policy on Languages by Jo Lo Bianco (1987) [↑](#footnote-ref-4)
5. See The Salzburg Statement for a Multilingual World, December, 2017 available at: www.salzburgglobal/org/statements/a multilingual.. [↑](#footnote-ref-5)
6. Available at: [www.immi.gov.au/media/publications/multicultural/agenda/agenda89/toc.htm](http://www.immi.gov.au/media/publications/multicultural/agenda/agenda89/toc.htm). [↑](#footnote-ref-6)
7. Available at: www.immigration.gov.au/media/publications/settle/pdf/united\_diversity.pdf. [↑](#footnote-ref-7)
8. See Multicultural Australia– United, Strong, Successful available at dss.gov.au [↑](#footnote-ref-8)
9. See www.mceetya.edu.au/mceetya/default.asp?id=11577 for further information. [↑](#footnote-ref-9)
10. See the *Adelaide Declaration on National Goals for Schooling in the Twenty-first Century* at [www.mceetya.edu.au/mceetya/nationalgoals](http://www.mceetya.edu.au/mceetya/nationalgoals%20)  [↑](#footnote-ref-10)
11. See the *Melbourne Declaration* at [www.curriculum.edu.au/verve/-resources/National-Declaratiom](http://www.curriculum.edu.au/verve/-resources/National-Declaratiom) [↑](#footnote-ref-11)
12. Current issues in Language & Society, vol 4 .no2., 1997, p.94 [↑](#footnote-ref-12)
13. 13 See Australian Child Safe Standards at [www.childsafe.org.au](http://www.childsafe.org.au) [↑](#footnote-ref-13)
14. Australian Democratic Principles at: [www.education.vic.gov.au](http://www.education.vic.gov.au) [↑](#footnote-ref-14)
15. An example of a pilot program is ‘Polish Youth around the world’ available at: <http://mc2.vicnet.net.au/home/polyouth> [↑](#footnote-ref-15)