|  |
| --- |
| **Languages Education 2015-2019** **2018-19 Project Plan**  **The Department of Education and Training** Australian Federation of Ethnic Schools Associations Inc*Where language and culture come together***July 2018** |

#

# Introduction

The 2018-2019 Project plan builds on the work undertaken over previous years. It is for activities and strategies being undertaken during 2018-19 that will support:

* + - community languages education for Australian school students, improving those students’ learning outcomes;
		- community languages schools providing quality community languages education to support the Australian Government’s languages education targets for Australian school students; and
		- professional development of community languages teachers.

For consistency and systemic delivery, it also includes suggestions and comments made in the May 2018 Progress Report to DET and on the issues highlighted in the 2017-2018 project plan. The issues below were listed in the 2017-18 project plan and continue to be works in progress.

1. Issues listed in 2017 - 2018 and progress made
* On basis of the Educational Plan outline in 2016-2017 for community languages schools – new initiatives were included in the 2017-2018 Plan
	+ ***Educational Leadership Courses***

Courses devised, delivered and will continue to be an integral part of the project

***The Educational Leadership Courses***

* + ***Administrative Leadership Courses***

Courses devised, delivered and will continue to be an integral part of the Project

* + ***Expanded – refined provision of support and professional development and training for teacher and instructors***

Professional Development and Training programs reviewed and adjusted

RTO being fully reviewed, units to be re written. Application for reaccreditation and accreditation will be lodged

* + ***Researching Modes of delivery***

Ongoing examination

* + ***Australian Curriculum – Languages***

*Decisions to create generic templated for curriculum to be used in CLA*

* + ***Walk around the World Project***

*Funding being sought*

* + ***Student – Parent Conference***
	+ *Still requiring attention*
	+ **Academics Conference**
	+ Academic Forum has been expanded in membership and activity
	+ **No Names – No Labels – Project – Social inclusion**
	+ Project promoted
	+ **The Way Forward Project**
	+ Framework established, guidelines prepared

1. **Additional areas**

Additional areas of work that have arisen as a result of work undertaken have been included in the plan

1. **Democracy**
* How it operates and role of Parliament.
* Civic participation
* These two areas will be included into social cohesion and harmony sections.
1. **Policy**

Strengthening work in areas of:

* Child Safety
* Australian National Languages Policy
1. **Quality Assurance**

As there will be a wide range of accreditation processes for schools to secure funding being undertaken in this period, the learnings will be documented. This may lead to further discussion on some form of national accreditation process being administered at the local level.

1. **Training and Professional Development**

The accreditation process throughout this period will also provide important information on the content of professional development and training programs. This period will also see the application for reaccreditation of the RTO. The RTO course will be reviewed, and new units written.

If successful one option in the future may be to apply for ASQA accreditation and make the RTO a national entity.

**Conclusion**

Given that this will be the final Project Plan for the 2015-2019 funding agreement many of the deliverables will be their final stages or will require further and or ongoing work.

We have endeavoured to highlight this by indicating the issues as an ongoing matter for further work. These areas would be part of the submission made, in January 2019,to the Department of Education and Training for ongoing funding beyond 2019.

* + - * **Outcome 1: support, improve, expand and promote the teaching of community languages to Australian school students, and the take-up of community languages by those students, primarily through; the development of community languages teaching and learning resources to support teaching and learning and student engagement, and professional development for teachers**

|  | **Objective / Deliverable** | **Action** | **Start** | **Completion date** |
| --- | --- | --- | --- | --- |
| 1 | Support and promote the uptake of community languages by school students. | Through state and territory community language associations continue to undertake community awareness programs and outreach programs to community leaders and association to become ambassadors for CLS. Encourage communities to raise profile and positively reinforce students who attend through:* Recognition at community events;
* Scholarships and awards;
* Homeland visiting programs;
* Public meetings with parents and students on the benefits of languages education;
* Working with Ethnic Communities Council CC and Federation of Ethnic Communities Council in Australia (FECCA)o raise awareness;
* Conduct town hall meeting in at least 3 jurisdictions to promote the above;
* Continue to liaise and engage media to assist in promoting languages education and community languages schools;
* Conduct ethnic media conferences to raise awareness about languages education at a community level;
* Continue to implement strategic alliances with the SBS and NEBC as tools for the promotion and use of languages education. Engage mainstream and ethnic newspapers, radio and TV presenters, and journalists;
* Undertake Annual National Languages Competition with SBS 2018;
* In cooperation with jurisdictions, enhance CLA Website to provide information and links for parents, teachers and students on languages offered, locations and brief overview of schools in each jurisdiction.

Introduction of National Community Language Schools Day on the third Saturday of May of each Month – First one May 18, 2019 | July 2018October 2018OngoingJuly 2018OngoingSept 2018  | OngoingDecember 2018Ongoing |
| 2 | Support and promote the implementation of the *Australian Curriculum: Languages* | * CLA to provide background documents and briefings for State Associations to be presented at AFESA Council – Ongoing changes to be monitored.
* State Associations to conduct information sessions for school curriculum officers – At least 2 sessions in each jurisdiction - annually to inform on changes.
* Based on information received for additional professional development continue to implement PD plan.
 | Ongoing  | Ongoing  |
| 3 | Develop, implement, support and promote community languages teaching and learning resources, including through the use of information and communication technology (**ICT**) and an online community language teaching and learning resource centre. | * Continue to scan of currently available resources.
* Consult with practitioners on needs.
* Continue work of national Languages Resources Working party.
* Introduce Walk Around the World Project (subject to funding).
 | Ongoing Ongoing Ongoing | Ongoing Ongoing Ongoing  |
| 4 | Develop and make available community languages online learning modules and resources through the CLA website. | * Continue study on online learning and how it may be used in the CLS classroom.
* Implement findings on *Impact of online learning*.
 | Ongoing  | Ongoing |
| 5 | Conduct, promote and facilitate professional development opportunities for teachers and community languages education providers.  | * Continue to produce and disseminate a calendar of PD programs.
* Meet withAustralian Federation of Modern Languages Teachers Associations ( AFMLTA) to discuss cooperation and plan PD workshops and resource sharing.
* Through State CLS Associations continue to conduct PD sessions in each jurisdiction.
* Introduce new PD program based on outcomes of October 2017 conferences.
 | Feb 2019Feb 2018 | Ongoing  |
| 66 | Develop, conduct, promote and facilitate teacher training on community languages education for school students, including the use of advanced ICT. Collaborate with state and territory education authorities and community languages education stakeholders, providers and associations to develop nationally consistent professional development training and resources on community languages education for school students.  | * Continue to promote training courses available to CLS instructors in each jurisdiction.
* Ongoing negotiations with state education departments or agencies responsible for CLS to discuss training courses in each jurisdiction and agree on the focus of sessions.
* Continue to facilitate State and Territory forums of jurisdictional officers responsible for CLS programs including MLTA, Principal Associations and School Council Associations to develop a coordinated state plan for support for CLS in areas of PD, Training and resources.
* Conduct one national conference annually:
* 2018 Brisbane October 7
* NSW April 2019
* Melbourne July, 2019
* Conduct a minimum of 2 State Conferences.
 | Sep 2018 OngoingMarch 2019January 2018Sept 2018  | Ongoing OngoingOctober 2018 June 2019 |
| 7 | Expand the number of professional development programmes and trainers for community languages education.  | * Continue to update and maintain current register of programs and presenters.
* Continue to facilitate meetings of national advisory group of tertiary lectures to examine current programs and needs (Academic Council)
* Continue delivering Educational Leaders training program commenced in early 2017 Learnings from accreditation processes – Advice from

The Research Unit for Multilingualism and Cross-Cultural Communication (RUMACCC).* Review online options incl. purchase of an Learning Management System ( LMS) to enhance/support teaching and learning, trial of delivery by distance. Information found, develop implementation Plan.
 | Ongoing Jan 2019Feb 2019   | Ongoing Ongoing Ongoing |
| 8 | Ensure high quality assurance of all matters referred to in paragraphs 1 - 7 above | * Ongoing evaluation of progress, content, client satisfaction and delivery at AFESA Council meetings and regular reports to DET.
 | Dec 2018 | Ongoing |
| 9 | Review, refine and update the Framework on the basis of best practice and informed research in community languages education and provide the updated Framework to the Department | * Provide advice to AFESA Council members on the QA Framework in light of accreditation processes undertaking in 2018.
* Continue reviewing current Quality Assurance Framework and incorporate suggested changes.
* Support the Train the Trainer programs.
* Review accreditation processes for funding in cooperation with State jurisdictions and possible alignment to QA Framework.
 | March 2019Ongoing Ongoing  | Ongoing  Ongoing Ongoing |
| 10 | Maintain a fully accredited Certificate IV vocational education course in community languages education that meets all national and state and territory requirements relating to the provision of vocational education, and ensure work units for that Certificate IV course are re-developed and re-accredited by July 2016.  | * Strategic and systematic approach to training – accredited and non-accredited.
* Continue Regular (monthly) planning and review meetings between Community Languages Australia – Executive and Administrative Officers (CLA EO, AO) and key training personnel.
* Undertake Review of RTO: rewrite required units, apply for reaccreditation of RTO, complete RTO group training in 2018.
* CLA – Accredited course development.

Facilitate meetings of steering committee.Initiate Industry consultation.  | Ongoing OngoingJuly 2018Nov 2018July 2018July 2018July 2018 | Ongoing Ongoing Nov 2018 Jan 2019Ongoing |
| 11 | Conduct and facilitate forums at state and national level to promote discussion and interaction on community languages education for school students, including representatives from: schools, education authorities and peak bodies, community language schools’ associations, tertiary institutions, parent and school principal associations and community language schools | * Continue Implementing action plan for State Associations titled ‘Engaging with key stakeholders’.
* Conduct State forums with key stakeholder in a minimum of 3 jurisdictions in 2018-2019.
* Draft document outcomes.
* Conduct round tables with members of Diplomatic and Consular Corps in a minimum of 2 jurisdictions.
 | Ongoing Feb 2019Feb 2019 | OngoingJuly 2019July 2019 |
| 12 | Maintain and update the Community Languages Australia website to provide resources and support to ethnic community organisations and community languages schools. | * Ensure monthly updates of site.
* Strengthen link to Love of Language Website.
* Provide regular information on national and state activities, resources PD and training and provide links and article on international and national discussion on languages education and cultural maintenance debates and discussions.
* Provide regular information on State and National Forum and Conferences on matters relating to languages education, cultural maintenance and social cohesion.
 | OngoingOngoing  | Ongoing  |
| 13 | Maintain Love of Language Website. Induct new language ambassadors | * Ensure site is active and updated

Introduce a minimum of 10 new ambassadors. | Ongoing  | Ongoing  |
| 14 | Continue to facilitate and support Research arm of CLA  | y Language Schools –Role and future in language provision in Austrlia Continue to develop list of Research topics and make connections with Universities and university students in delivering research projects.* Monitor Progress Research on Parental and Student voices Project.
 | July 2018Ongoing September 2018  | March 2019 Ongoing March 2019 |

**Outcome 2:** collect sufficient data on community languages education in Australia in order to advise the Department on the provision of community languages education across Australia and support ongoing policy development with regard to community languages education (**Outcome 2**)

|  | **Objective / Deliverables** | **Action** | **Start Date**  | **Completion date** |
| --- | --- | --- | --- | --- |
| 1 | Conduct a national survey and hold public consultations in order to inform the Department with regard to the community languages needs of students and language education needs of emerging communities. | * Continue to conduct needs analysis in further 3 jurisdictions through public consultations with:
* representatives of emerging communities, and
* Agencies working with emerging communities.
 | Feb 2019 | June 2019  |
| 2 | Analyse emerging communities’ language education through needs analysis of students and schools, and report that analysis to the Department.  | * Ongoing Research of emerging community language schools, provision of programs, resources available, need for specific professional development and training.
* Focus on South Sudanese youth and schools.
 | Ongoing  | Ongoing  |
| 3 | Provide national data on community languages schools, including but not limited to student numbers, teacher numbers, teacher qualifications, languages, study hours and year levels, to DET each financial year via annual report which must also be published and publicly available online on the Community Languages Australia website.  | * Overhaul survey forms and process for obtaining and accessing data.
* Consult consultations with AFESA Members and State jurisdictions.

Publish Report  | Dec 2019 Dec2018 | March 2019March 2019 |
| 4 | Implement community languages education action plan on the basis of activities under paragraphs 1 and 2 above.  | * Ongoing Collation of information from all above activities
* Ongoing updating of plan
 | Ongoing | Ongoing  |

**Outcome 3:Partner with primary, secondary and community languages schools in order to increase Australian school student engagement with community languages education**

|  | **Objectives / Deliverables** | **Action** | **Start date** | **Completion date** |
| --- | --- | --- | --- | --- |
| 1 | Create, support and promote community languages school hubs to connect with primary, secondary and community languages schools, to raise awareness of community languages and provide cultural immersion opportunities.  | * Continue to conduct meetings in each jurisdiction with Principal Associations and School Council Associations to raise awareness about CLS and the benefits of cooperation – New leadership in many jurisdictions – reconnect with the organisations.
* Continue to implement plan for inclusion of community languages schools in the ‘Education Week’ program and other State Territory events - Multicultural week, Australia Day People's March Queensland People's March ACT and SA Ethnic Schools Day Annual Dinners, ACT, NSW and others.
 |  Oct 2018Oct 2017 | June 2019Ongoing  |
| 2 | Partner with primary, secondary and community languages schools to support community languages education and the Australian Government’s languages education targets.  | * Implement template for State Associations to conduct meetings with primary and secondary schools on a local level.
* Implement template, or set of strategies, for community-building based on host schools and community languages schools’ relations.
* Continue with encouragement of quarterly meetings between mainstream school and community languages schools, school councils and boards of management.
* Continue to consult with Government, Catholic and Independent school representatives about the formation of State and territory network.
 | Ongoing Ongoing Ongoing Ongoing  | October Ongoing Ongoing Ongoing |
| 3 | Strengthen primary and secondary school student participation in community languages education.  | * Overhaul and expand communication plan to raise awareness of community language schools.
* Continue consultation with State and Territory Principal Associations.
* Conduct further series of workshops in each jurisdiction with critical stakeholders to ascertain leading practices on working in partnership.
 | September 2018 Ongoing Ongoing   | Ongoing Ongoing Ongoing  |
| 4 | Help improve take-up and results for Year 11 – 12 students in community languages through enhancing pedagogy, curriculum and assessment process.  | * Continue delivering Student Awareness programs –Learning a language.
* Partners with schools on local level to provide extra tutoring.
* Ongoing Professional development for teachers on teaching to year 11-12 curriculum.
* Complete No Names – No Labels Project.
 | Aug 2018Ongoing Ongoing July 2017 | Ongoing OngoingOngoing March 2019  |
| 5 | build student awareness around economic, cultural, political and social importance of community languages and intercultural studies through connections with business and trade, and community; | * Initiate Business roundtables through Chambers of Commerce
* Continue public lectures series for students to around economic, cultural, political and social importance of community languages and intercultural studies in conjunction with International Mother Tongue Day February 21
 | Aug 2018Feb 2019 | OngoingOngoing |
| 6 | Establish student advisory committees at national and state and territory level on community languages education. | * Review nationally on terms of reference for work of Advisory committee.
* Conduct public meetings with students in years 9-12 as to need and purpose of such committees.
* Deliver 2018 SBS- National Language Competition.
* Undertake research on outcome of student voices obtained through SBS-CLA National Languages competition.
 | Jan 2019Sep 2018July 2018January 2019 | Ongoing June 2019December 2018March 2019 |
| 7 | Conduct student forums at national and state and territory level on community languages education and report to DET the key findings of those forums. | * Consult with advisory committees to conduct a minimum of 2 State and territory Student forums.
* Plan for one national forum /round table of student representative forum.
* Continue to conduct 2 Executive officers forums
 | Ongoing Aug 2018September 2019  | OngoingJune 2019June 2019  |