



Where language and culture come together

Supporting Community Languages Education 2019-2022

2020 -2021 Project Plan

The Department of Education, Skills and Employment

Community Languages Australia -AFESA Inc
Where language and culture come together

July 2020

Introduction

This Project Plan is for activities and strategies being undertaken during 2020-2021 period that will support:

1. Community languages education for Australian school students,
2. Community languages schools to provide quality community languages education
3. Support the increase in Australian school students undertaking community language studies; and
4. Professional development of community languages teachers

The Plan builds on the 2019-2020 Project Plan and continues to deliver the set of deliverables outlined in the Funding Agreement.

Our Annual Report for the 2019-2020 period outlined the achievements for the period. It also referred to the ongoing deliverables of the Project.

COVID19 placed new challenges on Community Languages Australia (CLA) and its members and schools. Technology, use of platforms introducing online learning / home learning required teachers, students, and parents to operate in a new way of doing business. The legacy of these learnings needs to be captured and used in the future. It has allowed the Community Languages Schools (CLS) sector to work through issues systemically.

The National Project continues to provide critical support for Community Language Australia our Associations and Community Language Schools in all States and Territories.

The Community Language Schools' sector has grown significantly and requires ongoing strong leadership and coordination. The number of languages and schools is growing. Education and administrative demands also continue to grow.

The Project allows for the rationalisation of resources which in turn benefits all. Whilst there are challenges, the CLA Council and the Secretariat continue to address issues effectively.

Through national collaboration, cooperation and support, Community Languages Australia, its member associations and Community Language Schools can deliver quality programs.

The Project Plan is a continuum. It is part 2 of a journey under the National Project.

Some of the focus areas in this period will be:

- Ongoing learning from COVID19 – Use of technology – Modes of delivery
- Communication - Improvement of Websites and delivery of the Communication Plan
- Academic Forum as a catalyst to developing national standards in accreditation, training and professional development and research
- Quality Assurance Framework – a review, action plan for delivery and development of a train the trainer package
- Student and Parental Voices and engagement

The Australian Federation of Ethnic Schools Association (AFESA) has now been restructured and incorporated as Community Languages Australia-AFESA. A letter of variance needs to be provided to the Department of Education, Skills and Employment (DESE) to reflect this change. The objectives and purpose are consistent with the former AFESA structure.

The Continuum - Risks, Issues and Challenges

CHALLENGES	RISKS AND ISSUES	STRATEGIES
Obtaining Support for National Accreditation Standards	<ul style="list-style-type: none"> • Each Jurisdiction has its own program for accrediting schools • Schools on a local level are at various points of entry or development • One shoe fits all model will not work and needs to be adjusted to assist with implementation 	<ul style="list-style-type: none"> • Policy discussions and recommendations to be negotiated at Academic Forum Level • Conduct round tables in each State and Territory with representatives of DET and CLS Associations to agree on minimum and maximum criteria • Agree on entry point in each jurisdiction • Deliver Professional Development at local level to explain processes to schools • State and Territory CLS Associations to provide direct support to schools via Professional Development session to explain agreed up criteria
Required types and number of Professional Development Programs	<ul style="list-style-type: none"> • Stabilising a minimum standards Professional development program • Capacity for each jurisdiction to deliver a minimum program • Lack of presenters • Volume of change in teaching staff 	<ul style="list-style-type: none"> • Policy discussions and recommendations to be negotiated at Academic Forum Level • Conduct round tables in each State and Territory with representatives of DET and CLS Associations to agree on minimum and maximum criteria for program • Set minimum standards for Professional Development • Coordinate delivery of programs nationally and develop register of presenters • Seek support from stronger States to support those under development • Negotiate partnerships for delivery of Professional Development with partners e.g. MLTA's and Language specific networks • Introduce national and local 6-month reviews of teaching staff movement. This will ensure new staff will be offered induction training and Professional Development
Delivering adequate support to Emerging communities	<ul style="list-style-type: none"> • Number of emerging community schools is rising • Demand for support is aligned with growth in number of schools • Variables as to knowledge and needs are vast and varied • Increased demand for support in setting up schools administratively and in developing curriculum 	<ul style="list-style-type: none"> • Undertake national needs analysis. • Number of schools, requirements, and current available support • CLA in cooperation with Academic Forum develop -Manual for assisting emerging communities • On local State/Territory Association level conduct Emerging school's forums • Deliver workshops on CLA Administrative and Organisational Manual • Consider introducing mentor school network to support emerging schools • Develop Curriculum templates • Develop Lesson plan templates
Managing Regulatory requirements	<ul style="list-style-type: none"> • Managing compliance of e.g. Child Safety 	<ul style="list-style-type: none"> • Provide local professional development on statutory requirements

	<p>Requirements</p> <ul style="list-style-type: none"> • Schools need to ensure they are compliant on a local level • Difficulties in monitoring compliance • Ensuring WWC policy is strictly adhered to – Ensure new staff have WWC • Monitoring existing staff to ensure their checks are valid (timing) 	<ul style="list-style-type: none"> • Introduce position of administration leader as part of accreditation process • Undertake 6-month staff audits to ensure WWC compliance • Propose each State and Territory Association introduce Compliance Officer position • Provide national support for new or forming Associations • The National Welfare and Compliance Manual has been updated but requires ongoing monitoring and post on website
Obtaining consistency in Data Collection	<p><i>How is data collected?</i></p> <ul style="list-style-type: none"> • Each jurisdiction has a different approach to collecting data <p><i>Who collects the data?</i></p> <ul style="list-style-type: none"> • Some Associations collect data other cases jurisdictions collect <p><i>What is collected?</i></p> <ul style="list-style-type: none"> • Survey forms asked a range of questions -In some jurisdictions this information is not available • Risk of not being able to provide a set of full and consistent data 	<ul style="list-style-type: none"> • Community Languages Australia Council to negotiate minimum standards for data collection • CLA to encourage State and Territory Associations to install and use CLA Data Collection Software package for standard data collection • CLA to initiate discussion with all State and Territory DET to negotiate an agreed MOU on data collection
Delivering Quality Assurance Framework (QAF) on a local	<ul style="list-style-type: none"> • QAF was developed from the bottom up QAF requires updating • Once updated the changes need to be implemented at a school level • Lack of trainers to deliver PD on a local level • Language issues 	<ul style="list-style-type: none"> • Establish terms of reference for review • Engage outside agency to work with State and Territory Associations to review current Framework • CLA Council to endorse changes • Develop a Train the Trainer package to assist schools in undertaking internal review • Form clusters (geographic or language) to undertake professional develop • Consider language issues when explaining the Framework
Technology	<ul style="list-style-type: none"> • COVID19 has created new environment to which the CLS sector has adapted to. • Online learning and teaching, using a range of platforms to deliver home learning. • This has in a sense forced schools to learn how to us these tools with speed. • 	<ul style="list-style-type: none"> • Survey the learning of online teaching nd learning • Develop a sat base of resources that that have been found • Examine the modes of delivery that can used to ensure the growth of student language learning through CLS • Research how technology can enhance out teaching and learning
Communication	<ul style="list-style-type: none"> • CLA and Love of Language websites are valuable tools 	<ul style="list-style-type: none"> • A communication plan and Project Plan have been developed • These need to be implemented to enhance the use of these as tools for

	<ul style="list-style-type: none">• A review of these has been completed.• The websites will be reorganised• Other forms of social media also need to be used to promote CLS sector• These tools should also be used in the teaching and learning	student, teacher, and parent
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Driving Documents

- Quality Assurance Framework
- Social Cohesion Model

Community Languages Australia is currently reviewing its Strategic Plan with the intention of ensuring it aligns with the purpose for which CLA was created and continues to exist.

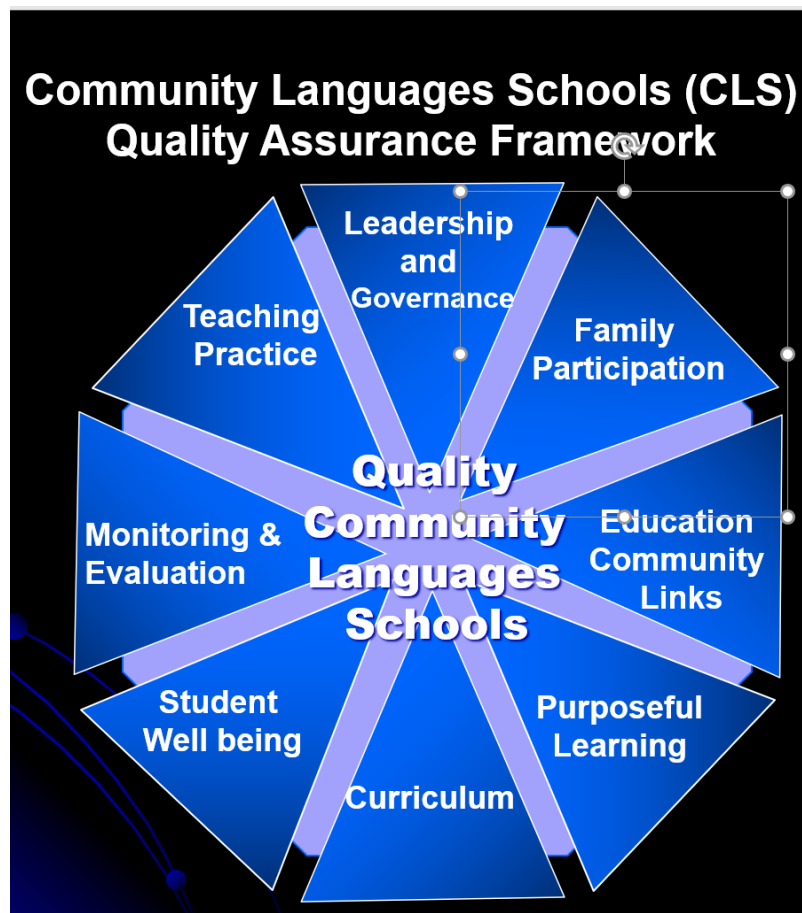
A key element of this is the Quality Assurance Framework.

The DESE National Project sits comfortably around this Framework as the National Project sets out to coordinate the CLS program nationally and improve quality of education in CLS

The 8 areas of the Framework are the drivers

- Leadership and Governance
- Teaching Practice
- Monitoring and Evaluation
- Student Well being
- Curriculum
- Purposeful learning
- Educational Community Links
- Family Participation

These areas serve as a useful point of direction and evaluation of the materials produced and work undertaken. They can be used as a measuring stick and respond to the focus question – *Does our work fit into one of these categories?*

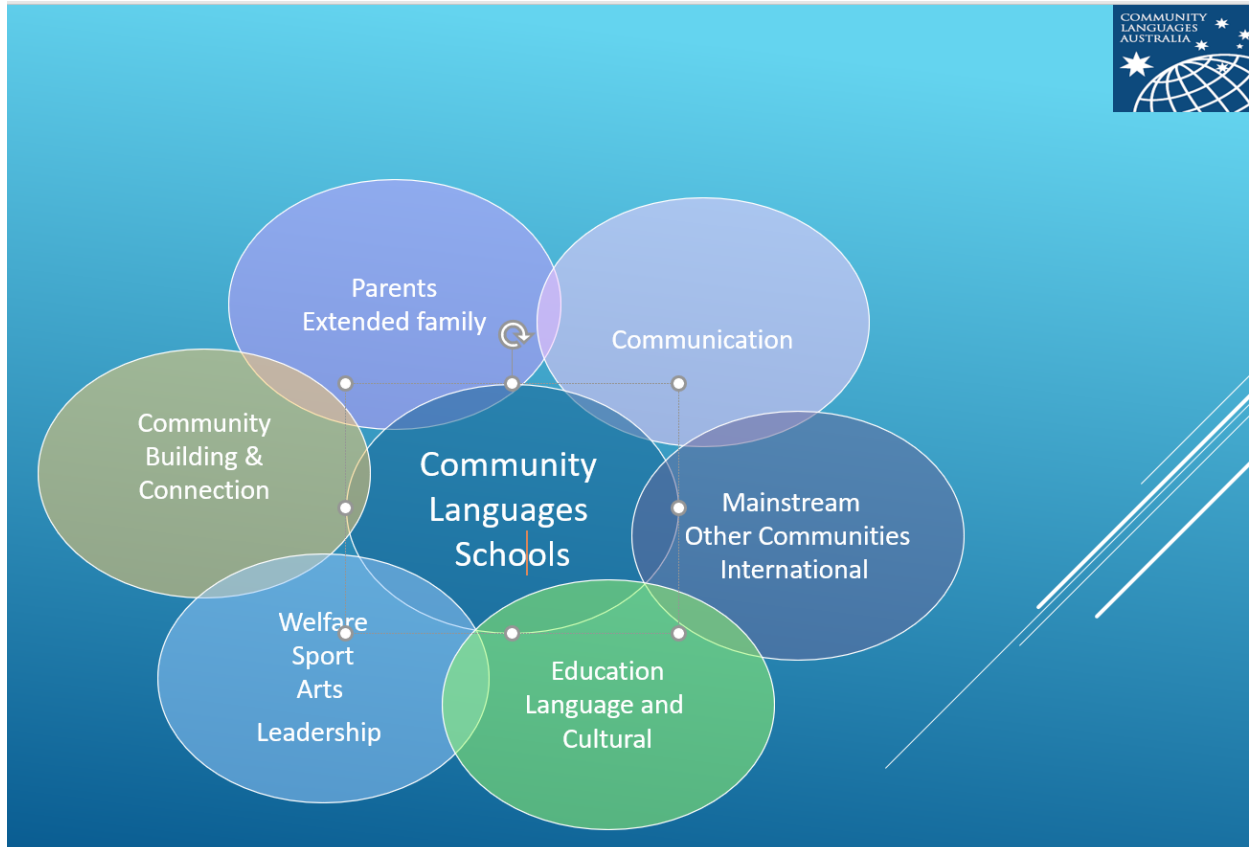


Civics, Democracy and Citizenship

The other part of the National Project focuses on *Civics, Democracy and Citizenship*.

These fit well into the CLA Social Cohesion model that has been developed.

The Project Plan can again use these elements to test against the deliverables.



DRAFT PROJECT PLAN 2020-2021

Item	Deliverable	Action	Commencement	Due date
2.1	National Activity and Leadership			
2.1.1.	Strengthen the national coordination of state-based community languages schools associations by:			
	a) providing support and leadership to state associations to improve their relationships with state and territory government departments responsible for education and multicultural affairs	Conduct a minimum of 4 CLA Council Meetings annually	July 2020, October, December February	
		Revise Governance policy documents for CLA Council to include Council Members responsibilities	July 2020	September 2020
		Develop OHS Manual for CLA	July 2020	September 2020
		Meet with State Association Committees in States requiring support	July 2020	Ongoing
		Facilitate meetings in S&T where required with Department of Education and Multicultural affairs	August 2020	Ongoing
	Provide ongoing Support for newly established Associations- Tas and NT	July 2020	Ongoing	
	b) providing support to, and sharing resources with, recently established associations in Tasmania and NT, and additional support for established associations in QLD, ACT and WA, and emerging multicultural communities	In cooperation with S&T Associations develop a S&T specific Strategic Plan	October 2020	Ongoing

Item	Deliverable	Action	Commencement	Due date
	and providing assistance to develop short, medium- and long-term strategic plans and organise state conferences			
	Support for recently established Members Associations as required with focus on developing Associations	Continue to deliver a minimum of 4 Professional Development sessions in each States <ul style="list-style-type: none"> • Leadership – Administrative and Educational • Raising Children Bilingually • Curriculum Development • Online learning 	September 2020	July 2021
		<ul style="list-style-type: none"> • Provide assistance in writing funding applications 	Ongoing	Ongoing
		<ul style="list-style-type: none"> • Undertake audit of resources currently available 	October 2020	July 2021
	Support for established Associations	<ul style="list-style-type: none"> • Liaise with Associations on CLA initiatives 	Ongoing	Ongoing
		<ul style="list-style-type: none"> • Provide PD and Training as required 	Ongoing	Ongoing
		<ul style="list-style-type: none"> • Assistance with organisation of State/ Territory Conference 	Ongoing	Ongoing
		Facilitate professional development session in jurisdictions <ul style="list-style-type: none"> • Quality Assurance Framework – Its purpose • Educational leadership 	October 2020	July 2021

Item	Deliverable	Action	Commencement	Due date
		Emerging multicultural communities With CLA Council establish mechanisms to <ul style="list-style-type: none"> • Identify needs – Needs survey • Identify required resources • Allocate curriculum writer to assist with developing programs 	August 2020	October 2020
		Shared knowledge <ul style="list-style-type: none"> • In each State and Territory form Mentor schools and link school to emerging community school • 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 	August 2020	July 2021
		Encourage communities to raise profile and positively reinforce students who attend through: <ul style="list-style-type: none"> • Recognition at community events • Scholarships and awards • Homeland visiting programs • Conduct town hall meeting in at least 3 jurisdictions annually to promote the above 	Ongoing	Ongoing
		Introduce Educational leaders' networks in jurisdictions where they have not commenced and support those that	Ongoing	Ongoing

Item	Deliverable	Action	Commencement	Due date
		<p>have commenced</p> <ul style="list-style-type: none"> • Deliver Education Leaders Professional Development in at least 3 jurisdictions • 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 	<p>September 2020</p> <p>July 2020</p>	<p>July 2021</p> <p>October 2020</p>
	Online Support	<ul style="list-style-type: none"> • Undertake survey - What have we learnt from COVID19 with Online learning • Develop online materials for schools • Platform ZOOM • Google Classroom • Provide national online training – using online learning in a CLS classroom • Develop resource bank of online learning programs • Continue to provide training and professional development 	July 2020	Ongoing
	c) developing national guidelines to support state-based community languages schools associations to meet their legislative responsibilities in relation to Child Safety,	<p>Continue Reviewing all Commonwealth, State and Territory legislation regarding</p> <ul style="list-style-type: none"> • Child Safety • Equal Opportunity • Cyber Safety 	Ongoing	Ongoing

Item	Deliverable	Action	Commencement	Due date
	Equal Opportunity, and Cyber Safety	Ongoing updates Welfare Manual for Students, Teachers	July 2020	October 2020
		Facilitate workshops in each jurisdiction where required to present information on Child Safety legislations and	July 2020	Ongoing
		Develop a Child Safety Manual and Instruction Plan for State Associations where required to deliver to their members on above issues	Ongoing	Ongoing
		Ensure all information is posted on websites	Ongoing	Ongoing
		Work with State Associations where required to undertake an audit to ensure all schools are compliant with <ul style="list-style-type: none"> • Child Safety Policy • Appointment of Child Safety Compliance Officer • Ensure Cyber Safety and Equal Opportunity policies are up to date 	Ongoing	Ongoing
2.1.2.	Expand the role of the CLA Academic Forum (the national CLA advisory board of tertiary lecturers) to lead and drive discussions on languages policy, provide current advice and leadership in languages education, drawing on relevant research, including research on how community languages link to university languages education courses.	Continue to expand consortium to include representation from each state	Ongoing	Ongoing
		Conduct a minimum of 3 Academic Forums annually	August, December 2020, February 2021	
		Continue to develop proposals and criteria for minimum national standards for accreditation, professional development, and training to meet the various needs and	August 2020	February 2021

Item	Deliverable	Action	Commencement	Due date	
	Provide Minutes of these meetings to the Customer	starting points of states and territories;			
			Develop and implement recommendations from the National Academic Forum Feb 21, 2020	July 2021	Ongoing
			In cooperation with CLA Members conduct public hall meetings to present the above to members	July 2020	Dec 2020
			Develop a matrix of key stakeholders, their roles and responsibilities and connectivity to community language schools	September 2020	December 2020
			In cooperation with S&T associations facilitate forums in at least 4 jurisdictions annually to promote community language school sector	July 2020	July 2021
			Develop a Manual and Guidelines for community language schools – Interacting with our key stakeholders	October 2020	December 2020
			Support State and Territory Associations to deliver Professional development to present the above documents	Ongoing	Ongoing
			Conduct 1 National Conference and a minimum 2 State / Territory Conferences Annually Conduct and support CLA Summits – Forums in other S&T	TBC	
			Conduct 2 Executive Officer Workshops annually	Sept 2020	March 2021
			Participate in AFMLTA Project as Member - Developing National Languages Strategy	Ongoing	Ongoing
			Support the Coalition for a National Languages Policy and facilitate meetings	Ongoing	Ongoing

Item	Deliverable	Action	Commencement	Due date
		Facilitate meetings with Federal Minister for Education and other Government instrumentalities to discuss CLS and National Languages Policy	2020 TBC	Dec 2020
		With S&T Associations facilitate meetings with State Ministers of Education and Ministers for Multicultural Affairs to promote work of CLS	July 2020	June 2020
		Support Research of current global trends in languages education policy	Ongoing	Ongoing
2.1.5.	Explore opportunities for the accreditation of the Victorian accredited Certificate IV vocational education course in community languages education with the Australian Skills Quality Authority (ASQA) that meets all national and state and territory requirements relating to the provision of languages education / teaching.	Convene Expert Panel to investigate requirements for ASQA Registration	January 2021	March 2021
Undertake audit and provide report on institutions in States and Territories that have the capability to deliver the Certificate course		February 2021	March 2021	
Develop a list of trainers qualified to deliver the course nationally		Ongoing	Ongoing	
2.1.6.	Develop and promote the implementation of national standards or best practice guidelines for the accreditation and registration of Community Languages Schools through state and territory networks/governments. The national standards must provide a minimum benchmark / standard for accreditation.	In partnership with the Academic Forum undertake audit of current State and Territory Accreditation processes	September 2020	February 2021
		Form panel of experts to develop a minimum Standards Accreditation to include the following <ul style="list-style-type: none"> • Process Application for Accreditation • Eligibility Criteria for Accreditation • Required Documents for Accreditation • Professional Development 	September 2020	March 2021

Item	Deliverable	Action	Commencement	Due date
		Workshop draft proposal with jurisdictions to obtain support	May 2020	July 2020
		Through State Associations undertake professional development to promote national Accreditation Standards	December 2020	July 2021
2.1.7.	Engage with Consular Corps representatives to seek support from homeland governments for the provision of scholarships and awards, and to seek sponsorship for homeland visitation programs.	Conduct round tables with members of Diplomatic and Consular Corps in a minimum of 2 jurisdictions	January 2021	June 2021
		Initiate discussion to conduct an Education Attaches' meeting with representatives of Embassies in Canberra	March 2021	June 2021
2.1.8.	Promote community languages through:			
	a) the promotion of the annual National Community Languages Schools Day, to elevate the value of language education and to support the Australian Government's social cohesion agenda	Undertake a full promotional and communications campaign <ul style="list-style-type: none"> Engage professional communications firm to promote CLA targeting mainstream schools, public, Students and Parents 	July 2020	Ongoing
		Develop communications plan on a State /Territory basis to promote National Community Languages Schools Day ensuring each Association hold an event at the local level	December 2020	May 2021
		In cooperation with State and Territory Associations conduct ethnic and mainstream media conferences	Ongoing	Ongoing
b) engagement with ethnic media and collaboration with the Special Broadcasting Service (SBS) to promote and deliver the SBS National Languages	In partnership with SBS develop criteria of competition and process for delivery including: <ul style="list-style-type: none"> Appointing an SBS Competition coordinator Promoting competition to State and Territory Associations 	January 2021	June 2021	

Item	Deliverable	Action	Commencement	Due date
	Competition	<ul style="list-style-type: none"> Setting target of 10,000 entries 		
	c) the maintenance of the Community Languages Australia website, providing resources and support to state and territory ethnic community organisations and community languages schools	<ul style="list-style-type: none"> Undertake full review of Website and Communications policy and revamp Website Develop a Communication Plan to deliver short, medium- and long-term goals Develop branding tools for CLA Appoint Communications Officer 	July 2020	October 2020
		<ul style="list-style-type: none"> 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 	Ongoing	Dec 2020
	d) the maintenance of the Love of Language website, inducting new ambassadors to demonstrate the rich careers and pathways available to students with more than one language.	<ul style="list-style-type: none"> Undertake full review Love of Language Website 	July 2020	September 2020
		<ul style="list-style-type: none"> Introduce a minimum of 3 language ambassadors in each Jurisdictions onto the website 	Ongoing	Ongoing
		<ul style="list-style-type: none"> Create events to promote Ambassadors Seek out younger Ambassadors – Alumni from CLS 	Feb 2020	Dec 2020
	2.1.9.	Collect national data on community languages schools annually from state and territory authorities, including but not limited to student numbers, teacher numbers, teacher	<ul style="list-style-type: none"> Introduce revised contents of national survey Introduce electronic format of reporting details Prepare Annual report of CLA activities including data from S&T 	July 2020 October 2020

Item	Deliverable	Action	Commencement	Due date
	qualifications, languages, study hours and year levels and provide to the DoE annually, in addition to making data publicly available on the Community Languages Australia website.			
2.1.10.	Review, update, and publish the CLA National Quality Assurance Framework based on best practice and informed research in community languages education and provide the updated Framework to the DoE. Provide support, training and information to schools, teachers, and community languages education providers to implement practices and procedures under the National Quality Assurance Framework.	<ul style="list-style-type: none"> • Complete terms of reference for review of Quality Assurance Framework 	August 2020	August 2020
<ul style="list-style-type: none"> • Undertake review current Quality Assurance Framework 		September 2020	November 2020	
<ul style="list-style-type: none"> • Undertake a minimum of 3 State/territory workshops – consultations to discuss improving the Framework 		February 2021	July 2021	
<ul style="list-style-type: none"> • Develop a national Train the Trainer program for providing in delivering professional development on local level about the QAF 		October 2020	December 2020	
<ul style="list-style-type: none"> • Develop online training program on the use of the QAF 		Mar 2021	May 2020	
2.1.11.	Engage a consultant to support Community Languages Schools to collaborate with academics, media, peak principal, parent, student, and language associations and primary, secondary and community languages schools in order to increase Australian school student engagement with community	<ul style="list-style-type: none"> • Role to be undertaken by newly appointed Communications officer 	July 2020	Ongoing
<ul style="list-style-type: none"> • Develop a matrix of key stakeholders, their roles and responsibilities and connectivity to community language schools and work towards forming partnerships • S&T level • National Level 		August 2020	October 2020	

Item	Deliverable	Action	Commencement	Due date
	languages education.	<ul style="list-style-type: none"> Develop Manual and Guidelines for community language schools – Interacting with our key stakeholders 	Jan 2020	Mar 2020
2.2	Student Engagement			
2.2.1.	Facilitate and convene annual forums for school students brought together by Student Representative Councils at the state and national level to:			
	A) Build student awareness – social, political, cultural, economic benefits of language	Develop set of materials – Webinars and face with Chambers of commerce, Arts institutions, tertiary institutions, Fashion Festivals – the role of languages in successful program	October 2020	Ongoing
	b) Needs and interest and student views	Prepare survey to ascertain views Undertake research on Student Views Monash University	July 2020	December 2020
	c) d) Uptake and interests	Promotion and awareness Campaign outlined and managed through Communication Plan	July 2020	Ongoing
	e) Strengthen participation	Implement findings of Research by Monash – Parental view[completed]	September 2020	February 2021
	f) increase the motivation and engagement of students in learning a community language by:	Negotiate access to Year 11 and 12 results with state and territory authorities with intention of providing awards to high achievers Conduct one national students' forum	Mar 2020 February 2021	Ongoing May 2021
	i. <i>offering languages programs that are recognised and valued by</i>	Form National Working Party to implement Student Recognition Awards at local, state and territory, and national school levels	Feb 2020	Ongoing

Item	Deliverable	Action	Commencement	Due date
	<p><i>parents, school leadership, teachers, and the wider community.</i></p> <p><i>ii. recognising and celebrating student achievements within the school and broader community.</i></p> <p><i>iii. the provision of research and information to students about the cognitive, social, and practical benefits of learning a language; and</i></p> <p><i>iv. providing students with opportunities to use the language they are learning for authentic and meaningful communication.</i></p>	Continue to Promote State and Territory Teachers Awards	Ongoing	Ongoing
		Form National Working Party to review criteria and process Teacher Recognition Awards	Oct 2020	December 2020
		Facilitate State and Territory Award Events	Feb 2020	July 2020
		Introduce announcement of National Awards at annual Conferences	Ongoing	Ongoing
		Undertake research on emerging community language schools, provision of programs, resources available, need for specific Professional Development and training	August 2020	December 2020
		Undertake research -Student Voices	Current	July 2020
		Set 2 research projects in partnership with Academic Forum	November 2020	July 2021
		Produce report and action plan on ongoing research requirements	March 2020	May 2020
2.2.2.	Contribute to improving take-up and results for Year 11 – 12 students in community languages through enhancing pedagogy, curriculum and assessment process, including developing lesson plans (templates), and student reporting and assessment policies that can be shared by Community Languages	Undertake a promotional campaign targeting parents and students	October 2020	July 2021
		Undertake a series of Webinars for Year 11 and 12 Language Students Undertake S&T and national webinars – Targeting students in years 8-10 – Languages – Open the World	Mar 2020	Sept 2020

Item	Deliverable	Action	Commencement	Due date
	Schools nationally.	Develop templates for use by Community Languages Schools nationally on: <ul style="list-style-type: none"> • Curriculum • Lesson plans • Assessments and reporting policies • Student reporting 	Oct 2020	Sept 2020
		Develop a set of Criteria for Professional learning through the Academic Forum considering various entry points communities	Mar 2020	July 2020
		On basis of National survey provide professional development program for teachers' / instructors on use of video conferencing, letter writing and sharing of experiences with schools on local, national, and international levels	July 2020	
		Develop discussion paper in cooperation with Primary, Secondary Principals Associations and Schools Council Organisations: <i>'The benefits of a hosting a community language school in developing community'</i> <i>Introduce Principal – Host Schools recognition program</i>	May 2020	Sept 2020
		Conduct targeted Discussion Groups, Town Hall meetings with key stakeholders	Ongoing	Ongoing
		Continue to encourage quarterly meetings between mainstream school and community languages schools, school councils and boards of management.	Feb 2020	Ongoing

Item	Deliverable	Action	Commencement	Due date
2.2.4.	Encourage sister school relationships and collaboration to encourage the sharing of lesson plans and resources (for example, linking students from the schools to undertake or share learning activities such as talking via video links or writing to each other in the target language).	Develop discussion paper <i>'The benefits of working collaboratively – Language specific associations'</i>	Feb 2020	Dec 2020
		In consultation with AFMLTA identify existing language specific associations and discuss ways of engaging CLS	Ongoing	Ongoing
		CLA Council to examine ways of forming national language specific associations	Feb 2020	Ongoing
		At national conference provide examples of best practice – sharing of resources, expertise, and challenges	Ongoing	Ongoing
		Initiate discussions with State and Territory DET and Multicultural Affairs to discuss opportunities of sharing resources, promotion of hubs and associations in delivering social cohesion	Oct 2020	Ongoing
2.3	Support for Community Languages Schools			
2.3.1.	Support the implementation of the Australian Curriculum: Languages in Community Languages Schools nationally to improve the quality of student learning.	Academic Forum to undertake a review status of curriculum documents available to schools and identify needs	Mar 2020	June 2020
		Form and support working party of curriculum experts to provide advice on curriculum development on State and Territory levels as required <ul style="list-style-type: none"> • Curriculum development - National and language specific • Australian Curriculum and its importance and relevance to community language schools? 	April 2020	Ongoing
		Facilitate the formation of language specific language	Feb 2020	Dec 2020

Item	Deliverable	Action	Commencement	Due date
		networks		
		Develop template for developing curriculum documents	Feb 2020	Dec 2020
		Undertake ongoing and support professional development to assist emerging communities and provide mentors to assist	September 2020	Ongoing
		Conduct seminars in each jurisdiction - <i>'The elements that create high achieving schools'</i>	Ongoing	
2.3.2	Develop guidelines to assist community languages schools to work with mainstream principal associations more effectively, parent organisations and language specific and general language associations.	Prepare Manual " <i>Working with Stakeholders – Best Practices</i> "	Oct 2020	Feb 2021
		Deliver professional development for CLA Members (refer to above)	February 2021	June 2021
		Present Train the Trainer manual for delivery – Online	Ongoing	Ongoing
		Refer 2.2.3	Ongoing	Ongoing
2.3.3.	Undertake a gap analysis of professional development needs for community languages schools' teachers and leaders to identify gaps and common resources across states and territories. Based on the results, collaborate with state and territory education authorities, community languages education stakeholders, providers, and associations to develop nationally consistent professional development training and resources for community languages education for school students including:			
	a) developing curriculum and teaching resources to support the principles and practices of Australian democracy, and civics and citizenship and social cohesion initiatives, and deliver to state and territory	With the assistance of the Languages and Multicultural Education Resource Centre undertake a national audit of: <ul style="list-style-type: none"> • Materials • Resources • Professional Development and Training opportunities 	Feb 2020	Ongoing
		<ul style="list-style-type: none"> • Provide a list or resources online 	September 2020	Ongoing

Item	Deliverable	Action	Commencement	Due date
	CLA network schools	<ul style="list-style-type: none"> • Identify and promote curriculum and resources in line with Australian Curriculum and State and Territory programs 	Ongoing	Ongoing
		<ul style="list-style-type: none"> • Form working party -Subcommittee Academic Forum to study Australian Curriculum in this area, audit all Commonwealth, State and Territory curriculum materials 	September 2020	February 2021
		<ul style="list-style-type: none"> • Prepare scope for units of work – Democracy Civics and Citizenship 	August 2020	October 2020
		<ul style="list-style-type: none"> • Develop draft project plan for expanding units of work 	October 2020	October 2020
		<ul style="list-style-type: none"> • Compile a list of internet resources for the Democracy Civics and Citizenship 	Ongoing	Ongoing
		<ul style="list-style-type: none"> ○ Develop program for –Student Parent Forums each jurisdiction ○ <i>‘Being a good Australian citizen and an active global participant’</i> 	October 2020	June 2021
		<ul style="list-style-type: none"> • Continue to partner with Projects <ul style="list-style-type: none"> ○ <i>No Names – No Labels</i> ○ <i>Walk Around the World</i> ○ <i>Chatterbox</i> 	Ongoing	Ongoing
		<ul style="list-style-type: none"> • Continue to promote the delivery CLA- Australian Human Right Commission Program <i>‘Knowing You,</i> 	Ongoing	Ongoing

Item	Deliverable	Action	Commencement	Due date
		<i>Knowing Me</i> for use in schools		
		<ul style="list-style-type: none"> Develop strategies for promoting volunteerism 	October 2020	December 2020
		<ul style="list-style-type: none"> In cooperation with S&T Associations conduct forum in each State and Territory on Volunteerism in building civic understanding 	October 2020	June 2021
		<ul style="list-style-type: none"> Partner with Volunteering Australia and Volunteering Organisations in each State and Territory 	Ongoing	Ongoing
		<ul style="list-style-type: none"> CLA Council initiate support for a national cause and prepare plan for S&T Association and Schools to support as part of Harmony week 	September 2020	March 2021
	b)	<ul style="list-style-type: none"> 	March 2020	July 2020
	c) developing and making nationally available 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, including resources and classroom ideas about how to use technologies to enhance language learning	<p>Establish working party to provide advice on:</p> <ul style="list-style-type: none"> Cluster learning via technology – Delivering professional development online by clusters via Skype, Goto Meeting, Zoom, Google classroom and other platforms 		
		<ul style="list-style-type: none"> Provide professional development on the use of Google classroom – Interaction between groups 	May 2020	Ongoing
		<p>Further to work undertaken during COVID19 assess ICT, use learning, and develop work plan on resources community languages schools can sue using following criteria</p> <ul style="list-style-type: none"> How ICT improves engagement. 	Aug 2020	Ongoing

Item	Deliverable	Action	Commencement	Due date
		<ul style="list-style-type: none"> • How ICT Improves knowledge retention. • How ICT encourages individual learning. • How IC Encourages collaboration. • How Students can learn useful life skills through technology. • What are the benefits for teachers and students? 		
		<ul style="list-style-type: none"> ○ Continue to explore virtual classrooms Establish national working party of experts to develop models on creating virtual classrooms – e.g. language specific – on local, national, and international levels 	Sept 2020	Ongoing
	d) developing and making available community languages online learning modules and resources through the CLA website	<ul style="list-style-type: none"> ○ Develop action plan on use of delivery models available for the community language school classroom in the new environment 	October 2020	March 2021
	e) developing, promoting, and facilitating professional development opportunities for teachers and community languages education providers.	<ul style="list-style-type: none"> • Negotiate with State and Territory jurisdictions and associations an annual Professional development Program 	October 2020	Ongoing
		<ul style="list-style-type: none"> • Undertake a national audit of professional development needs 	October 2020	February 2021
		<ul style="list-style-type: none"> • With State and Territory Associations negotiate outcome of Academic Forum in relations to minimum standards for professional development 	Ongoing	Ongoing
		<ul style="list-style-type: none"> • CLA to deliver Professional development nationally in 	Ongoing	

Item	Deliverable	Action	Commencement	Due date
		areas listed above		
2.4	Reporting			
	2019-2020 Project Work Plan	Provide Plan to the Customers satisfaction - Milestone 1	Aug 2019	4 Sept 2019
	2019-2020 Annual Progress Report	Provide Plan to the Customers satisfaction - Milestone 2	May 2020	May 2020
	2020-2021 Project Work Plan	Provide Plan to the Customers satisfaction - Milestone 3	July 2020	July 2020
	2020-2021 Annual Progress Report	Provide Plan to the Customers satisfaction - Milestone 4	May 2021	
	2021-2022 Project Work Plan	Provide Plan to the Customers satisfaction - Milestone 5	July 2021	
	2021-2022 Annual Progress Report	Provide Plan to the Customers satisfaction - Milestone 6	May 2022	
	Final Project Report 2019-2022			

