



*Where language and culture come together*

## **NATIONAL LANGUAGES FORUM**

***A National discussion on languages education***

***The discussion, the ideas, the outcomes  
and the way forward***

**Melbourne, February 21, 2020**

## **National Languages Forum**

**The discussion, the ideas, the outcomes,  
and the way forward**

**Friday February 21, 2020**

**COASIT - Gobbo Theatre  
185 Faraday Street, Carlton, 3053**

## Community Languages Australia

- ❖ ACT Community Language Schools Association
- ❖ Community Languages Victoria
- ❖ Community Language of Tasmania
- ❖ Community Languages of Northern Territory
- ❖ Community Languages Western Australia
- ❖ Ethnic Schools Association of Queensland
- ❖ Ethnic Schools Association of South Australia
- ❖ NSW Federation of Community Language Schools

### **Community Languages Australia**

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## Preamble

Community Languages Australia (CLA) is made up of all 8 State and Territory Community Languages Associations. Collectively in 2020 there are over 100,000 students studying close to 100 languages in community settings.

As an organisation Community Languages Australia supports its members, advocates on their behalf, and develops policies that will enhance the sector.

It works closely with Federal and State Governments in all jurisdictions in a range of portfolios including Education and Multicultural Affairs. It receives support from the Australian Government, Department of Education and now known as the Department of Education, Skills and Employment.

Issues of national standards, accreditation professional development, training, curriculum, student welfare, Child Safety, ICT, Social Cohesion, Civics are but only some of the areas of interest and expertise that Community Languages Australia with its members attend to.

CLA brings together the many partners and stakeholders who have an interest in languages education, social cohesion and harmony, linguistic and cultural maintenance, and community building.

Community Languages Australia is also known for its ability to 'join the dots', 'build bridges', be a catalyst for new ideas, discussions, and promotion of policy ideas.

In 2003 it conducted a National Languages Forum with over 50 national participants from Government, Academia, and the Community.

It produced a driving document titled ***National Approach to languages education – The discussion, the ideas the outcomes and the way forward.***

Over 700 ideas condensed into 8 sections which set the path for many years.

One of the more recent structures that supports CLA is the Academic Forum, made up of academics from around Australia. The Academic Forum is an important advisory group for steering CLA activity in various areas.

On February 21, 2020, UN International Mother Tongue Day, Community Languages Australia invited the Federal Minister for Education, Hon Dan Tehan and again over 50 participants nationally to an open a discussion, convened with the purpose of considering proposals for a National Languages Strategy which is currently being formulated. For some it was Strategy for others it was Policy.

The important thing was that committed practitioners including representatives of our Indigenous communities, Government, Academia, Community and community language schools and Schools of Languages again came together. All for one and one for all in our journey.

The Forum again provided insight, proposals, ideas, and recommendations to assist in driving the languages education agenda in Australia.

This document is the outcome of those discussions and it is Community Languages Australia's contribution to furthering the national dialogue.

We feel proud that we were able to bring the minister and participants from corners of Australia together and we thank them for their commitment, input, and support.

This is not the final road map, it's not even the final plan, it is a set of ideas that hopefully will stimulate ongoing discussion and hopefully lead to the road map and that we have all recognized is needed to advance languages education and cultural maintenance in Australia . It is one building block to making Australia as stronger player in the world we find ourselves in.

We can do it!

**Stefan Romaniw OAM**  
**Executive Director**

## Executive Summary

The first topic considered was to determine what might be best achieved by the National Strategy exercise and the results were marshalled under several headings:

- Greater clarity of purpose and direction
- Closer coordination between governments, schools, and community
- Recognition of the role of indigenous languages
- A range of specific language education outcomes
- Issues related to sustainable resourcing, and
- Ways and means of ensuring stakeholder engagement.

Several key themes emerged from the hundreds of suggestions captured:

Clarity and direction and an overall blueprint, universal access and equity provisions, the need for support and resourcing, understanding language as the subtext of a culture, a mix of the practical and the academic, ensuring the states don't abrogate funding roles given commonwealth contributions, the federal, states and territories collaboration through COAG (Council of Australian Governments), role for home-based learning, the importance of community and school partnerships, the need to link mainstream and community language networks in partnerships, promoting the uptake of languages and combatting the prevailing monolingualism mindset.

The second topic addressed was an invitation to consider the possible building blocks for such a national strategy document. These were the headings:

- Sustainable funding
- Clear policy settings
- Developing appropriate learning environments
- Collaborative endeavours
- Professional development options
- Promotion and awareness raising
- Stakeholder alignment

The themes were consistent with previous comments and in line with the overall objectives:

Improving teacher development by investment in professional development and certification, challenging a monolingual mindset, building around effective pedagogies, linkages between learning English and improving literacy, student engagement and motivation through language, the need for teacher career paths, quality assurance and evaluation, connecting culture with language, providing tools for advocacy, embedding language education within the school development plan, the need for stakeholder buy-in, managing rewards and sanctions, engaging the school leadership team, the value of language immersion programs, guaranteed long-term funding, gaining a higher status for multi-lingual practitioners, clear protocols for mainstream and community liaison and practice, celebrating and showcasing success, mentoring, developing a profile of culture, language and knowledge, addressing digital language development, supporting innovative and blended pedagogies, a focus on facilitating learning rather than teaching.

The final topic discussed related to the 'how' or the ways and means of progressing any of the possible recommendations that come forward and the following headings were developed:

- Setting priorities
- Active collaboration
- Online learning options
- Professional development initiatives
- Promotion and campaigning
- Resourcing issues, and
- Teacher support proposals

Participants were invited to make their own specific recommendations arising from that discussion as follows:

- Undertake a literature review of all previous recommendations from previous reports and assess what has been achieved and what is still relevant and viable to build on. Avoid wasting resources and reinventing the wheel.
- Build on what we already have e.g. The Melbourne declaration and the new Alice Springs declaration (which made little reference to languages education).
- For a good strategy to be put in place, you need a solid policy with bipartisan support in place but without internal consistency in that policy the strategy will not succeed.
- Acknowledge First Indigenous languages in genuine ways and champion recognition of First Peoples' languages both in Australia and internationally. The strategy needs to make a statement that Australia recognizes, as a human right, First Peoples' languages.
- Make sure there is significant representation of the community languages sector and the indigenous languages sector within any national strategy.
- Advocates should jointly sign any document addressed to the Minister, not to the bureaucracy.
- Ensure significant ongoing funding to support the implementation of the strategy and ensure a well-funded strategy and policy outcomes.
- Introduce innovative approaches from the findings of neuroscience: for example, using audio-psycho-phonology (Dr. Tomaris).
- Promote the advantage of community languages to the wider public to gain their support and to achieve an understanding of how community languages help facilitate daily life for individuals.
- Every Australian should have the option to learn an Aboriginal language.
- Learning indigenous languages will bring back a respectable way of responsible hunting, maintaining the culture, looking after wildlife, and looking after Country.
- Ability to access language education from birth to adulthood. Allow for lifelong learning and mandate all children to learn more than one language.
- Recognize the right of every child in Australia to learn an additional language.
- Develop a National Languages Policy, not just a plan and strategy and include all possible languages as well as English.
- Need for the type of synergy that can break down state/territory boundaries.
- Challenge monolingual mindsets within business and more broadly – in government, community and grassroot movements.
- Need for aspirational as well as realistic goals – a staged approach towards the aspirational goals.
- Re-imagine the role that languages might play in society.
- Promote mainstream languages education and normalize their role in the curriculum.
- Support multilingual families through language education initiatives.
- Listen to and rely on the experts, but while the experts need to be consulted, it is critical to test the waters with educational and community language providers across states and territories.
- More funding and support are needed for the revitalization and reclamation of Victorian aboriginal languages.
- The provision of Community Languages education should be treated with equal respect and there should be transparency in the provision of resources that can benefit all concerned.

- SBS is recognized as an institution which is essential for language learning and language retention. It gives exposure to languages for all Australians by building appreciation, even for those not learning specific languages.
- Underline the importance of access and equity in learning languages.
- Gain government acknowledgement of multi-lingualism in our community. Need the government to walk the talk and support the study of languages up to year 12 with quality and rigorous programs.
- Develop a joined-up recommendation to Government to change the language question in the Census to truly capture the depth and breadth of languages spoken in Australia.
- Revisit the previous **Great Schools Network** initiative – a mechanism aimed at bringing together mainstream and community languages schools.

## Participants contributions

### 1. What a national strategy on languages teaching might achieve:

#### 1.1 Greater clarity of purpose

- Sixty-seven (67) existing reports would indicate that something major needs to be changed but why do we need three years to rehash what has already been done? It is time for action, not just advocacy!
- Develops an evidence-based, academically informed strategy with the recognition that targets often fail because they are too ambitious and they need to be realistic.
- Provides recognition of CLIL as a pedagogy to be better supported and embedded.
- Provides an audit of strengths and where the gaps are - such an 'audit' is needed to work towards a direction.
- Strategy needs to address the important issues e.g. Resources, teaching models and pedagogy, quality assurance, professional development and community and professional mindsets.
- A document which will give direction to schools and a commitment with appropriate follow through and adequate funding recommendations.
- Discovering ways to measure the success of language education and the national benefit e.g. its role in maintaining social cohesion or its role in inspiring and driving innovation.
- A strategy should increase public awareness of languages strategy and goals and provide direction and an agreed standard for learning and clear outcomes.
- Call our learning area what it is, not what it is not (English). Drop the notion of LOTE (Languages other than English).
- Maintains equity and sustainability in its recommendations.
- The strategy should guarantee the status of language education which needs to be fully supported.
- Helps the general public to better understand the importance of learning languages.
- Children need to know the importance of language education before it is too late in their learning cycle.
- Changing the monolingual mindset starts with mainstream schools with mainstream schools being prepared to promote community languages schools in their area.
- A unified vision that can ensure that languages are taken seriously and a blueprint that keeps everyone on track, accountable and working together.
- A comprehensive policy that encompasses all languages and communities with clarity of purpose.
- Languages should be core not electives with a more holistic curriculum or syllabus, connected to living languages.
- Recognition and valuing that language becomes the glue that anchors our identity as a nation.



## 1.2 Closer coordination

- An equitable approach and value for all languages. Acknowledgement of the diversity of languages, including classical and indigenous languages, and the need for quality languages education for all students.
- Common entitlement to languages learning for all students across Australia.
- Clear connectivity and communication between systems, areas, States and Territories to overcome the challenges of working in silos.
- Recommends strategies to assist the portability for students moving across Australia (when shifting states or territories).
- Ways and means of overcoming existing bureaucratic obstacles.
- Inspires a review of the Census question for languages to truly capture the depth and breadth of languages spoken in Australia.
- Provides for national coordination of access to courses in schools and universities.

## 1.3 Recognition of the role of Indigenous languages

- Increased Indigenous participation and an increased number of teachers in Indigenous Languages education to achieve equity and access.
- Encourage non-Indigenous children to learn Aboriginal languages.
- Enables the introduction of aboriginal languages in capital city schools, not just in rural areas.
- Recognizes indigenous languages and learning on and from country.
- Offers learning in the languages of the students - especially in indigenous communities
- Recommendations that build on the Eight Ways framework of Aboriginal learning - resourced with a culturally relevant model of teaching for indigenous students
- Deepen mutual intercultural understanding and makes sure Aboriginal communities are involved and emphasize the connection with culture and country.

## 1.4 A range of language education outcomes

- Learning languages strengthens identity and improves intercultural understandings in a multilingual and multicultural knowledge society.
- Advising that monolingualism does not prepare kids for the future and demonstrating how monolingualism will make Australia a backwater.
- Make sure people understand we teach literacy in languages, the written not just the spoken word, because of NAPLAN (National Assessment Program-Literacy and Numeracy)
- Asia National strategy will bring the whole nation working together – with the same goals and sharing resources to ensure its successful implementation.
- Presenting a uniform message of the importance of languages and adopting a holistic view - embracing all languages including English.
- Promoting a recognition that languages provide more than a subject area in schools.
- Language maintenance and revitalization by reinvigorating languages as a learning area.
- Reaching regional and remote Australians around the importance of bi-lingualism.

- Social cohesion, inclusion, and integration, strengthening democratic citizenship within multilingual societies.
- Recommendations that increase the uptake and retention of students taking on languages.
- Sends a clear message to the world about Australia's strength and capacity - looking outward as well as inwards.
- Languages are the basis of all education.
- Closing the gap is impossible if you do not recognize the languages that kids bring to school from home.
- Affirms the cognitive benefit of language learning.
- Promotes the synergy of community, and the priority of languages.
- Provides programs for Australians going overseas to immerse themselves in language education.
- Awareness raising - a different approach to initial teacher education.
- Learning literacy and numeracy in heritage languages transfers/empowers to English.
- Treating languages at Year 12 level as a pre-requisite for university entrance.
- Strengthening the relationship between languages and a sense of belonging as languages are linked to identity.
- Complements the increased focus on retaining identity to improve social cohesion (as opposed to previous calls for assimilation).
- Recognizing the connection of languages with literacy. Learning languages enhances literacy skills overall, starting with the pre-schooling sector.
- Realizing the authentic use of language - provides opportunities for students to practice their use of language as well as acknowledge and build on their home language.
- Assists in student retention in senior secondary level, particularly where English is a second language and their home language works for them.
- Needs to recommend adequate time in which to teach a language - a serious approach to the teaching of languages is pivotal.
- Highlights the power of personalized learning and its role in providing opportunities to learn and maintain mother tongue languages.
- Making languages a specialization for primary teaching and underwriting the value of all languages - not just a selection.
- Considering compulsory languages with continuous pathways from early years to senior secondary.

## 1.5 Resourcing issues

- Engage in a social media campaign to promote the value of learning languages.
- Supports community and school-based quality language learning and increases the time involved and the quality of languages education.
- Initial teacher education needs to connect culture, language, and curriculum with the inclusion of English as an additional language strategy.
- Recommends a pipeline of teachers to teach languages.
- Recommends curriculum redesign to leave proper space for learning languages.

- Ensures adequate resources to support the teaching of languages and to assist with the training and implementation of the strategic outcomes. However, the States must be barred from reducing their funding when Federal government contributes.
- Gets serious about the role of primary languages and secures adequate longer-term funding along with clearly stated and accountable outcomes.
- Supports needed resources for home use so parents can support their students' learning.

## 1.6 Ways and means for stakeholder engagement

- Strategies need to ensure buy-in from states and territories.
- Changing the mindset of all Australians to accept bilingualism as the norm is a whole of community project as a sustained endeavor and cooperation with ethnic schools is very important and would involve an inclusive strategy for all language organizations - national and state/territories.
- Addresses the issue of seeing after-hours programs as second class - needs to respect the many stakeholders with more connection between mainstream and after-hours to ensure connectivity and continuity.
- Provides students with a voice - it allows an opportunity to listen to the students and needs to find ways to hear from the community.
- The strategy should inform, not just our community of practice, but work to inform governments to influence appropriate decision making. It needs to be both academic and practical.
- An opportunity to highlight the existing grassroots network of schools and community language schools.
- That all Australian children become multilingual and every child in Australia has access to quality language learning with greater government awareness which results in enough ongoing funding.
- People understand the ecology of languages and how the mother language versus any second language.
- Acknowledge and strengthen languages as a national priority with a commitment from all sectors and with strong partnerships between home and school.
- Evaluate the program with 12 clusters of primary and secondary schools working together.

### Themes:

Clarity and direction and an overall blueprint, universal access and equity provisions, the need for support and resourcing, understanding language as the subtext of a culture, a mix of the practical and the academic, ensuring the states don't abrogate funding roles given commonwealth contributions, the federal, states and territories collaboration through COAG (Council of Australian Governments), role for home-based learning, the importance of community and school partnerships, the need to link mainstream and community language networks in partnerships, promoting the uptake of languages and combatting the prevailing monolingualism mindset.

## 2. Major building blocks for a national strategy:

### 2.1 Sustainable funding

- Long term leadership for languages education needing money to support its implementation.
- Securing enough money in school budgets.
- Quality assurance and evaluation of where money is spent and how! (Not always used for what it is supposed to be used for)
- Recognizing that earmarked funding can cut off opportunities for innovation.
- Guaranteed long time funding rather than project funding.
- Overcoming barriers to languages programs requires Federal government funding as well as its preparedness to withhold funding from those states/territories that do not comply.
- Resources to assist with the training and implementation to maintain the quality of the desired outcomes as well as teacher competency and quality.

### 2.2 Clear policy settings

- Developing clear, well-articulated and sustainable strategies with provision for implementation over the short, medium, and long-term and ensuring clear governance structures are in place.
- Recognizing the different needs of community language schools and mainstream languages education.
- Ensuring a sound policy position as the foundation. Involving all the stakeholders - especially those that are engaged and interested.
- Achieving bipartisan support for strategic outcomes should be an objective in gaining government and community support for bilingual schools.
- Gaining recognition from school and system leaders of the importance and value of language and cultural knowledge.
- Putting a clear structure in place where Federal and States/Territories have an agreed framework.
- We need to get the ecology right between English and multilingualism.
- Equity of access and quality of provision and delivery - teacher qualifications, infrastructure, and core principles need to functionally align.
- Need to differentiate between teaching a language and using a language to learn.

### 2.3 Developing appropriate learning environments

- Improve language teacher education at both pre-service and in-service levels.
- Encourage further use of other languages in training and testing.
- The strategy should apply a higher-level direction but allow for language learning to accommodate the context of the school or other educational providers in the area.
- Need to address structural issues. For example, 30 minutes is not enough language learning time in the structure.
- Address the challenge in managing and designing the progression from primary to secondary levels.

- Need clear identification of areas of weakness and efforts to improve the situation in specific contexts (there is a lot of bad practice out there which is hard to identify)
- Support bottom-up projects. Need to be bottom-up because the focus needs to be on teacher/student relationships.
- Put stronger focus on facilitating learning rather than teaching. Need more emphasis on creating learning environments for teachers, students, and community alike.
- Encourage a triadic learning model that integrates the students, the community teacher, and the formal teacher.
- Co-designed pedagogies. Promote opportunities for the community, as well as students in peer to peer learning environment, to devise the curriculum - or work together with the support of professionals.
- Acknowledge languages as the basis for the learning of the kids who are speaking them.
- Graduate teacher skills should involve an openness to things that are unknown as well as the capacity to listen to their community.
- Connecting culture with language involving school, home, and community through a sympathetic community mindset.
- Bilingual or immersion programs recognizing that some languages do not have a specific curriculum.
- Ensure a consistency of approach - honoring and respecting culture, language, and knowledge.
- Community languages school programs should be recognized for both after-hours and insertion class programs which can also provide a strong link with mainstream schools.
- Build language into the fabric of the curriculum and not just have it restricted to 'language lessons'.
- Update understanding of contemporary languages and cultures as reflected in teaching resources and staff development initiatives.
- Regarding a curriculum - we already have a national curriculum, including many documents, and all the works been done – we do not need to reinvent it.

#### 2.4 Collaborative endeavors

- Professional respect and stronger partnerships by all affiliated with languages education (including the professional and community organizations).
- Supporting organizations outside of mainstream schools through better relationships between schools and their community.
- Establish a suitable mechanism to support 'supra-state/territory/jurisdictions' sharing and collaborating with state and territory coordination and commitment - and ensuring that it aligns functionally by maintaining consistency in state and territory policies.
- Create cultural/community liaison roles.

#### 2.5 Professional Development Options

- Achieving a well-trained workforce with quality teaching competency and a working knowledge of relevant pedagogies. Teacher training is the main thing that can achieve quality assurance.
- Ensuring quality language teaching and learning by investing in professional teacher learning.
- Streamlining and sharing best pedagogical practices

- Support is needed for languages teachers to deliver quality language programs and for school leaders to understand how best to enable quality languages teaching, including release funding.
- Supporting mentoring and sharing of teaching expertise amongst language teachers.
- Languages education need to be considered part of each school development plan – ref: New Zealand.
- Delivering multilingual assessments and the certification of senior secondary achievements in languages teaching.

## 2.6 Promotion and awareness raising

- Make better use mainstream media and social media as vehicles for advocacy.
- Recognize the strength and resource of Aboriginal teachers.
- Build and recognize a better understanding of CLIL (Content and Languages Integrated Learning) as a purposeful use of languages.
- Highlight language education's capacity to assist with literacy requirements.
- Develop communication plans to assist with the implementation for the strategic outcomes.
- Ensure that language is seen as supporting a focus on innovation – including the need to address any necessary checks and balances.
- Develop an effective communication strategy to promote the advantages of community languages education and to get support from mainstream schools (to use their facilities, etc.)
- Showcase and share success stories to celebrate and to promote further success.
- Recognize the need and value of evidence-based research based on languages teaching and learning.
- There is a need to demonstrate its relevance to rest of the curriculum to counter any argument of crowded curriculum. For example, showing a link between a promotion of learning languages and learning English and improving literacy.

## 2.7 Stakeholder alignment

- Changing the mindset of employers in relation to language skills
- School principals in the mainstream need to be sensitized to the importance and benefits of language education.
- Language teachers should not be marginalized in the minds of leaders.
- Putting in place a pipeline of teachers to do the work and investing in training to retain teachers and develop flexible pathways to teacher accreditation.
- Maintaining bipartisan 'friends of multilingualism' within each parliament.
- Political pressure groups
- Addressing a lack of career paths for languages teachers.
- Engagement with key stakeholders - policy developers, COAG (Council of Australian Governments) Depts of Education, Schools, and community
- A better system for recognition of language learning which would require cooperation between COAG and the states.
- The quality of the teachers and the commitment to engaging students in the classroom.

- Commitment and leadership are currently missing and decision makers currently have a monolingual mindset. Perhaps we need to encourage the training of multilingual principals.

## Themes.

Improving teacher development by investment in professional development and certification, challenging a monolingual mindset, building around effective pedagogies, linkages between learning English and improving literacy, student engagement and motivation through language, the need for teacher career paths, quality assurance and evaluation, connecting culture with language, providing tools for advocacy, embedding language education within the school development plan, the need for stakeholder buy-in, managing rewards and sanctions, engaging the school leadership team, the value of language immersion programs, guaranteed long-term funding, gaining a higher status for multilingual practitioners, clear protocols for mainstream and community liaison and practice, celebrating and showcasing success, mentoring, developing a profile of culture, language and knowledge, addressing digital language development, supporting innovative and blended pedagogies, a focus on facilitating learning rather than teaching.

### 3. Ways and means:

#### 3.1 Setting Priorities

- Value multi-lingualism in mainstream classrooms within schools and mount the pressure for teaching languages to all Australian students
- Review scaling for tertiary entrance to ensure equity across languages.
- Ensure Community Languages Australia (representing community language schools although not only focusing on languages education) are well represented in framing the national language strategy.
- Make sure that languages remain at the center of curriculum. Decouple language classes from 'no instructional' time and 'free periods' and do not release languages instruction from face to face.
- Move from a literacy focus alone towards literacies/biliteracy. Identify successful models and determine how to replicate them. For example, assess several integrated initiatives which are based on realistic expectations and objectives.
- Make languages necessary in the school leaders' minds. Support principals to build an understanding amongst school leaders about what constitutes a quality languages program.
- Consider successful models based on research and evaluation but avoid reinventing the wheel but rather enhance what is already there that is working well.
- Ensure initial access and continuity of learning e.g. The right to learn your language all the way through schooling.

#### 3.2 Active collaboration

- Create a network of schools, communities and community language schools across state and territories and promote closer connection between community language and mainstream schools.
- Be prepared to network and share with all educators in languages education. Do not work in silos, but involve and share practice wisdom professionally and ethically
- Agree not to compete among ourselves but work together to enhance the potential outputs from these strategies.

- Encourage the sharing of resources and collaboration between Community Language and mainstream schools.
- Encourage better collaboration between state and territory sectors to share the best initiatives programs across the country
- Encourage university languages programs to collaborate with schools - federal government funds universities so we need to make some impact there.
- Explicit recognition of levels of language skills, sharing initiatives across state and territories best practice, build bridges between schools and universities around language skill development, Indigenous language teacher training, quality online resources to promote equity and access, commitment of time and quality learning,
- Enable broad networking and collaboration across all systems from Kindergarten through to university.
- Negotiate trans-state/territory agreements that support the delivery of language programs and encourage more liaison across the various sectors.

### 3.3 Online learning options

- Foster the provision of small candidate languages and consider addressing social media texting as a digital form of language. Include community languages (spoken by few people only) which need to be represented, because they are important for individual relationships.
- Design more access to online and group learning via the net and provide more support to address the attrition rate and the isolation of languages teachers.
- Maintain a focus on the use of the internet in distance delivery to get language learning happening where there is a difficulty attracting teachers.
- Ensure timetabling permits students to access chosen language via distance education if not provided within the school.
- Ensure access and equity through quality online resources.

### 3.4 Professional development initiatives

- Invest in initial and re-training scholarships and other support mechanisms to enhance teacher training - especially for those specializing in Aboriginal and bilingual Australians.
- Provide pedagogical and linguistic professional learning and build a holistic and triadic pedagogical strategy to encourage an effective mix of student, community, and teachers. The aim is to break the didactic and teacher/student model and to add value through this type of facilitated approach to learning model.
- Embed models of game theory within language learning.

### 3.5 Promotion and campaigning

- Mount a national campaign for changing mindsets concerning language learning. It needs a clever approach to make the integration of the CLA strategy attractive.
- Advocate for languages learning from the top! Universities have prestige – we need to use it!
- National advertising campaign to promote the benefits of multilingualism.
- Clarify the status of Languages Diplomas at universities – use them to encourage students in other areas to add a language to their major.
- Create a multilingual language movement through a series of campaigns.



- Ensure regular and frequent engagement with languages and support language learning from as early in education as possible (in the Primary setting the role of classroom teachers is key).

### 3.6 Resourcing issues

- Ensure there is a commitment of time and quality for language programs. Create minimum standards for their delivery – e.g. enough time on the task to give students a sense of achievement.
- If teacher supply is a problem, take steps for the recognition of overseas qualifications.
- Make sure teacher education and staffing levels are sufficient to enable quality languages teaching. Languages and culture education should be compulsory units for pre-service teachers.
- Reduce fees for Community Language School teachers to join their local MLTA (Modern Languages Teachers Association).
- Advocate for the establishment of a dedicated school of languages in each state and territory under the auspice of a National body for the teaching of quality languages programs.

### 3.7 Teacher support proposals

- Measure and evaluate the literacy skills developed through all language.
- Build on the momentum of early language learning such as ELLA (Early Learning Languages Australia) as well as the Western Australian Department of Education and Training's program which supports Aboriginal languages teacher training.
- Support for IELTS (International English Language Testing System) and other English requirements to get TQI (Teacher Quality Institute). Provide assistance for prospective teachers preparing for the test.
- Support for community members to be languages teachers – as part of a team approach with specific teacher training or languages 'nest'.
- Develop a specific language teaching course - classified as teachers' professional development but not involving a full four-year training – while enjoying the same status.
- Provide free quality and educationally recognized professional development options for community language teachers.
- Expand support for generalist teachers to be able to embrace language learning through language specialization in line with TEMAG's (Teacher Education Ministerial Advisory Group) recommendations.
- Focus on incorporating flexible delivery models, blended learning, and the sharing of human resources.

#### 4. *Specific recommendations:*

- Undertake a literature review of all previous recommendations from previous reports and assess what has been achieved and what is still relevant and viable to build on. Avoid wasting resources and reinventing the wheel.
- Build on what we already have e.g. The Melbourne declaration and the new Alice Springs declaration (which made little reference to languages education).
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- Support multilingual families through language education initiatives.
- Listen to and rely on the experts, but while the experts need to be consulted, it is critical to test the waters with educational and community language providers across states and territories.
- More funding and support are needed for the revitalization and reclamation of Victorian aboriginal languages.
- The provision of Community Languages education should be treated with equal respect and there should be transparency in the provision of resources that can benefit all concerned.

- SBS is recognized as an institution which is essential for language learning and language retention. It gives exposure to languages for all Australians by building appreciation, even for those not learning specific languages.
- Underline the importance of access and equity in learning languages.
- Gain government acknowledgement of multi-lingualism in our community. Need the government to walk the talk and support the study of languages up to year 12 with quality and rigorous programs.
- Develop a joined-up recommendation to Government to change the language question in the Census to truly capture the depth and breadth of languages spoken in Australia.
- Revisit the previous **Great Schools Network** initiative – a mechanism aimed at bringing together mainstream and community languages schools.

## PARTICIPANTS

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