

ACADEMIC FORUM

FRIDAY, MARCH 3, 2023

10.00 am - 2.00 pm AEST





Where language and culture come together

AFESA COMMUNITY LANGUAGES AUSTRALIA

Where language and culture come together

189 Faraday Street, Carlton, Victoria 3053

Tel (03) 9349 2683 Fax: (03) 9349 2698

Email: info@communitylanguages.org.au

ABN 596 459 431 12

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ACADEMIC FORUM'S PURPOSE

Community Languages Australia initiated the Academic Forum several years ago.

Its objectives are to provide CLA with:

- ❖ Advice on the delivery of languages education in CLS
- ❖ Ideas on how to improve program delivery – Be an incubator
- ❖ Guidance on areas of research that CLA may wish to undertake
- ❖ Assist CLA to further its objective

The Forum is also seen as a vehicle to discuss and promote national languages policies and strategies.

It is an advisory body.

Members come from a range of universities and agencies from around Australia.

Participants are encouraged to provide details of others who may wish to join the Forum.



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PARTICIPANTS

Dr Mandy Scott

Honorary Lecturer, School of Literature, Languages and Linguistics (ANU)

Dr Jing Qi

Senior Lecturer (RMIT University)

Brett Shuttleworth

Executive Officer (Community Language Schools SA)

Enzo Sirna

President (Community Languages WA)

Dr Fuxin Li

ACTCLSA

Binh Nguyen

CLASA

Irene Bayldon

ESAQ

Tassos Douvartzidis

AFESA-CLA

Enzo Sirna

CLSWA

Palutea Naufahu

ACTCLSA

Prof John Hajek FAHA

Acting Head of School (University of Melbourne)

Dr Teresa De Fazio OAM (MAICD)

Assoc Prof Kerry Mullan

RMIT

Kazi Golam Sabbir

CLSTAS

Prof Jane Southcott

Monash University



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Lúcia Johns

NSWFCLS

Alex Di Prinzio

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Michael Christodoulou

NSWFCLS

Dr Liliana Yazdanpanah

Monash University

Prof Mark Rose

Deakin University

Ken Cruickshank

University of Sydney

Angela Scarino

University of SA

Dr Maria Gindidis

Monash University

Prof Roland Sussex

Queensland

Fahry Abubaker

Community Languages Victoria/Community Languages Australia

Stefan Romaniw, OAM

Community Languages Australia

Neda Erjaei

Community Languages Victoria/Community Languages Australia

Heba El-Hakim

Community Languages Victoria/Community Languages Australia



PROGRAM

1. Welcome

Tassos Douvartzidis, Chairman AFESA-CLA

2. Apologies

3. Conflict of Interest Declaration

4. AFESA-CLA and Member Activity

Stefan Romaniw, OAM

- An overview of CLA activities in 2022

5. Participants - Sharing & Caring

- Is anything exciting happening in your patch?
- Participants to do a 3-minute share of something exciting happening in their workspace

6. Topics for Discussion

- **ACCREDITATION PROCESS**

Fahry Abubaker, Executive Officer CLA

- What is in place already? Links previously sent
- What would be the common criteria for a sound national accreditation process for community language schools?
- How do we accommodate the fact that different S&T have different requirements?
- How do we accommodate the fact that there are many different capability levels in schools (e.g. large schools, small schools and emerging communities)
- How can we work together to provide support on a S&T level and national level?



○ **IMAGINING THE FUTURE**

Dr Maria Gindidis, Monash University

Heba El-Hakim, CLA

- i. Assessing current needs and expectations (surveys, parent forums, student focus groups, teacher feedback, school leaders networks)
- ii. How to think outside the box (see page 5: Case Study: Albert Park College)
- iii. Communities of Practice
- iv. What will schools be like in the future?
- v. What do we hope to achieve through CLS programs?

○ **INDIGENOUS RELATIONSHIPS**

Prof Mark Rose, Deakin University

7. Other Issues

- Academic Forum - Conference of Academics
 - i. CLS - Their needs? Their future?
 - ii. What research is required to obtain the answer?

8. Date of Next Forum

- June 2023 (second half of 2023)
- Academics Conference

9. Close



CASE STUDY - ALBERT PARK COLLEGE

[The school which is redefining Aussie education as we know it](#)



Joe Hildebrand

3 min read

February 20, 2023 - 5:00AM

Thinking Outside The Box

Example of a successful school model: Albert Park College

Obviously it's horses for courses

Inside Albert Park College

- Opened 2011 after previous school closed down due to plummeting enrolments
- Now has 1600 students and 209 staff across five campuses
- 90 per cent of students from local community
- 27 per cent of students from disadvantaged backgrounds
- Strong focus on arts, technology and STEM
- Enormous music program
- Every student has Apple device for easy connectivity
- Limitless student clubs network in which any student can start a club with teacher support
- Separate campus for year 9 students
- Online curriculum updated weekly that every student can access
- Major emphasis on teacher professional development and student wellbeing
- Winner 2021 TES Australian School of the Year and Education Perfect Secondary School of Year.

Albert Park College reopened in 2011 with new focus due to failing enrolment.

First, there are no fences. Students are able to move around between its five campuses as they need to.



Second, there are no bells. Students are expected to get to where they need to be on time the same way everyone else does.

Third, there are no photocopiers. Well, maybe a couple. But it doesn't waste money on old or unnecessary technology.

Fourth, there is no Android. Students all have Apple devices and those who can't afford them are assisted by the school.

This ensures everybody's work is easily compatible and teachers don't waste precious classroom time on technical problems.

Fifth, there are a lot of open fireplaces for communal discussion and gatherings.

Sixth, teachers can bring their dogs to school, which I think is a bit like the fireplaces. It's about making school less sanitised and remote from the real world and more like... Well, the real world.

Seventh, they get their students out in the real world. There are endless arrangements with the local council and outside organisations that give kids hands-on experience.

Eighth, they hustle. Any chance to approach a local business to chip in for a new facility or initiative they take. So somehow they got a nearby shipping company to pay for a mini-aquarium.

Ninth, they have pride. Kids wear a full school uniform with blazers and ties that are the equal of any of the prestigious private schools that surround them.

Tenth, they have respect. Students are expected to call their teachers Mr or Miss and there is zero tolerance for students not being respectful and kind to each other.

And that's just the start. Or rather it's the **foundation for the academic excellence** that follows but here again it operates outside the box.

Critical to the school's high performance is, ironically enough, low performance. **Each class is effectively taught at five levels.**



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Students work at their level rather than an arbitrary one-size-fits-all standard.

The teacher will introduce the subject or theme of a given lesson and the kids are then able to do the coursework based on where they are at, with all the necessary resources available to them online — including, critically, any previous information they feel they might have missed.

This ensures no student slips through the cracks and ends up in a vicious cycle of falling further and further behind.

Winner of 2021 TES Australian School of the Year and Education Perfect Secondary School of the Year

Importance of educators coming together to research, test and implement new strategies and models or provide research to back up current successful models.