COMMUNITY LANGUAGES AUSTRALIA

Annual Report 2022

Where language and culture come together

Australian Government

Department of Education

The Department of Education is supporting Community Language School Education in Australia through the 2019-2022 Project.

Published by AFESA - Community Languages Australia
Level 2, 189 Faraday St, Carlton, VIC 3053
September 2023
© AFESA- Community Languages Australia. 2023

© 2023 Community Languages Australia. All Rights Reserved.

AFESA - Community Languages Australia acknowledges the Traditional Owners of Country throughout Australia and their continuing connection to land, waters and community. We pay our respects to them, their cultures, languages, and Elders past, present and emerging.

Our Work

In this together, thinking nationally, acting locally

© 2023 Community Languages Australia. All Rights Reserved.

Table of Contents

Table of Contents 5

Introduction 7

About Community Languages Australia 8

- Organisational Structure 8
- Council Members 9
- The Secretariat 10
- Governance Policy 11

The Department of Education's Project Plan 12

Strategic Position 13

- Our Strategic Purpose 13
- Support to Member Associations 14

Quality Assurance Framework 15

- Purpose 15
- Background 15
- The Newly Revised QAF 16
- The Eight Dimensions of the QAF 16
- Timeline of Activities 19

National Events 20

- Council Meetings 20
- Academic Forums 20
- Executive Officer Forums 20
- National Conference 20

Professional Development 21

- Registered Training Organisation 21
- National Training 22

Child Safety 30

- Child Safe Organisations 30
- National Principles 31
- Child Safety, Equal Opportunity & Cyber Safety 34

© 2023 Community Languages Australia. All Rights Reserved.

Table of Contents

Communications Strategy 35
- Communications Principles 35
- Communications Objectives 36
- 2022 Achievements 37

Sector Research 45
- Student Voices Research by Monash University 45
- Surveys 47

Advocacy & National Involvement 49
- AFMLTA 49

Community Language Schools Across Australia - A Snapshot 50
- 2022 National Data 50
- Languages Taught 50
- Number of Schools 51
- Number of Students 52
- Number of Teachers 53
- Summary Table (Numbers) 54
- Enrolments by Languages Taught 55

Looking Into The Future 63

© 2023 Community Languages Australia. All Rights Reserved.

Introduction

The year 2022 presented its own set of challenges for education across Australia as community language schools began their return back to face-to-face education following the resumption of the COVID-19 pandemic. The highlight of this year was National Conference which resumed activities in October 2022 following a three-year hiatus. The Conference was entitled *Imagining New Horizons - The Roadmap Forward in Languages Education* and included a great set of speakers and a keynote address by Dr Maria Gindidis on *Pushing the Boundaries : Rethinking Traditional Models of Learning and Teaching in Community Languages Schools*.

AFESA-CLA continued to support and assess the needs of schools, educators, administrators, and students. The valuable insights gathered were then utilised to strengthen existing programs and provide targeted support through our collaboration with State and Territory Associations. Recognising the pivotal role played by these associations in directly assisting schools, CLA ensured that the programs and support offered were aligned with the identified needs.

Despite all limitations imposed by the aftermath of the pandemic, community language schools across Australia demonstrated immense resilience and adaptability. Their unwavering commitment to preserving multilingual education served as a testament to the dedication of educators, administrators, and students alike. In this report, we aim to shed light on the collective efforts of CLA, State & Territory Associations, and community language schools throughout 2022. By sharing ongoing initiatives and identifying key focus areas for the coming year, we strive to foster a continued spirit of collaboration and innovation.

As we embark on a new year, CLA remains steadfast in our commitment to supporting and promoting multilingual education. We extend our gratitude to the Department of Education for their ongoing partnership and support, and we are excited to share the achievements and aspirations of CLA and the community language sector in this Annual Report for 2022.

Tassos Douvartzides
Chairman

Stefan Romaniw, OAM
Executive Director

© 2023 Community Languages Australia. All Rights Reserved.

About Community Languages Australia

Organisational Structure

Community Languages Australia (CLA), officially called AFESA-Community Languages Australia (AFESA-CLA) is a national incorporated not-for-profit organisation. It is registered with Consumer Affairs Victoria and must provide an annual audited statement and report from the Annual General Meeting.

The National Council, which consists of two representatives of each state and territory, drives CLA's policy developments. A National Secretariat undertakes the management of the operations.

Members of AFESA-CLA are:

- Australian Capital Territory Community Languages Schools Association (ACTCLSA)
- Community Languages Northern Territory (CLNT)
- Ethnic Schools Association Queensland Inc. (ESAQ)
- Community Languages Tasmania (CLTAS)
- Community Languages Victoria Inc. (CLV)
- Community Languages Western Australia Inc. (CLWA)
- New South Wales Federation of Community Language Schools (NSWFCLS)
- Community Language Schools of South Australia (CLSSA)

© 2023 Community Languages Australia. All Rights Reserved.

About Community Languages Australia

Council Members

Chairman
Mr Tassos Douvartzides (CLV)

Deputy Chair
Mr Enzo Sirna AM (CLWA)

Secretary
Dr Fuxin Li (ACTCLSA)

Treasurer
Mr Rafiul Alam (ESAQ)

Members
Mrs Lucia Johns (NSWFCLS)
Mr Michael Christodoulou AM (NSWFCLS)
Mr Fahry Abubaker (CLV)
Mrs Irene Bayldon (ESAQ)
Mr C.K Bharathy (CLTAS)
Mr Kazi G Sabbir (CLTAS)
Mr George Papasavvas (CLNT)
Mr Binh Nguyen (CLSSA)

© 2023 Community Languages Australia. All Rights Reserved.

About Community Languages Australia

The Secretariat

STEFAN ROMANIW, OAM

EXECUTIVE DIRECTOR

Stefan Romaniw OAM is currently Executive Director of Community Languages Australia and was previously chairperson of the Victorian Multicultural Commission and Multicultural Arts Victoria. Stefan received Medal of the Order of Australia for service to education and language learning through the coordination and provision of services for people from linguistically and culturally diverse backgrounds.

FAHRY ABUBAKER

EXECUTIVE OFFICER

Fahry Abubaker is the Executive Officer of Community Languages Victoria. His over 20 years of service includes supporting community language schools with registration, accreditation, funding applications, VCE registrations, and professional learning activities for language teachers and instructors. As part of the CLA Secretariat he also supports all state and territory associations. He holds a Bachelor's degree in Computer Science and a Diploma in Software Development. He is the mastermind behind CLA's comprehensive database management system which assists member states in managing their community language schools' information and enrolments.

NEDA ERJAEI

CHILD SAFETY & COMPLIANCE OFFICER

Neda holds a Bachelor's degree of English Translation, an Advanced Diploma of Research, a Diploma of Training and Assessment, and Cert IV in Community Language Teaching. She is an experienced Child Safety and Compliance Officer. Her role is to ensure that all schools adhere to the Child Safe Standards and National Principles for Child Safety. She trains and educates community language schools on all aspects of child safe policies and procedures.

HEBA EL-HAKIM

PROJECTS & COMMUNICATIONS OFFICER

Heba holds a B.Sc. in Microbiology & Immunology and an MBA from top universities in Montreal, Canada. Her professional experience is vast and includes leadership and business development, strategic planning and online education. Her most recent project in the community languages sector involves launching the newly revised Quality Assurance Framework. She continues to support and organise streamlined professional learning programs to community language schools.

© 2023 Community Languages Australia. All Rights Reserved.

About Community Languages Australia

Governance Policy

CLA developed a CLA Council Governance Policy, to assist the Council in managing its work. It covers a range of areas that enhance good management and compliance, based on the following principles:

- **Participatory:** Participation is a crucial cornerstone of good governance.
- **Consensus-oriented:** There are several actors and as many viewpoints. Good governance requires mediation of the different interests.
- **Accountability:** Who is accountable to who.
- **Transparency:** Decisions taken, and their enforcement are easy for others to see, implying openness, clear communication and accountability.
- **Responsiveness:** Good governance requires institutions and processes to serve all stakeholders within a reasonable timeframe.
- **Effectiveness and Efficiency:** Good governance means that processes and institutions produce results that meet stakeholders' needs while making the best use of resources at their disposal.
- **Equitability and Inclusivity:** A society's well-being depends on ensuring that all its members feel that they have a stake in it and do not feel excluded from society's mainstream.
- **Follows the Rule of Law:** Good governance requires fair legal frameworks that are enforced impartially.

© 2023 Community Languages Australia. All Rights Reserved.

The Department of Education's Project Plan

The Department of Education (DoE), primarily funds AFESA-CLA, to provide national coordination and support to community language schools.

The signed funding agreement for the 2019-2022 period outline the objectives to support:

- community languages education for Australian school students,
- community languages schools to provide quality community languages education to support the increase in Australian school students undertaking community language studies; and
- professional development of community languages teachers.

AFESA-CLA is required to prepare a Project Plan developed in cooperation with the Council and endorsed by DoE. The Secretariat reports regularly to DoE on its activities.

The Council refers to the Project Plan during its council meetings to ensure that the planned deliverables are met. The Council also relies on state and territory associations to cooperate in providing and disseminating information, which assists in planning and delivering programs and initiatives on a national level.

The Secretariat is responsible for the initial planning and implementation of the Project Plan and reports to the Council at each meeting.

Given the COVID-19 pandemic situation, the Project Plan which was to be completed in 2022 was extended to 2023.

© 2023 Community Languages Australia. All Rights Reserved.

Strategic Position

Our Strategic Purpose

Community Languages Australia (CLA) is dedicated to representing and advocating for the community language school sector at a national level. By collaborating with state and territory federations and associations, CLA strives to promote the importance of community language education across Australia.

In addition to advocacy, CLA focuses on fostering synergies and standardisation among associations, federations, and schools. This ensures consistency and effectiveness in the delivery of community language education throughout the country.

CLA is committed to supporting community language schools in providing high-quality education. By offering resources, professional development opportunities, and guidance, CLA empowers schools to facilitate effective language learning and community building.

Recognising the importance of emerging communities, CLA also aims to support the establishment and growth of these communities by providing them with the necessary tools and resources to develop their community language schools.

CLA places great value on research and data collection. By engaging in research activities and supporting research initiatives, CLA not only informs policy-making in the community language education sector but also contributes to its future-proofing.

In summary, CLA's strategic purpose can be defined by five key statements:

1. Advocating for the community language sector.
2. Promoting national standardisation and synergies.
3. Facilitating high-quality languages education and community building.
4. Supporting the establishment of emerging communities.
5. Conducting research and future-proofing the sector.

© 2023 Community Languages Australia. All Rights Reserved.

Strategic Position

Support to Member Associations

CLA plays a crucial role in bridging the gaps and disparities that exist across different states and territories in Australia. Not only does CLA represent state and territory associations, but it also actively supports them in their efforts to provide assistance and guidance to community language schools, with the ultimate aim of achieving national consistency.

To achieve this strategic objective, CLA has undertaken various initiatives and activities throughout the year. These include facilitating meetings with key stakeholders such as the Departments of Education and Multicultural Affairs in Queensland, Northern Territory, Western Australia, Tasmania, and the Australian Capital Territory. These meetings serve as platforms for collaboration, discussion, and the exchange of ideas to address the unique challenges faced by each jurisdiction.

CLA has also taken the initiative to develop strategic plans tailored to the specific needs of associations in different states and territories. These plans provide a roadmap for associations to navigate their way towards achieving their goals and objectives effectively.

Recognising the importance of leadership in driving change, CLA has introduced Educational Leaders' Networks in various jurisdictions. These networks serve as platforms for educational leaders to connect, share best practices, and receive ongoing support from CLA. Additionally, CLA has delivered professional development sessions for leadership teams to enhance their skills and knowledge in effectively managing community language schools.

CLA has also extended its support to associations in the development of funding submissions. By providing guidance and assistance in the writing of these submissions, CLA aims to help associations secure the necessary funding to sustain their operations and provide the support needed by community language schools.

Lastly, CLA has played a pivotal role in assisting associations in developing their constitutions and model rules for incorporation. These legal frameworks ensure the smooth functioning and governance of associations, enabling them to effectively support community language schools.

© 2023 Community Languages Australia. All Rights Reserved.

Quality Assurance Framework

Purpose

The Quality Assurance Framework (QAF) provides teachers, administrators, parents and other school community members with a practical way of understanding best practice provision of community languages education, and a tool for assessing whether the various elements of quality community language schooling are being practised.

It also serves as a reference manual to enhance the quality of teaching and learning in community languages schools.

The Quality Assurance Framework is not intended as a means of assessing an individual or their performance, but as a means to enhance teaching and learning practices across school communities.

Using the Framework can also demonstrate that a quality approach is currently being adopted by the school.

Background

The QAF was initially developed in 2008 and was built from an analysis of known best practices in school operations, in teaching and in learning. It was developed in consultation with key stakeholders from community language schools in each state and territory. Its contents were field tested with a range of stakeholders.

The Framework which identifies 8 areas of school operation has some similarities to frameworks applicable to all schools but has a distinctive character that is aligned with the unique nature of community languages schools.

The Framework provides a rigorous tool for analysis of the status of community language schools and provides direction for future areas of development. In this regard, implementation of the Framework has been challenging for many community language schools. A program of targeted professional learning about use of the Framework was developed and implemented at the time of the release of the Framework. However, since 2008 the knowledge and research underpinnings of best practice has advanced. Over the period of implementation, schools' use and understanding of the Framework remained variable. Therefore, it is timely for the Framework to be systematically reviewed in terms of its content and ongoing utility.

© 2023 Community Languages Australia. All Rights Reserved.

Quality Assurance Framework

The Newly Revised QAF

In collaboration with Erebus International, the initial developers of the QAF, CLA undertook a comprehensive revision of the QAF by examining its contents and organisation considering other contemporary school effectiveness frameworks in mainstream schools. Erebus International conducted a series of consultations and surveys to relevant community language schools to better understand their use and familiarity with the QAF. This research and surveying of the current landscape was conducted in 2021 and parts of 2022.

CLA assisted in developing the new materials and resources for the newly revised QAF. The newly revised QAF is short and concise, less complex, contains less educational jargon and more easy-to-understand terms. It reflects current evidence on teaching and learning. It also has a greater emphasis on the use of technology and remote learning reflecting the recent COVID-19 pandemic experience. There was also less emphasis placed on the use of the Framework for measurement and reporting and greater emphasis on school improvement.

The Eight Dimensions of the QAF

The QAF consists of eight interrelated dimensions, that combine to provide an overview of best practice in teaching and learning and school operation and management within the community languages sector in Australia.

The Framework reflects the current research literature in relation to effective school practices generally, as well as what is known about the promotion of mother tongue maintenance and cultural understanding in particular.

It draws on the practical experience of teachers and principals in many community language schools across Australian.

The revised Framework continues to be based on the belief that all of these dimensions need to be addressed to achieve quality in a school or a program.

The dimensions work together in an integrated way, and overlap to some extent. The Dimensions of the revised Framework are represented in the figure on the next page.

© 2023 Community Languages Australia. All Rights Reserved.

Quality Assurance Framework

The Eight Dimensions of the QAF

Teaching Effectively

Those strategies undertaken by teachers to maximise student learning outcomes, reflecting best practice in classroom teaching and learning.

Leading Effectively and Efficiently

The practices involved in inspiring school community commitment to student learning and ensuring resources for teaching and learning are being used efficiently.

Promoting Family Participation

The active participation of families in all aspects of community language school life.

Encouraging Community Partnerships

Those relationships with other key stakeholders/organisations that produce reciprocal benefits for students in community language schools.

© 2023 Community Languages Australia. All Rights Reserved.

Quality Assurance Framework

The Eight Dimensions of the QAF

Engaging Students in Purposeful Learning

Ensuring student participation in learning activities that focus on their needs and goals in relation to the community language being taught.

Enhancing Curriculum Relevance

Ensuring the curriculum is relevant to student learning needs, mandatory external curriculum requirements, and delivered through authentic cultural and community contexts.

Ensuring Student Wellbeing

The promotion of a positive, safe and secure learning environment that ensures each student is treated as a unique learner.

Evidence-Based Decision Making

Strategies undertaken to seek and report information in relation to student outcomes at both classroom and whole school level and to use this information to improve teaching and learning.

© 2023 Community Languages Australia. All Rights Reserved.

Quality Assurance Framework

Timeline of Activities

In 2022, CLA is actively working on the newly revised QAF professional development program. While the launch of the program is scheduled for 2023, significant progress has already been made this year.

Currently, CLA is in the process of producing various resources and materials that will accompany the QAF program. This includes filming a promotional video that showcases the benefits of the framework, recording a simulation of a quality assurance framework staff meeting, and gathering testimonials from teachers and principals who have successfully implemented the framework in their schools.

Furthermore, CLA has discussed the program with stakeholders and developed a proposed timeline for its dissemination and contextualisation. A professional development program "Train The Trainer" style has been planned for 2023 to support schools in effectively understanding and implementing the QAF program.

By taking these steps and dedicating efforts to the development and promotion of the QAF program, CLA aims to provide community language schools with a robust quality assurance framework that will enhance the overall learning experience for students and contribute to the continued growth and success of the sector.

© 2023 Community Languages Australia. All Rights Reserved.

National Events

Council Meetings

Council meetings address issues of coordination and support, evaluate the delivery of the Project Plan, share information and experiences. Four CLA Council Meetings were held on 17 February, 13 April, 18 June and 30 September 2022.

Academic Forums

CLA held one virtual Academic Forum in November 2022 where an overview of CLA activity was presented, discussions commenced on the concept of having minimum standards of accreditation processes nationally, as well as the idea of creating new or building on existing language-specific networks. Key topics raised were reimagining the future of the community language schools sector in light of the new learnings obtained from the recent COVID-19 pandemic situation.

Executive Officer Forums

Most state and territory associations have an Executive Officer who manages local day-to-day community language schools' affairs. Three Executive Officer Forums were held in 2022 (17 February, 18 June and 30 September 2022) and regular contact was kept with individual state and territory associations' Executive Officers throughout the year.

National Conference

Community Languages Victoria hosted the 17th National Conference on Saturday 1st October 2022 and this was after a 4-year period of no conferences due to the COVID-19 pandemic. The Keynote Address was delivered by Dr Maria Gindidis entitled: *Pushing the Boundaries : Rethinking Traditional Models of Learning and Teaching in Community Languages Schools.* A fruitful Panel Discussion explored the theme of the conference: *Imagining New Horizons: The Roadmap Forward in Languages Education and concluded a successful conference*. The full 2022 conference program can be provided upon request.

© 2023 Community Languages Australia. All Rights Reserved.

Professional Development

Registered Training Organisation

In 2022, CLA investigated the possibilities of transferring the registration from VRQA to ASQA.

CLA, in cooperation with the agencies, are considering the pros and cons of transferring the registration.

No decision has been made.

© 2023 Community Languages Australia. All Rights Reserved.

Professional Development

National Training

The following are the trainings conducted in some state & territory associations. The ones in NSW were entirely run by NSWFCLS and shared by CLA to everyone.

State	No	Topic	Delivery Mode	Presenter	Date
VIC	1	Effective Classroom Management Strategies	Online	Dr Teresa De Fazio	19 Apr 2022
VIC	2	Fun, Interesting and Challenging Teaching Activities for Early Learners	Online	Elizabeth Karakehagias	26 Apr 2022
VIC	3	The Backwards Design Framework to Planning Your Unit	Online	Marilyn Snider	27 Apr 2022
VIC	4	Fun, Interesting and Challenging Teaching Activities for Early Learners	Online	Elizabeth Karakehagias	3 May 2022
VIC	5	The Backwards Design Framework to Planning Your Unit	Online	Marilyn Snider	4 May 2022
VIC	6	The VCAA Online Languages Assessments	Online	Maria Dikaiou	5 May 2022
VIC	7	Your Ultimate Guide to Planning and Maintaining Your Accreditation Documents **// cancelled //**	Online	Heba El-Hakim	9 May 2022
VIC	8	Using Edpuzzle or Socrative for Formative Assessments **// cancelled //**	Online	Denise Katiforis	11 May 2022
ACT	9	Ensuring Every Student Learns - Inclusive Teaching Practices and Approaches	Online	Dr Teresa De Fazio	12 May 2022
VIC	10	The VCAA Online Languages Assessments	Online	Maria Dikaiou	12 May 2022

© 2023 Community Languages Australia. All Rights Reserved.

Professional Development

National Training

The following are the trainings conducted in some state & territory associations. The ones in NSW were entirely run by NSWFCLS and shared by CLA to everyone.

State	No	Topic	Delivery Mode	Presenter	Date
VIC	11	Your Ultimate Guide to Planning and Maintaining Your Accreditation Documents **// cancelled //**	Online	Heba El-Hakim	16 May 2022
ACT	12	Ensuring Every Student Learns - Inclusive Teaching Practices and Approaches	Online	Dr Teresa De Fazio	17 May 2022
VIC	13	The Backwards Design Framework to Planning Your Unit	Online	Marilyn Snider	18 May 2022
ACT	14	Your Ultimate Guide to Planning and Maintaining Your Accreditation Documents **// cancelled //**	Online	Heba El-Hakim	19 May 2022
VIC	15	Ensuring Every Student Learns - Inclusive Teaching Practices and Approaches	Online	Dr Teresa De Fazio	19 May 2022
ACT	16	Fun, Interesting and Challenging Teaching Activities for Early Learners	Online	Elizabeth Karakehagias	24 May 2022
VIC	17	How to Set Up and Maintain Your Community Language School	Online	Heba El-Hakim & Fahry Abubaker	24 May 2022
VIC	18	Zoom Refresher and Updates **// cancelled //**	Online	Denise Katiforis	25 May 2022
ACT	19	How to Set Up and Maintain Your Community Language School	Online	Heba El-Hakim & Fahry Abubaker	31 May 2022
VIC	20	Classroom Management Techniques for the Community Language Classroom	Online	Dr Teresa De Fazio	4 Oct 2022

© 2023 Community Languages Australia. All Rights Reserved.

Professional Development

National Training

The following are the trainings conducted in some state & territory associations. The ones in NSW were entirely run by NSWFCLS and shared by CLA to everyone.

State	No	Topic	Delivery Mode	Presenter	Date
VIC	21	The Multi-Layered Classroom: How to Navigate Classrooms with Mixed Ages and Abilities	In person	Elizabeth Karakehagias	11 Oct 2022
VIC	22	How To Set Up Google Workspace to Manage Your CLS	Online	Heba El-Hakim	17 Oct 2022
VIC	23	Assessing and Reporting Student Learning **// rescheduled //**	Online	Majida Ali	18 Oct 2022
VIC	24	Policy and Procedures: Responding to ethics, legal requirements, and standards	Online	Neda Erjaei	19 Oct 2022
VIC/TAS	25	Respectful and Inclusive Teaching Practices for the Community Languages Classroom	Online	Dr Teresa De Fazio	20 Oct 2022
VIC	26	An Effective Instructional Model for the Language Lessons	Online	Majida Ali	25 Oct 2022
WA	27	Fun, Interesting and Challenging Teaching Activities for Early Learners	Online	Elizabeth Karakehagias	25 Oct 2022
VIC	28	Learn more about your new insurance with VMIA	Online	Rebecca Cirav	26 Oct 2022
VIC	29	How To Set Up ClassDojo to Manage Your CLS	Online	Heba El-Hakim	27 Oct 2022
VIC	30	Unpacking the HITS: How Can I Use These Strategies to Improve Outcomes For My Language Learners? *(Primary Focus)*	In person	Dr Andrea Truckenbrodt	3 Nov 2022

© 2023 Community Languages Australia. All Rights Reserved.

Professional Development

National Training

The following are the trainings conducted in some state & territory associations. The ones in NSW were entirely run by NSWFCLS and shared by CLA to everyone.

State	No	Topic	Delivery Mode	Presenter	Date
VIC	31	Assessing and Reporting Student Learning	Online	Majida Ali	4 Nov 2022
VIC	32	The VCE CCAFL Study Design for Teachers New and Returning to VCE CCAFL Languages	Online	Maria Dikaiou	8 Nov 2022
WA	33	Fun, Interesting and Challenging Teaching Activities for Early Learners	Online	Elizabeth Karakehagias	8 Nov 2022
VIC	34	How To Set Up Google Workspace to Manage Your CLS	Online	Heba El-Hakim	9 Nov 2022
VIC	35	Unpacking the HITS: How Can I Use These Strategies to Improve Outcomes For My Language Learners? *(Secondary Focus)* ***// cancelled //***	In person	Dr Andrea Truckenbrodt	10 Nov 2022
VIC	36	The VCE CCAFL Study Design for Teachers New and Returning to VCE CCAFL Languages	Online	Maria Dikaiou	15 Nov 2022
WA	37	Effective Classroom Management Strategies - Part 1	Online	Dr Teresa De Fazio	15 Nov 2022
VIC	38	Increasing Students' Engagement Using Problem-Based Learning	Online	Dr Teresa De Fazio	16 Nov 2022
VIC	39	Intercultural Language Teaching Activities	Online	Dr Teresa De Fazio	21 Nov 2022
VIC	40	The Multi-Layered Classroom: How to Navigate Classrooms with Mixed Ages and Abilities	In person	Elizabeth Karakehagias	22 Nov 2022

© 2023 Community Languages Australia. All Rights Reserved.

Professional Development

National Training

The following are the trainings conducted in some state & territory associations. The ones in NSW were entirely run by NSWFCLS and shared by CLA to everyone.

State	No	Topic	Delivery Mode	Presenter	Date
WA	41	Effective Classroom Management Strategies - Part 2	Online	Dr Teresa De Fazio	22 Nov 2022
VIC	42	How To Set Up ClassDojo to Manage Your CLS	Online	Heba El-Hakim	30 Nov 2022
TAS	43	Intensive Professional Development Workshop for Tasmanian Community Language Teachers	In person	Dr Teresa De Fazio	4 Dec 2022
WA	44	Ensuring every student learns – inclusive teaching practices and approaches	Online	Dr Teresa De Fazio	6 Dec 2022

State	No	Topic	Delivery Mode	Presenter	Date
NSW	1	Continuation of the online short course - Remote Learning Tools and Tips - Academy of Continuing Professional Development, Macquarie University (self-paced) • Module 1: NSW Government regulations and recommendations for remote learning • Module 2: Challenges faced by students and creating safe online environments • Module 3 Online tools and learning resources - the basics • Module 4: Using Google Classroom • Module 5: Video conferencing using Zoom • Module 6: Screen recording • Module 7: Approaches for planning remote learning • Module 8: Teaching language with technologies • Module 9: An introduction to Learning Management Systems (LMS) • Module 10: Learning about the Additio LMS for teachers	Online	Various	9 Sept 2021 to 31 May 2022

© 2023 Community Languages Australia. All Rights Reserved.

Professional Development

National Training

The following are the trainings conducted in some state & territory associations. The ones in NSW were entirely run by NSWFCLS and shared by CLA to everyone.

State	No	Topic	Delivery Mode	Presenter	Date

NSW	2	Annual State Community Language Teachers Conference and Professional Development Training Day, University of Technology Sydney
		
		Keynote speakers
		• Prof. Paola Escudero, Western Sydney University
		  ◦ Little Multilingual Minds: An innovative research program for nurturing Australia's multilingualism
		• A/Prof. Alice Chik, Macquarie University
		  ◦ Community language teachers as agents of social change
		Workshops
		• Lyndall Franks and Vera Szyjan
		  ◦ Community Languages Schools Program – Information for Principals and Management Committees
		• Nathan Patrick
		  ◦ Importance of Governance
		• Anton Duc
		  ◦ The High Court's Recent Employee/Independent Contractor Decisions
		• Fernanda Batista
		  ◦ How to Make a Difference when Teaching Community Languages
		• Balu Mottahedeh
		  ◦ Gamifying Your Class for Student Engagement
		  ◦ Learning Languages through Art and Poetry
		• Warren Duncan
		  ◦ How to Make Community Languages News
		• Lúcia Johns and Alex Di Prinzio
		  ◦ Aiming for Success – Vital Ideas for Your School. Be Seen. Be Heard. Be Noticed.
		• Milla Krivozhnya
		  ◦ Building Communities – Where a School is More than Just a School
		• Elisabetta Rossi
		  ◦ Differentiate to Engage
		• Alex Di Prinzio
		  ◦ Using an LMS to Save Time and Easily Organise Your Teaching
		• Laura Bergamin and Fiona Boughey
		  ◦ Game on: Promoting Communication in Languages
		• Penelope Johnstone
		  ◦ Strengthening Learner Capabilities in the Language Classroom through 4cs Transformative Learning Practices: Embedding Creativity, Critical Reflection, Communication and Collaboration
			Online	Various	23 April 2022

© 2023 Community Languages Australia. All Rights Reserved.

Professional Development

National Training

The following are the trainings conducted in some state & territory associations. The ones in NSW were entirely run by NSWFCLS and shared by CLA to everyone.

State	No	Topic	Delivery Mode	Presenter	Date

NSW	2	Annual State Community Language Teachers Conference and Professional Development Training Day, University of Technology Sydney
		
		Workshops (cont'd)
		• Irina Chemodanova
		  ◦ Basics of Public Speaking for Primary School Students
		• Zaklina Mihajlova and Dijana Jovcevska
		  ◦ Organisation Methods and Practices in Teaching Community Languages: Innovative Approaches
		• Sean Kendall
		  ◦ Child Safe Standards
		• Dr Britta Jensen
		  ◦ Conceptual Thinking Tools for the Community Classroom
		• Dr Katina Zammit
		  ◦ Classroom Management: Ideas at Work
		• Dr Kay Carrol
		  ◦ Authentic Learning in the Community Languages Classroom
		• Enrichetta Parolin
		  ◦ Creative and Innovative Use of the Everyday. Teaching without Technology
		• Simone Baluch
		  ◦ Classroom Games Made Easy
		• Yumei Cai
		  ◦ Practical Montessori teaching Methods for Community Language Learners
			Online	Various	23 April 2022

NSW	3	Tamil Language-Specific Governance Workshops for Community Language School Principals	In person		22 June 2022
NSW	4	Governance Workshops for Community Language School Principals	In person		29 June 2022
NSW	5	Community Language Schools Book Fair	In person		27 July 2022
NSW	6	Community Language Schools Network Event for School Management	In person		24 Aug 2022

© 2023 Community Languages Australia. All Rights Reserved.

Professional Development

National Training

The following are the trainings conducted in some state & territory associations. The ones in NSW were entirely run by NSWFCLS and shared by CLA to everyone.

State	No	Topic	Delivery Mode	Presenter	Date
NSW	7	Provide CPR (HLTAID9), and Provide First Aid in an Education and Care Setting (HLTAID12)	In person		6 Mar 2022
NSW	8	Provide CPR (HLTAID9), and Provide First Aid in an Education and Care Setting (HLTAID12)	In person		15 May 2022
NSW	9	Provide CPR (HLTAID9), and Provide First Aid in an Education and Care Setting (HLTAID12)	In person		16 July 2022
NSW	10	Provide CPR (HLTAID9), and Provide First Aid in an Education and Care Setting (HLTAID12)	In person		24 July 2022
NSW	11	Provide CPR (HLTAID9), and Provide First Aid in an Education and Care Setting (HLTAID12)	In person		21 Aug 2022
NSW	12	Provide CPR (HLTAID9), and Provide First Aid in an Education and Care Setting (HLTAID12)	In person		25 Sept 2022

© 2023 Community Languages Australia. All Rights Reserved.

Child Safety

Child Safe Organisations

A Child Safe Organisation puts the best interests of children and young people first.

Children can gain great benefits from being involved with organisations of various kinds – such as local sports clubs, pre-schools, schools or youth centres.

Organisations can enable children to meet friends, learn new skills and be active participants in their community.

The vast majority of organisations, staff and volunteers are motivated to do what is best for children and young people. Many organisations are already working to ensure child safety and wellbeing, for example, by having a child safety and wellbeing policy or screening workers for suitability to work with children.

The Australian community should be confident that all organisations working with children and young people provide safe environments where their rights, needs and interests are met.

A Child Safe Organisation consciously and systematically:

- Creates an environment where children's safety and well-being are at the center of thought, values and actions.
- Places emphasis genuine engagement with and valuing of children and young people.
- Creates conditions that reduce the likelihood of harm to children and young people.
- Creates conditions that increase the likelihood of identifying any harm.
- Responds to any concerns, disclosures, allegations or suspicions of harm.

There are a number of practical tools and resources that can help organisations implement the National Principles for Child Safe Organisations, and help parents and carers learn about child safety organisations.

Some of these resources are found on the CLA website.

© 2023 Community Languages Australia. All Rights Reserved.

Child Safety

National Principles

The National Principles give effect to the child-safe standards recommended by the *Royal Commission into Institutional Responses to Child Sexual Abuse* (the Royal Commission).

The National Principles set out a nationally consistent approach to creating organisational cultures and practices that promote the safety and well-being of children in Australia. The National Principles include information on how to implement them in practice through key actions and performance measures.

National Principles for Child Safe Organisations

1. Child safety and well-being is embedded in organisational leadership, governance and culture.
2. Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.
3. Families and communities are informed and involved in promoting child safety and wellbeing.
4. Equity is upheld, and diverse needs are respected in policy and practice.
5. People working with children and young people are suitable and supported to reflect child safety and well-being values in practice.
6. Processes for complaints and concerns are child-focused.
7. Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
8. Physical and online environments promote safety and well-being while minimising the opportunity for children and young people to be harmed.
9. Implementation of the national child safe principles is regularly reviewed and improved.
10. Policies and procedures document how the organisation is safe for children and young people.

© 2023 Community Languages Australia. All Rights Reserved.

Child Safety

© 2023 Community Languages Australia. All Rights Reserved.

Child Safety

National Principles

The National Principles are:

- Underpinned by a children's rights using a strength-based approach;
- Designed to allow for flexibility in implementation across all sectors engaging with children and young people, and in organisations of various sizes;
- Aligned with existing child safe approaches at the state and territory level.

As part of the Project Plan, every community language school has been instructed to nominate a Child Safe Officer. The Child Safety Code of Conduct applies to all school employees, contractors, volunteers, and any other school community members involved in child-related work with students at the school.

In 2022, CLA continued to conduct mandatory 3-hour trainings on Child Safety as a professional learning activity for all community language teachers and committee members. To date, over 3,500 teachers have taken part in these trainings.

ACT, SA, NT, NSW, WA, TAS & QLD are currently following the 10 National Principles of Child Safe Standards. VIC is now under the 11 Child Safe Standards which came into effect on the 1st of July 2022.

In some states and territories, audits have been conducted to ensure schools are:

- Compliant in their policies and procedures;
- Up-to-date in terms of having the proper registrations and certifications based on their respective state and territory legislations;
- Conducting regular self-audits using the provided Self-Audit Tool;
- Appointing Child Safe Officers on each campus;
- Ensuring appropriate checks and balances are in place.

© 2023 Community Languages Australia. All Rights Reserved.

Resources & Policies

Child Safety, Equal Opportunity & Cyber Safety

In 2022, CLA continued its efforts to prioritise the safety and well-being of students and teachers within community language schools. Building upon the progress made in 2021, CLA further developed its Child Safety Policy and national guidelines to ensure associations and state & territory community language schools met their legislative responsibilities.

To support these efforts, CLA conducted ongoing reviews and provided training on national legislation pertaining to Child Safety, Equal Opportunity, and Cyber Safety. This comprehensive approach aimed to address key areas of concern and promote a safe learning environment for all stakeholders.

Specifically, CLA updated its ***Child Safety Policy***, its ***Child Safety Code of Conduct*** and the ***Student Safety and Staff Welfare Policies and Procedures Manual for Community Language Schools*** in July 2022.

Workshops were conducted in September and October as needed to inform jurisdictions about updates to Child Safety legislations and provide relevant information to associations and schools. Additionally, CLA developed a Child Safety Manual and Instruction Plan to assist state & territory associations in delivering the important information relevant to their jurisdiction to their members.

To ensure compliance with the Child Safety Policy, CLA collaborated with state & territory associations to conduct audits and ensure that all schools met the necessary requirements. Furthermore, CLA remained proactive in keeping Cyber Safety and Equal Opportunity policies up-to-date, reflecting the evolving landscape of online safety and promoting inclusivity within community language schools.

To make these resources easily accessible, CLA maintained an updated website, providing the latest documents and information related to Child Safety, Equal Opportunity, and Cyber Safety.

Through these continued efforts, CLA demonstrated its unwavering commitment to prioritise the safety and well-being of students and teachers in community language schools. By developing comprehensive policies, guidelines, and resources, CLA aimed to foster a safe and inclusive learning environment for all stakeholders involved.

© 2023 Community Languages Australia. All Rights Reserved.

Communications Strategy

Communications Principles

CLA's integrated communications strategy adheres to the following set of principles:

Easy to understand
Using clear and straightforward language to communicate, ensuring that all communications are understandable and accessible to the community language schools key stakeholders (principals, teachers and school administrators).

Easy to access
Using the most effective communications channel for each audience, ensuring content is optimised and easy to find across relevant channels and platforms.

Informative
Ensuring communications help to solve a problem or tell a story. Pre-empting questions wherever possible with solutions, so that the audience doesn't need to search too far. Taking time to recognise and communicate what we have done and not just what we are doing.

Diverse
Balancing the importance of 'traditional' communications mediums such as email, newsletters, media releases, posters and brochures with the opportunities available through using digital communications channels to ensure content is appropriate to the broad spectrum of backgrounds, ages, races and sizes.

Consistent
Ensuring that a high standard for CLA's communication is maintained through the CLA's communications channels, by using one clear voice throughout all channels, ensuring design and visual elements are consistently applied to help create a consistent 'look and feel', and writing and design style are applied consistently.

Responsive
Technology and communications preferences will continue to change the way we communicate and we must be responsive to those changes.

Two-way
Allowing communication to flow both ways, both providing information and receiving feedback. Listening to schools builds better trust and credibility and ensures the better adherence to policies and procedures.

© 2023 Community Languages Australia. All Rights Reserved.

Communications Strategy

Communications Objectives

CLA's communications strategy has the following main objectives:

Increase Awareness
Improve the school communities' knowledge about the community language school sector and languages education policy.

Increase Engagement
Improve stakeholder awareness of/and engagement with CLA's services, events, community facilities, projects and consultation.

Increase Access
Reduce barriers to communication by refining communications channels and developing digital channels that enable regular engagement with key stakeholders and improve the opportunities to develop collaborative partnerships.

Improve Target Audience Focus
Understanding and targeting the right audience is key. Communication objectives are tailored to resonate with the intended target audience, ensuring that the message is delivered, received, and acted upon effectively. Community language schools are much more than language learning centres. They provide purposeful learning in an authentic, local language community. They provide purpose, a sense of belonging and identity to many. They give children the chance to make friends and adults stay connected to rich cultural heritage and networks.

Enhance Transparency
Ensure that CLA's communication is proactive, open and honest; making information about council decisions, policies and operations available to all.

Enhance CLA's Brand
Create a consistent Brand Awareness surrounding CLA's Brand Identity by promoting CLA's role as promoting and advocating for community language schools across Australia.

© 2023 Community Languages Australia. All Rights Reserved.

Communications Strategy

2022 Achievements

CLA's achievements in 2022 in relation to communications:

Brand

- Continued to use CLA's new brand kit in all forms of communications (reports, emails, letters, newsletters, etc) according to its guidelines to ensure brand consistency.

Website

- Regular updates to the whole website to ensure accuracy of information.
- Updates to News section with what's happening across the country in the sector.
- Updates to National CLS Day section to reflect focus of the year.

Social Media

- Continued to study the use of social media as a plausible communications platform.
- Development of a private online community Facebook group.
- Started the planning for regular social media content via a content media plan.
- Promoted National Community Languages Schools Day on Facebook page.
- Promoted National Conference on Facebook page.
- Promoted relevant news and updates about other schools on Facebook page.

Outbound Email Communications

- Continued use of ActiveCampaign to deliver all important communications and news.
- Made use of Automations to handle registrations for the Professional Development program.
- Managed lists of community language schools, council members and other specific lists from within the email tool.
- Email still remains a huge part of our outbound communication strategy to key stakeholders.

© 2023 Community Languages Australia. All Rights Reserved.

Communications Strategy

Community Languages Australia
Published by Heba El-Hakim · March 11, 2022 ·

It's Cultural Diversity Week from 19 to 27 March 2022!

Every year in March, Victorians come together to celebrate the colourful sounds, sights, movements, and tastes of the state's rich multicultural communities. Multiculturalism is a core part of the Victorian identity, our character, and our way of life. As home to people from all corners of the world, Victoria is a place where anyone can contribute and belong.

Cultural Diversity Week invites us to reconnect, share and express ourselves creatively through this year's theme; 'Connecting Through Culture'.

This theme looks to celebrate and acknowledge the importance of bringing Victorians together after many months apart due to the COVID-19 pandemic. It also acknowledges the important role young people can play in celebrating our cultural diversity and bringing unity and harmony to our communities.

For more information visit the VMC's Cultural Diversity Week webpage:
https://www.multiculturalcommission.vic.gov.au/cultural...

And if your community language school is doing something special to celebrate Cultural Diversity Week please comment below or send us an email so we can showcase your event!

Community Languages Australia
Published by Heba El-Hakim · March 17, 2022 ·

Elia Languages School is celebrating Cultural Diversity Week!

It's Cultural Diversity Week from 19 to 27 March 2022!

Every year in March, Victorians come together to celebrate the colourful sounds, sights, movements, and tastes of the state's rich multicultural communities.

Cultural Diversity Week invites us to reconnect, share and express ourselves creatively through this year's theme; 'Connecting Through Culture'.

This theme looks to celebrate and acknowledge the importance of bringing Victorians together after many months apart due to the COVID-19 pandemic. It also acknowledges the important role young people can play in celebrating our cultural diversity and bringing unity and harmony to our communities.

Join Elia Languages School in their celebration and enjoy some traditional dance and diversity of cultures.

© 2023 Community Languages Australia. All Rights Reserved.

Communications Strategy

Community Languages Australia
Published by Heba El-Hakim · **May 21, 2022** ·

We are proud to launch Community Languages Schools Day today May 21st, 2022!

A huge THANK YOU our language schools and their communities, for helping generations of children learn their community language and culture.

This year, Community Languages Australia is launching National Community Languages School Day on 21st May 2022 and will be promoting ongoing activities and ideas to encourage CLS involvement for the next two months.

Over 100,000 students in 100 languages nationally attend community languages schools to learn and maintain their heritage, background, language and culture. These schools also promote civic, social cohesion and harmony principles and values.

There are a number of ways to get involved and share with your community language schools. We want as many CLS as possible to participate.

The theme this year is foods from my homeland. Over the next two months, schools will be asked to make this a central part of their activities.

Students can describe their favourite food, write up recipes, take on cooking classes, share the foods they prepare, and make videos describing their favourite foods. They may wish to create a blended meal that incorporates homeland food with Australian foods.

Posters and other competitions at the class and school level should be considered.

CLA hopes to produce a Book of Fine Foods From Around the World from all the submitted recipes at the end of the Project!

So here it goes! As we officially launch the National Community Languages Schools Day today, we say:

Good appetite!
Bon appetit!
Buon appetito!
Buen provecho!
अच्छी रूचि
好胃口
god aptit
Καλή όρεξη!
Guten appetit
dobry apetyt
afiyet olsun
смачного
Добар апетит
goeie eetlus
شهية طيبة

Community Languages Australia
Published by Heba El-Hakim · July 22, 2022 ·

We are delighted to invite you to our Let's Reconnect Dinner & Dance event happening on Saturday 20th August 2022 at 6:30pm.

It's an opportunity to invite your school community to join us and come together as the Community Language School family after two years!

This is an event for our community language schools, sectors and friends. A great chance to meet your fellow friends in the community language schools circle as well as spend time with your staff members and enjoy some cultural performances, live music, a three-course meal with drinks preceded by some pre-dinner cocktails.

All details are at the booking link:
https://bit.ly/LETSRECONNECT

Book early to secure your spots!

We hope to see you there! 😀

Community Languages Australia
Published by Heba El-Hakim · July 28, 2022 ·

Have you secured tickets to our Let's Reconnect Dinner on August 20th?
There's going to be Live Music, Cultural Performances, Pre-Dinner Cocktails, 3-Course Meal with Drinks for everyone!
Hurry, we want to see you there!!
https://bit.ly/LETSRECONNECT

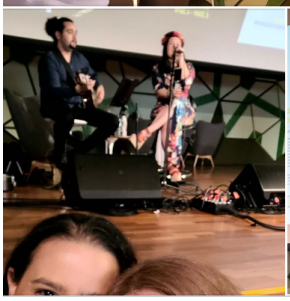
TRYBOOKING.COM
Community Language Victoria's Let's Reconnect Dinner & Dance
We are delighted to invite you to our Let's Reconnect Dinner & Dance event happening o...

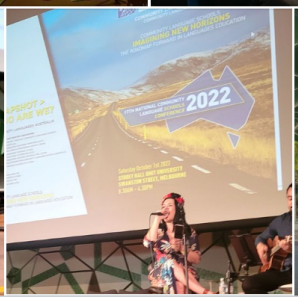
© 2023 Community Languages Australia. All Rights Reserved.

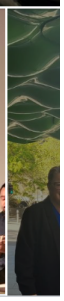
Communications Strategy

Community Languages Australia
Published by Neda Irani · October 1, 2022 ·

Such a great Conference 👍





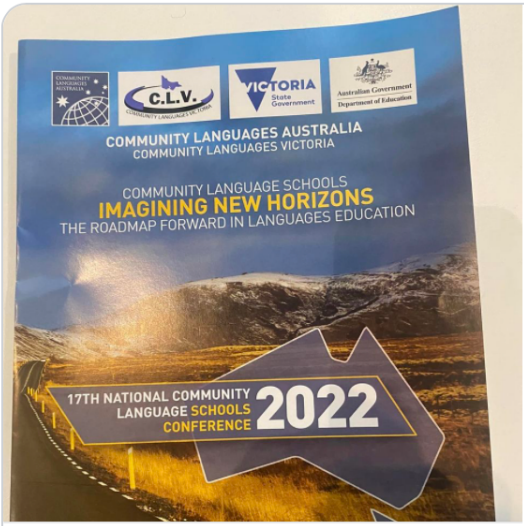


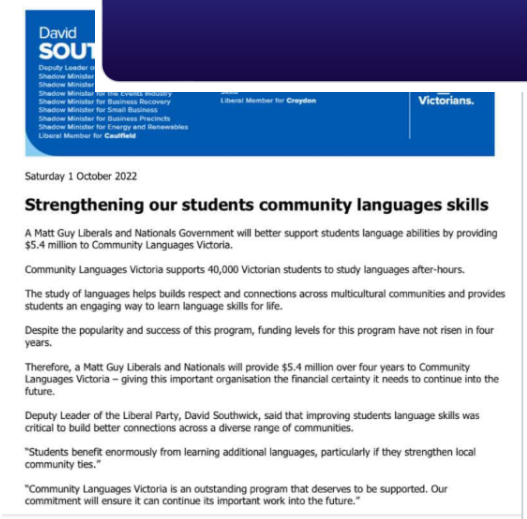
Community Languages Australia
Published by Heba El-Hakim · November 20, 2022 ·

We wish to say congratulations to Ahepa Victoria community language school for reaching this milestone 🎉🎈

Stella Lambrou
November 19, 2022 ·

Community Languages Australia
Published by Stefan Romaniw · October 1, 2022 ·





David SOUT

Liberal Member for Croydon

Victorians.

Saturday 1 October 2022

Strengthening our students community languages skills

A Matt Guy Liberals and Nationals Government will better support students language abilities by providing $5.4 million to Community Languages Victoria.

Community Languages Victoria supports 40,000 Victorian students to study languages after-hours.

The study of languages helps builds respect and connections across multicultural communities and provides students an engaging way to learn language skills for life.

Despite the popularity and success of this program, funding levels for this program have not risen in four years.

Therefore, a Matt Guy Liberals and Nationals will provide $5.4 million over four years to Community Languages Victoria – giving this important organisation the financial certainty it needs to continue into the future.

Deputy Leader of the Liberal Party, David Southwick, said that improving students language skills was critical to build better connections across a diverse range of communities.

"Students benefit enormously from learning additional languages, particularly if they strengthen local community ties."

"Community Languages Victoria is an outstanding program that deserves to be supported. Our commitment will ensure it can continue its important work into the future."

Community Languages Australia
Published by Stefan Romaniw · October 1, 2022 ·

Matthew Guy's State Opposition commits $5.4million over 4 years to Community Language Schools in Victoria. Welcomed announcement

© 2023 Community Languages Australia. All Rights Reserved.

Communications Strategy

2022 Achievements

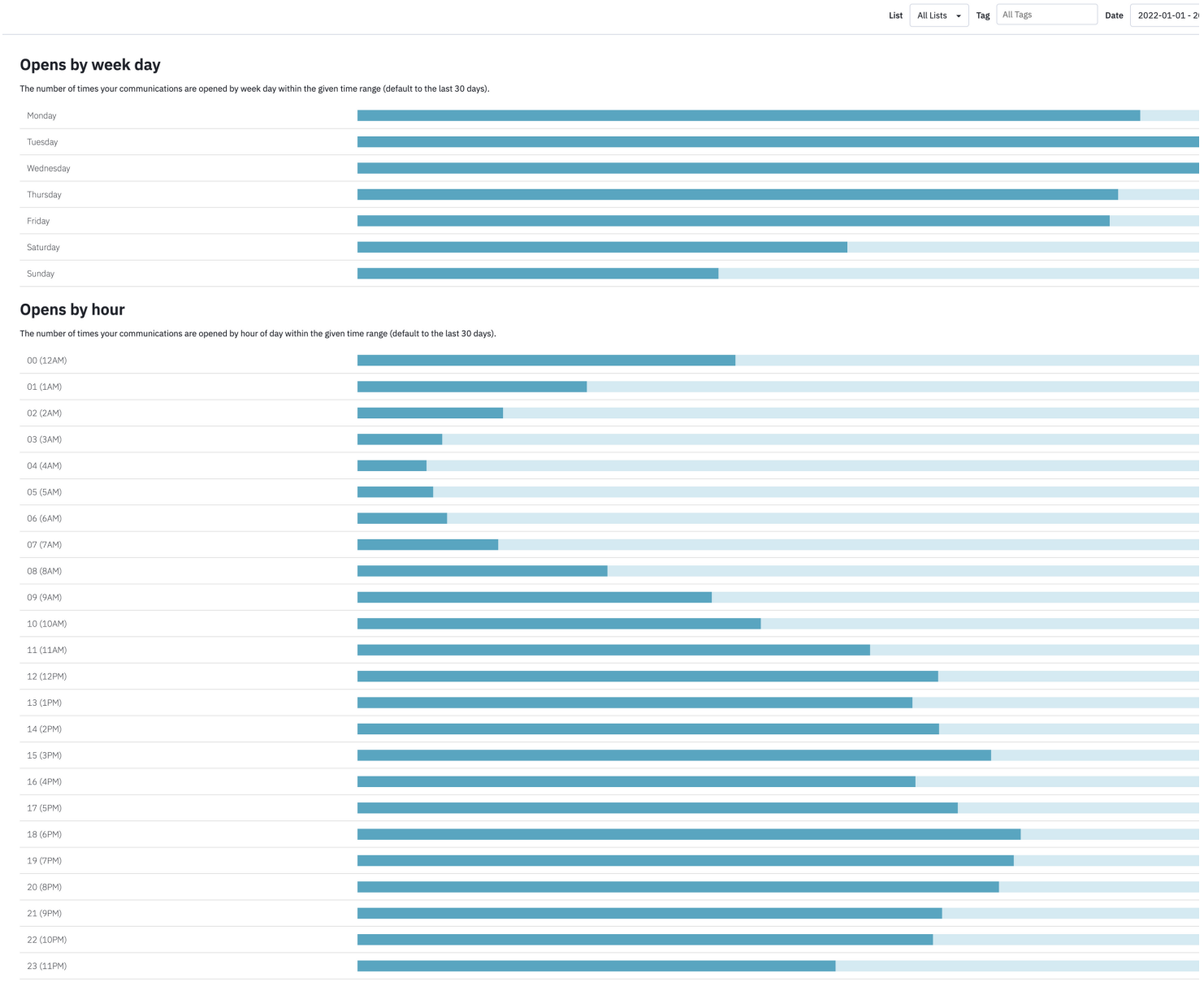
Automations & Campaigns

- Facilitated over 40 professional learning activities (face-to-face and online) through automated email campaigns handling over 800 registrations to the PD sessions offered.
- Automations are a way to send out scheduled emails in bulk through a pre-set email sequence.
- Prepared and sent 42 automations to deliver the 40+ professional development sessions organised for VIC, WA, QLD and ACT.
- Sent 150 email campaigns throughout 2022 for various communications.
- Statistics on each automation and campaign can be extracted from ActiveCampaign.
- The next page shows some interesting statistics on the Open/Read emails by week day and by hour indicating to us more information about our target audience.
- Our email interaction rate (average opens/clicks over the last 10 campaigns) is very high sitting at 68% indicating that our emails are reaching our target audience and are generally opened and read.

© 2023 Community Languages Australia. All Rights Reserved.

Communications Strategy

2022 Achievements



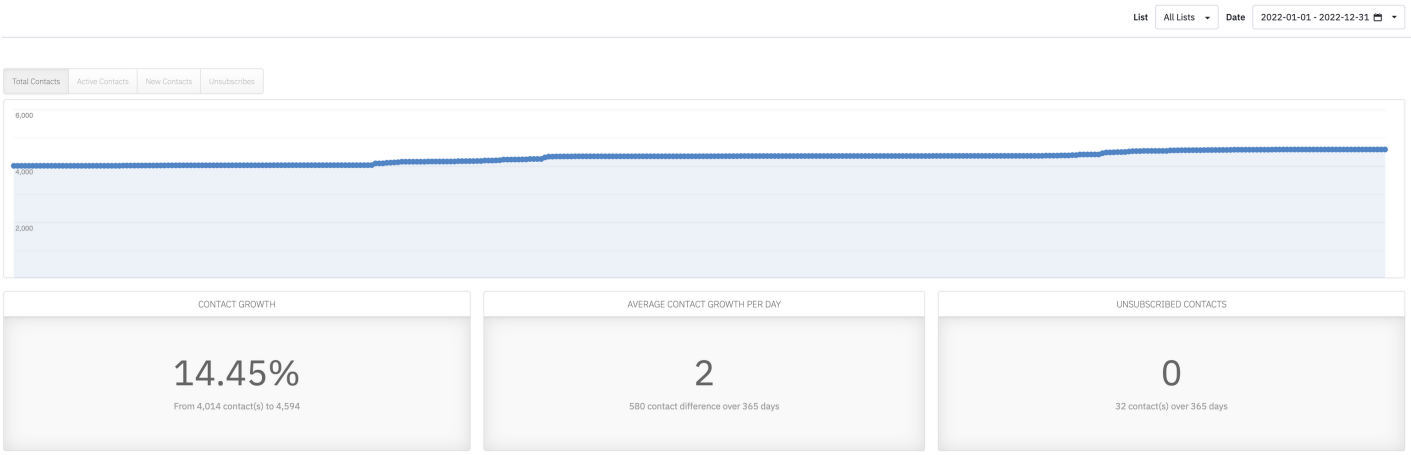
© 2023 Community Languages Australia. All Rights Reserved.

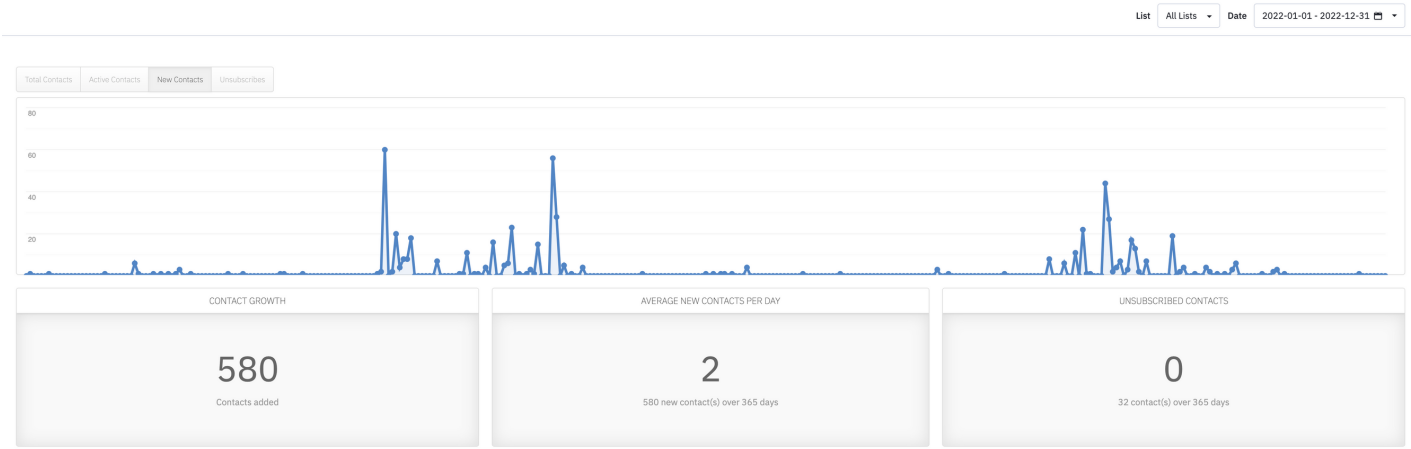
Communications Strategy

2022 Achievements

Contact Trends

- This chart represents the contacts growth average from for the year 2022.
- Due to the number of registrations to our professional development sessions, our email list increased by 580 contacts in 2022 (average of 2 contacts per day)
- No contacts unsubscribed from our lists indicating a high rate of engagement





© 2023 Community Languages Australia. All Rights Reserved.

Communications Strategy

2022 Achievements

Annual Report Publication

- The publication of our official Annual Report for each year happens in July of the following year and reflects the activities of the reporting year.
- The Annual Report 2022 has undergone a re-design and some data took a bit of time to collate hence it was published in September 2023.
- The Annual Report for 2023 is expected to be published in July 2024 and will reflect work and activities achieved in 2023.

© 2023 Community Languages Australia. All Rights Reserved.

Sector Research

Student Voices by Monash University

The following is an excerpt of the Community Languages Australia's Student Voices Research conducted by Monash University which is still in draft form. Once the research is published, a full report can be provided.

Imagined Communities Through the Lens of Students Voices and Australia's Homage to Community Languages Schools

Excerpt provided by Dr Maria Gindidis

This research utilises ethnographic methods to examine identity and community within one community school's student population of 108 students whose ages ranged from 11 to 16 years old. Using data from participant-observation, as well as themes gleaned from semi-focused/individual interviews and personal narrative, I document the construction, by student voice, of a broader imagined community of "belongingness".

Imagined communities refer to groups of people, not immediately tangible and accessible, with whom we connect through the power of the imagination. In our daily lives we interact with many communities whose existence can be felt concretely and directly. These include our neighbourhood communities, our workplaces, our educational institutions, and our religious groups. Students in community languages schools connect powerfully to a country they have never visited. Community language schools by their very existence and replicated structure of a micro -community differ from second language learning in language schools or mainstream educational contexts.

Analysing funds of knowledge theory (FoK) through a student lens, I argue that this imagined second language "community" as experienced through a community language school is best understood as an expression of 'communitas' and that third-generation students are liminal figures themselves, understanding their identity as supported and "imagined" in Australian community languages schools.

As Wenger (1998) notes, direct involvement with community practices and investment in tangible and concrete relationships—what he calls engagement—is not the only way in which we belong to a community. For Wenger, imagination, "a process of expanding oneself by transcending our time and space and creating new images of the world and ourselves" (p. 176)—is another important source of community.

© 2023 Community Languages Australia. All Rights Reserved.

Sector Research

Student Voices by Monash University

Imagined Communities Through the Lens of Students Voices and Australia's Homage to Community Languages Schools (Draft Title)
Excerpt provided by Dr Maria Gindidis

I argue with this data the importance of community languages schools as integral to the motivation and future sustainability of a multilingual Australia. Findings thus far from the thematic analysis of interviews include a fluidity in children's understandings of identity and an "investment" in learning their heritage, community language as a marker of distinction, a liberation from monoglossic ideologies. In their interviews, students challenged the idea of a monoglossic Australia, seeing themselves as a distinct and preferable example of what being Australian means.

Further, it is important to recognise that the imagined communities a community school offers for its students to a large extent reflects society's collective visions. As Cummins (2000) points out, even committed and caring teachers may not question the current educational structures that fail to reach non-mainstream students, and instead focus on all the sources of linguistic underachievement within the students and their backgrounds. Several of the older students interviewed stated that they 'see' the multilingualism and multiculturalism that exists in their community school as an asset; they referred to peers who had parents from two community languages and the intersectionality of English for communication as "so great".

A large number of younger students did not see the academic focus of learning their community language as the most important factor –

"*I love learning about the culture and where I came from but I don't speak really good Greek, I still feel Greek.*"

A number of students stated that their own children will one day attend a community language school.

"I know sport on the weekend is important but learning another language is important too, I want to travel and visit my Pappou's (παππού - grandfather's) horio (χωριό – village). When I go I want to be able to speak and understand what they tell me."

There was a strong articulation and understanding that the community language school they attended was part of their innate view of what made them special and what constituted as "belonging" to something greater than themselves.

© 2023 Community Languages Australia. All Rights Reserved.

Sector Research

Surveys

CLS Back to School Survey

At the start of the 2022 school year, CLA conducted a national “Back to School” survey to get a better understanding of the number of schools that are returning to onsite learning and what are the challenges faced since returning onsite or remaining online. The results of this survey can be provided upon request. We had responses from QLD, ACT and VIC.

Status	Favorites	Name	Participants	Completions	Opt-ins	Opt-ins Rate	Last Modified
Active	☆	ESAQ - Back to School 2022	16	12	8	50.0%	Jun 22, 2023
Active	☆	ACTCLSA - Back to School 2022	27	23	16	59.3%	May 24, 2023
Active	☆	CLV - Back to School 2022	88	75	67	76.1%	Mar 09, 2023
Active	☆	CLNT - Back to School 2022	0	0	0	0.0%	Feb 10, 2022
Active	☆	ESASA - Back to School 2022	0	0	0	0.0%	Feb 10, 2022
Active	☆	NSWFCLS - Back to School 2022	1	1	1	100.0%	Feb 10, 2022
Active	☆	CLWA - Back to School 2022	0	0	0	0.0%	Feb 10, 2022

© 2023 Community Languages Australia. All Rights Reserved.

Sector Research

Surveys

Feedback on Professional Development Trainings

For every professional learning activity offered, a feedback form link is sent out shortly after each session to take advantage of participants having the session fresh In their minds to provide relevant feedback. The results of these feedback forms can be provided upon request.

The following questions are asked of each participant:

Q1. Are you a Teacher or a School Leader?

Q2. When it comes to running your community language school (as a School Leader) OR conducting your classroom (as a Teacher) more efficiently, what is your single biggest challenge, concern or frustration right now?

Q3. On a scale of 1-10 (10 being extremely good), how would you rate this Professional Development Session?

Q4. What did we do well in this Professional Development session?

Q5. What could we have done better? Was there anything you didn't like?

Q6. What might we try in a future Professional Development session? Any suggestions?

© 2023 Community Languages Australia. All Rights Reserved.

Advocacy & National Involvement

AFMLTA

CLA is part of the AFMLTA Project Advisory Group, which works towards a National Languages Strategy. Besides participation in the Advisory Group, CLA takes an active role in distributing the project's surveys amongst community language schools in Australia.

CLA encourages school participation in the surveys to ensure community language schools are represented and heard in the National Language Strategy development.

Several emails with project information and survey links were shared amongst community language schools across Australia via CLA's state and territory associations.

As reported in 2021, CLA distributed the surveys across community language schools in Australia through the state & territory associations and now is awaiting the outcomes of the surveys.

© 2023 Community Languages Australia. All Rights Reserved.

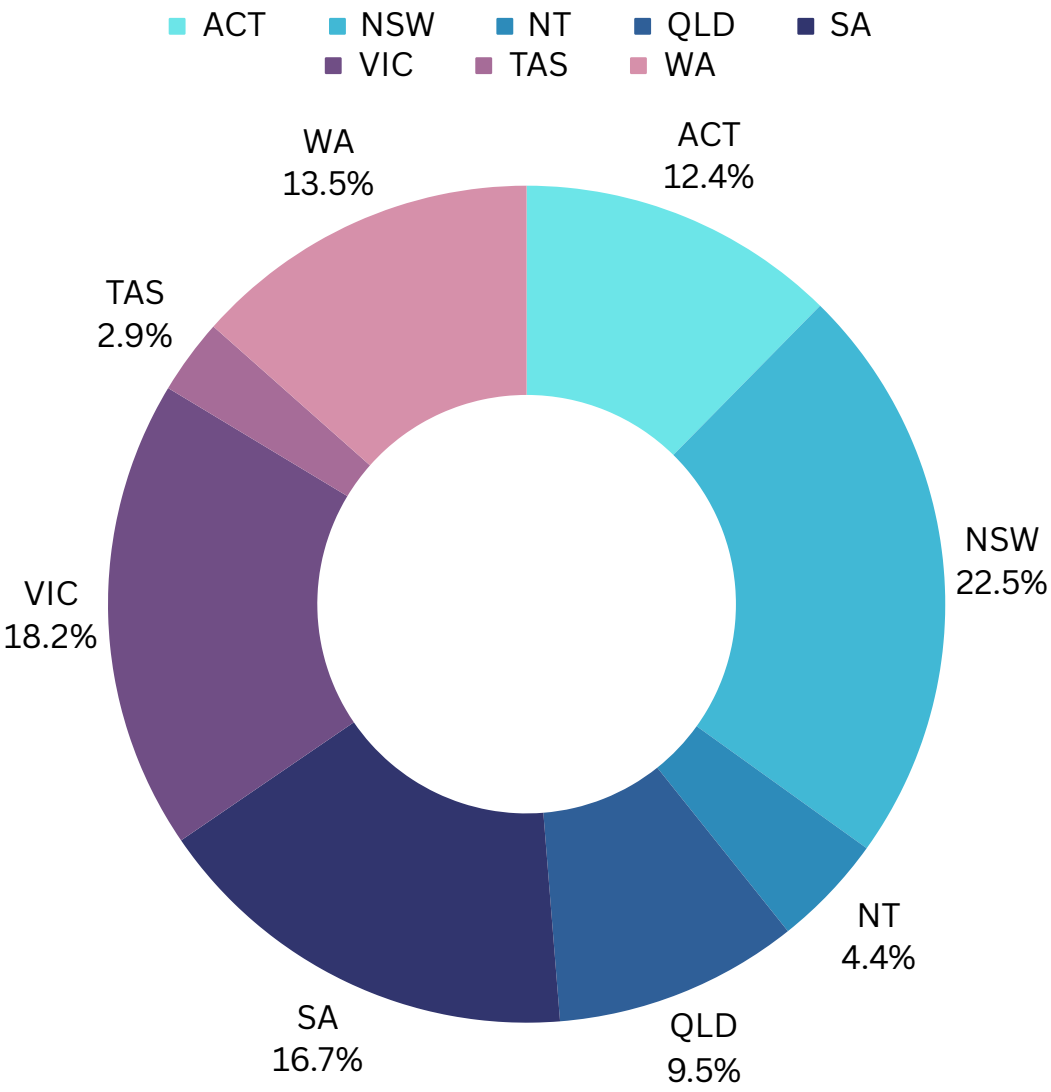
Community Language Schools Across Australia - A Snapshot

2022 National Data

In total there were approximately 785 community language schools operating across Australia in 2022, over 100 languages were taught to over 102,000 students.

The following charts visually display the number of languages, schools, students and teachers across the state & territory jurisdictions giving a snapshot of the data at a given point in time.

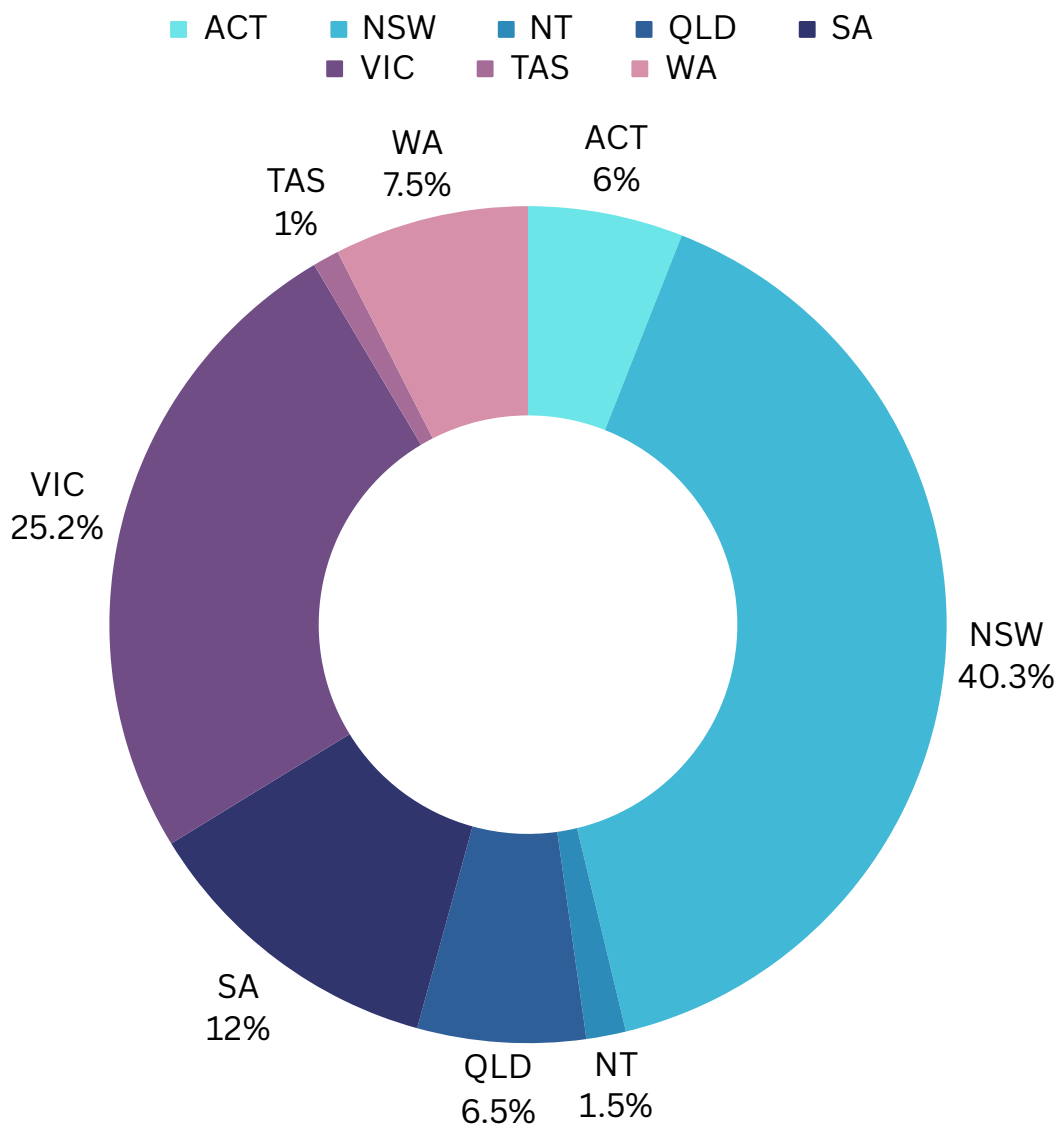
Languages Taught



© 2023 Community Languages Australia. All Rights Reserved.

Community Language Schools Across Australia - A Snapshot

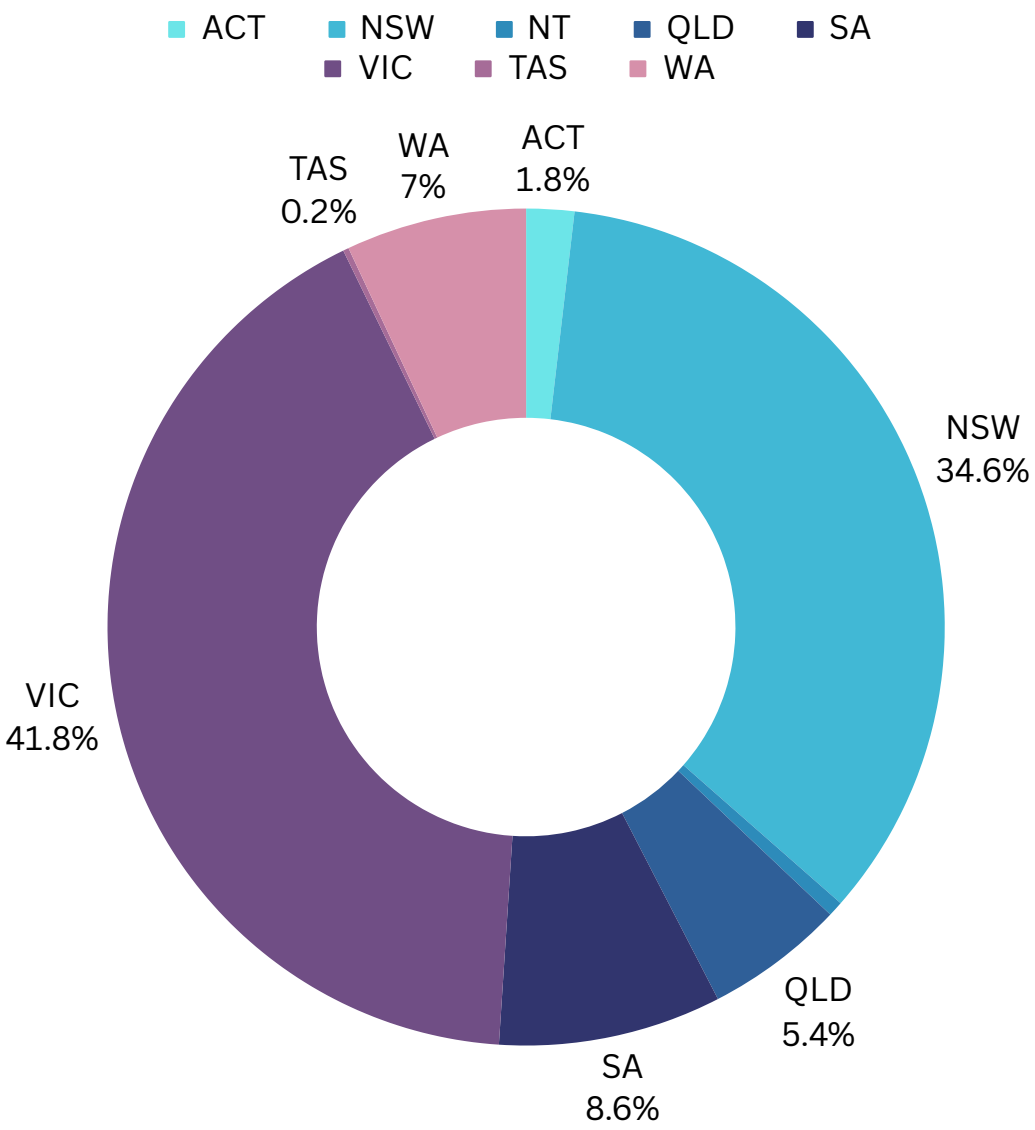
Number of Schools



© 2023 Community Languages Australia. All Rights Reserved.

Community Language Schools Across Australia - A Snapshot

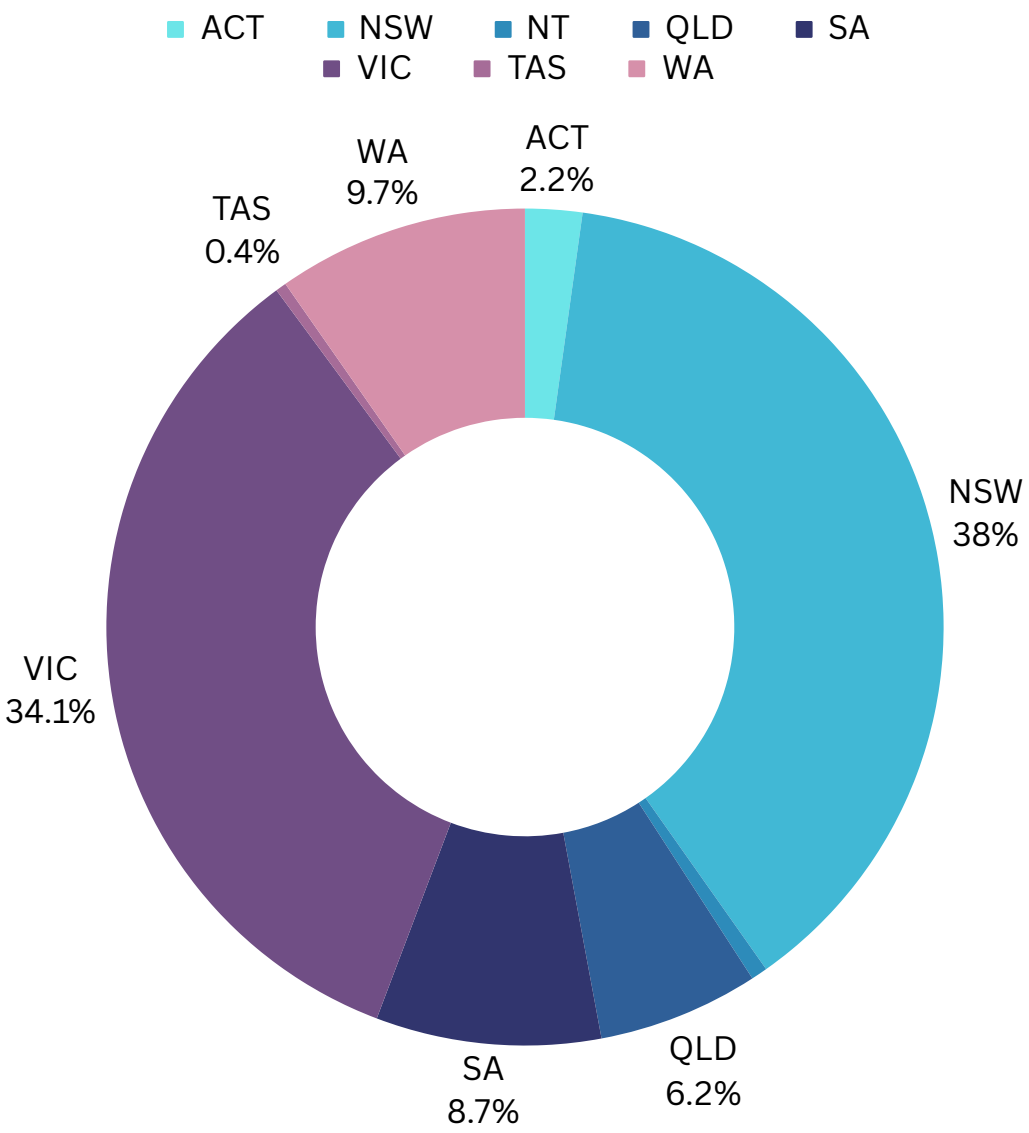
Number of Students



© 2023 Community Languages Australia. All Rights Reserved.

Community Language Schools Across Australia - A Snapshot

Number of Teachers



© 2023 Community Languages Australia. All Rights Reserved.

Community Language Schools Across Australia - A Snapshot

Summary Table (Numbers)

State	Languages	Schools	Students	Teachers
ACT	34	47	1,889	185
NSW	62	316	35,832	3,195
NT	12	12	597	53
QLD	26	51	5,488	522
SA	46	94	8,802	730
TAS	8	8	224	35
VIC	50	198	42,686	2,867
WA	37	59	7,129	815

© 2023 Community Languages Australia. All Rights Reserved.

Community Language Schools Across Australia - A Snapshot

Enrolments By Languages Taught

Languages	Schools	Students	Teachers
Acholi	1	11	3
Akan	1	25	2
Amharic	1	48	4
Arabic	98	15,790	925
Arabic/Coptic	1	130	6
Armenian	5	388	99
Assyrian	4	472	38
Bangla	16	1,538	80
Bari	1	18	2
Bengali	5	188	8
Bosnian	2	112	8
Bulgarian	2	68	8
Burmese	3	91	24

© 2023 Community Languages Australia. All Rights Reserved.

Community Language Schools Across Australia - A Snapshot

Enrolments By Languages Taught

Languages	Schools	Students	Teachers
Cambodian	1	11	3
Cantonese	1	86	15
Chaldean	1	161	9
Chin Hakha	1	55	3
Chinese	108	27,476	1,894
Chinese Traditional	1	140	20
Coptic	1	195	60
Croatian	6	486	32
Czech	1	18	3
Czech & Slovak	1	55	7
Dari	11	930	123
Dinka	4	915	33
Dutch	3	179	15

© 2023 Community Languages Australia. All Rights Reserved.

Community Language Schools Across Australia - A Snapshot

Enrolments By Languages Taught

Languages	Schools	Students	Teachers
Farsi	5	650	64
Filipino	7	202	21
Finnish	2	78	14
French	2	191	9
German	12	1,131	86
Greek	66	11,551	515
Gujarati	3	267	56
Gujerati/Gujarati	1	69	11
Harari	1	47	7
Hebrew	6	699	43
Hindi	12	713	131
Hindi/Punjabi	1		5
Hungarian	9	201	41

© 2023 Community Languages Australia. All Rights Reserved.

Community Language Schools Across Australia - A Snapshot

Enrolments By Languages Taught

Languages	Schools	Students	Teachers
Igbo	2	72	10
Indonesian	2	267	16
Italian	5	515	35
Japanese	20	2,756	269
Kannada	1	47	6
Karen	2	56	7
Khmer	3	145	6
Kirundi	2	187	9
Kiswahili	1	46	6
Korean	32	3,109	357
Lao	2	70	9
Latvian	3	207	26
Macedonian	4	315	21

© 2023 Community Languages Australia. All Rights Reserved.

Community Language Schools Across Australia - A Snapshot

Enrolments By Languages Taught

Languages	Schools	Students	Teachers
Malay	1	10	2
Malayalam	8	495	88
Malayalees	1	65	6
Malaysian	1	40	2
Maltese	2	76	17
Mandaean	3	125	8
Mandarin	8	821	51
Maori	2	14	6
Marathi	3	185	22
Mongolian	2	20	8
Nepalese	3	85	7
Nepali	9	652	51
Nuer	2	211	9

© 2023 Community Languages Australia. All Rights Reserved.

Community Language Schools Across Australia - A Snapshot

Enrolments By Languages Taught

Languages	Schools	Students	Teachers
Oromo	2	128	26
Otuho	1	462	3
Pashto	1	51	6
Persian	10	585	97
Polish	14	665	123
Portuguese	10	387	31
Pulaar	1	36	3
Punjabi	15	1,236	86
Romanian	2	123	3
Russian	30	2,339	243
Samoan	3	138	22
Sanskrit	2	366	58
Serbian	9	723	43

© 2023 Community Languages Australia. All Rights Reserved.

Community Language Schools Across Australia - A Snapshot

Enrolments By Languages Taught

Languages	Schools	Students	Teachers
Shona	1		9
Sinhala	15	2,198	210
Sinhalese	1	235	37
Slovak	1	30	5
Somali	8	793	50
Spanish	8	346	28
Swahili	2	35	5
Swedish	6	882	30
Tamil	26	4,759	685
Telugu	7	444	69
Thai	4	487	38
Tibetan	4	125	27
Tigrigna	1	34	3

© 2023 Community Languages Australia. All Rights Reserved.

Community Language Schools Across Australia - A Snapshot

Enrolments By Languages Taught

Languages	Schools	Students	Teachers
Tigrinya	2	197	10
Tongan	6	498	29
Turkish	13	677	59
Uighur	2	142	16
Ukrainian	6	240	42
Urdu	4	375	23
Uyghur	2	55	5
Vietnamese	34	6,860	785
Yoruba	1	20	2

© 2023 Community Languages Australia. All Rights Reserved.

Looking Into The Future

As we reflect on the accomplishments of 2022 and the challenges we faced, CLA is proud to have made significant progress and achieved numerous milestones in particular when it comes to the following 3 key areas as outlined in the Project Plan:

1. National Activities and Leadership
2. Student Engagement
3. Support for Community Language Schools

CLA successfully achieved many of its objectives and also gained valuable insights and outcomes. These include:

- Demonstrating leadership in relationships with government departments.
- Developing comprehensive policies on Child Safety, Equal Opportunity, and Cyber Safety.
- Facilitating Academic Forums and Executive Officer Forums.
- Supporting and promoting the implementation of National Minimum Accreditation Standards.
- Participating in and promoting the National Community Languages Schools Day program, which continues to grow.
- Enhancing communications and website engagement with increased participation in social media.
- Collecting national data on community language schools in Australia.
- Revising the National Quality Assurance Framework, with plans to launch it to all schools.
- Undertaking research projects to amplify the voices of students.
- Organising and delivering professional development trainings to state and territory associations.
- Tailoring professional development programs to meet the specific needs identified through surveys and feedback.
- Providing Child Safety Training to schools as new legislations came into place.
- Supporting schools as they came back from a COVID-19 reality back to face-to-face teaching and learning
- Continuing the implementation of the Strategic Plan 2020-2023.
- Developing a governance framework and updating governance documents.

These achievements underscore the importance of national coordination and support for community language schools, and CLA remains committed to delivering strategic and coordinated programs to enhance the sector. Looking ahead, CLA will continue to prioritise the growth and development of community language schools through its ongoing initiatives and collaborations.

© 2023 Community Languages Australia. All Rights Reserved.

Community Languages Australia
L2, 189 Faraday St, Carlton VIC 3053

www.communitylanguagesaustralia.org.au