



Australian Government

Department of Education, Science and Training

# Maximising the Opportunity



## A Report on the National Seminar on Languages Education

Canberra, 30–31 October 2006



Asia Education Foundation

# Acknowledgements

The seminar was opened on 30 October 2006 by **The Hon Julie Bishop** MP, Minister for Education, Science and Training. The seminar leader was **Mr Tony Mackay**, CEO, Centre for Strategic Education.

## Keynote addresses

**Senator the Hon Amanda Vanstone**, Minister for Immigration and Multicultural Affairs  
**Terry Woolley**, Chair, MCEETYA Languages Education Working Party  
**Associate Professor Tony Liddicoat**, University of South Australia

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**Antonella Chiera-Macchia**, Adelaide High School  
**Siobain Collet**, Mawson Primary School  
**Kylie Farmer**, Huntingdale Primary School  
**Dr Margaret Gearon**, Monash University  
**David Gilks**, Narrabundah College  
**Rob McConchie**, Australian Council of State School Organisations  
**Shirley O'Neill**, University of Southern Queensland  
**Carmel Ryan**, Alice Springs Language Centre  
**Sharin Sane**, Australian National University  
**Annarella Sebbens**, Sanderson High School  
**Dr Dahle Suggett**, Department of Education and Training, Victoria  
**Lia Tedesco**, Australian Federation of Modern Language Teachers Associations

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**Dr Elizabeth Kleinhenz**, Australian Council for Educational Research  
**Professor Anne Pauwels**, University of Western Australia  
**Dr Nola Purdie**, Australian Council for Educational Research  
**Angela Scarino**, University of South Australia  
**Enzo Sirna**, Community Languages Australia  
**Greg Valentine**, International Baccalaureate Organization  
**Dr Tim Wyatt**, Erebus International

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**Meredith Beck**, Independent Schools Council of Australia  
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This report can be downloaded at:  
[www.asiaeducation.edu.au/public\\_html/reports.htm](http://www.asiaeducation.edu.au/public_html/reports.htm)

# Contents

Background .....	2
Overview .....	3
Key messages .....	4
Languages in a shrinking world.....	5
Make language learning relevant.....	6
A tipping point in languages education .....	7
Languages take you places .....	8
Gathering the data, improving the practice.....	10
Leading change .....	15
Learning journeys .....	17
What works?: Effective practice in languages education .....	19
Maximising the opportunity .....	21
Key messages for the MCEETYA Working Group .....	24
In conclusion .....	24

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National Seminar on  
Languages Education**

**Canberra, 30–31 October 2006**

## Background

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In March 2005, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) endorsed a *National Statement and Plan for Languages Education in Australian Schools 2005–2008* (the ‘National Statement and Plan’) ([www.mceetya.edu.au/verve/\\_resources/languageeducation\\_file.pdf](http://www.mceetya.edu.au/verve/_resources/languageeducation_file.pdf)), committing to a shared vision of quality languages education for all students, in all schools, in all parts of the country.

The Australian Government Department of Education, Science and Training through the School Languages Programme, is funding national projects to support the implementation of the National Plan. A MCEETYA Languages Education Working Party was established in late 2005, to oversee implementation of the National Plan.

Information updates on the work of the MCEETYA Languages Education Working Party are available at: [www.mceetya.edu.au/mceetya/default.asp?id=15338](http://www.mceetya.edu.au/mceetya/default.asp?id=15338)

*Maximising the Opportunity*, a national seminar on languages education that took place on 30–31 October 2006, was one of the projects funded under the School Languages Programme. The objectives of the seminar, organised by the Asia Education Foundation, were to:

- provide time and opportunities for state and territory teams to consider what the *National Statement and Plan* means for their local contexts and priorities and to plan strategies that could be taken forward after the seminar
- provide an update on action being taken at national level to assist the implementation of the *National Statement and Plan*, particularly the national projects funded under the School Languages Programme
- share effective practice in languages education, in particular work being undertaken to enhance intercultural language teaching and learning
- promote the broad benefits of languages education
- raise awareness of the links between languages education and other national and state education priorities.



(l. to r.) The Hon Julie Bishop MP, Terry Woolley, Tony Mackay, Senator the Hon Amanda Vanstone

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*It was wonderful to see the diversity of our educators united in their passion for teaching quality language programmes and to see the National Statement and Plan work as a springboard for action.*

Melissa Gould-Drakeley, Modern Language Teachers Association of NSW

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## Overview

**M**aximising the Opportunity brought 140 representatives from the state and territory jurisdictions, schools and parent bodies, professional associations and universities together at the National Museum of Australia in Canberra for two intensive days of presentations, discussions and workshops. Tony Mackay, Executive Director of the Centre for Strategic Education, led the seminar, encouraging presenters and delegates to translate their enthusiasm for languages education into strategic priorities and actions.



Kylie Farmer, Annarella Sebbens and Antonella Macchia-Chiera

### Languages learning in Australia

- approximately 50% of students learning a language in mainstream schools
- 146 languages taught in both mainstream and non-mainstream school settings, including:
  - 103 languages (including 68 Australian Indigenous Languages) taught in government, catholic and independent schools
  - 69 languages taught through after hours ethnic/community languages schooling
- six languages emerged as the most commonly taught. These were, in order of enrolment numbers: Japanese, Italian, Indonesian, French, German and Chinese. More than 90% of languages learners were learning one of these languages.

MCEETYA, 2005

Several themes recurred during the seminar. These identified the need to:

- articulate a strong and clear message for the value of languages learning, based on a strong educational and social rationale
- build the capacity of the profession through investigation to attract and retain languages teachers
- build strategic partnerships among key stakeholders at state and territory levels to take the *National Statement and Plan* forward
- explore innovative delivery mechanisms for languages education.

*The seminar made me think about the big picture, what my work means in a national context.*

Hanan Dallah,  
Islamic College of  
South Australia

## Key messages

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*Build excellence, use champions, change culture, allow seven years' minimum language learning at school.*

Allan Shaw, Association of Heads of Independent Schools of Australia

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Seminar delegates identified a clear set of priorities for maximising the opportunity presented by the *National Statement and Plan for Languages Education in Australian Schools 2005–2008*:

- Take the MCEETYA *National Statement and Plan* forward at the local level with action plans developed by the state and territory teams
  - Clarify what is to be achieved through the *National Statement and Plan* and translate this into initiatives advocating languages education nationally.
- Strengthen strategic partnerships across the three education sectors as well as with business and the broader community
  - Tailor the message about the importance of learning languages for operating in the global environment to suit various audiences, both within the education community and beyond.
  - Increase the capacity of the profession by:
    - offering leadership from the national and state political levels and from within the school community
    - investigating ways to address the problems of supply and retention
    - improving the quality of teacher education through professional learning and teacher education programmes
    - ensuring the profession adheres to its standards.
  - Inspire creative delivery that:
    - encourages an intercultural approach to the teaching and learning of languages
    - takes account of students' learning styles and their demand that languages learning be real and relevant
    - ensures languages learning is undertaken within a cultural context that is relevant to students' lives and aspirations
    - embraces e-learning.

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*Strategic partnerships across the educational system are essential for the improvement of languages programmes.*

Dr Dahle Suggett, Deputy Secretary, Department of Education and Training, Victoria

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## Languages in a shrinking world

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The Hon Julie Bishop MP, federal Minister for Education, Science and Training, opened the seminar. Citing the influential Nuffield Languages Inquiry conducted in the United Kingdom, Ms Bishop told delegates that monolingualism would not serve Australia well in a world driven by the forces of globalisation. Instead, Australians need to enhance their links with the world by improving their language skills and cultural understanding:

Education for our students should not only respond to the needs of the local Australian community and the local Australian economy, but should also seek to give students the knowledge and skills they need to assist with potential global engagement. Languages education plays a key role in this.

Yet, 85 per cent of students graduate from Year 12 without a second language, posing those gathered at the seminar with a significant challenge if they are to realise the vision of the *National Statement*. It was a challenge worth meeting because, the Minister said:

For those discovering the joys and challenges of learning a second language, there are rich opportunities to gain insights into the values and beliefs of others—often discovering more about themselves in the process.

Recognising that to achieve the goals in the MCEETYA *National Statement and Plan*, a pool of highly skilled teachers with opportunities to participate in professional learning throughout their careers was essential, the Minister announced that the Australian Government will provide \$1.3 million from the 2006 School Languages Programme for a national professional learning project for language teachers. This will build on the framework of professional standards developed through the Australian Federation of Modern Language Teachers Associations. The project will enable the development of a national package of materials to support state and territory representatives to deliver the professional learning locally.



The Hon Julie Bishop MP

*The Australian Government recognises that languages education has an important part to play in equipping young people with the skills and values necessary to participate more fully in the life of a tolerant, harmonious and outward looking country in the 21st century.*

The Hon Julie Bishop MP, Minister for Education, Science and Training

## Make language learning relevant

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*Senator the Hon Amanda Vanstone*

**T**he seminar highlighted the potential for an intercultural languages learning approach to transform the way languages are taught in Australian schools. Enter Senator the Hon Amanda Vanstone, the [then] Minister for Immigration and Multicultural Affairs!

Over dinner, Senator Vanstone presented seminar delegates with a clear message—make languages come alive for students and advocate the importance of languages in helping us reach out to people from other parts of the world.

Drawing on her own school education, the Senator reflected on learning foreign languages as a teenager:

When I learned French, there was no enjoyment, so I chose to stop at Year 10. I regret that now, as it may have made learning another or subsequent languages easier.

Nevertheless, she did return to languages learning while at law school. She attended a lunchtime ‘Italian for lawyers’ class once a week while at law school, a decision that has resulted in an ongoing interest in Italian:

Even if I speak [Italian] with an Australian accent, people appreciate the effort. Indeed, you get special marks for the effort of trying to speak another language.

Later, as a Minister in the Howard Government, the Senator approached a translator for some advice on how the language worked in the cultural context, rather than just learning the direct translation of some words. In this way, she had a better feel for how her Chinese counterparts were thinking and how best to communicate her ideas to them in culturally appropriate ways.

Commending delegates on their commitment to languages education, Senator Vanstone said every primary school student should have the opportunity to engage with the challenge of a foreign language:

If our kids are not really fluent in another language, they are denied opportunities to thrive in an increasingly multilingual world...[in particular] in our dynamic Asian region.

## A tipping point in languages education

Terry Woolley, Chair of the MCEETYA Languages Education Working Party, set the scene for the seminar by drawing on the ideas from Malcolm Gladwell's book, *The Tipping Point*. Gladwell argues that good ideas spread very quickly when the conditions are favourable: when the context is right and there is a critical mass of the right people involved, with enough small, achievable steps embedded in the process.

According to Terry, agreement by Ministers of Education around Australia for the *National Statement and Plan* signifies that the conditions are favourable and the context right for a renewed languages agenda and that the National Seminar, was the perfect forum through which to gather the 'right people' to plan the small steps needed to maximise this opportunity; to transform the *National Statement and Plan* into such a tipping point.

Reflecting on the need to sharpen the educational and social argument for Languages education, Terry argued that learning a language was about understanding a language and culture and building bridges, and that in the current climate of fear about terrorism, shifting borders and global uncertainties, languages learning should not be seen through a narrow prism of 'problem-solving'. Rather it should be built on evidence-based data that rallies leadership, informs policy and programming decisions, and convinces parents and students of the benefits of learning languages.

Terry acknowledged that Indigenous languages were an important element in the *National Statement and Plan* and posed a two-fold challenge of maintaining some Indigenous languages and reviving others.

There was, Terry emphasised, an urgency about the task of implementing the *National Statement and Plan*, both by using existing structures and developing stronger and broader partnerships that will create the critical mass needed for languages education to flourish.

### Responses

- Louisa Rennie, Catholic Education Commission in South Australia, confirmed that the *National Statement and Plan* had helped to promote languages education to principals and teachers in the Catholic education system and to align professional learning with the six strands identified in the *National Plan*. Louisa noted that the *National Plan* had been the catalyst for a gathering of Catholic system language educators from across Australia to discuss how best to move languages education forward.
- Meredith Beck, Association of Independent Schools in South Australia, said that the *National Statement and Plan* had guided a forum called 'Springboard to Action', which had introduced teachers to the *National Statement and Plan* and prompted discussion of intercultural languages learning. This had been followed by some language-specific workshops.
- Ian Dalton, Australian Parents Council, urged seminar delegates to sharpen the message that language learning is important, that parents need to understand why languages are a priority and what they could expect their children to achieve. Students, likewise, need to see Languages learning as an attractive, achievable curriculum option.
- Enzo Sirna, Community Languages Australia, identified in the *National Plan* the importance of delivering quality education in community schools and said the six strands were a welcome guide to teachers of community languages.



Terry Woolley

*[The] National Statement and Plan provides a new rationale for languages learning ... to engage students with difference in an inter-connected world.*

Sue Tolbert,  
Department  
of Education,  
Tasmania



Meredith Beck

*Some tough decisions need to be taken to ensure quality languages education is realistic and achievable.*

Noel Simpson,  
Branch Manager,  
Curriculum  
Branch, DEST

## Languages take you places

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Associate Professor  
Tony Liddicoat

... to interesting jobs, to rewarding travel and on unexpected adventures, real and imagined

In his keynote address, Associate Professor Tony Liddicoat from the Research Centre for Languages and Cultures at the University of South Australia, drew on his personal experience as well as his academic research to put the argument for learning another language. As a boy living a rather isolated life in rural Victoria, learning French opened his eyes to the world. Little then did he know that this nascent love of language would lead him to untold opportunities.

### ***A vital skill in the 21st century***

In the global information society, knowledge is not enough; you have to be able to communicate what you know with people all over the world. Learning another language not only enables you to do this but also helps you learn about yourself in relation to the world. Foreign languages are not just a code version of English: they are the key to understanding other cultural concepts and ideas. Learning another language(s) helps prepare learners for participation in the modern world as no other curriculum area does.

### ***The myth of English language dominance***

Everyone does *not* speak English. Indeed:

- English as a first language is in decline. Approximately two-thirds of the world's population will not be able to speak English by 2050.
  - Native speakers of English as a group are disadvantaged because they speak only English. Second-language speakers of English are bilingual or multilingual.
- Thus, native English speakers are seen as less capable and less willing to engage with diversity. They are less aware of language and cultural issues. This can be bewildering for them because people don't all see the world in the same way. Those who speak English as a second language do so because they want to convey their world view to other English speakers.

- The Internet is now multilingual. For commerce, most people prefer to use a website published in their own language. That is why a third of the World Wide Web is *not* in English, and that proportion is growing.

### ***The challenge ahead***

In urging seminar delegates to advocate for languages education as an essential curriculum experience for all students, Tony drew from the Nuffield Languages Inquiry undertaken in the UK in 2002, which stated that:

Monolingualism will not serve [the next generation] well. It implies inflexibility and the presumption that others should always be prepared to use English; it creates a culture of dependence on the linguistic competence and the goodwill of others. Learning to use another language is about more than the acquisition of a useful skill, it reflects attitudes, conveying respect for the identity and culture of others and tolerance of diversity. Are our school curriculum decision makers willing to provide students with an education for the future?

### ***What is to be done?***

Tony emphasised that if we want the study of another language to deliver what we believe it can deliver, we have to allow the language programme to be able to do it. To be effective, languages learning must be:

- taught by qualified teachers
- given adequate hours across the school week
- part of a sustained, coherent programme.

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*Tony Liddicoat's lecture made me feel happy to be a language teacher and to want to improve my practice.*

Ans van Heyster, Cosgrove High School, Tasmania

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## Gathering the data, improving the practice

A feature of the seminar was workshops showcasing current strategic projects being funded under the School Languages Programme to support the implementation of the *National Statement and Plan*. These workshops were offered on both days of the seminar. In addition, delegates had the opportunity to attend sessions focused on languages education, as offered through the International Baccalaureate programme, and other initiatives funded by the Australian Government.

The following provides a brief overview of each workshop.

### ***Investigation into the state and nature of languages education in Australian schools***



Angela Scarino

The University of South Australia's Research Centre for Languages and Cultures Education is managing this project, which is building on previous research to generate a comprehensive national picture of the current state and nature of languages education in Australian schools. It aims to identify the key issues affecting the teaching and learning of languages in Australian schools and recommend strategies to increase the effectiveness and quality of school-based languages programmes.

Specifically, it is investigating current state and territory languages policies and curriculum frameworks, modes of delivery, and teacher supply and demand in primary and secondary schools. Important aspects of the research include:

- an examination of the roles of and interrelationships between mainstream and complementary language providers in each state and territory
- how various state and territory policies respond to issues of mandatory languages study, choice and continuity, and workforce planning
- how these policies affect the quality of languages provision and take-up by students
- emerging trends.

This project will deliver its findings in July 2007. For further information about the project visit: [www.unisa.edu.au/rdce/projects/current\\_projects.asp](http://www.unisa.edu.au/rdce/projects/current_projects.asp).

Contact: Angela Scarino, Research Centre for Languages and Cultures Education (RCLCE), University of South Australia. (Email: [angela.scarino@unisa.edu.au](mailto:angela.scarino@unisa.edu.au))

### ***Investigation into the current provision of Indigenous languages programmes in Australian schools***

#### **Indigenous languages**

96 per cent of the world's 6000 languages are spoken by 4 per cent of the world's population. Over 50 per cent of these languages are endangered. In Australia, only 18 of the 110 Indigenous languages are in a strong position to survive.

Managed by the Australian Council for Educational Research (ACER), this project aims to:

- improve the sustainability and quality of Indigenous language programmes delivered in Australian schools
- promote good practice nationally.

It will provide a snapshot of the current national situation in Indigenous languages education, including an analysis of existing models of teacher preparation and training for those involved in the delivery of Indigenous language programmes, and an evaluation of their relevance and applicability to the Australian context. As part of the project, ACER is identifying and evaluating examples of good practice in Indigenous language programmes in schools that reflect different settings, and will make recommendations for a second phase of action.

The Report is expected to be available in September 2007. Contact: Nola Purdie, Australian Council for Educational Research (ACER). (Email: [purdie@acer.edu.au](mailto:purdie@acer.edu.au))

## ***Improvement in the national coordination and quality assurance of community language schools***

### **Community languages**

Data collected by Community Languages Australia in 2007 shows that approximately 73 languages are taught in over 1,100 after-hours ethnic/community language schools nationally. Approximately 108,000 students are enrolled in these schools, with the top ten languages taught being Chinese, Vietnamese, Greek, Arabic, Korean, Italian, Tamil, Turkish, Russian and Persian

This project represents a continuation of work being undertaken by Community Languages Australia (formerly the Australian Federation of Ethnic Schools Associations—AFESA) on behalf of the Australian Government to enhance national coordination and improve quality assurance of after-hours ethnic/community language schools. The project is being undertaken in close consultation with state and territory ethnic school associations/authorities, education departments and the teaching community.

An important component of this current project is a trial of the Quality Assurance Framework in three states and territories. Erebus International has been subcontracted by Community Languages Australia to conduct consultative and professional learning workshops about the Quality Assurance Framework. An outcome of this process has been an evaluation of the trial of the framework, development of implementation guidelines and a professional learning package to support implementation in all states and territories.

For more information about this project and the work of Community Languages Australia, go to: [www.communitylanguagesaustralia.org.au](http://www.communitylanguagesaustralia.org.au).

Contact: Enzo Sirna, Australian Federation of Ethnic Schools Associations (AFESA). (Email: [Enzo.Sirna@ntwa.com.au](mailto:Enzo.Sirna@ntwa.com.au))



Enzo Sirna

*I was delighted to see and hear that for the first time community languages were on the agenda.*

Halina Szunejko,  
Ethnic Schools  
Association of  
WA



Dennis Flannery

## Leading Languages Education Project

The Australian Principals Associations Professional Development Council (APAPDC) has been contracted to deliver this professional learning project for school principals and leaders in all education sectors. Given the crucial role of principals and school leaders in implementing effective and sustainable languages programmes, the aims of this project are to promote greater awareness and deeper understanding among school principals and leaders about:

- action at the national level to support languages education
- current directions in languages teaching and learning
- the benefits of learning languages, particularly in developing valuable intercultural skills in students.

Through a range of strategies, including face-to-face forums in every state and territory, a website, and electronic and print communications, the project will help to ensure that school principals and leaders are informed about and encouraged to play an active role in nurturing languages education in their schools.

For further information about the project, visit [www.apapdc.edu.au/leadinglanguages](http://www.apapdc.edu.au/leadinglanguages).

Contact: Dennis Flannery, Australian Principal Associations' Professional Development Council (APAPDC). (Email: [flanvase@iimetro.com.au](mailto:flanvase@iimetro.com.au))

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*It has been great to have principals as a significant presence here.*

Anonymous

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## Review of teacher education for languages teachers

The Australian Council for Educational Research (ACER) is managing the review of teacher education for languages teachers. This project aims to produce a comprehensive national picture of teacher education and re-training opportunities for both primary and secondary languages teachers, and determine the extent to which this prepares teachers for their profession. This includes investigating course entry requirements, content and structure, and structural impediments relating to the development of teachers' linguistic and pedagogical competency. As part of this project, ACER will also explore the potential application of the *Professional Standards for Accomplished Teaching of Languages and Cultures*, developed by the Australian Federation of Modern Languages Teachers Associations (AFMLTA), in teacher education for languages teachers. The findings will provide a basis for further action to improve access to, and the quality of, preparation for primary and secondary languages teachers.

The findings of the review will be available in August 2007.

Contact: Dr Elizabeth Kleinhenz, Australian Council for Educational Research (ACER). (Email: [kleinhenz@acer.edu.au](mailto:kleinhenz@acer.edu.au))

## Intercultural Language Teaching and Learning in Practice (ILTLP) project

**Intercultural language learning** aims to integrate the study of the language with the development of an understanding of how language and culture affect the lives of learners as well as those of the people whose language they are learning.

Due for completion in June 2008, this major national project is developing and implementing a professional learning package on intercultural language teaching and learning for more than 400 languages teachers throughout Australia. Participant teachers are devising and trialling units of work, assessment procedures and long-term plans, which are being incorporated into the professional learning materials to be delivered across Australia to languages teachers, school principals and sector representatives from all states and territories and school sectors in 2007.

For more information and access to the project materials go to [www.iltlp.unisa.edu.au](http://www.iltlp.unisa.edu.au).

Contact: Angela Scarino, Research Centre for Languages and Cultures Education (RCLCE), University of South Australia. (Email: [angela.scarino@unisa.edu.au](mailto:angela.scarino@unisa.edu.au))



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*Don't forget in the discussion of intercultural learning that to build a house, whether it be a French one, Japanese or whatever, you need bricks (vocabulary), a plan (grammar) and cement (syntax).*

Dr Christiane Bostock, Tasmanian Association of French Teachers and Learners

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## ***Innovative approaches to the provision of languages other than English in Australian higher education***

### **Languages in Australian universities**

- 26 languages are currently taught across 37 universities.
- 7 languages are widely taught in the university system: Japanese (30), Chinese (26), French (24), Italian (22), Indonesian(19), German(18) and Spanish (17).
- 6 languages have medium availability: Modern Greek (10), Korean (7), Latin (6), Russian (6), Ancient Greek (5) and Arabic (5).
- 14 languages are available at only 1 or 2 institutions: Croatian, Hebrew, Hindi, Macedonian, Persian, Polish, Sanskrit, Serbian, Swedish, Thai, Turkish, Ukrainian, Vietnamese and Yiddish.

While not part of the School Languages Programme-funded projects, this research, funded from the Higher Education Collaborative and Structural Reform (CASR) Fund, will contribute to improving the delivery of languages in Australian education. It is investigating innovative, cost-efficient and pedagogically appropriate models for

languages other than English delivery and collaboration across the higher education sector. The project is trialling three approaches:

- cross-institutional collaboration, with a blended model of distance education delivery and face-to-face teaching
- a collaborative city-based model, where language offerings are shared between universities in the same city
- versions of a blended online and immersion model, which combines a flexible delivery component with language immersion in an annual residential school or in-country.

For further information about the project, visit: [www.dassh.edu.au/casr/casr\\_home.html](http://www.dassh.edu.au/casr/casr_home.html).

Contact: Prof Anne Pauwels, University of Western Australia. (Email: [a.pauwels@uwa.edu.au](mailto:a.pauwels@uwa.edu.au))

## ***The International Baccalaureate (IB)***



*Greg Valentine*

Greg Valentine, representing the International Baccalaureate Organization (IBO) Australia, led delegates through a presentation on the IB programme. The presentation, titled 'Educating the Head and the Heart – Through Languages Education and Intercultural Understanding', described how the IBO, now offered in 124 countries, aims to develop inquiring, knowledgeable and caring young citizens who contribute to a better and more peaceful world through intercultural understanding and respect. Learning languages is integral to the IB programme at all levels and is central to the IBO's aim of nurturing students who can understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.

Some 1889 schools in 124 countries are authorised to offer 2269 IB programmes. In Australia, it is expected that by 2008 160 schools will offer the IB to 50,000 students.

Further information about the IBO is available at: [www.ibo.org](http://www.ibo.org).

Contact: Greg Valentine, IBO Australia. (Email: [greg.valentine@ibo.org](mailto:greg.valentine@ibo.org))

## Leading change – opportunities and challenges presented by the *National Statement and Plan*

A panel of representatives from parents and the community, school leadership, teacher educators, a Department of Education and the language teaching profession discussed perspectives on how best to take forward the *National Statement and Plan*. Panelists included:

- Susan Boucher, Australian Principal Associations Professional Development Council
- Dr Margaret Gearon, Monash University
- Rob McConchie, (representing the Australian Council of State School Organisations)
- Dr Dahle Suggett, Department of Education and Training, Victoria
- Lia Tedesco, Australian Federation of Modern Languages Teachers Associations

In addressing the opportunities and challenges that the *National Statement and Plan* offer, panelists identified the need for the following:

### ***Broad-based advocacy for languages education***

There was a strong message from panelists that despite ‘internationalisation of curriculum’ being on everyone’s minds and lips, significant work was needed to ensure that languages learning is broadly acknowledged as an integral component of an internationalised curriculum. With limited awareness of the *National Statement and Plan*, even within the school sector, urgent action is required to maximise the opportunities presented through the *National Statement and Plan*.

Panelists noted that examples of effective practice demonstrating the positive learning that can occur through languages education are crucial in building support for the area. School leaders are ready to take up the issue and advocate for languages education, but need to know ‘what good [languages] education looks like in action’. Likewise, parents and community need more evidence of how languages learning can benefit their children and society more broadly. Suggestions from panelists included:

- 2008 be designated as the Australian Year of Languages
- languages teachers and professionals managing upwards to ensure leaders in schools and education systems know of the developments in languages education
- taking the messages beyond the schools sector
- documenting how learning languages can improve English literacy
- more school-based research to capture what is happening on the ground.

### ***Strong and committed leadership from within and beyond the Languages teaching profession***

There was a ‘call to arms’ for language teaching professionals to lead action that takes the *National Statement and Plan* forward. The AFMLTA pledged unwavering support from its members to support the intentions of the *National Statement and Plan*. There was also a call for continued national leadership to drive programmes and initiatives



Susan Boucher



Dr Margaret Gearon

*Intercultural language learning is the biggest change in language teachers’ practice since the 1980s ... offering the chance to deepen the learning experience by encouraging social interaction, making connections with other learning areas and supporting self-reflection.*

Lia Tedesco,  
Australian Federation  
of Modern Languages  
Teacher Associations



Rob McConchie

that develop Australian students as global citizens. It was also noted that to generate demand for languages education among students, engaging parents and community in the area was crucial.

It was stressed that for school leaders to best support their languages teachers and spread the word in the school community, they must be presented with key messages and arguments to help them prioritise languages when making decisions about resource allocation. To this end, *all members* of school leadership teams need to be supportive of languages; for example, by assisting experienced teachers to inspire trainee and beginning teachers by being strong and positive role models and mentors, exploring smart solutions to resource issues and celebrating best practice.

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*We need to de-mystify the learning of languages, which many people currently put in the 'too hard' basket.*

Ian Dalton, Australian Parents Council

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Dr Dahle Suggett

## **Strategic and educationally sound responses to the National Statement and Plan**

Lia Tedesco described intercultural language learning as the biggest change in languages teachers' practice since the 1980s, offering the chance to deepen the learning experience by encouraging social interaction, making connections with other learning areas and supporting self-reflection. According to Lia, this is a great opportunity to move the profession forward.

Dr Gearon argued that pre-service teachers, through their school-based practicums, were well placed to enhance the professional learning of practising teachers by keeping them updated on the latest thinking in policy and pedagogy.

All panelists agreed that a strong sense of achievement and progress was needed in regards to the *National Statement and Plan*, and forums such as the 2006 National Seminar on Languages Education play a key role support action.

That said, the panel acknowledged a number of existing challenges regarding the supply of and demand for languages teachers, including:

- the need for rationalisation and coherence in programmes to ensure good pathways for students learning languages and for languages teachers' careers.
- the need for innovative pedagogies that inspire students
- improving the way in which languages teachers are trained, both at university and throughout their professional lives
- languages teachers becoming an integral and accepted part of the school community
- meeting these challenges in part through the clever application of IT solutions.



Lia Tedesco

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*Strong arguments about the benefits of language learning need to be developed so that sufficient space is provided in the curriculum and so that language teachers feel less isolated in their schools.*

Rob McConchie, representing the Australian Council of State School Organisations

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## Learning journeys

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Four young Australians at different stages of their school or working lives were invited to address the seminar and share their own experiences of learning and teaching languages. The following captures the insights of the four panelists.

### Siobain Collett

Chinese immersion programme, Year 6, Mawson Primary School

I most liked learning Mandarin from the end of Year 1 until the middle of Year 2 because we were taught in a way that made it fun. We did a variety of activities in class, such as music, games, poetry, writing, reading and speaking. There have been other times when I have not enjoyed learning Mandarin as much. For example, when the teacher tries to drill everything to do with China, Chinese people and Mandarin into our brains without any fun activities.

Recently, I went to Hong Kong and had a chance to talk Mandarin to the cabin crew on the plane. I also talked to a taxi driver about her life and Hong Kong. I loved the surprise and excitement when these people realised I spoke some Mandarin.

Some of the students that enrolled in the immersion programme at the same time as me did not really want to learn Mandarin because they were missing the fun art and craft classes that happened when we were doing Mandarin. That's now changed, with students in the year 3/4 immersion class taking all of their classes together so they do not miss art and craft. They seem to enjoy Mandarin more, even those who did not want to learn it. I think this is because they do fun activities in class. Everyone works and they do not distract others.

*Footnote:* Siobain has been unable to continue studying Mandarin at her high school, but intends to carry on her studies with a tutor.

### David Gilks

French student, Year 11, Narrabundah College

David Gilks began by asking the audience what made a good language teacher. He agreed with the response: *someone with passion who connects with kids and makes the learning interactive*. David went on to stress that the teacher must be fluent in the language he/she is teaching and (ideally) have had first-hand experience of the country and culture. He suggested that the language teacher take the place of that typical tool of trade, the tape recorder! This, he argued, would help the students feel more comfortable with the language and get away from learning by rote.

'Let culture permeate language teaching!' David entreated. Learning a foreign language is more than just learning words: it is also about culture and ideas. It is the cultural context that makes the whole endeavour meaningful to students and shows them how they can use what they learn. Knowing another language can help them get ahead in the business world but it is also important in developing critical thinking skills that can be applied in other learning areas.



Siobain Collett

*These students are excellent ambassadors for languages.*

Antonella Chiera-Macchia,  
Adelaide High School, SA



David Gilks

In a parting statement, David left seminar delegates with the following:

Language is a scaffold for thought; how it is assembled and used can change the way you think and express your emotions.



Shirin Sane

## Shirin Sane

Japanese language student, 1st year, Australian National University

I was born in India and came to Australia when I was two. I picked up English watching *Play School* and *Sesame Street*! My first language is Marathi, which is somewhat similar to Hindi, the national language of India.

I've been studying Japanese on and off since year two, though admittedly, my first year of university Japanese learning has eclipsed ten years of learning the language at school. Why? Because of the dedication of the teachers, the greater intensity of the learning environment and my own maturity, which has helped me make the commitment required [to learn another language].

That is not to say my school years were not productive; in fact it was in my earliest classes that I was most exposed to Japanese cultural traditions and activities, and when I learned a whole lot of vocabulary, which is no doubt assisting me now. It was this bright and fun learning environment that sustained my interest and love for the language.

An ideal language learning experience is made up of a balance of theory and practical exposure to the language and culture. In retrospect, I wish there had been slightly more focus on conversational style, on reading and on kanji in my classes at school. Now there is too little emphasis on the cultural aspect of Japan, with that having to take place beyond the classroom.



Carmel Ryan

## Carmel Ryan

Language teacher, Alice Springs Language Centre

Carmel is an Arrernte language specialist. There are 5000 speakers of Central, Eastern, Southern, and Western Arandic dialects in Central Australia. Carmel's presentation was in both Central Arrernte and English:

Ayenge akaperte altywere aneme nhenge kele-arle ayenge akaltye-irreke  
nhenge kweke-ngentyele amangkemele.

The knowledge I have is from my childhood and growing up with my grandparents. Living with them taught me to be respectful towards elders, parents and others in the community. I learnt respect for language and culture.

Carmel started her own studies in 1983 and began teaching in 1990. She worked on the development of an Eastern and Central Arrernte dictionary, which was published in 1994. In 2002, she commenced a Bachelor of Teaching at Latrobe University and hopes soon to finish her four-year degree. She has also translated the Bible into Eastern and Central Arrernte. Carmel works in both dialects of the language because intermarriage means people often speak different versions of the language.

As well as studying and translating, Carmel has a full teaching load. She has both primary and secondary students of Arrernte in several schools in Central Australia. Most have not (formally) studied a language in a classroom setting before, but enjoy the experience. Carmel attributes this to the fact that she works closely with elders and community members and combines classroom studies with excursions into the bush.

# What works: Effective practice in languages education

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## Sharing Indigenous knowledge

**Annarella Sebbens, Sanderson High School, Darwin, Northern Territory**

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*Indigenous languages are part of the linguistic heritage of all Australians.*

Lola Jones, Department of Education and Training, WA

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Annarella Sebbens

For ten years, Sanderson High School has offered an Indigenous language course, first just for its Aboriginal students and now to all its students. Parents were consulted about which languages and dialects should be offered and a consensus reached that Larakia would be taught.

The approach involves non-Indigenous teachers supporting the Indigenous language teacher in the classroom, while at the same time becoming the receivers of Indigenous knowledge. The results have been extremely positive.

- Language learning has helped with behavioural issues, raising self-esteem, improving retention rates, and reducing absenteeism and racism.
- Indigenous children are identifying more with their Aboriginality, while also improving their standard Australian English.
- Relationships within Aboriginal families have improved.
- Non-Indigenous children now actively want to join the programme.

The reasons for this success have been attributed to:

- strong leadership in the school
- consultation with the community
- respect for the protocols of kinship and transferring knowledge.

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*The plan needs to recognise the central connection that language and culture have to country in Aboriginal Australia.*

Dr Jennifer Munro, Office of the Board of Studies, NSW

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Kylie Farmer

## Immersion in a foreign language

**Kylie Farmer, Huntingdale Primary School, Victoria**

Huntingdale Primary School operates on the premise that immersion in a foreign language is the best model for achieving high levels of communication. The 170 students at Huntingdale receive 7.5 hours tuition in the target language (Japanese), 2.5 of which are devoted to learning the language. All music, science, art and PE classes are taught in Japanese. There are two full-time Japanese-speaking teachers.



Year 6 students take a trip to Japan. There, they have demonstrated that even when they don't understand all that is being said, they have developed skills to work out what is going on and to cope with unfamiliar situations. Another clear outcome from second language learning has been consistently good results in Huntingdale's English literacy scores.

Huntingdale's success has gained international attention and is a source of pride for the school and its community. The school attracts strong enrolments, including from students of Japanese background, who are a great additional resource. Regrettably, there is no continuation into high school for students who want to keep learning Japanese.



Associate Professor  
Shirley O'Neill

### ***Understanding cross-cultural communication***

#### **Associate Professor Shirley O'Neill, Faculty of Education, University of Southern Queensland**

At the University of Southern Queensland (USQ), cross-cultural communication is a mandatory subject for students of early childhood teaching. The course examines the relationship of language and culture to communication in the classroom and in the wider school community context. It also provides an introduction to second language teaching pedagogy and explores approaches to managing English language development for those children who are not native English speakers. This

is important for those wanting to work in Australia, where it will be increasingly unusual for the classroom to be monolingual, and for those thinking about a career overseas.

The students at USQ's Toowoomba campus themselves have multilingual backgrounds, and so can apply their own experience of operating in another language to their teaching studies.



Antonella Chiera-Macchia

### ***Uniting the school through languages***

#### **Antonella Chiera-Macchia, Adelaide High School, South Australia**

In 1979, Adelaide High School was designated as South Australia's only Special Interest Language School. Underlying all aspects of the school curriculum and administration is an appreciation of, and respect for, a diversity of cultures and cultural practices. The school caters to students from 60 cultural backgrounds, offering six languages and cross-curriculum intercultural learning. Students in the languages stream sit an aptitude test before gaining entry to the school and are required to

commit to studying two languages other than English until at least the end of Year 10.

The languages faculty has 20 staff, strongly supported by the school's principal. These staff have the competence to facilitate language learning by making connections between the home language and the language being learned. They are encouraged to continue their professional learning through the mentoring of pre-service teachers and participation in professional learning opportunities such as the Endeavour Languages Teacher Fellowships programme.

## Maximising the opportunity

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On both days of the seminar, state and territory teams and representatives of national organisations met to consider how to maximise the opportunities presented by the *National Statement and Plan*.

A key agreement from all teams was that the seminar itself had provided a valuable opportunity to build cross-sectoral and organisational alliances and create a foundation for future action and collaboration.

### New South Wales

The team from New South Wales agreed that members would continue to meet to:

- draw on the knowledge and expertise of the NSW Distance Education Unit to consider options for access to languages programmes for all students and for professional learning for teachers and pre-service teachers
- build links with teacher educators to enhance both teacher in-service and pre-service teacher professional learning
- adopt a range of advocacy activities to promote the study of languages in schools.

### Victoria

The Victorian team noted the importance of whole-school community approaches to languages learning and the need to forge strategic partnerships to move the *National Statement and Plan* forward. A number of immediate key areas of priority were identified, including:

- capitalising on the opportunities offered to languages programmes by the internationalisation of the curriculum across Victorian schools, and the recognition of students as ‘global citizens’
- the need to make accessible the results of local and international research into effective languages education practice, and the cognitive and broader educational benefits for students, in order to support advocates for language learning at the school level
- the need to identify key internal (from within the languages community) and external (outside the languages community) partners to lead advocacy and promote the *National Statement and Plan*. The need to ‘manage up’ and engage key system leaders in advocacy work was seen as essential
- a continuation of the successful cross-sectoral collaboration which has supported the implementation of languages programmes in Victoria
- the dissemination of examples of effective practice, which will play an important role when advocating for languages education.



### Queensland

The key challenges identified by the Queensland team included the need for a targeted communication process that facilitates the dissemination of the message of the *National Statement and Plan* to all stakeholders and closer collaboration between government and non-government education sectors regarding languages education. There was also discussion around the key messages that might form the basis of advocacy work.

The following priority areas for action were identified:

- Heightened cross-sectoral communication via establishment of a working party that meets on a regular basis to share information and consider issues around programme provision. Terms of reference will be developed to guide the working party.
- Establishment of a cross-sectoral working party whose membership is stable and that meets on a regular basis to share information to advance languages education and consider issues around languages programme provision.
- Consideration of how nationally funded languages projects can enhance the implementation of the *National Statement and Plan* for languages in Queensland.
- Mobilisation of languages teachers to take an active role in the advocacy of Languages to a broad section of the community, including the ‘unconverted’.

## Western Australia

The WA team identified the recruitment and retention of languages teachers as a key challenge, along with the coherence and continuity of programmes and the need to widely advocate and promote the value of languages education.

Regarding areas of action, the team identified the following:

- a focus on engaging school leadership as advocates for languages education
- supporting languages teachers to develop creative, innovative pedagogies that enhance programme delivery
- on-going professional learning opportunities for languages teachers and school leaders, with a focus on intercultural language learning
- examining how the range of current national projects on languages can inform and enhance local programme implementation.

## South Australia

The South Australian team identified two key issues to be addressed through action around the *National Statement and Plan* – advocacy and teacher standards. Regarding advocacy, the team identified a number of key stakeholder groups that require tailored messages and mechanisms for delivering the messages – parents (forums), school leaders (professional learning) and students (high-profile role models). The need to engage businesses and politicians in the advocacy process was also noted. It was felt that teaching standards could be enhanced through incentives for people to join the profession, as well as for those already part of the profession.

In terms of immediate action, a focus in SA will be on:

- increasing partnerships between languages teachers and schools and tertiary educators
- a focus on the use of ICTs to enhance language programme delivery
- a continuation of cross-sectoral collaboration, for example, to deliver professional learning.

## Australian Capital Territory

Key messages from the seminar for the ACT team included the capacity for technologies to enhance language programmes through innovative pedagogies, the need to strengthen partnerships between Modern Language Teacher Associations and education systems and to heighten the involvement of key teacher education representatives in programme delivery, and the importance of continuing to provide professional learning around intercultural language learning.

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*I feel privileged to be part of the re-energised focus on learning languages that has come from the National Statement and Plan (and am looking forward to the hard work too!)*

Jill Bignell,  
Department  
of Education,  
Tasmania

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Action moving forward will involve the establishment of a cross-sectoral working group, including government and non-government schools, the tertiary sector and professional associations. The working group will address the task of ensuring that the Territory's own Languages plan is informed by the six strands of the *National Statement and Plan*.

## Northern Territory

A key challenge across the Northern Territory is addressing the perception that English language is the only language a student needs to engage with during their school life. The NT team sees intercultural language learning approaches as crucial in helping to challenge these perceptions. As with other states and territories, advocacy for languages education is a key priority in the NT, requiring the identification and support of champions.

Immediate action will include:

- investigation of possibilities for remote access to languages learning and flexible distance delivery options
- embedding intercultural language learning pedagogies into the new stratum of middle school currently being introduced across the Territory
- consideration of the assessment of intercultural language learning within the context of the NT curriculum.



## Tasmania

The Tasmanian team identified a number of current challenges: the need to better engage students, parents and community; to increase demand for languages education, given resource constraints; deciding which languages should be taught and at which schools (or all schools); improving the status and profile of languages teachers; and supporting languages teachers to advocate for languages education.

In response to these challenges, the team identified the following priority areas for action:

- advocacy at two levels – mentoring support of pre-service teachers (through the University of Tasmania) and practising teachers (through in-service training) to advocate for languages education within their own schools/contexts
- programme development – trialling of a range of innovative practices, such as immersion programmes, school cluster arrangements and approaches to e-learning (such as those used in NSW)
- professional learning – continuing to offer professional learning focused on intercultural language learning.

## National organisations

The meeting of national organisations agreed that:

- more work is needed regarding assessing achievement, with a first step being a sampling of results at the year 6, 10 and 12 levels
- in terms of teacher training and professional learning, a focus on increasing languages teachers' understanding of approaches to intercultural learning
- to bolster advocacy efforts, national champions should be identified and recruited, with communication strategies targeted at teachers, school leaders, parents and students based on information about barriers to engagement.

## Key messages for the MCEETYA Working Group

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The recurring themes of the seminar emerged again in the key messages conveyed from the state and territory and national teams to the MCEETYA Working Group.

### Advocacy

- Further advocacy work, beyond that already envisaged for 2007, is essential to realise the potential of the *National Statement and Plan*.
- Implementation of school-based forums focused on languages learning along the lines of those held about values education.
- Build on the findings of the State and Nature of Languages Education study.
- Support further research about the motivating factors for students to continue languages study in secondary schools.

### Quality

- Consider strategies to enhance teacher professional standards and retention.
- Broaden expectations of how teacher training can best prepare teachers of Languages as well as influence practising teachers.

### Delivery

- Encourage the development and implementation of e-learning tools and approaches that move languages education forward.
- Explore the notion of sample achievement in Years 6, 10 and 12.

## In conclusion

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Noel Simpson, Curriculum Branch Manager, Department of Education, Science and Training, closed the seminar by observing that it had done what it set out to do by heightening awareness of the need to take the *National Statement and Plan* forward and facilitating positive networking. He foreshadowed the seminar might become an annual event.

Noel observed that challenges remain for languages education, not least that, of the eight key learning areas for Australian schools, Languages is the only one in which primary teachers appear not to have to be trained.

Intercultural learning is the way forward but, in an island continent without the imperative of land neighbours to make us speak other languages, it will require a tremendous effort to spread the message.

He asked delegates to again consider how many languages the system could support and noted that to achieve the aspiration of languages for all students, in all schools, in all parts of the country, there would need to be more of the strong collaboration evident at the 2006 seminar.



Noel Simpson

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*I would like to see future seminars build in the opportunity for language educators to get together as an identified group to share experiences and work together to improve pre-service language teacher education.*

Miriam Parsons, University of Adelaide

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## Forum delegates

Ms Liz Aird, Department of Education and Training, VIC  
Mr Ian Anderson, Primary Principals' Association, WA  
Mr Len Ball, Community Languages Schools Program, NSW  
Ms Ghislaine Barbe, Association of Independent Schools, NSW  
Ms Jeannette Barrachina, Department of Education and Children's Services, SA  
Ms Meredith Beck, Association of Independent Schools, SA  
Ms Francesca Beddie, Report writer  
Ms Gai Beecher, Campbell High School, ACT  
Mrs Jill Bignell, Department of Education, TAS  
Mrs Elizabeth Blair, Ormeau State School, QLD  
Dr Christiane Bostock, Tasmanian Association of French Teachers and Learners, TAS  
Mrs Leila Bothams, Rossmoyne Senior High School, WA  
Ms Susan Boucher, Australian Principals Associations Professional Development Council, SA  
Ms Jennifer Branch, Australian Council of State School Organisations, ACT  
Ms Julie Browett, University of Tasmania  
Mrs Heather Brown, Victorian Indonesian Language Teachers' Association  
Mr Paul Bubb, Department of Employment, Education and Training, NT  
Ms Clare Buising, Department of Education and Training, WA  
Mr Jeff Burn, Association of Principals of Catholic Secondary Schools in Australia, VIC  
Dr Johanna Carr, Queensland University of Technology  
Ms Lea Chapuis, Department of Education and Training, ACT  
Mr Peng Chew, Department of Education, Science and Training  
Ms Antonella Chiera-Macchia, Adelaide High School, SA  
Ms Nadia Civa, Curriculum Council, WA  
Ms Lucia Cloudsdale, Snug Primary School, TAS  
Ms Maribel Coffey, Department of Education and Children's Services, SA  
Ms Sioban Collete, Mawson Primary School, ACT  
Ms Lisa Cox, Department of Education Science and Training  
Ms Catherine Crook, Department of Education and Training, ACT  
Ms Annette Crothers, Catholic Education Commission, NSW  
Mr Greg Dabelstein, Brisbane Grammar School, QLD  
Mrs Hanan Dallah, Islamic College of South Australia  
Ms Linda Dally, Department of Education, TAS  
Mr Ian Dalton, Australian Parents Council  
Ms Janine Davison, Department of Education, TAS  
Ms Teresa de Fazio, Victoria University  
Ms Maree Dellora, Victorian Curriculum and Assessment Authority  
Ms Marlene Dingle, Department of Education and Training, VIC  
Mr Robin Direen, Australian Primary Principals' Association  
Mrs Olga Duque, Catholic Education Commission, QLD  
Ms Marjory Ellsmore, Saturday School of Community Languages, NSW  
Mrs Christina Emblem, Modern Language Teachers Association, SA  
Ms Kylie Farmer, Huntingdale Primary Bilingual School, VIC  
Mr Joseph Favrin, Penola Catholic College, VIC  
Mr Andrew Ferguson, Modern Language Teachers Association, VIC  
Mr Dennis Flannery, Australian Principals Association Professional Development Council  
Mr David Foley, Department of Education and Training, NSW  
Mr Lester Ford, University of Queensland  
Mrs Melissa Gould-Drakeley, Modern Language Teachers Association, NSW  
Mr Edward Gavin, Blacktown Girls High School, NSW  
Dr Margaret Gearon, Monash University, VIC  
Mr David Gilks, Narrabundah College, ACT  
Mr Shane Glasson, Catholic Education Commission, WA  
Ms Judy Gordon, Department of Education, Science and Training  
Ms Catherine Gosling, Association of German Teachers of Victoria  
Ms Catherine Greene, Department of Employment, Education and Training, NT  
Mr Gary Halloran, Cabramatta West Primary School, NSW  
Ms Wendy Hewitt, Modern Language Teachers Association, WA  
Ms Marg Hibbins, Asia Education Foundation  
Mrs Judy Hickey, Kormilda College, NT  
Mr David Jaffray, Department of Education and Training, NSW  
Ms Lois Joll, Department of Education and Training, WA  
Ms Lola Jones, Department of Education and Training, WA  
Dr Caroline Jones, University of New South Wales  
Mr John Kiosoglous, Ethnic Schools Board, SA  
Mr Anthony Kitchen, Catholic Education Commission, QLD  
Dr Elizabeth Kleinhenz, Australian Council for Educational Research  
Mrs May Kwan, Association of Independent Schools, QLD  
Mr Steve Kyburz, Telopea Park School, ACT  
Ms Merril Land, Catholic Education Commission, ACT  
Ms Lai-khum Law, Alice Springs Language Centre, NT  
Mrs Claire Leong, Association of Independent Schools, WA  
A/Prof Tony Liddicoat, University of South Australia  
Mr Tony Mackay, Centre for Strategic Education, VIC  
Ms Evelyn Mark, Department of Education and Training, NSW  
Mr Glenn Mc Gowan, Mountain Creek State School, QLD  
Mr Kenneth McAlpine, Australian Secondary Principals' Association, NSW  
Ms Danielle McCaffrey, Asia Education Foundation  
Mr Bruce McCourt, Department of Education and Training, ACT  
Ms Megan McLaughlin, Australian Federation of Modern Language Teachers Associations  
Dr Antonio Mercurio, Australian Curriculum, Assessment and Certification Authorities  
Mrs Maria Migliorino, Santa Sabina College, NSW  
Mrs Christine Moore Georgiou, Camberwell Primary School, VIC  
Mrs Megan Morgan, Firbank Grammar, VIC  
Ms Wendy Morris, Department of Education and Training, VIC  
Mr Kurt Mullane, Asia Education Foundation  
Dr Jennifer Munro, Office of the Board of Studies, NSW  
Ms Karin Nagorcka, Lake Tuggeranong College, ACT  
Mr William Norris, Association of Independent Schools, VIC  
Dr Lindy Norris, Murdoch University  
Dr Shirley O'Neill, University of Southern Queensland  
Ms Maxine Panegyres, Department of Education and Children's Services, SA  
Ms Miriam Parsons, University of Adelaide  
Prof Anne Pauwels, University of Western Australia  
Dr Thelma Perso, Department of Education and the Arts, QLD  
Ms Desley Pfeffer, Singleton High School, NSW  
Dr Nola Purdie, Australian Council for Educational Research  
Mr Ludgero Rego, Catholic Education Commission, SA  
Ms Louisa Rennie, Catholic Education Commission, SA  
Ms Tamara Romans, Department of Education and the Arts, QLD  
Ms Pamela Rosser, Modern Languages Teacher's Association, ACT  
Dr John Roulston, Independent Schools Council Australia  
Ms Carmel Ryan, Alice Springs Language Centre, NT  
Ms Sharin Sane, Australian National University  
Ms Kristien Sarwo Rini, Department of Education and Training, VIC  
Mrs Sherryl Saunders, Emmaus College, QLD  
Ms Angela Scarino, University of South Australia  
Ms Jeane Schocroft, Open Access College, SA  
Mrs Grazia Scotellaro, Canberra University  
Mrs Annarella Sebbens, Department of Employment, Education and Training, NT  
Ms Josephine Seretis, Lockleys North Primary School, SA  
Ms Alison Sewell, Department of Education, Science and Training  
Mr Alan Shaw, Association of Heads of Independent Schools of Australia  
Dr Gary Sigley, University of Western Australia  
Ms Kathy Silburn, School of Languages, NT  
Dr Yvonne Silink, Office of the Board of Studies, NSW  
Mr Noel Simpson, Department of Education, Science and Training  
Mr Enzo Sirna AM, Community Languages Australia  
Mrs Susan Snell, Association of Independent Schools, ACT  
Dr Dahle Suggett, Department of Education and Training, VIC  
Mrs Halina Szunejko, Ethnic Schools Association of WA  
Ms Lia Tedesco, Australian Federation of Modern Language Teachers Associations  
Ms Sue Tolbert, Department of Education, TAS  
Mr Guy Tunstill, Department of Education and Children's Services, SA  
Ms Sally Turner, Department of Education, TAS  
Mr Greg Valentine, International Baccalaureate Organization  
Ms Ans van Heyster, Cosgrove High School, TAS  
Ms Karen Vest, O'Connor Co-operative School, ACT  
Ms Kratai Vistryuthasart, Department of Education and Training, ACT  
Mr Peter Voss, Modern Language Teachers Association, TAS  
Ms Joan Warhurst, National Catholic Education Commission  
Ms Maureen Welch, Asia Education Foundation  
Mrs Trish Wilks, Department of Education and Training, ACT  
Mr Mark Wilson, Federation of Parents and Citizens Associations of NSW  
Ms Leonie Wittman, Department of Education and Training, NSW  
Mrs Carla Woodruff, Catholic Education Commission, VIC  
Mr Terry Woolley, Department of Education and Children's Services, SA  
Dr Tim Wyatt, Erebus International

