



May 2007

Ethnic Schools Association of Victoria Inc.

Newsletter

Community Languages Schools
Where Language and Culture Come Together

Assisting schools to deliver quality programs

Quality teaching and learning in our community languages schools continues to take on new dimensions with the development of a range of new documents and supports to support school administrators, teachers, instructors and parents. The new documents and the collaborative work they represent will give all stakeholders confidence that students are receiving strong, evidence-based languages and cultural education programs in Victorian community languages schools.

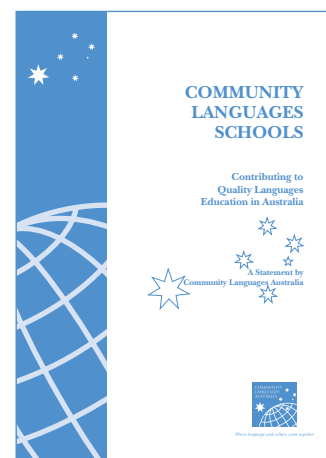
Early in 2007, *Community Languages Schools: Contributing to Quality Languages Education in Australia—A Statement by Community Languages Australia* was published.

The *Statement* supports and complements the aims and goals of the *National Statement and Plan for Languages Education in Australian Schools 2005–08*, developed by the Ministerial Council on Employment, Education, Training and Youth Affairs (MCEETYA).

The *Statement* integrates responses from a widely based consultation process with national, state and local stakeholders, including teachers, coordinators, parents, jurisdictional representatives, commissions, boards, leaders in the fields of business, the arts and sport together with expert advice from academics in this specialised field.

The *Statement* aims to:

- a promote the benefits of national coordination of community languages schools by:
 - explaining the role of community languages schools, their role in contributing towards languages education in Australian education and the benefits they provide for a harmonious and prosperous Australian society
 - defining the concept of complementary provision
 - highlighting the processes that permit community languages schools to operate within government education and multicultural policies
 - making clear links with the MCEETYA *National Statement and Plan for Languages Education in Australian Schools 2005–08*, as it relates to community languages schools
 - articulating the delivery and coordination of community languages education
 - defining the Quality Assurance Framework for community languages schools
 - articulating governance processes



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b articulate the processes and opportunities for:

- achieving improved quality and credibility through the promotion of best practice
- avoiding duplication and allowing for mutual support, better planning, closer collaboration and consistency between providers
- common goal setting, accreditation and standardisation
- forming a basis for the promotion of community languages schools, networking, advocacy and offering justification for funding support
- initiating ideas for maximising resources at a national level
- enhancing the provision of languages education in all jurisdictions
- providing greater awareness and better understanding of function and role, quality assurance and status of community languages schooling

c outline how community languages schools contribute to the delivery of outcomes set out

in the six strands of the MCEETYA *National Statement and Plan for Languages Education in Australian Schools 2005–08*:

- Teaching and learning
- Teacher supply and retention
- Professional learning
- Program development
- Quality assurance
- Advocacy and promotion of languages learning

d provide administrators and policy makers with a strong rationale for acknowledging community languages schools as an integral component in the provision of languages education, cultural awareness and multicultural education in Australia.

The *Statement* is an outcome of the Improvement of National Coordination and Quality Assurance in Ethnic Schools Project funded by the Department of Education, Science and Training.

The *Statement* can be accessed via the Community Languages Australia website: www.communitylanguagesaustralia.org.au.

Operational and Administrative Procedures Manual for Community Languages Schools

The development of the Operational and Administrative Procedures Manual for Community Languages Schools is an activity funded by the Department of Education, Science and Training (DEST) under the project 'Improvement in National Coordination and Quality Assurance in Ethnic Schools'. The manual is for use in community languages schools throughout Australia. It is designed as a guide to ensuring operational and administrative procedures are addressed in languages schools in a manner consistent with national and state legislative requirements. It provides the legislative parameters for operating a community

languages school and advice on sound organisational and teaching practices, with consideration for the duty of care required in school environments across Australia.



Its target audiences include:

- community school administrators
- community languages classroom teachers
- parents of students in community languages programmes
- host school representatives.

The manual is organised into four main sections:

- Introduction and purpose
- Legislative requirements
- Administration and school management
- Teachers' responsibilities

A range of appendices offer practical support to school administrators and teachers, with the inclusion of forms, templates and advice regarding core school processes such as enrolment, attendance, excursions and whole-school programs and activities.

The manual can be accessed via the Community Languages Australia website: www.communitylanguagesaustralia.org.au.



Message from the Hon. John Lenders, Victorian Minister for Education



Languages education is an integral part of the school education experience for Victorian students. The many benefits of languages education to students, parents and communities in Victoria and nationally have been well documented over the years. In an increasingly globalised world characterised by the rapid movement of peoples and new information communication technologies, languages are and will continue to be a vital learning area in our schools. Victoria is committed to enhancing languages education and cultural maintenance in a range of education settings.

We are proud of our record in this area. The fact is that all Victorians benefit in many ways from our diversity—a diversity we respect and nurture.

As well as supporting language teaching in government schools, the Victorian Government provides community languages schools with per capita funding, and support for credit-bearing training courses and professional development programs to ensure quality education outcomes for our students.

The development of a Quality Assurance Framework for community languages schools has increased the opportunities for schools to network and share best practice. The sector enjoys a strong working relationship with the Department of Education.

I commend the work of Community Languages Australia and the Ethnic Schools Association of Victoria and look forward to meeting with many of you in my capacity as Minister for Education.

I wish all students, teachers, instructors and parents every success in their work and encourage you to maintain a strong level of commitment to language and cultural maintenance.

Meeting with the Hon. John Lenders

The Ethnic Schools Association of Victoria (ESAV) and Community Languages Australia recently had the opportunity to meet with Victoria's new Minister for Education, the Hon. John Lenders. Tassos Douvartzides and Stefan Romaniw delivered a briefing on community languages schools education in Victoria. The briefing highlighted the close cooperation between the ESAV, Community Languages Australia and the Victorian Department of Education and Training.

Tassos and Stefan presented the Minister with current numbers of languages offered and students studying through the community languages schools program in Victoria and nationally. The Minister was given an overview of the credit bearing training and professional development programs being administered by Community Languages Australia through funding provided by the Victorian Department of Education and Training (DET). Proposed work with emerging communities and the introduction of mentoring program between established and emerging communities was also highlighted

An overview of the national project to improve national coordination and quality assurance in community languages schools was also presented. The project is funded by the Commonwealth Department of Education Science and Training (DEST) is providing strong direction. Victorian schools have recently presented their working party outcomes of the dimensions of the Quality Assurance Framework.

Minister Lenders indicated his ongoing support for languages education and initiated discussion on how to continue to improve standards. The Minister will be providing regular messages to ESAV members via our Newsletter





Membership

Renew your membership to ESAV. Fahry Abubaker, our administrative assistant, has been working hard to ensure schools are financial members. Reminders have been sent out to schools.

Membership of the ESAV brings many benefits with it such as:

- representation of Victoria's community languages schools interests before government and other stakeholders
- representation of community languages schools on the Ministerial Council on Languages ESL and Multicultural Education (MACLEM)
- representation to mainstream schools on school rental issues
- negotiating a cost-effective public liability insurance policy
- negotiating funding for and facilitating teacher training courses and professional development sessions, first aid courses, and programs for parents and teachers
- reduction in costs for registration at conferences
- opportunities to liaise and network with others and, most importantly,
- strengthening the community languages schools position in Victoria and nationally.

If you have not paid your subscription, please send your membership fee of \$30 to:

ESAV
150 Palmerston Street
Carlton VIC 3053

News in brief

First aid courses

Our first aid courses have been most successful, with over 100 teachers participating in six courses.



Additional courses are available on request.

Water Saving Competition

Thank you to all those who have participated in the Water Saving Competition. Schools' entries will be displayed in the State Conference. We have also extended the closing date to 15 June 2007 to allow for maximum participation in this program.

Please send student entries to:

ESAV
150 Palmerston Street
Carlton VIC 3053



Introducing the New Parliamentary Secretary for Education, Fiona Richardson MP



Fiona Richardson MP, the new State Parliamentary Secretary for Education, is keen to see results. In a meeting with Community Languages Australia and the Ethnic Schools

Association of Victoria representatives Stefan Romaniw and Tassos Douvartzides, Fiona was keen to get an overview of the activities of community languages schools in Victoria and nationally and find out how she, in her executive role, can assist in promoting languages and delivering some tangible outcomes for all languages providers including community languages schools.

Fiona has a mixed cultural heritage, with ties in the family tree to Tanzania, Germany, Ireland and Scotland.

Her question on issues is precise and pointed; seeking out how those that come to see her on issues envisage the outcome they want.

She has taken keen interest in the languages area, connecting with all stakeholders. Issues of quality assurance, accreditation, ongoing funding for professional development and training, and the charges for hiring mainstream school facilities were raised.

Building bridges, strengthening relations with regional managers and offices, principals and school council organisations are some ways of possibly improving the current issue of the high cost of hiring facilities.

The Parliamentary Secretary committed to raising these issues with the Minister for Education, the Hon. John Lenders.

Community Languages Australia and ESAV were grateful for the opportunity to meet with Ms Richardson and to examine options for real solutions.

Quality Assurance Framework

The Quality Assurance Framework reflects the National Goals of Schooling in the 21st Century, endorsed by all Australian State/Territory and Commonwealth Ministers of Education (1999). It also supports the key dimensions of the MCEETYA *National Statement and Plan for Languages Education in Australian Schools in Australian Schools 2005–2008*. The framework represents one of six key strands of the *National Statement and Plan*. Moreover, the framework is underpinned by the statement by Community Languages Australia: *Community Languages Schools—Contributing to Quality Languages Education in Australia*.

An implementation plan has been developed to support the work of teachers and other members of local school communities engaged in working with students throughout Australia in the teaching of community languages. It describes the eight key dimensions that constitute the Quality Assurance Framework and a suggested approach for their application in practice.

Much is happening to ensure we have stronger, better schools that are accountable and can provide evidence of students learning outcomes.

The Quality Assurance Framework is now well advanced and moving towards implementation stage. We will address this initiative in detail at our 2007 State Conference on 7 July 2007.



Training courses and professional development

LOTE training course for Vietnamese teachers

Forty-one Vietnamese teachers attended the graduation ceremony of the language education methodology training course at Victoria University on Thursday, 3 May 2007. The course was funded by the DoE through the coordination of Community Languages Australia.



The 30-hour course covered theories of language acquisition, methods of teaching Vietnamese as a second language, lesson planning, class management and assessment as well as aspects of the Victorian Essential Learning Standards (VELS). Participants also studied Vietnamese phonetics and its implications for teaching pronunciation and spelling.

Teacher responses indicated that teachers were satisfied with the content of the course and its delivery. All agreed that the course stimulated their desire for learning and teaching Vietnamese, helped them to develop and plan their own work, and made them more confident about tackling unfamiliar problems in teaching Vietnamese.

Participants received completion certificates presented by Mr Tassos Douvartzides, Chairman of the Australian Federation of Ethnic Schools Association (AFESA) and Ms Jeannie Rea, Head of the School of Communication, Culture and Languages, Victoria University.

Dr Tuan Ngoc Nguyen, Coordinator of the Vietnamese Language and Culture Program at Victoria University, expressed his thanks to the Australian Federation of Ethnic Schools Association and the Victoria University's School of Communication, Culture and Languages for their support in conducting this course.

The Department of Education (DoE) funded courses are well underway. We have many participants who are enjoying these courses and sessions to date.

Professional development programs

We conducted the following languages courses in the first part of 2007

Course title	University	Language
Phase 1 Chinese	RMIT	Chinese
Phase 1 Early Years	Monash	Mixed
Phase 1 Middle Years	Monash	Mixed
Phase 1 Vietnamese	Victoria	Vietnamese
Phase 1 Greek	La Trobe	Greek
Phase 1 English	Victoria	Mixed

Other professional development courses

Topic	Date	Lecturer
Classroom Management Strategies	28 March	Teresa De Fazio
Curriculum Development – School Perspective	11 April	Marijka Cikoja
Curriculum Development – Classroom Perspective	18 April	Marijka Cikoja
Feedback in the Language Classroom	23 April	Jacqueline Von
Design a VELS Unit of Work	30 April	Juliette Barreau
Reading and Writing in Language 1 & 2	8 May	Jacqueline Von
Developing Intercultural Competence (VELS)	23 May	Teresa De Fazio
Teaching Ideas & Strategies	28 May	Jacqueline Von
Practical Strategies for Primary Level	20 June	Teresa De Fazio
Classroom Management	28 June	Jacqueline Von



Community Languages Australia and the AFL Multicultural Program

Community Languages Australia and community languages schools are building strong bridges with many parts of our society, including the Australian Football League's (AFL) Multicultural Program. Recently, representatives from Community Languages Australia, RMIT, Richmond Football Club, the Chinese Consulate and Chinese businesses met to help build these bridges.



General Manager Relationship Marketing, Richmond FC, Chris Styring; Community Languages Australia Executive Director Stefan Romaniw; RMIT representative Guosheng Chen; and AFL Multicultural Development Officer Peter Romaniw, based at Richmond FC, attended the Richmond Football Club President's Lunch on Saturday, 28 April 2007 at the Richmond vs West Coast Eagles game. They had a wonderful time experiencing Australian football. Hopefully, the links will bring benefits to all parties. Community languages schools can be where language, culture, sport and business come together to discuss ways forward.



This event was a practical extension of the AFL Multicultural Program, which recognises diversity as an asset. The Richmond Football Club will continue to hold discussions and explore avenues for

potential cooperation with the Chinese community. A tiger is the Richmond FC emblem, and the club believes that this may have some synergy with the Chinese community and Chinese business interests. We trust this is the start of a strong relationship, bringing mutual benefits for all concerned.



Other activities with community languages schools that have taken place as part of the AFL Multicultural Program include:

- AFL Multicultural Program Project Officer, Peter Romaniw, addressing Chinese languages schools principals
- Meetings being held with senior representatives of the diplomatic community
- Academics within the Chinese community meeting with the Richmond Football Club to extend the relationship with China
- Schools attending the Richmond vs Swans game on 7 April 2007
- The Essendon Football Club conducting a Harmony Day Walk on 8 April 2007
- Schools attending the Essendon vs Fremantle game on 8 April 2007.

This is a great connection and we encourage schools to make contact with the AFL to seek closer cooperation.





Victorian State Community Languages Schools Conference

Saturday, 7 July 2007

10.00 a.m. – 4.00 p.m.

Theme: Community languages schools: Growing communities through quality programs

Venue: RMIT, Storey Hall, Swanson Street, Melbourne

- Keynote speakers, workshops, practical things to take to your classroom and community
- Entertainment
- Conference workshops will include sessions on:
 - Future of education and the role of languages
 - Quality Assurance Framework
 - Working with children legislation
 - Australian Football League (AFL) initiative
 - Cricket and other sports and the classroom

Book now! Register by 29 June 2007.

Emerging communities

A major conference was held between 11–13 April at the University of Melbourne titled African Imprints. The conference discussed many of the issues relating to the settling of African communities. Community Languages Australia Executive Director, Stefan Romaniw, addressed the conference and proposed a range of strategies for cooperation and mentoring to assist emerging communities. The ESAV is also very keen to continue with the Emerging Communities Working Party to develop practical ways of assisting communities.

Next meeting

The next meeting with emerging communities' representatives will be on **Monday, 4 June at 6.00 pm at LMERC.**

There will be a discussion about ways of assisting students from emerging communities with particular reference to:

- developing and enhancing curriculum
- specific professional development and training for instructors in issues of note in these communities.

Please contact Fahry Abubaker for further details.

Multicultural Melbourne: Have your family name recorded in history

All Victorians now have the opportunity to have their family name permanently displayed on Melbourne's newest landmark—the Historic Sandridge Bridge. This Melbourne icon celebrates the multicultural origins of modern Victoria. For all donations over \$10 your family name

and country of origin will be displayed on the electronic touch screen. Please visit our web site www.australiashistory.org.au or write to City of Melbourne, P. O. Box 1603, Melbourne Victoria 3001 Australia.

