

Leading Languages Education Project Forum Workshop Sessions 2006 and 2007

Implementing a Language Program - School Leadership Perspective

Factors/Actions for Successful Implementation – The Principal

Leading from the Front (“Walking the Walk/Talking the Talk”)

- Articulate and extol the benefits of learning another language to staff, parents, students & the wider community in a broad range of forums
- Promote concept of Australian students being global citizens
- Commit to continuity & sustainability of languages at the school
- Include Languages as part of the School Vision & Planning
- Learn a second language
- Role model language acquisition by speaking in another Language in front of students
- Make Languages visible in the school (signage, displays, languages)
- Spend time with Language Teacher/Team
- Actively encourage Languages staff to take a high(er) profile in the school and wider community (meetings, assemblies, committees, open nights/days etc)
- Visit Language classrooms
- Be accessible to your staff
- Encourage innovation in teaching & learning Languages
- Feature Languages in School Newsletters, Magazines, Promotional material etc
- Celebrate and acknowledge successes (eg. students in National Competitions; staff organising excursions)
- Actively encourage rigour & discourage perception of Language Learning as a soft option
- Articulate benefit of learning a language for your students’ future employment
- Evaluate, review & collect data (Quality Assurance)
- Plan for sustainability
- Go on Languages Excursions (local, interstate & international)
- Go on Principal Tours to overseas countries
- Celebrate language and culture regularly (eg. festivals, National Days etc)
- Talk up Languages at district, regional and state meetings
- Establish a Languages Steering Committee with representatives from across the school community
- Include Languages in school policies.

Focus: Consultation & Community

- Consult with the local community & beyond as to what language to have at the school & be prepared to be flexible & change focus if necessary
- Seek out and promote community support
- Parent Information evenings
- Families/Staff billet visiting students & staff
- Organise evening Language courses for parents and staff
- Connect with local/neighbouring schools and work collaboratively in implementing and sustaining Languages Programs
- Find out about language programs in other schools and universities in your area (transitional details)
- Invite bi-lingual & second/third language acquisition advocates to assemblies, meetings (staff & community) etc

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- Invite speakers to the school to talk to students about employment possibilities for students if they have a second language
- Use community's native speakers as a teaching and learning resource at the school.

Focus: Nuts & Bolts

- Ensure appropriate time allocation in timetable
- Provide planning time for staff
- Ensure (in SA) that Languages will not be a NIT subject in a primary school
- Students to have a choice of Languages (secondary sector) & length of course (semester or full year)
- Allocate adequate resources in school budget
- Allocate funds to Library to purchase Languages resources
- Include Languages in ICT provision (software & hardware)
- Allocate appropriate teaching, learning and preparation space in the school for Languages
- Establish a Language Learning Centre in your school
- Locate Language Rooms in central position
- Source and access external funding to support Languages (Federal and State/Territory governments; Businesses, Community Agencies, United Nations etc)

Focus: Staffing

- Consult with the "system" as to teacher availability
- Plan for succession
- Employ the right teachers (suitably qualified, quality, committed, enthusiastic, positive and preferably bilingual)
- Value Language Teachers
- Access native speakers possibly from the school community to support classroom teachers
- Employ teacher assistants
- Liaise with universities and offer placements for pre service teachers
- Mentor staff seeking promotion
- Provide funds for and access to quality PD
- Encourage & support teacher participation in a broad range of PD
- Support Language Teachers by providing 'dynamic' Middle Management Leadership (eg. Coordinator) to provide a voice for Languages at School Executive Level
- Promote and develop a Team Approach with Language Teacher(s) working with non-Language Teachers in planning and assessing and evaluating
- Encourage staff to visit other schools & share T& L strategies & what works
- Encourage staff membership of professional associations
- Provide mentoring support where appropriate (eg. beginning teacher)
- Include Languages Staff in whole school planning sessions
- Encourage staff proficiency in a second or third language

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Focus: Curriculum

- Adopt a cross curricular approach to languages with languages incorporated into other KLA's ("connectedness")
- Recognise Languages (LOTE) as one of the 8 KLA's
- Ensure the school has a Language Plan
- Whole staff to understand Intercultural Language Learning
- Encourage whole staff commitment – every teacher is a teacher/supporter of language learning
- Encourage staff to develop programs & to be aware of system requirements & initiatives
- Encourage staff to be involved in action-research in areas such as Pedagogy and assessment (eg Uni of SA)
- Encourage professional reading in languages and language acquisition
- Access system level expertise (Language Consultants etc)
- Offer a range of Languages programs at various levels of proficiency.

Focus: Partnerships

- Establish a partnership with an interstate or overseas community or school
- Encourage and support School Partnerships; Exchanges; Sister-School arrangements; excursions (local, national, international)
- IB Middle Years program
- Tap into community expertise (eg. Native speakers; Elders, Dance Groups)
- Establish links with community organisations, businesses, embassies
- Connect with feeder schools or neighbouring schools; network
- Encourage staff to apply for Grants, Scholarships (eg Endeavour Scholarships)
- Connect with local teaching training institutions (eg Universities)
- Secondary Languages teachers to provide Language classes at feeder primary schools.

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