

Leading Languages Education Project Feedback from Queensland (Brisbane) & Northern Territory (Darwin) Forums Workshop Session

Group 1 – Challenges & Issues

Identify the Challenges & Issues associated with establishing and maintaining Language programs in schools.

- Accessing and retaining staff – qualified and quality
- Lack of quality control in primary schools
- Providing on-going support to new Language teachers
- Ensuring quality training of staff in curriculum, pedagogy and student management
- Ensuring continuity of languages across sectors
- Encouraging parental support of learning languages
- Motivating students
- Clarifying what Languages learning entails
- Provision of quality and relevant Professional Development
- Supportive system policy and quality assurance
- How to ensure students continue learning languages throughout their school education
- Need for high level advocacy and promotion

Group 2 – School Leadership

As the School Leadership Team what would you do to establish and maintain a Language Program in your school.

- Canvass the needs of the school in relation to Languages & select Language(s) accordingly
- Promote/market the study of Languages in the school community
- Profile Languages frequently to students, staff and parents
- Employ quality and qualified staff - competent and experienced
- Allocate appropriate resources through budget allocations
- Principal to model importance of languages to his/her students

Group 3 – System Leadership

As representatives of THE System (Departments etc) what would you do to establish Language Programs (which has been identified as a priority in your system) in schools

- Staffing: fund training of language teachers; employ quality and qualified language teachers
- Remove LOTE circuits
- Ensure that schools offer interesting and relevant Languages programs – regular system audits
- Ensure teachers using current, contemporary teaching strategies
- Remove LOTE as a tag – be language specific
- LOTE teachers to be above/extra to staffing formulae
- Determine availability of staff: location of teachers of target Language; which schools need which teachers in which LOTE; negotiation between schools and staff to determine staff availability and willingness to transfer if required
- Provide financial incentives to allow/encourage staff to transfer, to apply for scholarships, exchanges and to attend professional development opportunities

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- Identify staff who have been 'lost' to the system; why did they opt out (career change? Retirement? Inflexible school timetabling? Decline in student numbers? etc)
- Provide incentives (financial, employment) for university students to include a Language in their degree
- Need to marry "quality" and "qualified" staff (eg. Native speakers not always the best teachers).

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Group 4 – Advocacy & Promotion of Languages

As a group set up and funded to advocate for & promote the study of Languages in your state, outline your PLAN (What, Who, Where, When, Why)

- Create a Languages Education Task Force to collect data and promote activities and programs ASAP
- Appoint Media Liaison Officers focussed on Languages : promotion; disseminating data and information about Languages; provide relevant PD
- Ensure data collected gets to a high level political forum to influence and persuade support at this level in order to begin filtering back down through the various jurisdictions: student needs and opportunities; teacher needs and opportunities; higher profile for languages; provision of quality programs; students to experience better positive language learning experiences; breakdown of language learning stereotypes
- Conduct community research to provide continuity from p to Yr 12
- Establish languages to be taught
- Provision of variety of Language courses to different groups of students
- Vital to train, select and allocate quality staff
- School to be provided with admin support to support Languages Education
- Establish links with the Education Department and Community and Cultural support groups (eg Consulates etc).

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