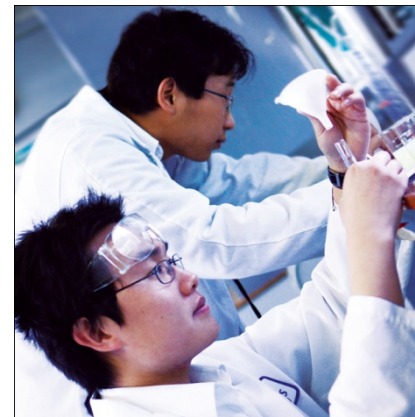


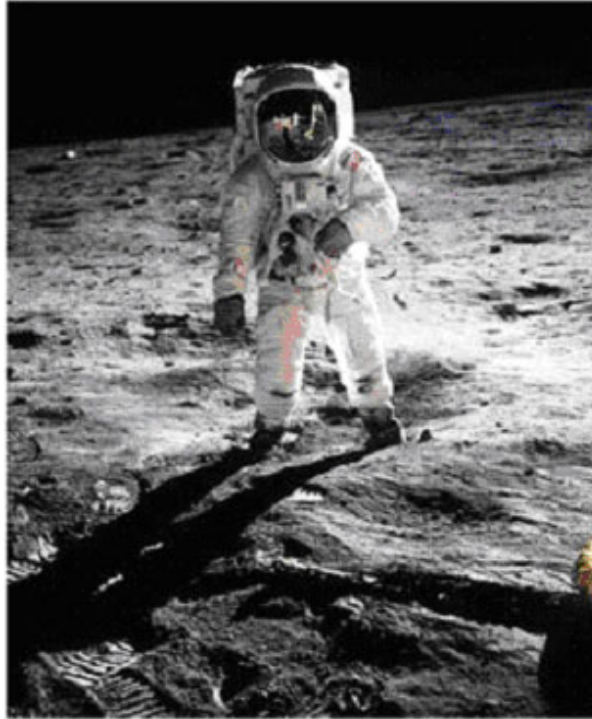
Learning others' languages: *not an optional extra for our education system*

Chris Wardlaw

Modern Language Teachers' Association Annual Conference
May1 2015



The new global environment Whither knowledge....



•The World has **Changed** !



CFO

- **Sydney Based Financial Services Firm**
- **Strategic Role, Substantial Package**
- **Cantonese/Mandarin language essential**

One of Australia's fastest growing and innovative financial services firms seeks a highly strategic Chief Financial Officer with extensive financial services experience and the ability to communicate in Cantonese or Mandarin. Backed by a large international conglomerate, our client's shareholders have committed a significant amount of resources to the early phases of the firm's development.

This position reports to the CEO and is a member of the executive management group. The position will also have input into the key strategic decisions impacting the diversified parent group.

Responsibilities

- Evaluate and implement optimal funding structures
- Assess and negotiate potential acquisitions and joint ventures.
- Effectively manage financial and reporting systems, compliance issues, cash flow and profitability.
- Ensure first class budgeting and forecasting to meet company performance standards of efficiency and productivity.

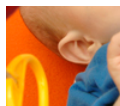
Requirements

- Cantonese or Mandarin language skills is **essential**
- Extensive experience within financial services sector
- Relevant professional qualifications
- Knowledge of appropriate funding options and securitization is desired.
- Strong leadership skills and an ability to influence and interact with people at all levels.

For more information please contact Philip McCann on +612 9460 3849 or email phil@bspes.com

executive
search

BSP Braithwaite
Steiner
Pretty

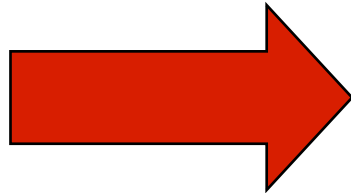


As we move forward ... a significant challenge

“What cannot be counted – counts” (Einstein)

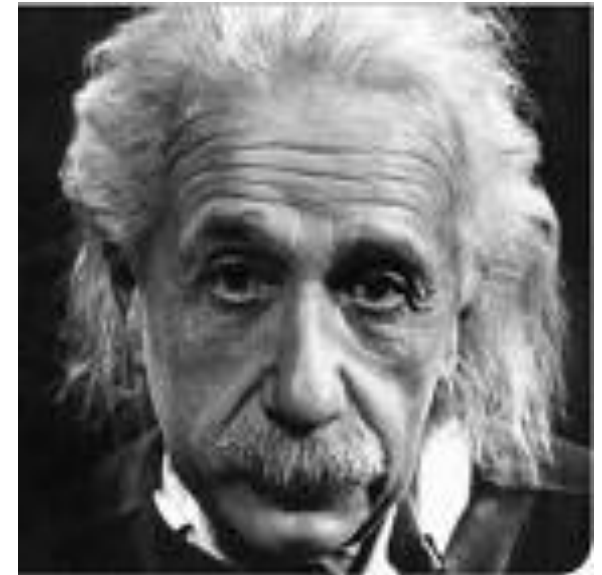
• Information Age

- Sequential
- Literal
- Functional
- Textual
- Analytical



• Conceptual Age

- Simultaneous
- Metaphorical
- Aesthetic
- Contextual
- Synthetic



What we need to value!

Cultural intelligence

Knowledge of the globe

Foreign languages

Understanding of interdependence

Our young people need capabilities for life long learning

- We cannot *future proof* our students but we can help them be *future capable*



Hong Kong Government Report

Having attained *proficiency in their own language, literature and history*, Chinese pupils should utilize this as a basis for making *comparative studies of the Eastern and Western thought and language*. It is only through such studies that *Hong Kong children can become more Chinese, conscious of their own culture* and at the same having a liberal, balanced and *international outlook*.

1953



Department of Education and
Early Childhood Development



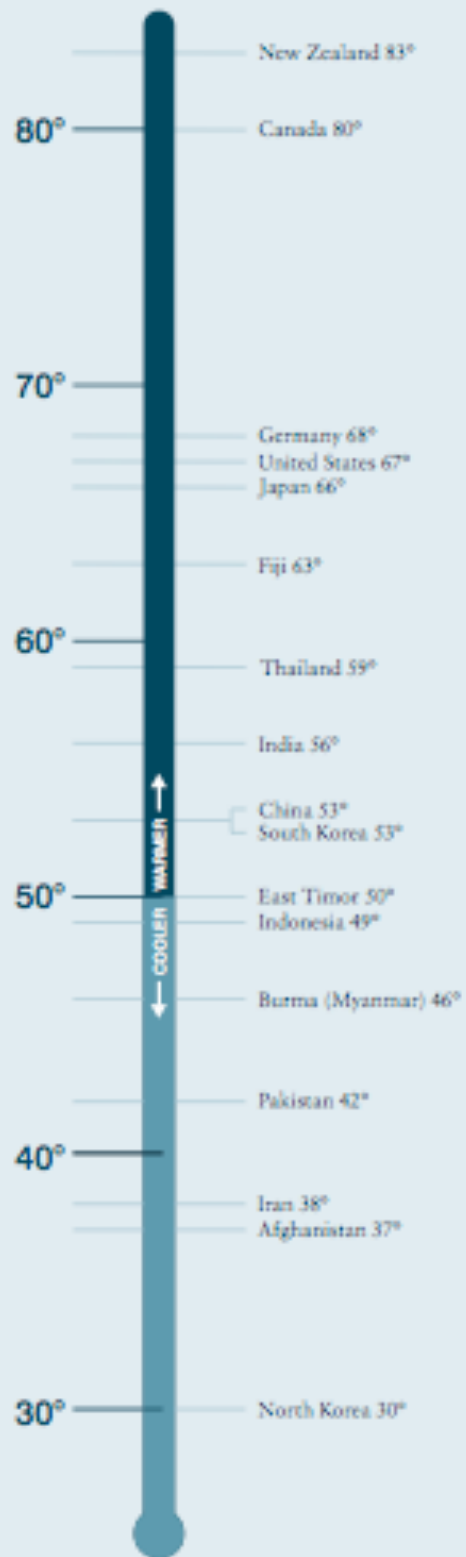
The Tyranny of Distance

The Death of Distance



Department of Education and
Early Childhood Development





WARM
 New Zealand 83%
 Canada 80%

Germany 68%
 USA 67%
 Japan 66%

India 56%
 China 53%
 South Korea 53%

Indonesia 49%
 Burma 46%

Pakistan 42%

Iran 38%
 Afghanistan 37%

North Korea 30%

COLD

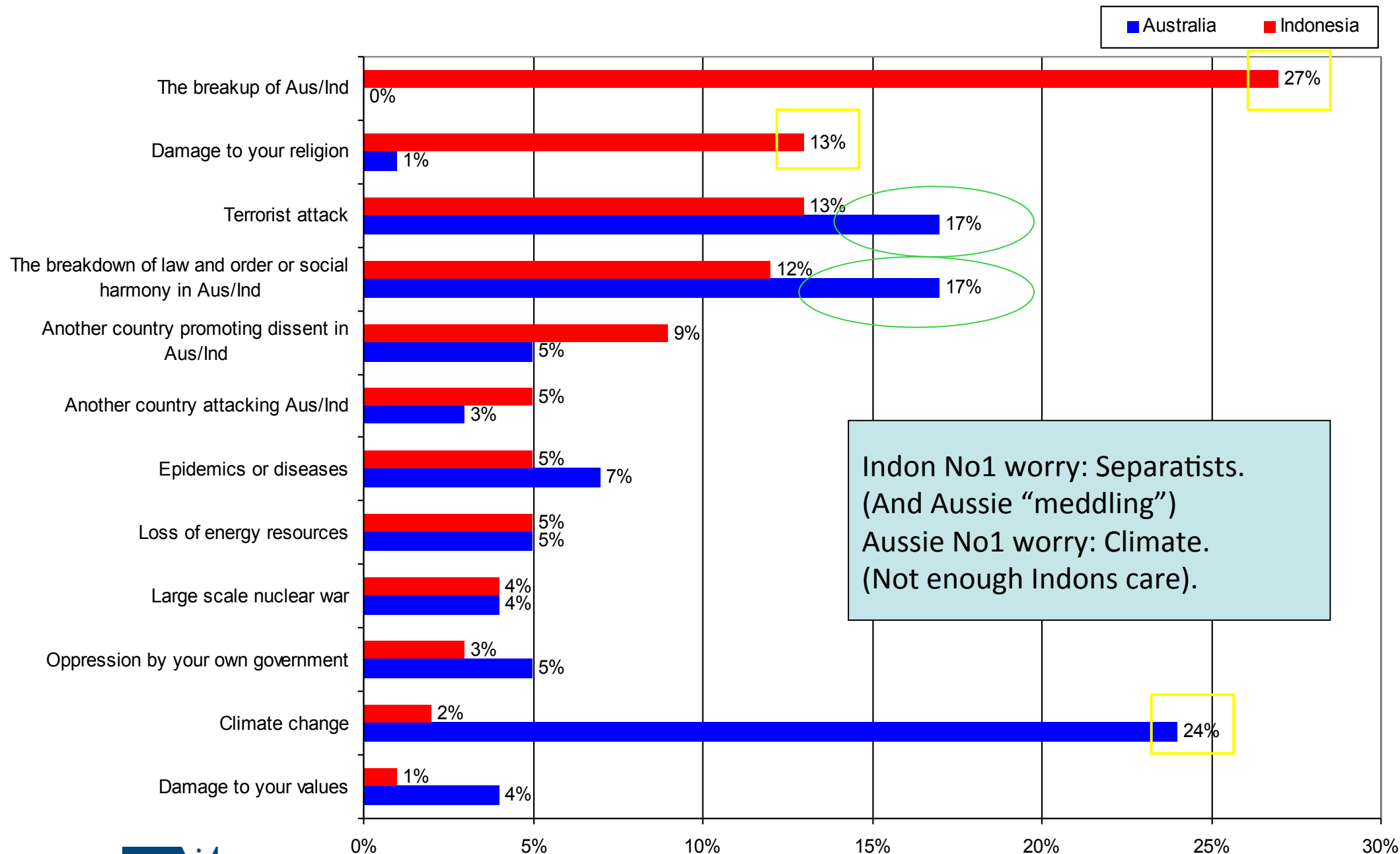


THE LOWY INSTITUTE POLL 2009

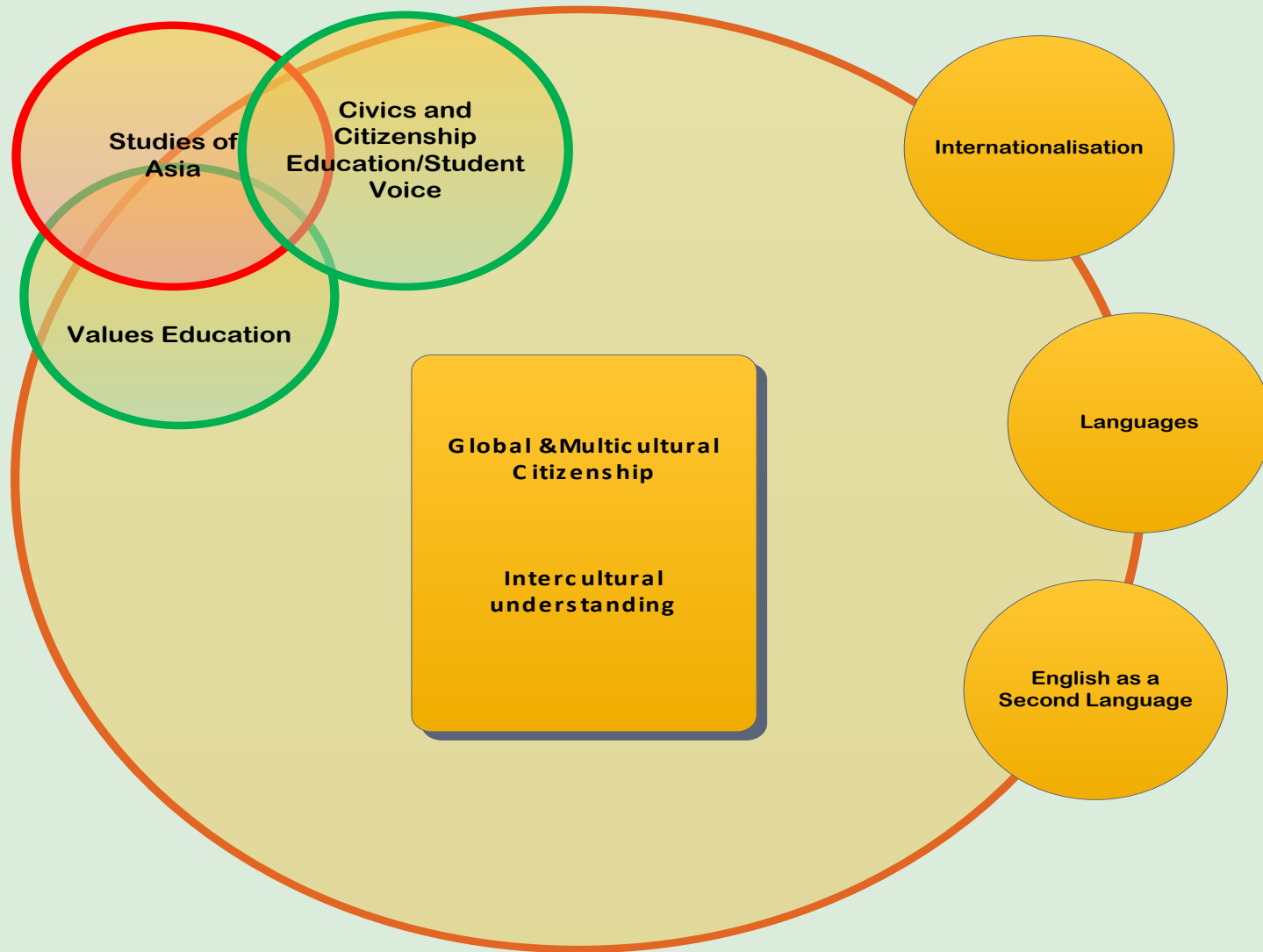
Australia and the World

PUBLIC OPINION AND FOREIGN POLICY

Indonesians & Australians: main fear?



Global & Multicultural Citizenship



Internationalising Education: Articulating a compelling story

- Policy directions for our partners
- Understanding of culture, society and economy in a diverse Asia
- Best practice
- Working with business/community
- Learning with Asia



Students have a lot in common in a globalised world

Similar challenges in their own context

- Sense of identity – individual, family, local, national, regional, global

Collective responsibility to make the world a better place

- They are connected
- They have to be more tolerant/accepting than us
- They see that what we do in our corner of the world has an impact on others
- They all face a new world

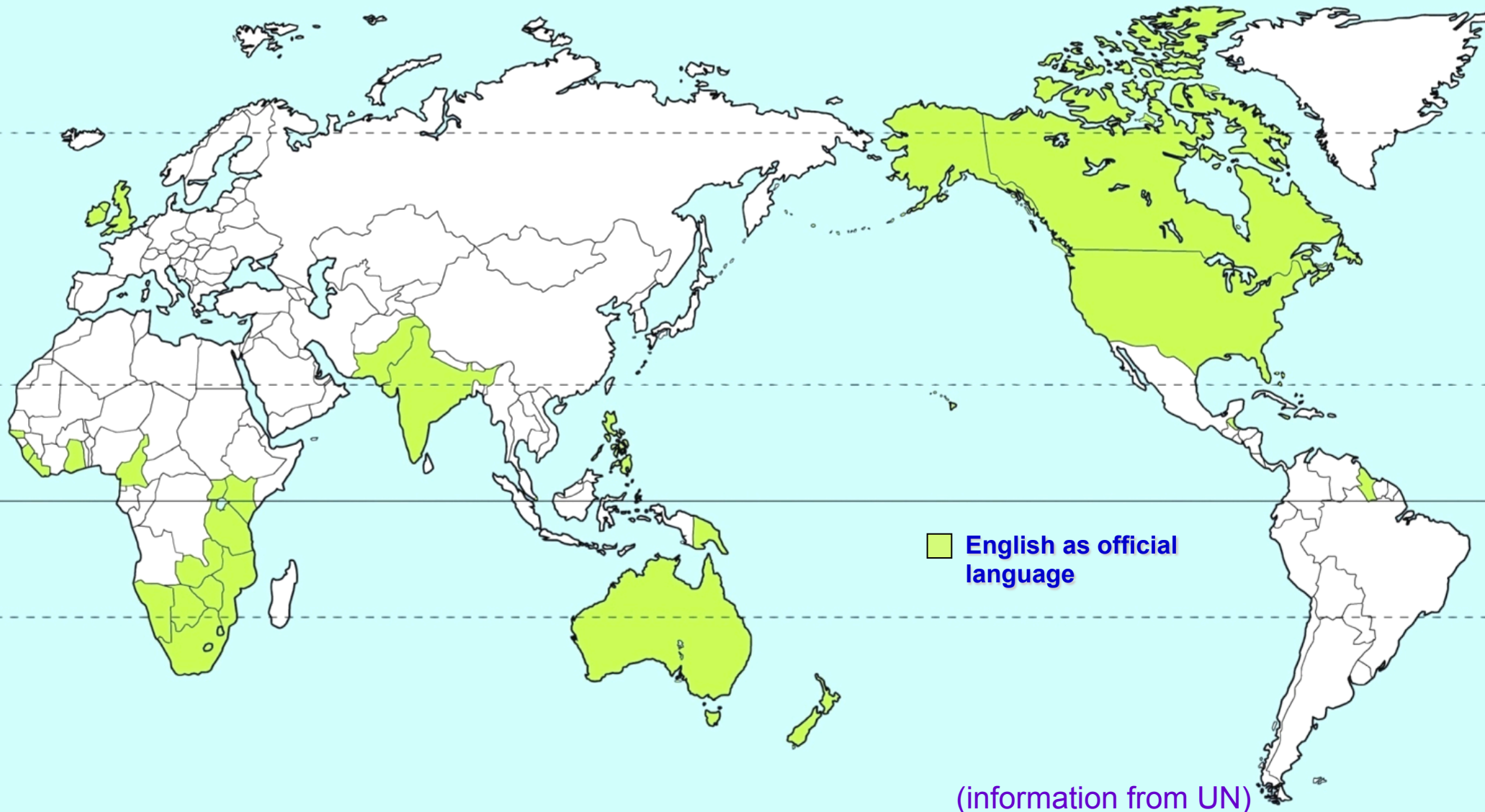


Schools which engage with internationalising education will:

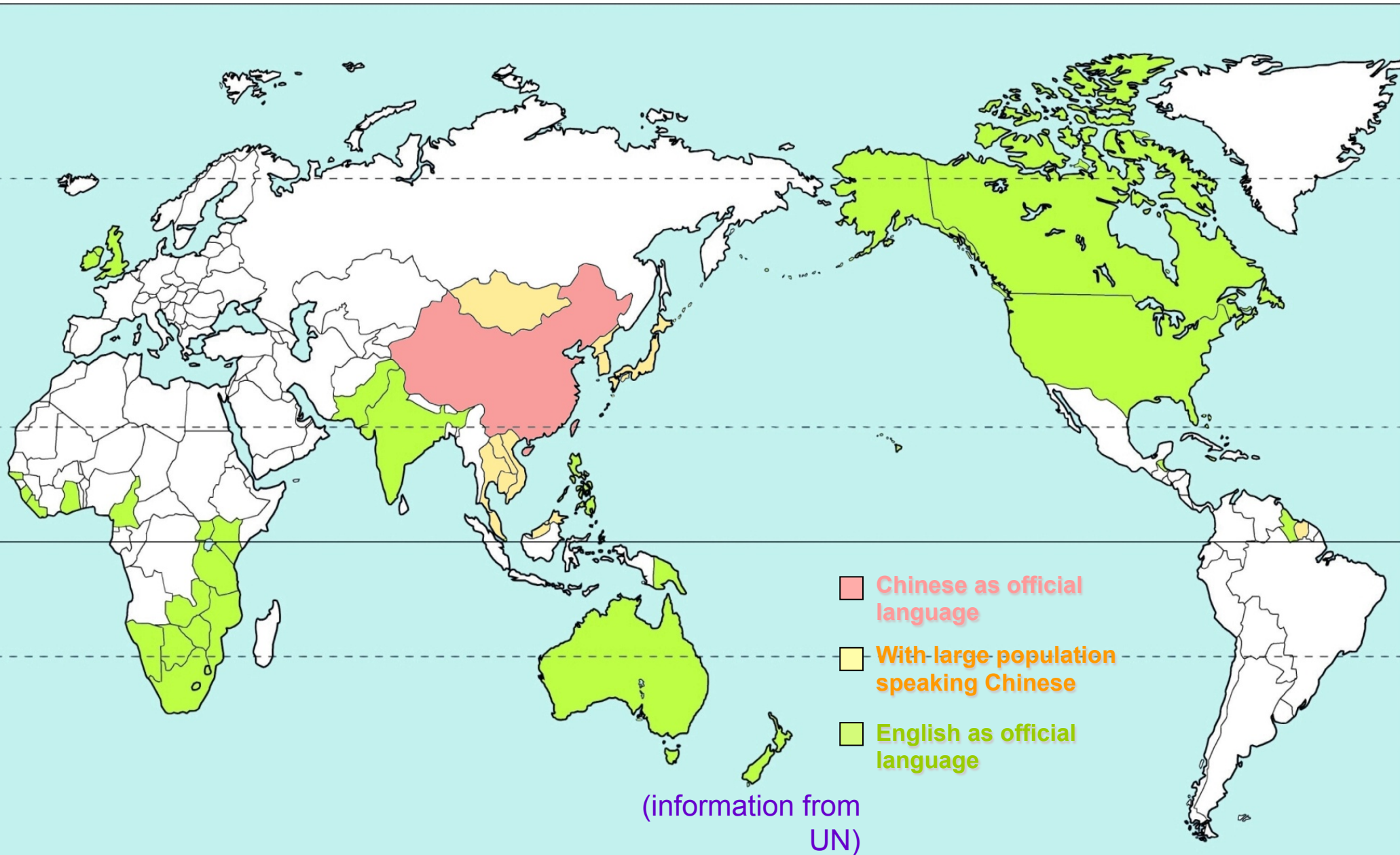
- Help students develop identity (individual, local, national, global)
- Be more outward looking
- Build intercultural
- Build public confidence in their school



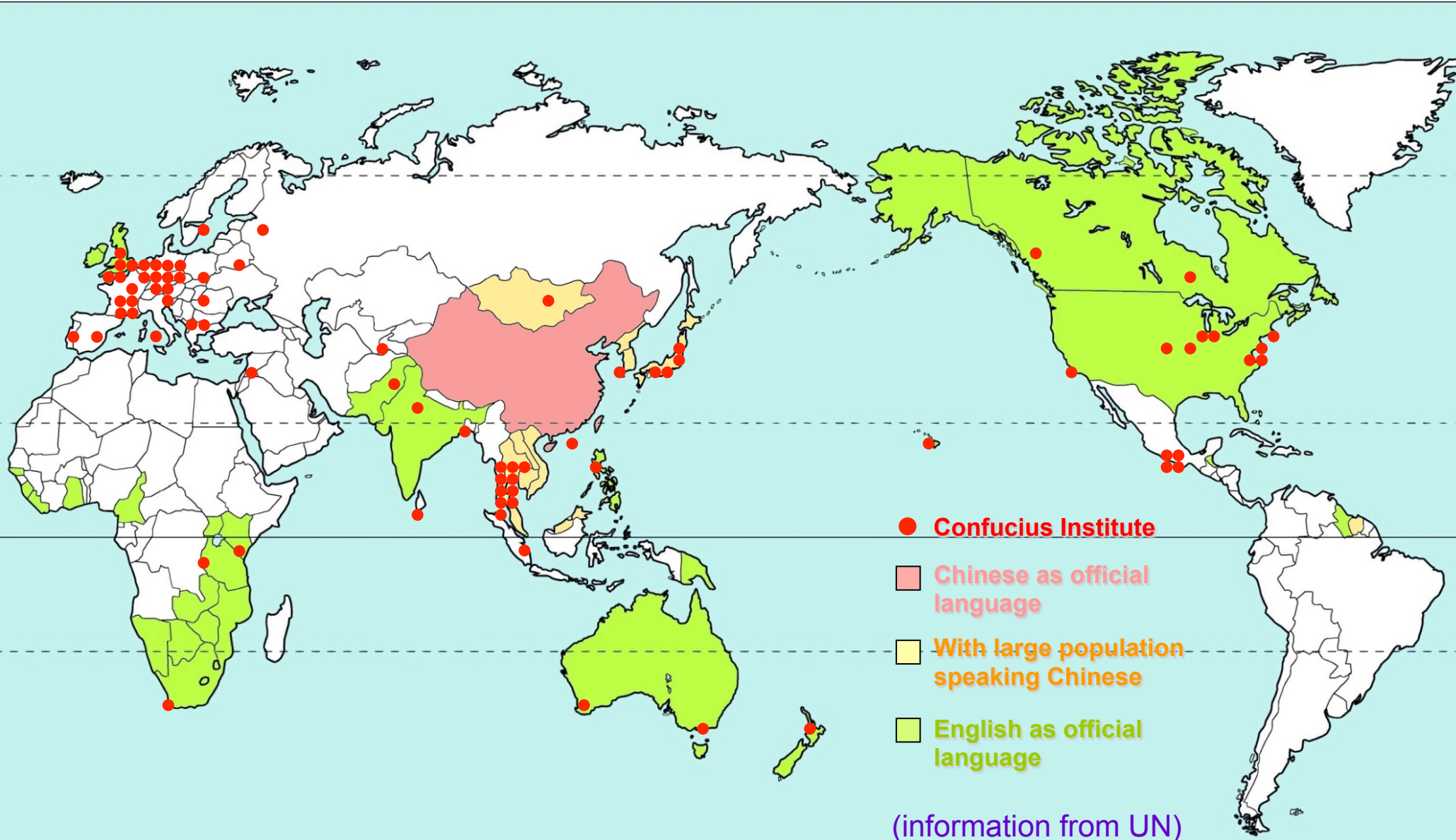
English speaking countries



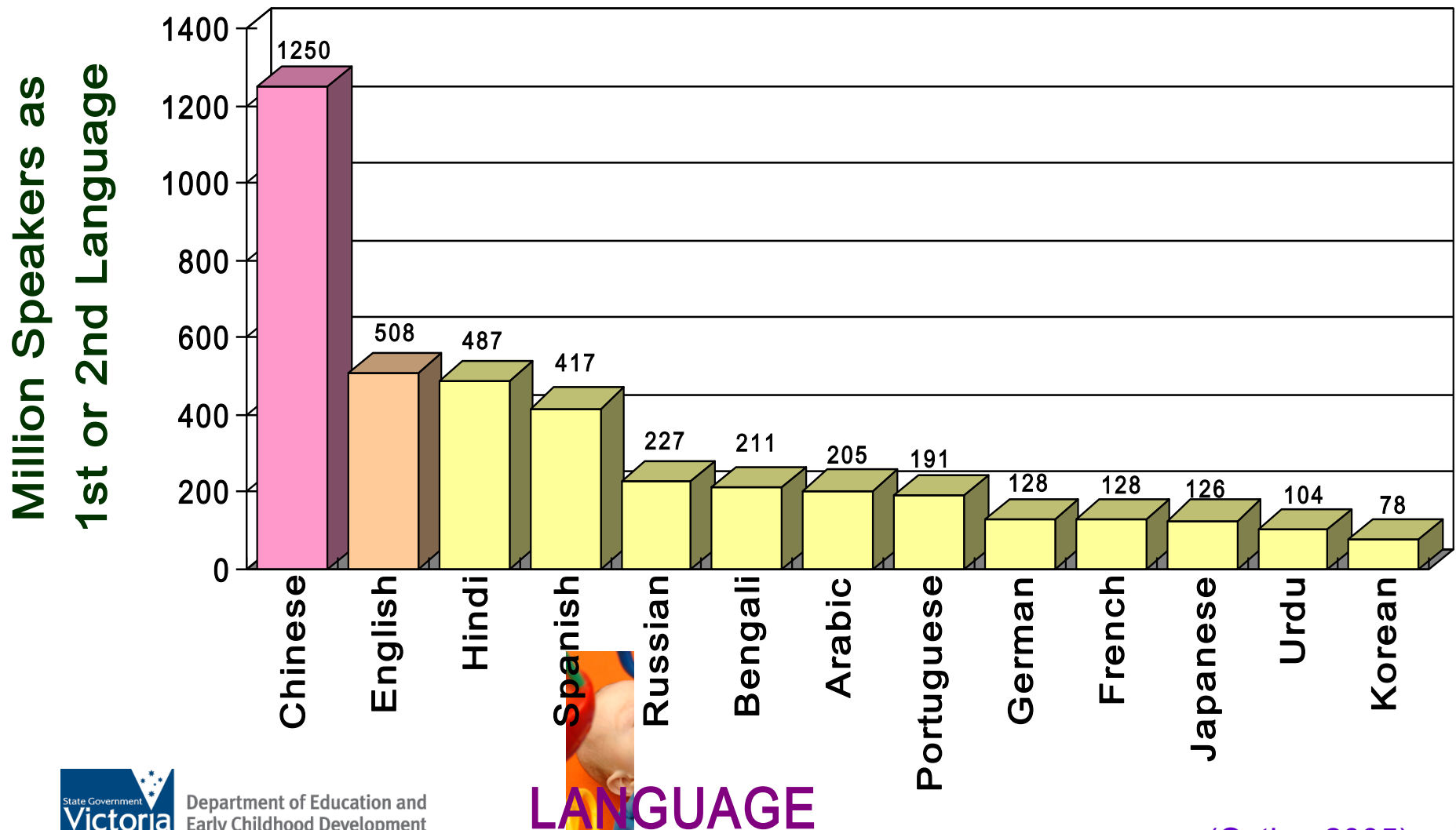
English & Chinese speaking countries



English & Chinese speaking countries



Most spoken languages



- **“Everyone is learning English therefore we don’t need to worry.”**
- **Because everyone *IS* learning English we do need to worry.**
- **Monolinguals face losing the advantage of proficiency in English because high English skills are becoming a basic skill.**

David Graddol



Internationalising Education... crowding the curriculum?

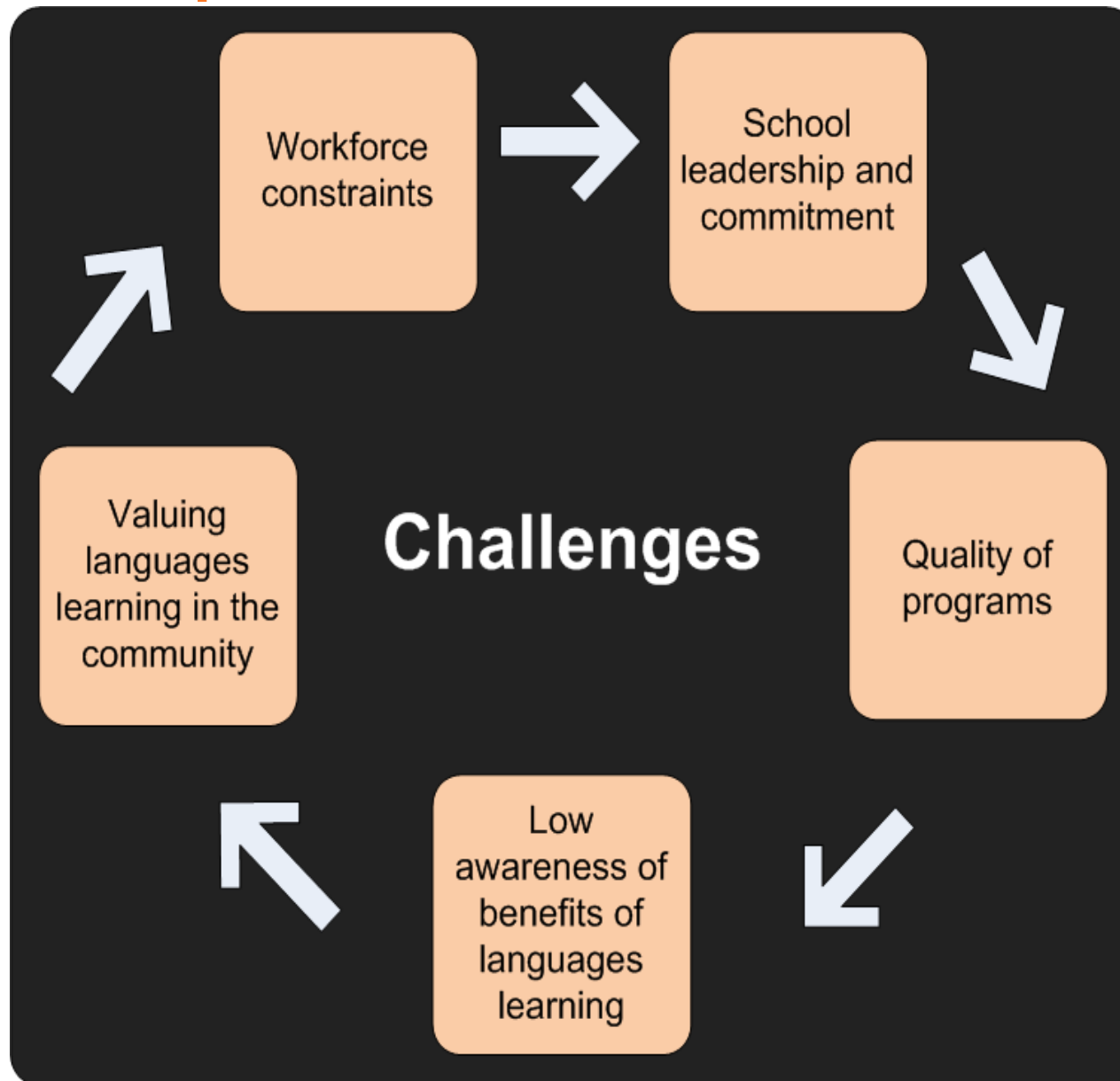


Why learn languages?

- Multilingualism not monolingualism is the norm
- Language skills are complementary to other skills (science, economics etc) and are not in competition with them, nor are they mutually exclusive
- Offers unique insights and perspectives on the way in which language functions
- L2 learners have another language system for c/f L1
- Meta-cognition, intellectual and analytical capability to engage with different ways of making meaning
- Learning others' languages enhances intercultural capability
- Unique opportunities for employment and career directions



We face a number of challenges to increase participation and quality – action is required on multiple fronts



29% of primary schools and 12% of secondary schools – no program

Only 1% primary schools meet 150 minutes per week recommendation

Low student participation rate by international standards

Lack of continuity between schools

Teacher shortages and quality

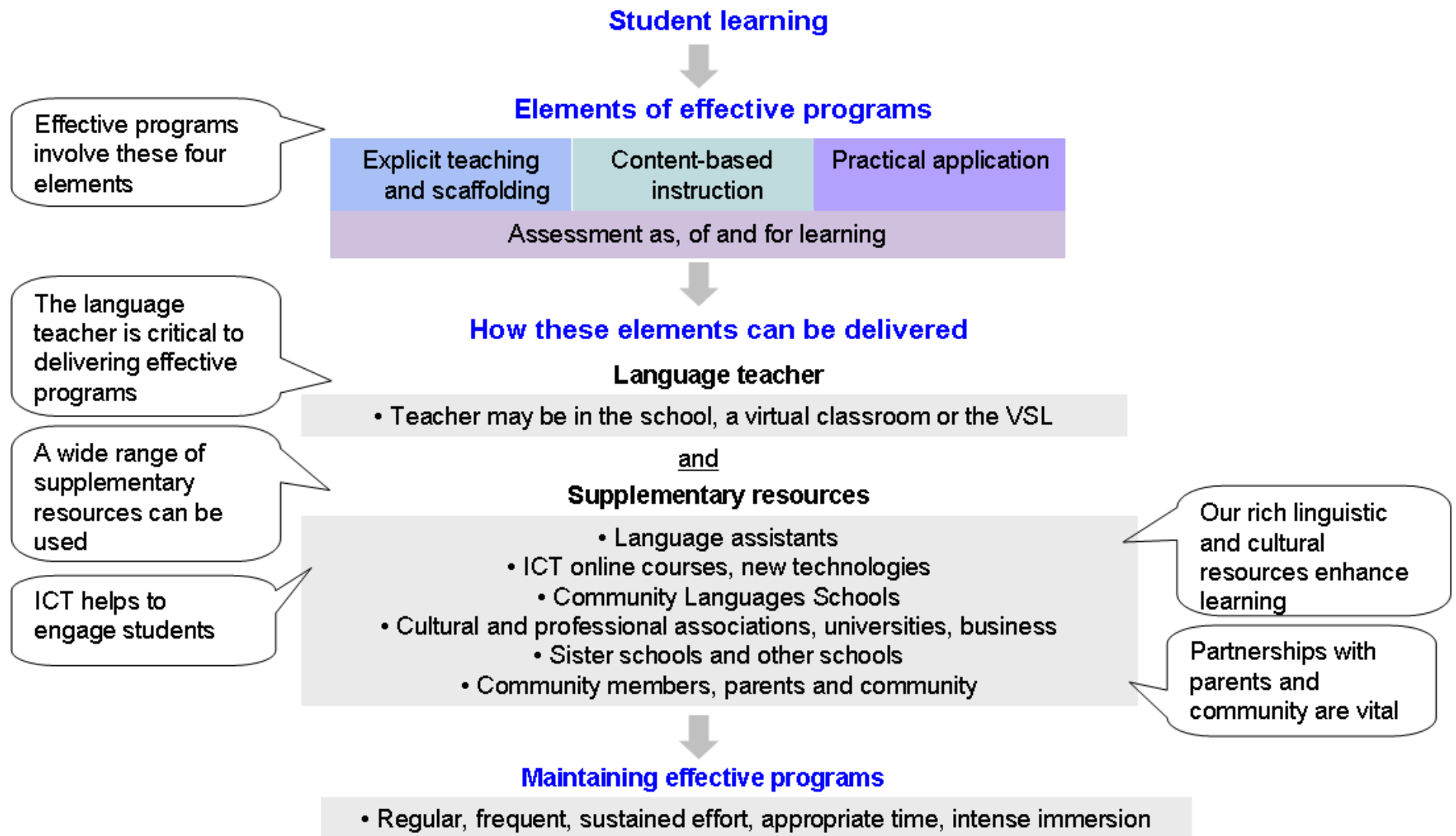
Challenges heightened for small and rural schools

Excellent language programs

- L2 is valued
- Sufficient time is allocated
- Highly skilled teachers
- Chosen language is valued
- L2 explicit links to mainstream curriculum (learning OF and THROUGH L2)
- L2 develops understanding through explicit links to L1
- L2 is compulsory and sustained
- Success is consistently recognised



Framework for Effective Language Programs



Developed by Professor Joseph Lo Bianco and DEECD 2010



Learning others' Languages

- Federal government goal of 40% of Australian students undertake L2 to Year 12.(currently 11%, Vic 19%)
- What does evidence tell us about learning another language?
 - *intensive sustained instruction time is the key to L2 learning (5+ years for academic proficiency: Jim Cumming).*
 - *for example: Proficiency in Chinese 2200 hrs; French 600 hrs. Australia L2 about 500 hrs ; Finland c/f Aust 228/60hrs primary , 398/100hrs secondary per year*



The current state of languages across the nation:

Positioning

- Different stages of development
- Some First Minister engagement
- Asian L2 impetus, but European L2 not ignored
- Economic rationale insufficient
- Across jurisdictions some recent, some imminent, or some with little focus
- Variation about where effort might be focused and degree of mandation at which stages of learning
- Quality depends on supportive conditions



Place of L2 in Australian Curriculum

- Strong scoped and sequenced languages a crucial new lever
- Variation in support for 'priority' L2.
- ESA Language Learning Space (Chinese and Italian)
- 'Crowded curriculum' – time allocation
- Natural area for national collaboration (curriculum, assessment, learning objects, blended learning)
- Emphasis on indigenous languages and capacity in local areas



School leaders

- Clarity/nuance around purpose and nature of school/student engagement
- Evidence of cognitive and intercultural benefits of L2 study for ALL students
- Economic/social reasons secondary
- Stronger policy commitment (stable, ongoing, bi-partisan) and meta language to assist building demand
- Equal weight to background and non background learners
- Important role for principals, but acknowledge challenges
- Strengthened accountability to match support

•



Delivery (teacher supply and capacity, provision and pathways, ICT/blended learning)

- Triple whammy effect on student choice; vs other subjects, timetable tyranny, ATAR disincentives
- Emphasis on quality in pipeline and across the years
- Clusters(data, incentives)
- Scholarships, combining and/or centralising teachers
- Blended learning (but evidence base insufficient)
- ESA Language Learning Support
- Cross borders to create critical mass and capacity



Delivery (continued)

- BER Science and language centres
- Community languages; very mixed approaches, potential capture for certification
- VET possibilities need consideration
- Use of assistants, students, community (evidence?)
- National data standards and collection



Demand: tertiary, community, business

- Very little awareness , nor how it might be used
- Lack of demand pull exacerbates issues in rural and small schools
- Some work in careers education
- Use of certification to build demand
(Vic Bacc, Year 10 proficiency, bonuses)
(the cautionary tale of SA)

It is fair to say Vic leads on many fronts, but we have much to do still



Building demand for languages Melbourne University



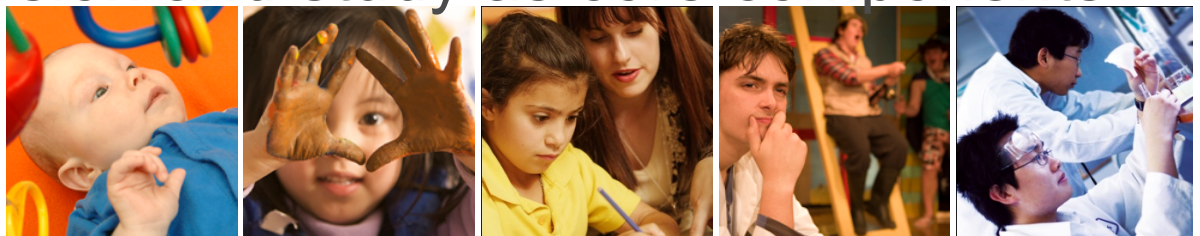
Diploma in Languages students enrol in language subjects alongside their degree subjects in an integrated sequence of study:

- awarded on the completion of the degree course
- graduation from the Diploma will only occur once the Degree is completed.



If I could wave a magic wand....

- Align (1) student demand and interest (2) school and community and (3) system levels
- Access and room for L2
- L2 compulsory to year 10 with sufficient time on task
- Big incentives for those wishing to become L2 teachers and retaining those in the system
- Bi Partisan political leadership
- Schools of languages to extend learning time for students
- Senior certification encourages L2
- Demand from universities, VET and business
- Overseas immersion and study as core components



Learning others' languages is not an optional extra.....



Mathematics, science and perseverance

- TIMSS
- Besides the maths and science tests students fill out a survey....a long survey (120 Qs). Many students leave many questions blank
- Comparing the ranking on the tests with ranking of the average questions completed.....the rankings are the SAME (not merely related!)
- Singapore, South Korea, Taiwan, Hong Kong and Japan
- Outliers: The Story of Success. Malcolm Gladwell



Perseverance

A matter of effort and perseverance

