The State of Quality

MLTAV

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Languages in Victoria

ACARA Update: Updated Australian Curriculum website released

The updated Australian Curriculum website (version 8.0) was released on 20 October 2015.

Over the past 12 months, ACARA has reviewed and revised the F - 10 curriculum and the way it is presented on the Australian Curriculum website: http://www.australiancurriculum.edu.au.

The updated website includes the improved Australian Curriculum endorsed by the Education Council on 18 September 2015. See ACARA's news item about the improvements to the curriculum:

http://www.acara.edu.au/news_media/acara_news/acara_news_2015_09.html#201509181

All learning areas and subjects that were previously listed on the Australian Curriculum as 'available for use, subject to endorsement' are now endorsed.

The previous version (version 7.5) of the Australian Curriculum will continue to be available until the end of 2016 to allow for a transition period. The homepage of the Australian Curriculum website will allow users to choose which version they wish to access.

The implementation of endorsed curriculum is a matter for state and territory school and curriculum authorities - they decided when and how the Australian Curriculum is implemented in their state or territory.

Find information on the changes to the Australian Curriculum on the updated Australian Curriculum website: 'What's changed in version 8.0' - http://www.australiancurriculum.edu.au/home/whats-changed

NOTE: The Australian Curriculum app will continue to deliver version 7.5 of the curriculum. Version 8.0 has been designed to be accessible for using mobile devices. There are no plans at this stage to upgrade the Australian Curriculum app. Printing of the Australian Curriculum will initially be restricted to PDF. During November 2015, MSWord-enabled printing will also become available.

MESSAGE FROM MLTAV:

After an assessment of Versions 7.5 and 8.0, it appears that there are no changes in Version 8.0 for Languages.

The ACARA Website states: 'The Australian Curriculum sets the expectations for what all Australian students should be taught, regardless of where they live or their background. For F-10, it means that students now have access to the same content, and their achievements can be judged against consistent national standards. Schools and teachers are responsible for the organisation of learning and they will choose contexts for learning and plan learning in ways that best meet their student's needs and interests'.

The article below by Maree Dellora, Languages Curriculum Unit Manager, VCAA talks about the Evolution of the new Victorian Curriculum, launched in September 2015 and how it incorporates the Australian Curriculum into a framework that clearly reflects Victoria's standards and priorities.

Languages in the Victorian Curriculum

by Maree Dellora

Evolution of Curriculum

At a recent Education Conference I heard a Victorian Aboriginal Elder say "We are standing on our ancestors' shoulders". This observation applies very convincingly to curriculum development in Victoria. The new Victorian Curriculum builds strongly on past thinking about curriculum design such as the P-12 Frameworks in the 1980's, the Curriculum and Standards Frameworks 1 and 2 in the 1990's, the Victorian Essential Learning Standards from 2005 and currently the AusVELS Curriculum. The new Victorian Curriculum, which was launched in mid-September 2015, builds on the ideas formulated in each of these documents and many preceding ones. It incorporates the Australian curriculum into a framework that clearly reflects Victoria's standards and priorities.

As with the overarching design, the Languages area of the Victorian curriculum reflects the constant evolution of thinking about curriculum. Currently more than forty-five languages are taught in Victorian schools.

Victorians are proud to offer this diversity of languages and thus cater for both learners who are new to a given language and those who are working to maintain their home Languages. The AusVELS Curriculum caters for all of these languages by grouping Languages into six categories, these being Victorian Aboriginal Languages, Roman Alphabet, non-Roman Alphabet, Character, Sign and Classical Languages. It provides a set of generic achievement standards for each category of Languages but it does not include any specific linguistic or cultural details about any of the Languages or Cultures taught in Victorian schools.

Language-specific approach

The Languages learning area of the new Victorian Curriculum is based, as mentioned above, on the Australian Curriculum and provides language- specific curriculum documents focusing on the distinctive nature of Languages and the communities who use them. Each language has its own set of content descriptions and achievement standards. This is a key difference in the Victorian Curriculum as compared to AusVELS. These language-specific curriculum documents are still being developed and released progressively.

The table below, from the VCAA website, provides a list of those Languages currently being developed for the Victorian Curriculum grouped according to six categories.Diversity in Victoria

Language Categories	Description	Specific Languages *Note: Curriculum being finalised*
Roman Alphabet Languages	These are languages whose writing system, or means of being visually recorded, is Roman alphabetic, and whose reading demands on learners are similar to those of English.	• French • German* • Indonesian • Italian • Spanish* • Turkish* • Vietnamese* • Roman Alphabet Language curriculum document
Non- Roman Alphabet Languages	These are languages whose writing system is alphabetic but non-Roman, and for which a learner needs to acquire a new alphabet.	• Arabic* • Greek* • Hindi* • Korean* • Non-Roman Alphabet Language curriculum document
Character Languages	These are languages whose writing system is either syllabic, ideographic, or a combination of syllables and ideograms, involving different reading processes from alphabet reading, and the learning of the new script.	• Chinese • Japanese*
Classical Languages	These are ancient languages which are no longer used as a means of everyday communication by a contemporary community.	• Classical Greek* • Latin*
Sign Languages	This is a language of the Australian Deaf community. For most learners, this will also involve reading in English.	• Australian Sign Language (Auslan)*
Aboriginal Languages	Each Aboriginal and Torres Strait Islander language is unique. It gives voice to the landscapes, thoughts and ways of seeing and interpreting the world. When the language of the Land is spoken, it brings together all of the elements of the landscape and its people. It encompasses the relationships of these people with one another and with the landscape, past, present and future.	• A framework has been devised

As the table [on. p.4] shows, the fourteen languages which will have language-specific curriculum documents are Arabic, Auslan, Chinese, French, German, Greek, Hindi, Indonesian, Italian, Japanese, Korean, Spanish, Turkish and Vietnamese. There will also be a framework for Aboriginal Languages and one for Classical Languages. The language-specific curriculum documents that are still being finalised can be accessed in their current format from the Australian Curriculum website at: **http://www.australiancurriculum.edu.au/languages/preamble**

Diversity in Victoria

Although the Victorian Curriculum for Languages is based on a language-specific approach, it will not provide such a document for every language taught in Victorian schools. For this reason the Victorian Curriculum and Assessment Authority (VCAA) has developed a generic curriculum document for each of the Roman and Non-Roman Alphabet Languages which will allow any world Language to be offered by a Victorian school, using the same structure that is being introduced for the larger candidature Languages.

The adoption of the language-specific approach means that, for the fourteen Languages being developed and the two frameworks, the curriculum can offer content descriptions and elaborations that are highly appropriate for the Languages and Cultures being studied. The elaborations provide many examples that course planners could use in addition to offering in-depth details of aspects of the Language and Culture/s studied, for example the table below provides two sample elaborations that offer insight into detailed aspects of Indonesian Language and the cultures of speakers of Indonesian.

This level of language -specific cultural and linguistic detail is an innovation in the new Victorian curriculum.

Sequences and Pathways

There have been some changes in terminology between AusVELS and the Victorian Curriculum for Languages, particularly the use of pathways and sequences. In the Victorian Curriculum, "sequence" refers to a student's entry point into a Language program, in other words whether a student is undertaking an F-10 sequence or a Level 7 – 10 sequence. A "pathway" in the Victorian Curriculum Languages, on the other hand, refers to whether the student is a first, second or background language learner. These separate pathways have been created to cater for the diversity of students who will undertake language study in Victorian schools. Nine of the language-specific documents have been devised for second language learners and four are for background learners.

The second language learner pathway applies to most larger candidature Languages eg. Chinese, French, German, Greek, Indonesian, Italian, Japanese, Korean and Spanish. The background language learner pathway applies to Arabic, Hindi, Turkish and Vietnamese. The first language learner pathway is only provided for Chinese. The Chinese curriculum documents provide for all three learner pathways: first language learners, second language learners and background learners.

The planned curriculum for Aboriginal Languages and Torres Strait Islander Languages will also include three categories of learners to cater for the diversity of learners and Languages: A first language learner pathway, a second language learner pathway and a language revival learner pathway. The Language Revival Learner

Extract from the Indonesian Curriculum Document in the Victorian Curriculum	
Language	**Indonesian**
Sequence	Levels 7 - 10 *i.e. Year 7 entry*
Level	Levels 9 - 10
Strand	Understanding
Sub-strand	Role of Language and Culture
Content description (Required)	Understand the role of Language in shaping and conveying cultural identity including the multiple Languages and Cultures both in Indonesia and Australia.
Elaborations (Optional) These two examples are elaborations extracted from the Victorian Curriculum at Levels 9 - 10	a) recognising that cultural values, customs, and practices are constantly changing, and evident in language use, for example, use of kinship terms to refer to people who are not blood relations, for example, *Saudara, Paman, Mas* b) appreciating that language use can reflect and express cultural identity, and that multiple Languages exist in both Indonesia and Australia, including Indigenous Languages, and many people are multilingual and value this capability as an integral part of their identify

Pathway is the appropriate one for Victorian schools because Victorian Koorie Languages have been greatly affected by Language displacement and loss.

Achievement Standards

In the AusVELS Curriculum the first learning standard for Languages is located at Level 6. In the Victorian Curriculum for Languages the first achievement standard is provided at the conclusion of three levels of study from Foundation–Level 2 followed by four two-level bands at Levels 3-4; Levels 5-6, Levels 7-8 and Levels 9-10.

The Victorian Curriculum for Languages, like the AusVELS curriculum, is organised into two strands. However in the Victorian Curriculum the strands have different titles and are further divided into eight sub- strands. The two overarching strands are *Communicating* and *Understanding*. The sub-strands are listed in the table below.

STRUCTURE OF THE AUSTRALIAN CURRICULUM: LANGUAGES		
Communicating strand		
5 sub-strands:	. Socialising . Informing . Creating . Translating . Reflecting	Content descriptions have been written for each of these eight sub-strands
Understanding strand		
3 sub-strands:	. Systems of language . Language variation and change . Role of language and culture	VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY Victoria

A further aspect of the Victorian Curriculum for Languages is the strong focus on learner reflection on intercultural interactions and on making connections between Language and Culture. The sub-strands *Reflecting* and *Role of Language and Culture* guarantee the presence of these aspects in the new curriculum document.

General structure of the Victorian Curriculum

The Victorian Curriculum is based on eight learning areas and four capabilities. The learning areas are English, Mathematics, Science, Health and Physical Education, Languages, Humanities and Social Sciences (History, Geography, Civics and Citizenship, Business and Economics), The Arts and Technologies (Design and Digital Technologies). Languages have a clear position as one of the eight mandated learning areas.

The four capabilities are Critical and Creative Thinking, Personal and Social Capability, Intercultural Understanding and Ethical Understanding. All four of these capabilities can be taught very effectively through the study of a language but of course they represent sets of knowledge and skills that are distinct from any single learning area and are designed to be covered across the entire curriculum. In the Victorian Curriculum new emphasis is placed on Intercultural Understanding and it is made clear that this is a vital capability in a globalised world that can be developed across the curriculum. There are significant opportunities for teachers of Languages to support other teachers to work in this area of the curriculum.

The three cross-curriculum priorities - Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia's engagement with Asia and Sustainability, are embedded and included in the learning areas and capabilities, not represented as additional or separate components of the curriculum.

Implementation

Through September and October 2015 professional learning sessions on the new curriculum have been provided for principals and curriculum leaders. The next phase will be school-based planning using the new documents and after that professional learning sessions will be offered in specialist areas including, of course, Languages. All schools are required to implement the new Victorian Curriculum from the start of the 2017 school year, however individual schools can begin to use part, or all, of it as soon as they choose. In other words, schools will have the remainder of 2015 and all of 2016 to prepare for full implementation in 2017.

This new curriculum has great potential to support teachers to plan programs that will allow Victorian students to strengthen their understanding of their own and other cultures, extend their communication skills in another language and develop sincere respect for difference and diversity. As Canadian writer Michel Bouthot wrote: *"Apprendre une autre langue, c'est comme le commencement d'une autre vie."*

Maree Dellora
Languages Curriculum Manager
Victorian Curriculum and Assessment Authority
(VCAA)

Vale: Jim Bland

MLTAV Life Member

The MLTAV was deeply saddened to learn of the passing of MLTAV Life Member, Mr. Jim Bland in 2015. Jim was a voluntary member of the MLTAV Committee from 1961 - 1974 and also during this time worked at the Melbourne Church of England Grammar School.

During the thirteen (13) year period on the MLTAV Committee, Jim assisted in the organisation of the School's Nights at Melbourne University, Monash University and in Hamilton.

In 1967, it was Jim who suggested that an association of the size of the MLTAV should have a professional auditor, and was authorised by the Committee of the time to seek a suitable person and report back on his findings. Subsequently, in 1968, Jim was appointed Honorary Treasurer from 1968 and held this position until 1973.

Although this stint as Honorary Treasurer did not commence until 1968, Jim had, prior to this time, been actively involved in MLTAV Committee financial discussions. At a committee meeting in 1964, Jim mentioned that 116 members were currently not financial and made a suggestion that members who remained unfinancial after May, in any calendar membership year, should not continue to receive Babel (at the time this was MLTAV's Journal, which later became the Journal of the Federation). It was moved at that meeting, that Jim take strong measures to remind members of their financial commitments. Then, as it is now, ongoing membership and associated financial support is critical to the overall health and important work of the Association.

In 1964, Jim, together with Messrs E.K. Horwood and J.R. Wheeler, were appointed to a sub-committee that questioned the value of art reproductions. As members of this sub-committee, they were also in contact with theatre managers regarding the possibility of screening foreign films.

In 1965, Jim, along with the full Committee, investigated and debated the 'desirability and feasibility' of an MLTAV newsletter, in addition to its current publication, Babel.

The MLTAV archives indicate that the thought at the time was for a 2 - 3 page newsletter, once a term to primarily publicise meeting dates, useful information and notification of events and other useful information. At this time, the Committee was also considering a larger publication (possibly 10 pages) to appear more regularly - perhaps monthly, including full reports on newsworthy items, publication of teaching materials, examination papers, questions on prescribed texts, personal, interviews with people whose views were of interest and relevant to Foreign Language teachers, lesson plans, surveys of new literature in the field of Foreign Languages, as well as a section devoted to good teaching practices.

Such ideas were somewhat grandiose for that time as the lack of both volunteer time and funds were significant obstacles to bring such thoughts to fruition. Volunteers spare-time was proving inadequate to move forward with implementing time-consuming tasks.

During Jim's time on the Committee, MLTAV did establish its first newsletter, known as, '*Circular to schools*'.

It is of great interest to gain an understanding of the history behind MLTAV's current processes and publications and to acknowledge and appreciate those individuals, from former years, who were significantly involved in such evolutionary journeys that have led the Association to where we are currently in the twenty-first century.

We are deeply indebted to past Committee members, like Jim Bland, who moved the association forward and continue to inspire though their commitment, dedication and passion to the field of Languages Education.

May you rest in peace Jim

Letter to The Hon James Merlino MP

Seeking Clarification of the Victorian Government's Policy on Languages Education in Victoria

A recent AGE newspaper article alerted MLTAV to the fact that the Victorian Government had changed its policy on Language Education in government schools. This news came as a surprise to the MLTAV and we sent a formal letter (see below), to The Hon. James Merlino, Minister for Education seeking urgent clarification, prior to the publication of this edition of Languages Victoria, on behalf of Languages professionals. *(Please see Page.9 for the response letter from The Hon James Merlino MP, Deputy Premier / Minister for Education).*

Modern Language Teachers' Association of Victoria Inc.
ABN: 45 204 209 974

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150 Palmerston Street, Carlton 3053
Phone: (03) 9349 5759 Fax: (03) 9349 5859
Email: info@mltav.asn.au Website: http://www.mltav.asn.au

OPEN LETTER to The Hon. James Merlino, MP
Deputy Premier and Minister for Education

SUBJECT: Clarification of the Victorian government's policy on Languages Education in Victoria

Dear Minister,
I write following the publication of an article in the AGE newspaper on 11 October 2015, reporting that the Victorian government is no longer pursuing its targets for Languages education, within the policy commonly referred to as 'Languages 2025'.

In the lead-up to the most recent State election, the MLTAV was reassured by your letter to us dated 22 October 2014, stating that "Labor won't seek to radically change direction in the Language education policy area ... we understand the importance of stability in this policy area". This letter was in response to the MLTAV request to carry on the previous government's work in this area, which had set long-term strategic goals and initiated quality projects to achieve these goals. A key feature of the 'Vision' were several goals, including that all Victoria government schools would provide a Languages program from Prep (Foundation) to Year 10 by 2025.

The MLTAV seeks clarification regarding the Victorian government's current policy on Languages education. If, in particular, the goal above is no longer in place, we request information regarding alternative strategies and accountability measures which will be put in place to ensure that all Victorian government schools offer Languages programs from Prep (Foundation) to Year 10.

We are pleased to note that, according to the AGE article, the Victorian government will be putting an emphasis on ensuring all Languages programs are of high quality. The MLTAV shares this priority and has considerable expertise in this area, which we would be pleased to share and discuss with you and other important strategic partners.

We would like to take you up on the offer that you made at the MLTAV Annual Conference this year, to host a Roundtable discussion of Languages education in Victoria, as we would like to contribute ideas about how the quality of programs can continue to be improved, noting that there is already much fine work being done by Languages professionals, upon which we can build.

Yours sincerely,

Andrew Ferguson

Andrew Ferguson
President, MLTAV

Response from The Hon James Merlino MP

The MLTAV was pleased to receive the following letter of response and clarification from The Hon James Merlino MP, Deputy Premier & Minister for Education.

The Hon James Merlino MP
Deputy Premier
Minister for Education

1 Treasury Place
Melbourne Victoria 3002
Telephone: +613 9651 1222

COR 12839

Mr Andrew Ferguson
President, Modern Language Teachers' Association of Victoria Inc.
Statewide Resources Centre
150 Palmerston Street
CARLTON   3053

Dear Mr Ferguson

Thank you for your letter regarding languages education in Victorian schools. I am happy to advise you that despite what was recently reported there has been no change to languages policy.

The Education State sets out the Andrews Labor Government's commitment to support all students to reach their potential by giving them access to quality education regardless of their location, learning needs or backgrounds. This includes languages programs in Victorian schools.

Languages education is one of the eight learning areas that all Victorian schools are required to provide in order to meet the *Education and Training Reform Act 2006* minimum standards. As such, languages are part of the core/mandated curriculum all Victorian schools are required to provide.

Given the cognitive and other benefits of language learning in equipping children and young people to effectively participate in an increasingly interconnected, innovative and technological world, the Victorian Government will expand and strengthen languages education as part of our broader Education State reform agenda. I will be seeking input over the coming months from key stakeholders, including the Modern Language Teachers' Association of Victoria, on how best to achieve this.

If you would like further information, please contact Ms Therese Mercader, Manager, Languages Unit, Secondary Reform, Transitions and Priority Cohorts Division, Early Childhood and School Education Group, Department of Education and Training, on 9637 2197 or by email mercader.therese.t@edumail.vic.gov.au.

Yours sincerely

12.11.15

The Hon James Merlino MP
Deputy Premier
Minister for Education

VICTORIA
State
Government

MLTAV Patrons

Recognition of MLTAV's Patrons

The MLTAV is extremely proud of its heritage and grateful to all who have, from its inception in 1947, voluntarily given of their time and shared their expertise, experience, passion and drive to ensure that the teaching of Languages not only be incorporated into the curriculum landscape, but be seen as a wonderful skill that has the ability to open doors to great educational, professional and personal opportunities and experiences.

The MLTAV has grown significantly in the 68 years since its foundation. The Association's achievements, such as: ongoing advocacy for Languages education; support of Language teachers and expert professional learning, is a testament to a great many people who have given so much over so many years. Special acknowledgement must be given to those who worked tirelessly around the time of the Associations' foundation and the following years, to ensure that once firmly established, it evolve into an effective, respected body in the educational arena. To this end, it is important that thanks be offered to the extraordinary individuals who are recognised as the Patrons of the Association [MLTAV].

Dr. A. Lodewyckx, according to MLTAV archival records, was recorded as a Patron of MLTAV in the meeting committee records from 1950-1951, however, after that time, he was no longer listed on the committee records as holding this position. *Emeritus Professor A.R. Chisholm* was awarded Patronship of the MLTAV in 1960, followed six years later by Patronship also awarded to **Mr. Manuel Gelman** [1966].

Emeritus Professor A.R. Chisholm was one of the Founders of MLTAV and is listed in MLTAV's archives as a Committee Member from the Association's year of inception, 1947. The historical records also show Professor Chisholm as the President of the MLTAV Committee from 1948 - 1957 and Vice-President from 1958 - 1959. Patron status was bestowed upon him in 1960. It was under Professor Chisholm's Presidency when at the 1955 AGM a decision was made to commence a 'background material distribution scheme' charging members 5 shillings which enabled materials to be sent without further charge to the contributor, covering both purchase and postage. This was a voluntary option but certainly paved the way forward into the future that saw the association commence a paid membership scheme.

In 1921, Professor Chisholm was appointed Head of the French Department in the University of Melbourne, where he remained until his retirement in 1956. The School of Languages and Linguistics / French at The University of Melbourne webpage cites, 'French was first taught at The University of Melbourne in the early 1880's and since that time has enjoyed a distinguished history. Under the 35-year leadership of A. R. Chisholm (professor of French 1921 - 1956), the program became a world-renowned centre of scholarship in French literature. After retirement, Professor Chisholm pursued a fruitful period of research.

Mr. Manuel Gelman is listed in historical Minutes of the MLTAV as having been active on the Committee from 1951 to 1964. He held a position on the Editorial sub-committee in 1951, was a general committee member from 1952 – 1953. In 1954, Mr. Gelman is recorded as the Hon. Secretary. He was once again a general committee member between 1955 and 1959. Moving onto the position of Vice-President in 1960 and then stepped up to the role of President from 1961 - 1964. In 1965 he became the first President of the Federal Association.

The MLTAV archives indicate that in 1963 President Gelman, during his term as President, proposed that a sub-committee be established to investigate the problems associated with the teaching of Italian in Victorian schools. This led to a committee discussion about the need for the Association to advocate for, and support, the teaching of all 'Foreign Languages' throughout Victoria, which resulted in Mr. Gelman's proposal being moved and seconded by Mr. Keith Horwood. The role of this newly-formed sub-committee was expanded to consider the introduction of Italian, Russian and other languages into schools.

This is indicative of the power of collaboration in teachers of individual languages working collectively to advocate the cause of the importance and teaching of all Languages in schools. This way of thinking, in terms of the governance of the association, remains strong to this day – *a focus on the importance of all Languages!*

In 1961, as MLTAV's President, Mr. Gelman chaired a meeting of interstate delegates that eventually led to the foundation of the Federation of Modern Language Teachers. When a decision was reached, in 1965, to form a Federation Executive, Mr. Gelman was elected as Foundation President. To the present day, he enjoys the rank Président *d'Honneur* [President of Honour] of the Federations, [currently known as the Australian Federation of Modern Language Teacher Associations, AFMLTA].

Mr. Gelman's significant roles with both MLTAV and the Federation were voluntary, and co-existed with his professional role as Lecturer in Methods of Teaching Modern Languages in the Education Faculty at the University of Melbourne.

In 1975 Mr. Gelman and his family moved abroad where he continued to engage in activities in the Languages area. Whilst in France he was honoured with The French order - *Chevalier de l'Ordre National de Mérite*.

Victorian School of Languages

80th Anniversary Celebrations : Gala Dinner & Awards Function

On Saturday 29th August, the San Remo Ballroom in Carlton was packed out by staff and friends of the VSL, who gathered to celebrate the school's 80th anniversary. This was one of a series of events held this year to acknowledge the contribution of two language teachers who convinced the Education Department in 1934 to start teaching Japanese and Italian in the following year. It was a wonderful opportunity to celebrate the school's shared achievements across languages, VSL Centres, and the VSL Distance Education section. The Hon Lily D'Ambrosio, Minister for Industry, Energy & Resources represented the Minister for Education, and there were many guests from consulates and educational organisations such as the MLTAV.

One of the aims of the event was to acknowledge the contribution of a number of staff and community representatives who have made a significant contribution to the school over the years. The table to the right details the recipients of the VSL Teacher, Parent and Community awards:

Name	Language	Award
Miyuki-Wirth	Japanese	VCE
Maria Nicolaou	Greek	Primary
Thamaypaw Naysay	Karen	F-12
Heather Rae	German	VCE
Katia Dell'Anna	Italian	VCE
Gurwinder Mohan Singh	Punjabi	Years 7-10
Maria Ines Avila	Spanish	Primary
Mervat El-Gawly	Arabic	Primary
Thushari Deepika Perera	Sinhala	Primary
Alka Keshari	Hindi	Years 7-10
Lian Ding Hmung	Chin Hakha	VCE
East 1: Greek Parents' & Friends' Association	Greek	Parent Community
Maree Dellora (VCAA)	General	Recognition Award
Khalaf Greis (Area North)	General	Recognition Award

Photo Above: Teacher, Parent and Community Award Recipients

Reflected in these awards acknowledge the school's valuable work in delivering quality language programs across all areas of metropolitan and regional Victoria. As a centre of expertise in language education, the VSL proudly supports the delivery of programs in four dozen languages. The school is particularly delighted to recognise the efforts of teachers who have worked hard to establish programs in new and emerging languages such as Karen and Chin Hakha, which are being taught as VCE subjects for the first time anywhere in the world. VCE Chin Hakha commenced for Units 1 & 2 this year and Karen will start VCE Units 1 & 2 in 2016.

The Gala Dinner was a memorable night and guests enjoyed coming together to celebrate as a whole school community. One of the highlights was when guests got up to dance to songs that were sung in Arabic, Macedonian and Turkish.

The Victorian School of Languages would like to thank the MLTAV and its member Language Associations for their contribution to Languages Education.

Photo Above: Guests danced the night away!

Languages Video Testimonials

The *Languages Video Testimonials* is an online communications resource promoting the benefits of learning a language and targeting secondary students, school leaders, parents and the wider community. The online resource comprises 20 video testimonials – 4 by principals and teachers and 16 by past students of languages in Victorian schools talking about how learning a language at school has impacted positively on their personal and professional lives.

Ideas for using the resource

School leadership teams and members of staff:
- To build awareness among community, staff and students of the need to develop language skills
- To highlight the importance of providing quality languages education programs to all students

Language teachers:
- To highlight the benefits of language learning including for example at the end of the year when students are deciding whether or not to continue with their language study

Students and their parents:
- To raise awareness on the importance of intercultural and language competency
- To promote the benefits of language learning including broadening career opportunities
- To highlight the school's language program at information night and other events

The *Languages Video Testimonials,* developed by the Department of Education and Training in partnership with the Modern Language Teachers' Association of Victoria, are available at http://fuse.education.vic.gov.au/?WJCF8K

The MLTAV sincerely thanks the following individuals and schools for their significant contribution to the success of the Languages Video Testimonials project and encourages its members to make use of this wonderful advocacy resource. It was a pleasure and delight to work with everyone involved in this exciting project.

Chinese testimonial - Clarissa Bellanti
Chinese testimonial - Louisa Brown
French testimonial - Leonrad Krasny
French testimonial - Zillah Hansen
German testimonial - Aditi Nevgi
German testimonial - Lutz Lorenz
Greek testimonial - Emily Chryssanthakopoulos
Greek testimonial - Silvia Korlos
Indonesian testimonial - Hannah Ekers
Indonesian testimonial - Heath Jamieson
Italian testimonial - Melissa Palombaro
Italian testimonial - Rohan MacLaren
Japanese testimonial - Hashela Kumarawansa
Japanese testimonial - Richard Garrett
Spanish testimonial - Emily-Rose Guarnuccio
Spanish testimonial - Harry Swinburn

Belmont High School, Glen Eira College, Mount Waverley Secondary College and Northcote High School

Invitation to all MLTAV Members

MLTAV

2015 Annual General Meeting

The MLTAV cordially invites you to attend the 2015 Annual General Meeting of the Modern Languages Teachers' Association of Victoria, Inc. (MLTAV)

Date: Tuesday 1 December
Time: 5.30pm - 7pm (drinks and finger food from 5.00 pm)

Venue: Graduate House, 220 Leicester Street, Carlton

Agenda:

- Welcome, Present and Apologies;

- Guest speaker **Dr. David Howes, Executive Director, Curriculum, Victorian Curriculum and Assessment Authority (VCAA)** who will provide an update from VCAA on the new curriculum for Victorian schools, the Victorian Curricuilum F-10 incorporating the Australian Curriculum and reflecting on Victorian standards and priorities;

- Confirmation Minutes of the 2014 Annual General Meeting;

- Reports from the President and Sub-Committees on the activities of the Association during the preceding financial year;

- The financial statements of the Association for the preceding financial year submitted by the Committee in accordance with Part 7 of the Act;

- Election of the 2016 Committee of Management;

- Collection of names of the incoming Single Language Representatives (where finalised), in accordance with Rule 51.5 of the MLTAV 'Rules';

- Drawing of the winner of the MLTAV 'Introduce-a-Colleague' Competition.

- You are also invited to join the MLTAV Committee, if you are interested in contributing to the organisation in this way.

A *Committee Nomination form* is available for download from the MLTAV website, **www.mltav.asn.au,** from the Homepage under the 'What's New in Languages Education' section.

An *AGM Proxy Voting form* is available for download from the MLTAV website, **www.mltav.asn.au,** from the Homepage under the 'What's New in Languages Education' section. All Proxy voting forms MUST be returned to the MLTAV Office no later than 5.00 pm Monday 30 November 2015.

Immediately following the AGM will be an MLTAV LanguagesHAT 2015 Project Awards Celebration dinner. All members are welcome to attend this two-course dinner event at their own expense ($55).

If you plan to attend the AGM / Awards Celebration Dinner, please RSVP to the MLTAV Office, **info@mltav.asn.au**, by 16 November for catering purposes.

(Please detail any special dietary requirements)

www.mltav.asn.au

Australian Curriculum: Languages
Professional Learning Opportunity
for teachers of
Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek, Spanish and Vietnamese

Looking for ideas to begin implementation of this new and exciting curriculum?

Teachers in Government, Catholic and Independent schools are encouraged to register for this Professional Learning Program which will include:

• Participation in a one-day workshop on Monday 30 November, 2015 (9am – 4pm)
- An update on the Australian Curriculum for Languages and the recently launched Victorian Curriculum for all Languages
- An introduction to planning for implementation of the Victorian Curriculum for Languages (a requirement for all Government and Catholic schools by the beginning of 2017)
- An opportunity to work with colleagues on planning classroom activities based on the Australian and Victorian Curricula (as applicable) for your Language

• Trialling the classroom activities with your students

• Collaboration with other project participants via an online space

• Participation in a Webinar planned for Term 1 2016 (4 – 6pm, date to be confirmed) where you will have the opportunity to share experiences, ideas and findings from your trial implementation of the classroom activities

The MLTAV was supported by the Victorian Government to deliver this project

Venue
Graduate House
220 Leicester Street, Carlton

Cost

The cost to participate in this project will be:
MLTAV Member $160 inc. GST
Non-Member $230 inc. GST
BOOK NOW
places are limited!
This includes workshop participation, all resources and materials and participation in an online webinar at the conclusion of the project.

Registration

Registrations are online via the MLTAV website
www.mltav.asn.au *under the 'What's New' section on the homepage*

Registrations close
16 November 2015

If you have any enquiries regarding this project, please contact Kerry O'Connor, Office Manager, MLTAV
info@mltav.asn.au

Trial of an e-Version

of Languages Victoria

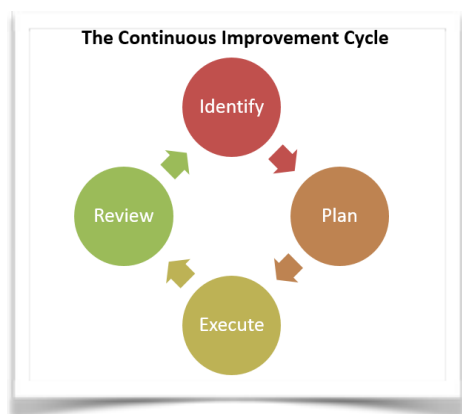**The Continuous Improvement Cycle**

Identify

Plan

Execute

Review

Image Source: http://www.allex-software.com/en/2015/05/08/idea-generation-as-a-part-of-the-continual-improvement-process-cip/

e-Version Languages Victoria (LV) Trial

Scheduled for the 2016 July Edition

The MLTAV Committee is continually looking for ways to improve and streamline processes in accordance with best practice. Along these lines, it has been decided to trial an e-Version of LV in July 2016. For the trial, all current 2016 members will receive their usual hard-copies of LV. In addition to this method of distribution, Individual members and the Primary Contact for all School and Commercial memberships will receive a link (via email) to an interactive e-Version of this edition. Following the distribution of both mediums of the July edition of LV, members will be asked for their feedback on the e-Version via an online survey. This survey will also provide an opportunity for members to opt-in to the e-Version medium of delivery into the future. Member feedback is critical to this process to ensure changes do not negatively impact upon member satisfaction and loyalty. This is of utmost importance to the Committee. The vertical table on the right highlights some of the major benefits of moving to an e-Version of Languages Victoria.

Environmentally Responsible
Significant reduction in the use of paper for LV printing

Interactive
Immediate access to links, websites, media online

Time-saving

Searching for specific titles / content, made easy and fast!

1 — PRINT & E-VERSION
July 2016 Edition - all members will receive both hard and e-Version copies of LV.

2 — SURVEY
Following distribution of both versions, members will be asked to complete a feedback survey.

3 — OPT-IN
The survey will ask members to indicate if they prefer hard-copy or e-Version in the future.

Immigration Museum:
Multilingual Tours App

By Jan Molloy

The Immigration Museum welcomes multilingual visitors with a new app launched during Cultural Diversity Week and now TEACHERS and STUDENTS can access the tours via iTunes. These tours will provide another layer to an excursion to the museum for either staff-led sessions or self-guided programs.

The Immigration Museum's (Free) Multi Lingual Museum Tour App created in partnership with broadcaster SBS, provides a 45-minute tour of the museum in six languages: Arabic, French, Italian, Japanese, Mandarin and English. The App includes text, audio commentary and historical images.

SBS radio presenters are the voices behind the Arabic, French, Italian, Japanese and Mandarin guides with the English guide spoken by Immigration Museum manager, Padmini Sebastian.

Schools wishing to make use of the App as part of their visit to the museum should contact:

Jan Molloy, Education Programs Coordinator at the museum

jmolloy@museum.vic.gov.au

If you have a current MVTeacher card you can come into the museum at any time and experience the App – either download or use one of the devices we have onsite.

http://museumvictoria.com.au/discoverycentre/museum-victoria-apps/immigration-museum-tour/

Bookings for education programs at the museum in 2016 open on December 1, 2015.

MUSEUMVICTORIA

| Home | Visiting | Collections & Research | Education | Discovery Centre | Venue Hire | About Us |

MV Apps
- Immigration Museum Tour ▶
- Walk through History
- Time Lens
- MV Field Guide to Victorian Fauna
- Bunurong Marine National Park Field Guide
- National Field Guide apps

MV Tours: Immigration Museum Tour

Tour the Immigration Museum in your language.

Created by Museum Victoria, the Multilingual Tour is simple to follow and provides an orientation to the exhibitions and building. At each stop, detailed text, audio commentary and stunning historical imagery show the people, businesses and architecture that have transformed Melbourne and Victoria.

Download one app to access all the tours included in our first release:

- **Arabic** hosted by Iman Riman, SBS Radio
- **English** hosted by Padmini Sebastian, Manager Immigration Museum
- **French** hosted by Christophe Mallet, SBS Radio
- **Italian** hosted by Carlo Oreglia, SBS Radio
- **Japanese** hosted by Miyuki Watanabe, SBS Radio
- **Mandarin** hosted by Liu Jiang, SBS Radio

Available for both Apple and Android devices.

Media Credits

Images used in the app have been sourced from Museum Victoria, SBS, State Library of Victoria, National Library of Australia, National Archives of Australia.

Some images used in this app are in copyright. To seek permission to reuse any of the images within this app, please check the image credit and contact the source organisation. If the image you are interested in is credited to Museum Victoria, please make your enquiry via Discovery Centre.
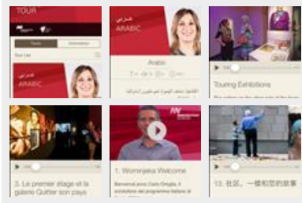
Acknowledgements

This app is a collaboration between Museum Victoria, Mytours and the Special Broadcasting Service (SBS), SBS Radio and SBS In Language.

Thanks

Thanks to SBS Radio and SBS In Language for their support of this project and Glen Barnes from Mytours for continued improvement to the MyTours platform.

IMAGE GALLERY

Download on the App Store

GET IT ON Google play

SBS Radio

MIFF 2016 Next Gen Program

65th Melbourne International Film Festival - 2016

SAVE THE DATES! **28 July – 14 August 2016**

Looking for Excursion options for your Languages students in 2016? We have an excellent recommendation!

The MLTAV is pleased to continue its support for the **MIFF Next Gen program** through an in-kind sponsorship. MLTAV member schools are offered discounted ticket prices, plus free attendance for one teacher per 10 students. 2016 will mark the occasion of the 65th MIFF, with another outstanding program of films in international languages.

The Next Gen program is designed specifically for secondary school students in languages commonly taught from Years 7-10. The 2016 Next Gen program will be launched at the MLTAV Annual Conference on Friday 6th May, 2016, with a sneak peek into the films.

COST: MLTAV Member Prices: $9.50 per ticket (GST free), Teachers attend for FREE (1 teacher per 10 students)

We encourage our school members to take advantage of the discount tickets and plan ahead for an immersive, distraction-free student excursion into language, culture and cinema!

MLTAV Languages TeachMeet

Free Face-to-Face Professional Learning

MLTAV was pleased to facilitate two TeachMeet events throughout 2015. The first was kindly hosted by St. James's College, East Bentleigh in March and the second was hosted by Suzanne Cory High School in Werribee. Thanks again to both of these wonderful schools for their kindness and exceptional hospitality. Thanks must also go to Amy Collins and Angela Natoli, (both MLTAV Committee Members), who co-ordinated securing these venues for our events.

The Languages TeachMeet events originated as a suggestion from another MLTAV Committee member, Catherine Spurrit, who has been integral to the success of this extremely well-received PL and networking initiative.

For members who have not yet attended one of our TeachMeet sessions, they are one-hour, informal PL sessions, run face-to-face after school hours (commencing at 4.30pm). What is the TeachMeet movement all about? TeachMeets rely solely on teachers sharing ideas about teaching and learning with other teachers - new ideas, personal insights and examples of best practice.

TeachMeets rely on participants voluntarily sharing. Presentations can be about any resources and/or learning styles, teaching methods, tech tools, interesting websites, global collaboration. You can volunteer to present either a 2- or 7- minute session or simply come along to see what all the fuss is about. These sessions are short and sharp and at the end of the last session, networking time provides an opportunity to speak informally with presenters and other colleagues.

If you attend a TeachMeet event and take away at least one new idea that inspires you to consider incorporating it into your own classroom practice, you not only walk away with a new idea, but you also have the contact details of the presenter as a source of guidance and knowledge on that topic.

The next TeachMeet will be held in Term 1, 2016 and will be hosted by Haileybury. More details will be available early Term 1 on the MLTAV website www.mltav.asn.au on the Homepage under the 'What's New in Languages Education' section as well as in the February edition of MLTAV's electronic newsletter, *LanguagesConnect*.

MLTAV Blended Learning ICT Webinars

Free Online Professional Learning

For the past several years, MLTAV has been funded by the Department of Education and Training to run a series of Blended Learning ICT Webinars.

Webinars are a flexible, easy and accessible medium of delivering powerful professional Learning (PL). There is an ever-increasing demand for such flexible forms of PL and those who have participated in either the live or archived versions have not only been inspired by the content of the presentation but also very pleased to have received a certificate for an hour PL from each webinar they participate in.

ARCHIVED WEBINARS

There are currently 12 archived webinar presentations available to access via the MLTAV website, www.mltav.asn.au / Professional Learning / Webinar Series. The information on the website provides a link to the archived webinar as well as details about how to obtain a certificate of participation once you have completely listened to individual presentations. There is a great deal of experience and expertise throughout each of these sessions.

UPCOMING LIVE WEBINARS - *Not to be missed!*

There are two additional webinars planned for Term 4, 2015. Details of these, are as follows:

Monday 23 November - JILL WILSON (Project Manager, Education Services Australia)

FREE Resources available to support implementation of Victorian Curriculum: Languages

This webinar will introduce teachers to the huge collection of FREE resources available through Scootle and the Language Learning Space to support teachers in the implementation of the Victorian Curriculum: Languages. All Government and Catholic schools will be expected to implement this curriculum from 2017 so it is an ideal time to begin preparing for this in 2016 and to become familiar with the resources available to support this implementation.

Tuesday 8 December – STUART MILLER (Languages Online, Victorian School of Languages)

Resources to support the delivery of Language programs through the use of ICT

Languages Online is now available as an app for Windows, iOS and Android (Mac OS X coming soon). The session will introduce the app and the Japanese and Indonesian activities currently available. We will also have a brief look at the other resources available through the Languages Online website.

Details on how to participate in these webinars, can be found on the MLTAV site, www.mltav.asn.au on the Homepage, under the 'What's New in Languages Education' section.

The MLTAV was supported by the Victorian Government to deliver this project

Samples of Blended Learning ICT Webinars

Free Online Professional Learning

For members who have not yet experienced one of MLTAV's ICT Webinars, two of our 2015 Webinar presenters have kindly provided us with some of the information shared during their online sessions (archived versions of both of these webinars are available for access via the MLTAV website, **www.mltav.asn.au** / Professional Learning / Webinar Series.

Sample 1: Accessing Authentic Resources with Technology - Chris Harte

❝*Language is the blood of the soul into which thoughts run and out of which they grow.*❞

–Oliver Wendell Holmes

Chris Harte is a French and Spanish teacher, a Google Certified Innovator and Independent Consultant at Unstuck Learning Design (www.uldtraining.com).

Some people become language teachers because they have a cultural affinity with another country. Others because they love the linguistic code breaking. Many find success at school and then dive into the literature, culture and music. What unites them all is that they understand that knowing a second language is not simply about amassing vocabulary and grammatical structures but it is something that changes you fundamentally. Your essence and existence are altered and you see the world through a different lens.

So when I look at some of the topics in language textbooks I am a little underwhelmed. When was the last time you asked for directions in a foreign city? I am guessing if you did, it was because you wanted to practise your language more than find your way to the post office. I look at Google Maps on my phone. Or, if data-roaming inhibits this, I go into a technology store and use one of their computers to Google directions, and while I am at it, I read reviews about the post office and check out StreetView so I know what the building looks like. And let's talk about shopping. I have never gone to a shop and asked for a kilo of apples. Ever. Even at a market I would not get a kilo of apples, that is far too heavy to cart about. Most shopping is done in a silent bubble and when you are in Year 9, by your parents. So why do we insist on putting language learning in a context which has a total disconnect with the culture we are learning about and in many cases, the reality of our lives? Why do we avoid authentic contexts and content? I guess the answer is that authentic is hard. Reading an authentic French text in Year 7 is difficult. Listening to authentic Spanish news is tough at school, mainly due to the speed. Being creative when learning a second language is, of course, impossible.

Well maybe that is where technology can help out.

I was delighted to host an MLTAV webinar earlier this year to look at how we can use technology to access authentic language resources, pique learner curiosity and develop creativity. However, before we delve a little more into that, a caveat. When talking about educational technology, there is an enormous elephant in the room; technology is an amplifier of pedagogical practice. You can throw as much technology at a poorly designed lesson as you want, it will not make it into a good lesson. Indeed, technology will make it worse, more visible to the outside world, louder and

brighter. The number one priority of every teacher should be designing lessons which are learner-centred, have an authentic context, are irresistibly engaging and realistically challenging. Then technology can help to amplify that kind of great pedagogy.

YouTube is an incredible search engine when it comes to finding authentic language learning content. Not only are there hundreds of hours of language specific grammar videos, but more importantly, there are thousands of hours of authentic material and with 300 hours of new content uploaded every minute, that is only going to grow. Below are some tips on getting the most out of YouTube and if you want more detailed help, watch the replay of the webinar: [https://connect.vic.edu.au/p12zpb0tnwv/?launcher=false&fcsContent=true&pbMode=normal]

Get an account - if you are a Google Apps for Education user you already have an account. If not you should create one so that you can curate and share great content.

Subscribe to channels and use playlists - you can follow playlists like French Rescue which produces dual subtitled music videos which are great for listening practice (https://www.youtube.com/user/frenchrescue). Moreover, you can create playlists yourself, add content you love and share the playlist with your students.

Use half-speed - when you come across a clip which is just too fast in parts to understand, click on the cog in the bottom corner of the video and change the speed setting to 0.5x. The speaker may sound a little sluggish, but it helps when picking out those tricky words.

Try using Edpuzzle.com to add questions to YouTube videos. It takes a little

preparation but is a resource that can be reused.

Encourage learners to take notes on a video using videonot.es. Not only can you slow down and pause the video while you are taking notes, but each of your notes is time stamped against the part of the video you were playing so just by clicking you can navigate to the part of the video relevant to the notes you are reading.

Now that we can access some authentic listening and viewing resources, what about the written word? Obviously the internet is awash with authentic written resources, but the front page of Le Monde is a daunting place for anyone to read. Lingro.com is a fully clickable wiktionary available in multiple languages. Find the web page you wish to read, copy the web address (url) and then go to www.lingro.com. There you will be able to paste the url and select the dictionary you wish to use. Then every word becomes clickable with a pop-up giving you potential translations. Rather than an intensive dictionary activity, I would always use lingro to help learners to read more quickly and then stick to a traditional dictionary for in depth translation.

While Google translate is a minor miracle in its current form, we purists know that it can be a dangerous tool when used without discretion by a somewhat lazy learner. However, there are some good options for online dictionaries, my favourite being linguee.com. Available in a number of languages, it is both an editorial dictionary and a search engine for officially translated bilingual texts. This means that you can look up a word, see a selection of human translations and see examples of the word being used in a context which has been translated by a professional translator. So while we are waiting for machine translation to catch up to the subtlety of human translation, linguee.com is a great stepping stone.

Of course technology is not only about accessing authentic resources, it is an incredible tool for creating great online content. There are lots of good sites that allow students to publish their work in a fun format like PowToon, but beware of creating a polished version of work that is mundane in context. If you are not yet using Google Apps for Education in your school, your learners are missing out on a great way to be creative collaboratively. The ability to co-create and give kind, specific and helpful feedback in realtime is an incredible boon for language learning where the drafting process is far richer in terms of learning than the finished product. Google Apps allows learners to make this process visible.

Technology opens doors to new kinds of learning and while it will not fix poor pedagogy, it can amplify wonderful learning design.

I very much hope you take the time to watch the recording of the video. If you are interested in professional learning which models great pedagogy, is personalised to the people and the context, is rich in technology and deep in thinking, please feel free to reach out to me at chris@uldtraining.com.

Sample 2: Enhancing Language Literacy through Technology

Kathleen Duquemin, Gardenvale Primary School
duquemin.kathleen.k@edumail.vic.gov.au

Interactive White Boards have allowed language teachers to bring a level of excitement into their language classes that cannot be easily reached with flashcards and buzzers alone – that is not to say that flashcards do not have a place in the modern language classroom – they do and always will. However, with technology, teachers can now not only engage their learners more readily with the vast array of tools available, they can also significantly enhance their literacy.

A quick Google search for 'second language learning web tools' came up with 'about 35,900,000 results' - this is completely overwhelming and would most likely take more time to open and test than they are worth.

My strategy has been to pick a small number of tools that are flexible and fun, engaging and educational, and use them well. Take care, though – there is no point having all the lights and sounds if they do not support student literacy – they just become the digital-version of cutting, pasting and colouring.

I have listed some of my favourite tools and technologies, with a 'how-to' focus. These tools are all tried and tested with my students.

Triptico (https://www.tripticoplus.com/) – Multi-language web tool – best for use with IWB

Triptico currently has 27 different resources ranging from *Word Magnets* to *Student Selectors*. There is both a paid and a free version (you need to sign up for a free trial, at the end of which you can choose either the free or paid version – I have used the free version for a number of years – I now use the paid version which costs me UK£15 per year – very reasonable!!).
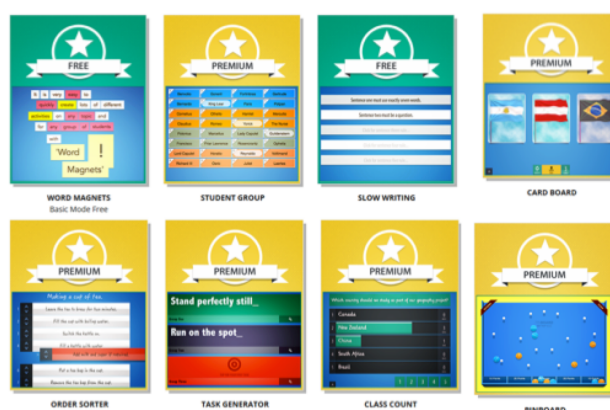
Word Magnets are great for learning new vocab – in the free version you can upload a background image of the vocabulary – in the paid version, you can create movable words and pictures.

Creating a set of Word Magnets is so simple – just open the resource, click on 'create word magnets', type in the word and click – it is possible to make a complete set in just a few minutes. Here is the 'working screen' for my 'One fish Two fish' Word Magnet game – students have to create a sentence by inserting the correct number of fish in the bowl, and the correct word in the sentence.

This is the paid version – as you can see, the font can be changed to any font on your computer, the magnet sizes can be varied, and there are a number of templates that you can try out for yourself, but I prefer to use my own.

Another great benefit – if you save the Word Magnet screen, every element on the screen will stay in the same place. I often use this with my classes and save the screens as '6A, 6B, 6C'. When I re-open the screen, everything is where I left it at the end of the previous class.

While Word Magnets are great for any language, they are particularly effective for character languages, as they are visual and enable students to see patterns and shapes in the characters which support their emerging literacy skills.

Word Magnets are equally effective for learning word order, sentence order and conjugations! They are visual and tactile – so students love them.

**Student Selector -** I use this a lot to randomly choose groups - lots of fun and as the students' names are written in the Second Language, great for their reading practice!

Order Sorter - is a wonderful resource for students to place words or sentences in correct order - great for numbers, days of the week, recounting a story or correctly ordering daily routine.

Card Board - is a fun game where images are on one side of the card and words on the other - makes for a very effective start-up or finishing revision activity.

Text Spinner and **Bingo** are other easy-to-create and fun activities that support character, vocabulary and grammar learning. I highly recommend a free trial (maybe after reports are finished!) to test out what you can do!

PowerPoint- Yes, Microsoft Powerpoint – one of the most under-utilised tools that we have at our disposal – but not just for slide-shows. In Powerpoint, it is possible to create games such as 'Who wants to be a millionaire', 'Hot Seat', 'Deal or no Deal', just to name a few. There are a number of sites with freely downloadable templates in which we just change the language to our own – based on the topic and level of the students we teach! These games are lots of fun to revise at the end of a lesson.
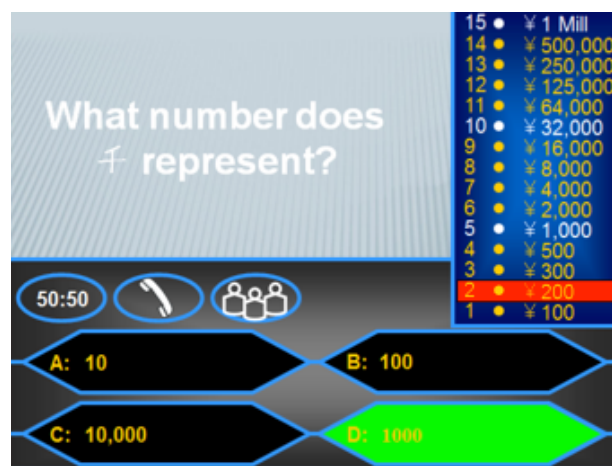
Battleship – or a version of this game – is another great one for Powerpoint and the IWB. Place the nouns along the top and verbs along the side, and hide prizes or money under the 'buttons'. Throw in a few curve balls – such as 'double your money', 'halve your money', or 'steal someone else's money' – to add excitement to the game.

Grammar Hunt

I like to start each new topic with a 'Grammar Hunt' where students are tasked to discover the patterns within the sentences and work out what role they play. The inclusion of English translation provides the key that students need – and it is necessary to include repetition within the English to enable students to de-code the text.


I strongly believe that students need to understand grammar at a deeper level

than we sometimes teach, so rather than just explaining the purpose of a grammatical rule, I encourage students to create the rule themselves through the Grammar Hunt.

Using Powerpoint and the IWB, the students can easily see the patterns that emerge (using 'motion paths' in the Animations tab) and suddenly, grammar becomes a fun activity.

The students keep a paper copy in their workbook, and the IWB copy provides a visual reference for students to support them in creating their own sentences.

Big Books – I like to scan in some images from picture books – especially those familiar to the students – and create units of work around them. Powerpoint makes this simple.
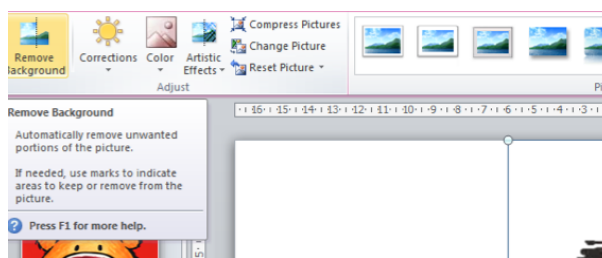
Just scan the image, and use the 'remove background' tool in the 'Format' tab to remove English text. Then, simply insert a text box and write the text in the target language.

For my language learners, most of the authentic texts that are at their level are baby books, and those that are more suited to their developmental level contain language far beyond their capabilities – by creating your own texts in this way, it allows students to be engaged and ensures the language is attainable.

An added bonus – if you use a text that students are familiar with in English (such as One Fish Two Fish by Dr Seuss, Where is the Green Sheep by Mem Fox) the students already know the text so well that you do not need to teach the story –

they can look at the words and they already know the meaning! All that is left is for them to read!

Interactive Visual Dictionary

I also create an interactive dictionary for the IWB using Powerpoint – each of the words has a 'trigger' that automatically links it to a slide (which has the meaning) and a 'return' button. I leave this on the IWB while students are working so they can go up and check the words on their own. This is a very popular feature of my classroom when students are working quietly – perhaps because they are allowed to get up and walk to the board. Their reading skills for the vocabulary have grown significantly!

Create your own Mini-movies with Powerpoint – create a powerpoint with animations and 'Save as' a Windows Media Video – it turns your slide show into a movie!

This has been great to make little clips to explain tricky grammar, but also has been good to animate song lyrics (record the students singing, then animate with the meaning of the words).

I created a video for the Japanese particle 'wa' which is actually spelled using the character for 'ha' – a very confusing concept for young language learners. I simply created 'ha-man' – an ordinary character just like any other who goes around his world like everyone else – until something special happens and he follows a word – he becomes 'wa-man'. It only took 9 animations and some fiddling with the timing, but the result was effective and fun!.
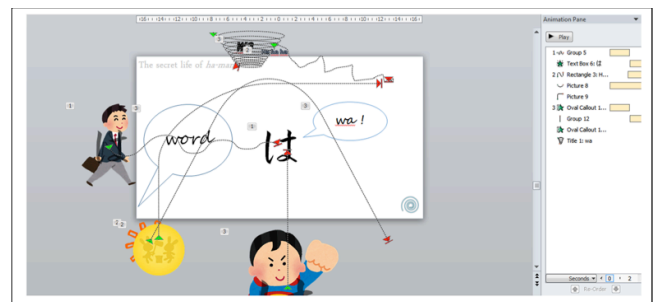
To see Kathleen's complete webinar presentation, go to the archived link on the MLTAV website,
www.mltav.asn.au / Professional Learning / Webinar Series.
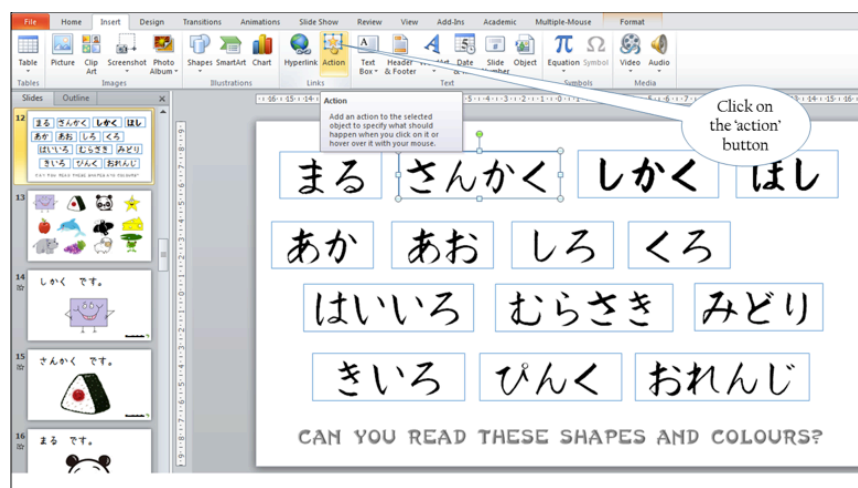
MLTAV 2016 Online Membership Renewal - NOW OPEN!

We open the membership renewal system for next year at this time, as we know that schools are currently budgeting for 2016. Current members can renew membership for 2016 via the 'Members Section' on our website (logging in with their username and password). This online renewal process caters for both online credit card payment as well as a 'pay later' cheque / EFT option. If you are a current member and cannot locate your username and password, please contact Kerry at the MLTAV Office, who will be happy to assist. New members can also use the online process to create a new membership with the MLTAV - go to the *Membership* Link under the Main Navigation area on the MLTAV website homepage - www.mltav.asn.au

As a reminder to current 2015 members, a 2016 renewal invoice will automatically be sent to you. This renewal invoice will be sent directly to the member for individual memberships, to the bursar for school memberships and to the accounts department for commercial memberships.

The schedule of membership fees over the next three years has been approved by the Committee. Rises in membership fees will be aligned to accommodate the planned increase in the Australian Federation of Modern Language Teacher Associations' (AFMLTA) capitation fees.

For anyone who is unfamiliar with how capitation works, each State / Territory MLTA pays a per membership capitation fee to AFMLTA as the National Body of MLTAs. AFMLTA has kept capitation fees at the same amount for several years and has identified that a rise is now necessary to ensure the continuity of its important work, nationally. Members of MLTAV (and other State / Territory MLTA's) are automatically members of the AFMLTA. They will receive a copy of AFMLTA's Journal, Babel, (please note, members receive copies of Babel that are official copies for that particular membership year.

2016 School Membership Fees:

- Category A $264 (inc. GST)
  Primary / P-12 / Secondary 7-12 with more than 400 total student enrolments per campus - can also nominate up to 6 individuals to attend MLTAV Professional learning events at the discounted member rate

- Category B $204 (inc. GST)
  Primary / P-12 / Secondary 7-12 with 150 - 400 total student enrolments per campus - can also nominate up to 4 individuals to attend MLTAV Professional learning events at the discounted member rate

- Category C $139 (inc. GST)
  Small Primary School with fewer than 150 total student enrolments - can also nominate up to 2 individuals to attend MLTAV Professional learning events at the discounted member rate

2016 Individual Membership Fees:

- **Early Bird $105 (inc. GST)**
  available until 28/02/16
- **Normal Rate $118 (inc. GST)**
  from 01/03/16
- **Full-time Student $52 (inc. GST)**
- **Unemployed/Retired $52 (inc. GST)**

2016 Commercial Membership Fees:

- **Platinum $498 (inc. GST)**
- **Gold $385 (inc. GST)**
- **Silver $265 (inc. GST)**

MLTAV 2016 Online Membership Renewal NOW OPEN!

Exciting New Collaboration between MLTAV and the National Gallery of Victoria

Background

An exciting new collaboration between MLTAV and the National Gallery of Victoria (NGV) was forged in 2015.

Stemming from an exciting idea, the Languages Support Educators (LSE) Program was developed to offer Languages classes an opportunity to enhance intercultural understanding through participating in an introductory talk. The talks were presented by an NGV Educator together with an MLTAV volunteer Language Support Educator, using target language with students for part of the talk. This unique program was offered to students of Chinese, French, German, Italian, Japanese, Latin, Modern Greek, Russian, Spanish, Swedish, Turkish and Vietnamese.

The opportunity to deliver part of the talk in such a diverse range of Languages was was made possible by the overwhelmingly positive response from part-time / retired Languages teachers.

This program offered benefits to: MLTAV Volunteers, by enabling them to integrate a love of Art with a passion for Languages as well as keeping them active in their profession; NGV Educators who were able to expand their offering of tailored programs; teachers and students of Languages who could experience a dynamic and informative introductory talk which included a target language component focusing on a special selected work in the exhibition. This was followed by a self-guided tour of the exquisite and breathtaking items on loan from the collection of Masterpieces from the Hermitage in St. Petersburg.

Whilst student bookings to this program have not been as extensive as hoped, (due to factors such as the timing of the exhibition being in Third Term making it difficult for upper Secondary and VCE student groups to participate), the groups that have been involved were delighted with, and inspired by, the wonderful experience.

Feedback from an adult Spanish class included:
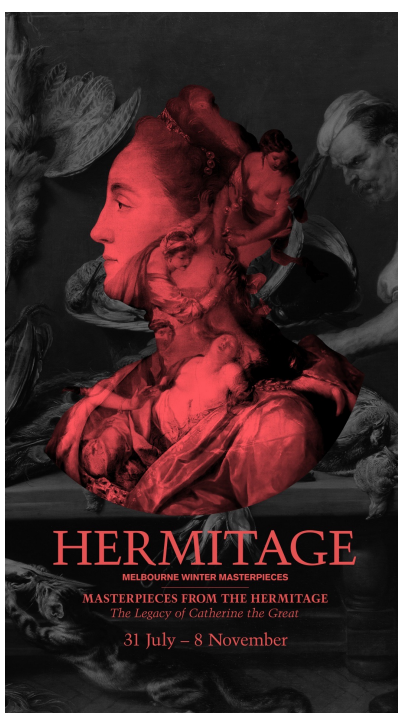
Thank you for my Spanish experience of this wonderful exhibition at the NGV. David's {NGV Educator} talk was wonderful and your Spanish lesson added depth to both my understanding and thinking about the works. It was a joy and one of my best gallery experiences. The clarity of your teaching meant that novice me, was able to understand what was said in Spanish.

I thought it was a wonderful presentation. Your Spanish Language Support Educator was very clear and instructive. I was able to understand most of it. I was surprised! I liked the use of synonyms and the associations you made with English, French and Italian words. Your love for the language is infectious!

One school group of 60 Year 7 and 8 Languages students from Donald High

HERMITAGE
MELBOURNE WINTER MASTERPIECES
MASTERPIECES FROM THE HERMITAGE
The Legacy of Catherine the Great
31 July – 8 November

School were fortunate to have experienced this program through the generous support of the Krystyna Campbell-Pretty Family Schools Access Program.

This was such a positive experience for all involved that the MLTAV Language Support Educator involved was asked to share her personal experience from this session and the bigger picture of being involved in the program in a voluntary capacity. This is *Juliette Halliday's* story:

Many years ago, I studied Fine Art majoring in Ceramics. After struggling to establish a career as a ceramic artist, I returned to university to pursue my love of French art, language and culture, completing a Bachelor of Arts and a Dip. Ed. For over a decade, I have enjoyed a stable career as a French teacher. When I heard that the MLTAV was calling for volunteers for a pilot project with the NGV, my interest was piqued. It sounded like the perfect opportunity to amalgamate my interests and skills, and I was eager to be involved.

Prior to the opening of the exhibition on Thursday 25th June, approximately forty Languages teachers from around the state, representing a diverse range of Languages, gathered at the NGV for their first induction session. The buzz of excitement was palpable, as we revelled in the opportunity to learn from NGV educator Gina Panebianco, and curator Ted Gott, about Catherine the Great and the masterpieces she had collected during her lifetime. We collaborated in small groups to devise language activities relating to various works of art to be included in the exhibition. After a lovely lunch in The Tea Room provided by the NGV, we presented our thoughts to the other participants. The ideas generated on the day indicated the project had the potential to offer amazing possibilities for Languages teachers and students in Victoria.

A second training day was organised to discuss the work of art that had been chosen for discussion in the Languages component of the Introductory Talk. The selected work of art was a painting by French artist Jean-Baptiste Greuze titled, *Filial Piety (The Paralytic, 1763)*. The highlight of this session was the exclusive viewing of the exhibition. We also enjoyed a tour of the permanent collection, courtesy of the NGV educators who showed us several exhibits, each providing rich material for Languages teachers and students to explore.

I was delighted when I received a request from the NGV to provide assistance as a Language Support Educator to a group of students from Donald High School. I had spent the first two years of my career teaching French in a country High School, during which time I became aware of the importance of offering quality Languages programs in communities where exposure to multiculturalism may be limited. One of the many benefits attributed to learning a foreign language, quite apart from the refinement of communication skills, is the cultivation of tolerance and acceptance of others.

I was excited about the prospect of offering a Languages experience to the students at Donald High School. I made contact with the French teacher to establish what prior knowledge her students had, and discovered how fortunate these children from the Wimmera region are. Their French teacher Mademoiselle Laure Dron is French. She participated in the government's Language Assistant program, working as a French Assistant at Donald High School several years ago. After completing her Masters in Languages in France, she returned to Australia to take up a post as a French teacher in rural Victoria.

On Monday 26th October the students and teachers from Donald High School boarded a bus at 6:45am and began the

long journey to Melbourne. Four hours later, they took their seats in one of the education auditoriums at the NGV and listened attentively as Gina Panebianco gave the Introductory Talk to the exhibition. The students were captivated. When it came time for me to deliver the Languages component, I was unsure whether I could maintain the attention of sixty Year 7 and 8 students whilst speaking entirely in French. I was reassured by their comprehension of the discussion of Greuze's painting. They willingly participated when questions were posed, volunteering answers in French about the people in the painting and what was taking place in the scene.

At the conclusion of the talk, the students joined me in acknowledging Mademoiselle Dron's contribution to the success of their visit. Her dedication to communicating in French with her students had enabled them to establish strong foundation skills, allowing them to derive real benefit from this authentic language experience at the NGV.

Later, as I accompanied the group into the exhibition, I was impressed by the students' curiosity and interest. Many were keen to view the Greuze painting first-hand, and Mademoiselle Dron continued the discussion, which we had begun in the auditorium, with her students in front of the exhibit. When I left the group, they were looking forward to spending the afternoon participating in a practical art workshop with NGV educators in the education studio.

With so few Australian university graduates choosing to complete tertiary education in the field of Languages studies, the staffing of regional Languages programs with suitably trained teachers remains problematic. Despite bi-lateral government support for programs such as the French Language Assistants' program in which Laure Dron participated, I suspect there may still be fewer Languages teachers than there are

Language teaching positions in Victoria. And, I imagine the teaching positions in rural and regional areas are more difficult to fill due to a limited supply of trained Languages teachers living in these areas.

The maintenance of the MLTAV/NGV collaboration may be one way of providing teachers and students from regional areas with support for their Languages programs. I would hope that the initial pilot project could be extended to include the development of Languages materials to cover works of art in the NGV's permanent collection, providing valuable access opportunities for Languages teachers and students in regional Victoria, as well as their metropolitan counterparts.

Juliette Halliday
Volunteer Languages Support Educator
MLTAV / NGV Program

In closing

MLTAV feels honoured to have worked closely on this project with the amazingly knowledgable and wonderfully passionate NGV Educators and volunteer Language Support Educators. Whilst a review of the 2015 program will not take place until January 2016, it is hoped that this exciting program will continue into the future and more Languages student groups are able to experience first-hand this inspiring program. MLTAV would like to sincerely thank everyone involved!

Victorian Government Compulsory Child Safe Standards

Background

The Victorian Government is introducing new compulsory child safe standards (the standards) by legislation to help protect children from abuse. The standards were released on 29 September 2015, and it is intended that they apply to all organisations providing services for children.

From 1 January 2016 the standards will apply to government departments and organisations funded or regulated by government that deliver services for children.

The initial focus of the standards will be on education and driving cultural and behaviour change to help organisations to better protect children from abuse.

Development of the Standards

The MLTAV was thanked by the Child Safe Standards Unit from the Department of Health and Human Services, for its valuable input and interest during the consultation on the new compulsory child safe standards that the Victorian Government is introducing to ensure Victorian organisations providing services to children are child safe.

Further information about the standards is available via the following link on the Department of Health and Human Services website:

http://www.dhs.vic.gov.au/about-the-department/plans,-programs-and-projects/projects-and-initiatives/children,-youth-and-family-services/creating-child-safe-organisations

Consultation to inform the development of the standards occurred from late 2014 to early 2015 with approximately 160 stakeholders. The MLTAV was advised that overall, the standards were positively received. The consultation report is now available to download from the department's website.

In developing the standards, the Department of Health & Human Services advised that stakeholder feedback was taken on board, including the following:

- The need to highlight the importance of cultural safety for Aboriginal* children, cultural safety of children from culturally and/or linguistically diverse (CALD) backgrounds, and the safety of children with a disability.
- Organisations in scope must incorporate these three principles across their implementation of each standard.
- The need for compulsory standards for all organisations because child safety should not be considered optional; perpetrators of abuse may target organisations subject to voluntary standards; voluntary standards may create an impression that organisations in the voluntary category are 'second class'; and compulsory standards provide consistency across government departments and funded community sector organisations as well as other organisations (such as religious or sporting organisations), and assist organisations to enforce the standards with their staff and volunteers.
- *The standards are compulsory for all organisations that provide services for children.*
- The importance of non-prescriptive standards that can apply across all sectors.
- The standards will be non-prescriptive to allow the diverse range of organisations in scope some flexibility in how they meet the requirements.
- That the standards should initially focus on building the capacity of organisations to be child safe.

A guidance manual and online tools and templates will be available soon to assist organisations to understand and implement the standards. Training and information sessions will be advertised on the Department of Health and Human Services website. Education, awareness raising and helping organisations to create and maintain child safe environments will be the initial focus of the standards.

Further information

Further information about the standards is available from the department's website www.dhs.vic.gov.au/about-the-department/documents-and-resources/policies,-guidelines-and-legislation/child-safe-standards

Alternatively, you can also email childsafestandards@dhhs.vic.gov.au.

Information Sessions

The standards are supported by state-wide information sessions delivered by the Centre for Excellence in Child and Family Welfare.

Melbourne CBD sessions

Please see the flyer on P.33 for Melbourne CBD information sessions, including dates and how to RSVP.

Organisations funded by Victorian nGovernment departments are welcome to attend the Melbourne CBD sessions.

Rural sessions

Rural areas will receive invitations through their local DHHS office. The rural sessions will be for services funded or regulated by DHHS only.

Please note that information sessions are not compulsory, however organisations may wish to attend to learn more about the child safe standards. All guidance material on the standards will become available on the DHHS website shortly.

There will be further tailored information sessions in 2016.

If you have any questions, please email childsafestandards@dhhs.vic.gov.au or phone 9096 0000.

Thanks was expressed by the Department of Health and Human Services for the ongoing commitment to the safety of Victoria's children.

Child safe standards information sessions

Department of Health and Human Services

The new child safe standards

The **child safe standards information session** aims to provide an overview of the proposed standards including:

- What are the child safe standards?
- Why are child safe standards being introduced?
- Who needs to meet the child safe standards and why?
- What do I need to do?
- What support materials are available?
- What are the new criminal offences on child abuse?

Dates

Monday 16 November or Wednesday 2 December 2015

Times

9:30 am to 12:00 pm or 1:30 pm to 4:00 pm

Venue

**Centre for Excellence in Child and Family Welfare Inc.
50 Market Street, Melbourne VIC 3000**

RSVP

Please RSVP to Trybooking <www.trybooking.com/167863>.

Please nominate only one or two people from your organisation, as information session spaces are limited.

The Department of Health and Human Services (DHHS) will also be conducting information sessions across Victoria that will be promoted by divisions. The rural sessions will be for services funded or regulated by DHHS only. There will be further tailored information sessions in 2016.

Note: If you are unable to attend an information session, information about the child safe standards is available on the department's website <www.dhs.vic.gov.au/about-the-department/plans,-programs-and-projects/projects-and-initiatives/children,-youth-and-family-services/creating-child-safe-organisations>.

Languages on the National Scene

VCE Indigenous language students awaken 'sleeping' Dhudhuroa tongue

By Timna Jacks

Published by The Age Victoria on October 10, 2015. Reprinted through a licence agreement with The Age Victoria & Copyright Agency.

Bryce Carnes is trying to solve a linguistic puzzle. He is attempting to create new words for an extinct northeastern Victorian Indigenous language called Dhudhuroa.

In a bid to revive the ancient tongue, he tries to interweave English with Dhudhuroa, to define features of the modern world – computer, hospital and car.

The language was once spoken by the Dhudhuroa people. Swathes of the community were wiped out by dispossession, smallpox and European massacres in the mid-19th century. It has been "sleeping" since.

Yet Bryce, 17, is among just a handful of people in the country who are starting to utter its phrases.

He is part of a class of three students at Bright P-12 College – the only class in Victoria learning an Indigenous language as part of their VCE.

A small class at Bright College is the only class in Victoria learning an Indigenous language as part of their VCE. *Photo: David Thorpe*

Bryce draws on recordings of the early 20th century surveyor Robert Hamilton Mathews and a Dhudhuroa dictionary compiled over 1998-2008 to come up with the new words.

"It can be hard to pronounce the words, and picking up the sentence structure can be difficult ... it takes a long time to understand it," Bryce says.

Bryce's new words will be pitched to the custodian of the language, the chairman of the Dhudhuroa Native Title Group, Gary Murray, for approval.

The Victorian Curriculum and Assessment Authority (VCAA) first piloted the subject, called the Indigenous Languages of Victoria: Revival and Reclamation, at Worawa Aboriginal College in 1994.

Since then, the subject has attracted a maximum number of five students across the state, in any given year.
One reason for the low enrolments may be the considerable dedication required from schools.

Permission must be sought from the custodians of the language, while new words – or chants and games that help teach the language – are to be approved by the same authority.

Bright College teacher Rebecca Crawley, says it was crucial that her students, who were non-Indigenous, understood the reason for these protocols.

"A lot of the custodians of the land would prefer the language be learnt by Aboriginal and Koori people before us, and I totally understand that," she says.

"If at any stage they decided they didn't want us to be learning it first ... then that would have to be something that we would have to respect."

Ms Crawley is the driving force behind the language revival at Bright College.

After living in a rural Aboriginal NT community called Wadeye for a few years with her husband Justin, the couple set

Studying outside: Students learning Dhudhuroa are among a handful who speak the language.
Photo: David Thorpe

up a foundation to help small groups of Indigenous kids temporarily move to Bright to study and work.

"It was an idea that came from the elders in the community," says Ms Crawley. "They wanted the kids to be able to walk in two worlds."

Since 2010, Bright College students have travelled yearly to Wadeye for a week-long stay, where they go mud crabbing, fishing and weave baskets with the local community.

The kids from both communities formed a close bond, and by 2012, Ms Crawley's students were demanding to learn an Indigenous language.

The school has kept up the program ever since.

"All of this has really come from the kids," Ms Crawley says.

Dhudhuroa elder, Mr Murray, says he hoped more mainstream schools would take up Indigenous languages.

"This is about our connection to country, and cultural heritage, and one of the ways to do this is through language."

Over 1000 Victorian students are learning Indigenous languages at eight Victorian schools.

To date, Aboriginal languages learnt in VCE include Yorta Yorta, Wergaia, Gunnai / Kurnai and Dhudhuroa.

There are about 2000 Dhudhuroa descendants in Australia.

The Indigenous languages exam was on November 2.

The most esoteric languages in VCE this year:

Language	No. of Students
Yiddish	2
Armenian	3
Indigenous Languages of Victoria	3
Ukranian	5
Swedish	7
Romanian	10
Dutch	10
Indonesian First Language	13
Hungarian	13
Serbian	15

Timna Jacks
Education Reporter,
The AGE Newspaper

MLTAV 2015 Annual General Meeting
TUESDAY 1 DECEMBER

MLTAV 2016 Annual State Conference
FRIDAY 6 MAY

Unlocking Australia's Language Potential

By Brigitte Lambert

The Monash Intergenerational Project undertaken in 2009 grew from Professor Michael Clyne's book *Australia's Language Potential* (2005). In particular, he calls for collaborative approaches to language learning, and provides ideas for what schools, universities, communities and the government can do to support and foster multilingualism for all Australians.

VCE students of Chinese, German and Spanish at three schools were paired with senior overseas-born native speakers of those languages for conversational sessions which complemented the language programs of the teachers. More insights into this dynamic can be found on YouTube under Monash Intergenerational.

Since its completion, the many benefits of the Monash Intergenerational Project to students and seniors have been well documented, and its model disseminated in Australia and overseas. In Queensland a similar project has been set up for Spanish; in Victoria, seniors are engaged at a community school for Chinese, and to date, the idea has been adapted in different ways by primary schools teaching German. One such initiative involved interactive online sessions with a grandparent and the stories produced for this, which are centred on two dogs, have inspired teachers in several schools to create classroom activities for their students.

From Stawell Primary School: We have been using your ppt and it is a great asset to our intro for Das bin ich project. All have fallen in love with Winnie! Danke, Janice

The Monash website provides information to assist teachers interested in setting up similar projects for their students, and this is due to be supplemented by a database of all community language resources for the three languages in the project.

Various aspects of the Monash Intergenerational Project are explored further in a forthcoming book:
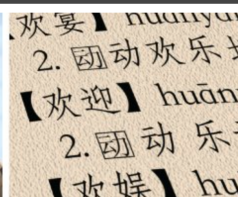
Cordella, M. and Huang, H. Eds. *Communicating Across Languages, Cultures and Generations: Intergenerational language learning*. Multilingual Matters, UK.

Life Stories as a Language Teaching Resource: A Migrant Once

By Brigitte Lambert

Excerpts from 'Time to Share' at the 2015 Victorian State Conference of German Teachers.

This presentation was inspired by the Monash Intergenerational Project and aimed to provide ideas to complement the teaching of German in secondary schools. Included were two texts I wrote at different life phases, detailing aspects of my migration experience as a child. The accompanying titled photographs linked to different aspects of the talk to show that they could facilitate conversations with students, by explaining the content and encouraging them to ask questions about it.

The first story, produced for a writers' workshop in Melbourne, is my memory of the farewell party at my uncle and aunt's home in Germany in 1959; the second story is a metaphor for my 'arrival' in Australia, and became an object, a wooden book, for an artistic installation in Germany in 2009.

A Farewell Party (1990)

Tonight Papi, Mutti and I have been invited to Onkel Rudi's home. It's a special party because we are going to

Australia. That is very far away from Germany.

Everyone sits around the table. There are bread and meat salad and pickled herrings and salty pretzels to eat. Onkel Rudi and Papi drink beer and schnapps. Mutti and Tante Grete drink wine and eggnog. I'm allowed to taste the eggnog and Tante Grete gives me her glass. I stick in my finger and lick it. The eggnog is creamy and yellow and tastes very sweet.


Eine Migrantenfamilie

Prost, says Onkel Rudi. We clink glasses.

A votre santé, sagt Papi. Sometimes he speaks French to me. He learnt it in the war. He taught me a little poem and I recite it:

Le boeuf, der Ochs
La vache, die Kuh
Fermez la porte,
Die Tür mach zu.

Papi laughs and tells Onkel Rudi that I'm also learning English. I can already read the story of Little Red Riding Hood in English.

Tante Grete puts a record of Freddy Quinn on the record player. She wants to dance and pulls Onkel Rudi from his chair. I like it when everyone is dancing. Mutti and Papi are very good. Mutti likes dancing to the hit *La Paloma* the most. It
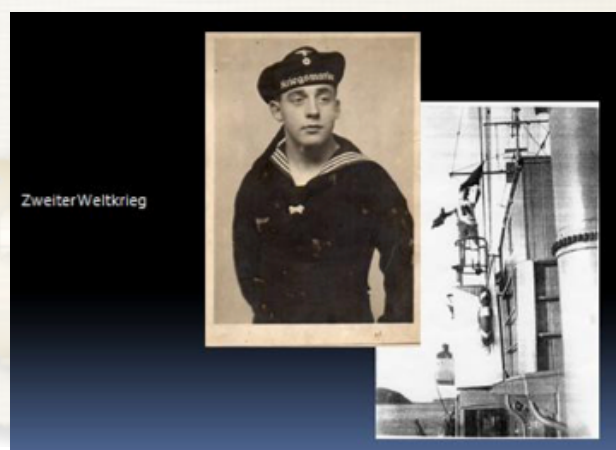
is a tango. Now Tante Grete is dancing with Papi. She says he is a better dancer than Onkel Rudi. He lifts me up high and we turn in circles until we are dizzy.

Papi pulls a mouth organ from his trouser pocket. He plays the melodies he learnt in the Navy. Everyone is singing *Auf Wiederseh'n, Auf Wiederseh'n, bleib nicht so lange fort*. Mutti starts to cry and Tante Grete pats her on the shoulder. She looks at me and I can see that her eyes are misty.

I'm tired and Tante Grete brings me into her bed. I can still hear them singing as I fall asleep. It sounds so lovely.

A Fairy Tale (2009)

There once was a little girl. During the day she roamed happily through forests, across fields and meadows, searched for berries and mushrooms and picked her mother a bright bunch of flowers. In bed at night the girl read tales about dwarves, fairies, wicked witches, ghosts and all kinds of other-world creatures who enlivened her imagination and accompanied her on the outings through her neighbourhood.

One day a white ship brought the girl to a far-away land. Wide-eyed she stared at the immeasurably deep ocean, leaping fishes, lonely islands, and marvelled at the heavenly colours over the Equator. She heard foreign voices, tried to utter unfamiliar words, dreamt of strange jumping animals. In her suitcase was her book of fairy tales.

Ankunft Bonegilla

With her first step onto foreign soil, the girl became a little frightened. The surroundings seemed barren and empty. But soon she felt comfortable in the wide spaces and the fresh clear air and gradually grew to like the new plants and animals and screeching, laughing birds she discovered. Still, sometimes, the girl thought about poppies and squirrels, and felt an ache in her heart. To comfort herself, she leafed through her fairy-tales, but that didn't help. Enchanted princes and princesses, gnomes – these beings paled under the burning sun; they did not belong with ancient rock remnants and spicy-scented eucalyptus trees.

The girl sensed what she needed to be happy again, but wasn't sure exactly where to find it. She searched on beaches and in high mountains, amongst dripping rainforests, on bleached plains. The landscape roared, rustled, whispered, murmured, howled, whistled and croaked in her ears, but she did not understand these languages. At last, on a cold night, she became lost and fell exhausted into the prickly grass at her feet.

Late next day, the girl awoke under a cloudless blue sky and looked around. She was surprised: before her lay a huge weathered boulder. Its red surface shimmered mysteriously purple in the sinking sunlight and the girl was glad to recognise that she had reached the end of her long journey. Slowly she stepped closer and gently touched the ancient heart of the land.

Suddenly the girl heard low whispers and insistent, beguiling chanting emanating from the dark fissures around the boulder. Spellbound she listened to the hoarse voices of the spirits of the Dreamtime, when the landscape was created. They told how Guthi-Guthi formed the mountains and who brought water to the thirsting plains. She learned of the Seven Sisters in the stars, the snake spirit who guarded the billabongs, why the crocodile rolls, about the perpetual strife between eagle and crow
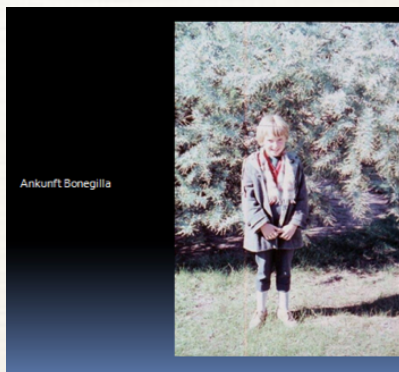
and much more. The girl listened until the voices faded in the early dawn.

Thoughtfully the girl made her way back to the house of her parents. Along the way she grieved for the first inhabitants of the land, whose natural life-style was destroyed by those who arrived much later. The girl also came from their world. How then could she connect to this country, to call it home? She pondered for a long time and knew then: the land must be valued and honoured, as it was in the past and how it is in the present, keeping mind and heart open to the lessons of the Dreamtime spirits.

Satisfied the girl lay down in her featherbed. Her hand stroked the old fairy-tale book, but it remained shut. In this night the girl dreamt about

Nargun in the stalactite cavern and Toonkoos face in the moon.

Brigitte Lambert ©2009
Kunstausstellung Monika Drach 2009
,Wie von einem Zauberkreis umschlungen...'
Mühlberger Tage
Kunstverein Eislingen.
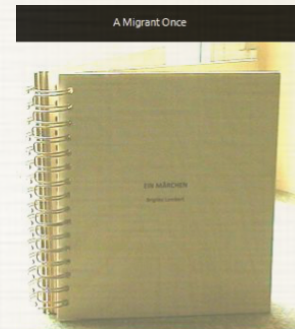
Ziel: Das Grundstück

SLA Feature Article

Spotlight on the Modern Greek Teachers' Association of Victoria (MGTAV)

by Maria Dikaiou, President, MGTAV

We have had a very busy year! As a newly appointed Committee, we wanted to provide many opportunities for teachers and learners of Greek to meet, learn and participate in inspiring activities.

Below are three activities that reflect the range of opportunities provided to teachers and learners of Greek this year. The MGTAV would like to thank and acknowledge the Department of Education and Training (DET) for the funding received to help in the provision of our program of activities for our teachers and students.

Ἡ ἑλληνικὴ γλώσσα δὲν ἔπαψε ποτέ της νὰ μιλιέται. Δέχτηκε τὶς ἀλλοιώσεις ποὺ δέχεται καθετὶ ζωντανό, ἀλλὰ δὲν παρουσιάζει κανένα χάσμα……. Ἀλλὰ στὴν Ἑλλάδα τῶν ἡμερῶν μας, ἡ προφορικὴ παράδοση πηγαίνει μακριὰ στὰ περασμένα ὅσο καὶ ἡ γραπτή.

The Greek language has never ceased to be spoken. It has undergone the changes that all living things experience, but there has never been a gap........ But in the Greece of our day the oral tradition goes back as far as the written tradition........

From Giorgos Seferis' speech at the Nobel Banquet at the City Hall in Stockholm, December 10, 1963 Nobel Prize for Literature.

Student Competition

One of our student activities was the Demosthenes Greek Public Speaking Competition.

The Demosthenes Greek Public Speaking Competition (for secondary school students) provided opportunities for students to build their self-confidence and extend their skills in researching, speech writing and public speaking. It also provided the impetus to learn about Demosthenes, the great orator, and also about life in Ancient Greece.

The competition was organised by the MGTAV Committee with two of its members - Dionysia Diakodimitriou and Frederiki Pertile whose help was invaluable with this inaugural competition. Students from all sectors and after hours providers participated in the Demosthenes Competition.

This event comprised of three categories – Years 7 & 8, Years 9 & 10 and Years 11 & 12. Each category had a topic which was the same for all students. The topics were provided to each school and all participating students had ample time to prepare. There was a time limit for each speech in each category - 1 minute for Years 7 & 8, 2 minutes for Years 9 & 10 and 3 minutes for Years 11 & 12. Students were able to use cue cards to refer to but not read from and only a handful of students actually had cue cards with them on the day of the competition.

Teachers were also able to use the materials and topics provided by the MGTAV for in-school and inter-school immersion activities as well as a context for task – oriented, authentic oral activities.

Teachers involved the whole class in a range of related activities such as brainstorming ideas for speeches, delivering them in various class formats, and listening for a speaker's effectiveness. Students who did not wish to take part in the final competition were able to participate in significantly supportive ways such as, being 'critical friends' for speakers, assisting in research and the writing of speeches.

All students were able to be involved in some way, by providing input for preparatory activities such as group discussions and research. Participation of all students in writing and editing speeches was also encouraged. The competition was held at the Mantra Bell City on Sunday 11 October.

The judges were from the Greek Education Office of the Greek Consulate in Melbourne and an academic who previously lectured at Melbourne University.

Prizes were awarded by Justice Emilios Kyrou of the Supreme Court of Victoria.

The students were nervous, excited and amazed us with their creativity and prepared speeches. The feedback we received was extremely positive and we are looking forward to next year's competition.

It is not easy to speak in public let alone confidently in a second language so the genuine context given to students and the valuable experience we all had as an Association, as teachers and as participants, we believe will help our students in the future. The interest from our colleagues, the goodwill and belief in this worthwhile activity and competition were humbling and inspiring. The decision to focus on an oral presentation for this year's Competition turned out to be a good decision.

Σ᾽ αὐτὸ τὸν κόσμο, ποὺ ὁλοένα στενεύει, ὁ καθένας μας χρειάζεται ὅλους τοὺς ἄλλους. Πρέπει ν᾽ ἀναζητήσουμε τὸν ἄνθρωπο, ὅπου καὶ νὰ βρίσκεται.

In our gradually shrinking world, everyone is in need of all the others. We must look for man wherever we can find him.
From Giorgos Seferis' speech at the Nobel Banquet at the City Hall in Stockholm, December 10, 1963 Nobel Prize for Literature

MGTAV Conference

www.mgtavconference.com

One of our PL activities for our teachers was a 2-day Conference, held over a Sunday and Monday, whose theme centred on e-learning and language classrooms of the future. The languages of the Conference were Greek and English and it was a great success according to participants' feedback. Many of our members, teachers and instructors could attend at least one of the two days. It was an extremely well attended Conference on both days and the link to the Conference website (above) is where

we have uploaded some presenter's notes and a range of other information for our members.

Εάν η γλώσσα αποτελούσε απλώς ένα μέσον επικοινωνίας, πρόβλημα δεν θα υπήρχε. Συμβαίνει όμως ν' αποτελεί και εργαλείο μαγείας και φορέα ηθικών αξιών.

Si la langue n'était qu'un simple moyen de communication, il n'y aurait pas de problème. Mais il arrive, parfois, qu'elle soit aussi un instrument de « magie ».

If language were not such a simple means of communication there would not be any problem. But it happens, at times, that it is also an instrument of "magic".

From Odysseus Elytis' acceptance speech for The Nobel Prize in Literature 1979

NGV

We were fortunate enough to participate in an outstanding educational activity with the NGV. This professional learning opportunity enhanced intercultural understanding through participating in an introductory talk presented by an NGV Educator together with a volunteer Languages Support Educator for Greek.

This was a wonderful opportunity to experience a dynamic and informative Introductory Talk on the *Masterpieces from the Hermitage: The Legacy of Catherine the Great* exhibition. We also

had the privilege of an educational tour of the Greek collection.

Making Cultural Connections through Languages can only enhance and enrich us.

For those who participated in this program, it was not only a joy but also considered to be one of our best experiences as educators this year. The long term benefits of Language Support Educators (for a number of languages) in a multilingual Victoria cannot be underestimated and we cannot praise enough the outstanding work done by the Educators at the NGV. Many thanks to the NGV for the impressive and informative professional learning afforded to us.

Τιμή σ' εκείνους όπου στην ζωή των ώρισαν και φυλάγουν Θερμοπύλες.

Honor to those who in the life they lead define and guard a Thermopylae.

C.P.Cavafy (poet)

I would like to thank the MLTAV for all the help, support and professional learning activities we have been able to participate in as this has helped us provide a range of opportunities for our Association's members and learners of Greek. Thank you also for the gracious acknowledgment of the MGTAV through this publication.

Maria Dikaiou
President
Modern Greek Teachers' Association of Victoria
MGTAV

Languages on the International Scene

Northern Hemisphere Timetable for the Delivery of Selected VCE Studies

Information from VCAA Notice to Schools

The Northern Hemisphere Timetable has 12 VCE studies to commence in September 2015 for Units 1 and 2.

The first VCE studies offered will be English and English as an Additional Language, Accounting, Further Mathematics, Mathematical Methods, Specialist Mathematics, Biology, Chemistry, Physics, Computing, Chinese First Language, and Arabic.

The Northern Hemisphere Timetable will run from September 2015 to June 2016 for Unit 1 and 2 VCE studies.

The timetable for Unit 3 and 4 studies will run from September 2016 to June 2017, with examinations in June 2017.

The new timetable will offer more opportunities for partnerships between Victorian and overseas schools. This has the potential to expand the operation of the VCE internationally to the benefit of Victorian schools and students.

Victorian schools may also consider offering Victorian students the opportunity to begin their VCE studies mid-year from September 2015.

Northern Hemisphere Timetable for the VCE:

- September 2015 to June 2016 – Unit 1 and 2 VCE studies

- September 2016 to June 2017 – Unit 3 and 4 VCE studies

- Examinations: June 2017

Any VCE providers intending to offer the VCE on the NHT to students in Victoria should be aware that they need to apply for authorisation.

Details of how to apply, and other requirements, are available from Susan O'Shannessy on (03) 9032 1779 or email: oshannessy.susan.z@edumail.vic.gov.au

Details of the VCE studies available on the NHT are published on the VCAA website.

Applications for authorisation to deliver the VCE on a northern hemisphere timetable in subsequent years will open in Term 2, 2016.

More information can be found on the VCAA website: **www.vcaa.edu.au**

Notice to Schools 130/2014 – 29 October 2014

Notice to Schools 65/2015 – 24 June 2015

Scot's Language Policy

Website Source - The Scottish Government

http://www.gov.scot/Topics/ArtsCultureSport/arts/Scots/ScotsLanguagePolicy

In 2010, a Ministerial Working Group on the Scots Language was established. The Group was convened with the remit of devising and presenting a vision for the development of Scots language, with realistic recommendations on how this vision may be achieved. They published their report in 2010, one of these recommendations was that 'the Scottish Government should develop a national Scots Language policy'.

Building on this, in 2011 the Scottish Government adopted key Manifesto Commitments, one of which sought to "develop a national Scots language policy".

As a result of these commitments, the attached policy was officially launched in September 2015. This national Scots policy sets out the Scottish Government's position on the Scots language, its aims and objectives for Scots and the practical steps we will take to achieve these. It has been developed in co-operation with a number of key interests and will be reviewed periodically.

Next steps

The development of a policy is important and the Scottish Government wish to follow this up by doing 2 things.

Firstly, we will look to develop an Action Plan that will form an extension of the 'practical steps' section of the policy. This will involve consulting with relevant groups to look at what the Scottish Government can actively do to act in line with its policy.

Next, we will look to develop a Scots Language Plan. This Scots Language Plan will form an entirely separate document and will provide advice for local authorities and organisations on how they can readily incorporate Scots within their daily activity. It will also encourage local authorities to develop their own Scots language policies and provide advice on how these can be structured. This Plan will be developed in association with key stakeholders and will go to full public consultation.

POLICY

The Scottish Government
Riaghaltas na h–Alba

Education Scotland
Foghlam Alba

September 2015

Scots Language Policy

"We are very pleased to be adding a brief introduction to this Scots Language Policy. We, in the Scottish Government, are continuing to take important steps to raise the profile of the Scots language. This paper sets out policy commitments and context, our reasons for supporting Scots, the aims we have as a Government and the practical steps we will take. We would like to encourage you all to recognise the valuable heritage we have in the Scots language and to continue to promote its popularity and recognition across various aspects of Scottish life."

Fiona Hyslop
Cabinet secretary for Culture, Europe and External Affairs
Alasdair Allan
Minister for Learning, Science and Scotland's Languages

A Scots Language Policy

The Scots language is an essential element of the culture and heritage of Scotland. For many of us, it is a familiar aspect of our song, poetry and literature and a recognised feature of how we express ourselves in our community life.

Scots language is only spoken within Scotland and it is not used anywhere else in the world by a community of significant number or extent. Therefore steps need to be taken within Scotland, to ensure its preservation.

The 2011 census indicated that over 1.5m people identified themselves as Scots speakers. It is, therefore, right that Scots should continue to be reflected in education, arts, media and more.

The Scottish Government will promote and support Scots and encourage its respect and recognition in order that, what for many is the language of the home, can be used in other areas of Scottish life.

Scots and culture are inextricably linked. As both a spoken and written language with a pedigree stretching back centuries, it continues to have a distinctive impact on Scottish society

Policy Context

This policy has been prepared in response to a Scottish Government manifesto commitment. Along with the manifesto commitment there are other statements and commitments below which demonstrate the policy context that Scots is set in and the level of priority being accorded by Scottish Ministers to the Scots language.

Manifesto Commitments

- In 2011 the Scottish Government adopted manifesto commitments on the Scots language. The Scottish Government agreed to 'develop a national Scots language policy, with increased support for Scots in education, encouragement of a greater profile for Scots in the media, and the

establishment of a network of Scots co-ordinators.

- A previous Scottish Government manifesto commitment said we would 'introduce a question on Scots in the census'. This question was in the 2011 Census and over 1.5 million people in Scotland identified themselves as Scots speakers.

Council of Europe

The Scottish Government also supports the application of the provisions of The Council of Europe's Charter on Regional or Minority Languages. The Scots provisions include the undertakings that policies should be based on recognition of the regional or minority languages as an expression of cultural wealth and also include the need

- for resolute action to promote regional or minority languages. The undertakings also include the facilitation and encouragement of the use of Scots in speech and writing; in public and private life; the provision of appropriate forms and means for the teaching and study of Scots, and more.

Culture

- Scots and culture are inextricably linked. As both a spoken and written language with a pedigree stretching back centuries, it continues to have a distinctive impact on Scottish society. Scots song, poetry, literature and drama have a strong tradition and Scots can also be seen to influence more immediate aspects of modern life through television, film and its increasing popularity in social media. To ensure sustainable cultural growth for Scots it is important that the media and publishing worlds are encouraged to engage with their Scots speaking

audience. A language of the people, from Border ballads to bairnsangs, and from post office queues to parliamentary records, Scots is as vibrant and varied as its speakers today.

Curriculum

- In the Literacy and English: Principles and Practice document (2009)[1], one of the key documents of Curriculum for Excellence, it says of Scots that, 'the languages, dialects and literature of Scotland provide a rich resource for children and young people to learn about Scotland's culture, identity and language. Through engaging with a wide range of texts they will develop an appreciation of Scotland's vibrant literary and linguistic heritage and its indigenous languages and dialects. This principle suffuses the experiences and outcomes and it is expected that practitioners will build upon the diversity of language represented within the communities of Scotland, valuing the languages which children and young people bring to school.'

Scottish Studies

The Scottish Government also agreed to 'develop the concept of 'Scottish Studies' in our schools, creating a distinct strand of learning focused on Scotland incorporating Scottish History, Scottish Literature, the Scots and Gaelic Languages, wider Scottish culture and Scottish current affairs. All pupils will have access to this strand at Primary and Secondary levels'.

Ministerial Working Group

- The Scottish Government also established a Ministerial Working Group on the Scots Language. This Group produced a Report with recommendations[2] in 2010 and the Scottish Government continue to act in accordance with these recommendations.

Rationale

This section briefly lists the key reasons why the Scottish Government values and promotes the Scots language.

- The Scottish Government values the linguistic heritage of all of the people of Scotland and recognises Scots as an essential part of this.

- The Scottish Government recognises Scots as one of the three historical indigenous languages of Scotland along with Gaelic and English.

- The Scottish Government acknowledges the importance of recognising, promoting and developing the Scots language in all its regional varieties.

- The Scottish Government recognises the richness of the Scots language as expressed in song, poetry and literature.

- The Scottish Government regards Scots, in its written and spoken forms, as a valid means of communication.

- The Scottish Government recognises the important role that school education has in promoting the use of Scots.

Aims

The Scottish Government recognises that the Scots language is an integral part of Scotland's heritage, national identity and current cultural life. The Scottish Government, working with other partners in Scottish public and community life, will be guided by the aims below:

- enhance the status of Scots in Scottish public and community life;

- promote the acquisition, use and development of Scots in education, media, publishing and the arts;

[1] http://www.educationscotland.gov.uk/learningteachingandassessment/curriculumareas/languages/litandenglish/principlesandpractice/index.asp

[2] http://www.gov.scot/Publications/2010/11/25121454/1

• encourage the increased use of Scots as a valid and visible means of communication in all aspects of Scottish life.

Practical Steps

In order to further these aims, the Scottish Government will endeavour to:

• create awareness amongst all stakeholder groups that Scots is one of the three historical indigenous languages of Scotland and should therefore be afforded equal respect;

• promote a coherent approach to the planning, learning, teaching and assessment of Scots within the context of related national policy and the national Curriculum for Excellence (CfE) implementation plan;

• provide access to relevant resources which encourage the use and study of Scots within the framework of related national policy and the CfE implementation plan;

• encourage all stakeholder groups to develop and implement Scots language policies;

• continue to provide support for organisations which actively contribute to the preservation and promotion of Scots language; and,

• encourage partnership working between all groups and bodies with an interest in supporting the Scots language.

Scots Language Policy

Appendix

The Scottish Government's manifesto commitment also included the establishment of a network of Scots co-ordinators. This network has been established and is located in Education Scotland. Their Action Plan is attached below and includes further positive steps

As corporate signage, logo and strapline come up for renewal Education Scotland will deploy a trilingual approach as opposed to the current bilingual approach

that the Scots co-ordinators are taking to support the Scots language.

Education Scotland: Action plan (March 2015 – April 2016):

• The Scots Language Coordinators will continue to develop awareness amongst learners, their families and the wider community that Scots is a language. This will be achieved through dedicated web space on the Education Scotland website, Glow, local press and engagement with relevant organisations.

• the Scots Language Coordinators will help to implement the National Scots Language policy while supporting local authorities, partners and individual institutions to engage with the document in ways which will encourage the use of Scots in developing literacy skills and addressing the Raising Attainment for All agenda

• Education Scotland will accept and value any form of communication in Scots.

• As corporate signage, logo and strapline come up for renewal Education Scotland will deploy a trilingual approach as opposed to the current bilingual approach.

• The Scots Language Coordinators will provide templates/suggestions for those staff who wish to sign off emails in Scots or include appropriate Scots greetings.

• Education Scotland will ensure that a team within the organisation has specific responsibility for promoting a coherent approach to the planning, learning, teaching and assessment of Scots within the context of related national policy and the Curriculum for Excellence implementation plan.

• The Scots Language Coordinators will develop a full progression in Scots to make explicit for practitioners, learners

and parents the links between Scots and literacy.

- Education Scotland will collate and publish annotated exemplification for assessment of Scots.

- Education Scotland will continue to develop and support the Glow online Scots language professional learning community.

- The Scots Language Coordinators will continue to develop and maintain Education Scotland's dedicated Scots web space.

- The Scots Language Coordinators will continue to develop resources to enable teachers to confidently and creatively engage with Scots, working with such partners as Historic Environment Scotland, the National Library of Scotland and Glasgow University amongst others.

- The Scots Language Coordinators will continue to work with partners such as the Scottish Book Trust to provide blogs which will encourage practitioners to use Scots as a means of developing transferable literacy skills.

- Education Scotland will ensure the implementation of the Adult Learning Statement of Ambition takes account of Scots language and culture.

- Education Scotland will inform and engage with parents and carers about the place of Scots language in Curriculum for Excellence through regular updates in Education Scotland's e-bulletin for parents and carers, Parentzone[3], and face to face presentations at parent events where appropriate.

Education Scotland will inform and engage with parents and carers about the place of Scots language in Curriculum for Excellence through regular updates in Education Scotland's e-bulletin for parents and carers, Parentzone, and face to face presentations at parent events where appropriate

- As practitioner and local authority expectations of support for Scots in schools have been raised by the current level of Scots Language Coordinator engagement, Education Scotland will continue to meet this demand for professional learning in ways that will contribute to the Raising Attainment for All agenda while building practitioner capacity and confidence.

- The Scots Language Coordinators plan to refine the Scots professional learning they offer to have a clearer focus on developing transferable literacy skills through Scots. They will clearly link this CLPL approach to the GTC Scotland Professional Standards, and will explore the possibility of having this professional learning accredited for Professional Recognition.

- Education Scotland will continue to manage, promote and develop the Scots Language Ambassadors scheme, linking it to the new Scots Scriever residency at the National Library of Scotland and the Raising Attainment for All agenda

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3 http://www.educationscotland.gov.uk/parentzone/

Global Student Tours

School Tours to CHINA, FRANCE GERMANY, GREECE, ITALY, IRELAND, JAPAN, NEW CALEDONIA, TURKEY, the UK and the USA for AUSTRALIAN schools to enjoy language, cultural, historical and sporting experiences has been Global Student Tours' primary business for 24 years.

From those early years we have arranged school tours to China, France Germany, Italy, Japan, New Caledonia and the UK for language, cultural and history studies. Some years ago, we added school tours of Greece. With a history stretching back to the Palaeolithic Age, Greece provides students with a rare opportunity to study ancient history and culture.

A more recent addition has been school tours to the USA. For students of modern dance, there is the opportunity to take lessons at Hollywood dance studios and to perform at Disneyland. Students of American history can follow the trail of the American Civil War; visit Independence Hall in Philadelphia where the Declaration of Independence was signed and Ellis Island through which 12 million hopeful emigrants passed between 1892 and 1954.

The first of our two latest additions to our range of school tour programs has been where East meets West and the nation so often referred to as "the cradle of civilisation" – Turkey.

With breathtaking scenery, unique historical and archaeological sites, coupled with the opportunity to visit ANZAC Cove at Gallipoli, Turkey offers unforgettable experiences.

The second of these additions is a school tour of Ireland. On this tour, students will explore and enjoy the history, culture and sheer scenic beauty of a country to which upwards of 30% of Australians lay claim to some ancestry. Over the years we have successfully combined two countries programs; notably France-Germany and Greece-Italy and now Turkey-Greece.

These combo tours add an extra dimension to the students' education. At Global Student Tours, we pride ourselves on our ability to deliver prompt, efficient and courteous service at all times.

Here are some of the many services we offer our clients:

- Free assistance to develop a suitable educational program;
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- On-tour support via our international associates;
- QBE Travel Insurance 25% discount on policies bought online.

Global Student Tours is a licensed travel agent and a member of the Travel Compensation Fund. All TCF member agencies are subject to strict financial criteria and consumers can be assured that their financial dealings are secure. So, for your next school trip to China, France Germany, Greece, Ireland, Italy, Japan, New Caledonia, Turkey, the UK or the USA please contact Global Student Tours.

You will be pleased you did!

Modern Language Teachers' Association of Victoria, Inc.

The MLTAV is a professional association for teachers of Languages, and the umbrella organisation for approximately twenty Single Language Associations (SLAs) in Victoria.

In cooperation with its member associations, the MLTAV supports teachers and learners of Languages other than English throughout Victoria by providing quality services, including Professional Learning opportunities, advocacy and consultancy. The MLTAV aims to encourage and promote the learning of Languages as an essential part of the school curriculum.

The MLTAV is an association of Languages educators in primary, secondary, and tertiary institutions, from all sectors – Catholic, Government and Independent. The MLTAV has representation on the peak bodies: the Victorian Ministerial Advisory Council for Multilingual and Multicultural Victoria (MAC-MMV) and the Languages Forum.

MLTAV is also an active member of the Council of Professional Teaching Associations of Victoria (CPTAV).

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The Editorial Committee always welcomes relevant contributions – please contact **adriennehorrigan@gmail.com**. These should be typed double-spaced throughout, without formatting and without indents. Copy via email attachments or on disk as a Rich Text Format (.rft) or Text Only file accompanied by a hard copy is preferred. For further advice regarding content and presentation of articles, please email the Editor, **info@mltav.asn.au.**

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