

Modern Language Teachers' Association of Victoria

Languages Victoria

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MLTAV 1

VICTORIA - THE LANGUAGES STATE



www.mltav.asn.au

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Languages in Victoria

MLTAV 2018 Annual General Meeting President's Report

by Gabriella Bertolissi



In delivering the 2018 President's report, I am amazed at how quickly this year has passed. I am now at the end of my second year in the role of President of the MLTAV, two thirds through my 3-year appointment. Perhaps because it has been another active, busy year for the Association, it feels to me that time is marching along way too quickly. I now have just one more year at the helm of MLTAV, one more year to achieve the goals I have set for myself as the Association's President. At the end of this meeting we will be electing the Association's first President-Elect - which is exciting. I will be working next year in my last year as President mentoring the new President-Elect and the following year (2020) continuing to provide support as the Immediate Past President. In my 2017 President's report, I acknowledged the role of our Immediate Past President, Andrew Ferguson in growing the Association over the 11 years of his leadership. I also acknowledged the work of past Presidents and Committee members in positioning the MLTAV as the peak body for Languages in Victoria. I again would like to express my appreciation to all past Presidents and Committee members for facilitating my role as President as I have inherited the leadership of a well-run organisation.



My goals for this past year and for the final year of my Presidency centre on maintaining the MLTAV as the main peak spokes body for Languages in Victoria, continuing to strengthen the MLTAV role with Single Language Associations (SLAs), Community Languages and as a supporting member of the newly invigorated Council of Professional Teacher Associations of Victoria (CPTA). Continuing to provide high level service to our members and strengthening further our collaborations with current partners and peak education bodies are also high priorities.

This year has seen the continuation of many of our existing long-term projects (such as the Bilingual Schools Network and Mentoring Projects

which form our Strategic Partnership Collaboration with the Department of Education and Training), professional learning activities as well as some new initiatives and opportunities that have arisen. I would like to note some of the highlights and initiatives.

The 2018 Conference theme ‘Victoria: The Languages State’ highlighted the strength of Languages within our Curriculum and the range of access available to our students to study Languages both in compulsory and in senior years of schooling. Professor Joe Lo Bianco, in his keynote address, spoke about the Salzburg Statement for a Multilingual World, released to coincide with the International Mother Language Day on February 21. Joe is a key writer of the Statement. Our second keynote Kate Fitzpatrick officially launched the 2018 Melbourne International Film Festival (MIFF) Schools’ Program. Heather will speak more about the Conference as part of the Professional Learning report.

Our partnership links with MIFF and the National Gallery of Victoria (NGV) have continued and strengthened. In 2018, 8 language films were chosen for the MIFF Schools’ program. The films were supported by accompanying webinars developed in collaboration with MLTAV providing language teachers a tool with which to work with students before and after viewing a film in the program. A film analysis expert and language- expert worked together on the webinars to create a teacher resource linking film content specifically to language classroom curriculum content. The NGV Language Support Educators Program (LSE) has continued to grow with increasing numbers of schools making requests for an LSE to complement school visits. LSE volunteers (usually part-time / retired teachers of Languages) have been delighted to have been involved in this exciting and successful program. The MLTAV looks forward to continuing these partnerships in 2019 with planning for the coming year well underway.

MLTAV member services have included continuing access to quality professional learning and to our online eVersion publications. This year, the MLTAV through Department of Education and Training (DET) funding support, has again held the annual Conference, providing a subsidy to teachers in regional areas to attend. DET funding has enabled members to continue to participate in the successful CLIL Network and associated workshop, participate in webinars or access archived copies, attend the New Graduate and Returnee teachers of Languages workshop. MLTAV continues to provide website support to Single Language Associations (SLAs) and facilitate Department funding for small candidature language SLAs. The bilingual network is well supported and resources resulting from two new initiatives, (Digital Stories and CLIL Units of Work projects in support of the Victorian Curriculum), are now accessible via FUSE. Kylie Farmer will showcase these projects her PL report.

MLTAV online publications *Languages Victoria*, *LanguagesConnect* and *e-connect* continue to provide our membership with professional reading as well as up-to-date information relevant to the teaching and learning of Languages. The MLTAV Social Media Platforms are also well supported.

The MLTAV continues to maintain strong relationships with the AFMLTA and Single Language Associations. Communication with the AFMLTA is regular and in 2018 has continued through mechanisms such as participation in online Presidents' meetings and attending the AFMLTA Assembly in July. MLTAV has welcomed receiving and distributing AFMLTAs *News-in-Brief*, *Babel* and promoting the Australian Curriculum *Ready, Set, Assess!* PL series.

The strong and positive relationship between MLTAV and Single Language Associations is very important to me personally. I see the strength of Languages in Victoria being a combination of many things one of which is the existence of SLAs representing their teachers and providing their members with Language-specific professional learning and representation. The MLTAV as the umbrella language organisation encapsulates the needs of all Languages teachers and has a role to advocate for all Languages in Victoria. Hosting two SLA President meetings this year as well as a recent professional learning event / dinner has encouraged and enabled the sharing of information and expertise.

Advocacy for quality Languages programs has continued this year. Work has commenced with a Committee review and update of the MLTAV website, including Advocacy documentation and links.

The MLTAV has provided comprehensive feedback to the VCAA on the Review of VCE Second Languages and contributed to the Review of Certificate IV in Community Languages Teaching. The MLTAV is currently on the TESOL/ Languages Advisory Board for Deakin University, Faculty of Arts and Education, School of Education and the University of Melbourne Language Testing Research Centre.

With the 2018 Victorian election now finalised, the MLTAV will continue to strongly advocate with the newly elected representatives on a State and Local level for quality Languages programs and continuing recognition of, and support for, Languages Education.

Finally, to conclude the President's report, I would like to thank the MLTAV Executive: Vice-President, Heather Brown; Treasurer, Andrew Morabito, Secretary, Catherine Spurritt and Immediate Past-President, Andrew Ferguson for their work and ongoing support this year. Special thanks to Kerry O'Connor, our Office Manager. As we all know, Kerry does a wonderful job and often goes well beyond the work expectations. Thank you also for

leading the publications sub-committee of the MLTAV and for your project management work.

A special thanks to the 2018 Committee for your time and dedication to the Association.

A further thank you to the SLA representatives, MLTAV strategic partners, Sector representatives, Tertiary Languages colleagues and MLTAV friends who continue to support our Association.

I look forward to another full year of activities in 2019.

Red Herring

La Belle et La Bête



Based on the literary tale by Mme Le Prince de Beaumont, this performance is in French and English with live music featuring traditional French songs.

Suitable for years 7-9

Cost \$5 per student (\$6 regional Vic)

www.red-herring.com.au

0415 443 602

Momotaro



One-woman show tells the traditional Japanese folktale for prep to grade 6

Cost \$5 per student (\$6 regional Vic)

Visit the website for details and brochure

www.red-herring.com.au

0415 443 602

"This was a remarkable performance, one of the best I've ever seen" Music/Drama teacher, St John's Frankston East"

MLTAV 2018 Annual General Meeting Guest Speaker

Guest Speaker:

Ms. Penny Addison, Director, Learning and Teaching Branch, Secondary Reform, Transitions and Priority Cohorts Division, Department of Education and Training.

Biography:

- Currently Director - Learning and Teaching Branch, DET;
- Previously responsible for Languages Education at the Catholic Education Commission Victoria, where she developed the business case that led to the development of *Languages: Finding Your Voice*;
- Specific expertise in curriculum, assessment and reporting; student voice and agency; learning enabled by digital-ICT, and communities of practice;
- Current responsibilities include Languages Education, Digital Education, STEM and Mathematics/Numeracy;
- Secondary teacher and leader by background, including the Catholic, Independent and Government sectors in Victoria.



Topic:

The MLTAV was fortunate to have secured Penny Addison as guest speaker for the AGM. Penny spoke on the current State of Languages Education in Victoria, including the collaboration between the Languages Unit and Language Teacher Associations with the following PowerPoint highlighting the main gist of the address.



Penny Addison

Director – Learning and Teaching
Branch
DET



Context

Languages Education – Government Schools

- Learning a language is increasingly important as Victoria's economy, education system and relationships become more global.
- Victoria is a leader nationally in Languages Education, with strong mandatory curriculum requirements for every school and the highest student participation rates amongst Australian educational jurisdictions.
- 20 languages are taught in mainstream government schools, and out-of-school-hours language programs in some 50 languages are provided to approximately 55,000 students by the Victorian School of Languages and 167 accredited Community Language Schools.
- Since 2012, there has been a sharp increase in the proportion of schools offering a languages program, which has resulted from a strengthening of the authorising environment and compliance processes (i.e. school review).
- In 2017, approximately 94% of primary schools and 92% of secondary schools offered a languages program (in 2012, the figure was 60.1% and 86.2%, respectively).



Education and Training

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Languages Education – Government and Other Schools

- A range of programs and initiatives, including the Designated Bilingual Program, Language Assistants Programs, teacher professional learning programs, and language scholarships have been offered by the Department for some years.
- A new evidence base is currently being developed, including reports on the ecology of languages education in Victoria, a report on the history of the languages teaching workforce in Victoria, and a report on the teaching of Indonesian.
- The government is investing in new programs to support languages education in early childhood, with bilingual and 'sessional' languages programs in kindergartens, and the extension of community languages school funding to include early childhood languages programs.
- The government is also investing in extending the number of VCE languages offered virtually, with three additional languages (total of 14) to be phase in over the next four years.



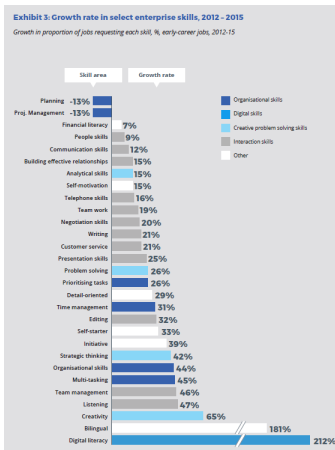
Education and Training

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The World (of Work)

In April 2016, the Foundation for Young Australians released a report that analysed 4.2 million job ads from the past 3 years and identified which skills were in increased demand by employers:

The New Basics: Big data reveals the skills young people need for the New Work Order (<https://www.fya.org.au/sites/default/files/2016/04/The-New-Basics-Update-Web.pdf>)



Education and Training

Key Issues

Key Issues

- Whilst there have been significant gains in the proportion of Victorian government schools offering a languages program, challenges remain, including:
 - schools that do not provide sequential language programs across all year levels
 - secondary schools that do not provide compulsory languages programs beyond Year 8
 - primary schools who typically offer languages programs for less than 60 minutes per week
 - rural and regional schools who can struggle to attract and retain languages teachers, and who often need to share teachers or access languages programs virtually.
- Further research into the experience of children and young people in languages classes is also under consideration, focussed on the extent to which contemporary curriculum design, pedagogy and assessment practices are being employed in primary and secondary settings, and their impact on student engagement and outcomes.

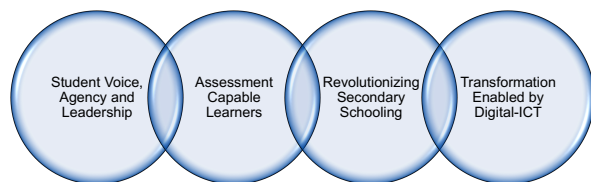


Education and Training

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The (Bigger) Educational Context: New Horizons for Languages Education?

New Horizons?



“Though each student takes a different social pathway to arrive in class ready to learn, the chance of identifying with school and choosing to participate in it is directly linked to experiences of agency. To function as a stakeholder in one’s school is to be trusted to take ownership of the place, not just occupy it.”

Motivation, Engagement, and Student Voice, pp. 28-9 (USA 2012)

“That students are drawn to places where voice is encouraged and agency is granted is clear: watch where students hang out at any school when they have a choice about where to go. Inevitably, they congregate where they can express themselves; talk about their ideas, dreams, and fears; critique what may not be right; and consider worlds that may be better than the one they are inheriting.”

Motivation, Engagement, and Student Voice, p. 29 (USA 2012)

Patterns of Partnership: How Adults Listen to and Learn with Students in Schools

Source: Michael Fielding, *Student Voice: Patterns of Partnership and the Demands of Deep Democracy*, 2012



Whole-school commitment

Student Attitudes to School Survey (AtoSS) data from 2017 shows that 73% of students are engaged in their learning in grades 5 and 6, but this engagement steeply declines at the start of secondary school, and only improves marginally by Year 10.

Access

Time allocation

Timetabling

Quality programmes

Teacher education

Business and the tertiary education sector

Staffing impact

Parents and the broader community



Table 4.1: Why students choose to study, or not study, languages in senior secondary

For:

Complex combination of personal and strategic reasons

- ✓ commitment, interest and enjoyment
- ✓ perceptions of cognitive advantage, e.g. effective thinking
- ✓ better cross-cultural communication and understanding
- ✓ future travel plans
- ✓ learning challenge
- ✓ future career and studies
- ✓ quality teaching, programmes and learning experience
- ✓ progression and achievement in language learning
- ✓ ATAR bonuses for language study

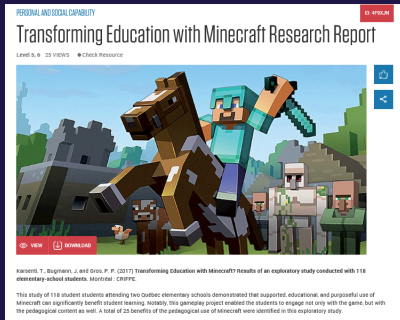
Against:

Lack of direct access to preferred language at school can single-handedly kill demand.

Combination of mainly strategic reasons (where there is access to language study at Years 11 and 12)

- ✓ low expectations for achievement
 - ✓ maximise ATAR
 - ✓ no room within subject combination
 - ✓ perceived difficulty and workload
 - ✓ perceived disadvantage
 - ✓ lack of utility
 - ✓ lack of continuity
- Other important reasons
- ✓ lack of interest and enjoyment
 - ✓ non-engaging teaching and programmes





Context

Minecraft is currently the second most popular video game of all time, with more than 100,000,000 copies sold worldwide.

Victoria is currently the largest educational jurisdiction in the world to implement *Minecraft: Education Edition*.

The main goals of this exploratory study were to identify the uses, benefits, and challenges of supported integration of Minecraft into classrooms for teaching and learning purposes.

Participants comprised 118 students attending third to sixth grade of a French-language school in the Greater Montreal (Canada) Area during the 2016–2017 school year.

Data were collected with ten instruments.

This project gave students an opportunity to learn through supported educational use of Minecraft.

A specific pedagogical Minecraft program was designed for this project. It contains 30 tasks divided into 10 progressive levels that advance from the simplest to the hardest task.

Become the Minecraft Master			
Levels	Tasks	Levels	Tasks
01 Yellow	<ul style="list-style-type: none"> Research a creature Build a creature Build a creature's environment 	06 Red	<ul style="list-style-type: none"> Build a creature Build a creature's environment Build a creature's habitat
02 Orange	<ul style="list-style-type: none"> Build a creature's habitat Build a creature's habitat Build a creature's habitat 	07 Bronze	<ul style="list-style-type: none"> Build a creature Build a creature's environment Build a creature's habitat
03 Green	<ul style="list-style-type: none"> Build a creature's habitat Build a creature's habitat Build a creature's habitat 	08 Silver	<ul style="list-style-type: none"> Build a creature Build a creature's environment Build a creature's habitat
04 Blue	<ul style="list-style-type: none"> Build a creature's habitat Build a creature's habitat Build a creature's habitat 	09 Gold	<ul style="list-style-type: none"> Build a creature Build a creature's environment Build a creature's habitat
05 Violet	<ul style="list-style-type: none"> Build a creature's habitat Build a creature's habitat Build a creature's habitat 	10 Platinum	<ul style="list-style-type: none"> Build a creature Build a creature's environment Build a creature's habitat

Create a navigable map
Create a vegetable garden
Tame a wild animal
Build your school
Recreate an existing sculpture
Build an entire city



Become a Minecraft Pro			
Levels	Tasks	Levels	Tasks
01 Yellow	Design and build a space station and a take off and landing paddock	06 Red	Research the history of the game
02 Orange	Build a space station and a take off and landing paddock	07 Bronze	Design a city that resembles the city
03 Green	Build a functioning railway system (trains, stations, schedules)	08 Silver	Build a city that resembles the city
04 Blue	Build a functioning railway system (trains, stations, schedules)	09 Gold	Build a city that resembles the city
05 Violet	Build a functioning railway system (trains, stations, schedules)	10 Platinum	Build a city that resembles the city

Design and build a space station and a take off and landing paddock
Build a functioning railway system (trains, stations, schedules)



Findings

1. Increased overall motivation toward school
2. Better communication and information technology skills
3. Increased creativity
4. Increased feelings of academic self-efficacy
5. Creation of a positive learning environment
6. Improved reading skills
7. Improved writing skills
8. Development of autonomy
9. Increased collaboration between students (many students chose to work in groups)
10. Students developed a propensity to help each other troubleshoot gameplay issues

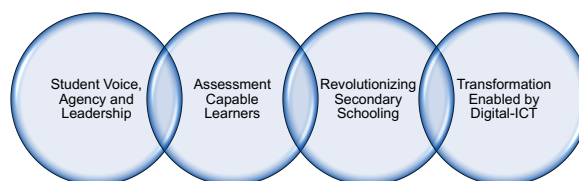
Findings cont.

11. Improved computer programming and computational logic skills (more advanced levels required basic programming skills)
12. Improved problem-solving skills
13. Improved informational research competencies (some tasks required students to independently research specific information)
14. Development of various math-related skills (perimeter, volume, calculation, required resources, counting)
15. Better understanding of scientific concepts (e.g. students had to identify certain elements in order to start a fire, or they had to understand basic agricultural concepts to accomplish certain tasks)
16. Increased perseverance in the face of adversity (students met several challenges throughout gameplay, in addition to repeating certain tasks to improve their productions)
17. Better understanding of history (especially when recreating historically accurate structures and sites)
18. Improved ability to follow directions

Findings cont.

11. Greater self-esteem at school
12. Improved oral communication skills
13. Improved ability to generate high-quality products
14. Improved social skills
15. Improved English language skills (students were mainly French-speaking)
16. Improved organizational skills
17. Better inductive and deductive reasoning.

What might these new horizons mean for me and my learners?



Through Growth to Achievement: Review to Achieve Educational Excellence in Australian Schools

Key recommendations from "Gonski 2.0"

1. Individualising learning (Recommendation 1)
"Embed a focus on individual student achievement through continuous learning progress ... with the expectation that each student should achieve at least one year's growth throughout each year of schooling."
2. Basing learning on progression instead of annual package of curriculum content (Recommendation 6)
"Prioritise the implementation of learning progressions for literacy and numeracy in curriculum delivery during the early years of schooling to ensure the core foundations for learning are developed by all children by the age of eight."
3. The creation of a new online assessment tool to measure learning progression (Recommendation 10)
"...Support should be provided to teachers in the form of an online formative assessment tool. The tool would assist them to readily identify the stage of learning a student has reached and to provide a choice of possible appropriate interventions..."
4. Establishing a national research and evidence institute will drive better practice and innovation (Recommendation 23)

"Source: Through Growth to Achievement: Report of the Review to Achieve Educational Excellence in Australian Schools"

Through Growth to Achievement: Review to Achieve Educational Excellence in Australian Schools

"Australia needs to review and change its model for school education. Like many countries, Australia still has an industrial model of school education that reflects a 20th-century aspiration to deliver mass education to all children. This model is focused on trying to ensure that millions of students attain specified learning outcomes for their grade and age before moving them in lock-step to the next year of schooling. It is not designed to differentiate learning or stretch all students to ensure they achieve maximum learning growth every year, nor does it incentivise schools to innovate and continuously improve."

Although this problem is widely recognised by teachers and educators, schools' attempts to address the issue are hampered by curriculum delivery, assessment, work practices and the structural environments in which they operate.

The constraints include inflexibility in curriculum delivery, reporting and assessment regimes, and tools focussed on periodic judgements of performance, rather than continuous diagnosis of a student's learning needs and progress."

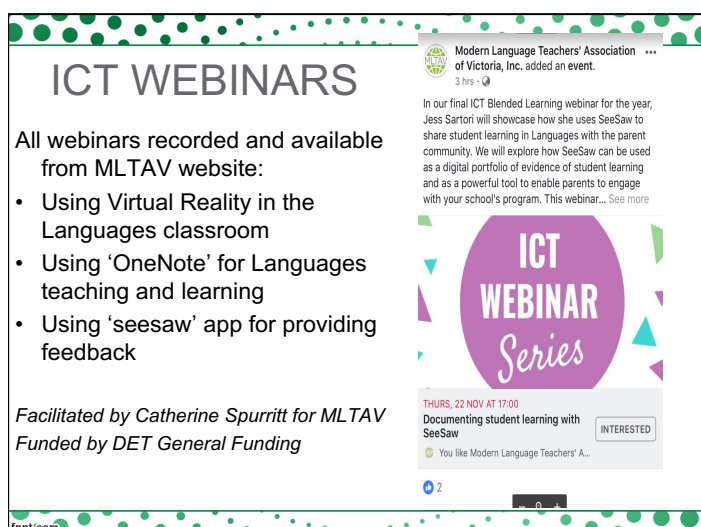
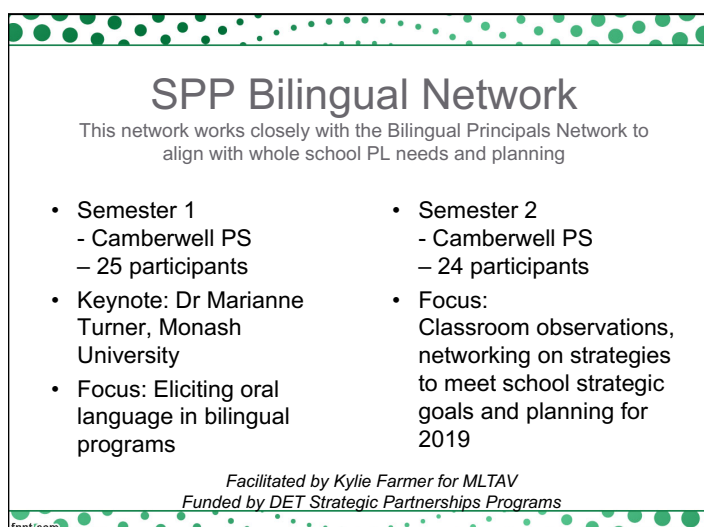
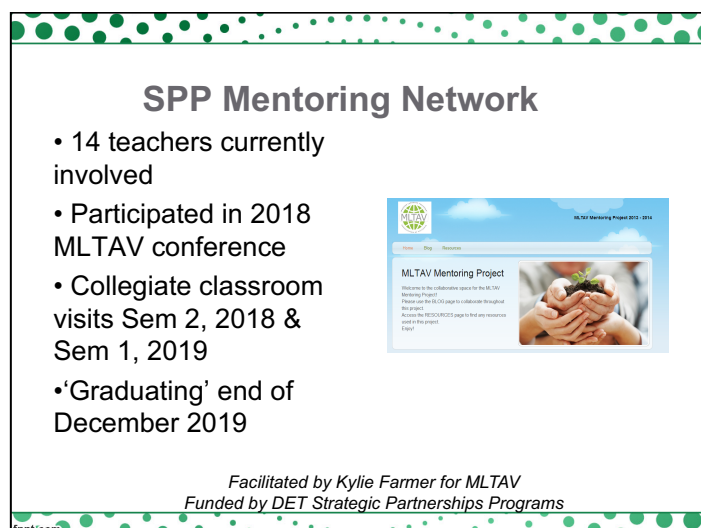
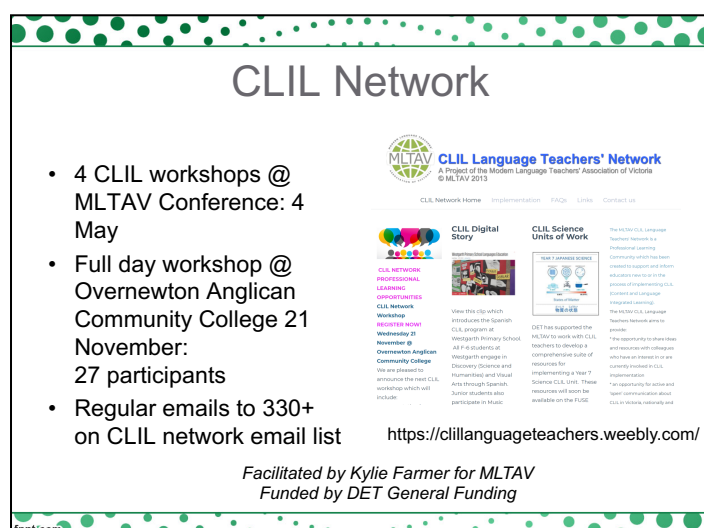
Contact:

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Addison.Penny.J@edumail.vic.gov.au

MLTAV 2018 Annual General Meeting PL Report

by Kylie Farmer



MIFF WEBINARS

- Webinars held:
June/July
- Various language-specific webinars held to support teachers in preparing students engagement with MIFF Next Gen films

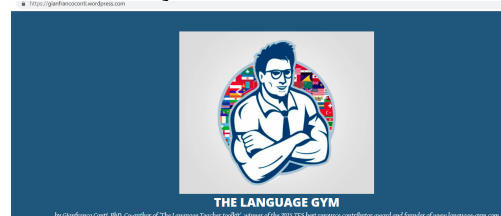


Facilitated by Kerry O'Connor
Funded by MIFF

fppt.com

Gianfranco Conti workshop

- 15 November 2018
- 55 participants
- 3 x mini-workshops held over 1 day



by Gianfranco Conti, PhD, Co-author of 'The Language Teacher Toolkit', winner of the 2013 TES best resource contributor award and founder of www.language-gym.com

fppt.com

Victorian Curriculum Units of Work & Resources

Available on FUSE now:
French: Foundation
Italian: Year 3-4

Coming soon:
Indonesian: Year 5
Chinese: Year 1-2



Project managed by Kylie Farmer for MLTAV
Funding from DET

fppt.com

8 Digital Stories showcasing quality Languages programs



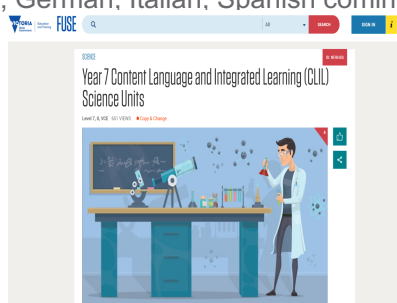
Project managed by Kylie Farmer for MLTAV
Funding from DET

All resources now available on FUSE
<http://fuse.education.vic.gov.au/ResourcePackage/ByPin?pin=98LH87>

fppt.com

CLIL resources on FUSE

English, French, Indonesian, Japanese available now
Chinese, German, Italian, Spanish coming soon



Project managed by Kylie Farmer for MLTAV
Funding from DET

fppt.com

CLIL digital stories on FUSE

Yr 7 Japanese Science:
prac class, teacher perspective, student perspective



fppt.com

MLTAV 2018 Annual General Meeting - 2019 Committee Election

One of the final Agenda items for MLTAV's AGM was the election of the Committee members for 2019. This process was undertaken at this years AGM, with the following results transpiring:

Congratulations to the newly elected MLTAV 2019 Committee!

Executive Team:

- Gabriella Bertolissi, President
- Heather Brown, Vice-President
- Andrew Morabito, Treasurer and President-Elect
- Catherine Spurritt, Secretary

General Committee

- Jade Cleave
- Jaclyn Curnow
- Lili Cvetkovic
- Kylie Farmer
- Dolly Gerges
- Sarah Glatz
- Lauren Gould
- Angela Natoli
- Sean Pratt
- Elena Priovano



Save
the
Date

**MLTAV 2019 Conference
date has been confirmed
for Friday 17th May**

Title: *Languages 2019: Reality, Relevance, Rethinking*

ICT Blended Learning FREE Webinars for Languages Teachers

Blended Learning: Technologies transforming the Languages classroom

FREE and FLEXIBLE Professional Learning opportunities with Certificates of Participation

The MLTAV was pleased to be supported by the Victorian Department of Education to develop an eBook to support Blended learning in Languages Education. This FREE resource provides teachers with step-by-step instructions on how to use a broad range of ICT Tools and Resources for the Languages classroom. The resource is available via: <https://fuse.education.vic.gov.au/pages/View.aspx?pin=SB9L8N>

The MLTAV is also pleased to have been supported by the Victorian Government to offer ICT Blended Learning FREE and FLEXIBLE webinars for teachers of Languages. This collaboration has been ongoing since 2013. Teachers were invited to participate in the live version of the webinars with the archived version links also made available to provide flexible learning opportunities. Certificates of participation are offered to teachers who engage with the live and/or the archived versions.

The webinars run in 2018 were:

Getting started with One Note (Presenter: Rowena Bata), held on Monday 10 September. To access the archived version of the live webinar, go to the link: https://www.youtube.com/watch?v=nBSbrqitX_4

Virtual Reality (Presenter: Nathan Lane), held on Tuesday 30 October. To access the archived version of the live webinar, go to the link: <https://www.youtube.com/watch?v=pq26ZT4etvM>

Documenting student learning with Seesaw (Presenter: Jess Sartori), held on Thursday 22 November. To access the archived version of the live webinar, go to the link: <https://youtu.be/H-zJx8TajZI>

[Click here](#) to go to the recorded version links of all webinars. These webinars continue to be a useful resource for teachers of Languages as they not only offer flexible access, (in your own time and from the comfort of your own home/office or whilst on the move), they also provide fabulous suggestions and insights into how ICT can be incorporated into your classroom. Certificates of Participation for one-hour of PL time is also provided for each webinar with which teachers engage.



Victorian School of Languages

Applications for Teaching and non-Teaching Vacancies

Teaching Positions:

APPLICATIONS for teaching vacancies are invited from teachers qualified to teach one of the Languages offered by the Victorian School of Languages (VSL).

Prospective applicants for teaching positions are advised that the primary aim of the school is to provide instruction in Languages other than English which students are unable to study in their own schools. The classes range from Foundation to Year 12 (VCE).

The VSL currently teaches 50 Languages - for the list of Languages please refer to the Victorian School of Languages website: www.vsl.vic.edu.au

The Languages are taught in 40 Centres (campuses) around Victoria, either on Saturdays or mid-week after hours.

For the list of Centres please refer to the VSL website.

All Government school teachers are eligible to apply if they have appropriate qualifications and VIT registration.

Teachers are paid at a sessional rate determined by the Department of Education and Training and staff are paid for 30 sessions of 4 hours and 2 sessions of 3 hours annually. Successful applicants are offered an annual contract.

Teachers interested in applying for vacancies in any of the Languages offered in any of the VSL Centres need to complete the official employment application forms (and provide copies of qualifications) which can be obtained from the VSL website or by contacting the VSL Head Office on (03) 9474 0500.

There is no closing date for applications which are generally kept by the school for twelve months and are considered when vacancies occur.

Non-Teaching Positions:

Applications are also invited for appointment to a limited number of non-teaching positions: Supervisor, Assistant Supervisor, Teacher Librarian, Administrative (clerical) Officer. These positions are also sessional appointments and are based on an annual application process. These positions are also located in the Centres mentioned above.

Prospective applicants are advised that application forms and job descriptions for these positions are available from the same school website.

All applications should be returned to
The Principal,
Victorian School of Languages
PO Box 1172
Thornbury, VIC, 3071



2018 Melbourne International Film Festival Schools

2018 MIFF Festival 2 - 19 August



Program - Post-program Report

This year's (2018) MIFF Schools program attracted over seventy-two (72) school bookings, (3,066 students), across the eight films. This was a 12.6% increase on attendance figures from 2017!



The number of schools which engaged with the Program this year decreased from 63 in 2017 to 61, however, the school booking numbers were up because several of the schools accounted for in the 61 tally, made more than one booking for the 2018 program.

Twelve (12) of the sixty-one (61) schools were new to the program - having not previously attended any past years' MIFF Schools Program, (previously Next Gen), films.

Booking statistics for 2018 also indicated that from a 'sector' perspective, there were thirty-one (31) Government school bookings, 18 Independent school bookings and 11 bookings from Catholic schools.

MIFF was also extremely pleased to have collaborated, once again, with the MLTAV on eight FREE webinars for Languages teachers. All eight webinars were co-presented by a film analysis expert and a selection of language-specific experts. These webinars offered excellent background material, as well as important context and classroom activity ideas to assist teachers with better incorporating the film viewing into their lessons.

Looking forward, MIFF remains committed to sourcing high-quality films that are suitable for young people and in Languages most commonly taught in Victorian schools.

SAVE THE DATES!

The 2019 MIFF Program will run from 1 - 18 August and will be launched at the MLTAV Annual Conference on Friday 17 May 2019.

Subscribe to the MIFF Schools eNewsletter at <http://schools.miff.com.au> to find out more.



Digital Stories: Best-practice in Languages Education in Victorian Schools

The Education State: [Victoria State Government Education and Training initiative](#)

The Department of Education and Training, in conjunction with the Modern Language Teachers' Association of Victoria, Inc. (MLTAV), is pleased to have developed a series of Digital Stories - Best-practice in Languages Education in Victorian Schools. This series of Digital Stories is accessible on FUSE, and showcases a range of innovative, whole-school approaches to the provision of high quality and sustainable Languages programs, delivered by a range of government primary and secondary schools. Each story features the Principal and key staff outlining the unique features of their high-quality Languages program, including how Languages Education has become an integral part of the school's curriculum.



[CLICK HERE](#) to view the 'Best-practice in Languages Education Digital Stories Fact Sheet'

[CLICK HERE](#) to access the Best-practice in Languages Education in Victorian Schools Digital Stories.

DIGITAL STORY OUTLINES:

Bayswater South Primary School - German

Bayswater South Primary School provides a German bilingual program in which all children have 50% of their instruction taught in German and 50% taught in English each week. The school uses the Content Language Integrated Learning (CLIL) framework to plan for language and content outcomes to be taught through German. They also include a focus on literacy in the German program and provide students with many engaging opportunities to apply their German language skills.

Bellaire Primary School - French

Bellaire Primary School uses elements of Content Language and Integrated Learning (CLIL), inquiry and visible thinking in combination with the innovative use of ICT in their provision of French across their school. All children from Foundation to Year 6 have one hour of French per week, and other opportunities for extending language learning are maximised through

collaboration between the French teachers and the music teacher. In line with the innovative Years 5 to 6 program at the school, students in Years 5 and 6 select the French workshops in which they want to participate to align with their learning goals and interests.

Bendigo Senior Secondary College - Chinese

Bendigo Senior Secondary College engages a large team of Languages teachers to provide quality Chinese language programs to students from Foundation to Year 12 across the Greater Bendigo region. This is facilitated using Polycom and face-to-face teaching and responds to the needs of the schools and students involved. The 'Team China' program, which is part of this provision, also includes opportunities to host students from China, participate in school trips to China and many other cultural experiences to engage learners.

Coburg North Primary School - Italian

Coburg North Primary School involves all classroom teachers in the provision of the Italian program across the school. All students have one hour of Italian, taught by the Italian teacher each week. Classroom teachers actively participate in these lessons to build their own language skills and enable both teachers and students to use Italian throughout the week. The school provides many other opportunities to engage with Italian including in a Kitchen Garden program.

Dromana Secondary College - Indonesian and Japanese

Dromana Secondary College provides a virtual Languages program in Indonesian and Japanese to a number of schools in their cluster through the combination of teaching via Polycom and face-to-face visits. The program is offered to Years 5 and 6 students, and provides an introduction to language learning, which then continues into the Languages program offered in Year 7 at Dromana Secondary College.

Oakleigh South Primary School - Japanese

Oakleigh South Primary School uses a team-teaching approach to facilitate the teaching of Japanese across the school. Two Languages teachers work with two classes of students at a time to provide all children from Foundation to Year 6 in this large school with 50-minute lessons in Japanese based on the 'literacy rotation' model. In Years 2 and 5, students have 100 minutes of Japanese each week with classroom teachers involved in supporting the learning centres. ICT, including regular Skype sessions with the sister school, and a school trip to Japan are other elements, which contribute to strengthening students' Japanese language learning opportunities.

Point Cook P-9 College - Indonesian

Point Cook P-9 College provides all students from Foundation to Year 9 with a comprehensive and engaging Indonesian language program. In the junior years, this includes the use of the Teaching with Comprehensible Input (TCI) and Teaching Proficiency through Reading and Storytelling (TPRS) approaches. Innovative use of ICT facilitates individualised learning, and engages learners along with many other opportunities, such as the school trip to Indonesia.

Westgarth Primary School - Spanish

Westgarth Primary School uses the Content Language and Integrated Learning (CLIL) approach in its provision of Spanish. All Foundation to Year 6 students engage in Discovery (Science and Humanities) and Visual Arts through Spanish. Junior students also participate in Music classes taught in Spanish. The school leadership and school community value the contribution that the CLIL approach provides for supporting student language development and engagement in learning.

Year 7 CLIL Science Resources

The MLTAV has worked with experienced CLIL teachers to develop Year 7 Science units of work suitable for use with beginner language learners.

Unit 1 focuses on *Scientific Method* and Unit 2 looks at the *States of Matter*. For each unit the structure and associated resources provide students with the necessary language and support to engage with the Science content. The unit of work outlines lesson content for 12 weeks of classes.

These units of work are available from [FUSE](#) for French, Indonesian and Japanese. Italian, German, Spanish and Chinese resources will be made available during January 2019.

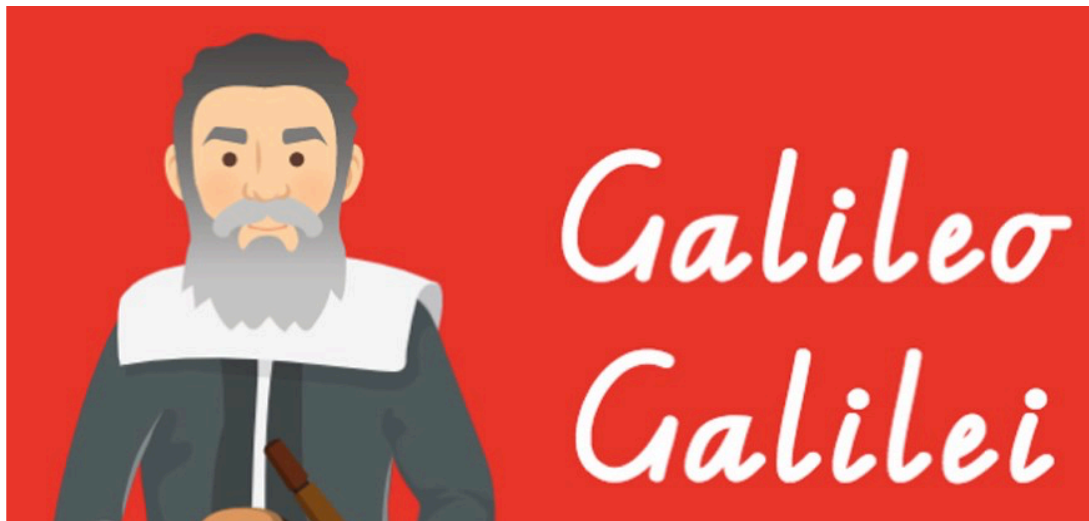
In addition 3 film clips have been created to complement these units of work. These include footage of a year 7 Science [practical class](#) being taught in Japanese, a clip with [student reflections](#) on their experiences of CLIL in Year 7 and a [teacher reflection](#) clip. Teachers interested in implementing CLIL Science are encouraged to view these resources and use or modify them to suit their context.

Victorian Curriculum Exemplar Units of Work for Languages

Victorian Curriculum units of work in French & Italian now available on the Department FUSE website

The Department of Education and Training, in conjunction with the Modern Language Teachers' Association of Victoria, Inc. (MLTAV), is pleased to have developed Victorian Curriculum units of work resources for FRENCH and ITALIAN, now available on the Department of Education and Training's FUSE website, via the following direct links:

- **Galileo Galilei - Italian Unit of Work** (for Years 3-4):
<http://fuse.education.vic.gov.au/?99SZJH>



- **Discovering French - French Unit of Work** (for Foundation):
<http://fuse.education.vic.gov.au/?4QWN79>



MLTAV and National Gallery of Victoria Collaboration

Language Support Educators' Program

Program Background

The Language Support Educators' (LSE) Program was created in 2015 to enrich student groups' experience of excursions to the National Gallery of Victoria (NGV). Designed to develop intercultural understanding and language skills, the program has introduced students to exhibitions such as *Catherine the Great: Masterpieces from the Hermitage*; *Van Gogh and the Seasons*; *Hokusai*; *The House of Dior* as well as the NGV Permanent collections. For all LSE school bookings, the student group experience is facilitated by an NGV Educator, supported by an MLTAV volunteer LSE. The LSE's role is to engage with students in their target language for a component of the session.

This exciting collaboration between the MLTAV and the NGV has been a great success with Languages teachers and students, resulting in a significant increase in the demand for LSE-assisted language classes throughout 2016, 2017 and 2018.

Benefits

The LSE program provides an opportunity for everyone involved to learn from each other and affords significant benefits to all:

For MLTAV Volunteers:

- Integrate their love of Languages with a passion for art;
- Remain active in their chosen profession;
- Learn from, and be inspired and invigorated by, the valuable knowledge, experience and passion of NGV Educators;
- Experience rich and meaningful professional, personal and social exchanges.

For NGV Educators:

- Expand and enrich their tailored Languages programs;
- Learn from, and be inspired and invigorated by, the valuable knowledge, experience and passion of volunteer Language Support Educators;
- Experience rich and meaningful professional, personal and social exchanges.

For Students and Teachers of Languages:

- Languages programs are enriched through a target language component of the excursion experience;
- The history and cultures associated with the students' language of study is brought alive in a Gallery talk including group analysis and discussion of

related works of art from different times, with the option of ten to twenty minutes being presented in the target language by a Language Support Educator, (focusing on a particular work in the collection to engage students in some simple language activities appropriate to the level of the group);

- Learn from colleagues within the same profession;
- Make links to the current curriculum and classroom activities;
- Develop new personal and professional relationships with like-minded people.

These benefits clearly demonstrate how the LSE Program not only enhances and enriches the experience of Languages learning, but just as importantly, brings people with a shared passion together in a spirit of cooperation to learn, share and be inspired by art. This is the key to the overwhelming success of the Program.

The LSE Program is made possible because of our wonderful part-time / retired volunteer Languages teachers.

How can you become a Language Support Educator?

Being involved in this program as an LSE, is a wonderful opportunity! If you are passionate about Languages learning and art, (and a qualified Languages Methodology Teacher), who is working part-time, retired, or training as a Languages teacher and if you wish to find out more about being involved, we are very keen to hear from you!



LSEs who have participated in this program have been delighted with, and inspired by, the wonderful experience. Feedback from students and teachers involved has also been outstanding!

To discuss the possibility of your being involved in the program, please contact Kerry O'Connor, Office Manager, MLTAV info@mltav.asn.au. Also, if you know of any colleagues, (retired or part-time experienced Languages teachers), who may be interested in becoming an LSE for this program, please also encourage them to contact Kerry at the MLTAV Office.

Please [click here](#) to contact the booking office of the NGV if you are interested in taking a group of students to one of the Language Support Educator programs.

VCAA Language Assessments

VCAA Language Assessments









A range of assessments designed to support teachers implementing the Victorian Curriculum F-10 Languages.



Need a snapshot of the language learners in your classroom?

With the start of Term 3, you could use the suite of free, online language assessments the VCAA has developed with ACER to gain a snapshot of students' language listening and reading skills. Suitable for levels 5–6 upward, in the 8 languages listed below.

Available languages

 Chinese	 Italian
 French	 Japanese
 German	 Modern Greek
 Indonesian	 Spanish

Available at NO cost to all VICTORIAN schools

Registration

<https://www.acer.org/vcaa-language-assessments>

Registration Support

All registration support is provided by ACER.

E: oarssupport@acer.edu.au

T: 03 9277 5324

Register and start using NOW

Support to get started

If you have any questions about how to register, create student lists, assign tests or any other questions how to get started, please contact:

E: oarssupport@acer.edu.au

T: 03 9277 5324

For more information about Language Assessments

Please contact:

- ACER at vcaalpa@acer.edu.au or T. 03 9277 5324
- VCAA F-10 unit vcaa.f10.curriculum@edumail.vic.gov.au or T. 03 9032 1788

Languages on the National Scene

ACARA: New work samples available

ACARA has published work samples for Foundation - Year 10: Languages on the [Australian Curriculum website](#).

The [work sample portfolios](#) have been selected, annotated and reviewed by classroom teachers and curriculum experts. The portfolio for Languages allows teachers to compare work samples that are at a satisfactory level.

The portfolios support teachers and schools to make balanced judgements of student performance over time, in relation to the relevant achievement standards in the Australian Curriculum.

The Languages included in the new work samples portfolios are:

- Chinese;
- French;
- Indonesian
- Italian;
- Japanese.

The collection and annotation of more languages work samples, including Arabic, German, Korean, Modern Greek, Spanish and Vietnamese, are currently underway and are expected to be published on the Australian Curriculum website in 2019.



Voice Story Advertisement - new app for students

*New in
EARLY 2019!*



A new app for students to *practice* using the language they are *learning* and gain *confidence* speaking.

- Open-ended visual storytelling
- Any language
- Any content
- Any level
- Personalised language
- Easy to use

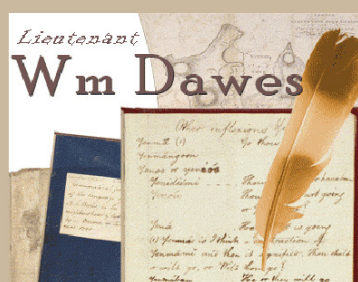
Be the first to know about this powerful language learning tool.
Subscribe to our newsletter at www.voicestoryapp.com/subscribe

Patji-Dawes Language Teaching Award

Patji-Dawes Language Teaching Award, which honours outstanding achievement in teaching Languages other than English by an accomplished practitioner in Australia.

The teaching may take place in any setting - school, university, private language school, government department or Indigenous community. What matters is that the learner is led, by the teacher's inspiration, to a high level of mastery in the chosen language.

At the Centre of Excellence for the Dynamics of Language, we believe that achieving proficiency in other Languages is one of life's great learning experiences.



The Patji-Dawes award is named in honour of Patjigaring and William Dawes. Find out more at www.dynamicsoflanguage.edu.au

Teachers Deserve Our Recognition!

Ciao, Kon'nichiwa, Salut, Yaama. Who taught you that language? Why not nominate them for the Patji-Dawes award? The purpose of the award is to honour outstanding achievements in language teaching other than English, by an accomplished practitioner in Australia.

Achieving proficiency in another language is one of the great learning experiences and our language teachers deserve our recognition.

Nominate today!

Deadline: 18 March 2019

Background and application form: www.dynamicsoflanguage.edu.au



ARC CENTRE OF EXCELLENCE FOR
THE DYNAMICS OF LANGUAGE



Early Learning Languages Australia (ELLA) schools trial

The Hon. Dan Tehan MP, Minister for Education announced last week that applications are open for the ELLA F-2 schools trial.

ELLA is an engaging, fun and easy-to-use app-based language program for preschool children, designed to encourage more students to study language in later school years. ELLA is funded by the Australian Government Department of Education and Training, and managed by Education Services Australia.

ELLA introduces children to learning a new language via interactive apps on tablet devices, and has been developed in consultation with experts in Languages, early childhood and technology. Effectively implemented in up to 2500 preschools across Australia over the last four years, feedback on the program has been overwhelmingly positive, with children regularly engaging with and using their new language, as well as improving their cognitive, social and digital skills.

The ELLA apps are available in Arabic, Chinese (Mandarin), French, German, Hindi, Indonesian, Italian, Japanese, Modern Greek, Spanish and Vietnamese. Korean and Turkish will be available from 2020.

How schools can apply to the F-2 trial

Visit www.ella.edu.au for more information and to apply for the F-2 trial.

If you have any queries about the ELLA program please contact the ELLA helpdesk on 1800 468 303 or at ella@esa.edu.au.

Early Learning Languages Australia (ELLA) program

ELLA helpdesk: 1800 468 303

Email: ella@esa.edu.au

Website: www.ella.edu.au



AFMLTA News - 22nd AFMLTA International Languages Conference

7-9 July 2019: Hobart, Tasmania

Venue: Wrest Point Conference Centre, Hobart, Tasmania

ONLINE REGISTRATIONS

NOW OPEN - *Early bird rates available until 1 April 2019*

ONLINE CALL FOR PAPERS

NOW OPEN - *Extended until 4 February 2019*

2019 Conference Theme: Languages - Breaking through walls

Keynote speakers:

- Professor Andy Kirkpatrick (Warwick University, UK)
- Professor Joseph Lo Bianco (The University of Melbourne)
- Professor John Hajek (The University of Melbourne)

The Horwood Address will be presented by Dr Jane Simpson (Australian National University) at the Conference Dinner on Sunday 7 July. This will be an opportunity to recognise and celebrate the International Year of Indigenous Languages.

[Click here](#) for more details



**22nd AFMLTA
INTERNATIONAL
LANGUAGES
CONFERENCE**
Hobart, Tasmania



REGISTER ONLINE NOW!

Early Bird: until 1 April 2019

afmlta.asn.au

AFMLTA News - The National Voice for Teachers of Languages

AFMLTA: The National Voice for Teachers of Languages

The Australian Federation of Modern Language Teachers Associations (AFMLTA Inc.) is the national professional body representing teachers of all languages in Australia.

We provide vision, leadership, representation, advocacy, professional learning and support for quality teaching and learning of languages.
Ensure you are a member of the MLTA in your state or territory to enjoy the benefits of membership.



AFMLTA News - BABEL Going Digital

A new issue of Babel was recently mailed to all 2018 MLTA members. This was the first issue to also provide access to an online version. Based on feedback from our recent member survey we will continue to provide members with both print and online versions of Babel. Enjoy!



AFMLTA News - Advocacy

Advocating for quality teaching and learning of Languages - an AFMLTA priority.

If advocacy is focusing on ways to improve learner retention, it needs to focus on the here-and-now in learners' lives.

To advocate with students we need to provide a language learning experience that engages, and that learners see as connected to their everyday selves, not just a benefit to their 'future selves'.

The AFMLTA's Advocacy Special Interest Group (SIG) has been actively engaging with teachers around advocacy to find out more about what is happening, what is needed and how it can be supported by the AFMLTA.

Read more of the findings in the report prepared by Nathan Harvey, AFMLTA Vice President, on the [AFMLTA website](#).

Advocating for Languages with Federal Government

AFMLTA recently wrote to the opposition Minister for Education, Tanya Plibersek. Read the letter [here](#).

Advocating for Languages in the NSW curriculum review

AFMLTA has contributed a submission to the [NSW Curriculum Review](#) as well as supported MLTANSW in their submission. The focus of our contributions was on the importance of quality provision of Languages for all students. A copy of the submission will be available soon on the [AFMLTA website](#).

Advocating for Languages on Facebook and Twitter

Follow AFMLTA on Facebook and Twitter to see other ways AFMLTA is advocating for quality teaching and learning of Languages.

COMMUNICATION

Website: afmlta.asn.au

Facebook: facebook.com/afmlta

Twitter: [@afmlta](https://twitter.com/afmlta)

For further information, contact:

Amanda Pentti: president@afmlta.asn.au

Language education key to Australian school rankings economy - experts

An international education expert says the Gonski report on Australian schools should have recommended learning a language.

Source: SBS Radio, 5 June 2018 12:53 PM
Updated 11 October 2018 10.39 AM
Author: Evan Young



Photo Above: Aaron Burden (Unsplash)

Permission to republish obtained from SBS

Article Link:

<https://www.sbs.com.au/radio/article/2018/06/05/language-education-key-australian-school-rankings-economy-experts>

The second major report into Australia's education system - headed by businessman David Gonski - detailed 23 recommendations for how to address the country's falling test results. But these didn't include learning a language.

World-renowned Finnish education authority Pasi Sahlberg, recently visiting Australia, suggested the one important recommendation overlooked was more emphasis on teaching students a language other than English.

Professor Sahlberg pointed to the OECD (Organisation for Economic Cooperation and Development) rankings, where Australia is at the bottom of 34 countries in high-school graduates leaving school with a second language.

Opening up opportunities

The executive director of the Asia Education Foundation, Hamish Curry, says there are a number of potential non-literary benefits to learning additional languages.

"There are also all sorts of different benefits to being able to engage with language that also go right to the heart of, I think, the much bigger issue here, which is around our engagement with different cultures and different perspectives in the world," Mr Curry said.

"It helps us develop better empathy, allows us to resolve challenges where there might be misunderstandings, in terms of translations. It actually helps us open up to opportunities in the world that, I think, we probably at first didn't think were possible."

Mr Curry agrees with Prof. Sahlberg that the Gonski report was a missed opportunity when it comes to second languages.

"He said there was a complete missed opportunity in the Gonski report around re-emphasising the importance of studying a second language, and I think that's because Australia really is behind, in terms of where the rest of the world places an emphasis," Mr Curry said.

"I think, in primary schools, it's certainly something that has improved, I would say."

"The challenge is that, when we get into the business end of secondary school, studying a language feels a little bit like an indulgence. It also doesn't create the kind of incentives for them to see a bigger purpose for why a second language is so important."

Multilingual shifts

Data from the 2016 census shows the number of people who speak only English at home has risen by more than half a million, compared with the 2011 data.

A report by the Foundation for Young Australians from the same year found there had been a 181 per cent increase in demand for bilingual skills across over 4 million job advertisements.

The foundation's Annette Cairnduff says being multilingual gives people an edge in getting jobs.

"Our research has shown that employers are willing to pay more money for young people, or employees, who have bilingual skills. We're working much more globally."

"We either actually travel more or live more overseas," Ms Cairnduff said.

"So those skills are really needed and required by organisations and businesses as they engage globally with the economy."

Barriers to learning

There are a number of arguments against teaching children additional languages. One of the most common is that it takes time away from a child learning numeracy and English literacy skills, two areas the Gonski 2.0 report identified as needing improvement.

Another argument is that children do not need to use another language until later in life, or at all.

Currently, students in New South Wales are required to undertake 100 hours of foreign-language study in the early years of high school. In Victoria, languages are taught from kindergarten to Year 6.

A senior lecturer in applied linguistics and education at Sydney's Macquarie University, Alice Chik, says, while children would not see the benefits of learning another language immediately, they would reap the rewards.

"Language learning is a long-term project. You don't acquire a language within less than 100 hours, the NSW requirement for Year 7 and Year 8. But how much language can you learn in 100 hours? So we should start young, from primary."

A national issue

The Coalition Government has long advocated for migrants to learn, or better, their English skills.

This year's federal Budget requires newly arrived migrants to wait longer to receive help in finding jobs if they are receiving welfare payments and if they have lower-standard English skills.

The Government says the additional waiting period will help migrants sharpen their English.

Ms Chik says Australian-born people should also be asked to pick up additional languages.

"The Australian Government stresses that our economy benefits a lot from a multicultural, multilingual workforce, and that is quite true. But at the moment, we're constantly relying on new immigrants, for example, to put in this strong input for that multicultural and multilingual workforce."

The Gonski 2.0 report received nearly 300 submissions from people across the education sector, eventually making 23 recommendations.

It says Australia should move towards an individualised approach to education and modernise the system for a rapidly changing, globalised world.

SBS National Languages Competition - the winners were recently announced, the full details can be found on the SBS website - <https://www.sbs.com.au/news/language-lovers-of-all-ages-honoured-in-national-competition>.

MTAV Feature Article - A Snapshot of the Macedonian Teachers' Association of Victoria, Inc. (MTAV) in 2018

In 2018, MTAV, supported by Victorian Government funding, was pleased to offer a professional learning workshop for its members.

15 Macedonian teachers were thankful to have attended a full-day professional learning workshop held on Sunday 5 November focusing on the Victorian Curriculum. Teachers were supported to develop program summaries reflecting the learning needs of students and the different range of language abilities in the classroom.

Angela Natoli, Assistant Principal, Victorian School of Languages did an exceptional job presenting on important subject areas, including: the new Study Design; writing of semester plans (especially for Macedonian teachers who are working outside of mainstream schools); development of lesson plans as well as technique for the effective moderation of Year 11 - 12 students of Macedonian.

Given that a large number of MTAV members are VSL teachers and work on Saturdays, this workshop not only transferred information enabling them to keep up-to-date with changes in the curriculum but also provided a significant networking and collegial sharing opportunity. During the course of the day, there was a time allocation dedicated to questions as well as suggestions, encouraging a two-way dialogue, on how to improve the skills and effectiveness of Macedonian teachers, enhancing the outcomes for students, in the classroom.

MTAV also continued to advocate and promote the teaching and learning of the Macedonian language throughout Victoria.

MTAV held its annual Year 12 student graduation ceremony, on 2 December at the Neret Reception Centre in Thomastown. This year marked the 27th graduation ceremony acknowledging the achievements of students completing their Macedonian VCE studies. The event was attended by VIPs including Frank Merlino, Principal, Victorian School of Languages (VSL); Goce Pejovski, Consul-General, Republic of Macedonia; VSL Area Managers; teachers of Macedonian as well as families of the graduates.

In the speech given by the President of MTAV, Louise Televska, she said:

Tonight, we the teachers of many generations, continue the tradition of celebrating the hard work, efforts and devotion of the class of 2018 in their successful study of the Macedonian Language, culture, traditions and beliefs.

All graduates, past and present, are a testament to the joint effort and devotion of students, teachers and parents. I have strong faith in the Macedonian community of Victoria, the parents and their youth that the passion to learn the Macedonian language will continue into the future as will the existence of the Macedonian program at a number of Victorian School of Languages centres and regular school programs.



Photo above: Louise Televska, President, MTAV delivering her speech at the student graduation ceremony

MTAV is very grateful to SBS Radio for supporting and attending the graduation ceremony, dedicating ten minutes of their program to the event.



Photo above: VIP Guests and Macedonian Teachers at the student graduation award ceremony

CLTAV Feature Article - Chinese Language Teachers' Association of Victoria 2018 Conference

Over two days, the 7th and 8th of September, the CLTAV held a conference to celebrate the past, present and future of Chinese language education in Victoria. 2018 marks the 60th Anniversary of Chinese being taught in Victorian Schools, as well as the introduction of revised Study Designs for Chinese. Fittingly, the conference was held at Camberwell Grammar, the first Victorian school to teach Chinese.

The introduction of Chinese came at a time before the end of the White Australia Policy, which demonstrated real foresight and courage. Glynn France, a teacher at Camberwell Grammar, had spent some time in Asia after World War II. He realised that our future lay in closer ties with Asia, and that language ability would enable our young people to take advantage of that future.

The conference opened with some impressive musical performances from students of Xi'an Tiejizhong School and Camberwell Grammar School. Several distinguished guests gave welcoming speeches, including the current Headmaster of Camberwell Grammar, Dr David Hicks, the first President of the CLTAV, Stephen Lee and current President, Jixing Xu and other accomplished alumni of early Chinese programs. These speeches commemorated the past of Chinese language teaching and learning in Victoria while looking to its future.

It is a testament to the importance of the conference that Josh Frydenberg, Treasurer of Australia, was present to give some congratulatory remarks, given that he had only been in that key role for a fortnight. He talked about the strong and growing cultural and financial ties that Australia and China share, and the importance of language learning to that relationship.

After the celebration of our past, we heard keynote speeches focusing on the present and potential future of Chinese from Dr Jane Orton, and Dr John Tuckfield. It's always important to take time every so often to step back from teaching to reflect on the bigger picture and potential directions for further improvement. Dr Orton and Dr Tuckfield helped us to do just that, as did a speech by our distinguished international guest Professor Furukawa Yutaka, from Osaka University, Japan.

We were also fortunate to hear from Maree Dellora and Dr Catherine Bryant from the VCAA, who gave us some insight into the new Study Designs and the Victorian Curriculum. Day one ended with a short introduction to Teaching with Comprehensible Input by Alexander McLeod. The conference dinner that night had a wonderful sense of community and camaraderie.

The following day picked up where we left off, with practical workshops on the new Study Designs and the Victorian Curriculum. The CLTAV wishes to acknowledge the hard work and dedication of every teacher of Chinese over the last 60 years. 60 years represents one full cycle of the Chinese zodiac, and is a most significant milestone in Chinese culture. Here's to the next 60 years and beyond!



**Chinese Language
Teachers' Association of Victoria**
维州中文教师协会

Languages on the International Scene

The Impact of Climate Change on Language Loss

Published: The Conversation online, November 26, 2018 5.37pm EST

Author: Anastasia Riehl, Director, Strathy Language Unit,
Queen's University, Ontario

Permission to republish obtained from The Conversation

Article Link:

<https://theconversation.com/the-impact-of-climate-change-on-language-loss-105475>

Images of extreme weather and alarming headlines about climate change have become common. Last month, dire predictions about our warming planet from the United Nation's [Intergovernmental Panel on Climate Change \(IPCC\)](#) were reported as distressing scenes from a devastating [tsunami in Sulawesi, Indonesia](#) were still in the news.

As residents of Sulawesi villages mourn their losses and rebuild their neighbourhoods, scientists and policy makers seek to better understand and prepare for the effects of climate change. Often overlooked are the effects on the world's languages.

Global loss of languages

While approximately 7,000 languages are spoken in the world today, [only about half are expected to survive](#) this century. A number of factors contribute to this loss: increasing globalization, which pushes countries and individuals to shift to national or international languages for economic reasons; lack of support for regional languages in educational systems and mass media; persecution of minority linguistic groups by governments and disruption of communities during war and emigration.

It is difficult to predict the future for any particular language. While some minority languages will thrive for generations to come, many of the world's languages are moving towards extinction within a generation.

One stressor that may be the tipping point for some communities is climate change. Many small linguistic communities are located on islands and coastlines vulnerable to hurricanes and a rise in sea levels. Other communities are settled on lands where increases in temperature and fluctuations in precipitation can threaten traditional farming and fishing practices.

These changes will force communities to relocate, creating climate change refugees. The resultant dispersal of people will lead to the splintering of linguistic communities and increased contact with other languages. These changes will place additional pressures on languages that are already struggling to survive.



Photo above: Harbour Market in Manado, North Sulawesi

Sulawesi's languages are disappearing

I spent many months in Sulawesi in the early 2000s, recording languages of the northern and central regions. The island, shaped like a giant starfish with massive limbs unfurling in the Pacific Ocean, is home to dozens of distinct languages, many of these spoken by only a few thousand people in a handful of villages each.

Moving from one bay or valley to another often means entering a different linguistic community. The people living at the mouth of the long, narrow bay, where the tsunami's waves first began to gather force, speak a different language than the people living at the base of the bay, where those 20 foot waves stormed inland.

When people learned that I was in Sulawesi to study the languages, they would excitedly engage me in discussions of the languages of their region. This frequently happened when I was out for a walk in a village and had attracted a small group of residents curious about my presence. Inevitably someone would hold out their hands and use their fingers to list off the names of languages in the area. As I became better acquainted with an area's languages, I would join others and call out the names along with them, a sing-song game that ended in laughter.

These conversations never took place in one of the local languages, however, but rather in the country's national language, Indonesian. Despite the great pride in linguistic diversity that I witnessed, many of those eager to discuss the regional languages with me knew only a handful of words in their own community's traditional language. Sulawesi's languages, increasingly relegated to the oldest generations and most isolated communities, are disappearing.



Photo above: A flooded market in Sulawesi

Sulawesi's story, both of linguistic diversity and of language endangerment, is the story of Indonesia more broadly, a country of over 600 languages, many of which are vulnerable. Indonesia's story is, in turn, a global story.

Loss of language, loss of data, identity

When a language is lost, the result can be a loss of identity, one that may impact the health and vitality of a community for generations to come. The importance of the connection between language and identity can be seen here in Canada.

Indigenous communities are struggling to overcome decades of persecution and discrimination, the traumatic legacies of [residential schooling](#) and, increasingly, environmental challenges. Alongside efforts to secure equal access to education, health care and infrastructure, communities are making substantial investments in the [revitalization of their languages](#), viewed as a critical part of healing the past and securing the future.

The loss of a language is also a loss of data needed to better understand human cognition, as happens when a language disappears before its structures and patterns have been documented. It is a loss of knowledge about the world as well, as when descriptive names for plants or practices – still unknown outside a local area – are forgotten.

Some of climate change's effects are easy to see and to fear: homes destroyed by a wildfire, people swept away in flooded streets, crops withering in a drought. Other effects, like language loss, are less tangible and more complicated but also devastating.

As I read the harrowing forecasts of the consequences of rising temperatures, and as I fear for the fate of friends in villages overtaken by the tsunami's mudflows, I also worry about the future of Sulawesi's languages – and of the world's languages more generally.

The IPCC report warns us that if the world does not come together to prevent a projected global temperature increase of 1.5 degrees, the future will be one of loss: loss of land, of food and water supplies, of lives and livelihoods.

It will also be a loss of languages, of the knowledge and cultures they embody, and of the diversity and richness of human experience that they represent.

2019 International Year of Indigenous Languages

About IY 2019

IYIL2019 will promote indigenous languages in these **five key areas**

Languages play an important role in the daily lives of all people.

1. Increasing understanding, reconciliation and international cooperation.
2. Creation of favourable conditions for knowledge-sharing and dissemination of good practices with regards to indigenous languages.
3. Integration of indigenous languages into standard setting.
4. Empowerment through capacity building.
5. Growth and development through elaboration of new knowledge.

It is through language that we communicate with the world, define our identity, express our history and culture, learn, defend our human rights and participate in all aspects of society, to name but a few. Through language, people preserve their community's history, customs and traditions, memory, unique modes of thinking, meaning and expression. They also use it to construct their future. Language is pivotal in the areas of human rights protection, good governance, peace building, reconciliation, and sustainable development.

Main Objectives

Focus global attention on

- the critical risks confronting indigenous languages
- their significance for sustainable development, reconciliation, good governance and peacebuilding

Target steps that will

- improve quality of life
- enhance international cooperation
- strengthen intercultural dialogue
- reaffirm cultural and linguistic continuity

Increase the capacity

of all stakeholders to take measures that will support, access and promote indigenous languages in accordance with the legitimate rights of the people who speak them

Why Indigenous Languages?



knowledge

Unique systems of knowledge and understanding of the world.



peace

Sustainable development, investment, peace building and reconciliation



rights

Fundamental human rights and freedoms for indigenous peoples



inclusion

Social inclusiveness, literacy, poverty reduction and international cooperation



diversity

Cultural values, diversity and heritage

[CLICK HERE](#) to go to the official 2019 International Year of Indigenous Languages website.



2019 | INTERNATIONAL YEAR OF
Indigenous Languages

7
thousand
Languages spoken worldwide

370
million
Indigenous people in the world

90
countries
With indigenous communities

5
thousand
Different indigenous cultures

2680
In danger

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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