



NEWSLETTER

COMMUNITY LANGUAGE SCHOOLS – WHERE LANGUAGE AND CULTURE COME TOGETHER!

THE ACTIVITY HAS COMMENCED PROFESSIONAL DEVELOPMENT

Training courses are well underway. We have also had a range of Professional development sessions which have been well attended.

The work now continues.

We are in the process of organizing the following PD sessions for teachers and instructors.

The list compiled below is based on the requests from members who attended meetings recently. These will be offered in the May – August time frame. We will also be offering these sessions in different areas based on demand

- LMERC in Carlton
- University of Melbourne – Hawthorn Campus
- South Eastern Region (Springvale, Dandenong, Clayton and surrounds)

PROPOSED TOPICS FOR PD

- VELS and associated topics
- Interesting classroom projects and activities for different levels
- Communicative approach – How to get students motivated?
- Administration – Being an effective school
- How do I promote language and cultural maintenance in my community?
- Curriculum development – The steps involved
- Quality Assurance - What does it mean?
- Quality assurance framework
- Assessment and Reporting - Assessing what and how and reporting to who
- Classroom management

- Emerging communities- Assistance with curriculum, conducting an effective classroom, managing a classroom
- Activities that can keep languages students focused
- Specific work in Early Years - Specific work in Middle Years
- VCE – Assisting students in their tasks
- Resources – Where to look for them?
- Materials Development ideas for the classroom
- Technology in the classroom
- Using technology as a teaching-learning language tool
- Emerging communities – Curriculum, classroom management, adapting materials
- Language learning –Its benefits – The arguments

Make use of this opportunity!!!



BE PART OF ESAV ACTIVITY COME TO A SUB COMMITTEE MEETING!

Recently we asked schools to nominate people to a range of committees. This will give you more input into YOUR organization. Meetings of all sub committee members will be held on:

**WEDNESDAY MAY 3, 2006 at 6.00PM at
LMERC 150 Palmerston Street Carlton**

Please confirm your school's participation by emailing

Abubaker.fahry.f@edumail.vic.gov.au or
Fax 9349 1295 Telephone 93492400

**YOU CAN JOIN ANY OF THE
COMMITTEES LISTED BELOW**

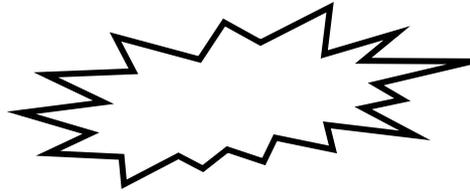
Light supper will be provided

COMMITTEES:

- **Quality Assurance Framework Working Party**
We are seeking approx. 10 people with methodology and pedagogy background to work with Erebus Consulting to workshop the new QA Framework.
- **Dinner Dance Committee**
Committee will prepare proposal for an Annual Community Languages School Dinner Dance.
- **Conference Sub committee**
To plan the 2006 State Community Languages School Conference on July 1
And prepare proposals for Victorian participation in the National conference Brisbane 7 October 2006.
- **Community Languages Schools Day**
To discuss and plan Community languages school Day in 2006.
- **Community languages Schools Students Awards**
To discuss proposals for an Annual Community languages Schools students achievements Award –
Develop the concept and format.
- **Funding**
To discuss funding needs and prepare a submission for increased funding for community languages schools.
- **Save VCE LOTE**
The committee will examine ways of having the arbitrary number of 15 students nationally removed to stop a further deterioration of Languages at VCE.

FUNDING

The ESAV will be working with a number of our elected members to raise the awareness of community languages school activity. We have had discussions with the Minister for Education and Training's office and are seeking an increase in the per capita funding from 2007. We have also proposed a number of options to deal with the ever escalating problem of rental payments. You are asked to send a representative to the meeting of the ESAV sub committee. This matter should only be discussed but an action plan needs to be developed. Come on May 3, 2006 to LMERC at 6.00pm to discuss



ESAV WEBSITE

On Wednesday May 8, 2006 we will be launching our ESAV website. The address will be www.esav.org.au

Information about your school, your activities are most welcome. Please send articles or general information about your school. Photos of your school's activity would also be good.

It needs to be a live site – Your contributions will not only make it live but also exciting and relevant.

COMMUNITY LANGUAGES AUSTRALIA WEBSITE



Community Languages Australia already has a website www.communitylanguagesaustralia.org.au where you can find out what others are

doing around the country.

STATE CONFERENCE SAT JULY 1, 2006 10.00AM – 4.00PM

This year's State Conference will be held at Victoria University - Elizabeth St Melbourne (**Opposite Flinders Street Station**).

The focus of this year's Conference is on practical activities.

The Conference will provide a range of exciting workshops.

Cost will be \$35 including formal lunch. Registration for the Conference will commence in May.

Please put the date into your diary!!

STATE ESAV CONFERENCE

2006

COMMUNITY LANGUAGES SCHOOLS EXCITING PLACES FOR LANGUAGES LEARNING AND CULTURAL MAINTENANCE

RAISING CHILDREN BILINGUALLY

A great seminar for parents, grandparents, teacher, and instructors – anyone interested in languages education. The Next seminar will be held on Sunday May 7, 2006 at **Polish Sport and Recreation Community Complex** – 19 Carrington Drive, Sunshine, 3020 – at 1.00pm – Melways 26 C8

Sessions are:

- ❖ Issue in raising children bilingually
- ❖ Recognizing the child's own needs in the language
- ❖ Practical suggestions for helping your child learn your language
- ❖ Maximizing the advantages from school programs, grandparents, overseas visits and the community
- ❖ Using technology for language maintenance, learning and teaching.



REGISTER NOW!!

NATIONAL ACTIVITY

COMMUNITY LANGUAGES AUSTRALIA – AFESA COUNCIL QUARTERLY MEETING IN SYDNEY

Community Languages Australia – AFESA Council met in Sydney on Sunday April 9, 2006 for its quarterly Council meeting. AFESA Members discussed a range of issues which included:

- DEST Project and Future Funding and Amendments to DEST Contracts
- National Conference October 7, 2006
- Funding Sources
- Round Table Forums
- Organizational and Administrative Manual
- Quality Medicine Use Project
- Harmony and Understanding Series

Reports from each State and Territory as well as national activity were received. Increased activity nationally in areas of quality assurance frameworks, PD and

governance issues were some of the highlights. Representation, awareness raising activities were also high on the agenda.

Jen Davis from the National Prescription Service attended the meeting and provided an update on the joint project on Quality use of Medicine Project.

The next Council meeting will be held in Perth on July 8, 2006

NATIONAL COMMUNITY LANGUAGES SCHOOLS CONFERENCE

**Saturday October 7, 2006 at
CARLTON CREST HOTEL BRISBANE
10.00am - 4.00PM**

Conference ***Community Languages speak***

Registrations will be called for in June

Check for cheap airfares on

www.virginblue.com.au or

www.qantas.com.au

LMERC YOUR RESOURCE CENTRE

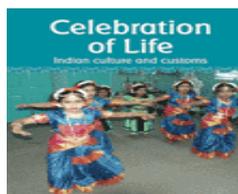


The LMERC Library collection contains a range of practical classroom and curriculum development resources relating to bilingualism, second language acquisition and language teaching

methodology available for loan to teachers of community languages.

New resources in the LMERC collection:

- Harmony and Understanding Series
- New publications on Australian diversity
- Resource list on Intercultural language learning



On-line library catalogue

www.sofweb.vic.edu.au/lem/lmerc/lib_online_Cat.htm

International Education Stresses Cultural Diversity

By Matt Simmons



A variety of institutions are described as international schools. Traditionally, foreign communities in other countries tried to recreate systems familiar in style and pedagogy to those at home.

Where enough families of one particular nationality existed, schools based on the home nation's systems evolved. Other schools became an amalgamation of children from many different nationalities living in the same overseas area and adopted a personalized curriculum.

The modern version of these schools varies to an enormous degree, so how do we define the true meaning of an international education? Neil Richards, headmaster of Yokohama International School, pointed out in 2001 that the terms "international school" and "international education" are often used together when they are in fact, quite distinct.

In my own mind, it is important to recognize that international education must be actively pursued. It does not emerge simply through the existence of an international body of students, although this does create a rich environment in which to begin.

Schools must actively promote relevant attitudes if they are to succeed in becoming truly international. The curriculum itself should include and exploit recognition of cultural diversity and seek opportunities within the host nation and immediate region.

The importance of second and third languages should be embraced and a culture of tolerance and understanding encouraged. The international student should emerge from this education as a person of depth and understanding.

Mary Hayden and Jeff Thompson, professors of University of Bath, quoted an undergraduate who had attended an international school in 1998. "I was exposed to many cultures and I began to appreciate them, especially as some of my closest friends were not of the same culture as me. I still have my own set of values but I don't expect everyone to be like me, or to believe in everything I believe in." In 2000, Thompson highlighted the core features of an international education as exposure to others of different cultures within the school; teachers as exemplars of international mindedness; exposure to others of different cultures outside the school; a balanced formal curriculum; and a management regime that is value consistent with an institutional international philosophy.

To define an international education through curriculum alone is simplistic but it is essential that schools explore meaningful opportunities for internationalism within the curriculum and seek to avoid one-dimensional approaches. Prior to my arrival in Seoul, I taught in the Middle East, at one point delivering a history unit on the abdication of Edward VIII to a class composed of many different nationalities. It could be argued that the subject material in this context was not particularly relevant. However, I believe the primary objective of such a lesson lies not in the content or the knowledge of this historical incident but in the nature of the learning and the strategies employed by the teacher. The opportunities for cultural comparison and national values that arise through such a vehicle are enlightening and fascinating. Issues such as divorce, arranged marriages and monarchical responsibilities allow children to stir their own beliefs and experiences into the international cauldron.

The mix of Asian, African, American and European contributions result in a more significant understanding of the beliefs and attitudes of other cultures. It is an example of curriculum serving a higher purpose – achieving learning outcomes beyond the simple acquisition of knowledge.

The well-established International Baccalaureate Primary, Middle and Diploma Programmes espouse to this philosophy but should not claim exclusive ownership of so called "international education." Peter Kenny, Principal of Renaissance College, Hong Kong and former Head of Projects for the International Baccalaureate Organisation, describes International Education as a quality that cannot be bought and as an attitude and state of mind.

Sometimes called the hidden curriculum, it is this quality in collaboration with a formal curriculum that acknowledges internationalism and distinguishes an international education from an international school. I believe this quality can be found in any institution, national as well as international, as long as the management of the school effectively commit to this philosophy.

George Walker, director general of the International Baccalaureate Organization (IBO), stated in 2000 that "International education celebrates diversity and ensures that every act, every symbol, every exchange involving teachers, administrators, students and parents reinforces the belief that in the end, human diversity is an enrichment and a source of strength." To neglect this ideal as an integral part of international education is to ignore the most valuable and yet most accessible resource within our institutions – the students themselves.

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