



April 2012

ETHNIC SCHOOLS ASSOCIATION OF VICTORIA

NEWSLETTER

Community Languages Schools
Where Language and Culture Come Together

2012 PUBLIC MEETING

A wonderful expression of commitment



Over 120 members from over 30 communities registered at the meeting. This is one of the biggest meetings we had and was a wonderful expression of commitment by member schools.

The purpose of the meeting was to discuss plans for 2012 and also endorse two resolutions:

1. That members agree to increase the per capita levy to ESAV-CLA from \$4 to \$6 to cover insurance, administration and running costs
2. That members agree to change the name from Ethnic Schools Association of Victoria (ESAV) to Community Language Schools Association of Victoria (CLSAV)

Both resolutions received resounding support and were endorsed unanimously.

The Department of Education and Early Childhood Development (DEECD) will write to all schools explaining the payment of the increased levy.

Members received a report on the work undertaken over the past 12 months which included training, professional development, first aid training, conferences, lobbying for support and funding and initiating debate on a National Languages Policy.

A report was presented on funding provided by DEECD to develop a rental framework agreement. A detailed report of activity to date was presented, which included discussions with key stakeholders Primary and Secondary Principals' Associations, VICSSO -School Councils, Catholic Education, Independent Schools, Parents Victoria and the recent opportunity to present to Principals at the VSSPA Forum.

The AFESA Auditors Report by Walker and Wayward Auditors and signed off by Barbie Chiro Chartered Accountant was also present. ESAV funds received from Government Grants are managed by the Australian Federation of Ethnic Schools Association (AFESA) treasurer. This is another way of rationalising national resources and being cost efficient.

The General Meeting was very positive and was a real team building exercise.

Ethnic Schools Association
of Victoria Inc.

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MEDIA RELEASE

Community Languages Australia Council votes to reignite National Languages Policy discussions

Community Languages Australia (CLA) will commence discussions with key stakeholders to reignite the debate for the introduction of a National Languages Policy. Australia last had a National Languages Policy endorsed by the Commonwealth Government in 1987.

The National Languages Policy at the time served the nation well from the perspective of politics, social cohesion, social psychology and sociolinguistics.

Community Languages Australia / AFESA Council held its quarterly meeting Melbourne on Saturday February 25, 2012 and discussed ways of moving the agenda forward.

CLA Executive Director Stefan Romaniw presented an action paper outlining the benefits a National Languages Policy in the past and the need for such a policy at this time.

Whilst work being undertaken with the introduction of a National Curriculum, a solid foundation and national coordinated policy support for languages education and multicultural education would entrench these important areas in the education menu in Australia. It would provide national consistency in policy terms.

CLA acknowledges that on jurisdictional levels there are statements and policies outlining vision, direction and commitment. Nationally over the past years there has been **a National Statement on Languages Education**.

The 'void' in terms of a National Policy tends to work in favour of those who want to divide different language interests, whereas a national and coordinated approach would be comprehensive and supportive, of all language communities.

The void in policy has represented a problem for the Australian curriculum. There is a need for guiding principles and policy, that would encapsulate on a national level the efforts of the Commonwealth, Jurisdictions, Communities and NGO's working in the languages education and multicultural education areas.

"An initial discussion about the overall benefits of a National Languages Policy needs to be reignited," CLA Executive Director Stefan Romaniw said after meeting.

"The NLP of 1987 could serve a sound starting point on which we could build and reshape accordingly to meet the needs and challenges of 2012 and beyond." Mr Romaniw said

INTERCULTURAL UNDERSTANDING WITH UKRAINE Victoria's DEECD connects with Ukraine *Let's build the education bridges*



Victorian Department of Education and Early Childhood Development's Multicultural Education Senior Project Officer Gary Shaw recently presented at a conference in Ukraine on intercultural understanding and global citizenship.

His brief report was recently published in the DEECD publication Inspire titled Intercultural understanding with Ukraine. (attached)

The Australian Federation of Ukraine Organisations (AFUO) and the Ukrainian Education Council of Australia (UECA) and Ukrainian community languages schools in Victoria have been working with Mr Shaw. The Karpaty Foundation also assisted with funding.

The project continues and there is ongoing contact with Mr Shaw.

Intercultural Understanding with Ukraine Continues..

"We are hoping that we can build bridges between our Ukrainian community languages schools in Victoria and in Australia and schools in Ukraine. This would be of great benefit to all concerned. We wish Gary every success in achieving our common goal" AFUO Chairman Stefan Romaniw said today.

We see this is as a great opportunity to take our Victorian knowledge in the areas of multicultural education, citizenship and social cohesion and spread the word internationally" Mr Romaniw said

"In giving evidence at last week's Department of Foreign Affairs and Trade Committee hearing in Canberra on Australian diplomatic representation we raised the issues of education and the opportunity of building relations.

This being another reason for the Australian Government to seriously consider opening of an Australian Embassy in Kyiv, Mr Romaniw said.

"There is real potential for Victoria's Education Department to sell its programs and share its intellectual property with many parts of Ukraine.

This is an asset we have and we can capitalise .By doing so we can contribute to building stronger societies internationally but also see the economic benefits for Victoria, for Australia," Mr Romaniw said

COMMUNITY LANGUAGES SCHOOLS A POSSIBLE MODEL FOR A DIVERSE SOCIETY IN JAPAN

The community languages school model in Australia may form part of new research in developing new strategies in education for promoting diversity in Japan

Kazuhiro Sugimoto, Associate Professor from the Center for the Advancement of Higher Education (CAHE) at Tohoku University, Japan met with Community Languages Australia (CLA) Executive Director Stefan Romaniw on Monday March 5, 2012 in Melbourne to discuss the how multicultural and education policies play a key role in the mobility and settlement of people.

Assoc Prof Sugimoto was interested in hearing how multicultural and education policies work in Australia, the role of community languages schools, how communities work together and how Government supports this work

He is currently involved in a cooperative research project, 'Comparative Education Research on International Migration and Change Of Multicultural Society', funded by the Japanese Government The Project, is trying to clarify the impact of the mobility of people , examining multicultural situations, especially multicultural education, in Globalization.

Japan is in need of skilled migrants, which means there will be more communities forming in Japan. The project is seeking advice, leading practices on how to manage situations where new migrants settle in a country.

Mr Romaniw indicated that Australia has strong models of multicultural policies. The important thing to remember is that those who settle must accept the lingua franc of the land and commit to their new home. In turn Governments provide support for learning and maintaining language and culture, this assists with settlement, but also builds economic, social, education bridges between communities and countries.

Managing social mobility is important. Education, awareness raising and acceptance are other aspects that should be considered.

DEECD Senior Policy Officer Kypros Kyprianou and ESAV Executive Office Fahry Abubaker also participated in the meeting, sharing their experiences and highlighted the importance education plays.

Assoc. Prof Sugimoto saw diversity in action following the meeting when he attended the ESAV General Meeting where over 130 representatives from 30 communities came together and focussed on education issues of maintaining their language and culture.

It was a living experience to see in real life how education and multiculturalism form a powerful tool if managed correctly.



WHY BE MEDICINEWISE?

Why should I read medicine labels?

Be Medicinewise Week 2012: 26-31 March 2012

Millions of Australians use medicines every day - so odds are that includes you. Too often though, we take medicines for granted.

Being medicinewise is about understanding how to get the most benefit from your medicines. Know what you're taking and why and how it could affect you. A medicine may not even be the best option in the first place.

During Be Medicinewise Week find out from your doctor, pharmacist or our online resources what you need to be medicinewise. When you think you're up to speed, test your knowledge in the Be Medicinewise Challenge for your chance to win an iPad2!

Now is also a good time to think about how to be medicinewise during cold and flu season. Most of us will catch a cold or the flu at some point during winter but antibiotics won't help! Find out why antibiotics won't help your cold or flu, and what will help you recover.

With a number of new medicine brands coming onto the market it's also a good time to start thinking about your medicine brand choices. Learn more about what brand choices mean for you.

<http://www.nps.org.au/bemedicinewise>



Free resources for language teachers and students

Site Map | Technical info

<p>✧ Make your own interactive tasks...</p> <p>New Windows 7 versions!</p> <ul style="list-style-type: none">✧ Memory Game Maker 3.2 Win 7✧ Tetris Game Maker 1.6 Win 7✧ Matching Game Maker 1.4 Win 7✧ Sentence Game Maker 1.5 Win 7✧ Comprehension Task Maker 1.0 <p>Download these free programs and create your own interactive games and activities. Follow the simple steps to add your own text, pictures or voice recordings. Suitable for all languages!</p>  <p>Make your own interactive Memory Games.</p> <p>VIDEO: What are Game Makers?</p>	<p>✧ Ready made activities...</p> <ul style="list-style-type: none">✧ Chinese✧ French✧ German✧ Indonesian✧ Italian✧ Macedonian✧ Spanish✧ Turkish NEW!✧ ESL for beginners✧ Song downloads <p>Teacher Notes Alignment with VELS</p> <p>Engaging interactive tasks and printable worksheets that introduce, reinforce and recycle vocabulary. Activities are self-paced and self-correcting and include recordings by native speakers.</p> 	<p>✧ Other useful resources...</p> <ul style="list-style-type: none">✧ Cartoon Story Maker 1.1  <p>An engaging and fun way for students to practise their language skills.</p> <ul style="list-style-type: none">✧ Portal Maker 1.1 <p>Organise your games, create learning sequences, link resources and more...</p> <ul style="list-style-type: none">✧ The LOTE Rubric Maker Win 7 <p>Create assessment sheets based on the Victorian Essential Learning Standards.</p> <ul style="list-style-type: none">✧ Cross curriculum toolkit <p>Resources to assist language teachers to integrate knowledge and skills from across the Victorian Essential Learning Standards.</p>
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<http://www.education.vic.gov.au/languagesonline/>

WHY BILINGUALS ARE SMARTER

By Yudhijit Bhattacharjee Published: March 17, 2012

SPEAKING two languages rather than just one has obvious practical benefits in an increasingly globalized world. But in recent years, scientists have begun to show that the advantages of bilingualism are even more fundamental than being able to converse with a wider range of people. Being bilingual, it turns out, makes you smarter. It can have a profound effect on your brain, improving cognitive skills not related to language and even shielding against dementia in old age.



This view of bilingualism is remarkably different from the understanding of bilingualism through much of the 20th century. Researchers, educators and policy makers long considered a second language to be an interference, cognitively speaking, that hindered a child's academic and intellectual development.

They were not wrong about the interference: there is ample evidence that in a bilingual's brain both language systems are active even when he is using only one language, thus creating situations in which one system obstructs the other. But this interference, researchers are finding out, isn't so much a handicap as a blessing in disguise. It forces the brain to resolve internal conflict, giving the mind a workout that strengthens its cognitive muscles.

Bilinguals, for instance, seem to be more adept than monolinguals at solving certain kinds of mental puzzles. In a 2004 study by the psychologists Ellen Bialystok and Michelle Martin-Rhee, bilingual and monolingual preschoolers were asked to sort blue circles and red squares presented on a computer screen into two digital bins — one marked with a blue square and the other marked with a red circle.

In the first task, the children had to sort the shapes by color, placing blue circles in the bin marked with the blue square and red squares in the bin marked with the red circle. Both groups did this with comparable ease. Next, the children were asked to sort by shape, which was more challenging because it required placing the images in a bin marked with a conflicting color. The bilinguals were quicker at performing this task.

The collective evidence from a number of such studies suggests that the bilingual experience improves the brain's so-called executive function — a command system that directs the attention processes that we use for planning, solving problems and performing various other mentally demanding tasks. These processes include ignoring distractions to stay focused, switching attention willfully from one thing to another and holding information in mind — like remembering a sequence of directions while driving.

Why does the tussle between two simultaneously active language systems improve these aspects of cognition? Until recently, researchers thought the bilingual advantage stemmed primarily from an ability for inhibition that was honed by the exercise of suppressing one language system: this suppression, it was thought, would help train the bilingual mind to ignore distractions in other contexts. But that explanation increasingly appears to be inadequate, since studies have shown that bilinguals perform better than monolinguals even at tasks that do not require inhibition, like threading a line through an ascending series of numbers scattered randomly on a page.

The key difference between bilinguals and monolinguals may be more basic: a heightened ability to monitor the environment. "Bilinguals have to switch languages quite often — you may talk to your father in one language and to your mother in another language," says Albert Costa, a researcher at the University of Pompeu Fabra in Spain. "It requires keeping track of changes around you in the same way that we monitor our surroundings when driving." In a study comparing German-Italian

Why Bilinguals Are Smarter Continues..

bilinguals with Italian monolinguals on monitoring tasks, Mr. Costa and his colleagues found that the bilingual subjects not only performed better, but they also did so with less activity in parts of the brain involved in monitoring, indicating that they were more efficient at it.

The bilingual experience appears to influence the brain from infancy to old age (and there is reason to believe that it may also apply to those who learn a second language later in life).

In a 2009 study led by Agnes Kovacs of the International School for Advanced Studies in Trieste, Italy, 7-month-old babies exposed to two languages from birth were compared with peers raised with one language. In an initial set of trials, the infants were presented with an audio cue and then shown a puppet on one side of a screen. Both infant groups learned to look at that side of the screen in anticipation of the puppet. But in a later set of trials, when the puppet began appearing on the opposite side of the screen, the babies exposed to a bilingual environment quickly learned to switch their anticipatory gaze in the new direction while the other babies did not.

Bilingualism's effects also extend into the twilight years. In a recent study of 44 elderly Spanish-English bilinguals, scientists led by the neuropsychologist Tamar Gollan of the University of California, San Diego, found that individuals with a higher degree of bilingualism — measured through a comparative evaluation of proficiency in each language — were more resistant than others to the onset of dementia and other symptoms of Alzheimer's disease: the higher the degree of bilingualism, the later the age of onset.

Nobody ever doubted the power of language. But who would have imagined that the words we hear and the sentences we speak might be leaving such a deep imprint?

http://www.nytimes.com/2012/03/18/opinion/sunday/the-benefits-of-bilingualism.html?_r=3

AMBOS HONOUR THREE HUME TEACHERS

Hume Leader – 17 June 2011



Mica paramedic Alan Penaluna with principal Riad Khodr and teacher Minwer Abbas. KYLIE ELSE

THREE teachers have been recognised for their efforts in saving a student's life, after he suffered a cardiac arrest on the school oval.

The Maarefa Arabic School teachers were presented with Ambulance Victoria bystander commendations last Friday. In April, the 14-year-old student was at the oval ready to play football when he collapsed.

Principal Riad Khodr said he was next to the student within a minute.

"We found his heart had stopped and he was not breathing so we called an ambulance and started CPR," he said.

"I felt happy to save his life and keep his brain functioning." He said it was their duty to help.

"Of course it's very important for everybody, especially people working with children."

Minwer Abbas and Henaidy Elhelou were also presented with commendations, while Jihad Ellaz helped with CPR as well.

Mica paramedic Rupert Freeman, who was one of the first to arrive, said early CPR made all the difference: "The fact they did that saved the young man's life," he said.

Mr Freeman encouraged everyone to learn CPR. The student is recovering in hospital.

DEPARTMENT OF EDUCATION & EARLY CHILDHOOD DEVELOPMENT (DEECD)

2012 Per-capita Grant Payment Schedule

The 2012 per capita grant to eligible CLS will be paid in two instalments based on \$184 per eligible student submitted for funding. (Six dollars per student have already been forwarded to ESAV for Insurance and administrative expenses)

- Payment one by 20 June 2012
- Payment two (final one) by 30 September 2012

2012 Per-capita Grant Submission – Important reminders

- Closing date is 28 April, 2012.
- Use the check list provided to you to ensure that all necessary documents are submitted.
- Do not forget to include Accountability Financial Statement for last year's grant properly signed and or/ audited.
- Do not submit any student forms for students attending Kindergartens or Tertiary Institutions.
- Double check student enrolment forms if they are signed by the parents, the principal of the student's home school and if the home school's stamp is shown.
- Make copies of all documents and keep for your records.
- Provide account details if bank accounts have changed since you received last grant

Opening a New Campus & Relocation Policy

If you are planning to open a new campus or moving to a new location please seek advice first on the required process to get new campus accredited for funding purposes. Please note that students attending new campuses will not be funded unless prior accreditation is sought and received for these campuses.

*For further information regarding the above matters, please contact **Kypros Kyprianou** on 03 9349 2861 or by e-mail to: Kyprianou.kypros.k@edumail.vic.gov.au.*

Other Important information:

1. Evacuation Plane: Schools should have in place an evacuation plan in case of a disaster eg. Fire, earthquake.. etc and to contact fire drills 1-2 a year. Schools should request a copy of evacuation plan from the host school and amend it accordingly.
2. Accidents:
 - a. Important to record every single accident
 - b. Make sure there is at least one teacher with First aid at each campus
 - c. Contact insurance company for claims, etc
3. Ambulance Insurance: Make parents aware that Public Liability Insurance DOES NOT cover Ambulance cost.
4. Canteens: To make every effort to sell only healthy products.
With regards to products available to students in government school canteens, the DEECD's nutrition policy encourages the sale of nutritious foods. For further information please refer to the follow link:
<http://www.education.vic.gov.au/management/schooloperations/healthycanteen/policy/resources.htm>

ESAV MEMBERSHIP RENEWAL

All member schools are requested to complete and return the 2012 membership renewal form and also to make sure that they are financially members.

You contribution is important

All cheques (\$30) should be made out to ESAV membership

ESAV ACTIVITIES: SEMESTER 1 - 2012

2012 VICTORIAN COMMUNITY LANGUAGES CONFERENCE

Conference will be held at RMIT - Storey Hall Swanston Street, Melbourne on Saturday July 7, 2012

Theme: *National Languages Policy - Will strengthen languages education in Australia*

- ✓ Keynote address
- ✓ Workshops
- ✓ Lunch

10th NATIONAL COMMUNITY LANGUAGES SCHOOLS CONFERENCE

ADELAIDE, SATURDAY JULY 14, 2012

LOTE METHODOLOGY TRAINING COURSES

Course ID	Course Title	Start Date	End Date
CRS10160	Monash Uni - Introducing CLIL in the Pre-school and Early Years k-4	28-Mar-12	4/06/2012
CRS10159	Monash Uni Advanced Methodology Introducing CLIL in the Middle Years 4-10	26-Mar-12	28/05/2012
CRS10155	RMIT Uni Phase I Chinese	28-Mar-12	30/05/2012
CRS10154	RMIT Uni Phase II Chinese	30-Mar-12	1/06/2012
CRS10156	RMIT Uni Phase II Mixed Level	28-Mar-12	30/05/2012
CRS10157	VUT Uni Phase I Vietnamese	27-Mar-12	10/05/2012
CRS10158	VUT Uni Phase II Vietnamese	15-May-12	14/06/2012

PROFESSIONAL DEVELOPMENT

No	PD Title	Presenter	Date	Day
1	Electronic Games in LOTE	Karakehadias Pajchalis	28/03/2012	Wednesday
2	Detailed Study Planning	Adrienne Horrigan	4/04/2012	Wednesday
3	Dealing with challenging behaviours	Elizabeth Karakehagias	12/04/2012	Thursday
4	Picture story books in the language classroom	Dr Andrea Truckenbrodt	16/04/2012	Monday
5	The VCE for teachers new to Language	Maria Dikaiou	18/04/2012	Wednesday
6	Emotional Intelligence & Leadership Training Program for Teachers	Dr Helen Kalaboukas	3/05/2012	Thursday
7	Engaging LOTE learners in the middle years	Elizabeth Karakehagias	8/05/2012	Tuesday
8	Resources and strategies to learn a language and develop student understanding of discrimination and bullying	Dr Teresa De Fazio	17/05/2012	Thursday
9	Emotional Intelligence & Leadership Training Program for Teachers	Dr Helen Kalaboukas	24/05/2012	Thursday

FIRST AID COUSE & ANAPHYLAXIS

Activity ID	Activity Title	Activity Date	Venue
ACT10092	First Aid Course - Level	14/04/2012	LMERC, Carlton
ACT10095	Anaphylaxis & Asthma	14/04/2012	LMERC, Carlton

USEFUL CONTACTS

- | | |
|---|--------------|
| ▪ ESAV OFFICE (info@esav.org.au) | 03-9349-2400 |
| ▪ STEFAN ROMANIW (sromaniw@bigpond.net.au) | 0419-531-255 |
| ▪ DEECD – COMMUNITY LANGUAGES PROGRAM | 03-9349-2861 |
| ▪ LANGUAGES & MULTICULTURAL EDUCATION RESOURCES CENTRE | 03-9349-1418 |
| ▪ VICTORIAN MULTICULTURAL COMMISSION | 03-9651-0651 |
| ▪ VICTORIAN CURRICULUM ASSESSEMENT AUTHORITY | 03-9651-4300 |
| ▪ OAMPS INSURANCE BROKER | 03-9412-1555 |
| ▪ ETHNIC COMMUNITIES' COUNCIL OF VICTORIA | 03-9349-4122 |
| ▪ MODERN LANGUAGES TEACHERS ASSOCIATION OF VICTORIA | 03-9349-5759 |