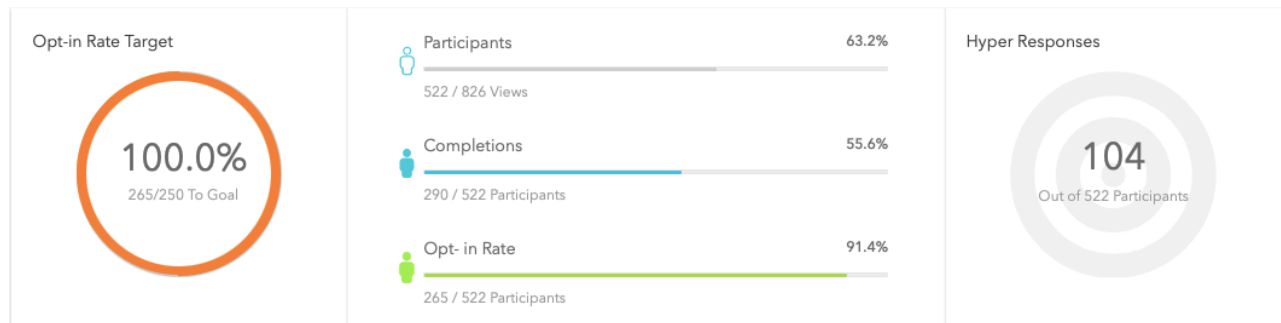


**Deep Dive Survey Analysis**  
**CLA - National Survey for Professional Development Needs**  
**Monday, 19 October 2020**  
**Report created by: Heba El-Hakim**

**General Summary**



The survey gathered a total of 300 responses of which 261 left their email addresses. We had 826 views to the survey and 522 recorded responses but from those 522 recorded responses, several of them were tests or just demos of the survey so the actual recorded responses are **300**.

Our opt-in target rate is 100% because we went well above the targeted 250 responses.

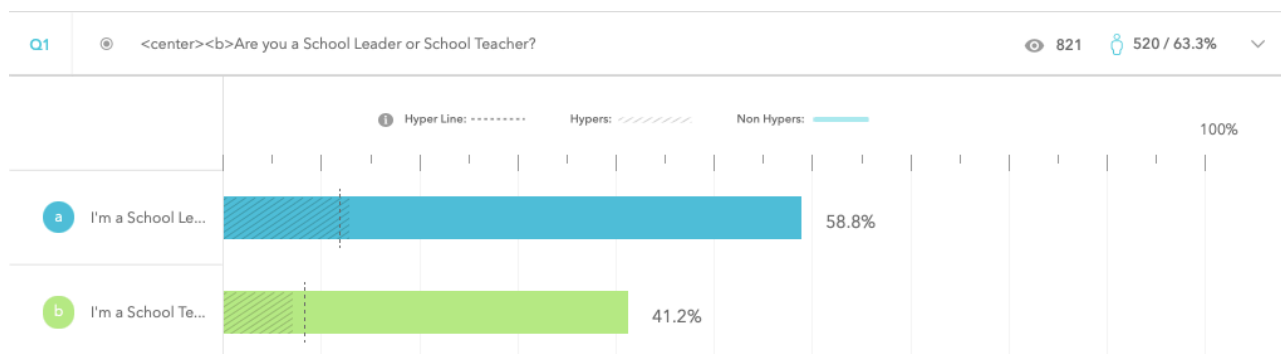
**Breakdown by State**

The breakdown of the 300 solid responses by State is as follows:

NT	1
VIC	237
QLD	40
ACT	14
Did not indicate	8

**School Leader vs School Teacher**

Of the 522 recorded responses (including tests and demos), roughly 58.8% indicated they are a School Leader and 41.2% indicated they are a School Teacher.



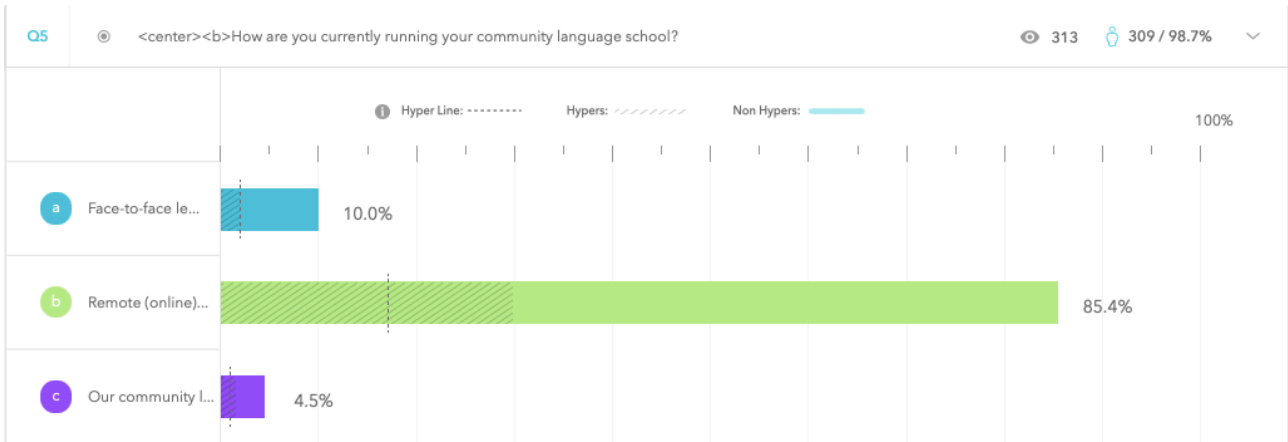
## Languages Provided

Of the 300 solid responses, the following is a breakdown by language taught:

Sinhalese	26	Greek	34
Vietnamese	19	Arabic	25
Serbian	6	Russian	7
Armenian	2	Dinka	1
Chinese/Cantonese/Mandarin	43	German	5
Turkish	1	Japanese	6
Hindi/Punjabi	12	Assyrian	5
Bengali	4	Portuguese	2
Persian/Farsi	23	Slovak	3
Nuer	2	Otuho	1
Filipino	2	Nepali	1
Samoan/Tongan	4	Romanian	1
Korean	3	Polish	8
Harari	2	Oromo	1
Italian	1	Hungarian	5
ShonaNdebele	1	Latvian	8
Marathi	2	Tamil	12
Ukranian	4	Somali	1
Finnish	2	Uighur	1
Tamizh	1	English	2
Dinka	2	Taiwanese	1
Karen	1	Dari	1
Telugu	1		

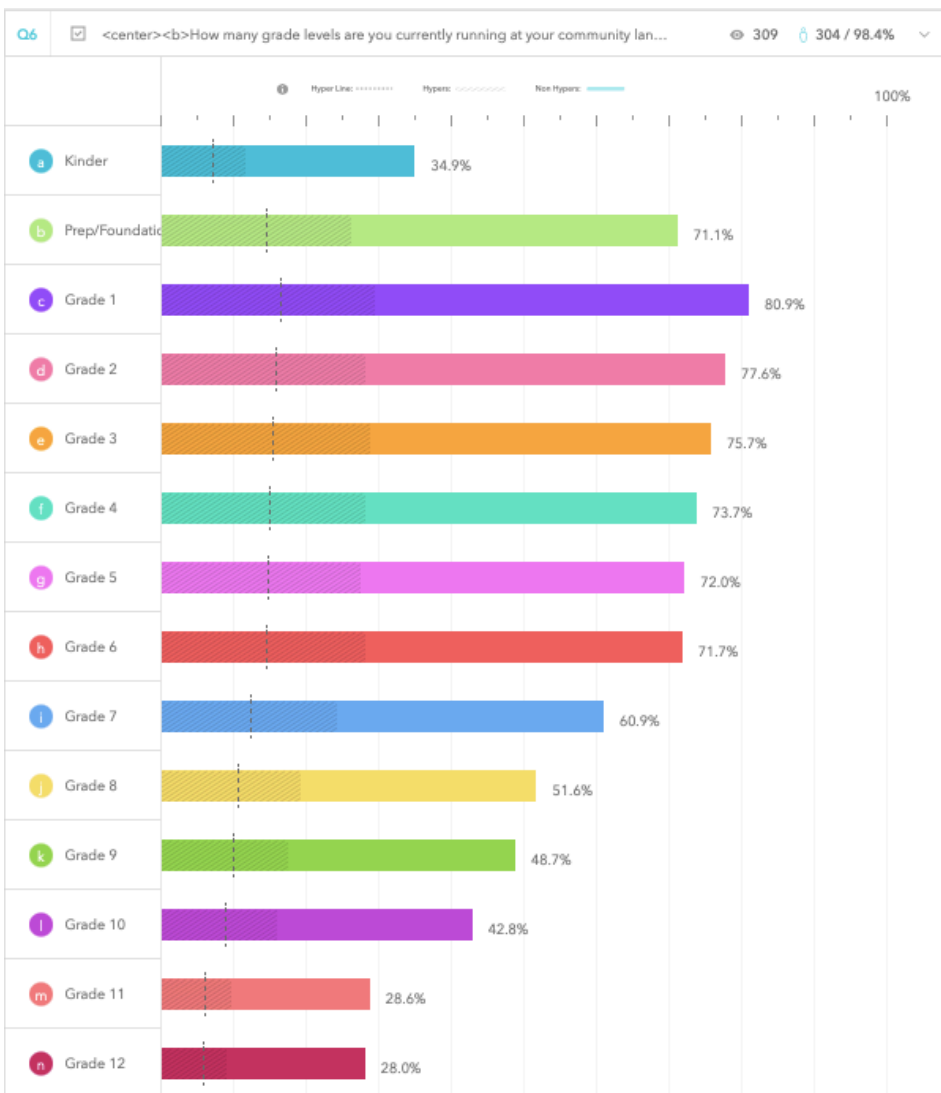
## How is the school currently being run?

Of the 522 recorded responses (including tests and demos), roughly 10% indicated they are running face-to-face, 85.4% indicated they are running online and 4.5% said they are currently closed.



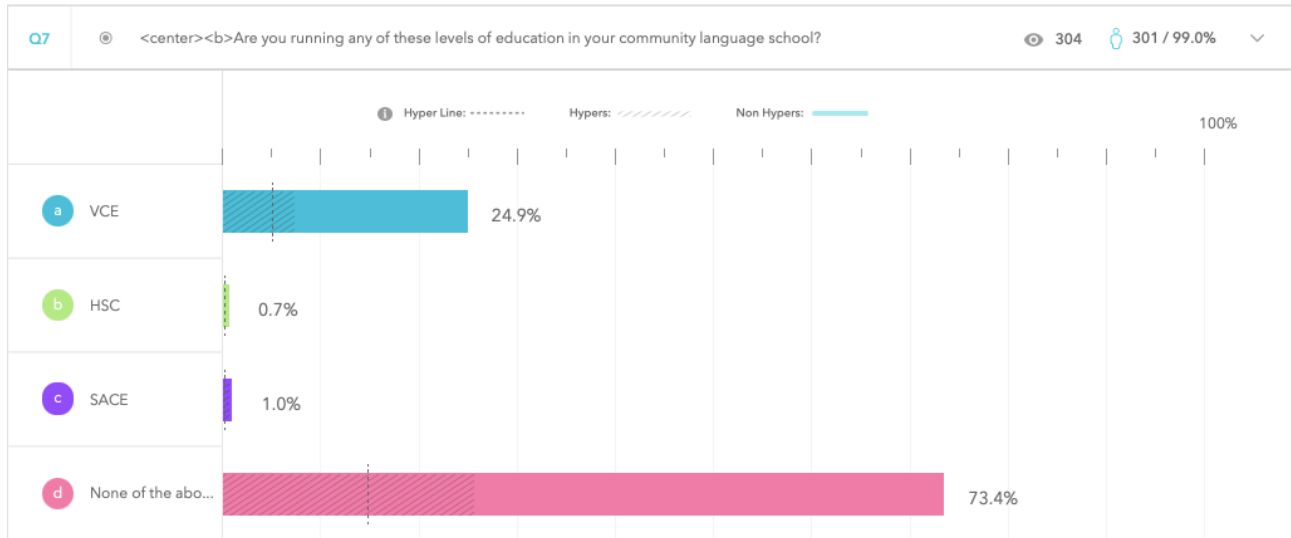
## How many grade levels are you currently running?

Of the 522 recorded responses (including tests and demos), here is the breakdown of the grades they are currently running:



## Higher Levels of Education (VCE, HSC, SACE)?

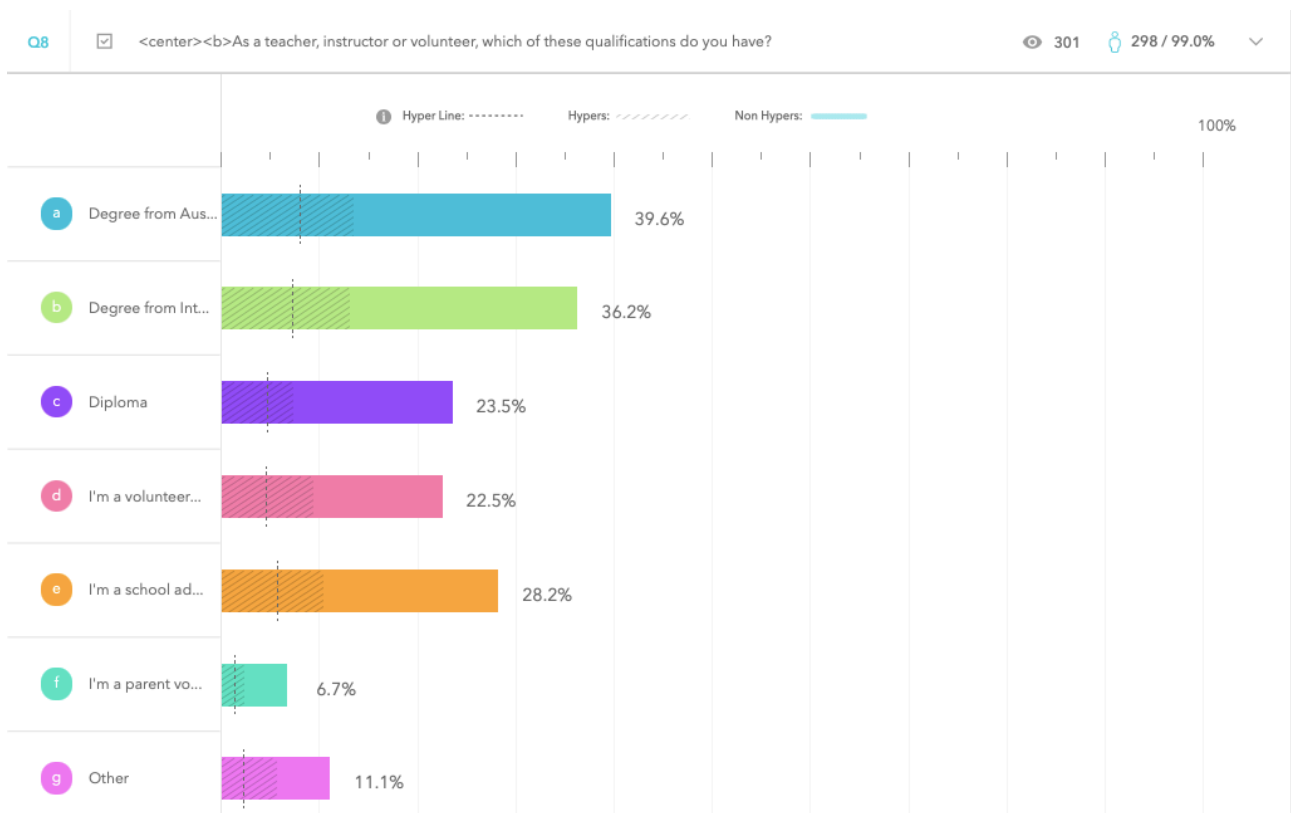
Of the 522 recorded responses (including tests and demos), here is the breakdown of the schools that are running the following levels of education:



## Teacher Qualifications

Of the 522 recorded responses (including tests and demos), here is the breakdown of the qualifications held by the teachers:

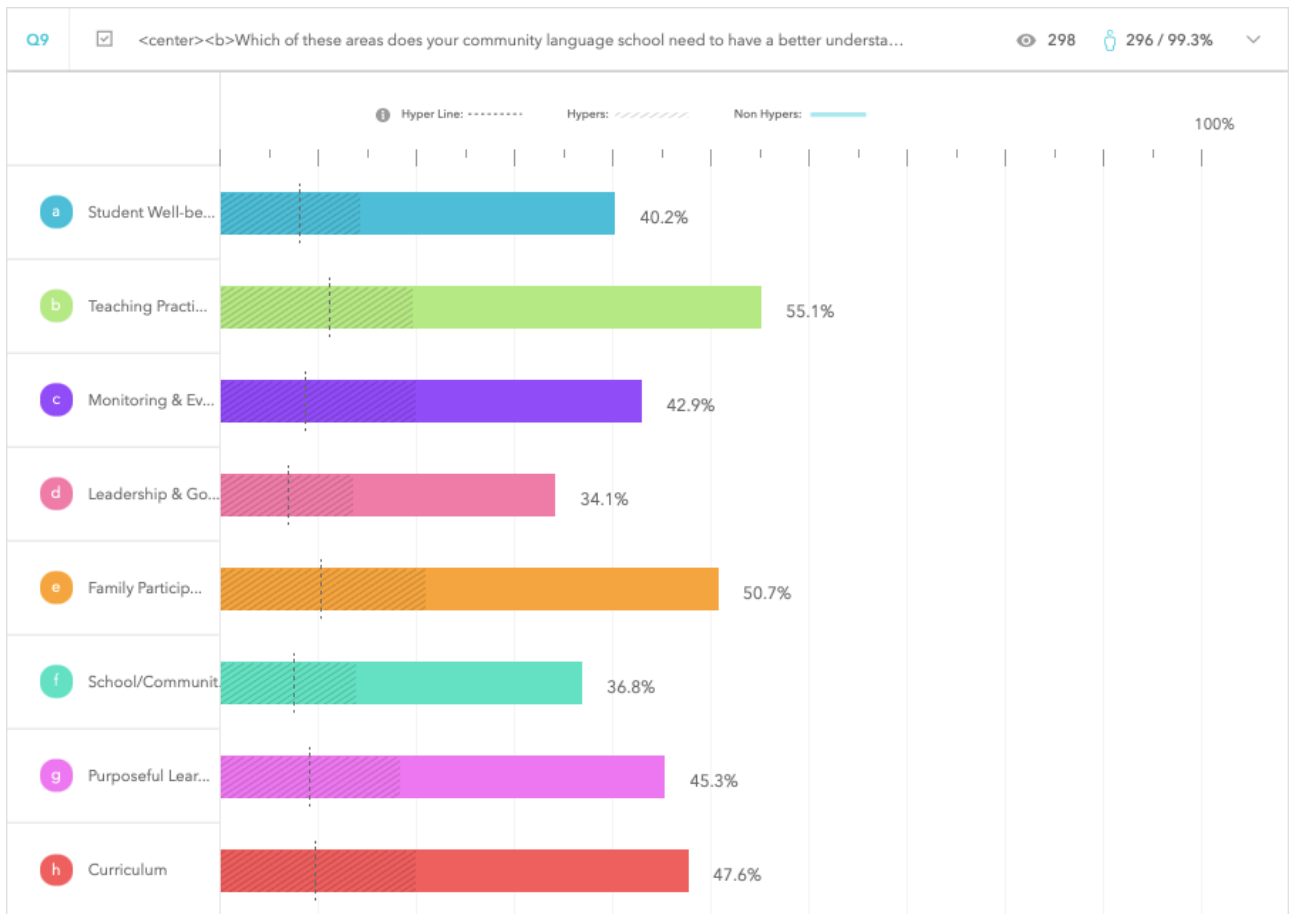
- A. Degree from Australian university
- B. Degree from International university
- C. Diploma
- D. Volunteer
- E. School Administrator
- F. Parent volunteer
- G. Other



## Areas of Understanding

Of the 522 recorded responses (including tests and demos), here is the breakdown of areas the schools which to have a better understanding of:

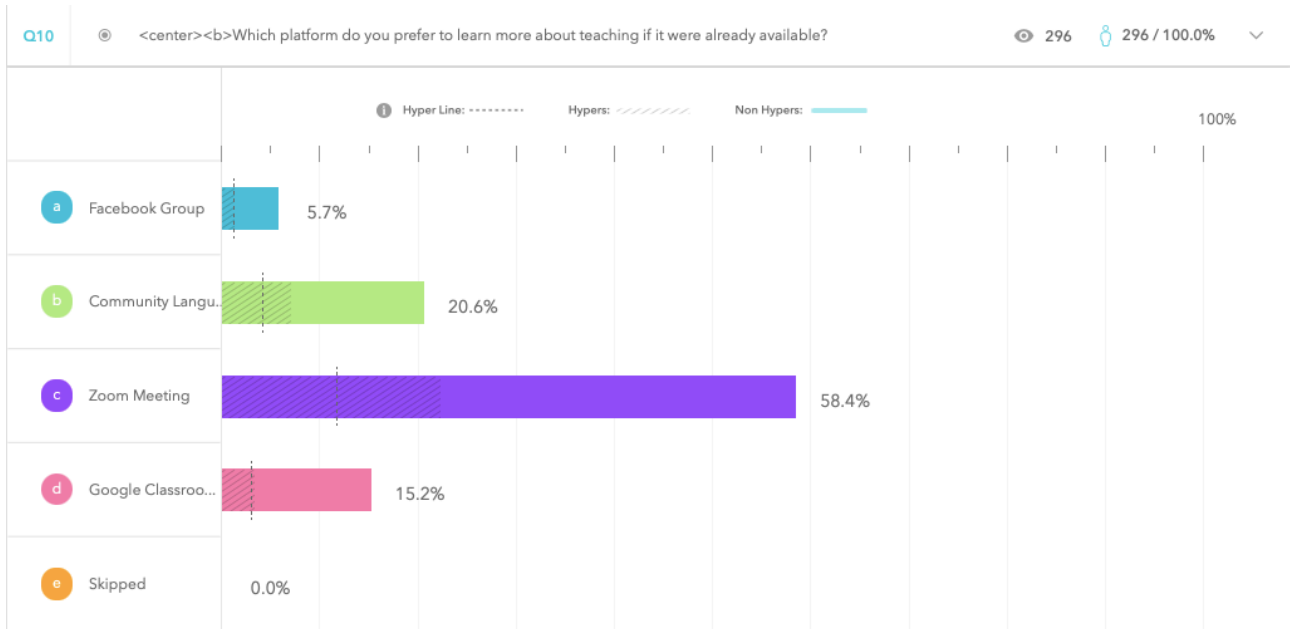
- A. Student Well-being
- B. Teaching Practice
- C. Monitoring & Evaluation
- D. Leadership & Governance
- E. Family Participation
- F. School/Community Links
- G. Purposeful Learning
- H. Curriculum



## Learning Platforms

Of the 522 recorded responses (including tests and demos), here is the breakdown of the desired learning platforms:

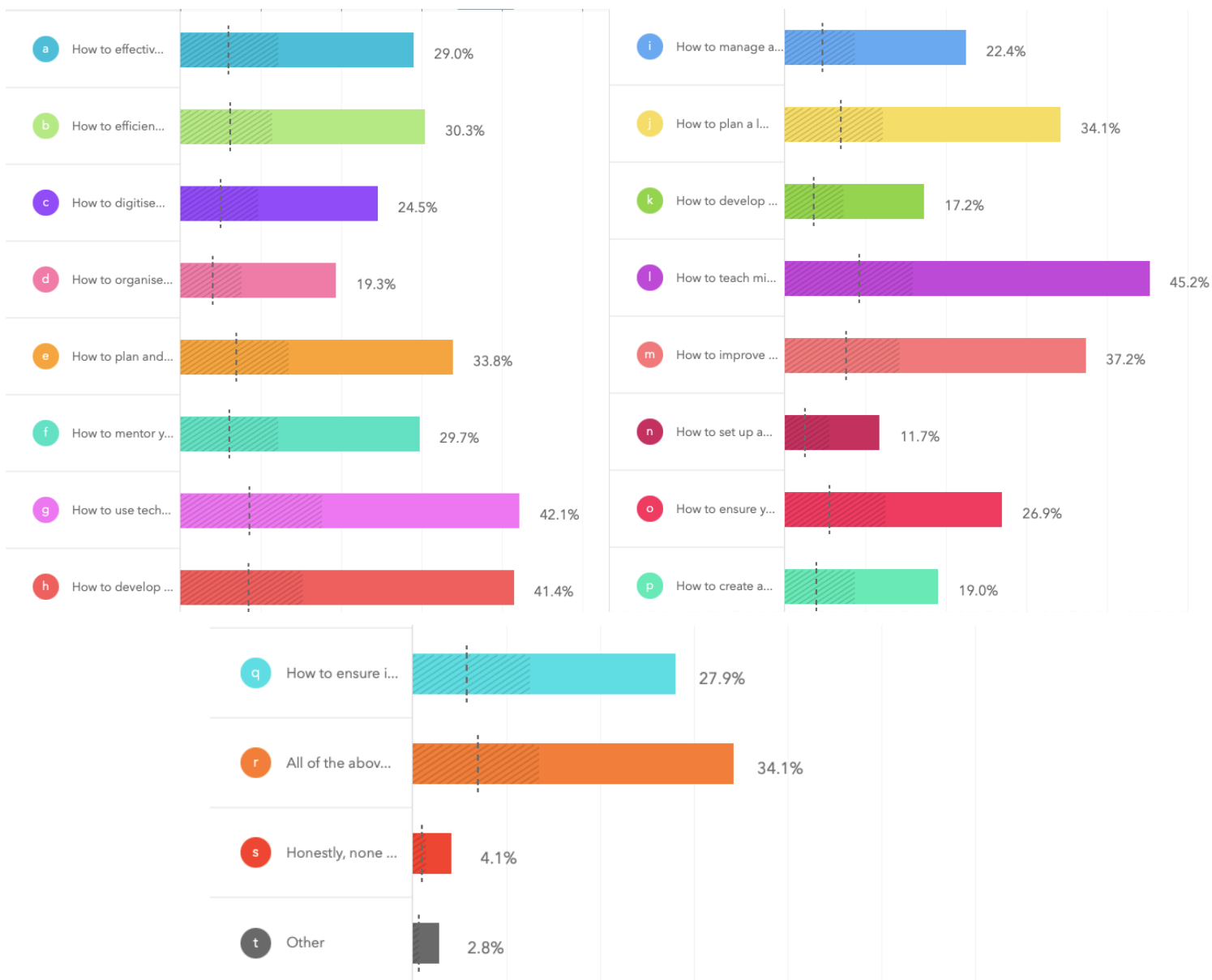
- A. Facebook Group
- B. CLA Website
- C. Zoom Meetings
- D. Google Classroom



## Professional Development Needs

Of the 522 recorded responses (including tests and demos), here is the breakdown of the desired professional development training topics:

- A. How to effectively lead your community language school
- B. How to efficiently manage your community language school
- C. How to digitise your community language school's administration
- D. How to organise your community language school's finances
- E. How to plan and deliver your community language school's curriculum while meeting government requirements
- F. How to mentor your lead and support teachers
- G. How to use technology effectively in the classroom setting to engage your students
- H. How to develop advanced teaching skills
- I. How to manage and run great events for your community language school
- J. How to plan a lesson and design a unit of work
- K. How to develop winning and long-lasting relationships with your host school
- L. How to teach mixed ages and abilities in a community language school
- M. How to improve your students' reading and writing
- N. How to set up a community language school from A to Z
- O. How to ensure your school has all the correct policies in place and up-to-date
- P. How to create and maintain an organisation where children and young people are and feel safe?
- Q. How to ensure internet safety during remote learning
- R. All of the above interest me
- S. Honestly, none of the above interest me
- T. Other



## Single Most Important Question

Question 2 consisted of a long-form response question asking *“When it comes to learning how to run your community language school or classroom, what’s your single biggest challenge or frustration right now?”*

Detailed answers can be found in this spreadsheet in Column F: <https://docs.google.com/spreadsheets/d/1WH0PY81YRPONa8e15OSEwUpes5sW7WATizGkbjVkZOA/edit?usp=sharing>

Here is a summary of the responses in bulleted list (this is a non-exhaustive list, to get a full picture of the challenge it’s best to have a read of the submitted responses in Column F):

- Not being able to do cultural events or experiences
- Uncertainty of how long remote learning will be
- Difficulty running remote learning due to lack of resources
- Lack of student attendance due to parents concern of too much screen time
- Keeping students motivated and focused
- Parents unsatisfied with quality of teaching online
- Receiving homework back is a challenge
- Lack of funding to buy enough school materials
- Unsuitable learning environment for some students
- Not enough PD around leadership and how to run a community language school
- Lack of communication
- Engaging younger-aged students, difficult to get them to focus more than 15-20 minutes online
- Ensuring consistent delivery across all classes and campuses
- Significant drop in enrolments and reduced payment of fees
- Inability to communicate ideas well to students through Zoom and inability to have control
- Lack of tech proficiency in the staff
- Making sure each online session is inspiring, challenging and rewarding at the same time
- Lack of parent involvement due to them having too much on their plate with work from home
- Mental health is on a decline (covid-19 stress)
- Lack of understanding of how to apply the curriculum in the remote learning setting
- Insufficient amount of teachers compared with number of students
- Need to learn tools such as Google Classroom, Zoom Meetings, PowerPoint, Excel etc
- Some languages require face-to-face teaching to help better demonstrate
- Classroom rental price too high
- Competition in the same district
- Quality of teaching
- Learning through digital devices
- Gap in learning abilities in one class
- Teachers quitting - instability of committed teaching staff
- Supervising all classes is difficult for school principal or leader
- Difficulty in influencing parents to return to remote learning if they decided not to
- Simplifying the language to non-native speakers
- Aligning Department requirements with the community board
- Wellbeing of students and teachers
- Receiving feedback from teachers, parents and students can be a challenge