



# CONTACT

MLTA-ACT Inc. Newsletter— 2021

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*"A special kind of beauty exists which is born in language, of language, and for language."*  
**Gaston**

## President's report

To all of our valued MLTA ACT members and colleagues, I have just finished reading through my semester one message to you all - it's amazing to think that in the semester that followed so much happened, and is still happening! I sincerely hope that this bumper issue of CONTACT finds you all well and healthy as we head into the holiday season for the end of 2021. At the risk of repeating myself from last year - oh my goodness, what a year this has been! Several variations of lockdowns later, plus any additional quarantine periods that we may have experienced (or are currently experiencing), and we have made it to the end of the 2021 school year. More learning has happened for our students, as well as for ourselves, both through and with languages and using a range of technologies. Well done to all who have managed to navigate again through remote and face to face learning in all its various forms.

During this second semester of the year, I participated in the AFMLTA Assembly. As always, it was great to get to share with our colleagues across Australia all the great work we are doing in languages education here in the ACT. The AFMLTA's work on the National Languages Plan and Strategy project has continued, with a variety of forums held for languages educators from across sectors adding their voices and ideas to the proposals for the future directions of languages education in Australia. I will be looking forward to sharing further information as the project develops in 2022. Work on the review of the Australian Curriculum has now completed, with the proposed updated curriculum in the process of final discussions and approvals with ACARA and government representatives. MLTA ACT is keeping a close eye on developments, so that we are best prepared to support members in unpacking, understanding and working with the revised curriculum when it is released.

Our TeachMeet event was a great success, with excellent presenters sharing their knowledge and experiences in collecting, curating and using authentic materials in the languages classroom. It was a terrific opportunity to learn

with and from fellow educators from a range of sectors. Thank you once again to those who presented, as well as all those who attended.

As you are aware, we have postponed our mini-conference event, due to COVID impacts and restrictions. The MLTA ACT committee is working on ways that we can provide this professional learning event early in 2022. This will be in addition to our usual calendar of events on offer for members. More details will come early in 2022. To finish up my final message for 2021, I would like to take the opportunity to say a heartfelt thanks to our amazing MLTA ACT Executive Committee - Veronique, Annemarie, Lena, Prue, Frank, Myriam, Elysia, Silvana and Frances. I feel very privileged to be able to work alongside these dedicated volunteers, who willingly share their knowledge, experience and time in order to keep this association working hard for our membership.

Sadly, two of our current members will not be continuing to serve on the Executive Committee into 2022. Silvana Olsen joined the committee this year, and has been brilliantly organised when it comes to setting up and supporting the running of events, along with working with the committee in keeping the association running smoothly. Thank you for all that you have brought to the committee and association in your time, Silvana...we wish you all the best for your future endeavours. For many years, and in many roles, MLTA ACT has had the absolute privilege of having Veronique Canellas helping to guide the association and languages education across the ACT, as well as beyond. Unfortunately for us, Veronique is heading off on new adventures and exciting times in her personal and professional life. I am sure that I speak on behalf of all who have met and benefitted from Veronique's depth of knowledge and experience in curriculum, teaching and learning in languages - thank you for all that you have contributed to languages education across the ACT and Australia. All the best for your future plans and exciting times ahead, we will miss you greatly! Finally - thank you to all of our members for your continued participation in our association, and for your enthusiasm and dedication to ensuring that languages education continues to grow and strengthen in the ACT. I look forward to continuing to work with all of you and the Executive Committee into the future. Please take care, stay well and make sure to take the opportunity to rest, recharge and enjoy time with your family and friends in the coming break.

See you in 2022,

**Sharee Harrild** — MLTA ACT Executive President.

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The newsletter for the Modern Languages Teachers' Association Inc.



## Message from the Editor

Welcome to the 2021 'Bumper' edition of the MLTA ACT newsletter, CONTACT. As for most people this year has been challenging which has meant that we decided to deliver one special issue of CONTACT this year rather than the usual two. Thank you to all the organisations, networks and educators who have contributed as this provides an insight into belonging to a community of language educators.

I am pleased to introduce you to some of our educators in the "Meet the Teacher" snippets which feature throughout the newsletter.

It is such a great pleasure to work with such inspirational and dedicated language educators who really do support each other within our specialist curriculum area and across education jurisdictions.

Articles, comments or photos are always welcome to be included in future issues please contact the Editor via email: [mlta.act.inc@gmail.com](mailto:mlta.act.inc@gmail.com) Enjoy!

**Prudence Roveta**

Learning a foreign language, and the culture that goes with it, is one of the most useful things we can do to broaden the empathy and imaginative sympathy and cultural outlook of children."

**Michael Andrew Gove**



MLTA-ACT representatives & ACU staff and students at the ACU Professional Associations expo—April 2021

## Dates for your diary:

- Thursday, 24 February 2022:  
**MLTA ACT Annual Meet and Greet.** We will be presenting plans for 2022 together with the Fiona Arthur Language Teaching Award for 2021.  
Times & Venue TBA
- Thursday, 24 March 2022:  
**MLTA ACT Annual General Meeting (AGM)**  
Times & Venue TBA



Flashback: when professional learning was face to face.  
Véronique Canellas & Gianfranco Conti

Have you heard about **ELLA** for preschools?

<https://www.ella.edu.au/>

# ELLA

## Early Learning Languages Australia



ELLA is a digital, play-based language learning program for preschool children. This Australian Government initiative inspires children by driving a genuine interest in a new language and culture.

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## ACT BILINGUAL EDUCATION ALLIANCE

### National Community Language Schools Day

On Saturday 15 May, we participated in the ACT celebration of National Community Language Schools Day at the Albert Hall. Featuring lively performances by students and colourful information stalls around the hall, the event showcased the activities of many of the 50 or so schools in Canberra which teach over 35 languages at week-ends and after school hours. The photo below shows the ACTBEA information table and some of the audience.

In the afternoon, several ACTBEA members took part in a round table discussion involving over 30 teachers and principals from community language schools as well as other language educators and researchers.

### Presentation at Telopea Park School (TPS)

Also in May, ACTBEA gave an invited talk at TPS about the benefits of bilingual education and the challenges of motivating and supporting children to develop their skills in an additional language. Our presentation was well attended by parents and teachers and included three current TPS students who shared their own experiences and views about the bilingual program.

### Raising children in more than one language Saturday 14 August 2pm-4pm

A free event aimed particularly at parents, though early childhood educators, teachers and anyone with an interest in the topic were also welcome. Due to the sudden announcement of the ACT lockdown on 12 August, we changed our plans for this seminar and panel-led discussion from face-to-face at the ANU to online via Zoom. This turned out to be quite successful. We had over 50 participants and were able to record the presentations. If you would like the link to the video, please contact Mandy at [canberrabilingual@gmail.com](mailto:canberrabilingual@gmail.com).

### Video competition: Sharing languages and cultures

Our recent activity was a free fun competition to encourage preschool and school-aged children in the ACT area to talk about the language/s other than English they speak at home, in the community or are learning at school. Closing date for entries was Thursday 30 September.

### Working with ACT Libraries

ACTBEA is also working with ACT Libraries and selected community language schools on a pilot project to develop simple original children's story books for groups who find it difficult to access suitable books in their family languages. We are encouraging community language schools to involve older students in the writing and/or illustrating of the stories. ACT Libraries may be able to print some of the books, which will then be available for borrowing or reading during the Bilingual Story Times regularly held at various library branches. We are hoping to continue our collaboration with ACT Libraries and build on the experience gained in this pilot project to help organise story writing workshops for a wider range of languages in the future. We thank all the teachers who promoted the 'Taste of Languages' competition through their schools and acknowledge the support of Canberra Multicultural Community Forum Inc and funding through an ACT 2019-2020 Participation (Multicultural) Grant which made these activities possible.

### Mandy Scott — ACTBEA Secretary

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CANBERRA ACADEMY OF LANGUAGES

## CAL staffing

The Canberra Academy of Languages is delivering programs in French, German, Japanese, Spanish and Tamil in 2021. We are fortunate to have highly qualified teachers with a command of the target language that enables them to use it with confidence in routine classroom discourse. This year, our teachers are (clockwise from left) Selina Jaeck (German), Beth McArthur (Japanese), Uma Ramiah (Tamil), Eleanor Body (Spanish), Baba Alhadji (French) and Frank Keighley (Convener).



## CAL programs

For the first time this year, we have a Beginning Modern Languages option in our CAL French programs in Semester 1 and in CAL Japanese throughout this year. There were also two students, one in French in Semester 1 and one in German throughout this year, participating outside the default sequence of units that we follow in the implementation pattern for units offered. This required an update in our online information, particularly for the Home page and the Programs page on CAL website and for this semester's French class page, German class page and Japanese class page on our resources website at Languages.Org.Au. We also provided organisational support for the teachers working with these composite classes, through session allowances, and through provision of additional templates for unit outlines, term overviews and assessment task descriptions.

With the introduction of Tamil in 2020 and Japanese in 2021, we have been exploring the implications of assessment for languages that require significantly more time for students to reach comparable levels of proficiency. There is documentation about meshing on the BSSS website, but these implications lie outside its scope. It is widely recognised that language acquisition to a level of "professional working proficiency" varies widely from one language to another. For example, the United States Foreign Language Institute estimates the usual time required as 600-750 class hours for French and Spanish, 900 class hours for German, 1100 class hours for Tamil, and 2200 class hours for Japanese. However, the achievement standards for all languages in the ACT senior secondary curriculum are identical. Interpreting and applying these is therefore a challenging issue for schools. Moderation of assessments across courses and meshing/ranking of student scores also requires more time in meshing consultations where participating teachers are not conversant with all the languages represented in the school's languages scaling group.

## 2020 End of year ceremony



Our 2020 end of year ceremony was held at the Alliance Française de Canberra on Tuesday 15 December 2020 from 2:30 to 3:30 pm. We thank all who participated in our End of Year Ceremony for 2020, including five of our seven graduating Year 12 students (one was interstate and another had work commitments), representatives of students' day colleges, CAL teaching staff and advisory panel, family members of the graduating students, and friends of CAL from a wide range

of contexts, including Lena Britton, Leader of the French Teachers' Network, Embassy Secretary Dario Polski from the Embassy of the Argentine Republic and Principal Wendy Cave from Ainslie Primary School.

Sarah and Declan received their certificate of completion in French, presented by Principal Julie Murkins from Lake Tuggeranong College and Sarah received her DELF certificate of proficiency in French from Floriane Henneaux, coordinator of programs at the Alliance Française; Martin received his certificate of completion in German, presented by Languages Coordinator Rosslyn Phillips from Dickson College; and Ashvinie and Nivedha received their certificates of completion in Tamil, presented by Principal Kerrie Grundy from Narrabundah College.

The welcome was provided by Alliance Française Director Nancy Ford-Waites and the organiser of the Canberra Region Languages Forum, Dr Mandy Scott, presented an acknowledgment of country. I spoke briefly as CAL Convener in reviewing the year's programs and events. Copies of the full convener's report for 2020 were provided to those attending. The report is also available as a pdf from CAL website (the link is under the heading "Convener's Reports" on the CAL home page) and in print copy on request from us. Class teachers and graduating students spoke during the presentations. As our Tamil teacher mentioned, ours were the first ever Year 12 graduates in the ACT to do the new ACT Tamil program and CAL was the only provider in the ACT running it in 2020. CAL Patron, Dennis Flannery, former Principal of Belconnen High School, provided closing remarks. Thanks to colleagues at the Alliance Française de Canberra for refreshments provided after the ceremony.



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CANBERRA ACADEMY OF LANGUAGES

## Events and partnerships

CAL has conducted and participated in several events this year:

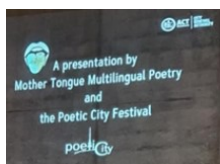
An International Mother Language Day Walk took place in Canberra on Sunday 21 February. Dr Mandy Scott, who is Convenor of the Canberra Region Languages Forum and Secretary of the ACT Bilingual Education Alliance (ACTBEA), and who is also a member of the CAL Advisory Panel, was there for the event. There were over 150 participants. UNESCO proclaimed 21 February as International Mother Language Day in recognition of the supreme sacrifice of the Bangla (Bengali) speaking people of Bangladesh. For details, see the [ACTBEA website](#).



ACT Bilingual Education Alliance talk for parents, Telopea Park School, Wednesday 12 May 2021

A valuable session for parents of Telopea students participating in their bilingual French program. Students provided honest and insightful perspectives on the student experience.

Mother Tongue Multilingual Poetry, an organisation for which CAL has auspiced funding under the ACT multicultural grants scheme, is in transition after Jacqui Malins relinquished the coordinating role this year. There is now a group overseeing this transition and planning a program of events for 2022. The achievements and contribution of MTMLP have been impressive, which is in large part thanks to the leadership and assiduous voluntary work since its inception by Jacqui. Meanwhile, on the [MTMLP Facebook page](#), there are details of an event titled Transporting Words, which was held on 16 April 2021 as part of the Poetic City Festival.



The National Community Language Schools Association Day, Albert Hall, Saturday 15 May 2021 was a great success and was well attended. Albert Hall is a much better venue than EPIC for this.

Hawker College Open Night, Thursday 27 May 2021

The night was very well attended. We look forward to continuing collaboration with the college as the provider for their language programs.



An ANGLS (Australian Network of Government Language Schools) teleconference was held on Tuesday 25 May 2021 about the review of Australian Curriculum: Languages. For some notes on the discussion, see below.

On 13 July, Jacqui Malins received the 2021 ACT Multicultural Art, Media or Culture Award for her work with Mother Tongue Multilingual Poetry as part of the ACT Multicultural Awards Ceremony at the Belconnen Arts Centre. Thanks to Mandy Scott and Vesna Cvjeticanin, who were the referees supporting our nomination of Jacqui for the award.



An information event for prospective students and their families was held on Thursday 16 September 2021. For COVID safety, this event took place as a Google Meet teleconference with RSVP registrations beforehand. This worked well, to canvass information and questions with interested students and families and a convenient way for them to access the information without having to travel to a venue for an evening meeting.

The main annual ANGLS conference was held online this year, on Thursday 26 August 2021, hosted by Lia Tedesco, Principal of the South Australian School of Languages. Ros and I attended the event, as well as some of our CAL teachers and advisory panel members at times when they were able to participate. We thank Lia Tedesco and the ANGLS President Hilary Hughes (NSW School of Languages) for making this possible. The annual ANGLS Conferences are a valuable opportunity to touch base and compare notes with colleagues in schools of languages and languages centres throughout Australia.



The ACT Bilingual Education Alliance (ACT BEA) organised a languages competition, a video competition titled "Sharing Languages and Cultures" with a closing date of 30 September, for young people in the ACT to create a short video using a language other than English. This was highly successful in terms of engagement. The awards ceremony will be held at the Theo Notaras Multicultural Centre from 4.30pm to 5.30pm on Wednesday 8 December.



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CANBERRA ACADEMY OF LANGUAGES

## Events and partnerships continued...

A Celebration of Languages Day was held via Zoom by the ACT Bilingual Education Alliance as an online seminar on Saturday 16 October 2021. ACTBEA organised the event with a series of panel discussions to celebrate languages from several regions in the world and the people who use them.



The CAL End of Year Ceremony this year was held in the early evening, from 5:30 pm to 6:30 pm on Tuesday 14 December 2021, at Ainslie School, 33 Donaldson Street, Braddon 2612. The timing of the event, which was held from 2:30 pm in previous years, has changed this year, with a consensus that more parents would then be able to attend, as well as CAL teaching staff members. The agenda will include presentation of certificates of completion for Year 12 students and the Convener's 2021 report.

## Venue

Our main venue in 2020 was the Alliance Française de Canberra, but in a good development for AF, their enrolments increased in 2021 and there was a shortage of teaching spaces. All CAL languages classes are now based at Ainslie School.

As anticipated, it is highly beneficial in terms of opportunities for staff collaboration to have colleagues delivering our programs at the same site, as well as opportunities for professional connection with colleagues at Ainslie School. We thank Ainslie School Principal, Wendy Cave, and the many staff members at Ainslie who have worked closely with us throughout the year. The partnership is a natural one in terms of strategic location near central Canberra transport hubs and also in terms of the school's languages education agenda.

CAL has provided a plasma television display, donated by the CAL Convener, on long-term loan for use at the school in the Japanese room, and a SMART Board, donated to CAL by former Ainslie student Tony Redman and his wife Sheridan, of Sherony Park equestrian centre, for use in the teacher preparation room. With support from Rene Zbynovsky, Technical Services Manager at SMART Technologies APAC, and Peter Hill, Director, Visionext, the SMART Board has been set up successfully with digital pen and touch screen functionality.

Scheduling for programs of the Canberra Academy of Languages in 2021, as outlined on the Programs page on CAL website, are listed below. In 2022, it is likely that Korean will run on Thursdays at the same times as German and Japanese.

CAL French: Ainslie School, Wednesdays, 5 pm to 7 pm

CAL German: Ainslie School, Thursdays, 5:15 pm to 7:15 pm

CAL Japanese: Ainslie School, Thursdays, 5:15 pm to 7:15 pm

CAL Spanish: Ainslie School, Wednesdays, 5:15 pm to 7:15 pm

CAL Tamil: Ainslie School, Fridays 5 pm to 7 pm in Terms 1 & 2 of 2021, then Wednesdays 5 pm to 7 pm from the start of Semester 2.



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CANBERRA ACADEMY OF LANGUAGES

Lia Tedesco convened a teleconference for ANGLS (Australian Network of Government Language Schools) in preparation for their submission to the review of Australian Curriculum: Languages. Participants were Lia Tedesco, Principal, South Australian School of Languages; Meagan Zander Middle Years Languages Pathways to SACE Coordinator, Open Access College; Angela Natoli, Assistant Principal: Curriculum & Professional Development, Victorian School of Languages; Michelle Kohler, Senior Research Fellow, University of South Australia and Assistant Principal, Teaching and Learning, SA School of Languages; Stacey Stewart, Languages Head of Department, Capricornia School of Distance Education, Rockhampton; and myself. Some points from the teleconference discussion:

Concerns were raised about the diminished profile of intercultural capability in the new draft.

The first aim has changed from “develop communicative competence” to “develop linguistic competence”, which is moving away from a fundamental tenet of language teaching to an aim that could be interpreted as knowing more about grammar, or being more generally linguistically informed.

Content descriptions are now more uniform across languages, so for example French and Japanese content descriptions now look very similar.

Detailed language-specific information has been moved out of the achievement standards and into the language guide; but without the language guide being available, it is difficult to provide valid feedback. Some viewed the separate guide positively, while others saw it as potentially an issue that, as a consequence of having a separate language guide, teachers would have to go to a separate document to map their thinking between the two documents – the guide, moreover, is optional to use.

This mental mapping also must encompass achievement standards vs content descriptions. As the ACARA (Australian Curriculum, Assessment and Reporting Authority) background document “What’s changed and why” states, the content descriptions have been realigned to revised sub-strands. The four sub-strands have been modified, with a shift from higher-order thinking towards a skills focus.

What is the future for senior secondary Australian Curriculum Languages? There does not appear to be any real prospect of work by ACARA on this.

Transition points and points of entry throughout schooling – these are not addressed adequately in terms of what we know about realities of program delivery in local and jurisdictional contexts. The design is predicated on the idea that students participate in a continuum that is either from K to 6 or from K to 10.

Background speakers and speakers with various levels of proficiency at the starting points of their school-based language education experience – the opportunity does not seem to have been taken to leverage the work done for the Framework for Aboriginal Languages and Torres Strait Islander Languages in defining differentiated learner pathways (first language learner, language revival learner, second language learner).

## Future directions

From December 2017 onwards, I have put a series of proposals to ACT government about the need for a central avenue for languages education that supplements provisions through language teaching programs in day schools. The first one was prepared as an input to the “Future of Education” consultation and was submitted in December 2017. I have lodged updated proposals several times since then, including budget submissions in 2019, 2020 and 2021.

Some key aspects of these remain essentially the same, with a combination of two recommended strategies:

- ◆ a second tier of funding above the current grants to strengthen programs run by community language schools for age cohorts up to Year 10, for those community language schools that elect to sign up to some agreed professional learning standards and curriculum standards; and
- ◆ government responsibility for senior secondary languages programs currently run by Canberra Academy of Languages, in a way that is similar to the practice in other jurisdictions with schools of languages, languages centres and centres for distance education; as outlined in our updated submissions, this would be supported by a memorandum of understanding between CAL and ACT Government, to enable a seamless transition with detailed preparations leading to implementation for the 2023 school year.

**Frank Keighley** | Convener, Canberra Academy of Languages

Organisational website: <https://cal.act.edu.au>

Resources repository : <https://languages.org.au>

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## FRENCH LANGUAGE NETWORK

### News from the Network

2021, une année bizarre. The year started well with schools submitting their entries in the annual worldwide Semaine de la Francophonie celebration which culminates in a display and gathering at the Alliance Française de Canberra in March.

Plans were also underway for the annual French Film Festival in March. It was very successful and many teachers from our network were spotted at the films playing at Palace Electric cinema. Some of these films are being shown over these summer holidays because they were so popular. As the year progressed some meetings were held online but the Network's leader, Lena Britton, was able to organise some professional learning that we attended in person.

The annual poetry competition was impacted by the lockdown this year, however, the teachers and students did an extraordinary job with learning the selected French poems and reciting them. The competition and awards did not go ahead as it usually does but rather the schools awarded places and prizes to their own students for their phenomenal effort.

The French Network and Directorate staff have been working on what these events might look like in 2022. Onwards and upwards!

### French at Campbell High School

This year has been a very active year for students of French.

We started the year with the competition 'Dis-moi dix mots' which is organised as part of La semaine de la Francophonie. The annual competition is a collaboration between all the Embassies and High Commissions of French-speaking countries and a prize giving ceremony is held at the Alliance Française in Turner. Our talented students Sophia, Audrey and Amani in Year 8 and Stephanie in Year 10 were awarded 1st and 2nd prizes in their categories.

This year, the High Commission of Canada invited the Campbell High students to learn more about their beautiful country through Sean, an Australian who spent time travelling and getting to know Canada. We all developed a deeper understanding of Canada through the introduction by Ms Ladan Amirazizi and through Sean's hilarious presentation. And yes, the nation animal of Canada is the Beaver, not the polar bear or the moose.

French students celebrated the Alliance Française's French Film Festival by seeing 'Poly' about a circus horse that a group of children rescued. At our return to school, we had croissants and baguette for lunch to continue the French experience.

Education Perfect organised a special ceremony for the top students in ACT and we were invited to Amaroo School and received an award for being among the best schools. We would like to again congratulate Audrey, Domino and Iris for their excellent result showing their dedication language learning.

For the first time in many years, the 14 juillet – the French National Day – was during school term time, and the Year 10 students organised celebrations by offering a French breakfast of croissants, brioches and du lait au chocolat, followed by freshly made French crepes with different fillings for lunch. To have a proper French National Day, classes were also playing pétanque – the true French game.

The Year 10 students also took part in a nation-wide webinar organised by the Education Officer at the French Embassy in collaboration with the University of Melbourne and the University of Western Australia called 'Why learn French?'

To encourage students to stay in languages, a French and Japanese Day was organised for the Year 8 before the selection of their electives. This is why our Year 10 students feel you should continue studying languages :

"French in years 9 & 10 is a great opportunity to expose oneself to foreign culture and language. It prepares you for multicultural encounters and essentially opens doors to a new world. Moreover, the positive atmosphere allows students to form strong bonds with their peers as well as creates a space where they can actively learn more about French culture and language."

Other activities during the year have been cooking, poetry recitals, making drawings to facilitate remembering new vocabulary and explaining idiomatic expressions. All in all – a fun year! We are planning a trip to New Caledonia and France once travelling with school is possible again, and plans are being made to develop a sister-school relation with a high school in Nouméa next year.



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## FRENCH LANGUAGE NETWORK



### Meet the Teacher

**Name:** Myriam Davies

**I teach:** French, it's also my L1!

**I also speak/know:** a bit of German and Spanish

**Have taught in levels:** Preschool, Primary school, Middle school Y6-8, High school Y7-10, College Y11-12, CIT/TAFE, University, Community language schools

**I became a language teacher because :** I came to Australia as a language teaching assistant, worked with some fantastic language teachers who inspired me to become one.

**A fave thing:** Seeing the students progress and become more confident in their abilities, seeing them make connections with their own language.

**A tricky thing:** the lack of time to do all the things you would like to do!

**Fun fact :** favourite word: pamplemousse (grapefruit)  
weird: chanter en yaourt-(Singing in yoghurt) - refers to a native French speaker singing along with English words when they actually don't know English. My dad is the perfect example, with his own rendition of Yellow Submarine from the Beatles!



### Meet the Teacher

**Name:** Frances(ca) Szeremet

**I teach:** French, but Italian is my L1!

**I also speak/know:** Italian, French and Spanish

**I have taught:** Italian, French and Spanish

**Have taught in levels:** Primary school, Middle school Y6-8, High school Y7-10, College Y11-12, Community language schools

**I became a language teacher because :** I was a teacher's assistant while studying in a primary setting, so I enjoyed my experience working with children , therefore I undertook the profession seriously.

**A fave thing:** I enjoy seeing the language growth of my students. Since I have been working in a primary setting, I see these children once a week, but for a number of years. When I think that at kindergarten level these learners could not say a word of French, but by the end of their primary school they are able to write short letters to a pen-pal, or organise a meeting in French and read and write simple French dialogues. This is my true achievement and self fulfilment.

**Fun fact /funny phrase:** Mince alors!

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## FRENCH LANGUAGE NETWORK



### Meet the Teacher

**Name:** Shamim Sabetraftar

**I teach:** French

**I also speak/know:** My first language is Persian, and my second Language is English and my third language is French.

**Have taught in levels:** Preschool, Primary school

**I became a language teacher because :** I was a Year 5/6 teacher and was offered my current position by my old principal and was very interested in this position.

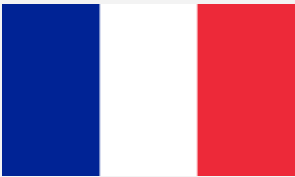
**A fave thing:** I love being able to teach what I enjoy doing which is learning languages. I love seeing all the kids in my school and knowing them all.

**A tricky thing:** becoming familiar with all students' ILPs or differentiated learning plans.  
Having a consistent behaviour management plan in place because each classroom teacher has different strategies for their students (rewards, ...).

**Fun fact :** I am referred to as "the Frenchy".

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## FRENCH LANGUAGE NETWORK Continued

### La semaine de la francophonie & Le concours de poésie



La semaine de la francophonie is the worldwide celebration of French-speaking held in March each year.



MLTA Professional Learning—presentation by a dedicated French teacher



CURRENT VS PROPOSED STRANDS AND SUB-STRANDS			
Strands	Sub-strands	Proposed strands	Proposed sub-strands
Communicating	Socialising	Communicating meaning (in language)	Interacting (in language)
	Informing		Mediating meaning (in and between languages)
	Creating		Creating (in language)
	Reflecting	De-emphasise	
Understanding	Systems of language	Understanding language and culture	Understanding systems of language
	Language variation and change	De-emphasise	
	Role of language and culture		Understanding the interrelationship of language and culture



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## GERMAN LANGUAGE NETWORK

### News from the Network Leader

Thank goodness that we are back to some face-to-face activities this year! The German Network started the year with lots of planned activities to engage students and support the teachers. We are pleased to also include local community schools and local NSW schools as part of our network. It is great to be able to engage with as much of our local German teaching community as possible. Each year, we hope to offer an event for every year level of students studying German. Due to a low number of primary schools offering German, our plans are predominantly based around Secondary Schools this year.



*NATG Representatives in Adelaide*

In Term 2, students had the opportunity to attend the Kino for Kids section of the German Film Festival, which offered 3 different films for schools to attend. The German Network also provided materials for schools to run zoo days for Year 7 students. During remote learning, we ran a German Speaking Competition for all Secondary Students. Our Speaking Competition entrants did an excellent job of reciting German poems. We greatly appreciate the support of Das Zentrum to judge our entries for the competition and the Goethe Institut in contributing to the competition prizes.

In May, the annual meeting of the National Association of Teachers of German (NATG) took place in Adelaide and was a forum for German Network and Association Leaders to come together and discuss issue of importance for German Education in Australia, together with our engagement with the Goethe Institut. This was an important opportunity for networking, sharing of ideas and strengthening partnerships within the German teaching community. It was great that we could participate despite the ever-changing restrictions that made travel difficult this year.

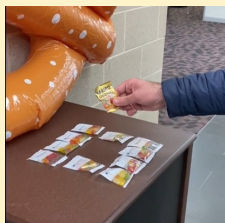
Our Senior German Immersion Day (Lautstark) was a great success and involved students in Years 10-12 from schools and colleges across Canberra. Gungahlin College were amazing hosts and students put their language and creativity to the test, completing activities and projects on the topic of music. We are thankful for the support of the ACT Government, Goethe Institut, and the German Embassy to run these activities and opportunities for our students and teachers.



*Students at the Senior German Immersion Day*

Unfortunately, our Year 8 and 9 Immersion Day activities and our annual mini-conference were all cancelled for this year due to the lockdown and COVID-safe restrictions. We look forward to getting these back up and running next year.

The Network concluded its year with our final Network Meeting in Term 4. We are thankful to all our members for providing such rich learning experiences to our students.



We look forward to the many events to come in the New Year!

**Sheree Avard — German Network Leader**



*German Students from Telopea Park School at the German Zootag*

*A snapshot from one of the winning music videos from the Senior German Immersion Day.*



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## GERMAN LANGUAGE NETWORK



### Meet the Teacher

**Name:** Sheree Avard

**I teach:** German

**I also speak/know:** A little bit of Latin and French, but these are pretty rusty!

**I have taught:** German and EAL/D

**Have taught in levels:** High school Y7-10

**I became a language teacher because :** When I left school, I chose to do an Arts and Science degree so that I could continue to study both of my favourite subjects - science and languages. After university, I went straight into the public service as part of a graduate program, but I missed directly connecting with the subjects that I had studied. I also knew that I enjoyed working with and teaching young people as I had experience with this outside of work. Finally, I pictured what career I could imagine being captivated by on a day-to-day basis, and teaching just ticked all of those boxes!

**Fun fact:** Das ist mir Wurst! Literally - That is sausage to me. Meaning - I don't care about that.

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## Indonesian Language Network



### Meet the Teacher

**Name:** Damian Bolton

**I teach:** Indonesian

**I also speak/know:** Malay

**I have taught:** Indonesian, English

**Have taught in levels:** Primary school, High school Y7-10

**I became a language teacher because :** I wanted to share my passion for Indonesia, as well as my love of languages. I am also interested in various methodologies and strategies for language teaching and learning.

**A fave thing:** I wanted to share my passion for Indonesia, as well as my love of languages. I am also interested in various methodologies and strategies for language teaching and learning.

**A tricky thing:** Time. There is never enough time to consolidate, especially when I see classes once per week. It can also be challenging to overcome negative perceptions of language learning.

**Fun fact :** I like to teach the often amusing kepala and kelapa. Kepala means head and kelapa means coconut.

### Meet the Teacher

**Name:** Rebecca Battaglini

**I teach:** Indonesian

**I also speak/know:** Little bits of Javanese and Tetum

**Have taught in levels:** High school Y7-10, College Y11-12

**I became a language teacher because :** Growing up I had always wanted to be a primary school teacher. Then I got into Indonesian! I just wanted to keep going until I was fluent. With the encouragement of my Indonesian teachers here in Canberra (Anita Patel and Kerry Davies), I completed an Asian Studies degree at ANU. "Just go and do your Asian Studies first, and then if you still want to be a teacher after that, then okay!" they implored. Five years later, the desire to be a teacher still remained, but I had had so many life-shaping adventures along the way. As I wanted to be able to use a lot more of my Indonesian skills, this led me to teaching in high schools.

**Fun fact :** "Polisi tidur" (translated as "sleeping policeman") always makes me smile. This is the term for "speed bumps" in Indonesian.

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## ITALIAN LANGUAGE NETWORK continued



### Meet the Teacher

**Name:** Antonietta Martiniello

**I teach:** Italian, it's also my L1!

**I also speak/know:** some French, Spanish, Portuguese

**I have taught:** English and Italian

**Have taught in levels:** Preschool, Primary school, Middle school Y6-8, High school Y7-10, College Y11-12, Community language schools, University - Language Teacher Preparation

**I became a language teacher because :** I became a language teacher because I was a mainstream Primary teacher in Australia and I moved to Italy for three years where I began to teach EFL. When I returned, I started teaching as a specialist Italian teacher.

**A fave thing:** Empowering students to communicate in another language and seeing the joy this provokes. Seeing the look of understanding when people converse in a new language, and what this brings to them.

**A tricky thing:** Communicating the needs of language courses to those who don't teach languages and selling the advantages and benefits of second language learning in Australia. Also fighting for learner pathways that will make learning a language worthwhile.

**Fun fact :** "Scoprire gli altari" which literally means to "discover little altars" but idiomatically would be to "let the cat out of the bag" .... the look on the faces of my students when I try and explain these types of expressions... and how sometimes the concept lands, but I know with this one it never will!

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## JAPANESE LANGUAGE NETWORK



**Sharee Harrild**

### Meet the Teacher

**Name:** Sharee Harrild

**I teach:** Japanese

**I also speak/know:** Japanese, some Spanish, some AUSLAN, some Indonesian, small amount of Ngunnawal

**I have taught:** Japanese and some AUSLAN as a general classroom teacher (lower primary)

**Have taught in levels:** Preschool, Primary school

**I became a language teacher because :** After many years as a general classroom teacher, an opportunity arose for me to be able to move into doing a Japanese specialist teaching role. Most of the schools that I have ever worked in since gaining a permanent teaching position have had Japanese as the school's additional language, and I studied Japanese myself throughout high school. I have always had an interest and passion for languages education (English as well as additional languages). Following 17 years as a general primary school teacher, I began my first year as a languages teacher in 2018, teaching preschool to Year 2. I am now in my second school as a Japanese specialist teacher, currently covering classes from Kindergarten to Year 6.

**A fave thing:** Being able to open up the wider world to the students I teach, to help develop their understanding of the diversity of humans and their languages and cultures. I love seeing kids making connections in their learning, with their home languages and seeing their confidence as communicators grow.