

# CONTACT



MLTA ACT INC



## From our president

Hello and welcome to our first issue for 2026 of CONTACT, the MLTA-ACT newsletter.

For continuing members, MLTA-ACT welcome you back for 2026 and to our new members, we warmly welcome you to MLTA-ACT and look forward to meeting you during the year.

This year has brought significant changes to the MLTA-ACT Council with many new faces. Lena Britton, has stepped down from the role of Treasurer. I would like to thank Lena on behalf of the 2026 MLTA-ACT Council for her contribution to MLTA-ACT as Treasurer. A huge welcome and thank you to Gaëlle Tregoning, who has stepped into the treasurer role. She is off to a flying start in the role and is a pleasure to work with. Another valuable addition on our Council is Ravi Krishnamurthy, who has replaced Frank Keighley as Public Officer.

I am grateful to them both and look forward to working with them as we navigate together our new roles on the 2026 MLTA-ACT Council.

Remaining on the MLTA-ACT Council for 2026 is Prue Roveta, who not for the first time, has accepted the secretary role. I would like to thank Naomi Lamb on behalf of the 2026 MLTA-ACT Council for her contributions on the 2025 MLTA-ACT as Secretary. Also remaining on the 2026 MLTA-ACT Council are Frank Keighley, who has again accepted the Webmaster role and Myriam Davies, who accepted to continue on in the role of Publications Editor.

As the new 2026 President, I am incredibly grateful to Prue, Frank and Myriam not just for their depth of knowledge and experience with language teaching and learning in the ACT, but also their warm welcome and support for me in my new role.

As the incoming president, I'd like to introduce myself. I am an Indonesian teacher who, very recently, returned to Canberra to be closer to my children. I have taught Indonesian in SA, NSW and NT. While newly retired, I look forward to adding ACT to that list!

My passion is advocating for language teachers. I do this through committee work (I have been a committee member on both MLTASA, MLTA-NSW & INTAN, the SA Indonesian teachers association), convening national language conferences, running local 'hub groups', my blog (bucathy.com) and online mentoring. I am delighted to be given the opportunity to be on the Executive of the 2026 MLTA-ACT Council and look forward to continue advocating through the President role.

Welcome also to Claire Thevenin-Smith, Yuko Jeffers, Orion Lethbridge, Sally Wang, Alessia di Antonio, Sayoko Thompson, Ravi Krishnamurthy and Peggy Halas who have

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## | From our President (continued)

joined the Council this year as General Council members. We value the language diversity they bring to our Council representing Korean, Japanese, Italian, Mandarin, French, Tamil, and Sanskrit. I'd also like to add a final acknowledgement to both Peggy Hales and Alessia di Antonio. To Peggy for being the 2026 MLTA-ACT membership coordinator; a hectic job at this time of the year and Alessia, for offering to take on the job of managing our Facebook page.

Myriam Davies and Prue Roveta, both teachers of French, have also taken on the additional role of being our primary representative of the French Section of the MLTA-ACT. This year their role includes being on the conference committee for the 2026 FATFA conference to be held in Canberra 27-28 November. The 2026 FATFA Conference theme of (un)Knowing and (un)Learning invites participants to explore how reflection, curiosity, Indigenous ways of knowing and creative unlearning can reshape French language education in Australia and beyond. Registration is open and early bird registration rates are available until July 31. Further details are available on their website, <https://www.fatfa.net/>.

This year we have already delivered two Professional Learning sessions to the ACT Community Language Schools Association teachers. You will soon receive an email asking if you too would like to present to CLSA teachers. Workshop topics are a great opportunity for you to share with community language teachers a successful aspect of your teaching. The first CLSA workshop this year was delivered by Ravi Krishnamurthy, a Tamil and Sanskrit teacher on the topic of teaching Community Languages to Multilingual Children in Australia. The second was

delivered by Janelle Horsington, the principal of Growth Intentions (<https://www.growthintentions.com.au/about>) on the topic of intercultural capability. On behalf of MLTA-ACT, I extend my appreciation to both Ravi and Janelle for supporting Community Languages Teachers, who found both sessions helpful and informative.

Also, this semester, two professional learning opportunities were held for MLTA-ACT members. On Friday 24 February, in first term, our annual Meet and Greet was held at the Mercure Hotel on Ainslie Ave. Unfortunately, I was unable to attend due to illness, and after hearing the positive comments I am now even keener to attend next year!

The second Professional Learning day for members was held at Telopea Park School with Dr Gianfranco Conti. The MLTA ACT Council was delighted with the 53 attendees present over the day. There were 2 sessions;

The morning session was an introduction and refresher of Extensive Processing Instruction (EPI). EPI helps learners internalise language through repeated meaningful "chunks" of vocabulary and sentence structures.

The afternoon session focus was effective grammar teaching and building fluency and motivation. Copies of his presentations were distributed to attendees along with a feedback form. To all who have yet to complete the feedback form, I encourage you to do so as your comments will help guide us with the planning for future PL sessions to ensure they meet member needs.

Term 3 and 4 Professional Learning details will be available soon. Keep checking the MLTA-ACT website

<https://www.mltaact.asn.au/> and your emails for the updates.

We received three applications for the semester 1, 2026 MLTA-ACT scholarship. Due to a variety of factors, we are still in the final stages of notifying applicants of the results. The applications were varied and included applying for funding to attend a conference, convening a language conference, and funding prizes for a language competition. If you have been a financial member for at least two years, especially teachers who have not received awards from our association in the past, I hope you too are keen to apply for the semester 2 MLTA-ACT scholarship. Information will be emailed to all members after the break.

Thank you to Myriam Davies, our Editor, for bringing this issue to us all and thank you too to all who have contributed. We encourage members to send in details about any upcoming language and cultural events for the semester 2 issue of CONTACT. Don't hesitate to get in touch with Myriam at [mlta.act.inc@gmail.com](mailto:mlta.act.inc@gmail.com). We also encourage you to use the newsletter for sharing successful teaching ideas and tips to help and support colleagues.

I would like to thank the MLTA-ACT Executive and Council Members for their ongoing dedication and support of the MLTA-ACT and its members.

Finally, I would like to wish you all a very rewarding holiday break, whether that be adventure, relaxation or both.

**By Cathy Elliott,  
MLTA-ACT President**

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# From the French Section: Semester Highlights

The MLTA ACT French Section has enjoyed a busy and rewarding semester, with a range of events bringing teachers, students and the wider Francophone community together.

We began the semester with a French film event at the Alliance Française French Film Festival, where members had the opportunity to attend a screening of *L'Étranger*. This was a wonderful chance to connect through French cinema and to reflect on how film can support cultural understanding and discussion in the French classroom.

Our Rencontre Francophone with Manon Dumas from the High Commission of Canada was another highlight. Manon generously shared her journey as a French-speaking Canadian diplomat, offering fascinating insights into Canadian Francophone culture, diplomatic life and international relations. The relaxed format allowed teachers to ask questions, exchange ideas and enjoy an informal moment of connection in French.



Marion Dumas from the High Commission of Canada

The French Photography Competition, *Le français est partout*, was again a great success. Many students submitted creative entries showing how French can be found in everyday life, from signs and packaging



Year 7 - 1<sup>st</sup> Prize- Ashley G,  
from Radford College.

to cultural references and surprising discoveries in their local environment. The standard of entries was impressive, and it was wonderful to see students looking more closely at the presence of French beyond the classroom. Selected photographs were professionally framed and displayed at the Alliance Française de Canberra, with prize-winning students invited to a special ceremony to receive their awards and collect their framed photos. Thank you to Peggy Halas, French and photography teacher at Canberra High School, for being such a fantastic judge. This competition continues to be a valuable way to encourage curiosity, creativity and intercultural awareness among young learners of French.

To celebrate the Fête de la Musique, the French Section also organised a music

tournament, inviting teachers and students to discover and vote for a range of French-language songs. This was a fun and engaging way to bring contemporary Francophone music into the classroom and to encourage students to listen, compare, discuss and express preferences in French. Thank you to Laurence Barthelemy and Chrystel Wille for their precious support in running this event.

These events reflect the French Section's ongoing commitment to supporting teachers, enriching students' learning experiences and strengthening connections with Francophone partners in Canberra. We warmly thank all teachers, students, families and community partners who contributed to making this semester so successful.



Year 6-1<sup>st</sup><sup>nd</sup> Prize- Elena S-  
Aranda PS



Year 9 -2<sup>nd</sup> Prize - Sophie L-  
CGS

by Myriam Davies

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# From the Chinese Network: 2026 Chinese Language Gala Day

St John Paul II College, Nicholls, hosted the 2026 ACT Chinese Language Gala Day on 14 May. It brought together more than 250 students from Kindergarten to Year 10, across seven Canberra schools: Florey Primary, Mawson Primary, Melrose High, Merici College, St John Paul II College, St Thomas Aquinas, and Holy Spirit Catholic Primary. The event showcased the strength and diversity of Mandarin learning in ACT schools.

Mawson Primary opened the program with a dynamic Dragon Dance performed by Year 6 students. Year 5 students from the Mandarin Immersion Program and senior SJP students served as Masters of Ceremony. Performances included traditional and modern Chinese songs, poetry recitations with musical accompaniment, group dance, instrumental duets, and two Mandarin plays - *The Origin of Biáng* and *New Lǎo shǔ jià nǚ* (*The Mouse Village Chief Marries Off His Daughter*). Senior SJP students also shared highlights from their recent two-week study tour to China.

Staff, students, and guests provided highly positive feedback, commending participants for their Mandarin proficiency, creativity, cultural engagement, and exemplary behaviour. The Gala Day offered a fun and meaningful opportunity for students to celebrate and deepen their understanding of Chinese language and culture.



Following the performances, students rotated through three cultural activity sessions featuring traditional Chinese sports and games, paper art and origami, umbrella and kite painting, Peking opera mask design, calligraphy brush writing, and the crowd favourite - crafting personalised bracelets.



From the Chinese Network: Chinese Language Gala Day  
(continued)



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From the Chinese Network: Chinese Language Gala Day  
(continued)



by Joanne Hurley, Chinese Network Leader, Mawson PS

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# French at Macquarie Primary School

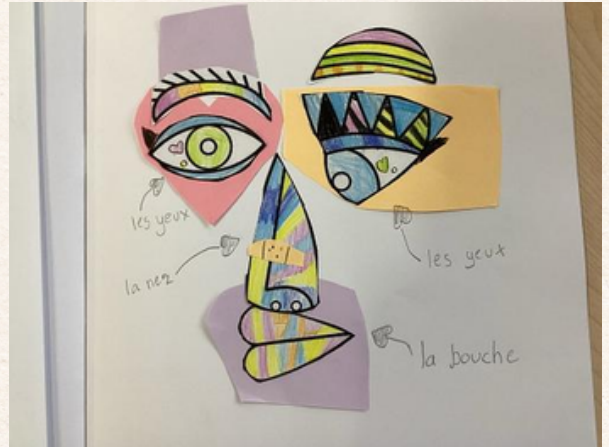
## Year 2 and Picasso

In Year 2 at Macquarie Primary School, we learnt about body parts.

We sang the song Tête, épaules, genoux, pieds.

We played Jacques a dit et au loto. And we finished our unit by making collage portraits à la Picasso !

Students labelled the face they created.



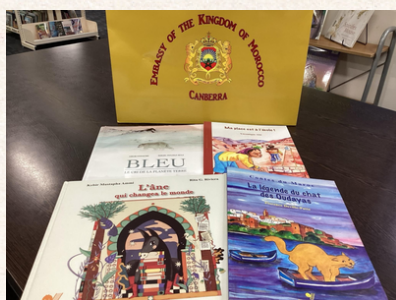
## Celebrating Francophonie

In Term 1, we participated in the Francophonie poster competition.

We were allocated LE MAROC. To help us prepare our poster, we had the visit of Ms K. Salim from the Embassy of the Kingdom of Morocco in Canberra.

She talked to the Year 5 and 6 students about her country and shared many interesting information. Ms K. Salim brought many Moroccan artefacts for the students to look at. It was great to see a real tagine and the famous Fez hat. She gifted our school with 4 books.

Our poster included details on geographical specificities and Moroccan cuisine. We also created mosaics and desert landscapes.



By Laurence Barthelemy

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# Canberra Sanskrit School Highlights : Celebrating Language, Culture, and Community Spirit

As the Principal and Founder of the Canberra Sanskrit School, I am thrilled to share our recent achievements, joyful moments, and exciting updates that showcase the heart and soul of our growing community.

## **Canberra Sanskrit School (AMAN) at the National Multicultural Festival 2026!**

Canberra Sanskrit School proudly showcased cultural and musical performances celebrating language, heritage, youth talent, and community spirit. Talented young singers and dancers captivated audiences with their wonderful performances and stage presence.

- ◆ Highlights:
  - Cultural performances
  - Youth talent and creativity
  - Strong community support
  - Celebration of multiculturalism

Proudly celebrating the collective efforts of our students, families, volunteers, and community members in making this showcase a wonderful success.

## **Empowering Community Language Teachers in the ACT!**

We delivered a professional development workshop for ACT CLSA teachers on “Teaching Community Languages to Multilingual Children in Australia.” Educators from diverse backgrounds came together to share practical strategies for supporting multilingual learners.

Highlights included:

- Building speaking confidence
- Managing mixed-ability classrooms
- Embedding culture into teaching
- Strengthening community connections
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The workshop reinforced that community language teachers are not only educators, but also cultural custodians shaping identity and belonging for future generations.

Thank you to ACT CLSA and all participating teachers for your enthusiasm and commitment.

**By Ravi Krishnamurthy,  
Principal and Founder**



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## From Telopea Park School

At the Lycée franco-Australien de Canberra (Telopea Park School), the Year 4 to year 6 (CM2 a la 6eme) students recently took part in the AAFEBS “Lève ta voix” project, a French reading aloud competition organised by the AAFEBS (The Australian Association of French-English Bilingual Schools).

As part of the project, students prepared and performed a two- to three-minute expressive reading from an original text written in French. “Lève ta voix” encourages students to discover the joy of reading aloud with confidence, expression and emotion.

Throughout the project, students learned how to project their voice, articulate clearly, use appropriate intonation and communicate emotions to an audience. The experience also helped develop reading fluency, comprehension, self-confidence and oral communication skills. Students practised individually and in groups before presenting their readings in front of the class.

The Cycle 3 final for the Lycée Franco-Australien de Canberra took place last Friday, celebrating the students’ hard work, enthusiasm and love of reading in French.

As part of the celebration of La Fête de la Musique, held every year on 21 June in France, Year 5 students have been taking part in a fun and exciting “French Song Duel” activity organised by Myriam.

his weekly activity has become a favourite moment for the students, who eagerly wait each week to discover new French-speaking artists and songs from around the French-speaking world — from France to Canada and across Africa.

After listening carefully to the songs, students share their feelings, opinions and favourite moments. The class then votes for their favourite song of the week, alongside other participating schools. The results contribute to the selection of the overall winning song.

Through music, students discover the richness and diversity of Francophone culture while developing their listening, speaking and critical thinking skills in an enjoyable and engaging way.

**By Isabelle Reynier**

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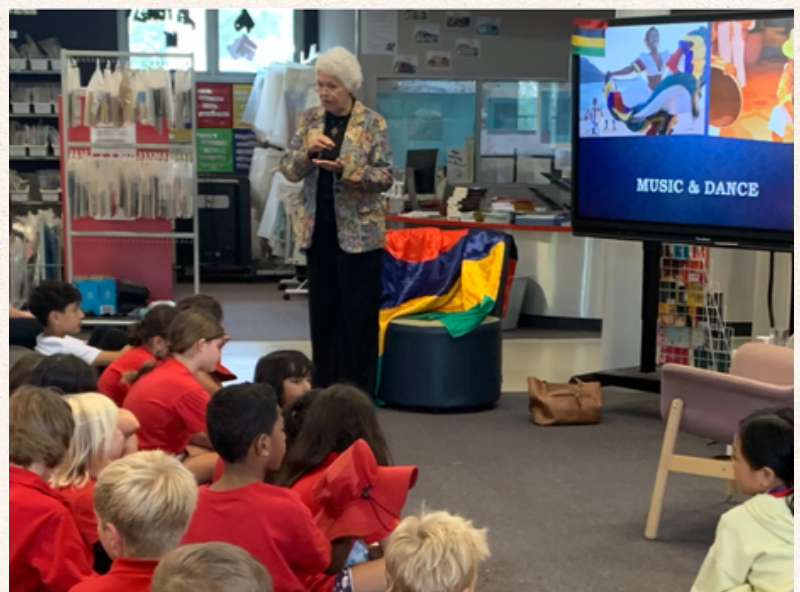
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## French at North Ainslie Primary School



This semester, students from year 2 to year 6 learned about Mauritius Island as part of our Francophonie project .

Students from different classes created collaborative art works.



We were fortunate to have Ms. Sarojini Seeneevassen the High Commissioner of Mauritius come to our school and give an interesting presentation to the year 4 classes.

We all enjoyed learning about Mauritian culture with a focus on food, animals, beaches, sport and the dodo.

**By Chrystel Wille**

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# Harmony Day Week at St Edmund College

The power of authentic, experiential learning lies in its ability to resonate deeply—shaping not only students’ understanding but also by their perspectives and values. This was clearly evident during our Harmony Day Incurion Week in Term One, where students in Years 7 and 8 engaged in a rich and meaningful learning journey by listening to the life stories of ‘Migration’ of 17 guest speakers.



Our Italian classes had the privilege of welcoming many guest speakers from diverse cultural backgrounds.

One speaker, originally from Iran, shared her journey of moving to Australia after completing her university studies. She spoke about the challenges of adapting to a new culture, including understanding the Australian accent, everyday humour, and the way society functions. Another speaker, originally from Hereford in England, reflected on the difficulty of leaving family behind and building a new social network in a different country. Despite these challenges, she explained how Australia became a place where she was able to create a happy and fulfilling life with her family. Although their backgrounds and experiences were very different, both speakers shared a common message: curiosity, resilience, and an open mind are essential when embracing new cultures and overcoming challenges. This powerful lesson left a lasting impression on our students and sparked thoughtful discussions in our Italian classes. Grazie di cuore a tutti e arrivederci alla prossima HarmonyWeek! -

by AlessiaDi Antonio



In my Year 7 and 8 Japanese classes, our guest speakers shared their own and their families’ migration experiences to Australia from South Africa and Greece. Following the presentations, students engaged in thoughtful and reflective discussions, asking insightful questions about the challenges of migration, language barriers, cultural adjustment, and the differences they experienced between their countries of origin and Australia. One speaker reflected on her personal journey of cultural adaptation and identity formation after migrating from South Africa. She discussed how growing up under the Apartheid system shaped her early experiences and how moving to Australia exposed her to a society that values diversity, inclusivity, and equal opportunity. Her story prompted students to consider the impact of historical and social systems on individuals and communities.

The second speaker shared the migration story of her parents, who left Greece in search of new opportunities in Australia. She spoke about the courage, resilience, and determination required to begin a new life in an unfamiliar country, and how her family established themselves through hard work, strong family values, and perseverance. Her account highlighted the sacrifices and aspirations that often underpin migration journeys.

by Yuko Leffers

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## Harmony Day Week at St Edmund College (Continued)

Students in my Japanese classes were privileged to hear a range of powerful personal stories. Through the experiences shared, students learned about moving between countries, adapting to new cultures, overcoming hardship, and building a sense of belonging in Australia.

One speaker reflected on a journey from Argentina that eventually led to opportunities to play and coach rugby around the world, including in Japan. Another shared the challenges and opportunities of moving from Fiji to Australia and adjusting to a different way of life. Students also heard about leaving Greece under difficult circumstances and finding hope and happiness in a new country, while another speaker recounted the experience of arriving in Australia as a refugee and drawing on faith and resilience to build a new life. The boys were equally fascinated by stories of family migration, including accounts of Italian and Greek families establishing themselves in Australia and the sacrifices made by earlier generations. A particularly memorable moment was seeing historical documents brought by one speaker, including a government booklet that had welcomed his grandparents when they arrived in Australia by ship.

by Clare Grantham



Through active participation and thoughtful discussions, they gained valuable insights into how language, culture, and identity can evolve through migration, while demonstrating empathy, intercultural understanding, and an appreciation of the resilience, courage, and perseverance required to build a new life in a different country.



# French at St Bede's Primary school

## Years 5 and 6 : Exploring Canada and la Francophonie / Breakfast in France

Our Years 5–6 students enjoyed exploring La Francophonie through an inquiry unit focused on Canada as a French-speaking country. They researched Canadian geography, culture, traditions, food, sport, and daily life, presenting their findings through posters and PowerPoint presentations.

The students also participated in a range of hands-on cultural experiences, including cooking and tasting pancakes with maple syrup and poutine, learning about lacrosse, and playing a game of lacrosse.

One of our teachers at St Bede's is Canadian and speaks French and she shared authentic insights into life in Canada. These experiences helped our St Bede's students develop a deeper understanding of the diversity of the French-speaking world and the value of language learning beyond the classroom.

What we learned in class during our French food unit in Term 2 was put into practice through a French café experience at school, where year 5 and 6 students ordered food and drinks at a pretend counter using full French sentences. They used *je voudrais* with correct gender agreement and polite forms of address, along with *s'il vous plaît* and appropriate vocabulary for breakfast foods and drinks. This activity allowed students to apply their knowledge of food items, opinions, and grammar in a realistic and interactive setting while practising polite conversation in French.

## French Photography Competition at St Bede's

A special congratulation to our talented St Bede's photographers! Four of our St Bede's students were award winners in the French Photography Competition across the Year 3, Year 4, and Year 5 categories. We are incredibly proud of their creativity and effort, and of the way they represented our school through their outstanding work.

## French in Kindergarten and Year 1

This year in French, our Kindergarten and Year 1 students explored French language and culture through a range of engaging, hands-on activities.

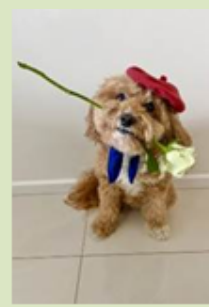
To celebrate France's iconic landmarks, they built Eiffel Towers using straws and created French flags with blue, white, and red paper. They also learned and performed popular nursery rhymes and songs, including *Gipsy l'araignée*, *Frère Jacques*, greeting songs by *Lelait*, *Petit escargot*, *Ainsi font, font, font les petites marionnettes*, and *Pomme de reinette*, supporting their early language development, rhythm, and pronunciation.

Students also explored the picture book *Toutes les Couleurs* by Alex Sanders through interactive activities. They learned colours and parts of the body, retold the story with growing confidence, and created puppets to bring the story to life. We also introduced "story bags" (*sacs à histoire*) to support hands-on storytelling. Through songs, crafts, and storytelling, students experienced French in a fun and meaningful way.



## Lunch time French Club

In Term 2 I have also introduced a lunchtime French club focused on bracelet making. Students from all year levels are invited to participate, and they enjoy designing bracelets while forming French words and simple sentences. This creative activity provides a fun and engaging way for students to practise their French in a relaxed, social setting. Next term, we are planning to run a French knitting club called *tricotin*, designed purely for enjoyment and creative exploration.



by Gaëlle Tregoning

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# Assembly inquiry about a central delivery model for senior secondary languages

As members of MLTA ACT who have followed the events would recall, CAL worked with CIT Solutions to take over program delivery for Year 11-12 language courses commencing from the start of 2024. We maintained the CAL website originally to redirect enrolment enquiries to CIT Solutions and to support ongoing viability for those programs.

However, the CIT Solutions parent organisation, CIT, ran into difficulties and decided to close down CIT Solutions mid-way through last year. CAL now has a focus on advocacy for language learning into the future, particularly in the senior secondary education area, and we are the sole entity with that particular focus in the ACT. Our website provides [background information on the context](#) as well as [ongoing updates](#) to stakeholders affected by the current uncertain future of central delivery of BSSS accredited senior secondary language courses in the ACT.

As outlined in the article in Contact at the end of last year, a petition on the ACT Legislative Assembly website attracted 582 signatures in the space of a few weeks – enough to trigger a response by the assembly. Following the petition at the end of 2025, in the final sitting of the ACT

Legislative Assembly, it was clear that the government was not engaging with the issue of central delivery for senior secondary language courses in the ACT. The Canberra Times and ABC website provided no coverage of substance at the time, but Region News published articles by Ian Bushnell on 5 December and 8 December, articulating concerns about the lack of an outcome.

In March this year (2026), Mr Thomas Emerson, Chair of the ACT Legislative Assembly's Standing Committee on Social Policy, advised us that the Committee had resolved to undertake an inquiry into the petition relating to access to 11-12 ATAR language courses. Submissions were invited, with a closing date of 10 April this year. To view the submissions can be viewed by going to the inquiry page on the assembly website at <https://www.parliament.act.gov.au/parliamentary-business/in-committees/committees-11th-assembly/social-policy/inquiry-into-e-pet-077-25-access-to-11-12-atar-language-courses-in-2026> and selecting the “Submissions” link.

I participated as a witness at the hearing for the inquiry on 28 April this year. Videos of the sessions at the hearing on access to senior secondary language courses are available on the

Legislative Assembly website. See [committee hearings searchable videos page on the ACT Legislative Assembly website](#) (scroll down to the link for Tuesday 28 April). The transcript is available [from this page](#) in the Hansard area of the ACT Legislative Assembly website. Several assertions from the languages inquiry hearings required responses. These are outlined in the post of 27 May [on the CAL News page](#)

A few days after the hearing, on 4 May, Region News published an [article about the ACT Legislative Assembly's languages inquiry](#), quoting the education minister as saying language education isn't a priority for the ACT government right now. That is a summation of the government's regrettable position at present on provision of a central delivery option for senior secondary language courses, but when the standing committee delivers its report, I would hope that the government will engage constructively with the committee's recommendations.

I'm advised by Tom Emerson's office that they hope to publish the report of the inquiry in time for the Legislative Assembly estimates hearings in July this year. That would then enable assembly members to raise matters from the inquiry report in estimates discussions. **by Frank Keighley**

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# Fête de la Musique Competition Engages Students Across Schools

This term, our Year 9–11 students participated in a local adaptation of France's Fête de la Musique, providing an engaging way to connect language learning with contemporary Francophone culture. It was open to students from both primary and secondary years.

Originally established in France in 1982, Fête de la Musique celebrates amateur and professional musicians through free public performances held each year on 21 June. Inspired by this tradition, students explored a selection of French-language songs over a six-week period. Each week, they listened to two competing tracks, learned about the artists and musical styles represented, and then voted for their preferred song.

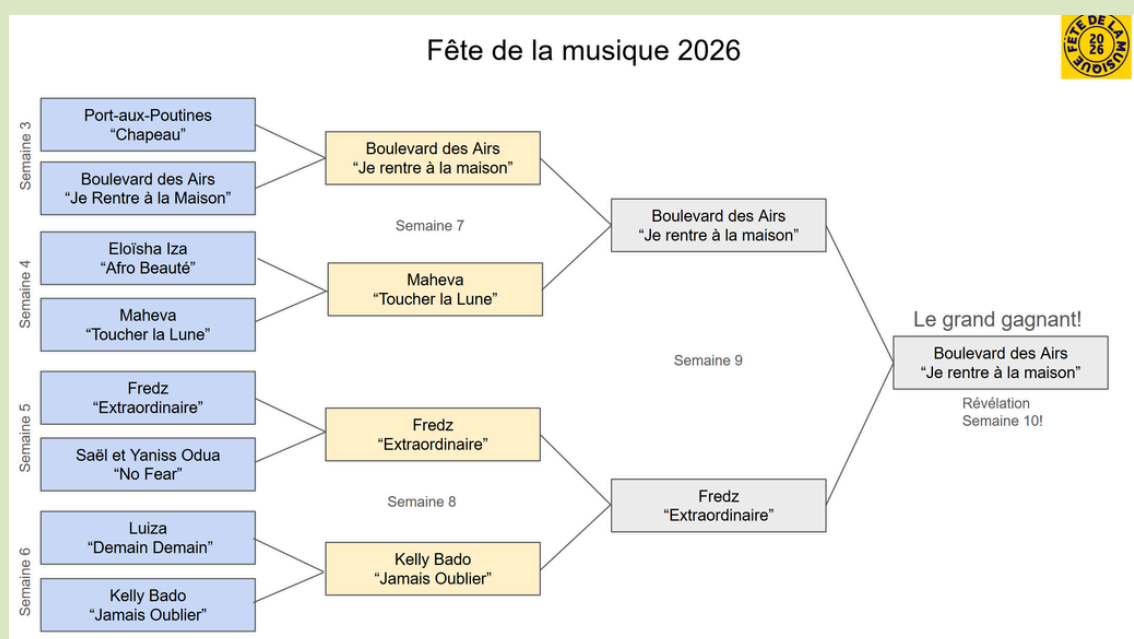
The project provided a valuable opportunity to expose students to authentic language and a diverse range of artists from across the Francophone world, while fostering curiosity and engagement beyond the classroom. It was also encouraging to see students eagerly anticipating each new round and championing their favourite songs.



The competition format generated considerable enthusiasm, with students discussing lyrics, musical genres, and cultural themes while developing their listening skills. Winning songs from the preliminary rounds progressed to knockout stages in Weeks 7 and 8, with the grand final taking place in Week 9 in the lead-up to 21 June.

Many thanks to Mme Davies for coordinating this initiative, as well as the recent French Photography Competition, both of which have enriched students' cultural understanding and strengthened connections between participating schools.

Mme Lefebvre and Mme Richards,  
Radford College

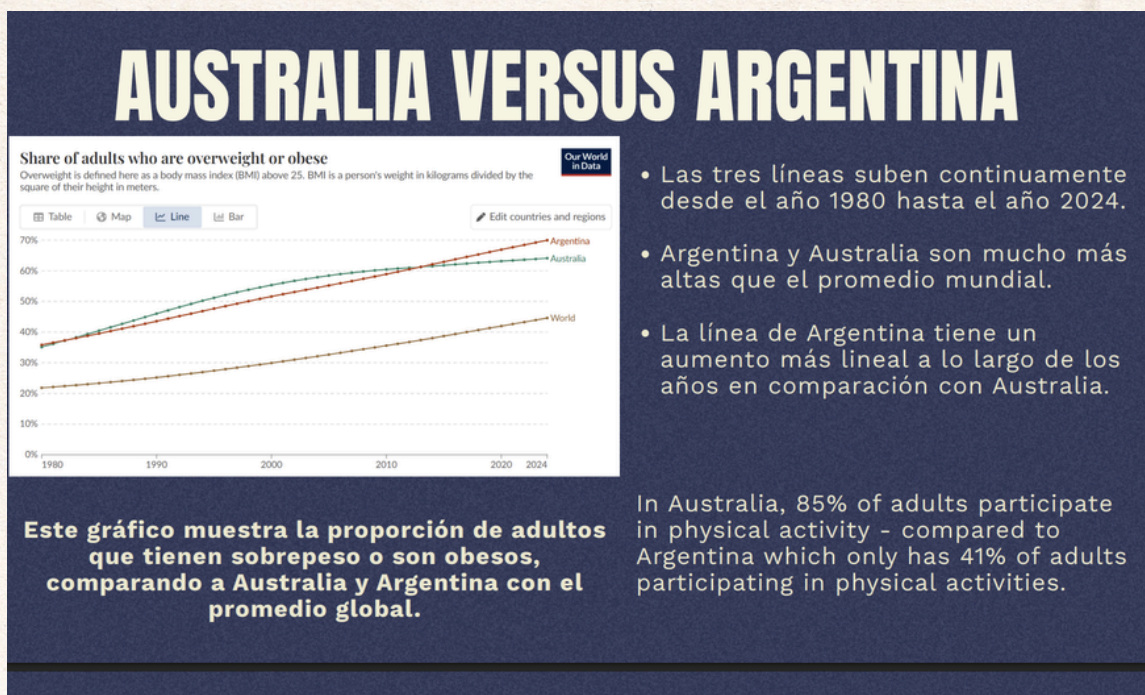
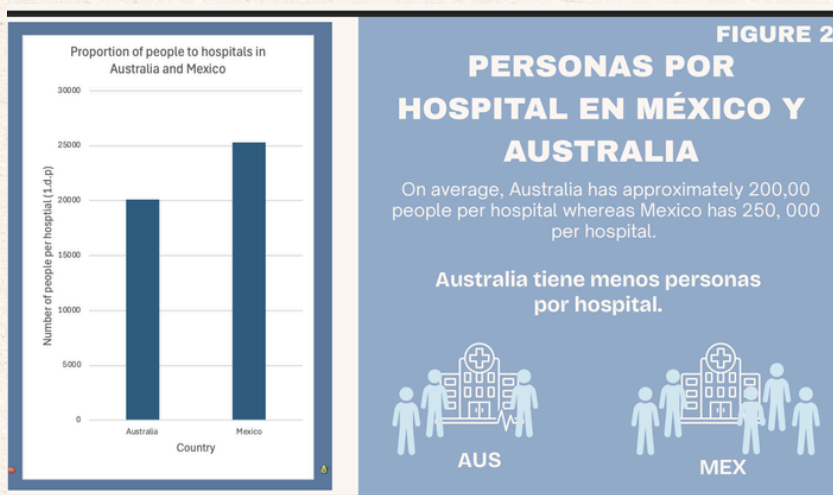


# Interdisciplinary learning at Merici College

During week 10 of Term 2, Year 10 students engaged in a one-week Unit of Interdisciplinary Learning. As part of our MYP programme, students develop a product that represents learning across subject areas. Using Language (Spanish, Italian, French, Chinese) and Maths, they combined efforts to present and analyse data on topics such as food and diet, sports and health, and education in a Spanish-speaking country and in Australia. A range of titles included: Fast food and its impact on health, Obesity rates vs Diet in Mexico / Educational gap in Guatemala / Sports culture in Argentina.

Students constructed a summary of their findings in the target language. Throughout this unit, Spanish students analyse data limitations, develop a greater understanding of cultural settings in a range of Spanish-speaking countries, and compare these settings with Australia. In most cases, the treatment of the topics shows depth, great sensitivity and empathy with the reality of Latin American countries.

All in all, this was a successful unit which integrated meaningful connections with the real world while utilising language and maths skills.





# ***SAVE THE DATE!***

Inaugural online event :

**11 - 15 JANUARY  
2027**



**LANGUAGE LABS AND WORKSHOPS OFFERED AT FLEXIBLE TIMES  
COMPLETELY ONLINE!**

In person event :

**10 - 14 JANUARY 2028**

*Mark your calendar!*



# C.I. DOWN UNDER 2027



The CI Down Under committee & LTQ are delighted to announce the first ever CI Down Under Online Conference!

The 2027 online conference will run over five days – see the flyer for the information available to date. The conference will include both language labs (an opportunity for attendees to be either an observer or a beginner language student in a real language classroom) as well as CI focused workshops delivered by both Australian and international CI teachers. This conference will be a modified version of our face-to-face conferences, intentionally designed to provide an affordable bonus opportunity to reconnect with the joy, inspiration, and sense of community that make CI Down Under conferences so special.

To stay up to date, we recommend subscribing to our website where registration and presenter information will soon be published!



Website address: <https://cidownunder.wordpress.com/>