Guide to starting a languages program

This guide provides information and advice for government schools planning to introduce a languages program. Non-government schools will also find much of this information useful.

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# Contents

1. A high quality languages program ................................................................. 4
   Policy context and legislative requirements .................................................. 4
   Useful links and references ............................................................................ 5
   Funding provided for languages ..................................................................... 5

2. Establishing a languages program ................................................................. 6
   Prepare the way ............................................................................................... 6
   Provide professional learning for staff ......................................................... 6
   Observe other programs .............................................................................. 7
   Select a language ........................................................................................... 7
   Gather information ....................................................................................... 7
   Disseminate information ................................................................................ 9
   Make the final decision .............................................................................. 9
   Inform the school community ..................................................................... 9

3. Types of languages programs ........................................................................ 10
   Languages taught as a separate subject programs ..................................... 10
   Content and language integrated learning (CLIL) programs ..................... 10
   Bilingual/Immersion programs .................................................................... 10

4. Staffing the languages program ................................................................... 11

5. Developing a school languages policy ......................................................... 13

6. Extending students’ language learning opportunities .................................... 14
   Partnerships .................................................................................................. 14
   Sister schools .............................................................................................. 14
   Education kits ............................................................................................. 14
   Digital and online resources to support languages learning .................... 14
   Languages and Multicultural Education Resource Centre (LMERC) .......... 15
   School and community events .................................................................... 15
   Language immersion camps for students .................................................. 15
   Victorian School of Languages ................................................................... 15
   Community Languages Schools ................................................................... 15

7. Benefits of learning a language – useful links ............................................. 16
1. A high quality languages program

Language learning is a sequential and cumulative process. Students will learn most effectively through:

- an appropriate weekly time allocation
- frequent, regular lessons conducted entirely in the target language
- intensive engagement over an extended period of time
- sustained effort and revision.

A high quality language program should:

- be taught by a qualified teacher of the language
- involve students in language learning for a minimum of 150 minutes per week, spread as evenly as possible across the week
- be strongly supported by the school community, including by the school administration, staff, parents and students
- be resourced to an appropriate level, comparable with other learning areas in the school
- provide opportunities for students to practise and meaningfully use the language they are learning in authentic situations by interacting with native speakers of the language in the community and/or engaging with native speakers of the language in other schools and other countries.

Continuity of language learning, preferably beginning in Prep or earlier and continuing through primary and secondary school will contribute significantly to a student gaining proficiency in the language.

Policy context and legislative requirements

The Victorian Government has made a strong commitment to improve and extend languages education in Victorian schools.

This commitment, which was reinforced by the release in November 2011 of *The Victorian Government’s Vision for Languages Education* is that languages education will be compulsory for all students in government schools from Prep to Year 10 by 2025, starting with Prep in 2015.

*The Melbourne Declaration on Education Goals for Young Australians* articulates the importance of equipping young Australians with the skills to communicate, not only within and across Australia’s linguistically and culturally diverse society but also in an increasingly interconnected global world.

Victorian government and non-government schools are required under legislation and as a condition of their registration with the Victorian Registration and Qualifications Authority (VRQA) to provide all areas of the curriculum. As such, Languages, like Mathematics and English, is part of the core curriculum that all schools must provide and all students are entitled to receive.

The VRQA registration requirement is supported by the inclusion of Languages Other Than English within the discipline-based learning strand in the AusVELS, the Victorian curriculum for Foundation (Prep) to Year 10.

The AusVELS outline what is essential for all Victorian students to learn from Prep to Year 10. It also provides a set of common statewide standards that schools can use to plan student learning programs, assess student progress and report to parents. Schools should report student achievement in languages learning against the AusVELS standards for Languages from Year 5 onwards.
Useful links and references

*Education and Training Reform Act 2006, Education and Training Reform Regulations 2007*

*The Victorian Government’s Vision for Languages Education*

*Languages – expanding your world: Plan to implement The Victorian Government’s Vision for Languages Education 2013-2025*

*The Melbourne Declaration on Education Goals for Young Australians*

School registration guide

AusVELS

**Funding provided for languages**

Government schools are funded through their Student Resource Package (SRP) to provide programs in all curriculum areas, including Languages. Until 2005 supplementary Languages Education funding was included in the SRP as a separate line item and identified as ‘LOTE Funding’. This funding supplemented core SRP funding provided for all curriculum areas, to assist schools in meeting the additional costs associated with delivering languages programs.

From 2006 the separate LOTE funding line item was removed, and government schools were provided with LOTE funding as part of the SRP core per student rates and enrolment linked bases.

2. Establishing a languages program

The process for establishing a languages program is not a quick or easy one. The options outlined below are not necessarily a set of steps to follow; some may be more appropriate for your school community than others. The size of your school, any past experience of language programs, staff, parent and student attitudes to languages learning and the cultural and linguistic diversity within your school community will all influence the level of preparation required and the activities that are most likely to bring about a positive outcome.

Prepare the way

- Promote the benefits of learning languages within the school and to the parent community by selecting appropriate research and information. See Section 7: The benefits of learning languages.

  Be sure to include the following information:

  - how learning a language supports the development of first language literacy, problem-solving, intercultural and communication skills;
  - the potential longer term employment, economic and societal benefits of gaining proficiency in a language or languages in addition to English;
  - providing languages programs is a legislative requirement for all registered schools in Victoria;
  - all government schools receive supplementary funding for languages programs;
  - the timeline for the introduction of compulsory languages education for all Prep to Year 10 students in government schools by 2025, starting with Prep in 2015.

- Develop a timeline, and consider the establishment of a languages committee, possibly as a sub-committee of the school council, to guide the process. The languages committee should include representation from the school council, the school administration, teachers, parents and students (where appropriate).

- Follow up with general information for staff, parents and students about the rationale for introducing a languages program and the need to identify an appropriate language, using opportunities such as staff meetings, the school website, parent club meetings, parent information meetings, SRC meetings and parent/community newsletters.

- Ensure that the school council and the school community are informed about the languages that are taught in local kindergartens, primary and secondary schools.

- Inform the school council and school community about the importance of ensuring, where possible, that students can access a continuous language pathway from primary school to junior secondary and senior secondary schooling.

- Where appropriate, provide this information in community languages. Make it clear that everyone will have the opportunity to find out more about the issues involved and express their views.

Provide professional learning for staff

Organise a professional learning session for all staff, covering topics such as the cognitive benefits of languages learning for students, the place of languages as part of the core curriculum and in the AusVELS, and the contribution of a languages program to interdisciplinary learning.

Contact your Regional Languages Project Officer for advice and sources of information. Consider inviting other principals whose schools have high quality languages programs to conduct an information session for your staff and/or the school community.

**Observe other programs**
Consider arranging for members of the school council, interested parents and staff members to visit schools which are recognised as having effective languages programs. Your Regional Languages Project Officer may be able to recommend schools to approach.

**Select a language**
One of the most important decisions for any school community is which language or languages will be taught.

In order to successfully implement a languages program in your school, you need strong support from your school community. The final decision about the language to be taught rests with the school council and should be the culmination of an extensive consultation.

The first step to identify a suitable language for your school should involve a scan of languages taught in local kindergartens, primary and secondary government and non-government schools, to establish a clear picture of the languages taught in the local area.

Local schools should work together to ensure that students can access a languages learning pathway from Prep through to senior secondary schooling. An early start and continuity of language learning over time are key elements to developing proficiency in a language in addition to English. For this reason, and to maximise available resources (including funding), schools are strongly encouraged to have early discussions with local kindergartens and other primary and secondary schools about an appropriate language for their local area. Collaboration between individual schools and across clusters of schools to improve continuity and enhance languages learning is strongly encouraged.

**Tips for gaining school community consensus**
In order to achieve the best possible outcome:

- avoid putting people in the situation of having to commit to a position too early in the process
- ensure that all relevant stakeholders in the school community – school council, teachers, parents and students – are informed of the proposed languages program and have the opportunity to provide feedback
- aim for an outcome which best accommodates all stakeholders, even if it is not their first preference, and try to avoid a win-lose situation – the aim is to lay the foundations for a strong and sustainable languages program in your school.

Community consultation is critical when a school is considering replacing an existing languages program with a program in a new language. All relevant stakeholders in the school community should be informed and have the opportunity to provide feedback, to avoid tension and a potential sense of loss. The rationale for a possible change of language should be clear and discussed openly so it can be understood by all members of the school community.

**Gather information**
**Collect information about languages spoken by the school community**
Information about languages spoken in the school community can be useful when considering which language is most appropriate for your school. Find out:

- The languages spoken at home by students’ families, and the numbers of families speaking each of those languages (schools can use the LBOTE data in CASES 21).
• The number of students learning a language outside regular school hours through a community languages school or at the Victorian School of Languages, and the languages they are learning.

• The languages spoken by staff members and any language teaching qualifications held by current staff.

• Existing use of the school’s facilities by community languages schools for out-of-hours language classes.

Languages taught in other schools in the community

• Find out about the languages taught at nearby kindergartens and schools, and particularly for primary schools, the language/s taught in the secondary colleges to which most students will transition.

• Liaise with other local schools teaching or considering the introduction of a languages program to explore possibilities for joint planning and sharing resources – this will strengthen languages provision at the local level.

• The Department of Education and Early Childhood development (DEECD) collects information about languages provision through the annual school census. This information, including primary and secondary schools organised by the languages they teach is published in the annual Languages Report available at:


Languages spoken and taught in the local community

Research the language resources of your local community, such as:

• The predominant languages spoken in the wider school community (available from ABS census data, by postcode).

• Relevant historical factors in the local area (for example, the language background/s of early European settlers in the region).

• Cultural organisations in the local area (such as social clubs or facilities for elderly citizens of a particular language background).

• Local businesses with links to countries where languages other than English are spoken.

• Consider other support and resources available for particular languages, such as:

  • Trends in the study of languages in government and non-government schools across Victoria.

  • Support available for the teaching of specific languages in schools from the Modern Language Teachers Association of Victoria (MLTAV), language-specific teacher associations, cultural organisations such as the Alliance Française, the Goethe-Institut, the Japan Foundation, the Chinese Teacher Training Centre and foreign governments. A list of language-specific teacher associations is available on the Department’s website at: http://www.education.vic.gov.au/studentlearning/teachingresources/lote/proflearn.htm

  • The availability of teaching and learning materials in particular languages, including digital and online resources, suitable for Victorian students.

  • Known teacher supply issues.

Languages forum

Consider holding a school languages forum, where a summary of the information collected can be presented, and everyone has the opportunity to ask questions and provide feedback.
If deciding a suitable language or languages is likely to be controversial, it may be useful to identify a ‘neutral’ person to chair the meeting, if possible from outside the immediate school community. Use translated material and interpreters, where necessary, to ensure that the information presented is accessible to everyone. After the presentation of information and the chance to ask questions, as part of the process:

- Allocate participants to small groups for further discussion. A maximum of eight people per group is recommended, to ensure that everyone has the opportunity to share their views.
- Ask each group to identify up to three proposed languages for introduction in the school, and the reasons why they have been selected. If time and numbers permit, have each group report back to the whole meeting. At the end of the meeting collect the groups’ suggestions and provide them to the school council, and outline the next steps in the process to participants.

**Surveys**

Some schools use a written survey to gauge parents’ opinions about the choice of a language, using translations into community languages, if required. It is recommended to ask parents for up to three suggestions, in order of preference, including the reasons parents consider the most compelling for teaching these particular languages.

If the information provided from a survey is to be useful, findings from local and community research should be made widely available to the school community before the survey is conducted (to ensure that parents are well informed before nominating their preferred language/s).

**Disseminate information**

Summarise the results of this research and make the information available to the school council and school community through appropriate school/community publications and forums, using translations and/or interpreters where required.

**Make the final decision**

Members of the school council will need access to a summary of the information collected, recommendations from staff discussions, student forums, parent forums and surveys, and any other advice that will help the council to reach an educationally sound, well-supported decision.

This decision may take the form of a report, with recommendations, from the languages committee, if the school has adopted this option. Ensure the council agenda allows adequate time for discussion of this item, and how the decision will be communicated to the school staff, parents and students.

The school council may need to develop a contingency plan if the final council decision is to implement a particular language and a teacher for that language cannot be found.

**Inform the school community**

When informing the school community about which language/s the school council has selected, it is important to provide a brief outline of the reasons for the decision.

If the decision means that a language spoken by a significant part of the school community will not be taught at the school, ensure that they are aware of the nearest Victorian School of Languages centre that provides this language (see [http://www.vsl.vic.edu.au/](http://www.vsl.vic.edu.au/)). Your school can also consider hosting a community languages school outside of school hours to cater for their needs. See [http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/languages/Pages/classschools.aspx](http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/languages/Pages/classschools.aspx).
3. Types of languages programs

Three types of languages programs in Victorian government and non-government schools are described in each school sector’s annual school census.

A cultural awareness program that teaches limited vocabulary and language structures and may be taught by a teacher who does not have formal language qualifications is not considered a Languages program, because it will not enable students to reach proficiency in a language.

Languages taught as a separate subject programs

These programs focus on the teaching and learning of the target language and understanding the connections between language and culture.

Traditionally languages are taught as a separate subject, particularly in secondary schools.

Best practice in these programs involves working with mainstream class teachers to find content for language teaching which is meaningful and age appropriate for students. Teachers in these programs ideally work with classroom and subject teachers to determine and plan the topics to be taught.

Content and language integrated learning (CLIL) programs

These programs include teaching content from another curriculum area, combined with explicit teaching of the target language with a focus on the vocabulary and structures required for the additional curriculum area. Content may include one or more curriculum areas.

CLIL has obvious advantages for addressing the ‘crowded curriculum’ issue as it enables one or more curriculum areas to be taught through an additional language, and extending the time allocation for language learning. However, there are important factors which need to be considered before a school commits to the introduction of a CLIL program. These include:

- the availability of qualified languages teaching staff with the required content knowledge, knowledge of the CLIL approach and the appropriate level of competence in the target language
- collaboration with mainstream and subject teachers to teach the target language through a subject area
- ensuring students can also understand the key terms and concepts in content areas in English.

The Department provides credit bearing CLIL courses for qualified languages teachers in government and non-government schools. Information is provided by email bulletin from the Department or relevant sector authority in Term 1 each year.

Bilingual/Immersion programs

These programs include teaching at least two learning areas in the target language, in addition to the language.

Bilingual programs provide students with the opportunity to learn curriculum content in, and through, both English and another language, in a balanced way.

Bilingual and immersion programs provide a number of benefits to students, including:

- increased exposure to the language, both oral and written
- linguistic and subject discipline knowledge and skills
- intercultural knowledge and links to the values of community and citizenship.

As with CLIL programs, the availability of qualified languages teaching staff with the required content knowledge, knowledge of the bilingual approach and the appropriate level of competence in the target language is essential.
4. Staffing the languages program

A languages program must be planned and delivered by a fully qualified Victorian Institute of Teaching (VIT) registered teacher of the language.

The VIT website sets out the qualifications which teachers of specialist subject areas such as languages are expected to hold. These consist of two elements – specialist subject knowledge and teaching methodology.

In addition to general teaching qualifications teachers of languages are expected to hold an Advanced level major study in the language.

Native speakers may seek a Statement of Equivalence from an Australian university to verify that their knowledge and competence in the language meets the standard of a post-Year 12 Advanced level major study. For more information see http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/languages/Pages/proflearn.aspx#3

Specialist teachers are also expected to have undertaken appropriate teaching methodology studies. These studies must include, or be associated with, 22 days of supervised teaching practice in the specialist area. For more information see Victorian Institute of Teaching Specialist Guidelines, http://www.vit.vic.edu.au/SiteCollectionDocuments/PDF/1672_Specialist-Area-Guidelines-Nov08.pdf.

Schools are encouraged to explore cluster or cooperative arrangements to share languages teachers and languages support staff. Schools should also explore ways to pool and/or share curriculum planning and resources (for example, linking students and teachers from different schools to undertake learning activities, sharing electronic and hard copy resources, curriculum planning to ensure consistency and continuity, and flexible delivery by video/web conferencing). Relevant language-specific teacher associations or the Regional Languages Project Officer may be able to help to connect schools with qualified languages teachers in the local area.

Further options for identifying languages teachers

Normal recruitment and employment processes apply for teachers of languages. However, the Department recognises that languages can be a ‘difficult to staff’ area. Therefore long term planning is required to sustain the program.

If a fully qualified teacher is not immediately available, government school principals should encourage teachers who may be eligible and interested in teaching a language at the school to apply for a Languages Teaching Scholarship. These scholarships were announced in the 2012/13 State Budget and will be offered for study commencing in 2014 and 2015. See http://www.education.vic.gov.au/about/department/pages/languagevision.aspx.

In addition to the Languages Teaching Scholarships, the Department has a number of incentives and scholarships to attract final year teaching students and recent graduates to join the Victorian teaching service and teach in government schools. Several of these measures are targeted specifically at hard to staff locations, and subject areas such as languages. They include:

- the Teacher Graduate Recruitment Program, which assists recent teaching graduates to find a position in a Victorian government school, and
- the Teaching Scholarship Scheme.

Both programs actively support the employment of graduates in government schools by identifying vacancies for recent graduates. For further information about these arrangements see http://www.education.vic.gov.au/about/careers/teaching/Pages/incentives.aspx.

If efforts to locate a fully qualified languages teacher, including advertising on DEECD Recruitment Online and in daily newspapers are unsuccessful, alternative strategies may need to be explored to find a languages teacher for your school.
Examples of other strategies and sources include:

- Surveying current staff members to ascertain if any have proficiency, partial, or full academic qualifications in the selected language, and would be willing to formalise or complete their qualifications over time.
- Identifying a local community member who has proficiency or qualifications in the selected language and is willing to undertake further training to become a qualified languages teacher.
- Contacting the Victorian School of Languages (http://www.vsl.vic.edu.au) Or Community Languages Australia (http://www.esav.org.au) who may be able to assist with identifying a qualified languages teacher or a teacher who is able to be given permission to teach from VIT whilst they are upgrading their qualifications to get full VIT registration.

Past experience has demonstrated that, especially in rural and regional areas, an effective way of encouraging a commitment to the position is to identify a local resident who is interested in a long term employment opportunity in the area.
5. Developing a school languages policy

Following the decision about which language to teach, schools need to develop a policy statement which sets out the nature of the languages program to be provided. The responsibility for ensuring that a policy is developed, and final approval of the policy, rests with the school council. The actual preparation work will often be undertaken by a school languages committee, which may be a sub-committee of the council.

A typical languages policy will include a rationale, information about the language(s) to be taught, objectives, provision and review arrangements.

The rationale section could include:

- state and national policy statements
- legislative requirements for Victorian schools
- DEECD curriculum requirements
- a summary of evidence about the benefits of languages learning for students.

The objectives of the languages program need to be clearly stated. The objectives will necessarily include learning objectives and assessment practices consistent with the VELS.

Other objectives may also include educational and community aims, such as:

- enabling students to experience continuity in languages learning from early childhood and/or primary school years into senior secondary schooling
- building stronger links with the school community or broader regional interests (i.e. students could study the language of a country that the local community conducts business with on a regular basis, for example, a rural and farming community which exports farm produce to Indonesia)
- maintaining students’ heritage languages.

The arrangements for the languages program should be clearly outlined, recognising that the principal and staff are responsible for the implementation of the program within the school. This section of the policy may include:

- the type of program to be offered, including the use of Information and Communication Technology to support languages teaching and learning
- the year levels involved
- staffing of the program
- plans for extending the program throughout the school
- arrangements to provide authentic language experiences for students, such as through a sister school relationship or links with speakers of the language in the school and local community
- opportunities for integrating the languages program with other areas of the school curriculum
- the weekly contact time for language instruction and the frequency of language lessons across the year levels
- collaborative arrangements with other schools
- scope and sequence planning across the year levels
- assessment processes and practices
- professional development for languages teachers.

The school languages policy should include a statement about plans for regular review and a commitment to evaluate the program, consistent with the evaluation of other learning areas and in line with school improvement processes.
6. Extending students’ language learning opportunities

**Partnerships**
In addition to formal classes, the use of the target language in real life situations is a particularly important aspect of learning languages. Schools are encouraged to develop local partnerships across sectors, with families, community members, surrounding and feeder kindergartens and schools, sister schools, foreign governments and local businesses to enhance the quality and continuity of their languages program by building in additional time on task and providing opportunities for real-world language use.

Partnerships can be formal or informal, depending on the stakeholders involved and the frequency of contact/events. A great way to provide students with an opportunity to practise their language skills is to partner with a local community organisation or a nearby school teaching the same language. For example, if there is a local nursing home where residents speak a language that students are learning, students can visit and read to, or converse with residents.

**Sister schools**
A sister school relationship provides excellent opportunities for students to enhance their language skills and cultural understanding by engaging in purposeful, authentic, personalised communication with native speakers of the language they are learning.

Schools can establish a sister school relationship with a school in another country or with a government or non-government school in another Australian jurisdiction as a means of supporting their languages program.

The benefits of sister-school relationships include:
- Access to native speakers i.e. opportunities for purposeful and authentic communication to improve students’ language skills
- Opportunities for sharing pedagogies and curriculum
- Increased global awareness and intercultural understanding
- Potential student exchange programs

Teachers report that sister school relationships can provide students a sense of accomplishment and purpose for their language learning when they find they can communicate with their sister school classmates in another language.


**Education kits**
The use of the target language in other school-based and out-of-school activities, such as a ‘kitchen garden’ program, language clubs and music groups, and after-school programs will also increase student contact time with the language.

Several of the most common destinations for school excursions, such as the Immigration Museum, the Melbourne Zoo and Scienceworks, develop kits in a range of languages to support exhibitions and provide opportunities to integrate languages learning with other curriculum areas such as art, science, geography and history. An archive of education kits can be found at [http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/languages/Pages/support.aspx](http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/languages/Pages/support.aspx).

**Digital and online resources to support languages learning**
Digital and online resources can provide students with a particularly engaging means of practice and revision, and the opportunity to hear and speak with native speakers of the language conversing in authentic situations.
A wide range of online resources is also available that can be used to supplement face-to-face language classes, with learning objects providing examples of authentic language, opportunities to revise and extend classroom learning, games and activities to engage student interest and to assess knowledge of a particular topic.

Languages Online provides a range of ready-made activities in several languages, as well as game makers and curriculum resources, available to schools free of charge. The website provides language teachers and students with engaging interactive tasks and printable worksheets that introduce, reinforce and recycle vocabulary. Activities are self-corrected and include recordings by native speakers. See http://www.education.vic.gov.au/languagesonline.

Other online resources are available on FUSE: https://fuse.education.vic.gov.au/pages/Teacher.aspx.

Languages and Multicultural Education Resource Centre (LMERC)
LMERC is a specialist resource centre for schools, located at the Statewide Resources Centre, 150 Palmerston Street, Carlton.

The LMERl languages collection covers 40 different languages, and contains a range of practical classroom and curriculum development resources relating to bilingualism, second language acquisition and language teaching methodology. Materials include course guidelines, blackline masters, examples of lesson plans, and other teaching and learning resources in a wide variety of media, such as music CDs, films, bilingual big books and picture books.

Victorian teachers, teacher educators and pre-service teachers may apply to join LMERl, and borrow resources, free of charge, in person or by mail. The LMERl website includes details of the materials that can be borrowed, a guide to its collections, an online catalogue, a services guide and essential contact details. Information is available at: http://www.education.vic.gov.au/studentlearning/programs/lmerc/default.htm

School and community events
Cultural days and festivals provide opportunities for students to use the target language, and to learn more about the culture of the country of origin in an enjoyable social context which can involve the whole school community. Local restaurants, language-specific performing groups, and social clubs can be invited to participate, and contribute to the range of activities.

Language immersion camps for students
Extended exposure to the target language can be achieved by providing student language immersion camps. Where other schools in the local area teach the same language, the work involved in planning and conducting these activities can be shared between schools. Some cultural institutions and language-specific teachers associations also organise language camps for students.

Victorian School of Languages
The Victorian School of Languages (VSL) is a government school providing language programs for students in Years 1 to 12 who do not have access to these languages in their mainstream schools. The school’s language program is delivered through face-to-face teaching in various locations across Victoria and via distance education (students in Years 7 to 12 only). See http://www.vsl.vic.edu.au

Community Languages Schools
Community Language Schools, previously known as after-hours ethnic schools, are conducted by incorporated community-based, not-for-profit organisations accredited for funding by the Department. Community Language Schools provide languages education programs that are complementary to those provided by mainstream schools and the VSL. Community Language Schools provide classes to students from Prep to Year 12 (depending on the language) outside mainstream school hours, i.e. after school or on weekends.
7. Benefits of learning a language – useful links

The following links contain information to assist schools to promote languages learning, and the benefits of learning a language, to a range of audiences. The resources can be adapted for your school’s particular needs.

ACARA – Shape of the Australian curriculum: languages
This paper discusses of the place of languages learning in The Australian Curriculum, and includes information on the advantages of learning a language in the section ‘Language, culture and learning’.
Audience: School leaders, all teachers, parents

Promoting the benefits of language learning
Report by the Research Unit for Multilingualism and Cross cultural Communication, January 2007
Audience: School leaders, all teachers

Teaching and learning languages other than English in Victorian Schools, Paper No. 14
Chapter 3: The benefits of language learning
Audience: School leaders, all teachers, parents

Teaching and learning languages: a guide
http://www.tllg.unisa.edu.au/
A resource for languages teachers to use in reflecting on their role as educators and in relation to contemporary educational understandings and contexts
Audience: School leaders, languages teachers

Learning a language – Camberwell Primary School
This article is published on the Camberwell Primary School website with the permission of the author Anthony J. Liddicoat, (Head of the School of Language Studies at the Australian National University, Canberra) and Babel, the Journal of the Australian Federation of Modern Language Teachers Associations Inc. (Vol. 35, No 3, Summer 2000 - 2001)
Audience: School leaders, all teachers, parents

Languages open the door promotional materials, published by The Australian Federation of Modern Language Teachers
This site provides a range of promotional materials, including PowerPoint presentations, post cards and advocacy statements for parents, school leaders and teachers. The presentations and other material can be adapted for your own school context.
Audience: School leaders, all teachers, parents

Learning from high-performing jurisdictions to support the development of a clear rationale for languages learning (Executive Summary)
This summary provides information on the benefits of languages learning for the individual, community and society. It provides information about languages teaching in high-performing jurisdictions and outlines key messages for school leaders, teachers, parents, students and the broader community about the importance of languages learning and what makes an ‘excellent’ languages program
Audience: Students, parents, teachers, school leaders, broader community