

*Learning through Languages*

**Review of Languages Education in NSW**

**Consultation Report  
February 2014**

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# 1 Executive Summary

Following significant national debate about the need to equip young Australians with the knowledge and skills required for the 21st century, and concerns about the state of languages education in Australia, in late 2011 the Minister for Education, the Hon. Adrian Piccoli MP, requested that the then Board of Studies NSW undertake a review of languages education in NSW. The Review's Terms of Reference included:

- investigation of current languages education from pre-school to Year 12, both in and out of school settings
- review of student demand for languages courses in senior secondary school
- exploring opportunities for rural and regional students to participate more effectively in languages education
- reviewing current supply of languages teacher resources
- considering possibilities for collaboration across school sectors.

Throughout 2012, the Board conducted preliminary discussions with key stakeholders and undertook research on best evidence in languages education. Board officers then developed a consultation paper, reference paper and overview document to seek feedback on six initial proposals for languages education for NSW (listed in full at Appendix 4.5):

- Proposal 1: A new K–10 Languages curriculum framework
- Proposal 2: A new approach to post-compulsory languages education
- Proposal 3: Broader recognition of language proficiency
- Proposal 4: Strengthening and supporting the provision of Aboriginal languages
- Proposal 5: Raising the profile and supporting the delivery of languages education
- Proposal 6: Further national contributions to languages education

During Term 4 2013, a Steering Committee (listed at Appendix 4.1) with representation from key stakeholders in languages education was established to oversee the consultation process. Consultation began on 9 October 2013 and concluded on 13 December 2013. This involved meetings with key stakeholder and special interest groups; public consultation meetings with over 300 attendees across the state; more than 30 written submissions; and more than 400 responses to an online survey.

Overall, responses to the six initial proposals were positive, with the majority of respondents supportive of the need to provide and improve access to a quality languages education for NSW students and to increase the number of students studying a language at post-compulsory levels. More specifically:

- While most respondents were supportive of creating a new Languages Key Learning Area in primary school, many questioned its purpose if the 'learning a language' outcomes of the third strand of the proposed curriculum are optional in primary school.

- The majority of respondents supported delivering the mandatory 100 hours of language learning in Stage 4, but did not support any increased flexibility around delivery of the 100 hours.
- Respondents were supportive of a new approach to post-compulsory languages education, particularly of incentives such as establishing a uniform ATAR Languages Bonus Points Scheme in NSW and reviewing the HSC pattern of study requirements.
- While respondents were very supportive of students' language proficiency being more broadly recognised, they strongly argued that quality assurance guidance for teachers across the range of mainstream and community settings would be essential to ensure consistency of judgement.
- The majority of respondents strongly agreed with the proposal to strengthen and support the provision of Aboriginal languages, on the condition that consultation with Aboriginal community stakeholders is undertaken and that appropriate cultural protocols are followed.
- Respondents strongly supported raising the profile and supporting the delivery of languages education through the establishment of a NSW Languages Advisory Panel and a Curriculum Reference Group on Languages, and many expressed the need to ensure that these bodies include appropriate representation of languages education stakeholders.
- There was overwhelming support for advocating to the Australian government for funding that would contribute to the future coherence and sustainability of languages education in NSW.

The main themes emerging from the consultation feedback have been developed into a series of recommendations for endorsement by the BOSTES for consideration by the Minister for Education.

## 2 Consultation Process

Consultation on the six initial proposals for languages education in NSW commenced on 9 October 2013 with a notification email sent to all principals and stakeholders in NSW and a Board Bulletin news item with links to the consultation paper, reference paper, overview paper, registration for the public consultation meetings and online survey sent to all subscribers. Reminder news items regarding the consultation were included in subsequent Board Bulletins on 14 October 2013, and 18 and 25 November 2013. Consultation concluded on 13 December 2013.

All information about the consultation was publicly available on the *Learning through Languages* website accessible from the Board of Studies NSW homepage.

The Steering Committee was convened on 15 October 2013 and met again on 25 November 2013 for an update on the consultation process and discussion of feedback received to that date.

During the consultation period, twelve key stakeholder meetings (listed at Appendix 4.2) were held where the proposals for languages education were presented to participants. Four further special interest group meetings (listed at Appendix 4.2) were held to discuss the proposals.

Six public consultation meetings and 4 videoconference meetings (listed at Appendix 4.2) were held for participants in metropolitan and regional areas of NSW. 312 people attended these meetings, of which most were secondary school languages teachers, and some were primary school teachers, school executive and community languages school teachers. Feedback on the proposals during these meetings was captured by a combination of written responses from participants and/or notes taken by Board officers.

Thirty-four written submissions (summarised at Appendix 4.3) were received from a range of individuals and organisations with an interest in languages education.

991 people accessed the *Learning through Languages* online survey (respondent profile listed at Appendix 4.4). 404 respondents provided commentary on one or more of the proposals in the survey.

### **3 Response to the initial proposals**

#### **3.1 Proposal 1: A new K–10 Languages curriculum framework**

In general, respondents supported the development of a new K–10 Languages curriculum framework. However, their very strong preference was for an integrated approach to the three proposed curriculum framework strands and associated outcomes.

Although they acknowledged the current shortage of languages teachers needed to implement language acquisition programs in primary schools, many respondents commented on the lack of a clear vision or strategy for achieving this ultimate goal.

Several respondents, notably the major education sectors in NSW, recommended various phased implementation strategies for mandatory language acquisition programs in primary school.

#### **Developing a new K–10 Languages curriculum framework including teaching modules and other support materials for teachers**

While respondents supported the curriculum objectives and associated outcomes of language awareness, intercultural understanding and language learning, many expressed significant concern about separating these objectives into three different strands that could be potentially taught in isolation from each other. They commented that best practice in languages education involves addressing all three strands simultaneously when learning a language, as is the structure of current BOSTES K–10 languages syllabuses.

The majority of respondents did not agree that the proposed new curriculum framework would enable students to have meaningful and sustained language experiences in primary school. Some respondents sought more detailed information about the proposed curriculum and commented that they would need to see developed examples of the proposed outcomes in order to make a considered judgement about the new framework.

Further, many respondents did not agree that a meaningful language experience could be delivered by a generalist primary teacher or a native speaker without formal language teaching qualifications. In its response, the NSW Teachers Federation commented:

*Federation strongly defends the position that the teaching of language must take place by a qualified language specialist. A generalist primary school teacher does not have the expertise in language methodology and pedagogy behind them to deliver the curriculum proposed, unless trained as such. The use of community members and those teaching languages in the NSW Community Languages Schools are in the main untrained, and as such are ill equipped to deliver the changes in languages education in NSW, associated results in social inclusion outcomes and implement national and international best practice in language pedagogy.*

In contrast, respondents from the community languages sector recommended that the expertise of community languages teachers be utilised to support languages programs, although they acknowledged that this may require additional support and professional development for some teachers.

Some respondents, such as the Association of Heads of Independent Schools of Australia (AHISA), did support the proposed curriculum framework as it would allow flexibility for a primary school to meet the needs of its community within the resources available to it.

All respondents agreed that it would be essential to develop curriculum support materials, although some also expressed a desire for clarification about the exact nature of these materials.

### **Creating a Key Learning Area for Languages in primary school**

There was strong support for the creation of a Key Learning Area for Languages in primary school, with respondents agreeing that this would raise the profile and importance of languages education for NSW students.

Many respondents did not however accept the proposed broader definition of a languages education as one that focuses on developing language understanding (language awareness and intercultural understanding) rather than on learning a particular language. For example, the Australian Federation of Modern Language Teachers Associations stated: *'Whilst we applaud the creation of the primary languages KLA, we seriously question the notion that the learning area can be called Languages if there is no mandatory language element.'*

Some respondents felt that a Languages KLA would be tokenistic if mandatory or indicative hours or a percentage of curriculum time were not stipulated.

### **Delivering the 100 mandatory hours of language learning in Stage 4 with increased flexibility**

The proposal to place the mandatory 100 hours of language learning in Stage 4 was strongly supported by all respondents, with many commenting that this would better support continuity of languages education.

Most respondents strongly rejected the proposal to deliver the mandatory 100 hours with increased flexibility to study more than one language, arguing that studying one language for one continuous 12-month period gives students a substantial language learning experience on which to base a decision to continue post-compulsory study of a language. Some commented that 100 hours was too little to develop any level of proficiency and recommended increasing the number of hours of mandatory language learning in junior secondary school to 200 or more hours.

While some respondents saw value in schools having the flexibility to use the mandatory 100 hours to support the needs of EAL/D students and students with special education needs, the majority of respondents strongly disagreed. Supporting the needs of such students in class across their subjects was cited as best practice in pedagogy. Respondents further raised equity and self-esteem concerns:

*Many students in Community Languages Schools are EAL/D learners. These students benefit from attending languages classes in day schools especially through the 100 hours mandatory study. Even where the language they study is not their home language, these students are on an equal footing with all other students in the*



*classroom as language beginners. Their existing languages skills also enable them to gain success in this subject more than in others requiring high levels of English... Allowing schools to exclude ESL and LBOTE students from the 100 hours can amount to discrimination. (NSW Community Languages Schools Board).*

Some respondents also commented that the mandatory 100 hours requirement to study a language would be better placed in primary school, at a time when children are more open to developing their identity as a language learner.

### **3.2 Proposal 2: A new approach to post-compulsory languages education**

Overall, respondents strongly supported the proposals for post-compulsory languages education and recognised that providing incentives for studying a language and removing existing barriers would increase the number of students taking a language course in Stages 5 and 6.

#### **Reviewing the HSC pattern of study requirements**

Respondents welcomed the proposal to review the HSC pattern of study requirements to acknowledge the time and effort required for Stage 6 language courses. At the same time, respondents sought further clarification around what this would mean in practice, with some recommending an increase in the indicative hours and/or increasing the unit value of languages courses. A number of respondents recommended offering the Extension languages courses as 2-year courses, similar to the Extension English and Mathematics courses.

Some respondents felt that the time on task for scripted languages such as Chinese or Japanese should be acknowledged in the HSC pattern of study requirements. Others, such as the Languages Faculty at Strathfield Girls High School, felt that there should be no discrimination amongst languages due to issues in measuring the comparative difficulty of different languages. For example, it was noted that a scripted language like Chinese has much less complex grammar than a non-scripted language such as French.

#### **Considering alternative nomenclatures for the Stage 6 differentiated language courses**

In general, respondents indicated some support for the BOSTES to consider alternative nomenclatures for the Stage 6 differentiated language courses. However, very few respondents made specific comments about this proposal, indicating that the current nomenclatures are not a significant issue for the majority.

Of the respondents who provided some comment, most felt that the current course nomenclature accurately and appropriately described the target candidature and saw no need for alternative nomenclatures to be considered. The Association of Independent Schools of NSW stated, *'The majority of respondents do not believe that rebadging the courses will increase demand for languages.'*

Both the Community Relations Commission (NSW) and the NSW Federation of Community Language Schools recommended that language courses describe the level of complexity of the course rather than the target candidature. The Ethnic Communities' Council of NSW went further, suggesting that Beginners courses be renamed as 'Standard' and that Continuers courses be renamed as 'Advanced'.

The Catholic Education Office Sydney commented that some of their constituents felt that the names of courses may 'stigmatise' students, and the HSC Japanese Committee Inc. suggested that *'Language courses should be seamless and continuous from an entry level to the higher levels preferably like 1, 2, 3, 4, 5. Students who enter at level 1 can move on to 2 or more. Or it is possible to start at 3 and move up.'*

## **Considering alternative approaches to the current eligibility criteria for the Stage 6 differentiated language courses**

The majority of respondents commented that eligibility criteria were essential for attracting students into the Stage 6 languages courses and did not support the consideration of alternative approaches to the current criteria. Many shared their experiences of students choosing not to take a language course in Stage 6 because they perceived that they would have to compete with students with a background in that language.

In fact, some respondents recommended the development of Heritage and/or Background Speaker courses in languages such as French, German and Modern Hebrew, as a way of increasing the number of students taking the Continuers courses in those languages. The HSC Japanese Committee Inc. emphasised that all languages should be treated equally, and the Languages Faculty at Glenwood High School stated, *'It would be fair to have the eligibility rules apply to ALL languages and not just Asian languages, so that for example, native speakers of French could not do the Continuers course.'*

A small number of respondents expressed concern that some students are unable to access a suitable language course in Stage 6. They commented on the case where students, due to exposure to a language, are ineligible for the Continuers course but may not have developed enough proficiency to cope with the demands of the Heritage course. To overcome this problem, some respondents recommended that a continuous K–10 pathway of study for students with heritage or a background in a language be developed. Other suggestions included: the development of a junior secondary CCAFL framework, and encouraging students to study their first or heritage language for the mandatory 100 hours in Stage 4 through the Saturday School of Community Languages or the Open High School if not available at their mainstream school.

While respondents overall supported the current eligibility criteria, many expressed the need for more consistent application of the criteria in schools. Several respondents expressed their perception that eligibility criteria are applied assiduously in some schools and not in others. The Catholic Education Commission NSW recommended that priority consideration be given to a more disciplined application of the criteria by the BOSTES.

## **Working with other stakeholders to establish a uniform ATAR Languages Bonus Points Scheme in NSW**

Overall, respondents strongly supported the proposal to work with other stakeholders to establish a uniform ATAR Languages Bonus Points Scheme in NSW and commented that this would be a significant incentive for students to study a language for the HSC.

Some respondents requested further information about the nature of a such a scheme, and more specifically about whether it would apply to all languages and language courses; whether it would apply for admission to all university courses; and how well students would need to perform to be eligible for bonus points.

The AHISA did note however, that while some of their members regarded a uniform bonus points scheme positively, some felt that it was unfair to distinguish languages from other demanding courses that would not attract bonus points.

## **Supporting the incorporation of elective units of competency in Asian and other languages into relevant Board VET courses**

In general, respondents strongly supported the incorporation of elective units of competency in languages into Board VET courses such as Hospitality and recognised the value of a more vocationally oriented languages pathway for some students.

At the same time, concern was raised about the feasibility of this. Such concerns included: the level of language required for employment in particular industries; and the required teacher qualifications for VET and/or languages teachers to comply with national standards. The NSW Teachers Federation did not agree with the proposal and commented that ‘TAFE NSW offers language courses for those who wish to pursue languages education in post compulsory education.’

Some respondents disagreed with the suggested focus on Asian languages in relation to this proposal.

### **3.3 Proposal 3: Broader recognition of language proficiency**

While respondents generally welcomed the proposal to more broadly recognise the language proficiency of students acquired across a range of educational settings, many commented that the proposed initiatives lacked detail and questioned their feasibility.

Community languages organisations and teachers of community languages in particular gave strong support to the proposals as they would allow greater acknowledgement of the languages achievements of their students.

Respondents strongly supported recording the specific language a student studied for the mandatory 100 hours in Stage 4 on their Record of School Achievement. They also supported the facility for students to record their achievements and proficiency level in a language or languages on the Board's up2now extracurricular tool.

#### **Developing a Languages Proficiency Framework**

It was not made clear in the consultation and reference papers that the proposed Languages Proficiency Framework would be linked to the proposed new K–10 Languages curriculum framework. Consequently, although most respondents supported the development of a framework, they were unsure of how it could be developed. Many gave suggestions for the framework to be developed along the lines of foreign government language proficiency levels and assessments, in particular the Common European Framework of Reference for Languages, or for the development of Australian or NSW-based proficiency levels and tests.

Further, some respondents questioned the need to develop another proficiency framework when the Australian Curriculum, Assessment and Reporting Authority (ACARA) had already developed national proficiency standards.

#### **Providing quality assurance guidance**

Respondents strongly agreed that it would be essential to provide quality assurance guidance to teachers, to ensure the accuracy and consistency of teacher judgement about a student's language proficiency. Respondents from the community languages sector especially welcomed the proposed opportunity for quality assurance guidance for their teachers.

Some respondents also commented on the need for the development of processes to monitor the consistency of teacher judgement.

#### **Establishing a K–12 Languages Passport**

Many respondents regarded the establishment of a Languages Passport favourably and commented on its utility in supporting recognition of prior learning and proficiency for students transitioning from one educational setting to another.

Some respondents called for more information about how the Languages Passport would be implemented and some expressed concern that the Languages Passport may increase the administrative burden of teachers.

The NSW Department of Education & Communities noted that *'To ensure the Passport is a credential valued by students, employers and the community, it must be managed at a high level by a recognized educational authority.'*

### **3.4 Proposal 4: Strengthening and supporting the provision of Aboriginal languages**

Strong support for strengthening and supporting the provision of Aboriginal languages was expressed by the majority of respondents, with many commenting that initiatives in this area were long overdue.

Many respondents acknowledged the need to ensure that the relevant stakeholders are consulted and cultural protocols followed in the development of the initiatives:

*Ownership of languages must be recognised and respected and on-country and off-country protocols observed when delivering Aboriginal and Torres Strait Islander Languages programs. The learning of each particular language will differ, depending on the view of its community, as owners or custodians of the language, about who is permitted to learn it and teach it, in what kinds of programs, and under what conditions. (NSW DEC).*

Some respondents commented on the need for school leaders to be provided with ongoing advice and support for negotiating the delivery of Aboriginal languages programs with their communities, and several expressed frustration around the difficulties of implementing and sustaining Aboriginal languages programs in schools.

A number of respondents noted that strengthening the provision of Aboriginal languages will require more teachers or tutors, and recommended exploring the delivery of Aboriginal language programs through distance education mode, and ensuring access to accredited TAFE and tertiary language and teacher training courses.

#### **Developing targeted programming support materials for the Aboriginal Languages K–10 Syllabus**

Respondents strongly supported the development of targeted programming materials for the *Aboriginal Languages K–10 Syllabus*.

A number of respondents suggested that curriculum materials which allow primary students to make cross-linguistic and intercultural comparisons between an Aboriginal language, English and other languages be developed. It was further suggested that such materials would support the development of primary students' literacy skills.

#### **Establishing, together with the Aboriginal Education Consultative Group, an online compendium of Aboriginal Languages resources**

The proposal to establish an online compendium of Aboriginal Languages resources was strongly supported.

#### **Allowing more than one Aboriginal language to be taught during the mandatory 100 hours**

In general, respondents supported the proposal to allow more than one Aboriginal language to be taught during the mandatory 100 hours of language learning. Some specified that this

would be appropriate for schools located on the boundaries of Aboriginal community groups or where Aboriginal languages are in reclamation and revitalisation mode.

### **Developing a language reclamation and revitalisation module for delivery within the HSC Aboriginal Studies course**

While the proposal to develop a language reclamation and revitalisation module for delivery within the HSC Aboriginal Studies course was welcomed, some respondents noted that this would have implications for the training and professional learning of Aboriginal Studies teachers.

### **Developing a Stage 6 syllabus framework for Aboriginal Languages**

The proposal to develop a Stage 6 syllabus framework for Aboriginal Languages was strongly supported.



### **3.5 Proposal 5: Raising the profile and supporting the delivery of languages education**

Respondents strongly supported the proposals to raise the profile and support the delivery of languages education in NSW.

#### **Establishing a NSW Languages Advisory Panel**

Respondents regarded the establishment of a NSW Languages Advisory Panel that would report to the Minister for Education through the NSW Schools Advisory Council as essential for undertaking the complex strategic development work needed to progress languages education in NSW.

Some respondents sought clarification about the membership of the proposed Panel and its Chair. Many expressed a desire for either themselves or a representative from their organisation to be on the Panel.

#### **Establishing a Curriculum Reference Group on Languages**

Respondents supported the establishment of a Curriculum Reference Group on Languages that would report to and advise the BOSTES on curriculum development.

Some respondents requested that the Reference Group include teacher representatives from all sectors (including preschool) and across all stages of schooling, Aboriginal communities, tertiary institutions and student representatives.

### **3.6 Proposal 6: Further national contributions to languages education**

Respondents welcomed the proposal to advocate to the Australian government for further national contributions to languages education. Many respondents commented on the need for significant and ongoing funding to meet the Australian government's goal of ensuring that at least 40% of Year 12 students are studying a language other than English within a decade and that the study of at least one foreign language from Year 5 to Year 10 is compulsory within a decade.

Noting the failure of previous short-term funding of languages education initiatives, some respondents also commented on the need for funding from the NSW government to ensure continuity of state-based initiatives for languages education.

Many respondents made suggestions as to how such funding could be best employed. These suggestions related to initial primary school teacher education, ongoing professional learning for languages teachers, support for schools to offer language courses with smaller class sizes, and in-country experiences for secondary students.

### **3.7 Additional themes emerging from the consultation**

#### **Supporting post-compulsory language study**

Respondents commented on the impact of staffing formulas on the decision of principals to run elective languages classes in Stages 5 and 6, with many suggesting that the current enrolment figures for HSC language courses do not reflect the actual demand from students for language study.

It was noted that principals in many schools are obliged to set a high minimum number of students for Stage 5 elective languages classes. If this number is not reached, classes will not be delivered, therefore affecting the flow through to Stage 6.

Similarly, principals are obliged to set minimum numbers for Stage 6 language classes to run, often resulting in students being unable to continue study of a language for a Stage 6 Continuers course or to commence study of a Beginners language course.

Further, anecdotal evidence that schools are unaware of options for students to undertake language study through other providers such as the Open High School, or are actively discouraging such study, were noted.

Many respondents recommended an exemption for principals from staffing formulas and/or funding for principals to run smaller language classes in Stages 5 and 6.

A number of respondents also recommended funding assistance or scholarships for students to undertake in-country experiences, and commented on the high motivational impact of such experiences on students to continue language study in Stage 6 and beyond.

#### **Initial and postgraduate teacher education**

In addressing the issue of the supply of teachers to deliver quality languages programs in primary school, many respondents recommended a restructuring of initial primary teacher education courses to allow undergraduates to take a major or a minor in a language, to have access to an in-country experience while at university and to take language teaching methodology courses. In line with *Great Teaching, Inspired Learning* proposal 2.2, some respondents recommended course patterns that allow a specialist languages elective strand that could scaffold into a secondary teaching qualification.

Further recommendations were made around offering scholarships and/or other incentives to attract undergraduates to become primary language teacher specialists, and it was noted that this would have an impact on building demand for language courses in secondary school.

Some respondents also recommended that postgraduate courses and incentives to make them attractive, be made available to teachers. Suggestions for courses included: languages methodology for generalist primary teachers with fluency in a language and for community languages teachers with an undergraduate qualification; and Content and Language Integrated Learning methodology courses for languages teachers.

A number of respondents noted that languages retraining programs for teachers of other Key Learning Areas or other languages had poor outcomes considering the resources expended.

### **Teacher professional learning and support**

A number of respondents felt that the Review did not adequately address the issue of assuring the quality of languages teaching.

Many of the languages teacher respondents commented that they do not have enough opportunities for ongoing professional learning to improve their teaching practice. In particular, they described the isolation that they feel in schools, especially when there are few opportunities to collaborate with peers or receive guidance and support from a Languages Head Teacher or an experienced languages teacher. This was emphasised in the responses from languages teachers in regional and rural areas of NSW, and many expressed dismay at a perceived reduction in the professional support offered by sector authorities.

### **Choice of languages**

In the consultation responses, a significant tension around language choice was highlighted. Many respondents emphasised the inherent value of students studying a language, no matter what language it is. At the same time, respondents also emphasised that for proficiency in a language to be developed, continuity must be guaranteed. However, for continuity to be viable the number of languages offered in NSW schools would need to be limited.

Some respondents, such as those from the Korean and Chinese language communities, supported a focus on students developing linguistic competency in the priority Asian languages, while others strongly warned against the economic arguments for prioritising languages.

Requests for the BOSTES to develop Stage 6 courses for Korean Beginners, Bangla (Bengali) Continuers, Modern Hebrew Beginners, Heritage and Background Speakers and Heritage and Background Speaker courses for European languages were received.

### **Cultivating existing language skills**

Some respondents commented that the initial proposals focused too narrowly on students as second language learners rather than on the many students who have a heritage or background in a language. They commented that encouraging and supporting language maintenance and developing existing language competencies is far more effective and efficient than giving *'monolinguals a smattering of another language'*.

It was strongly recommended that a continuous K–12 pathway for study of a heritage or background language be developed. Suggestions for this included: developing a CCAFL framework for junior secondary community language courses; widening the remit of the Open High School and the Saturday School of Community Languages to offer the mandatory 100 hours of language study in Stage 4 for students who are not able to access their home language at their day school; the Saturday School offering classes on weekday afternoons or evenings rather than just on Saturday to increase access to courses; and closer professional collaboration and sharing of resources between mainstream schools and community languages schools.

## 4 Appendices

### 4.1 Steering Committee for the Review of Languages Education in NSW

Member	Organisation
Mr Tom Alegounarias (Chair)	Board of Studies, Teaching and Educational Standards NSW
Mr Craig Aspinall	NSW Aboriginal Education Consultative Group
Mr Warwick Beard	NSW Primary Principals' Association
Mr Frank Chiment	Catholic Secondary Schools Association
Ms Gillian Cordy	Catholic Education Commission NSW
Associate Professor Ken Cruickshank	NSW Community Languages Schools Board
Dr Ruth Fielding	Modern Languages Teachers' Association of NSW
Ms Hilary Hughes	NSW Department of Education & Communities
Mr Michael Maniska	Association of Heads of Independent Schools of Australia NSW/ACT
Ms Susie Mobayed	NSW Secondary Principals' Council
Ms Merryl Wahlin	Association of Independent Schools of NSW

### 4.2 Consultation meetings

#### Board of Studies NSW subcommittees

Aboriginal Education Advisory Committee

Primary Curriculum Committee

#### Key stakeholder meetings Term 4, 2013

Association of Catholic School Principals

Association of Heads of Independent Schools of Australia NSW/ACT

Association of Heads of Independent Schools of Australia Directors of Studies NSW/ACT

Catholic Secondary Schools Association

Christian Schools Australia

Council of Catholic School Parents

Independent Education Union NSW/ACT

Isolated Children's Parents' Association - NSW Council

NSW Primary Principals' Association

NSW Secondary Principals' Council

NSW Teachers Federation

Parents' Council of NSW

### **Special interest group meetings Term 4 2013**

Anti-Discrimination Board of NSW

Ethnic Communities' Council of NSW

NSW Federation of Community Language Schools

The Open High School

### **Public consultation meetings**

<b>Region/Location</b>	<b>Date</b>	<b>Number of Attendees</b>
Met East – Sydney Girls High School	22 October 2013	75
West – Videoconference	23 October 2013	13
Met North West – Tara Anglican School for Girls	24 October 2013	27
North Coast – Xavier Catholic College	28 October 2013	22
North West – Videoconference	30 October 2013	6
Metro & Regional – Videoconference	31 October 2013	23
Met North – Hornsby Girls High School	31 October 2013	58
Riverina – Videoconference	4 November 2013	9
Met South – Blakehurst High School	6 November 2013	57
South Coast – The Shellharbour Club	7 November 2013	22

### 4.3 Summary of written submissions

**Table 1: Submissions from key education sectors**

\* S=supported; Q=qualified support; U=unsupported; N=not addressed

Organisation	Proposal					
	1	2	3	4	5	6
NSW Department of Education & Communities Learning and Leadership Directorate	Q	Q	Q	S	S	S
NSW Department of Education & Communities Learning and Engagement Directorate	S	S	S	S	S	S
NSW Department of Education & Communities Saturday School of Community Languages	Q	Q	Q	S	S	S
Catholic Education Commission NSW	Q	S	S	S	S	S
Catholic Education Office Sydney	Q	S	S	S	S	S
Association of Independent Schools of NSW	Q	Q	S	S	S	S
Association of Heads of Independent Schools of Australia	Q	Q	Q	S	S	S

**Table 2: Submissions from the community languages sector**

Organisation	Proposal					
	1	2	3	4	5	6
NSW Federation of Community Language Schools	Q	S	Q	S	S	N
Chinese Australian Services Society	N	N	N	N	N	N
Ethnic Communities' Council of NSW	Q	S	S	S	S	S
Community Relations Commission (NSW)	Q	S	S	N	S	S
NSW Community Languages Schools Board	Q	S	S	S	S	S
NSW Jewish Board of Deputies	Q	S	S	S	S	S
Sydney Chinese School Inc	S	S	S	S	S	S
Bangla Prosar Committee	N	N	N	N	N	N
Balar Malar Tamil Educational Association Inc.	S	S	S	S	S	S
Eastwood Tamil Study Centre Inc.	S	S	S	S	S	S
Mount Druitt Tamil Study Centre	S	S	S	S	S	S
Wentworthville Tamil Study Centre Inc.	S	S	S	S	S	S
Tamil Study Centre Homebush Inc.	Q	S	S	S	S	S
NSW Federation of Tamil Schools Inc.	S	S	S	S	S	S

Latin American School of the Inner West Inc.	Q	N	N	N	S	N
Chinese Ministerial Consultative Committee	N	N	N	N	N	N

**Table 3: Other submissions**

\* S=supported; Q=qualified support; U=unsupported; N=not addressed

Organisation	Proposal					
	1	2	3	4	5	6
HSC Japanese Committee Inc.	Q	S	Q	S	S	S
Burwood Girls High School	N	N	N	N	N	N
Australian Federation of Modern Language Teachers Associations Inc.	Q	N	N	N	N	S
Korean Language Teachers Association NSW	N	N	N	N	N	N
NSW Trade & Investment	S	S	S	S	S	S
NSW Teachers Federation	Q	Q	U	Q	S	S
Strathfield Girls High School Languages Faculty	Q	Q	Q	S	S	S
Glenwood High School	Q	S	S	S	S	S
Modern Languages Teachers Association of NSW	Q	S	S	S	S	S
Mr Ryszard Linkiewicz	Q	Q	Q	N	Q	S
Dr Stephen Fyson	U	N	N	N	N	N

#### 4.4 Profile of online survey respondents

There were 404 survey responses containing comments. A further 587 people accessed the online survey and provided background details, but did not comment on the proposals.

Respondents were given the option of providing demographic information.

Over 60% of respondents identified themselves as teachers, 17% as a member of school executive and a further 11% as a parent.

Over 50% of respondents identified their school sector as Government, 26% as Independent and further 11% as Catholic.

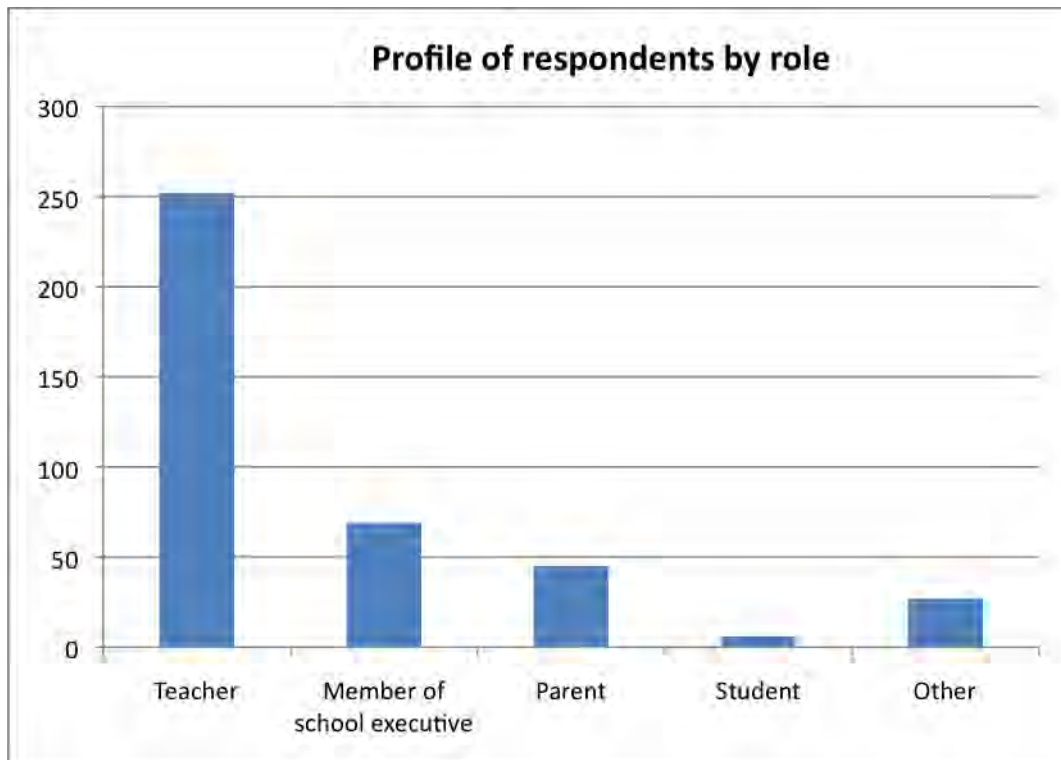
About 60% of respondents identified their school year as secondary, 25% as primary and a further 17% as K-12.

One respondent identified as an Aboriginal person. No respondents identified themselves as a Torres Strait Islander person or an Aboriginal and Torres Strait Islander person.



Less than 2% of respondents did not specify their role or school sector, whereas over 33% of respondents did not specify school year.

**Figure 1:**



**Figure 2:**

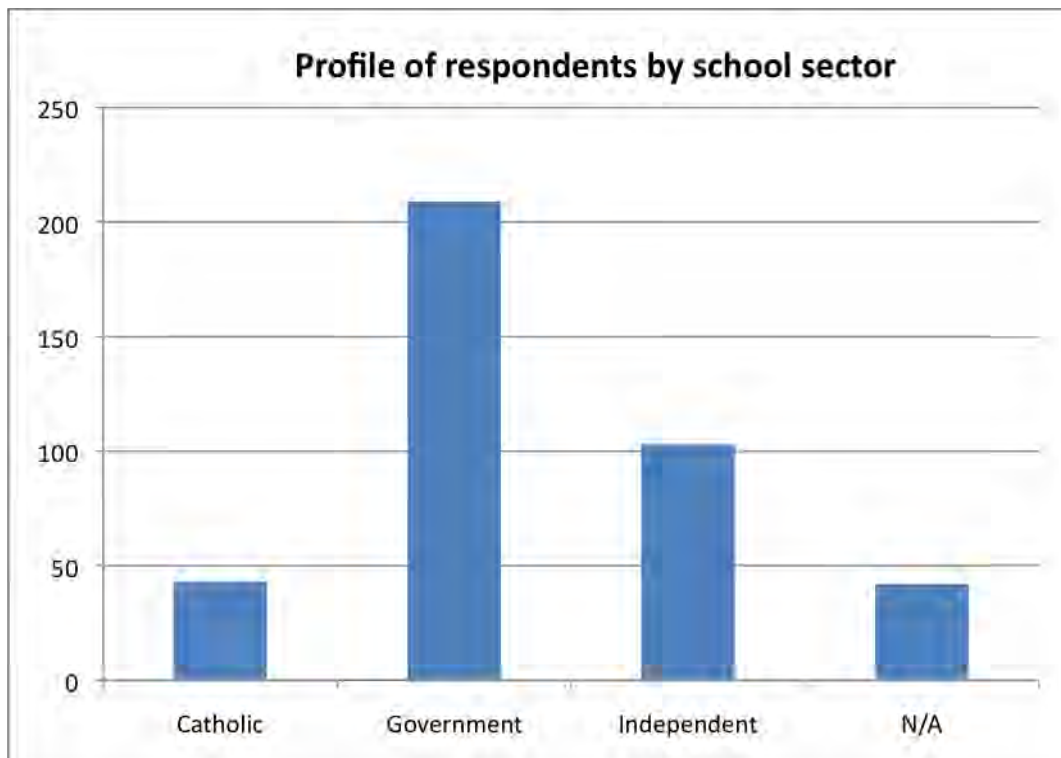


Figure 3:

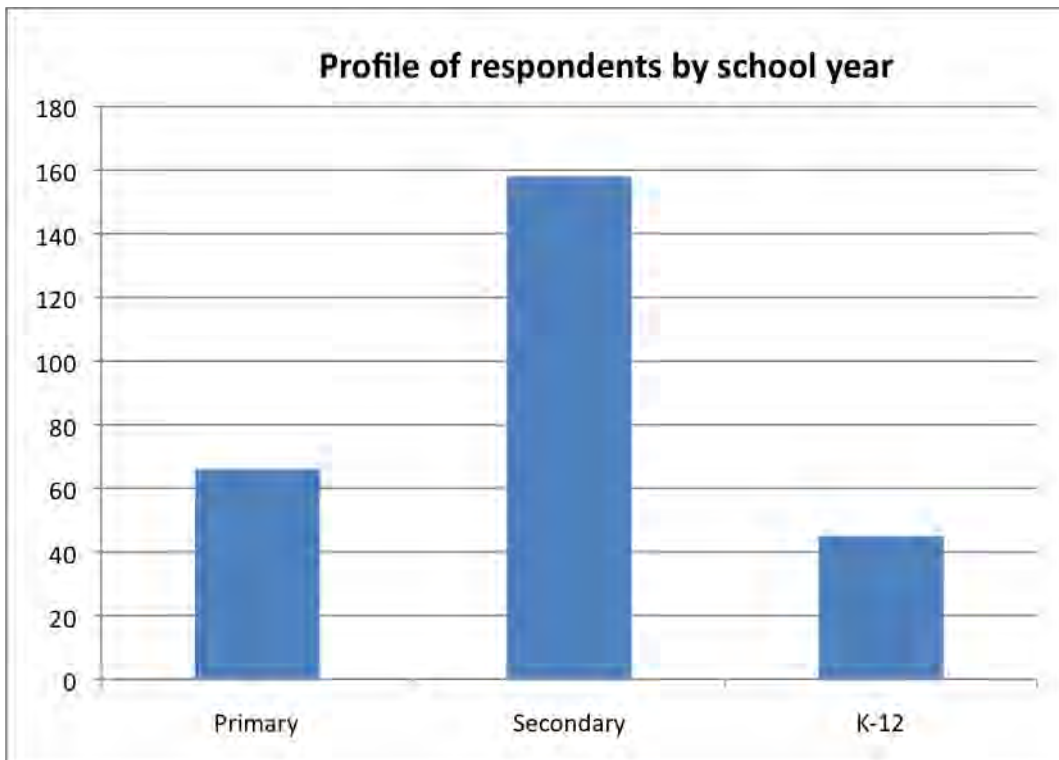
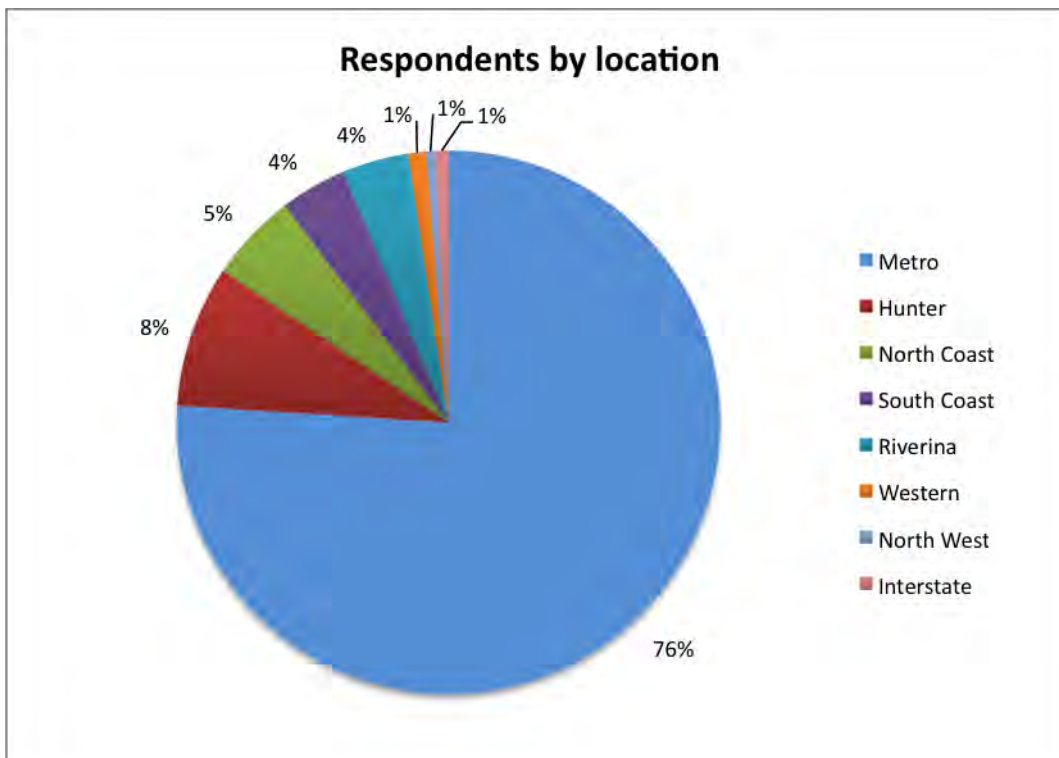


Figure 4:



## **4.5 Initial proposals for languages education in NSW**

### **Proposal 1: A new K–10 Languages curriculum framework**

- Create a new K–10 Languages curriculum framework with outcomes in three strands: (1) language awareness, (2) intercultural understanding, (3) learning a language; strand (1) & strand (2) outcomes mandatory, and strand (3) outcomes optional for primary school
- Create a new Languages Key Learning Area in primary school
- Develop curriculum support materials for the new K–10 framework
- Deliver the mandatory 100 hours of language learning in Stage 4 with increased flexibility, such as delivering more English literacy to students who already have a second language

### **Proposal 2: A new approach to post-compulsory languages education**

- Review HSC pattern of study requirements to acknowledge the time and effort required for language courses (particularly for scripted languages)
- Encourage, with other education stakeholders, the establishment of a uniform Languages ATAR Bonus Points Scheme in NSW
- Consider alternative nomenclatures for the differentiated Stage 6 language courses
- Consider alternative approaches to the eligibility criteria for the differentiated Stage 6 language courses
- Support the incorporation of elective Asian and other language competency modules into relevant Board VET courses

### **Proposal 3: Broader recognition of language proficiency**

- Develop a Languages Proficiency Framework to enable the achievement of language students in mainstream and community settings to be assessed and recognised
- Provide quality assurance guidance to teachers in mainstream and community language schools to ensure consistent application of the Proficiency Framework
- Establish a K–10 Languages Passport for students to record and transport proficiency levels

#### **Proposal 4: Strengthening and supporting the provision of Aboriginal languages**

- Develop targeted programming support materials for the Aboriginal Languages K–10 Syllabus
- Establish, with the AECG, an online compendium of Aboriginal Languages resources
- Allow more than one Aboriginal language to be taught for the mandatory 100 hours in Stage 4
- Develop a language reclamation and revitalisation module for the HSC Aboriginal Studies course
- Develop a Stage 6 syllabus framework for Aboriginal Languages

#### **Proposal 5: Raising the profile and supporting the delivery of languages education**

- Establish a NSW Languages Advisory Panel to report to the Minister through the NSW Schools Advisory Council
- Establish a Curriculum Reference Group on Languages to report to the BOSTES

#### **Proposal 6: Further national contributions to languages education**

- Advocate to the Commonwealth government for national contributions to support languages education initiatives in NSW