STRATEGIC POSITIONING PAPER 2020-23

A National Plan Outlining Organizational Purpose, Vision, Values, Objectives, Strategies and KPIs

COMMUNITY
LANGUAGES
AUSTRALIA

INTRODUCTION

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum

TABLE OF CONTENTS

COMMUNITY LANGUAGES IN AUSTRALIA

With a rich heritage of Aboriginal tribes and languages, Community Languages Australia (CLA) recognises that Australia has always been a country of great linguistic and cultural diversity. In more recent history, various migration streams from different linguistic and cultural groups have made Australia their homes. Nowadays, almost every second Australian has at least one parent who was born overseas. Over 300 identified languages other than English are spoken by over 6 million people in Australian homes.[1] It shows the importance languages and cultural education have across all Australian states and territories, especially for families and communities who want to maintain some of their linguistic and cultural heritage. No one school system can teach the variety of languages that exist in Australia's diverse communities. That is why community language schools play a crucial role in complementing mainstream education, providing languages and cultural education at the community level.

AUTHENTIC LANGUAGES EDUCATION
FROM COMMUNITY, FOR COMMUNITY

COMMUNITY LANGUAGE SCHOOLS

Community language schools are not-for-profit institutions that are usually led by a culturally and linguistically diverse community. Officially recognized in 1857, community language schools facilitate their students' cultural and language learning in an authentic setting.

---

[1] ABS Table Builder & https://www.abs.gov.au/ausstats/abs@.nsf/lookup/media%20release3

COMMUNITY LANGUAGE SCHOOL ASSOCIATIONS AND FEDERATIONS

In each state and territory, associations and federations have formed, representing and supporting the diverse and fragmented network of community language schools. They facilitate important synergies between schools. Besides, they are instrumental in cooperating with state bodies and governmental authorities to enhance community language school recognition, funding and support within their state or territory.

COMMUNITY LANGUAGES AUSTRALIA - THE ORGANIZATION

Community Languages Australia (short CLA) represents all community language school state and territory federations and associations at a national level. Historically, Australian Federation on Ethnic Schools Association was the trading name, which was changed to *Community Languages Australia - AFESA* in 2019.

OUR PURPOSE

Representing all community language school state and territory associations and federations, Community Languages Australia works at a national level to advocate and promote community language schools. It also works on creating synergies and standardization across Australian associations, federations and schools. CLA further supports these institutions in facilitating effective quality languages education, by providing resources, professional development opportunities and guidance to new and established communities. Collecting valuable data and supporting research also enables CLA to inform policy-making and facilitate research, further future-proofing the dynamic and highly diverse community language school sector.

Our Five-Purpose Statements

1. Advocate for the community language sector
2. National standardisation and synergies
3. Facilitate high-quality languages education and community building
4. Support the establishment of emerging communities
5. Research and future-proof the sector

OUR VISION

Community language schools, in all their diversity, are understood as crucial institutions, providing safe and inclusive community spaces for purposeful learning. They are an important part of Australia's highly multicultural and multilingual society, helping individuals to develop a multifaceted sense of belonging and identity, beyond national borders. Community language schools foster social cohesion and a robust, inclusive and strong Australian society, where different cultures and languages are cherished and supported. They form an integral part of languages education in Australia, alongside mainstream schools and other languages education providers.

OUR VALUES

UNITED IN DIVERSITY

GIVING ONE, STRONG VOICE TO HIGHLY DIVERSE COMMUNITIES

INCLUSIVE

A PLACE FOR ALL, WHERE SOCIAL COHESION IS FOSTERED

SUPPORTIVE

WITH A FOCUS ON MEMBERS AND SCHOOLS
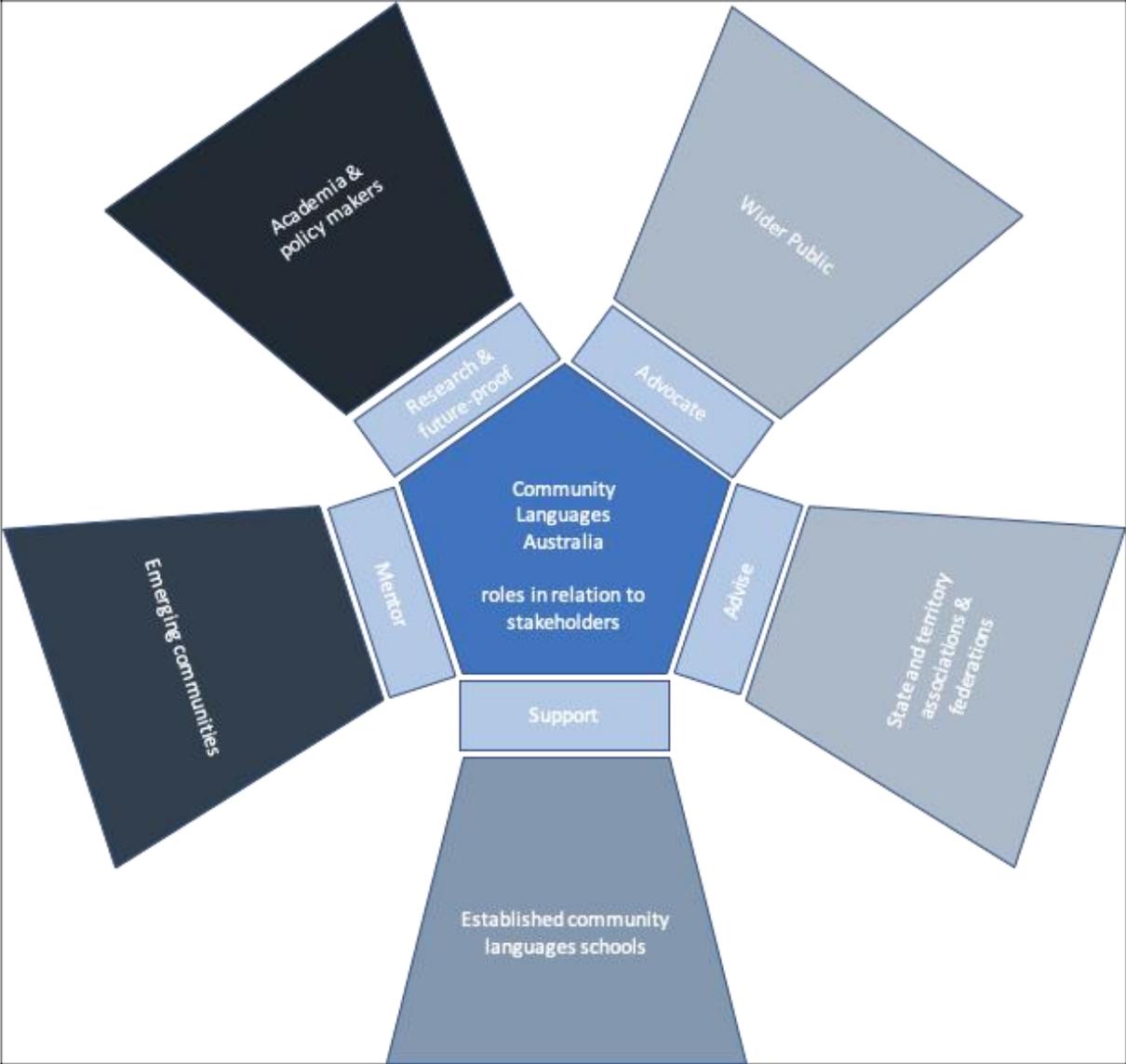
TRANSPARENT

GOOD GOVERNANCE

RESEARCH-LED

INFORMED DECISION MAKING IN EDUCATION

OUR ROLES

The following concept translates each of the five purpose statements into a specific role that is directed to a stakeholder group it predominantly aims to affect.

DERIVING OBJECTIVES AND STRATEGIES FROM PURPOSE

1. Advocate for the Community Language Sector

CLA nationally unites and represents the highly diverse community language school sector and its state and territory associations and federations. It advocates for the sector's political recognition and support. It also promotes the schools' importance amongst the wider public, mainstream educators and other policy-making bodies.

Objectives

- Internally, strengthen national coordination of the community language school sector.
- Build relationships with national organizations and policy-makers, giving the sector a voice at the national and state/ territory level and ensuring it is adequately represented in language and multicultural policies.
- Facilitate community language schools' contribution to national languages curriculum development.
- Increase general knowledge about community language schools, promoting the sector with a communication campaign.
- Support positive relationship-building of community language schools with political and mainstream education decision-makers.

Strategies

- By developing and implementing an integrated communication campaign, targeting internal and external stakeholders across all available communication platforms.
- By developing a vast and growing suite of needs-led resources for schools, federations and associations on restructured platforms and by implementing language-specific support networks, as well as opportunities for direct national engagement.
- By inviting all relevant national organizations and policy-makers to Academic Forums; identifying and attending all relevant external national - and at times local - meetings of decision-makers.

KPIs

- Implement all 'short-term' communication objectives as outlined in the marketing plan by the end of 2020, which involves the set-up of the communication infrastructure (branding, website, newsletter, public relations, digital outreach, social media and print materials).
- Establish all 'mid-term' and 'long-term' communication objectives as outlined in the marketing plan by the end of the 1st 2021 term (specifically a monthly national newsletter, three press releases and a minimum of two interview opportunities per year, as well as high-quality regular outputs across platforms).
- 100% increase of school community representatives accessing resources on the CLA website's resource section by the end of the 1st 2021 term.
- By the end of the 2nd 2021 term, all states and territories have contributed to the national newsletter resource section and/or case studies.
- Facilitate a minimum of 6 national meetings with stakeholders
- Facilitate 3 Academic Forums, with clear documentation of outcomes, per year.

2. National Standardisation and Synergies

With community language school accreditation differing across jurisdictions, and professional development standards differing across associations and federations, CLA works to achieve consistency and facilitate synergies across Australia.

Objectives

- Facilitate synergies between federations and associations, identifying existing resources and establishing sharing platforms.
- Standardise professional development initiatives across federations and associations.
- Develop a tiered national accreditation standard framework and once completed, implement framework through professional development initiative in cooperation with associations and federations.
- Administrative efficiency on employment and volunteering matters.

Strategies

- Meeting with associations and federations regularly and following a clear meeting structure to identify synergies and need for support, while increasing efficiency.
- Consulting with the Academic Forum, as well as state and territory departments of education, state associations and federations, to identify minimum criteria for a national accreditation framework.
- Initiating professional development teacher networks and work-groups to encourage national standardisation of contents, while increasing the quality of teaching.
- Provide ongoing information and support on administrative and compliance issues.

KPIs

- Four association and federation council meetings per year with clear, pre-defined agenda points, as well as documented tasks and responsibilities after the meeting to increase efficiency.
- Develop a national accreditation framework structure by mid-2021, which includes a draft framework with specific contents, to share with relevant stakeholders and put it to the test.

- Finalise and develop a national professional development program by the end of 2020.
- Deliver and implement the national professional development program over 2021 and 2022, assessing the effectiveness of programs and improving them accordingly.
- Document professional development contents by the end of term 1, 2021, and appoint working-groups reviewing contents in accordance with the Quality Assurance Framework to develop a more standardised and need-led suite of resources term 1 in 2021.
- Each council meeting agenda is to reflect discussion of administrative and compliance support.

3. Facilitate High-Quality Languages Education and Community Building

Working with federations and associations, CLA is supporting high-quality, effective and safe community language school education in-line with policies and requirements. The Quality Assurance Framework (QAF) is a tool that was initially developed to evaluate community language schools. However, to enable all schools to excel and meet the framework's criteria, CLA now provides a suite of resources and training for each of the framework's eight crucial cornerstones.

Insert, text box:

The Quality Assurance Framework
The Quality Assurance Framework covers the eight crucial cornerstones of effective community language education (insert updated graphic once available).

Curriculum
The range of learning experiences, outcomes and appropriate assessment strategies, designed and documented to facilitate student learning in local community contexts.

Leadership and governance
The practices involved in inspiring school community commitment to student learning and ensuring policies and procedures facilitate effective and efficient school operation

School/ community links
Those relationships with other key stakeholders/organisations that produce reciprocal benefits for student learning in community language schools.

Monitoring & evaluation
Strategies undertaken to seek and report information in relation to student outcomes and to use this information to enhance ongoing teaching/learning processes and school effectiveness.

Teaching practice
Those strategies undertaken by teachers to maximise student learning outcomes, underpinned by principles of best practice in classroom pedagogy.

Purposeful learning
First hand learning activities engaged in by students, focussed on their needs, goals and aspirations in relation to the community language being taught.

Student well-being
The promotion of a positive, safe and secure learning environment that makes educational provision for each student as a unique individual.

Family participation
The active and meaningful participation of families in all aspects of community language school life.

Objectives

- Improve, standardise, document and digitalise professional development courses.
- Develop a new suite of need-based and language-specific resources for each element of the Quality Assurance Framework, making them digitally accessible.

- Provide a national approach to imbed a Child Safe culture across all states and territories. There should be a focus on providing national Child Safety support to include 'National Child Safety Principles', as well as Preschool and Early Childhood guidelines and support.
- Give community stakeholders, such as students, teachers, parents, community leaders, a voice and take their needs and perspectives into consideration for resource creating and advocacy.
- Establish language-specific networks for educators to create opportunities, synergies and support.

Strategies

- Employ a Digital-First Strategy with regards to resource and training development.
- Surveying needs within schools, collect, research and develop impactful resources within the QAF categories.
- Including communities in communications, visiting schools, creating student councils, creating cross-school language communities, creating spotlight-schools and promotional videos within school communities.
- Disseminate information and resources via online training, the website, newsletters and social media.
- Setting up language-specific teacher networks, perhaps democratically appointing a responsible moderator and identifying suitable platform

KPIs

- Conduct and start collecting responses of a national teachers survey, having been sent to a minimum of 100 schools across languages and states/ territories by the end of 2020.
- Have clear resource-needs and responsibilities in place to develop resources by the end of 2020.
- Develop at least five quality resource pieces per month, starting from term 1 in 2021, which can be reduced to editing pieces once the initial backbone of resources has been made available.
- Facilitate two council meetings per year to review state and territory progress on implementing National Child Safety Principles.
- Identify suitable platforms for language-specific teacher-networks and establish process, policies and responsible people by the end of 2020, for it to be rolled out in term 1 in 2021.

- Ongoing review of resource use and school needs to adjust and develop resource materials over 2021 and 2022.

4. Support the Establishment of Emerging Communities

There is a substantial number of new communities trying to establish community language schools. Using dedicated resources developed for emerging communities based on the Quality Assurance Framework, CLA provides general, but also specific advice to support emerging communities, who might face language barriers when trying to understand regulations that specifically apply to them.

Objectives

- Develop a suite of evidence-based resource packages and professional development programs covering all aspects of the Quality Assurance Framework, making as many available bilingually and digitally as possible.
- Establish effective communication of community language school offers to newly arrived migrants.

Strategies

- Consulting internal experts, identify crucial resources that need to be developed, how they need to be presented and dedicate responsibilities and resources.
- Identifying and contacting relevant institutions and bodies in contact with newly arrived migrants to understand how they can best be informed about community language schools.

KPIs

- Develop the backbone of the community language school starter-kit by the end of term 1 2021, with identified modes and languages of presentation. Finalise and distribute the starter-kit at the beginning of term 2 in 2021.
- Develop a database of relevant institutions and bodies in touch with new arrivals and initiate contact with a minimum of 20 national organisations half-yearly.

5. Research and Future-Proof the Sector

CLA has an important role in making associations, federations and schools aware of policies that affect and apply to them, and in helping them implement these. On the other hand, to effectively advocate for the community language school sector, it is crucial for CLA to have accurate, up-to-date and reliable data, which will help to demonstrate the significant role community language schools play across Australia.

Objectives

- Implement relevant national and local policy developments swiftly within community language schools.
- Achieve data reliability and confidence and exact data-need.
- Regularly liaise with academic researchers to identify relevant research outcomes and create research opportunities in the sector.

Strategies

- Observing local and national policy-making, developing or supporting associations and federations in developing relevant internal policies and distributing them.
- Collaborating with associations and federations to establish understanding of sector's need and methodologies for effective and consistent data collection, communication and transparency.
- Using the Academic Forum to identify potential research collaborations and investing time into desktop-research and academic networking.

KPIs

- Establish a dedicated policy section on the website and newsletter that is reviewed and updated on a monthly basis by dedicated staff.
- Publish a first annual report by the end of 2020 with updated, compelling data that is distributed to policy-makers.
- Dedicated staff spends one day per term with relevant desktop research, identifying important findings and developing content that can be shared with internal networks throughout the term, or potential collaboration.

Acknowledgement to country

Community Languages Australia - AFESA acknowledges Traditional Owners of Country throughout Australia and recognises the continuing connection to lands, waters and communities. We pay our respects to Aboriginal and Torres Strait Islander cultures; and to Elders past, present and emerging.