



Improvement in the National Coordination and Quality Assurance of Ethnic Schools Project

**Report to the Department of
Education, Science and Training**



Where language and culture come together

Community Languages Australia

Australian Federation of Ethnic Schools Associations Inc.

Where language and culture come together

March 2007

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1. Background and context

The National Statement and Plan for Languages Education in Australian Schools 2005–2008 was developed through the Ministerial Council for Education, Employment, Training and Youth Affairs (MCEETYA) and endorsed by all Ministers of Education in March 2005.

The Statement and Plan affirm the value of all languages including Indigenous and other community languages, and includes a range of agreed actions to strengthen languages education across the country.

The Improvement in the National Coordination and Quality Assurance of Ethnic Schools Project was funded under the national projects element of the Australian Government's School Languages Programmed (SLP). The Australian Federation of Ethnic Schools Associations (AFESA) was contracted to manage the work, one of eight national projects to support the implementation of the MCEETYA National Statement and Plan in 2005–2006.

The key objectives of the project were to:

- strengthen national coordination and promotion of ethnic languages and ethnic schools
- develop and publish a national policy statement on the Community Languages Australia website, detailing the role of ethnic schools and the role of the Australian Federation on Ethnic Schools Associations (AFESA), national secretariat
- strengthen and promote the quality of teaching and learning practices in ethnic schools across Australia; and
- Enhance professional networking and professional learning opportunities for teachers within the sector.

The key project tasks undertaken against these three key objectives form the basis of this report.

The Australian Government support for the project provided community languages schools the opportunity to contribute to delivery of the National Statement and Plan for Languages Education in Australian Schools 2005–2008.

The project was managed by the Australian Federation on Ethnic Schools Associations (AFESA), which trades as Community Languages Australia. Implementation of the project occurred in the latter part of 2005 and throughout 2006.

The Australian Federation of Ethnic Schools Associations aims to:

- promote the ethnic school sector as a registered, independent and complementary provider of language and cultural education;
- represent ethnic schools and their clients at national, state and territory levels of government, agencies and institutions;
- promote policies strengthening the linguistic and cultural diversity of Australian society and contributing to pluralistic and cohesive society; and
- Ensure quality assurance mechanisms are available to all jurisdictions.

This Project builds on the 2004-2005 year's work undertaken on behalf of the Australian Government to improve national coordination and enhance quality assurance. At that time networks and stakeholders were identified and established, and overall concept of the Quality Assurance Framework was developed and

Community Languages Australia contributed to the development of the National Languages Statement and Plan 2005-2008.

This report comprises a brief summary of progress against the key project objectives, including key outcomes and supporting evidence. Some of the strengths or perceived positive outcomes from the project are presented, as well as barriers encountered in the delivery of the project. Finally, a set of recommendations for future activity are presented. These have been divided into five sections for consideration by:

1. All Stakeholders
2. Community Languages Australia
3. DEST
4. DEST, jurisdictions and Community Languages Australia
5. Jurisdictions and Community Languages Australia

2. Progress against the key objectives

2.1. TASK 1 Strengthen national coordination and promotion of ethnic languages and ethnic language schools

Outcomes

- Develop and publish a National Policy Statement on the CLA website, detailing the role of ethnic schools, and the role of the AFESA national secretariat in relation to the national association.
- Conduct consultation meetings, forums and collaborative activities with key stakeholders in each State and Territory and nationally in order to continue to strengthen:
- Awareness of the importance of ethnic schools in their delivery of language programs; and
- Awareness of the relevance of ethnic schools as complementary providers of languages training in government languages policy
- Continue to upgrade and regularly update the content of the Community Languages Australia website (<http://www.communitylanguagesaustralia.org.au>) to become a national information source for those interested in the activities of ethnic schools.
- Research and document the ethnic language needs of emerging ethnic communities with a view to assisting them in developing policy and directions for establishing ethnic schools where appropriate
- Develop and publish a National Policy Statement on the CLA website, detailing the role of ethnic schools, and the role of the AFESA national secretariat in relation to the national association.

Evidence

- Developed and published a policy document Community Languages Schools: Contributing to Quality Languages Education – in Australia: A Statement by Community Languages Australia [Attachment 1](#).
- The document describes the role of community languages schools as complementary providers, the function and purposes of Community Languages Australia and its Secretariat, and its role in supporting the implementation of the MCEETYA National Statement and Plan for Languages Education in Australian Schools 2005-2008.
- Articulated the key roles and responsibilities of the National Secretariat and developed an organizational chart together with a proposed organizational structure for the Secretariat: [Attachment: 2A & 2B](#)
- Role of the National Secretariat is to :
- provide a necessary focus to coordinate the community languages sector contribution to overall languages education in Australia
- be a strong conduit between Ethnic Schools Associations, Federation Jurisdictions, and Education and other key stakeholders
- develop and implement Quality Assurance Frameworks and monitor their implementation; and

- Align activities with national goals set through MCEETYA.

Issues and challenges

- The wide range of educational and administrative structures in Australia's community languages schools require a strategic, yet flexible program to coordination to encompass the needs of individual schools
- Promoting the concept of community languages schools and their role to various stakeholders requires the use of varying strategies and opportunities. A more strategic approach is required
- Lack of understanding in some quarters about the community languages sector creates at times the challenge for Community Languages Australia in developing effective networks
- Reforms in curriculum - As is the case elsewhere, the curriculum in many Australian States and territories is in a constant state of reform and led to adjusting The Statement to meet the various jurisdictional expectations.

2.1.1. Conduct consultation meetings, forums and collaborative activities with key stakeholders in each State and Territory and nationally in order to continue to strengthen:

i) Awareness of the importance of ethnic schools in their delivery of language programs; and

ii) Awareness of the relevance of ethnic schools as complementary providers of languages training in government languages policy

Evidence

- Conducted consultations, meetings and forums, round tables, seminar and conferences with relevant stakeholders to raise the awareness of and understanding of the importance of community languages schools and their relevance as complementary providers. which included jurisdiction, Members Associations and other bodies
- Maintained strong relations with jurisdictions through visits, negotiations, presentations and electronic notifications with over 30 visits to States and Territories. [Attachment 3](#)
- Introduced and published regular electronic news and resources information releases called *E-Language*. Over 70 notifications sent to a range of stakeholders in national and State and Territory locations. [Attachment 4](#)
- Conducted three Executive Officers and Webmaster forums to consult with users on website and ensure it remains a live and highly usable site and planned for Professional Development programs. These were attended by Community Languages/ Ethnic Schools Federation Executive Officers, Webmasters and PD officers in:

LOCATION	DATE
Melbourne	March 15, 2006
Canberra	July 26, 2006
Brisbane	October 7, 2006

- Outcomes of these meetings were documented and distributed [Attachment 5](#)
- Conducted five National Council meetings with AFESA members to discuss and implement policy. – 2006

MEETING DATE	STATE	PARTICIPANTS
January 21 2006	Melbourne	10 participants
April 8, 2006	Sydney	12 participants
July 7, 2006	Perth	12 Participants
October 7	Brisbane	12 Participants
December 9	Melbourne	12 Participants

- Agenda items included a wide range of issues related to national coordination and quality assurance
- Agenda papers attached - [Attachment 6](#)

- Hosted a National Conference of Community Languages Schools in Brisbane on 7 October, 2006 titled *Can Australia Afford to be Monolingual* and supported State Conference in Victoria on 1 July 2006 and seminar programs.

STATE		DATE	VENUE
VICTORIA	STATE CONFERENCE 300 participants	July 1, 2006	Victoria University
QUEENSLAND	NATIONAL CONFERENCE 150 participants	October 7, 2006	Brisbane Carlton Crest

- National Conference Program [Attachment 7](#)
- Commenced negotiations with the Diplomatic Corp on the role of homeland countries in supporting language learning in Australia - Some of these include Chinese Government representation to provide training, Professional Development and exchange, Greek Government support for Greeks Abroad Program, Ukrainian Government supporting exchange programs
- Community Languages Australia presented a workshop at the *National Seminar on Languages: Maximizing the Opportunity*, conducted by the Asia Education Foundation on behalf of the Australian Government on 30 and 31 October 2006.
- Developed individual Strategic Plans for State and Territory Community languages Associations and Federations to provide a framework for stakeholders to cooperate.

STATE/TERRITORY	STATUS
Australian Capital Territory	Presented and implementation commenced
New South Wales	Presented , workshop and implementation commenced
Northern Territory	Sent
Queensland	Presented , workshop and implementation commenced
South Australia	Presented and noted
Tasmania	Presented , workshop and implementation commenced
Victoria	Presented , workshop and implementation commenced
Western Australia	Presented , workshop and implementation commenced

- [Attachment 8](#) Victorian Strategic Plan

Issues and barriers

- Lack of opportunities to meet with all jurisdictional representatives as a group
- Modifying Association- Federation Strategic plans to suit individual jurisdictions
- Lack of funding impacts on the access to participation of some teachers-instructors. This is personified in some of the small and emerging communities
- State /Territories Associations without administrative officers find it difficult to have representation at Web master and Executive Officer Forums. Responsibility for outcomes of these meetings falls onto the volunteers in management committees.
- Northern Territory connection has been hard to establish due to the number of staff and community changes. This has now been rectified through consultations and teleconferences Meeting dates being set.
- Tasmanian and Northern Territory Quality Assurance Workshops Programs need to be delivered

2.1.2. Continue to upgrade and regularly update the content of the Community Languages Australia website (<http://www.communitylanguagesaustralia.org.au>) to become a national information source for those interested in the activities of ethnic schools.

Evidence

- Developed and maintained a national website <http://www.communitylanguagesaustralia.org.au> which has become an information source for interested parties. The website comprises eleven sections:

SECTION	DESCRIPTION
About Us	Provides brief overview of AFESA and community languages schools
Our Programs	List of projects being undertaken by CLA
State and Territory Associations	Contacts of Members Associations
National training and PD	List of Training and PD opportunities
National Calendar	Events organized by Associations and Federations and/or in conjunction with jurisdictions
Quality Assurance	Overview of QA Framework and selected outcomes
Curriculum	Support Information on languages curriculum being delivered in jurisdictions
Resources	List of resources to support classroom teachers
Media releases	Release issued by CLA
Newsletter	Copies of newsletters
Links	Useful links for community languages teachers and administrators

Issues and barriers

- Obtaining regular information from all quarters on a regular basis
- Access to the website for schools that do not have access to Information technologies
- Lack of funding to develop language specific curriculum and resource support sites.

2.1.3. Research and document the ethnic language needs of emerging ethnic communities with a view to assisting them in developing policy and directions for establishing ethnic schools where appropriate

Evidence

- Conducted seminars and focus groups to discuss the issues of emerging communities and developed a paper and action plan on the issues.

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DATE - STATE	PARTICIPANTS
1 July, 2006 Victoria	30 participants
7 October, 2006 Brisbane	25 participants

- Specific meetings with Associations in NSW, Queensland, Victoria and SA to address issues.
- Conducted focus group discussions in NSW on 28 July 2006, Queensland 7 October 2006, Victoria May, 2006, 1 August 2006, SA – ESB meeting Chair and EO and in WA on 28 October, 2006
- Facilitated discussion with CLA Tertiary Institutions Advisory Group to discuss current issues relating to community languages schools
- Consulted with representatives of Community Relations Commission of NSW, Victorian Multicultural Commission, Department of Immigration and Citizenship, ESB SA. [Attachment 3](#)
- Commissioned a paper that addressed these issues and provided a set of recommendations. [Attachment 9](#)

Issues and barriers

- Difficulty attracting a regular and wide range of representation from emerging communities
- Wide range of differing social, educational and financial needs in some communities

2.2. TASK 2 Strengthen and promote the quality of teaching and learning practices in ethnic schools across Australia

Outcome

2.2.1. Trial the implementation in three jurisdictions of national quality assurance framework

Evidence

- Developed and published an Administration and Organizational Manual to be distributed to ethnic schools by AFESA members in each State and Territory
- Collected data relating to students studying ethnic languages, including number of students, languages studied level of study. Collected State data on teacher training qualifications to identify professional development needs

Evidence

- Undertook consultations with a range of stakeholders on the concept of the Framework and its eventual role and possible use for accrediting schools in jurisdictions. Evidence of meetings [Attachment 3](#)
- Based on accepted concept of Quality Assurance Framework for Community Languages Schools in Australia (2004/2005 project) fully developed relevant elements and pointers consisting of 8 dimensions:
 - Teaching, Learning
 - Student Well-being
 - Curriculum
 - Parent Participation
 - Leadership
 - Governance
 - Monitoring and Evaluation
 - Educational Community.

A diagram representing the Framework: Refer to

<http://www.communitylanguagesaustralia.org.au/QualityAssurance.html>

- Conducted workshops and Professional Development sessions in 6 jurisdictions, providing workshop guidelines and publishing the workshop outcomes
<http://www.communitylanguagesaustralia.org.au/QualityAssurance.html>
17 workshops conducted in 6 jurisdictions to develop, set and refine dimensions of all 8 elements. Meeting dates and locations –
[Attachment 10](#)
- Elements and dimensions work shopped and presented by 6 jurisdictions. These form the basis for implementation and are being tested in pilot situations in NSW, Victoria and WA.
- Developed an Implementation Plan for a Quality Assurance Framework at State and Territory Association and Federation and School level. Trailing of specific elements undertaken in South Australia, Victoria, Western Australia. Working parties and school representatives' comments received and incorporated in overall Implementation Plan. [Attachment 11](#)
- Professional development background information prepared for working parties at [Attachment: 12A & 12B & 12C](#)
- Evaluation Paper of the Quality Assurance Framework aspect of the project and published paper by Erebus International: *An Evaluation Framework for Assuring the Quality of Community Language Schools*
[Attachment 13](#)
- As part of this project, a Tasmanian workshop is set for 28 March 2007 and in mid April 2007 in the Northern Territory.

Issues and barriers

- The concept of the Framework required a much more precise approach including developing a series of elements and pointers
- The wide spectrum of expertise or at times lack of it in the area of QA represented in community language schools required more intense workshop and seminar arrangements
- The trialing was limited to schools and PD officers directly involved in the process of developing pointers and elements
- Their comments were included in revising one of the Dimensions and a range of pointers and elements
- Tasmania and Northern Territory are still to undertake a workshop. These have now been negotiated for 28 March 2007 in Tasmania and mid April 2007 in Northern Territory. This falls under the 2005-2006 Project as unfinished business
- The Implementation Plan will form strong basis of full implementation at the school level over the next 3-5 years.

2.2.2. Develop and publish an Administration and Organizational Manual to be distributed to ethnic schools by AFESA members in each State and Territory

Outcome

- A Reference Group was formed consisting of South Australian and Victorian representations to review material for Manual.
- Meetings were held during AFESA Council Meetings and via email and telephone conferences. Members included Inta Rump Jacqueline Von Wersch, Marita Macalalad, Stefan Romaniw, Fahry Abubaker
- Developed and published a 44 page Organizational and Procedures Manual for Community Languages Schools which will be available to schools on CD, hard copy and on website [Attachment 14](#)
- Conducted workshops and seminars to identify needs of schools and school administrators in the development of the Manual.

- Executive Officers Forums

LOCATION	DATE
Melbourne	March 15, 2006
Canberra	July 26, 2006

- AFESA Council Meetings

- Consultations, planning and evaluation at AFESA National Council meetings

January 21 2006	Melbourne	10 participants
April 8, 2006	Sydney	12 participants
July 7, 2006	Perth	12 Participants
October 7	Brisbane	12 Participants

- Stakeholders Discussion held in meeting as per [Attachment 3](#)
- National conference Brisbane 7 July 2006 Refer Program [Attachment 7](#)
- Examined documents published by:
 - Ethnic Schools Board in South Australia (Manual)
 - NSW Community Languages Schools Board (Brochures)
 - Victorian Department of Education and Training –Organizational Manual

Issues and barriers

- Administrative and organizational procedures vary from jurisdiction to jurisdiction.
- The Manual provides a rang of options in some cases for school to use
- National standardization of procedures will occur in some issues but vary in others depending on local legislation and procedures.

Outcome

- Collected by S/T education authorities or ethnic schools associations information on specific data relating to students studying ethnic languages , including number of students, languages studied , level of study and by State and Territory and teacher training qualifications to identify professional development needs
- Constructed Annual Survey Forms for Ethnic Schools Associations and for Jurisdictions and administered surveys. [Attachment: 15A & 15B](#)
- Consulted with State and Territory representatives on information that is currently being collected
- Disseminated Survey forms for comment to State and Territory Stakeholders
- Introduced concept of annual data collection in July of each year.
- Produced State and Territory and National data on student numbers, languages taught, and teachers' qualification data. [Attachment 16](#)
- Identified issues to improve future data collection. Information received formed basis for training PD planning in some jurisdictions

Issues and barriers

- No central form of data collection was in place which required negotiation with all jurisdictions and Ethnic Schools Associations and Federations
- Definitions of teacher's qualifications and training needs to be agreed on
- Data collected demonstrated some variation in form

- No structure national forum to raise these issues with jurisdictions

2.3. TASK 3 Professional Learning and Development

2.3.1. Facilitate professional development opportunities for ethnic school managers and teachers across all jurisdictions, including by conducting workshops on the incorporation of information and communication technology into teaching and learning.

Evidence

- Collated and published a national Professional Development and training programs calendar on website
<http://www.communitylanguagesaustralia.org.au/PDTraining.html>
- Developed a list of national trainers. [Attachment 17](#)
- Formed National Executive Officers and Professional Development Officer's working party and Tertiary Institutions Advisory Committee to discuss community languages school training and PD needs.
- Conducted 3 meeting of the Advisory Group on 17 April, 2007, 4 August, 2007 and 19 December 2006 Agenda and Minutes of August Meeting
[Attachment 18](#)
- Facilitated Professional development sessions in range of jurisdictions.
- In cooperation with Hanwood House provided Professional Development on the use of Technology in the Classroom as per plan including the Pilot Program – Internet Exchange in the Community Languages classrooms and piloted in three States (<http://vicnet.net.au/>).

Issues and barriers

- Availability of trainers to travel nationally
- Varying models of training and Professional development in jurisdictions
- Accessing programs in restricted timelines
- Some modules are in development and only available upon completion (up to 9 months)

2.3.2. Work with State and Territory Executive Officers to utilize existing networks and establish new networks to develop generic professional development support materials disseminate new information on professional learning activities and determine current and future needs.

Evidence

- Developed a curriculum and resources database
<http://www.communitylanguagesaustralia.org.au/CurriculumSupport.html>
<http://www.communitylanguagesaustralia.org.au/Resource.htm>
- Maintained an updated national and training professional development calendar <http://www.communitylanguagesaustralia.org.au/Forum.html>

- Initiated discussion on viability of introducing a National Certificate Course for training of community languages schools teachers/instructors.

Issues and barriers

- Overall national need to standardize contents of training courses for community languages schools teachers. Make courses available and credit bearing.
- Need to examine Registered Training Models that are at Certificate Level
- Instructors volunteering further time to that offered in the classroom

2.3.3. Maintain a national calendar of professional development activities on the Community Languages Australia website

Outcome

- Professional development calendar introduced and maintained
- Register of available PD advertised

Evidence

- <http://www.communitylanguagesaustralia.org.au/PDTraining.html>
- <http://www.communitylanguagesaustralia.org.au/Forum.html>

Issues and barriers

- Receiving regular information updates

3. Evaluation of the project

3.1. Positive outcomes

As demonstrated by the three key tasks undertaken to meet the objectives of the project documented in this report, the Project has focused the work of community languages school leadership on the importance of national coordination in delivering outcomes in the broad areas of quality assurance, national cooperation and professional learning.

The Statement on Community Languages Schools prepared by Community Languages Australia has been a major step in clearly articulating in policy terms the role of community languages schools, the need for national coordination and how schools will contribute to delivering the *National Statement and Plan for Languages Education in Australian Schools 2005–2008*.

An achievable plan for the ongoing maintenance of a National Secretariat has been formulated.

The National Secretariat will take a national leadership role in:

- National coordination and promotion
- Quality assurance
- Professional learning and development
- Data collection and reporting
- Implementation, monitoring and evaluation of the Action Plan.

The overall participation of key stakeholders in the work of the project has been very pleasing. Some highlights include:

- As a quantitative measure, the number of stakeholders that have been involved and touched by program is very high. This is evidenced by strong attendances around the country at forums, training, professional development and other activities. The list provided in [Attachments 3](#) and [4](#) are solid indicators of this activity.
- The regular attendance of AFESA Council members and meetings is also a strong indicator.
- The increase of national activity and activity at State and Territory level is evidenced by an increase in the number of activities and opportunities.
- The increased number and strongly attended Conferences, Dinner dances and Ethnic Schools Days. This increased activity is a good and practical indicator of communities wanting to be involved in activities coordinated at a national level and delivered locally.
- In the training area in one jurisdiction,(Victoria) in excess of 1000 teacher instructors were involved in programs. Increased numbers of teacher /instructors participating in Professional Learning programs has also been evident. In one jurisdiction close to 100 instructors attended monthly as they complete a longitudinal (3 year) materials and curriculum program. In another, (Queensland) over 90 instructors meet monthly to develop modules. Similar examples can be found in most jurisdictions.
- Increased interest from other stakeholders in the work of community languages is also a measure of the success of the project in profiling

community languages schools and their role, but more importantly their credibility. Working relations with Boards of Study, School Councils, the AFL, Cricket Australia, Melbourne Water, National Prescribing Service and other are evidence of this. These are all new programs.

- The National website has become a focus for many interested parties. The hit counter provides evidence of this. At time of writing, the web site records over 8,800 visitors.
- The involvement of teachers, jurisdictional representatives and community leaders in the Quality Assurance workshops provides evidence of the fact that the Framework has been developed from bottom up. This should lead to more people taking responsibility for its implementation at a school level.
- Strengthened connectivity with jurisdictions and dialogue on a range of issues will lead to stronger educational outcomes as needs are assessed and met in a strategic way.
- The introduction of national training and professional development networks has seen Professional Development being offered by a team of traveling instructors. They are listed in [Attachment 17](#)

In summary, the project has delivered:

- Stronger national coordination
- Better communication and awareness rising
- Quality Assurance Framework
- Stronger representations
- Strong and effective Council relationship and implementation strategy
- The ethnic schools sector is becoming embedded as a sector of languages education in Australia with a range of national coordination structures.
- The introduction of the Quality Assurance Framework provides the sector with measurable criteria open to external scrutiny.
- High levels of communication and coordination with all jurisdictions and improved national coordination and communication between key stakeholders
- The website has proven to be a strong and effective communication tool and source of information the number of hits continues to rise and feedback at seminars, PD session and Conferences indicates the site is playing a role. The linking of the site by others is also a strong indicator of its effectiveness
- Communities Languages Schools are represented on relevant bodies in each jurisdiction
- Awareness of the work of community languages school has been heightened
- Policy has been developed to strengthen linguistic and cultural diversity in Australia
- Training and Professional Development has improved the quality of teaching and learning. The quality of materials being presented at jurisdictional accreditation processes is much improved. EREBUS in its work

over the past years at various levels has also indicated that standards are rising.

- Teacher involvement in workshops and working parties (e.g. QA) has increased and outcomes of the work evident (refer QA Dimensions, element and pointers)
- Development of <http://www.communitylanguagesaustralia.org.au>
- There is a national focus and plan for the future direction of Teacher Training in Community languages schools sector
- Enhanced networks have provided stronger outcomes in the teaching and learning areas
- Consistency, guidance and advice has been provided to schools through the development and publishing of the Organizational and Procedures Manual

3.2. Barriers and challenges to the project

Some areas of the Project were not fully delivered due to a number of barriers. These are best expressed by the findings of the evaluation of the Quality Assurance Framework:

Some of these barriers were:

- A loosely coupled system. With the Community Language Sector, a very diverse and often loosely organized set of institutions, making the application of any coordinated processes difficult, particularly when no level of prescription is involved.
- A too ambitious plan. There is as yet no budget identified for implementing the Quality Assurance process nationally. Asking schools to rely on their own resources to conduct self-evaluation and to raise their capacity for change within a short space of time may be impractical and unattainable. All school reform and improvement is a continuous and incremental process which necessarily takes time.
- Too many reforms to implement in a short space of time. As is the case elsewhere, the curriculum in many Australian States and territories is in a constant state of review or reform, and there are complaints from teachers at all levels of “change fatigue”. Introduction of a new Quality Assurance process may meet with indifference or even resistance as a general reaction against this change fatigue.
- School self-evaluation is a complex process. The implementation of school self-evaluation involves changes to school culture and general practices. Such changes cannot be achieved by directives promulgated by the education authority alone but require in addition, a well-planned, bottom-up strategy of initiation and introduction which needs extra resources and support from outside.
- Lack of resources. Effective implementation of new reforms or initiatives needs extra resources and support. The lack of identification of ongoing sources of financial and human resources to make the process happen may lead to lack of commitment.

Other areas requiring attention are:

- Stronger networking in professional development and training

- Formal structure for Community Languages Australia to meet with jurisdictions nationally
- Breadth of stakeholders that require information and awareness training about community languages schools
- Establishing the needs at grass root levels of emerging communities at times is complicated by the lack of participation of representatives.
- Data Collection was complicated by the fact that no set of standard of data has been agreed upon. Each Association, jurisdiction collects data in different forms.
- The Northern Territory network has taken some time to establish
- Quality Assurance workshops need to be completed in Northern Territory and Tasmania
- However, these barriers should be seen as challenges that can be overcome by ongoing national coordination and cooperation. The foundations for this coordination and cooperation have been laid through the outcomes of the Project.

4. Recommendations

The Council of Australian Federation of Ethnic Schools Associations has undertaken a critical assessment of the project and makes the following recommendations:

4.1. All Stakeholders

4.1.1 That the ongoing National Coordination and Quality Assurance of Ethnic Schools be undertaken to build on the current momentum

4.2. Community Languages Australia

4.2.1 That the next phase of funding be focused on:

- Implementing the National Action Plan
- Ongoing national coordination
- Implementation of the Quality Assurance Framework
- Strengthening training and professional development
- Developing strategies and activities for ongoing integration and sharing
- Data collection and annual reporting
- That the Organization and Procedure Manual be evaluated and modified as required

4.2.2 That the Statement is promoted to all key stakeholders over the next 24 months to strengthen the awareness of community languages schools

4.2.3 That Community Languages Australia evaluate the outcomes of community languages schools delivery of the Strands of the National plan

4.2.4 That Community Languages Australia provide a national annual report on data, activity, educational and community outcome of its member schools and that a set series of questions be agreed upon with the survey period being July of each year,.

4.2.5 That Community Languages Australia host an Annual Round Table meeting for Stakeholders at State/Territory and National levels to report on current activity and issues and engage stakeholders in better understanding the community languages school sector

4.2.6 That the Community Languages Australia website be maintained and become the focal point for information on Community languages school activity nationally and at State and Territory levels

4.2.7 That Community Languages Australia continue seeking project funding under the MCEETYA Working Party model

4.3. DEST

4.3.1 That some regular formal opportunity be afforded to Community Languages Australia to present to all jurisdictions at national level to discuss policy, activities and cooperation

4.3.2 That the National Secretariat be formally established based on the funding and structure model outlined in the report which involves cooperation between AFESA, jurisdiction AFESA members and school membership by contributing to the per capita funding model

- 4.3.3 That funding be made available to assist in the operations of the National Secretariat

4.4. *DEST, jurisdictions and Community Languages Australia*

- 4.4.1 That a National Certificate Training course be negotiated through the CLA Tertiary Advisory Group and presented for consideration
- 4.4.2 That intercultural learning methodologies be made available to schools
- 4.4.3 That National Training and Professional Development opportunities be expanded and advertised

4.5. *Jurisdictions and Community Languages Australia*

- 4.5.1 That the Quality Assurance Framework Implementation Plan be adopted and introduced over the next 4 years in all schools
- 4.5.2 That Professional Development is afforded to schools to assist them with implementation of the Quality Assurance Framework
- 4.5.3 That partnerships be formed with key stakeholders in providing opportunities for communities to strengthen their integration processes and sharing of language and culture with broader Australian community for the benefit of Australia.

5. Attachments

ATTACHMENTS REFERRED TO IN REPORT AND BRIEF DESCRIPTION

ATTACHMENTS	DESCRIPTION
Attachment 1	A Statement by Community Languages Australia- <i>Community Languages Schools: Contributing to Quality Languages Education – in Australia:</i> 29 page document
Attachment 2	National Secretariat Organisational Chart Excel sheet with structure
Attachment 3	List of Key Stakeholders, Meetings in jurisdictions Month , Jurisdiction/stakeholder/names
Attachment 4	E- Language -Snap shot of distribution list
Attachment 5	Outcomes of Executive Officer and Webmasters For a Report
Attachment 6	Agendas of National Council Meetings Copies 5 meetings
Attachment 7	National Conference Program –Brisbane 2006
Attachment 8	Victorian Strategic Plan as example of plans developed for AFESA Members 16 page document
Attachment 9	Emerging Communities Research Paper with Recommendations Report
Attachment 10	List of QA Workshop Meeting dates, venues and number of participants Table
Attachment 11	QA – Implementation Plan Report
Appendix 12	QA – Workshop Meeting structure and agenda Agenda and background
Attachment 13	<i>Evaluation Framework for Assuring the Quality of Community Language Schools</i>

	Paper
Attachment 14	Administration and Organizational Manual 44 Page document
Attachment 15	Survey forms for data collection a)Ethnic Schools Associations and b) Jurisdictions Forms
Attachment 16	a)State and Territory and b)National Data Tables
Attachment 17	List of National Trainers Table Names jurisdictions
Attachment 18	Tertiary Advisory Group Meeting Agenda , Minutes

HYPERLINKS REFERRED TO IN REPORT AS EVIDENCE

<http://www.communitylanguagesaustralia.org.au> Page 5 10

<http://www.communitylanguagesaustralia.org.au/QualityAssurance.html> Page 12

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