

# LANGUAGES EDUCATION IN AUSTRALIA

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Read this on the web at <http://www.languageseducation.com/news1080821.pdf>

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## INTERNATIONAL YEAR OF LANGUAGES

### Australia's unrecognized resources boom - languages for Australia's future

*Michael Clyne, The Year of Languages Lecture, Monash University, 19 August 2008*

This year, the UN International Year of Languages, countries all over the world have been reflecting on their achievements in languages and what they could be doing better.

In Australia, we have seen the continuation of a public discourse which started the previous year, on the benefits of second language learning and the decline in language programs over the years.

I will argue that this discourse will remain on the surface if it does not take into account the linguistic diversity we are blessed with, and if we cannot overcome our pervasive monolingual mindset.

I will also suggest a different, more holistic way of thinking about the benefits of plurilingualism, that is the use of more than one language.

When the Warrunjeri people of the Kulin nation inhabited the land on which this university now stands, they were part of a multilingual continent in which most people needed several languages to communicate.

Some of the communities in Australia practised compulsory exogamy, where the men of one community had to marry women from another and the children learned a different language from their father and mother.

Today there are many Australian children from different backgrounds acquiring their bilingualism in the same way.

The First Fleet and subsequent British settlers introduced monolingualism as the norm to the Australian continent - though sizeable numbers of them spoke Irish, Gaelic or Welsh.

Political and economic conditions and the lure of gold brought many languages other than English to Australia from Europe and Asia as is reflected in the numerous community language newspapers published in the Australian colonies in the 19th century.

Bilingual education was more prevalent in Australia in the 19th century than in the 20th or so far in the 21st.

Read more at <http://www.languageseducation.com/clyne>

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## Languages a Necessity for Australia's Survival

*Independent Schools Queensland, 9 August 2008*

A leading languages advocate believes Australia is well on its way to being left behind as an isolated and "stupid" country unless more students learn to speak different languages.

Independent Schools Queensland celebrated the 2008 International Year of Languages on Saturday 9 August 2008 at the Italo-Australian Centre, Newmarket with languages advocate, author and theatre proprietor Ms Gail Wiltshire and General Manager of International Development for CSIRO, Dr James Bradfield Moody.

Ms Wiltshire said Australia is a long way behind but independent schools have set the benchmark for other education systems through recognising the value of languages.

"All I can say is thank goodness for independent schools because they are placing the necessary value on teaching other languages," Ms Wiltshire said.

Read more at

[http://www.aisq.qld.edu.au/files/files/Communications/media\\_releases/Media%20Release%20-%20International%20Year%20of%20Languages%208%20August%202008.pdf](http://www.aisq.qld.edu.au/files/files/Communications/media_releases/Media%20Release%20-%20International%20Year%20of%20Languages%208%20August%202008.pdf)

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## ENGAGEMENT WITH ASIA

### Rudd's vision for an Asian Literate Australia

*Samantha Maiden, The Australian, August 12, 2008*

Kevin Rudd has unveiled his vision for Australia to become the most "Asia-literate country" in the West.

In a speech in Singapore today, the Prime Minister pledged to boost the investment in the study of Asian languages and culture in schools and universities.

"Australia's future will also depend on our ability to engage constructively and effectively with the countries of the Asia Pacific," he said.

"That is why I am committed to making Australia the most Asia-literate country in the collective West.

"By investing in Asian languages and cultural education in Australia's schools, my vision is for the next generation of Australians - businessmen and women, economists, accountants, lawyers, architects, artists, film-makers and performers - to develop language skills which open their region to them."

Read more at <http://www.theaustralian.news.com.au/story/0,25197,24169710-601,00.html>

Read the full text of the Prime Minister's Singapore Lecture "Building on ASEAN's Success - Towards an Asia-Pacific Century" at [http://www.pm.gov.au/media/release/2008/media\\_release\\_0419.cfm](http://www.pm.gov.au/media/release/2008/media_release_0419.cfm)

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## Strengthening education links with Korea

***Media Release, 11 August 2008***

Prime Minister Kevin Rudd today welcomed the signing of a Memorandum of Understanding on education between Australia and the Republic of Korea.

This important signing will promote collaboration between the Australian and Korean governments to further strengthen education ties.

It will provide a framework for closer cooperation between Australia's Department of Education Employment and Workplace relations and Korea's Ministry of Education, Science and Technology to exchange information on education challenges and identify priorities for practical cooperation.

Korea is Australia's third-largest source country for international students, with more than 34,000 Korean students enrolled at Australian institutions in 2007.

Read more at [http://www.pm.gov.au/media/release/2008/media\\_release\\_0411.cfm](http://www.pm.gov.au/media/release/2008/media_release_0411.cfm)

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**Six Victorian Schools Form Closer Ties with Malaysia**

***Media Release, 11 July 2008***

The Malaysia Sister Schools initiative announced by Prime Minister Kevin Rudd yesterday during a visit to Kuala Lumpur will see six Victorian government schools as the first schools chosen to participate in the new pilot program.

Education Minister Bronwyn Pike congratulated Benalla College, Eumemmerring College, Hume Central Secondary College, Lalor Secondary College, Wallan Secondary College and Western Port Secondary College on their participation in the program.

"Sister school relationships are a great way to increase student and teacher understanding of another culture and language and their methods of teaching and learning," Ms Pike said.

"But they are also important as a means of increasing students' awareness of the global environment. "

Read more at <http://www.premier.vic.gov.au/minister-for-education/six-victorian-schools-form-closer-ties-with-malaysia.html>

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**Call to Action: Asia literacy for every young Australian!**

Australia's Asia Literacy Alliance, an initiative of the Asia Education Foundation that networks 24 peak organisations representing parents, teachers and principals, has issued a 10 point Call to Action to the Rudd Government to embed Asia literacy in the Australian school curriculum.

Download the Call to Action at <http://www.asiaeducation.edu.au/>

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**INDIGENOUS LANGUAGES**

**Ancient path to universal language**

***Sarah Price, Sydney Morning Herald, August 3, 2008***

A NEW program designed to preserve traditional languages is set to improve literacy rates in Aboriginal communities.

The Australian Literacy and Numeracy Foundation believes committing the oral languages to paper will help indigenous Australians with their English language skills.

Foundation founder Mary-Ruth Mendel said the indigenous languages needed to be converted from oral formats into the written word.

"It's needed for the preservation of the language and to bring the language into the space of a living language again because, as the elders pass on, the knowledge and understanding . . . are passing with them," Mrs Mendel said.

Warramiri language speakers from Gawa, on Elcho Island in the Northern Territory, had already undertaken the foundation's first-language and literacy course.

Read more at <http://www.smh.com.au/news/national/ancient-path-to-universal-language/2008/08/02/1217097610608.html>

Read more about the Australian Literacy & Numeracy Foundation at <http://www.alnf.org/>

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## **Saving Native American Language**

*Associated Press, New York, August 6, 2008*

Heath Hill looks forward to the day when all ceremonies in the Oneida Indian Nation Longhouse can once again be held in the native language spoken by someone from his upstate New York tribe.

"We used to have to pay people to come out here and help us," said the 32-year-old Hill. "I didn't really care for that. We want to be able to do it for ourselves."

"I want to raise my family in the traditional ways but it's hard when you can't even speak your own language," said Hill, who along with his girlfriend are among eight tribal members finishing up a unique two-year program to learn the Oneida language.

Indian tribes across the country are taking steps to preserve their native languages. The Oneida Indian Nation of New York has made it a full-time job, paying tribal members what they would earn in other jobs to immerse themselves in the nation's spoken word.

...Gerald Hill, president of the Indigenous Language Institute in Santa Fe, N.M., said while virtually all the more than 300 recognized American Indian tribes have some type of language program, they vary dramatically in approach and effectiveness.

From Education Weekly (log in required)

[http://www.edweek.org/login.html?source=http%3A%2F%2Fwww.ncela.gwu.edu%2Fnewsline%2Farchives%2F2008%2F08%2Fsaving\\_native\\_a.html&destination=http%3A%2F%2Fwww.edweek.org%2Fews%2Farticles%2F2008%2F08%2F04%2F140967bcndlanguagerevival\\_ap.html&levelId=1000&baddebt=false](http://www.edweek.org/login.html?source=http%3A%2F%2Fwww.ncela.gwu.edu%2Fnewsline%2Farchives%2F2008%2F08%2Fsaving_native_a.html&destination=http%3A%2F%2Fwww.edweek.org%2Fews%2Farticles%2F2008%2F08%2F04%2F140967bcndlanguagerevival_ap.html&levelId=1000&baddebt=false)

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## **LANGUAGES EDUCATION IN ACTION**

### **Profile: Bothwell District High School**

*Engage magazine, July 2008*

Bothwell District High School in Tasmania's southern midlands has a strong commitment to promoting family involvement in their students' education.

The school also highly values languages other than English (LOTE) and has begun a program of home-based learning which focuses on bringing LOTE out of the classroom and into the home.

This exciting and innovative program for upper primary students who have been learning Japanese since Prep, involves students becoming language teachers for their friends and families at home.

[LOTE@Home](#) packs are sent home with upper primary students, consisting of a bag of language resources which include a calendar, flash cards, games, conversation cards and recipe cards.

Students explain how the Japanese language and writing systems work to parents, and demonstrate how these materials may be used at home to promote language learning. A weekly newsletter is also used to further communicate with parents and to publish stories from participating families.

Read more at [http://www.education.tas.gov.au/\\_data/assets/pdf\\_file/0006/226815/Engage-Finalised-Version.pdf](http://www.education.tas.gov.au/_data/assets/pdf_file/0006/226815/Engage-Finalised-Version.pdf)

Read more about [LOTE@Home](#) at <http://www.lote-at-home.com.au/>

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## **Taste of Japan in Leeton**

*Emily Braham, The Irrigator, 8/08/2008*

A CULTURE day on Tuesday gave Leeton High School students a first-hand experience of Japanese traditions.

Students were divided into six groups to experience various customs such as sipping green tea, rolling sushi, calligraphy, Japanese dancing and using traditional toys.

Japanese English teachers Kiyoshi Morimoto and Makoto Tsunoda and the 16 exchange students from LHS sister school Tondabayashi Senior High School in Osaka led the culture classes.

LHS Japanese teacher and co-ordinator of the exchange program Shirlee Rowland said the session allowed a swap of cultures and a chance to use language skills outside the classroom.

"It allows them to experience a culture other than their own and communicate with another group of people," she said. "It also makes them realise they are different, but still the same."

Read more at <http://leeton.yourguide.com.au/news/local/news/general/taste-of-japan-in-leeton/1238248.aspx>

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## **RESOURCES**

### **Languages Matter - Language Links**

*Poppy Masselos, Courier Mail, 5 August 2008*

Poppy Masselos is a registered teacher with decades of experience in the classroom.

A large part of her career in the past has been to help teachers to make sense of new and emerging technologies and to help infuse these in all curriculum areas in all grade levels.

Poppy maintains a blog for the Brisbane Courier Mail on digital resources for the classroom.

In this post she has provided an impressive list of links to websites related to languages learning.

Read more at

[http://blogs.news.com.au/couriermail/education/index.php/couriermail/comments/languages\\_matter\\_languages\\_links/](http://blogs.news.com.au/couriermail/education/index.php/couriermail/comments/languages_matter_languages_links/)

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## **ACT: Language Adventures for Children**

### ***Fun and creative French, Dutch and Flemish classes***

Our programs reflect international research which demonstrates the value and importance of a language-rich environment for young children's development from the early years.

Language development becomes a fun activity and is supported by games, skits, crafts, songs, movement and many more educational activities. Languages, music and movement are natural partners in young people's learning.

At 4-5 years, learning takes place naturally, so it is a perfect time to introduce your child to learning a second language

For 5-10 year olds, we have age-appropriate programs from beginners through to advanced, all designed to keep learning fun!

We have experience in creating and running classes for your Child Care Centre, Play-group or school.

We also provide Dance Programs during school terms and in school holidays.

For more information: call Kathleen on 0418 481 306 or <mailto:aussikate@hotmail.com>

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## **OPINION**

### **Languages 2020: aspirational statements alone are not enough.**

***Matthew Absolom***

At the recent 2020 Summit, delegates highlighted the importance of Australia's languages capacity.

Under the heading "Australia's Future Security in a Rapidly Changing Region and World" the initial Summit Report details that one of its three ambitions for 2020 is "to ensure that the major languages and cultures of our region are no longer foreign to Australians but are familiar and main-streamed into Australian society".

The report also notes that "too little is known about the stock and trend of foreign language skills in Australia".

What we do know about languages education in Australia is that - compared with the 1960s when around 40% of matriculating students studied languages - today a mere 13% of year 12 students study them.

More startlingly, at the beginning of high school, 90% of students take languages.

Professor Joseph Lo Bianco of the University of Melbourne argues that the failure in retention of languages students through schooling is due to the "national interest" - as it is perceived by policy-makers - not being apparent to student learners. He also notes that students are receiving "the wrong signals about the effects on university entrance scores that languages can have".

Group of Eight chairman Alan Robson notes that "language skills is something the Go8 has actively championed". Indeed, the Go8 has recently produced a publication which summarises the so-called LOTE incentive schemes in its member universities ([www.go8.edu.au](http://www.go8.edu.au)). Across all eight research-intensive universities students completing languages at senior school will receive bonus points for university entry by 2012. The universities of Melbourne, Sydney, Monash, ANU and Adelaide already have bonus systems in place.

The Rudd government's pledge to reinstate the funding for Asian languages (following Howard's disastrous withdrawal of support) and education minister Gillard's interest in languages are positive signs.

Our recent past suggests, however, that languages policy driven by national agendas tends to fail.

Students need success in languages. Real long-term investment, guided by a comprehensive languages policy, developed with the languages profession, is what is urgently needed to attain this goal.

Matthew Absalom is a reader in languages at University of Melbourne. This article appeared in ACEL "Directions in Education", 2 May 2008

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## **Strategic Languages Only... But Where Does That Leave French?**

*H. Stephen Straight 5 May 2008*

The United Nations General Assembly has proclaimed 2008 the International Year of Languages. Koïchiro Matsuura, director-general of UNESCO, has said: "Languages are indeed essential to the identity of groups and individuals and to their peaceful coexistence. They constitute a strategic factor of progress towards sustainable development and a harmonious relationship between the global and the local context."

To achieve these goals, cultures and languages can and should play a central role at all levels of education.

The United States, in particular, must abandon its exclusive short-range, 9/11-sparked, tactical emphasis on just-in-time, emergency-responsive study of specific languages to meet economic challenges and security crises.

In its place, the U.S. needs to establish a longer-range strategic emphasis on the study of cultures, and widespread educational use of languages, to prevent such crises from occurring in the first place.

How do we achieve these goals? Should we restore and expand upon the pattern of high school and college language instruction that existed in my youth, when four times as many college students studied "foreign languages"?

Well, yes, but the world has changed since then. The world's children, including children in the U.S., need higher levels of competency and competency in a larger number of "world languages" than have ever appeared in any country's standard curriculum.

Read more at <http://www.insidehighered.com/views/2008/05/05/straight>

H. Stephen Straight is professor of anthropology and of linguistics, and vice provost for undergraduate education and international affairs, at the State University of New York at Binghamton. He is a member of the executive committee of the Association of International Education Administrators.

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## **Putting ignorance on a pedestal**

***Sasha Abramsky, The Guardian, 18 July 2008***

Republican opposition to foreign language education in US schools hurts Americans in the globalised economy

A few days ago I returned to the US after three weeks of travel overseas, making my way through Portugal with a few badly pronounced guidebook-learned words, a smattering of poor Spanish that I hoped I could somehow alchemically convert into Portuguese in the ears of my listeners and the arrogant confidence that I could always put on a pathetic expression and say: "I'm sorry, but do you speak English?".

Generally it worked. From the waiters at the elegant dining establishments of Sintra to the ice cream vendors on the golden beaches of Cascais, English was pretty much ubiquitous. At first I was grateful to all these people for speaking my language on their home turf. After a while, though, I began to take it for granted. Of course they speak English, everybody does.

Now I'm back in California, a place that is home to immigrants from around the world, that has over a hundred languages spoken in its public schools, and that can stake a good claim to being a multicultural harbinger of a truly globalised future.

California, like most other states in the US is facing a severe economic downturn. It also has raging debates about immigration and language, about who should learn what and act how, who ought to go the extra mile to make all the diverse cultures work together harmoniously and effectively. Since a well-educated workforce is a key to long-term economic prosperity, these debates are more than simply philosophical. They have rather profound implications for the future of the place I call home.

Read more at <http://www.guardian.co.uk/commentisfree/2008/jul/18/languages.barackobama>

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## **On mandatory second-language education**

***"Victory Manual" 16 July 2008***

As a foreigner in Japan who currently teaches English, it's impossible to avoid having an opinion on a policy of mandatory second-language education. Deas from rockinhakata.com commented on bilingualism (particularly of English and Spanish in the States), but I want to take one step back, towards second-language education in a general scope.

In terms of English education in Japan, I don't feel it should be mandatory. That may come off as a surprising stance coming from an English teacher, as it effectively undermines my position, but as an individual I am not married to the idea that English is a necessary skill on the international stage, and I'm much more enthralled by education and knowledge in general than any specific area.

A few years ago, a third-year high school student of mine was preparing for entrance into a prestigious university in Tokyo. I asked her if she would continue studying English, to which, without any hesitation, she answered "No." Her real interest was in Spanish, and that's what she would be focusing on. "Man," I thought, "If only you had started studying Spanish from the beginning and saved yourself this whole waste-of-time on English." Her English education was a waste of time, but necessary for both graduation and university entrance requirements.

Read more at <http://victorymanual.com/2008/07/16/on-mandatory-second-language-education/>

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## **Foreign languages: Learn early**

***Allysia Finley, 13 July 2008***

Public schools aren't helping students compete with foreign counterparts

The Register recently ran a story on HABLA, the Home-based Activities Building Language Acquisition program, which aims to help teach toddlers from low-income, Spanish-speaking families English and Spanish by sending language coaches into their homes.

HABLA is based on the premise that the more children communicate at a young age, the more quickly they develop language skills.

While the program remains controversial because of its bilingual approach, recent studies by the Brookings Institution suggest that improving toddlers' native linguistic skills helps them more easily learn English.

Regardless of the arguments for or against HABLA, its premise - that children best learn languages when they are young and that frequent communication is necessary for language acquisition - should be considered in constructing foreign-language education in America.

Most public school students do not begin studying foreign languages until high school, and then it is usually to fulfill a graduation requirement. After all, it is difficult to see any reason to study a foreign language since much of the rest of the world is becoming fluent in English.

Read more at <http://www.ocreger.com/articles/foreign-language-english-2091140-students-education>

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## **FROM HERE AND THERE**

### **UK: English is a second language for 1 in 8 pupils in England**

*Ian Drury, Mail Online, 15th August 2008*

One in eight pupils speaks English as a second language, a report has revealed.

The Government survey highlights the 'disunited nations' in classrooms as teachers battle to educate a massive influx of immigrants. In some areas more than 70 per cent of pupils arriving at the school gates do not speak English as their mother tongue.

MPs and unions immediately called on ministers to take urgent action to prevent primaries and secondaries being overwhelmed by the pressure. They warn that schools are being forced to juggle resources as migrant children take longer to understand lessons and divert the teacher's energies from other pupils.

The figures give the sharpest snapshot yet of the scale of the challenge facing schools around the country.

Read more at <http://www.dailymail.co.uk/news/article-1045097/English-second-language-1-8-pupils-England.html>

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### **USA: Army Tries to Retain Arabic Speakers**

*Christian Science Monitor, August 5, 2008*

Christian Lubold reports that the Army may begin paying a retention bonus of as much as \$150,000 to Arabic speaking soldiers in reflection of how critical it has become for the US military to retain native language and cultural know-how in its ranks.

Only one other job in the Army, Special Forces, rates such a super-sized retention bonus.

Now, as the military makes a fundamental shift toward rewarding the linguistic expertise it needs the most, it is expanding a program to train and retain native Arabic and other speakers from the same regions in which it is fighting.

Read more at <http://www.csmonitor.com/2008/0805/p01s01-usmi.html>

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## **UK: Foreign trip gives teachers a lesson that could ease culture, language barrier**

*Elizabeth Shestak, Durham News, 2 August 2008*

Thanks to a continuing education grant from Duke University, nearly two dozen public school teachers were able to travel for 10 to 14 days in July to Guatemala, where they learned what education is like in a developing country.

Most of the teachers were English-as-a-Second-Language instructors, though some were elementary school teachers with a very high number of Spanish-speaking students. The grant paid for most of the trip, but a few teachers had gone previously and paid their own way to tag along.

The Duke-Durham Neighborhood Partnership granted \$925,000 to three different programs in early 2006, and this year's teachers were the third group to make the voyage to Guatemala.

They were part of the Spanish Language Leap program, which trained staff and faculty members from four schools in conversational Spanish.

Read more at [http://www.thedurhamnews.com/class\\_time/story/152020.html](http://www.thedurhamnews.com/class_time/story/152020.html)

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## **USA: JAJAH turns mobile telephones into translation tools**

*August 8, 2008*

Internet voice telephony firm JAJAH on Thursday launched a first-of-its-kind free service that lets English and Mandarin speakers use mobile telephones to translate conversations.

JAJAH Babel is being released in time for the Olympics in Beijing in order to help English-speaking tourists better communicate with people in China.

"We are removing the language barrier and providing a valuable service to anyone traveling to Beijing this summer," said JAJAH co-founder Daniel Mattes.

"JAJAH was built to bring down barriers to global communication through high quality, low-cost calls available from any phone, any network, anywhere."

Read more at <http://news.theage.com.au/technology/jajah-turns-mobile-telephones-into-translation-tools-20080808-3rwl.html>

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## **USA: School District overcomes many language barriers**

*Roxview News 12 August 2008*

According to the Population Research Institute of Penn State University, one in five children now living in the United States were either born in another country, or were born in this country to immigrant parents.

The language barriers, particularly for parents, have become more prominent.

To solve this problem, the School District has enacted a program where translators are available to help students, and particularly parents, to understand the process.

"When you go into a foreign country, and struggle with their native language, often you do not get the services that you need or want," said Claudia Averette, Deputy of Public Engagement for the District.

"Several of our new immigrant families were struggling with getting their children registered because of the language barrier. So they would register them in a private institution, or some other school."

Read more at [http://www.roxreview.com/WebApp/appmanager/JRC/Weekly;!-1170456366?\\_nfpb=true&\\_pageLabel=pg\\_wk\\_article&r21.pgpath=%2FROX%2FNews&r21.content=%2FROX%2FNews%2FTopStoryList\\_Story\\_2387478](http://www.roxreview.com/WebApp/appmanager/JRC/Weekly;!-1170456366?_nfpb=true&_pageLabel=pg_wk_article&r21.pgpath=%2FROX%2FNews&r21.content=%2FROX%2FNews%2FTopStoryList_Story_2387478)

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## Canada: French Language Education Plan Revised

The New Brunswick provincial government has revamped its plans for French immersion education responding to parental concerns.

The New Brunswick government has responded to the concerns expressed by parents about the government's plans to change French immersion education.

A court ruling that ordered more public consultation provided an avenue for those worried to present their perspective.

Education Minister Kelly Lamrock has announced early French immersion will be available to pupils in Grade 3, starting in September 2010.

Previously the government had planned to end early French immersion beginning in Grade 1 in the coming school year.

Read more at <http://www.digitaljournal.com/article/258259>

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## REMINDEES

1-2 October - Modern Language Teachers Association of Queensland Biennial Conference - Gold Coast - <http://www.mltaq.asn.au/conference2008.htm>

3-5 October - Japan Studies Association of Canada 2008 Annual Conference - Waterloo, Canada - <http://www.lib.unimelb.edu.au/collections/asian/jsaa/JSAC.pdf>

16-18 October - Immersion Education: Pathways to Bilingualism & Beyond - St Paul, USA - <http://www.carla.umn.edu/conferences/immersion2008/call.html>

25-27 September - XIIth Foundation for Endangered Languages Conference 2008 - Leeuwarden, Netherlands - <http://www.ogmios.org/home.htm>

8-9 November - International Symposium on Japanese Studies and Japanese Language - Hong Kong - <http://www.lib.unimelb.edu.au/collections/asian/jsaa/hk-j.pdf>

20-23 November - American Council for Teaching Foreign Languages Annual Convention and World Languages Expo - Orlando, USA - <http://www.actfl.org/i4a/pages/index.cfm?pageid=4730>

4-7 December - Media in Foreign Language Teaching and Learning, Singapore - <http://www.fas.nus.edu.sg/cls/clasic2008/>

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7-11 December - World Indigenous Peoples Conference on Education - Melbourne -  
<http://www.wipce2008.com/>

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## ACSSO EMAIL NEWSLETTERS

Subscription is available free to ACSSO's current range of email newsletters:

- **Australian Education Digest** : <http://www.acsso.org.au/aed.htm> (weekly)
- **International News Roundup** : <http://www.acsso.org.au/roundup.htm> (monthly)
- **Values Education** : <http://www.valuesineducation.org.au/news.htm> (monthly)
- **Languages Education** : <http://www.languageseducation.com/news.htm> (monthly)
- **Ensemble - Music Education** : <http://www.ensemble.org.au/news.htm> (monthly)
- **Public Education Voice** : <http://www.acsso.org.au/pev.htm> (quarterly)

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