

LANGUAGES EDUCATION IN AUSTRALIA

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Read this on the web at <http://www.languageseducation.com/news1081215.pdf>

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INDIGENOUS LANGUAGES EDUCATION

New bilingual schools' English language focus won't be successful: Snowdon

ABC News, Dec 11, 2008

The Federal Labor Member for Lingiari says the Northern Territory Government's new bilingual education policy is likely to fail Aboriginal communities. From next year, bilingual schools will be required to teach in English for the first four hours of every day.

Warren Snowdon says he disagrees with the policy.

"I don't think it'll be successful and what it will do is I think, potentially deny some communities who have now got a tradition of bilingual and cross cultural education, two-way learning, deny them that opportunity," he said.

"I think in terms of the community outcomes, not only literacy and numeracy, but the outcomes for the community, well they'll be negative."

But NT Education Minister Marion Scrymgour says the increased focus on English literacy is justified.

"I'm not removing language and culture from that framework which is what people are saying out there is going to be removed. It is not," she said.

Read more at <http://www.abc.net.au/news/stories/2008/12/11/2443460.htm>

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Aboriginal kids 'risk losing identity'

Stuart Rintoul, The Australian, December 08, 2008

INDIGENOUS children are not receiving an education that enhances and promotes their Aboriginality, according to one of the nation's first indigenous school principals.

In a keynote speech at the opening of an international indigenous education conference in Melbourne, Colin Bourke said Aboriginal children needed to be educated "as Aborigines as well as Australians".

Otherwise, Professor Bourke said, Aboriginal Australia would become just a memory, with Aboriginal people totally absorbed into the mainstream.

He said the educational achievements of Aborigines and non-Aborigines should not be compared, because whites generally designed school curriculums.

An adjunct professor and council member at Monash University, Professor Bourke retired from the University of South Australia in 1998 as deputy vice-chancellor, after serving several years as dean of the faculty of Aboriginal and Islander studies. He was the first Aboriginal primary school principal in Victoria, in 1971.

Professor Bourke said that in traditional times, Aboriginal children were educated in the equivalent of geography, history, literature, astronomy and law, giving them an "intellectual awareness, giving the individual a world view - an Aboriginal world view".

"Today, Aboriginal children and adults are being educated within a ... middle-class education system," he said. "Australian schools and universities and other educational institutions do not educate Aboriginal students within a contemporary Aboriginal context. Nor do they display an understanding of our cultural heritage.

Read more at <http://www.theaustralian.news.com.au/story/0,,24764268-2702,00.html>

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Indigenous language teachers need better training, report says

ABC News, Dec 5, 2008

The Federal Government's report into the future of Indigenous language programs in schools says teachers need better training to ensure the success of courses into the future.

More than 80 different languages are being taught in about 260 schools around Australia.

The report's writers say they hope the study heralds a renaissance of Indigenous language learning, but says programs are still in their infancy in Australian schools.

It points out that there is no consensus as to whether Indigenous languages belong in both school and at home, but does say learning a language could improve students socially and academically.

More than a quarter of the students learning Indigenous languages learn them as their first language ahead of English, but the study's examples do not prove this is an academic success story.

Read more at <http://www.abc.net.au/news/stories/2008/12/05/2439351.htm>

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Indigenous Languages & Multi-Lingual Education

Panel discussion with NT Education Minister, ABC Radio (Stateline NT) 28 November 2008

MELINDA JAMES - Presenter: Bilingual education has been a hotly contested policy in Australia since its inception more than thirty years ago. Last month, the Territory Education Minister dropped a bombshell. Facing another round of terrible reading and literacy results, she effectively announced the

program's demise at the end of this school year. The move has shocked many working in the education field who have complained about a lack of consultation or hard data to support the government's case. It's also sparked fury on the internet where bilingual supporters have been lamenting the social implications of English-only teaching. Danielle Parry reports.

LEON WHITE - Former School Principal: I believe it is the end of bilingual education. I believe it's been quite successful in comparison with like schools. And I challenge the minister to reveal the information that she has based her decision on.

MICHAEL DUFFY - COGSO: The department itself has said there needs to be, or the minister Syd Stirling in 2005-6, said there needs to be a renewed focus on bilingual education. The international evidence suggests that that's the way to go. The Little Children Are Sacred report said that's the way to go.

MARION SCRYMGOUR - Education Minister: Danielle, you know, if I was to sit back and do nothing and just accept the status quo on the ground in those communities and we see illiterate kids coming out of our school system, then I will be damned.

DANIELLE PARRY - Reporter: This is a story about the politics of language and its power to divide. A new chapter in the culture wars was sparked last month when the Territory government axed bilingual schooling after more than three decades. From the start of next year, the first 4 hours of every day will be taught in English making bilingual classes untenable.

MICHAEL DUFFY: Look, I don't doubt Marion's concern with the outcomes that we are seeing in remote schools. Everybody is worried about it. But there is this funny thing where ministers are expected to be seen to be decisive. It's sort of ministerial hubris if you like. "I'm right and the rest of you are wrong."

DANIELLE PARRY: The announcement came just days after the Education Department's CEO was fired. Some suspect bilingual education was being used as a diversion.

Read more at <http://www.abc.net.au/stateline/nt/content/2006/s2433078.htm>

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Push for English causes Aboriginal backlash

Natasha Robinson, The Australian, November 20, 2008

GOVERNMENTS risk poisoning their relationship with Aboriginal people by clumsily pushing through a threadbare policy mandating that children in remote schools are predominantly taught in English, Arnhem Land's most experienced Aboriginal educator has warned.

Yalmay Yunupingu, a teacher at Yirrkala Community Education Centre for 32 years and one of the rare remote-based Aboriginal teachers who holds a mainstream diploma of education qualification, has broken ranks with her brother-in-law, Galarrwuy Yunupingu, to condemn the English-focused schools policy that effectively spells the death of bilingual education.

Ms Yunupingu's criticisms came as federal Education Minister Julia Gillard threw her support behind the Northern Territory Government's policy, following opposition from race discrimination commissioner Tom Calma.

Read more at <http://www.theaustralian.news.com.au/story/0,,24678230-12149.00.html>

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Parents group says NT Govt has failed to consult on bilingual education

ABC Radio News 20 November 2008

A parents group is disputing the Northern Territory Government's assurance it consulted widely on its plan to make Aboriginal language schools teach more English classes.

The Government says it is fed up with Aboriginal children leaving school unable to read properly, and will require the first four hours of school to be taught in English.

The Education Minister Marion Scrymgour says she talked to the schools about the plan.

But, Michael Duffy from the Council of Government School Organisations says schools were not consulted before the announcement.

"She has visited a couple of schools after the fact, now when you say you make a decision based on consultation, what I hear is that you have the consultation before you make the decision.

"She has made the decision and now she's going round to people and saying what do you think of it, that is not consultation," he said.

"There are nine bilingual schools out of 150 schools in the Northern Territory, government schools.

"35 percent of kids across the board in the Northern Territory don't reach benchmarks.

"Now that suggests to me that there is a systemic failure, it's not the failure of the program," Mr. Duffy said.

Source: <http://www.abc.net.au/news/stories/2008/11/20/2425090.htm>

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Feds 'force' NT to cut local languages

Ben Langford, Northern Territory News, November 17th, 2008

THE Territory Government was forced to cut teaching hours in indigenous languages because of the coming national curriculum, the Education Minister said yesterday. Marion Scrymgour flew to Maningrida on Friday to meet community members angry at the decision to conduct all teaching in English for the first four hours of each school day.

But Ms Scrymgour said the nine bilingual schools had the worst results of remote schools in the NT. "I am sick of it and it needs to change," she said. "Kids are entitled to learn English."

She said the new national scheme, to come into effect from 2011, would not have time for indigenous-language teaching in the morning.

"It's part of the requirements for the national curriculum," she said. "As part of that national curriculum there is no room for language and culture. Whether we had any choice or not I think the decision would have been made."

The head of a remote Territory school has said cutting the bilingual education hours could kill off Aboriginal culture. Tarna Andrews, principal of the remote Areyonga School, south of Alice Springs, told the ABC that English was a second or third language for many school children.

Read more at http://www.ntnews.com.au/article/2008/11/17/16361_ntnews.html

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White 'gatekeepers' part of indigenous problem: Warren Mundine

Stuart Rintoul & John Lyons, The Australian, November 17, 2008

INDIGENOUS leader Warren Mundine has attacked ideologically driven white "gatekeepers" in Aboriginal communities, saying one of the biggest problems they have is "people who want to protect Aboriginal people".

"There are some people who seem to go to these communities who, quite frankly, wouldn't get a job outside," Mr. Mundine said.

"There are other ones who go there who are totally ideologically driven and become gatekeepers. In fact one of the biggest problems we have is people who want to protect Aboriginal people. It drives me to no end of madness.

Mr. Mundine also yesterday backed the Northern Territory Government's plan to force Aboriginal bilingual schools to teach the first four hours of classes each day in English.

Read more at <http://www.theaustralian.news.com.au/story/0,,24661339-2702,00.html>

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English in, culture out under changes to remote schools

ABC News, Oct 15, 2008

A peak education body says the Northern Territory Government's plan for the bulk of classroom lessons at remote schools to be taught in English is a 'stunt'.

The Territory Government wants the first four hours of classes at all schools run in English, saying the move is necessary to boost literacy and numeracy levels in remote communities.

The Education Minister Marion Scrymgour says the plan is part of a restructure of the Education Department and will affect around 10 bilingual schools in the Territory.

"I've made it very clear to those schools that we are saying that language and culture is not part of the school.

"I am saying that it is literacy and numeracy that we are sending our kids into those schools to learn, and the language and culture lessons can certainly happen in the afternoon.

"I cannot stand by and see Aboriginal kids from remote communities continue to fail to meet national benchmarks in literacy and numeracy.

"This Government will not rest until results, particularly for remote Indigenous kids, begin to improve."

Read more at <http://www.abc.net.au/news/stories/2008/10/15/2391514.htm>

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OPINION

English will be the death of Aboriginal languages

Wendy Baarda, resident of Yuendumu, NT for 35 years, teacher for 30 years, 20 November 2008

I can see why NT Minister for Education Marion Scrymgour's announcement that only one hour of classroom time per day may be conducted in children's Aboriginal language might seem like a good idea to many people who've never lived and taught in an Aboriginal language speaking community.

This could be their logic: Aboriginal employment is very low because their education level is very low. The key to educational success and participation in the mainstream is English proficiency. They are not learning English while they are speaking their own language. Therefore we will force them to use English in school for four and a half hours a day.

There are many flaws in this logic.

Low education levels are not the only reason for low employment levels. There are the bureaucratic regulations that demand completion of a literacy based course before allowing a person to work at fixing taps, bandaging sores or any of the many practical tasks which used to be done by Aboriginal people in communities. There is three generations of welfare dependence causing children to grow up never expecting to work. There is the imperative to employ outside contractors to do nearly all the work on Aboriginal communities.

English proficiency in primary school is not the key to better educational outcomes and is very unlikely to be produced in this proposed way -- teaching children in a language they don't understand or understand very poorly.

Decreeing that children be taught in English for four and a half hours a day will not mitigate all the other factors contributing to low education levels. Poor attendance is likely to be poorer. Children say they get headaches from listening to English. Parental support and involvement is likely to be less.

The turnover of teachers will probably be greater. It's not a rewarding task, trying to impose a foreign culture on children in a language they barely understand -- being a lone English speaker in a class of children speaking another language, never knowing why children are laughing or crying, why fights suddenly erupt, why they sometimes refuse to sit or do anything you say. Providing relevant curriculum and materials that children can relate to becomes almost an impossibility.

In fact, if the aim was to make children, parents and teachers hate school, this four and a half hours a day of compulsory English would be the way to go.

Read more at <http://www.languageseducation.com/baarda081120.pdf>

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CHINESE LANGUAGES EDUCATION

Letter to the Editor

Dr Jane Orton, Melbourne Graduate School of Education, University of Melbourne

In response to Dr Hong Lijian's remarks (8 Dec.2008, Vol. 2. No 17) on my piece of 27/11 correcting errors in his representation of what is proposed in my report Chinese Language Education in Australian Schools, let me first apologise for not writing 's/he'.

On the substantive matter involved, however, I must once again point out that Dr Hong has continued to blatantly misrepresent what I have proposed, to the point of direct contradiction.

The first recommendation of the report is that there are three streams of learner of Chinese in our schools, all of whom have the need and the right to expect to develop their language at school. This

proposition is based on an understanding of linguistic development and education needs, not on statistics.

One stream I call 'classroom learner' - and, as I said to Sen Lam, "a classroom learner is somebody who does not speak Chinese at home, whatever their ethnic background is." This is the definition of the term for one of the three sets of learner I describe, based on where the learner first encounters Chinese language.

Another stream of learners I call 'background speakers': those living in Australia who have spoken Chinese at home since birth. By the age of five, such native speakers have a formidable phonological, grammatical and lexical proficiency (Chomsky said it would take more than 100 years to write down the grammar rules known by the average five year old). Hence I propose we get them "out of the way of the beginners", but not 'excluded from the classroom', just into their own classroom, and for their own sake, just as much as for the sake of the beginners.

Read more at <http://www.languageseducation.com/orton081215.pdf>

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RESOURCES

Alphatykes

"Alpha Tykes is an Australian company with a unique and successful Australian-created teaching concept. We have created a comprehensive language teaching system that is exciting and enjoyable for both children and parents. Our curriculum includes activities in all lessons such as singing, music, story-telling, games and art to capture the imagination of every child.

We have a co-ordinated system of story books, flash cards, activity books, CDs and online access. You can actually make it as much fun at home for the kids as it is during the lessons! Your whole family will be exploring another language in no time.

A young mind makes the perfect receptor, for maximum benefits. The ability to learn a second language is greatest for children up to the age of six, so it's important your child starts as soon as possible. This is one of those times when the early bird really does catch the worm!

Holiday programs

School Holidays are upon us yet again and we have an exciting Christmas holiday program organized for your children. Your Children will enjoy a Christmas themed language class running for 3 hours. The classes will be running on the 16th, 18th and 20th December. Please call your local centre for more information.

Family open days.

AlphaTykes will be holding Family Open days at each of our centres in January. This will be a great day for the kids, free puppet shows, face painting and show bags will be available. Please come along and bring your friends & family for a great day out, what better way to entertain your kids for FREE during the holidays. We would love to see you all there!

Language spots

AlphaTykes is offering FREE language spots in January where parents can experience with their child an AlphaTykes class. Here the parents are able to meet the teachers, ask questions, watch their children interact in the class and discover the learning techniques used in our programs. Language spots are scheduled to run week commencing 19th January 2009. If you would like to join us for a language spot or have friends that are interested please talk to your centre manager.

Christmas gift idea

Gift vouchers are now available for either one term of lessons or take advantage of the current special on now and purchase a yearly enrolment – tell your family and friends – what better gift to give your

child than 'a lifetime of opportunities' through the gift a second language at one of our AlphaTykes centres."

Read more at <http://www.alphatykes.com.au>

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Farmland

European Commission, December 2008

A new online video game released by the European Commission (EC) shows children what animal welfare can mean on a farm. Interactive and informative, "Farmland" is for children aged between 9 and 12 and also aims to help tomorrow's consumers make informed choices about the food they will be buying. Throughout the game children are encouraged to think about the welfare of animals in the context of food production and consumption. This is a global concept. The game is available in French, German, Italian, Greek, Spanish, Swedish

The game teaches that to be a good farmer, the player needs to show total respect for the animal and follow the principles of the Five Freedoms:

- Freedom from thirst, hunger and malnutrition
- Freedom from discomfort
- Freedom from pain, injury and disease
- Freedom to express normal behaviour
- Freedom from fear and distress

An online teacher's toolbox is being developed containing exercises that can be used in class to help children better understand the issue of animal welfare. It will be released later this year.

The website is translated in nine European languages, so also useful in Australia for teachers of Languages Other Than English (LOTE) – including German, Greek, Dutch, Polish, Spanish, French and Italian.

Read more at <http://www.farmland-thegame.eu>

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PUBLICATIONS

Fostering Positive Cross-Cultural Attitudes through Language Teaching

By David E Ingram, Minoru Kono, Shirley O'Neill, Masako Sasaki

This book reviews some of the research into the relationship between languages education and cross-cultural (and inter-cultural) attitudes. It also reports on two large-scale surveys of cross-cultural attitudes amongst Year 10 students in Brisbane, Australia and Akita Prefecture, Japan.

It shows that languages education does not inevitably create more positive cross-cultural attitudes and, indeed, the outcome of languages education may be harder or more negative attitudes unless a number of elements of course design and methodology are also in place.

The studies provide insights of interest to languages education and to teachers and policy-makers who wish to find ways to positively influence students' cross-cultural attitudes or to enhance the inter-cultural attitudes and inter-ethnic relationships in multicultural societies.

The first years of the 21st Century have tragically demonstrated that few issues are so important in the world as that of relationships between nations, faiths and ethnic groups. It is the contention of the authors that the most positive response that can be made to this situation is for societies to try to ensure that each generation grows up with attitudes conducive to harmonious and rewarding lives in the multicultural world in which they live.

This book is intended for anyone interested in languages education and, in particular, in the vital importance of fostering more positive cross-cultural attitudes and inter-cultural relationships in the world of the 21st Century. It may be of interest to policy-makers who need to justify the place of languages in the education system and who see a need for good quality languages education to foster, in addition to good language skills, positive cross-cultural attitudes conducive to life in our increasingly multicultural, multi-racial, and multilingual world. It may also be of interest to curriculum planners and not least, to language teachers and student teachers as they design their courses and plan their lessons.

Read more and order online exclusively at <http://www.e-contentmanagement.com/books/306/fostering-positive-crosscultural-attitudes>

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Language and Culture

Language and Culture is the quarterly electronic magazine of the School of Languages and Cultures in the Faculty of Arts at Sydney University.

It explores current issues in the field of languages and cultures and provides updates on the activities of the School. The articles in this journal are insightful, broad in perspective and of interest to just about anyone with an interest in languages, education and languages education.

The current issue (Issue 7, December 2008) features articles on

- Indian Sub-continental Studies - The retirement of Dr Peter Oldmeadow provides an opportunity to review just how far the Department of Indian Sub-continental Studies at Sydney University has come.
- A Voice in the Fire - Theodore Ell of the Department of Italian Studies introduces us to Italian poet Piero Bigongiari
- A Tribute to Nerida Newbigin - Italian Studies, the School of Languages and Cultures and the Faculty of Arts toast her career
- School of Languages and Cultures Research Day - event review
- New Publications - publication details of 34 texts
- Dr John Yu's Occasional Address - to new graduates of the Arts Faculty on 7 November
- Bertrand Tavernier - the French film director gave a lecture at Sydney Uni on 2 December
- Second Language Acquisition and Pedagogy - colloquium held in July as part of Lingfest 2008
- News from various departments

Read more at http://www.arts.usyd.edu.au/school/slc/downloads/Language_and_Culture_Issue_07.pdf

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RESEARCH

Engaging with Languages Education from Parent Perspectives

Rupert Macgregor, ACSSO, paper presented to Independent Schools Queensland forum "Engaging with Languages", 22-23 May 2008

This morning I wish to use the time you have kindly allotted me, to do three things fairly briefly:

Indicate the parent position as established in our 2006-2007 research;
Review our very modest contribution to the national debate to date; and
Indicate the directions we see the discussion should go forward from here.

The underlying themes can be expressed in those two up-front quotations: "So long as we keep on doing the same things in the same way we have always done them, we will keep on getting the same results we have always got. What are the things we must do differently to achieve the outcomes we want – and need?"

"You cannot plan the future by the past" – Edmund Burke, back in 1787; sometimes now reinvented as "the path to the future does not lie through the past".

Read more at

<http://www.aisq.qld.edu.au/files/files/FundedPrograms/Languages/ForumPapers/RupertMacgregor.pdf>

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NEWS FROM HERE AND THERE

Spanish overtakes German as languages decline finally halts:

Mandarin, Arabic and Italian also on the rise in state secondary schools

Richard Garner, The Independent on Sunday, UK, 4 December 2008

Spanish has replaced German as the second most popular language learnt in schools, it was revealed yesterday. And the number of state schools offering Mandarin as an option has more than trebled in the past two years from one in 25 to more than one in seven.

The figures are revealed in the annual census of secondary schools compiled by the Centre for Information on Languages Teaching, which also shows that the dramatic decline in languages since it was made optional for 14 to 16-year-olds has halted for the first time. However, there has been no increase in take-up.

The census also suggests a revolution in the language options offered in secondary schools. The figures show 75 per cent of state schools are now offering Spanish compared with 67 per cent offering German. French remains the most popular language, with 99 per cent offering it.

Read more at <http://www.independent.co.uk/news/education/education-news/spanish-overtakes-german-as-languages-decline-finally-halts-1050588.html>

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Aberdeen primary ends pioneering French language teaching as government funding cut

Charlene Sweeney, The Times, UK, 6 December 2008

A pioneering French language scheme at an Aberdeen primary school that has been widely praised for helping pupils to achieve remarkable levels of proficiency, is set to close at the end of this month after the Scottish government declined to extend its funding.

The scheme, established eight years ago at Walker Road Primary School and known as early partial immersion teaching, is the only one of its kind in the country. Usually children do not learn a foreign

language until primary six, but at Walker Road pupils speak nothing but French in some subjects from their first day in class.

From the age of five pupils are taught by native French teachers, who work with general staff to teach subjects such as drama and physical education. As their grasp of French increases the range of subjects they are taught in the language rises.

Within two years, all pupils are able to read simple stories and do mental arithmetic in French. By primary seven, according to an evaluation of the project published by the University of Stirling in April, the most able pupils are surpassing their peers in the upper years of secondary school. Other benefits noted in the report include improved skills in English, increased confidence, and a more international outlook.

The project was introduced as a pilot in 2000. It was initially funded by Aberdeen City Council and the former Labour-led Scottish Executive, but shortly after the SNP Administration came into power last May it stopped contributing towards the scheme, leaving the local authority to foot the bill.

Read more at <http://www.timesonline.co.uk/tol/news/uk/scotland/article5295601.ece>

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CONFERENCES & EVENTS

35th Congress of the Australasian Universities Language and Literature Association (AULLA)

4-6 February 2009, University of Sydney, NSW

As the first decade of the twenty-first century draws to a close, it is time for a major reassessment of the human and humanities in literature, language and culture.

The conference has a dual aim of promoting detailed research into the human (and inhuman) in literature, languages and culture; and broad-scale exploration of the past, present and future definitions of and directions for the humanities.

Plenary speakers include:

- Professor Deirdre Coleman, Robert Wallace Chair of English, University of Melbourne
- Dr Debjani Ganguly, Head of the Humanities Research Centre, ANU
- Professor Elizabeth Grosz, Dept of Women's and Gender Studies, Rutgers University
- Professor Jeffrey Riegel, Head of School of Languages and Cultures, University of Sydney
- Professor Bob White, English and Cultural Studies, University of Western Australia

Read more at <http://aulla.com.au/AULLA09.html>

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Sixth International Conference on Language Teacher Education

28-30 May 2009, George Washington University, Washington DC, USA

Preparing Language Teachers for the 21st Century

Designed for practitioners and researchers involved in the preparation and ongoing professional development of language teachers, LTE 2009 will address the education of teachers of all languages, at

all instructional and institutional levels, and in many national and international contexts in which this takes place including:

- English as a Second or Foreign Language (ESL/EFL) instruction;
- foreign/modern/world language teaching;
- bilingual education;
- immersion education;
- indigenous and minority language education;
- and the teaching of less commonly taught languages

Plenary topics and speakers include:

- Second Language Teacher Education in Times of Change: Jack Richards, The Regional Language Centre
- Teacher Cognition and Communicative Language Teaching: Simon Borg, University of Leeds
- The Moral Lives of Teacher Educators: Bill Johnston, Indiana University
- A Sociocultural Perspective on Language Teacher Education: Karen Johnson, The Pennsylvania State University

Read more at <http://www.nclrc.org/lte2009/>

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REMINDEERS

11-25 January - A Summer of Esperanto in Sydney - Sydney, NSW - <http://aesk.esperanto.org.au/>

1 May - Victorian Association of Teachers of Italian Annual Congress - Preston, Victoria - <http://www.vati.vic.edu.au/congress.html>

28-30 May - International Conference on Minority Languages - Tartu, Estonia - <http://www.icml.ut.ee>

23-26 June - International Association for Improvement of Mother Tongue Education - Toronto, Canada - <http://www.ilo.uva.nl/Projecten/Gert/iaimte/default.html>

9-12 July - AFMLTA Biennial National Conference - Sydney, NSW - <http://www.mltansw.asn.au/afmltadetails.htm>

14-15 July - Australian Society of Indonesian Language Educators Conference - Sydney, NSW - <http://mltansw.asn.au/asiletheme.htm>

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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)
- **Family School Partners** : http://www.familyschool.org.au/?page_id=6 (quarterly)

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