Australian Council of State School Organisations
The National Voice of Parents of Children in Australia's Public Schools and Their School Communities

LANGUAGES EDUCATION IN AUSTRALIA

Volume 4 Number 4, 3 June 2010

- ASIA LITERACY: (9 items)
- INDIGENOUS LANGUAGES: (4 items)
- NEWS FROM HERE AND THERE: (3 items)
- CONFERENCES & EVENTS: (3 items)
- REMINDERS
- ACSSO EMAIL NEWSLETTERS

ASIA LITERACY

Chinese Language Teaching in Schools - Australia, USA and UK

Jane Orton, On Line Opinion, 19 April 2010

Chinese has been one of the six most commonly taught languages in Australian schools for 20 years, although it is by far the smallest of the set. National curricula for primary and secondary levels were developed at that time, along with a large body of resources for teaching the language K-12.

In every state there is a highly articulated assessment process linked to assessment in all modern languages and separate courses and assessment procedures have been set up for recently arrived mother-tongue users. Background speakers are also catered for in Saturday morning programs and in a wide range of community schools, many now registered and meeting Department of Education guidelines.

By contrast in the United States, even in cities with strong Chinese immigrant groups such as New York and San Francisco, Chinese was rarely taught in mainstream schools before 2005, with the notable exception of Chicago, although hotly promoted now by government special funds and groups such as the Asia Society.

In many respects the flood of Chinese programs opening across the United States (tripling the number of schools offering Chinese in just three years), the fervour and energetic activity discussing how to teach and how to get enough teachers and have them trained, the pouring out of money into any initiative that can offer development, are much more reminiscent of the Asia-literacy drive of the early 1990s in Australia than of the recent National Asian Languages and Studies in Schools Program (NALSSP) under the Rudd Government.

Perhaps mindful of how short-lived much that was started here 20 years ago turned out to be, there has been no equivalent flood of new programs as a result of this new drive, at least not as yet.

The National Asian Languages and Studies in Schools Program (NALSSP) is the latest in a series of efforts over the past 40 years, since the Auchmuty Report, 1972, to develop studies of Chinese language and society in Australian schools, along with those of other Asian societies of significance to this country.

All have foundered.

Read entire article: http://www.onlineopinion.com.au/view.asp?article=10295

< top >

Prime Minister's Speech to the Asialink Asia Society National Forum

Hon Kevin Rudd MP, Parliament House, Canberra, 25 May 2010

Today I am releasing three new reports commissioned by the Australian Government on the teaching of Asian languages in Australian schools, which complement an earlier University of Melbourne report on Chinese language education. These reports, prepared by academic experts in conjunction with the Asia Education Foundation, provide the most current data and insight into the state of Japanese, Chinese, Indonesian and Korean language education in Australia. They clearly demonstrate the scope of the challenge ahead.

The Council of Australian Governments has set an ambitious target: that, by 2020, we will increase to at least 12 per cent the number of students leaving Year 12 fluent enough in Chinese, Indonesian, Japanese or Korean to engage in trade and commerce in Asia or university study.

In 2008, we committed $62.4 million over four years to a new program aimed at increasing the number of students who take up one of the four key Asian languages. Implementation of the National Asian Languages and Studies in Schools Program (NALSSP) is progressing well.... One of seven projects funded under the NALSSP has enabled Deakin University to open a new Centre for Teaching Asian Languages and Cultures last November.

Last month I was proud to launch a new Australian Centre on China in the World at the ANU - an integrated, world-leading institution for Chinese studies that will serve as a hub for Australian and international scholars.

Read entire speech: http://www.pm.gov.au/node/6781

< top >

Speech by Leader of the Opposition to Asialink Forum

Hon Tony Abbott MP, 25 May 2010

Edward Aspinall, a researcher on Indonesian politics at the ANU, tells of being a volunteer with the team of over twenty Australian surgeons, paramedics, nurses and healthcare managers who had flown to Banda Aceh after the 2005 tsunami, which had killed about 160,000 people.

The Australian team performed many life-saving operations. They brought a planeload of sophisticated medical equipment and supplies with them, and dazzled the local Indonesian staff with their skills, techniques and treatments.

But no member of the team was able to speak more than a few words of Indonesian. And it rightly worried Aspinall that we could do so much for these people but not engage deeply with their culture.

Paradoxically, in the far off and allegedly less sensitive 1950s, Australia was more culturally aware on one vital measure: the foreign language proficiency of those completing high school. In 1960, 40 per cent of year 12 students studied a second language compared to just 14 per cent today.

... In the inter-connected world of the 21st century, young Australians have to be equipped with the skills to communicate with people and to understand issues and markets across the globe – this is especially crucial with our major trading partners in the Asian region.

Read entire speech: http://www.liberal.org.au/Latest-News/2010/05/25/Tony-Abbott-Address-to-the-Asialink-Asia-Society.aspx

< top >

New reports shows decline in Asian language education in schools under the previous government

Hon Kevin Rudd MP & Hon Julia Gillard MP, Media Release, 25 May 2010

The Government today released four new reports on the teaching of Asian languages in Australian schools that make plain the decline in Asian language learning that happened under the previous government.

The Government is committed to fixing this decline. The Government has committed $62.4 million over four years to 2012 to increase the number of students learning the languages and cultures of China, Japan, Indonesia and Korea under the National Asian Languages and Studies in Schools Program (NALSSP).

The reports provide the most current data and insight into the state of Japanese, Indonesian and Korean language education in Australian schools. An overarching report also covers Chinese language education.

Academic experts in each of the languages were commissioned to write the reports in conjunction with the Asia Education Foundation, funded through the Australian Government's School Languages Program.

The three language reports on Japanese, Indonesian and Korean complement an earlier report on Chinese language education and complete coverage of the suite of four languages which are the focus of the NALSSP.

They provide valuable baseline data and evidence, which will be used to inform future policy and national initiatives aimed at increasing the number of students studying Asian languages.

Read entire media release: http://www.pm.gov.au/node/6780

Download the reports at: http://www.deewr.gov.au/Schooling/NALSSP/Pages/Resources.aspx

< top >

A nation adrift in Asia literacy:

Failing utterly and making no serious effort

Greg Sheridan, the Australian, 27 May 2010

KEVIN Rudd and Tony Abbott gave important speeches this week about Australia's engagement with Asia. They were talking to a national forum sponsored by Asialink of Melbourne University, the best single body promoting connections between Australia and Asia.

There was a lot of common ground between them, especially the shared commitment to creating an Asia-literate society. (Rudd made one bizarre mistake, which was attributing Asialink to the former Australian ambassador to China, Stephen FitzGerald. In fact FitzGerald had no formal link to Asialink and founded instead the Asia Australia Institute, which no longer exists.)

Rudd used an index of Australia's engagement to show that we were becoming ever more deeply involved with Asia. The truth is far less encouraging and much more disturbing.

Under both parties, Australia has failed key aspects of its Asian engagement. Rudd and Abbott recognise the problem. There is no sign that either is committed to fixing it.

Read entire article: http://www.theaustralian.com.au/news/opinion/a-nation-adrift-in-asia-literacy/story-e6frg6zo-1225871765386

< top >

Asian language push in disarray

Jewel Topsfield, the Age, 27 May 2010

A RUDD government plan to double the number of year-12 students fluent in Asian languages by 2020 is in crisis, with Indonesian in danger of disappearing from Australian schools. The state of Asian languages in schools is far worse than feared and continuing to decline, according to a report commissioned by the government.

The report, by the Asia Education Foundation, found the government's target of 12 per cent of year-12 students (about 24,000) leaving school fluent in a priority Asian language would face huge challenges unless there were sweeping changes. "This equates to a 100 per cent increase in student numbers but does not address the issue of how many of these students achieve fluency," said the report, which is the first detailed analysis of Asian languages in schools in 15 years.

Professor Tim Lindsey, the director of the University of Melbourne's Asian Law Centre, said enrolment trends for Indonesian showed it was at risk of disappearing from Australian schools.

"When Indonesia's President, Susilo Bambang Yudhoyono, addressed our Parliament recently, he generously praised Australians for their ability to speak Indonesian. This report proves he was sadly very mistaken."

He added: "How can we hope to resolve vital issues for our future like people smuggling, terrorism or climate change, and how can we capitalise on economic growth in Asia, if Australians do not even speak the languages of our own region?"

Read entire article: http://www.theage.com.au/national/education/asian-language-push-in-disarray-20100526-we71.html

< top >

Our feeble attempts at foreign languages speak for themselves

Andrew Bolt, Herald Sun, 28 May 2010

IT was a dud idea the day Premier Jeff Kennett decreed in 1998 that all children should learn a foreign language up to year 10. Even more doomed was Prime Minister Kevin Rudd's $62 million plan two years ago to make yet more of these poor children learn an Asian language.

The results are now in, thanks to a study from Melbourne University's Asia Education Foundation.

For many students, it seems those years of forced study have been largely wasted, and wasted most with Asian languages. Moreover, what was sold as a way to reach out to other cultures has divided students on ethnic lines.

Compulsory teaching of foreign languages was always unnecessary because we're blessed to have English as the national tongue - the language of business, diplomacy and tourism in almost every corner of the world.

Worse, we've taught these languages with too few trained teachers, and in a ludicrously unco-ordinated way.

Read entire article: http://www.heraldsun.com.au/opinion/our-feeble-attempts-at-foreign-languages-speak-for-themselves/story-e6frfhqf-1225872251448

< top >

First, reduce the dropout rate

Hamish McDonald, National Times, May 29, 2010

The disappointing picture of Asian language studies in our schools painted in a comprehensive study this week has drawn the predictable calls of "more resources" from those concerned.

The number of school students studying the previous popular Indonesian and Japanese fell sharply over the eight years to 2008. Learners of Chinese were up, but with the growth coming from students of Chinese background. Nearly all the small number learning Korean come from Korean or part-Korean families. Fewer than 6 per cent take the languages through to year 12.

Kevin Rudd's $62.4 million program to double the year 12 proportion to at least 12 per cent kicked in from January last year, so it is unfair to say he is failing, only that the job might be much harder than applying more money.

The study, by the Asia Education Foundation at the University of Melbourne, suggests that lack of motivation as much as lack of opportunity is a reason for declining student numbers. Current rationales, mostly to do with trade, are losing relevance. A "persuasive new vision" is needed.

Public reaction to the report comes from several directions. Some graduates in these languages say their skills are not valued by prospective employers.

There is also the criticism that Rudd's Asia leaves out Hindi, Urdu, Farsi (Persian) and Arabic. "Is India not a part of Asia?" asks Mala Mehta, a pioneer of Hindi language teaching in Sydney community schools, pointing out that we rely on English to build our ties with this fast-growing trade partner and forget it is spoken by only 5 per cent of Indians.

Read entire article: http://www.theage.com.au/opinion/society-and-culture/first-reduce-the-dropout-rate-20100528-wlbg.html

< top >

Make them learn the language

Bernard Lane, the Australian, 2 June 2010

COMPULSORY language study is the only way to rescue Indonesian from a crisis in which 99 per cent of school students abandon the subject, according to the academic co-author of a bleak new report.

"The only solution is compulsion in the long run: we start at year 11 and 12 and work backwards," said the academic, Phillip Mahnken from the University of the Sunshine Coast.

He said the ultimate aim should be to create an education culture, like that of Germany or The Netherlands, in which children embark on serious language study from an early age.

Last week Kevin Rudd launched Asia Education Foundation reports on Indonesian (co-authored by Dr Mahnken and Michelle Kohler from the University of South Australia), Japanese and Korean.

He said his National Asian Languages and Studies in Schools Program would realise a 2020 target for 12 per cent of year 12 students to achieve fluency in these languages.

But the Indonesian report indicates that without emergency action it is likely the language will make "minimal contribution towards the NALSSP target". It says Indonesian has been losing at least 10,000 students a year since 2005. Year 12 numbers had fallen almost 40 per cent since 2005, leaving 1167 students last year.

Read entire article: http://www.theaustralian.com.au/higher-education/make-them-learn-the-language/story-e6frgcjx-1225874173310

< top >

INDIGENOUS LANGUAGES

Indigenous language finds life through children's TV

Sally Jackson, the Australian, 10 May 2010

FOR the kids, it's fun, but children's program Waabiny Time (or "playing time") has a serious intent: Saving one of Australia's endangered indigenous languages.

The series, airing on National Indigenous TV, is built around the Noongar language, a group of about 13 dialects once widely spoken in the southwest corner of Western Australia, between Moora in the wheatbelt and Esperance on the coast. Today, only about five of the dialects are still considered strong.

"Each episode, each segment and each sentence has been crafted to hold our audience's attention (and) familiarise them with Noongar language," says the show's creator, Cath Trimboli. "I hope it will pave the way for other people to recognise the significant impact language programs can have on that age group."

Waabiny Time's 13 half-hour episodes are aimed at koolangka (kids) aged three to six. Fifteen common Noongar words are used throughout the series, with up to 15 more featured in each episode.

Every show has segments including Sand Yarning (story time) and Our Mob (about Noongar culture), and features original songs, animation, craft and excursions into Noongar country, classrooms and family gatherings.

Waabiny Time airs at 9.30am EST on NITV.

Read article: http://www.theaustralian.com.au/business/media/indigenous-language-finds-life-through-childrens-tv/story-e6frg996-1225864247897

< top >

NSW Aboriginal Land Council supports Riverina indigenous language projects funds

ABC News, May 21, 2010

Applications have opened for Indigenous communities in the Riverina to secure funds to help preserve and revitalise Aboriginal languages.

The New South Wales Government is offering $5,000 for small community language projects and $200,000 for larger projects.

It will also fund Aboriginal language forums across the state.

The chairwoman of the New South Wales Aboriginal Land Council, Bev Manton, says it is a great opportunity for Indigenous people.

"I think it's vitally important to all races of people to have their languages intact, so I can see this assisting many Aboriginal people across this state and we're all talking about closing the gap and I think this is another aspect that'll help to do that," she said.

Ms Manton says applications for funding close on June 11.

"It'll be up to people how they use it themselves and I mean there's certain criteria that will have to be adhered to and I'm sure people will know how to do that," she said.

"It'll reinforce people's identities, who they are - and unless you have a good handle on your background and where you've come from it's pretty difficult to move forward."

Source: http://www.abc.net.au/news/stories/2010/05/21/2905648.htm

< top >

Million Indigenous placenames in danger of disappearing

ABC News, May 26, 2010

The editors of a new book on Aboriginal languages say more than a million Indigenous placenames are in danger of being lost forever.

Harold Koch from the Australian National University says knowledge about traditional language has disappeared from many parts of Australia. He says white settlers often did not ask the Indigenous population about existing placenames and introduced English words.

But Dr Koch says in recent years there has been a greater effort to recognise Indigenous placenames and rename landmarks with traditional titles, such as Uluru.

"Some surveyors had a policy of using local names where possible, that's why we have quite a few that got used for stations and towns and so on, but often they're used in slightly garbled form or spelt differently or maybe applied to a different place," he said.

Dr Koch says Canberra is just one example of an Indigenous word that is now pronounced incorrectly.

"The name I think pretty certainly comes from the local Indigenous people and when JJ Moore established a property with his homestead right about at the museum site, he probably asked for a local name and they told him 'Nganbera' and he mispronounced it as 'Ganberra' and it took off from there," he said.

Source: http://www.abc.net.au/news/stories/2010/05/26/2909320.htm

< top >

South Australian teachers and students keep ancient language alive

Hon Jay Weatherill MP, SA Education Minister, 3 June 2010

Yorke Peninsula schools are helping keep the once-disappearing Aboriginal language Narungga alive - following the creation of a dictionary, storybooks and new language course.

Education Minister Jay Weatherill said the Narungga language had been in danger of being lost forever – but is now having resurgence through a partnership between the Narungga Aboriginal Progress Association and local schools.

School teachers, senior secondary students and interested community members have been participating in four one-week-long workshops where they learn about the Narungga language and culture.

So far 16 Yorke Peninsula locals have completed the course and a further 18 are enrolled this year.

“The first graduates of the new Narungga language course included five teachers who have since incorporated what they’ve learnt into lessons at schools in Kadina, Moonta, Maitland and Stansbury,” Mr Weatherill said. “Another five staff will participate this year and introduce Narungga language and culture programs at Point Pearce and Wallaroo.”

Read more at: http://www.ministers.sa.gov.au/narungga.pdf

< top >

NEWS FROM HERE AND THERE

Avatar's blue language on the rise

Giles Hardie, Sydney Morning Herald, 14 May 2010

With thousands of languages listed alongside animals as endangered or extinct, Avatar's 3D universe and the internet have spun off a new language which is rapidly gaining speakers.

Linguistics expert and mild mannered academic, Professor Paul Frommer, spent the last five years on another planet learning the native tongue. Except, of course, the planet didn't exist and nor did the natives.

Frommer was in fact developing a new language. Designing it from the grammar up. The language wasn't Esperanto Mk II, but rather Na'vi, the language of the native people of Pandora in James Cameron's blockbuster Avatar.

In the face of globalisation and technology, UNESCO estimates that at least 50 per cent of the world’s more than six thousand languages are losing speakers. Frommer mined many of these to create the foundations of a language now spoken by thousands of people, more than a large number of the real dying languages.

Read article – and watch the video online: http://www.smh.com.au/entertainment/movies/avatars-blue-language-on-the-rise-20100514-v45z.html?autostart=1

< top >

More languages on the menu in schools:

Native speakers now have greater scope to become teachers

Steve McCormack, the Independent (UK), 20 May 2010

The image many of us may have of a language teacher is someone drilling a classroom full of teenagers in the finer points of French or German grammar in a way not self-evidently relevant to the outside world.

But the past decade has seen big changes to the way language teaching is organised and delivered in English schools. The age range of pupils where language teaching is compulsory has shifted downwards. Now, all children start learning a foreign language, albeit gradually, when they're just seven and continue until they're 14. Previously the compulsory age range was between 11 and 16.

At the same time, the methods of language teaching have become much more targeted towards enabling young people to communicate in the spoken word rather than to get every single dot and comma correct in the written form. And the range of languages taught in schools has expanded enormously.

Spanish, French and German remain the most popular choices, but Italian, Russian, Mandarin, Urdu, Bengali and a host of others are also taught in an increasing number of classrooms.

So, for the graduate or native speaker of almost any world language, a career as a school teacher is a realistic and attractive prospect. And it's one being followed by large numbers every year.

Read entire article: http://www.independent.co.uk/news/education/schools/more-languages-on-the-menu-in-schools-1976406.html

< top >

Queensland wants more LOTE teachers

ABC News, May 29, 2010

Education Queensland is looking to offer $10,000 scholarships to encourage the training of more language teachers.

The State Government says it needs an extra 80 specialist language teachers to ensure 90 per cent of Queensland state schools can teach languages in years 6, 7 and 8 from the start of next year.

At the moment only 64 per cent of schools offer the study of languages at an academic level.

Education Minister Geoff Wilson says it is an ambitious target, which will be met.

"The department has put together a workforce strategy where they're proposing to identify existing teachers in the education system who are qualified to teach a second language, but are teaching some other subject," he said.

"Secondly, they're also targeting university undergraduates and encouraging them to take up a second language as part of their studies and they're also offering scholarships."

He says there are 300 teachers within the system who are qualified in Languages Other Than English (LOTE), but teaching in other subject areas.

Source: http://www.abc.net.au/news/stories/2010/05/29/2912881.htm

< top >

CONFERENCES & EVENTS

Think National, Act Local: Envisioning A Vibrant Languages Future

2010 Biennial State Conference of Modern Language Teachers Association of Queensland (MLTAQ)

2-3 July 2010, University of Queensland - St Lucia Campus, Brisbane, QLD

Registration is now open. You can now purchase registration for the upcoming conference over the net using the secure facilities of PayPal. You do not need an account with them.

Payment can also be made by a cheque payable to 'MLTAQ INC' and forwarded to the MLTAQ at PO Box 3727, South Brisbane BC QLD 4101

Further information: http://mltaq.asn.au/mod/resource/view.php?id=27

< top >

Language and Culture and Social Connectedness in Our Diverse Landscape Symposium

22 September 2010, University Southern Queensland, Toowoomba QLD

The Faculty of Education and Open Access College are hosting a one-day symposium, with the theme of Language, culture and social connectedness in our diverse landscape at the University of Southern Queensland.

This one-day symposium invites teachers, students, researchers and change agents in the community to present their studies of the linguistic, cultural and social variables that impact social connectedness in multi-cultural Australia.

Proposals are being called for presentations – due June 9th – guidelines on the website.

Further information: http://www.usq.edu.au/lcdl

< top >

Congress of the Asia-Pacific Committee of the International Federation of French Teachers

2-6 December, University of Sydney, NSW

The conference will invite teachers and researchers from all countries in Asia and the Pacific to share experiences on the teaching of French language and francophone cultures. It will bring together teachers from primary, secondary, tertiary and all those interested in the theme of Francophonie French and Francophone diversity in Asia-Pacific.

This is an opportunity to reflect on teaching (its practices, its issues, problems) and dissemination (its vitality, its future prospects) of the language and French culture in Asia-Pacific. It will also present tools and strategies that can be used to learn the language, respecting the diversity of aims and educational practices.

A central concern of Congress, conceived both as a place for debates and resources, will promote exchanges between teachers of FLE Asia-Pacific as well as those of francophone countries. It will provide an opportunity to discover what is done and written about the French language, teaching and learning of language in this part of the world.

Read more at http://www.arts.usyd.edu.au/conferences/index.php/french-studies-cap/congres_2010/schedConf/overview

< top >

REMINDERS

7 June - Who needs languages? - Jyväskylä, Finland - https://www.jyu.fi/hum/laitokset/solki/en/conference2010/index_html

24-25 June - (Re)-Constructing Multiculturalism - Cardiff, Wales - http://www.cardiff.ac.uk/gradschools/gsh/gsh%20whats%20on/interdis%20events%20sem/Re-Constructing%20Multiculturalism%20Conference/reconmulti-cfa.html

2-3 July - Cutting Edges: Creativity in language teaching and teacher training - Canterbury, UK - http://www.canterbury.ac.uk/arts-humanities/english-language-studies/LanguageStudiesConf.aspx

4-7 July- Annual Congress in Applied Linguistics - Brisbane QLD - http://www.alaa2010congress.webs.com/

5 July - Lancaster University Conference in Linguistics and English Language - Lancaster, UK - http://www.lancs.ac.uk/fass/events/laelpgconference/index.htm

5-8 July - Biennial Conference of Asian Studies Association of Australia - Adelaide, SA - http://www.adelaide.edu.au/asaa2010/

7 July-10 August - ACTA International TESOL Conference - Gold Coast, QLD - http://www.astmanagement.com.au/ACTA10/

19-20 July - Melbourne Conference on China - Melbourne, VIC - http://www.chinastudies.unimelb.edu.au/conferences/2010/index.php

25-28 July - Awareness Matters: Language, Culture, Literacy - Kassel, Germany - http://www.uni-kassel.de/hrz/db4/extern/ala2010/ct/

31 July - International Conference on Japanese Language Education - Taipei, Taiwan - http://icjle2010.nccu.edu.tw/main.php

27-29 August - ASLIA National Conference - Brisbane, QLD - http://www.asliaconference.org.au/

1-2 September - Languages for the 21st Century: Training, Impact and Influence - Sheffield, UK - http://www.llas.ac.uk/events/6142

16-18 September - Language Teaching in Increasingly Multilingual Environments - Warsaw, Poland - http://www.ils.uw.edu.pl/LTIME.html

21-23 September - ICT in Analysis, Teaching, & Learning of Language International Conference - Kyoto, Japan - http://www11.ocn.ne.jp/~iskwshin/ictatll.html

23-24 September - International Online Language Conference - http://www.iolc2010.ioksp.com/

29 September-2 October - Australian Conference of Celtic Studies - Sydney, NSW - http://www.arts.usyd.edu.au/celtic_studies/index.php?page=events

1-4 October - National Conference for Community Languages and ESOL - Dunedin, New Zealand - http://www.clesol.org.nz/2010/home.html

29-31 October - International Postgraduate Conference in Translation and Interpreting - Manchester, UK - http://www.ipciti.org.uk/

5-6 November - AUSIT Biennial National Conference - Fremantle, WA - http://ausitconference.org/

9-11 November - International Conference on Language, Education and the Millenium Development Goals - Bangkok, Thailand - http://www.unescobkk.org/no_cache/education/appeal/appeal-news/appeal-news-details/article/international-conference-on-language-education-and-the-millenium-developemnt-goals-2nd-announceme/

1-2 December - Malaysia International Conference on Foreign Languages - Serdang, Malaysia - http://www.fbmk.upm.edu.my/micfl2010/

2-4 December - Biennial Conference: Centre for Language Studies - Singapore - http://www.fas.nus.edu.sg/cls/clasic2010/index.htm

< top >

ACSSO EMAIL NEWSLETTERS

- Australian Education Digest : http://www.acsso.org.au/australian-education-digest/ (weekly)
- International News Roundup : http://www.acsso.org.au/roundup/ (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)
- Family School Partners : http://www.familyschool.org.au/news/ (monthly)
- Public Education Voice : http://www.acsso.org.au/public-education-voice (quarterly)

Do you know of an event or resource that schools should know about? Email us at letters@acsso.org.au
Details of products, services, events, resources or points of view are provided for information; publication does not imply endorsement or recommendation.
No warranty is provided nor liability accepted by ACSSO, its members or employees.
To unsubscribe from Languages Education click here: mailto:webmaster@acsso.org.au?subject=unsubscribeLED
To unsubscribe from all ACSSO mailings click here: mailto:webmaster@acsso.org.au?subject=unsubscribeALL