

Bringing visitors here is more effective and more popular than arranging a school trip to Indonesia. We have different sets of visitors in each term, from one uni student to groups of students and staff. It makes a very vibrant program. (Teacher)

Contact Cheryl Gutmanis, Head of Languages [cgutmanis@jsracs.wa.edu.au](mailto:cgutmanis@jsracs.wa.edu.au)

Each year, **Lake Joondalup Baptist College** welcomes students from Japan and Indonesia.

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### Developing Family Ties

In the inaugural year of their sister-school relationship with Sekolah Margie in Surabaya, **Peter Moyes Anglican Community School** welcomed students and teachers from the school in East Java, WA's sister state in Indonesia. The visit was a hit with students as well as parents: *She is a real pleasure and you can put us on the list to have a student automatically the next time... hopefully there will be one! It has been a great experience for us all.* (Parent)

Students evaluated the visit as a resounding success due to the opportunities to really get to know their guests. They recommend that visitors attend classes 'as normal' with hosts, are distributed widely across classes, are invited to talk or perform at assembly and in class, are given time to experience normal family life (rather than having a busy schedule of excursions) and are invited to collaborate in creating resources for the language program.

The success of this visit has led to plans for **Peter Moyes Anglican Community School** to visit Surabaya in 2011.

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**John Wollaston Anglican Community School** will continue to work to strengthen their ties with their sister school in Shizuoka, Japan, Shizuoka Gakuen. A number of students have expressed an interest in going to Japan for the two week holiday break in October this year as short-term exchange students. The School will host 5 students and one teacher in August. This is in addition to the 12 students and two teachers in March.

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The benefits for students of the carefully nurtured relationship between **St Hilda's Anglican School for Girls** and the Kyoto Women's University in Japan are significant. Each year St Hilda's welcomes a graduate of the University to live at the school and volunteer as an assistant in the Japanese language program. Ties are further strengthened when students meet, work and socialise with their 'sisters' during their visit to Kyoto.

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# Centres for innovation for **ASIAN LANGUAGES** National Asian Languages and Studies in Schools Project

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The Australian Government's National Asian Languages and Studies in Schools Program (NALSSP) aims to increase enrolment in Asian languages at senior secondary level. In 2010 the NALSSP provided major grants to four schools, identified by the Association of Independent Schools of WA (AISWA), as Centres of Innovation for Asian Languages grants: Lake Joondalup Baptist College, John Wollaston Anglican Community School, Peter Moyes Anglican Community School and St Hilda's Anglican School for Girls. Recognition of these Centres for Innovation for Asian Languages built on a 2009 NALSSP funding program of seeding grants for five schools which included John Septimus Roe Anglican Community School, Scotch College, St Mary's Anglican Girls' School, John Wollaston Anglican Community School and St Hilda's Anglican School for Girls.

The innovations of these schools, their successes and the lessons learned are outlined here to inform and inspire other schools. The innovations are grouped according to the focus of the change in approach:

- the focus of **School Community** projects is to improve awareness of and connection to Asian languages in the school involving the whole school community
- projects related to **Careers** detail the benefits of Asian languages in specific careers and employment opportunities
- **Curriculum resources** projects are all about improving the delivery of learning opportunities for students and often involve the latest in digital technologies
- **Staff development** projects recognise the importance of ensuring that teachers are confident, competent users of the language and of teaching and learning resources, and
- **International connection** projects focus on applying communication skills in real-life connection and collaboration with students, families and schools in Asia.

AISWA is grateful for the cooperation of the Centres for Innovation in Asian Languages in sharing their successes and demonstrating their leadership in Asian languages education.

Sharing the learning

- 1 Read the summary of each innovation project.
- 2 Contact the teacher whose name is listed under the story if you have questions or want more detail about a specific project.
- 3 Share the stories with colleagues and school administrators.
- 4 Plan an innovation for your students and school.

(Continued over)



## SCHOOL COMMUNITY

### Asian Garden Learning Space

When a new garden was proposed for an area near their classrooms, the languages teachers at **Lake Joondalup Baptist College** proposed that it have an Asian theme and be planned as an outdoor learning space with shade and seating. This space will incorporate Asian languages better in the school environment and facilitate the preparation and practice of oral language tasks in pairs and small groups. Students and visitors will be welcomed to the languages precinct by a vibrant wall mural depicting Indonesian and Japanese designs and language.

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### School Signage

Visitors to **Lake Joondalup Baptist College** are immediately aware that languages are an integral part of the school.

*We want everyone to see and hear that languages are important here.* (Deputy Principal)

Professionally made multi-lingual signs feature throughout the school, signifying the permanence and relevance of the Asian languages program.

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### Creating an Immersion Environment in Camp

A weekend camp was a highlight of Term 3 for Japanese students at **St Mary's Anglican Girls' School** in 2009. Japanese-speaking guests gave lessons in Japanese cooking, calligraphy, arts and crafts which augmented language activities and games to engender enthusiasm and build language skills. The benefits of concentrated language activity were so great that teachers are committed to repeating this type of activity. They plan to offer a one-day program, which would accommodate the needs of students while providing similar language learning benefits.

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**John Wollaston Anglican Community College** is planning a two-day seminar for students of Japanese in Term 3.

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### Movies, Music, Dance and Crafts

Parents, students, staff and the wider **Scotch College** community enjoyed viewing an Indonesian movie introduced by a speaker from the Indonesian Australian Business Council who delivered a message about future business opportunities for speakers of Indonesian.

Year 9 students visited Murdoch University for a campus tour and to engage in dance and traditional percussion orchestra (*gamelan*) workshops. In the Middle School classroom, grant money was used to purchase batik making equipment and students made their own copper stamp designs which were sent to Indonesia and produced into real stamps which the boys have used to create beautiful textiles.

Contact Kate Reitzenstein, Teacher of Indonesian [kreitzenstein@scotch.wa.edu.au](mailto:kreitenstein@scotch.wa.edu.au)

## CAREERS

### Into the Future

**Peter Moyes Anglican Community School** held an Indonesian Expo for students in Years 9-12 to explore opportunities post school through the experiences of guest speakers who described how Indonesian has benefitted their careers. Several elements contributed to the success of the Expo: extensive promotional material around the school built interest; other schools were invited to participate and good use was made of AV stimulus materials. The organisers offer this advice to schools contemplating a similar program: to maintain student attention invite engaging speakers and include an interactive activity between speakers and a Q&A session.

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### Languages Add Spice to the CV

Following interest in the address from the Indonesian Australian Business Council at their movie night, **Scotch College** organised a Year 10 and 11 Indonesian Careers' Lunch at which six university undergraduates, including former Scotch students, talked about how they have used their Indonesian skills beyond secondary school.

*Parents and students, especially boys, are looking for explicit and practical career advantages in studying languages.* (Teacher)

An eight-page glossy brochure produced by **Scotch College** features stories from former students who credit their Indonesian language skills as key ingredients of their international career successes. The brochure provides information about the College's Indonesian program and its links to improved opportunities at University and in establishing a career.

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## CURRICULUM RESOURCES

### Living Language Treasures

Language assistants, especially background speakers, can add enormous value to the learning program, when carefully directed and supported by innovative teachers. They can work with individuals and small groups to model the language and culture, motivate and facilitate student performance particularly in listening and speaking tasks, encourage reflection and provide feedback.

**St Hilda's Anglican School for Girls** employed language assistants in direct response to a survey that found that 47% of students wanted to improve their speaking skills. The Japanese language assistants have built up libraries of learning objects for the school's new interactive whiteboards.

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At **John Wollaston Anglican Community School** the assistant creates listening texts, grammar notes and individual skills development materials for students to practise character formation and reading and comprehension skills.

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Students are deeply appreciative of their language assistants, as evidenced by these comments from students at **Lake Joondalup Anglican Community School**:

*She adds a point of view to our learning that helps with assignments, tests and general class work. Ibu Kiki is very helpful and very nice. I look forward to Wednesday with Ibu Kiki.*

*I have built confidence in speaking Indonesian to people other than my teacher and my class mates.*

*I wish we had her everyday. Hari Rabu dengan ibu Kiki seru sekali! Sangat menyenangkan, ibu Kiki membuat Bahasa Indonesia saya lebih bagus.*

Contact Meagan Maasen, Languages Coordinator [meagan.maassen@ljbc.wa.edu.au](mailto:meagan.maassen@ljbc.wa.edu.au)

### Surf's Up!

Inspired by students' intrinsic interest in surfing and an Australian-Indonesian charity the Indonesian teacher created an innovative program for Year 9 students at **Peter Moyes Anglican Community School**. SurfAid International is a medical and social charity based in Australia and working to improve the health and living standards of villagers in famed surf locations in Sumatra.

When the Westralian Indonesian Language Teachers' Association introduced teachers to SurfAid, Linden Davis (**Peter Moyes Anglican Community School**) and Kate Reitzenstein (**Scotch College**) led workshops of colleagues to develop tasks based on online resources available through SurfAid and other emergency preparedness agencies in Indonesia. It is hoped that these tasks and the program developed by Linden Davis (**Peter Moyes Anglican Community School**) will be published on the SurfAid education website <http://schools.surfaidinternational.org/> and made available to teachers across Australia.

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### Language Corner

In the Senior School Indonesian classroom at **Scotch College**, NALSSP funding was used to supply two desktop computers and the establishment of a Language Corner (*Pondok Bahasa*) which includes dozens of new authentic materials such as Indonesian films, magazines, books and CD's which all students can access during lessons or borrow to take home.

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### Wherever and Whenever

Two schools used their NALSSP funding to provide students with an iPod touch loaded with apps ranging from character recognition, practice and quizzes to travel guides, notes pages and newspapers. Senior students of **St Hilda's Anglican School for Girls** used the devices extensively to complete language tasks on a trip to Kyoto. With mobile connectivity to the Internet, students researched and selected places to visit, planned and undertook independent excursions around the city and made arrangements with their host-escorts and teachers. Both students and teachers noted that students

were required to use their language more and that they were more engaged and enterprising in their language use.

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Senior Secondary students at **John Wollaston Anglican Community School** are looking forward to using their new iPods in class and for revision and language practice at home. There are plenty of language learning applications available, especially for Japanese. *Digital vocabulary flashcards appeal greatly and being able to quickly send fellow student useful words and phrases seems like almost too much fun to be considered 'working' in class.* (Teacher)

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## TEACHER DEVELOPMENT

### eLearning

*Getting the iPod touches and electronic whiteboards was easy. What really made the difference was learning how to use them effectively. We could never have done it without the support of the school's admin.* (Teacher)

The timetable at **St Hilda's Anglican School for Girls** was adjusted to provide a half-day block once a week for language assistants and teachers of Japanese to learn and work together. Guided by an external instructor, teachers developed shared curriculum resources and the confidence to use these digital technologies effectively.

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### In-country Courses for Teachers

The three Japanese teachers at **John Wollaston Anglican Community School** will travel to Japan in January to complete ten days of assistant teaching at their sister school in Japan, Shizuoka Gakuen. They envisage the experience will provide them with the opportunity to develop not only closer ties with their sister school, but also provide them with the opportunity to collect more authentic texts, including photographs, video and audio texts.

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## INTERNATIONAL CONNECTIONS

### More Visitors, Please.

When asked to evaluate resources and strategies that add value to their learning program, Year 9 students at **John Septimus Roe Anglican Community School** knew exactly what they wanted: *It's great when Raj Yumana (school) is here. Can we have some more visitors?* Teachers were surprised and delighted that students valued so highly the opportunity to work with visiting students and teachers from Indonesia.

The school has enjoyed a long-established sister-school relationship with Raj Yumana School in Bali and this year used NALSSP funding to bring guest teachers and students from another school to experience life in Australia and to share Indonesian language and culture.

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