

NALSAS STRATEGY
PHASE 2 STRATEGIC PLAN
1999-2000

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Background

In 1994 the Council of Australian Governments considered a report entitled *Asian Languages and Australia's Economic Future*. Subsequently, the Commonwealth allocated funding for the 1995-1998 quadrennium for its share of what became the National Asian Languages and Studies in Australian Schools (NALSAS) Strategy. All education authorities entered into bilateral agreements with the Commonwealth to work towards national targets and agreed to contribute significantly from their own resources to support the Strategy. The Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) set up a NALSAS Taskforce in late 1994 to develop, support and monitor the implementation of the Strategy.

The Department of Foreign Affairs and Trade identified Chinese (Mandarin), Japanese, Indonesian and Korean as the four Asian languages of most benefit to Australia's economic future. The study of these languages was to be given priority in Australian schools and studies of Asia were to be incorporated as a 'perspective' across the school curriculum. Five percent of Commonwealth funding has been reserved for national collaborative projects with the balance of the funds provided to education authorities on a per capita basis.

The MCEETYA Taskforce had an independent Chair, Professor Colin Mackerras from Griffith University. In April 1999 the Taskforce presented a report, *Partnership for Change*, on the first quadrennium of the NALSAS Strategy (1995-1998). In the Foreword, the Chair noted that, "Australia's geographic and strategic position in the world makes it obligatory that our people develop some knowledge and understanding of Asia and its languages in order to be able to engage with it and communicate with its people." The report noted that student participation in Asian languages had increased by more than 50% from 1994 to 1997 and that 2 500 teachers had been trained in Asian languages. In addition, studies of Asia was 'put on the map' in a real way. The original Strategy was based on projections through to 2006. The Commonwealth has agreed to continue its funding at the rate of approximately \$30m a year to the end of 2002.

Introduction

At its 10th meeting in Adelaide on 22-23 April 1999, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) agreed to continue the work of the National Asian Languages and Studies in Australian Schools (NALSAS) Taskforce under the chairmanship of Mr Wal Czernekj, the Secretary of the Northern Territory Department of Education.

MCEETYA endorsed revised terms of reference for the Taskforce and asked it to develop a detailed strategic plan for phase 2 of the implementation of the NALSAS Strategy (1999-2002), to be endorsed by MCEETYA, based on the endorsed recommendations of the report *Asian Languages and Australia's Economic Future*, including:

- an agreed framework for reporting on the outcomes of the NALSAS strategy to incorporate the requirements of the *States Grants (Primary and Secondary Education Assistance) Act 1996*;
- in the context of the Review of National Goals and Targets, an examination of approaches for measuring the levels of improvement of students' and teachers' skills and understandings in the NALSAS languages;
- a common and agreed system of collecting data on NALSAS languages and studies of Asia (in collaboration with the MCEETYA Taskforce on School Statistics); and
- encouraging school education authorities to adopt products developed by the Taskforce as a matter of priority, within the resources available.

The plan for Phase 2 of the Strategy addresses these issues by focusing on the four strategic areas:

- Curriculum Delivery
- Teacher Quality and Supply

- Strategic Alliances and
- Outcomes and Accountability.

It sets objectives for each of the focus areas and strategies to achieve those objectives. In addition, it establishes an operational plan for the implementation of the strategies which will be reviewed by the Taskforce on an annual basis. The Strategic Plan integrates the four languages and the studies of Asia across the Strategy as a whole. The Plan identifies how the Taskforce will assist the Commonwealth and education authorities to make progress towards NALSAS targets. Reporting progress towards targets is included in bilateral agreements between education authorities and the Commonwealth as well as in reporting for the National Report on Schooling.

This Strategic Plan is based on the endorsed recommendations of the COAG report but does not link directly to all the recommendations and targets listed in the original report, although all were considered in developing this Plan. Some of the recommendations in the original report have been re-evaluated since its inception, including through a Review of the NALSAS Strategy, through the evaluation of Commonwealth school languages programmes and in the light of four years of experience in the Taskforce, to arrive at the current position. This Strategic Plan represents what can be achieved collectively in the current quadrennium and recognises the significant contribution that jurisdictions make separately. It will be subject to review by the Taskforce on an annual basis.

Summary

Focus 1: Curriculum Delivery

Objectives

- To develop broadly-based quality curriculum materials;
- To provide enhanced and flexible access to materials and programmes via a range of delivery mechanisms including on-line.

Strategies

- Review and monitor take up of NALSAS products and services;
- Develop NALSAS material for on-line delivery;
- Develop curriculum materials in a variety of media;
- Market NALSAS products and services and encourage education authorities to adopt products developed by the Taskforce.

Focus 2: Teacher Quality and Supply

Objective

- To support jurisdictions in teacher quality and supply issues.

Strategies

- Map teacher supply for NALSAS languages and teachers with the capacity to integrate studies of Asia in their teaching;
- Further investigate and initiate distance delivery for teacher training in identified areas of need;
- Provide a training and professional development programme for NALSAS languages teachers focussing on methodology for distance delivery to students;
- Develop language and methodology refresher programmes
- Promote the teaching of NALSAS languages and studies of Asia.

Focus 3: Strategic Alliances

Objective

- To develop strategic alliances with key agencies to support the achievement of NALSAS objectives

Strategies

- Form strategic alliances with key organisations
- Develop communication material to gain support from the broader community and business sectors.

Focus 4: Outcomes and Accountability

Objective

- To develop an agreed framework for collecting and reporting on the outcomes of the NALSAS strategy;
- To examine approaches for measuring levels of improvement of students' skills and understandings in the NALSAS languages.

Strategies

- Develop a framework for collecting nationally consistent data on student participation in NALSAS languages;
- Develop a framework for collecting data on student outcomes for NALSAS languages and studies of Asia.
- Report annually to MCEETYA against the terms of reference via the National Report on Schooling in Australia

NALSAS STRATEGY
PHASE 2 STRATEGIC PLAN (1999-2002)
OPERATIONAL PLAN

FOCUS 1: Curriculum Delivery		
OBJECTIVES		
<ul style="list-style-type: none"> • To develop broadly-based quality curriculum materials • To provide enhanced and flexible access to materials and programs via a range of delivery mechanisms including on - line 		
STRATEGY A	IMPLEMENTATION	TIMELINE
Review and monitor take-up of NALSAS products and services	Commission and conduct an audit of NALSAS materials and products *	1999 - 2000
	Prepare an annotated bibliography of NALSAS products * (cross ref /D)	1999 - 2000
	Identify gaps in NALSAS curriculum materials and in the dissemination of NALSAS-developed materials*	1999 - 2000
	Monitor take-up of NALSAS products and services (S)	1999 - 2002

FOCUS 1: Curriculum Delivery		
OBJECTIVES		
<ul style="list-style-type: none"> • To develop broadly-based quality curriculum materials • To provide enhanced and flexible access to materials and programs via a range of delivery mechanisms including on - line 		
STRATEGY B	IMPLEMENTATION	TIMELINE
Development of NALSAS material for on-line delivery	Establish strategic linkages in relation to on-line delivery through the NALSAS website *	2000
	Develop alignment between NALSAS and prospective national on-line curriculum strategy (TF)	2000 - 2002
	Identify current materials suitable for adaptation to on-line delivery *	2000
	Adapt and develop on-line material, including: <ul style="list-style-type: none"> • distance education Chinese program suitable for on-line delivery * • distance education Japanese program suitable for on-line delivery (P - 2001) 	2000 - 2002 2000 2001-2002
	Further develop Asia- on-line including links with language study * <ul style="list-style-type: none"> • Stage 1 * • Stage 2 (P - 2000) 	1999 - 2000 2000 - 2002
	Develop and maintain a NALSAS website for delivery of curriculum materials *	1999 - 2002

* Project approved	P Project proposed for 2000/2001/2002
TF Taskforce	S Secretariat

FOCUS 1: Curriculum Delivery		
OBJECTIVES		
<ul style="list-style-type: none"> • To develop broadly-based appropriate quality curriculum materials • To provide enhanced and flexible access to materials and programs via a range of delivery mechanisms including on - line 		
STRATEGY C	IMPLEMENTATION	TIMELINE
Develop curriculum materials in a variety of media	Commission a project to identify strategies for teaching and learning languages which use ideographic writing systems *	1999 - 2000
	Develop curriculum resources that infuse studies of Asia into other learning areas including <ul style="list-style-type: none"> • Performing Arts * 	1999 – 2002 2000
	Develop curriculum support materials focusing on the use of authentic texts from countries of Asia <ul style="list-style-type: none"> • Asia through Asian Eyes (Indonesia) * • Asia through Asian Eyes (China) (P – 2000) • Asia through Asian Eyes (India and Japan) (P – 2001) 	1999 - 2002 1999 - 2000 2000 - 2001 2001 - 2002

* Project approved	P Project proposed for 2000/2001/2002
TF Taskforce	S Secretariat

FOCUS 1: Curriculum Delivery		
OBJECTIVES		
<ul style="list-style-type: none"> • To develop broadly-based appropriate quality curriculum materials • To provide enhanced and flexible access to materials and programs via a range of delivery mechanisms including on - line 		
STRATEGY D	IMPLEMENTATION	TIMELINE
Market NALSAS products and services and encourage school education authorities to adopt products developed by the Taskforce	Develop partnerships for marketing and delivery with other agencies including: <ul style="list-style-type: none"> • Asia Education Foundation (AEF) /Curriculum Corporation; (TF/S) • universities (publicity/research); (TF) • commercial developers; (TF) • education authorities; (TF) • government departments. (TF) 	1999 - 2002
	Conduct the conferences and seminars project *	1999 - 2000
	Provide grants to smaller jurisdictions *	1999 - 2000
	Utilise the NALSAS website and develop materials for marketing (P - 2000)	2000-2002
	Investigate the feasibility of wider distribution of NALSAS products at reduced costs (S)	2000
	Develop CD-ROM based collections of published materials (P - 2001)	2001 - 2002

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TF Taskforce	S Secretariat

FOCUS 2: Teacher Quality and Supply		
OBJECTIVE		
<ul style="list-style-type: none"> To support jurisdictions in teacher quality and supply issues 		
STRATEGY A	IMPLEMENTATION	TIMELINE
Map teacher supply for NALSAS languages and teachers with the capacity to integrate studies of Asia in their teaching	Identify current research data relevant to the supply of teachers of NALSAS languages and teachers with the capacity to integrate studies of Asia in their teaching (TF/S)	2000
	Analyse teacher supply for NALSAS languages and for teachers with the capacity to integrate the studies of Asia into the curriculum(S)	2000
	Map strategies used by jurisdictions to resolve teacher supply issues(S)	2000
	Conduct a scan of studies of Asia in pre-service teacher training programs, including numbers undertaking such courses*	1999 - 2000
	Collate approaches used by jurisdictions to measure teacher proficiency for NALSAS languages and consider further action where necessary (TF)	2000

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FOCUS 2: Teacher Quality and Supply		
OBJECTIVE		
<ul style="list-style-type: none"> To support jurisdictions in teacher quality and supply issues 		
STRATEGY B	IMPLEMENTATION	TIMELINE
Further investigate and initiate distance delivery for teacher training in identified areas of need	Develop a languages methodology course for distance delivery for accredited and non-award teacher professional development (P - 2000)	2000 - 2001
	Adapt existing studies of Asia professional development materials for distance delivery *	1999 - 2000
	Develop tertiary level courses for beginner learners in <ul style="list-style-type: none"> Indonesian * Chinese (P - 2001) 	1999 - 2000 2001 - 2002
	Pilot and evaluate the Graduate Certificate in Korean *	1999 - 2000
	Develop and trial PD modules for studies of Asia *	1999 - 2000

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TF Taskforce	S Secretariat

FOCUS 2: Teacher Quality and Supply		
OBJECTIVE		
<ul style="list-style-type: none"> To support jurisdictions in teacher quality and supply issues 		
STRATEGY C	IMPLEMENTATION	TIMELINE
Provide a training and professional development program for NALSAS languages teachers focussing on methodology for distance delivery to students	Develop and pilot program (P - 2000)	2000 - 2001

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TF Taskforce	S Secretariat

FOCUS 2: Teacher Quality and Supply		
OBJECTIVE		
<ul style="list-style-type: none"> To support jurisdictions in teacher quality and supply issues 		
STRATEGY D	IMPLEMENTATION	TIMELINE
Develop language and methodology refresher programs	Investigate the modularisation, where appropriate, of NALSAS tertiary languages courses <ul style="list-style-type: none"> Chinese (P - 2000) Japanese (P - 2000) Indonesian (P - 2001) 	2000 2000 2001
	Investigate and disseminate research on good practice for the integration of socio-cultural elements into languages teaching (P - 2001)	2001

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TF Taskforce	S Secretariat

FOCUS 2: Teacher Quality and Supply		
OBJECTIVE		
<ul style="list-style-type: none"> To support jurisdictions in teacher quality and supply issues 		
STRATEGY E	IMPLEMENTATION	TIMELINE
Promote the teaching of NALSAS languages and studies of Asia	Develop teacher career information and promotional materials in print and electronic formats (P - 2000)	2000 - 2002
	Investigate and commission, if necessary, further research on the benefits of languages learning to English literacy development (P - 2000)	2000 - 2002
	Develop a train the trainer program to enhance NALSAS languages implementation (uptake Stage 2) *	1999 - 2000
	Develop and disseminate professional development module to support implementation of studies of Asia Curriculum Support Document *	1999 - 2000
	Investigate and commission, if necessary, further research on the benefits of in-country study for teachers on the uptake of studies of Asia (P 2000)	2000

* Project approved	P Project proposed for 2000/2001/2002
TF Taskforce	S Secretariat

FOCUS 3: Strategic Alliances		
OBJECTIVES		
<ul style="list-style-type: none"> To develop strategic alliances with key agencies to support the achievement of NALSAS objectives 		
STRATEGY A	IMPLEMENTATION	TIMELINE
Form strategic alliances with key organisations	Department of Foreign Affairs and Trade to identify relevant regional trends, including key businesses (S)	2000
	Develop and maintain a strategic working relationship with AEF (TF/S)	1999 - 2002
	Invite representatives from other agencies to NALSAS Taskforce meetings as appropriate (TF/S)	1999 - 2002
	Through the Australian Vice-Chancellors' Committee identify numbers of tertiary students studying the NALSAS languages, including numbers undertaking double degrees and students undertaking teacher method courses that include studies of Asia. (TF/Hugh Clarke)	2000 - 2002
	Formalise relationships with other relevant Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) Taskforces, eg National Education Performance Monitoring Taskforce/Taskforce on School Statistics/Careers/Teachers (S)	1999 - 2002
	Consult with, and provide relevant information to, key umbrella organisations for Studies of Society and Environment, English and the Arts, including: <ul style="list-style-type: none"> teacher professional associations, including Asian Studies Association of Australia and Australian Federation of Modern Language Teachers' Associations;(S) foreign government agencies; (S) Australian Curriculum Assessment and Certification Authorities; (S) 	1999 - 2002

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TF Taskforce	S Secretariat

FOCUS 3: Strategic Alliances**OBJECTIVES**

- To develop strategic alliances with key agencies to support the achievement of NALSAS objectives

STRATEGY B	IMPLEMENTATION	TIMELINE
Develop communication material to gain support from the broader community and business sectors	Commission the development of promotional material in print and web-based form (P - 2000)	2000 - 2002
	Utilise travelling display for conferences and seminars *	1999 - 2000

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TF Taskforce	S Secretariat

FOCUS 4: Outcomes and Accountability		
OBJECTIVES		
<ul style="list-style-type: none"> • To develop an agreed framework for collecting and reporting on the outcomes of the NALSAS strategy • To examine approaches for measuring levels of improvement of students' skills and understandings in the NALSAS languages 		
STRATEGY A	IMPLEMENTATION	TIMELINE
Develop a framework for collecting nationally consistent data on student participation in NALSAS languages.	Negotiate an agreed framework for school education authorities to report nationally consistent data on student participation in the NALSAS languages through the National Report on Schooling in Australia (TF) See Appendix.	1999 - 2000

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TF Taskforce	S Secretariat

FOCUS 4: Outcomes and Accountability		
OBJECTIVES		
<ul style="list-style-type: none"> • To develop an agreed framework for collecting and reporting on the outcomes of the NALSAS strategy • To examine approaches for measuring levels of improvement of students' skills and understandings in the NALSAS languages 		
STRATEGY B	IMPLEMENTATION	TIMELINE
Develop a framework for collecting data on student outcomes for NALSAS languages and studies of Asia	School education authorities develop plans to identify processes for students' outcome data collection at Years 10 & 12 for NALSAS languages (TF).	2000
	School education authorities report to the Commonwealth their progress in developing and implementing plans for students' outcome data collection to incorporate the requirements of the States Grants Act (TF).	2001-2002
	School education authorities participate in a baseline sample survey of student outcomes in studies of Asia (P - 2000)	2000

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FOCUS 4: Outcomes and Accountability		
OBJECTIVES		
<ul style="list-style-type: none"> • To develop an agreed framework for collecting and reporting on the outcomes of the NALSAS strategy • To examine approaches for measuring levels of improvement of students' skills and understandings in the NALSAS languages 		
STRATEGY C	IMPLEMENTATION	TIMELINE
Report annually to the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) against the terms of reference via the National Report on Schooling in Australia.	Prepare a report on the NALSAS Strategy for the National Report on Schooling in Australia. (S)	1999 - 2000

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TF Taskforce	S Secretariat

STATE: _____ SECTOR: _____ MONTH OF 2000 COLLECTION: _____

TABLE 1: NUMBER OF SCHOOLS OFFERING AT LEAST ONE NALSAS LANGUAGE BY LEVEL OF SCHOOL

	Level of school				
	Primary	Secondary	Combined	Special	Total
Number of schools offering NALSAS Language					
Total schools at this level					
Percentage offering NALSAS Language					

TABLE 2: NUMBER OF SCHOOLS OFFERING EACH NALSAS LANGUAGE BY LEVEL OF SCHOOL

NALSAS Languages	Level of school				
	Primary	Secondary	Combined	Special	Total
Chinese					
Indonesian					
Japanese					
Korean					

STATE: _____ SECTOR: _____ MONTH OF 2000 COLLECTION: _____

TABLE 3: NUMBER OF STUDENTS STUDYING EACH NALSAS LANGUAGE BY YEAR LEVEL

NALSAS LANGUAGES	K/P	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Ung. Prim	Total Prim	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Ung Sec	Total Sec.	TOTAL STUDENTS
Chinese																			
Indonesian																			
Japanese																			
Korean																			
TOTAL COHORT																			

STATE: _____ SECTOR: _____ MONTH OF 2000 COLLECTION: _____

TABLE 4a: NUMBER OF STUDENTS STUDYING EACH NALSAS LANGUAGE BY YEAR LEVEL, BY HOURS OF INSTRUCTION PER WEEK (PRIMARY)

	Year level and estimated hours per week																								Total Primary						
	K/P			Yr 1			Yr 2			Yr 3			Yr 4			Yr 5			Yr 6			Yr 7						Ung. Primary			
NALSAS Languages	< 2	2-3	> 3	< 2	2-3	> 3	< 2	2-3	> 3	< 2	2-3	> 3	< 2	2-3	> 3	< 2	2-3	> 3	< 2	2-3	> 3	< 2	2-3	> 3	< 2	2-3	> 3	< 2	2-3	> 3	
Chinese																															
Japanese																															
Indonesian																															
Korean																															
TOTAL COHORT																															

STATE: _____ SECTOR: _____ MONTH OF 2000 COLLECTION: _____

TABLE 4b: NUMBER OF STUDENTS STUDYING EACH NALSAS LANGUAGE BY YEAR LEVEL, BY HOURS OF INSTRUCTION PER WEEK (SECONDARY)

	Year level and estimated hours per week																								
	Yr 7			Yr 8			Yr 9			Yr 10			Yr 11			Yr 12			Ung. Secondary			Total Secondary			
	<2	2-3	>3	<2	2-3	>3	<2	2-3	>3	<2	2-3	>3	<2	2-3	>3	<2	2-3	>3	<2	2-3	>3	<2	2-3	>3	
NALSAS Languages																									
Chinese																									
Indonesian																									
Japanese																									
Korean																									
TOTAL COHORT																									

STATE: _____ SECTOR: _____ MONTH OF 2000 COLLECTION: _____

TABLE 3: NUMBER OF STUDENTS STUDYING EACH NALSAS LANGUAGE BY YEAR LEVEL

NALSAS LANGUAGES	K/P	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Ung. Prim	Total Prim	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Ung Sec	Total Sec.	TOTAL STUDENTS	
Chinese																				
Indonesian																				
Japanese																				
Korean																				
TOTAL COHORT																				

STATE: _____ SECTOR: _____ MONTH OF 2000 COLLECTION: _____

TABLE 4a: NUMBER OF STUDENTS STUDYING EACH NALSAS LANGUAGE BY YEAR LEVEL, BY HOURS OF INSTRUCTION PER WEEK (PRIMARY)

	Year level and estimated hours per week																								Total Primary					
	K/P			Yr 1			Yr 2			Yr 3			Yr 4			Yr 5			Yr 6			Yr 7						Ung. Primary		
NALSAS Languages	< 2	2-3	> 3	< 2	2-3	> 3	< 2	2-3	> 3	< 2	2-3	> 3	< 2	2-3	> 3	< 2	2-3	> 3	< 2	2-3	> 3	< 2	2-3	> 3	< 2	2-3	> 3	< 2	2-3	> 3
Chinese																														
Japanese																														
Indonesian																														
Korean																														
TOTAL COHORT																														

STATE: _____ SECTOR: _____ MONTH OF 2000 COLLECTION: _____

TABLE 4b: NUMBER OF STUDENTS STUDYING EACH NALSAS LANGUAGE BY YEAR LEVEL, BY HOURS OF INSTRUCTION PER WEEK (SECONDARY)

	Year level and estimated hours per week																								
	Yr 7			Yr 8			Yr 9			Yr 10			Yr 11			Yr 12			Ung. Secondary			Total Secondary			
	<2	2-3	>3	<2	2-3	>3	<2	2-3	>3	<2	2-3	>3	<2	2-3	>3	<2	2-3	>3	<2	2-3	>3	<2	2-3	>3	
NALSAS Languages																									
Chinese																									
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